

Paper presented at Walk21-VII, "The Next Steps", The 7<sup>th</sup> International Conference on Walking and Liveable Communities, October 23-25 2006, Melbourne, Australia  
[www.walk21.com](http://www.walk21.com)

## **Planning for and with children and youth: insights from children about happiness, well-being and walking**

*Catherine O'Brien\* and Paul J. Tranter \*\**

*\*School of Education, Health and Wellness  
Cape Breton University*

*\*\*School of Physical, Environmental and Mathematical Sciences  
UNSW@ADFA*

Contact details:

Dr Catherine O'Brien  
School of Education, Health and Wellness  
Cape Breton University  
P.O. Box 5300  
1250 Grand Lake Road  
Sydney, Nova Scotia  
Canada B1P 6L2  
Email: catherine\_obrien@cbu.ca

Dr Paul J. Tranter  
School of Physical, Environmental and Mathematical Sciences  
University of New South Wales  
Australian Defence Force Academy  
Canberra, ACT, 2600  
Australia  
Email: paul.tranter@adfa.edu.au

### **Abstract**

In a holistic appraisal of the health benefits of walking, it is necessary to examine the emotional and spiritual value of walking as well as the benefits for physical well-being. Children provide an insight into our understanding of the link between walking and happiness, as walking is a playful experience for

them. The worldview of many adults is dominated by a “mechanistic model” in which objects (including people and machines) are not seen as productive unless they are doing things, or moving. Many adults make trips simply because they are focussed on getting to a destination. Children on the other hand, are more often able to enjoy the “places” along the way, rather than being focused on the “next task.” Evidence from positive psychology indicates that happiness and positive emotions contribute to our health and well-being. Slowing down, enjoying life’s pleasures, and appreciating our friends, community, and environment are all linked to enhanced well-being. Despite an awareness of such benefits, government policies can often be seen as undermining well-being, even by discouraging walking to school by children.

## **Biographies**

**Dr Catherine O'Brien** is an Assistant Professor in education. Her research has focussed on children's health and sustainable transportation and the application of positive psychology to both education and planning. She uses the concept of 'sustainable happiness' to draw attention to the impact that the pursuit of happiness is having locally and globally. Catherine's passion is to encourage individuals, organizations and communities to leave a legacy of sustainable happiness.

**Dr Paul Tranter** is a Senior Lecturer in geography. His research interests include the themes of child-friendly environments and sustainable cities, the public health impacts of motorsport, and the promotion of active transport through the concept of 'effective speed'. Paul enjoys cycling, commuting by public transport and walking around his neighbourhood, and appreciates the links between active transport, social contact and healthy communities.

# Planning for and with children and youth: insights from children about happiness, well-being and walking

Catherine O'Brien\* and Paul J. Tranter \*\*

\*School of Education, Health and Wellness  
Cape Breton University

\*\*School of Physical, Environmental and Mathematical Sciences  
University of New South Wales

## Introduction

Over the last decade we've witnessed some exciting paradigm shifts with respect to urban planning and transportation. One of the most significant is the recognition that public health and planning are interconnected (Killingsworth and Schmid, 2001). Advocates of active transportation, walkable communities, and liveable communities can point to research that supports the health benefits of creating less automobile-centric environments. Health authorities recognize that there are limitations to promoting active living in environments that are not conducive to an active lifestyle.

In Canada, the medical officer of health for the province of Ontario has reinforced the link between health and urban form with the following statement.

