

参 考 文 献

- Acar, I. and Torquati, J. (2015). The power of nature: Developing prosocial behavior toward nature and peers through nature-based activities. *Young Children*, 70 (5), 62-71.
- American Heritage Publishing (2001). *The American Heritage Dictionary*, fourth edition. New York: American Heritage Publishing.
- Argent, A., Vintimilla, C.D., Lee, C., and Wapenaar, K. (2017). A dialogue about place and living pedagogies: Trees, ferns, blood, children, educators, and wood cutters. *Journal of Childhoods and Pedagogies*, 1(2), 1-20.
- Bagot, K.L., Allen, F. C. L., and Toukhasati, S. (2015). Perceived restorativeness of children's school playground environments: Nature, playground features and play period experiences. *Journal of Environmental Psychology*, 41,1-9.
- Bailey, L.H. (1905). *The Outlook to Nature*. New York: Macmillan.
- Barbiero, G. and Marconato, C. (2016). Biophilia as emotion. *Visions for Sustainability*, 6:45-51.
- Baylor, B. and Parnall, P. (1978). *The Other Way to Listen*. New York: Charles Scribner's Sons.
- Baylor, B. and Parnall, P. (1987). *The Desert Is Theirs*. New York: Aladdin.
- Bell, A.C. and Dymont, J.E. (2008). Grounds for health: The intersection

- of green school grounds and health-promoting schools. *Environmental Education Research*, 14, (1), 77-90.
- Berto, R. and Barbiero, G. (2017). How the psychological benefits associated with exposure to nature can affect pro-environmental behavior. *Scientific Pages of Cognitive Science*, (1), 16-20.
- Bilton, H. (2010). *Outdoor Learning in the Early Years*, 3rd edition. New York: Routledge.
- Black, J. P. (2017). *The Hummingbird Approach: A Case Study of Guided Discovery Learning for Children in Nature*. Unpublished master's thesis. Royal Roads University, Victoria, British Columbia.
- Blair, D. (2009). The child in the garden: An evaluative review of the benefits of school gardening. *Journal of Environmental Education*, 40(2), 15-38.
- Blake, H.E. (2008). *Wonder and Other Survival Skills*. Great Barrington, MA: Orion.
- Blake, W. (1793/2000). America: A Prophecy, plate 8. In *William Blake: The Complete Illuminated Books*. London: Thames & Hudson.
- Blanchet-Cohen, N. and Elliott, E. (2011). Young children and educators' engagement and learning outdoors: A basis for rights-based programming. *Early Education and Development*, 22(5), 757-777.
- Bohart, H., Charner, K., and Koralek, D. (2015). *Spotlight on Young Children: Exploring Play*. Washington, DC: NAEYC.
- Bohling-Phillippi, V. (2006). The power of nature to help children heal. *Exchange*, 17(1), 49-52.
- Broom, C. (2017). Exploring the relations between childhood experiences in nature and young adults' environmental attitudes and behaviours. *Australian Journal of Environmental Education*, 33(1), 34-47.
- Chawla, L. (2007). Childhood experiences associated with care for the natural world: A theoretical framework for empirical results. *Children, Youth and Environments*, 17 (4), 144-170.

