

# THE BEGINNING OF **LIFE**2

## OUTSIDE



**SUPPORT MATERIAL**

THE BEGINNING OF  
**LIFE** 2  
OUTSIDE



Here you will find everything you need to know about  
the documentary and how to delve into the issues  
addressed in the film.





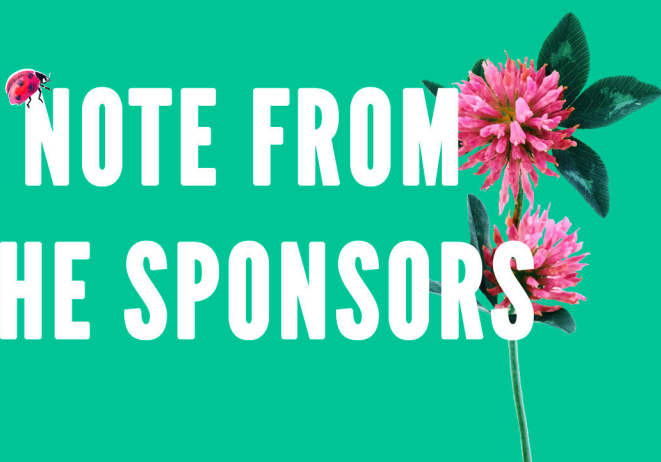
# SYNOPSIS

Genuine connections between children and nature can revolutionize our future. But is this discovery still possible in the world's major urban centers?

Scientific evidence indicates that a lack of contact with nature can contribute to physical and mental problems. In the new chapter of "The Beginning of Life," leading experts on the subject show how this connection can be part of the cure for the biggest challenges facing humanity today and the construction of a happier life with a greater level of well-being.

The film reveals that this concept has been transformative in several cities around the world that value and promote a greater connection with the natural world. The combination of science and action means a unique opportunity for a healthier future for humans and the planet.





# NOTE FROM THE SPONSORS

## FUNDAÇÃO GRUPO BOTICÁRIO

Social isolation has awakened the desire to enjoy simple outdoor experiences, whether on the beach, in a city square or a trail through the forest. What many still do not know is that this contact with nature can mean more than moments of leisure. The practice also represents benefits for children's health and development. Just observe how natural it is for them to play with a stick or dry leaf they find on the ground. They are born connected to nature and we need to maintain or allow this re-connection to take place through simple means. In the current scenario, the need for green areas in our spaces has become even more evident in order to provide the opportunity to learn and play. I got this chance living in rural Paraná when I was a child, experiencing intense contact with nature, with the forests and many animals. These were years of great freedom and learning outdoors.

The movie "The Beginning of Life 2: Outside" is the opportunity to combine my personal history with my professional work. It is the commitment of the Fundação Grupo Boticário to promote a reflection on the importance of nature in childhood development. The connection with nature can be very strong. A tree can be a source of learning, a place to play and an inexhaustible source of discoveries, when it's possible to let children play freely. Nature is everywhere and in the post-pandemic period we will be able to resume contact with it in a different way, taking advantage of this proximity and all the benefits it offers. We want it to be present in schools, games and people's daily lives so as to improve their quality of life.

***Malu Nunes, Executive Director of Fundação Grupo Boticário***

## INSTITUTO ALANA

Instituto Alana has been investing in films to promote causes for more than ten years. With each release, we shed light on what is most urgent at the moment. This is why launching "The Beginning of Life 2: Outside" is now so relevant. The time in which we're living is forcing us to rethink our relationship with cities and the importance of nature to our mental, physical and emotional health. When it comes to children - who have been the focus of our work for 25 years now - this connection is even more necessary. There is no possible future if this bond is not strong and very affectionate, and it is up to us as adults to nurture it and create conditions for it to happen.

***Carolina Pasquali e Isabella Henriques, Executive Directors of Instituto Alana***

## UNITED NATIONS ENVIRONMENT PROGRAMME

We depend on nature much more than we realize. Of course, it provides us with food, medicines, resources and well-being. But our connection with greenery and living things also plays a vital role in health, learning, integral development and childhood socialization. The film shows an inspiring and scientific basis to support the fact that the relationship between children and nature is mutually beneficial. It is in this relationship that concern for the environment is born, that we see ourselves as part of the web of life and feel human.

***Denise Hamú, UNEP Brazil Representative***

## FUNDAÇÃO MARIA CECILIA SOUTO VIDIGAL

There is still a prevailing belief that children only start learning once they start talking or even only when they begin school. But science has proven that learning begins long before that, while still in the womb, and that, in the first years of life, learning takes place in the most diverse contexts and spaces. Play is undoubtedly the best way to learn. For this reason -- and all the others presented in the documentary --, contact with nature is essential in the process of childhood development. Playing outdoors leads to various lessons that prepare children for a happier and healthier adult life, making them more conscious and prepared to take care of the planet. Because of all this, and the care taken with the production and the information contained in the film, Fundação Maria Cecilia Souto Vidigal is very proud to be counted among the supporters of "The Beginning of Life 2: Outside."

***Paula Perim, Communications Director, Fundação Maria Cecília Souto Vidigal***

## BERNARD VAN LEER FOUNDATION

Babies are coming into the world, discovering life. Nature is the best and largest laboratory of experimentation for these little scientists. Investing in public, outdoor areas that promote movement, provoke the senses and facilitate diverse meetings is the ideal path to full development. As soon as they discover the world, they are enchanted and fall in love. The more nature in their lives, the better, and this film enriches us with evidence of this importance in our children's lives.

***Claudia de Freitas Vidigal, Representative of the Bernard van Leer Foundation in Brazil***

## CHILDREN & NATURE NETWORK

When I coined the term “Nature Deficit Disorder” I never imagined it would help trigger a world-wide movement. This film is proof of the power of this movement and the urgent need to protect the sacred bond between children and nature.

***Richard Louv, author and co-founder of the Children & Nature Network***

## CHILD AND NATURE PROGRAM

Ensuring children’s right to direct daily contact with nature is a systemic challenge that requires a paradigm shift. This film tells us how the confinement of childhood was already a reality before the pandemic, and serves as a reminder for society that it is essential to give children the chance to live a free, healthy childhood that is rich in nature, and that this experience is also a way of caring for the planet’s well-being.

***Lais Fleury, Coordinator of the Instituto Alana’s Child and Nature Program***

## UNITED WAY

One of United Way’s focuses in Latin America and the Caribbean is work that invests in Early Childhood so that all children can have the same opportunities in the future.

