

HUMMINGBIRD HILL COLLECTIVE



NATURE PROGRAMS
ages birth - 8 years

hummingbirdhill.org
410-336-8089



About us

Hummingbird Hill Nature Learning Collective provides high-quality, research-based, training opportunities for professionals interested in engaging with children of all ages in nature connection and education that are Maryland State Department of Education/Office of Child Care-approved.

Our Philosophy

Our guiding philosophy is that nature connection and education are essential for enhancing the lives of children of all ages. We are pushing forward and working hard to elevate and advocate for nature learning for early childhood education and beyond!

We offer

HHNLC provides opportunities for collaboration through conferences, professional development Institutes, workshops, and keynotes. We are available to customize trainings for your needs.

We are a Maryland-based organization, but we are open for travel and adventure! Please reach out if you would like training, consultation, or to collaborate and connect with us in any way.


Rules of the Nest

- **Respect those around you**
- **Actively engage in our discussions**
- **Participate in small group activities**
- **Phones are for photos**
- **HAVE FUN**



MARYLAND



A green map of the United States with white outlines of state boundaries. A small, stylized hummingbird icon is positioned in the lower central part of the map, over the Texas region. The text "850 people reached across the US" is centered over the map in a bold, black, sans-serif font.

**850 people reached
across the US**

Land Acknowledgment

We believe it is important to acknowledge that we live on the traditional lands of the Susquehannock, Nentego (Nanticoke) and the Piscataway people in Maryland, where sandy dunes are dotted with seagrass in the east, low marshlands teeming with wildlife and large bald cypress live near the Chesapeake Bay, gently rolling hills of oak forests are in the Piedmont Region, and pine groves are found in the mountains to the west.

We pay our respects to the elders both past and present of this land.

Our Sponsors



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KAPLAN[®]
EARLY LEARNING COMPANY

natural start
alliance

naeyc



naeee

North American Association
for Environmental Education



MAEOE

Maryland Association for
Environmental & Outdoor Education



National Association for Family Child Care

Your Home. Your Profession. Our Commitment.



EASTERN REGION ASSOCIATION
OF FOREST AND NATURE SCHOOLS



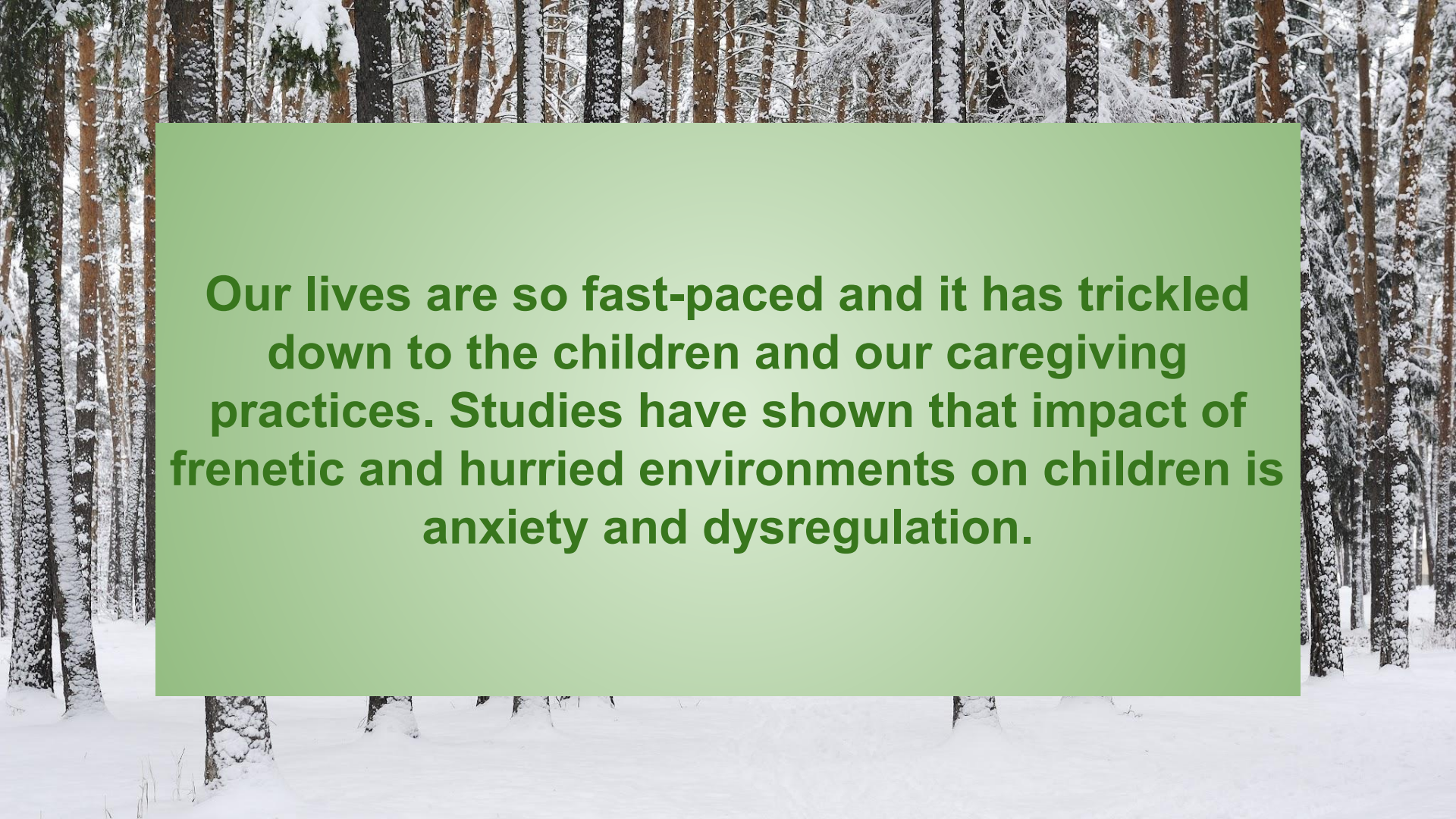
Slow Down:

Embracing Nature as Part of Caregiving Practice

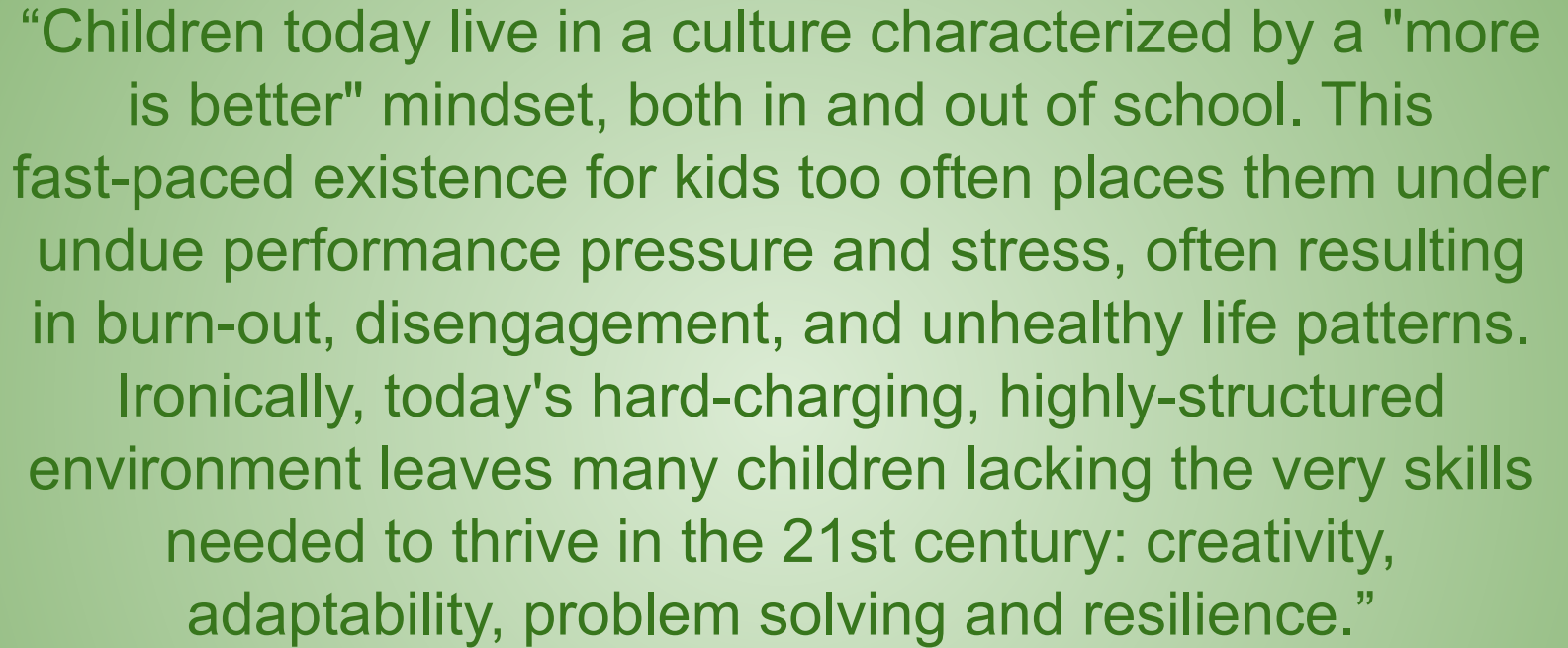
Let's take a minute to
breathe first...inhale
deeply through your
nose and out our
mouth.

