

Benefits of Time in Nature

Summary Table Adapted from “Healthy Kids, Healthy Planet Outdoor Toolkit Strategies for Taking K-5 Students Outdoors to Support Mental Well-Being, Environmental Stewardship, and Student Success” by Patchen, et al. 2020

Academic and Social Development	Mental Well-Being	Environmental Stewardship
<ul style="list-style-type: none"> • Improve grades and test scores 45,46 • Improve attention and concentration, and reduce symptoms for children with ADD/ADHD with effects comparable to ADHD medications 43,47–51 • Improve attitudes toward school 52,53 • Improve behavior in school 54,55 • Improve engagement with topics taught outside, and with indoor lessons after being outside 42,56,57 • Enhance cognitive development 41,51,58,59 • Increase students’ sense of belonging 55 • Increase cooperation 60 • Support positive relationship development 61,62 	<ul style="list-style-type: none"> • Decrease stress and anxiety 5–8 • Increase emotional wellbeing, happiness, and mood 9–11 • Promote resilience to stressful events that can protect mental health in childhood and into adulthood 7,12–15 • Support emotional regulation 16 • Increase self-confidence and self-esteem 17–20 	<ul style="list-style-type: none"> • Increase awareness of and connection to nature 23–25 • Enhance positive environmental attitudes and caring about environment 26–30 • Increase stewardship behaviors in childhood and into adulthood 21,24,27,30–34 • Increase agency 35 • Increase sense of place 36,37

Created by Shauna Lavi for SGN Workshop: Community Science in the Schoolyard; 10/24/25

Adapted from and to be used with References found within: Patchen, A., et al. (2020). *Healthy kids, healthy planet: Outdoor toolkit: Strategies for taking K–5 students outdoors to support mental well-being, environmental stewardship, and student success*. Cornell Atkinson Center for Sustainability; Cornell Master of Public Health Program. <https://cpb-us-e1.wpmucdn.com/blogs.cornell.edu/dist/d/9175/files/2020/10/HKHP-Toolkit-1.pdf>