

Health and Physical Education Australian Upper Level Primary - Years 3-6 Curriculum For Sustainability Complementing the Australian Framework



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General Capabilities (Integrated across all areas):

- **Literacy:** Reading, writing, speaking, and listening skills across subjects.
- **Numeracy:** Application of mathematical concepts and problem-solving.
- **ICT Capability:** Use of technology in learning and problem-solving.
- **Critical and Creative Thinking:** Ability to analyze, reason, and create solutions.
- **Personal and Social Capability:** Self-management, social awareness, and interpersonal skills.
- **Ethical Understanding:** Ability to make decisions based on ethics and social responsibility.
- **Intercultural Understanding:** Awareness of and respect for cultural differences.

Cross-Curriculum Priorities:

- **Aboriginal and Torres Strait Islander Histories and Cultures:** Recognizing the cultural significance and history of Australia's Indigenous peoples.
- **Asia and Australia's Engagement with Asia:** Exploring Asia's history, cultures, and connections with Australia.
- **Sustainability:** Encouraging responsible stewardship of resources and environmental awareness.

English and Languages	Mathematics	Science	Humanities and Social Sciences (HASS)	Health and Physical Education (HPE)	The Arts	Technologies
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English Content Areas: Language: Focus on the structure of language, including grammar, spelling, punctuation, and vocabulary. Literature: Students explore a range of texts, including stories, poems, and plays. They analyze characters, themes, and context. Literacy: Focus on reading and writing skills, listening, speaking, and viewing. Students are encouraged	Mathematics Content Areas: Number and Algebra: Students work with whole numbers, fractions, decimals, percentages, and introduce simple algebraic concepts. Measurement and Geometry: Understanding units of measurement, time, volume, angles, and basic geometry. Statistics and Probability: Collecting data, understanding chance and	Science Content Areas: Biological Sciences: Study of living things, including plants, animals, ecosystems, and human biology. Chemical Sciences: Understanding the properties of materials and the reactions that occur between different substances. Physical Sciences: Introduction to concepts of energy, force, motion, and simple machines. Earth and Space Sciences:	Humanities and Social Sciences (HASS) Content Areas: History: Focus on historical events, time periods, and the development of societies. Geography: Study of places and spaces, understanding human-environment interactions, and geographical features.	Health and Physical Education (HPE) Content Areas: Personal, Social, and Community Health: Topics include healthy lifestyle choices, mental health, safety, and personal well-being. Movement and Physical Activity: Physical exercise, sports,	The Arts Content Areas: Dance: Creating and performing dances, exploring movement, rhythm, and expression. Drama: Acting, storytelling, and performing to express ideas, feelings, and stories. Music: Understanding musical concepts, playing instruments,	Technologies Content Areas: Design and Technologies: Introduction to designing and making products using digital and non-digital materials. This includes developing solutions for problems and understanding processes of designing, planning, and production. Digital Technologies: Focus on computational thinking, understanding
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to communicate effectively in various situations. Key Goals: Develop comprehension skills (listening, reading, viewing). Increase fluency in writing. Build vocabulary and grammar proficiency. Understand and analyze literary and non-literary texts. Languages Content Areas: Focus on the study of languages other than	probability, interpreting and analyzing statistical information. Key Goals: Improve numeracy and problem-solving skills. Apply mathematical understanding in practical and real-world contexts. Develop logical thinking and reasoning in mathematical contexts.	Understanding the Earth's systems, weather, climate, and the solar system. Key Goals: Develop scientific inquiry skills. Understand natural systems and the environment. Encourage curiosity and exploration through experiments and observations.	Civics and Citizenship: Understanding the rights and responsibilities of citizens in society, the function of governments, and the democratic process. Economics and Business: Introduction to economic concepts such as needs, wants, resources, and the economy. Key Goals: Develop critical thinking about	fitness, and developing motor skills. Key Goals: Promote physical fitness and health. Teach teamwork, collaboration, and social skills through physical activity. Encourage well-being and the development of healthy habits.	singing, and composing. Visual Arts: Exploring various forms of art such as drawing, painting, sculpture, and digital media. Key Goals: Foster creativity and self-expression. Develop appreciation and skills in different forms of art. Enhance cultural understanding through	algorithms, coding, and digital systems. Key Goals: Foster problem-solving skills and innovation. Encourage students to use technology creatively. Develop practical skills in digital and non-digital fields.
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English (e.g., French, Japanese, Mandarin, etc.). Learn about language structure, vocabulary, and grammar, as well as cultural understanding related to the language studied. Key Goals: Develop communication skills in a second language. Enhance cultural awareness and understanding.			the past and present. Build an understanding of geography, social studies, and citizenship. Encourage decision-making based on historical knowledge and current events.		artistic exploration.	
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Build confidence in speaking, listening, reading, and writing in a new language.						
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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 (SUS1)
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1. Personal, Social, and Community Health

Content Area: Topics include healthy lifestyle choices, mental health, safety, and personal well-being.

- **Objective 1.1:** Students will explore the connection between sustainability and well-being, understanding how making environmentally responsible choices can improve personal health and contribute to community well-being, in line with SDG 3 (Good Health and Well-Being) and SDG 13 (Climate Action).
Example: Students discuss how reducing waste, eating locally sourced and organic food, and conserving water contribute to better health outcomes for individuals and communities. They will design a personal sustainability plan that includes lifestyle choices such as walking instead of driving or growing their own vegetables.
- **Objective 1.2:** Students will understand the role of mental health in environmental sustainability, recognising the positive impact of spending time in nature on reducing stress and enhancing well-being, contributing to SDG 3 (Good Health and Well-Being) and SDG 15 (Life on Land).
Example: Students take part in outdoor activities, such as nature walks or gardening, and reflect on how these activities contribute to mental health and emotional well-being. They will also learn how spending time in natural environments supports biodiversity and the protection of ecosystems.
- **Objective 1.3:** Students will learn how community engagement in sustainability initiatives, such as local clean-up projects or tree-planting activities, can improve both individual and collective health, contributing to SDG 11 (Sustainable Cities and Communities) and SDG 3 (Good Health and Well-Being).
Example: Students participate in a school-wide recycling initiative or tree-planting day, discussing how these community activities contribute to the health of the environment and their own personal health by promoting cleaner air and a healthier local ecosystem.

2. Movement and Physical Activity

Content Area: Physical exercise, sports, fitness, and developing motor skills.

