

Benefits of Schoolyard Forests

Summary

Schoolyard forests are groves of climate-adapted tree species that include large trees, high biodiversity, and are designed to invite students in to nurture and protect them from extreme heat during outdoor learning, physical activities, social gatherings, and play. They are adaptable to most campus sizes and useful for all age groups. This document provides an overview of the many benefits of schoolyard forests and the research that supports these claims.

Health

Schoolyard Forests Benefit Physical Health

- Creates a schoolyard climate oasis with a cooler microclimate than other unshaded areas of the grounds¹
- Protects from heat and sun exposure^{2,3,4}
- Improves air quality and reduces asthma and pulmonary disease^{5,6,7}
- Encourages physical activity^{8,9,10,11}
- Improves physical activity self-efficacy¹²
- Decreases obesity rates^{13,14,15}
- Supports motor skill development and function^{16,17}
- Enhances brain development and function^{18,19}
- Improves vision and sleep^{20,21,22,23,24,25}
- Boosts immune system health and reduces risk of infectious and chronic disease²⁶
- Reduces health equity gaps^{27,28}

Schoolyard Forests Benefit Mental Health

- Reduces stress, anxiety, and depressive symptoms^{29,30,31,32,33}
- Strengthens a sense of belonging³⁴
- Restores a sense of calm and well-being^{35,36}
- Increases positive social behavior^{37,38,39,40}
- Promotes social-emotional wellness^{41,42,43,44}
- Provides awe-inspiring experiences⁴⁵
- Improves happiness and well-being for children and staff^{46,47,48}
- Increases comfort in nature and sense of place⁴⁹
- Supports positive body image and confidence in physical ability⁵⁰
- Reduces bullying, anti-social behavior, and student misconduct^{51,52}
- Supports trauma-informed care and education⁵³



Learning

Schoolyard Forests Benefit Academic Achievement

- Increase attention, motivation, concentration, and working memory^{54,55,56,57}
- Provide hands-on and experiential learning opportunities⁵⁸
- Improve academic performance and test scores^{59,60,61,62,63}
- Support struggling students to work toward academic equity^{64,65}
- Boost creativity and collaboration⁶⁶

Schoolyard Forests Benefit Environmental Literacy

- Provide opportunities for nature connection^{67,68,69}
- Demonstrate ecosystem services^{70,71}
- Provide opportunities to observe and interact with birds, insects, and other wildlife⁷²
- Strengthen understanding of the local environment^{73,74,75,76}
- Increase sense of place and ownership⁷⁷
- Support environmental literacy and environmental advocacy⁷⁸
- Improve teacher competence and willingness to provide lessons outdoors⁷⁹

Schoolyard Forests Benefit Career Development

- Creates green jobs and training opportunities⁸⁰
- Supports Career Technical Education in design and construction⁸¹



Ecology

Schoolyard Forests Benefit Environmental Health

- Restore or increase plant species and communities native or adapted to the region⁸²
- Improve air quality, water quality, and soil health $^{\rm 83,}$ $_{\rm 84,85}$
- Preserve soil moisture⁸⁶
- Reduce soil erosion and build new healthy soil⁸⁷
- Provide habitat for pollinators, wildlife, and other living beings⁸⁸
- Increase biodiversity⁸⁹

Schoolyard Forests Benefit Watershed Health and Stormwater Management

- Restore or mimic natural hydrology⁹⁰
- Improve water qualit⁹¹
- Reduce flood risk⁹²
- Recharge groundwater aquifers93
- Increase riparian habitat⁹⁴
- Improve watershed health⁹⁵
- Help districts meet planned Municipal Separate Storm Sewer System (MS4) requirements

Schoolyard Forests Benefit Climate Resilience

- Increase city and community climate resilience⁹⁶
- Moderate the temperature and decrease energy consumption needed for cooling or heating⁹⁷
- Capture carbon and reduce greenhouse gas emissions^{98,99}
- Reduce the need for irrigation by preserving soil moisture¹⁰⁰
- Reduce the replacement quantities of asphalt, concrete, and other high embodied energy materials (materials that require a lot of energy to make or construct) for paving¹⁰¹
- Provide a demonstration for students and community members to raise awareness on climate-appropriate design¹⁰²
- Increase connection and empathy for nature¹⁰³
- Increase stewardship, responsibility, and advocacy^{104,105}
- Increase understanding of ecology and Earth's systems^{106,107}





A bioswale (left) collects and stores stormwater runoff. Planting shade trees (right) is an excellent way to reduce temperatures on school grounds.

Community

Schoolyard Forests Benefit Community Health and Engagement

- Increase equitable access to nature and its myriad benefits¹⁰⁸
- Increase community cohesion^{109,110}
- Increase community resilience¹¹¹
- Foster family engagement¹¹²
- Increase environmental stewardship^{113,114}
- Increase sense of ownership and responsibility^{115,116}
- Reduce bullying, anti-social behavior, and student misconduct^{117,118}
- Support trauma-informed care and education¹¹⁹
- Reduce crime, especially violent crime¹²⁰



Students work together to plant a schoolyard forest, helping to green their grounds and build relationships.

