

A top-down photograph showing several children's hands, some with pink and blue wristbands, reaching out and touching dark brown soil. In the background, there are black plastic pots containing small green plants. The scene is outdoors, likely in a garden or schoolyard.

**Unleashing the Power of Play**

**20<sup>th</sup> IPA Triennial World Conference September 13 -16,  
2017, Calgary, Alberta Canada**

Oral Presentation Session:  
Children's Perceptions of Outdoor & Nature Play

## **Bringing Back Nature to Children Through Play in Home Garden**

**<sup>1</sup>. Mega Suria Hashim, <sup>2</sup>. Assoc. Prof Dr. Ismail Said & <sup>3</sup>. Dr. Nurul Nadiah Sahimi**

Faculty of Built Environment,  
Universiti Teknologi Malaysia,  
81310 Skudai Johor , Malaysia

School of Early Childhood Studies,  
Faculty of Education and  
Humanities, UNITAR, Malaysia



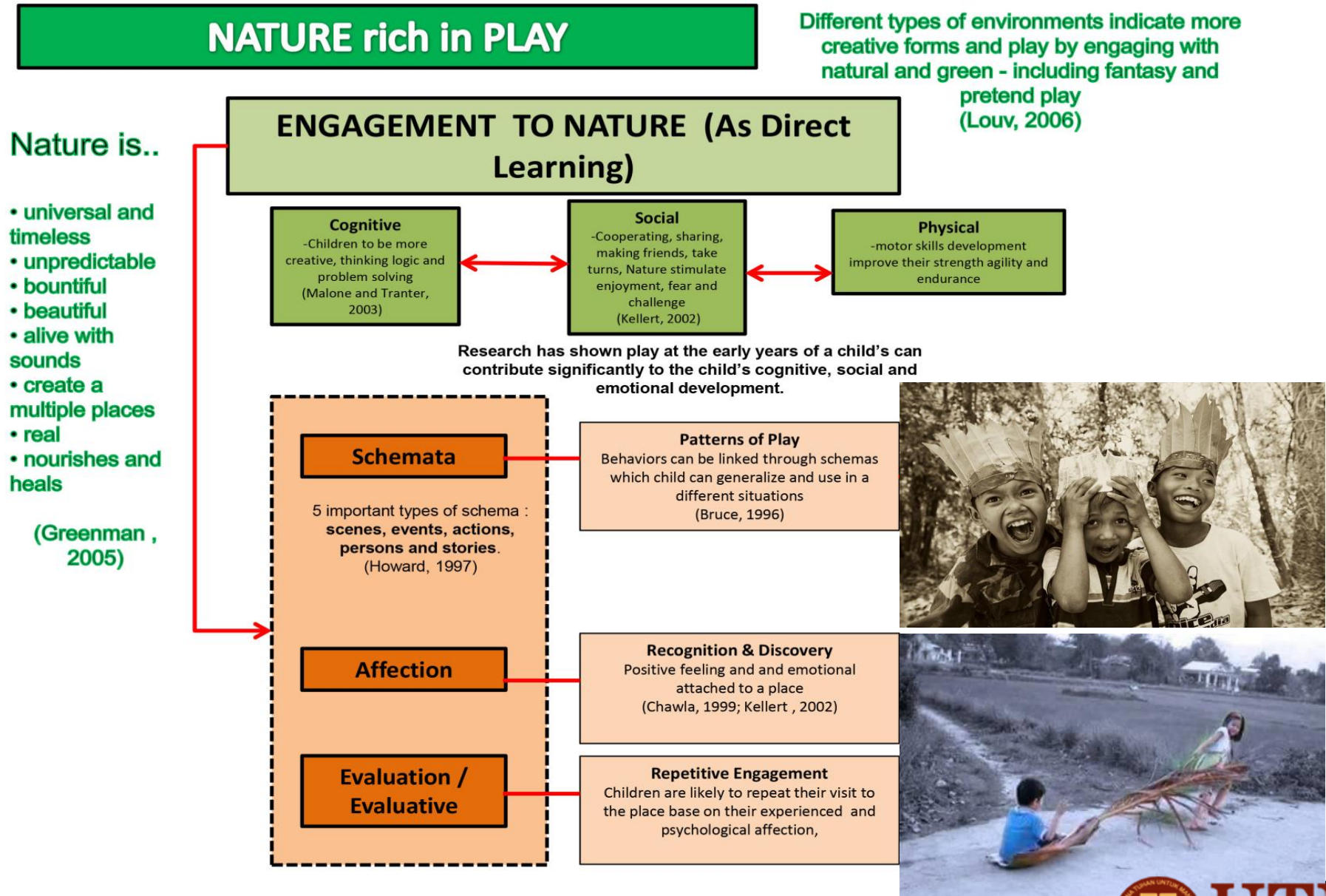
**Greenovation Research Group, Universiti Teknologi Malaysia**



