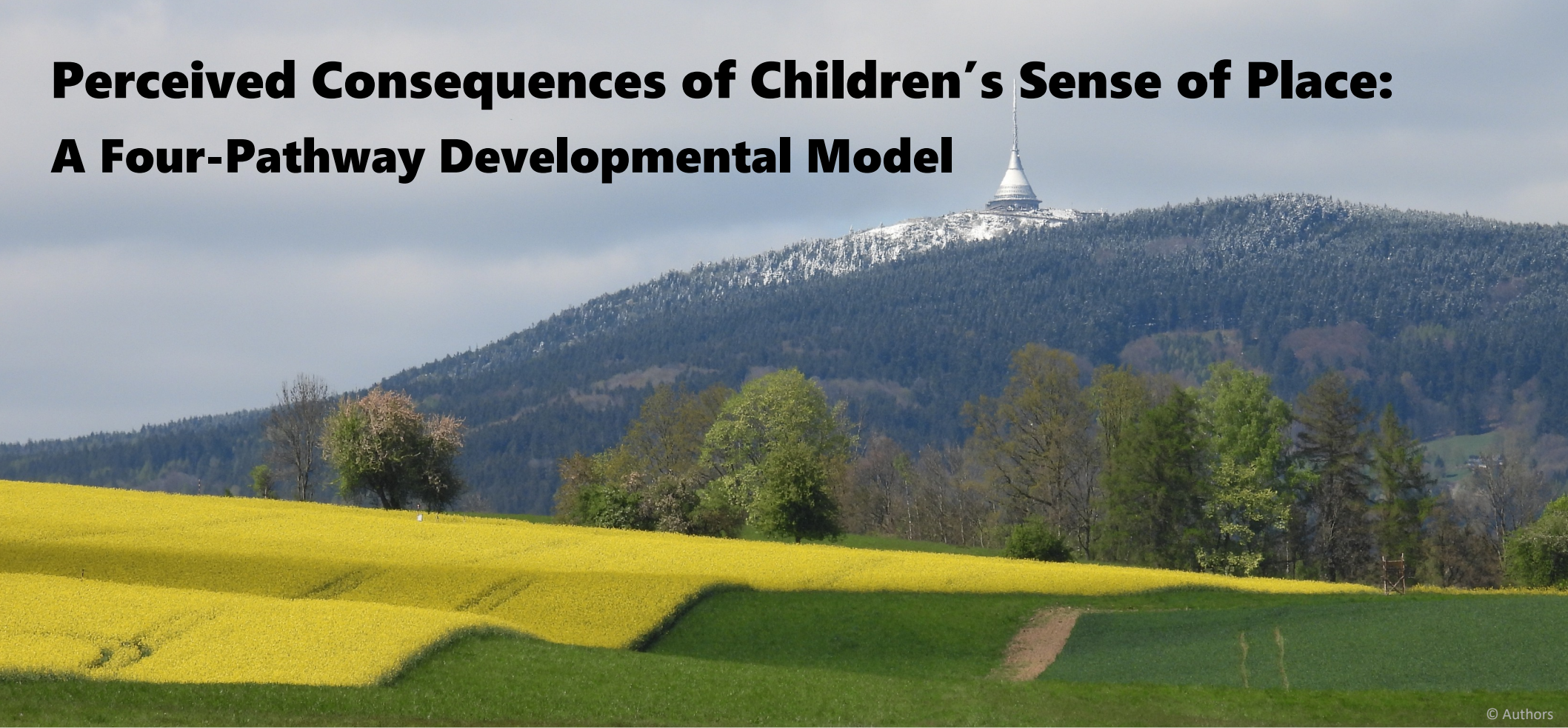


Perceived Consequences of Children's Sense of Place: A Four-Pathway Developmental Model



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FACULTY OF SCIENCE,
HUMANITIES AND
EDUCATION TUL

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Anežka NEJEDLOVÁ & Tomáš MATĚJČEK**

