

## AT SCHOOL WITH NATURE

Educating about Nature at school

through specific films that make them experience the benefits every day.



Project aimed at pre-school and primary schools.

*“From 3 to 11 years of age is the age at which a daily relationship with Nature, albeit through symbolic contact, constitutes the most effective prevention of risks linked to contexts of discomfort”* (Barbiero, 2017).

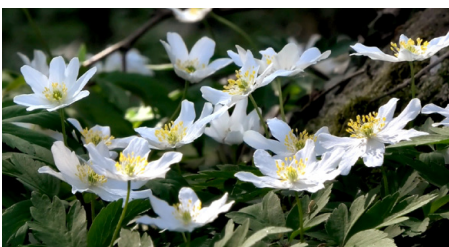
### PROPOSAL: AT SCHOOL WITH NATURE

The proposal aims to transform the school into a regenerative school, exploiting Nature-based solutions from a digital perspective, aware of its fundamental role not only for children’s learning, but also for their psychophysical well-being. .

*“Experience with Nature, either real or reproduced, has psychological and physiological regenerative effects.”* (Berto, 2014; Barbiero & Berto, 2016).

The Alamar Life films help **introduce children to the deep values of Nature** while remaining inside the school: they can experience it and its benefits every day **through play, meditation, teaching, creativity, in an climate of shared well-being.**

Constant use of the films throughout the year enables the children to **improve their school learning and grow in harmony.** It also reduces forms of marginalisation and bullying, thanks to the relaxing power of nature and its ability to regenerate attention, stimulate concentration, intuition, empathy.



*“Whenever you put your attention on something natural, you can feel its stillness and, in so doing, the same stillness arises within you”.*

*Eckhart Tolle, Words from the Stillness*

## DISCOMFORT - NATURE DEFICIT DISORDER AND ADHD

Nature-deficit disorder is a serious modern phenomenon whereby human beings, particularly children, experience a growing series of physical and behavioural problems due to a prolonged lack of contact with Nature and the external environment. (Stiffler, 2007). **The further children are removed from the natural world, the more problems of anxiety, depression, bullying, aggression arise.** (Stiffler, 2007).

Research conducted in 2012 by Dr. Ming Kuo, of the University of Illinois, highlighted how many **people feel lonely and depressed, bored, in urban areas** with few natural elements. In these cases, the rate of **violence and aggression** is much higher than in areas considered green.

The lack of daily contact with a natural environment leads children to a higher risk of being subject to *Attention deficit hyperactivity disorder* (ADHD).



*“It has been shown that children with ADHD show better attention functioning after spending time and/or performing activities in a natural environment. **The greener the everyday family/school environment in which the child lives and plays, ... the less severe their symptomatology appears.***

*Before doing homework or a class assignment/question, it is helpful to help your child maximize his attentional capacity, for example, just have him take a walk in the garden or take a long look at the natural view outside the window. **Since these children need frequent regenerative breaks, it would be appropriate if, in addition to an outdoor garden, natural elements or real ‘green’ areas for psychological regeneration were also present inside the school.*** (Berto, 2017)

## THE BENEFITS OF NATURE - WELL-BEING IS LEARNED AT AN EARLY AGE.

The literature has demonstrated the fundamental role of Nature not only for the learning children, but also for their psychophysical well-being and ability to regulate emotions.



Source: Barbiero et al. (2021)

In their latest study, Rita Berto and Giuseppe Barbiero (*Affective Ecology Laboratory*) measured the importance of **biophilic classrooms, spaces in which to recreate contact with Nature**, to support the learning process and strengthen the link with the natural environment in children aged 6 to 11.

“Our research has shown that contact with Nature has a regenerative power of the child’s direct and sustained attention capacity and improves his or her empathic qualities.

