



YOUTH AS URBAN DESIGNERS

Literature Review

Created for the University of the Punjab

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Introduction

This document provides a brief overview of some key publications that will assist in implementing child friendly initiatives into the colonies and districts in Chandigarh, India. We have provided herein, a brief annotated bibliography that summarizes the publications that are relevant to meeting the goal of creating inclusive spaces for vulnerable citizens. The publications address concerns such as equity, health, spatial and social justice, sustainability, environmental education, tactical urbanism and human rights framework.

Article 1: Age- and Child - Friendly Cities and the Promise of Intergenerational Space

Biggs, Simon, and Ashley Carr. 2015. "Age- and Child-Friendly Cities and the Promise of Intergenerational Space." *Journal of Social Work Practice* 29 (1): 99–112.
doi:10.1080/02650533.2014.993942.

ANNOTATION

This publication discusses the opportunities and constraints of maintaining quality of life for all ages. The built environment determines the possibilities for social engagement and intergenerational relations that are key for a sense of belonging and community. Simon and Carr examine how social and public policy is reflected in urban environments. They note that citizens are not equal in their abilities to shape their cities. Children are the center of vulnerability when it comes to planning initiatives. Simon and Carr explore the ways in which children are more sensitive to changes within their built environments. Urban planning has not linked the physical and social needs of children and tends to focus on the physical form, often leading to unmediated and unplanned forms of urban growth that ultimately threaten children and older adults. Childhood experiences greatly impact one's ability to fully participate in society once they have reached adulthood; therefore, optimal living should be constructed around age based needs. According to the studies noted in this publication, we will see rapid growth in youth and aging populations; thus, attachment to neighbourhoods and places will require a range of intergenerational networks and availability of social and cultural resources that will provide beneficial opportunities in urban living for the youngest and oldest populations.

Article 2: Playing Well with Others: Collaborating on Children's Right to Play

Wisneski, Debora. 2019. "Playing Well with Others: Collaborating on Children's Right to Play."

Childhood Education 95 (6): 50–55.

<https://www.tandfonline.com/doi/full/10.1080/00094056.2019.1689060>

ANNOTATION

This article explores the idea of a “pop-up-play” experience that is organized by professionals, community groups, and students. Wisneski explains this project draws on the International Code of Ethics for Educators to assist in creating play experiences for children and their families in the community of Omaha, Nebraska. The play experiences that have resulted from this “pop-up-play” project follows the community engagement principles that are designed to facilitate community engagement, relationship building between families and their communities, engagement, recognizing and responding to the needs of the community, and to foster social justice that enhances children's play experiences in accordance with the UN Convention of the Rights of a Child, Article 31.

Article 3: The Right to the City in the Platform Age: Child-Friendly City and Smart City Premises in Contention

van der Graaf, Shenja. 2020. "The Right to the City in the Platform Age: Child-Friendly City and Smart City Premises in Contention." *Information* 11 (285): 285.

doi:10.3390/info11060285.

ANNOTATION

This article explores the "physical and digital" boundaries that are beginning to be blurred throughout smart-cities. This happens through sensors, cameras, and smartphones that transmit data of preferences, habits and social relationships into a digitized format that is collected about the citizens of the city. van der Graaf calls this a "multi-stakeholder ecosystem" (2020, 2) where the physical and digital worlds are colliding and meshing together. This meshing leads to new dynamics of child-friendly and smart-cities which can help assist children to have a positive relationship with their city. Though, having all of this data collected about the citizens essentially turns them into "data assemblages" (2020, 4), which can cause an issue for human rights. By appropriating this data we are entering a socio-technical relationship where citizens need to have the right to understand what data is being produced, stored and used by the city.

Article 4: The Overprotected Kid

Rosin, Hanna. "The Overprotected Kid," April 16, 2018.

<https://www.theatlantic.com/magazine/archive/2014/04/hey-parents-leave-those-kids-alone/358631/>

ANNOTATION

This article discusses the importance of risky play for children. There are not many "adventure playgrounds" left and Rosin discusses how adults' fears are causing an erosion of child culture because adults have a need to shield children from anything they consider to be dangerous such as getting burnt from a fire or getting injured when falling or tripping. There has been a large shift in what is considered to be childhood norms since the 1970s and parents today feel as though they are neglecting or failing at parenting if they are not constantly supervising their children; however, Rosin explains that this is drastically affecting children's ability to build their self-confidence and courage. A study that was performed in 2011 showed that children who played in a mini adventure playground were better behaved in class and there was less bullying because the children were engaged and busy. The playgrounds that we see in our communities today are too safe; thus, children do not have a desire to use them. The playground equipment that adults have deemed as safe are boring and provide no challenges in the eyes of a child. There needs to be an element of surprise, and encouraging free and permissive atmospheres through the adventure playgrounds provide children with opportunities for health and developmental benefits.

Article 5: Sustainable Cities after COVID-19 Are Barcelona-Style Green Zones the Answer?

Weedy, Simon. "Sustainable Cities after COVID-19: Are Barcelona-Style Green Zones the Answer?," February 24, 2021.

<https://www.childinthecity.org/2021/02/17/sustainable-cities-after-covid-19-are-barcelona-style-green-zones-the-answer/>.