Křtiny 2026



Faculty of Science
Charles University

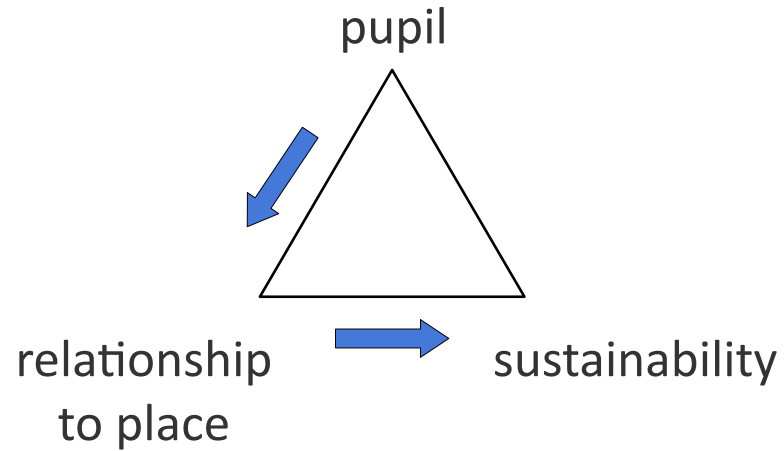
WHY THIS THEME?

Sustainability and pro-environmental behaviour are among the main goals of contemporary education.



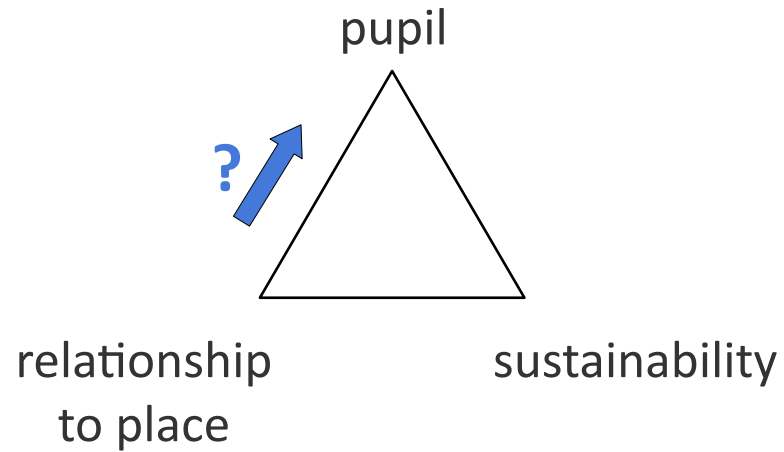
WHY THIS THEME?

Sense of place is widely associated with pro-environmental attitudes and behaviour.



RESEARCH QUESTION

How do children reflect on the consequences of their relationship to place?



METHODS

Study participants

- 339 fifth-grade pupils (approximately 10–11 years old)
- 18 primary schools in the Liberec Region and the Podještědí area (9 urban, 9 rural schools)

Data collection and analysis

- written responses to an open-ended question administered during classroom instruction
- inductive thematic analysis (Braun & Clarke, 2006)
- codes were generated directly from the data and subsequently clustered into broader thematic units

RESULTS

Children perceive the consequences of their relationship to place through four interrelated pathways.

These pathways do not operate in isolation but frequently overlap and mutually reinforce one another.

"If someone destroyed nature here, that would be wrong."

"I am happier here and would like to live here all my life."

"I do not like drunk people hanging around here, and I do not like people who are mean to others."

"I feel safe here"



"If I lived somewhere else, I would be different."

"I want to live here because there is a hospital here, and because I want to become a doctor, I want to work there."

"I have friends here without whom life would not be possible."

