

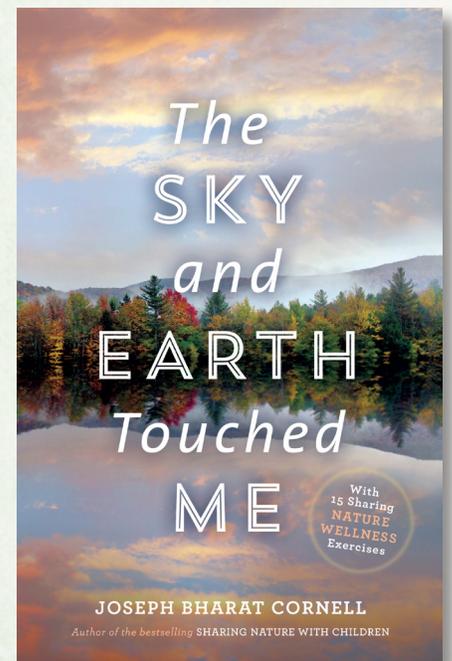
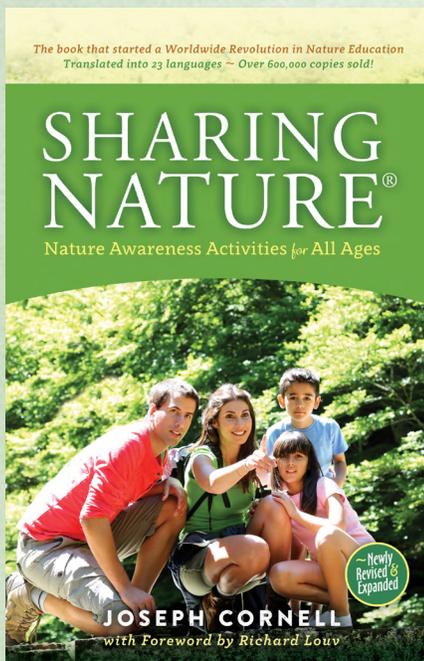


Sharing Nature Sampler

Inspiration and activities from the works of Joseph Cornell

“No one is more effective than Joseph Cornell in connecting people of all ages with the profound peace, joy, and exhilaration available to us through direct experiences in nature... Cornell’s long-standing work and vision have nourished the roots of the emerging worldwide movement to reconnect children and nature.”

—**Cheryl Charles**, PhD, Co-Founder, President, and CEO Emerita, Children & Nature Network

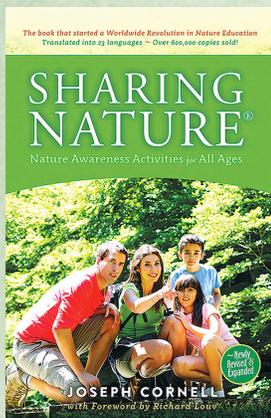


Introduction

Since the 1979 publication of Joseph Cornell's groundbreaking book, *Sharing Nature with Children*, millions of people around the world have had transforming experiences in nature. Whether it is an educator teaching biology by having participants "Build a Tree" with their bodies, or a parent quietly listening with their child as they create their "Sound Map"—one thing is for sure—Joseph Cornell's innovative methods help nature become alive for people of all ages.

As you'll see in the excerpts below, Joseph's vision is more holistic than just learning information about the natural world. It is about helping people become more compassionate, creative, and expansive in their sympathies for all life. As Joseph writes in *Deep Nature Play*, "**We are physical, mental, feeling, and spiritual beings; our learning and life activities should address and nurture our whole nature.**"

Just as the different facets of a diamond reflect its beauty, so each of Joseph's books helps the reader experience nature—and oneself—in unique and beautiful ways.



Sharing Nature: Nature Awareness Activities for All Ages

Joseph Bharat Cornell

"Cornell's highly influential guidebook, *Sharing Nature with Children*, is elevated to a new plateau in this special, all-ages-included 35th anniversary edition."

—**Richard Louv**, chairman Emeritus, Children & Nature Network,
author of *Last Child in the Woods*

Chapter Two: Flow Learning™

Learning with the Heart

Liberty Hyde Bailey, who at the turn of the twentieth century founded the nature-study movement, said, "Sensitiveness to life is the highest product of education." To encourage an attitude of respect for life, we need to begin with awareness,

which leads to loving empathy. Feeling a common bond with living things makes us more concerned for the well-being of all life. The eminent Japanese conservationist Tanaka Shozo said, "The care of rivers is not a question of rivers, but of the human heart."

