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Field Biology

7 October 2008

Environmental Credo

For those children who think they are bored and do not know what to do, here is the solution, "Go outside and explore what nature has to offer". Over the past few generations, children have begun to slowly move away from playing or exploring out in the wild. Children in the present generation have begun to coup themselves up in a house in front of televisions or other electrical devices. Children do not understand what the outdoors has to offer. When I become a teacher I will show my students how the outdoors has impacted my life and what it has to offer them.

When my life began, I was immediately introduced to the outdoors. My family lived on a farm, and my father was a grain farmer. From the time I could walk, I was either outdoors watching what he was doing, or playing in the dirt with myself or with neighbors. As I began to grow older my mother gave me a little more freedom as to where I could go. When I was free to roam around the land and into the woods, I began to notice small things. I began to watch birds, groundhogs, snakes, raccoons, and many other types of animals. My dad was my main resource. If I had a question on what something was, I knew I could always count on him to answer it. Most children did not have the luxury of being able to explore the outdoors like I did.

When I begin to teach in my classroom there are many things that I can do to show my students why it is so important to learn about nature. What children do not understand is that learning about little details of nature is not a strong point in the curriculum. Of course teachers teach their children about photosynthesis and other important parts of nature, but there is so much more that nature has to offer. Teaching children more about the little species and organisms will let them know more about why things happen. Children have curious minds about why certain events take place in the outdoors. Teachers need to be able to supply them with the proper opportunities and knowledge of the outdoors.

Growing up knowing different topics of nature helped to mold me into a well rounded person. Knowing the little details of nature can help a person become more educated. Teachers often teach children to be “book smart”, but barely focus at all on “street smart” knowledge. The difference between these two is that a child may know the content of a book; however, being street smart shows that a child knows how to compose him or herself outside of school. I am more “street smart” because I have always learned things better through my own experiences and by asking questions to my mother and father. By teaching the children more about the little details of nature, I believe it will be beneficial in the development of a well rounded person.

From past experiences, I have developed different ways to help children learn more about nature while at school. Environmental education needs to start at an early age and with hands on activities (White 1). One way to do this could be through a class pet. Having a class pet in the room can help the children become more interactive with wildlife. Another idea

would be field trips or guest speakers. By going on field trips children get out and be more hands-on with nature. It could be a simple trip to a woods or even a state park. Lastly, children should be allowed to have ample time at recess. When kids go outside they can release their stored up energy by connecting with nature. It can change their behavior and relax them. These are just a few of the ideas I would like to incorporate into my classroom.

By weighing the consequences of nature-deficit disorder, we also can realize how blessed our children could be biologically, cognitively, and spiritually through positive physical connection with nature (Louv 36). Letting children play outside daily will not harm them, but instead will help them tremendously. Teachers need to help their children realize what nature has to offer, and take action now. We cannot wait any longer or we may never be able to bring nature back into our classrooms and homes. The children cannot do it themselves, they need the guidance of professionals, and those professionals are highly educated teachers and parents of the children.

Works Cited

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White, Randy and Vicki Stoecklin. "Children's Outdoor Play and Learning Environments:

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