“Extinction of Experience” is a modern phenomenon where children’s direct and spontaneous contact with nature is vanishing. Children’s disconnection from nature is found in relation to apathetic environmental behavior as adults. Having little to no concern for environmental issues enforces unsustainable behavior to pursue throughout society, contributing to the profound negative environmental impacts. The aim of this study is to gather insight into what aspects of early outdoor education may provide the opportunity to connect children with nature and how that might foster a conservation ethic later in life. My internship was with Fiddleheads Forest School, an all outdoor preschool of University of Washington. Throughout my work with Fiddleheads I gathered information on the interactions and relationships the children were forming with the natural environment. Methods I used included taking anecdotal observations, and researching literature review. I also conducted two art projects that both incorporated the outdoor classroom to learn where and what the children may favor in focusing on. The results show that children are commonly drawn to particular places within the outdoor classroom, and to specific natural elements. These findings give insight into recurring themes in developing biophilia, empathy, and empowerment which are important factors in fostering a conservation ethic. As environmental issues become more prominent, opportunities such as early outdoor education play increasingly important roles in guiding future generations to understand and care for the environment.