

Active Learning 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-

Active Learning

Encouraging Curiosity:

a. Stimulate curiosity about the natural world through hands-on exploration of outdoor environments, such as

gardens, parks, and nature reserves.

- b. Provide opportunities for children to ask questions, make predictions, and seek answers through observation and inquiry-based investigations.
- c. Foster a sense of wonder and awe towards nature, encouraging children to explore and discover the beauty and complexity of the environment.

Fostering Creativity:

- a. Provide open-ended materials and resources for children to engage in creative expression and imaginative play related to sustainability themes, such as recycled materials for art projects or natural objects for sensory exploration.
- b. Encourage children to think innovatively and creatively to solve environmental challenges, such as designing eco-friendly inventions or creating solutions for reducing waste.
- c. Support children in expressing their ideas, thoughts, and feelings about sustainability through various forms of creative expression, including drawing, painting, storytelling, and role-playing.

Developing Problem-Solving Skills:

- a. Engage children in real-life environmental problems and challenges, such as water conservation or habitat restoration, and facilitate opportunities for collaborative problem-solving.
- b. Encourage critical thinking and experimentation by presenting children with open-ended scenarios and scenarios that require them to brainstorm solutions and test hypotheses.
- c. Provide scaffolding and support as children navigate through the problem-solving process, encouraging perseverance, resilience, and reflection on outcomes.

Promoting Active Exploration:

- a. Create rich and stimulating learning environments both indoors and outdoors that invite children to actively explore and interact with their surroundings.
- b. Provide hands-on experiences with natural materials, living organisms, and sustainable practices, such as gardening, composting, and recycling, to deepen understanding and engagement with sustainability concepts.
- c. Facilitate opportunities for child-led investigations and discoveries, allowing children to take ownership of their learning and pursue their interests in sustainability in meaningful ways.

Environmental
Awareness(SUS 2)

Active Learning

Fostering Curiosity:

- a.Encourage children to ask questions and wonder about the natural world around them, promoting curiosity-driven exploration and inquiry.
- b.Provide opportunities for hands-on exploration of natural materials, such as rocks, leaves, and water, to stimulate curiosity and sensory engagement.
- c.Foster a sense of wonder and awe through exposure to natural phenomena, such as weather patterns, plant growth, and animal behavior, sparking curiosity and inquiry.
- d.Support children in developing questioning skills and seeking answers to their inquiries through observation, investigation, and exploration of the environment.

Promoting Creativity:

- a. Provide open-ended materials and resources for creative expression in outdoor environments, such as paint, clay, and natural loose parts, to inspire imaginative play and artistic expression.
- b. Encourage children to use their imagination to transform natural materials into new creations, such as building structures with sticks and stones or creating nature-inspired artwork.
- c. Engage in storytelling and dramatic play set in natural environments, encouraging children to use their creativity to invent stories and characters inspired by the natural world.
- d. Foster a sense of wonder and appreciation for the beauty and diversity of nature, inspiring creative expression through observation and exploration of the environment.

Developing Problem-Solving Skills:

- a. Provide opportunities for children to engage in hands-on, real-world problem-solving challenges related to environmental issues, such as designing and building structures to protect against erosion or creating solutions to reduce waste in the classroom.
- b. Encourage collaborative problem-solving activities that require children to work together to overcome obstacles and achieve common goals, fostering teamwork and communication skills.
- c. Support children in identifying problems or challenges in their local environment, such as litter or pollution, and brainstorming creative solutions to address them.
- d. Foster a growth mindset by celebrating children's efforts and perseverance in solving environmental problems, emphasizing the importance of resilience and learning from mistakes.

Environmental Stewardship

Active Learning
(SUS 3)

Cultivating Curiosity:

- a. Encourage children to ask questions and wonder about the natural world, fostering a sense of curiosity and inquiry.
- b. Provide opportunities for hands-on exploration of natural materials, phenomena, and environments to stimulate curiosity and engagement.
- c. Support children in investigating their own inquiries and interests related to the environment, promoting a lifelong love of learning.

Stimulating Creativity:

- a. Provide open-ended materials and resources for creative expression inspired by nature, such as art materials, natural loose parts, and sensory experiences.
- b. Encourage children to use their imaginations to create stories, artwork, and designs inspired by their environmental explorations.
- c. Foster a supportive environment where children feel empowered to experiment, take risks, and express themselves creatively through environmental activities.

