# JCSH News and Resource Bundle for April 16 2021

Hello everyone

Here is the News and Resource bundle for this week.

Cheers

Susan

News Articles:
1. 2825. Teaching young people about sex is too important to get wrong. Here are 5 videos that actually hit the mark

The Australian government learned recently that resources that aim to teach youth about sex education, relationships, and consent need to use [straightforward language](https://theconversation.com/worried-about-the-sexualisation-of-children-teach-sex-ed-earlier-10311) and not [confuse](https://www.abc.net.au/news/2021-04-20/nsw-premier-state-politicians-slam-milkshake-consent-video/100081296) with language and metaphors that don’t mention sex. This article’s author, a University of New South Wales researcher, links other videos that she argues do a much better job, through [humour](https://www.tandfonline.com/doi/full/10.1080/08870446.2017.1380812), [easily understood messages](https://www.ted.com/talks/thomas_goetz_it_s_time_to_redesign_medical_data?language=en#t-333371), personal relevance, and respect for one’s self-efficacy. The videos included that work well also use metaphors – a rhinoceros, pirates, astronauts, and they help young people deal with sex, pornography, consent, gender, and relationships. A more graphically animated video from Sweden “Incorporated into the narrative are gay and lesbian storylines, making it relevant to a diverse audience.” A New Zealand video shows a couple of porn stars visiting a mother and advise her son that porn is not real life. The article and the links are worth checking out.

[Teaching young people about sex is too important to get wrong. Here are 5 videos that actually hit the mark (theconversation.com)](https://theconversation.com/teaching-young-people-about-sex-is-too-important-to-get-wrong-here-are-5-videos-that-actually-hit-the-mark-159438?utm_medium=email&utm_campaign=Latest%20from%20The%20Conversation%20for%20April%2023%202021&utm_content=Latest%20from%20The%20Conversation%20for%20April%2023%202021+CID_69506c20d596b86f586fe087aa0e7d6d&utm_source=campaign_monitor_ca&utm_term=Teaching%20young%20people%20about%20sex%20is%20too%20important%20to%20get%20wrong%20Here%20are%205%20videos%20that%20actually%20hit%20the%20mark)

2. 2801. How educators are fighting anti-Asian racism with critical thinking and inclusive social studies

Among the stereotypes and other forms of systemic racism that Canadian teachers are interrogating are their own, in their efforts to learn and teach more complex and diverse worldviews and Canadian stories. "Everyone needs to have a voice within the system so that ... all of the histories are learned, heard and understood within the education system, so that we can start to build curriculum that speaks to all of the students,” says Toronto District School Board teacher Mary Tran. Parents are happy the concepts are broadening to more accurately reflect lived experiences of Canadians: “I never learned about the Chinese head tax or the Exclusion Act,” says Taiwanese Canadian Carol Liao. “I also never heard about the Japanese-Canadian internment camps or [the Japanese steamship] Komagata Maru or legalized slavery, Hogan's Alley, Africville ... I can go on. But I can just tell by the schoolwork my children bring home now that these things have changed for the better."

<https://www.cbc.ca/news/canada/education-anti-asian-racism-1.5968251>

3. 2797. Fighting achievement gaps go beyond the school reopening debate

This report looks at learning gaps that have widened and worsened during the pandemic. But “without addressing the root of said disparities, education advocates warn a return to school could just return learning gaps to their previous rates — leaving marginalized groups of students behind, again,” says the author. American data shows that while all students have struggled academically since the beginning of the pandemic, “gaps between students groups also went up — with the gap between white and Hispanic students increasing by nearly 20 percentage points and the gap between white and Black students increasing by about 9.” Rather than equalizing education opportunities and results for all students, education-impacted areas such as the pandemic or standardized tests actually exacerbate disparities. “If we truly care about ensuring an equal chance of success for every student, we must care about such disparities — and the conditions and policies that create them — all the time. And then, we must invest in the work that will extend long past the resumption of in-person learning.”

[Fighting achievement gaps beyond the school reopening debate | The Chatham News + Record](https://www.chathamnewsrecord.com/stories/fighting-achievement-gaps-beyond-the-school-reopening-debate%2C8618)

4. 2757. Singing in the parking lot and other pandemic strategies for music students

As the story states, making music – and listening to music – may be an isolating activity. “Yet music is about communication, connecting, being social. It is universal. We don’t have to speak the same verbal language to communicate with and through music. Music is about sharing with others.” To support his students and in an effort to find a way around the difficulties associated with teaching and learning music synchronously over the Internet, one teacher has turned to a collaboration of community stakeholders, including local government, public health, faculty and students. “Music in the time of coronavirus … is one of our best friends,’’ said Carol Merle-Fishman, president of the International Integrative Psychotherapy Association.