We are betting on improvements in the quality of care provided, strengthening and monitoring families, as well as raising society’s awareness of the fact that childhood is fundamental in the construction of tomorrow. We are working for this goal alongside important allies. This time, we connected with Alana, Maria Farinha Filmes and Flow for the movie “The Beginning of Life 2: Outside.” This is content that not only enriches our impact programs, but it also contributes to our campaign to raise awareness of the great importance that a healthy environment around children has for their proper development.

***Eduardo Queiroz and Sofia Diaz***

## FEMSA FOUNDATION

The FEMSA Foundation’s mission is to positively impact people and their communities through social investment in Sustainability. We seek to build a better future for everyone working in three strategic areas: promoting efficient management of resources for sustainable development, promoting full development in early childhood and promoting Latin American art and culture.

Our approach to early childhood is to allow children to reach their maximum potential for development so that they have the ability to transform the communities where they live.

In “The Beginning of Life 2: Outside,” we found a powerful message for Latin America and the world: contact with a harmonious and sustainable environment from the beginning can have a profoundly transformative effect on the communities in the region.

***Lorena Guillé-Laris, Director of FEMSA Foundation***







# THE BEGINNING OF **LIFE** 2 OUTSIDE

We are releasing the film at a time when the world is experiencing the consequences of a pandemic that has placed much of humanity in social isolation. How to talk about the “outside” when the orientation is to “stay indoors”? At the same time we know that most children lived in confinement even before the pandemic, spending much of their days between four walls in the home/school routine. It is with this challenge in mind that we face the complexity of thinking about a more kind, natural and welcoming future for all.

We humans and nature are part of one another. We are interdependent. A big word that means we depend on each other. In this equation, we need nature much more than it needs us. It's true. But the interdependence connects us and transforms us. Both humans and all that is natural.

As we are part of nature, being in touch with it helps us to be in touch with ourselves. To recognize the cycles of life, the phases of the moon and the relationships of the animal world. To smell the scents of plants. All this calms and inspires us.

But nature isn't just what's outside. The nature we speak of can be found in a wide variety of environments, built and unbuilt, especially those outdoors, composed of natural elements such as rocks, earth, water, plants, insects, birds and all life forms.

We are dealing with “nearby nature,” the kind that can be accessed every day at home, at school or in the neighborhood: patios, streets, flower beds, gardens, squares and parks. And also the remote protected areas and those without human interference, which provide experiences as abundant as nature in these places.

And since we take care of what we love, we have to fall in love with nature. Regenerate, revitalize and conserve are verbs upon which the future of the planet and people depend. “The Beginning of Life 2: Outside” invites you to realize what children are born knowing: the nature that is everywhere. Inside of us, in the forest, in animals big and small, in the food we eat, in the sun that warms our skin. And that we urgently need to revive our bond with it.

It also invites you to dream of cities, spaces and schools that bring nature to children's daily lives, guaranteeing the right to a more sustainable, fair future, in addition to being more friendly and favorable to their full development.

## THANKS

This support material was produced by many hands. We rely on the help of the following organizations, to which we are extremely grateful:

- Instituto Alana
- Fundação Grupo Boticário
- Programa Criança e Natureza
- United Nations Environment Programme
- Fundação Maria Cecília Souto Vidigal
- Fundação Bernard van Leer
- Children and Nature Network







Do you know what the [Sustainable Development Goals](#) are? There are 17 goals which several countries decided upon to transform our world by 2030: ending poverty, promoting prosperity and well-being for all, protecting the environment and addressing climate change. All this without leaving anyone behind.

We at Maria Farinha Filmes and Flow always connect our productions to the SDGs. It's a way to tell more people what these goals are and how they can be put into practice by all people.

In the movie "The Beginning of Life 2: Outside," we identified five SDGs:



To ensure a healthy life and promote well-being for everyone of all ages

To reduce inequality in countries and between countries

To make cities and human settlements inclusive, safe, resilient and sustainable

To take urgent action to combat climate change and its impacts

To protect, recover and promote the sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, stop and reverse land degradation and stop biodiversity loss





# SDG 18

# ACTIVE EMPATHY FOR LIFE



One civil society initiative to drive another Sustainable Development Goal began just a short time ago. SDG 18 is not official and is not on the UN agenda. But it's a movement that is growing.

SDG 18 is Active Empathy for Life, a greater connection with Mother Earth. It embodies the ethical and spiritual dimension of human beings, with a sense of unity that leads us to overcome and modify our conduct and practices in favor of a more peaceful, supportive, prosperous and environmentally sustainable world. SDG 18 spans all of the UN's 17 official SDGs.

We support SDG 18:

- **Goal 18.1:** To promote Active Empathy for Life on the global stage
- **Goal 18.3:** To value and empower new generations as agents of change for sustainable development
- **Goal 18.2:** To value nature as a subject of rights, as Mother Earth, and the ancestral wisdom employed to care for her.
- **Goal 18.4:** To promote the UN's 17 Sustainable Development Goals

Learn about this movement here: <https://en.ods18.com/>



# HOW TO WATCH THE DOCUMENTARY

The film is available for free screenings through the platform [Videocamp](#). We ask that you always check the guidelines in your area on gatherings and physical distancing. Follow the official guidelines.

## WHAT TO DO BEFORE THE SCREENING:

Watch the movie before the screening. Videocamp grants access 72 hours earlier, so there's time for you to prepare. Think about how the movie touched you, what themes most caught your attention.

If you want to hold a round table discussion or debate after the show, it's important that you are prepared to listen to opinions other than your own, to conduct the interaction so that no one feels excluded and that all opinions can be heard and debated with respect.

The function of the exhibitor/mediator is to create an environment that is conducive to the exchange of ideas, not to lead the group to a consensus or a neatly wrapped, ready conclusion on the topics discussed. Remember that the movie is 92 minutes long and that a very long discussion after the screening can get tiring.



Read all this support material with information about the film and the proposed themes. This will make you feel more secure talking about them and can help with conversations after the screening. Keep in mind that this material is just a suggestion of how to conduct the screening and debate. There are no rules. You can conduct the activity as you see it best.



# 02. OPENING

## 01. SCREENING

Test out the functions before the public screening. Check the sound and image

Remember to thank everyone for coming. Explain that the film they will be watching is a documentary about children's relationship with nature, its complexities and diversity. And that a round table discussion will be held after the screening to discuss the documentary and the issues it raises.