One
Two
Three





Our lives are so fast-paced and it has trickled down to the children and our caregiving practices. Studies have shown that impact of frenetic and hurried environments on children is anxiety and dysregulation.

A photograph of a dense forest of tall, thin trees covered in snow, with a bright green rectangular overlay in the center containing text.

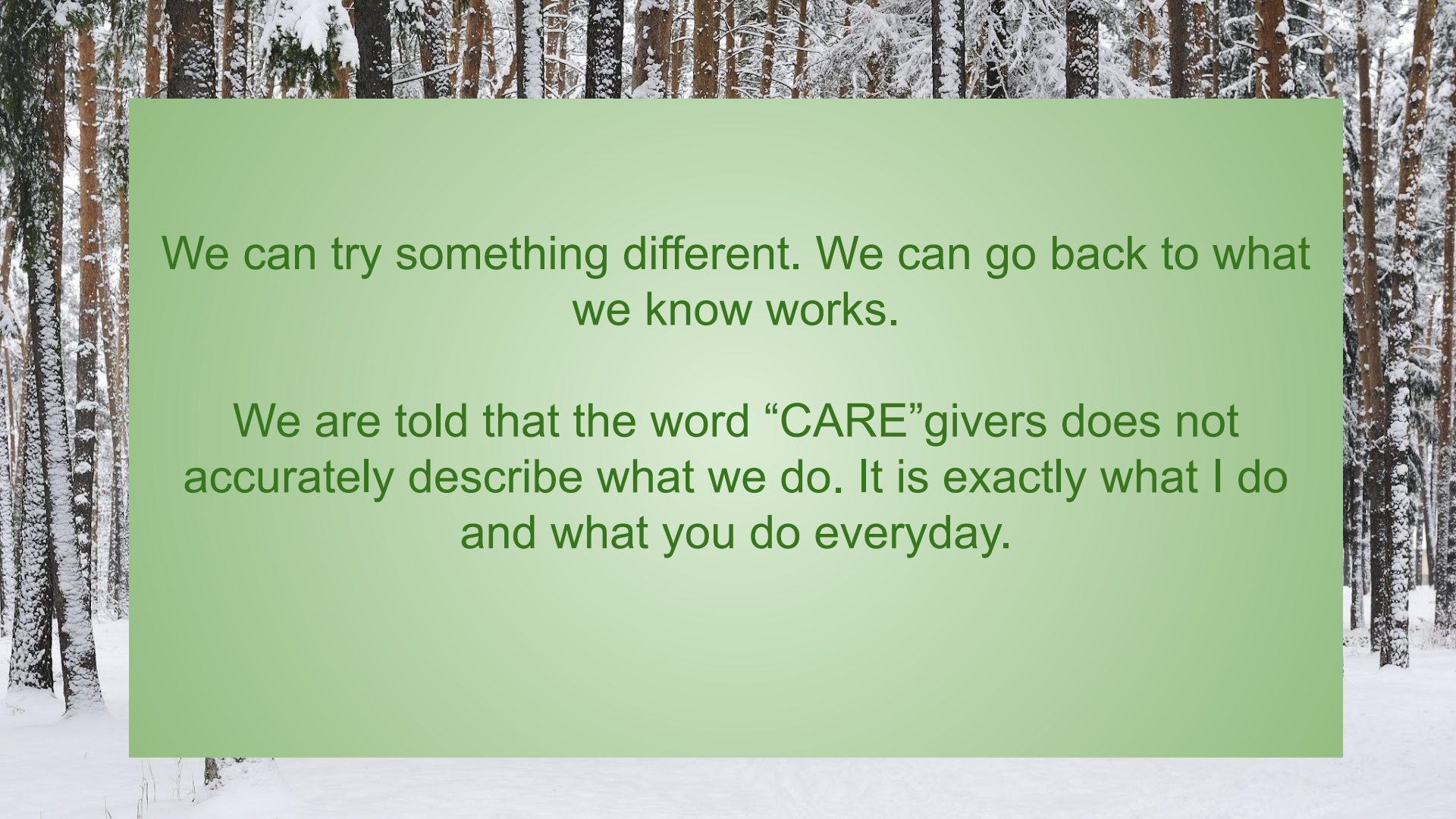
“Children today live in a culture characterized by a "more is better" mindset, both in and out of school. This fast-paced existence for kids too often places them under undue performance pressure and stress, often resulting in burn-out, disengagement, and unhealthy life patterns. Ironically, today's hard-charging, highly-structured environment leaves many children lacking the very skills needed to thrive in the 21st century: creativity, adaptability, problem solving and resilience.”

