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|  | **RESOURCES FOR SUPPORTING LEARNING AND DEVELOPMENT THROUGH PLAY** |
| **RESEARCH / EVIDENCE SOURCES** 🕮 | **American Beliefs Associated with Encouraging Children’s Nature Experience Opportunities**  [**https://www.researchgate.net/publication/258993585\_American\_beliefs\_associated\_with\_encouraging\_children%27s\_nature\_experience\_opportunities\_Development\_and\_Application\_of\_the\_EC-NES\_Scale**](https://www.researchgate.net/publication/258993585_American_beliefs_associated_with_encouraging_children%27s_nature_experience_opportunities_Development_and_Application_of_the_EC-NES_Scale)  *This study of American adults’ attitudes towards children’s experiences in nature was based on survey data from 2,138 people who participated in an independently commissioned, online consumer survey in February 2010. A key finding was that American adults generally believe that childhood experiences in nature are important for all children, and very strongly support the claim that they personally intend to support children in having these experiences.*  **At Home With Nature: Effects of "Greenness" on Children's Cognitive Functioning**  [**http://www.sfrc.ufl.edu/urbanforestry/Resources/PDF%20downloads/Wells\_2000.pdf**](http://www.sfrc.ufl.edu/urbanforestry/Resources/PDF%20downloads/Wells_2000.pdf)  *This research study explored the effects of nature on the cognitive functioning of children in low-income urban families in the context of the housing environment.**In the first phase of the study, the children lived in “poor” housing that typically has fewer natural or restorative resources; in the second phase families were relocated to better housing. The study examined the children’s cognitive functioning at both times and documented* *that children whose homes improved the most in terms of greenness following relocation also tended to have the highest levels of cognitive functioning following the move.*  **Beyond Blue to Green: The Benefits of Contact with Nature for Mental Health and Well Being**  [**http://www.hphpcentral.com/wp-content/uploads/2010/09/beyondblue\_togreen.pdf**](http://www.hphpcentral.com/wp-content/uploads/2010/09/beyondblue_togreen.pdf)  *This report provides a review of existing Australian and international literature on the links between mental health and well-being and contact with nature, especially through green spaces. The evidence included in the review has been drawn from a range of sources including relevant electronic databases, and peer-reviewed journals. A major focus of Beyond Blue to Green was on the links between parks and other green open spaces and mental health, in particular depression and anxiety.*  **Crisis in the Kindergarten: Why Children Need to Play in School** [**http://www.allianceforchildhood.org/sites/allianceforchildhood.org/files/file/kindergarten\_report.pdf**](http://www.allianceforchildhood.org/sites/allianceforchildhood.org/files/file/kindergarten_report.pdf)  *This 2009 publication from Alliance for Childhood highlights evidence of changes in the amount of child-initiated play that occurs in kindergarten classrooms and offers both data and arguments for the importance of restoring that kind of activity.*  **The Crucial Role of Recess in School** [**http://pediatrics.aappublications.org/content/131/1/183**](http://pediatrics.aappublications.org/content/131/1/183)  *Excerpts from the American Academy of Pediatrics policy statement underscore that recess is a crucial and necessary component of a child’s development and, as such, it should not be withheld for punitive or academic reasons.*  **How We Play- Cultural Determinants of Physical Activity in Young Children**  [**http://www.playscotland.org/wp-content/uploads/assets/HowWePlayLitReview.pdf**](http://www.playscotland.org/wp-content/uploads/assets/HowWePlayLitReview.pdf)  *This literature review synthesizes the research on various socio-cultural influences on physical activity in young children at home and at school. Implications for research and policy are discussed. A summary of studies and their measurement and findings are presented as well.*  **The Impact of Pretend Play on Children’s Development: A Review of the Evidence** [**http://www.faculty.virginia.edu/ASLillard/PDFs/Lillard%20et%20al%20(2012).pdf**](http://www.faculty.virginia.edu/ASLillard/PDFs/Lillard%20et%20al%20(2012).pdf)  *The authors define pretend play and review three theoretical positions on whether and how it affects development generally, including a domain by domain analysis. Then they consider one position more deeply and address the implications of their findings for educational settings.