

Nature & Success at School

2 hours/week, 20+ minutes at a time. That's all it takes.

Research shows that people who spend at least 2 hours in nature each week report significantly better health and wellbeing.ⁱ Science suggests that the most efficient drop in cortisol (stress hormone) levels happens between 20 to 30 minutesⁱⁱ – hence our 20-minute rule.

Spending time in nature

MAKES YOUR BRAIN BIGGER. LITERALLY.

Schoolchildren who spend more time in nature as they grow up increase their brain volume in areas that improve memory and attention.ⁱⁱⁱ

BOOSTS YOUR ATTENTION

Elementary and preschool kids focus significantly better after a 20-minute walk in a park compared to a city street.^{iv}

SHARPENS YOUR MEMORY

A study of almost 5,000 children showed that those who lived in neighbourhoods with more green space had better working-memory abilities.^v

IMPROVES YOUR GRADES

A study of 101 high schools showed that schools with more trees and plants visible from classroom windows had higher standardized test scores and graduation rates.^{vi}

ENCOURAGES TEAMWORK AND KINDNESS

Kids who play in recently greened school grounds play more cooperatively, communicate better and decrease aggressive behaviour.^{vii}

Make the most of your nature prescription with these simple tips

1. MAKE EASY GREEN TWEAKS TO YOUR ROUTINE

Avoid adding extra time and effort by substituting outdoor activities for indoor ones.

2. WRITE NATURE INTO YOUR SCHEDULE

Prioritize your date with nature by adding it to your calendar or day planner.

3. PHONE A FRIEND OR FAMILY MEMBER

Making it a team effort increases your chances of meeting your goals.

4. RESPECT NATURE—AND YOURSELF

Dress for the weather, stay on the trail and pack out what you pack in. For more on how to get outside safely and responsibly, visit our friends at [AdventureSmart](#).

5. DO WHAT FEELS RIGHT FOR YOU

The health benefits of nature start to add up when you feel like you've had a meaningful nature experience.

ⁱ White, M.P. et al. *Sci Rep* 9, 7730 (2019). ⁱⁱ Hunter, M.R. et al. *Front Psychol* 10, 722 (2019). ⁱⁱⁱ Dadvand, P. et al. *Environ Health Perspect* 126, 027012 (2018). ^{iv} Schutte, A. et al. *Environ Behav* 49, 3 (2015). ^v Flouri, E. et al. *Br J Educ Psychol* 89, 359 (2019). ^{vi} Matsuoka, R. *Landscape Urban Plan* 97, 273 (2010). ^{vii} Dymont, J. *Gaining ground*. Toronto, Canada: Evergreen (2005).



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