

Wellbeing Australian Early Years Curriculum For Sustainability Complementing the Early Years Learning Framework



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Belonging, Being, and Becoming	Wellbeing	Communication	Identity and Diversity	Active Learning	Play-based Learning	Relationships
This encompasses the sense of belonging to family, community, and culture; being engaged and involved in learning through exploration and play; and becoming	Promoting physical, emotional, and social well-being, including the development of healthy habits and positive self-esteem	Encouraging language development and communication skills, both verbal and non-verbal, to express needs, thoughts, and feelings effectively.	Supporting children in understanding their own identity, culture, and background, as well as respecting and appreciating the diversity of others.	Fostering curiosity, creativity, and problem-solving skills through hands-on exploration and inquiry-based learning experiences.	Recognizing the importance of play in children's development, allowing them to explore, experiment, and make sense of the world around them	Building positive relationships with peers, educators, families, and the wider community, fostering a sense of belonging and connectedness.

confident, autonomous learners						

The Sustainability Curriculum Headings

Understanding Sustainability (SUS1)	Environmental Awareness (SUS2)	Environmental Stewardship (SUS3)	Waste Management (SUS4)	Energy Conservation (SUS5)	Biodiversity and Ecosystems (SUS6)
Climate Change and Adaptation (SUS7)	Food and Agriculture (SUS8)	Water Conservation (SUS9)	Sustainable Transport and Urban Planning (SUS10)	Citizenship / Global Responsibility and Sustainable Development (SUS11)	Outdoor Learning and Connection to Nature (SUS12)

Understanding Sustainability -SUS 1-

Wellbeing

Physical Well-being:

- Develop an understanding of the importance of physical activity for personal health and the health of the environment.
- Participate in outdoor activities that promote physical fitness while connecting with nature, such as nature walks,

gardening, and active play.

c. Learn about healthy eating habits and the benefits of consuming locally sourced, seasonal foods for personal and environmental well-being.

Emotional Well-being:

a. Engage in activities that foster emotional resilience and coping skills in response to environmental changes or challenges, such as weather fluctuations or encountering new natural environments.

b. Explore feelings and emotions related to environmental issues, such as empathy towards animals or sadness about pollution, through storytelling, role-playing, and artistic expression.

c. Develop mindfulness techniques, such as deep breathing or nature-based mindfulness practices, to promote emotional regulation and stress reduction in connection with nature.

Social Well-being:

a. Participate in collaborative activities that promote teamwork and cooperation, such as community gardening projects or group clean-up activities.

b. Develop empathy and compassion towards others, including animals and plants, through interactions in natural settings and learning about ecosystems and interdependence.

c. Foster positive relationships with peers and adults through shared experiences in outdoor play and environmental stewardship activities, promoting a sense of belonging and connection to the community and natural world

Wellbeing

Physical Well-being:

- a. Engage in outdoor activities that promote physical health, such as playing games, running, jumping, and climbing in natural environments.
- b. Develop an understanding of the importance of physical activity for their overall health and well-being.
- c. Demonstrate basic safety practices in outdoor settings, such as staying within designated areas and avoiding hazardous materials.
- d. Participate in activities that encourage healthy eating habits, such as gardening and preparing simple snacks using fresh, locally sourced ingredients.

Emotional Well-being:

- a. Explore and express emotions related to their experiences in nature, such as joy, wonder, or calmness, fostering emotional awareness and regulation.
- b. Develop empathy and compassion for living beings in the environment, such as plants and animals, through observation and interaction.
- c. Engage in mindfulness activities in natural settings, such as listening to the sounds of birds or feeling the breeze, to promote emotional well-being and stress reduction.
- d. Participate in discussions and storytelling about the interconnectedness between humans and nature, promoting a sense of belonging and emotional connection to the environment.

Social Well-being:

- a. Collaborate with peers in outdoor play and exploration, fostering social skills such as cooperation, communication, and problem-solving.
- b. Engage in activities that promote teamwork and shared responsibility, such as caring for a class garden or participating in community clean-up efforts.
- c. Develop respect for diversity within nature and among people, celebrating differences and fostering inclusive attitudes towards others.
- d. Engage in cooperative storytelling or role-playing activities that highlight the importance of working together to protect the environment and promote social harmony.

Environmental Stewardship
(SUS 3)

Wellbeing

Physical Well-being:

- a. Develop an understanding of the importance of physical activity for personal health and the health of the environment.
- b. Engage in outdoor play and exploration to promote gross motor skills, coordination, and spatial awareness.
- c. Demonstrate safe and respectful behavior towards natural environments and living organisms during physical activities.