*  **Moving Beyond Screen Time: Redefining Developmentally Appropriate Technology Use in Early Childhood Education** [**http://www.rand.org/content/dam/rand/pubs/research\_reports/RR600/RR673z2/RAND\_RR673z2.pdf**](http://www.rand.org/content/dam/rand/pubs/research_reports/RR600/RR673z2/RAND_RR673z2.pdf)  *This 2014 policy brief from the RAND Corporation challenges the traditional emphasis on screen time when discussing the use of technology in early childhood education. The authors argue that a more comprehensive definition of what constitutes developmentally appropriate technology use for young children should take into account the following six considerations: 1) Is it purposefully integrated to support learning? 2) Is the use solitary or taking place with others? 3) Is the activity sedentary or mobile? 4) What are the content and features of the* *media? 5) Are the device's features age-appropriate? 6) What is the total screen time involved?*  **Overview of Play: Its Uses and Importance in Early Intervention/Early Childhood Special Education** [**http://journals.lww.com/iycjournal/Fulltext/2011/07000/Overview\_of\_Play\_\_Its\_Uses\_and\_Importance\_in\_Early.2.aspx#**](http://journals.lww.com/iycjournal/Fulltext/2011/07000/Overview_of_Play__Its_Uses_and_Importance_in_Early.2.aspx)  *This publication presents a review about the importance of play in early intervention, early childhood special education and early childhood education and how play is regarded and used within these contexts*. |
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| **RESEARCH / EVIDENCE SOURCES** 🕮 | **Screen Sense: Setting the Record Straight—Research-Based Guidelines for Screen Use for Children Under 3 Years Old**[**http://www.zerotothree.org/parenting-resources/screen-sense/screen-sense\_wp\_final3.pdf**](http://www.zerotothree.org/parenting-resources/screen-sense/screen-sense_wp_final3.pdf)  *This resource from ZERO TO THREE reviews what is known about the effect of screen media on young children’s learning and development from birth to 3, and provides guidelines for screen use based on the evidence.*  **Technology and Interactive Media as Tools in Early Childhood Programs Serving Children** [**http://www.naeyc.org/files/naeyc/PS\_technology\_WEB.pdf**](http://www.naeyc.org/files/naeyc/PS_technology_WEB.pdf)  *This joint position statement from the National Association for the Education of Young Children and the Fred Rogers Center is intended primarily to provide guidance to those working in early childhood education programs serving children from birth through age 8. Although not developed as a guide for families in the selection and use of technology and interactive media in their homes, the information here may be helpful to inform such decisions.*  **Zero to Eight: Children’s Media Use in America 2013**  [**https://www.commonsensemedia.org/research/zero-to-eight-childrens-media-use-in-america-2013**](https://www.commonsensemedia.org/research/zero-to-eight-childrens-media-use-in-america-2013)(full report)  [**https://www.commonsensemedia.org/zero-to-eight-2013-infographic**](https://www.commonsensemedia.org/zero-to-eight-2013-infographic) (infographic of results)  *This report is based on the results of a large-scale, nationally representative survey to document children’s media environments and behaviors. To obtain these results, parents of children ages 0 to 8 in the U.S. were surveyed and asked about media ranging from books/reading and music to mobile interactive media like smartphones and tablets.* |
| **Print sources** 👓 | Journals  **American Journal of Play**[**http://www.journalofplay.org/**](http://www.journalofplay.org/)  *The* American Journal of Play*® is a forum for discussing the history, science, and culture of play. The website includes research, publications and other resources.*  **Inspiring Play Magazine**  [**http://issuu.com/inspiringplay/docs/inspiring-play-magazine-fall-2012/1?e=5549491/2965477**](http://issuu.com/inspiringplay/docs/inspiring-play-magazine-fall-2012/1?e=5549491/2965477)  *Inspiring Play is an online/print publication dedicated to inspiring stories of children, family members, community leaders, educators, corporations and playground advocates who believe in inclusive play for children and families of all abilities.*  **International Journal of Early Childhood Environmental Education** [**http://naturalstart.org/research/ijecee**](http://naturalstart.org/research/ijecee)  *This peer-reviewed open-access electronic journal promotes early childhood environmental education for global audiences.