# JCSH News and Resource Bundle April 28 2023

Hello everyone

Here is the News and Resource bundle for this week.

Cheers

Susan

News Articles:  
1. How schools and families can take climate action by learning about food systems

Despite the impact of [food systems](https://www.oecd.org/food-systems/) on [climate change](https://www.ipcc.ch/srccl/chapter/chapter-5/), and despite [evidence](https://www.thelancet.com/journals/lanplh/article/PIIS2542-5196(20)30223-0/fulltext) of growing climate anxiety among youth, few schools engage students in food systems’ issues. Primary school curriculums in 11 countries including Australia, England, Japan, Norway, and Sweden [focus on nutrition education or cooking skills](https://doi.org/10.3390/ijerph19042019). Researchers have found that Canadian curriculums tend to focus on eating in healthy ways as a [matter of individual choice](https://doi.org/10.1080/0305764X.2015.1091440). However, many [third-party organizations that have created resources](https://www.foodspan.org/) for educators examining food systems in a more comprehensive way. “By looking beyond nutrition, food can become a powerful tool to empower young people to take climate action which, in turn, can lead to reduced climate anxiety and increased feelings of hope for the future,” says author and UBC PhD candidate Gabrielle Edwards.

<https://theconversation.com/how-schools-and-families-can-take-climate-action-by-learning-about-food-systems-203635?utm_medium=email&utm_campaign=Latest%20from%20The%20Conversation%20for%20April%2026%202023&utm_content=Latest%20from%20The%20Conversation%20for%20April%2026%202023+CID_d40d11fabf8d925aa37962ba57cac53c&utm_source=campaign_monitor_ca&utm_term=How%20schools%20and%20families%20can%20take%20climate%20action%20by%20learning%20about%20food%20systems>

2. Human trafficking environments - virtual and physical – and the role for education

This is from a series of articles focused on human sex trafficking. The links are included at the bottom or within the news stories. Law enforcement and government officials say they've seen an increase in social media platforms such as Snapchat being used to lure and sexually exploit children and youth since 2020. "We're seeing exploitation in relation to children all across the age spectrum," said Det. Jeremy Dann of London police's Internet Child Exploitation (ICE) Unit. "Generally, it's on social media apps and chat rooms.” One woman who was trafficked at 14 calls for more education to young people: "If I'd been told the truth about things when I was young, when my brain was ready to accept that kind of information, I'm pretty sure I would have been aware. And maybe it could've been prevented," she said.

<https://www.cbc.ca/news/canada/london/child-luring-and-exploitation-through-snapchat-is-on-the-rise-here-s-what-you-should-look-out-for-1.6722978>

<https://www.cbc.ca/news/canada/ottawa/human-trafficking-ottawa-gatineau-stats-awareness-1.6643263>

3. Indigenous spiritual teaching in schools can foster reconciliation and inclusion

Dr. Frank Deer notes that “We are living in an era of reconciliation where [Indigenous populations are growing](https://www150.statcan.gc.ca/n1/daily-quotidien/220921/dq220921a-eng.htm) and interest in confronting our shared histories continues to develop.” He also indicates that Canadian schools are bringing Indigenous education into curriculum – through [history and social studies](https://www.cbc.ca/news/canada/prince-edward-island/pei-indigenous-school-curriculum-1.6335385) and through [mathematics and science](https://www.ualberta.ca/folio/2022/08/project-creates-stem-learning-experiences-for-indigenous-students.html). More recently and becoming more common is the introduction of [Indigenous spiritual practices](https://www.edcan.ca/articles/bringing-spiritual-teachings-into-education/) in Canadian public Schools, says Deer. “The TRC’s Calls to Action on “[education for reconciliation](https://www.rcaanc-cirnac.gc.ca/eng/1524504501233/1557513602139)” were rightly understood as change that [required collaboration with Indigenous Peoples](https://blog.teacherspayteachers.com/how-to-amplify-indigenous-voices-in-the-classroom/). In this collaborative ethos, something emerged regardless of the discipline or subject being discussed — [the spiritual orientations of Indigenous Peoples](https://empoweringthespirit.ca/cultures-of-belonging/).”

<https://theconversation.com/indigenous-spiritual-teaching-in-schools-can-foster-reconciliation-and-inclusion-194324>

4. Toddlers need social-emotional learning, teachers say

Social-emotional learning initiatives may not be embedded into daycare settings and early learning centres, but advocates note that this is an ideal time to help toddlers begin to address behaviours, emotions, and the links between them. “Coming out of the pandemic where we’ve seen so much more challenging behavior and just really difficult experiences that the kids have gone through that are showing up in their behavior,” said an administrator with Boston early learning centres. “It’s even more important to be devoting time and resources to this.” These programs for pre-schoolers have also not escaped some of the broader pushback and [controversy over SEL](https://hechingerreport.org/social-and-emotional-learning-is-the-latest-flashpoint-in-the-education-wars/) in the U.S.; opponents of SEL in that country have dually linked SEL and critical race theory as  “[potentially divisive concepts](https://www.theadvocate.com/baton_rouge/news/education/article_37205080-1f3d-11ed-8f22-9b22e3bba854.html).” Mary Louise Hemmeter, a professor of special education at Vanderbilt University, argues the importance of SEL: “If you ask kindergarten teachers what they want children to be able to do when they come to kindergarten, it’s not write their name or know their letters,” Hemmeter said. Kindergarten teachers “want [kids] to be able to follow directions. They want them to be able to persist at difficult tasks. They want them to be able to get along with other kids and work together and be able to engage in classroom routines.”

<https://hechingerreport.org/toddlers-need-social-emotional-learning-teachers-say/?utm_source=The%20Hechinger%20Report&utm_campaign=e2889c101d-EMAIL_CAMPAIGN_2023_03_21_06_58&utm_medium=email&utm_term=0_-e2889c101d-%5BLIST_EMAIL_ID%5D>

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**Resources:**

**Resource 1.** (Resource) What do children think of their environment?

The environments in which children live deeply affects their lives today and their futures tomorrow, often in ways many of us have never even considered: their journeys to school, the conditions of their homes or the green spaces in their neighbourhoods.

But while children may have limited power to make decisions, they have no shortage of opinions about the environment – their environment – and how to improve it. Dive into our Children’s Views microsite and discover how young people are expressing their views on the environment through videos, photos, illustrated stories and more.

This site carries the following areas of focus: “A collection of artworks created by children and young people from Australia, Belgium, Bulgaria, Canada, Costa Rica, Italy, and New Zealand on key environmental issues highlighted in the Innocenti Report Card 17 'Places and Spaces: Environments and children's well-being'.

In each country participating in this project, small groups of children and adolescents discussed how global environmental challenges affect their daily lives.

Based on their discussions, children engaged in creative activities: they made videos, drew or wrote stories, took photos, and wrote or recorded audio captions for their artwork.”

Canada’s video entry is “A video letter to Canada from the young leaders of today.”

<https://www.childrensviews.org/media?country=canada>

**Resource 2.** (Resource) What is STRONG: Whiteboard animation on newcomer children and youth on challenges and thriving in schools and neighbourhoods. Newcomer individuals face many challenges when coming to a new country. The STRONG (Supporting Transition Resiliency of Newcomer Groups) program looks to help newcomer students with these challenges.

[What is STRONG? - YouTube](https://www.youtube.com/watch?v=4vJe9FtjbW0)