NEW CONCEPTS > NEW LANGUAGE

CHILDRENS 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 biophilic planning, design, and promoting regenerative needs language.

BIOTOPIC PLAY, LEARNING & EDUCATION

TACIT KNOWLEDGE

PLAY > LEARNING > EDUCATION

FACILITATED

Play Professionals

INFORMAL

FREE PLAY

Siblings, Friends, Peers

FAMILY

Relationships

NONFORMAL

Museums, Nature Centers, Zoos, Botanical Gardens

VALUES

Moral and Ethical Development

PLAY > LEARNING > EDUCATION

AFFORDANCE & ACTIVITY

Setting link perceptual learning & environmental interactions to design thinking expressed in bounded settings “affording” predictable, activity repertoires (as in “turnover stones” below).

“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.

UNICEF PRIORITY

“Set child-responsive building and infrastructure standards and plans, including standards for safe and accessible green spaces.”

CREATING A CULTURE OF CARING

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

MUTUAL LEARNING & ACTION

NC STATE

CREATING BIOTOPES AS CHILDCARE AND SCHOOLS

LOCATIONS

“Solar-powered solar panels on the roof aliment the school community to run the school.”

“Bioclimatic comfortable classrooms and outdoor play make the school a joyful environment.”

REMOTE LEARNING

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

“Creating Biotopes as Childcare and Schools on former, 4-acre deforested site, regenerated to motivate childhood friendship through playing and learning peacefully, immersed in a Longleaf Pine (Pinus palustris) ecosystem.”

SOURCES