*An epidemic of overweight and obesity is threatening Ontario's health. ... We are now living in 'obesogenic' environments: communities, workplaces, schools and homes that actually promote or encourage obesity.*

Dr. Sheela Basrur

The relationship between urban form and children's physical well-being has received increasing attention and is well documented (Gilbert and O'Brien, 2005). While studies related to emotional well-being have generally focused on adults, indicating that social engagement and social capital are positively or adversely influenced through urban form and transportation planning, there is growing awareness that transportation also plays a role in children's emotional well-being. Heavy traffic may reduce opportunities for spontaneous play, restrict the range of children's play activities (Huttenmoser, 1995) and limit independent mobility (Tranter and Pawson, 2001). There is also evidence that children are taking more trips by car than children did ten or fifteen years ago (Gilbert and O'Brien, 2005; Tranter, 2006). Indications are that many of children's car trips are replacing trips that were once taken by walking or cycling. This may affect both physical and emotional well-being.

Traditionally, children's travel needs and aspirations have not been a preoccupation for transportation and urban planners (O'Brien and Gilbert, 2003). However, as paradigms shift towards the creation of healthy communities it is evident that we need an ongoing process for integrating the most recent health-related research with strategies for healthy, child-friendly, community design. Moreover, results from research in positive psychology hold intriguing and inspiring promise for these discussions because these investigations into subjective well-being (happiness) are shedding light on the health benefits of happiness. Meanwhile, studies with children indicate that happiness is integral to their experience of walking to school. This paper builds on the happiness work and introduces the concept of planning for sustainable happiness with perspectives from the lives of children in Canada and Australia.

### **Putting theory into practice**

While we are witnessing a progressive shift toward the integration of public health and urban planning, putting theory into practice has been slower to take root. Policy decisions continue to be made that do not take into account the vast body of knowledge we have about sustainability and healthy communities. For example, boards of education build and close schools, and create transportation plans that determine whether children will be able to walk or cycle to school, or even whether they will be able to attend school in their community. Municipal transport planners route traffic through neighbourhoods that were once quiet, making them less walkable and less liveable communities.

Canada's Centre for Sustainable Transportation has taken steps to influence policy and planning through the development of Child- and Youth-Friendly Land-Use and Transport Planning Guidelines. The Guidelines outline the adverse impacts that transportation and urban planning can have on children's health and provide recommendations for facilitating their travel as pedestrians, cyclists, and transit users. Suggestions are also offered for reducing motorized transport. The first guideline sets the conditions for all of the others:

In transport and land-use planning, the needs of children and youth should receive as much priority as the needs of people of other ages and the requirements of business (Gilbert and O'Brien, 2005).

The Centre is currently working with various municipalities in Canada to integrate the Guidelines. These child- and youth-friendly planning guidelines are representative of the paradigm shift that is happening in many countries. Just ten years ago, children's needs were barely considered or not considered at all by planners. Today, it is more widely accepted that a city that provides for children's well-being will be more successful for all of its citizens. The child-friendly city movement has played a significant role in this. Walking school bus programs have also been a critical factor in transforming both policy and practice. Nevertheless, the progress to date is far short of what is

needed. The grave and extensive adverse impact of motorized transport on children's health and the health of communities warrants greater attention and more effective action. In addition to these negative impacts it is vital to consider the *positive* health benefits of facilitating children's ability to walk to school and other destinations. Children's happiness while walking appears to have more far-reaching health benefits than is currently recognized.

### **Health, happiness and child-friendly planning**

Child-friendly planning encourages the participation of children and youth in the planning process. What do children want? Would they prefer to be chauffeured as car passengers or would they rather walk and cycle in their neighbourhood? The Ontario Walkability Study (O'Brien, 2001) surveyed more than 6,000 elementary students on International Walk to School Day 2001 (IWALK). The study found that *nearly 75% of Canadian children surveyed would prefer to walk or cycle to school regularly.*

As we begin to incorporate the needs and aspirations of children we are discovering that their views may even be transformative, challenging adults to evaluate our assumptions. Children's experience of transportation, while walking to school, is that of *wonder, discovery, adventure, connection and happiness.* As one five year-old who participated in IWALK said,

*"We walk to school because we can see a kitty or a pup and sing along with the birds."*

It's easy to imagine the playful sense of adventure that children bring to walking trips. They are very much engaged in the journey. They are living in the moment, the very thing that we aim to achieve through the practice of mindfulness (now shown to be linked to positive emotions and physical well-being) (Kabat-Zinn, 2004). They are immersed in what Kabat-Zinn calls the "nowscape." He recommends that we bring this level of awareness to all of our daily activities and literally 'come to our senses'.