**Contact with Nature seems necessary, especially when pupils are confined to closed learning environments”.** (Barbiero et al. 2021)

*“The quantity and quality of the experiences a child has with the natural world during childhood play an important role not only in shaping the child’s ability to respond to cognitive, affective and behavioural demands from the environment, but above all on his or her psychophysical well-being.”* (Berto, 2016)

The benefits of Nature are attested by thousands of medical research studies worldwide, first and foremost the studies by Ulrich on stress recovery and those of Mr and Mrs Kaplan on attention restoration.

Read more: <https://alamarlife.com/en/studies-and-experiments/>

## EXPERIENCE NATURE VIDEOS

*Experience Nature is a series of videos specifically made to convey the benefits of Nature in indoor environments.*

*Thanks to a unique filming and editing technique, the videos capture the attention and provide a contemplative experience for even the youngest or most hyperactive children.*

To allow deep immersion in the natural scenery, each theme is developed through 15 different but consistent shots. Even subjects with the greatest attentional difficulties are attracted by the films and remain 'hooked' by them, allowing for deep regeneration. When attention wanes, the image renews itself, prolonging the contact with Nature and therefore, its effectiveness.

Read more: <https://alamarlife.com/en/method/>



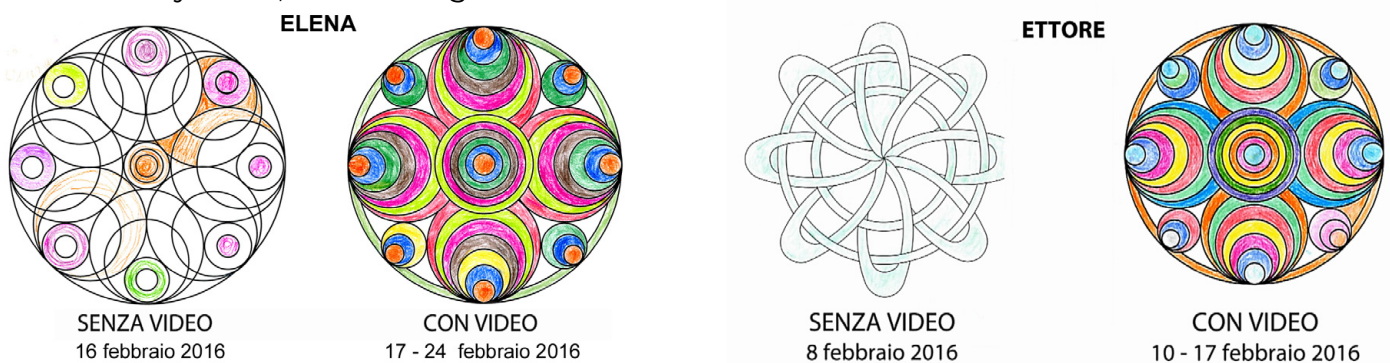
## THE RESEARCH CONDUCTED AND THE RESULTS OBTAINED

Experiments with Experience Nature, especially in the Alzheimer's field with people suffering from severe attentional difficulties and a high level of stress, confirm the guidelines of the Stress Recovery Theory (Ulrich, 1983) and the Attention Restoration Theory (Kaplan-Kaplan, 1989). The vision of the proposed scenarios allows a significant reduction of stress, anxiety, depression levels and a significant recovery of cognitive abilities, evidenced also by an increase in the MMSE in subjects with medium/severe dementia.

Read more: <https://alamarlife.com/en/healthcare/#experimentations>

Here are some examples of results obtained with *Experience Nature* videos:

Paintings made by the same people living with dementia, without having seen the videos and, one or two days later, after having watched about 15' of video:



Read more: <https://alamarlife.com/en/alzheimers-art-therapy/>

Faculty of Psychology University of Padua, Italy.  
Thesis by Ottavia Damian (2021).

