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Last child in the woods chapter 4 summary

Welcome to Richard Louv's book Last Child in the Woods. To tell you the truth, I have no idea what this investigation is going to look like. I imagine that when you come together, I publish about all the things that caught my attention. And I'm asking you to leave your comments or a link to your own blog post about what got yours. This is nothing formal, ladies, just a place to talk about what we've read. I have now read the first four chapters of Last Child in the Woods twice. It's so good. A lot of things have hit me especially deep, but I usually just realized that times, they're in change. Things aren't like when you were a kid. Chapter 1. Gifts of nature ~ When I see birch trees bending left and right ... I like to think some boy's been waving them. What's your definition of nature? What emotions, visions, senses does it conjur up? For me it's not a nature reserve or botanical garden, it's just being outside, anywhere from the outside. My nature is primarily my backyard. There I can observe, listen, touch and be quiet with God's creation. One of my favorite quotes so far was on page 10. Now that I'm behind me for a long time, I often think about the last value of those early, deliciously idle days. I've come to appreciate the long vision of the tops of those trees. The woods were my Ritalin. Nature calmed me down, centered me and still got excited about my senses. I know I get the most out of nature when I'm alone. I've always been that way, and now I see it in my kids. I have memories of being outside, and when I felt most at peace, I was alone. I didn't do anything most of the time. I was just alone with nature. As a mother, I look out and see Eli walking around the backyard, talking to herself, soaking outside. He's so at peace. I see Brynne rocking a swing, singing to herself, carefree and at peace. Peace. Chapter 2. Third front ~ The border is gone. He died with his boots laced. M. R. Montgomery Can you imagine the three boundaries defined in the chapter? I could. The first frontier was the time of free land, a time when it passed from savage to civilization. I saw the pioneers. The second frontier was the time we lived (it wasn't that long!), the time of the family farm. People were connected to their daily existence and substitution. I know and smell farm life. The third line is here too fast. Children do not know their food sources, there is medical progress with animals that makes them more humane than animals, there are so many animal rights. We no longer tame wild animals, they take over us with rights. Feels chaotic, doesn't it? Where's Peace? Page 19 reads: Any one of us is now 40 or older. farmland or forests on the edge of the suburbs, and they had relatives of the farm. Even if we lived in the inner city, we probably had grandparents or other older relatives who farmed or had recently arrived from farmland ... For today's young people, this family and cultural link with farming is disappearing... I started thinking, My children don't know one person who cultivates. No one. Instead of natural housing, we now have green housing or urban living. There's a difference. Chapter 3. Criminalizing Natural Play ~ For many years, I was a self-appointed inspector of blizzards and rain showers. ~ Henry David Thoreau Rules and regulations now dictate what we can and cannot do about our environment. We live in a neighborhood with a strict homeowner's association. We live in real fear of getting a letter to tell us what we have done wrong. If adults are authorized, you may also have children. My dream is to have chickens. It doesn't happen when we live in this neighborhood. And unless we put in a \$50,000 saltwater pool, my kids won't get the summer pleasure of splashing around in the pool while we live in this neighborhood. Anything above ground would get us in trouble. It's annoying. It frustrates me. I want more for my kids. Because of all these rules and restrictions, children just stay inside. Page 33 says that average eight-year-olds were better able to recognize signs ... Pokemon... than native species in the community where they lived: Pikachu, Metapod and Wigglytuff were more familiar names than otters, beetles and oak. My kids are guilty of this. I'm guilty of this. I'm going to change this. And the other thing that brought me up was the decline in free play. As parents, it is a question of structured play: activities, organised sports, lessons, etc. But do our children have a chance to just play? I think my kids do. That's what they want to do, so we're going to let them do it. They don't want to be in a lot of organized activities, so we don't do them. For a lot of people, that's why we're bad parents. But reading this, it only feeds my hope that my children would be children with their own imaginations, not play by someone else's rules. And studies show that exposure to nature can reduce the symptoms of attention deficit hyperactivity disorder (ADHD). Do you agree with me? I really do. Do you remember a quote from Chapter 1? The woods were my Ritalin. Chapter 4. Climbing a health tree ~ I can certainly live to 100 if I can just get out again. ~ Geraldine Page as Carrie Watts, The Trip to Bountiful I don't know there's so much to say in this chapter. Being in nature improves our physical and