# 03. AFTER

Once the movie is over, an interesting way to start the conversation is to ask each person present to say ONE word that defines what he or she felt while watching the documentary. This exercise helps break the ice and promptly introduces several elements that can be used in the conversation.

### QUESTION SUGGESTIONS

- 1) What is your first memory of an experience with nature?
- 2) When you were a kid, were you able to play freely? How did you feel?
- 3) What are the main obstacles that prevent children from having more access to nature and more free time to play where you live?







# FAMILIES AND GUARDIANS



One of the many challenges facing caretakers of children during the pandemic was to find a way to maintain the contact that the little ones had with nature, with the outside world, while at the same time complying with the guidelines of social isolation. Difficult, but not impossible.

There are many viable forms of connection with nature in this context of social isolation. Here we will include safe information, tips, research on how to act in this new era in which we are now living, and indications for when we can circulate without restrictions. The most important thing is that the child finds in the adult who takes care of him or her a person who guides and accompanies them in their enchantment, exploration and connection with the natural world that surrounds them: plants, animals, ecosystems, seasons, people. Realize that we are part of a whole and that we are interconnected.

Nature can be in our daily routine. In the lunchtime conversation about where the food comes from, about which foods are born under the ground, which have seeds, the time it took from its germination to reach our table. A potted flower or herb that children can help care for on a daily basis. Observe the clouds and their shapes. Talk about the days when it gets dark earlier or when the sun doesn't set until later. Investigate together the little animals that share their home with us. Talk about the air and the rain. The enchantment lives in us and we can share it, even while in isolation.

If it is possible to take brief walks around the neighborhood, why not start a collection of dried leaves? Or gather flowers to do an experiment at home? Twigs, pebbles and seeds. Little pieces of nature to remind us of the outside. Use technology to our advantage. Look for movies and documentaries about wildlife and the planet.





# WHAT IS THE IMPORTANCE OF FAMILIES IN CHILDREN'S CONNECTIONS WITH NATURE?

The family plays an important role in connecting children with nature. After all, it is the first source of the little ones' contact with the world. Studies show that the presence of an adult role model who shares with the child their enchantment and joy at being outdoors is one of the main influences in the relationship they will have with the natural world.

In the case of young children, the focus should be on allowing and encouraging free play, the movement of going beyond, sensory experiences with the earth, plants and water, and strengthening the adult's role as a companion for exploration and discovery, which at the same time strengthens the relationship and bonds between children and their caretakers.

Older boys and girls, on the other hand, are looking to increase their range of exploration, curiosity, and autonomy, dealing with perceived risks and achieving competence alongside their friends. At this point in a young child's life, families should prioritize opportunities for interaction and leisure on walks and adventures in nature, preferably alongside other adults and children.

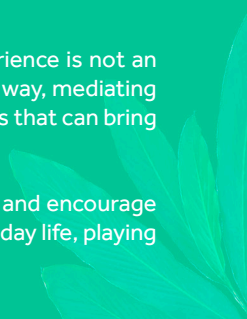
Nature piques the curiosity and interest of children of all ages, as it is full of questions and things to explore, study, learn, talk about and share. At the same time, interacting with natural spaces during childhood fosters lasting and meaningful bonds with the natural world and all forms of life.

Being in nature as a family also brings many benefits to the family nucleus: frequent activities such as taking the dog for a walk or picnics are simple actions that can become small rituals that bring everyone closer together; in addition, walks outdoors reduce the stress caused in children who live in limited spaces and help all family members to relax, improving family relationships.

However, these days, families are faced with numerous obstacles to prioritizing outdoor activities, such as the growth of cities, the insecurity of public spaces and the lack of accessible natural areas. This scenario has led to the confinement of childhoods and the resulting increase in the use of screens.

The search for a balance between the use of technology and outdoor experience is not an easy task, but families can use screens to their advantage and in a beneficial way, mediating their use and access. There is a variety of content, movies and documentaries that can bring children and families closer to the natural world.

Remember that being close to nature doesn't have to mean going far. Allow and encourage children to find and experience the nature that is right nearby in their day-to-day life, playing outdoors whenever possible!



# 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. <sup>2, 13</sup>

### HOW TO CREATE NATURE CHAMPIONS:

Provide fun, hands-on nature experiences <sup>9</sup>

Take learning outside <sup>10, 11</sup>

Have kids note 3 good things in nature everyday to improve their connection to nature <sup>6</sup>

Share your love of the outdoors with children <sup>4, 5</sup>

Repeat! <sup>4, 7</sup>

Meaningful, positive experiences in nature guide children, youth and adults toward care for nature <sup>4</sup>

Time in nature during childhood and role models who care for nature are the two biggest factors that contribute to environmental stewardship in adulthood <sup>4, 5</sup>

### THE BENEFITS OF TIME IN NATURE:

Time outdoors in nature contributes to children's care for nature while supporting their healthy development. <sup>2, 10, 13</sup>

**BETTER SOCIAL SKILLS** <sup>2, 13</sup>

**ENHANCED HEALTH** <sup>2, 13</sup>

**INCREASED SELF ESTEEM** <sup>2, 13</sup>

**IMPROVED GRADES** <sup>10, 11</sup>

**PRO-ENVIRONMENT BEHAVIORS** <sup>1, 2, 3, 4, 5, 10, 13</sup>

**STRONGER EMOTIONAL CONNECTIONS TO PEOPLE AND NATURE** <sup>4, 7, 8, 12</sup>

children & nature  
network

#NATURE  
FOR ALL

ADDITIONAL RESEARCH ON THE BENEFITS OF NATURE AVAILABLE AT [childrenandnature.org/research](https://childrenandnature.org/research)

SOURCE





# LEARN MORE



## NATURE CLUBS FOR FAMILIES

"What if parents, grandparents, and kids around the country were to band together to create nature clubs for families? What if this new form of social/nature networking were to spread as quickly as book clubs and Neighborhood Watches did in recent decades? We would be well on our way to true cultural change." — Richard Louv, author of *Last Child in the Woods: Saving Our Children from Nature-Deficit Disorder*, and Chairman Emeritus, Children & Nature Network. [Learn more!](#)

- [Together in Nature: Pathways to a Stronger, Closer Family](#)
- [Thriving through Nature: Fostering Children's Executive Function Skills](#)

## LINKS

- <https://natureforall.global/why>
- [Screen-Free Steps to Deepen your Connection to Nature during Quarantine](#)
- [The Outside Every Day Challenge](#)
- [Assessing Connection to Nature](#)
- [Nature Must Be Accessible to All](#)
- [Six Great Ways Parks Connect Kids to Nature](#)
- [Naturehood: Rediscovering Nature in Your Neighborhood](#)

## SITES

- [IUCN](#)
- [Nature For All](#)
- [Children and Nature Network](#)







# HEALTH



People living in urban areas are increasingly struggling to have access to nature. Cities are structured in such a way as to give priority to automobile transportation. There is little security and too much inequality in access to public green areas. The parks are giving way to buildings and concrete buildings. Social interaction in natural public spaces has become scarce.