Research conducted on 90 people, mainly young university students. **The effects were measured after only 6' of video conference viewing.**

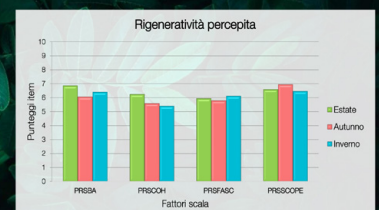
The results show:

- increased state of relaxation
- increased sense of pleasantness
- increased positive affective tone
- high restoration.

Read more: <https://alamarlife.com/en/the-natural-landscapes-of-alamar-life/>

### Rigeneratività ambientale percepita (PERCEIVED RESTORATIVENESS SCALE)

Le analisi descrittive evidenziano che tutti gli ambienti hanno ricevuto dei punteggi piuttosto elevati sulla scala di rigeneratività percepita, superando, la media di 5 punti per tutti i fattori considerati (*fascination, being away, scope, coherence*). Tuttavia, non sono stati evidenziati effetti significativi dovuti alla stagione per nessuno degli indici considerati.



**Used on an experimental basis in some kindergartens** on the island of Elba and in Piedmont, Experience Nature films stimulated concentration and deep relaxation in the children, calming even crises of hyperactivity and aggression in a few moments.

**Major benefits observed:**

- Special attention and involvement
- Great commitment to the work required
- Almost meditative silence
- Relaxation, enjoyment and serenity
- Collaboration and integration
- Creativity and imagination
- Concentration and learning

Read more: <https://alamarlife.com/en/school/>



**THE PROPOSAL:**

**AT SCHOOL WITH NATURE - TRANSFORMING SCHOOL INTO A REGENERATIVE SCHOOL**

The school is the place of choice for activating educational projects on the environment and its sustainability, essential for regaining harmony with the Earth and embarking on sustainable lifestyles.

**The MIUR** (Ministry of Education, University and Research) **has stipulated that environmental education be a subject of study in all schools:** “It is a path of emotional and cultural exploration and acquisition of awareness sustainability issues, the promotion of integral human well-being, a pathway related to the protection of the environment and the care of the common home.”

The Alamar Life videos are an effective resource to support environmental education in schools, to help children grow in harmony with themselves and with others, fostering that virtuous process that truly leads towards a more fraternal humanity desired by the MIUR. Furthermore, the films allow children to experience the relaxing and regenerating power of Nature every day, while remaining within the school.

The calmness induced by natural sceneries makes it possible **to depotentiate disorders related to anxiety and stress, at the same time allowing the regeneration of attentional capacities**, helping the child not only in learning and doing homework, but also making them experience the well-being that Nature instils, recognising in her the ally for a life in harmony.

A daily use of Experience Nature videos enables better learning and serenity in children, greater willingness to engage in activities, harmonious relationships with classmates and teachers, promoting well-being, cohesion and integration in the classroom.

**The videos will be used both to relax and regenerate attention after situations of mental fatigue, and to conduct didactic sessions, artistic, narrative and sensorial workshops.**

## REGENERATIVE CLASSROOM



Source: Barbiero et al. (2021)

In both pre-schools and primary schools we propose to **transform the canteen into a regenerative classroom**, inserting some plants, cork panels, a large screen with a natural frame where films can be projected.

Lunchtime will be quieter and more nutritious: the natural environment will encourage relaxation and recovery from mental effort after the morning lessons, allowing the children to let the notions they have just learnt settle.

Creative storytelling workshops will also take place here and other specific moments of involvement, such as contemplative viewing before starting the study day.

## KINDERGARTEN

In the pre-school, videos are used to introduce children to the natural world.

They will be shown in the regeneration room during lunchtime, using the long sequences as relaxation to facilitate the afternoon nap.

A different activity will be presented in the classrooms each day (see the Uses section).

**Through the videos, children will learn about natural elements and their functions:** an engaging and creative way, which at the same time brings deep and immediate well-being.

But the most valuable activity, for both kindergarten and elementary school children, is the experience of **“The Imagined Tale” story telling set in Nature**, where they are invited to create a story all together, starting with the choice and observation of natural scenarios natural scenarios.