References

Health References

¹Antoniadis, D., Katsoulas, M., & Papanastasiou, D. K. (2020). Thermal environment of urban schoolyards: Current and future design with respect to children's thermal comfort. *Atmosphere*, 11(11), 1144. <u>https://doi.org/10.3390/atmos11111144</u>_

² Antoniadis, D., Katsoulas, M., & Papanastasiou, D. K. (2020). Thermal environment of urban schoolyards: Current and future design with respect to children's thermal comfort. *Atmosphere*, 11(11), 1144. <u>https://doi.org/10.3390/atmos11111144</u>

³ Moreno, A., Tangenberg, J., Hilton, B. N., & Hilton, J. K. (2015). An environmental assessment of school shade tree canopy and implications for sun safety policies: The Los Angeles Unified School District. *ISPRS International Journal of Geo-Information*, 4(2), 607–625. <u>https://doi.org/10.3390/ijgi4020607</u>

⁴Lanza, K., Alcazar, M., Hoelscher, D. M., & Kohl, H. W. III. (2021). Effects of trees, gardens, and nature trails on heat index and child health: Design and methods of the Green Schoolyards Project. *BMC Public Health* 21(98). <u>https://doi.org/10.1186/s12889-020-</u> 10128-2

⁵Prathibha, P. S., Cross, E. S., Strehl, R. L., Yeager, R. A. II, Bhatnagar, A., & Turner, J. R. (2020). Green Heart Louisville: Community-level assessment of exposure to air pollution. *AGU Fall Meeting Abstracts*, December 2020.

⁶ Hirabayashi, S., & Nowak, D. J. (2016). Comprehensive national database of tree effects on air quality and human health in the United States. *Environmental Pollution*, 215, 48–57. <u>https://doi.org/10.1016/j.envpol.2016.04.068</u>

⁷Kosti, R. I., Kostas, N., Priftis, M. B., Anthracopoulos, A. P., Grigoropoulou, D., Lentzas, Y., Yfanti, K., & Panagiotakos, D. B. (2012). The association between leisure-time physical activities and asthma symptoms among 10- to 12-year-old children: The effect of living environment in the PANACEA study. *Journal of Asthma*, 49(4), 342–348. <u>https://doi.org/10.3109/02770903.2011</u>. <u>652328</u>

⁸Raney, M. A., Hendry, C. F., & Yee, S. A. (2019). Physical activity and social behaviors of urban children in green playgrounds. *American Journal of Preventive Medicine*, 56(4), 522–529.

⁹Raney, M. A., Daniel, E., & Jack, N. (2023). Impact of urban schoolyard play zone diversity and nature-based design features on unstructured recess play behaviors. *Landscape and Urban Planning*, 230. https://doi.org/10.1016/j.landurbplan.2022.104632

¹⁰ Almanza, A., Jerrett, M., Dunton, G., Seto, E., & Pentz, M. A. (2012). A study of community design, greenness, and physical activity in children using satellite, GPS and accelerometer data. *Health & Place*, (18)1, 46–54. <u>https://doi.org/10.1016/j.</u> <u>healthplace.2011.09.003</u>

¹¹ Janssen, I., & Rosu, A. (2015). Undeveloped green space and free-time physical activity in 11 to 13-year-old children. *International Journal of Behavioral Nutrition and Physical Activity*, 12(26). <u>https://doi.org/10.1186/s12966-015-0187-3</u>

¹² McCracken, D. S., Allen, D. A., & Gow, A. J. (2016). Associations between urban greenspace and health-related quality of life in children. *Preventive Medicine Reports*, 3, 211–221. <u>https://doi.org/10.1016/j.pmedr.2016.01.013</u> ¹³ Jia, P., Cao, X., Yang, H., Dai, S., He, P., Huang, G., Wu, T., & Wang, Y. (2021). Green space access in the neighbourhood and childhood obesity. *Obesity Reviews: An Official Journal of the International Association for the Study of Obesity*, 22(S1), e13100. https://doi.org/10.1111/obr.13100

¹⁴ Sanders, T., Feng, X., Fahey, P., Lonsdale, C., & Astell-Burt, T. (2015). Greener neighbourhoods, slimmer children? Evidence from 4423 participants aged 6 to 13 years in the Longitudinal Study of Australian Children. *International Journal of Obesity*, 39, 1224– 1229. <u>https://doi.org/10.1038/ijo.2015.69</u>

¹⁵Lovasi, G. S., Schwartz-Soicher, O., Quinn, J. W., Berger, D. K., Neckerman, K. M., Jaslow, R., Lee, K. K., & Rundle, A. (2013). Neighborhood safety and green space as predictors of obesity among preschool children from low-income families in New York City. *Preventive Medicine*, 57(3)189–193. <u>https://doi.org/10.1016/j.</u> ypmed.2013.05.012

¹⁶ Lim, C., Donovan, A. M., Harper, N. J., & Naylor, P.-J. (2017). Nature elements and fundamental motor skill development opportunities at five elementary school districts in British Columbia. *International Journal of Environmental Research and Public Health*, 14(10), 1279. https://doi.org/10.3390/ijerph14101279

¹⁷ Fjørtoft, I. (2004). Landscape as playscape: The effects of natural environments on children's play and motor development. *Children, Youth and Environments*, 14(2), 21–44.

