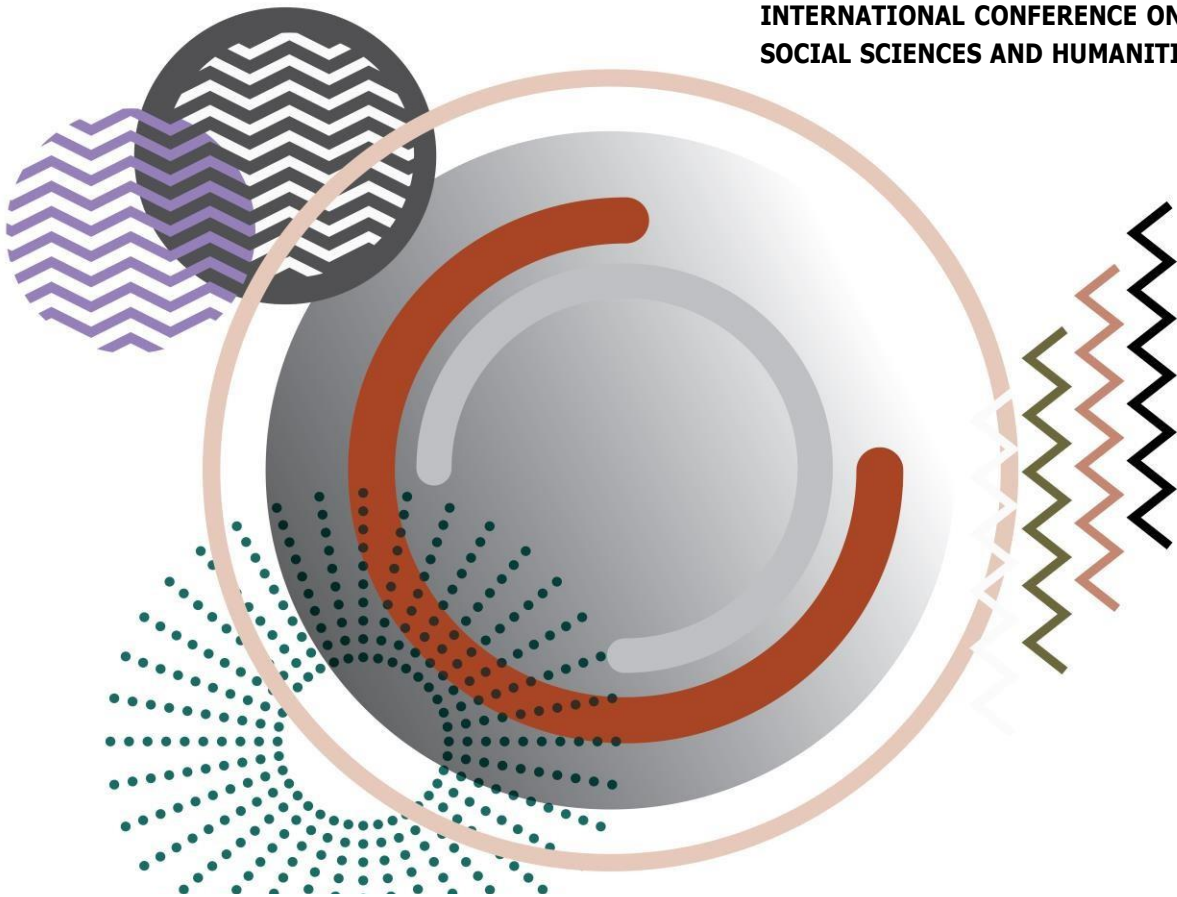


ICSSH2021

INTERNATIONAL CONFERENCE ON
SOCIAL SCIENCES AND HUMANITIES



BOOK OF PROCEEDINGS

**CHALLENGES OF THE
CHANGING WORLD
-BUILDING A SAFER FUTURE**

BOOK OF PROCEEDINGS

4th INTERNATIONAL CONFERENCE ON SOCIAL SCIENCES AND HUMANITIES

Challenges of the Changing World - Building a Safer Future

*10-12 June 2021
E-conference, North Macedonia*

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FOREWORD

Dear participants, on behalf of the Organizing Committee and me personally, it is my great pleasure to welcome you to the 4th International Conference on Social Sciences and Humanities (ICSSH2021), organized by International Balkan University, Skopje, and the University of Houston-Clear Lake.