emotional well-being. I'm not even sure we need to read the statistics to know, it really is true. All we have to do is. Only, based on our own experiences. I have revealed that I have been in a very stressful and upsetting situation in recent weeks. I've been depressed, angry, sad and more. And I've stepped out several times a day without an agenda, just to be alone and with nature. I've picked up a few indignations, looked at freshly planted trees, filled some bird feeders, worked a little in my garden, sat and watched my dogs play and just sat on a porch swing. Each time, my mood improved. I felt better. I felt calmer. I remember being a teenager. I had typical parental problems, probably boy problems and friend problems. I remember hitting the park and sitting on a park bench just looking at the lake. It calmed me down. It helped me. Even when I was younger, I used to go play in my sandbox or swing on my swing. Being alone, out, with nature, made me survive in hard times, and still is. ** Wow. This was a long tenure. I hope you could handle it. Now take your time and comment on how you felt about the first four chapters. Apparently, my most important feeling was Nature = PEACE. What about you? If you're doing your own blog post, leave a link to it in your comment. I'll see you next week! Read chapters 5, 6 and 7 by next Friday. Most of the information shared in this chapter relates to the concept of environmental education. This may mean a wide range of things, but he mainly discusses how schools should promote learning in nearby environments, rather than keeping education waste closed in the classroom. Schools can do this in many different ways, especially due to the many different landscapes across the country and also seasonal variations. But there have been schools across the county that illustrate how the environment can be used for educational purposes and teach students the necessary material, but in a non-traditional way. Here are some examples of how schools took advantage of their surrounding habitats for teaching:"In Florida, teachers and students at Taylor County High School use the nearby Econfina River for math, for team education in science, linguistics, biology, chemistry and country economics."In Glenwood Springs, Colorado, high school students planned and supervised the establishment of an urban pocket park, and city planners asked them to help develop a pedestrian mall and park along the Colorado River."English class in Santassa Cruz, California began making trips around the Monterey Bay area to learn about the environment. , which many students had never even cared to see. The teacher eventually landed on Cannery Row in Monterey, the Cannery Row of John Steinbeck's novel. In addition to being able to experience the regulation first-hand, students visited certain areas related to the plot, such as the tidal basin described as For the community of life."In Homer, Alaska, another teacher takes his students to a local glacier, where he has lessons in glacier, marine biology, botany and cultural history. He quotes: This is not remembering the data for the test. When you sit in silence in front of a glacier and see a glacier stain, glacial dirt, plant gutting lichen from lichen into a climax forest and writing and sketching what you see, you make a bond with that moment. This experience will be a part of you. The environment can not only be a place of filling, but it can also be a place where children can explore themselves. For example, schools can improve their plots and increase students' interest in nature, and provide children with easy access to exercise and fun just outside the classroom doors. Numerous studies document the benefits of ecologically diverse school districts, which include free play areas, habitat for wildlife, walking trails and gardens. Another way to get students out into the wild is to plan retreats in the wilderness as a school or in class. There is a social perspective in which students become a unified and natural purpose, where the basic environment offers their own lessons. Both parts are important, but Louv emphasises the importance of the nature aspect as such. Some of these nature retreats affect the lives of participants so much that useful results can last up to several years after the nature experience. The great value of outdoor education programs is their focus on the elements that have always been combined with humanity: driving rain, high winds, warm sun, forests deep and dark - as well as the respect and astonishment that our planet evokes, especially in our formative years. Louv argues that the young people of our nation are growing up on the so-called third border, where they are disconnected from the source of their food, family farms are disappearing, biological absolutes are disappearing, humans and animals are becoming even more dyslexother and even space is becoming limited. He urges teachers across America to find ways to get our children back to the outside world, not only to promote learning, but to save them from the deficit that is invading their lives. Experience (outside school) has its geographical aspects, artistic and literary side, scientific and historical aspects. All studies arise from aspects of the earth and the only life that lived on top of it. (Tyler) it. No, no, no.

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