¹⁸ Dadvand, P., Nieuwenhuijsen, M. J., Esnaola, M., Forns, J., Basagaña, X., Alvarez-Pedrerol, M., Rivas, I., López-Vicente, M., De Castro Pascual, M., Su, J., Jerrett, M., Querol, X., & Sunyer, J.. (2015). Green spaces and cognitive development in primary schoolchildren. *Proceedings of the National Academy of Sciences*, 112(26), 7937–7942. <u>https://doi.org/10.1073/pnas.1503402112</u> ¹⁹ Dadvand, P., Pujol, J., Macià, D., Martínez-Vilavella, G., Blanco-Hinojo, L., Mortamais, M., Alvarez-Pedrerol, M., Fenoll, R., Esnaola, M., Dalmau-Bueno, A., López-Vicente, M., Basagaña, X., Jerrett, M., Nieuwenhuijsen, M. J., & Sunyer, J. (2018). The association between lifelong greenspace exposure and 3-dimensional brain magnetic resonance imaging in Barcelona schoolchildren. *Environmental Health Perspectives*, 126(2). <u>https://doi.org/10.1289/</u> EHP1876

²⁰ Ho, C. L., Wu, W. F., & Liou, Y. M. (2019). Dose-response relationship of outdoor exposure and myopia indicators: A systematic review and meta-analysis of various research methods. *International Journal of Environmental Research and Public Health*, 16(14), 2595.

²¹Grzybowski, A., Kanclerz, P., Tsubota, K., Lanca, C., & Saw, S. M. (2020). A review on the epidemiology of myopia in school children worldwide. *BMC Ophthalmology*, 20(1), 27.

²²Lee, H., Kim, S., & Kim, D. (2014). Effects of exercise with or without light exposure on sleep quality and hormone responses. *Journal of Exercise Nutrition & Biochemistry*, 18(3), 293–299.

²³ Baradaran Mahdavi, S., Mansourian, M., Shams, E., Qorbani, M., Heshmat, R., Motlagh, M. E., Ziaodini, H., Dashti, R., Taheri, M., & Kelishadi, R. (2020). Association of sunlight exposure with sleep hours in Iranian children and adolescents: The CASPIAN-V study. *Journal of Tropical Pediatrics*, 66(1), 4–14.

²⁴ Luo, J., Cao, M., Sun, F., Shi, B., Wang, X., & Jing, J. (2020). Association between outdoor activity and insufficient sleep in Chinese school-aged children. *Medical Science Monitor: International Medical Journal of Experimental and Clinical Research*, 26, e921617.





²⁵ Adolescent Sleep Working Group, Committee on Adolescence and Council on School Health. (2014). School start times for adolescents. *Pediatrics*, 134, 642.

²⁶ Rook, G. A. (2013). Regulation of the immune system by biodiversity from the natural environment: An ecosystem service essential to health. *Proceedings of the National Academy* of Science, 110(46), 18360–18367. <u>https://doi.org/10.1073/</u> pnas.1313731110

²⁷ Bikomeye, J. C., Balza, J., & Beyer, K. M. (2021). The impact of schoolyard greening on children's physical activity and socioemotional health: A systematic review of experimental studies. *International Journal of Environmental Research and Public Health*, 18(2), 535. https://doi.org/10.3390/ijerph18020535

²⁸ Raney, M. A., Daniel, E., & Jack, N. (2023). Impact of urban schoolyard play zone diversity and nature-based design features on unstructured recess play behaviors. *Landscape and Urban Planning*, 230. https://doi.org/10.1016/j.landurbplan.2022.104632

²⁹ Akpinar, A. (2016). How is high school greenness related to students' restoration and health? *Urban Forestry & Urban Greening*, 16, 1–8.

³⁰ Kelz, C., Evans, G. W., & Röderer, K. (2015). The restorative effects of redesigning the schoolyard: A multi-methodological, quasi-experimental study in rural Austrian middle schools. *Environment and Behavior*, 47(2), 119–139. <u>https://doi.org/10.1177/0013916513510528</u>

³¹Bezold, C. P., Banay, R. F., Coull, B. A., Hart, J. E., James, P., Kubzansky, L. D., Missmer, S. A., Laden, F. (2018). The association between natural environments and depressive symptoms in adolescents living in the United States. *Journal* of Adolescent Health, 62(4), 488–495. <u>https://doi.org/10.1016/j.</u> jadohealth.2017.10.008_

³² Bezold, C. P., Banay, R. F., Coull, B. A., Hart, J. E., James, P., Kubzansky, L. D., Missmer, S. A., & Laden, F. (2018). The relationship between surrounding greenness in childhood and adolescence and depressive symptoms in adolescence and early adulthood. *Annals of Epidemiology*, 28(4), 213–219. <u>https://doi.</u> org/10.1016/j.annepidem.2018.01.009 ³³ Maas, J., Verheij, R. A., de Vries, S., Spreeuwenberg, P., Schellevis, F. G., Groenewegen, P. P. (2009). Morbidity is related to a green living environment. *Journal of Epidemiology & Community Health*, 63, 967–973. https://jech.bmj.com/content/63/12/967