Flow Learning engages both the mind and the heart, where true understanding and appreciation live.



Mere exposure to nature isn't always enough, as a friend of mine discovered when he took his eight-year-old son hiking in the Canadian Rockies. They hiked for several hours until they came to a spectacular overlook above two glaciated valleys and several alpine lakes.

My friend recounted to me, "That view alone made our trip from Iowa worthwhile." He had suggested to his son that they sit and enjoy the stunning mountain scenery. To my friend's dismay, the boy, who'd been running exuberantly back and forth along the trail, sat only for five seconds, then scrambled to his feet and started running up the trail again. My friend said he felt like screaming, "Stop! Look at this incredible view!"

We who love wild places enjoy sharing our delight with others, but, as my friend discovered, it isn't always easy to focus children's lively energies or to engage adults who have little curiosity or sense of wonder.

In the 1980s I developed a system of teaching that continues to play a central role in my work today. Thousands of educators and outdoor leaders have also found this teaching system extremely beneficial. It is a strategy that makes outdoor learning fun, dynamic, experiential, and uplifting. Since creating

this system, I've consistently been able consistently to accomplish my highest goals as a nature educator.

Because it shows how to use nature activities in a purposeful, flowing way, I call this system Flow Learning. It engages both the mind and the heart, where true understanding and appreciation live. It is based on universal

principles of awareness and on how we learn and mature as human beings.

Flow Learning—Natural Steps to Nature Awareness

As a young naturalist I realized there is a sequence for games and activities that, regardless of a group's age, mood, and culture, always seems to work best. People everywhere respond to this sequence because it is in harmony with deeper aspects of human nature.

This sequence provides a simple framework that allows you to structure nature awareness classes for best effect. You can meet people where they are in interest and energy level, and then guide them step-by-step toward more meaningful and profound nature experiences.

Flow Learning's four stages flow naturally from one to the next. Each stage contains nature activities that are easy to play, joyful, intellectually stimulating, and highly engaging.

Flow Learning can be used successfully in sessions lasting from thirty minutes to all day. Although it was originally developed for teaching outdoor nature classes, it can be used to teach any subject matter, indoors or outdoors.

The FLOW LEARNING sequence:

Stage One: Awaken Enthusiasm

Stage Two: Focus Attention

Stage Three: Offer Direct Experience

Stage Four: Share Inspiration

Let's look at the stages one by one:

Stage One: Without enthusiasm, people learn very little, and can never have a meaningful experience of nature. By enthusiasm, I don't mean jumping-up-and-down excitement, but an intense flow of personal interest and alertness.

Awaken Enthusiasm games make learning fun, instructive, and experiential—and establish a rapport between teacher, student, and subject.

Stage Two: Learning depends on focused attention. Enthusiasm alone isn't enough. If our thoughts are scattered, we can't be intensely aware of nature, nor of anything else. As leaders, we want to bring students' enthusiasm toward a calm focus.

Focus Attention activities help students become attentive and receptive to nature.

Flow Learning can be used successfully in sessions lasting from thirty minutes to all day. Although it was originally developed for teaching outdoor nature classes, it can be used to teach any subject matter, indoors or outdoors.



Wild Animal Scramble activity, Brazil



Sounds activity, Japan

Stage Three: During immersive nature experiences, students make a deep connection with an aspect of nature. Offer Direct Experience activities are built on the students' enthusiasm and receptivity, and are generally quiet and profoundly meaningful.

By bringing us face to face with a bird, a wooded hill, or any natural subject, Offer Direct Experience activities give us intuitive experiences of nature.

Intuitive experiences are non-rational and provide us with inner, direct knowledge of nature. Henry David Thoreau called intuitive learning "Beautiful Knowledge."

Stage Four: Reflecting and sharing with others strengthen and clarifies one's experience. Sharing brings to the surface unspoken but often universal feelings that—once communicated—allow people to feel a closer bond with the topic and with one another.

Share Inspiration activities create a sense of completion and an uplifting atmosphere conducive to embracing noble ideals.



Meet a Tree activity, Romania



Storytelling activity, Netherlands



Natural Processes activity, USA

Awaken Enthusiasm Activity: Natural Processes

In this activity, players act out natural phenomena such as the life cycle of a butterfly, seasonal change, glaciation, or even the solar system. Educators can use Natural Processes to help students experientially learn principles taught in a previous lesson.