Developing Problem-Solving Skills: a. Present children with real-world environmental challenges and problems to solve, such as designing a bird feeder or building a shelter for a small animal. b. Support children in brainstorming solutions and testing ideas through trial and error, fostering critical thinking and problem-solving skills. c. Encourage collaborative problem-solving experiences where children work together to overcome obstacles and achieve shared goals related to environmental stewardship.

Inquiry-Based Learning:

- a. Facilitate opportunities for children to engage in guided and self-directed inquiries about environmental

concepts, such as plant growth, animal habitats, and weather patterns.

b. Provide access to a variety of resources, including books, videos, and outdoor experiences, to support children's inquiries and investigations.

c. Foster a culture of inquiry by valuing children's questions, observations, and discoveries, and guiding them in making connections between their inquiries and broader environmental concepts.

Promoting Reflection and Documentation:

a. Encourage children to reflect on their environmental experiences through discussions, journaling, or artistic expression.

b. Provide opportunities for children to document their learning and discoveries through drawings, photographs, or multimedia presentations.

c. Support children in making connections between their own experiences and the broader concepts of environmental stewardship, fostering a deeper understanding of their role in caring for the environment.

Waste
Management
(SUS4)

Active Learning

Curiosity and Inquiry:

a. Encourage children to ask questions and wonder about waste management practices, such as recycling, composting, and reducing waste, through open-ended discussions and exploration.

b.Foster a sense of curiosity and exploration by providing hands-on experiences with waste materials, encouraging children to investigate their properties and potential uses.

Creative Exploration:

a.Provide opportunities for children to engage in creative activities using recycled materials, such as art projects, construction, and imaginative play, to explore the possibilities of reuse and repurposing.

b.Support children in expressing their creativity and imagination through experimentation with different materials and techniques in waste management activities.

Problem-Solving Skills:

a.Facilitate problem-solving opportunities related to waste management challenges, such as sorting materials, designing recycling bins, or finding alternative uses for waste items, through hands-on activities and group discussions.

b.Encourage children to brainstorm ideas, generate solutions, and test their hypotheses in collaborative problem-solving tasks, fostering critical thinking and decision-making skills.

Environmental Awareness:

a.Raise children's awareness of environmental issues related to waste management, such as pollution, resource depletion, and landfill overflow, through age-appropriate discussions and storytelling.

b.Empower children to take action towards environmental sustainability by exploring ways to reduce waste generation and minimise their ecological footprint in everyday activities.

Sensory Exploration:

a.Provide sensory-rich experiences with waste materials, such as exploring textures, colours, and smells of different

types of waste, to stimulate sensory development and enhance learning experiences.

b.Encourage children to engage their senses in waste management activities, such as sorting, composting, and gardening, to deepen their understanding of environmental concepts.

Reflective Practice:

a.Encourage children to reflect on their experiences and learning outcomes in waste management activities, promoting self-awareness and metacognitive skills.

b.Provide opportunities for children to share their reflections and insights with peers and educators, fostering communication skills and building a sense of community.

Energy Conservation (SUS4)

Active Learning

Curiosity and Exploration:

a.Stimulate curiosity about energy sources, usage, and conservation through hands-on exploration and sensory experiences.

b.Encourage children to ask questions, make observations, and seek answers through inquiry-based learning activities related to energy conservation.

c.Provide opportunities for open-ended exploration and discovery, allowing children to investigate energy-related concepts at their own pace and level of interest.

Creativity and Innovation:

- a.Foster creativity by inviting children to imagine and design innovative solutions for conserving energy in everyday activities and environments.
- b.Encourage the use of creative expression, such as art, music, drama, or storytelling, to communicate ideas and messages about energy conservation.
- c.Promote divergent thinking by challenging children to brainstorm multiple approaches to energy-saving challenges and explore unconventional solutions.

Problem-Solving Skills:

- a.Develop problem-solving skills by presenting real-world scenarios and challenges related to energy usage and conservation for children to solve collaboratively.
- b.Guide children through the process of identifying problems, generating potential solutions, evaluating alternatives, and implementing effective strategies for energy conservation.
- c.Provide opportunities for hands-on experimentation and trial-and-error learning, allowing children to test hypotheses, learn from mistakes, and refine their problem-solving techniques.