And our bodies feel it. Many diseases in adults and children are associated with the lifestyle of people who reside in urban areas. The body moves less, there is no access to nature, the air is polluted. And cases of obesity, high blood pressure, stress and attention deficit disorder are rising with each passing day.

A few minutes outdoors, walking near trees and feeling the breeze decrease the amount of stress hormones in the body and improve our well-being. Several scientific studies attest to the many benefits that nature brings to adults and children.

How can I access these benefits if the city doesn't help? It is necessary to think of individual solutions, other choices and other habits. And, it is necessary to rethink the way we plan our cities. Many doctors already recommend that their patients spend more time outdoors as part of their treatment.

This recommendation is especially valid for children. They are the ones who suffer the most from the lack of nature in the daily routine. To describe what goes on, journalist and childhood expert Richard Louv coined the term "[nature deficit disorder](#)." Though not a medical term, it is a way to explain how the absence of nature affects children. When they spend more time indoors, children use their senses less, end up sitting more, move around less, get less sun and take fewer chances. The result is that children do not develop as they should and are more susceptible to disease.

The responsibility for caring for children and providing them more opportunities for an active life outside should be shared among caretakers, society in general and the government. Individual choices, when possible, will depend on several factors that are outside the family's jurisdiction. For families to expose children to nature, it is necessary for public spaces to be safe, well maintained and accessible so that the development of the city takes into account this primary need for health and well-being.



# WHAT HAPPENS WHEN CHILDREN DON'T SPEND ANY TIME IN NATURE?

Numerous studies have shown that a lack of opportunity to play and learn in nature leads to several health problems during childhood and adolescence: obesity / physical inactivity, hyperactivity, low motor skills - lack of balance, agility and physical ability - and even myopia.

At the same time, many studies show that being in nature on a regular basis improves the control of chronic diseases such as diabetes, asthma and obesity, favors neuropsychomotor development and reduces behavioral problems, in addition to providing mental well-being, balancing levels of vitamin D and decreasing the number of visits to the doctor.

Contact with green areas also fosters creativity, initiative, self-confidence and the ability to choose, make decisions and solve problems, which in turn contributes to the development of multiple languages and the improvement of psychomotor coordination. Not to mention the benefits more closely linked to the field of ethics and sensitivity, such as enchantment, empathy, humility and a sense of belonging.

## WHICH NATURE ARE WE TALKING ABOUT?

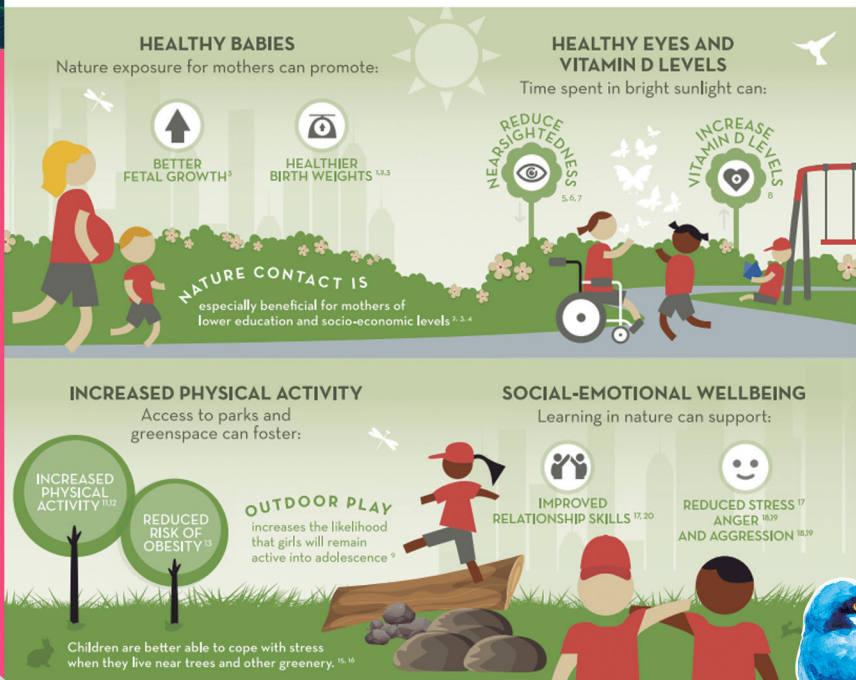
Outdoor settings with natural elements such as stones, a dirt ground, plants, trees, water, birds, insects. Observing the changes that come with time: stars, sun, moon, horizon, cloud and rain. The nature that we can be close to, at home or at school: gardens, vegetable plants, flower beds. City squares, urban parks, patios, dams, lakes. Wild nature, the kind with less human interference: protected areas, national parks, forests, cerrado, pampa, forests, rivers, oceans. It is important for children to have access to the different forms in which nature manifests itself.





# NATURE CAN IMPROVE HEALTH AND WELLBEING

Spending time in nature provides children with a wide range of health benefits.



children's nature

NLC

NATIONAL LEAGUE OF CITIES

THE JPB FOUNDATION

ADDITIONAL RESEARCH ON THE BENEFITS OF NATURE AVAILABLE AT [childrenandnature.org/research](http://childrenandnature.org/research)

SOURCE

## LEARN MORE

- <http://richardlouw.com/>
- <https://www.parkrx.org/>
- C&NN infographic - Health & Wellbeing
- <https://static1.squarespace.com/static/597b547aebbd1a681f3883f2/t/5d5544432792bf000184fcc3/1565869126809/Health+%26+Nature+-+EN.pdf>
- <https://static1.squarespace.com/static/597b547aebbd1a681f3883f2/t/5d1cbc3bffe-141000163b9e0/1562164303273/health+and+nature+powerpoint.pdf>





# EDUCATION





SHALL WE TALK MORE ABOUT HOW EDUCATION  
AND SCHOOLS CAN BRING MORE NATURE INTO  
CHILDREN'S LIVES?