ANNOTATION

Weedy's publication discusses the concept of "superblocks" as part of urban planning in Barcelona. The purpose of bringing superblocks to neighbourhoods is to ensure that no resident is more than 200 meters away from green space, with eighty percent of the streets covered with trees and the remaining twenty percent left unpaved. Weedy highlights the benefits of creating urban green space which include improved air quality, noise reduction, and decreased pollution and levels of nitrogen dioxide (NO₂). These benefits will not only help improve the overall health of citizens (especially those who suffer from respiratory problems), but green spaces have also been proven to enhance mental health and lower obesity and diabetes. There are some disadvantages to consider and Weedy points out that it can be costly to implement and works better in cities with a well-designed grid system. He also notes that planners need to take the impact on housing into consideration. Adding in green superblocks could create a higher demand for housing in these areas which could potentially drive the price of property up. Planners need to ensure that homes will remain affordable, otherwise it can lead to gentrification and displacement. This idea of adding superblocks to cities can benefit citizens of all ages if implemented correctly into existing spaces.

Article 6: How Can Our Cities Be Better Prepared For Epidemics?

Majeed, R. (2020, September 25). How can our cities be better prepared for epidemics?

<https://bernardvanleer.org/blog/how-can-our-cities-be-better-prepared-for-epidemics/>

ANNOTATION

In this article Majeed discusses the importance of urban design and how it can help our cities become better prepared for future epidemics. Many cities were not prepared for the COVID-19 outbreak and many families have been limited to staying at home because our cities and urban centres were not designed for health and sanitation, but rather to act as drivers for economic growth. Majeed talks about how city planners and health officials should work together to ensure that public spaces are clean and safe since urban design, services, and civic agencies all play crucial roles in keeping residents - especially the most vulnerable - safe. Now is the time to invest in public spaces that are child-friendly, safe from transmission of communicable diseases, and support urban design. Majeed discusses how Paris is pioneering the concept of a 15 minute city; India is also making significant progress towards creating safe and healthy public spaces for small children and families. Investing in neighbourhoods and public spaces will improve the quality of life for families and children.

Article 7: Slums Are Not Places for Children to Live

Ernst, Kacey C., Beth S. Phillips, and Burris “Duke” Duncan. “Slums Are Not Places for Children to Live.” *Advances in Pediatrics* 60, no. 1 (2013): 53–87.
doi:10.1016/J.YAPD.2013.04.005.

ANNOTATION

This publication outlines the geographic distribution of slum areas and evaluates the conditions of these informal settlements. Earnest, Phillips, and Duncan demonstrate how the conditions of these slum areas are associated with poor health in children as well as the economic and social disparities between those living in these slum areas and those who reside in non slum areas. These slum areas have very little infrastructure and the residents are faced with poverty; conditions which are detrimental to the physical and mental health of a developing child. In some extreme cases, residents in these informal settlements become displaced and are geographically located on the outskirts of cities in potentially hazardous areas (Earnest, Phillips, and Duncan 2013, 64-65); thus, the government needs to recognize that basic human needs are not being met in these settlement areas. The end of the document outlines the concerns and provides a summary of recommendations. This publication reminds readers that lack of governmental support in these informal settlements is an infringement upon children’s and their families basic rights according to the United Nations Universal Declaration of Human Rights (Earnest, Phillips, and Duncan 2013, 80-81).

Article 8: Is Temporary the New Permanent? COVID Street Experiments Open Our Eyes to Creating Better Cities

McMillan, Elissa, and Helen Rowe. "Is Temporary the New Permanent? COVID Street

Experiments Open Our Eyes to Creating Better Cities." *The Conversation*, March 18, 2021.

https://theconversation.com/is-temporary-the-new-permanent-covid-street-experiments-open-our-eyes-to-creating-better-cities-156591?utm_medium=email&_hsmi=117901372&_hsenc=p2ANqtz--O_TW2VqKZVTS-hG_g3i-4LOhoB2Ok7ipbtQf3ta-D7OhLmndQP8frgshItG6UdS2T35jAV8Euak4d-l4T16xwhsUov6aYPNAg8T9rXGYxy5YvYM&utm_content=117901372&utm_source=hs_email

ANNOTATION

Throughout the COVID-19 pandemic we have witnessed cities creating temporary short-term fixes to various outdoor spaces. We have seen changes to streets to allow more space for pedestrians and cyclists, and areas sectioned off for outdoor dining which have been successful experiments for meeting our short-term needs; however, McMillian indicates that these temporary projects may become permanent as we "draw deeper lessons from these experiments" (McMillian 2021). The past year has been full of tactical urbanism across the globe and has illustrated the long term benefits of changing our street uses. McMillian states that her research suggests that city planners will continue finding new ways to change the built environment for our cities and introducing experimental projects will be better received by the public since we have all had to become more adaptable to changes, which was a challenging barrier that urban planners faced before the COVID-19 pandemic.

Article 9: Equity Backpack Project in Abbotsford Addresses Inclusion and Anti-Racism

Hopes, Vikki. 2021. "Equity Backpack Project in Abbotsford Addresses Inclusion and Anti-Racism." January 20, 2021.

<https://www.abbynews.com/news/equity-backpack-project-in-abbotsford-addresses-inclusion-and-anti-racism/>.

ANNOTATION

This article discusses how a teacher at a Eugene Reimer Middle School in Abbotsford has designed a project that teaches students about equity, inclusion, and anti-racism. Students create a backpack out of a cardboard box and decorate it in the promises they have chosen to live by, baby photos of themselves that represent their stories, and then the backpack is filled with "equity art". This teacher was inspired to create this project after the killing of George Floyd that triggered the global Black Lives Matter movement and protests. She identified that students needed tools to help create equality and "navigate life when it comes to stereotypes" (Hopes, 2021). In addition to the backpack, students are also conducting video interviews and discussing what equity and inclusion means and have invited guests such as Shirley Hardman, the senior advisor of Indigenous Affairs at the University of the Fraser to take part in this project as well.

Article 10: Child Participation

“Child Participation.” 2019. KidsRights Foundation. September 17, 2019.

