Green and blue spaces and psycho-physiological adaptation in primary school children: The SOTOASOBI Project
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**Background and Objective**

**Background:**
This study used the framework of a community based participatory research approach. In this area the local government is planning to have a new adventure playground and we have taken part in the activity to encourage residents to support the plan in SOTOASOBI project.

**Objective:**
We examined the impact of contact with green and blue settings on indicators of psycho-physiological adaptation in school children. The SOTOASOBI Project is a cross-sectional study conducted in Kinuta Area, Setagaya, Tokyo, using community based participatory research approach.

We obtained data using self-rated questionnaire conducted among children of two elementary schools (K & F) as shown in Figure 1. The inquiry items were concerning their way and places of outdoor play, psychological mood, level of motivation, and self-efficacy in academic achievements. In addition, their parents were asked the duration that the subject children spent in green and blue spaces including the adventure playground, ordinary parks with a fringe of trees and gardens, and playground on the riverside. Parents were also asked to respond to the Strength and Difficulties Questionnaires (SDQ) and ADHD/DSM-V questionnaire.

We also conducted a workshop-tour involving walking around the play spots in their residential area to share the children’s experience during playing nearby green and blue environment (Figure 2). The tracks recorded by GPS were shown in Figure 1. The description of the results from the workshop-tour are not included in this presentation.

**Results**

Green and Blue outdoor settings appear to induce the well-adapted condition among children and the association is more significant when the time spent there was longer. The results of parents’ SDQ scores are partly statistically significantly different between groups that do and do not engage in playing in Green and Blue settings, frequent active playing, and frequent outdoor playing. Additionally, ADHD/DSM-5 scores indicated the well-adapted condition among children who played in such an environment and spent much time playing.

**Conclusion**

These findings support beneficial impacts of contact with green and blue setting on psycho-physiological adaptation in school children.