³⁴ Jennings, V., & Omoshalewa, B. 2019. The relationship between social cohesion and urban green space: An avenue for health promotion. *International Journal of Environmental Research and Public Health*, 16(3), 452. https://doi.org/10.3390/ijerph16030452

³⁵ Kelz, C., Evans, G. W., & Röderer, K. (2015). The restorative effects of redesigning the schoolyard: A multi-methodological, quasi-experimental study in rural Austrian middle schools. *Environment and Behavior*, 47(2), 119–139. <u>https://doi.</u> org/10.1177/0013916513510528

³⁶ van den Berg, A. E., Maas, J., Verheij, R. A., & Groenewegen, P. P. (2010). Green space as a buffer between stressful life events and health. *Social Science & Medicine*, 70(8), 1203–1210. <u>https://</u>doi.org/10.1016/j.socscimed.2010.01.002

³⁷Raney, M. A., Hendry, C. F., & Yee, S. A. (2019). Physical activity and social behaviors of urban children in green playgrounds. *American Journal of Preventive Medicine*, 56(4), 522–529.

³⁸ Bates, C. R., Bohnert, A. M., & Gerstein, D. E. (2018). Green schoolyards in low-income urban neighborhoods: Natural spaces for positive youth development outcomes. *Frontiers in Psychology*, 9. https://doi.org/10.3389/fpsyg.2018.00805

³⁹ Raney, M. A., Daniel, E., & Jack, N. (2023). Impact of urban schoolyard play zone diversity and nature-based design features on unstructured recess play behaviors. *Landscape and Urban Planning*, 230. https://doi.org/10.1016/j.landurbplan.2022.104632

⁴⁰ Putra, I. G. N. E., Astell-Burt, T., Cliff, D. P., Vella, S. A., John, E. E., & Feng, X. (2020). The relationship between green space and prosocial behaviour among children and adolescents: A systematic review. *Frontiers in Psychology*, 11. <u>https://doi.org/10.3389/fpsyg.2020.00859</u>

⁴¹Van Dijk-Wesselius, J. E., Maas, J., Hoving, D., van Vugt, M., & van den Berg, A. E. (2018). The impact of greening schoolyards on the appreciation, and physical cognitive and social-emotional well-being of schoolchildren: A prospective intervention study. *Landscape and Urban Planning*, 180, 15–26.

⁴² Jennings, V., & Omoshalewa, B. (2019). The relationship between social cohesion and urban green space: An avenue for health promotion. *International Journal of Environmental Research and Public Health*, 16(3), 452. <u>https://doi.org/10.3390/</u> ijerph16030452

⁴³Ward, J. S., Duncan, J. S., Jarden, A., & Stewart, T. (2016). The impact of children's exposure to greenspace on physical activity, cognitive development, emotional wellbeing, and ability to appraise risk. *Health & Place*, 40, 44–50. <u>https://doi.org/10.1016/j.</u> healthplace.2016.04.015

⁴⁴ Bølling, M., Niclasen, J., Bentsen, P, & Nielsen, G. (2019). Association of education outside the classroom and pupils' psychosocial well-being: Results from a school year implementation. *Journal of School Health*, 89(3), 210–218. <u>https://</u> doi.org/10.1111/josh.12730_

⁴⁵ Scott, P. E. (2016, October 7). Feeling awe may be the secret to health and happiness. *Parade*. <u>https://parade.com/513786/</u> paulaspencer/feeling-awe-may-be-the-secret-to-health-andhappiness/

⁴⁶ Kaplan, R. (1993). The role of nature in the context of the workplace. *Landscape and Urban Planning*, 26(1–4), 193–201. https://doi.org/10.1016/0169-2046(93)90016-7

⁴⁷ McCracken, D. S., Allen, D. A., & Gow, A. J. (2016). Associations between urban greenspace and health-related quality of life in children. Preventive Medicine Reports, 3, 211–221. <u>https://doi. org/10.1016/j.pmedr.2016.01.013</u>

⁴⁸ Ekenga, C. C., Sprague, N., & Shobiye, D. M. 2019. Promoting health-related quality of life in minority youth through environmental education and nature contact. *Sustainability*, 11(13), 3544. https://doi.org/10.3390/su11133544

⁴⁹ Martin, S. C. (2003). The influence of outdoor schoolyard experiences on students' environmental knowledge, attitudes, behaviors, and comfort levels. *Journal of Elementary Science Education*, 15, 51–63. https://doi.org/10.1007/BF03173843

⁵⁰ Breault-Hood, J., Gray, T., Truong, S., & Ullman, J. (2016). The impact of outdoor education on the body image and selfefficacy of adolescent girls. *Book of Abstracts: 7th International Outdoor Education Research Conference, Unama'Ki/cape Breton Island, Nova Scotia, Canada, July 4-8, 2016*, 143–144. <u>https://researchdirect.westernsydney.edu.au/islandora/object/</u> <u>uws:37500/</u>

⁵¹Matsuoka, R. H. (2008). High school landscapes and student performance. [Doctoral dissertation, University of Michigan] UM Campus Repository. <u>https://hdl.handle.net/2027.42/61641</u>

⁵² Raney, M. A., Hendry, C. F., & Yee, S. A. (2019). Physical activity and social behaviors of urban children in green playgrounds. *American Journal of Preventive Medicine*, 56(4), 522–529.