<https://kidsrights.org/childrens-rights/child-participation/>.

ANNOTATION

Child participation has a positive impact on active citizenship and community engagement. This article discusses the importance of collaborative decision making on matters that affect them. Allowing children to participate in having a say with regards to community matters, government and/or legal policies and school interests ensures their voices are heard and that governments are acknowledging children's rights and the core principles of the UN Convention on the Rights of the Child. In this article, KidsRights provides a link to a report called *From rights to reality* which reviews children as changemakers and how they can be supported and encouraged to develop and strengthen children's participation in projects with local partners.

Article 11: Children’s Rights & Environment

UNICEF. “Children's Rights & Environment.” 2020. KidsRights Foundation. March 6, 2020.

<https://kidsrights.org/childrens-rights/environment/>.

ANNOTATION

This article explores how human influence and activities on the changing environment are connected directly to the rights of children. It discusses the link between a healthy environment for the wellbeing, survival, and development of children. Allowing children to participate in protecting the environment is a big part of their fundamental rights that needs to be fulfilled. A concern that is brought up in the article is the consequences for vulnerable children who are more susceptible to diseases related to environmental pollution; thus, there is a need to address the effects of climate change through the governmental environment policies and push for a bigger commitment to protecting children and our environment. KidsRights has provided a number of reports embedded within the article that supports creating kid changemakers that can help improve the damaging effects that are infringing on children's rights worldwide.

Article 12: Children’s Rights and Why They Matter

UNICEF. “Child Rights and Why They Matter.” Accessed April 8, 2021.

<https://www.unicef.org/child-rights-convention/child-rights-why-they-matter>.

ANNOTATION

This article discusses the importance of The Convention on the Rights of the Child, and why these rights must be realized so that children can develop and reach their full potential. The Convention outlines how currently it is a “privilege that is enjoyed by a few” but that needs to become integrated in the basic quality of life worldwide. The article illustrates the vision of a child having rights and responsibilities that are appropriate for their individual age and stage of development that ensures they are valued as a member of a family and their respective communities. There is also a link included to a course that goes into more detail on children’s rights and why they matter that may help to introduce additional ways of understanding and approaching children’s rights in your ongoing community work.

Article 13: Urbanistica Podcast

Mustafa Sherif. Urbanistica Podcast. 2020. Accessed March 3, 2021. Podcast, MP3 audio.

https://open.spotify.com/show/7uDWEv8Afho517UsilOUYZ?si=a8ijXumuRAyJ07Nm37mfOA&fbclid=IwAR1tKkcrJvd9nYhuAWATzZ2aCAeiTHaP_5EJTcBbCwUMUd97cnXrBmLDogQ&nd=1

ANNOTATION

Urbanistica is a podcast created by Mustafa Sherif, an Urban Planner and Designer in Sweden. He invites guests from all around the world to tell stories about the different ways that cities and countries are making smarter and more livable cities that are improving the quality of life and accessibility for its citizens. Sherif believes that all stories matter which is why he created this open platform so that people of all ages and areas can share their stories with his 35,000 listeners from one hundred and ten countries.

Article 14: Child-Friendly Cities: A Place for Active Citizenship in

Geographical and Environmental Education

Wilks, Judith. 2010. "Child-Friendly Cities: A Place for Active Citizenship in Geographical and Environmental Education." *International Research in Geographical & Environmental Education* 19 (1): 25–38. doi:10.1080/10382040903545484.

ANNOTATION

Wilks article focuses on using the resource of curriculum in schools to create engagement of civics and citizenship in Australia. Although having a citizenship course in schools begins the conversation it does not necessarily mean these students emerge as active citizens in their communities. Australia has adopted the Child-Friendly Cities Initiative (CFCI) like many other countries and is striving to change the view of children from "objects of protection" to active citizens in the community. In order to help change these views parents also need to allow children more freedom by giving them opportunities to walk and engage in the community which can spark spontaneous play. Wilks goes on to say that while parents mean well by instilling "stranger danger" and trying to keep them safe, they actually could be causing more harm for these children. This leads to children feeling a lack of connectivity to their community and "a lack of sense of 'place'" (28). There needs to be a shift to what children can do rather than what is perceived they cannot do, by doing this we begin to create children who are "stakeholders" in their communities and not bystanders. The article goes on to talk about what other countries, such as Italy and the United Kingdom, have done to make their communities more child-friendly.

Article 15: Child-Friendly Cities in a Globalizing World: Different Approaches and a Typology of Children's Roles

van Vliet, Willem, and Lia Karsten. 2015. "Child-Friendly Cities in a Globalizing World: Different Approaches and a Typology of Children's Roles." *Children, Youth & Environments* 25 (2): 1–15.

ANNOTATION

van Vliet and Karsten focus on children's rights in and to the city in this article. With the expanding globalization this has forced sectors to market to families to come to their cities, which increases if that area is child-friendly. While globalization has expanded capital mobility markets it has also helped fuel child-friendly developments and in turn helped children become consumers, users, entrepreneurs and co-producers. van Vliet and Karsten state that "children [need to] participate in local planning and decision making, making their influence felt not as individual consumers, users, or entrepreneurs, but as citizens" (6) which increases their sense of place. The article also touches on the fact that child friendly cities need to be a collaborative effort from all levels of government and that it is helpful to look at the intergenerational areas because they can work in parallel to children. This article highlights eight research papers and three field reports that have contributions from "India, Sweden, Norway, Ireland, Canada, New Zealand, Mexico and the US" (7) that are included in this *Children, Youth and Environment* journal.