On an Alaskan beach, a group chose for its natural process ocean tides. The players, while holding hands, formed the shape of a crescent moon. From the crescent moon, the players expanded out and around to simulate a full moon. Leaning backwards, they turned to look at the audience, beaming

brightly like a fully illumined moon.

The group then quickly formed a line and walked up the beach to simulate a high tide. A player crouched ahead of the undulating "wave" as a barnacle and let the rising tide pass over it. The filter-feeding barnacle, previously dormant, then came to life, extending and waving its net-like feeding legs, or cirri. When the tide receded—simulated by the players walking backwards toward the ocean—the barnacle, left high and dry, withdrew its cirri and became inactive again.

Twelve to eighteen players are needed to act out a natural process. With fewer than twelve people, there may not be enough players to take all the parts; with more than twenty players, some people may not have a role. You can play Natural Processes with large groups by dividing them into teams. Let the groups choose a natural process, or assign one you want the teams to work on.

Some groups—especially children—may need a well-informed person to help them create their natural processes. Even for groups of adults, I make sure there's at least one nature-knowledgeable person on each team—someone who can explain the principles of the natural process, so that the team as a whole can figure out how to portray the phenomenon.



Deep Nature Play: A Guide to Wholeness, Aliveness, Creativity, and Inspired Learning

Joseph Bharat Cornell

“Deep Nature Play reveals a direct pathway to our most authentic selves. During play, Joseph Cornell explains, we become completely absorbed in the present moment. Our creativity is unleashed and we become joyfully, wholly alive. This book is pure delight!”

—**Kathryn Gann**, Vice President, Theosophical Society in America

Play is Innate and Integral to Learning

Young children are like sponges: they absorb the world around them. Their innocence and their heightened attentiveness and awareness enable them to soak up experiences and information effortlessly.

In her book, *Original Mind*, neuroscience pioneer Dee Joy Coulter, drawing on contemporary brain research, reports that “[m]ost children under the age of six live in a realm of direct experiencing, engaging the senses, and becoming absorbed in events as they occur without activating the constant mental chatter of the adult mind.”¹

In *Leaves of Grass*, the American poet Walt Whitman celebrated the remarkable aptitude of young children for absorptive learning:

... a child went forth every day;
And the first object he look'd upon, that object he became
And that object became part of him

A small child can be mesmerized by a butterfly in a field of flowers. For a brief moment, that butterfly can become the child's whole world. I can still vividly recall such an experience when I was a boy, playing alone outside on a cold foggy morning. Suddenly I heard a startling chorus of “whoouks” coming toward me through the air. I peered intently at the thick fog, hoping for at least a glimpse of the geese. Seconds passed; the tempo of their cries increased. They were going to fly directly overhead! I could hear their wings slapping just yards above me. All of a sudden, a large flock of pearl-white snow geese burst through a gap in the fog. The sky seemed to have given birth to snow geese. For five or six wonderful seconds their sleek and graceful forms were visible; then they merged once again into the fog. Ever since this deeply thrilling moment, I have wanted to immerse myself in nature.



To know trees, John Muir maintained, one must be as free of care and time as the trees themselves. At the age of five, Richard St. Barbe Baker, the illustrious forester and conservationist, begged his nurse to allow him to walk alone in an English forest. Once alone in the forest, St. Barbe experienced what he called a “woodland re-birth”:

[A]t first I kept to a path which wound its way down into the valley; but soon I found myself in a dense part of the forest where the trees were taller and the path became lost in bracken

beneath the pines. . . [A]ll sense of time and space [was] lost. . . I became intoxicated with the beauty around me, immersed in the joyousness . . . of feeling part of it all. . . The overpowering beauty . . . entered my very being. At that moment my heart brimmed over with a sense of unspeakable thankfulness which has followed me through the years. . . .²

The elation St. Barbe Baker felt in the forest was akin to “the ‘state’ athletes call the Zone, what researchers and professionals refer to as Flow and what children call Play [all of which] share selfless absorption and complete engagement in the moment.”³ (Michael Mendizza)

The elements of deep play are essential to an engrossing experience of nature. The attributes of deep play are: being fully in the moment; experiencing a sense of timelessness; feeling deep rapport with the focus of play (e.g., elation at seeing geese emerge from the fog, gratitude for the woodland’s exquisite beauty), and having a diminished consciousness of self. Learning requires keen attention. Self-forgetfulness and deep receptivity—hallmarks of deep play—enable us to apply our entire being to the task at hand.

