

Resources to accompany 22 June 2021 NAAEE webinar:

**Communities Grow Greener When Young People Have a Voice:
Building Alliances for Place-Based Learning and Civic Action**

Anderson, S. K. (2017). *Bringing School to Life: Place-Based Education Across the Curriculum*.

Lanham, MD: Rowman & Littlefield.

199 pages, illustrated

An account of the Cottonwood School of Civics and Science in Portland, Oregon, written by its Fieldwork and Place-Based Education Coordinator. After she introduces place-based education, Anderson describes its application to single subjects—such as mapping, history, science, and civics—as well as curriculum integration and partnership building so that students at every grade level have opportunities to explore sites of social and environmental importance in their city and give back through service projects. Each chapter closes with a list of resources.

<https://rowman.com/ISBN/9781475830613/Bringing-School-to-Life-Place-Based-Education-Across-the-Curriculum>

Archie, M. L., Clark, S., & Braus, J. (2017). *Community Engagement: Guidelines for Excellence*.

Washington, DC: NAAEE.

172 pages, illustrated

Prepared under the direction of Bora Simmons and an Advisory Council composed of researchers and diverse leaders in environmental organizations, this guide shows how to build collaborative and inclusive partnerships to make long-term investments in community change, incorporate learning and adaptation over time, build capacity for civic action in all ages, and evaluate progress. It includes many examples of how this work has unfolded with different arrays of partners in communities of different kinds, and resources that include specific methods for all phases of this work.

<https://naaee.org/eepro/publication/guidelines-excellence-series-set>

Clark, D. (2008). *Learning to Make Choices for the Future: Connecting Public Lands, Schools, and Communities through Place-Based Learning and Civic Engagement*. Woodstock, VT: Center for Place-Based Education and Community Engagement/A Forest for Every Classroom.

80 pages, illustrated

A manual for teachers, park rangers, interpreters, and other community members for engaging students in place-based education and civic engagement. After an introduction to place-based learning and its principles and benefits, the manual covers the nuts and bolts of launching and sustaining a place-based and civic engagement program, building partnerships, teacher development, and evaluation. Appendices include a list of resources, exercises for community building, worksheets, activities for mapping and exploring local landscapes, and brief descriptions of 50 exemplary projects.

https://www.nps.gov/civic/resources/2865_MBR_PBL_Book%20FINAL.pdf

Derr, V. & Corona, Y. (Eds.). (2021). *Latin American Transnational Children and Youth: Experiences of Nature and Place, Culture and Care across the Americas*. Abingdon, UK: Routledge.

261 pages, illustrated

A collection of 12 chapters that illuminate experiences of nature and place in the lives of children and youth from Latinx and Indigenous families across the Americas. It includes accounts of environmental activism by young people and educational programs that engage children in researching their cultural and natural history. For anyone who works with children in Latin America, or children of Latin American immigrants to the North, its ethnographic perspective encourages teaching that respects diverse cultures as well as places.

<https://www.routledge.com/Latin-American-Transnational-Children-and-Youth-Experiences-of-Nature-and/Derr-Corona/p/book/9780367463885>

Derr, V., Chawla, L., & Mintzer, M. (2018). *Placemaking with Children and Youth: Participatory Practices for Planning Sustainable Communities*. New York: New Village Press.

415 pages, illustrated

A 12-chapter guidebook for engaging children and youth in place-based research and education and the planning and design of local communities. Five chapters provide directions for implementing nearly 100 participatory methods and creative variations for young people to investigate and evaluate local places. Other chapters cover a history of children's rights to active participation in their societies, ethics of working with children, best practices for establishing programs and partnerships, intergenerational events for planning communities that serve the needs of all ages, project evaluation, and the communication of achievements. Examples come from around the world, including special attention to working with marginalized populations. Winner of the 2019 Achievement Award of the Environmental Design Research Association.

<https://nyupress.org/9781613321003/placemaking-with-children-and-youth/>

Driskell, D. (2002). *Creating Better Cities with Children and Youth: A Manual for Participation*. London/Paris: Earthscan/UNESCO. 208 pages, illustrated

Written before web-based methods to research and document the local environment, this manual remains a helpful guide to establishing partnerships and designing participatory processes to engage young people in investigating and improving their communities. It includes worksheets, step-by-step directions to 12 methods to understand young people's lives and aspirations for improving their communities, and an appendix to many other helpful resources.