- Bruce, T. (2012). *Early Childhood Practice: Froebel Today*. New York: Sage Publications.
- Burgdorf, J., Panksepp, J., and Moskal, J.R. (2011). Frequency-modulated 50 kHz ultrasonic vocalizations: A tool for uncovering the molecular substrates of positive affect. *Neuroscience & Biobehavioral Reviews*, 35(9), 1831-1836.
- Burroughs, John (1919). Nature lore. In *Field and Study*. Cambridge, MA: Riverside Press.
- Busuttill, M. (2016). Education for sustainable development in the early years: Waste management. *The Educator*, 3, 59-76.
- Cagle, N.C. (2017). Changes in experiences with nature through the lives of environmentally committed university faculty. *Environmental Education Research*.
- Carson, R. (1956). *The Sense of Wonder*. New York: Harper & Row.
- Chawla, L. (2009). Growing up green: Becoming an agent of care for the natural world. *Journal of Developmental Processes*, 4 (1), 6-23.
- Chawla, L. (2015). Benefits of nature contact for children. *Journal of Planning Literature*, 30(4), 433-452.
- Chawla, L. and Derr, V. (2012). The development of conservation behaviors in childhood and youth. In S.D.Clayton (Ed.), *The Oxford Handbook of Environmental and Conservation Psychology*. New York: Oxford University Press, pp. 527-555.
- Chawla, L., Keena, K., Pevec, I., and Stanley, E. (2014). Green schoolyards as havens from stress and resources for resilience in childhood and adolescence. *Health & Place*, 28,1-13.
- Cho, Y. and Lee, D. (2017). “Love honey, hate honey bees”: Reviving biophilia of elementary school students through environmental education program. *Environmental Education Research*.
- Cloward Drown, K.K. and Christensen, K.M. (2014). Dramatic play

- affordances of natural and manufactured outdoor settings for preschool-aged children. *Children, Youth and Environments*, 24(2), 53-77.
- Cobb, E. (1977). *The Ecology of Imagination in Childhood*. New York: Columbia University Press.
- Coe, H.A. (2016). Embracing risk in the Canadian woodlands: Four children's risky play and risk-taking experiences in a Canadian Forest Kindergarten. *Journal of Early Childhood Research*.
- Cohen, R., Tunick, B.P., and Nelson, E. (Ed.) (1997). *Snail Trails and Tadpole Tails*. St. Paul, MN: Redleaf Press.
- Collado, S. and Staats, H. (2016). Contact with nature and children's restorative experiences: An eye to the future. *Frontiers in Psychology*, 7.
- Colucci-Gray, L. and Camino, E. (2016). Looking back and moving sideways: Following the Gandhian approach as the underlying thread for a sustainable science and education. *Visions for Sustainability*, 6, 23-44.
- Connolly, M. and Haughton, C. (2017). The perception, management and performance of risk amongst Forest School educators. *British Journal of Sociology of Education*, 38 (2), 105-124.
- Copple, C. and Bredekamp, S. (Eds) (2009). *Developmentally Appropriate Practice in Early Childhood Programs*, 3rd edition. Washington, DC: National Association for the Education of Young Children.
- Curtis (2010). What's the risk of no risk? *Exchange*, 32 (2), 52-56.
- Cutter-Mackenzie, A. (2009). Multicultural school gardens: Creating engaging garden spaces in learning about language, culture, and environment. *Canadian Journal of Environmental Education*, 14(1), 122-135.
- Datta, R. (2016). Community garden: A bridging program between formal and informal learning. *Cogent Education*, 3(1).
- Davis, J. (2009). Revealing the research "hole" of early childhood education for sustainability: A preliminary survey of the literature. *Environmental Education Research*, 15(2) 227-241.

- Davis, J. (2014). Examining early childhood education through the lens of education for sustainability: Revisioning rights. In J. Davis and S. Elliott (Eds), *Research in Early Childhood Education for Sustainability*. London: Routledge, pp. 21-37.
- Davis, J. and Elliott, S. (2014). *Research in Early Childhood Education for Sustainability*. London: Routledge.
- DeBord, K., Hestenes, L., Moore, R., Cosco, N., and McGinnis, J. (2005). *Preschool Outdoor Environment Measurement Scale*. Arlington, VA: Kaplan.
- Dermis, Jr., S.F., Wells, A., and Bishop, C. (2014). A post-occupancy study of nature-based outdoor classrooms in early childhood settings. *Children, Youth and Environments*, 24(2), 35-52.
- Derman-Sparks, L. (2011). Anti-bias education: Reflections. *Exchange*, 33(4), 55-58.
- Derman-Sparks, L. and ABC Task Force (1989). *Anti-bias Curriculum: Tools for Empowering Young Children*. Washington, DC: NAEYC.
- Derman-Sparks, L. and Olsen Edwards, J. (2010). *Anti-bias Education for Young Children and Ourselves*. Washington, DC: NAEYC.
- Derr, V. (2017). Participation as a supportive framework for cultural inclusion and environmental justice. *Revista Internacional de Educación para la Justicia Social*, 6(1), 77- 89.
- Deviney, J., Duncan, S., Harris, S., Rody, M. A., and Rosenberry, L. (2010a). *Inspiring Spaces for Young Children*. Silver Spring, MD: Gryphon House.
- Deviney, J., Duncan, S., Harris, S., Rody, M.A., and Rosenberry, L. (2010b). *Rating Observation Scale for Inspiring Environments*. Silver Spring, MD: Gryphon House.
- Duckworth, E. (2006). *The Having of Wonderful Ideas: And Other Essays on Teaching and Learning*. New York: Teachers College Press.
- Duhn, I. (2012). Making “place” for ecological sustainability in early