*  Articles/Reports  **Assessing and Scaffolding Make-Believe Play** [**http://www.naeyc.org/files/yc/file/201201/Leong\_Make\_Believe\_Play\_Jan2012.pdf**](http://www.naeyc.org/files/yc/file/201201/Leong_Make_Believe_Play_Jan2012.pdf)  *This thoughtful article takes an evidence-based approach to observing, understanding, and facilitating play.*  **Babies Get Out: Outdoor Settings for Infant Toddler Play**  [**http://www.naturalplaygrounds.com/documents/NaturalPlaygroundsDotCom\_Living\_RealWorld.pdf**](http://www.naturalplaygrounds.com/documents/NaturalPlaygroundsDotCom_Living_RealWorld.pdf)  *This classic 1991 article by Jim Greenman offers ideas for using outdoor places for children under two to play in.*  **The Benefits of Connecting Children with Nature** [**https://naturalearning.org/sites/default/files/Benefits%20of%20Connecting%20Children%20with%20Nature\_InfoSheet.pdf**](https://naturalearning.org/sites/default/files/Benefits%20of%20Connecting%20Children%20with%20Nature_InfoSheet.pdf)  *This is one of several evidence-based infosheets produced by the Natural Learning Initiative. This document clearly cites evidence for how connections with nature can support different domains and aspects of development.*  **Block Building and Make-Believe for Every Child** [**http://www.naeyc.org/files/tyc/file/TYC\_V3N3\_StrasserandKoeppel.pdf**](http://www.naeyc.org/files/tyc/file/TYC_V3N3_StrasserandKoeppel.pdf)  *This article offers practical suggestions for engaging boys and girls in play centers that they may not usually visit.*  **The Case for Play: How a Handful of Researchers Are Trying to Save Childhood**  [**http://chronicle.com/article/The-Case-for-Play/126382/**](http://chronicle.com/article/The-Case-for-Play/126382/)  *This article describes the work of researchers who have documented the many benefits that accrue from opportunities for young children to play.*  **Children’s Right to Play and the Environment**  [**http://ipaworld.org/wp-content/uploads/2016/05/IPA-Play-Environment-Discussion-Paper.pdf**](http://ipaworld.org/wp-content/uploads/2016/05/IPA-Play-Environment-Discussion-Paper.pdf)  [*This discussion paper*](http://ipaworld.org/wp-content/uploads/2016/05/IPA-Play-Environment-Discussion-Paper.pdf) *highlights the critical role of play to children’s well-being, development and survival and reflects upon the impact of environmental conditions on the realization of the right to play in children’s everyday lives.* |
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| **Print sources** 👓 | **Cultural Variations in Parent Support of Children’s Play**  [**http://scholarworks.gvsu.edu/cgi/viewcontent.cgi?article=1054&context=orpc**](http://scholarworks.gvsu.edu/cgi/viewcontent.cgi?article=1054&context=orpc)  *This article reveals how the amount of attention devoted to play in a particular society depends in part on the cultural beliefs about the nature of childhood, and on the adults' specific goals for their young children. An example of a finding is that some parents consider themselves appropriate social partners for their young children, but in many communities it is older siblings and peers who are the children's primary play partners.*  **The Dirt on Dirt** [**http://www.nwf.org/pdf/Be%20Out%20There/Dirt\_Report\_2012.pdf**](http://www.nwf.org/pdf/Be%20Out%20There/Dirt_Report_2012.pdf)  *Ever wondered where to find evidence supporting the benefits of children playing dirt? This is the place. This report also shares ideas for supporting joyful and developmentally appropriate experiences that involve dirt.*  **Exploring Sand Play** [**http://www.communityplaythings.com/resources/articles/2014/exploring-sand-play**](http://www.communityplaythings.com/resources/articles/2014/exploring-sand-play)  Sand and water hold a tremendous attraction for young children, but as time for play is increasingly threatened by standards and curriculum driven activities, how can teachers validate the educational value and necessity of sand in the classroom? This article offers answers across a variety of developmental domains.  **The Importance of Play in Early Childhood Development** [**http://msuextension.org/publications/HomeHealthandFamily/MT201003HR.pdf**](http://msuextension.org/publications/HomeHealthandFamily/MT201003HR.pdf)  *This “self-learning resource” provides an overview of types of play and why play is essential for a child’s development and for learning life skills. While the information in this publication is specifically for family members, the information applies to other adults and providers who have opportunities to affect the play of children.