Orsini (2006) is presenting a paper at this Walk 21 conference which reinforces the above. He reports that students at a New Zealand school named walking as their preferred travel mode. They describe the enjoyment of walking with their friends. Some also stated that they like the quiet time that it gives them at the beginning and end of the day. An earlier study by Orsini (Orsini and O'Brien, 2006) investigated the influences and motivation of Canadian youth who cycle regularly to school. The top three motivations were that cycling is fun, fast and increases fitness. It appears that when we ask research questions that engage child and youth perspectives on walking and cycling, happiness emerges as both a motivator and an important component of their experience. Thus the groundbreaking research on happiness has great relevance to discussions regarding child and youth travel.

In recent years, psychologists have turned their attention towards the study of what contributes to life satisfaction, sustained happiness and well-being. The

literature points to the benefits of happiness for physical and emotional well-being and the relationship between spiritual well-being and happiness (Diener and Seligman, 2004).

The science of happiness has tapped into an aspect of life that has meaning for everyone. Emerging evidence suggests that happy people live longer, recover from illness more quickly, and are more likely to seek out and act on health information than people whose subjective experience of happiness is lower (Diener and Seligman, 2004). The Canadian Health Network (2005) wrote in their on-line bulletin, "the facts are in, happy people are healthier! Medical science now has evidence to support something most of us have known intuitively for awhile - happiness, including feelings of joy, pleasure, contentment, and our physical health are linked." The bulletin continues with statements regarding happiness and social wellness.

It is not surprising that social relationships are prominent factors for happiness and life satisfaction.

Happiness and sociability go hand in hand...research has also shown that we have a higher quantity and quality of social interactions when we are happy...Happy people find social encounters more satisfying, they adopt a less cautious social style, and they are more inclined to be cooperative and generous. What is more, this link between sociability and happiness works both ways; sociable people, become happier and happy people become more sociable, creating a virtuous circle (Martin, 2005).

We can hear this experience of social connection in the voices of children who participated in IWALK (see IWALK web site <http://www.iwalktoschool.org>)

*I liked walking and talking with my friend and my stuffed bear. It WAS more fun that taking the car. (Grade 5 student, Canada)*

*I really like to walk. It's a time when me and my friends can talk. (Grade 5 student, Morton Way Public School, Canada)*

Children are expressing feelings of happiness and connection with others and their environment during their trip to school. There is also evidence that the very activity of walking can elevate one's mood and contribute to both emotional and physical well-being (Thayer, Godes, Lobato, et al, 2003).

In an era when parents are struggling with extracting children from television, computer and video games it is encouraging to hear that children garner enjoyment from socializing with friends on their way to school. We have, readily at hand, an opportunity to nurture social engagement, physical well-being and emotional well-being – even better, children are telling us that this mode of travel is their preferred mode! Furthermore, rising concerns about school violence and bullying, remind us that mechanisms for supporting healthy social relationships and empathy are sorely needed.

Enabling children to walk to school will not resolve every social and environmental issue that we face locally and globally. However, the sustainability of children's trips to school is also a microcosm of many wider issues related to individual, community and global well-being. Walking is sustainable transportation and linking sustainability with happiness leads us to a concept that has enormous implications. O'Brien (2005) describes sustainable happiness as "happiness that is derived without exploiting other people, the environment or future generations". It emphasizes interconnection and interdependence. The intention is to generate reflection on how we are pursuing happiness as individuals, as communities, in nations and as a global community. What assumptions about public happiness are influencing policy decisions? Who, or what, is being exploited or overlooked using current practices? And perhaps more important, knowing the relevance of happiness, how can we enhance sustainable happiness to benefit people and the planet across both space and time?