Play is inner-directed and self-rewarding. Because the player’s will and energy are completely committed—not divided by and preoccupied with external pressure or convention—the player experiences an exhilarating sense of wholeness.



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Why don’t our schools recognize the power of play in learning? The founder of the Living Wisdom Schools, Michael Deranja, a colleague and friend, once visited a public-school class of kindergarteners, then afterwards, a class of high school students. The five-year-olds were full of joy and zest for learning. The teenagers, unfortunately, were bored and listless. Feeling compassionate concern at their indifference, Michael asked himself, “Where did their joy in learning go?”

In contrast, when Catarina, a twenty-year-old Finnish woman visited Ananda Village in California, she was asked, “How did you like going to school in Finland?” Catarina’s face lit up with joy and she exclaimed, “I loved it! We had so much fun.”



Camera activity, China

Finnish educators put a strong emphasis on play because they believe children learn best through play and self-discovery. Finland has been called the international all-star of education because its students consistently excel in academics. In a 2006 study of teenage students in fifty-seven countries, Finnish fifteen-year-olds ranked first in science, second in math, and third in reading. The emphasis on self-directed learning, collaboration, cooperation, and developing the whole person keeps Finnish students curious and engaged throughout their school years.

A spirit of play is intrinsic to every human being. Play—propelled by the player’s own drive and enthusiasm—is, by its very nature, a perfect antidote to apathy.

Many older children and adults today are play-deprived; play could help them reconnect with their innate wonder and spontaneity. Our motivation for play comes from within; from play comes inventiveness, joy, and connectedness with

the focus of play that can keep us curious and creatively engaged throughout our adult lives.

Maria Montessori said that if you compare the learning ability of an adult with that of a child, you will find that an adult requires sixty years of hard work to match what a young child can learn in three. As people age, the natural openness, confidence, and adaptability of their early childhood years generally subside, to be replaced by such inhibitors as self-criticism and fear, inhibitors that often stifle an adult’s ability to learn. Two of the benefits of deep play—self-forgetfulness and living in the present—effectively quiet critical self-talk and other habits harmful to one’s capacity to learn

Play Activates the Whole Person

Johann, a professional German forester, described to me a profound change of attitude toward his work: “I was trained in my profession to see trees as a commercial commodity. But now, after experiencing the Sharing Nature activities, I realize that the grasses are my friends, the trees are my friends, that every living thing in the woodland is my friend. This, for me, is a new way of looking at trees. This awareness is going to fundamentally change the way I work with the forest.”

As a participant in a Sharing Nature workshop, Johann interacted with trees in a variety of innovative ways. First, he and his co-participants, foresters from all over Germany, built a tree together. Several foresters acted out each tree part—tap root, lateral roots, sapwood, cambium, phloem, and bark—and in doing so experienced the nature and function of that tree part kinesthetically.

Johann was then guided through a visualization of himself as a deciduous tree, living through the seasons of the year. During the guided imagery, Johann planted himself firmly in the earth, spread his branches out, drew nourishment from the sun and sky, and turned air and light into life. With his sheltering branches, Johann cooled the summer air and warmed the winter air, thus making a more favorable environment for other life forms. Reenacting a tree’s life enabled him to experience personally the role trees play in the forest ecosystem and to feel in himself many of the noble qualities of trees. By imagining himself living as a tree and nurturing the nearby plants and animals, Johann strengthened his sense of stewardship and love for the earth.

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“Sharing Nature exercises stimulate different parts of the brain and strengthen the neural connections between the brain regions, thereby enhancing understanding, long-term memory, and creativity.”

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Earlier in the workshop, Johann, blindfolded, had “met a tree”; through his sense of touch, smell, and hearing, he explored the tree’s unique features. Johann was then asked to remove his blindfold and—guided by what he remembered about his tree and the path leading to it—to find his tree again.



Build a Tree activity, Slovenia

Johann also interviewed a venerable tree: “What events have you seen in your life?” Trying to feel the tree’s response to this question, he looked for signs that could tell him how wind, high water, snow, fire, or an animal might have shaped the tree. He reflected on the many dramatic and commonplace events the tree had witnessed during its centuries of life.

The day closed with a song accompanied by graceful arm movements, an exercise that allowed Johann and his fellow foresters to celebrate their kinship with the

forest and all living things.