*  **The Importance of Play in Promoting Healthy Child Development and Maintaining Strong Parent-Child Bonds** [**http://pediatrics.aappublications.org/content/119/1/182.full**](http://pediatrics.aappublications.org/content/119/1/182.full)  *This report offers guidelines on how pediatricians can advocate for children by helping families, school systems, and communities consider how best to ensure that play is protected as they seek the balance in children’s lives to create the optimal developmental milieu.*  **Make the Most of Playtime** [**http://csefel.vanderbilt.edu/documents/make\_the\_most\_of\_playtime2.pdf**](http://csefel.vanderbilt.edu/documents/make_the_most_of_playtime2.pdf)  *This succinct article provides an overview of the developmental stages of play and effective play practices with children birth to 36 months with and without disabilities.*  **Making a Mud Kitchen** [**http://www.muddyfaces.co.uk/download/mudpack2016/books/Making\_a\_mud\_kitchen\_english.pdf**](http://www.muddyfaces.co.uk/download/mudpack2016/books/Making_a_mud_kitchen_english.pdf)  *This delightful publication offers guidance on creating opportunities for children to experience the deep pleasures of mud play. In addition to information about related resources, it offers support to practitioners who push the boundaries to enable young children access to the outdoors in an elemental and meaningful way.*  **Making the Most of Creativity in Activities for Young Children with Disabilities** [**http://www.naeyc.org/files/tyc/file/MitchellVol2No2NEXT.pdf**](http://www.naeyc.org/files/tyc/file/MitchellVol2No2NEXT.pdf)  *Using the MOST (Materials + Objectives + Space + Time) approach, this article offers practical suggestions and planning tips for including children with disabilities in classroom activities. Examples of how the MOST approach can be used for children with visual impairments, hearing impairments, autism, or physical disabilities are presented in a chart.*  **Natural Learning Opportunities for Infants, Toddlers, and Preschoolers** [**http://www.uconnucedd.org/pdfs/NatLearnOpps-2001.PDF**](http://www.uconnucedd.org/pdfs/NatLearnOpps-2001.PDF)  *The material and methods described in this article highlight naturally occurring learning opportunities for children from birth to six years of age with or at risk for developmental disabilities, as well as children who are typically developing.*  **Nearby Nature: A Buffer of Life Stress Among Rural Children** [**http://www.outdoorfoundation.org/pdf/NearbyNature.pdf**](http://www.outdoorfoundation.org/pdf/NearbyNature.pdf)  *The research study described in this article documented that the impact of life stress was lower among children with high levels of nearby nature than among those with little nearby nature.*  **Play and Cultural Context** [**http://www.child-encyclopedia.com/pages/PDF/Gosso-CarvalhoANGxp1.pdf**](http://www.child-encyclopedia.com/pages/PDF/Gosso-CarvalhoANGxp1.pdf)  *Using an ethnographic and observational approach, this publication looks at culture in the play of young children, including the main factors affecting the frequency, duration and the nature of play activities, gender differences, and other cultural conceptions and practices that impact time, space, materials and play partners.* |
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| **Print sources** 👓 | **Play and Disability** [**http://www.child-encyclopedia.com/pages/PDF/JenveyANGxp1.pdf**](http://www.child-encyclopedia.com/pages/PDF/JenveyANGxp1.pdf)  *This article identifies the main groups of disabilities present in early childhood and considers how those disabilities affect children’s development and engagement in play.*  **Play Modifications for Children with Disabilities** [**http://journal.naeyc.org/btj/200305/playmodifications\_sandall\_1.pdf**](http://journal.naeyc.org/btj/200305/playmodifications_sandall_1.pdf)  *This article addresses the importance of observing a child’s play, identifying areas of struggle, and matching the level of support to the child’s need. It offers useful and practical ideas of how to support the inclusion of children of diverse abilities in opportunities to play.*  **The Power of Play** [**https://www.zerotothree.org/document/196**](https://www.zerotothree.org/document/196)  *From day one, children are eager and determined to understand how the world works. They do this through play, using all the “tools” they have at their disposal. This brochure explores how play supports all areas of children’s development. Also included are age-based suggestions for playtime from birth to 3.*  **Quality Outdoor Play Spaces for Young Children** [**http://www.naeyc.org/yc/files/yc/file/201411/YC1114\_Quality\_Outdoor\_Play\_Spaces\_Wright.pdf**](http://www.naeyc.org/yc/files/yc/file/201411/YC1114_Quality_Outdoor_Play_Spaces_Wright.pdf)  *This 2014 article from Young Children provides a clear overview of the importance of and types of quality outdoor play for young children.