- childhood education. *Environmental Education Research*, 18(1), 19-29.
- Duncan, S. (2010). Gift of nature. *The Wisdom of Nature*. Ulster Park, NY: Community Products: 12.
- Duncan, S. (2011). Breaking the code. *Exchange*, 33(4), 13-17.
- Duncan, S., Martin, J., and Kreth, R. (2016). *Rethinking the Classroom Landscape: Creating Environments that Connect Young Children, Families, and Communities*. Lewisville, NC: Gryphon House.
- Dyment, J.E. and Bell, A.C. (2008). Grounds for movement: Green school grounds as sites for promoting physical activity. *Health Education Research*, 23 (6), 952-962.
- Earth Charter* (2000). Earth Charter Commission.
- 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.
- Elkind, D. (1987). *Miseducation: Preschoolers at Risk*. New York: Knopf Doubleday.
- Elliott, S. (Ed.) (2008). *The Outdoor Playspace Naturally for Children Birth to Five Years*. Castel Hill, New South Wales: Pademelon Press.
- Elliott, S. (2014). Early childhood education for sustainability and natural outdoor playspaces: Researching change and theorizing about interfaces. In J. Davis and S. Elliott (Eds), *Research in Early Childhood Education for Sustainability*. London: Routledge, pp. 127-142.
- Elliott, S. and Young, T. (2016). Nature by default in early childhood education for sustainability. *Australian Journal of Environmental Education*, 32 (1), 57-64.
- Engdahl, I. (2015). Early childhood education for sustainability: The OMEP World Project. *International Journal of Early Childhood*, 47(3), 347-366.
- Erickson, D.M. and Ernst, J.A. (2011). The real benefits of nature play every day. *Exchange*, 33(4), 97-99.

- Faber Taylor, A. and Kuo, F.E. (2009). Children with attention deficits concentrate better after walk in the park. *Journal of Attention Disorders*, 12 (5), 402-409.
- Faber Taylor, A. and Kuo, F.E.M. (2011). Could exposure to everyday green spaces help treat ADHD? Evidence from children's play settings. *Applied Psychology: Health and Well-Being*, 3(3), 281-303.
- Fisher-Maltese, C. (2016). "We won't hurt you butterfly!" Second-graders become environmental stewards from experiences in a school garden. *International Journal of Early Childhood Environmental Education*, 4(1), 54-69.
- Flowers, A.A., Carroll, J.P., Green, G.T., and Larson, L.R. (2015). Using art to assess environmental education outcomes, *Environmental Education Research*, 21(6), 846-864.
- Frost, J.L. and Sutterby, J.A. (2017). Outdoor play is essential to whole child development. *Young Children*, 72(3), 82-85.
- Gardner, H. (1999). *Intelligence Reframed. Multiple Intelligences for the 21st Century*. New York: Basic Books.
- Gardner, H. (2012). *Truth, Beauty, and Goodness Reframed*. New York: Basic Books.
- Gill, T. (2014). The benefits of children's engagement with nature: A systematic literature review. *Children, Youth and Environments*, 24(2), 10-34.
- Glaser, L. (1994). *Wonderful Worms*. Minneapolis, MN: Millbrook Press.
- Green, M. (2017). "If there's no sustainability our future will get wrecked": Exploring children's perspectives of sustainability. *Childhood*, 24(2), 151-167.
- Greenman, J. (2005). *Caring Spaces, Learning Places*. Redmond, WA: Exchange Press.
- Gronlund, G. (2006). *Make Early Learning Standards Come Alive*. St Paul,

MN: Redleaf Press.