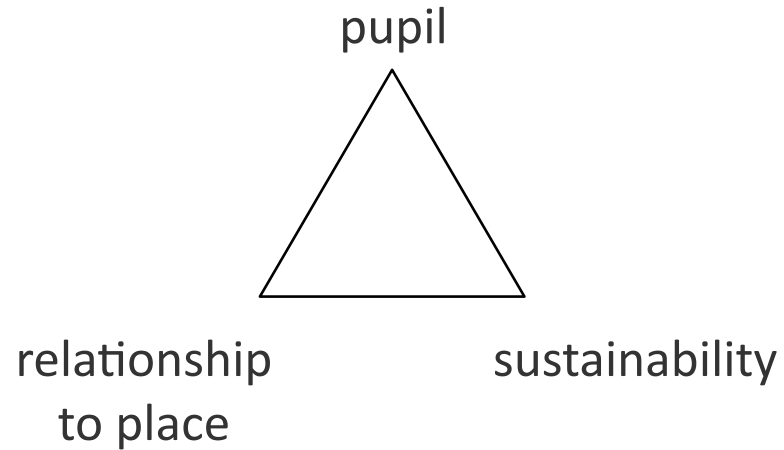
"I like being able to take part in different activities, for example the Clean Up Czechia campaign, tree planting, and so on."

"If someone was destroying monuments or meadows, I would probably stop them."

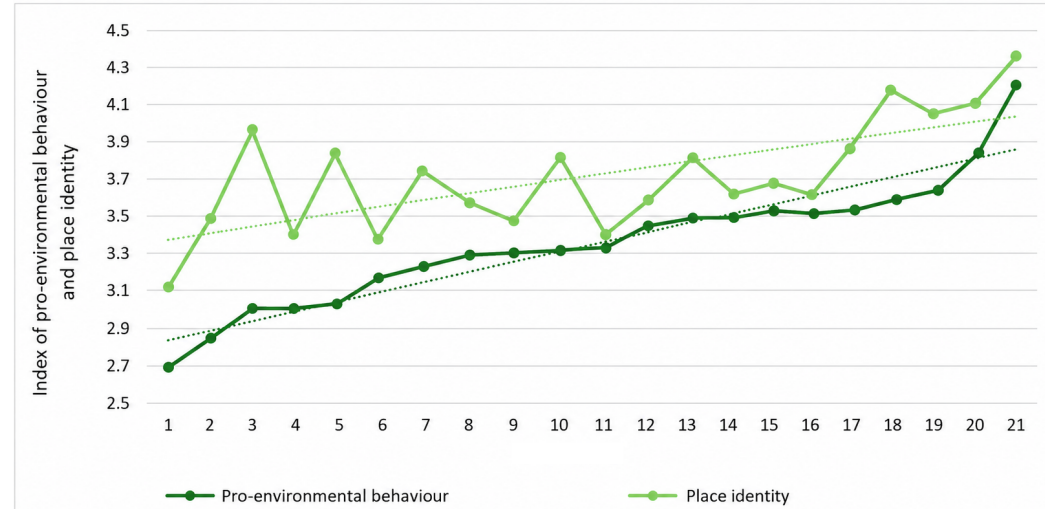
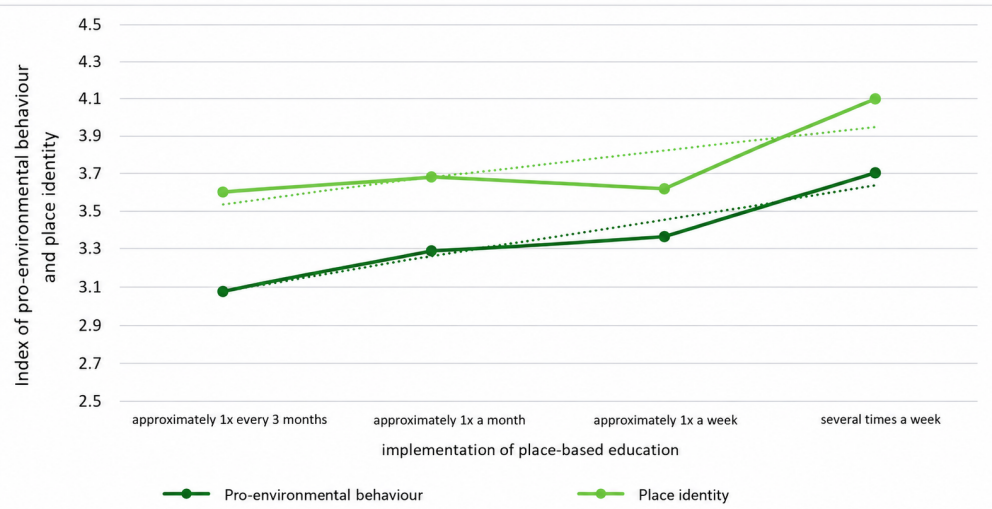
A four-pathway developmental model of the consequences of children's SOP