*  **Superheroes: An Opportunity for Prosocial Play** [**http://www.naeyc.org/files/yc/file/201107/Superheroes\_an\_opportunity\_for\_prosocial\_play.pdf**](http://www.naeyc.org/files/yc/file/201107/Superheroes_an_opportunity_for_prosocial_play.pdf)  *Through the experience of a preschool teacher, this article discusses the benefits of superhero play and how it can be used to promote children’s social-emotional skills. Strategies for fostering prosocial superhero play are provided as well.*  **Supporting Outdoor Play and Exploration for Infants and Toddlers**  [**http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/docs/ehs-ta-paper-14-outdoor-play.pdf**](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/docs/ehs-ta-paper-14-outdoor-play.pdf)  *This technical assistance paper explores the benefits of outdoor time for infants and toddlers and provides suggestions for creating outdoor play spaces, safety considerations, and strategies and policies that support this important part of quality infant–toddler programming.* |
| **audiovisual sources** ✇ | **Caine’s Arcade** [**http://cainesarcade.com/**](http://cainesarcade.com/)  *9-year-old Caine Monroy spent his summer vacation building an elaborate cardboard arcade inside his dad's used auto parts store, and dreaming of the day when he would have customers come and play his games. The entire summer went by, and Caine never had a single customer. Then, on the last day of summer, a filmmaker walked in by chance to buy a door handle for his car. He became Caine's first customer, and made this short film to make* *Caine's day* *and share Caine's Arcade with the world. Watch the film to see what happened next!*  **Children, Free Play and 60 Homemade Musical Instruments** [**https://www.youtube.com/watch?v=qjqM3DI6yO4**](https://www.youtube.com/watch?v=qjqM3DI6yO4)  *This video shows a class of 4.4 to 5.4 year olds exploring my 60 homemade musical instruments through free hands-on play. It's loud, it's amazingly educational and it's fun!*  **Children Speak About the Importance of Play** [**https://www.youtube.com/watch?v=sby38BbLZuY**](https://www.youtube.com/watch?v=sby38BbLZuY)  *In this delightful video from Ireland, children speak candidly about the importance and benefits of play.*    **Get ‘Em Outside** [**http://www.gettingkidsoutdoors.org/get-%E2%80%98em-outside-video/**](http://www.gettingkidsoutdoors.org/get-%E2%80%98em-outside-video/)  *This 5 minute video about hands-on learning in outdoor settings was created by the No Child Left Inside coalition.*  **Importance of Play** [**http://www.youtube.com/watch?v=t5JyA0m2TvE&feature=related**](http://www.youtube.com/watch?v=t5JyA0m2TvE&feature=related)  *Rowan Professor Karen Hutchison talks about the importance of play for young children.*  **Kevin Carroll – Interview**  [**https://www.youtube.com/watch?v=-L8JRODgRjM**](https://www.youtube.com/watch?v=-L8JRODgRjM) *This is inspiring three-minute video on the transformative power of play was extracted from Mr. Carroll’s presentation at the U.S. Play Coalition Conference.*  **Kids with Special Needs and the Power of Play** [**http://www.youtube.com/watch?v=pwWeW7PTB\_w**](http://www.youtube.com/watch?v=pwWeW7PTB_w)  *This video demonstrates the power of fun and toys for children with disabilities and their families.*  **A Natural Playground With Musical Instruments**[**https://www.youtube.com/watch?v=4LC9mi9dsXI**](https://www.youtube.com/watch?v=4LC9mi9dsXI)  *This video shows a natural playground with musical instruments at a school in Perth, Western Australia.* |

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| **audiovisual sources** ✇ | **Nature Therapy** [**https://youtu.be/Bf5TgVRGND4**](https://youtu.be/Bf5TgVRGND4)  *This very brief video takes an irreverent approach to highlighting the importance of getting outdoors to experience nature.*  **Nature-Based Learning and Development for Teachers** [**http://view.vzaar.com/4501587/download**](http://view.vzaar.com/4501587/download)  *This skillfully organized video connects opportunities for nature-based outdoor experiences to learning and development across all domains of development. A companion video (Nature-Based Learning and Development for Administrators) looks at the rationales for nature-based learning from the perspective of program directors and leaders* [**http://view.vzaar.com/4501588/download**](http://view.vzaar.com/4501588/download)  **Shane’s Inspiration: Where I Feel Like Me** [**http://www.youtube.com/watch?v=yUDKtK6Gfls**](http://www.youtube.com/watch?v=yUDKtK6Gfls)  *This video tells the story of the international non-profit Shane's Inspiration, based in Los Angeles, whose mission is to foster a bias-free world for children with disabilities through inclusive playgrounds and programs. Shane's Inspiration partners with communities to design and build fully-inclusive play environments and offers inclusive playground programming for schools and recreation departments.*  **Stuart Brown: Play Is More Than Fun**  [**http://www.ted.com/talks/stuart\_brown\_says\_play\_is\_more\_than\_fun\_it\_s\_vital.html**](http://www.ted.com/talks/stuart_brown_says_play_is_more_than_fun_it_s_vital.html)  *A pioneer in research on play, Dr. Stuart Brown says humor, games, roughhousing, flirtation and fantasy are more than just fun. This video makes the case that plenty of play in childhood makes for happy, smart adults — and keeping it up can make us smarter at any age.*  **This Is Me : Article 31 and a Child's Right to Play https://www.youtube.com/watch?v=0KhsxMCrTKE**  *This brief video captures the importance of play, embodied in Article 31 of the U. N. Convention on the Rights of the Child.*  **Three Generations Talk About Play** [**https://youtu.be/1XDVDyDJ3s0**](https://youtu.be/1XDVDyDJ3s0)  *This brief video highlights differences in attitudes about and priorities for play across three generations – children, parents, and grandparents.*  **What About Play? The Value of Investing in Children’s Play** [**https://youtu.be/IjoG6tMq9ZU**](https://youtu.be/IjoG6tMq9ZU)  *This 10 minute video explores the value of play, playful inquiry and the role of adults in supporting, advocating for and investing in children’s play. A companion full-color, 42 page book is available to purchase from the Portland Children’s Museum* [**http://www.portlandcm.org/shop/educational-materials/what-about-play**](http://www.portlandcm.org/shop/educational-materials/what-about-play).  **When Education Goes Wrong: Taking Creativity and Play Out of** **Learning** [**http://www.youtube.com/watch?v=BZzFM1MHz\_M**](http://www.youtube.com/watch?v=BZzFM1MHz_M)  *Dr. Nancy Carlsson-Paige, professor emerita of Lesley University, is the co-founder of Defending the Early Years, a nonprofit project whose purpose is to encourage educators to speak out about current policies that are affecting the education of young children. In this TED talk, Nancy speaks about how educational institutions, in their attempts to meet the bureaucratic limitations of "Race to the Top" and "No Child Left Behind" policies, have eliminated creative play from early childhood education—resulting in the loss of problem-solving and critical-thinking skills in later years.* |
| **ONLINe sources** 🖳 | **Be Active Kids** [**http://www.beactivekids.org**](http://www.beactivekids.org)  *Be Active Kids is an interactive health program, funded by the Blue Cross and Blue Shield of North Carolina Foundation, for children ages birth* *to five. It is available to adults working in child care centers, child care homes, and schools across North Carolina. It's evidence-based and evidence-informed messages are carried out through five cuddly and adventurous characters.  Using these characters as their guides, children can engage in playful experiences, interact with a story, explore their natural surroundings, and much more. On this website there are special areas for trainers, childcare providers, teachers, parents, and other community members interested in improving and maintaining the health of young children through appropriate physical activity and nutrition, including a section with information and resources on play* [**http://www.beactivekids.org/beactive-in-community/play-intitiatives/play-information-and-resources**](http://www.beactivekids.org/beactive-in-community/play-intitiatives/play-information-and-resources).  **Children and Nature Network** [**http://www.childrenandnature.org/**](http://www.childrenandnature.org/)  *This network is leading the movement to connect children, families, and communities to nature through innovative ideas, evidence-based resources and tools, and broad-based collaboration.*  **Children and Nature: Helping Kids Connect to Life Mysteries**  [**http://www.rootsofaction.com/leave-no-child-inside-how-nature-benefits-children/**](http://www.rootsofaction.com/leave-no-child-inside-how-nature-benefits-children/)  *This website features both a brief video on the importance and effectiveness of learning outside and resources for supporting learning in natural settings.* |
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|  | **Community Playthings** [**http://www.communityplaythings.com/**](http://www.communityplaythings.com/)  *Go to the “resource” section of this website and you will be able to search for videos, articles or blogs on aspects of play.*  **Gardening with Young Children**  *Here are three websites with ideas for gardening with young children.*   * *Garden Lessons* **http://www.growinggardeners.net/garden-based-curriculum-1st-5th/** * *Gardening with Children* [**http://eartheasy.com/grow\_gardening\_children.htm**](http://eartheasy.com/grow_gardening_children.htm) * *Gardening with Small Children* [**http://www.reneesgarden.com/articles/child.html**](http://www.reneesgarden.com/articles/child.html)   **The Green Desk** [**http://www.naturalearning.org/greendesk**](http://www.naturalearning.org/greendesk)  *The website is a resource for early childhood educators, childcare providers, administrators, and professionals seeking the latest information to create high quality, healthy outdoor environments for young children*.  **Growing Minds: Farm to School** [**http://growing-minds.org/**](http://growing-minds.org/) [*This website features a number of guides, lesson plans and literacy resources to help early childhood educators implement school garden and tasting activities with these young students.*](http://growing-minds.org/preschool/) *One section of resources (Farm to Preschool) is devoted to activities and ideas for preschool children and settings* [**http://growing-minds.org/nfsn-farm-to-preschool/**](http://growing-minds.org/nfsn-farm-to-preschool/).  **International Play Association (IPA)** [**http://ipaworld.org/**](http://ipaworld.org/)  ***IPA’s purpose is to protect, preserve and promote the child’s right to play as a fundamental human right. To that end, the website has a variety of resources and references related to supporting young children.***  **The Learning in Loose Parts**  [**http://www.communityplaythings.com/resources/articles/2015/the-learning-in-loose-parts**](http://www.communityplaythings.com/resources/articles/2015/the-learning-in-loose-parts)  *This website provides an overview and examples of the concept of loose parts as well as resources and additional links.*  **Let’s Play Projects** [**http://www.letsplay.buffalo.edu/**](http://www.letsplay.buffalo.edu/)  *This website provides ideas and strategies to promote play for young children of diverse abilities through better access to play materials, and use assistive technology to give the children this critical access. Typical solutions revolve around "low tech" assistive technology. By building on what the child can do, and by creating interactive play environments, families can reclaim play as a critical component of childhood!*  **Making a Mud Kitchen** [**http://www.communityplaythings.com/resources/articles/2014/making-a-mud-kitchen**](http://www.communityplaythings.com/resources/articles/2014/making-a-mud-kitchen)  *This website has great free ideas for supporting this playful approach to learning.*  **National Institute for Play (NIP)** [**http://nifplay.org/**](http://nifplay.org/)  *The National Institute for Play is a 501c (3) non-profit public benefit corporation committed to bringing the unrealized knowledge, practices and benefits of play into public life. One section of the NIP website focuses on using science to discover all that play has to teach us about transforming our world.*  **Natural Learning Initiative (NLI)** [**http://www.naturalearning.org/**](http://www.naturalearning.org/)  *The purpose of the* ***Natural Learning Initiative*** *is to promote the importance of the natural environment in the daily experience of all children, through environmental design, action research, education, and dissemination of information. The “Resource” section of the NLI website features research, reports, articles and other information. One of many NLI resources is Infosheets, English and Spanish publications, each of which*  *specific aspects of quality affordable outdoor learning environments for children* [**https://naturalearning.org/nli-infosheets**](https://naturalearning.org/nli-infosheets).  **Natural Start Alliance** [**http://naturalstart.org/**](http://naturalstart.org/)  *The Natural Start Alliance is a coalition of educators, parents, organizations, and others who want to help young children connect with nature and care for the environment. Natural Start is a project of the North American Association for Environmental Education. The site features publications, resources, and examples of exemplary early childhood programs.*  **Nature Action Collaborative for Children (NACC)** [**http://www.pgpedia.com/n/nature-action-collaborative-children**](http://www.pgpedia.com/n/nature-action-collaborative-children)  *The NACC is dedicated to re-connecting children with the natural world. Recognizing that children worldwide face societal, technological, and environmental conditions that are adversely affecting their physical and mental health, NACC is providing nature education resources to enrich their daily lives.* |