Emotional Well-being:

- a. Foster a sense of emotional connection to nature through sensory experiences such as feeling the texture of leaves, smelling flowers, and listening to bird songs.
- b. Express emotions and feelings in response to environmental experiences, fostering emotional literacy and self-awareness.
- c. Develop coping strategies for managing emotions such as stress or frustration through nature-based activities like mindfulness walks or outdoor quiet time.

Social Well-being:

- a. Collaborate with peers in cooperative outdoor activities, fostering teamwork and communication skills.
- b. Practice empathy and compassion towards living beings in the environment, nurturing a sense of responsibility for the well-being of others.
- c. Participate in community-based environmental initiatives or projects, promoting a sense of belonging and connection to the wider community.

Healthy Habits:

- a. Explore and appreciate the nutritional value of fresh, locally sourced foods, fostering an understanding of the connection between food choices and environmental sustainability.
- b. Engage in gardening activities to cultivate an appreciation for fresh produce and the benefits of gardening for physical and mental health.
- c. Develop hygiene habits that promote personal and environmental health, such as handwashing after outdoor play and proper waste disposal practices.

Positive Self-esteem:

- a. Celebrate individual achievements and efforts in environmental stewardship activities, promoting a sense of competence and self-worth.
- b. Encourage self-expression and creativity through art and storytelling inspired by nature, fostering a positive self-image.
- c. Provide opportunities for children to take on leadership roles in environmental initiatives, fostering a sense of empowerment and self-confidence.

(SUS4)

Wellbeing

Physical Well-being:

- a. Understand the importance of waste management for maintaining a clean and hygienic environment, promoting physical health and safety.
- b. Engage in physical activities related to waste management, such as sorting, lifting, and carrying recyclables, fostering gross motor skills and physical coordination.
- c. Develop healthy habits by participating in routines for waste reduction, such as proper handwashing after handling waste materials, promoting hygiene and disease prevention.

Emotional Well-being:

- a. Recognize the emotional significance of caring for the environment through waste management, fostering a sense of empathy and connection with the natural world.
- b. Express feelings and emotions related to waste management experiences, such as joy in recycling efforts or concern

for pollution, encouraging emotional literacy and self-expression.

c. Develop resilience by learning to cope with challenges and setbacks in waste management practices, fostering emotional regulation and problem-solving skills.

Social Well-being:

a. Collaborate with peers and adults in waste management activities, fostering social connections and cooperative skills.

b. Engage in discussions and storytelling about the impact of waste on communities and ecosystems, promoting empathy and social awareness.

c. Participate in community-based initiatives for waste reduction and recycling, fostering a sense of belonging and social responsibility.

Development of Healthy Habits:

a. Internalise routines for waste management, such as proper disposal of litter and recycling materials, promoting habits that contribute to a clean and sustainable environment.

b. Learn about the nutritional benefits of composting organic waste and gardening with recycled materials, promoting healthy eating habits and environmental stewardship.

c. Practice mindfulness techniques during waste management activities, fostering self-awareness and stress reduction, promoting overall well-being.

Positive Self-esteem:

a. Celebrate achievements and successes in waste management efforts, fostering a sense of accomplishment and self-worth.

- b. Receive positive reinforcement and encouragement for participation in waste reduction practices, promoting confidence and self-esteem.
- c. Develop a positive self-concept as responsible stewards of the environment, fostering a sense of pride and purpose in contributing to a healthier planet.

Energy Conservation (SUS 5)

Wellbeing

Physical Well-being:

- a. Understand the connection between energy conservation and personal health, including the importance of conserving energy for sustaining a healthy environment.
- b. Participate in physical activities that promote energy conservation, such as walking or biking instead of using motorised transportation, to enhance cardiovascular fitness and overall well-being.
- c. Develop healthy habits related to energy usage, such as turning off lights when leaving a room and engaging in outdoor play to reduce screen time and promote physical activity.

Emotional Well-being:

Recognize the emotional benefits of living in a sustainable environment, fostering a sense of pride and accomplishment in contributing to energy conservation efforts.

Explore the concept of mindfulness in relation to energy consumption, encouraging moments of reflection and gratitude for the resources available while cultivating a deeper connection to the natural world.

Develop coping skills for addressing environmental concerns and anxieties related to energy conservation through creative expression, such as art, storytelling, or nature-based activities.