- Gurholt, K.P. and Sanderud, J.R. (2016). Curious play: Children's exploration of nature. *Journal of Adventure Education and Outdoor Learning*, 16(4), 318-329.
- Hahn, E.R. and Garrett, M.K. (2017). Preschoolers' moral judgments of environmental harm and the influence of perspective taking. *Journal of Environmental Psychology*, 53,11-19.
- Hammond, S.I. (2014). Children's early helping in action: Piagetian developmental theory and early prosocial behavior. *Frontiers in Psychology*, 5.
- Hardin, G. (1968). The tragedy of the commons. *Science*, 162,1243-1248.
- Hart, R. (2013). *Children's Participation: The Theory and Practice of Involving Young Citizens in Community Development and Environmental Care*. London: Routledge.
- Hart, T. (2005). Spiritual experiences and capacities of children and youth. In E. C. Roehlkepartain, P. E. King, L. Wagener, and P.L. Benson (Eds), *The Handbook of Spiritual Development in Childhood and Adolescence*. Thousand Oaks: Sage Publications, pp. 163-178.
- Harwood, D. and Collier, D.R. (2017). The matter of the stick: Storying/(re)storying children's literacies in the forest. *Journal of Early Childhood Literacy*, 17(3), 336-352.
- Hassinger-Das, B., Hirsh-Pasek, K., and Golinkoff, R.M. (2017).The case of brain science and guided play: A developing story. *Young Children*, 72(2), 45-50.
- Hedefalk, M., Almqvist, J., and Ostman, L. (2015). Education for sustainable development in early childhood education: A review of the research literature. *Environmental Education Research*, 21(1), 975-990.
- Hodgkins, F. (2007). *If You Were My Baby*. Nevada City, CA: Dawn Publications.

- Hoffmann, E., Barros, H., and Ribeiro, A.I. (2017). Socioeconomic inequalities in green space quality and accessibility-Evidence from a southern European city. *International Journal of Environmental Research and Public Health*, 14(8).
- Honig, A.S. (2017): Outdoors in nature: Special spaces for young children's learning. *Early Child Development and Care*.
- Howell, R.A. and Allen, S. (2016). Significant life experiences, motivations and values of climate change educators. *Environmental Education Research*, 1-19.
- Hsu, S-H. (2017). Significant life experiences affect environmental action: A critical review of Taiwanese research. *Japanese Journal of Environmental Education*, 26(4), 51-56.
- Irvine, R.D.G., Lee, E., Strubel, M., and Bodenhorn, B. (2016). Exclusion and reappropriation: Experiences of contemporary enclosure among children in three East Anglian schools. *Environment and Planning D: Society and Space*, 34(5), 935-953.
- James, A.K., Hess, P., Perkins, M.E., Taveras, E.M., and Scirica, C.S. (2017). Prescribing outdoor play: Outdoors Rx. *Clinical Pediatrics*, 56(6), 519-524.
- Jansson, M., Sundevall, E., and Wales, M. (2016). The role of green spaces and their management in a child-friendly urban village . *Urban Forestry & Urban Greening*, 18(1), 228-236.
- Jørgensen, K-A. (2016). Bringing the jellyfish home: Environmental consciousness and “sense of wonder” in young children's encounters with natural landscapes and places. *Environmental Education Research*, 22(8), 1139-1157.
- Judson, G. (2017). Engaging with place: Playground practices for imaginative educators. *Journal of Childhoods and Pedagogies*, 1(2), 1-18.
- Kahn, P.H. (2006). Nature and moral development. In M. Killen and J.G.