Article 16: Criteria for Best Practices in Building Child-Friendly Cities:

Involving Young People in Urban Planning and Design

Bridgman, Rae. 2004. "Criteria for Best Practices in Building Child-Friendly Cities: Involving Young People in Urban Planning and Design." *Canadian Journal of Urban Research* 13 (2): 337–46.

ANNOTATION

This article shares Bridgman's progress while he is working on a research project entitled Child-Friendly Cities, and Participatory Planning and Design in Canada. The article proposes a protocol for collecting examples of best practices in relation to building child friendly cities which focuses on 15 factors. Factors examined and founded through the research include but are not limited to the degree to which young people participate in city planning and development, intended goals of fostering independence, recognition of diverse groups of young people, issues around safety and security, operational sustainability, and innovative development or implementation process.

Article 17: Child-Friendly Cities: Canadian Perspectives

Bridgman, Rae. 2004. "Child-Friendly Cities: Canadian Perspectives." *Children Youth and Environments* 14 (2): 178–200. doi:10.7721/chilyoutenvi.14.2.0178.

ANNOTATION

This article focuses on a research project called "Child-Friendly Cities and Participatory Planning and Design in Canada" and describes the ways in which a graduate course called Child-Friendly Cities in Canada helped to support the research. The article outlines and defines a protocol for collecting examples of best practices in supporting child friendly cities. These practices include understanding the degree of young people's participation, intended goals of fostering independence, recognition of diverse groups of young people, issues around safety and security, innovative use of existing resources, operational sustainability, replicability, and innovative development or implementation process and structures, among others (Bridgman,178). The article focuses on real life events by exploring several case studies, involving both youth and adult led initiatives spanning a variety of themes including art and urban revitalization, youth and environmentalism, community development, civic engagement and educational programming. Bridgman concludes this journal article with insights and lessons we can learn from the child friendly city course and how it supports the child friendly city initiative.

Article 18: What Can the Urban Designer Do for Children? Normative Principles of Child-Friendly Communities for Responsive Third Places

Elshater, Abeer. 2018. "What Can the Urban Designer Do for Children? Normative Principles of Child-Friendly Communities for Responsive Third Places." *Journal of Urban Design* 23 (3): 432–55. doi:10.1080/13574809.2017.1343086.

ANNOTATION

This article investigates the importance of inclusivity for children when it comes to designing and planning the urban spaces in which they interact or reside in. Children who reside in urban places experience a variety of different urban and social problems, and their experiences are valuable for city design. The article discusses how cities from various countries around the world are either stepping up to include children or excluding children in their urban design and planning processes. This study focuses largely on Egyptian cities and what they can do to ensure that Egyptian children are at the centre of urban planning. The study provides procedures and design principles, which will help provide inclusivity and security for Egyptian children. The study also discusses a survey in Cairo that was conducted through interviews with children and their parents, which indicates the ways in which child-friendly cities can be achieved through a child's interaction with both their family and the built environment at the community or neighbourhood level. The research discussed further determines that to improve a better built environment, there needs to be a focus on children's lives in third place environments and states the ways in which designers can use their design principles to influence the establishment of child-friendly cities.

Article 19: Public Spaces for Play: Creating Natural Playspaces for Children 8-12 Years in Urban Landscapes That Support Free, Imaginative and Creative Play

Chancellor, Barbara¹. 2007. "Public Spaces for Play: Creating Natural Playspaces for Children 8-12 Years in Urban Landscapes That Support Free, Imaginative and Creative Play."

International Journal of the Humanities 5 (4): 55–58.

doi:10.18848/1447-9508/CGP/v05i04/58179

ANNOTATION

This article examines current and common themes of playspace design in urban landscapes by connecting the areas of aesthetics and design with the pedagogies of learning for children aged 8-12. Chancellor urges us to look at how playing in nature or the outdoors impacts children's wellbeing, development, and mental health. The paper further examines how children's use of playgrounds and public space has diminished a great deal over the past few decades and how at present the children in urban cities often live sedentary lives and remain prominently indoors. Chancellor also addresses the influence of parents' concerns for children playing in nature or in public parks and notes the major concerns regarding safety and lack of adult supervision. Chancellor stresses this matter as urgent and states that we motivate children to engage in active play. When considering playspace design, Chancellor reminds us it is critical to remember that children's needs are ever changing. Children need new adventures, new challenges, and various opportunities to develop risk management skills while still supporting free, imaginative, and creative play children require.

Article 20: Child-Friendly New Westminster

Ross, Anique. 2015. "Child-Friendly New Westminster." *Children, Youth and Environments* 25 (2): 245–71. doi:10.7721/chilyoutenvi.25.2.0245.

ANNOTATION

In 2015 and in partnership with The Society for Children and Youth of BC (SCY), the City of New Westminster, in British Columbia, Canada, made a commitment to enriching the lives of children and youth within their community. Using the UN Convention on the Rights of the Child as a foundational base, SCY has a track record of creating and delivering programs that promote housing, parks and open space, neighbourhood spaces and design, family support services, transportation, schools, recreation, and community services, as well as community policy and security. SCY and the programs they support have motivated change in research, legislation, policy, and practice in communities and cities across Canada. In developing a new inclusive community plan, it was deemed important to understand the opinions of children, youth, and parents. In 2014 to provide context and research for the development of this new community plan 320 parents, 228 youth, and 156 children were surveyed. Most of this paper focuses on the findings of this research survey and includes themes and comparisons of how each group perceives or viewed the child and youth friendliness in New Westminster. The article also examines the benefit of asking young stakeholders for their input when developing, designing, and planning cities and creating policies.

Article 21: Children’s Rights and the Crisis of Rapid Urbanisation

Malone, Karen. 2015. “Children’s Rights and the Crisis of Rapid Urbanisation.” *International Journal of Children’s Rights* 23 (2): 405–24. doi:10.1163/15718182-02302007.