Madeline Levine and Jim Lodbell-Stanford Graduate School of Education



“Hurry up? Catch up? Are you done? Let’s go!”

How many times a day do you hear yourself saying this to the little ones in your care.

A photograph of a winter forest with snow-covered evergreen trees and a light green semi-transparent text box in the center. The text is in a dark green, sans-serif font.

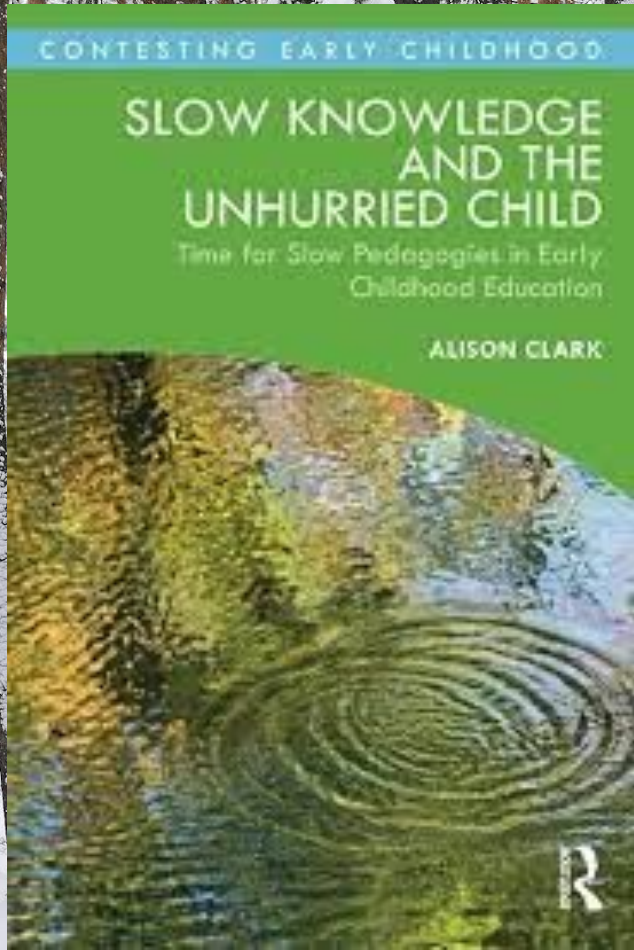
We can try something different. We can go back to what we know works.

We are told that the word “CARE”givers does not accurately describe what we do. It is exactly what I do and what you do everyday.

Stand tall like a tree!
Put the roots down...

for a slower daily life for both you and the children.





‘The child who has cared for another living thing... is more easily led to care for his own life’.