- Smetana (Eds), *Handbook of Moral Development*. Mahwah, NJ: Lawrence Erlbaum, pp. 461-480.
- Keating, A. (2017). Saving Tammoland: A microhistory of children's action to save a wasteground playground, 1965-1968. *International Journal of Play*, 6(2), 215-231.
- Keats, J. (1819/2009). Letter to George and Georgiana Keats, 21 April, 1819. In J. Mee and R. Gittings (Eds), *John Keats: Selected Letters*. Oxford: Oxford University Press, p. 232.
- Kelz, C., Evans, G.W., and Roderer, 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.
- Kiewra, C. and Veselack, E. (2016). Playing with nature: Supporting preschoolers' creativity in natural outdoor classrooms. *The International Journal of Early Childhood Environmental Education*, 4(1), 70-95.
- Kim, J-H., Lee, C., and Sohn, W. (2016). Urban natural environments, obesity, and health-related quality of life among Hispanic children living in inner-city neighborhoods. *International Journal of Environmental Research and Public Health*, 13(1).
- Klein, A.S. (2017). Different approaches to teaching: Comparing three preschool programs, *Early Childhood News*.
- Kleppe, R., Melhuish, E., and Sandseter, E.B.H. (2017). Identifying and characterizing risky play in the age one-to-three years. *European Early Childhood Education Research Journal*, 23(3), 370-385.
- Knight, S. (2009). *Forest Schools and Outdoor Learning in the Early Years*. London: Sage Publications.
- Kochanowski, L. and Carr, V. (2014). Nature playscapes as contexts for fostering self-determination. *Children, Youth and Environments*, 24(2), 146-167.

- Kostelnik, M.J., Soderman, A.K., and Whiren, A.P. (2007). *Developmentally Appropriate Curriculum*. Upper Saddle River, NJ: Pearson/Prentice Hall.
- Leopold, A. (1949/1986). *Sand County Almanac*. New York: Ballantine Books.
- Lerstrup, I. and Moller, M.S. (2016). Affordances of ditches for preschool children. *Children, Youth and Environments*, 26(2), 43-60.
- Lerstrup, I. and van den Bosch, C.K. (2016). Affordances of outdoor settings for children in preschool: Revisiting Heft's functional taxonomy. *Landscape Research*, 42(1), 47-62.
- Lieberman, G.A. (2013). *Education and the Environment: Creating Standards-based Programs in Schools and Districts*. Cambridge, MA: Harvard Education Press.
- Lin, B.B., Gaston, K.J., Fuller, R.A., Wu, D., Bush, R., and Shanahan, D.F. (2017). How green is your garden?: Urban form and socio-demographic factors influence yard vegetation, visitation, and ecosystem service benefits. *Landscape and Urban Planning*, 157, 239-246.
- Louv, R. (2006). *Last Child in the Woods: Saving Our Children from Nature-Deficit Disorder*. Chapel Hill, NC: Algonquin Books.
- Louv, R. (2011). *The Nature Principle*. Chapel Hill, NC: Algonquin Books.
- Luchs, A. and Fikus, M. (2013). A comparative study of active play on differently designed playgrounds. *Journal of Adventure Education and Outdoor Learning*, 13(3), 206-222.
- Luchs, A. and Fikus, M. (2016). Differently designed playgrounds and preschooler's physical activity play. *Early Child Development and Care*. Published online, doi: <http://dx.doi.org/10.1080/03004430.2016.1213726>.
- Mackey, G. (2012). To know, to decide, to act: The young child's right to participate in action for the environment. *Environmental Education Research*, 18(4), 473-484.
- Margoni, F. and Surian, L. (2017). The emergence of sensitivity to biocentric intentions in preschool children. *Journal of Environmental Psychology*,

52, 37-42.

