

Communication 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-

Communication

- .Verbal Communication:
- a. Develop vocabulary related to sustainability concepts such as nature, recycling, conservation, and biodiversity.

b. Practice using descriptive language to communicate observations and experiences in nature, such as describing

the features of plants and animals or the changes in weather.

c. Engage in conversations about sustainability topics with peers and educators, sharing ideas, questions, and solutions related to environmental stewardship.

Non-verbal Communication:

a. Explore different forms of non-verbal communication in nature, such as body language, facial expressions, and gestures, to express feelings and intentions.

b. Use visual aids such as drawings, diagrams, and photographs to communicate ideas and concepts related to sustainability, such as illustrating the life cycle of plants or animals.

c. Participate in role-playing and dramatic play activities that encourage non-verbal communication and creative expression of sustainability concepts, such as acting out scenarios of caring for the environment or portraying the behaviors of animals in their habitats.

Expressing Needs, Thoughts, and Feelings:

a. Develop the ability to articulate personal needs and preferences related to environmental experiences, such as expressing a desire to explore a certain natural habitat or participate in a specific outdoor activity.

b. Practice expressing thoughts and feelings about sustainability issues, such as sharing concerns about pollution or excitement about helping to plant a garden.

c. Explore a variety of communication tools and mediums, including storytelling, songs, and nature-based crafts, to express thoughts, feelings, and ideas about sustainability in creative ways.

Communication

Verbal Communication:

- a. Develop vocabulary related to the natural world, including names of plants, animals, and natural features, through exploration, observation, and storytelling.
- b. Engage in conversations with peers and educators about their experiences in nature, expressing thoughts, observations, and questions related to the environment.
- c. Practice using descriptive language to communicate about sensory experiences in outdoor settings, such as describing the colors, textures, and sounds they encounter.
- d. Participate in group discussions and circle times focused on environmental topics, taking turns speaking and listening respectfully to others.

Non-verbal Communication:

- a. Use body language and gestures to communicate needs, preferences, and emotions during outdoor activities, such as pointing to objects of interest or expressing excitement through facial expressions.
- b. Engage in non-verbal forms of communication with peers during collaborative outdoor play, such as taking turns, sharing materials, and cooperating in tasks.
- c. Demonstrate understanding of environmental cues and signals, such as interpreting animal behaviors or responding to changes in weather, through non-verbal communication.
- d. Use visual aids, such as pictures, diagrams, or nature journals, to enhance communication and understanding of environmental concepts and experiences.

Expressing Needs, Thoughts, and Feelings:

- a. Develop confidence in expressing needs, thoughts, and feelings related to the environment, such as expressing curiosity, wonder, or concern about natural phenomena.
- b. Practice using language to articulate environmental concepts and experiences, such as describing the life cycle of plants or explaining the importance of conservation.
- c. Engage in role-playing and storytelling activities that encourage imaginative expression of environmental themes and concepts.
- d. Demonstrate active listening skills when engaging in discussions about the environment, showing respect for diverse perspectives and ideas.

Environmental Stewardship (SUS3)

Communication

Verbal Communication Skills:

- a. Expand vocabulary related to environmental concepts such as nature, animals, plants, weather, and sustainability.
- b. Use descriptive language to communicate observations and experiences during outdoor exploration and nature walks.
- c. Engage in conversations with peers and educators about environmental topics, expressing ideas, questions, and reflections.

Non-verbal Communication Skills:

- a. Develop awareness and appreciation for non-verbal cues in the environment, such as body language, facial expressions, and environmental sounds.
- b. Use gestures, facial expressions, and body movements to convey emotions, preferences, and intentions during outdoor activities.
- c. Interpret and respond to non-verbal cues from peers and educators during collaborative environmental projects and activities.

Expressing Needs, Thoughts, and Feelings:

- a. Practice expressing needs related to environmental experiences, such as thirst, hunger, discomfort, or curiosity about natural phenomena.
- b. Use language to articulate thoughts and ideas about environmental concepts, sharing personal interpretations and perspectives.
- c. Develop the ability to express feelings and emotions in response to environmental stimuli, fostering emotional literacy and self-expression.

Effective Communication Strategies:

- a. Practice active listening skills during group discussions and storytelling sessions related to environmental themes.
- b. Use turn-taking and sharing strategies during collaborative environmental projects, allowing all children to contribute their ideas and perspectives.
- c. Develop effective communication strategies for resolving conflicts or misunderstandings during outdoor play and exploration.

Language and Literacy Development:

- a. Engage in literacy activities inspired by nature, such as reading books about animals, plants, and ecosystems, and participating in nature-themed storytelling sessions.
- b. Explore written language through environmental print found in signs, labels, and informational materials in outdoor settings.
- c. Foster a love for language and literacy by integrating environmental themes into rhymes, songs, and creative writing activities.

Communication

Vocabulary Development:

- a. Learn and use vocabulary related to waste management, including words such as recycle, compost, landfill, trash, bin, sort, and reduce, expanding their language repertoire.
- b. Identify and label different types of waste materials, such as paper, plastic, glass, and organic waste, enhancing their understanding of environmental concepts through language.

Communication Skills:

- a. Engage in conversations with peers and adults about waste management practices, expressing ideas, opinions, and experiences related to recycling, composting, and reducing waste.
- b. Use descriptive language to explain the process of waste management, including sorting materials, separating

recyclables, and disposing of waste properly, enhancing communication skills.

c.Practice active listening during group discussions and storytelling sessions about waste management, demonstrating comprehension and understanding through verbal responses.

Sequencing and Retelling:

a.Sequence the steps involved in waste management practices, such as sorting recyclables, composting organic waste, and reducing single-use items, promoting narrative skills and logical thinking.

b.Retell stories or experiences related to waste management, using sequential language to describe the events and actions taken, developing narrative and storytelling abilities.

Non-verbal Communication:

a.Use gestures and facial expressions to communicate preferences and choices regarding waste management activities, such as indicating which bin to use for different materials, enhancing non-verbal communication skills.

b.Interpret visual cues, such as pictures, diagrams, and posters, related to waste management, demonstrating understanding and comprehension through non-verbal responses.

Problem-solving and Critical Thinking:

a.Engage in problem-solving activities related to waste management challenges, such as finding alternative uses for recyclable materials or brainstorming ways to reduce waste generation, fostering creativity and innovation.

b.Collaborate with peers to solve waste management-related puzzles or games, using verbal and non-verbal communication to exchange ideas and strategies, promoting teamwork and cooperation.

Expressing Needs, Thoughts, and Feelings:

a.Articulate personal preferences and choices regarding waste management practices, expressing needs, thoughts,

and feelings effectively through verbal communication.

b. Use language to express concerns or questions about waste management issues, such as environmental pollution or the importance of recycling, fostering critical thinking and advocacy skills.

Energy Conservation((SUS 5)

Communication

Vocabulary Development:

a. Expand vocabulary related to energy conservation, including terms such as renewable energy, energy efficiency, conservation, and sustainability.

b. Use context-specific language during discussions, activities, and observations related to energy usage and conservation practices.

c. Demonstrate understanding of energy-related concepts through the accurate use of vocabulary in both spoken and written communication.

Communication Skills:

a. Engage in discussions about energy conservation, expressing opinions, ideas, and questions verbally with peers and teachers.

a. Practice active listening during conversations about energy usage and conservation efforts, demonstrating comprehension through appropriate responses and feedback.

b. Use effective communication strategies, such as asking clarifying questions, providing explanations, and offering

suggestions for energy-saving behaviours.

Non-verbal Communication:

- a. Demonstrate understanding of energy-related concepts and practices through non-verbal communication methods, such as gestures, facial expressions, and body language.
- b. Use visual aids, such as diagrams, charts, or drawings, to communicate ideas and concepts related to energy conservation effectively.
- c. Participate in activities that require the interpretation of non-verbal cues, such as role-playing scenarios or group projects focused on energy conservation.

Language Integration:

- a. Integrate language skills into interdisciplinary activities related to energy conservation, such as writing persuasive essays, creating informational posters, or presenting research findings orally.
- b. Explore literature, poetry, or media related to energy conservation, discussing themes, characters, and messages to deepen understanding and language development.
- c. Collaborate with peers in language-rich environments, engaging in cooperative learning tasks that promote discussion, problem-solving, and reflection on energy conservation topics.

Biodiversity and Ecosystems (SUS)

Communication

Vocabulary Expansion:

- a. Expand vocabulary related to biodiversity and ecosystems, including terms such as habitat, species, ecosystem, biodiversity, and conservation.
- b. Use context-specific language during discussions, observations, and activities related to biodiversity, ecosystems, and environmental conservation.
- c. Demonstrate understanding of biodiversity concepts through the accurate use of vocabulary in both verbal and written communication.

Oral Communication Skills:

- a. Engage in discussions about biodiversity and ecosystems, expressing ideas, observations, and questions verbally with peers and educators.
- b. Practice active listening during conversations about biodiversity and ecosystems, responding appropriately and contributing to group discussions.
- c. Use effective communication strategies, such as providing explanations, asking questions, and elaborating on ideas, to express thoughts and feelings about biodiversity and ecosystems.

Non-verbal Communication:

- a. Demonstrate understanding of biodiversity and ecosystem concepts through non-verbal communication methods, such as gestures, facial expressions, and visual aids.
- b. Use visual representations, such as drawings, diagrams, or charts, to convey information about biodiversity and ecosystems effectively.
- c. Participate in activities that require the interpretation of non-verbal cues, such as role-playing scenarios or group projects focused on biodiversity conservation.

Integrated Language Activities:

Integrate language skills into interdisciplinary activities related to biodiversity and ecosystems, such as writing reports, creating presentations, or participating in debates.

Explore literature, poetry, or media related to biodiversity and ecosystems, discussing themes, characters, and messages to deepen understanding and language development.

Collaborate with peers in language-rich environments, engaging in cooperative learning tasks that promote discussion, problem-solving, and reflection on biodiversity and ecosystem topics.

Climate Change and Adaptation (SUS7)

Communication

Verbal Communication Skills:

- a. Recognize and name basic weather phenomena (e.g., rain, sunshine, wind).
- b. Describe changes in weather patterns and temperatures.
- c. Express observations about seasonal changes.
- d. Use appropriate vocabulary to discuss climate-related concepts (e.g., drought, flood, greenhouse effect).

Non-verbal Communication Skills:

- a. Demonstrate understanding of climate-related emotions (e.g., happiness in sunny weather, discomfort in extreme heat).
- b. Use gestures and facial expressions to convey feelings related to weather changes.
- c. Interpret non-verbal cues from others to understand their reactions to weather and climate events.

Expressing Needs and Preferences:

- a. Communicate preferences for certain weather conditions (e.g., "I like sunny days because I can play outside.").
- b. Express basic needs related to weather and climate (e.g., "I need a jacket because it's cold outside.").
- c. Articulate safety concerns and precautions during extreme weather events (e.g., "We should stay indoors during a thunderstorm.").

Sharing Thoughts and Opinions:

- a. Engage in group discussions about climate-related topics (e.g., "What do you think causes a drought?").
- b. Express opinions on environmental conservation and sustainability practices (e.g., "We should recycle to help the Earth.").
- c. Share personal experiences related to weather and climate changes.

Understanding Adaptation Strategies:

- a. Identify ways people and animals adapt to different weather conditions (e.g., wearing warm clothes in winter, hibernation).

- b. Discuss changes in daily routines due to weather variations (e.g., indoor activities on rainy days).
- c. Explore cultural practices related to weather adaptation (e.g., traditional clothing in different climates).

Developing Empathy and Perspective-taking:

- a. Recognize how climate changes impact different communities and environments (e.g., effects of bushfires on wildlife and habitats).
- b. Express empathy towards individuals and communities affected by extreme weather events.
- c. Consider the needs and perspectives of others when discussing climate-related issues (e.g., understanding the importance of water conservation for everyone).

Creativity and Imagination:

- a. Engage in imaginative play related to weather and climate scenarios (e.g., pretending to be animals adapting to different climates).
- b. Create artwork or stories inspired by weather and environmental themes.
- c. Invent and describe imaginary solutions to climate challenges (e.g., a magic umbrella that can control the weather).

Critical Thinking and Problem-solving:

- a. Ask questions to explore causes and effects of climate change (e.g., "Why is the ice melting?" or "How can we protect the environment?").
- c. Ideation ideas for mitigating climate change and promoting sustainability (e.g., planting trees, reducing waste).
- a. Evaluate the effectiveness of different adaptation strategies and environmental initiatives.

