

The Well-being of Future Generations (Wales) Act 2015 is a pioneering piece of legislation that is admired globally. The aim of its design is to ensure that public bodies in Wales understand the long-term effects of the decisions they make and how they influence the outcomes of future generations (Samuellson, 2017). Bourn, Hunt and Bamber (2017) and Tarrozzi and Torres (2016) and Edwards et al (2020) believe sustainable development and global citizenship of young Children is strongly reflected in this act, which endorses an equal, cohesive, and globally responsible society. Taylor (2020) and West et al (2018) suggest sustainable development refers to the nurturing of principles and practices that promote the well-being of people through their relationship with the planet, and how their efforts can make a positive change for future generations. This involves fostering an understanding and passion towards environmental stewardship, social responsibility, and economic sensibility from an early age and utilise these sustainable skills as they grow, which is highlighted in a model, shared by Siraj-blatchford and Brock (2017) (Cutter-Mackenzie et al, 2014).

Darling-Hammond (2015) states planning a nurturing environment where every Child that attends receives equal opportunities to quality education that allows them to develop to their highest potential. Global citizenship from an early years' perspective concerns a sense of belonging to a wider global community, and how this is nurtured in young Children (De Sousa and Halafoff, 2017) (Stephen and Gadda, 2017). This concept highlights the significance of supporting children's understanding of how to respect and appreciate cultural diversity, interacting with nature and collaboration in duty to support the well-being of others, wildlife, and the planet (Beery, Chawla, and Levin, 2020) (Chawla, 2020). Offering a wide range of resources that introduce Children to various cultures, languages, traditions support their appreciation of diverse lives and perspectives, which encourages them to also develop empathy and respect towards biodiversity in wildlife (Adams et al, 2018) (Clayton and Myers, 2015). This sets a foundation of teaching children about socio-economic inequality issues in an age-appropriate manner, without the content of the issues becoming too complex in young Children (Torres, 2017).

Experiences in the outdoor learning environment such as reusable materials, conserving resources and caring for plants and wildlife fosters critical thinking and interdisciplinary learning, where Children can undertake an active role in making positive changes to the world that they live in a creative way (Hedefalk et al, 2014). The skills of social responsibility develop then to share this with others empowers them, instills a sense of confidence and motivation, and promotes physical wellbeing for all (Garcia-Berlanga et al, 2018) (Karyadi et al, 2018) (Meighan and Rubenstein, 2018)

(Palmer, 2016). Educating young Children age-appropriately about global issues, such as climate change, poverty, and human rights underpins the globally responsible Wales aspect of the act, where making small changes in the local environment can make an impact on a wider scale across the globe (Davis, 2015) (Tinney and Merriman, 2018).

Climate change is one of the most profound challenges that is currently being faced by humanity today, that is manifested through rising temperatures of the planet (Dow and Downing, 2016) (Dyment et al, 2013) (Srivastav, 2019). One catalyst contributing to this issue is deforestation, which is primarily occurring in the world's rainforests. These ecosystems, otherwise known as "lungs of the earth" are responsible in the maintenance of greenhouse gas reduction and securing biodiversity (Ansari et al, 2021). Trees and plants naturally absorb carbon dioxide during photosynthesis and release the oxygen for humanity to breathe (Tkemaladze and Makhashvili, 2016). Deforestation results in a rapid increase in greenhouse gases, such as carbon dioxide and therefore reduces the amount of oxygen in the atmosphere (Jovine, 2021). Moreover, a vast range of species inhabit the rainforests, especially vital pollinators such as butterflies, bees, and some birds. Flowers, plants, and trees that are pollinated by species like these can result in further preservation and the production of fruits and seeds. Deforestation and habitat loss can lead to threats to ecosystems and food security (Abdel, 2022) (Ganie et al, 2021) and (Torezan-Silingardi et al, 2021).

During the John Muir Award, for the conservation section, the children actively engaged in planting flowers in old wellingtons, planting vegetables and creating bird feeders. These were creative activities offered to the Children to allow a hands-on contribution to environmental stewardship and climate change and is fostering these values of appreciating plants and wildlife. Learning experiences of age-appropriate concepts, such as photosynthesis and the significance of plants in the world in this way are more memorable as they develop their sustainability skills in life (Christopher, 2019) (Howe and Collier, 2019). Moreover, learning experiences like this can interlink with UNESCO (2024)'s Sustainable development goals, where climate action is being undertaken, life on land is being nurtured and peace and justice is being stored with each activity (Bamber, 2021) (Sharma, 2020). The Knowledge Bank (no date)'s perspective on Education for Sustainable Development and Global states that actions that are undertaken through these types of learning experiences can contribute to making a difference to improve circumstances for future generations. Dower and Williams (2016) and Saggeidet and Heggen (2021) explore global peace, which is achieved through making these positive changes to the local environment enhancing the well-being locally, which contributes to the global well-being, which they perceive is a true reflection of global citizenship.

