

CHILDREN, YOUTH ENVIRONMENTS



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CHILDREN, YOUTH ENVIRONMENTS



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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.

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Cover image from illustrations in *Using Visual Q-Methodology to Explore Danish Children's Outdoor Play Preferences* by A. Christine Hempel

Acknowledgement of Reviewers

As editors of *Children, Youth and Environments*, we count on the informed judgment of our reviewers to make the highest quality research and information available online to scholars and practitioners around the world. In a double-blind review process, a minimum of two experts contribute comments about each paper published in CYE. Their advice is essential to determining whether an article is accepted for publication and invaluable to authors when undertaking revisions. We, therefore, take this opportunity to thank all those who have acted as reviewers for CYE during the last year for your time, energy and commitment to the journal! The following list reflects reviewers of papers in 2020.

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Inside this issue, you will find diverse scholarly work that spans across the globe. First, Barger and co-authors take us to Australia, Canada, Europe, and the United States in their scoping review of the impact of green space on children and youths' stress and attention. Next, we head to Southwest China where Liu and Chen take a closer look at the effect of green space and investigate the relationship between school green spaces and children's environmental attitudes and pro-environmental behavior. Shifting our focus, we arrive in Denmark where Hempel highlights the visual Q-methodology and shares how the innovative method provides insights about the environmental affordances of children's outdoor play settings. We then return to the United States and arrive in North Carolina where Jackson showcases long-term outcomes resulting from outdoor science education programs across many years. Heading south to Brazil, Alvim Leite and co-authors investigate the food environment surrounding schools in Juiz de Fora, Minas Gerais and discuss the implications such environments have on students' health. We then end our global tour back in the Southeast United States where Fedewa and co-authors examine the relationship between frequency of recess breaks and discipline issues for elementary children. The issue continues with two reports from the field. First, McLauchlan shares his work on addressing educational inequality. Then, Gerstein and co-authors share how they used the RE-AIM Framework to evaluate the transformation of a green schoolyard. We wrap this issue with two book reviews: Kitching's review of *Transport and Children's Wellbeing* edited by E. Owen, D. Waygood, Margareta Friman, Lars E. Olsson, and Raktim Mitra and Whitzman's review of *Slow Cities: Conquering Our Speed Addiction for Health and Sustainability* by Paul Tranter and Rodney Tolley. Happy reading!

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