(Froebel in Lilley 1967:128).

What is slow pedagogy?

Slow pedagogy is all about:

- valuing the present moment
- being attentive to children's pace, rhythm and interests
- enabling children to revisit their ideas and creations, places and stories
- creating opportunities for children to go deeper in their learning
- supporting time for observation, listening, reflection and documentation
- encouraging unhurried everyday routines with time for wonder and care.



Slow pedagogy - making time for children's learning and development

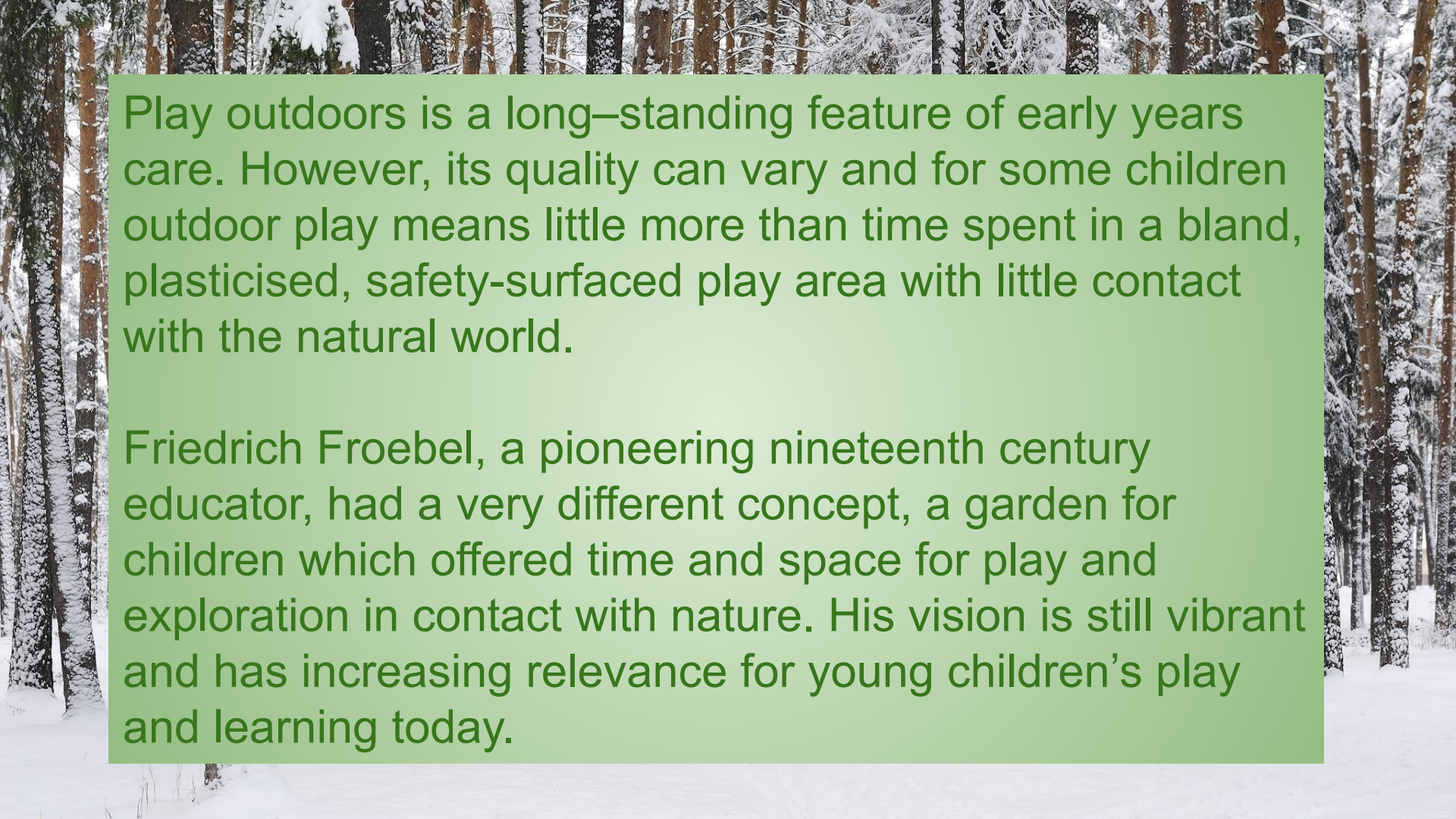
Reflecting on a Froebelian approach to early childhood education

A photograph of a dense forest in winter, with snow covering the ground and the branches of the trees. The trees are tall and thin, with some snow on their trunks. The overall scene is peaceful and serene.