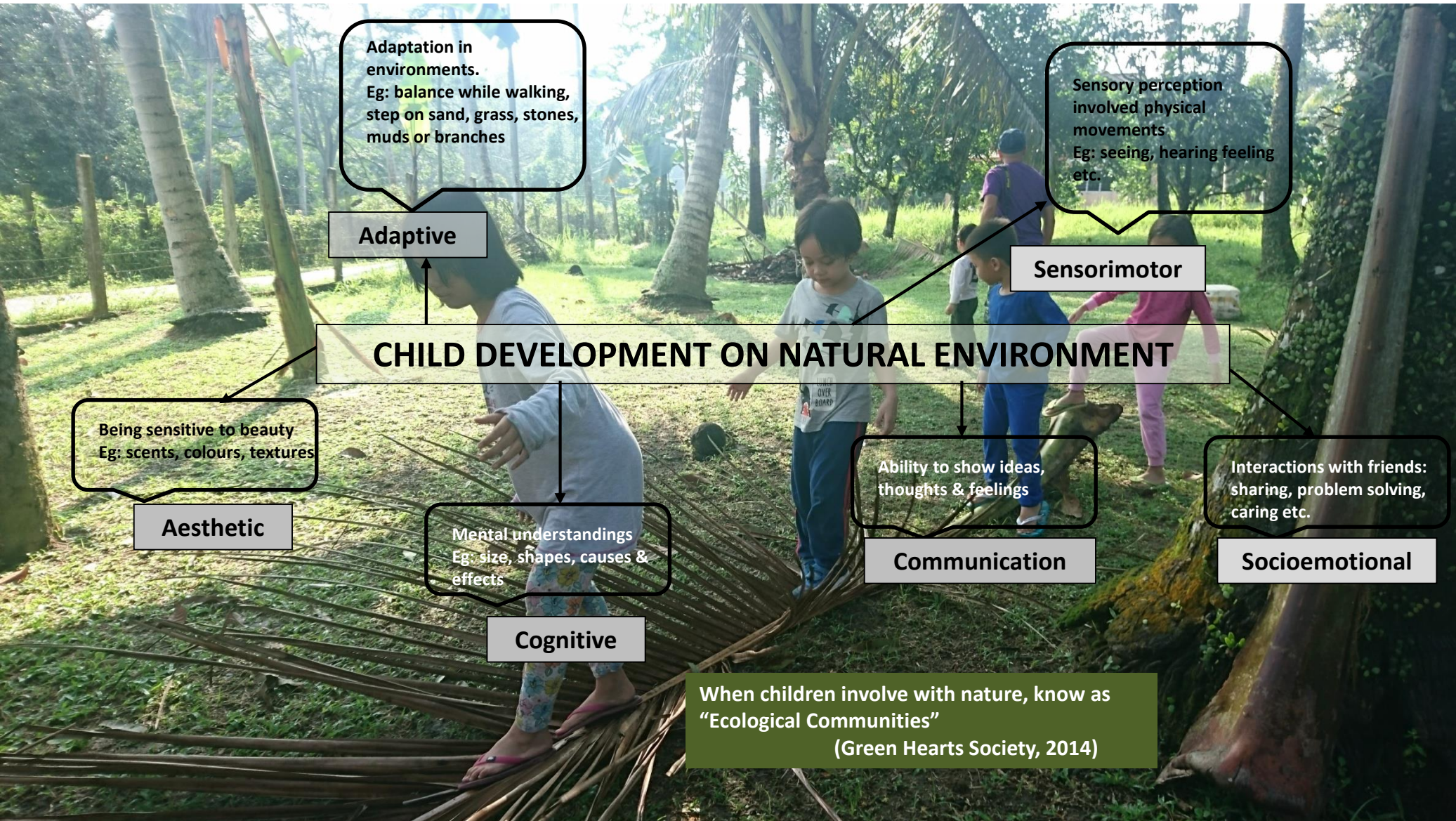


- Outdoor environments shape the children, physically, socially and emotionally.
- This study focuses on discussing children engagement with nature through their play setting in home garden.

