



NATURE AND HEALTH RESOURCES

Child and Adolescent Mental
Health

Dr Alan Kellas, Sustainability Committee
Royal College of Psychiatrists

How can we mitigate against increasing biophobia among children during the extinction of experience?

M Soga et. al., *Biological Conservation*, 2020

We performed a questionnaire survey among 5375 Japanese children. We examined drivers of children's negative attitudes (biophobia) towards invertebrates. Multiple personal and environmental factors determined children's biophobia. A decrease of direct experiences with nature increased biophobia. We suggest ways to mitigate against an increase in biophobia in children.

[Full Text](#)

Active ingredients of learning at summer camp

J Sibthorp et. al., *Outdoor and Environmental Education*, 2020

"Active ingredients" are one way to describe the elements of a program that are responsible for the targeted change in behavior, skill, attitude, or belief. The purpose of this study was to identify the ingredients of the camp experience former campers believe most actively contributed to lasting learning.

[Full Text](#)

The impact of residential experiences on pupils' cognitive and non-cognitive development in year six (10 – 11 year olds) in England.

Loynes, C., Dudman, J., Hedges, C., *Education*, 2020

Using a comparative mixed methods approach, this study examines the impact of residential experiences on pupil cognitive and non-cognitive development in year six in England. SAT's results and termly progress data in numeracy and literacy were collected. In addition, a ROPELOC survey, focus groups and interviews were used to assess non-cognitive outcomes. Progress and attainment data were found to be invalid for the purposes of this study partly due to the coarseness of the categories. The ROPELOC survey evidenced significant impact of the residential in all but two of the fifteen categories and highly significant impact in seven areas. The findings add further support to the Learning Away learning pathway linking a range of non-cognitive outcomes developed through residential experiences with cognitive gains.

[Full Text](#)

Children's education in 'good' nature: Perceptions of activities in nature spaces in mobile preschools

A Harju, J Balldin, D Ekman Ladru, K Gustafson, *Global Studies of Childhood*, 2020

In the Nordic countries, there is a culturally rooted understanding of nature as a 'good' place for children. The aim of the article is to deconstruct this understanding by exploring how different mobile preschools relate to nature spaces and children's learning and well-being in them. We argue that, while there exists an idealization of nature within the mobile preschool tradition, the ways that nature is viewed as 'good' for children differ depending on the children's ethnic background and residential area.

[Full Text](#)

The Educational Outcomes of Learning for Sustainability: A Brief Review of Literature

Scottish Government Report, 2020

The review examines literature relating to the educational outcomes of Learning for Sustainability (LfS), as understood in terms of policy development within and across Scotland. The review is intended to inform further research and also be of value in policy development.

[Full Text](#)

Reconsidering McKenzie's Six Adventure Education Programming Elements Using an Ecological Dynamics Lens and Its Implications for Health and Wellbeing

J King, A Hardwell, E Brymer, A Bedford - *Sports*, 2020

Two decades ago, McKenzie's meta-analysis of literature provided six fundamental elements of adventure education programme design still used to guide research and practice today. This paper reflects on contemporary notions of adventure, risk and the emergent narratives emphasising the associated psychological benefits.

[Full Text](#)

The impacts of unstructured nature play on health in early childhood development: A systematic review

KA Dankiw, MD Tsiros, KL Baldock, S Kumar - PloS one, 2020

While the positive impacts of nature play were encouraging in terms of physical activity and cognitive development, nature play stakeholders should focus on producing a universal definition for nature play, the development of standardised outcome measures and the conduct of robust research designs. Implications of these findings suggest the need for the development of standardised guidelines to inform practice and policy in the design of children's play spaces in different contexts

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Natural neighbourhood environments and the emotional health of urban New Zealand adolescents

Mavoa et al – Landscape and Urban Planning, 2019

Higher greenness associated with reduced adolescent depressive symptoms. More natural features associated with reduced adolescent depressive symptoms. No relationship between blue space and adolescent emotional health.

[Full Text](#)

Mental health benefits of interactions with nature in children and teenagers: a systematic review

Journal Of Epidemiology And Community Health, 2018

It is commonly believed that nature has positive impacts on children's health, including physical, mental and social dimensions. This review focuses on how accessibility to, exposure to and engagement with nature affects the mental health of children and teenagers. Findings support the contention that nature positively influences mental health; however, in most cases, additional research is needed to confirm statistically significant relationships.

[Full Text](#)

A Measure of Nature Connectedness for Children and Adults: Validation, Performance, and Insights

Miles Richardson, Anne Hunt, Joe Hinds, Rachel Bragg, Dean Fido, Dominic Petronzi, Lea Barbett, Theodore Clitherow and Matthew White, Sustainability, 2019

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Outdoor play and nature connectedness as potential correlates of internalized mental health symptoms among Canadian adolescents

Caroline Piccininni, Valerie Michaelson, Ian Janssen, William Pickett, Preventive Medicine, 2018

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What Works in school based natural environment interventions: A scoping review

University of Exeter Medical School, European Centre for Environment and Human Health, 2018

Wilderness therapy, therapeutic camping and adventure education in child and youth care literature: a scoping review

SCIE, 2017

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