## PRIMARY SCHOOL

**In the regeneration classroom**, in addition to the lunch break, we recommend showing the videos also during the recess, every other day, observing the spontaneous behaviour of the children. Creative storytelling workshops will be held here, as in the kindergarten, (see “The Imagined Tale”), to be held, if possible, once a fortnight.

**In the classrooms, using the interactive whiteboards, we recommend daily use before starting the lessons**, introducing the morning with a short sequence, different every day (tot. 3'). We also recommend a short restorative break when changing teachers, or after a particularly difficult task: the literature states that even micro-pause breaks of 40” looking at natural scenery are sufficient to bring some refreshment to mental fatigue. (Lee et al, 2015).

**For the first and second classes**, the films can be used in art and image and music workshops. They will help acquaint them with **colours, elements, sounds** and the emotions they arouse; they will enable them to understand the **seasons, different environments, trees, flowers, fruits**. They will stimulate observation of the landscape and the ability to reproduce it.

## OUTDOOR DAYS

Whenever possible, we recommend accompanying children to Nature at least once a month, both pre-school and primary school children, for **experiential and educational days**.

These can be trips to educational farms, significant natural settings, botanical gardens, etc.

We recommend that parents also be invited to these meetings, so as to create greater synergy between school and families and an opportunity for children and parents to share, strengthening a fundamental alliance for the psychophysical well-being of the child.

## THE USES

Watching the films makes the environment more peaceful and the teachers' work easier and more stimulating. The natural scenarios bring relaxation, concentration and cooperation among the children, are an excellent support for **pedagogical education** and **environmental education**, allowing the various aspects of Nature to be experienced while remaining within the classroom.

## THE CYCLE OF LIFE

**Seasons:** the scenery and colors that characterize each month of the year.



**From the flower to the fruit** and within the fruit, the seed for new rebirth.



An education that pays attention to beauty: the flowers of fruits and vegetables are wonderful and bring our best food as a gift.

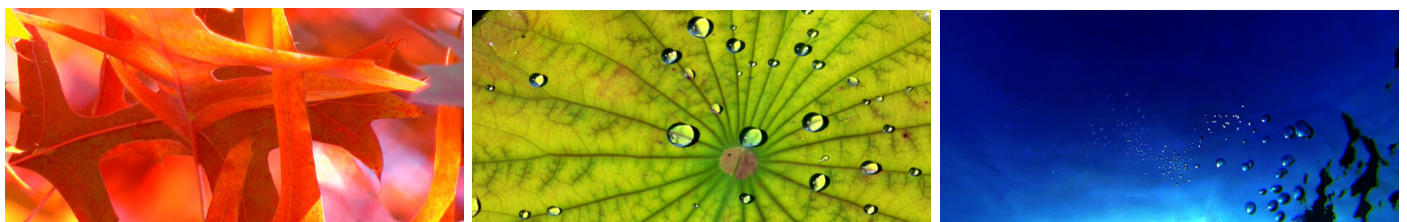
Fruit and vegetable films have also proven effective in cases of eating disorders.



**THE WATER CYCLE:** From rain to snow to melting ice; streams that become waterfalls, then streams, lakes, rivers, to the sea. Water in its liquid, solid and gaseous state.



**COLOURS:** The discovery of colours through environments, seasons, flowers and the elements that characterise them.



Films and monochrome sequences allow children to be relaxed or stimulated through the different frequencies of the visible light spectrum.



## FOREST BATHING

The beneficial contribution of the woods: the sense of protection and serenity, belonging to the Earth, the peace that comes from connecting with Nature.

Through the films, it is also possible to experience the therapeutic effects in the classroom and learn to recognise the different tree species: from beech to oak, from holm oak to chestnut, from pine to birch...

During the vision, the pupils can be invited to listen to the birds singing, or practise a meditation, exchange reflections and emotions protected by the forest.

It is interesting to let each child choose his or her favourite path: the choice and motivation will reveal much about his or her state of mind.