Food and Agriculture

(SUS8)

Communication

Verbal Communication Skills:

- a. Identify and name common fruits, vegetables, grains, and other food items.
- b. Describe different tastes, textures, and smells of food.
- c. Express preferences for certain foods and explain reasons for likes and dislikes.
- d. Use food-related vocabulary to discuss meals, ingredients, and cooking processes.

Non-verbal Communication Skills:

- a. Demonstrate understanding of hunger and satiety cues through body language (e.g., rubbing the stomach when hungry).
- b. Use facial expressions to convey enjoyment or distaste for food.
- c. Interpret non-verbal cues from others to understand their food preferences and reactions.

Expressing Needs and Preferences:

- a. Communicate hunger, thirst, and other basic needs related to food and nutrition.
- b. Express food preferences and dietary restrictions (e.g., allergies, cultural dietary practices).
- c. Articulate feelings about different food experiences (e.g., excitement to try a new food, disappointment if a favourite food is unavailable).

Sharing Thoughts and Opinions:

- a. Engage in group discussions about food sources, farming, and cooking practices.
- b. Express opinions on food-related topics (e.g., "I think vegetables are yummy." or "I don't like spicy food because it's too hot.").
- c. Share personal experiences related to food and mealtime routines at home and in their communities.

Understanding Food Production and Agriculture:

- a. Identify basic food sources (e.g., plants, animals) and their role in providing nutrition.
- b. Recognize different types of farms (e.g., vegetable farms, dairy farms, orchards) and the foods they produce.
- c. Discuss the concept of farm-to-table and the journey food takes from farm to plate.

Developing Empathy and Appreciation:

- a. Recognize the efforts of farmers and food producers in providing food for communities.
- b. Express gratitude for the food they have access to and an understanding of food scarcity in some parts of the world.

c.Consider the needs and perspectives of others when discussing food choices and access to nutritious meals.

Creativity and Imagination:

a.Engage in imaginative play related to food and cooking (e.g., pretend cooking in a toy kitchen, hosting a pretend picnic).

b.Create artwork or stories inspired by food and farming themes.

c.Invent and describe imaginary food creations or recipes.

Critical Thinking and Problem-solving:

a.Ask questions to explore where food comes from and how it is produced (e.g., "How do vegetables grow?" or "Why do we need to wash our hands before eating?").

b.Brainstorm ideas for reducing food waste and conserving resources (e.g., using leftovers, composting food scraps).

c.Discuss the importance of balanced nutrition and making healthy food choices.

Water Conservation

(SUS9)

Communication

Verbal Communication Skills:

a.Recognize and name different sources of water (e.g., rivers, lakes, oceans, rain).

- b. Describe the importance of water for living things and daily activities.
- c. Use water-related vocabulary to discuss conservation practices and water-saving techniques.
- d. Express understanding of basic water cycle concepts (e.g., evaporation, condensation, precipitation).

Non-verbal Communication Skills:

- a. Demonstrate understanding of thirst and hydration needs through non-verbal cues (e.g., reaching for a water bottle when thirsty).
- b. Use gestures and body language to communicate the need for water or indicate water-related activities (e.g., swimming motions).
- c. Interpret non-verbal cues from others to understand their attitudes towards water conservation.

Expressing Needs and Preferences:

- a. Communicate the importance of water for drinking, bathing, and hygiene.
- b. Express personal preferences for water-related activities (e.g., playing with water toys, watering plants).
- c. Articulate feelings about water scarcity and the need to conserve water resources.

Sharing Thoughts and Opinions:

- a. Engage in group discussions about the importance of water conservation for the environment and future generations.
- b. Express opinions on water-saving practices (e.g., "I think we should turn off the tap while brushing our teeth.").

c.Share personal experiences related to water conservation efforts at home and in their communities.

Understanding Water Sources and Usage:

a.Identify where water comes from and how it reaches homes and communities (e.g., water pipes, reservoirs).

b.Recognize the role of natural habitats in maintaining clean water sources (e.g., wetlands, forests).

c.Discuss ways to reduce water wastage in daily activities (e.g., taking shorter showers, fixing leaks).

Developing Empathy and Stewardship:

a.Recognize the impact of water scarcity on plants, animals, and ecosystems.

b.Express concern for water-related environmental issues (e.g., pollution, drought).

c.Consider the needs of future generations and the importance of preserving water resources.

