

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.¹

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^{2,3}

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

POSITIVE & RESTORED³

Forest schools enhanced positive and decreased negative emotions.⁵

RESILIENT²

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



GREEN SCHOOLYARDS PROMOTE SOCIAL-EMOTIONAL SKILLS

PRACTICE

RELATIONSHIP SKILLS²

Children demonstrated more cooperative play, civil behavior and positive social relationships in green schoolyards.^{6,7}



DEVELOP

SELF-AWARENESS & SELF-MANAGEMENT

Green schoolyards can reduce aggression and discipline problems.^{6,7}

Gardening at school helped students feel proud, responsible & confident.²



SUPPORTING RESEARCH

¹www.nimh.nih.gov/health/statistics/prevalence/any-disorder-among-children.shtml ²Chawla et al. (2014). Green schoolyards as havens from stress and resources for resilience in childhood and adolescence. *Health Place*, 28, 1-13. ³Kelz et al. (2015). The restorative effects of redesigning the schoolyard: A multi-methodological, quasi-experimental study in rural Austrian middle schools. *Environ Behav*, 47(2), 119-139. ⁴Li & Sullivan (2016). Impact of views to school landscapes on recovery from stress and mental fatigue. *Landscape Urban Plan*, 148, 149-158. ⁵Roe & Aspinall (2011). The restorative outcomes of forest school and conventional school in young people with good and poor behaviour. *Urban For Urban Gree*, 10(3), 205-212. ⁶Bell & Dymont (2008). Grounds for health: The intersection of green school grounds and health-promoting schools. *Environ Educ Res*, 14(1), 77-90. ⁷Nedovic & Morrissey (2013). Calm, active and focused: Children's responses to an organic outdoor learning environment. *Learn Environ Res*, 16(2), 281-295.