- We need to find many different ways to give nature back to all of our children.
- How the environment shapes the children through direct and indirect experience in nature.









Limitation from parents that find it hard to allow their children get **MESSY EXPERIENCES** without realizing that sensory play is part contribute to children progressive behavior.



Children lose their **VALUE OF NATURAL ENVIRONMENT** as a playground which nowadays access to new technology and IT gadgets are mostly contributing to children behavior which limits their thinking creativeness and motor skill development.

## **Research Aim**

**To explore how children interact with nature through  
their play in home garden base on naturalist's  
education**

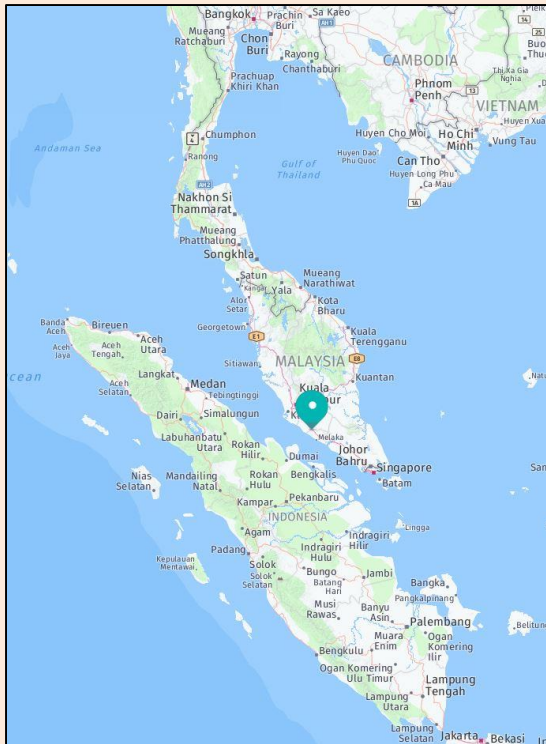
To examine how the children's physical, social and cognitive performance stimulated by the outdoor environment that leads to Experiential Learning.



**DOES** the outdoor learning activities on home garden creates a balance between play and learn which enhances children's motor skill, social interactions and cognitive performance?

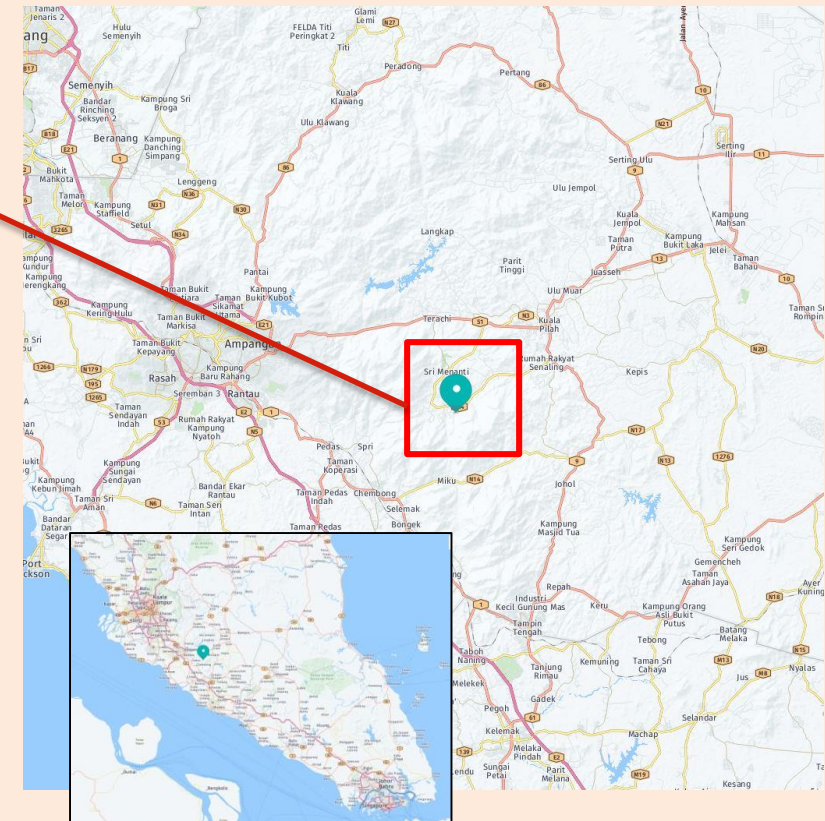






## Case study area

- 62, Kampung Gunung Pasis, 71550 Sri Menanti, Negeri Sembilan, Malaysia.
- A Malay village styled private home with a large private compound, a fishing pond, and a swimming pool amidst the backdrop of undulating hills and forests.
- Situated approximately 1hr 20 minutes from Kuala Lumpur City Centre or 1hr 30 minutes from KL International Airport KLIA.