Drawing back from this "big picture" view of happiness we now turn to the very real implications of this discussion in the lives of children.

### ***Walking School Buses in Canberra***

The discussion above has demonstrated the positive contribution that walking can make to children's happiness. The discussion that follows provides a case study showing the potential of Walking School Buses (WSBs) in an Australian city to promote well being and happiness amongst primary school children. It also outlines recent government initiatives that have arguably reduced the child-friendliness of Canberra, Australia's national capital.

Unlike many Walking School Bus (WSB) programs, Canberra's WSBs are not organised as part of a government program, but instead are under the auspices of the YWCA of Canberra, a not-for-profit organisation. Despite this, Canberra's WSB has achieved considerable success. It was awarded first place in the Sustainable Transport category, ACT Sustainable Cities Awards in 2006, for its contribution to encouraging walking amongst Canberra children. The first WSB started in 2003 in Canberra, and since then 42 WSB routes have been established (YWCA, 2006). The significance of this achievement can be more fully appreciated when the proportion of primary school children who are driven to school in Canberra is considered: 58 percent of children are driven to school, with only 13 percent of children walking or cycling to school. Sixteen schools actively participate in the WSB program, operating 26 WSB routes (as at October 2006), and the Walking School Bus coordinators are actively encouraging more schools to start them. Each WSB operates between one and five times per week, producing a total of 22 walks per week, and more than four hundred children are involved in the WSB program in Canberra. One of the key aims of the WSB program run by the YWCA of Canberra is "to encourage the development of strong, safe, friendly and supportive communities" (YWCA, 2006).

Research by Rooney (2006) included an exploration of perceptions of WSBs by children and adults. Rooney interviewed parents and children at two Canberra schools that had WSBs. Children were interviewed in focus groups that involved the “rich picturing” technique based on children’s drawings of their journey to school. This research identified some important links between children’s involvement in Walking School Buses and happiness.

From the children’s interviews, the things that children valued most from the walking school buses were “fun, engagement, empowerment, and [doing] the ‘right thing’” (Rooney, 2006, 21). These were the same factors identified by children who were not yet on the WSBs, but wanted to be. The negative comments of children about driving included: “bad for the environment, stressful, disempowering, anti-social” (Rooney, 2006, 21).

Rooney (2006) identified consistent differences in the comparison of children’s drawings between those who were driven to school and those who walked in the WSBs. In particular, children who walked had much more detail: indicating a greater level of engagement with their local environment and community. These differences were also evident in children’s comments, such as “we see lots of plants that are really nice”, “I like it because of the nature outside”, “when you’re in a car you just go straight past, I never noticed the flowers on the hedge when I was just driving past”, “I like to walk because I can walk with my friends”, “we have lots of fun together”, “more time to look at stuff” (Rooney, 2006, 31). Apart from the constant reference to having “fun”, one comment in particular indicated the impact that involvement in the WSB had on children’s happiness: “I like walking, I don’t worry about anything, I don’t even know I’m walking, it’s better” (Rooney, 2006, 40).

Both the children and the parents involved with the walking school buses in Rooney’s research identified some key advantages of the WSBs that relate to key aspects of happiness: connection and belonging, empowerment and a sense of making a positive contribution to the environment. As Rooney (2006, 48) explains: “Belonging helps to establish a sense of wellbeing and is thus considered a motivator for participation”. One parent explained the impact of her involvement in the WSB on her happiness, when she explained that without community “I’d be a very depressed person”. Parents also saw the “belonging” aspect as important to their children: “I think that’s the biggest benefit [of the WSB] that sense of being a part of something” (Rooney, 2006, 49).