## CREATIVE STORYTELLING - THE IMAGINED TALE

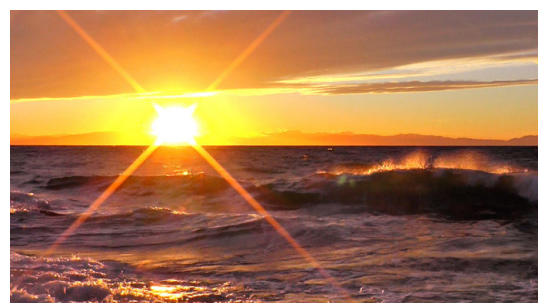
Starting from an image - a path, a stream, a flowery meadow, or any other scenery - it is possible to bring to life *The Imagined Tale*, a fun and stimulating method to educate children and young people in group creation and collaboration, developing in them the spirit of adventure and mutual respect through play and imagination.

The films are the stages of the shared journey, they constitute the scenarios in which the story is set and are both narrative cue and support the development of the story. The children will have to choose them and link them together.

This is the workshop that offers the greatest opportunity for fun and participation, because all the children are actively involved. It is probably also the one that most encourages integration and increases creativity. The empathy created in the group allows even the most shy or marginalised to participate, supported by their peers, in an atmosphere of play and wonder.

The creative narrative set in Nature allows the children to invent, all together, a plot that can also be very imaginative and unreal, but that in any case will excite and give the teachers food for thought on the contributions of each one. **Through play and transposition into the characters of the story, deep aspects of each person's personality can emerge**, states of mind that are difficult to reach in any other way, and that can be revealing of each child's emotional world.

Already used with important results with people suffering from Alzheimer's disease and with children aged 3 to 6, ***The Imagined Tale* stimulates imagination, inclusion, shared participation through play**, with an important spin-off on wellbeing thanks to prolonged immersion in natural scenarios.



## PLAYS AND THEATRE PERFORMANCES

The images provide the ideal natural settings for recitations, readings and plays.

Used in kindergartens to accompany the story of the journey of Ulysses, Marco Polo and other myths, the videos make it possible to benefit from Nature's therapeutic contribution during the development and preparation of theatrical, musical, literary and dance performances.

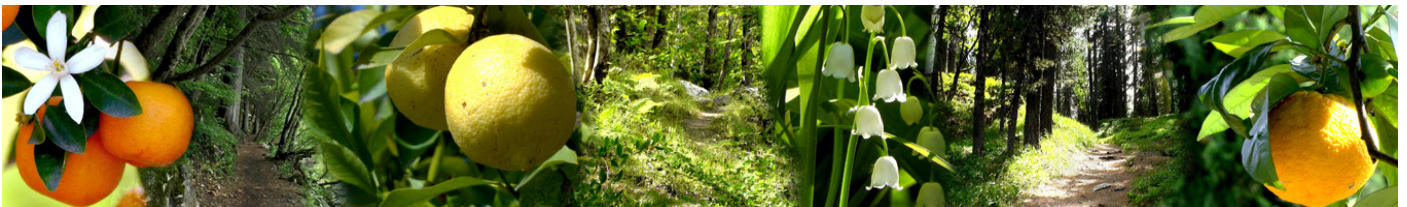


## ARTETHERAPY

Individual films as a subject to be played (landscapes, trees, flowers), sequences to relax and induce concentration before the activity, stimulating involvement and imagination.

## MULTISENSORIALITY

In combination with herbal teas, juices, infusions, fruit to taste; petals, pebbles, wood, sand to touch; fragrances of forest, sea, earth and flowers to breathe in.