In line with the social distancing norms due to the Covid-19 pandemics, it is the first time in the history of this conference to be conducted using a digital platform.

The conference intends to serve as a gathering point for a great array of academics and professionals to present their scientific achievements in the field of humanities and social sciences and all interrelated disciplines. This event can also serve as a place where we can meet old friends and make new ones.

The theme of this years' conference is Challenges of the changing world – Building a safer future. During these two days, many researchers and scholars will share their beliefs, knowledge, and experience of the challenges the globe is facing and discuss the approaches and strategies for a better tomorrow.

Let me walk you through the conference, introducing you first to the organizing and scientific committees: The academic staff of International Balkan University and the University of Houston-Clear Lake are members of the Organizational Committee, while the Scientific committee of the conference comprises scholars of over 10 countries.

We are proud to have participants from 5 continents, from over 20 countries, so the epithet “international” fits well with the name of our conference that complies with the image of the International Balkan University in our society of a multinational, multireligious and multicultural environment.

The audience will have the opportunity to select the presentations which they will attend, out of 160 contributions of more than 250 authors. The presentations are organized in different sessions covering the main topics of the conference, but not limited to **Economics, Business, Management, Political Sciences, International Relations, and Sociology, Legal Studies, Education, Philology, Psychology, Digital transformation and Communications, Arts and History.**

Within these two days, we will have the opportunity to listen to the presentations of five outstanding keynote speakers in the area of diplomacy, history, sociology, economy, and psychology.

I would like to express my gratitude to the Rector of IBU and the management of the University of Houston-Clear Lake for their support throughout the process of preparation for the Conference. I would like to thank the keynote speakers and all presenters, session chairs, as well as, the members of the organizational and scientific committees, for accepting our invitation to be part of this event. Big appreciation to Prof. Cengiz Sisman and all members of the University of Houston-Clear Lake for their involvement in all stages of the conference. Special thanks to the colleagues, members of the academic and administrative staff of IBU for their unselfish work and contribution and for being supportive during all these months. With your support and input, the conference will continue its success story for a long time.

Wishing you to see you at the next one, the 5th International Conference on Social Sciences and Humanities, here in Skopje.

Sincerely yours,

Prof. Dr. Aleksandra Porjazoska Kujundziski

President of the Organizing Committee

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We make a concerted effort to provide participants with opportunities to interact and seek new directions in the broad area of topics, but are not limited to:

Economics, Business, Management, Political Sciences, International Relations and Sociology, Legal Studies, Education, Philology, Psychology, Digital transformation and Communications, Arts, History and Sport Sciences.

Economics, Business, Management

- Challenges of the Changing Management, Economics and Business
- Change Management, Customer Relationship Management, Knowledge Management, Managing Conflicts, Managing the Organizational Structure of the Organizations
- Economic growth vs. stabilization-challenges of the changing world
- The Challenges of the Financial markets and institution in the changing world
- Public Investment Policies and Effectiveness
- New trends in Entrepreneurship and Innovations
- Sustainable economic growth
- Financial Inclusion
- Digital Finance
- Economic Participation by Women
- Human Capital Development
- The new role of Marketing in the changing World
- Creative Online Marketing
- Innovative Market Access

Political Sciences, International Relations and Sociology

- Changes of Marriage and Family in Globalized World
- Clientelism and Transformation of Party System
- Comparison between Parents and State Role in Education Process
- Decrement of Welfare State and Transformation of Middle Class
- Democracy and Democratization
- Democracy vs. Theocracy
- Differences between Religion and Spiritualists
- Electronic Voting and Electoral Behaviour
- Environmental Issues
- European Union and Its Internal Challenges via Enlargement
- Feminism and Violence against Women

International Conference on Social Sciences and Humanities (IBU-ICSSH21)