ANNOTATION

Malone acknowledges that many governments will struggle over the next 3 decades to support the children within our communities, cities, and countries, as a result of our rapidly urbanising world. Malone addresses many key issues and challenges for children in cities and urbanized communities throughout the article. She argues that in order for development to really move forward in a way that supports all members within our societies that we must put children at the centre. This paper focuses on the historical relationship held between children rights, CFCI and sustainable development. To conclude this paper Malone addresses and outlines key elements in current UN reports and outlines four key areas in the CFCI that have the potential to create great change in future programs that require global action.

Article 22: Youth Master Plans as Potential Roadmaps to Creating Child- and Youth-Friendly Cities

Cushing, Debra Flanders. 2016. "Youth Master Plans as Potential Roadmaps to

Creating Child- and Youth-Friendly Cities." *Planning Practice & Research* 31 (2):

154–73. doi:10.1080/02697459.2015.1110472..

ANNOTATION

This article explores how 40 communities within the United States have developed youth master plans (YMPs) in an attempt to both promote and become more child and youth friendly. To help increase understanding in these reports and their importance, research was conducted using a multiple-methods approach, that included an online questionnaire, plan analysis, and semi-structured interviews with key community informants (Cushing, 155). Some of the research findings indicate that YMPs often focus on collaboration among community entities and youth participation, but lack findings related to the physical environment, and often exclude urban planners as leaders and even partners in the development of YMPs. Cushing recommends a greater focus on the physical environment, particularly in relation to safety, access to nature and sustainable transportation as a way to improve and properly implement YMPs in our communities.

**Article 23: Place Matters: The Significance of Place Attachments for
Children’s Well-Being**

Jack Gordon. 2010. “Place Matters: The Significance of Place Attachments for Children’s Well-Being.” *The British Journal of Social Work* 40 (3): 755–71.

ANNOTATION

Jack pays discusses the lack of literature present that focuses on children and their attachment to places. By drawing on research from fields such as human geography and environmental psychology, Jack examines how significant a child’s place attachment is in establishing their sense of identity, their sense of safety, and their sense of belonging. He further discusses what has become known as the ‘shrinking world of childhood’ and describes how children are losing access to their external environment and their independence as a result of parental restrictions and fears. Government policy that relates to the issue of place attachment and children rights to play are examined and strategies designed to develop more inclusive and child-friendly communities, are examined in this article.

Article 24: Child-Led Research Investigating Social, Emotional and Mental Health and Wellbeing Aspects of Playtime

Bristow, Siân, and Cathy Atkinson. 2020. "Child-Led Research Investigating Social, Emotional and Mental Health and Wellbeing Aspects of Playtime." *Educational & Child Psychology* 37 (4): 115–29.

ANNOTATION

This purpose of this study aimed to investigate the social, emotional, and mental wellbeing of children when they engage in playtime by focusing on child-led participatory action research in one school. The stakeholder group consisted of a project leader (known as the first researcher), school staff and four trained child co-researchers (aged 9 to 10) who aided in the research and research process. The article discusses the five main themes that arose in the analysis process as: the availability and nature of games, having someone to play with, how people treat each other, the importance of playtime and views of the playtime rules. This research further highlights interactions between the various themes and the level of importance deemed by children and how they related it to social and emotional development, and mental health and wellbeing when accessing their right to play during playtime. This study highlights the importance of holistic playtime requirements for children and their wellbeing, and further determines that children are effective and able to facilitate research aspects that explore childhood playtime.

Article 25: Accessibility and Usability of Playground Environments for Children under 12: A Scoping Review

Moore, Alice, and Helen Lynch. 2015. "Accessibility and Usability of Playground Environments for Children under 12: A Scoping Review." *Scandinavian Journal of Occupational Therapy* 22 (5): 331–44. doi:10.3109/11038128.2015.1049549.

ANNOTATION

Playgrounds are considered important in many communities for children during their childhood and adolescent years. Yet playground and park spaces or play spaces seldomly meet the needs of developing children or children with disabilities, which leads to predictable social exclusion. Moore and Lynch, explore the current use of playgrounds and playground accessibility for children of all abilities to determine the factors that hinder or aid social acceptance at community playgrounds. The article used a scoping method and by using 14 key studies. All 14 studies evaluated the accessibility and usability of playgrounds, identified barriers to children's participation in the playground environment, and explored solutions to overcome barriers. The 14 studies represented research from various regions including Sweden, Canada, the USA, England, Portugal, Turkey, and Australia. They comprised six quantitative studies, five qualitative studies, and three literature reviews (Moore and Lynch, 334). Findings indicated that playground design played a significant role in facilitating inclusion, and that more advocacy is required from health professionals who understand the limitations of disabilities, especially when planning and designing inclusive playgrounds.

Article 26: Children’s Coping, Adaptation and Resilience through Play in Situations of Crisis

Sudeshna Chatterjee. “Children’s Coping, Adaptation and Resilience through Play in Situations of Crisis.” *Children, Youth and Environments* 28, no. 2 (January 1, 2018): 119–45.
doi:10.7721/chilyoutenvi.28.2.0119.

ANNOTATION

This paper discusses findings from an international, six-country research project that was undertaken by the International Play Association (IPA) to bring awareness and understanding of children’s play needs in situations of conflict. As discussed in the paper by Dr. Chatterjee, these situations include all natural, and man-made disasters as well as the persistent everyday hazards, which include issues regarding safety and inequalities. The findings of her research confirms that space, time, permission, and resources are imperative to create conditions for access to play, even in situations of crisis. Dr. Chatterjee and her study further explains how adaptive and resilient children can be and proves they can understand the impacts of risks by managing and facilitating their own risk management through self-regulated coping mechanisms and self-agency.

