Purpose And Agency in a Child’s School Life: Well-being And Inquiry In Nature

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An approach to develop child well-being
FUNDAMENTAL HUMAN NEEDS

- Subsistence
- Protection
- Affection
- Understanding
- Participation
- Leisure
- Creation
- Identity
- Freedom

(Max-Neef, 1991)
Capabilities Approach:

Given external conditions and internal abilities, what are people able to do and be?

(Nussbaum, 2011)
Capabilities-development-with-nature approach is an integration of the Reggio Emilia philosophy and outdoor education
<table>
<thead>
<tr>
<th>Need</th>
<th>Capability</th>
<th>Example from Findings</th>
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</thead>
<tbody>
<tr>
<td>CREATION</td>
<td>To make choices about what to create</td>
<td>A representation of a garden gnome village with ‘nature treasures’</td>
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<tr>
<td>UNDERSTANDING</td>
<td>To ask questions we have about the natural world</td>
<td>Observing &amp; asking questions about the forest tent caterpillars on the school window ledge</td>
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<tr>
<td>FREEDOM</td>
<td>To explore student-generated questions and ideas about nature</td>
<td>Exploring questions about water insects back in the classroom inspired by the trip to the local pond</td>
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<td>AFFECTION</td>
<td>To appreciate &amp; care for nature</td>
<td>Appreciating bees &amp; caring for spiders</td>
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<td>IDENTITY</td>
<td>To experience a connection to nature</td>
<td>Peaceful heart practice at the forest, pond, &amp; other locations</td>
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<tr>
<td>PARTICIPATION</td>
<td>To voice questions &amp; ideas, &amp; listen to others’ questions &amp; ideas about nature</td>
<td>Voicing &amp; listening to ideas and questions during the ‘cankerworm debate’</td>
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Purpose-driven and agentic opportunities to engage with the natural world
References


