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Nota di contenuto	Introduction -- Section One: ChildhoodNature Theoretical Perspectives -- Section Two: ChildhoodNature Research Methodologies -- Section Three: Cultural, Political and Ethical Perspectives of ChildhoodNature -- Section Four: ChildhoodNature, the Anthropocene & the crisis of Sustainability -- Section Five: ChildhoodNature Significant Life Experience -- Section Six: ChildhoodNature Ecological Systems -- Section Seven: ChildhoodNature Animal Relations -- Section Eight: ChildhoodNature Pedagogies & Place -- Section Nine: ChildhoodNature Ecological Aesthetics & the Learning Environment -- Conclusion -- ChildhoodNature Companion.
Sommario/riassunto	This handbook provides a compilation of research in Childhoodnature and brings together existing research themes and seminal authors in the field alongside new cutting-edge research authored by world-class researchers drawing on cross-cultural and international research data. The underlying objectives of the handbook are two-fold: • Opening up spaces for Childhoodnature researchers; • Consolidating

Childhoodnature research into one collection that informs education. The use of the new concept 'Childhoodnature' reflects the editors' and authors' underpinning belief, and the latest innovative concepts in the field, that as children are nature this should be redefined in this integrating concept. The handbook will, therefore, critique and reject an anthropocentric view of nature. As such it will disrupt existing ways of considering children and nature and reject the view that humans are superior to nature. The work will include a Childhoodnature Companion featuring works by children and young people which will effectively enable children and young people to not only undertake their own research, but also author and represent it alongside this Research Handbook on Childhoodnature. .