Social Well-being:

- a. Engage in collaborative learning experiences that promote teamwork and cooperation in identifying and implementing energy-saving practices within the classroom, school, and community.
- b. Foster empathy and respect for others' perspectives on energy conservation, recognizing that individual actions can have a collective impact on social well-being and environmental sustainability.
- c. Participate in community-based initiatives focused on energy conservation, such as neighbourhood clean-up events or tree planting activities, to strengthen social connections and foster a sense of belonging to a larger community.

Biodiversity and Ecosystems (SUS6)

Wellbeing

Physical Well-being:

- a. Understand the importance of biodiversity and healthy ecosystems in supporting physical health, including access to clean air, water, and nutritious food.
- b. Engage in outdoor activities that promote physical exercise and connection with nature, such as nature walks, gardening, or habitat restoration projects.
- c. Develop healthy habits related to environmental stewardship, such as reducing waste, conserving resources, and engaging in sustainable practices that support biodiversity.

Emotional Well-being:

- a. Develop a sense of wonder and appreciation for the diversity of life forms within ecosystems, fostering a sense of belonging and connection to the natural world.
- b. Recognize the intrinsic value of biodiversity and ecosystems in promoting emotional well-being, including opportunities for relaxation, stress relief, and emotional renewal found in natural settings.
- c. Cultivate empathy and compassion towards living organisms and their habitats, understanding the importance of protecting and preserving biodiversity for the well-being of present and future generations.

Social Well-being:

- a. Engage in collaborative learning experiences that promote teamwork and cooperation in exploring and protecting local ecosystems, fostering a sense of community and shared responsibility.
- b. Participate in community-based conservation efforts, such as volunteering for habitat restoration projects or participating in citizen science initiatives, to promote social connections and a sense of collective action.
- c. Develop communication skills to share knowledge and advocate for biodiversity conservation within their peer group, family, and wider community, empowering students to become environmental stewards and agents of positive change.

Climate Change and Adaptation

(SUS7)

Wellbeing communication

Physical Well-being:

- a. Identify basic elements of weather such as sun, rain, wind, and clouds.
- b. Recognize changes in the environment due to weather patterns.
- c. Participate in simple outdoor activities that promote physical health, such as gardening or exploring nature trails.

Emotional Well-being:

- a. Express feelings and emotions related to changes in weather and environment, such as joy on a sunny day or sadness
.during a storm.
- b. Develop coping strategies to manage feelings of uncertainty or fear related to climate change, such as talking to a trusted adult or engaging in calming activities like deep breathing.

Social Well-being:

- a. Collaborate with peers in activities that promote environmental awareness, such as recycling or planting trees.
- b. Demonstrate empathy towards animals and plants affected by changes in their habitats due to climate change.
- c. Engage in discussions about how individual actions can contribute to protecting the environment and mitigating climate change.

Healthy Habits:

- a. Practise basic habits for environmental sustainability, such as turning off lights when not in use or using reusable

containers for snacks.

b.Explore healthy eating habits by learning about foods that are good for the planet and our bodies, such as fruits and vegetables.

c.Participate in regular physical activities that promote strength, balance, and coordination, such as yoga or dancing.

Positive Self-esteem:

a.Celebrate individual contributions to environmental conservation efforts, fostering a sense of accomplishment and pride.

b.Engage in activities that encourage self-expression and creativity, such as drawing or storytelling about ways to protect the environment.

c.Develop a sense of agency and responsibility towards caring for the planet, fostering a positive self-image as stewards of the environment.

Understanding Climate Change and Adaptation:

a.Begin to understand the concept of climate change through simple explanations and age-appropriate visuals.

b.Explore how animals and plants adapt to changes in their environment, introducing concepts of resilience and adaptation.

c.Engage in hands-on activities that demonstrate the impact of climate change on the environment, such as observing changes in weather patterns or exploring habitats affected by rising temperatures.

Food and Agriculture

(SUS8)

Wellbeing

Physical Well-being:

- a. Identify different types of fruits, vegetables, grains, and proteins.
- b. Participate in hands-on activities such as planting seeds, watering plants, and harvesting fruits and vegetables in a garden or indoor pots.
- c. Engage in sensory experiences with food, exploring textures, tastes, and smells of various fruits and vegetables.

Emotional Well-being:

- a. Develop positive associations with food by exploring and tasting a variety of healthy foods.
- b. Express preferences and dislikes for different foods in a supportive environment.
- c. Learn about where food comes from and the importance of farmers and agriculture in providing nourishment.

Social Well-being:

- a. Engage in collaborative activities such as preparing simple snacks or meals with peers, promoting teamwork and

cooperation.

b.Practice sharing and taking turns during group activities related to food and agriculture.

c.Learn about cultural diversity through exploration of different cuisines and traditional farming practices.