Creativity and Imagination:

a.Engage in imaginative play related to water conservation (e.g., pretending to be water-saving superheroes).

b.Create artwork or stories inspired by water-related themes (e.g., the adventures of a water droplet).

c.Invent and describe imaginary solutions to water conservation challenges (e.g., a magical water-saving device).

Critical Thinking and Problem-solving:

a.Ask questions to explore ways to save water in different situations (e.g., "How can we use less water when watering plants?" or "Why is it important to fix leaking taps?").

b..ideation -ideas for conserving water at home, school, and in the community (e.g., collecting rainwater, using

water-efficient appliances).

c. Discuss the consequences of water wastage and the benefits of water conservation for the environment and future generations.

Sustainable Transport and Urban Planning(SUS10)

Communication

Verbal Communication Skills:

- a. Identify and name different modes of transportation (e.g., cars, buses, bicycles).
- b. Describe the concept of sustainable transport and its benefits for the environment.
- c. Use transportation-related vocabulary to discuss modes of travel and their impact on communities.
- d. Express understanding of basic urban planning concepts (e.g., streets, parks, public transportation).

Non-verbal Communication Skills:

- a. Demonstrate understanding of movement and transportation through gestures and body language (e.g., mimicking driving a car or riding a bicycle).
- b. Use facial expressions to convey feelings about different modes of transportation (e.g., excitement about a train ride, concern about traffic congestion).
- c. Interpret non-verbal cues from others to understand their attitudes towards sustainable transport and urban planning.

Expressing Needs and Preferences:

- a.Communicate preferences for certain modes of transportation (e.g., "I like riding my bike because it's fun.").
- b.Express needs related to transportation (e.g., "I need to go to the park. Can we walk or take a bus?").
- c.Articulate feelings about traffic congestion and the importance of sustainable transport options.

Sharing Thoughts and Opinions:

- a.Engage in group discussions about the benefits of sustainable transportation for the environment and community well-being.
- b.Express opinions on urban planning features (e.g., bike lanes, pedestrian-friendly streets).
- c.Share personal experiences related to transportation and urban environments.

Understanding Sustainable Transport and Urban Planning:

- a.Identify environmentally friendly modes of transportation (e.g., walking, cycling, public transit).
- b.Recognize features of sustainable urban planning (e.g., green spaces, bike paths, accessible public transportation).
- c.Discuss the importance of reducing air pollution and greenhouse gas emissions through sustainable transport options.

Developing Empathy and Community Awareness:

- a.Recognize the impact of transportation choices on air quality and the environment.
- b.Express concern for the well-being of others affected by traffic congestion and pollution.

c.Consider the needs of pedestrians, cyclists, and people with disabilities in urban planning and transportation decisions.

Creativity and Imagination:

a.Engage in imaginative play related to transportation and urban environments (e.g., pretending to drive a bus, building a city with blocks).

b.Create artwork or stories inspired by sustainable transport and urban planning themes.

c.Invent and describe imaginary modes of sustainable transportation or urban design features.

Critical Thinking and Problem-solving:

a.Ask questions to explore ways to make transportation more sustainable (e.g., "How can we reduce traffic congestion in our neighbourhood?" or "Why is it important to use public transportation?").

b.Ideation ideas for improving urban environments and making cities more accessible and livable for everyone.

c.Discuss the benefits of active transportation and the role of individuals in promoting sustainable transport options.

Citizenship / Global Responsibility and Sustainable Development (SUS11)

Communication

Verbal Communication Skills:

a.Identify and name basic concepts related to Sustainable Development Goals (SDGs) such as poverty, education, and environmental conservation.

- b. Describe the importance of global citizenship and responsibilities towards others around the world.
- c. Use age-appropriate vocabulary to discuss issues related to global responsibility and sustainable development.
- d. Express understanding of basic global concepts such as diversity, equality, and justice.

Non-verbal Communication Skills:

- a. Demonstrate empathy and understanding of global issues through gestures and facial expressions.
- b. Use body language to convey emotions related to global events or challenges.
- c. Interpret non-verbal cues from others to understand their attitudes towards global responsibility and citizenship.

Expressing Needs and Preferences:

- a. Communicate basic needs and desires related to global issues (e.g., "I wish all children could go to school").
- b. Express feelings of empathy and compassion towards those facing challenges in different parts of the world.
- c. Articulate personal desires to make a positive impact globally (e.g., "I want to help take care of the planet").