Unfortunately, the numbers of children walking to school, and the Walking School Bus program in Canberra, have an uncertain future. In a move that stunned many Canberra residents, the Australian Capital Territory government announced its *Towards 2020: Renewing our Schools* report in June 2006. One of the most controversial aspects of this plan was to close 39 schools across Canberra, including almost a quarter of the Primary schools. (Primary schools in Canberra provide education for Kindergarten to Year 6, or ages 5-12).

An integral component of Canberra's urban planning, is the "Neighbourhood Planning Unit" (Johnson, 2002), which in Canberra is based on a suburb, with a population large enough to support local shops, a primary school and community facilities, all of which were located at the centre of the suburb and accessible by walking. Many see the local "Neighbourhood Centre" as the "heart" of their community. The closure of local primary schools is likely to lead to the closure of local shops, as these local shops depend on the patronage provided by the local schools. When the shops (and other services such as post-offices) close, local residents will find it very difficult to access shops, schools and services by walking. More and more residents will be forced to drive, from their dormitory suburbs, to the nearest school or shops. As one parent of children at Giralang primary pointed out: "without the shops, without the school, it's essentially a dead heart" (Doherty, 2006). Or as another resident explained: "Cook Primary and Preschool are the heart of a thriving local community ... our vibrant local community is put at risk by the proposed school closures" (Cook Primary Parents and Citizens Association, 2006).

The feeling amongst local residents about the way in which the school closure issue will affect communities is reflected in letters to the editor in the *Canberra Times*, such as:

"The neighbourhood schools, especially older ones, offer a cultural and historical continuum that binds generations together through a common experience of place – a benefit that is certainly hard to quantify, but of real value to our fractured society ... Stanhope's 20/20 vision for our education system is an attack on the fabric of society and what makes our city very special" (D'Amico, 2006).

The closure of primary schools discourages the idea of supporting a local, neighbourhood-based community. Instead, it encourages residents to use motorised transport (particularly private motor vehicles) to access the things they need. In doing so, streets and neighbourhoods become less child-friendly, as traffic levels increase, and the numbers of pedestrians who can keep an eye out for children decreases. Children will be unlikely to be allowed to walk to their nearest school if they have to walk 3 km or more (which is likely to be the case for many of the proposed school closures). Closing local primary schools will make it increasingly difficult to operate WSBs in most cases, unless the "drive and drop" option is introduced (whereby children are driven to the start of a WSB). However, even this option requires a short car trip; not an environmentally sensible option.

The child-friendly modes of transport are walking, cycling and public transport. These are child-friendly because not only can children use them independently, but also when adults use them, this does not reduce their attractiveness to children. Indeed, the more adults who walk and cycle in a neighbourhood, the more supportive this becomes for children. The presence of adults provides passive surveillance for children.

Yet the school closure policy will lead to fewer children walking to school, and will likely increase the numbers of children being driven to school. The school

closure policy may also terminate already successful WSBs. Several schools identified by the ACT government for closure have WSB programs. As the organisers of the Canberra WSBs point out, “introducing the WSB into schools in such a time of change will be challenging, and long term funding will be even more difficult to find and maintain” (YWCA, 2006). Already, some schools who had been thinking of introducing a WSB have transferred all their time and energy into fighting the governments plans to close their school. One school marked for closure, Giralang, cancelled its Winter Solstice walk due to their focus on the school closure crisis. At this school, more than 60 percent of the students walk to school, “but the school closure will put an end to that for many as they are confronted by major roads getting to alternative schools” (Doherty, 2006).

Not only has the ACT government announced a policy that will reduce the numbers of children walking to school, but it has other policies that can be construed as not being child-friendly. A new arterial road – the Gungahlin Drive Extension – though widely criticised for its negative impact on the environment and community, is being built at a cost of over \$100m, much more than the \$34m that the government hopes to save with its school closure policy. This new road will encourage greater use of cars, and any policy that encourages more use of cars is clearly not a child-friendly one (Tranter, 2006). There are also plans to cut public transport services and fund a dragway. Several letters to the editor regarding the school closure issue have questioned the values of a government that would fund a dragway while closing local schools.

