

INDEX

- Academic streaming process, 20
- Achievement gap, 147
- Action planning process, 168
- Activism, 132
- Agency, 4–5
- Agricultural techniques, 18
- Agriculture, 24
- American Civil Liberties Union (ACLU), 125
- American Library Association, The (ALA), 124
- Analysis methodology, 36
- Analytic process, 14
- Asian American, 108
 - social integration, 108
- Asian Canadians, 106
 - youth, 106
- Assimilation process, 24
- Asynchronous learning, 53
- Autism, 30
- Autistic authors, 38
- Autistic children, 40, 43
- Autistic individuals, 42
- Autistic youth participants, 37–40
- Auto-ethnographer, 94
- Autocratic systems, 72

- Belonging, 3–4
- Black children, 18
- Black educators, 20
- Black Lives Matter movement (2020), 122
- Bourdieu, Pierre, 108–109
- Breaking the Cycle* (2009), 146–148

- Canadian Broadcasting Corporation (CBC), 106
- Canadian policy makers, 15
- Canadian residential schools, 22

- Canadian social reform movement, The, 142
- Category slippage between race and discipline, 109–113
- Central York School District, Pennsylvania, 129–130
- Child Friendly Cities Initiative (CFCI), 5, 156
 - action planning, 168–170
 - analysis, 170–171
 - approach in United States, 157–159
 - case studies, 162
 - Framework for Action, 168
 - global history of, 156–157
 - lessons learned, 171–173
 - situation analysis stage, 167–168
 - stakeholder engagement stage, 162–167
 - USA approach, 159–160
 - young people’s participation in, 160–162
 - Youth Council, 166–167
- Child poverty in Ontario, 149–151
 - community revitalization concerns, 148–149
 - education as solution to culture of poverty, 145–147
 - mobilizing spatial framework to understand poverty, 141–145
- Child-Friendly City (CFC), 68
- Child-savers, 142
- Child(hood)/children, 11, 74
 - child-led interests for participation in research, 34–35
 - citizenship, space, and belonging, 3–4
 - contextual barriers to children’s engagement, 70–72

- cultural context and structure, 74–75
- developmental approach to, 143
- exclusion, 71
- human rights, 156
- inclusion, 69
- interests for engagement, 32–34
- obstacles to children participation, 74
- organization of volume, 2
- participation concept, 69, 156
- positioning, 10–14
- power, structure and agency, 4–5
- presence of children in field of urban planning, 69–70
- relationships to/with urban contexts, 2–3
- rights, 156, 158
- social construction and relationality, 2–3
- two aspects of, 160
- urban management structure, 77–78
- urban planning structure, 75–77
- voices in Iranian urban affairs, 78
- Children and Young People Zone (CYZ), 92
- Children Crossing Borders Project, 93
- Children’s Civic Participation, 160
- Citizenship, 3–4
 - politics, 4
- City, 1
 - citizenship, space, and belonging, 3–4
 - intersections of city and digital among young Australians, 57–58
 - organization of volume, 2
 - power, structure and agency, 4–5
 - social construction and relationality, 2–3
- Civic activism, 125
- Civic engagement research, 160
- Cocreation of research and research questions, 95
- Coding frame construction, 35–37
- Comic conventions, 41
- Commitment to End Child Poverty (1989), 151
- Community, 157
 - assessment process, 167
 - community-visioning process, 92
 - conversations, 167
 - revitalization concerns, 148–149
- Community Playwork, 98
- Computer gaming, 32
- Conservative government of Ontario, 149
- Constructivist theories, 30
- Co-presence, 49
 - embodied sense of, 52
- Cosplay, 31–32, 40 (*see also* Play)
 - appeal of, 32–34
 - community, 33, 39
 - experience frame, 37
 - practice, 33
- Counter-movements, 124
- COVID–19
 - considerations, 58–60
 - digital mediation of everyday lives in city, 50–58
- CPE, 90, 98
- Critical feminist theory, 79
- Critical race theory (CRT), 123
- Critical theory, 78
- Cultural barriers, 68
- Cultural Circles, 93, 100
- Culture of poverty, education as solution to, 145–147
- Cycle of poverty, 146
- Data, 50
- Democracy building, 172
- Developmental paradigm, 144
- Developmentalism, 143–144
- Digital among young Australians, intersections of city and, 57–58
- Digital communication, 36