What caught your attention in this video?
What resonated with you?

Key Ideas:

- Wholeness and connectedness – everything links
- The interconnectedness of all living things – what we would term ecology today.
 - Living and learning in harmony with nature
 - Freedom with guidance.
 - Open-ended, creative play and exploration
- The key role of the adult in observing, supporting and extending play and learning.



Play outdoors is a long-standing feature of early years care. However, its quality can vary and for some children outdoor play means little more than time spent in a bland, plasticised, safety-surfaced play area with little contact with the natural world.

Friedrich Froebel, a pioneering nineteenth century educator, had a very different concept, a garden for children which offered time and space for play and exploration in contact with nature. His vision is still vibrant and has increasing relevance for young children's play and learning today.

A photograph of a winter forest with snow-covered trees and ground. A large green rectangular box is overlaid in the center, containing text.

What is play?

Play is an activity that is intrinsically motivated.

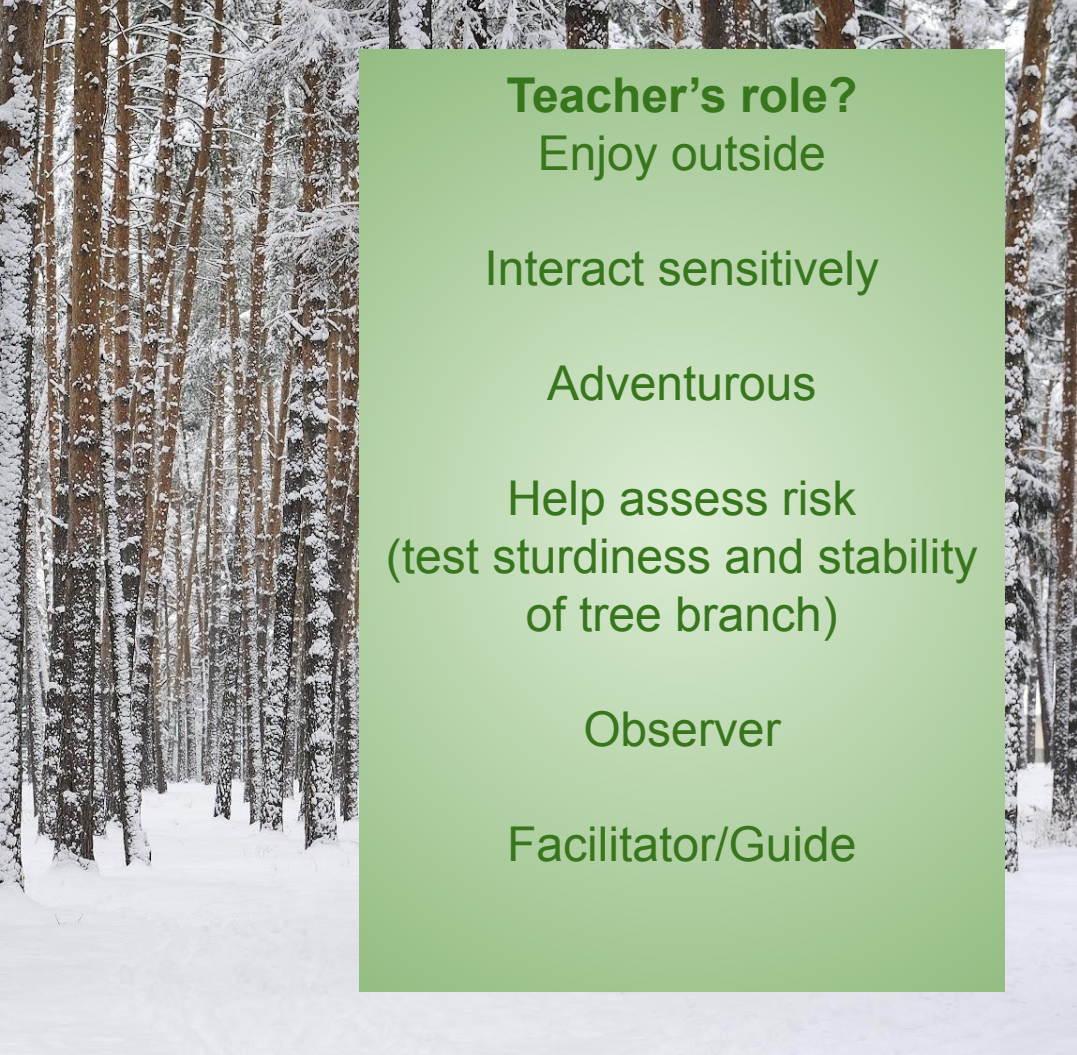
Play entails active engagement.