- Maslow, A.H. (1953). *Motivation and Personality*. New York: Harper.
- Mayer-Smith, J., Bartosh, O., and Peterat, L. (2007). Teaming children and elders to grow food and environmental consciousness. *Applied Environmental Education and Communication*, 6(1), 77-85.
- Mazer, A. (1994). *The Salamander Room*. Lake Benton, MN: Dragonfly Books.
- McClain, C., Vandermaas-Peeler, M., (2016). Outdoor explorations with preschoolers: An observational study of young children's developing relationship with the natural world. *International Journal of Early Childhood Environmental Education*, 4(1).
- McCloskey, R. (1941). *Make Way for Ducklings*. New York: Viking/Penguin Books.
- Miranda, N., Larrea, I., Muela, A., and Barandiaran, A. (2017). Preschool children's social play and involvement in the outdoor environment. *Early Education and Development*, 28(5), 525-540.
- Mische, P.M. (2006, October-December) Educating for peace and planetary community at the level of our deep humanity. *Global Education Associates, Breakthrough News*, 5-9.
- Mische, P. and Harris, I. (2008). Environmental peacemaking, peacekeeping, and peacebuilding. In M. Bajaj (Ed.), *Encyclopedia of Peace Education*. NY: Columbia University.
- Montessori, M. (1972). *The Secret of Childhood*. (M.J. Costelloe, Trans.). New York: Ballantine.
- Morrissey, A-M., Scott, C., and Rahimi, M. (2017). A comparison of sociodramatic play processes of preschoolers in a naturalized and a traditional outdoor space. *International Journal of Play*, 6(2), 177-197.
- Morrissey, A-M, Scott, C., and Wishart, L. (2015). Infant and toddler responses to a redesign of their childcare outdoor play space. *Children, Youth &*

Environments, 25(1), 29-56.

Muthukrishnan, R. and Kelley, J.E. (2017). Depictions of sustainability in children's books. *Environment, Development and Sustainability*, 19(3), 955-970.

NAAEE (2016). *Early Childhood Environmental Education Programs: Guidelines for Excellence*. NAAEE: Washington, DC.

Nadkarni, N. (2009). *Between Earth and Sky: Our Intimate Connections to Trees*. Oakland, CA: University of California Press.

National Arbor Day Foundation (2007). *Learning with Nature Idea Book*, Lincoln, NE: National Arbor Day Foundation.

Natural Start Alliance. What is a nature preschool?

Nedovic, S. and Morrissey, A.M. (2013). Calm active and focused: Children's responses to an organic outdoor learning environment. *Learning Environments Research*, 16 (2), 281-295.

Nisbet, E.K., Zelenski, J.M., and Murphy, S.A. (2011). Happiness is in our nature: Exploring nature relatedness as a contributor to subjective well-being. *Journal of Happiness Studies*, 13, 303-322.

Nussbaum, M.C. (2011). *Creating Capabilities*. Cambridge, MA: Harvard University Press.

Nxumalo, F. (2017). Stories for living on a damaged planet: Environmental education in a preschool classroom. *Journal of Early Childhood Research*.

O'Brien, C. (2008). Sustainable happiness: How happiness studies can contribute to a more sustainable future. *Canadian Psychology*, 49, 289-295.

Orr, D.W. (2004). *Earth in Mind*. Washington, DC: Island Press.

Østergaard, E. (2017). Earth at rest. Aesthetic experience and students' grounding in science education. *Science and Education*, 26 (5), 557-582.