- **Objective 2.1:** Students will understand the role of physical activity in sustainability, recognising how outdoor sports and activities in natural environments can promote physical fitness while fostering environmental awareness, in line with SDG 3 (Good Health and Well-Being) and SDG 15 (Life on Land).

Example: Students participate in outdoor physical activities such as hiking, cycling, or nature-based sports, and discuss how these activities promote physical health while helping them connect with the environment and understand the importance of protecting natural spaces.

- **Objective 2.2:** Students will explore the concept of sustainable sport and physical activity, learning how to minimise environmental impacts by using eco-friendly equipment, reducing waste, and conserving energy, contributing to SDG 12 (Responsible Consumption and Production) and SDG 13 (Climate Action).

Example: Students engage in a discussion about how sports equipment, such as plastic water bottles, can contribute to waste, and propose alternatives like reusable bottles or eco-friendly sportswear. They will also explore how to reduce their environmental footprint while participating in physical activity.

- **Objective 2.3:** Students will develop teamwork and collaboration skills by working together on sustainability-focused physical activities, such as participating in eco-challenges, and reflecting on how group actions can contribute to a more sustainable future, supporting SDG 13 (Climate Action) and SDG 17 (Partnerships for the Goals).

Example: Students take part in a team-based activity, such as a clean-up challenge or a sustainability scavenger hunt, where they work together to collect recyclable materials or identify eco-friendly practices. The activity will foster teamwork and cooperation while emphasising the importance of collective action for environmental sustainability.

3. General Integration Across Health and Physical Education

- **Objective 3.1:** Students will connect the importance of a balanced, healthy lifestyle with sustainable living practices, recognising how personal habits, such as eating sustainably sourced food and reducing waste, contribute to both individual health and the planet's well-being, supporting SDG 3 (Good Health and Well-Being) and SDG 12 (Responsible Consumption and Production).

Example: Students develop a healthy eating plan that includes sustainably sourced foods and learn how making eco-friendly choices can reduce food waste. They will reflect on how these choices improve their health while also contributing to environmental sustainability.

- **Objective 3.2:** Students will explore how environmental stewardship, such as conserving energy, water, and other resources, can enhance well-being and fitness, linking sustainable practices with improved quality of life, in line with SDG 6 (Clean Water and Sanitation) and SDG 7 (Affordable and Clean Energy).

Example: Students engage in discussions and activities that link water conservation and physical well-being, such as the importance of staying hydrated and conserving water through mindful usage during physical activities, such as sports and exercise.

(SUS2)

1. Personal, Social, and Community Health

Content Area: Topics include healthy lifestyle choices, mental health, safety, and personal well-being.

- **Objective 1.1:** Students will explore the link between environmental awareness and personal well-being, understanding how a clean and healthy environment supports mental and physical health, in alignment with SDG 3 (Good Health and Well-Being) and SDG 13 (Climate Action).
Example: Students will learn how outdoor activities, such as walking or playing in green spaces, contribute to their physical and mental health while promoting the importance of conserving these spaces. They will reflect on how environmental health and personal health are interconnected.
- **Objective 1.2:** Students will investigate how making sustainable lifestyle choices, such as reducing waste, recycling, and conserving resources, can improve both individual and community health, supporting SDG 12 (Responsible Consumption and Production) and SDG 11 (Sustainable Cities and Communities).
Example: Students design a “green routine” for themselves that includes reducing their plastic use, conserving water, and eating locally sourced food. They will track their progress and reflect on how these actions contribute to their personal health and the health of their community.
- **Objective 1.3:** Students will understand the mental health benefits of connecting with nature and being mindful of their environment, in line with SDG 15 (Life on Land) and SDG 3 (Good Health and Well-Being).
Example: Students will participate in a nature walk or mindfulness exercise in a local park, reflecting on how spending time in natural environments reduces stress, improves mood, and supports overall well-being.

2. Movement and Physical Activity

Content Area: Physical exercise, sports, fitness, and developing motor skills.

- **Objective 2.1:** Students will engage in physical activities that raise awareness about environmental issues, such as participating in clean-up days or nature-based sports, linking SDG 13 (Climate Action) and SDG 15 (Life on Land).

Example: Students participate in a school-wide clean-up event where they collect waste from local parks or beaches, learning how reducing pollution contributes to better health and ecosystems. They will reflect on how they can contribute to maintaining clean environments through physical activities.

- **Objective 2.2:** Students will explore how sustainable physical activities, such as cycling, walking, or using public transport, can help reduce carbon footprints, in alignment with SDG 13 (Climate Action) and SDG 11 (Sustainable Cities and Communities).

Example: Students will track their daily activities and identify sustainable ways to get to school or recreational activities. They will calculate the benefits of walking or cycling compared to driving, learning how these choices contribute to reducing air pollution and promoting personal health.

- **Objective 2.3:** Students will participate in team sports and physical exercises that highlight the importance of teamwork and collective action in addressing environmental challenges, supporting SDG 17 (Partnerships for the Goals) and SDG 3 (Good Health and Well-Being).

Example: Students play a team sport, such as soccer or basketball, while also working together to brainstorm environmental initiatives for their school. They will recognise how working as a team on both physical activities and environmental issues strengthens community bonds and promotes well-being.

3. General Integration Across Health and Physical Education

- **Objective 3.1:** Students will connect environmental sustainability with healthy lifestyle choices, promoting habits that benefit both individual well-being and the planet, in alignment with SDG 12 (Responsible Consumption and Production) and SDG 3 (Good Health and Well-Being).

Example: Students create a weekly health and sustainability planner, setting goals for reducing waste, conserving water, and eating healthily. They will reflect on how adopting these habits improves both their health and contributes to sustainability.

- **Objective 3.2:** Students will explore how participating in environmentally sustainable activities enhances their physical and emotional health, fostering a sense of environmental responsibility, in line with SDG 13 (Climate Action) and SDG 15 (Life on Land).

Example: Students participate in a project such as a vegetable garden or a tree-planting initiative at school. They will learn how these activities contribute to physical fitness, provide mental health benefits, and promote environmental stewardship.

Environmental Stewardship

(SUS3)

1. Personal, Social, and Community Health

Content Area: Topics include healthy lifestyle choices, mental health, safety, and personal well-being.