- Digital interests for participation in research, 34–35
- Digital media, 51, 56, 58
- Digital mediation of everyday lives in city, 50
- intersections of city and digital among young Australians, 57–58
 - method, 50–51
 - online lives during pandemic, 51–57
- Digital platforms, 35, 40
- Digital spaces, 33
- child interests for engagement, 32–34
 - enabling environments, 34–354
 - power of play, 31–32
 - search terms and thematic analysis, 35–37
 - thematic analysis and participation results, 37–40
 - use of, 32–34
- Digital technology, 49, 52, 58
- Discipline, category slippage between race and, 109–113
- Discourse analysis, 10
- of historical school garden texts, 15
- Docile bodies, 15
- Doug Ford Conservative government of Ontario, 141
- East Green Park, 96, 99
- Education, 10
- of Black children, 18
 - as solution to culture of poverty, 145–147
 - systems, 20, 48
- Elitism in urban planning, 76–77
- Enabling Environment for Participation, 160
- Engagement, child interests for, 32–34
- England, reconceptualising play work in, 95
- English local authorities (English LAs), 86
- English municipal parks, 95
- Environments, 41
- Ethnographic field work, 94
- Ethnography, 90
- Fandom, appeal of, 32–34
- Feminist theorists, 72
- Flexible communication methods, 32
- Foodshare programmes, 14
- Free expression, 125
- fundamental rights of, 126
- Garden(ing), 17
- positioning, 10–14
- Global digital technologies, 59
- Green Thumbs Growing Kids, 14
- Grounded theory (GT), 31
- Hampton Institute, The, 19–20
- Hampton Normal School, 18
- Heterotopia, 94, 97, 99–100
- High Council of Urban Planning and Architecture of Iran, 77
- Higher education (HE), 48, 86
- Holiday Activity and Food (HAF), 86
- critiquing, 87–88
 - positioning of Play work within, 88–93
 - programme, 87
- Homology, 108–109, 112
- Hybrid spaces, 52
- Identity, 4
- Immigrant children, saving and civilising, 15–17
- Indigenous children, 23
- Indigenous people, 23
- Individual agency and action, theorizing, 126
- Informatics revolution, 48
- Instagram, 56
- Intergenerational community development of urban park
- critiquing HAF, 87–88
 - HAF Programme, 87

- playwork through post-structural feminist lens, 93–94
- positioning of play work within HAF, 88–93
- possibilities for international contexts of urban childhood and youth, 100–101
- reconceptualising play work in England, 95
- Intergenerational contact zones (ICZ), 93, 99–100
- Intergenerational play, 100
- Intergenerational practice (IGP), 92
- Intergenerational workshops, 170
- International contexts of urban childhood and youth, possibilities for, 100–101
- Interview
 - and survey participant demographic characteristics, 63–64
 - transcripts, 50
- Iran
 - contextual barriers to children's engagement, 70–72
 - data analysis, 74
 - findings, 74–78
 - literature review and theoretical framework, 69
 - methodology, 72
 - presence of children in field of urban planning, 69–70
 - sample population, 73
 - semi-structured interviews, 73–74
 - urban planning process in, 69
- Iranian society, 72
- Learning, 110
- Legitimation crisis, 79
- LGBTQ, 132
- Manual education, 22
- Marginalization
 - concept of, 126
 - explaining social action through marginalization notions, 127–128
- Material interests for participation in research, 34–35
- Mayor's Youth council, 166
- Medical models, 30
- Member of Provincial Parliament (MPP), 140
- Members of Parliament (MPs), 139
- Metaphoricity, 11
- Minnesota Youth Council (MYC), 166
- Mixed-income community, 148
- Mixed-methods approach, 50
- Mobility of media, 33
- Model minority, 107–108
 - ideology, 108
 - stereotypes, 106, 108, 116
 - stereotyping, 106
- Monash University Human Research Ethics Committee, 51
- Multiple stimuli, 38
- National scheme, 86
- Nativism, 16
- Nature, positioning, 10–14
- Nature Deficit Disorder, 12
- Neurotypical methods of communication, 42
- New Labour's Department for Children, Schools and Families (DCSF), 88
- Non-citizen planning approach, 76
- North American education system, 146
- North Hunterdon-Voorhees Regional High School District, New Jersey, 132–133
- North Kansas City High School, Missouri, 133–134
- Northland Parent Association (NPA), 133
- Northland PTA, 134