Children experience in nature is classified into three categories:

- Direct
- Indirect
- Various experience (Kellert,2002)



Example: Play pond/ stream, Board walk, Fishing, Leaf pile, Logs, Plants shrubs etc.





25 students of 2 different schools (urban and rural), aged 6-12 years were participated in the survey. The study focus on middle childhood children since this is the most critical period of child's development as well the social-emotional and cognitive takes place.

Development of middle childhood children:

- period of engagement with nature which known as 'child period earth'.

Age	Girls	Boys	Total
6	5	4	9
9	3	3	6
10	2	2	4
12	4	2	6
<b>Total</b>			<b>25</b>

Parameters	Children's Development	Example
Physical	Motor skills (Gross and fine motor skills) development	Physical coordination like balancing, climbing, run, jumping and grasp.
Cognitive	Retrieve information, solve new problems and cope with new situations	Understanding, memories, ideas, adaptive, emotion, attitudes, evaluation, preference, meaning, experience.
Social	Broaden their relationship with peers and adult around them	Discipline, chatting, negotiation, helping and cooperation.



## DATA COLLECTION STRATEGIES

Mosaic Approach:  
Using observations, drawings, photography,  
participatory (interviews)

(Allison C, 1999)

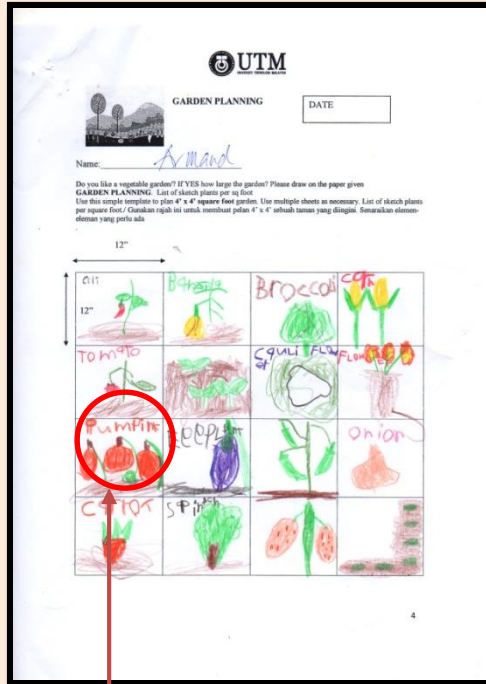


Observation

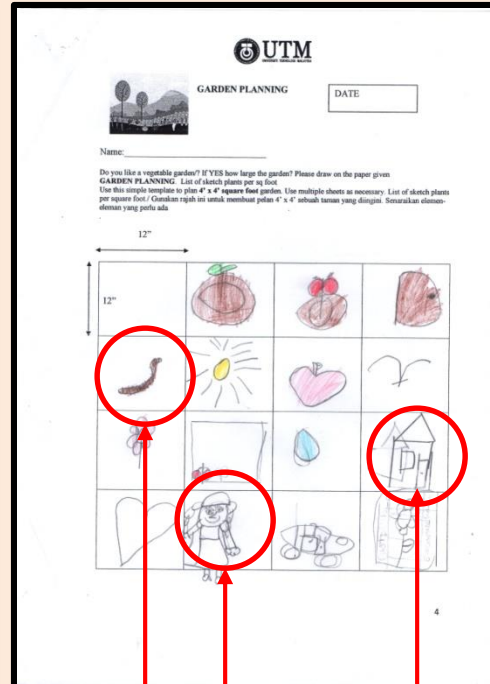
Photography

Interview

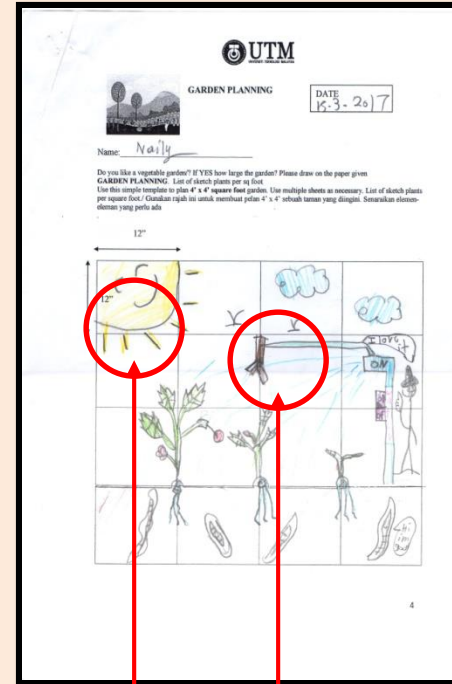
Drawing and map mapping



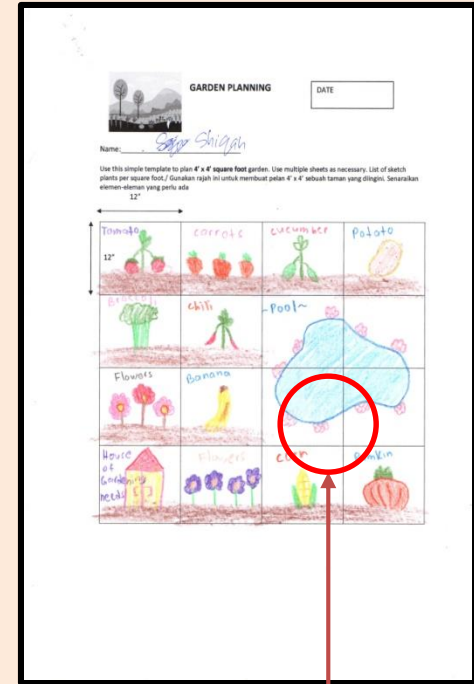
A drawing by a boy, aged 6 years old (from urban)



A drawing by a girl, aged 7 years old (from urban)



A drawing by a girl, aged 9 years old (from urban)



A drawing by a girl aged 12 years old (from urban)

2.

2.

3.

1.

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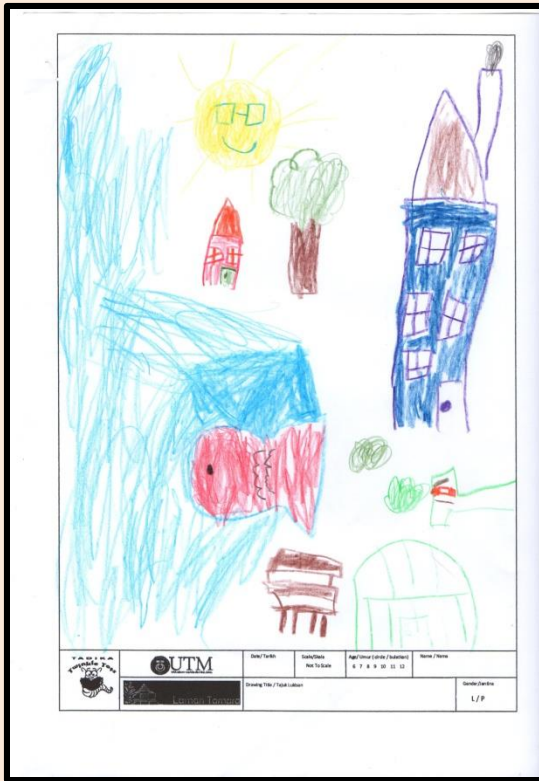
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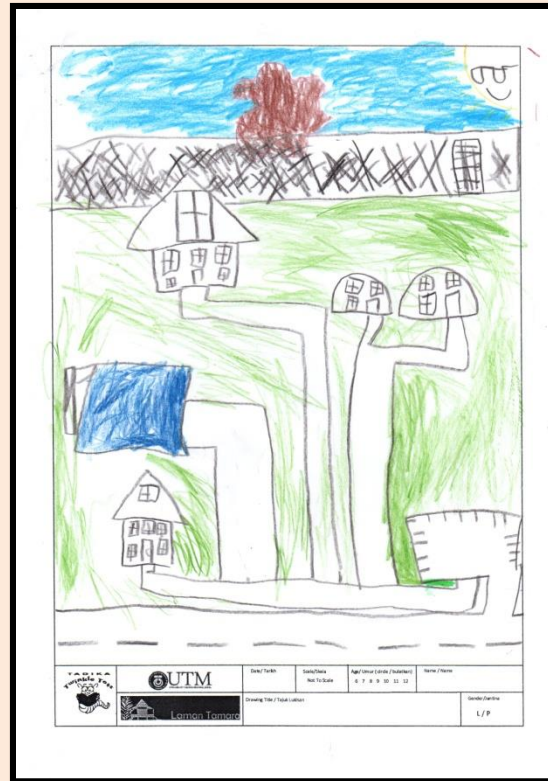
## Environmental elements encountered in children's drawings