- Governmental Systems and Practices
- Human Rights and International Law
- International Affairs and World Politics
- International Organizations and Their Role towards Complex Interdependency
- Leadership in Post Covid-19 Recovery
- Limits of Free Speech in Civil Society
- Local Governments and Their Role in Time of Pandemics
- Mass Media and Communication
- Middle East, Caucasus and the Balkans
- Migrants and Refugees
- Nations and Nationalism
- Neo-liberalism and Identity Politics
- Neo-liberalism and Welfare
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- Political Movements
- Political Parties and Interest Groups
- Politics and Ethics
- Populism
- Position of Women in Contemporary Family
- Postmodernity and Lifestyle Politics
- Public Administration and Public Policies
- Regional Conflicts in context of Globalization
- Regional Studies
- Relations between Art and Hyperreality: Does Art Imitate Life or Does Life Imitate Art?
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- Role of Addictions in Post-modern Society
- Role of Ethical Values in Educational Process
- Role of Global Warming Movement in Contemporary Politics
- Role of Local Self-Government in Gentrification of Slums
- Role of Religion and Religious Leaders in Democratic Societies
- Role of Tradition in Cultural Identity
- Role of Urban Policy in Enhancement of Energetic Efficiency
- Security Studies
- Social Consequences of Divorce in Contemporary Society
- Social Status of Teachers and Quality of Education
- Social Treatment of Elderly
- Sovereignty - The New Role of the State (Challenges of democracy), (Post-democracy)
- The Changing World Order - Emerging Multipolarity and Its Consequences

International Conference on Social Sciences and Humanities (IBU-ICSSH21)

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- The Future of Globalization- Progressive Universalism or Digital Colonialism
- The Social Effects and Political Impact of the COVID-19 Pandemic on International Relations

Legal Studies

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- Strengthening the rule of law and accountability of institutions
- Forms of protection of freedoms and rights - experiences and perspectives
- Protection of workers' rights and work from home
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Education, Philology

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International Conference on Social Sciences and Humanities (IBU-ICSSH21)

- Psychotherapy on line – challenges and possibilities
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- Psychosomatic field perspective
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- Strategic Communications in the 21st Century: Advertising
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- Crisis management communication - Media and the Balkan migrant crisis
- Journalism and the New Media: Media in the 21st Century
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- Big Data - Critiques and Alternative
- The Impact of AI and Algorithms on communication today
- Communicating with Machines: the Rising Power of Digital Interlocutors in communication
- The Politics and Economics of the New Media Industries
- Digital transformation in Media and Democracy
- The Rise of Disinformation in the Age of the Digital Media

Arts and History

- Aesthetics and Semantics
- Artworks, Performances, and Installations
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- Configuration Design
- Cultural heritage
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- Digital Design
- Edutainment
- Engineering Design
- Environmental Graphic Design
- Experiential Graphic Design
- Fashion Design
- Game Design
- Graphic Design
- History of Art

International Conference on Social Sciences and Humanities (IBU-ICSSH21)

- History of Graphic Design
- Human Issues/Impacts
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- Imaginary and Creative Concepts and Applications
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- Information Visualization in Art and Design Issues
- Instructional Design
- Interaction Design
- Interior Design
- Net Art
- Process Design
- Product Design
- Service Design
- Teaching art and Design
- Virtual Architecture and Heritage
- Visual Languages

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OUTDOOR ACTIVITIES AND THEIR IMPORTANCE FOR PROPER DEVELOPMENT OF CHILDREN - SPECIAL REVIEW OF THE PANDEMIC SITUATION

DESPINA SIVEVSKA, JADRANKA RUNCEVA

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Abstract

Play, and especially outdoor play, is essential for the overall development of children. Through outdoor play, they learn, get to know the world around them, socialize, learn and understand their strengths and abilities, develop imagination and enjoy the environment around them. Knowledge of the environment, as well as natural social processes, introduces the child to the perception and understanding of relationships in the immediate environment, helps the development of children's thinking and other psychic functions and enriches children's vocabulary, necessary for good and clear communication with their environment.