- Office for Standards in Education (Ofsted), 88
- Online chats, 56
- Online learning, 54
- Online literature, 37–40
- Online lives during pandemic, 51
 - learning, 52–54
 - relationships, 56–57
 - work, 54–56
- Online space, 35
- Ontario's first Poverty Reduction Strategies, 142
- Open access play, 89
- Organisational ethnography, 90
- Organisations, 98

- Pandemic, online lives during, 51–57
- Participants, 56
 - responses, 113
- Participation, 5
 - results of digital spaces, 37–40
- Patriarchal society, 72
- PEN America, 4
- Perception-based data, 159
- Physical exclusion, 30
- Planning (*see also* Urban planning)
 - process, 75
 - system structure, 75
- Play, 35
 - deprivation, 89
 - positioning of play work within HAF, 88–93
 - power of, 31–32
 - reconceptualising play work in England, 95
- Playschemes, 88
- Playwork, 88–89, 91, 95
 - through post-structural feminist lens, 93–94
 - principles, 88
- Political action coalition (PAC), 124
- Political power, 72
- Political socialization, 129
- Politicization of US Education, new forms of, 123–125

- Post-structural feminist lens, playwork through, 93–94
- Post-structural wrestling, 90
- Post-structuralist feminism, 94
- Post-structuralism, 100
- Poverty Reduction Strategy (2021), 140, 144, 149–150
- Power, 4–5
- Practical consciousness concept, 127
- Practical ethics, 17
- Priority neighbourhoods, 141–142
- Public school students, 125

- QSR NVivo, 50

- Race, category slippage between discipline and, 109–113
- Realizing Our Potential* (2014), 146, 148
- Reconceptualisation of childhood, 11
- Reflexive codebook approach, 50
- Relationality, 2–3
- Research, 31, 54
 - digital, material, and child-led interests for participation in, 34–35
- Royal Voluntary Service (RVS), 92
 - collaboration, 93

- Savage, removing and assimilating, 22–25
- School censorship
 - case studies, 129
 - Central York School District, Pennsylvania, 129–130
 - explaining social action through social exclusion and Marginalization Notions, 127–128
 - free speech and sociological frames, 125–126
 - independent school district of Katy, Texas, 131
 - new forms of politicization of US Education, 123–125