Article 27: Children’s Access to Their Right to Play: Findings from Two Exploratory Studies

Atkinson, Cathy, Caroline Bond, Natasha Goodhall, and Francesca Woods. 2017. “Children’s Access to Their Right to Play: Findings from Two Exploratory Studies.” *Educational & Child Psychology* 34 (3): 20–36.

ANNOTATION

This article explores the various ways and possibilities in which educational psychologists (EPs) can aid in supporting children and their right to play, which also represents Article 31 of the United Nations Convention on the Rights of the Child. The article focuses on two studies which have explored the role EPs can play in facilitating a child’s right to play, using two distinct methods: EP focus groups; and the case study of a 6 year old child with distinct and special educational needs. The studies examined prove that the focus group of EPs felt that play helps to facilitate both social and learning development for children and felt they were strong advocates for Article 31. and felt well-positioned to advocate for Article 31. The study also examines how children with diverse needs are met with barriers that promote exclusion in various types of play. The study pushes us to better understand international legislation and how it hinders or helps a child’s access to play and illustrates the potential benefits of working with EPs when creating inclusive environments that foster play for all children and caters to a multitude of diverse needs.

Article 28: Considering the Natural Environment in the Creation of Child-Friendly Cities: Implications for Children's Subjective Well-Being

Adams, Sabirah, Shazly Savahl, Maria Florence, and Kyle Jackson. 2019. "Considering the Natural Environment in the Creation of Child-Friendly Cities: Implications for Children's Subjective Well-Being." *Child Indicators Research* 12 (2): 545.
doi:10.1007/s12187-018-9531-x.

ANNOTATION

When creating or designing child-friendly cities (CFC's) it is imperative that we consider the natural environment. The purpose of this study was to explore the ways in which children interact with and the ways in which they use the natural environment around them. This study administered a qualitative framework of four differing focus group type interviews that included 32 children total who were either 13 or 14 years of age. The study was conducted in a low socio-economic status community on the Cape Flats in the Western Cape Province of South Africa. Data collected during the study was used to outline prominent themes in the findings. It was found that children consider nature as crucial in the creation of Child Friendly Cities, and a favourite place outside of the home. Findings also revealed how children feel about their communities and many deemed them as not child friendly and felt excluded from planning practices which focused on their demographic.

Article 29: Children’s Ratings of Park Features That Encourage Park Visitation, Physical Activity and Social Interaction

Veitch, Jenny, Kylie Ball, Elliott Flowers, Benedicte Deforche, and Anna Timperio. 2021.

“Children’s Ratings of Park Features That Encourage Park Visitation, Physical Activity and Social Interaction.” *Urban Forestry & Urban Greening* 58 (March).

doi:10.1016/j.ufug.2020.126963.

ANNOTATION

This article discusses the importance of parks and playgrounds and how they aid in children wellbeing and mental health because they impact important aspects in both. The article states that although we as society know this, the specific details and features of parks and how they impact childhood health and wellbeing is not common knowledge or understood by many groups and citizens within the community or city. The aim of this study was to examine the perceived importance of a selection of park features for encouraging park visitation, park-based physical activity and social interaction among children. The study compiles a survey done amongst primary aged students in Melbourne, Australia. Of the differences discovered from the survey findings, differences including gender were among the highest. The study reveals that children should be included when prioritizing park features that will cater to children’s needs and activities, especially if they wish the structures and designated children’s areas to be utilized efficiently. Veitch et al.; hope that this data and its findings will better inform planners and urban designers to create parks that better suit the needs of the children who utilize them.

Article 30: Towards Greater Recognition of the Right to Play: An Analysis of Article 31 of the UNCRC

Davey, Ciara, and Laura Lundy. 2011. "Towards Greater Recognition of the Right to Play: An Analysis of Article 31 of the UNCRC." *Children & Society* 25 (1): 3–14.

doi:10.1111/j.1099-0860.2009.00256.x.

ANNOTATION

Children's right to play and its formal policy can be found in Article 31 of the United Nations Convention on the Rights of the Child (UNCRC). While this is important and imperative for children's rights to play, few research studies have explored children's experiences in play from an specific rights-based perspective. Using children's views to illustrate the multi-dimensional relationship Article 31 holds with other key children's rights, this article shows how a rights-based classification of play emphasises issues such as freedom, safety, choice and inclusion (Davey & Lundy, 5). The article concludes by addressing a need for monitoring and enforcement when it comes to children's rights to play and suggests that the Committee on the Rights of the Child could take a greater lead in this issue.

Article 31: It's Hard to Build Cities for Kids. but Do They Really Need Them?

DePillis, Lydia. 2014. "It's Hard to Build Cities for Kids. but Do They Really Need Them?"

Washington Post. Accessed April 26, 2021.

<https://www.washingtonpost.com/news/storyline/wp/2014/08/19/its-hard-to-build-cities-for-kids-but-do-they-really-need-them/>.

ANNOTATION

This Washington Post news article pushes us to focus on how the development of child-friendly cities impacts cities over time. Dephillis focuses on the city of Washington DC and discusses how the city overtime has transformed, and at various times has excluded families from the process in planning. She illustrates issues with this plan stating that if middle class families are pushed out of the city and relocate to other areas the longevity for sense of place is lessened. Children who grow up within a city where they have a strong sense of place are more likely to stay and contribute to the community and economy through later stages of life.

Article 32: Planning with Preschoolers: City Mapping as a Planning Tool

Freeman, Claire, Christina Ergler, and Tess Guiney. 2017. "Planning with Preschoolers: City Mapping as a Planning Tool." *Planning Practice & Research* 32 (3): 297–318.
doi:10.1080/02697459.2017.1374790.