Recently republished by Routledge: <https://www.routledge.com/Creating-Better-Cities-with-Children-and-Youth-A-Manual-for-Participation/Driskell/p/book/9781853838538>

Growing Up Boulder websites:

Growing Up Boulder's website: growingupboulder.org

Heatherwood 4th grade students' website (completely child-designed):

<https://sites.google.com/bvsd.org/heatherwood4thgradeproject/home>

Hart, Roger A. (1997). *Children's Participation: The Theory and Practice of Involving Young Citizens in Community Development and Environmental Care*. London: Earthscan Publications. 218 pages, illustrated

This book documents the potential of children and young adolescents to make valuable contributions to the monitoring and care of their local environments through examples from around the world. It reviews different models for engaging young people, in and out of school, and provides clear directions for a variety of methods that involve children and adolescents in evaluating their local environments, envisioning improvements, and managing and communicating change.

Recently republished by Routledge: <https://www.routledge.com/Childrens-Participation-The-Theory-and-Practice-of-Involving-Young-Citizens/Hart/p/book/9781853833229>

Mintzer, M. & Chawla, L. (2020). Turning young people's ideas into action: Learning from long-term partnerships for child and youth participation. In J. Loebach, S. Little, A. Cox & P. Eubanks Owens (Eds.), *The Routledge Handbook of Designing Public Spaces for Young People: Processes, Practices and Policies for Youth Inclusion* (pp. 135-149). New York: Routledge.

15 pages, illustrated

This chapter distills lessons learned during the first 10 years of the Growing Up Boulder program in Boulder, Colorado, a partnership among the University of Colorado, City of Boulder, Boulder Valley School District, and many community-based organizations to include children and teens as valued citizens who have important ideas to share to help make the city's parks, public spaces and transportation system more sustainable and socially inclusive.

<https://www.routledge.com/The-Routledge-Handbook-of-Designing-Public-Spaces-for-Young-People-Processes/Loebach-Little-Cox-Owens/p/book/9781138584921>

Mintzer, M. (2017). "How Kids Can Help Design Cities." TEDxMileHigh

Child-friendly cities expert, Mara Mintzer, shares what happened when she and her team asked kids to help design a park in Boulder, Colorado -- and how it revealed an important blind spot in how we construct the built environment. Kids make up a quarter of the population, so shouldn't they have a say in what their world they'll inherit looks like?

[go.ted.com/maramintzer](https://www.ted.com/talks/maramintzer)

Shelburne Farms' Sustainable Schools Project. (2015). *Healthy Neighborhoods, Healthy Kids Guide*. Shelburne, VT: Shelburne Farms.

This step-by-step curriculum engages elementary school students in evaluating the relationship between the "health" of their neighborhoods and personal wellbeing, followed by designing and implementing community revitalization initiatives, reflection, and celebration. It includes how to form partnerships with health care, community and environmental organizations and how to communicate with local officials. Each chapter contains step-by-step directions and templates for activities, as well as lists of additional resources.

<http://sustainableschoolsproject.org/tools-resources/hnhk>

Wagenfeld, A. (2020). Three blogs for the Professional Practice Networks of the American Society for Landscape Architecture:

(July 14, 2020). *Not Just Climate Strikes: Giving Young People Roles in Community Greening*

(July 21, 2020). *The Benefits of Including Children in Participatory Placemaking*

(July 28, 2020). *Getting Started in Participatory Placemaking*

These three blogs are based on Amy Wagenfeld's interview with Victoria Derr, Louise Chawla and Mara Mintzer to identify key principles and practices for including young people in community greening. Although they are written for landscape designers, they can be used by anyone who wants to engage young people in greening initiatives. The blogs feature projects from Mexico, the Netherlands, and diverse communities across the United States.

<https://thefield.asla.org/2020/07/14/not-just-climate-strikes-giving-young-people-roles-in-community-greening/>

<https://thefield.asla.org/2020/07/21/the-benefits-of-including-children-in-participatory-placemaking/>

<https://thefield.asla.org/2020/07/28/getting-started-with-participatory-placemaking/>