Exploring the I-20 Wildlife Preserve

STARTING OUT WILD
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The SOW program is based on these principles:
• The love of nature needs to accompany growing up from the earliest age.
  • Teaching must engage both children and parents.
  • Learning will spiral, moving from tolerating and participating, to acquiring nature concepts and vocabulary over the three year span.
  • Activities should facilitate children’s experiences through movement and using all their senses.
  • Familiar analogs of unfamiliar concepts and vocabulary are provided.
  • Providing an emotionally comfortable environment is the starting point.

Based on the SOW from the Phil Hardberger Park Center in San Antonio, Texas. Which was adapted from Growing Up Wild. And Both are from Project Wild http://www.projectwild.org/GrowingUpWILD.htm

Why Should Children spend more time outdoors?

Other groups that are advocating for, and helping educators have the resources they need to get their students outside more often.

Children in Nature-
https://www.childrenandnature.org

Texas Children in Nature-
https://www.texaschildreninnature.org/

Nature Rocks - Caprock-
http://www.naturerockscaprock.org/

POD-Preventing obesity by design Texas-
https://www.naturalearning.org/preventing-obesity-design-texas-ole-texas

OUTDOOR LEARNING ENVIRONMENTS - OLE!
TEXAS
https://www.texaschildreninnature.org/outdoor-learning-environments-ole-texas

Obesity in Texas report

San Antonio Zoo School
sazooschool.com/about/

The Nature of Americans
https://natureofamericans.org
Why Nature-Based?

- Children with symptoms of Attention Deficit Hyperactivity Disorder (ADHD) are better able to concentrate after contact with nature (Taylor et al. 2001).
- Children with views of and contact with nature score higher on tests of concentration and self-discipline. The greener the experience, the better the scores (Wells 2000, Taylor et al. 2002).
- Children who play regularly in natural environments show more advanced motor fitness, including coordination, balance and agility, and they are sick less often (Grahn, et al. 1997, Fjortoft & Sageie 2001).
- When children play in natural environments, their play is more diverse with imaginative and creative play that fosters language and collaborative skills (Moore & Wong 1997, Taylor, et al. 1998, Fjortoft 2000).
- Exposure to natural environments improves children’s cognitive development by improving their awareness, reasoning and observational skills (Pyle 2002).
- Nature buffers the impact of life’s stresses on children and helps them deal with adversity. The greater the amount of nature exposure, the greater the benefits (Wells & Evans 2003).
- Play in a diverse natural environment reduces or eliminates bullying (Malone & Tranter 2003).
- Nature helps children develop powers of observation and creativity and instills a sense of peace and being at one with the world (Crain 2001).
- Early experiences with the natural world have been positively linked with the development of imagination and the sense of wonder (Cobb 1977, Louv 1991). Wonder is an important motivator for life long learning (Wilson 1997).
- Children who play in nature have more positive feelings about each other (Moore 1996).
- Natural environments stimulate social interaction between children (Moore 1986, Bixler et al. 2002).
- Outdoor environments are important to children’s development of independence and autonomy (Bartlett 1996).
- Play in outdoor environments stimulates all aspects of children development more readily than indoor environments (Moore & Wong 1997). For kids, nature is just outside the door.