- **Objective 1.1:** Students will explore the connection between environmental stewardship and personal well-being, understanding how actions like reducing waste, conserving energy, and protecting biodiversity can contribute to healthier lifestyles and communities, in alignment with SDG 3 (Good Health and Well-Being) and SDG 15 (Life on Land).
Example: Students learn how reducing plastic use, conserving water, and supporting biodiversity can reduce stress and improve both personal and community health. They will develop a personal action plan that includes daily habits to protect the environment, such as using reusable water bottles or recycling.
- **Objective 1.2:** Students will understand how environmental health and personal well-being are interconnected, exploring how the quality of air, water, and green spaces impacts physical and mental health, contributing to SDG 6 (Clean Water and Sanitation) and SDG 13 (Climate Action).
Example: Students engage in a discussion about the importance of clean air and water for health. They will participate in an activity where they track local air quality, discussing how outdoor activities, like walking or playing in parks, contribute to mental health while supporting environmental protection.
- **Objective 1.3:** Students will investigate how community-wide environmental stewardship, such as tree planting or community clean-ups, can improve the collective well-being of a community, supporting SDG 11 (Sustainable Cities and Communities) and SDG 15 (Life on Land).
Example: Students participate in a local tree-planting event or a park clean-up, learning how such activities benefit both the local ecosystem and community well-being by promoting a cleaner environment, improved mental health, and stronger community connections.

2. Movement and Physical Activity

Content Area: Physical exercise, sports, fitness, and developing motor skills.

- **Objective 2.1:** Students will participate in outdoor activities that promote environmental awareness and stewardship, such as nature walks, cycling, or participating in outdoor fitness activities, supporting SDG 15 (Life on Land) and SDG 13 (Climate Action).

Example: Students engage in a nature walk, during which they observe and identify local plants and animals. They will reflect on how spending time in nature promotes physical and mental well-being and discuss how protecting these environments is essential for their health.

- **Objective 2.2:** Students will explore how sustainable physical activities, such as walking, cycling, or using public transport, can reduce their carbon footprint while promoting physical health, in alignment with SDG 13 (Climate Action) and SDG 11 (Sustainable Cities and Communities).

Example: Students track their daily activities and identify sustainable modes of transport. They will compare the environmental benefits of walking or cycling instead of driving, while also reflecting on how these activities contribute to better cardiovascular health and environmental sustainability.

- **Objective 2.3:** Students will understand the importance of teamwork and collaboration in environmental stewardship by working together on community or school-based environmental projects, such as recycling challenges or clean-up days, supporting SDG 17 (Partnerships for the Goals) and SDG 13 (Climate Action).

Example: Students collaborate in teams to design and implement a school recycling program. They will learn how teamwork can lead to positive environmental changes, such as reducing waste and promoting recycling within the school community.

3. General Integration Across Health and Physical Education

- **Objective 3.1:** Students will connect environmental stewardship with healthy lifestyle choices, recognising that protecting the planet by reducing waste, conserving resources, and supporting biodiversity directly contributes to their well-being and long-term health, supporting SDG 12 (Responsible Consumption and Production) and SDG 15 (Life on Land).

Example: Students will develop an “eco-friendly lifestyle” chart that includes actions like eating local, sustainable foods, reducing plastic use, and engaging in physical activities like hiking. They will discuss how these actions benefit both their health and the planet.

- **Objective 3.2:** Students will explore how environmental stewardship in physical activity, such as choosing eco-friendly sports equipment or promoting outdoor nature-based sports, helps protect ecosystems and fosters a sense of community responsibility, contributing to SDG 12 (Responsible Consumption and Production) and SDG 13 (Climate Action).

Example: Students design an eco-friendly sports event that includes recyclable materials for equipment, such as biodegradable cones or reusable water bottles. They will learn how promoting sustainability in sport can help reduce waste while encouraging an active lifestyle.

Waste Management

(SUS4)

1. Personal, Social, and Community Health

Content Area: Topics include healthy lifestyle choices, mental health, safety, and personal well-being.

- **Objective 1.1:** Students will explore the link between waste management and personal well-being, understanding how reducing waste can improve the health of individuals and communities, supporting SDG 12 (Responsible Consumption and Production) and SDG 3 (Good Health and Well-Being).
Example: Students discuss how reducing plastic waste, recycling, and composting can contribute to a healthier community and environment. They will reflect on how waste management practices improve air and water quality, benefiting their health and overall well-being.
- **Objective 1.2:** Students will learn how waste management practices, such as reducing, reusing, and recycling, contribute to sustainable living and personal health, supporting SDG 12 (Responsible Consumption and Production) and SDG 13 (Climate Action).
Example: Students develop a “zero waste” plan that includes daily practices like using reusable containers, avoiding single-use plastics, and recycling at home. They will track their progress and discuss how reducing waste improves both environmental health and personal well-being.
- **Objective 1.3:** Students will investigate the mental and emotional benefits of participating in community waste management initiatives, such as local clean-ups or recycling projects, contributing to SDG 11 (Sustainable Cities and Communities) and SDG 15 (Life on Land).
Example: Students participate in a local park clean-up or a school recycling drive. They will reflect on how these activities foster a sense of community pride, reduce stress, and improve mental health by creating cleaner, safer environments.

2. Movement and Physical Activity

Content Area: Physical exercise, sports, fitness, and developing motor skills.

- **Objective 2.1:** Students will understand how waste management and outdoor activities are interconnected, such as participating in environmental clean-up activities that promote physical activity while protecting natural spaces, supporting SDG 12 (Responsible Consumption and Production) and SDG 13 (Climate Action).
Example: Students take part in an outdoor clean-up event, such as a beach or park clean-up, while engaging in physical

activity. They will learn how these activities contribute to a cleaner environment, better physical health, and improved community well-being.

- **Objective 2.2:** Students will explore sustainable physical activities, such as cycling, walking, or nature-based sports, and understand how these activities help reduce waste, conserve resources, and promote environmental health, contributing to SDG 13 (Climate Action) and SDG 11 (Sustainable Cities and Communities).

Example: Students track their daily activities and identify sustainable transport options, such as cycling or walking to school, and discuss how these alternatives reduce pollution and improve fitness.

- **Objective 2.3:** Students will develop teamwork and social skills through collaborative waste management activities, learning how group efforts in waste reduction and recycling can create positive environmental and health outcomes, in line with SDG 12 (Responsible Consumption and Production) and SDG 3 (Good Health and Well-Being).

Example: Students collaborate to design a waste-reduction event, such as a recycling challenge, within their class or school. They will learn how teamwork can lead to better waste management outcomes and contribute to the health of their community and environment.

3. General Integration Across Health and Physical Education

- **Objective 3.1:** Students will connect sustainable waste management practices with healthy living, understanding that reducing waste, reusing items, and recycling contribute to their personal health and the health of the planet, supporting SDG 12 (Responsible Consumption and Production) and SDG 13 (Climate Action).