# WHAT IS THE IMPORTANCE OF "UN-WALLING" SCHOOLS AND BRINGING CHILDREN CLOSER TO NATURE?

Living with nature has numerous benefits for the full development of children and their skills. It nurtures feelings of freedom, autonomy, solidarity, empathy, humility and belonging. It increases the ability to choose, make decisions and solve problems. It improves physical, emotional and mental health. It contributes to the development of cognitive, motor, social and emotional skills. And it fosters creativity, curiosity, sensitivity and self-confidence.

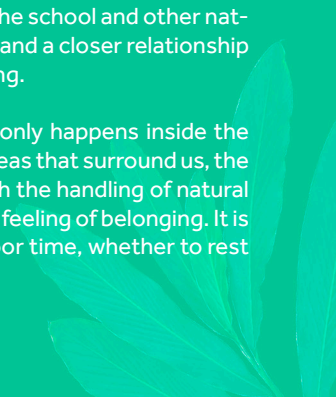
Even before the pandemic, children were generally already living in confinement. They were often restricted to spaces inside the home and inside the school. The lack of outdoor experiences impairs children's full development and deprives them of fundamental rights.

However, to this day, many schools base their teaching-learning processes on cognitive development alone, with children spending long hours confined to a classroom, far from a natural, comfortable environment. At a certain point, schools started treating children as something separate from nature, and, as a consequence, they are kept from the benefits of the sun, earth, water and all other natural elements, which are important for the full development of their multiple potentials, be they intellectual, social, emotional or spiritual.

Although there are many examples of schools that are transforming their pedagogical practices, most still maintain an organization of their routines within a concept that values the classroom as the only space favorable to learning.

Much of children's time is spent in schools, which is why it is so important and fundamental that schools be a strategic space for transformation. It is necessary to unwall education and redefine school space. Children need to have the opportunity to experience more direct contact with nature. They should also have the opportunity to experience spaces outside the classroom, whether on the patio, the playgrounds, the area around the school and other natural spaces. There has to be more meaningful space for body, desire and a closer relationship with the natural world within the processes of instruction and learning.

It is important to deconstruct the idea that teaching and learning only happens inside the classroom. Other possibilities include: investigation of the natural areas that surround us, the possibility of resting and contemplating outdoors, creativity through the handling of natural materials and knowledge of the place where you live which bolsters a feeling of belonging. It is important to consider organizing routines to order the use of outdoor time, whether to rest or play, or to study.





A full education for children, with their multiple potentials in mind, - social, emotional, intellectual, physical and spiritual - is necessary as a possibility to broaden the mindset that learning only occurs inside school spaces and classrooms. Everywhere is potentially educational territory and, therefore, subject to accommodating pedagogical intentionality.

In this way, educators can contribute to nature being experienced to its fullest potential from early childhood on by organizing outdoor learning opportunities in different ways within the school routine. It is important to guarantee time and space for the child to be able to play freely, without direction from adults. And to also use outdoor spaces to organize educational activities. Experiences outdoors and in nature allow children to broaden their perspectives in relation to themselves, others and the environment in which they're immersed. As such, through a variety of activities and games, children can also be stimulated to develop interests in themes that enhance their nature experiences. In addition to being sensitized to perceptions of nature in its everyday subtleties.

Outdoor learning is based on the principle that learning can take place WITH and IN nature. There is a spectrum of knowledge and experiences outside the classroom, in parks, playgrounds, squares and gardens, places where educators can make use of the content provided by nature itself, such as planting food, the life cycles and others. Learning in nature also involves the organization of activities that can be performed outside as well as in classroom settings, like reading a book, playing games and group or individual dynamics. These are ways that contribute to children getting closer and integrating with nature. Several studies point out how this encounter promotes well-being among children and allows for the development of several facets, such as sensitivity, care, attention, trust, curiosity, creativity, the ability to relate to oneself and others. In addition, providing children to play freely in nature allows creativity, imagination and individual expression to develop, placing value on the uniqueness of each child.

Direct experiences in nature make it possible for learning to take place through lived experience, the use of the senses, the use of the body and sensitive perception of the environment that surrounds us, unlike learning from books in classrooms. This experience allows children to recognize themselves as an integral part of a continuous, interdependent life-cycle, in which everything envelops and shelters them. In this way, when we know nature, we get the opportunity to create emotional bonds with it and we also become responsible for the relationships we establish with it and others, because we recognize the connections that exist between all living beings. It is through our senses and experiences with nature that we understand we are all interconnected and part of a large ecosystem.



After the direct experience in nature, educators can also propose various actions and activities, such as conversation circles and registers of feelings and knowledge awakened in nature, and promote ways for these experiences to be shared among all participating children. Sharing makes it so that experience can be part of a collective knowledge. Nature allows us to experience powerful forms of relationships with others, in addition to getting children to participate more actively in the construction of a better world.v

#### REMEMBER!

**Nature invites us to investigate it! As such, there are many ways of exploring, feeling and reflecting on the different natural elements. Every child constructs their own interpretation according to his or her outlook, senses and perception. And all forms of expression are valid and should be encouraged, respected and appreciated!**





# NATURE CAN IMPROVE ACADEMIC OUTCOMES

Spending time in nature enhances educational outcomes by improving children's academic performance, focus, behavior and love of learning.

## BETTER ACADEMIC PERFORMANCE

Learning in natural environments can:



**BOOST PERFORMANCE**  
in reading, writing, math, science and social studies  
1, 2, 3, 4, 5



**ENHANCE**  
creativity, critical thinking and problem solving<sup>9</sup>

Seeing nature from school buildings can foster academic success<sup>6, 7, 8</sup>

## ENHANCED ATTENTION

Spending time in nature can help children focus their attention:



**FOCUS AND ATTENTION**  
10, 11, 12, 13



**ADHD SYMPTOMS**  
14, 15

The greener the setting, the better the focus<sup>14, 15</sup>

## INCREASED ENGAGEMENT & ENTHUSIASM

Exploration and discovery through outdoor experiences can promote motivation to learn:



**INCREASED ENTHUSIASM FOR LEARNING**  
1, 16



**GREATER ENGAGEMENT WITH LEARNING**<sup>17</sup>



**MORE IMPULSE CONTROL**<sup>10</sup>



**LESS DISRUPTIVE BEHAVIOR**  
20

## IMPROVED BEHAVIOR

Nature-based learning is associated with reduced aggression and fewer discipline problems:<sup>18, 19</sup>

children's nature network

NLC

NATIONAL LEAGUE OF CITIES

THE JPB FOUNDATION

ADDITIONAL RESEARCH ON THE BENEFITS OF NATURE AVAILABLE AT [childrenandnature.org](http://childrenandnature.org)

SOURCE





## GREEN SCHOOLYARDS CAN IMPROVE ACADEMIC OUTCOMES



### THE ISSUE

Only 1/3 of U.S. 8th graders perform at or above standards for science and math.<sup>1</sup>

SCHOOLS ACROSS THE NATION ARE SEEKING WAYS TO IMPROVE ACADEMIC OUTCOMES FOR ALL STUDENTS

Green schoolyards promote academic achievement through hands-on, experiential learning and by enhancing the cognitive and emotional processes important for learning.

