

CHILDREN, YOUTH ENVIRONMENTS



A journal of research, policy and applications

Volume 30
Number 2
2020



Children, Youth and Environment Network
University of Cincinnati

CHILDREN, YOUTH ENVIRONMENTS



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The *Children, Youth and Environments* journal disseminates knowledge and stimulates discussion in support of inclusive and sustainable environments for children and youth everywhere. *CYE* has a global community and connects the worlds of research, policy and practice.

The *CYE* journal is a peer-reviewed, multi-disciplinary, online journal, highlighting the physical environments where children and youth live, learn, work and play. The journal values the capacity of children and young people to meaningfully participate in the processes that shape their lives, and publishes papers from distinct viewpoints, varied approaches, and diverse cultures and regions around the world. The journal offers researchers a high-quality, refereed outlet for sharing work pertaining to the physical environments that impact the lives of children and youth around the world. The journal publishes papers in the form of research articles, field reports and book/media reviews ranging from quantitative and qualitative empirical research; theoretical, methodological, and historical investigations; critical literature reviews; design analyses; post-occupancy evaluations; policy studies; and program assessments.

Children, Youth and Environments appeared as a print journal from 1984-1995 as *Children's Environments Quarterly* and *Children's Environments*. In 2003, it was revived as an online journal, which now reaches readers in more than 160 countries. Readers and authors include researchers and practitioners in education, childhood studies, geography, sociology, child and youth development, child welfare, child rights advocacy, development studies, architecture, landscape architecture and design, urban design, and planning. *CYE* is endorsed by UN-Habitat and guided by a distinguished Editorial Advisory Board.

For more information visit <https://www.cyenetnetwork.org>

Cover image from Play, Work, and Rest: The Developmental Affordances of Designated Child-Friendly Public Spaces in Jakarta, Indonesia by Fitri Arlinkasari, Debra Flanders Cushing, and Evonne Miller

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Children, Youth and Environments

Vol. 30 No. 2 2020

ISSN 1546-2250

As this issue of *Children, Youth and Environments* (CYE) goes to press, much of the globe continues to be affected by the pandemic. Although there are hopeful signs, with some regions of the world recovering from the pandemic, too many unknowns remain. As the pandemic has continued its community spread, the impact on children's health, wellbeing, and development has been catastrophic. Most of the world has had to improvise to create safety protocols and practices for working, learning, playing and living and our relationship with the environment has been restructured — the outdoors seem to provide a safer alternative for any remote interactions that are plausible. All of this has drastically affected children's relationship with the environment and there is much to learn to guide future policy, planning, design and management. Children themselves, along with researchers and practitioners that study, design and manage children's environments have much to learn and share from these experiences. CYE will publish a special issue, **COVID 19 Impacts on the Environments where Children and Youth Live, Learn, Work, and Play** in Fall 2021. We encourage you to submit an abstract by January 15, 2021. A complete call for papers is on the next page.

Inside this issue, you will find scholarly work that spans across the globe. Our first stop is in Ontario where you will explore ways children's photography highlights the many avenues of connection to nature through the work of Shakespear, Varghese, and Morris. Then, we travel to Florida where Clayborn, Koptur, and O'Brien share the influence of an active-learning curriculum unit on student's greater environmental stewardship. Sweden is the next stop on our global tour where Rathod, Olsson, and Schwanen show that many factors contribute to children's sedentary behaviors beyond screen time alone. Heading back to Canada, Han, Lin, Mâsse, and Brussoni discuss themes related to children's perspectives of their own independent mobility. Next, we travel to Jakarta, Indonesia where Arlinkasari, Flanders Cushing, and Miller investigate how the activities and experiences of children in Child-Friendly Integrated Public Spaces can potentially support their development. Our last stop on the global tour is Massachusetts in the US, where Bouldin, Meldrum, Blanch-Hartigan, McCormick, and Coloma studied childcare providers' perceptions of toxic chemicals in their facilities. We wrap this issue with Roy's book review of *Children Living in Sustainable Built Environments: New Urbanisms, New Citizens* by Pia Christensen, Sophie Hadfield-Hill, John Horton and Peter Kraftl. Happy reading!

We would like to express our appreciation for the contributions of the many people who continue to bring interesting research, field reports, and book and media reviews to our esteemed readership. CYE offers a unique niche journal for dissemination of scholarship and practice and we are continually awed by the work submitted by CYE authors.

Children, Youth & Environments Call for Abstracts

Special Issue

COVID-19 Impacts on the Environments where Children and Youth Live, Learn, Work, and Play

Dear Colleagues:

The United Nations asserts that the impacts of the worldwide COVID-19 pandemic on children and youth may be lifelong. As businesses close, many families are struggling financially, unable to afford basic housing, nutrition, and health needs. With school closures and a move toward online learning, losses in human potential and human capital are projected, particularly among children and youth who live in poverty and are digitally excluded. Frighteningly, children and youth may also be more exposed to domestic violence during shelter in place mandates when household tensions, social isolation, and mental health issues are not mitigated by schools, public spaces, health care providers, extended family, friends, and other adults who serve as protective factors. The universal crisis brought on by COVID-19 is generating an increase in mental health concerns, such as anxiety, depression, behavior problems, sleep disorders, and substance abuse. In fact, it is estimated that 1 in 6 children demonstrate such concerns during any community crisis. We have yet to realize the full extent of the impact of this pandemic.

We had no blueprint or playbook for COVID-19, yet families, physicians, educators, city planners, government officials, and others have sought to determine how to create and sustain safe environments where children and youth can live, learn, work, and play. Physical environments have been altered significantly in homes, schools, eateries, shops, businesses, healthcare, and almost every public space worldwide. Protocols for personal protection and practical, and sometimes impractical, strategies have been enacted with disparities in acceptability and premature transitions to normalcy that are affecting the reduction of the number of COVID-19 cases and fatalities. As experts agree that outdoor environments are safest for physically distanced gatherings, people are seeking out parks and outdoor recreation in increased numbers, public spaces are reimagined, and nature-based schooling is receiving greater attention. Still, protocols and strategies – sometimes impractical – for personal protection have been unevenly enacted and premature transitions to normalcy are affecting the reduction of the number of COVID-19 cases and fatalities. Lessons learned, stories told, and points of view shared about children and youth's experiences within a variety of environments in the time of COVID-19 is the focus of the CYE call for a special issue to be published in September 2021. Topics of interest include, but are not limited to:

- Child and youth perspectives on altered environments
- Evaluation of educational design responses to the pandemic
- Virtual learning environments as alternatives to traditional schooling
- Ethical dilemmas resulting from unsustainable safety mandates
- Accessing nature for outdoor learning and play during the pandemic
- Usage of personal protection equipment impacts on environments
- Impacts on the value and use of public space during the pandemic
- Online social distancing environments
- Child and youth experiences in rural/remote environments during the pandemic
- Descriptions of creative shelter in place environments
- Health and safety mitigation strategies used in educational, public, or home environments
- Youth experiences in the workplace during the pandemic
- Research on children's learning, play, and work environments during the pandemic
- Views on how the COVID-19 pandemic may change environments of the future

For consideration in this special issue, please email a 500 word or less proposal or abstract for a research manuscript, report from the field, or position paper noting authors and affiliations to cyemanagingeditor@gmail.com by January 15, 2021. Invitations for full manuscripts will be sent by February 18, 2021. Manuscripts selected for inclusion in the special issue will be due July 1, 2021. For author guidelines, please visit the journal website <https://www.cyenetwork.org/submit>.

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