1. Man made element
2. Natural element
3. Element for sociality
4. Climate element

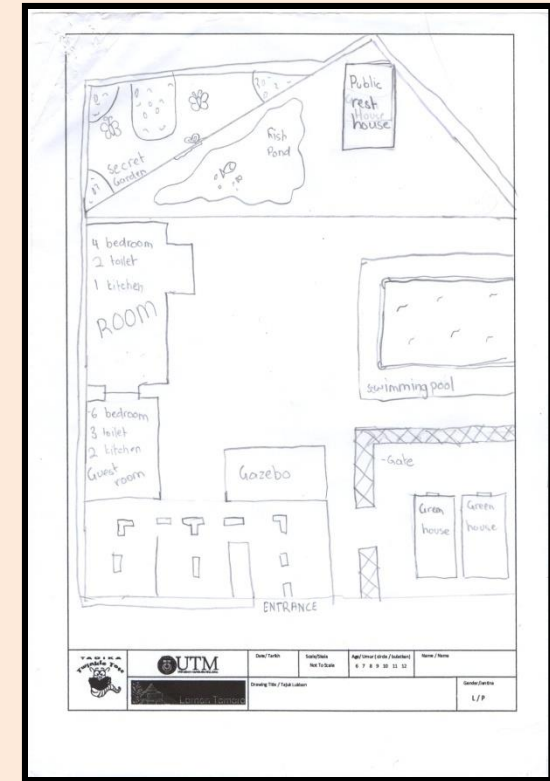




A drawing by a boy, aged 6 years old (from urban)

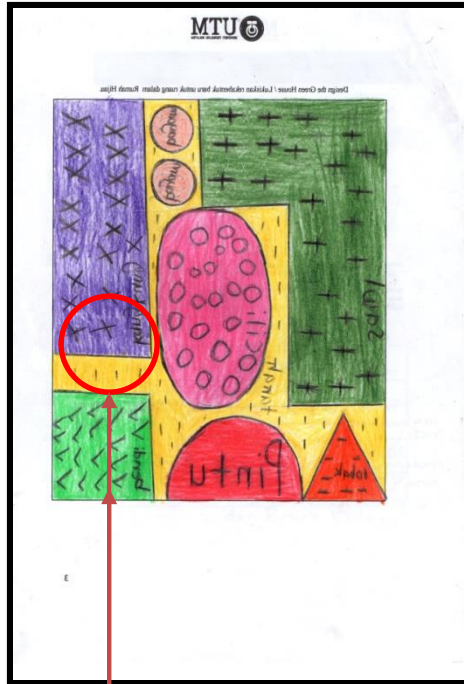


A drawing by a boy, aged 9 years old (from urban)

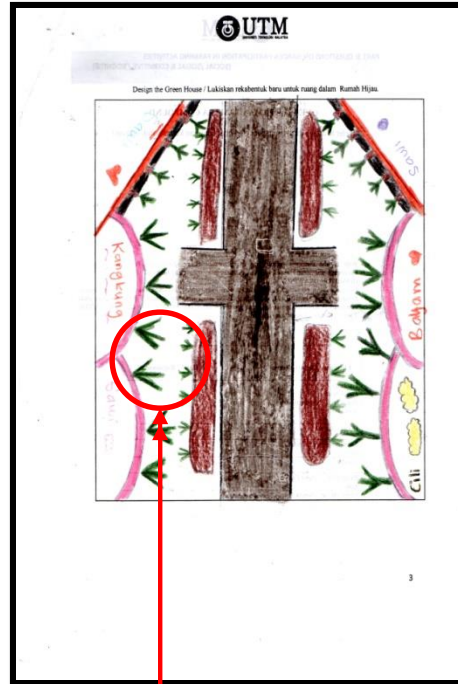


A drawing by a girl, aged 11 years old (from urban)

