**Ben Bafaloukos asks:** Do you have any tips for engaging young visitors during interpretive programming?

Jack answers: I guess my first suggestion would be to see young visitors as participants not audience. Some interpretive programs that I've attended are more show and tell. Great information, often quite entertaining, but not an experience that makes the needed personal and emotional connection to the subject for kids. Maybe making sure that the interpretive program is just part of a larger strategy and program that will build toward a more experiencial component.

**Collen McCarty asks:** How do you compete with all the entertainment that keeps kids inside (TV, Phones, Video Games, etc.)? How do you engage the parents so they are more likely to schedule outdoor activities or encourage their kids to go outside too?

Jack answers: First of all you need to convince/educate the parents about why it matters. And if the parents aren’t connected in any way to experiences in nature themselves you may have to start there. Think of how one tries to encourage a child to read...you read them a book, you have them read to you, and perhaps most importantly you show them that YOU read and enjoy reading. It is no different with leading a child to experiences in nature. The family nature clubs are a possible vehicle for solving this challenge, but you need to initiate them with a leader who is already in tune with nature and the remarkable benefits. Ultimately some parents usually will be identified who can take leadership in these outings going forward. Don't expect kids to suddenly lose their IPhone, but start with getting them outside and into nature for an hour or two and have some fun.

**Michael Haug asks:** I am working on a design for a nature play area not connected to a facility with staff, but in public space out in nature. Any recommendations on how to provide for activities with moveable materials and nature exploration but without daily oversight and maintenance?

**Jack answers:** If you think about the natural world. Things constantly change. That's one of the joys of our walks in our woods here is that every time we go to the woods different, something has been moved, usually by wind or the Creek moving things around. I think if you recall some of the slides about a nature playspace the amount of maintenance will be pretty minimal. Frankly, unless you are worried about a lot of vandalism sort of take all your nice long branches and somebody breaks them up and burns them into a bonfire. I think you will find that there isn't a lot of maintenance that goes into the space. We do virtually no maintenance on that playground with the net. Of course it's built of steel and cables but in terms of surroundings you sort of commit to these areas going wild. If they get moved around if you mount those stumps on the ground as some sort of climber it's can be pretty tough to move and not much maintenance it will last a long time but you use software, don't use pine. Use a black locust or something. It's always the question, maintenance, but I think if I have a lot of the natural place traces there's less maintenance because you accept that there is going to be you can call it damage or you can call, kids are exploring something and moved it and fiddle with it. I think that's okay.

Any recommendations on finding good craftspeople to build custom structures and features out of trees and boulders?

**Michael Hill asks:** How do you think app-based interpretive and gaming experiences connected to parks and forests fit into the toolkit for connecting kids to nature?

**Jack answers:** That's interesting to think about. First of all, I don't know anything about them. It's a little difficult to answer because I'm not in that mindset of apps and gaming. I think there is probably a connection. The trick as it is with all of this is to find a way to get the kids personally connected and if that allows you to get a child into the woods like on a scavenger hunt or whatever it might be, if you can do that, that's fine. If it's simply more learning about nature and experiencing nature than it isn't getting to our goal. That is just the reality. When I was talking about risk, this is a little off the question but I want to mention it. The risk assessment of the child crossing the log, I know someone out there was thinking, I play such and such a videogame, I'm doing risk assessment all the time. I got to figure out whether my little guy is going to get gobbled up by the Dragon or shot off the top of the roof. That's not real. That's not real risk assessment. You have nothing risk in a videogame. There is a potential for technology to move kids into the natural world but I think if it's only static it's not physically getting them involved, personally involved in the experience that it doesn't work. That may not answer the question.

How important is solitude in connecting kids to nature? I was on the highline last March with my kid, we were literally forced to walk single-file because of crowding.

**Jack answers:** That's a great question. Clearly, back to the same point if you want to make more of a personal connection to a natural world, it's more difficult when you are in line. That's the risk in any high density urban park is that they literally get overrun. It's not impossible. Let's put it this way, it's a different experience. Instead of being more concerned about going from point a to point B on the high line you may find yourself simply stopping and letting the crowd go by you and spending more of your time, not a 30 inch hike but a 30 yard hike. Just simply slow your pace, don't get caught up in the rest of the pace. When I was on the high line there were a lot of people there.

**Naomi Braff asks:** What are the statistics/studies on how nature helps kids with HDAD? Or help adults with their blood pressure?

Jack answers: The studies are many now and you’ll find them sited in both Louv’s work and in the book Your Brain on Nature by two Harvard Med School doctors. Stephen and Rachel Kaplan at the University of Michigan are often credited with the early work on the subject, in their 1970’s research on attention restoration theory.

**Sandy Aceto asks:** Where is that pyramid playground located?

**Jack answers:** Is located at a place called Chautauqua Institution, in my bio I think Chautauqua is spelled there for you. You can find their website at chq.org. They were my employer for the past 27 to 28 years. I built the playground. Is designed, custom-designed, the outfit was actually built in Germany. The company was in the Boston area that I work with. It was a neat project. They were great to work with. I believe they are still in business. I haven't had – – I built that about 15 years ago. It's in Western New York. If you are interested in seeing it, please use my email and we will look at it together. I check in on it occasionally.

**Taylor asks:** How did you get into this field and have you seen it evolve over time?

Jack answers: I guess I came to it naturally...pun intended. I started working with kids as a day camp counselor 55 years ago. I've worked with youth in a variety of settings ever since. While I wasn’t fully aware of why I was doing certain things, I have realized now that so many choices I was making about programming and facilities was in fact reflecting my need to connect personally and professionally with the natural world. When I read Louv’s book and subsequently had the opportunity to spend time with him when he spoke at my place of employment (Chautauqua Institution), it all made sense. And I continue to learn and understand more every day and simply enjoy sharing that journey. As I mentioned during the webinar, the research and writing on the subject is continuing to increase.