Pagels, P., Raustorp, A., Ponce De Leon, A., Martensson, F., Kylin, M., and

- Boldemann, C. (2014). A repeated measurement study investigating the impact of school outdoor environment upon physical activity across ages and seasons in Swedish second, fifth and eighth graders. *BioMed Central Public Health*, 14, 803.
- Peet, B. (1970) *The Wump World*. Boston, MA: HMH Books for Young Readers.
- Pellis, S.M., Pellis, V.C., and Himmler, B.T. (2014). How play makes for a more adaptable brain. *American Journal of Play*, 7(1), 73-98.
- Rigolon, A. (2017). Parks and young people: An environmental justice study of park proximity, acreage, and quality in Denver, Colorado. *Landscape and Urban Planning*, 165, 73-83.
- Rios, C. and Menezes, I. (2017). “I saw a magical garden with flowers that people could not damage!”: Children’s visions of nature and of learning about nature in and out of school. *Environmental Education Research*, 23(10), 1402-1413.
- Rooney, T. (2016). Weather worlding: Learning with the elements in early childhood. *Environmental Education Research*.
- Rud, A.G. and Beck, A.M. (2000). Kids and critters in class together. *Phi Delta Kappa*, 82(4), 313-315.
- Sandseter, E.B.H. and Kennair, L.E.O. (2011). Children’s risky play from an evolutionary perspective: The anti-phobic effects of thrilling experiences. *Evolutionary Psychology*, 9, 257-284.
- Säre, E., Tulviste, T., and Luik, P. (2017). The function of questions in developing a preschooler’s verbal reasoning skills during philosophical group discussions. *Early Child Development and Care*.
- Schein, D. (2014). Nature’s role in children’s spiritual development. *Children, Youth and Environments*, 24(2), 78-101.
- Schein, D. (2017). *Inspiring Wonder, Awe, and Empathy: Spiritual Development in Young Children*. St. Paul, MN: Redleaf Press.

- Schutte, A.R., Torquati, J.C., and Beattie, J.L. (2017). Impact of urban nature on executive functioning in early and middle childhood. *Environment and Behavior*, 49(1), 3-30.
- Selby, D. (2017). Education for sustainable development, nature, and vernacular learning. *CEPS Journal*, 7(1), 9-27.
- Shaari, M.F., Ahmad, S.S., and Ismail, I.S. (2016). Nurturing environmental stewards through preschool physical design. *Environment-Behaviour Proceedings Journal*, 1(3), 9-10.
- Sharma-Brymer, V. and Bland, D. (2016). Bringing nature to schools to promote children's physical activity. *Sports Medicine*, 46, 955-962.
- Siviy, S.M. (2016). A brain motivated to play: Insights into the neurobiology of playfulness. *Behaviour*, 153, 819-844.
- Sobel, D. (2004a). *Beyond Ecophobia: Reclaiming the Heart in Nature Education*. Great Barrington, MA: The Orion Society and The Myrin Institute.
- Sobel, D. (2004b). *Place-based Education*. Great Barrington, MA: Orion Society.
- Sobko, T., Jia, Z., Kaplan, M., Lee, A., and Tseng, C-h. (2016). Promoting healthy eating and active playtime by connecting to nature families with preschool children. Evaluation of pilot study "Play & Grow." *Pediatric Research*, 81, 572-581.
- Song, Y.I.K. (2010). The earth is our canvas: Creating eco-art with children. In J.L. Hoot and J. Szente (Eds), *The Earth Is Our Home*. Washington, DC: Association for Childhood Education International, pp. 69-91.
- Stapleton, S.R. (2015). Environmental identity development through social interactions, action, and recognition, *Journal of Environmental Education*, 46, 94-113.
- Stephens, K. (2009, March/April). Imaginative play during childhood: Required for reaching full potential. *Exchange*, 53-56.