Healthy Habits:

a.Learn about the importance of balanced nutrition and the food groups through interactive games and activities.

c.Practice proper handwashing techniques before handling food to prevent the spread of germs.

Explore the concept of moderation in eating, recognizing when they are full and stopping eating.

Positive Self-esteem:

a.Celebrate individual efforts in growing and preparing food, fostering a sense of accomplishment and pride.

b.Engage in activities that promote independence and self-reliance, such as helping to set the table or making simple snacks.

c.Develop a positive self-image by recognizing their role in caring for plants and animals and contributing to the family or community's food supply.

Understanding Food and Agriculture:

a.Explore basic concepts of where food comes from, such as plants growing in the ground or animals on a farm.

b.Learn about the lifecycle of plants and animals, from seed or egg to harvest or consumption.

c.Gain an awareness of the seasonal nature of food production and how it affects availability and variety.

Water Conservation

(SUS9)

Wellbeing

Physical Well-being:

- a. Understand the importance of staying hydrated and drinking water for overall health.
- b. Engage in hands-on activities that demonstrate the uses of water for drinking, washing, and growing plants.
- c. Participate in simple water-saving practices, such as turning off taps tightly and not wasting water during play activities.

Emotional Well-being:

- a. Develop an appreciation for the natural beauty and value of water in the environment, such as rivers, oceans, and rainbows.
- b. Express feelings and emotions related to water conservation efforts, such as empathy for animals affected by water scarcity or joy in helping to save water.

Social Well-being:

- a. Collaborate with peers in activities that promote water conservation, such as ideation ways to reduce water waste at home or in the classroom.
- a. Practice sharing water-related resources and taking turns during water play activities, promoting cooperation and

social skills.

b.Learn about the global importance of water conservation and how individuals can make a difference in preserving this precious resource.

Healthy Habits:

a.Learn about the importance of hygiene practices such as handwashing and teeth brushing, and how conserving water plays a role in these habits.

b.Explore ways to stay cool and hydrated in hot weather without wasting water, such as using spray bottles or playing in shaded areas.

a.Practice responsible water use during mealtime and snack time, such as only filling cups with the amount of water needed.

Positive Self-esteem:

a.Celebrate individual contributions to water conservation efforts, fostering a sense of responsibility and pride in caring for the environment.

b.Engage in activities that promote self-efficacy, such as turning off taps or reporting leaks to adults.

c.Develop a positive self-image as stewards of the environment by understanding the impact of their actions on water conservation.

Understanding Water Conservation:

a.Explore basic concepts of where water comes from, such as rain, rivers, and underground sources.

b.Learn about the water cycle and how it replenishes our water supply.

c.Gain awareness of everyday actions that can conserve water, such as taking shorter showers or using a bucket to collect rainwater for plants.

Sustainable Transport and Urban Planning(SUS 10)

Wellbeing

Physical Well-being:

- a.Identify different modes of transportation, such as walking, cycling, and using public transport.
- b.Participate in physical activities that promote active transportation, such as walking or cycling in safe environments.
- c.Explore outdoor spaces in their community, such as parks and playgrounds, accessible by sustainable modes of transport.

Emotional Well-being:

- a.Develop a sense of adventure and curiosity about exploring their surroundings through sustainable transportation methods.
- b.Express feelings of excitement and independence when walking or biking to different places.
- c.Learn about the importance of sustainable transportation for reducing pollution and improving air quality, fostering a sense of environmental stewardship.

Social Well-being:

- a.Engage in collaborative activities that promote sustainable transport, such as organising walking or biking events

with peers and caregivers.

b.Practice sharing and taking turns during group outings using sustainable modes of transport, promoting cooperation and social skills.

c.Learn about the benefits of sustainable transportation for communities, such as reducing traffic congestion and creating safer streets for pedestrians and cyclists.

Healthy Habits:

a.Learn about the health benefits of active transportation, such as walking or biking, for physical fitness and well-being.

b.Practice road safety skills, such as looking both ways before crossing the street and wearing a helmet while cycling.

c.Explore the concept of sustainable living, including how transportation choices can contribute to a healthier lifestyle and environment.

Positive Self-esteem:

a.Celebrate individual achievements in using sustainable transportation methods, fostering a sense of pride and accomplishment.

b.Engage in activities that promote self-confidence, such as learning how to ride a bike or walking independently to familiar places.

c.Develop a positive self-image as contributors to a more sustainable future by making eco-friendly transportation choices.