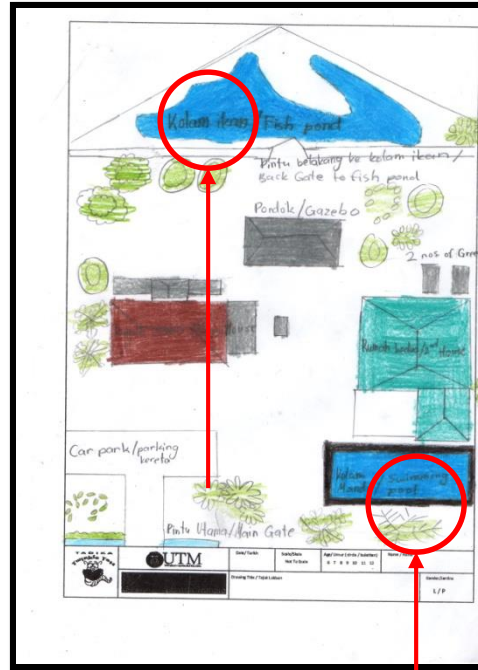
One of the true joys of going outside with children is their unabashed **sense of wonder** and contagious excitement over **discovering something new**.



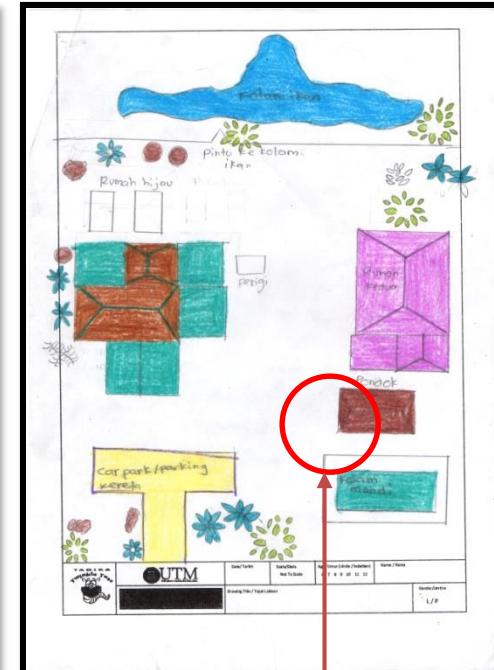
A drawing by a boy, aged 8 years old  
(from rural)



A drawing by a girl, aged 11 years old  
(from rural)



A drawing by a girl aged 10 years old  
(from rural)



A drawing by a boy, aged 12 years old  
(from rural)

Environmental elements encountered in children's drawings

1. Man made element
2. Natural element
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4. Climate element







## Exploring and Thinking

Age group : Middle Childhood

Setting: Rural area

Naily (9 years) was in Primary School. She asked her mum a question about how to measure the small vegetables. The mum suggested that she asked Sarah (12 years) because she knows more about the process. Sarah was able to answer her question, and the four children start playing with soil. She joined later with them by sharing the knowledge that she had learned from Sarah.

Reality: *Create opportunities for children to share their interests with each other and use as basis for learning*





Transplanting seedlings into larger growing areas.

- they start with a patch of organic soil and turn it into beautiful, growing beds of edible plants.







## Descriptive language

Age group : Middle Childhood

Setting: Rural area

Husin (6years) was so excited to harvest the “loofa” when his mum gave him instruction. By using more descriptive language, for instance, instead of saying “harvest loofa before it gets too big, she might say “harvest loofa when it’s the size of your arm, from your elbow to your fingertip.”

Reality: *Create opportunities for children to experiment with typoname from adults.*





Activities affected by the physical of children's  
everyday landscape element:

- Size
- Texture
- Form
- Colour



Psychoanalytic

Therapeutic effect: release their  
emotions freely (Distressing)

Arousal

Stimulation to learn about the  
surrounding

Metacommunicative

Communication using language  
to describe events, make believe  
play

Cognitive

Process of assimilation (when  
children learn new things.  
Children adjust their knowledge  
when they see new things  
And at the same time they  
creating 'Equilibrium (balancing).





Children from urban

Children from rural





Segment on home garden activities featured on media on the 21<sup>st</sup> March 2017