- North Hunterdon-Voorhees regional high school district, New Jersey, 132–133
- North Kansas City High School, Missouri, 133–134
- theorizing individual agency and action, 126
- School gardens
 - maintaining and growing white power, 17–22
 - movement, 3, 10, 13–14, 19
 - positioning children, nature, and garden, 10
 - removing and assimilating savage, 22–25
 - saving and civilising immigrant children, 15–17
 - saving urban childhood, 12–13
 - tracing discourses of urban children and, 14–15
- Schooling, 112, 116
- Science, technology, engineering, mathematics-bound Asian Canadian youth (STEM-bound Asian Canadian youth), 106, 112
- Sectors, 48
- Selective coding, 37
- Semi-structured interviews, 50, 73–74
- Sensory overload, 38
- Smart city, 51
- Social action through social exclusion and Marginalization
 - Notions, explaining, 127–128
- Social behaviour, 33, 36, 42
- Social communication process, 40
- Social construction and relationality, 2–3
- Social constructivist models, 30
- Social exclusion, explaining social action through, 127–128
- Social justice, 89, 94
- Social movement actors capacity, 126
 - fundamental rights of, 138
- Social reform movements, 15, 143
- Social skills, 55
- Social transformation, 127
- Society, 127
- Socio-collaborative cognitive process, 30
- Socio-political process, 68
- Sociological concepts of agency and structure, 126
- Sociology of education, 112
- Space, 3–4
 - concept, 127
 - specialisation of city space, 60
- Spatial framework to understand poverty, mobilizing, 141–145
- Stem-bound Asian Canadian Youth
 - category slippage between race and discipline, 109–113
 - homology, 108–109
 - model minority, 107–108
 - uneven resistance to streaming, 113–116
- Stewardship, 12
- Stop WOKE Act, 123
- Strategies, The, 145–148
- Streaming, 110, 112
 - uneven resistance to, 113–116
- Street Games, 91
- Structural barriers, 68
- Student free speech 125
- Students rights, 124
- Technology, 33
- Territorial stigmatization, 144
- Text based communication, 56
- Thematic analysis, 35–37
 - of digital spaces, 37–40
- Theoretical sensitivity, 36
- Transcribed verbatim, 50
- UNICEF, 157
 - CFCI, 156
 - USA, 157
- United Nations (UN), 1, 68
 - General Assembly, 156

- Habitat II Conference on Human Settlement (1996), 69
- Rapprator, 150
- United Nations Convention on Rights of the Child (UNCRC), 68, 70, 86, 140, 156
 - commitment to educational equality, 88
 - ratification, 159
- United Nations International Emergency Fund's Child-Friendly City, 68
- United States (US), 4, 158
 - CFCI approach in, 157–159
 - movements, 122
 - new forms of politicization of US education, 123–125
- Universal conventions, 70
- Urban child(hood)
 - maintaining and growing white power, 17–22
 - positioning children, nature, and garden, 10
 - possibilities for international contexts of, 100–101
 - removing and assimilating savage, 22–25
 - saving, 12–13
 - saving and civilising immigrant children, 15–17
 - school garden movement, 13–14
 - tracing discourses of urban children and school gardens, 14–15
- Urban children, 2
- Urban experts, 73
- Urban flight, 122
- Urban neighborhoods, 4
- Urban NGOs, 75
- Urban planning, 167
 - approach to, 75–76
 - contextual barriers to children's engagement, 70–72
 - data analysis, 74
 - elitism in, 76–77
 - findings, 74–78
 - literature review and theoretical framework, 69
 - methodology, 72
 - presence of children in field of, 69–70
 - process, 68–69
 - sample population, 73
 - semi-structured interviews, 73–74
 - structure, 75
 - system in Iran, 73
- Urban spaces, 30–32, 35, 38
- Urbanism, 1
- Urbanization, 121
- Video calls, 56
- Von Fellenberg's model, 22
- Welsh Assembly, The, 89, 92
- Western contexts, 79
- White power, maintaining and growing, 17–22
- Work, 54–56
- Young Australians, intersections of city and digital among, 57–58
- Young people, 40, 43, 54, 59, 156
 - participation in CFCIs, 160–162
 - participation in emergencies, 173
- Youth, 156–157
 - children and, 158
 - citizenship, space, and belonging, 3–4
 - development, 160
 - organization of volume, 2
 - participation in CFCI governance, 166
 - possibilities for international contexts of, 100–101
 - power, structure. and agency, 4–5
 - relationships to/with urban contexts, 2–3
 - social construction and relationality, 2–3
- Youth Action Workshops, 168