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|  | **RESOURCES FOR SUPPORTING LEARNING AND DEVELOPMENT THROUGH PLAY** |
| **ONLINe sources** 🖳 | **Nature-Based Learning and Development: Let’s Go Play (And Learn) Outside**  [**http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/nature-based-learning**](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/nature-based-learning)  *This section of the Early Childhood Learning and Knowledge Center website features articles, downloadable videos, and other resources for teachers and administrators.*  **Nature Explore** [**http://www.natureexplore.org/**](http://www.natureexplore.org/)  This collaborative supports efforts to connect children with nature. Among the many resources on the website are a section devoted to ways in which families can help their children to connect with and appreciate nature.  **North American Association for Environmental Education (NAAEE)**  [**http://www.naaee.net/**](http://www.naaee.net/)  *This website features resources for educators who provide professional development on environmental education.*  **Outdoor Activities for Children** [**http://fun.familyeducation.com/play/outdoor-activities/33394.html**](http://fun.familyeducation.com/play/outdoor-activities/33394.html)  *This section of Family Education website lists dozens of ideas for supporting learning and development through outdoor play. Many of the activities could be easily modified to support dual language learners or children of diverse abilities.*  **PlayDaze** [**http://www.beactivekids.org/beactive-in-community/play-intitiatives/playdaze/**](http://www.beactivekids.org/beactive-in-community/play-intitiatives/playdaze/)  *North Carolina’s PlayDaze celebrates the value of play and is designed to provide diverse play activities for toddlers to grandparents!  Schools, child care centers, organizations, churches, families, and communities are urged to create an event and/or participate in PlayDaze lasting one hour up to an entire weekend, the choice is yours.  An organized event can be as small as an intimate neighborhood gathering or as large as a massive park event.  The point is to play for the sake of playing, to be physically active, to challenge each individual to be creative in mind and body, to take risks, to make individual choices, to connect with their family, friends, neighbors and community, and share in the joy of discovery and interaction without the need for competition.  Learn more by visiting the PlayDaze website.*  **Resource Guide Supplement to *Last Child in the Woods*** [**http://richardlouv.com/books/last-child/resource-guide/**](http://richardlouv.com/books/last-child/resource-guide/)  *This website features resources for parents, teachers, and community leaders to help them encourage children's enjoyment of the great outdoors, including nature activities for children and families, books and helpful links.*  **Sequential Outdoor Learning Environment**  [**http://www.solenvironment.org/**](http://www.solenvironment.org/)  *This website offers information and resources related to environments that are specifically designed to support children of diverse abilities including autism. These unique spaces, which are equally engaging for any child, offer a fun, safe and secure outdoor play and learning environment, while also presenting an array of opportunities to overcome common challenges.*  **Step Away from the Photocopier: Learning through Play #nomoreworksheets**  [**https://tecribresearch.wordpress.com/2015/08/29/step-away-from-the-photocopier-reggio-inspired-liteplay-nomoreworksheets/**](https://tecribresearch.wordpress.com/2015/08/29/step-away-from-the-photocopier-reggio-inspired-liteplay-nomoreworksheets/)  *Stop at this site to enter the world of evidence for engaging and playful alternatives to work sheets.*  **Tips on Playing With Babies and Toddlers**  [**https://www.zerotothree.org/resources/1081-tips-on-playing-with-babies-and-toddlers**](https://www.zerotothree.org/resources/1081-tips-on-playing-with-babies-and-toddlers)  *Access this resource from the ZERO TO THREE website to get tips on supporting learning and exploration through play. Suggestions for supporting infants and toddlers of diverse abilities are included.*  **ZERO TO THREE (ZTT)** [**https://www.zerotothree.org/resources?q=play**](https://www.zerotothree.org/resources?q=play)  *This section of the ZTT website features a number of free resources on play for infants and toddlers.* |