The variety of learning modes enhanced Johann’s imagination, intuition, reason, empathy, and love, as well as his kinesthetic and sensory awareness, and thus enriched his appreciation and understanding of trees. Sharing Nature exercises activate multiple centers of perception and cognition; they stimulate different parts of the brain and strengthen the neural connections between brain regions, thereby enhancing understanding, long-term memory, and creativity.

Just as different parts of the brain communicate with one another, trees communicate and share nutrients with other trees through what scientists call the “wood wide web,” an underground fungal network

connecting roots of trees in a forest. Contemporary botanists see a remarkable prescience in words spoken by the Avatar movie's fictional character Dr. Grace Augustine: "What we think we know—is that there's some kind of electrochemical communication between the roots of the trees. Like the synapses between neurons."

A recent study by forest ecologist Suzanne Simard and her graduate students shows that Douglas fir and paper birch trees shuttle carbon seasonally back and forth to one another. During the shady summer months, the birch trees pass carbon to the sun-starved Douglas fir seedlings. And during autumn—after the deciduous paper birches lose their leaves—the fir seedlings, now receiving more sunlight, send carbon back to the birch trees.

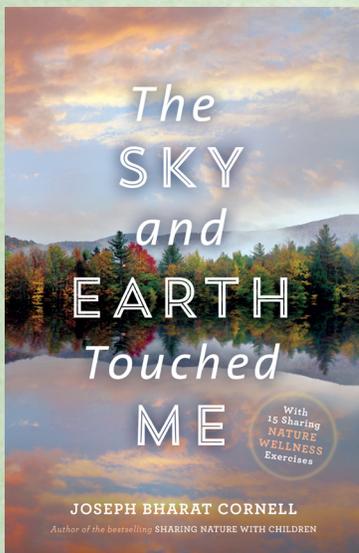
"We are physical, mental, feeling, and spiritual beings; our learning and life activities should address and nurture our whole nature."

When the fungal web is intact, plant diversity and the viability of a woodland community are significantly greater. Foresters in Germany have discovered that spacing trees artificially far apart to allow

them to get more sunlight and grow faster, prevents them from establishing a viable fungal network and thereby lessens their resilience.

Similarly, when certain neural pathways in the human brain are never connected, or die off from disuse, one's ability to function in ways associated with those brain pathways is diminished. The Swedish Pediatrics Institute found, for example, that children with little imagination, when confronted with an unpleasant, demeaning, or threatening situation, would lash out; they were simply unable to imagine an alternative response. Children with a strong sense of imagination, on the other hand, were far less prone to violence, because they could create an alternative inner scenario and thus respond harmoniously.

Simard's research found that large, older trees act as "Mother Trees," ones transmitting through the fungal web resources and biochemical signals to young tree seedlings as well as to other plants. In similar fashion, every flowering human faculty (and quality) nurtures and contributes to our sense of wholeness and integration. We are physical, mental, feeling, and spiritual beings; our learning and life activities should address and nurture our whole nature. Because of its multifaceted character, play can enhance many valuable human qualities: openness, curiosity, wholeheartedness, self-confidence, attentiveness, self-control, calmness, imaginativeness, and optimism



The Sky and Earth Touched Me

Joseph Bharat Cornell

"The same spirit of playful mindfulness that Joseph Cornell has used to connect millions of children with the outdoors he now offers to us all.

This book is a gift!"

—**Bill McKibben**, founder 350.org, environmentalist

Giving to Life

Those who perceive Nature's underlying harmony and benevolence have tremendous impact on others. John Muir has been one of the most effective voices for conservation the world has ever known. His effectiveness sprang from his experience of life's "joyous inseparable unity." When Muir spoke of his encounters with wild animals, trees, and mountain storms, his listeners felt they were actually there. Few have brought nature to life as Muir did. His great

love for all living things gave him a rare understanding of the natural world.

Robert Underwood Johnson, a leading conservationist of Muir's day, spoke of John Muir's seminal influence: "Muir's writings and enthusiasm were the chief forces that inspired the conservation



Tree Imagery activity, Japan

movement. All other torches were lighted from his.”

I attended college during the Vietnam War, and, like many young people, I opposed the conflict. Because of my deep desire for world peace, I majored in International Relations at Chico State University. I soon realized, however, that the prevailing self-interest of people and nations would continue to make world peace unattainable.

