

NATURE PLAY CAN ENCOURAGE CARE FOR THE EARTH

THE ISSUE

Childhood has moved indoors, leaving kids disconnected from the natural world.

MEANINGFUL OUTDOOR EXPERIENCES BENEFIT CHILDREN AND INSPIRE THEM TO LOVE AND CARE FOR NATURE.

Children who are connected to nature have better health, higher satisfaction with life, and pro-environment behaviors.^{2, 13}



THE BENEFITS OF TIME IN NATURE:

Time outdoors in nature contributes to children's care for nature while supporting their healthy development.^{2, 10, 13}



children & nature
NETWORK

#NATURE
FOR ALL

ADDITIONAL RESEARCH ON THE BENEFITS OF NATURE AVAILABLE AT childrenandnature.org/research

SUPPORTING RESEARCH

Studies cited here are from the report Home to Us All: How Connecting with Nature Helps Us Care for Ourselves and the Earth (Charles, C., et al. 2018. Children & Nature Network) and its summary, Connecting with Nature to Care for Ourselves and the Earth: Recommendations for Decision Makers (2018). Both documents are downloadable from childrenandnature.org and natureforall.global. 1. Otto, S.; & Pensini, P. (2017). Nature-based environmental education of children: Environmental knowledge and connectedness to nature, together, are related to ecological behaviour. *Global Environmental Change*, 47, 88-94. 2. Richardson, M.; Sheffield, D.; Harvey, C.; & Petronzi (2016). A Report for the Royal Society for the Protection of Birds (RSPB): The Impact of Children's Connection to Nature. Derby: College of Life and Natural Sciences, University of Derby. 3. Zylstra, M.J.; Knight, A.T.; Esler, K.J.; & Le Grange, L.L.L. (2014). Connectedness as a core conservation concern: An interdisciplinary review of theory and a call for practice. *Springer Science Reviews*, 2(1), 119-143. 4. Chawla, L.; & Derr, V. (2012). The development of conservation behaviors in childhood and youth. In Clayton, C. (Ed) *The Oxford Handbook of Environmental and Conservation Psychology*. 5. Chawla, L.; & Cushing, D.F. (2007). Education for strategic environmental behaviour. *Environmental Education Research*, 13(4), 437-452. 6. Richardson, M. & Sheffield, D. (2017). Three good things in nature: Noticing nearby nature brings sustained increases in connection with nature. *Psychology*, 8(1), 1-32. 7. Richardson, M., Hallam, J. & Lumber, R. (2015). One thousand good things in nature: The aspects of nature that lead to increased nature connectedness. *Environmental Values*, 24 (5), 603-619. 8. D'Amore, C.; & Chawla, L. (2017). Many children in the woods: Applying principles of community-based social marketing to a family nature club. *Ecopsychology*, Vol. 9; No. 4. 9. Giusti et al. (2018). A framework to assess where and how children connect to nature. *Frontiers in Psychology* 8 (January). <https://doi.org/10.3389/fpsyg.2017.02283> 10. Kuo, M.; Barnes, M.; & Jordan, C. (2019). Do experiences with nature promote learning? Converging evidence of a cause-and-effect relationship. *Frontiers in Psychology*. 10:305. doi: 10.3389/fpsyg.2019.00305. 11. Williams & Dixon (2013). Impact of garden-based learning on academic outcomes in schools: Synthesis of research between 1990 and 2010. *Rev Educ Res*, 83(2), 211-235. 12. D'Amore, C. (2015). Family nature clubs: Creating the conditions for social and environmental connection and care. *Proquest*. 13. Pritchard, A., Richardson, M., Sheffield, D., & McEwan, K. (2019). The relationship between nature connectedness and eudaimonic well-being: A meta-analysis. *Journal of Happiness Studies*, 1-23.