Sharing Thoughts and Opinions:

- a. Engage in group discussions about SDGs and global citizenship concepts (e.g., "Why is it important to share with others?" or "What can we do to help protect the environment?").

- b. Express opinions on global issues such as poverty, hunger, and environmental conservation.

Share personal experiences or observations related to global responsibility and citizenship.

Understanding SDGs, Citizenship, and Global Responsibility:

Identify and discuss specific SDGs (e.g., zero hunger, quality education) in simple terms.

Recognize the interconnectedness of global issues and individual actions.

Discuss the importance of cooperation and collaboration among countries to achieve sustainable development goals.

Developing Empathy and Compassion:

a. Recognize and understand the experiences and perspectives of children from different cultures and backgrounds.

b. Express concern for people facing adversity around the world.

c. Consider the impact of individual actions on global communities and the environment.

Creativity and Imagination:

a. Engage in imaginative play related to global themes (e.g., pretending to be a superhero helping people in need around the world).

b. Create artwork or stories inspired by SDGs and global citizenship concepts.

c. Invent and describe imaginary solutions to global challenges (e.g., a magical tool to clean up pollution).

Critical Thinking and Problem-solving:

a. Ask questions to explore ways to contribute to global goals and make a positive impact (e.g., "How can we help children who don't have access to education?" or "What can we do to reduce waste and protect the environment?").

b. Brainstorm ideas for taking action locally to support global initiatives (e.g., fundraising for a charity, participating in

community clean-up events).

c. Discuss the importance of fairness, equality, and respect for diversity in global citizenship and responsibility.

Outdoor Learning and Connection to Nature (SUS12

Communication

Verbal Communication Skills:

a. Identify and name elements of nature encountered during outdoor activities (e.g., trees, flowers, insects).

b. Describe observations and experiences while exploring outdoor environments.

c. Use nature-related vocabulary to express thoughts and feelings about outdoor experiences.

d. Engage in simple conversations with peers and educators about nature and sustainability.

Non-verbal Communication Skills:

a. Demonstrate curiosity and interest in nature through body language (e.g., pointing at flowers, touching leaves).

b. Use facial expressions to convey emotions and reactions to outdoor experiences (e.g., smiling while playing in the grass).

c. Interpret non-verbal cues from peers and educators to understand their feelings and experiences in nature.

Expressing Needs and Preferences:

- a.Communicate preferences for outdoor activities and environments (e.g., "I want to play in the sandpit.").
- b.Express basic needs related to outdoor exploration (e.g., "I need a drink of water.").
- c.Articulate feelings of enjoyment and connection with nature during outdoor learning experiences.

Sharing Thoughts and Opinions:

- a.Engage in group discussions about the importance of nature and sustainability.
- b.Express opinions on outdoor activities and environmental topics (e.g., "I like planting seeds because it helps the plants grow.").
- c.Share personal experiences and stories related to nature exploration and outdoor play.

Understanding Sustainability and Connecting with Nature:

- a.Identify and discuss basic concepts of sustainability (e.g., recycling, conservation) in the context of outdoor learning.
- b.Recognize the interconnectedness of humans and nature, and the importance of caring for the environment.
- c.Discuss the benefits of spending time outdoors for physical, emotional, and cognitive development.

Developing Empathy and Appreciation:

- a.Demonstrate empathy towards plants and animals encountered in outdoor environments.
- b.Express appreciation for the beauty and diversity of nature.
- c.Consider the needs of living things and the importance of protecting natural habitats.

Creativity and Imagination:

- a. Engage in imaginative play inspired by nature (e.g., pretending to be animals, building forts with natural materials).
- b. Create artwork or stories inspired by outdoor experiences and nature themes.
- c. Invent and describe imaginary adventures in nature (e.g., exploring a magical forest).

Critical Thinking and Problem-solving:

- a. Ask questions to explore natural phenomena and outdoor observations (e.g., "Why do leaves change colour in the fall?" or "How can we help the plants grow?").
- b. Brainstorm ideas for promoting sustainability and caring for the environment in outdoor settings (e.g., planting native species, reducing litter).
- c. Discuss the importance of stewardship and responsible behaviour in outdoor environments.