Play results in joyful experience and discovery.

<https://www.froebel.org.uk/uploads/documents/FT-Outdoor-Play-Pamphlet.pdf>

Play outdoors offers

- rich, sensory first-hand experience which is essential for growing minds.
 - engagement with the wonder and mystery of the natural world
- space and freedom to try things out, explore, experiment and investigate how the world works.
 - space for whole-bodied, expansive movement
- engagement with key concepts such as gradient, gravity, speed and energy or such things as life and death.
 - opportunities for adventure, risk and challenge
 - opportunities for meaning learning in all areas of the curriculum



Teacher's role?

Enjoy outside

Interact sensitively

Adventurous

Help assess risk
(test sturdiness and stability
of tree branch)

Observer

Facilitator/Guide

Teacher's role?

Always preparing!

Me outside at 7 am
making sure my plants
are ok.





How is nature a second teacher?

"Adopt the pace of nature. Her secret is patience."

-Ralph Waldo Emerson



Mother Nature is the ultimate inspiration. When you're feeling sluggish, simply walking outside and getting fresh air can do wonders for your mood and outlook. Often, nature's beauty can take your breath (and words) away. In those moments of awe, you can feel the calm.





"Every morning was a cheerful invitation to make my life of equal simplicity, and I may say innocence, with Nature herself."
—Henry David Thoreau



What is good for the child is good for the caregiver!



**Nature and outdoor play
provides emergent
curriculum...**



What is this?

Question, don't answer!



Which led to...nature noticings on our way to the woods.

“Hello Moon! Oh it’s missing some of itself.”

“The ant hill got bigger since yesterday.”

“There are more morning glory flowers today.”

“Wow, the yellow leaves are everywhere.”

“What is that coming off of the paper?”

New lessons abound...



In the garden...

In the snow





In the woods...





What is this fallen tree?

One week...

A bus

A train

A boat

A rocketship

A bridge

TREE STUMP & HUMAN FINGERPRINT



WE ARE NATURE.

**Embrace the
seasons!**



**Investigating
the natural world!**



Supported by my
local library!



A photograph of a dense forest in winter, with snow covering the ground and the branches of the trees. The trees are tall and thin, with dark trunks and snow-laden branches. The overall scene is serene and quiet.

Let's leaf for slow nature play!



