

***JCSH-CMEC-Health/Health Promotion: Priorities***

## **Summary**

* COVID-19 Responses are overarching
* Consistent across all three groups:
  + Social-emotional learning
  + Mental well-being/anxiety
  + Food health
  + Indigenous Perspectives

**Legend:**  
*\* CMEC/CMEC Website  
\*\* JCSH Work Plan 2020-2021  
\*\*\* JCSH Research Agenda/Research Priorities/Emerging Trends (Jurisdictional)   
\*\*\*\* Ministries of Health/Health Promotion*

| **Education** | **JCSH** | **Health-Health Promotion** |
| --- | --- | --- |
| ● COVID-19 crisis response **\*** | ● COVID-19 crisis response **\*\*** | ● COVID-19 crisis response **\*\*\*\*** |
| ● Social-Emotional Learning | ● Social-Emotional Learning \*\* | ● Mental Health/Social-Emotional Learning |
| ● Resilience in students and teachers | ● Resiliency \*\* |  |
| ● Mental health / well-being initiatives in schools | ● Anxiety \*\* | ● Mental health and anxiety *(Interconnection with physical activity)* |
| ● Problematic substance use *(Focus: youth vaping, cannabis, opioids)* | ● Problematic substance use **\*\*** *(Focus: youth vaping)* | ● Substance use prevention *(Focus: youth vaping, cannabis, opioids)* |
| ● School Food / Nutrition ● School food policy | ● School food environment **\*\*** ● School food policy **\*\*** | ● Healthy eating |
| ● Indigenous education initiatives **\*** | ● Indigenous Perspectives | ● Indigenous youth health and wellness |
| ● Physical Activity **\*** | ● Physical Activity **\*\*\*** | ● Physical Activity **\*\*\*\*** |
| ● LGBTQ and school health | ● LGBTQ perspectives | ● Sexual orientation and gender identity **\*\*\*** ● Transgender children and youth **\*\*\*** |
| ● Gender-based violence | ● Gender-based violence | ● Gender-based violence |
| ● Healthy relationships/bullying | ● Healthy relationships/bullying |  |
| ● Concussion education **\*\*\*** ● Protocols in schools **\*\*\*** ● Implementation in schools **\*\*\*** | ● FPT Working Group on Concussion | ● Concussion protocols **\*\*\*\*** ● Implementation approaches **\*\*\*\*** |
| ● Suicide **\*\*\*** |  | ● Suicide **\*\*\*** ● Evidence based suicide prevention ● Healthy living initiatives **\*\*\*\*** |
| ● Sustainable/Equitable Education **\*** |  |  |
| ● French language in minority language settings **\*** |  |  |
|  |  | ● Sleep health **\*\*\*** |
| ● Literacy and numeracy promotion **\*** ● Math skills/strategies in elementary education **\*** ● Math skills/strategies in secondary education **\*** ● Wellness as a foundation for improving literacy/numeracy outcomes **\*** |  |  |
| ● Technology in elementary-secondary education **\*** ● Social media and other technologies **\*** |  |  |

**References:**  
 <http://www.jcsh-cces.ca/>   
  
<https://www.cmec.ca/en/>   
  
<https://www.cmec.ca/53/Indigenous_Education.html>  
  
<https://cmec.ca/docs/108CMEC%20B.2%20CMEC%20Indigenous%20Education%20Plan%202019-22%20APP1%20EN%20POSTED%202019.07.15.pdf>  
  
<http://www.phn-rsp.ca/network-eng.php>   
  
<https://parachute.ca/en/>