Inquiry-Based Learning Experiences:

- a.Design inquiry-based learning experiences that encourage children to investigate energy-related phenomena, such as light, heat, sound, and motion, using age-appropriate tools and materials.
- b.Promote critical thinking by guiding children to analyse data, draw conclusions, and communicate findings from their investigations into energy conservation.
- c.Scaffold learning experiences to gradually increase complexity and challenge, building children's confidence and competence in exploring and understanding energy concepts through inquiry.

Biodiversity and Ecosystems (SUS6)

Active Learning

Active Exploration and Observation:

- a. Encourage active exploration of biodiversity and ecosystems through hands-on experiences, such as nature walks, outdoor scavenger hunts, and habitat exploration.
- b. Provide opportunities for children to observe and interact with living organisms in their natural habitats, fostering curiosity about the diversity of life and ecological relationships.
- c. Support children in making connections between their observations and broader ecological concepts, such as food webs, habitats, and interdependence.

Curiosity and Inquiry:

- a. Stimulate curiosity about biodiversity and ecosystems by posing open-ended questions and encouraging children to wonder, ask questions, and seek answers through inquiry-based learning.
- b. Design learning experiences that invite children to investigate ecological phenomena, such as plant growth, animal behaviour, and seasonal changes, using age-appropriate tools and resources.
- c. Foster a sense of wonder and awe for the natural world, inspiring children to explore and discover the beauty and complexity of biodiversity through inquiry and exploration.

Creativity and Expression:

- a. Cultivate creativity by providing opportunities for children to express their understanding of biodiversity and ecosystems through various forms of creative expression, such as art, music, drama, and storytelling.

b.Encourage children to use their imagination and artistic skills to represent ecological concepts, habitats, and wildlife in their artwork and creative projects.

c.Promote environmental stewardship by inviting children to brainstorm creative solutions for protecting and preserving biodiversity in their local community and beyond.

Problem-Solving and Critical Thinking:

a.Develop problem-solving skills by presenting real-world challenges related to biodiversity conservation and ecosystem management for children to investigate and solve collaboratively.

b.Guide children through the process of identifying problems, generating potential solutions, evaluating alternatives, and implementing strategies for protecting and restoring ecosystems.

c.Provide opportunities for hands-on experimentation and inquiry-based learning, allowing children to explore ecological concepts, test hypotheses, and develop critical thinking skills through inquiry and exploration.

Climate Change and Adaptation

(SUS7)

Active Learning

Curiosity and Awareness Development:

a.Develop curiosity about the natural world, including weather patterns and changes in the environment.

- b. Recognize basic changes in the environment, such as seasons and weather variations.
- c. Show awareness of the impact of human actions on the environment, such as littering or planting trees.

Observation and Inquiry Skills:

- a. Develop observational skills by exploring the immediate environment and noticing changes.
- b. Ask questions about weather phenomena, such as rain, wind, or temperature changes.
- c. Engage in simple inquiries about the causes and effects of environmental changes.

Creative Expression:

- a. Express ideas and feelings about the environment through art, storytelling, or role-playing
- b. Create drawings or models of natural elements like trees, animals, or water bodies.
- c. Use imagination to envision solutions to environmental challenges, like recycling or planting gardens.

Problem-Solving and Critical Thinking:

- a. Identify simple problems related to the environment, such as a lack of water for plants.
- b. Brainstorm possible solutions to environmental challenges, like conserving water or reducing waste.
- c. Participate in simple hands-on activities that demonstrate solutions, such as planting seeds or recycling materials.

Empathy and Environmental Stewardship:

- a. Develop empathy towards living things, including animals and plants, by caring for them.

b. Understand the importance of taking care of the environment for the well-being of all living things.

c. Participate in activities that promote environmental stewardship, such as cleaning up litter or caring for a class garden.

Communication and Collaboration:

a. Share observations and ideas about the environment with peers and educators.

b. Collaborate with classmates on simple projects related to environmental awareness and action.

c. Engage in discussions about ways to protect the environment and adapt to climate change.

Hands-On Exploration:

a. Engage in sensory activities related to weather and the environment, such as feeling different textures or temperatures.

b. Explore natural materials like leaves, rocks, or water in hands-on sensory experiences.

c. Participate in outdoor activities that allow for direct interaction with the environment, such as nature walks or gardening.