⁵³ Mulholland, M., & O'Toole, C. (2021). When it matters most: A trauma-informed, outdoor learning programme to support children's wellbeing during COVID-19 and beyond. *Irish Educational Studies*, 40(2), 329–340. <u>https://doi.org/10.1080/0332</u> 3315.2021.1915843



Learning References

⁵⁴Li, D., & Sullivan, W. C. (2016). Impact of views to school landscapes on recovery from stress and mental fatigue. *Landscape and Urban Planning*, 148, 149–158.

⁵⁵Kuo, F. E., & Faber Taylor, A. (2004). A potential natural treatment for attention-deficit/hyperactivity disorder: Evidence from a national study. *American Journal of Public Health*, 94, 1580–1586.

⁵⁶ Kuo, M., Browning, M. H. E. M., & Penner, M. L. (2018). Do lessons in nature boost subsequent classroom engagement? Refueling students in flight. *Frontiers in Psychology*, 8. <u>https://doi.org/10.3389/fpsyg.2017.02253</u>

⁵⁷Largo-Wight, E., Guardino, C., Wludyka, P. S., Hall, K. W., Wight, J. T., & Merten, J. W. (2018). Nature contact at school: The impact of an outdoor classroom on children's well-being. *International Journal of Environmental Health Research*, 28(6), 653–666. https://doi.org/10.1080/09603123.2018.1502415

⁵⁸ Rumble, B. (2019, July 25). Planting the seeds of change (literally). Los Angeles Audubon. <u>https://www.laaudubon.org/</u> blog/2019/7/25/qqo6vsc2aezs70kqbrtpyf2u5xmdlk

⁵⁹ Li, D., & Sullivan, W. C. (2016). Impact of views to school landscapes on recovery from stress and mental fatigue. *Landscape and Urban Planning*, 148, 149–158.

⁶⁰ Matsuoka, R. H. (2008). High school landscapes and student performance. [Doctoral dissertation, University of Michigan] UM Campus Repository. <u>https://hdl.handle.net/2027.42/61641</u>

⁶¹ Kweon, B.-S., Ellis, C. D., Lee, J., & Jacobs, K. (2017). The link between school environments and student academic performance. *Urban Forestry & Urban Greening*, 23, 35–43. https://doi.org/10.1016/j.ufug.2017.02.002

⁶² Browning, M. H. E. M., & Rigolon, A. (2019). School green space and its impact on academic performance: A systematic literature review. *International Journal of Environmental Research and Public Health*, 16(3), 429. <u>https://doi.org/10.3390/ijerph16030429</u> ⁶³ Wu, C.-D., McNeely, E., Cedeño-Laurent, J. G., Pan, W.-C., Adamkiewicz, G., Dominici, F., Lung, S.-C. C., Su, H.-J., & Spengler, J. D. (2014). Linking student performance in Massachusetts elementary schools with the "greenness" of school surroundings using remote sensing. *PLoS ONE*, 9(10), e108548. <u>https://doi.</u> org/10.1371/journal.pone.0108548

⁶⁴ Strong, L. (2019). Classrooms without walls: A study in outdoor learning environments to enhance academic motivation for K–5 students. [Master's thesis, California State Polytechnic University, Pomona]. California State Polytechnic University Repository. http://hdl.handle.net/10211.3/213384

⁶⁵ Szczytko, R., Carrier, S. J., & Stevenson, K. T. (2018). Impacts of outdoor environmental education on teacher reports of attention, behavior, and learning outcomes for students with emotional, cognitive, and behavioral disabilities. *Frontiers in Education*, 3. https://doi.org/10.3389/feduc.2018.00046

⁶⁶ Raney, M. A., Daniel, E., & Jack, N. (2023). Impact of urban schoolyard play zone diversity and nature-based design features on unstructured recess play behaviors. *Landscape and Urban Planning*, 230. https://doi.org/10.1016/j.landurbplan.2022.104632

⁶⁷ Martin, S. C. (2003). The influence of outdoor schoolyard experiences on students' environmental knowledge, attitudes, behaviors, and comfort levels. *Journal of Elementary Science Education*, 15, 51–63. https://doi.org/10.1007/BF03173843

⁶⁸ Hammarsten, M., Askerlund, P., Almers, E., Avery, H., & Samuelsson, T. (2019). Developing ecological literacy in a forest garden: Children's perspectives. *Journal of Adventure Education* and Outdoor Learning, 19(3), 227–241. <u>https://doi.org/10.1080/1472</u> 9679.2018.1517371