### ENHANCING LEARNING

Green schoolyards provide experiential learning across many subjects.<sup>2,3</sup>



**IMPROVED OUTCOMES**  
in science, math & language arts.<sup>7</sup>

33 of 40 school garden studies (83%) found



BETTER GRADES



HIGHER TEST SCORES



ENHANCED KNOWLEDGE

ACROSS SEVERAL SUBJECTS

2,3,4

**GREEN SCHOOLYARDS CAN**

- ★ Help students focus attention and regulate behavior<sup>5,6</sup>
- ★ Enhance attitudes and engagement with school<sup>7,8</sup>
- ★ Support creativity, critical thinking and problem solving<sup>9</sup>

### ROOM WITH A VIEW

Seeing nature and greenery from school buildings can foster positive academic outcomes.<sup>10,11</sup>

**HIGH SCHOOLERS WITH VIEWS OF TREES HAD:**<sup>12</sup>



**HIGHER**  
standardized  
test scores



**HIGHER**  
graduation  
rates



**HIGHER**  
% of students planning  
to attend a 4-yr college



SOURCE



# GREEN SCHOOLYARDS ENCOURAGE BENEFICIAL PLAY



## THE ISSUE

8-18 year olds in the U.S. spend an average of 7.5 hrs per day using entertainment media.<sup>1</sup>

KIDS NEED TO PLAY: PLAY SUPPORTS PHYSICAL, SOCIAL & EMOTIONAL WELL-BEING.

Natural areas promote child-directed free play that is imaginative, constructive, sensory rich and cooperative.

## ENCOURAGING IMAGINATIVE, COOPERATIVE FREE PLAY

GREEN SCHOOLYARDS CAN:

Accommodate  
different  
ages & abilities<sup>2,3</sup>

Sustain  
children's  
interest<sup>4,5</sup>

Offer a  
variety of options  
that appeal to  
a wide range  
of play  
interests<sup>2</sup>

Promote  
cooperation  
&  
negotiation<sup>4,6</sup>

Strengthen  
links between  
play &  
learning<sup>2,3,4</sup>

## GREEN SCHOOLYARDS CAN SUPPORT DIFFERENT TYPES OF PLAY<sup>2,4,7,8</sup>

### DRAMATIC PLAY

Loose parts—such as sticks, stones, acorns & pinecones—engage the imagination.

### EXPLORATORY PLAY

Natural areas provide opportunities for children to explore.

### SOLITARY PLAY

Areas under bushes or other nooks allow children to engage in alone time and contemplation.

### CONSTRUCTIVE PLAY

Building things out of natural materials helps children learn hands-on skills.

### LOCOMOTOR PLAY

Natural items such as logs and rocks can be carried. Looping paths allow walking, running and biking.

## GREEN SCHOOLYARDS CAN INCREASE PHYSICAL ACTIVITY



### THE ISSUE

Less than 3 in 10 high school students get 60 minutes of physical activity every day.<sup>1</sup>

REGULAR PHYSICAL ACTIVITY ENHANCES WELL-BEING & ATTENTIVENESS IN THE CLASSROOM.

Green schoolyards can promote physical activity by offering a variety of active play options that engage children of varying fitness levels, ages and genders.

**85%**

OF EDUCATORS AND PARENTS said green schoolyards support a wider range of play activities than other types of schoolyards.<sup>2</sup>

### MORE OPTIONS, MORE ACTIVITY

PROMOTE

trees logs  
shrubs rocks

running jumping climbing lifting<sup>3</sup>

Variety in landscaping increases variety in active play.<sup>4</sup>

### MEETING DIVERSE & CHANGING NEEDS

GREEN SCHOOLYARDS COMPLEMENT CONVENTIONAL PLAYGROUNDS WITH OPPORTUNITIES FOR

**LIGHT & MODERATE PHYSICAL ACTIVITY**

that are more appealing to some children.<sup>5,6</sup>

GREEN SCHOOLYARDS CAN CONTRIBUTE TO

**GIRLS' PHYSICAL FITNESS** ★★★★★

Physical activity decreases as children grow, especially for girls. Green schoolyards sustain activity as children age and preferences change.<sup>5,6,7</sup>

SOURCE

# GREEN SCHOOLYARDS CAN PROVIDE MENTAL HEALTH BENEFITS



## THE ISSUE

1 in 5 children has, or has had, a serious mental health disorder at some point in their lives.<sup>1</sup>

MENTAL HEALTH PLAYS A CRITICAL ROLE IN THE COGNITIVE, EMOTIONAL, & SOCIAL DEVELOPMENT OF CHILDREN AND YOUTH.

Green schoolyards can enhance mental health and well-being and promote social-emotional skill development.

## GREEN SCHOOLYARDS HELP KIDS FEEL:

### CALMER & LESS STRESSED<sup>2,3</sup>

Views of green landscapes from classroom windows helped high school students recover more quickly from stressful events.<sup>4</sup>

### POSITIVE & RESTORED<sup>5</sup>

Forest schools enhanced positive and decreased negative emotions.<sup>5</sup>

### RESILIENT<sup>2</sup>

Natural areas enhanced feelings of competence and increased supportive social relationships that help build resilience.<sup>2</sup>

## GREEN SCHOOLYARDS PROMOTE SOCIAL-EMOTIONAL SKILLS

### R A C T I C E

### RELATIONSHIP SKILLS

Children demonstrated more cooperative play, civil behavior and positive social relationships in green schoolyards.<sup>6,7</sup>

### D E V E L O P

### SELF-AWARENESS & SELF-MANAGEMENT

Green schoolyards can reduce aggression and discipline problems.<sup>6,7</sup>  
Gardening at school helped students feel proud, responsible & compe

SOURCE

## LEARN MORE

- [Turning Education Inside Out](#)
  - [Schools Beat Earlier Plagues with Outdoor Classrooms by New York Times](#)
  - [Re-Opening Schools in a Pandemic](#)
- 







# CITIES





# A GOOD CITY FOR CHILDREN AND NATURE IS A GOOD CITY FOR EVERYONE


Today over a billion children live in urban areas around the world. And they are subjected to a lack of nature and safe places to play, congestion, air pollution and limited time outdoors. But if we retrieve our childhood memories, we will recall that the street was once a place for children to socialize. And play. It was in this space that social relationships were built, that it became understood what the city and its public spaces were.