Reflection and Evaluation:

a. Reflect on personal experiences with the environment and changes observed over time.

b. Evaluate the effectiveness of simple actions taken to address environmental challenges.

c. Share thoughts and feelings about the importance of caring for the environment with peers and educators.

Food and Agriculture

(SUS8)

Activity Learning

Curiosity and Awareness Development:

- a. Develop curiosity about different types of foods, where they come from, and how they grow.
- b. Recognize basic agricultural concepts such as seeds, plants, and animals used for food.
- c. Show awareness of the connection between food and everyday life, including meals and snacks.

Observation and Inquiry Skills:

- a. Develop observational skills by exploring different types of fruits, vegetables, grains, and animals.
- b. Ask questions about the origins of food items, such as "Where does milk come from?" or "How do plants grow?"
- c. Engage in simple inquiries about the processes involved in food production, such as planting seeds or caring for animals.

Creative Expression:

- a. Express ideas and feelings about food and agriculture through art, such as drawing or painting pictures of fruits,

vegetables, or farm animals.

b.Create simple recipes or food-related stories using imagination and creativity.

c.Use play-based activities to role-play farming, gardening, or cooking scenarios.

Problem-Solving and Critical Thinking:

a.Identify simple problems related to food and agriculture, such as how to water plants or feed animals.

b.Ideation possible solutions to food-related challenges, such as how to make a garden grow or what animals need to stay healthy.

c.Participate in hands-on activities that demonstrate problem-solving skills, such as sorting seeds or building a mini-garden.

Empathy and Sustainability:

a.Develop empathy towards animals and plants used in food production by caring for them.

b.Understand the importance of sustainable practices in agriculture, such as recycling food scraps or conserving water.

c.Participate in activities that promote sustainable living, such as composting or reducing food waste.

Communication and Collaboration:

a.Share observations and ideas about food and agriculture with peers and educators.

b.Collaborate with classmates on simple projects related to gardening, cooking, or caring for animals.

c.Engage in discussions about where food comes from and the importance of healthy eating.

Hands-On Exploration:

a.Engage in sensory activities related to food and agriculture, such as touching and smelling different fruits and vegetables.

b.Explore gardening by planting seeds, watering plants, and observing their growth.

c.Participate in cooking activities using simple ingredients to make snacks or meals.

Reflection and Evaluation:

a.Reflect on personal experiences with food and agriculture, including what they have learned and enjoyed.

b.Evaluate the outcomes of gardening or cooking activities, such as the taste of fruits and vegetables grown or the success of a recipe.

c.Share thoughts and feelings about the importance of healthy eating and sustainable agriculture with peers and educators.

Water Conservation

(SUS9)

Active Learning

Curiosity and Awareness Development:

- a. Develop curiosity about water, its sources, and its importance in everyday life.
- b. Recognize basic concepts related to water conservation, such as saving water and keeping it clean.
- c. Show awareness of the impact of water usage on the environment and living things.

Observation and Inquiry Skills:

- a. Develop observational skills by exploring water sources like taps, rivers, and rain.
- b. Ask questions about where water comes from, how it is used, and what happens to it after use.
- c. Engage in simple inquiries about ways to conserve water, such as turning off taps or using less water when bathing.

Creative Expression:

- a. Express ideas and feelings about water conservation through art, such as painting pictures of water-saving practices or creating posters with water-saving messages.
- b. Create simple stories or songs about the importance of saving water and protecting water sources.
- c. Use play-based activities to role-play scenarios related to water conservation, such as pretending to be water detectives or superheroes who save water.

Problem-Solving and Critical Thinking:

- a. Identify simple problems related to water conservation, such as water wastage or pollution.
- b. Ideation possible solutions to water-related challenges, such as using a bucket to collect rainwater or fixing leaks.
- c. Participate in hands-on activities that demonstrate water-saving techniques, such as using a water metre to

measure usage or creating DIY water-saving devices.

Empathy and Environmental Stewardship:

- a. Develop empathy towards living things that rely on water, such as plants, animals, and people.
- b. Understand the importance of taking care of water sources for the well-being of all living things.
- c. Participate in activities that promote environmental stewardship, such as cleaning up litter around waterways or planting water-wise gardens.