ANNOTATION

According to Article 12 in the United Nations Convention on the Rights of the Child, children have the right to be heard in matters affecting them. Freeman et al., discuss the importance of a working relationship between children and urban planners, as they state that planning matters like transportation, housing, and recreation services impact their lives as well. The study explains that while city planners and developers seek input from children, they often exclude pre-school aged children. The reason being that preschool children are often viewed as lacking the understanding or comprehension required for design at the city level scale. While planning has made considerable progress in working with older children, preschool children have been overlooked. Freeman et al., present a tile-based city-mapping method in this paper that demonstrates the advanced level in which preschool children do understand city-scale features and the contextual relationships they require. Additionally, this tile-based method acts as a toolkit that can be used to engage younger aged children in city planning and development.

Article 33: The Play Deficit

Gray, Peter. "Children Today Are Suffering a Severe Deficit of Play – Peter Gray: Aeon Essays."

Aeon. Aeon, September 18, 2013.

<https://aeon.co/essays/children-today-are-suffering-a-severe-deficit-of-play>.

ANNOTATION

Gray discusses the importance of childhood play and what we now know as the play deficit in America, and many other countries around the world. The article draws on Gray's own personal experiences as child and how childhood and play has changed over the past 70 years. Since the 1950's there has been a decline in play or what is known as the hunter and gather learning environment. Gray argues that children need this type of play to grow up and become active and contributing citizens within our communities and societies. The article urges us to really look at where our children spend a majority of their time learning and that if society continues to increase school based learning and continues to take away play based learning outside of the classroom we will end up failing our children for generations to come.

Article 34: Making Children Matter in Slum Transformations: Lessons from India's National Urban Renewal Mission

Chatterjee, Sudeshna. 2015. "Making Children Matter in Slum Transformations: Lessons from India's National Urban Renewal Mission." *Journal of Urban Design* 20 (4): 479–506.
doi:10.1080/13574809.2015.1044506

ANNOTATION

This paper written by Dr. Chatterjee looks at two successful slum redevelopment projects that took place under India's flagship urban renewal mission. The urban renewal mission mandates citizen participation and inclusive planning to create planned and equitable cities for all citizens. The two case studies represent different design and planning approaches to the redevelopment of inequitable communities and cities, first by replacing the slum with flats; and second by incorporating selective infill houses. Utilizing the discussion that occurred alongside these two projects, this paper helps to answer how planner and designers can utilize children and include them in the redevelopment of the slum areas in which they reside.

Article 35: Governors as Policy Entrepreneurs: Setting the Agenda for Children

Collins, Mary Elizabeth, and Sook Hyun Kim. 2020. "Governors as Policy Entrepreneurs: Setting the Agenda for Children." *Child Welfare* 98 (2): 1–22.

ANNOTATION

This article discussed the roles of state public child welfare agencies and other governing bodies, and the responsibilities they have in maintaining child welfare and their rights to services. At the governing level they also play major roles in policy planning that influences children's rights and welfare. The major issue is that governing attention usually occurs after the fact that a child's rights or welfare have been violated and many of these policies are only implemented after a violation has occurred. This study helps us to gain better understanding about the processes in which policies and government protect our children. This study used the data collected to answer two major questions: How are governors addressing issues of child welfare? And what other child-focused issues are governors addressing? The article concludes with ideas on how the government must rely on external policy makers that advocate on behalf of children and work with them at the community level, and states that more needs to be done on behalf of the government to protect children and their rights.

Article 36: Policies to Enable Children’s Voice for Healthy Neighbourhoods and Communities: A Systematic Mapping Review and Case Study

Sullivan, Eve, Victoria Egli, Niamh Donnellan, and Melody Smith. 2021. “Policies to Enable Children’s Voice for Healthy Neighbourhoods and Communities: A Systematic Mapping Review and Case Study.” *Kotuitui: New Zealand Journal of Social Sciences* 16 (1): 18–44. doi:10.1080/1177083X.2020.1772325.

ANNOTATION

This article reviews, analyzes and discusses a systematic mapping review that was conducted as well as literature that focused on New Zealand’s urban and neighbourhood planning, local government, and transportation regulations, and how the importance of child consultation in planning processes at both the national and regional levels. The literature consists of 24 articles or pieces and was further organized into three more generalized themes. These themes included: co-design and planning processes, green space, and physical activity and body size. The article found that while there are several policies and planning processes that involve children consultation at the national level, these same measures are not met at the regional levels of governing and planning. This article presents the ‘Healthy Puketāpapa’ project which provides other cities and communities with a model for implementing better engagement with children in local consultation processes, especially those that relate to the welfare of children and their rights. The research and models discussed in this article help give both perspective and support to developing similar processes for other countries and regions that wish to incorporate child consultation into planning processes.

Article 37: A Space with Meaning: Children’s Involvement in Participatory Design Processes

Rigolon, Alessandro. 2011. “A Space with Meaning: Children’s Involvement in Participatory Design Processes.” *Design Principles & Practice: An International Journal* 5 (2): 151–63. doi:10.18848/1833-1874/CGP/v05i02/38029.