Example: Students create a “green habits” journal where they track their daily actions related to waste management and sustainability, such as using eco-friendly products, reducing plastic waste, and recycling. They will reflect on how these practices benefit their health and the environment.

- **Objective 3.2:** Students will participate in physical activities that raise awareness about waste management and environmental responsibility, such as sustainable sports practices, eco-friendly fitness routines, or waste-free team challenges, contributing to SDG 12 (Responsible Consumption and Production) and SDG 13 (Climate Action).

Example: Students engage in a physical activity session, such as a sustainability-themed obstacle course or a nature walk, where they learn about recycling and waste reduction practices while staying active. They will reflect on how combining physical activity with environmental responsibility helps foster well-being.

1. Personal, Social, and Community Health

Content Area: Topics include healthy lifestyle choices, mental health, safety, and personal well-being.

- **Objective 1.1:** Students will explore the link between energy conservation and personal well-being, understanding how reducing energy consumption can improve both individual health and the environment, supporting SDG 13 (Climate Action) and SDG 3 (Good Health and Well-Being).
Example: Students discuss how reducing energy use at home (such as turning off lights when not in use) can lead to cost savings and environmental benefits. They will reflect on how energy conservation practices also promote healthier lifestyles by reducing the carbon footprint, improving air quality, and supporting the planet's health.
- **Objective 1.2:** Students will understand how adopting energy-efficient practices at home or in their community contributes to the overall health of the environment and their own well-being, in line with SDG 7 (Affordable and Clean Energy) and SDG 11 (Sustainable Cities and Communities).
Example: Students investigate the benefits of energy-efficient appliances, such as LED light bulbs or energy-saving thermostats, and reflect on how these technologies improve energy efficiency, reduce household costs, and contribute to a more sustainable environment, benefiting both people and nature.
- **Objective 1.3:** Students will learn the mental and emotional benefits of being active in environmental conservation efforts, such as energy-saving initiatives or green energy projects, in alignment with SDG 13 (Climate Action) and SDG 15 (Life on Land).
Example: Students participate in activities that focus on renewable energy, like creating posters to promote solar power. They will reflect on how engaging in environmental stewardship activities can boost self-esteem, foster a sense of community, and improve mental well-being by contributing to a healthier planet.

2. Movement and Physical Activity

Content Area: Physical exercise, sports, fitness, and developing motor skills.

- **Objective 2.1:** Students will explore the connection between energy conservation and physical activity, understanding how green energy practices, such as cycling or walking, reduce carbon footprints while promoting fitness, in alignment with SDG 13 (Climate Action) and SDG 7 (Affordable and Clean Energy).

Example: Students track their daily travel habits, such as cycling or walking to school, and learn how these choices reduce energy consumption, promote fitness, and contribute to environmental sustainability. They will compare the environmental benefits of walking and cycling over using fossil-fuel-powered transportation.

- **Objective 2.2:** Students will engage in activities that raise awareness about green energy solutions, such as using solar power or wind energy, and explore how these alternatives promote a healthy, sustainable lifestyle, supporting SDG 7 (Affordable and Clean Energy) and SDG 13 (Climate Action).

Example: Students participate in an outdoor sports activity while using solar-powered devices, such as water pumps for irrigation or energy-efficient lighting. They will learn how renewable energy technologies contribute to reducing environmental impact and supporting sustainability while also enhancing physical health.

- **Objective 2.3:** Students will develop teamwork and collaboration skills through group activities that focus on energy conservation, such as a class challenge to reduce energy consumption or create energy-efficient designs, contributing to SDG 7 (Affordable and Clean Energy) and SDG 13 (Climate Action).

Example: Students work together to design a model of a school that uses renewable energy sources such as solar panels and wind turbines. As part of the project, students track energy use, compare it with traditional energy models, and present their findings on how the adoption of green energy can benefit their school community.

3. General Integration Across Health and Physical Education

- **Objective 3.1:** Students will integrate their understanding of energy conservation with their overall health and fitness goals, exploring how reducing energy consumption can be part of a healthy lifestyle that supports both personal health and environmental sustainability, in alignment with SDG 13 (Climate Action) and SDG 3 (Good Health and Well-Being).

Example: Students develop a personal fitness and sustainability plan that includes not only physical activities like cycling or walking but also energy-saving practices such as turning off appliances when not in use. They will track their habits and reflect on how these choices contribute to personal health and environmental stewardship.

- **Objective 3.2:** Students will explore the role of green energy in promoting a healthy and active lifestyle, understanding that sustainable energy solutions can enhance both physical fitness and environmental well-being, supporting SDG 7 (Affordable and Clean Energy) and SDG 15 (Life on Land).

Example: Students participate in a renewable energy fair, where they learn about solar-powered devices, wind turbines, and other green technologies while also engaging in physical activities like cycling or walking to generate energy. They will reflect on how these activities connect physical fitness with environmental stewardship.

1. Personal, Social, and Community Health

Content Area: Topics include healthy lifestyle choices, mental health, safety, and personal well-being.

- **Objective 1.1:** Students will explore how the health of ecosystems and biodiversity is connected to their own health and well-being, understanding that a healthy environment supports a healthy lifestyle, in alignment with SDG 3 (Good Health and Well-Being) and SDG 15 (Life on Land).
Example: Students will investigate how clean air, water, and green spaces contribute to better physical and mental health. They will engage in discussions about how deforestation or pollution affects the environment and personal well-being, and reflect on how protecting biodiversity contributes to a healthy life.
- **Objective 1.2:** Students will understand how environmental stewardship, such as protecting wildlife habitats and conserving biodiversity, directly impacts community health, supporting SDG 15 (Life on Land) and SDG 13 (Climate Action).
Example: Students participate in a local habitat restoration project or garden project that encourages biodiversity, such as planting native trees or creating butterfly-friendly gardens. They will reflect on how these projects promote both community well-being and environmental health.
- **Objective 1.3:** Students will discuss how environmental changes, such as habitat loss and climate change, affect mental and physical health, and how healthy ecosystems contribute to overall well-being, supporting SDG 3 (Good Health and Well-Being) and SDG 15 (Life on Land).
Example: Students research how climate change impacts ecosystems and, in turn, human health, such as the effects of air pollution on respiratory health or the spread of diseases due to changing climates. They will brainstorm ways to promote environmental health to protect both ecosystems and human health.

2. Movement and Physical Activity

Content Area: Physical exercise, sports, fitness, and developing motor skills.