Staying outdoors contributes at the same time for both mental and physical well – being, contribute for positive engagement, better revitalization, decrease of tension, confusion, anger and depression; greater enjoyment, cognitive functioning, better sleep and improvement of individual well – being.

Social media also have their impact on today's children lives. Just sitting in front of a computer or another electronic medium reduces physical activity and leads to sedentary behavior of children. This should be especially emphasized and practiced especially today, in the new living conditions, when we have limited opportunities for unimpeded movement due to health protocols imposed by the pandemic, which in itself has led to increased use of electronic media in children's leisure time.

Therefore, a good combination of indoor study time for a successful career and outdoor physical activity to stay healthy is important for a child's development and growth.

Keywords: outdoor activity; children; development; medium impact; pandemic;

1 The Importance of the External Environment for the Development of Children

The idea that education should be given in nature dates back to Aristotle and Plato. Years later, philosophers and scientists (including Rousseau, Locke, Schelling, Froebel, Basedow and Pestalozzi) have emphasized that children should frequently be given an opportunity to be in nature. Research shows that „direct ongoing experiences of nature in relatively familiar settings remains a vital source for children's physical, emotional and intellectual development“[12]. Proximity and daily exposure to natural settings increase children's ability to focus and enhances cognitive [12]

From an early age, the child shows interest and curiosity towards the objects and phenomena that surround him. At the beginning, he manifests his interest in his immediate environment (family, home), and later in the wider natural and social environment (his surroundings, the street, the park, the nearest forest, etc.). Gradual acquaintance with these phenomena is of great importance for building a versatile developed creative personality [15].

In order for the child to function normally and successfully in a certain environment, he must have a good understanding of nature and society around him, the relations and laws in nature, space, phenomena and forces that nature has over man, etc. Interaction with nature is of great importance for child development and outdoor play spaces support this interaction [12]. In order for preschool children to have a good understanding of the environment around them, they must understand the notions of the natural environment. Knowledge of the environment, and thus natural and social phenomena and processes, allows the child to perceive and understand the relationships in the immediate environment, promotes the development of children's thinking and other psychic functions, and enriches children's vocabulary [1].

The child should explore his environment as independently as possible, to observe and perform

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simple experiments, to generalize, to actively participate in various social events, to develop and nurture a responsible attitude towards nature, others and oneself.

The very stay in nature enables the child to form and develop certain social forms of behavior and habits. The child is in a situation to develop and adopt ways through which knowledge is obtained and on the basis of which further appropriate cognitive activities and ways of thinking will be developed. In this way, the child will more easily understand the relationship between living beings, between living beings and the immediate environment, social phenomena and processes, by identifying those qualities, connections and relations that are characteristic and important for perceiving the broader laws that govern them.

The child should develop thinking activities that develop cognitive abilities and come to knowledge that can be further applied. It needs to structure the ideas about its environment as accurately as possible, to use knowledge and to solve various problem situations, to see the cause-and-effect relations between the objects and the phenomena in the environment [1].

Outdoor play spaces and activities conducted in these areas can enable children to make effective use of time both physically and mentally if the activities are designed in accordance with their age, development, interests and needs [12].

2 The Benefits of Being Outdoors

It is considered that "the natural environment is primary, and thus the most adequate source of knowledge and environment that is conducive to performing a variety of pedagogical activity." [14]

Outdoor environments are important in that, that they provide children with opportunities to get to know themselves and their environment through their senses [12]. They improve children's skills for sharing their knowledge, expressing their feelings and making their own decisions without asking for help, which make them more successful in their lives. They also offer learning environments for experiments, discoveries and research. Children learn freely and have fun in a healthy environment, incorporating nature and stimulating all the senses. Using learning material without any teacher restriction can increase creativity and understanding in the early stage of child development [12]. They discover themselves and their abilities while playing freely [12]. Linguistic abilities, cognitive skills including inference, planning, observation, recognition and making decision and motor skills including coordination, endurance and

balance become better as a result of interactions with nature. In addition, antisocial behaviors decrease and cooperation, solidarity, agreement and conflict solving skills are enhanced [12].

