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Book Review

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***Children's Environmental Identity Development:
Negotiating Inner and Outer Tensions in Natural World Socialization,***

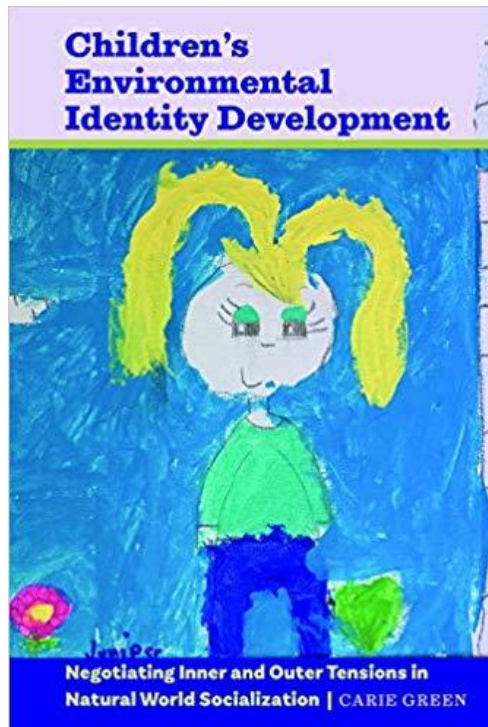
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Green, C. (2018). *Children's Environmental Identity Development: Negotiating Inner and Outer Tensions in Natural World Socialization*. New York: Peter Lang.

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In *Children's Environmental Identity Development*, Carie Green from University of Alaska Fairbanks helps educators, parents, and researchers enter the world of a child's growing connection to nature. Green sets



the stage by defining environmental identity and outlining the model of growth within this framework. She shares the foundational attributes of the Environmental Identity Development Model, building from trust to autonomy and then to competence in nature, as well as the polar expression of these stages. Simple line drawings and words help summarize and make the concepts visible. The text is interspersed with many examples that illustrate the theories and connections, making it very readable for anyone interested in connecting children to nature. The book is written through a researcher's eyes who allows children to be part of the research process as they collect and analyze data.

Green also focuses on environmental action versus environmental harm. She reminds us that it is not enough to allow children time to spend in nature, but also to help them become an integral part of caring for the living world and being change agents. She advocates that educators play an important role in this development as they may need to correct and redirect children with an emphasis on developing critical thinking and sustainability.

Green takes on the topic of research on, with and by children in a manner very accessible to the reader, sharing various research methods where children might take the lead, such as bookmaking, sensory tours, video-stimulated group discussion, artistic representations, drawing and painting, building a model, and role-playing. She stresses research with children should have a more playful vibe and include participation of the children, promoting agency. The role of the formal researcher in this type of research may move to supporter. Green walks the audience through making this shift in research as well as the relationships needed. This chapter is invaluable in helping educators and researchers involving children in the research.

Using examples, stories, and theory, Green seamlessly helps the reader see a holistic view of the progression of building an EID. Throughout the book, Green shares a variety of stories to illustrate the principles presented in the book. This invaluable insight into the progression of children's connection to nature promotes a more sustainable movement in early childhood education.

Other publications by Carie Green in IJEECE:

***A Sense of Autonomy in Young Children's Special Places* (2013)**

https://naturalstart.org/sites/default/files/journal/6.ijecee_first_issue_research_study_sense_of_autonomy_final.pdf

This earlier research by Carie Green explores how children connect with natural place settings and what educators need to consider in this journey as children develop a relationship with the natural world. She advocates for the need of open-ended environments and learning opportunities that allow children to maintain more control of their learnings and spaces.

***Four Methods for Engaging Young Children as Environmental Education Researchers* (2017)**

https://naturalstart.org/sites/default/files/journal/ijecee_5_1_green.pdf

This research article illustrates participatory research strategies when working with children in the outdoors, such as Book Making, Role Playing, Building a Model, and Art Making. Green shares methods, tips, and challenges of using these types of research and how they might be applied. Reflection with the children over their creations is a key consideration of the analysis of the participatory research.