In Canberra, the ACT Children’s plan provides a commendable list of proposed principles, including:

- The best interests of the child should be of primary importance. Children need to be given the opportunity to contribute, according to their age and ability;
- Recognition of the positive potential of people and their community and emphasis on their strengths;
- Services need to focus on all aspects of the child’s life including individual, family, community, society as well as the environment in which they live.

The school closure policy undermines several of these principles. If this plan was taken seriously by the ACT government, it is arguable that more effort would have been put into maintaining the viability of local schools, rather than closing 39 of them.

The ACT government’s claims for improving the quality of education in government schools do not seem to consider the value of education that occurs outside the classroom, and even on the way to school. Rather than taking a holistic view of health, happiness and sustainability, the ACT government is focussed on outcomes related to the efficiency of the formal educational provision. Children walking to school can experience the joy and wonder of the trip to school, as well as having a valuable educational experience. For many children, such opportunities will be lost. Many Canberra residents value the social activity and sense of community that local

schools provide, a point made by one of the ACT government members, who argued: “Local schools are often the focus of many activities in a suburbs, they have a great impact on the whole community – not just in an educational role” (Berry, 2006).

The school closure policy suggests that the ACT government lacks foresight. For example, the likely combination of the effects of peak oil and global climate change (DiPeso, 2005, Heinberg, 2005, Kunstler, 2005) will produce challenges likely to require more locally-based solutions, including transport solutions (those based on walking and cycling). Local schools may be a vital part of the response to these challenges (Tranter and Sharpe, 2006 (forthcoming)), yet if schools are closed and the land converted to other uses (e.g. housing), and local shops and services close as a result of the domino effect, “it will be then too late for the ACT Government to put Humpty Dumpty back together again” (May, 2006).

The likely impacts of the government’s planned school closures on children’s happiness do not appear to have been considered. Such policies will decrease the numbers of children walking, either in Walking School Buses, or independently. Rather than contributing to individual and community well-being and happiness, this will have the impact of making Canberra’s children fatter, sicker and sadder. A letter to the editor from a Cook Primary school student summed up the mood of affected children:

“Dear Editor,  
I am writing mainly about Cook Primary school and also a tiny bit about the other ones. Question? Why don’t you ask the kids what their opinion is? My opinion is ... I feel sad and I think lots of other kids are too” (Canberra Times, 2006).

## ***Conclusion***

In summary, children are telling us that they prefer active modes of transportation. Experiences of happiness appear to coincide with these travel choices. We know that walking, cycling and happiness have the capacity to contribute to children’s health and to healthy communities. Policies and practices that support walking and cycling for children, youth and adults enable us to foster a legacy of sustainable happiness.

