

NEW CONCEPTS > NEW LANGUAGE

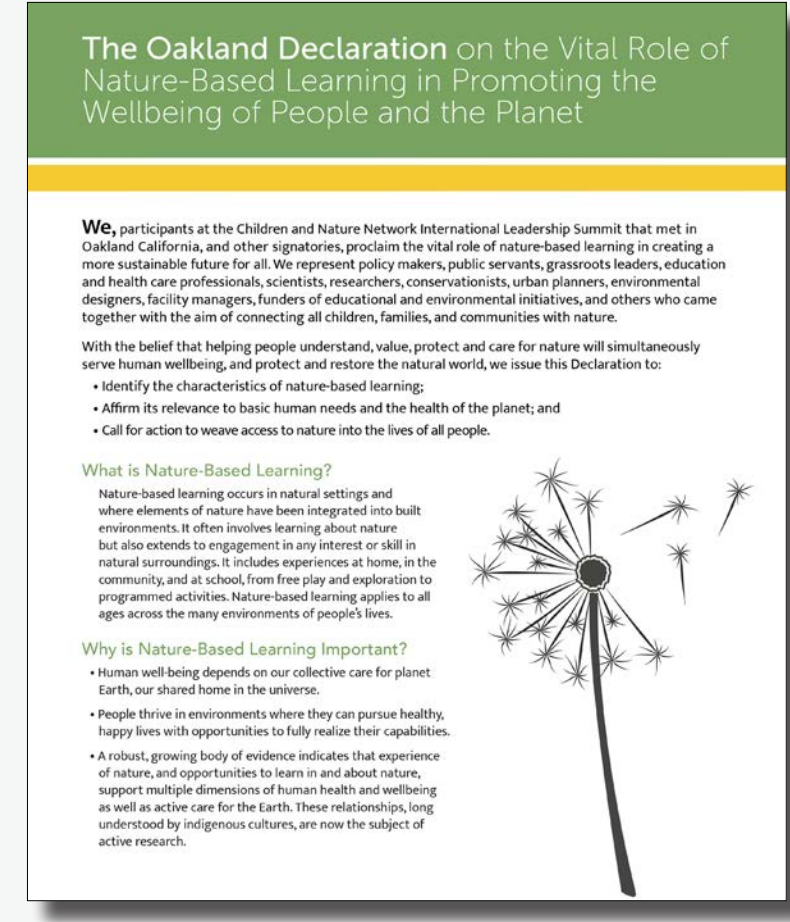
THE CHILDREN AND NATURE MOVEMENT needs language promoting regenerative biophilic planning, design, and management of urban spaces.

BIOPHILIC DESIGN ("biophilia" Greek "love of life"), creates biodiverse, equitable, inclusive, everyday places, where urban childhood and nature intersect – beginning in "year zero."

BIOTOPES (Greek "life-place") provide physical places for biological communities of plants and animals, including human daily life. Biotopes are conserved via landscape planning and created by regenerative, biophilic design.

CHILDREAR & SCHOOL FACILITIES are critically important as biotopes because:

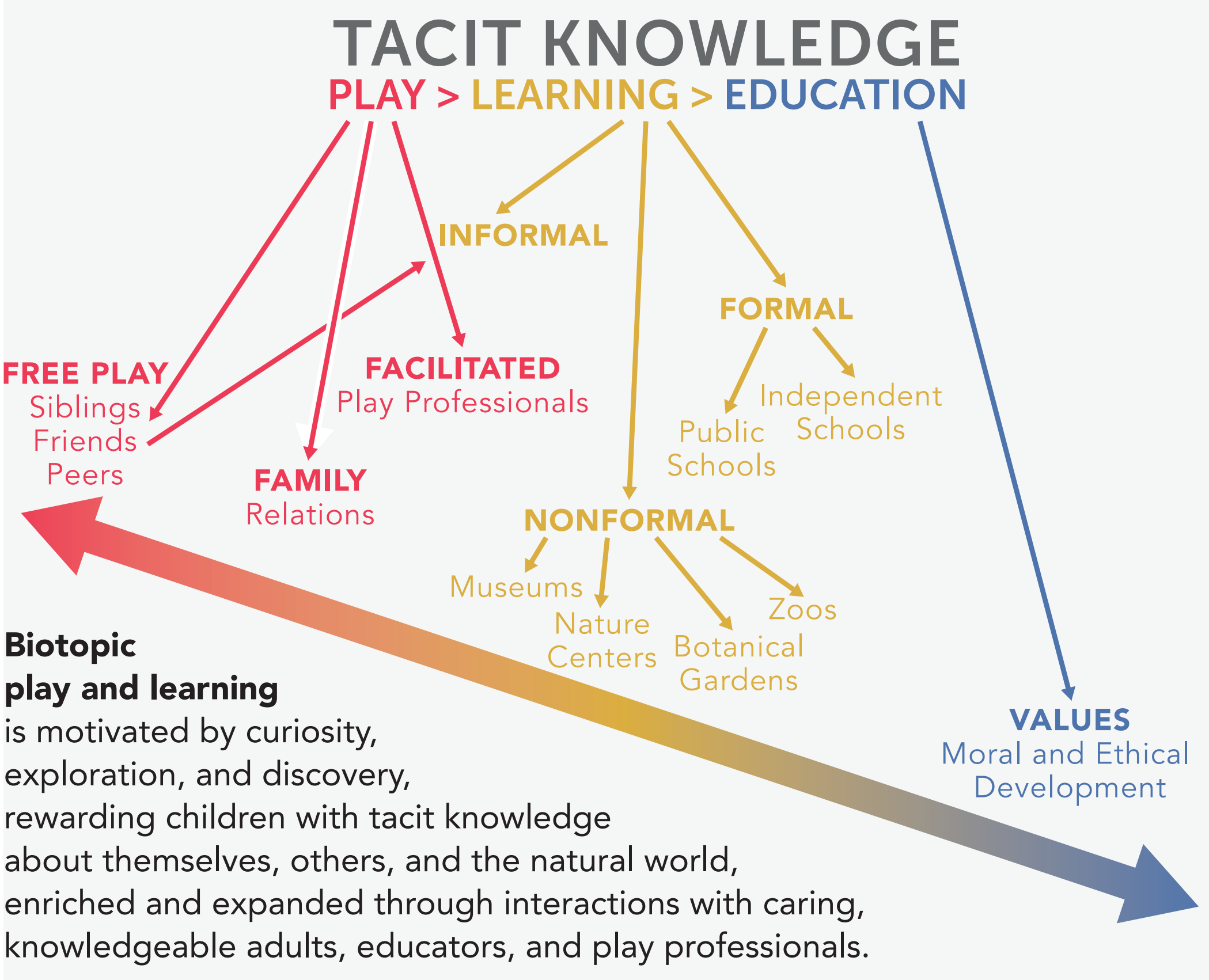
1. Children are obligated to spend the bulk of weekday waking time there.
2. Children can play and learn immersed in a natural world.