Even when children are able to experience a little more freedom spending time in the street, whether in the context of smaller cities, outlying urban neighborhoods, etc., they are not free from the dangers that came from a lack of security, pollution, an absence of play spaces, parks and green areas.

The city could be a space for learning and discovery for children during very early childhood (0-3). The way to school, the health clinic and the grocery store can be opportunities for social interaction, contact with nature and stimulating the different senses (touch, vision, hearing...). However, children live much of their lives in closed places and this situation has taken a high toll, impairing the physical and cognitive development of the youngest, resulting in an increase in obesity and a sedentary way of life. In the dispute for open spaces in cities, developers almost always win. Especially in a context of disorderly growth and lack of proper urban planning.

Concrete takes over green, open spaces. Children are unable to crawl or walk barefoot in the grass, to run while they fly kites, to observe ants carrying a leaf on their back or gathering leaves and twigs to make a meal. When the city grows in concrete, it loses life.

Below, we will post some of the best practices that have been employed in many successful cases and tips on how to implement changes in urban areas.





**These children who are so distant from us and needy for our help and affection, difficult to hear and understand, have in themselves a revolutionary force: if we are willing to put ourselves on their level, to let them speak, they will be able to help us understand the world and give us the strength to change (TONUCCI, 2005, p. 207)**

## **1 WHY IS IT IMPORTANT TO LISTEN TO CHILDREN WHEN THINKING ABOUT THE CITY?**

Children, as well as young people, adults and the elderly, are valued members of our society. They have rights under the law in the present, not only in the future. The city belongs to them too. Including them in decisions, whether in the area of urban transportation, the building of parks, speed limits, urban mobility, schools and daycare centers and basic sanitation, means respecting them as social actors.

When questioned, children know how to respond and express what they don't like in the city. For example, they talk about the difficulty of walking on the sidewalks, their fear of cars passing by at high speeds, the headaches they get from the stench of exhaust fumes, the amount of time they spend commuting and what a difference green areas for free play would make. Wouldn't all these changes make the city better for everyone?

In order to truly listen to children in their natural language, to access their most sincere communication, it is important to use methodologies that create situations that lead children to express themselves beyond the oral and the written, through their own means: through body language, graphic expression, the construction of three-dimensional objects and the act of play. It is through these languages that they most easily communicate their symbolic dimension and, therefore, their affections and representations.

## **2 WHAT IS A GREENER, CHILD-FRIENDLY CITY?**

It is a city that adopts measures favoring inclusion and guaranteeing the presence and circulation of children in public spaces, promoting measures that allow access to nature in urban contexts.




### 3 PLAY AREAS: ARE PLAYGROUNDS THE ONLY ONES?

When we think of a city that is good for children, the idea that comes to mind right away is: playgrounds! But what if we imagine that the whole city could be one big playground for children? The street, the bus stop, the sidewalks. With this in mind, the Lego Foundation and Arup developed the technical report "Reclaiming Play in Cities," presenting a tool designed to support urban actors, including decision makers, activists and investors in order to assess the breadth and depth of play in their cities. (you can read the full report [here](#))

The publication "Cities to Play and Sit: a change of perspective for the public space" brings the experience of the small city of Griesheim, Germany, recognized as a "playable city," which renovated its public spaces so as to be more appealing and able to be experienced autonomously by small citizens.

Children learn by playing. Play is a way of being in the world and discovering the world. Learning through play increases awareness and levels of understanding. It develops physical, cognitive and social abilities. The purpose of "Reclaiming Play in Cities" is to demonstrate that the urban space has a lot of potential for children to play. And learn.

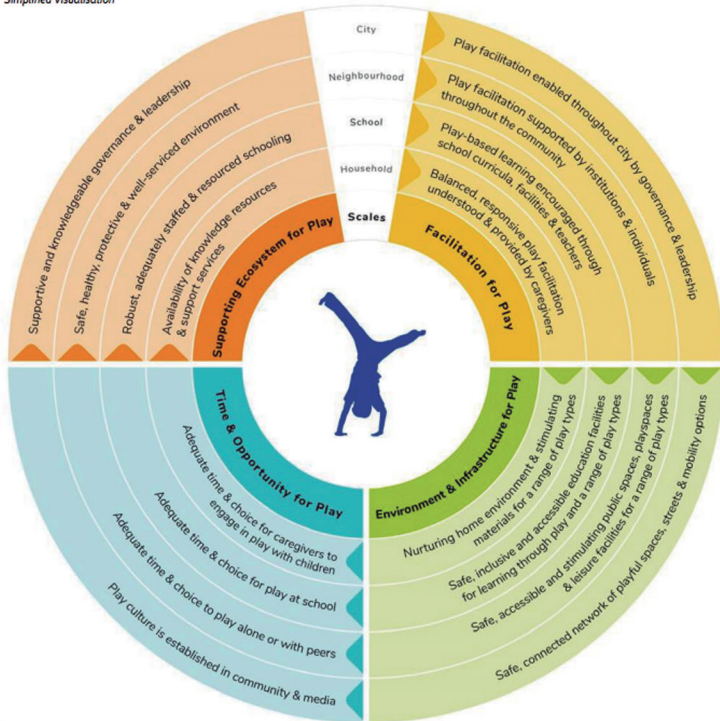
To develop their full potential, children need more than safety, nutrition, health and clean air and water. They also need plenty of opportunities to play and learn from the social settings and constructed environments that surround them. City officials, developers, engineers and development experts often have difficulty understanding how their work and the constructed environment as a whole relates to children's needs, specifically their need to learn through play.