Communication and Collaboration:

- a. Share observations and ideas about water conservation with peers and educators.
- b. Collaborate with classmates on simple projects related to water-saving practices, such as creating a class water-saving plan or designing water-themed artwork.
- c. Engage in discussions about why water conservation is important and how everyone can contribute to saving water.

Hands-On Exploration:

- a. Engage in sensory activities related to water, such as feeling different temperatures or textures of water.
- b. Explore water conservation techniques through hands-on experiences, such as using water-saving devices or participating in water-themed experiments.
- c. Participate in outdoor activities that highlight the importance of water conservation, such as observing local water sources or planting water-efficient plants.

Reflection and Evaluation:

- a. Reflect on personal experiences with water conservation activities, including what they have learned and enjoyed.
- b. Evaluate the effectiveness of water-saving techniques practised in the classroom or at home.
- c. Share thoughts and feelings about the importance of saving water and protecting water sources with peers and educators.

Sustainable Transport and Urban Planning (SUS 10)

Activity Learning

Curiosity and Awareness Development:

- a. Cultivate curiosity about different modes of transport, such as walking, cycling, buses, and trains.
- a. Recognize basic concepts of urban environments, including streets, buildings, and parks.
- c. Show awareness of the impact of transportation choices on the environment and community.

Observation and Inquiry Skills:

- a. Develop observational skills by exploring different forms of transportation in the local community.
- b. Ask questions about how people move around in cities and towns and why certain transport options are chosen.
- c. Engage in simple inquiries about the benefits of sustainable transport, such as reducing pollution or promoting health.

Creative Expression:

- a. Express ideas and feelings about sustainable transport and urban planning through art, such as drawing pictures of buses, trains, or cityscapes with green spaces.
- b. Create simple stories or songs about using eco-friendly modes of transport and designing cities with nature in mind.
- c. Use play-based activities to role-play scenarios related to transportation, such as pretending to be bus drivers or city planners.

Problem-Solving and Critical Thinking:

- a. Identify simple problems related to transportation and urban planning, such as traffic congestion or lack of safe sidewalks.
- b. Ideation possible solutions to transportation challenges, such as walking or biking instead of driving short distances.
- c. Participate in hands-on activities that demonstrate sustainable transport practices, such as creating mini-models of eco-friendly vehicles or designing pedestrian-friendly streets.

Empathy and Community Engagement:

- a. Develop empathy towards people who rely on different modes of transportation, such as pedestrians, cyclists, or public transport users.
- b. Understand the importance of designing cities and transportation systems that are accessible to everyone, including people with disabilities.
- c. Participate in activities that promote community engagement, such as neighbourhood walks to observe

transportation infrastructure and discuss improvements.

Communication and Collaboration:

- a.Share observations and ideas about sustainable transport and urban planning with peers and educators.
- b.Collaborate with classmates on simple projects related to designing eco-friendly cities or promoting walking and cycling.
- c.Engage in discussions about why sustainable transport is important for the environment and community well-being.

Hands-On Exploration:

- a.Engage in sensory activities related to transportation, such as exploring different types of vehicles or feeling different road surfaces.
- b.Explore urban environments through hands-on experiences, such as visiting local parks or community gardens.
- c.Participate in outdoor activities that highlight the benefits of walking, cycling, and using public transport, such as nature walks or bike rides.

Reflection and Evaluation:

- a.Reflect on personal experiences with sustainable transport activities, including what they have learned and enjoyed.
- b.Evaluate the effectiveness of eco-friendly transportation choices practised in the classroom or at home.
- c.Share thoughts and feelings about the importance of sustainable transport and urban planning with peers and educators.

Citizenship / Global Responsibility and Sustainable Development (SUS11)

Active Learning

Curiosity and Awareness Development:

- a.Cultivate curiosity about different cultures, communities, and the world around them.
- b.Recognize basic concepts of fairness, kindness, and helping others.
- c.Show awareness of the importance of caring for the environment and helping those in need.

Observation and Inquiry Skills:

- a.Develop observational skills by exploring different aspects of their local community and the wider world.
- b.Ask questions about why people may live differently in different parts of the world and what can be done to help others.
- c.Engage in simple inquiries about ways to contribute positively to their community and the global community.

Creative Expression:

- a.Express ideas and feelings about citizenship and global responsibility through art, such as drawing pictures of people helping each other or creating collages of diverse cultures.
- b.Create simple stories or songs about being a good citizen and making a positive difference in the world.
- c.Use play-based activities to role-play scenarios related to helping others and being responsible global citizens.