Sit Spot

Peruse Resources
Fairy House Play
Mandala Play
Mindfulness/Yoga

Fairy House Play

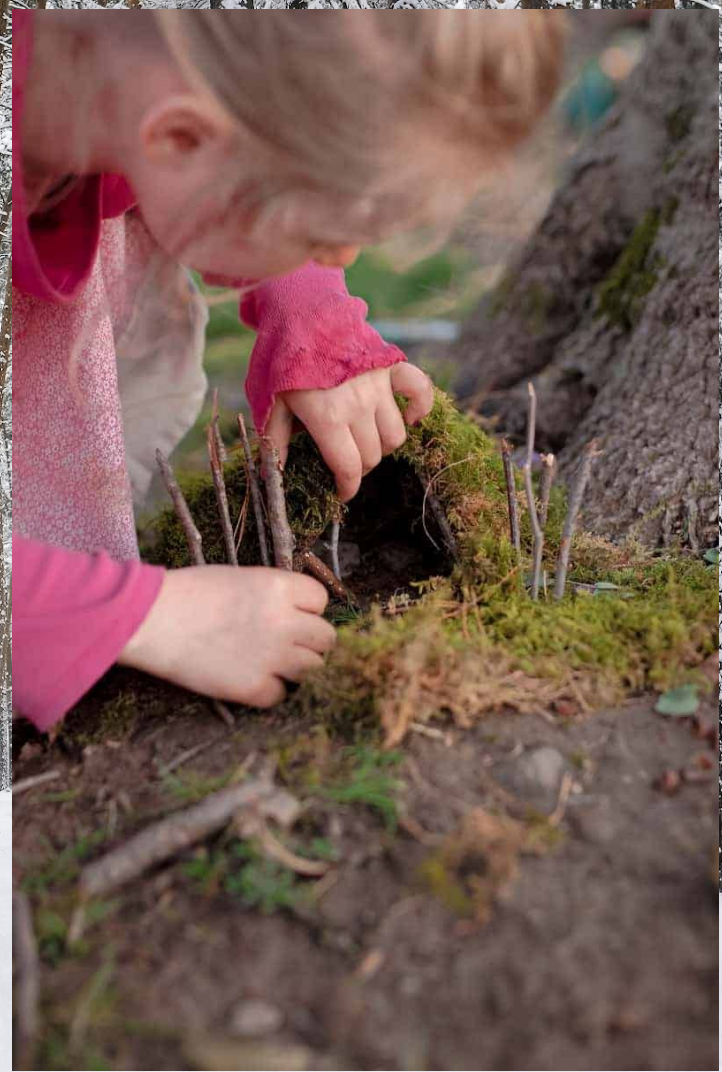
Mandala Play

Mindfulness/Yoga

Sit Spot

Peruse Resources

<https://runwildmychild.com/creating-nature-fairy-gardens/>





Mandala Play

Mindfulness/Yoga
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Mindfulness/Yoga

Sit Spot

Peruse Resources

Fairy House Play

Mandala Play

<https://www.etsy.com/listing/951824436/nature-yoga-cards-yoga-cards-for-kids>

Nature Yoga Pack

PDF
Instant
Download

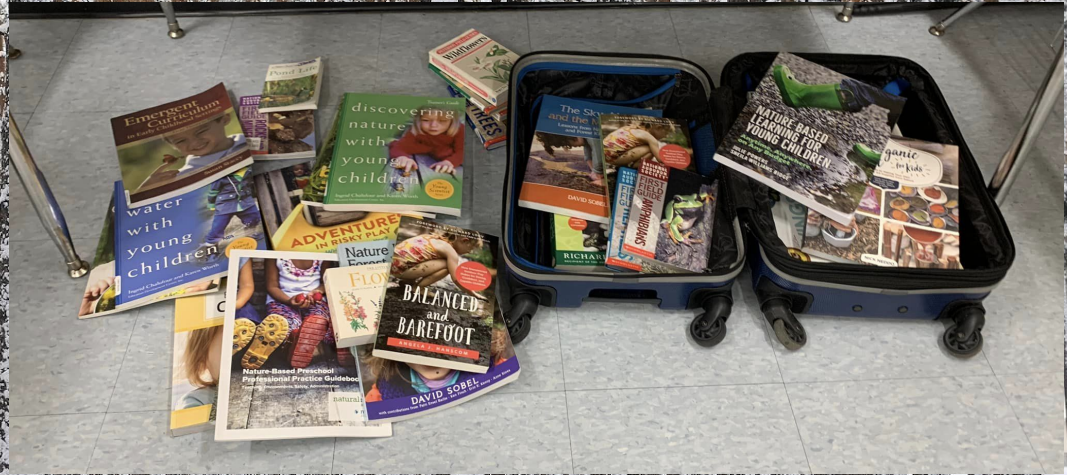


© Mother, Natured




Peruse Resources

Fairy House Play
Mandala Play
Mindfulness/Yoga
Sit Spot



Thank you!





Clark, Alison. (2023) *Slow Knowledge and the Unhurried Child: Time for Slow Pedagogies in Early Childhood Education*. NY, Routledge.

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Resources and Links

<https://www.froebel.org.uk/training/films/slow-pedagogy>

<https://www.froebel.org.uk/uploads/documents/FT-Outdoor-Play-Pamphlet.pdf>

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