[OPINION: Innovation is keeping music education alive (hechingerreport.org)](https://hechingerreport.org/opinion-singing-in-the-parking-lot-and-other-pandemic-strategies-for-music-students/?utm_source=The+Hechinger+Report&utm_campaign=07a2337505-weekly_2021_02_02&utm_medium=email&utm_term=0_d3ee4c3e04-07a2337505-322605249)

Resources:

Resource 1: 2817. (Resource) Young people’s health-related learning through social media. What do teachers need to know?

“Data from this study suggest that schools will be challenged in their attempts to support and build upon young people’s engagement with social media, and to design appropriate and timely [teacher professional development](https://www.sciencedirect.com/topics/social-sciences/teacher-professional-development). Furthermore, … it was notable in this study that social media was not a priority for most schools, except perhaps to ban it. Yet, based on the perspectives and experiences of young people and the challenges they face on social media platforms in their daily lives, it could be argued that young people have a *right* to be supported by their teachers. Used adeptly, it is also apparent that social media can bring many educational benefits, so schools do need to actively explore this educational potential collaboratively with young people, and in ways that are relative to their on-going social media experiences.” The article is available through Open Access.

<https://www.sciencedirect.com/science/article/pii/S0742051X21000640>

Resource 2: 2818. (Resource) How it Felt? Qs and As from Canadian kids
With the [70th annual CMHA Mental Health Week](https://mentalhealthweek.ca/) approaching (May 3-9), CBC Kids News wanted to share the recent #HowItFelt series with you, which asked kids and teens: How have you been feeling during the pandemic?
#HowItFelt, which published the last week of March, was inspired by the news that Kids Help Phone received twice as many calls in 2020 than the year before, as well as ongoing research highlighting a mental health crisis among youth in Canada.
CBC asked 5 kids and teens from across Canada who have struggled over the last year to try and share some sort of strategy or outlet they've used to improve their mental health.

[**1. I tried a self-care routine for my anxiety. Here's #HowItFelt**](https://www.cbc.ca/kidsnews/post/i-tried-a-1-week-self-care-routine-for-my-anxiety.-heres-howitfelt)

With piles and piles of school work and new responsibilities because of the pandemic, like taking care of her younger siblings, 15-year-old Farah has been on stress overload. She decided to try out a little something called ‘self-care’ to see how it would help her anxiety. Watch as she does 5 things each day and tells us #HowItFelt.

[**2. I tried calling Kids Help Phone for the first time. Here's #HowItFelt**](https://www.cbc.ca/kidsnews/post/i-tried-calling-a-kids-help-phone-counsellor.-heres-howitfelt)

Over the past year, 12-year-old Sawyer from Hatchet Lake, N.S. has been feeling sad and lonelier than usual without friends to talk to. As someone on the autism spectrum, conversation is important for his well-being and he says it's been hard having less social time in the pandemic. Watch as he tells us #HowItFelt to call Kids Help Phone.
[**3. I started learning my native language to help my anxiety. Here's #HowItFelt**](https://www.cbc.ca/kidsnews/post/i-started-learning-my-indigenous-language-to-help-my-anxiety.-heres-howitfe)

At times in the pandemic, 12-year-old Lilly from Terrace B.C. has felt a "churning feeling" in her stomach from anxiety-overload. Late last year, she decided to ask her great grandmother to help her learn Wetʼsuwetʼen and find out more about her culture. Watch as she tells us #HowItFelt to learn her language.

[**4.** **I tried disconnecting from devices for one week. Here's #HowItFelt**](https://www.cbc.ca/kidsnews/post/i-tried-disconnecting-from-devices-for-1-week.-heres-howitfelt)
With all this time spent away from friends, 16-year-old Serena has at times felt her anxiety take over, and endless swiping through TikTok sometimes makes her feel disconnected from the actual world. She tried a one-week media fast to see #HowItFelt. Watch as she tries a 1-week disonnection challenge and tells us #HowItFelt.
[**5. I made friend-time a daily to-do. Here's #HowItFelt**](https://www.cbc.ca/kidsnews/post/i-made-talk-with-friends-a-daily-to-do.-heres-howitfelt1)When 11-year-old Dora from Vancouver started to feel her friendships slipping away because of the pandemic, she started feeling frustrated and sad. That’s when she made ‘friend-time’ a part of her daily to-do list. Read her story to see #HowItFelt for her to make friend-time a priority.

CBC also published [a follow-up piece](https://www.cbc.ca/kidsnews/post/mental-health-during-a-pandemic-heres-howitfelt-for-these-kids) last week which included 4 kids sharing how they've been feeling over the last year: