

# World Environment Day

## Information Sheet



<b>Type of event:</b>	Event
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<b>Date:</b>	5 <sup>th</sup> June
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<b>What is the special event?</b>	<p>World Environment Day is held annually on the 5<sup>th</sup> June. It has been celebrated for the last 50 years, led by the United Nations Environment Programme. It brings together millions of people from across the globe, engaging them in the effort to protect and restore the earth.</p> <p><i>2023's Theme is: Beat Plastic Pollution</i></p> <p>This day this year is a reminder that people's actions on plastic pollution matters.</p>
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<b>Why is it important to Keiki Early Learning?</b>	<p>Our philosophy, services and practices are intrinsically linked to sustainability and environment responsibility.</p> <p>Environmental responsibility is all about instilling in children ways to be empowered and positive about the future by learning from the environment through hands on investigation and taking care of their environment.</p> <p>We want to ensure our beautiful planet continues to provide for the children with education and knowledge long after they have left Keiki.</p>
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<b>What are our expectations?</b>	<p>A supportive active learning environment encourages children's engagement with the environment and provides authentic, meaningful experiences to be embedded in everyday practice.</p> <p>We expect all services to access and reflect upon the Sustainable Development Goals <a href="https://www.unicef.org/sdgs">https://www.unicef.org/sdgs</a></p> <p>Use these goals to identify the practices currently embedded in your service and remember the why, as well as set goals together as a room or service to educate the children who will be taking care of our world in the future.</p> <p>Remember it is up to us to provide opportunities to the children to learn about these goals and how to action them, as they are the generation that will enforce the SDGs.</p> <p>This year's theme highlights the importance of reducing pollution for everyone and how pollution affects our oceans.</p> <p><a href="https://www.un.org/sustainabledevelopment/oceans/">https://www.un.org/sustainabledevelopment/oceans/</a></p>
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<b>Activity Ideas</b>	<p>Ways to participate:</p> <ul style="list-style-type: none"> <li>• Create recycling sorting stations or recycling bins</li> <li>• Focus on loose parts that are recycled items</li> <li>• Create edible gardens for families to take home to reduce purchasing of plastic-coated goods being purchased</li> <li>• Make gardening a part of the daily routine</li> <li>• Make musical instruments out of plastic rubbish</li> <li>• Older children can create fashion out of plastic rubbish and can do a fashion show</li> <li>• Read stories</li> <li>• Play with marine life toys and talk about ocean pollution</li> </ul>
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## LINKING THIS EVENT TO RESOURCES AND DATA

To support educators, educational leaders and early childhood teachers we link each event with important and valuable resources that support and inform our decision making at Keiki.

<p><b>How can we link this event to our Philosophy?</b></p>	<p><b>Core Value: Our Community</b> We believe the quality of each child’s environment influences how they grow and develop and acknowledge families as children’s first and most influential educators.</p> <p><b>Core Value: The Whole Child</b> We believe every child is born full of potential with an innate desire to learn and explore their world.</p> <p><b>Core Value: Earth to Sky</b> Following in the steps of the Whadjuk Noongar people, we empower children to develop a true appreciation and love of the natural environment and its relationship to their world. Free flow play and learning environments provide children with open access to beautiful outdoor garden areas and natural play resources. We encourage children to love and appreciate their world by being part of the environment and connecting with nature in their own way. Our role is to encourage children’s wonder and investigation of nature, modelling protection and care of the environment through conversations, projects and taking real action. As we model practices of sustainability, care and love for the environment we share important values which children and families will take with them long after they leave our care.</p>
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<p><b>How does this event link to the AEDC Data?</b></p>	<p><b>Physical Health and Wellbeing</b></p> <table border="1"> <thead> <tr> <th>Area</th> <th>At Risk</th> <th>Vulnerable</th> </tr> </thead> <tbody> <tr> <td>Stirling</td> <td>8.9%</td> <td>8.4%</td> </tr> <tr> <td>Joondalup</td> <td>8.1%</td> <td>5.4%</td> </tr> <tr> <td>Wanneroo</td> <td>11.9%</td> <td>8.2%</td> </tr> </tbody> </table> <p>Provide experiences outside for children. This encourages more physical activities as well as reducing the use of energy indoors. Grow and consume foods at the service. Talk about healthy eating and how that takes care of your body as well as looks after the environment.</p> <p><b>Social Competence</b></p> <table border="1"> <thead> <tr> <th>Area</th> <th>At Risk</th> <th>Vulnerable</th> </tr> </thead> <tbody> <tr> <td>Stirling</td> <td>12.8%</td> <td>6%</td> </tr> <tr> <td>Joondalup</td> <td>9.6%</td> <td>4.4%</td> </tr> <tr> <td>Wanneroo</td> <td>13.5%</td> <td>7.5%</td> </tr> </tbody> </table> <p>Role model actions and discuss actions as a group on how your service can take better care of the environment. Group experiences can be provided to support social interactions.</p> <p><b>Emotional Maturity</b></p> <table border="1"> <thead> <tr> <th>Area</th> <th>At Risk</th> <th>Vulnerable</th> </tr> </thead> <tbody> <tr> <td>Stirling</td> <td>13.3%</td> <td>6.7%</td> </tr> <tr> <td>Joondalup</td> <td>10.7%</td> <td>4.6%</td> </tr> <tr> <td>Wanneroo</td> <td>14.1%</td> <td>7.2%</td> </tr> </tbody> </table> <p>Read stories about the environment and discuss emotions that the stories evoke. For younger children discuss the way the pictures look and what expressions you think the characters are showing.</p> <p><b>Language and Cognitive Skills</b></p> <table border="1"> <thead> <tr> <th>Area</th> <th>At Risk</th> <th>Vulnerable</th> </tr> </thead> <tbody> <tr> <td>Stirling</td> <td>9.3%</td> <td>5.6%</td> </tr> <tr> <td>Joondalup</td> <td>6.9%</td> <td>3.1%</td> </tr> <tr> <td>Wanneroo</td> <td>11.8%</td> <td>6.6%</td> </tr> </tbody> </table> <p>Children will ask questions and discuss together if you ask them questions. Read stories, watch educational video clips and provide children (or role model) the opportunity to question what they see, recount what they see and to investigate their questions.</p> <p><b>Communication and General Knowledge</b></p> <table border="1"> <thead> <tr> <th>Area</th> <th>At Risk</th> <th>Vulnerable</th> </tr> </thead> <tbody> <tr> <td>Stirling</td> <td>11.4%</td> <td>6.8%</td> </tr> <tr> <td>Joondalup</td> <td>9.6%</td> <td>3.5%</td> </tr> <tr> <td>Wanneroo</td> <td>13.8%</td> <td>7.9%</td> </tr> </tbody> </table>	Area	At Risk	Vulnerable	Stirling	8.9%	8.4%	Joondalup	8.1%	5.4%	Wanneroo	11.9%	8.2%	Area	At Risk	Vulnerable	Stirling	12.8%	6%	Joondalup	9.6%	4.4%	Wanneroo	13.5%	7.5%	Area	At Risk	Vulnerable	Stirling	13.3%	6.7%	Joondalup	10.7%	4.6%	Wanneroo	14.1%	7.2%	Area	At Risk	Vulnerable	Stirling	9.3%	5.6%	Joondalup	6.9%	3.1%	Wanneroo	11.8%	6.6%	Area	At Risk	Vulnerable	Stirling	11.4%	6.8%	Joondalup	9.6%	3.5%	Wanneroo	13.8%	7.9%
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	Talk to and listen to the children. Read stories. Research the Sustainable Development Goals together, encourage group discussions.
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<b>How does this link to the ECA Code of Ethics?</b>	<p>In relation to children, I will:</p> <ul style="list-style-type: none"> <li>• Act in the best interests of all children</li> <li>• Collaborate with children as global citizens in learning about our shared responsibilities to the environment and humanity</li> </ul> <p>In relation to community and society, I will:</p> <ul style="list-style-type: none"> <li>• Promote the value of children’s contribution as citizens to the development of strong communities</li> </ul>
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<b>How does this event link to the UN Rights of the Child?</b>	<p>Articles:</p> <p>12. Children have the right to say what they think should happen when adults are making decisions that affect them and to have their opinions taken into account.</p> <p>24. Children have the right to good quality health care, clean water, nutritious food and a clean environment so they will stay healthy. Richer countries should help poorer countries achieve this.</p> <p>Please talk to the children about the Rights of the Child. Do you have it displayed in your service for the children?</p>
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<b>How does this event link to the National Quality Standards?</b>	<i>3.2.3 The service cares for the environment and supports children to become environmentally responsible.</i>
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<b>How does this event link to the Learning Frameworks?</b>	<p><b>Principles:</b> EYLF/MTOP: Sustainability</p> <p><b>Practices:</b> EYLF: Play-based learning and intentionality; Learning Environments MTOP: Play, leisure and Intentionality; Environments</p> <p><b>Learning Outcomes:</b> EYLF: Children are connected with and contribute to their world MTOP: Children and young people are connected with and contribute to their world</p>
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