The very presence in nature offers children countless opportunities for games. Every activity they perform outdoors contributes to the physical development of their body. Compared to indoor games, children are much more active outside, thus consuming more energy, calories and being in better shape. Exposure to the sun allows greater absorption of vitamin D, which is important for strengthening the immune system. In addition, interacting with nature and outdoor games involve more movement than lying at home. This in itself contributes to the development of the spine, muscles, increases blood circulation, which is beneficial for the overall development of the youngest.

Awakens curiosity and develops creativity. The outdoor environment offers unique stimulus that capture children's attention and interest. Sticks, rocks, flowers, soil, water, etc., are explored with curiosity and drive to learn, as they offer countless possibilities for play. As White²⁷ states, natural elements are open-ended materials, that can respond to children's imagination and needs. In this process of reinvention and assigning new meaning to objects (e.g. a stick can be a boat or a pen), it is possible to mobilize skills related to divergent thinking, creativity, problem solving, among others. The use of natural elements in children's play also creates a more sustainable strategy in what concerns resources provision. Natural elements are easy to find, cheap and they do not offer the limited options that commercial toys do [2].

Increases levels of happiness. The very presence in the open air in nature contributes to our well-being. The children themselves, when in a natural environment, felt free, happier, more active and free to do all the things they could not do indoors. A study conducted in Portugal showed that when playing outdoors, there were fewer conflict situations between children than when playing indoors. It has also been found that children when in nature are more willing to cooperate with each other, develop common goals and strengthen friendships [2].

Improves attention span. When outdoors, children are more likely to release energy, which is especially important for children who are hyperactive or have ADHD. Not only do children who radiate energy in nature find it easier to release that energy in nature, but they also find it easier to calm down. They have the

opportunity to focus their attention on something they never have the opportunity to do indoors, such as playing in the sand, digging holes in the ground, jumping in puddles, watching insects, and so on.

At the same time in this process of cooperation children are able to more easily understand the feelings and needs of others and develop empathy. Perhaps what is more important is that children in the open space have the opportunity to decide for themselves whether to play individually, but also at what point they are ready to interact with other children. It is less stressful for them than when they are indoors, in playgrounds when they have to be next to each other, whether they like it or not.

Gives children new perspectives. Studies show [8] that children can conceive outdoor games much faster and more creatively than on flat, concrete playgrounds, and that they solve challenges and problems in a more innovative way, achieving better academic success in schools that use learning outdoor and other various forms of outdoor learning, based on experiential education. Social inclusion itself, regardless of gender, race, class or intellectual ability, takes place more easily in a natural environment.

Furthermore, according to National Public Radio (NPR), imaginative play helps kids develop an emotional skill called executive function, which is the ability to self-regulate and monitor impulses.

The exploration of natural elements is also important to capture children's attention to the richness and diversity of Nature. The sense of discovery and fascination influences meaningful learning and allows for the development of an emotional connection towards the environment. If we assume that attitudes of respect and care are more likely to emerge regarding something that is dear to us, than it is crucial to promote a sense of belonging and familiarity towards Nature from an early age to facilitate ecological and sustainable behaviors along life. [8]

3 The Influence of Modern Society on the Awareness of the Need to be in Nature

The time we live in and the trends that follow globalization and urbanization leave less and less time to spend less quality with children. On the other hand, excessive urbanization, heavy traffic also brings the fear of injury, which may be one of the reasons why today's children are less and less out. It often happens that parents take their children more often to shopping malls

and playgrounds, instead of in nature. The excuse for such behavior is usually lack of time, but also fear of various diseases and dangers from outdoor games.

In larger cities, this can be a problem, and frequent and regular carrying of children to parks and / or playgrounds does not always mean exposure to clean, fresh air. Problems with allergies, asthma and other diseases in children are common in children living in urban areas. This can be another reason why young children should be taken to nature and encouraged to do activities in nature.