ANNOTATION

This article argues that space is designed as a material setting for learning and accommodating specific functions and that people can also give meaning to a space through interactions with its environment which also helps to make it a place. Rigolon argues that this approach requires a child-centered design method, that includes present and active participation by children, teachers, and family members in planning areas like elementary and middle schools. He argues that because space is given meaning by those who interact with it that the actual users of the space need to be included in the planning processes of such spaces. Only when children become active stakeholders in the places and spaces they encounter regularly can we really begin to plan inclusive communities for all our citizens. The article further focuses on the ways in which we should include children in planning processes by ensuring our processes are age and culturally appropriate, and we must recognize that these processes will be fluid and continuous not linear (Rigolon, 157) To conclude Rigolon proposes that learning environments, like schools and classrooms, should have “unfinished spaces” for children and teachers to manipulate and interpret as needed to help create a stronger sense of place attachment in designed spaces.

Article 38: ‘Because We Are All People’: Outcomes and Reflections from Young People’s Participation in the Planning and Design of Child-Friendly Public Spaces

Derr, Victoria, and Emily Tarantini. 2016. “‘Because We Are All People’: Outcomes and Reflections from Young People’s Participation in the Planning and Design of Child-Friendly Public Spaces.” *Local Environment* 21 (12): 1534–56.
doi:10.1080/13549839.2016.1145643

ANNOTATION

The idea of Child-Friendly Cities evolved from the notion to include children in decision-making and governance opportunities. There are some similarities and consistencies found in the research that has already been done on child friendly cities. These similarities and consistencies are exemplified in the following themes: access to services and resources, nature, and play; freedom from physical danger; and opportunities for inclusion within the city. Derr and Tarantini’s article explores a two-year visioning and participatory design process that engaged approximately 225 young people, aged 4– 16, in the planning and design of a prominent public space in the City of Boulder (Derr & Tarantini, 1535). This article further discusses the lack of research and literature that is found on what can be achieved by sustained integration of children’s ideas, input, and thoughts at the municipal planning level. This paper works to shift children’s participation beyond just discussion and into a position where children are actively included in decision making processes at the community and governing level.

Article 39: Children’s Descriptions of Playing and Learning as Related Processes

Letourneau, Susan M., and David M. Sobel. 2020. “Children’s Descriptions of Playing and Learning as Related Processes.” *PLoS ONE* 15 (4): 1–13.
doi:10.1371/journal.pone.0230588.

ANNOTATION

This article explores both how and the ways in which children relate learning and playing to one another. This is a topic which has been significantly unmapped in current studies and literature regarding children and their relation to play. This article consists of a study which focused on children 5 to 8 years of age and asked them to define playing and learning and how it relates to them. The study found that children in the older age bracket were able to define the abstract processes that develop from playing and learning and not just the activities that they consider play. Children in the study were also asked to state whether they believed playing and learning could occur concurrently, and if they could define such examples of these occurrences. The study indicates that older children were more likely to define both playing and learning in terms of abstract processes, rather than by describing particular topics or activities. The article provides support to researchers and educators who wish to integrate play and learning into their classrooms and studies, proving that how children perceive and connect these concepts has an influence on how they reflect on playful learning opportunities they are given.

Article 40: Suitable for All Ages: How Child-Friendly Cities Benefit Everyone

Crowhurst, Suanne H. Lennard. 2011. "Suitable for All Ages: How Child-Friendly Cities

Benefit Everyone." Suitable for all Ages: How Child-friendly Cities Benefit Everyone |

International Making Cities Livable. Accessed April 21, 2021.

<http://www.livablecities.org/blog/suitable-all-ages-how-child-friendly-cities-benefit-everyone>.

ANNOTATION

This article discusses the concept of designing cities in a way that meets the social, emotional, intellectual, and physical needs of all residents who reside in the city. A concept that IMCL has been advocating for years. This article discusses how several new initiatives are underway to address the needs of some of the city's most vulnerable residents, mainly those of children. It discusses the features included in the most livable cities that are that work for all residents of all ages. Some of key features these initiatives plan to implement which include access to things such as green and open space, safe streetscapes and public transportation, clean bathrooms, and safe places to rest. The Department of City Planning in NYC is highlighted, showing how they are working to make the city more age friendly through the streetscaping initiative which was recently implemented in NYC neighbourhoods like Brooklyn. This article gives access to more information regarding this initiative and gives the reader access to a presentation by Randy Wade about the pedestrian project and initiative. Additional articles regarding livable cities can also be found on this website.

Article 41: Children in Our Towns and Cities are Being Robbed of Safe Spaces to Play

Monbiot, George. "Children in Our Towns and Cities Are Being Robbed of Safe Spaces to Play ." The Guardian. Guardian News and Media, January 6, 2015.

<https://www.theguardian.com/commentisfree/2015/jan/06/children-towns-and-cities-robbed-spaces-play>.

ANNOTATION

In this opinion piece written by Monbiot, he argues that our current communities and cities are robbing our children of safe places to play. He argues that over the last several decades there have been substantial changes in how we develop our urban neighbourhoods. Gone are the days of community and inclusivity. He states that many communities and cities are designed with little thought to our younger generations, and their right to play, leading us to understand that a "community which is not built around children is no community at all" (Monbiot, 1). He argues that cities, neighbourhoods and communities are designed at the governing or municipal levels and when they do consult outside community members they seldom include children and their voices. Without children and without access to play in the external environment we are robbing our children and slowly killing our community standards in society.

Article 42: The Child's Right to Play?!

Mrnjaus, Kornelija. 2014. "The Child's Right to Play?!" *Croatian Journal Educational / Hrvatski Casopis Za Odgoj I Obrazovanje* 16 (January): 217–33.

ANNOTATION

In this paper the Mrnjaus elaborates on the issue of a child's right to play and its connection to the UN Convention on the Rights of the Child. In the article she makes three main points and challenges, additionally she puts forth a list of questions which help bring awareness, respect and promote a children's right to play. She also discusses the shortened window of play children today are experiencing and how this could impact their mental wellbeing well beyond their adolescent years and into their adult life.