One day, while sitting on a bench overlooking Bidwell Creek on campus, I felt an overwhelming sense of joy and calmness. The sky and the nearby trees were vivid and pristine. A feeling of deep peace stayed with me for hours. “This is the real peace,” I thought. I realized

I could share this experience by helping others connect deeply with nature. I designed a “special major” that I called Nature Awareness, and began my lifelong quest to discover ways to commune with nature.

Your consciousness determines how you relate to life. If, for example, your spirits are uplifted and inspired, your thoughts naturally become altruistic. On the other hand, if your energy is low and depressed, you’re likely to be self-absorbed and negative. If you try only to explain things to people (without uplifting their consciousness), your hope for a change in their behavior is likely to fail, because people usually think and act according to their present level of awareness. But if you uplift people’s consciousness, you can truly change their attitudes and behavior.

The heart understands new and deeper truths. If you want to motivate people, first touch their hearts, because their hearts’ feelings will inspire their thoughts and behavior.

The deepest feeling of all is calm feeling. Emotional feeling reacts to life from a personal viewpoint. Calm feeling is receptive; it is like a mirror that receives and reflects life clearly.

“If you want to motivate people, first touch their hearts, because their hearts’ feelings will inspire their thoughts and behavior.”

Serve the World with Equanimity

As one becomes sensitive to life, it is natural to feel the suffering of others. One may also feel

discouraged—powerless to help humanity overcome destructive, and self-destructive, tendencies. But few would think of reacting as extremely as my friend Ursula.

In the 1990s, I received a desperate letter from Ursula, who introduced herself as a twenty-seven-year-old German environmentalist and educator. Ursula, who cared deeply for nature, was outraged over the ongoing ruin of the earth. For many years she’d worked to change people’s behavior, but had finally given up. She felt the only option left was direct action: “I believe my struggle will lead me to prison or death! All I need is people with weapons.” She then requested the address of an anarchist group in the United States.



I wrote Ursula to offer her a positive perspective. Years passed without a word in reply, and I often wondered what had become of her. After five years, I finally received a reply: “I had just finished scouting a car manufacturing plant and choosing the places to plant the explosives when your letter arrived. If I hadn’t received it, I’d be in prison today. I’ve carried your letter with me for these five years and frequently discussed its contents with my anarchist friends, many of whom agreed with its positive message.”

Here are the principles for positive change that inspired Ursula to rethink her strategy:

When you let other people's behavior affect your inner peace, you give your power away. Sooner or later you're going to be disappointed by the actions of others. Will you then let their behavior stop you from doing what you feel inspired to do?

People have become disillusioned when the world doesn't agree with them. The only person you have control over, ultimately, is you. Your real responsibility is to change yourself. You first need to be what you want others to become. "Always Shozo was watching others and not himself, and because he did not look into himself he had no true understanding of others." (Tanaka Shozo)

The key to personal sanity (and to avoiding burnout) is to work energetically for your ideals, while focusing not on the results but on the quality of your service.

To stay positive, energetic, and loving, it's important to be inner-directed and act from your own center of inspiration. A journalist once asked Mother Teresa of Calcutta, "Don't you feel your efforts are hopeless? You can help only a small fraction of the people that need care." Mother Teresa replied, "God has not called me to be successful; He has called me to be faithful." Because Mother Teresa was so beautifully faithful to her own principles, thousands emulated her.

The key to personal sanity (and to avoiding burnout) is to work energetically for your ideals, while focusing not on the results but on the quality of your service. You can control only what you put out, not what you receive. If success in your undertakings depends on acceptance by others, success is really out of your hands. People who remain non-attached have greater endurance and love, because their enthusiasm burns steadily and isn't extinguished by external events.

For decades, Gandhi and many others sought their country's independence from British rule. A newspaper reporter, seeing Gandhi working fifteen hours a day, seven days a week, once asked him, "Do you ever take a vacation?" Gandhi smiled blissfully and replied, "I'm always on vacation." Gandhi always acted from within himself; although there were many struggles and disappointments, his inner inspiration continuously empowered and sustained him.

When life's nobler qualities inspire your actions, those actions are highly attractive to others. Keeping your inspiration immediate and flowing is essential; otherwise, your efforts are no more effective than ironing with an unplugged steam iron.

Focus Attention Activity: Nature and Me

The first time I tried the *Nature and Me* exercise was in Bidwell Park in Northern California. My wife and I sat alongside an exquisite canyon stream lined by a lush forest. Mayflies danced above flowing water; large leaves fluttered with every breeze; sounds of falling water sang throughout the canyon. This simple activity helped us become dynamically aware of the presence of life around us.