⁶⁹ Barrable, A., & Lakin, L. (2020). Nature relatedness in student teachers, perceived competence and willingness to teach outdoors: An empirical study. *Journal of Adventure Education and Outdoor Learning*, 20(3), 189–201. <u>https://doi.org/10.1080/147296</u> 79.2019.1609999

⁷⁰ Rumble, B. (2019, July 25). Planting the seeds of change (literally). Los Angeles Audubon. <u>https://www.laaudubon.org/</u> blog/2019/7/25/qqo6vsc2aezs70kqbrtpyf2u5xmdlk

⁷¹ Spirn, A. W. (2015). The nature of Mill Creek: Landscape literacy and design for ecological democracy. In S. Moore (Ed.), *Pragmatic Sustainability*. Routledge. <u>https://wplp.net/publications/Spirn-</u> NatureMillCreek-2015.pdf

⁷² Rumble, B. (2019, July 25). Planting the seeds of change (literally). Los Angeles Audubon. <u>https://www.laaudubon.org/</u> blog/2019/7/25/qqo6vsc2aezs70kqbrtpyf2u5xmdlk

⁷³ Spirn, A. W. (2015). The nature of Mill Creek: Landscape literacy and design for ecological democracy. In S. Moore (Ed.), *Pragmatic Sustainability*. Routledge. <u>https://wplp.net/publications/Spirn-</u> <u>NatureMillCreek-2015.pdf</u>

⁷⁴ Martin, S. C. (2003). The influence of outdoor schoolyard experiences on students' environmental knowledge, attitudes, behaviors, and comfort levels. *Journal of Elementary Science Education*, 15, 51–63. <u>https://doi.org/10.1007/BF03173843</u>

⁷⁵ Eick, C. J. (2012). Use of the outdoor classroom and nature-study to support science and literacy learning: A narrative case study of a third-grade classroom. *Journal of Science Teacher Education*, 23(7), 789–803. <u>https://doi.org/10.1007/s10972-011-9236-1</u> ⁷⁶ Hammarsten, M., Askerlund, P., Almers, E., Avery, H., & Samuelsson, T. (2019). Developing ecological literacy in a forest garden: Children's perspectives. *Journal of Adventure Education and Outdoor Learning*, 19(3), 227–241. <u>https://doi.org/10.1080/1472</u> 9679.2018.1517371

⁷⁷ Chawla, L. (2006). Learning to love the natural world enough to protect it. *Barn–forskning om barn og barndom i Norden*, 24(2). https://tidsskriftetbarn.no/index.php/barn/article/view/4527/7172

⁷⁸ Chawla, L. (2006). Learning to love the natural world enough to protect it. *Barn–forskning om barn og barndom i Norden*, 24(2). <u>https://tidsskriftetbarn.no/index.php/barn/article/view/4527/7172</u>

⁷⁹ Barrable, A., & Lakin, L. (2020). Nature relatedness in student teachers, perceived competence and willingness to teach outdoors: An empirical study. *Journal of Adventure Education and Outdoor Learning*, 20(3), 189–201. <u>https://doi.org/10.1080/147296</u> 79.2019.1609999

⁸⁰ Jacques-Menegaz, M. (2006). Amenity or necessity: Parks and open space in San Francisco. *Urban Action 2006*, 35.

⁸¹California Department of Education. (2005). CTE Model Curriculum Standards–Standards and Framework. <u>https://www.</u> cde.ca.gov/ci/ct/sf/ctemcstandards.asp



Ecology References

⁸² Olivier, L. (2021). Urban agroforestry: A regenerative approach for climate adaptation and resilience on schoolyards. [Master's thesis, California State Polytechnic University]. <u>https://</u> scholarworks.calstate.edu/downloads/fq978092w

⁸³OneTreePlanted. (n.d.). Why are trees important to the environment? OneTreePlanted. Retrieved February 14, 2023, from https://onetreeplanted.org/pages/why-trees

⁸⁴ Wolf, K. L., Lam, S. T., McKeen, J. K., Richardson, G. R. A., van den Bosch, M., & Bardekjian, A. C. (2020). Urban trees and human health: A scoping review. *International Journal of Environmental Research and Public Health*, 17(12). <u>https://doi.org/10.3390/</u> ijerph17124371 ⁸⁵Buckley, G. L., Boone, C. G., & grove, J. M. (2017). The greening of Baltimore's asphalt schoolyards. *Geographical Review*, 107(3), 516–535. <u>https://doi.org/10.1111/j.1931-0846.2016.12213.x</u>_

⁸⁶ Kuehler, E., Hathaway, J., & Tirpak, A. (2017). Quantifying the benefits of urban forest systems as a component of the green infrastructure stormwater treatment network. *Ecohydrology*, 10(3). https://doi.org/10.1002/eco.1813

⁸⁷ Nowak, D. J., Stein, S. M., Randler, P. B., Comas, S. J., Carr, M. A., & Alig, R. J. (2010). *Sustaining America's urban trees and forests* [General Technical Report]. Forest Service U.S. Department of Agriculture.