- **Objective 2.1:** Students will participate in physical activities that connect them with nature, such as hiking, biking, or nature walks, and reflect on how spending time in natural environments promotes physical health and supports biodiversity, in alignment with SDG 15 (Life on Land) and SDG 13 (Climate Action).
Example: Students go on a nature walk in a local park or conservation area and engage in physical activity while observing

the biodiversity of the area. They will reflect on how healthy ecosystems contribute to their own physical health by providing clean air, water, and natural spaces for activity.

- **Objective 2.2:** Students will explore how physical activities like community clean-up days or tree planting contribute to protecting ecosystems and promoting physical fitness, in alignment with SDG 15 (Life on Land) and SDG 11 (Sustainable Cities and Communities).

Example: Students participate in an outdoor clean-up event where they collect litter from local parks or beaches. They will discuss how keeping the environment clean supports biodiversity and community health while providing a physical activity that promotes fitness.

- **Objective 2.3:** Students will understand the importance of protecting ecosystems while participating in outdoor sports or physical activities, ensuring that their practices help preserve natural spaces, in alignment with SDG 12 (Responsible Consumption and Production) and SDG 15 (Life on Land).

Example: Students participate in outdoor sports, like hiking or cycling, while learning about the importance of preserving the environment. They will reflect on how their sport choices can impact ecosystems, such as preventing littering and respecting natural habitats.

3. General Integration Across Health and Physical Education

- **Objective 3.1:** Students will link physical fitness with the protection of biodiversity, understanding that healthy environments lead to healthier bodies and minds, in line with SDG 15 (Life on Land) and SDG 3 (Good Health and Well-Being).

Example: Students create a personal fitness and sustainability plan that includes activities like biking, walking, or using public transport, while also incorporating environmental conservation practices such as recycling, reducing energy use, and protecting wildlife.

- **Objective 3.2:** Students will work together in teams to create a community-wide environmental and fitness initiative, such as a “green fitness” day, that combines physical activity with environmental stewardship, supporting SDG 13 (Climate Action) and SDG 15 (Life on Land).

Example: Students design a “green fitness” day at school, where physical activity stations are set up in natural areas, such as a park. They will incorporate environmental education, such as how activities in nature can help sustain biodiversity, while promoting fitness and well-being.

Climate Change and Adaptation

(SUS7)

1. Personal, Social, and Community Health

Content Area: Topics include healthy lifestyle choices, mental health, safety, and personal well-being.

- **Objective 1.1:** Students will explore how climate change impacts personal well-being, including mental health, and understand how adapting to climate change can help improve resilience, in alignment with SDG 3 (Good Health and Well-Being) and SDG 13 (Climate Action).
Example: Students discuss how climate change impacts mental health, such as the stress of natural disasters or extreme heat, and explore coping strategies like mindfulness and community support. They will reflect on how adapting to climate change can reduce stress and improve resilience, particularly in vulnerable communities.
- **Objective 1.2:** Students will understand how healthy lifestyle choices, such as sustainable food consumption and reducing waste, contribute to both climate change mitigation and personal well-being, supporting SDG 12 (Responsible Consumption and Production) and SDG 13 (Climate Action).
Example: Students learn how eating locally grown and seasonal foods can reduce their carbon footprint while supporting a healthy, balanced diet. They will track their sustainable food choices over a week and discuss the environmental and health benefits of reducing food waste.
- **Objective 1.3:** Students will investigate how climate change adaptations, such as urban cooling methods (e.g., green roofs or tree planting), can protect community health during extreme weather events, supporting SDG 11 (Sustainable Cities and Communities) and SDG 13 (Climate Action).
Example: Students research how heat waves, caused by climate change, affect physical health, particularly in urban areas, and explore adaptation strategies like urban green spaces or reflective building materials. They will propose ideas for improving local parks to help reduce urban heat and protect community health.

2. Movement and Physical Activity

Content Area: Physical exercise, sports, fitness, and developing motor skills.

- **Objective 2.1:** Students will explore how participating in outdoor physical activities helps build resilience against climate change, enhancing both physical fitness and environmental awareness, in line with SDG 13 (Climate Action) and SDG 15 (Life on Land).
Example: Students participate in outdoor activities like cycling or hiking, while discussing how these activities reduce carbon footprints and contribute to overall health. They will reflect on how spending time in nature helps them connect with the environment and build resilience against the effects of climate change.
- **Objective 2.2:** Students will understand the importance of climate-resilient physical activity spaces, such as shaded playgrounds or stormwater management systems, and how these adaptations can ensure safe, sustainable spaces for physical activity, contributing to SDG 11 (Sustainable Cities and Communities) and SDG 13 (Climate Action).
Example: Students research how climate change affects outdoor play spaces, such as increased flooding or heat stress, and suggest ways to adapt these spaces for safety and health. They might design a climate-resilient playground that includes trees, rain gardens, or cool roofs.
- **Objective 2.3:** Students will develop teamwork and collaboration skills through climate-focused activities, such as clean-up days or sustainability challenges, that engage them in both physical activity and climate adaptation solutions, supporting SDG 13 (Climate Action) and SDG 15 (Life on Land).
Example: Students organise a school clean-up event or a tree-planting day where they work in teams to reduce local pollution and increase green cover. They will reflect on how these actions help mitigate the effects of climate change and improve local ecosystems.

3. General Integration Across Health and Physical Education

- **Objective 3.1:** Students will connect the importance of physical fitness with climate change adaptation, understanding how staying active in natural environments, such as parks or beaches, can improve resilience and contribute to environmental stewardship, in alignment with SDG 3 (Good Health and Well-Being) and SDG 13 (Climate Action).
Example: Students participate in a nature walk in a local park, observing the effects of climate change on the environment, such as drought or invasive species, and discuss how outdoor activities help both personal health and environmental protection.
- **Objective 3.2:** Students will collaborate on developing solutions to climate change impacts in their local community, using physical activity to raise awareness about adaptation strategies like water conservation or reducing carbon footprints, contributing to SDG 13 (Climate Action) and SDG 15 (Life on Land).
Example: Students work in teams to design and present a project that combines physical activity with climate change awareness, such as a "green fitness day" that encourages walking, cycling, or other eco-friendly activities, while

educating others on the importance of climate action and adaptation.

Food and Agriculture

(SUS8)

1. Personal, Social, and Community Health

Content Area: Topics include healthy lifestyle choices, mental health, safety, and personal well-being.

