



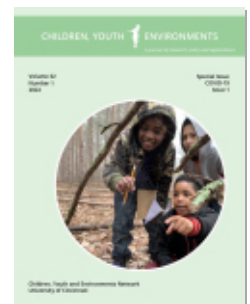
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CHILDREN, YOUTH ENVIRONMENTS



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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.

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Cover image from the field report *Implementing a Play-Based Forest Classroom Following the Onset of COVID-19* by Kevin Stinehart, Jill Shelnut, Meghan Chandler, Barry A. Garst, and Stephanie P. Garst. Photograph by Kevin Stinehart.

Inside this first of two special issues on COVID-19, you will find an array of research article, field reports, a media review and a position paper that span across the globe. These articles, field reports and position paper present both sides of the outcomes of the pandemic on the lives of children and youth. They present the challenges ahead regarding learning, mental health and overall wellbeing for the young, as well as the opportunities for finding new ways to address the same, as many have done by coping in these most difficult circumstances. DiGiacomo and co-authors present the findings from a youth participatory action research (YPAR) study that focused on the students' learning-from-home experiences in the wake of COVID-19 state-wide school closures in Kentucky, US. Next, reporting on a rapid assessment conducted by UNICEF, Chatterjee, Jobin, and Dutta present the global impact of COVID-19 on vulnerable children in urban areas in Brazil, India and Spain, where UNICEF is actively engaged in urban programming. On the positive side, Moore, Morrissey and Jeavons, reporting the use of outdoor spaces in Melbourne, Australia, observe an increased presence of children and play activity in the local natural spaces. Similarly, de Lannoy and co-authors present the findings of a Canada-wide environmental scan of outdoor play-based child and youth projects, programs, activities and services available during the height of the pandemic (2020-2021). The article by Martz, Powell and Wee covers the various spatial restrictions for youth as a result of the lockdowns and explores how youth related with nature during this time. In the final article in this issue, Seixas and co-authors explore the impact of the drastic reduction in tourism due to the pandemic on children's play in an urban park in a highly touristic, commercial and increasingly gentrified neighbourhood in Lisbon, Portugal.

The position paper by Bishop and co-authors—members of the Children, Youth and Environments (CYE) Working Group (WG) of the Sustainable Cities and Landscapes Research Hub of the Association of Pacific Rim Universities (APRU) that includes members from Canada, USA, Australia, and New Zealand—discusses both the positive and negative impacts of COVID-19 and identifies areas for change with impact on the lives of children and young people and their environmental experience in Canada, USA, Australia, and New Zealand. The first field report by Stinehart and co-authors showcases the nimbleness and creativity of educators in response to the pandemic. The second field report by Garratt and co-authors presents stories of therapists from the United States and the United Kingdom who provide early intervention services to infants and young children who qualify with a disability or developmental delay. The issue concludes with a media review by Catherine Rita Volpe of *This Podcast Will Kill You, COVID-19, Chapter 10: Schools* by Erin Welsh and Erin Allman Updyke.

Once again, we would like to remind our readers that we are delighted to announce that *Children Youth and Environments* has signed a new deal with University of Cincinnati Press (<https://ucincinnati.uc.edu>). Our backlist will continue to be available through JSTOR. The University of Cincinnati Press is committed to publishing rigorous, peer-reviewed, leading scholarship accessibly to stimulate dialog between the academy, public intellectuals and lay practitioners. The Press works with authors and editors to erase disciplinary to address common problems in our global community. UC Press looks for projects across the humanities, social sciences and STEM fields focusing on social justice and community engagement.

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We have been working with the UC Press staff for over a year. Dr. Mark Konecny, the Scholarly Communications and Digital Publishing Strategist, was particularly helpful in guiding us through the transition and helping us strategize for expanding our audiences as well as making the journal more accessible. We were deeply saddened to learn of Mark's passing in February. Mark was active in the promotion of accessibility, digital scholarship and open access publishing. He was knowledgeable, thorough, and a pleasure to work with. We would like to dedicate this issue to Mark.

CYE Editors would like to express their grave concern for the children, youth and people of Ukraine. Like the United Nations Children's Fund (UNICEF), we condemn attacks on Ukraine's schools and communities. In addition, we want to raise awareness of the approximately 200 million children living in our world who are experiencing "unspeakable horrors with devastating and life changing consequences" (see Save the Children's website). We refer our readers to UNICEF, Save the Children, or other humanitarian organizations to stay informed about the plight of our most vulnerable citizens and lend support to the critical work they do.

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