⁸⁸ Nowak, D. J., Stein, S. M., Randler, P. B., Comas, S. J., Carr, M. A., & Alig, R. J. (2010). *Sustaining America's urban trees and forests* [General Technical Report]. Forest Service U.S. Department of Agriculture.

⁸⁹National Park Service. (n.d.). Bird, pollinator, & wildlife habitat not just for national parks anymore. Retrieved March 15, 2023, from <u>https://www.nps.gov/articles/bird-pollinator-wildlife-habitat-</u><u>not-just-for-national-parks-anymore.htm</u>______

⁹⁰ Buckley, G. L., Boone, C. G., & grove, J. M. (2017). The greening of Baltimore's asphalt schoolyards. *Geographical Review*, 107(3), 516–535. <u>https://doi.org/10.1111/j.1931-0846.2016.12213.x</u>

⁹¹Nowak, D. J., Stein, S. M., Randler, P. B., Comas, S. J., Carr, M. A., & Alig, R. J. (2010). *Sustaining America's urban trees and forests* [General Technical Report]. Forest Service U.S. Department of Agriculture.

⁹² United States Environmental Protection Agency. (2015). Soak up the rain: trees help reduce runoff. <u>https://www.epa.gov/</u> soakuptherain/soak-rain-trees-help-reduce-runoff

⁹³ United States Environmental Protection Agency. (2015). Soak up the rain: trees help reduce runoff. <u>https://www.epa.gov/</u> <u>soakuptherain/soak-rain-trees-help-reduce-runoff</u>

⁹⁴ Virginia Department of Forestry. (n.d.). Plant urban riparian forest buffers. Retrieved February 16, 2023, from <u>https://dof.</u> <u>virginia.gov/urban-community-forestry/urban-forestry-community-</u> assistance/plant-urban-riparian-forest-buffers/

⁹⁵ Penn State Extension. (2022). The role of trees and forests in healthy watersheds. <u>https://extension.psu.edu/the-role-of-trees-and-forests-in-healthy-watersheds</u>

⁹⁶ Flax, L., Altes, R. K., Kupers, R., & Mons, B. (2020). Greening schoolyards: an urban resilience perspective. *Cities*, 106. <u>https://</u> doi.org/10.1016/j.cities.2020.102890

⁹⁷Nowak, D. J., Stein, S. M., Randler, P. B., Comas, S. J., Carr, M. A., & Alig, R. J. (2010). *Sustaining America's urban trees and forests* [General Technical Report]. Forest Service U.S. Department of Agriculture.

⁹⁸ McPherson, G. E. (2016). California 'street' tree benefits valued at \$1 billion. Urban Ecosystems and Social Dynamics Program of the United States Department of Agriculture's Forest Service. <u>https://www.fs.usda.gov/research/news/highlights/californiastreet-tree-benefits-valued-1-billion</u> ⁹⁹Wolf, K. L., Lam, S. T., McKeen, J. K., Richardson, G. R. A., van den Bosch, M., & Bardekjian, A. C. (2020). Urban trees and human health: A scoping review. *International Journal of Environmental Research and Public Health*, 17(12). <u>https://doi.org/10.3390/</u> ijerph17124371

¹⁰⁰ Kuehler, E., Hathaway, J., & Tirpak, A. (2017). Quantifying the benefits of urban forest systems as a component of the green infrastructure stormwater treatment network. *Ecohydrology*, 10(3). <u>https://doi.org/10.1002/eco.1813</u>

¹⁰¹Buckley, G. L., Boone, C. G., & grove, J. M. (2017). The greening of Baltimore's asphalt schoolyards. *Geographical Review*, 107(3), 516–535. <u>https://doi.org/10.1111/j.1931-0846.2016.12213.x</u>

¹⁰² Chawla, L. (2020). Childhood nature connection and constructive hope: A review of research on connecting with nature and coping with environmental loss. *People and Nature*. https://doi.org/10.1002/pan3.10128

¹⁰³ Hammarsten, M., Askerlund, P., Almers, E., Avery, H., & Samuelsson, T. (2019). Developing ecological literacy in a forest garden: Children's perspectives. *Journal of Adventure Education and Outdoor Learning*, 19(3), 227–241. <u>https://doi.org/10.1080/1472</u> <u>9679.2018.1517371</u>

¹⁰⁴ Spirn, A. W. (2015). The nature of Mill Creek: Landscape literacy and design for ecological democracy. In S. Moore (Ed.), *Pragmatic Sustainability*. Routledge. <u>https://wplp.net/publications/Spirn-</u> <u>NatureMillCreek-2015.pdf</u>

¹⁰⁵ Soga, M., Gaston, K. J., Yamaura, Y., Kurisu, K., & Hanaki, K. (2016). Both direct and vicarious experiences of nature affect children's willingness to conserve biodiversity. *International Journal of Environmental Research and Public Health*, 13(6), 529. <u>https://doi.org/10.3390/ijerph13060529</u>