- **Objective 1.1:** Students will explore the relationship between sustainable food production, such as aquaculture and agroforestry, and personal health, understanding how these practices contribute to healthier diets and improved well-being, supporting SDG 2 (Zero Hunger) and SDG 3 (Good Health and Well-Being).
Example: Students research sustainable food production methods, such as farming and aquaculture, and discuss how locally sourced, sustainably grown foods contribute to better health by reducing exposure to harmful chemicals and providing essential nutrients.
- **Objective 1.2:** Students will understand how sustainable farming and aquaculture contribute to environmental health and community well-being, in line with SDG 11 (Sustainable Cities and Communities) and SDG 15 (Life on Land).
Example: Students learn about the benefits of aquaculture and agroforestry, such as reducing the carbon footprint of food production and increasing biodiversity. They will reflect on how these practices support community health by providing nutritious food and reducing environmental impacts.
- **Objective 1.3:** Students will investigate the mental health benefits of being involved in community-based food production and environmental stewardship, such as through school gardens or local farm projects, in alignment with SDG 3 (Good Health and Well-Being) and SDG 15 (Life on Land).
Example: Students participate in creating a vegetable garden at school, learning how growing food can improve mental well-being, build community connections, and provide access to healthier food choices. They will reflect on the positive effects of working in nature on their mental health.

2. Movement and Physical Activity

Content Area: Physical exercise, sports, fitness, and developing motor skills.

- **Objective 2.1:** Students will engage in outdoor physical activities that promote physical fitness while connecting them to the environment and sustainable food systems, supporting SDG 13 (Climate Action) and SDG 15 (Life on Land).
Example: Students participate in activities such as a farm or forest walk, observing the different ecosystems involved in agroforestry and aquaculture. They will discuss how physical activities in nature support fitness and help build a deeper connection with sustainable food and agriculture practices.
- **Objective 2.2:** Students will explore how physical fitness and sustainable farming practices, such as growing organic food or aquaculture, can work together to promote environmental and personal health, contributing to SDG 2 (Zero Hunger) and SDG 3 (Good Health and Well-Being).
Example: Students design an outdoor fitness challenge that incorporates tasks such as planting seeds, harvesting crops, or sorting recycled materials. They will reflect on how these activities promote physical fitness, support sustainable food practices, and enhance community engagement.
- **Objective 2.3:** Students will participate in cooperative group activities, such as garden work or team sports that promote teamwork, social skills, and awareness of sustainable practices in food and agriculture, contributing to SDG 15 (Life on Land) and SDG 13 (Climate Action).
Example: Students collaborate to plant a community garden, sharing tasks like digging, planting, and watering. They will discuss how working together helps them understand the importance of sustainable food systems and fosters community well-being.

3. General Integration Across Health and Physical Education

- **Objective 3.1:** Students will explore the importance of sustainable agriculture and aquaculture as part of a balanced, healthy lifestyle, linking these practices to both physical fitness and environmental sustainability, in alignment with SDG 12 (Responsible Consumption and Production) and SDG 2 (Zero Hunger).
Example: Students develop a weekly plan that incorporates sustainable eating habits, such as eating more plant-based meals or supporting local fisheries, while also engaging in physical activities like walking, biking, or gardening. They will track how these actions benefit their health and the environment.
- **Objective 3.2:** Students will investigate how the principles of sustainable food systems, including aquaculture and agroforestry, are linked to teamwork and social responsibility, supporting SDG 12 (Responsible Consumption and Production) and SDG 15 (Life on Land).
Example: Students work together in teams to create a sustainable food production system, such as an aquaponics garden, and collaborate to design eco-friendly practices that reduce waste and promote sustainability. They will discuss

the importance of working together to promote both individual and environmental health.

Water Conservation

(SUS9)

1. Personal, Social, and Community Health

Content Area: Topics include healthy lifestyle choices, mental health, safety, and personal well-being.

- **Objective 1.1:** Students will understand the importance of water conservation for personal well-being and the health of communities, recognising that clean and safe water is essential for life, in alignment with SDG 6 (Clean Water and Sanitation) and SDG 3 (Good Health and Well-Being).
Example: Students discuss the role of clean water in promoting good health and hygiene. They will explore how water conservation efforts help ensure access to safe drinking water and prevent waterborne diseases, improving the overall health of communities.
- **Objective 1.2:** Students will explore the connection between water conservation, mental health, and well-being, understanding how access to natural water sources, such as rivers and oceans, contributes to emotional and physical health, supporting SDG 6 (Clean Water and Sanitation) and SDG 13 (Climate Action).
Example: Students take part in an outdoor activity like a beach clean-up or river walk and discuss the mental health benefits of spending time near clean water. They will reflect on how protecting water resources can improve community spaces for relaxation and recreation.
- **Objective 1.3:** Students will investigate how sustainable water use in their local community can improve public health, exploring conservation practices such as reducing water waste and protecting freshwater and marine ecosystems, supporting SDG 6 (Clean Water and Sanitation) and SDG 15 (Life on Land).
Example: Students research and create a project on water conservation methods, such as using water-saving devices, protecting wetlands, or reducing plastic waste that pollutes oceans and rivers. They will present how these practices

contribute to healthier communities.

2. Movement and Physical Activity

Content Area: Physical exercise, sports, fitness, and developing motor skills.

- **Objective 2.1:** Students will explore how physical activities in natural water environments, such as swimming, kayaking, or beach sports, promote physical fitness while fostering an understanding of the importance of protecting these ecosystems, in alignment with SDG 14 (Life Below Water) and SDG 13 (Climate Action).
Example: Students engage in water-based physical activities like swimming in a clean pool or kayaking in a local river. They will reflect on how these activities benefit their physical health while learning about the importance of keeping water sources clean for both human and marine life.
- **Objective 2.2:** Students will learn about sustainable practices during outdoor activities near oceans or rivers, such as responsible fishing, avoiding littering, or using eco-friendly products, and how these actions protect water ecosystems and promote well-being, supporting SDG 12 (Responsible Consumption and Production) and SDG 13 (Climate Action).
Example: Students participate in a sustainable beach volleyball or water polo game while learning about how these activities can be done without harming the environment. They will discuss how small actions, such as picking up trash and using biodegradable products, help protect the environment.
- **Objective 2.3:** Students will develop teamwork and collaboration skills by participating in group activities focused on water conservation, such as water-saving challenges or ocean clean-up events, contributing to SDG 6 (Clean Water and Sanitation) and SDG 14 (Life Below Water).
Example: Students collaborate in teams to design a community water conservation plan, including activities like creating awareness campaigns, reducing water usage at school, and supporting local beach or river clean-ups. They will reflect on how working together fosters community spirit and contributes to environmental protection.

