

Relationships 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-

Relationships

Developing Interpersonal Skills:

a. Engage in cooperative play activities that require collaboration and communication with peers, such as building

structures together or participating in group games.

b. Practice taking turns, sharing resources, and resolving conflicts peacefully during play interactions with peers, fostering empathy and mutual respect.

c. Demonstrate empathy and understanding towards others' feelings and perspectives, recognizing the importance of kindness and inclusivity in building positive relationships.

Building Relationships with Educators:

a. Develop trust and rapport with educators through responsive and nurturing interactions, such as providing comfort and support during times of distress or uncertainty.

b. Engage in meaningful conversations and shared experiences with educators about sustainability topics, fostering a sense of connection and shared purpose in environmental stewardship.

c. Seek guidance and support from educators in exploring sustainability concepts and engaging in hands-on learning experiences that promote environmental awareness and action.

Strengthening Family Connections:

a. Engage families in collaborative activities and projects related to sustainability, such as family nature walks, gardening at home, or participating in community clean-up events.

b. Share children's learning experiences and achievements related to sustainability with families through regular communication channels, such as newsletters, parent-teacher meetings, or digital platforms.

c. Encourage families to incorporate sustainable practices into daily routines at home, such as recycling, conserving energy and water, or choosing eco-friendly products, fostering a sense of shared responsibility for environmental stewardship.

Engaging with the Wider Community:

- a. Participate in community-based initiatives and events focused on sustainability, such as tree planting activities, environmental fairs, or visits to local parks and gardens.
- b. Collaborate with local organizations and community members to address environmental issues and promote sustainable practices, such as organizing neighborhood clean-up campaigns or advocating for green spaces.
- c. Foster a sense of belonging and connectedness to the wider community through meaningful interactions and contributions to collective efforts aimed at creating a more sustainable and resilient future.

Environmental
Awareness (SUS 2)

Relationships

Fostering Relationships with Peers:

- a. Encourage collaborative play experiences in outdoor environments, such as building forts or exploring nature trails together, to promote teamwork and cooperation among peers.
- b. Provide opportunities for children to engage in group activities and games that encourage communication, sharing, and taking turns, fostering positive social interactions.
- c. Support children in developing empathy and understanding towards their peers, including respecting each other's ideas, perspectives, and personal boundaries during play-based learning experiences.
- d. Facilitate discussions and reflection on conflict resolution strategies, helping children develop skills for resolving conflicts peacefully and building positive relationships with their peers.

Building Relationships with Educators:

- a. Create a supportive and nurturing learning environment where children feel comfortable seeking guidance and support from educators during play-based activities.
- b. Encourage open communication between children and educators, providing opportunities for children to ask questions, share their thoughts, and express their feelings about the environment.
- c. Foster trusting relationships between children and educators through responsive and attentive interactions, including actively listening to children's interests and needs during outdoor play.
- d. Collaborate with educators to co-create learning experiences that integrate environmental awareness with social and emotional development, fostering a sense of shared purpose and connection.

Engaging Families and the Wider Community:

- a. Invite families to participate in outdoor excursions, nature walks, or gardening activities with their children, fostering opportunities for shared experiences and bonding in natural environments.
- b. Provide resources and information to families about the importance of outdoor play and environmental awareness in early childhood development, encouraging them to explore nature with their children at home.
- c. Collaborate with local community organizations, environmental groups, or Indigenous elders to enrich children's learning experiences and promote a sense of connectedness to the wider community and the land.
- d. Facilitate opportunities for children to contribute to community initiatives or environmental projects, such as participating in tree planting events or community clean-up activities, fostering a sense of responsibility and belonging to their local community.

Environmental Stewardship (SUS 3)

Relationships

Establishing Positive Peer Relationships:

- a. Encourage children to engage in cooperative play and collaborative activities with their peers in outdoor environments, fostering teamwork and mutual respect.
- b. Provide opportunities for children to communicate, share ideas, and problem-solve together during environmental exploration and stewardship projects.
- c. Foster a supportive classroom environment where children feel valued, accepted, and included, promoting positive social interactions and friendships.

Developing Relationships with Educators:

- a. Build trusting and responsive relationships between children and educators through attentive listening, empathy, and understanding.
- b. Provide opportunities for one-on-one interactions and small group discussions with educators during outdoor play and learning experiences.
- c. Collaborate with educators to scaffold children's learning experiences, providing guidance, support, and encouragement as they explore environmental concepts and engage in stewardship activities.

Engaging Families in Environmental Stewardship:

- a. Involve families in children's learning experiences related to environmental stewardship through take-home activities, newsletters, and family engagement events.
- b. Encourage families to share their own cultural traditions, knowledge, and practices related to environmental sustainability, fostering a sense of shared ownership and responsibility.
- c. Establish open lines of communication between educators and families to exchange ideas, resources, and feedback on children's learning experiences and environmental initiatives.

Connecting with the Wider Community:

- a. Collaborate with community organizations, local businesses, and environmental groups to provide children with opportunities for hands-on learning experiences and community-based environmental projects.
- b. Engage children in community events, such as tree plantings, beach clean-ups, or nature walks, to foster a sense of belonging and connectedness to the wider community.
- c. Encourage children to recognize their role as active citizens and stewards of their local environment, promoting a sense of responsibility and pride in their community.

Fostering a Sense of Belonging and Connectedness: a. Create

- a welcoming and inclusive environment where children feel a sense of belonging and connectedness to their peers, educators, families, and the wider community.
- b. Provide opportunities for children to share their thoughts, experiences, and cultural backgrounds related to environmental stewardship, fostering a sense of identity and pride.
- c. Celebrate and honour diversity within the classroom and community, promoting acceptance, empathy, and understanding across cultural, linguistic, and socio-economic differences.

Waste
Management (SUS4)

Relationships

Collaborative Learning:

a.Encourage children to work together with peers, educators, and families on waste management projects and activities, fostering cooperation, teamwork, and communication skills.

Family Involvement:

a.Engage families in discussions and activities related to waste management, encouraging them to share their knowledge, experiences, and practices with their children at home and in the community.

Community Engagement:

a.Foster connections with the wider community by organising visits to local recycling centres, waste management facilities, or community gardens, allowing children to learn firsthand about sustainable practices and environmental stewardship.

Intergenerational Relationships:

a.Facilitate opportunities for children to interact with older adults in the community, such as seniors or Indigenous elders, who can share their wisdom, stories, and traditional knowledge about waste management and environmental conservation.

Environmental Advocacy:

a.Empower children to become advocates for environmental sustainability within their communities by participating in local clean-up events, recycling drives, or community garden projects, promoting a sense of responsibility and civic

engagement.

Respectful Communication:

a. Teach children to communicate respectfully and empathetic with others, including peers, educators, families, and community members, fostering positive relationships and a sense of belonging.

Inclusive Practices:

a. Create an inclusive learning environment where all children feel valued, respected, and supported, regardless of their background, abilities, or experiences, promoting diversity and inclusivity in waste management efforts.

Celebrating Achievements:

a. Recognize and celebrate children's contributions to waste management initiatives, such as reducing waste, recycling, or composting, reinforcing positive behaviors and fostering a sense of pride and accomplishment.

Reflection and Feedback:

a. Provide opportunities for children to reflect on their experiences, share feedback, and discuss ways to improve waste management practices collaboratively, promoting critical thinking, self-awareness, and continuous learning.

Energy Conservation (SUS5)

Relationships

Collaborative Energy-Saving Projects:

a. Encourage children to work together in small groups to plan and implement energy-saving projects within the

classroom or school environment.

b.Foster collaboration and communication skills as children collaborate with peers, educators, and families to identify energy-saving opportunities, set goals, and take action to conserve energy.

c.Promote a sense of ownership and shared responsibility for energy conservation efforts, strengthening relationships and fostering a sense of belonging within the learning community.

Family and Community Engagement:

a.Involve families and the wider community in energy conservation initiatives by sharing information, resources, and activities that promote sustainable behaviours at home and in the community.

b.Facilitate opportunities for children to discuss and share their energy-saving efforts with their families, encouraging open communication and collaboration between home and school.

c.Organise community events, such as energy-saving workshops, neighbourhood clean-up days, or tree planting activities, to promote positive relationships and a sense of connectedness with the wider community.

Peer Mentorship and Support:

a.Provide opportunities for older children to mentor and support younger peers in learning about energy conservation and adopting sustainable behaviours.

b.Foster positive peer relationships as children collaborate, problem-solve, and share ideas with one another in the context of energy-saving projects and activities.

c.Encourage peer-to-peer communication and cooperation, promoting a supportive and inclusive learning environment where children feel valued and respected by their peers.

Celebrating Achievements and Progress:

a. Recognize and celebrate children's achievements and progress in energy conservation efforts through praise, encouragement, and acknowledgment of their contributions.

b. Create opportunities for children to share their successes and experiences with their peers, educators, and families, fostering a sense of pride and accomplishment.

c. Promote a culture of appreciation and gratitude by expressing thanks and recognition to individuals and groups who contribute to energy conservation initiatives, reinforcing positive relationships and a sense of connectedness within the learning community.

Biodiversity and Ecosystems (sus6)

Relationships

Collaborative Exploration of Biodiversity:

a. Encourage children to work together in groups to explore and investigate biodiversity and ecosystems in their local environment.

b. Foster collaboration and communication skills as children collaborate with peers, educators, and families to observe, document, and discuss the diversity of life forms and habitats.

c. Promote a sense of teamwork and shared responsibility for protecting and preserving biodiversity, strengthening relationships and fostering a sense of belonging within the learning community.

Family and Community Engagement:

a. Involve families and the wider community in biodiversity and ecosystem exploration by organising nature walks,

wildlife observation outings, or community gardening projects.

b.Facilitate opportunities for children to share their experiences and discoveries with their families, encouraging open communication and collaboration between home and school.

c.Organise community events, such as biodiversity festivals, habitat restoration projects, or guest speaker presentations, to promote positive relationships and a sense of connectedness with the wider community.

Peer Learning and Support:

a.Provide opportunities for children to learn from and support one another in exploring and understanding biodiversity and ecosystems.

b.Foster positive peer relationships as children share knowledge, ideas, and experiences with one another, both in the classroom and during outdoor exploration activities.

c.Encourage peer-to-peer collaboration and cooperation, promoting a supportive and inclusive learning environment where children feel valued and respected by their peers.

Celebrating Nature and Conservation Efforts:

a.Recognize and celebrate children's efforts and achievements in exploring and protecting biodiversity through praise, encouragement, and acknowledgment of their contributions.

b.Create opportunities for children to share their nature-inspired artwork, observations, and conservation projects with their peers, educators, and families.

c.Promote a culture of appreciation and stewardship for the natural world by expressing thanks and recognition to individuals and groups who contribute to biodiversity conservation efforts, reinforcing positive relationships and a sense of connectedness within the learning community.

Climate Change and Adaptation

(SUS7)

Relationships

Developing Awareness:

- a. Recognize basic concepts of climate change, such as changes in weather patterns, seasons, and the environment.
- b. Identify simple indicators of climate change in familiar surroundings, like changes in temperature or rainfall.

Empathy and Understanding:

- a. Demonstrate empathy towards living beings affected by climate change, such as animals, plants, and people in different parts of the world.
- b. Understand that actions can have consequences for the environment and others, fostering a sense of responsibility and stewardship.

Building Positive Relationships:

- a. Engage in cooperative play and group activities centred around environmental themes, encouraging teamwork and collaboration.
- b. Communicate thoughts and feelings about climate-related topics with peers, educators, and families in a respectful and inclusive manner.

Cultivating Connection with Nature:

a.Explore and appreciate the natural world through sensory experiences, such as observing changes in the weather, feeling different types of soil, or listening to sounds of nature.

b.Develop a sense of wonder and curiosity about the environment, fostering a lifelong connection with nature.

Practical Skills for Adaptation:

a.Participate in age-appropriate activities that promote environmental sustainability, such as recycling, saving water, or planting trees.

b.Demonstrate basic understanding of how simple actions can contribute to mitigating climate change and adapting to its effects.

Community Engagement:

a.Engage with families and the wider community through activities that promote environmental awareness and action, such as community clean-up events or gardening projects.

b.Develop positive relationships with community members involved in environmental initiatives, fostering a sense of belonging and shared responsibility.

Critical Thinking and Problem-Solving:

a.Ask questions and express curiosity about climate-related phenomena, encouraging inquiry-based learning and critical thinking skills.

b.Participate in age-appropriate discussions and activities that promote problem-solving and creative thinking in relation to climate change adaptation.

Cultural and Indigenous Perspectives:

a.Explore Indigenous perspectives on the environment and traditional ecological knowledge, fostering respect for diverse cultural viewpoints and ways of knowing.

b.Engage with local Indigenous communities and their connections to the land, deepening understanding and appreciation for their relationship with nature.

Celebrating Diversity:

a.Recognize and celebrate the diversity of life forms and ecosystems, promoting respect for all living beings and their interconnectedness.

b.Appreciate the beauty and uniqueness of different environments and cultures, fostering a sense of global citizenship and interconnectedness.

Reflection and Action:

a.Reflect on personal experiences and observations related to climate change and adaptation, encouraging self-awareness and critical reflection.

b.Take small, age-appropriate actions to address climate change and promote sustainability, empowering children to become agents of positive change in their communities.

Food and Agriculture

(SUS8)

Relationships

Understanding Food Sources:

a. Identify basic sources of food, such as plants and animals, and understand where food comes from, fostering an appreciation for the role of agriculture in providing nourishment.

Exploring Food Diversity:

b. Explore a variety of foods from different cultural backgrounds, promoting acceptance of diversity and multiculturalism.

c. Express preferences and dislikes for different foods, while also understanding the importance of trying new foods and having a balanced diet.

Engaging in Food Preparation:

a. Participate in simple food preparation activities, such as washing fruits and vegetables, stirring ingredients, or setting the table, fostering independence and life skills.

b. Follow basic hygiene practices during food preparation and mealtime, promoting health and safety awareness.

Learning About Seasons and Growing Cycles:

a. Understand the concept of seasons and how they affect the availability of different foods, fostering an awareness of seasonal eating and local food production.

b. Explore the lifecycle of plants and animals involved in food production, such as seeds sprouting into plants or chicks hatching from eggs, promoting an understanding of natural processes.

Cultivating Connection with Nature:

a. Engage in hands-on gardening activities, such as planting seeds, watering plants, or harvesting vegetables, fostering a connection to nature and the food-growing process.

b. Explore the role of bees and other pollinators in food production, promoting an understanding of ecosystems and biodiversity.

Promoting Healthy Eating Habits:

a. Learn about the importance of eating a variety of foods for health and wellbeing, promoting the development of healthy eating habits from a young age.

b. Explore the concept of moderation and balance in food choices, understanding that some foods are for everyday consumption while others are occasional treats.

Sharing Food Experiences:

a. Participate in shared mealtimes and snack times with peers, educators, and families, promoting social interaction and communication skills.

b. Engage in discussions about food preferences, cultural traditions, and mealtime etiquette, fostering respect for different ways of eating and sharing food.

Community Connections:

a. Explore local food systems and learn about the roles of farmers, producers, and food distributors in the community, fostering an understanding of interconnectedness and interdependence.

b. Engage with local food initiatives, such as farmers' markets or community gardens, promoting connections with the wider community and appreciation for locally grown foods.

Exploring Food Waste and Sustainability:

- a. Learn about the importance of reducing food waste and recycling food scraps, fostering environmental awareness and responsibility.
- b. Participate in activities that promote sustainable food practices, such as composting or using reusable containers, encouraging stewardship of natural resources.

Celebrating Food and Culture:

- a. Celebrate food as an integral part of cultural identity and heritage, exploring traditional recipes, customs, and celebrations from diverse cultural backgrounds.
- b. Engage in multicultural food experiences, such as cooking demonstrations or tasting sessions, promoting respect for cultural diversity and fostering a sense of belonging and inclusivity.

Water Conservation

(SUS9)

Relationships

Understanding the Importance of Water:

- a. Recognise water as a precious resource essential for life, understanding its importance for drinking, bathing, growing plants, and supporting wildlife.
- b. Identify basic sources of water, such as rain, rivers, lakes, and taps, fostering an understanding of where water comes from and how it is used.

Exploring Water Conservation Practices:

a. Learn simple water-saving habits, such as turning off taps when not in use, taking shorter showers, and using a cup to water plants instead of a hose.

b. Participate in activities that demonstrate the importance of conserving water, such as experiments showing how much water is used for different daily tasks.

Cultivating Connection with Nature:

a. Explore water in its natural environment through sensory experiences, such as playing with water in puddles, streams, or ponds, fostering a connection to nature.

b. Learn about the water cycle and how water moves through the environment, understanding the interconnectedness of water systems.

Promoting Responsible Water Use:

a. Understand the concept of sharing water resources with others, promoting empathy and consideration for others' needs.

b. Explore ways to reduce water waste at home, such as fixing leaky taps or using a bucket to collect rainwater for watering plants.

Engaging in Water Play Activities:

a. Participate in water play activities that promote learning about water properties, such as floating and sinking, pouring, and measuring.

b. Explore the concept of water conservation through imaginative play scenarios, such as pretending to be a raindrop or a water-saving superhero.

Community Connections:

a. Learn about local water sources and the importance of protecting them, fostering a sense of connection to the local environment.

b. Engage with the wider community through water conservation initiatives, such as participating in community clean-up events or visiting water treatment facilities.

Building Positive Relationships:

a. Engage in cooperative water-related activities with peers, educators, and families, such as working together to build a mini water-saving garden or creating artwork inspired by water conservation.

b. Communicate thoughts and feelings about water conservation with others in a respectful and inclusive manner, fostering empathy and understanding.

Learning Through Storytelling and Songs:

a. Listen to stories and songs about water conservation, promoting understanding and appreciation of the importance of saving water.

b. Participate in creative activities inspired by stories and songs, such as drawing pictures or acting out water conservation-themed scenarios.

Practical Skills for Water Conservation:

a. Develop practical skills for water conservation, such as using a watering can instead of a hose or turning off taps tightly to prevent leaks.

b. Demonstrate understanding of water-saving practices by independently implementing them in daily routines at home and in early childhood settings.

Celebrating Achievements and Progress:

- a. Celebrate achievements in water conservation efforts, such as reducing water usage or implementing water-saving practices at home or in the early childhood setting.
- b. Reflect on progress made in water conservation and set goals for ongoing efforts to save water, fostering a sense of accomplishment and responsibility for caring for the environment.

Sustainable Transport and Urban Planning(SUS10)

Relationships

Understanding Transport and Mobility:

- a. Recognize different modes of transport, such as cars, buses, bicycles, and walking, and understand their roles in moving people and goods.
- b. Explore basic concepts of distance and direction through activities related to movement and transportation.

Exploring Sustainable Transport:

- a. Learn about sustainable modes of transport, such as walking, cycling, or using public transport, and understand their benefits for the environment and health.
- b. Participate in activities that promote sustainable transport, such as walking or cycling trips in the local community or role-playing scenarios related to public transport.

Cultivating Connection with the Local Environment:

- a. Explore the local neighbourhood and observe different types of transport infrastructure, such as roads, footpaths, bike lanes, and public transport stops.
- b.. Learn about the importance of safe and accessible transport options for everyone in the community, including

pedestrians, cyclists, and people with mobility challenges.

Promoting Active Travel:

a.Encourage participation in active travel activities, such as walking or cycling to nearby destinations like parks, libraries, or early childhood centres, promoting physical activity and reducing carbon emissions.

b.Engage in discussions about the benefits of active travel for health, wellbeing, and the environment, fostering a sense of responsibility for personal and community health.

Engaging in Urban Planning Activities:

a.Participate in creative activities related to urban planning, such as building with blocks or drawing maps of imaginary communities, fostering creativity and spatial awareness.

b.Explore concepts of community design and land use, such as parks, playgrounds, and pedestrian-friendly spaces, promoting understanding of how urban environments affect quality of life.

Community Connections:

a.Learn about local community initiatives and projects related to sustainable transport and urban planning, fostering a sense of connection and belonging to the wider community.

b.Engage with local leaders, planners, and community members involved in sustainable transport initiatives, promoting positive relationships and civic engagement.

Building Positive Relationships:

a.Collaborate with peers, educators, and families on projects related to sustainable transport and urban planning, such as designing a model city or creating posters **promoting walking and cycling**.

b.Communicate thoughts and ideas about sustainable transport with others in a respectful and inclusive manner,

fostering empathy and understanding.

Learning Through Play and Exploration:

a. Engage in imaginative play activities related to transport and urban planning, such as pretending to be bus drivers, traffic controllers, or city planners.

b. Explore outdoor environments and natural spaces through play-based activities that promote learning about sustainable transport and the importance of green spaces in urban areas.

Practical Skills for Sustainable Transport:

a. Develop practical skills for using sustainable modes of transport safely, such as learning to walk and cross roads safely or riding a bicycle with supervision.

b. Demonstrate understanding of basic road safety rules and practices when walking or cycling in the local community.

Celebrating Sustainable Transport Initiatives:

a. Celebrate achievements and progress in promoting sustainable transport initiatives, such as participating in car-free days or walking school bus programs.

b. Reflect on personal experiences and contributions to sustainable transport efforts, fostering a sense of accomplishment and responsibility for creating positive change in the community.

Citizenship / Global Responsibility and Sustainable Development (SUS11)

Relationships

Understanding Citizenship and Community:

- a. Recognize basic concepts of citizenship, such as belonging to a community, respecting others, and following rules.
- b. Identify roles and responsibilities within the family, early childhood setting, and wider community, fostering a sense of belonging and contribution.

Exploring Diversity and Inclusion:

- a. Celebrate diversity within the classroom and wider community, exploring differences in culture, language, and background.
- b. Learn about the importance of treating everyone with kindness and respect, regardless of differences, fostering empathy and understanding.

Learning about Global Responsibility:

Understand the concept of global responsibility and the interconnectedness of people and communities around the world.

Explore simple ideas of helping others and making a positive difference in the world, fostering a sense of empathy and compassion for those in need.

Introduction to Sustainable Development Goals (SDGs):

- a. Learn about the United Nations Sustainable Development Goals (SDGs) in age-appropriate language, focusing on basic concepts such as ending poverty, protecting the environment, and promoting equality.
- b. Explore how individual actions can contribute to achieving the SDGs, fostering a sense of agency and empowerment.

Promoting Kindness and Cooperation:

- a. Participate in activities that promote kindness, sharing, and cooperation with peers, educators, and family members.

b.Engage in collaborative projects that demonstrate the importance of working together to achieve common goals, fostering a sense of teamwork and community spirit.

Cultivating Empathy and Caring for Others:

a.Learn about the feelings and needs of others, practising empathy through storytelling, role-playing, and discussions.

b.Engage in activities that promote caring for others, such as making cards for sick or elderly community members, fostering a sense of compassion and altruism.

Building Positive Relationships:

a.Foster positive relationships with peers, educators, families, and the wider community through activities that promote communication, cooperation, and mutual respect.

b.Engage in inclusive practices that ensure everyone feels valued and included, fostering a sense of belonging and connectedness.

Exploring Environmental Stewardship:

a.Learn about the importance of caring for the environment and protecting natural resources for future generations.

b.Participate in activities that promote environmental stewardship, such as recycling, gardening, or learning about local flora and fauna.

Engaging with the Wider Community:

a.Explore the roles of different community members, such as firefighters, police officers, and healthcare workers, in keeping the community safe and healthy.

b.Participate in community events and initiatives that promote civic engagement and social responsibility, fostering

connections with the wider community.

Celebrating Diversity and Contributions:

a.Celebrate cultural diversity and individual contributions within the classroom and wider community through storytelling, music, art, and food.

a.Recognize and appreciate the unique talents and qualities of each individual, fostering a culture of inclusivity, respect, and celebration of diversity.

Outdoor Learning and Connection to Nature (SUS12

Relationships

Exploring Nature and the Outdoors:

a.Develop a sense of wonder and curiosity about the natural world through outdoor exploration and sensory experiences.

b.Identify and observe different elements of nature, such as plants, animals, weather patterns, and seasonal changes.

Understanding Sustainability:

a.Learn about basic concepts of sustainability, such as caring for the environment, reducing waste, and using resources wisely.

b.Explore how human actions can impact the environment and ways to live in harmony with nature.

Engaging in Outdoor Play and Discovery:

a.Participate in outdoor play activities that promote physical activity, creativity, and imagination, such as building forts, digging in the soil, or creating nature art.

b.Foster a sense of adventure and exploration through activities that encourage children to observe, touch, smell, and listen to their natural surroundings.

Learning through Gardening and Growing:

a.Engage in hands-on gardening activities, such as planting seeds, watering plants, and harvesting fruits and vegetables.

b.Learn about the lifecycle of plants and the importance of caring for living things, fostering a sense of responsibility and stewardship.

Promoting Environmental Awareness:

a.Learn about the importance of protecting natural habitats and biodiversity through age-appropriate stories, songs, and discussions.

b.Explore the impact of litter and pollution on the environment and ways to reduce waste and keep outdoor spaces clean.

Building Positive Relationships with Nature:

a.Develop a sense of connection and respect for nature through regular outdoor experiences and interactions with plants, animals, and the elements.

b.Foster empathy and compassion for living things by observing and caring for plants, insects, birds, and other wildlife.

Collaborative Outdoor Projects:

a.Collaborate with peers, educators, and families on outdoor projects that promote sustainability, such as creating a compost bin, building a birdhouse, or designing a nature-inspired art installation.

b. Practice teamwork, communication, and problem-solving skills while working together to achieve common goals.

Connecting with Indigenous Perspectives:

a. Learn about Indigenous perspectives on the environment and traditional ecological knowledge through storytelling, cultural activities, and visits to local Indigenous sites.

b. Foster respect for Indigenous cultures and ways of knowing, recognizing the importance of their relationship with the land and natural resources.

Engaging with the Wider Community:

a. Participate in outdoor community events and initiatives, such as tree planting days, nature walks, or community clean-up events.

b. Develop positive relationships with community members, organisations, and local environmental groups involved in outdoor sustainability efforts.

Reflection and Action for Sustainability:

a. Reflect on personal experiences and observations in nature, discussing feelings, questions, and discoveries with peers, educators, and families.

b. Take action to promote sustainability and environmental stewardship in everyday life, such as conserving water, reducing energy usage, or advocating for green spaces in the community.