The education of children a responsible attitude towards nature is a complex and lengthy process. It must be not only mastery of specific knowledge and skills, and the ability and desire to actively protect, enhance, ennoble the natural environment. Forms of education are the specific activities or means of the educational work (interviews, meetings, evenings, excursions), the student activities (academic classes, subject groups, contests, Olympics). Childhood and Intergenerationality: Toward an Intergenerational Perspective. on Child Well-Being Leena Alanen. 5.1. Introduction. This handbook in itself is a clear indication of the recognition of a focus on children in well-being research as being both justifiable and timely. However, research communities have by no means been the first to raise this topic on the agenda. Instead, those child advocacy agencies worldwide (such as UNICEF) and children's rights initiatives, which have increasingly based their activities on the UN Convention of the Rights of the Child, have been the leaders in producing and distributing information on the state of childhood in the world and in individual countries. Significance of Children’s Concepts for Mutual Knowledge Creation Niklas Alexander Chimirri. ix. x. Such a perspective can invite an understanding of knowledge in knowledge hierarchies in which contextual, involved, and everyday knowledge is seen not as knowledge but as subjective views in need of objective correction. An example could be the. The chapters of the book contribute to a theoretical and methodological vocabulary which systematically includes the subjective dimension of human life in psy- 1. Introduction: Subjectivity and Knowledge Academic journal article Childhood Education. Imagining Children Otherwise: Theoretical and Critical Perspectives on Childhood Subjectivity. By O'Brien, Leigh M. Read preview. The other chapters also use a persuasive narrative to both ground and reveal theoretical and critical perspectives. Some of the chapters even directly addressed pedagogical concerns, most notably Silin's "Reading, Writing, and the Wrath of My Father," O'Loughlin's "Ghostly Presences in Children's Lives," and Salvio and Boldt's "Who Let the Dogs Out?"