

## JCSH News and Resource Bundle for February 14 2020

Hello everyone

Here is the News and Resource bundle for this week. Happy Valentine's Day!

Cheers

Susan

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### News Articles:

#### 1) Food in Focus: Youth Exploring Food in Schools Using Photovoice

In this [study](#) published in the *Journal of Nutrition Education and Behavior*, Nova Scotia high school students used photovoice, a method of engaging participants through photo-taking, to enable reflection and dialogue from them about school food policy and program development. This study demonstrated the unique insights that emerge when youth are given the opportunity to share their experiences and perspectives. One of the themes identified through this project was the importance of spaces and places to youth food experiences.

<https://www.sciencedirect.com/science/article/pii/S1499404619308309>

#### 2) 'There's no quick fix': Advice for teachers struggling to properly integrate Indigenous content into classes

In the more than four years since the Truth and Reconciliation Commission released its 94 Calls to Action, teachers continue to express struggles in improving Indigenous perspectives and

content in their classrooms and curriculum. This CBC radio program *Unreserved* gave their challenges and feedback to a panel of Indigenous education experts: Carolyn Roberts, Coast Salish and principal of Xwemelch'stn Etsimxawtxw / The Capilano Little Ones School in Vancouver; Colinda Clyne, Anishinaabe from Kitigan Zibi and the curriculum lead for First Nation, Inuit and Métis Education with the Upper Grand District School in Guelph; and Niigaan Sinclair, Anishinaabe and an associate professor at the University of Manitoba. Among their responses are these two: "It comes back down for them to understand the history of the place where they live." "By the mere fact that they are teachers, meaning they are hopeful people who believe in the knowledge of young people — [are] training young people in such a way and empowering them to change the world. I think there's probably no one more up for the task. They need to be empowered and resourced, but I believe in teachers."

[https://www.cbc.ca/radio/unreserved/there-s-no-quick-fix-advice-for-teachers-struggling-to-properly-integrate-indigenous-content-into-classes-1.4990390?utm\\_campaign=Spring%202020%20Training%20Weeks&utm\\_source=hs\\_email&utm\\_medium=email&utm\\_content=82592996&\\_hsenc=p2ANqtz--BvqiETPfsPvedjhXVTIZknL2ppZogrWCmTxqkZyEZjV1l6fZh6bdN85M9b3oiXo1OL5ORQOsbo7YzNdMIJdGEOPCidA&\\_hsmi=82592996](https://www.cbc.ca/radio/unreserved/there-s-no-quick-fix-advice-for-teachers-struggling-to-properly-integrate-indigenous-content-into-classes-1.4990390?utm_campaign=Spring%202020%20Training%20Weeks&utm_source=hs_email&utm_medium=email&utm_content=82592996&_hsenc=p2ANqtz--BvqiETPfsPvedjhXVTIZknL2ppZogrWCmTxqkZyEZjV1l6fZh6bdN85M9b3oiXo1OL5ORQOsbo7YzNdMIJdGEOPCidA&_hsmi=82592996)

### **3) Schools in India asked to create vegetable gardens for nutritious meal centres**

A new initiative has brought together students, school management committees, and parent farmers to provide the food for school lunch programs through gardens created on site.

Schools with outdoor space set up gardens in traditional formats; those without land are asked to establish rooftop gardens. "By involving children, this will give them hands-on experience on

how to grow vegetables and will teach them the importance of farming and organic produce,” an official from the Department of Elementary Education said.

<https://www.thehindu.com/news/national/tamil-nadu/schools-asked-to-start-vegetable-gardens-for-nutritious-meal-centres-across-tn/article30775472.ece>

#### **4) UK pupils draft their own climate bill as anxiety grows over lack of guidance for schools**

Students and teachers in the United Kingdom are struggling to find the best way to adapt curriculum and their own thinking to climate changes. Some high school students, through a campaign group [Teach the Future](#), hired a professional parliamentary draftsman to craft a bill they hope will be taken up by government. Educators in the [XR Educators](#) forum believe teachers need support to revamp curriculum, and that students need this commitment not only for education but for mental well-being reasons: children need to be supported through the “fear, guilt, anger and sadness” many feel, says one art and design teacher, “because there’s so much being lost. And the kids feel that more acutely, I sense, than the adults do.” Another teacher worries that environmental costs will soon impact schools on a physical construct: “What happens if our temperature levels are smashed by five degrees as happened in France? Then there’s flooding, and high winds. I don’t think schools would have a clue how to make children safe. We’re going to have to think about it.”

<https://www.theguardian.com/education/2020/feb/11/pupils-draft-climate-bill-anxiety-lack-guidance-schools>

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**Resource: Schools for Health in Europe (SHE) Newsletter**

Pieces from this regular newsletter have been shared in the past. The items provided during this latest one are highly recommended. They include:

[SHE School Manual 2.0](#) (methods to develop a health promoting school)

[European Standards and Indicators](#) (most significant areas to facilitate the implementation of effective health promoting school programmes)

[Fact Sheet no. 5](#) (state of the art health promotion in schools in Europe)

[Materials for Teachers](#) (health competence development for teachers and students)

[SHE Mapping Report](#) (A cross-national study to map the level of implementation of health promotion in schools).

In the Fact Sheet no.5, concludes with this: "The implementation of the HPS [Health Promoting School] approach in a school cannot be seen as separate from its context. In each school the HPS principles need tailored translation to create effective and sustainable actions that fit the specific context. Therefore, a 'one-size-fits-all' HPS approach does not exist and successful implementation of the HPS approach in a specific school context is dependent on navigating the seven spectra [outlined in the document]. Also of interest is the list of resources and references at the end, as there is with all the resources. It includes this Cochrane systematic review and meta-analysis of the World Health Organization's Health Promoting Schools framework. And *that* provides this conclusion: "This review has found the WHO HPS framework is effective at improving some aspects of student health and shows evidence of promise in improving others. The effects are small but potentially important at a population level."