Source: Authors' elaboration (visual model prepared by the authors with AI-assisted graphic support)

INTEGRATION INTO A BROADER RESEARCH FRAMEWORK AND RECOMMENDATIONS



Implementation of place-based education.



Integrate fieldwork into education (including sensory fieldwork).

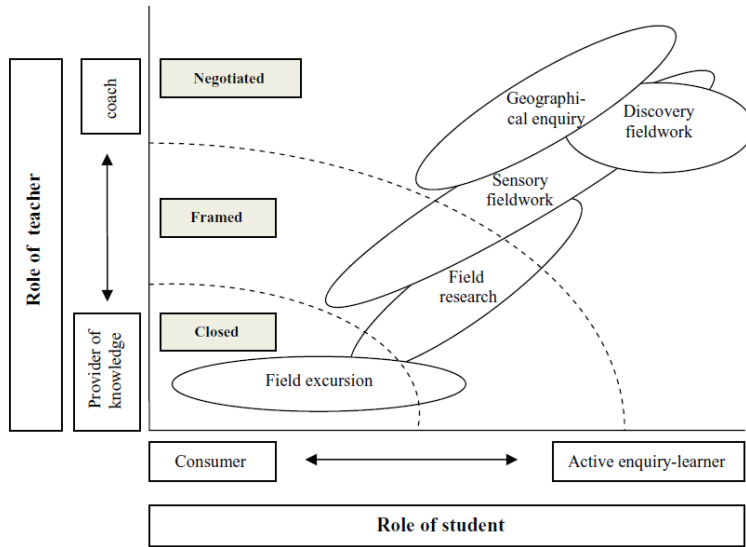


Figure 1. Tentative view on roles of teacher and student in different fieldwork strategies (adapted from Caton, 2006; Foskett, 1997; Job et al., 1999; Roberts, 2003).]

„Teachers could also learn to perform more qualitative and sensory activities with their students, thus stimulating and combining cognitive and affective involvement.“

Oost, De Vries & Van der Schee (2011, p. 322)

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„Rocks as Home“



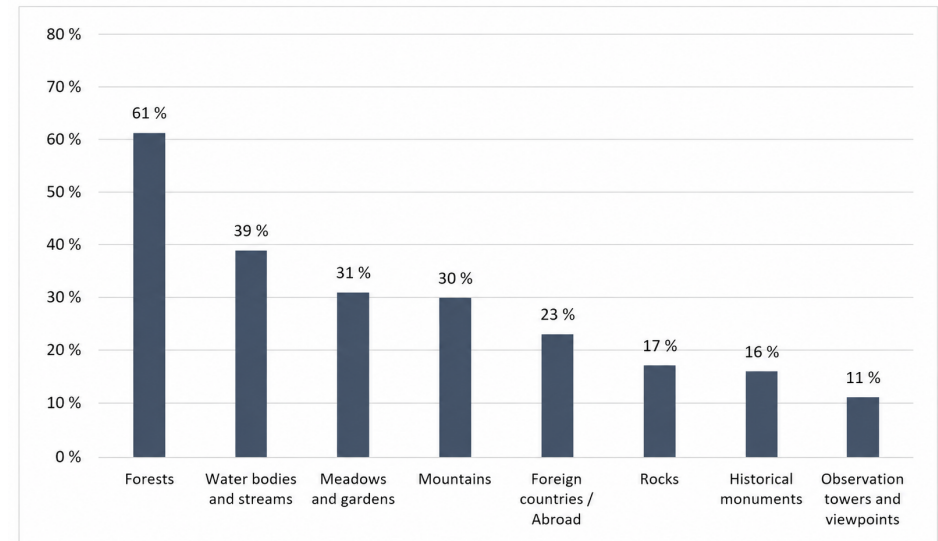
involve pupils in environmental protection activities