- Sullu, B. (2017). Geographies of children's play in the context of neoliberal restructuring in Istanbul. *Children's Geographies*.
- Swank, J.M., Cheung, C., Prikhidko, A., and Su, Y-W. (2017). Nature-based child-centered play therapy and behavioral concerns: A single-case design. *International Journal of Play Therapy*, 26(1), 47-57.
- Swift, K. (2013). The nature play zone at Indiana Dunes National Lakeshore: A case study. *Park Science*, 30(2), 48-51.
- Taylor, A. (2017). Beyond stewardship: Common world pedagogies for the Anthropocene. *Environmental Education Research*, 23(10), 1448-1461.
- Taylor, A. and Pacini-Ketchabaw, V. (2016). Kids, raccoons, and roos: Awkward encounters and mixed affects. *Children's Geographies*, 15(2), 131-145.
- Tucker, R. and Izadpanahi, P. (2017). Live green, think green: Sustainable school architecture and children's environmental attitudes and behaviors. *Journal of Environmental Psychology*, 51, 209-216.
- Ulset, V., Vitaro, F., Brendgen, M., Bekkus, M., and Borge, A.I.H. (2017). Time spent outdoors during preschool: Links with children's cognitive and behavioral development. *Journal of Environmental Psychology*, 52, 69-80.
- United Nations Education, Scientific, and Cultural Organization (UNESCO) (1977). Tbilisi Declaration.
- van den Berg, A. and van den Berg, C. (2011). A comparison of children with ADHD in a natural and built setting. *Child: Care, Health and Development*, 37(3), 430-439.
- van den Berg, A.E., Wesselius, J.E., Maas, J., and Tanja-Dijkstra, K. (2017). Green walls for a restorative classroom environment: A controlled evaluation study. *Environment and Behavior*, 49(7), 791-813.
- Vandermaas-Peeler, M. and McClain, C. (2015). The green bean has to be longer than your thumb: An observational study of preschoolers' math

- and science experiences in a garden. *International Journal of Early Childhood Environmental Education*, 3(1), 8-27.
- Wang, D-L. (2017). No-self, natural sustainability and education for sustainable development. *Educational Philosophy and Theory*, 49(5), 550-561.
- Ward, T., Goldingay, S., and Parson, J. (2017). Evaluating a supported nature play programme, parents' perspectives. *Early Child Development and Care*.
- Weinberger, N, Butler, A.G., Schumacher, P.A., Brown, R.L., and McGee, B. (2017). Child life specialists' evaluation of hospital playroom design: A mixed method inquiry. *Journal of Interior Design*, 42(2), 71-91.
- Wessel, L.A. (2017). Shifting gears: Engaging nurse practitioners in prescribing time outdoors. *The Journal for Nurse Practitioners*, 13(1), 89-96.
- White, E.J. (2015). Seeing is believing? Insights from young children in nature. *International Journal of Early Childhood*, 47(1), 171-188.
- Whitman, W. (1855/2016). There was a child went forth. In W. Whitman and S. Vaseghi (Ed.), *Leaves of Grass*. Sweden: Wisehouse Classics.
- Williams, C.C. and Chawla, L. (2016). Environmental identity formation in nonformal environmental education programs. *Environmental Education Research*, 22(7), 978-1001.
- Williams, J.A., Palmer, N., Schwadel, P., and Meyler, D. (2012). The human-environment dialog in award-winning children's picture books. *Sociological Inquiry*, 82(1), 145-159.
- Wilson, E.O. (1984). *Biophilia: The Human Bond with Other Species*. Cambridge, MA: Harvard University Press.
- Wilson, R. (2003a). Deep teaching. *Encounter*, 16(2), 25-27.
- Wilson, R. (2003b). *Special Educational Needs in the Early Years*. London: Routledge.

- Wilson, R. (2004). Why children play under the bushes. *Early Childhood News*, 16(2), 14-21.
- Wilson, R. (2010). Goodness of fit: Good for children and good for the Earth. In J. L. Hoot and J. Szente (Eds), *The Earth Is Our Home*. Washington, DC: Association for Childhood Education International, pp. 17-35.
- Wilson, R. (2016). *Learning Is in Bloom* Lewisville, NC: Gryphon House.
- Wilson, R.A. and Schein, D.L. (2017). Supporting the spiritual development of young children. *Exchange*, 34 (4), 26-30.
- Zamani, Z. (2016). “The woods is a more free space for children to be creative; their imagination kind of sparks out there”: Exploring young children’s cognitive play opportunities in natural, manufactured and mixed outdoor preschool zones. *Journal of Adventure Education and Outdoor Learning*, 16(2), 172-189.
- Zelenski, J.M. and Nisbet, E.K. (2014). Happiness and feeling connected: The distinct role of nature relatedness. *Environment & Behavior*, 46, 3-23.