The Reggio Emilia approach profoundly endorses outdoor learning as a component of fostering sustainable development and global citizenship, through using the environment as the third teacher (Haas and Ashman, 2014) (Little et al, 2020). Through self-directed learning in the environment, they can recognize the significance of conservation, monitor seasonal variations, and comprehend the life cycles of plants and animals (Green, 2022) (Kolz, 2021) (Brittain-Taudien, 2020). Friedrich Froebel who was the founder of kindergarten had similar views, where Children should receive access to hands-on experiences, and endorses outdoor play as the foundation of where Children learn self-expression skills, connecting nature, play and education (Bruce, 2021) (Bruce et al, 2018) (Franklin, 2023).

When Children are offered these opportunities to freely explore their environment, critical thinking skills, true creativity, and a deep connection with elements of the natural world is achieved, encouraging inquiry, problem-solving, curiosity, and wonder (Ernst and Burcak, 2019) (Lucas and Spencer, 2017) (Ostroff, 2016). This method of exploration and discovery in outdoor settings also instills a sense of responsibility and stewardship towards the environment and offers a rich, immersive context for the learning of ecology, which establishes sufficiency and fulfillment, and resilience, which all contribute to enhanced well-being (Hadland, 2020). Rudolf Steiner was another agreeing theorist in utilising outdoor play and self-directed learning to determine capabilities that supports a child's holistic development, through establishing strong relationships with elements of nature (Newell, 2018).

In the Reggio Emilia and Steiner approach, practitioners inspire, facilitate and are collaborators and co-learners during children's self-initiated learning, rather than the directors in the educational process (Hargreaves, 2020) (Korkmaz and Yildiz, 2017). The voice of the child is respected through listening and engaging in the narrative of the play and the inquiries and offer further resources and answers to extend their investigations (Hirst, 2018) (John Muir Trust, no date) (Tinney, 2020). Acknowledging and valuing children's ideas contributes to strong physical and mental well-being and successful inclusive practice (Heimburg et al, 2021). When children and adults form these partnerships to explore and discover together, they cultivate a firmer appreciation of the natural world and its interconnectedness (Trott, 2019) (Boyd et al, 2018) (Macquarrie et al, 2013).

During my scrapbook and gardening with the children, they found some worms beneath the plant beds and questioned what we could do to feed them but stop them from eating the vegetables, herbs, and flowers that we are growing. Through collaboration, I researched this topic and discovered I could create a worm farm with the Children in the

setting, using soil and sand as natural resources, learning together, and using garden waste like leaves and cut grass and peel from fruit at snack time to renew the soil. This underpins the collaboration way of working in the Well-being of Future Generations Act 2015, where a collective approach to gather information to support the well-being of our local environment was obtained and children's thinking on subject matter was valued (Engdahl, 2015).

A challenge of outdoor play, sustainable development and global citizenship in the current climate are Children's attitudes towards outdoor play. The increasing use of technology for leisure is leading to complex outcomes, such as an increased use of energy contributing to the greenhouse gas increase and are not using the outdoors to educate themselves in nature (Greenwood and Hougham, 2015) (Prince, 2016) (Wynes et al, 2018). The temptation of digital technology is so apparent in children of all ages, that it is distracting them from recognizing the benefits and joy that learning in nature can offer, such as health through physical activity (Broda, 2023) (Williams and Scott, 2019) (Cars and West, 2014). The coronavirus pandemic and its disruptions to being connected with nature has only cultivated a stronger culture of indoor play habits and has led to a decline in outdoor play in some children, leading to inequalities in Child development (Dawwas and Dyson, 2021) (Rios et al, 2021).

Another challenge in securing sustainable development goals is the pressures practitioners experience to meet objectives for adult-directed learning indoors (Jarvis et al, 2016) (Bento and Dias, 2017) (Tremblay et al, 2015). The pandemic resulted in children missing access to education and practitioners catching up on undertaking these duties to secure positive academic outcomes, which again is neglecting that valuable time for outdoor learning.

To reduce these pressures practitioners face and to establish a balance between academic requirements and to achieve the full benefits of the outdoors, Play Policy Wales (2022) and Unicef (2022)'s Article 31 in the United Nations Convention on the rights of the Child state that every child has a right and how learning opportunities can be enriched through play. Welsh Government Curriculum for Non-Maintained Nursery Settings (2022) has demonstrated how nature can be utilized as a classroom to teach different subjects that interlink with the developmental pathways. Samuellsen (2017) believes that a balance can be constructed, where children's engagement in hands-on experiences can be observed by practitioners to determine children's academic capabilities and for sustainable development can be carried out in both the indoor and outdoor learning environments. The Welsh Government's Curriculum for Wales (2020) also explores a balance between implementing the skills of digital literacy in the outdoors, such as capturing nature to be able to analyse and discuss later. This can

improve children's attitudes toward outdoor learning and play, and screen time can be reduced (Stanfel, 2023) (Yin et al, 2022).