"I like being able to take part in different activities, for example the Clean Up Czechia campaign, tree planting, and so on."

work with the local natural environment (forests, water features, etc.)

the presence of an environmental education coordinator at primary schools is associated with greater implementation of more advanced forms of fieldwork education

Prokopová, 2026



Školová, 2026

2025:

DIRECTIONS FOR FURTHER RESEARCH

How do teachers use place-based education?

How do teachers use fieldwork education? Identification of barriers to fieldwork education.

Creating a platform for fieldwork education in the Liberec region.

2026:

Český ráj: krajina mého domova

Anežka Nejedlová

Environmentální výchova na 1. stupni ZŠ v Podještědí

Eliška Prokopová

Místně zakotvené učení na 1. stupni základních škol v Liberci

Magdalena Pohlová

Faktory ovlivňující vztah k přírodě studentů učitelství a žáků 1. stupně základních škol

Petra Šíkolová

FOLIA GEOGRAPHICA

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CHILDREN'S SENSE OF PLACE – CASE STUDY FROM THE BOHEMIAN PARADISE IN CZECHIA

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DOMINIK RUBÁŠ, ANEŽKA NEJEDLOVÁ, KAMIL ZAGORSEK
<http://dx.doi.org/10.14712/25337556.2025.3.2>

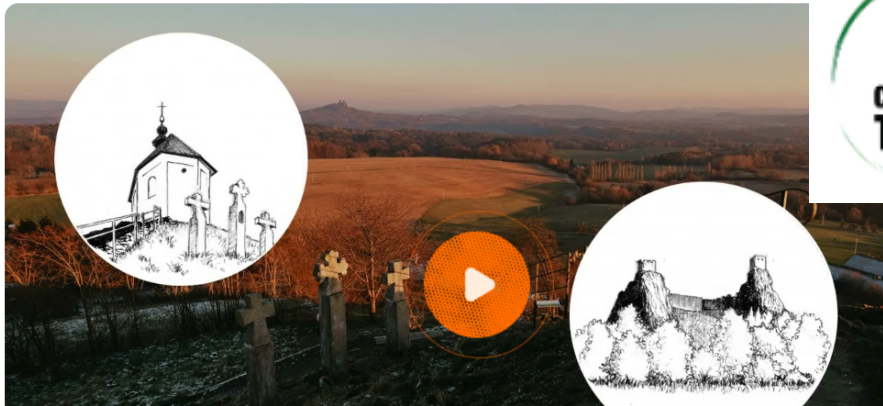
BADATELSKY ORIENTOVANÁ
TERÉNNÍ VÝUKA: EVALUACE
MEZINÁRODNÍ LETNÍ ŠKOLY



APPLYING RESEARCH TO EDUCATIONAL PRACTICE

Český ráj: krajina mého domova

V další epizodě vám přinášíme rozhovor s Anežkou Nejedlovou. Ještě nedávno byla Anežka studentkou Technické univerzity v Liberci, nyní již učí žáky na prvním stupni. V rozhovoru se zabýváme výzkumem zpracovaným v její diplomové práci na téma konceptu sense of place v primárním vzdělávání a ve vztahu ke krajině Českého ráje. Pokud vás zajímá, jak se děti pátých stupňů ZŠ vztahují k Českému ráji, je tahle epizoda přesně pro vás.



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<https://www.cesky-raj.info/podcasty-z-raje>

TAKE-HOME MESSAGES

Children's sense of place is not merely an emotional attachment, but a developmental process shaping identity, moral responsibility, and pro-environmental agency.

If we want to foster sustainability, children need opportunities to experience, interpret, and care for real places.





Thank you for your attention

Dominik Rubáš, Eliška Prokopová, Magdalena Pohlová, Anežka Nejedlová & Tomáš Matějček

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