## References

- Berry, W. (2006) School closures to impact on Belconnen, *Ginninderra News*, ACT Legislative Assembly, Canberra.
- Canadian Health Network (2005). Happy people are healthier. On-line bulletin available at:  
<http://www.canadianhealthnetwork.ca/servlet/ContentServer?cid=1127088763680&pageName=CHNRCS/CHNResource/CHNResourcePageTemplate&c=CHNResource>.
- Canberra Times (2006) No kidding, upset pupils pen thoughts, *Canberra Times*, 10 June, p. 6.
- Cook Primary Parents and Citizens Association (2006) Keep Cook Open, (<http://www.keepcookopen.org/>).
- D'Amico (2006) School Closures will lead to a decline in community spirit, *Canberra Times*, 28 June.
- Diener, E. and Seligman, M. (2004). Beyond money, Toward an economy of well-being. *Psychological Science in the Public Interest*, Vol 5 (1) (November).
- DiPeso, J. (2005) Peak Oil?, *Environmental Quality Management*, Autumn, pp. 111-118.
- Doherty, M. (2006) The tale of two schools, *The Canberra Times*, 5 August, p. B3.
- Gilbert, R. and O'Brien, C. (2005). *Child- and Youth-friendly Land-use and Transport Planning Guidelines* (Ontario), Toronto: The Centre for Sustainable Transportation.
- Heinberg, R. (2005) *The Party's Over: Oil, War and The Fate of Industrial Societies 2nd Edition* (Gabriola Island, BC, New Society Publishers).
- Huttenmoser, M. (1995) Children and their living surroundings: empirical investigations into the significance of living surroundings for the everyday life and development of children, *Children's Environments*, 12 (4), pp.403-413
- Ives, S. (2002). Politics of happiness. *Land and People* (Fall).
- Johnson, D. L. (2002) Origin of the Neighbourhood Unit, *Planning Perspectives*, 3, (July), pp. 227-245.
- Kabat-Zinn, J. (2005). *Coming to Our Senses: Healing Ourselves and the World through Mindfulness*. New York: Hyperion.
- Killingsworth, R. and Schmid, T. (2001). Community design and transportation policies: New ways to promote physical activity. *The Physician and Sports Medicine*, vol 29(2) (February).
- Kunstler, J. H. (2005) *The Long Emergency: Surviving the Converging Catastrophes of the Twenty-first Century* (New York, Atlantic Monthly Press).
- Martin, P. (2005) *Making happy people: The nature of happiness and its origins in childhood*. New York: Fourth Estate, pp. 30-31.
- May, M. (2006) 'Walking bus' under threat, Letter to Editor, *Canberra Times*, 30 July, p. 16.
- O'Brien, C. (2001) Ontario Walkability Study, Trip to School: Children's Experiences and Aspirations. Report. York University. Available at:  
<http://www.saferoutestoschool.ca/index.php?page=relatedresearch>.
- O'Brien, C. (2005) Planning for sustainable happiness- harmonizing our

- internal and external landscapes. Paper prepared for the 2<sup>nd</sup> International Conference on Gross National Happiness, Nova Scotia, Canada. Available at: [www.gpiatlantic.org/conference/papers.htm](http://www.gpiatlantic.org/conference/papers.htm)
- Ontario Ministry of Health and Long-term Care (2004) *Healthy Weights, Healthy Lives*, Government of Ontario. Message from Ontario's Chief Medical Officer of Health, p. 2.
- Orsini, A. (2006) Triangulation for motivation: Generating plausible diversions for students to invite peers to walk to school. Paper presented at Walk 21, Melbourne, Australia.
- Orsini, A. and O'Brien, C. (2006) Fun, fast, and fit: Influences and motivators for teenagers who cycle to school. *Children, Youth and Environments*, 16(1) pp.121-133.
- Rooney, M. (2006) *'Oh you're just up the street!' Discovering Community as an Agent of Change*, BA Honours Thesis, Human Ecology Program, School of Resources, Environment and Society, The Australian National University, Canberra.
- Thayer, R., Godes, O., Lobato, N., Serrano, M., Hernandez, J. & Culver, S. (2003) Walking, energy, and mood are interrelated: An important health indication. American Psychological Association Annual Meeting, Toronto.
- Tranter, P. J. (2006) Overcoming social traps: a key to creating child-friendly cities, in: B. Gleeson and N. Sipe (Eds) *Creating Child Friendly Cities: New Perspectives and Prospects* (Sydney, Routledge).
- Tranter, P. J. and Sharpe, S. (2006 (forthcoming)) Children and Peak Oil: an opportunity in crisis, *International Journal of Children's Rights*, 14.
- Tranter, P. and Pawson, E. (2001) Children's access to local environments: A case study of Christchurch, New Zealand. *Local Environment*, 6 (1), 27-48.
- YWCA (2006) *Walking School Bus Output and Performance Report* (Canberra, YWCA).