The term "nature deficit" is used to describe the lack of opportunities for children to connect with the natural environment and suggests that today creates children who are closed to the natural urge to be in the outside world and who spend most of their time spend it indoors in their homes occupied with entertainment offered by state-of-the-art technology, in front of TV screens, tablets and mobile phones [8] This is indicated by Richard Love in his work "The Last Child in the Forest", where he has collected and presented a number of studies that show that direct exposure to nature is essential for a healthy physical and emotional development of the child. It refers to the emergence of a generation of children who are so closed in that electronic entertainment to have completely lost touch with the world and nature, a generation of children who due to lack of nature in their lives have more frequent behavioral disorders and depression. At the same time, he analyzes research that shows that direct exposure to the external environment is important for healthy childhood development, as well as for the emotional and physical health of the youngest.

In fact, a study published in The Journal of the American Medical Association (JAMA) Pediatrics found that half of preschoolers don't get outside every day. This was, for the most part, because parents work long hours and don't feel they have the time to take their kids to the park on a regular basis. Researchers recommend that childcare providers offer children plenty of outdoor play—the recommendation was pointed at childcare because the kids who were studied were not yet in school. Because many children of all ages don't receive the outdoor physical activity they need, they also miss out on the numerous benefits of nature [11].

4 The Influence of the Media

In today's era of globalization and technological revolution, modern tablets, smartphones, and computers are used on a daily basis. It is hard to imagine a family

that does not have at least one computer or laptop in their home today. There are numerous findings that suggest that computer games may improve cognitive, emotional, and social development. There are a variety of sites that contain tasks and activities that are tailored to each child. The positive side of this technology is that the child can find content at any time, such as cartoons, games that can keep their attention. Various studies show the positive impact of computer games on children because they improve reflexive memory, develop a sense of initiative, approach and logic [6]. However, of course if used sparingly by children and young people. Otherwise, they have a number of consequences for the development of children.

Just sitting in front of a computer reduces physical activity and leads to sedentary behavior of children. There are studies [5] that state that children aged 4-15 watch TV for an average of about 20 hours per week. There is also an increase in the carrying of children to school by car. Another study by the American Pediatric Association in 1999 found that children spend an average of 6 hours and 32 minutes daily on one of the various media [5].

The results show that long sitting in front of one of the media leads to a decrease in physical activity in children, and thus to an increase in obesity in children. The mechanisms of action of the media on the level of activity and obesity in children can be multifaceted, starting from the extended period of inactivity, additional calorie intake while watching TV, then through latent and prolonged action of advertisements for unhealthy and caloric food. [5].

Screens and the amount of time your child spends engaging with a device is a key reason why outdoor time should be a scheduled activity. "Scheduling time to actively play outdoors sets a natural limit on the amount of time your child can spend with a device (such as TV, smartphone or video game)," says Dr. Lockwood, a pediatrician at Children's Hospital of Philadelphia. "It promotes active engagement with their peers and the natural environment, and helps them develop respect for the world and consideration for others around them." Replacing some recreational screen time with outdoor play also helps reduce the risks of a sedentary lifestyle [7].

The last year, with the proclamation of the global pandemic and the introduction of health protocols, restricting movement and reducing social contacts, has further contributed to the increase in the use of electronic media. For many, being online quickly

became the only way to play, socialize and learn. Research shows that social media and video games provide temporary escape from real life and offer valuable social engagement.

"While technology and digital solutions provide significant opportunities to keep children learning, entertained and connected, these same tools may also increase their exposure to a myriad of risks. Even before the pandemic, online sexual exploitation, harmful content, misinformation and cyberbullying all threatened children's rights, safety and mental wellbeing.

At the same time, concern is mounting for children's physical and emotional health, with some evidence suggesting that. As the pandemic enters its second year, there's no doubt that the Internet and technology will continue to play an elevated role in the lives of millions of children.

5 The Pandemic Situation

Global [4] movement behavior guidelines [13] recommend that preschool children (aged 3-4 years) accumulate at least 180 min physical activity, engage in no more than 1 h sedentary screen time, and have 10-13 h good-quality sleep per day. For school-age children and adolescents (5-17 years), the recommendations are to participate in at least 60 min moderate-intensity to vigorous-intensity physical activity, engage in no more than 2 h sedentary recreational screen time, and have 9-11 h good-quality sleep each day.