**The Bernard van Leer Foundation's Urban95 initiative seeks to incorporate the needs of early childhood (0-6) and their caretakers into public policies, especially in the planning of cities. For this reason, the foundation works with urbanists, urban planners, designers and municipal authorities, inviting them to respond to a challenge: "If you could experience the city at three feet tall - the height of a three-year-old child - what would you change?" To support municipal managers and civil servants in this endeavor, they developed the document known as the [Urban95 starter kit](#).**



The Urban Play Framework,  
Simplified Visualisation



SOURCE

## CITIES CONNECTING CHILDREN TO NATURE

This resource hub contains tools for city leaders and community partners to create more equitable access to nature:

- <https://www.childrenandnature.org/initiatives/cities/cccn-hub/>
- <https://www.childrenandnature.org/initiatives/cities/>
- <https://us12.campaign-archive.com/?e=&u=71f5c3cd13a5ca1872e5f72f4&id=108039770a>







# CONSERVATION OF NATURE



Nature is everywhere. It's in our food, in the flowers we have at home, in the rain that falls from the sky, in the green areas of our cities. But it is also necessary to speak of nature in its most remote and conserved state. The preservation and conservation of the wild nature that remains on the planet are both urgent and necessary. For this to happen effectively it is important that all people become engaged. A lot of people wonder, how can we get children engaged? There are many paths... and one of the most powerful is that of bonding.

# A CHILDHOOD CLOSE TO NATURE GENERATES ENVIRONMENTAL ENGAGEMENT



Why is it important for children to get to know and visit nature protection areas? Many studies show that children who interact with the natural environment, or at least have the opportunity to visit places where nature manifests itself in its most conserved form, develop affection and zeal for the environment.

For much of society, nature serves as a provider and only has value because of the natural resources it can offer us: wood, medicine, food, clean air. These people do not see themselves as part of the ecosystem and part of nature.

In order for us to move toward reshaping the way we relate to the world, it is essential for children and adults to value natural areas for the life they generate and safeguard and to feel part of the whole. Studies and practices show that the most powerful ways to do this are through environmental education and practical experiences in nature.

Many studies show that children who interact with the natural world and have the opportunity to visit places where nature manifests itself in its most conserved form, develop affection and zeal for the environment. By connecting with the natural world, children understand that taking care of nature means taking care of themselves and that the natural world is the home of all living beings.

The point is that we need to conserve nature so that the next generations have places where they can experience it. At the same time, we need the new generations to bond with nature so that they are committed to preserving it.

## LEARN MORE

- [Why is the conservation of nature important to health?](#)
- [Adolescents' emotional affinity to nature](#)
- [Connecting with nature helps us take care of ourselves and the environment](#)









# THE BEGINNING OF **LIFE** 2 OUTSIDE

PRODUCTION



PRESENTED BY



DISTRIBUTION



INSTITUTIONAL SUPPORT



IMPACT NETWORK



# THE BEGINNING OF **LIFE** 2 OUTSIDE

## IMPACT NETWORK

A Taba	Conversa de Quintal
Acupuntura Urbana	Corrida Amiga
Agenda Pública	Cria para o Mundo
Aldeia Jabuticaba	Daniel Becker
Alexandre Coimbra Amaral	Diário da mãe da Alice - Mariana Rosa
ANDI - Comunicação e Direitos	Editora Matrescência
Ashoka	EducaMídia - Instituto Palavra Aberta
Asociación para la Niñez y su Ambiente - ANIA	Educando Tudo Muda
Assembleia Legislativa de São Paulo: Frente Parlamentar ODS + Frente Parlamentar Primeira Infância + Frente Parlamentar Ambiental	Enseña Perú
Associação Mucury Cultural	Escola de Gente
Avante - Educação e Mobilização Social	Escola Nossa Senhora do Carmo
Be The Earth	Escola Pluricultural Odé Kayodê - Espaço Cultural Vila Esperança
Bike anjo	Estratégia ODS
Brincar na Praça	Famílias Pelo Clima
Caminhos da Psicanálise	Family Talks
Carretel Cultural	Frente Nacional de Prefeitos - FNP
CENPEC Educação	Fundação Lemann
Centro Integrado de Educação de Jovens e Adultos - CIEJA Campo Limpo	Fundação SOS Mata Atlântica
Cidade Ativa	Fundación Cinépolis
Cidadeapê – Associação pela Mobilidade a Pé em São Paulo	Fundación Colombiana del Corazón
Ciranda de Filmes	Fundación Colunga
Coalizão Pró-UCs	Fundación Cosmos
Colectivo Primera Infancia	Fundación Ecotopia
Colégio Paulo Freire	Fundación Mi Parque
Como Anda	Fundación Patio Vivo
Comunidade Educativa CEDAC	Gaia+
	GIFE
	Grupo Cataratas
	Huertos Milpazul

# THE BEGINNING OF **LIFE** OUTSIDE

## IMPACT NETWORK

Instituto da Infância - IFAN  
Instituto de Arte Tear  
Instituto Desiderata  
Instituto Dimicuida  
Instituto Elos  
Instituto Federal do Paraná - Campus Jacarezinho  
Instituto Iguá  
Instituto Jane Goodall Argentina  
Instituto Nossa Aldeia  
Instituto Rodrigo Mendes - IRM  
Instituto Romã  
Instituto Socioambiental - ISA  
IPA Brasil  
IPÊ - Instituto de Pesquisas Ecológicas  
IUCN - União Internacional para a Conservação da Natureza  
Jane Goodall's Roots & Shoots Argentina  
Lima Cómo Vamos  
Luderê Afro Lúdico  
Mamatraca  
Movimento Boa Praça  
Movimento Nossa BH  
Movimento Raízes  
Mútua Criativa  
Na floresta  
Nature For All  
Navegando nas Artes  
Ocupa Tu Calle

Oli Saúde  
OpEPA  
Outward Bound Brasil  
Papo de Mãe  
Parents For Future  
Parque Escola - Educação Infantil  
Parquetur  
Plant for the Planet  
Prefeitura de Jundiaí  
Rabiola - Casa Escola de Arte e Sensibilização  
Reconnecta  
Rede Nacional Primeira Infância - RNPI  
Rethinking Childhood  
Sampapé  
Secretaria Municipal de Educação de Novo Hamburgo (RS)  
Semeia  
Semente Cinematográfica  
Ser Criança é Natural  
SESC - Serviço Social do Comércio  
Sociedade Brasileira de Pediatria - SBP  
Turma do Jiló  
Undime - União dos Dirigentes Municipais de Educação  
União de Ciclistas do Brasil - UCB  
UNICEF  
Voador  
Wongtschowski & Zanotta Advogados  
WWF Brasil