## IMMEDIATE AND LONG-TERM OBJECTIVES

Nature stimulates creativity, reduces states of anxiety, stress and aggression, improves mood and learning abilities; it has important effects on the psychophysical well-being of children, increasing self-esteem even in children with learning or integration difficulties. Alamar videos succeed in instilling calm, relaxation and an almost meditative state even in very young or hyperkinetic children. They support harmony and cooperation in the classroom. The projected scenario becomes the common denominator: immersion in the same landscape, all together, children and teachers, allows for a feel-good experience that fosters good relationships and easier and more immediate learning.

**In pre-school, the aim is to introduce children to the natural world.  
The children will be involved on the emotional side.**

**In primary school** the aim is to regenerate children's sustained direct attention after mental fatigue. **Activities will focus on the regeneration of attention.**

**The long-term goal is to generate a connection with Nature in the children** through daily symbolic contact.

The transformative process we propose aims to promote awareness of the fundamental role of Nature **not only for children's learning, but also for their psychophysical well-being and ability to regulate their emotions.**



## TECHNOLOGICAL DEVICES FOR USE AND DIFFUSION

Experience Nature videos are broadcast via interactive media box and Webtv.  
<https://alamarlife.com/en/alamar-nature-video-offers/>

### THE BOX PLUS

It is the ideal tool for Comprehensive Institutes that have several pre-school and primary school sections in the same building and primary schools, with the possibility of creating a single regenerative classroom usable by all.

It is a latest-generation minicomputer, with a specially developed operating system specially developed, which contains the entire Alamar Life production: 150 themes and more than 2500 Nature films, accredited as effective non-pharmacological therapy.

Allows access to the entire catalogue with a very precise and intuitive search system.

Allows for the creation of customised playlists, such as pre-configured thematic playlists and the annual programming of the Relax Channel.

It offers the possibility of displaying in full screen, at the same time, all the videos included in a playlist, as if it were a palette of colours: this makes it very easy for children to choose films and at the same time helps teachers to conduct workshops.



**The Box subscription requires an initial contribution of €400 and a monthly fee of €210, VAT exempt.**

### LA WEBTV <https://webtv.alamarlife.com/>

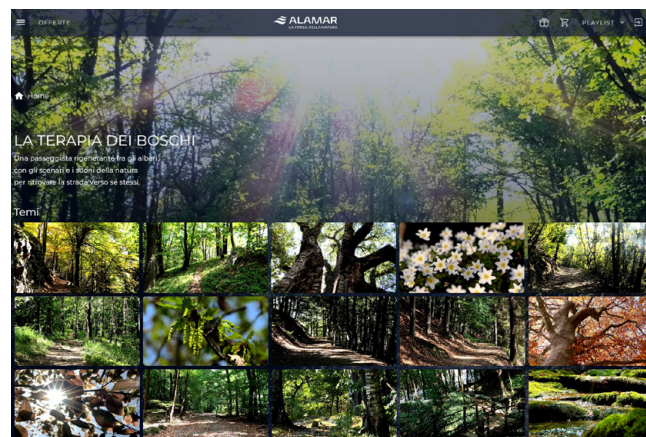
It is a streaming platform and therefore requires a fast internet connection.

It is the best tool for preschools and primary schools not connected to other institutions, where the investment for the Box Plus is not sustainable, using interactive whiteboards.

It offers the entire Alamar Life production, divided into 15 thematic channels, each containing relevant themes and groups of films.

Each channel and each theme offers a brief explanation of the specific benefits it brings. The Webtv is easy to use and particularly intuitive.

It allows infinite playlists to be created, but does not allow selected films to be viewed at the same time, so children's choice during activities is not as easy as in Box Plus.



**A three-month subscription to WebTV costs € 24, for the whole school year € 72, including VAT.**

### TEACHER TRAINING

For the most effective use of the films and learning the methodology for conducting the proposed activities, a training course is recommended for teachers participating in the project.

The course is held online, is structured in 2 sessions of 2 hours each and also includes 3 follow-up and monitoring meetings during the course of the year. The training will be based on the chosen dissemination system.

**The online training course, including the 3 follow-up meetings, costs € 480, VAT exempt.**