¹⁰⁶ Spirn, A. W. (2015). The nature of Mill Creek: Landscape literacy and design for ecological democracy. In S. Moore (Ed.), *Pragmatic Sustainability*. Routledge. <u>https://wplp.net/publications/Spirn-</u> <u>NatureMillCreek-2015.pdf</u>

¹⁰⁷ Soga, M., Gaston, K. J., Yamaura, Y., Kurisu, K., & Hanaki, K. (2016). Both direct and vicarious experiences of nature affect children's willingness to conserve biodiversity. *International Journal of Environmental Research and Public Health*, 13(6), 529. https://doi.org/10.3390/ijerph13060529



Community References

¹⁰⁸ Stevenson, K. T., Moore, R., Cosco, N., Floyd, M. F., Sullivan, W., Brink, L., Gerstein, D., Jordan, C., & Zaplatosch, J. (2020). A national research agenda supporting green schoolyard development and equitable access to nature. *Elementa: Science of the Anthropocene*, 8(1), 406. <u>https://doi.org/10.1525/</u> elementa.406

¹⁰⁹ Jennings, V., & Omoshalewa, B. (2019). The relationship between social cohesion and urban green space: An avenue for health promotion. International Journal of Environmental Research and Public Health, 16(3), 452. <u>https://doi.org/10.3390/</u> ijerph16030452

¹¹⁰ Ferreira, M. M., Grueber, D., & Yarema, S. (2012). A community partnership to facilitate urban elementary students' access to the outdoors. *School Community Journal*, 22(1). <u>https://www.adi.org/</u> journal/2012ss/FerreiraGrueberYaremaSpring2012.pdf

^{III} Flax, L., Altes, R. K., Kupers, R., & Mons, B. (2020). Greening schoolyards: An urban resilience perspective. *Cities*, 106. <u>https://</u> doi.org/10.1016/j.cities.2020.102890

¹¹² Mapp, K., & Kuttner, P. (2013). Partners in education: A dual capacity-building framework for family-school partnerships. Southwest Educational Development Laboratory in association with the U.S. Department of Education.

¹¹³ Chawla, L. (2020). Childhood nature connection and constructive hope: A review of research on connecting with nature and coping with environmental loss. *People and Nature*, 2(3), 619–642. <u>https://doi.org/10.1002/pan3.10128</u>

¹¹⁴ Soga, M., Gaston, K. J., Yamaura, Y., Kurisu, K., & Hanaki, K. (2016). Both direct and vicarious experiences of nature affect children's willingness to conserve biodiversity. *International Journal of Environmental Research and Public Health*, 13(6), 529. https://doi.org/10.3390/ijerph13060529

¹¹⁵ Chawla, L. (2020). Childhood nature connection and constructive hope: A review of research on connecting with nature and coping with environmental loss. *People and Nature*, 2(3), 619–642. https://doi.org/10.1002/pan3.10128

NATIONAL SCHOOLYARD FOREST SYSTEM

The National Schoolyard Forest System[™] seeks to create schoolyard forests on PreK-12 public school grounds across the country to directly shade and protect students from extreme heat and rising temperatures due to climate change. This initiative was founded by Green Schoolyards America, and launched with California as the first state in partnership with the California Department of Education, the California Department of Forestry and Fire Protection, and Ten Strands.

For more information, visit: greenschoolyards.org/schoolyard-forest-system





¹¹⁶ Soga, M., Gaston, K. J., Yamaura, Y., Kurisu, K., & Hanaki, K. (2016). Both direct and vicarious experiences of nature affect children's willingness to conserve biodiversity. International *Journal of Environmental Research and Public Health*, 13(6), 529. <u>https://doi.org/10.3390/ijerph13060529</u>

¹¹⁷ Matsuoka, R. H. (2008). High school landscapes and student performance. [Doctoral dissertation, University of Michigan] UM Campus Repository. <u>https://hdl.handle.net/2027.42/61641</u>

¹¹⁸ Raney, M. A., Hendry, C. F., & Yee, S. A. (2019). Physical activity and social behaviors of urban children in green playgrounds. *American Journal of Preventive Medicine*, 56(4), 522–529.

¹¹⁹ Mulholland, M., & O'Toole, C. (2021). When it matters most: A trauma-informed, outdoor learning programme to support children's wellbeing during COVID-19 and beyond. *Irish Educational Studies*, 40(2), 329–340. <u>https://doi.org/10.1080/0332</u> 3315.2021.1915843

¹²⁰ Wolfe, M. K., & Mennis, J. (2012). Does vegetation encourage or suppress urban crime? Evidence from Philadelphia, PA. *Landscape and Urban Planning*, 108(2–4), 112–122. <u>https://doi.org/10.1016/j.landurbplan.2012.08.006</u>



AUTHOR

Claire Latané, MLA FASLA SITES AP

CONTRIBUTORS

Marcella Raney, PhD and Green Schoolyards America's staff

FUNDING

Funding for the first phase of this initiative was provided by a grant administered by the California Department of Forestry and Fire Protection (CAL FIRE) Urban and Community Forestry Program, and private philanthropy.

PUBLISHER

© Green Schoolyards America — June 15, 2023 Photos by Green Schoolyards America unless otherwise noted.