3. General Integration Across Health and Physical Education

- **Objective 3.1:** Students will connect the importance of water conservation with a healthy lifestyle, understanding that sustainable practices like conserving water in daily life improve both personal health and the health of water ecosystems, in alignment with SDG 6 (Clean Water and Sanitation) and SDG 3 (Good Health and Well-Being).
Example: Students develop a daily water conservation checklist, including actions like turning off taps when not in use, reducing water waste during activities, and using water-efficient appliances. They will track their progress and reflect on how these actions improve personal well-being and environmental health.
- **Objective 3.2:** Students will explore how physical activity and water conservation intersect, using their energy and time to protect water sources and ecosystems, contributing to SDG 6 (Clean Water and Sanitation) and SDG 13 (Climate Action).

Example: Students participate in a “water conservation relay” where they take turns performing tasks like turning off water sources, sorting recyclable materials, and collecting trash near local water sources. They will reflect on how their actions, both individually and as a group, contribute to the health of the planet and themselves.

Sustainable Transport and Urban Planning

(SUS10)

1. Personal, Social, and Community Health

Content Area: Topics include healthy lifestyle choices, mental health, safety, and personal well-being.

- **Objective 1.1:** Students will understand the link between sustainable transport choices (e.g., walking, cycling, public transport) and personal well-being, recognising how these choices improve physical health and reduce environmental impact, in alignment with SDG 3 (Good Health and Well-Being) and SDG 11 (Sustainable Cities and Communities).
Example: Students track their daily travel habits (e.g., walking, cycling, or taking public transport) and compare the physical and environmental benefits of these choices, such as reduced air pollution and increased physical activity, while reflecting on how these choices contribute to overall health and well-being.
- **Objective 1.2:** Students will explore how sustainable urban planning, such as creating green spaces or reducing traffic congestion, contributes to community health and mental well-being, supporting SDG 11 (Sustainable Cities and Communities) and SDG 13 (Climate Action).
Example: Students investigate how well-designed public spaces, such as parks and pedestrian zones, enhance mental health by providing places for relaxation and physical activity. They will discuss the benefits of green spaces in urban areas and how these spaces promote both environmental health and personal well-being.
- **Objective 1.3:** Students will understand the impact of sustainable transport on reducing stress and improving quality of life, recognising the mental health benefits of reducing reliance on cars and increasing walking and cycling, in alignment with SDG 3 (Good Health and Well-Being) and SDG 13 (Climate Action).
Example: Students reflect on the mental health benefits of walking or cycling to school, such as reduced stress from traffic congestion and improved mood. They will design a campaign to encourage their peers to walk or cycle to school,

highlighting the physical and mental health benefits.

2. Movement and Physical Activity

Content Area: Physical exercise, sports, fitness, and developing motor skills.

- **Objective 2.1:** Students will engage in physical activities, such as walking or cycling, to understand how sustainable transport methods improve fitness and contribute to environmental health, in alignment with SDG 13 (Climate Action) and SDG 15 (Life on Land).
Example: Students participate in a school walking challenge where they track how walking to school or other local destinations improves their fitness levels while reducing their carbon footprint. They will discuss how walking or cycling can be an easy and effective way to promote health while supporting sustainable transport goals.
- **Objective 2.2:** Students will explore how physical activities in sustainable urban spaces, such as parks and greenways, promote fitness, teamwork, and collaboration, supporting SDG 11 (Sustainable Cities and Communities) and SDG 15 (Life on Land).
Example: Students participate in outdoor activities in a local park, such as team sports or fitness circuits, while discussing how urban planning that includes green spaces helps reduce pollution and improves access to areas that promote physical health and well-being.
- **Objective 2.3:** Students will develop teamwork and social skills through group activities that focus on the importance of sustainable transport options in reducing environmental impact, such as a "bike to school" day or a group walk, contributing to SDG 11 (Sustainable Cities and Communities) and SDG 3 (Good Health and Well-Being).
Example: Students organise a "bike to school" day, encouraging their peers to cycle to school. They will collaborate to create an event that promotes sustainable transport, physical activity, and social engagement, while learning how cycling can reduce air pollution and traffic congestion.

3. General Integration Across Health and Physical Education

- **Objective 3.1:** Students will explore how choosing sustainable transport options, such as walking, cycling, or using public transport, is part of a healthy, sustainable lifestyle that benefits both personal health and the environment, in alignment with SDG 12 (Responsible Consumption and Production) and SDG 13 (Climate Action).
Example: Students track their travel habits and calculate how much carbon dioxide they can reduce by choosing sustainable transport options. They will reflect on how these choices contribute to their own health, the health of their community, and the planet.
- **Objective 3.2:** Students will understand how urban planning that includes infrastructure for walking, cycling, and public transport supports physical activity, reduces environmental impact, and enhances quality of life, supporting SDG 11 (Sustainable Cities and Communities) and SDG 13 (Climate Action).

Example: Students design a model of an eco-friendly city that includes safe walking and cycling paths, green public spaces, and accessible public transport options. They will discuss how their design supports sustainable transport, physical health, and social well-being.

Citizenship / Global Responsibility and Sustainable Development (SUS11)

1. Personal, Social, and Community Health

Content Area: Topics include healthy lifestyle choices, mental health, safety, and personal well-being.

- **Objective 1.1:** Students will understand their roles as responsible global and local citizens, recognising how their actions impact both personal health and the community, in alignment with SDG 3 (Good Health and Well-Being) and SDG 12 (Responsible Consumption and Production).
Example: Students research how simple actions, such as reducing plastic waste or conserving water, contribute to both community well-being and environmental sustainability. They will reflect on how they can take responsibility for their actions at home, school, and in the wider community.
- **Objective 1.2:** Students will explore how promoting mental health and well-being is essential for fostering a strong, resilient community, and how taking care of the environment enhances personal and collective health, supporting SDG 3 (Good Health and Well-Being) and SDG 15 (Life on Land).
Example: Students learn about the importance of a healthy mind for both individual well-being and community responsibility. They discuss how engaging in community actions, like environmental clean-ups or planting trees, can have positive effects on their mental health and promote well-being within their communities.
- **Objective 1.3:** Students will develop an understanding of how making responsible, sustainable lifestyle choices, such as reducing energy use or supporting sustainable food systems, helps contribute to both local and global health, supporting SDG 13 (Climate Action) and SDG 3 (Good Health and Well-Being).
Example: Students design a “green” daily routine that includes energy conservation practices, such as turning off lights or using public transport, and explore how these actions can reduce their carbon footprint while promoting both personal and community health.