Understanding Sustainable Transport and Urban Planning:

- a.Explore basic concepts of transportation and urban planning, such as pedestrian-friendly streets and bike lanes.
- b.Learn about the importance of reducing carbon emissions from vehicles and promoting alternative modes of transport for a cleaner environment.
- c.Gain awareness of the role of city planners and policymakers in creating cities that are accessible and sustainable for all residents.

Citizenship / Global Responsibility and Sustainable Development (SUS11)

Wellbeing

Physical Well-being:

- a.Engage in physical activities that promote health and well-being, such as active play and outdoor exploration.
- b.Learn about the importance of nutritious food and regular exercise for growing strong and healthy bodies.
- c.Practise personal hygiene habits, such as washing hands before meals and after using the restroom/ bathroom , to prevent illness and promote well-being.

Emotional Well-being:

- a.Express emotions and feelings in a safe and supportive environment, learning to recognize and manage different emotions.
- b.Develop empathy and compassion for others, understanding that everyone has feelings and needs.
- c.Explore activities that promote relaxation and stress relief, such as deep breathing exercises and mindfulness

techniques.

Social Well-being:

- a. Engage in cooperative play and group activities that promote teamwork, sharing, and communication.
- b. Learn about diversity and inclusion, celebrating differences and treating others with respect and kindness.
- c. Practice conflict resolution skills, such as taking turns and using words to express feelings and resolve disagreements peacefully.

Healthy Habits:

- a. Learn about the importance of a balanced diet, including fruits, vegetables, grains, and proteins, for overall health and well-being.
- b. Practice making healthy food choices and trying new foods in a supportive and encouraging environment.
- c. Explore the benefits of regular physical activity for physical and mental health, such as increased energy and improved mood.

Positive Self-esteem:

- a. Celebrate individual strengths and accomplishments, fostering a sense of confidence and self-worth.
- b. Engage in activities that promote self-expression and creativity, such as art, music, drama and storytelling.
- c. Develop a positive self-image by recognising personal worth and unique contributions to the world.

Understanding SDGs, Global Responsibility, and Citizenship:

- a. Explore basic concepts of global citizenship, such as caring for others and the planet, and taking action to make

the world a better place.

b. Learn about the United Nations Sustainable Development Goals (SDGs) through age-appropriate stories, songs, and activities.

c. Gain awareness of the interconnectedness of people and the planet, understanding that small actions can have a big impact on the world around them.

Outdoor Learning and Connection to Nature (SUS12)

Wellbeing

Physical Well-being:

a. Engage in outdoor play and exploration, promoting physical fitness, strength, and coordination.

b. Participate in nature-based activities that encourage movement, such as hiking, climbing, and balancing on natural obstacles.

c. Learn about the importance of staying active and spending time outdoors for overall health and well-being.

Emotional Well-being:

a. Develop a sense of wonder and awe for the natural world, fostering emotional connections with plants, animals, and landscapes.

b. Express feelings of joy, calmness, and excitement while engaging in outdoor activities and experiencing nature firsthand.

c.Learn to regulate emotions and manage stress through mindfulness practices and sensory experiences in nature.

Social Well-being:

a.Collaborate with peers in outdoor learning experiences, promoting teamwork, cooperation, and communication skills.

b.Practice empathy and respect for nature and all living beings, understanding the importance of caring for the environment and each other.

c.Engage in cooperative games and group activities that foster a sense of belonging and inclusion in outdoor settings.

Healthy Habits:

a.Learn about the benefits of spending time in nature for physical and mental health, including improved mood, reduced stress, and enhanced creativity.

b.Explore healthy eating habits by learning about edible plants and seasonal fruits and vegetables found in nature.

c.Practice sun safety and environmental awareness, such as wearing sunscreen and respecting wildlife habitats during outdoor adventures.

Positive Self-esteem:

a.Celebrate personal achievements and discoveries in nature, fostering a sense of confidence and self-worth.

b.Engage in creative expression through outdoor art activities, such as nature-inspired crafts and storytelling.

c.Develop a positive self-image as stewards of the environment, understanding the importance of their role in preserving and protecting nature.

Understanding Sustainability, Outdoor Layering, and Connection with Nature:

- a. Explore basic concepts of sustainability, such as reducing waste, conserving resources, and living in harmony with nature.
- b. Learn about the layers of the outdoor environment, including soil, plants, animals, and weather patterns, through hands-on exploration and observation.
- c. Gain an appreciation for the interconnectedness of all living things and the natural cycles that sustain life on Earth.