Problem-Solving and Critical Thinking:

- a. Identify simple problems related to fairness, equality, and environmental sustainability, such as littering or unfairness in sharing toys.
- b. Ideation possible solutions to community and global challenges, such as picking up litter or sharing resources with others.
- c. Participate in hands-on activities that demonstrate ways to help others and protect the environment, such as planting trees or donating toys to those in need.

Empathy and Compassion:

- a. Develop empathy towards people from different backgrounds and those facing challenges.
- b. Understand the importance of being kind and helping others, both locally and globally.
- c. Participate in activities that promote compassion and understanding, such as sharing stories about different cultures or learning about animals in need of protection.

Communication and Collaboration:

- a. Share observations and ideas about citizenship and global responsibility with peers and educators.
- b. Collaborate with classmates on simple projects related to community service or environmental conservation.
- c. Engage in discussions about why it's important to work together to make the world a better place for everyone.

Hands-On Exploration:

- a. Engage in sensory activities related to different cultures and environments, such as exploring music and foods

from around the world.

b.Explore community and global issues through hands-on experiences, such as participating in community clean-up events or caring for plants.

c.Participate in outdoor activities that highlight the importance of nature and sustainability, such as nature walks or gardening.

Reflection and Evaluation:

a.Reflect on personal experiences with citizenship and global responsibility activities, including what they have learned and how they have helped others.

b.Evaluate the impact of their actions on their community and the environment.

c.Share thoughts and feelings about the importance of being responsible global citizens and working towards achieving the Sustainable Development Goals with peers and educators.

Outdoor Learning and Connection to Nature (SUS12

Active Learning

Curiosity and Exploration:

a.Cultivate curiosity about the natural world and outdoor environments.

b.Explore the outdoors with a sense of wonder and excitement, engaging with natural elements such as plants, animals, and weather phenomena.

c.Show interest in discovering new things and asking questions about their surroundings.

Observation and Sensory Development:

a.Develop observational skills by noticing details in the environment, such as different types of leaves, textures of soil, or sounds of birds.

b.Engage senses through hands-on exploration of natural materials, such as feeling the bark of trees or smelling flowers.

c.Recognize changes in the outdoor environment over time, such as seasonal variations or weather patterns.

Creativity and Imagination:

a.Express creativity through outdoor art activities, such as painting with natural pigments or making sculptures with found objects.

b.Use imagination to invent games and stories inspired by the outdoor environment, incorporating elements like trees, rocks, and animals.

c.Engage in imaginative play outdoors, such as pretending to be explorers or animals in their natural habitat.

Problem-Solving and Critical Thinking:

a.Identify simple problems encountered outdoors, such as finding a way across a stream or building a shelter from the sun.

b.Brainstorm possible solutions to outdoor challenges, using resources available in the environment.

c.Engage in hands-on activities that require problem-solving skills, such as constructing a bridge with sticks or navigating a nature trail.

Physical Development and Risk Management:

- a. Develop gross motor skills through active outdoor play, such as running, jumping, climbing, and balancing.
- b. Learn to assess and manage risks in the outdoor environment, such as understanding safe boundaries and recognizing potential hazards.
- c. Engage in activities that promote physical coordination and spatial awareness, such as navigating obstacle courses or playing outdoor games.

Connection to Nature and Environmental Stewardship:

- a. Foster a sense of connection to nature and appreciation for the outdoors.
- b. Understand the importance of caring for the environment and protecting natural habitats.
- c. Participate in activities that promote environmental stewardship, such as planting trees, picking up litter, or creating wildlife habitats.

Collaboration and Social Skills:

- a. Collaborate with peers in outdoor activities, such as building forts or exploring nature trails together.
- b. Practice communication and teamwork skills while engaging in group projects or games outdoors.
- c. Develop empathy and cooperation through shared outdoor experiences, such as helping each other overcome obstacles or working together to achieve common goals.

Reflection and Appreciation:

- a. Reflect on outdoor experiences, discussing what they enjoyed, learned, and discovered.

b.Appreciate the beauty and diversity of the natural world, expressing gratitude for outdoor adventures and encounters with plants and animals.

c.Develop a sense of responsibility towards preserving and enjoying outdoor spaces for future generations.