2. Movement and Physical Activity

Content Area: Physical exercise, sports, fitness, and developing motor skills.

- **Objective 2.1:** Students will engage in physical activities that promote team spirit, cooperation, and global citizenship, learning how teamwork can contribute to positive social and environmental outcomes, in alignment with SDG 17 (Partnerships for the Goals) and SDG 15 (Life on Land).
Example: Students participate in a team-based outdoor activity, such as a community clean-up or tree-planting event, where they work together to improve their local environment. They will reflect on how collaboration and physical activity can contribute to building stronger, healthier communities.
- **Objective 2.2:** Students will explore how physical activities in sustainable, local settings, such as parks, forests, or beaches, support both fitness and environmental stewardship, in line with SDG 13 (Climate Action) and SDG 3 (Good Health and Well-Being).
Example: Students engage in outdoor fitness activities, like hiking or cycling, in local nature reserves or parks. They will discuss the role of natural environments in promoting physical health and how protecting these spaces helps maintain biodiversity and reduces environmental stress.
- **Objective 2.3:** Students will learn how participating in sports or physical activities can raise awareness about global issues like climate change, sustainability, and resource conservation, contributing to SDG 13 (Climate Action) and SDG 12 (Responsible Consumption and Production).
Example: Students participate in a sports event where each activity is themed around an aspect of sustainability, such as recycling challenges or energy-saving games. They will reflect on how sports and physical activities can promote sustainability and how they, as individuals and communities, can act as responsible global citizens.

3. General Integration Across Health and Physical Education

- **Objective 3.1:** Students will understand the importance of taking personal responsibility for environmental stewardship through both lifestyle choices and active participation in sustainability efforts, contributing to SDG 12 (Responsible Consumption and Production) and SDG 3 (Good Health and Well-Being).
Example: Students create a personal sustainability plan that incorporates healthy living habits such as eating sustainable foods, reducing waste, and conserving water. They will track their progress and reflect on how these actions contribute to their health and the health of the planet.
- **Objective 3.2:** Students will explore the role of community and global responsibility in fostering environmental and personal well-being, recognising that taking care of the planet is integral to sustaining healthy lives for everyone, supporting SDG 13 (Climate Action) and SDG 15 (Life on Land).
Example: Students design and participate in a class project where they work together to create awareness campaigns

on reducing plastic waste, conserving water, or increasing tree cover. They will collaborate to promote the idea that small actions, when combined, can have a large positive impact on the environment and community health.

Outdoor Learning and Connection to Nature (SUS12)

1. Personal, Social, and Community Health

Content Area: Topics include healthy lifestyle choices, mental health, safety, and personal well-being.

- **Objective 1.1:** Students will explore how outdoor learning and spending time in nature positively impact mental health, including reducing stress and improving mood, in alignment with SDG 3 (Good Health and Well-Being) and SDG 15 (Life on Land).
Example: Students take part in an outdoor mindfulness activity, such as a nature walk or forest therapy session. They will discuss how being in natural environments helps reduce anxiety, increases relaxation, and promotes emotional well-being.
- **Objective 1.2:** Students will understand the importance of nature in promoting overall physical and mental health, and how connecting to the natural environment contributes to personal well-being, supporting SDG 3 (Good Health and Well-Being) and SDG 11 (Sustainable Cities and Communities).
Example: Students reflect on the positive effects of outdoor activities like hiking or gardening, explaining how engaging with nature enhances physical fitness and mental clarity. They will explore the concept of 'ecotherapy' and discuss its benefits for individuals and communities.
- **Objective 1.3:** Students will learn about the connection between environmental sustainability and personal health, recognising that protecting nature and preserving biodiversity directly benefits human well-being, supporting SDG 13 (Climate Action) and SDG 15 (Life on Land).
Example: Students research how biodiversity loss affects human health, including the impacts of pollinator decline or habitat destruction. They will reflect on how actions like supporting sustainable farming or protecting local ecosystems can improve health outcomes for both people and wildlife.

2. Movement and Physical Activity

Content Area: Physical exercise, sports, fitness, and developing motor skills.

- **Objective 2.1:** Students will engage in outdoor physical activities that promote fitness and strengthen their connection to nature, such as walking, cycling, or outdoor games, in alignment with SDG 13 (Climate Action) and SDG 3 (Good Health and Well-Being).
Example: Students participate in an outdoor fitness challenge, like a scavenger hunt or relay race in a local park. They will reflect on how physical activities in nature not only improve fitness but also foster a deeper understanding of the environment they are helping to protect.
- **Objective 2.2:** Students will understand how outdoor physical activity, such as playing sports in natural settings or participating in environmental restoration projects, enhances teamwork, social skills, and connection to the environment, in alignment with SDG 15 (Life on Land) and SDG 11 (Sustainable Cities and Communities).
Example: Students work together to complete a team-based activity, such as a park clean-up combined with a fitness circuit. They will discuss how this collaborative effort promotes both community health and environmental stewardship while also improving teamwork and social skills.
- **Objective 2.3:** Students will participate in outdoor activities that help them explore the importance of maintaining healthy, sustainable environments while improving physical fitness, in line with SDG 13 (Climate Action) and SDG 12 (Responsible Consumption and Production).
Example: Students engage in a tree-planting or community gardening project where they perform physical tasks like digging, planting, and weeding. They will reflect on how these activities promote physical health, support environmental conservation, and build a stronger connection to nature.

3. General Integration Across Health and Physical Education

- **Objective 3.1:** Students will connect the importance of outdoor learning with environmental stewardship, learning how protecting and preserving nature through activities like recycling, reducing waste, and planting trees directly supports both personal well-being and the health of the planet, in alignment with SDG 12 (Responsible Consumption and Production) and SDG 13 (Climate Action).
Example: Students create an outdoor activity plan that includes regular walks in natural areas while engaging in waste reduction or water conservation activities. They will track how these actions positively impact both their health and the environment.
- **Objective 3.2:** Students will develop an appreciation for local ecosystems through outdoor education, participating in activities such as nature walks or wildlife observation, to better understand how biodiversity sustains health and well-being, contributing to SDG 15 (Life on Land) and SDG 14 (Life Below Water).

Example: Students take part in a local ecosystem observation activity where they explore different habitats, learn about local flora and fauna, and discuss how maintaining biodiversity is essential for human health. They will reflect on how their understanding of nature leads to healthier, more sustainable behaviours.