Children typically obtain their daily physical activity through active travel to school; physical education and recess; organized sports, games, and dance; active play; and spending time in playgrounds and parks. Conversely, most of their sedentary time and sleep are accumulated at home. As a result of the coronavirus disease 2019 (COVID-19) pandemic, opportunities for children to meet the movement behavior guidelines have been affected by school closures and physical distancing measures implemented by many governments.

To date, we have little evidence to know if, as a result of home confinement, children are spending less time active, going to bed later, and sleeping in later because they do not have to travel to school, or spending more time sedentary, especially through recreational screen time. Evidence shows that children are less active and more sedentary, with less consistent sleep patterns, on unstructured or non-school days (i.e., when they are not physically at school) than on school days [4].

If this pandemic has reduced healthy movement behaviors among children, we should be concerned for several reasons. First, data from the pre-COVID-19 period show that, on average, only a fifth of preschoolers and less than 10% of school-aged children meet all the movement guidelines.

Second, this period of home confinement—especially if indoors and in small spaces—could lead to higher risk of vitamin D deficiency, mental health issues, and myopia [4].

Third, although children seem less susceptible to COVID-19, maintaining or increasing levels of physical activity can reduce their risk of respiratory infections [4].

Fourth, benefits that help children to cope with life-changing circumstances, such as the role of physical activity in resilience building, might be compromised. Fifth, the interactive effects of each movement behavior might be more pronounced—e.g., children who are less active and engaged in more screen time are likely to have poorer sleep. Finally, there could be potential longer-term health and economic consequences if the adverse behavioral adaptations, such as less activity, become the new normal [4].

It is important to examine whether children from low-income and middle-income countries and vulnerable families in high-income countries are especially at risk during the COVID-19 pandemic, as a greater proportion of these populations live in apartments or shelters that are exposed to overcrowding (appendix), making physical distancing virtually impossible. These groups tend to accumulate physical activity through outdoor play and active commuting to school, which is threatened by an increase in time indoors.

Many resources aimed at promoting healthy movement behaviors in children have rapidly emerged. As such, there is a real need to support stakeholders with a trusted source of activities and curated online resources. Such activities and resources should consider equity, minimal equipment, protection of children online, opportunities for parent–child interactions, and consideration of small spaces. This is especially crucial in communities with little access to the internet.

6 Conclusion

Children need space to be children; to run, jump, climb, race and create a mess. Outside ‘classrooms’ can give them all this and the ability to work on a larger scale, as emphasized by the Early Years Foundation Stages. When outdoors, children have the freedom to explore

and develop their physical boundaries, to take risks and to discover the real world using all their senses, creating positive effects on a child’s self-esteem, confidence, and wellbeing. Young children need the opportunity to use their whole body and develop their gross motor skills. It’s only when they have mastered these that they will be able to control their fine motor skills, such as using a knife and fork or holding a pencil, for instance. [9]

Providing for the outdoor play needs of young children is a complex and challenging task. A variety of factors must be considered, including the various play needs of young children, supervision, safety, and ADA access. Children learn freely and have run in a healthy environment, incorporating nature and stimulating all the senses. They discover themselves and their abilities while playing freely [12]. However, because our children experience fewer and fewer opportunities to explore nature, run, roll, climb, and swing and because outdoor play is part of being a child, we must find a variety of ways to provide quality outdoor play experiences for children, infants through age eight years. This task is made even more important as our early childhood programs focus more and more on teaching basic skills and early academics [10]. Being outside offers other benefits, too. It offers an emotional boost and can help you feel less tense, stressed, angry or depressed. In addition, sunlight can give your body vitamin D, too.

Participating in outdoor activities is definitely something we should all do more off. At Explore-Share, we believe that it is a key aspect for overall wellbeing that helps us reconnect to ourselves and our environment on all levels.

All the above results, as well as the fact about the positive effects that stay and physical activity in nature have on physical and mental health, especially now in conditions of pandemic and the need to move with respect to social distance, outdoor activities, are a kind of imperative and something to which more attention should be paid.

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