After playing Nature and Me, while our minds remained calm and our senses alert, we began walking along a streamside trail. Suddenly, in the shallow creek, we saw rocketing underwater two brown, grayish forms: river otters!

Blending perfectly with the river rocks, the otters were difficult to see. For ten minutes we observed them frolicking and swimming. During this time, forty people walked by; none of them saw the otters. We would have missed them, too, if we hadn't practiced Nature and Me.

Psychologists have discovered that people have hundreds of self-talk thoughts every minute. The Nature and Me activity helps quiet restless thinking so that we can be open to life's beauty.



Nature and Me activity, USA

To practice

Find a captivating spot outdoors, such as a flower-filled meadow or a forest glade. Sit down (or remain standing) and rest both hands, palms down, lightly on the thighs.

During this exercise you're going to observe natural phenomena that capture your attention: for example, the texture of a tree's bark, a field of flowers waving in the wind, or a bird calling deep in the forest. Don't think about what you notice; just let your awareness flow from one observation to another.

Each time you see something, gently press a fingertip on your thigh to note the observation. Counting this way helps keep your concentration fully focused on your observation. Touching the leg also helps you feel that everything you see is part of you.

Use the ten fingertips on your hands to count your observations in batches of ten. Start with the tip of your left hand's little finger and count across to your right hand, ending with its little finger. Go across as many times as you like. Two to three times (20 to 30 observations) works well.



About Joseph Cornell

“Joseph Cornell is one of the true founding fathers of Forest Therapy practice. It was Joseph who—decades ago—recognized and learned to utilize the positive health potential forests and natural environments have on human beings.”

—**Drs. Qing Li, Won Sop Shin, Andreas Michalsen, and Dieter Kotte**
Editors, *International Handbook of Forest Therapy*



[Joseph Bharat Cornell](#) is a world-renowned author, educator, naturalist, and storyteller. His *Sharing Nature*® books have “sparked a worldwide revolution in nature education,” and have been published in twenty-five languages and sold over a million copies. Founder of *Sharing Nature Worldwide*, Mr. Cornell pioneered in the 1970s a playful and experiential approach to nature education—*Flow Learning*™—a transformative learning process that is joyful and deeply inspiring. In his newest book, *Deep Nature Play: A Guide to Wholeness, Aliveness, Creativity, and Inspired Learning*, Mr.

Cornell explains how deep play's absorbing quality immerses us in the natural world. Children and adults alike become so engrossed in the playful game experience that they seamlessly feel themselves part of nature.

ANANDA VILLAGE

Joseph Bharat Cornell and his wife, Anandi, are residents of Ananda Village, a 700-acre cooperative community located in the Sierra Foothills of Northern California. Based on the principles of simple living and high thinking, Ananda is one of the most successful intentional communities in the world. Ananda serves visitors from all over the world through its retreat centers, Living Wisdom Schools, beautiful gardens, organic farming, publications, online classes, and example of living in harmony with nature and with one another. For more information: anandavillage.org



Sharing Nature is a worldwide movement dedicated to helping children and adults deepen their relationship with nature. We offer [training workshops](#), [keynote presentations](#), [online resources](#), [webinars](#), and [books](#) to help people feel closer to nature and to others. Our Wellness programs provide uplifting experiences and healing for individuals, and for leaders in business, education, religion, and the public sector. [Sharing Nature coordinators](#) are represented in numerous countries around the world and would be happy to speak to your group or organization. Our coordinators are exceptional individuals who love nature and people, and can bring them beautifully together. We would love to hear from you. Please contact us to learn more about our offerings around the world

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Photos of Sharing Nature activities

The Sharing Nature activities shown in the images contained in this document can all be found in *Sharing Nature: Nature Awareness Activities for All Ages*, except for “Nature and Me” which can be found in *The Sky and Earth Touched Me*.

Notes

1. Dee Joy Coulter, Ed.D., *Original Mind* (Boulder, CO: Sounds True, 2014), 12.
2. Richard St. Barbe Baker, *My Life My Trees* (Forres, Scotland: Findhorn Publications, 1979), 10–11.
3. Michael Mendizza with Joseph Chilton Pearce, *Magical Parent Magical Child* (Berkeley, CA: North Atlantic Books, 2003, 2004), ix