AFFORDANCE & ACTIVITY SETTING link perceptual learning & environmental interactions to design thinking expressed in bounded settings "affording" predictable, activity repertoires (as in "turnover stones" below).



BIOTOPIC PLAY, LEARNING & EDUCATION



Perception and action are intimately connected. Progressive learning of affordances is supported by further exploration of the environment and discoveries it offers.

"Turnover Stones" is an activity setting of smooth river rocks resting on mulch-covered soil within a shady grove of trees. Curiosity motivates preschoolers to explore affordances. Turning over stones, they discover what lives beneath, share and discuss – prompting teachers to extend the conversation.



Exploratory – As children develop, they learn about the growing scale of their bodies and emerging specialized skills by using environmental affordances.



Performatory – Results of previously learned affordances correspond to automated tasks learned through practice such as digging, working a faucet, riding a tricycle, using tools.

LOCAL-GLOBAL SYNERGY

NATURE-BASED SOLUTIONS
IUCN, 2016-2020

THE RIGHT TO NATURE
24 HEALTHY ECOSYSTEMS, 31 BEST PLACES TO LIVE

CONVENTION ON THE RIGHTS OF THE CHILD
United Nations ratified 1989
Now by 192 UN Member States

SOCIAL DETERMINANTS OF HEALTH
WHO, 2005-2008

Moore & Cosco, 2020. "Re-Naturing Urban Childhood"

EXEMPLARS

URBAN SCHOOLYARD BIOTOPE engaged the school community in biophilic design of 1½ acre site to regenerate:

- 216 plant species
- 102 animal species
- 43 bird species

Resulting in the book, *Natural Learning*.

SMALL TOWN SCHOOL PARK BIOTOPE on former, 4-acre deforested site, regenerated to motivate childhood friendship through playing and learning peacefully, immersed in a Longleaf Pine (*Pinus palustris*) ecosystem.

UNICEF PRIORITY

UNICEF for every child

DISCUSSION PAPER: The Necessity of Urban Green Space for Children's Optimal Development

"Set child-responsive building and infrastructure regulations, land-use standards and plans, including standards for safe and accessible green spaces."

Community participation is the key to long-term sustainability. Over time, a place-specific culture of caring evolves, recognizing local children & nature actions as contributions to global "Nature-Based Solutions."

CREATING A CULTURE OF CARING

TRANSGENERATIONAL CULTURAL EVOLUTION
Health equity of planet and people through a caring culture

Nature-based solutions connect global thinking with local action via conservation, regeneration, and green infrastructure place-making across ages and stages of childhood.

Children inherit the earth from the adults that they become

INDIVIDUAL DEVELOPMENT WITH NATURE

NC STATE NLI

"We change the culture here"

Video URL – <https://youtu.be/1YurStzkEw8>

*All photos are credited to Robin Moore or Nilda Cosco, NLI, unless otherwise noted.

Multipurpose gathering setting with reconstructed pioneer cabin in the school park, where Longleaf Pine has been regenerated, attracts a park ranger to talk about the red-cockaded woodpecker – endangered species endemic to the longleaf ecosystem (image credit: Audubon).

NC STATE NLI
Southern Pines Primary School
Blanchie Carter Discovery Park
Master Plan
October 1996, February 1999
Robin Moore, Dipl. Arch., MCP, ASLA
Michael Ornosky, ASLA, Wetland Design
Scale: 1"=20'