# JCSH News and Resource Bundle December 9 2022

Hello everyone

Here is the News and Resource bundle for this week.

Cheers

Susan

News Articles:  
1. . (Dec 5) A ‘New Normal’: National Student Survey Finds Mental Health Top Learning Obstacle

A new [report](https://youthtruthsurvey.org/insights-from-the-student-experience-part-i-emotional-and-mental-health/) outlining the results of a US survey of middle and high school students by [YouthTruth](https://youthtruthsurvey.org/insights-from-the-student-experience-part-i-emotional-and-mental-health/) shows that student depression and anxiety has not decreased and student support has not focused enough on this crisis. “I think that the conversation about learning loss and the academic side of learning is so loud, that we can sometimes lose sight …  of the interconnectedness between emotional and mental health and students’ ability to learn academically,” said Jen Wilka, executive director of YouthTruth. “It’s really impossible to do one without the other.” Of the more than 200,000 students in 20 states surveyed in the fall of 2022, less than half were satisfied with their school’s mental health supports.  “I wish the school did more to train and educate its students on how to identify … warning signs of deteriorating mental health, abuse, self-harm, and violence within their peers – and respond appropriately and compassionately,” reported one high school student. In a country undertaking curriculum bans and [content censorship](https://www.the74million.org/article/the-aclus-fight-against-classroom-censorship-state-by-state/), LGBTQ+ students are facing even greater difficulties: “An overwhelming majority, 83-85%, of trans and non-binary students say depression, stress and anxiety block their ability to learn, rates at least 33% above the average for all students.”

<https://www.the74million.org/article/survey-mental-health-top-learning-obstacle/?utm_source=The+74+Million+Newsletter&utm_campaign=d160d8cfb2-EMAIL_CAMPAIGN_2022_07_27_07_47_COPY_01&utm_medium=email&utm_term=0_077b986842-d160d8cfb2-177218748>

2. 3246. 3217. Sports can help prevent violent extremism in youth

An international research team, led by researchers from Université du Québec à Montréal (UQAM), has found that sports involvement by youth who are vulnerable to violent extremism has numerous positive benefits: “Experiencing fairness and integrity during sports — [through the repetition of sporting values and principles including respect for others, co-operation and team-work, problem solving, conflict resolution, fair play and resilience](http://www.sportparent.eu/en/helping-develop-integrity-in-sport) — … may also influence honesty, responsibility, respect and trust in [marginalized youths’] lives outside these activities as well. The resilience gained through sports strengthens young people and they become difficult targets for extremist groups.” The research team studied two sports-based social programs in South Punjab, Pakistan, a marginalized area where youth are particularly vulnerable to violent extremism. The youth reported that they “felt alone and neglected, but now feel important and have a purpose in life.” The United Nations Office of Counter-Terrorism has long [promoted sports](https://www.sportsforsocialimpact.com/post/preventing-violent-extremism-in-youth) as a means to strengthen life skills for at-risk youth and increase their protective factors.

<https://theconversation.com/sports-can-help-prevent-violent-extremism-in-youth-181696?utm_medium=email&utm_campaign=Latest%20from%20The%20Conversation%20for%20July%205%202022&utm_content=Latest%20from%20The%20Conversation%20for%20July%205%202022+CID_1aff41502c67366b0db7fab3fcb4165f&utm_source=campaign_monitor_ca&utm_term=Sports%20can%20help%20prevent%20violent%20extremism%20in%20youth>

3. 3257. Collaborative Indigenous Research is a way to repair the legacy of harmful research practices

For the past two decades, Indigenous ways of knowing and [Collaborative Indigenous Research](https://www.collaborativeindigenousresearch.com/) have been practiced by university-based researchers to challenge the harmful actions of their predecessors. This article, by [Eve Tuck](https://theconversation.com/profiles/eve-tuck-1393069), Canada Research Chair, Indigenous Methodologies with Youth and Communities, University of Toronto, quotes Maori scholar Linda Tuhiwai Smith, who observed that research is “[probably one of the dirtiest words in the Indigenous world’s vocabulary](https://www.bloomsbury.com/ca/decolonizing-methodologies-9781786998132/).” What Dr. Tuhiwai Smith and Dr. Tuck are both discussing is the ignorance of colonial researchers to the inherent research traditions of Indigenous peoples throughout the world. “Indigenous Peoples have always been researchers,” notes Dr. Tuck. “Indeed, so many Indigenous worldviews, knowledge systems and values are based in inquiry, curiosity and [sharing the results of inquiry](https://utorontopress.com/9781487525644/indigenous-methodologies/) through storytelling.” To move this forward, Dr. Tuck and her team have created the [Collaborative Indigenous Research (CIR) Digital Garden](https://www.collaborativeindigenousresearch.com/), as one way to “nurture growth away from the harmful legacies of research done to Indigenous communities.”

<https://theconversation.com/collaborative-indigenous-research-is-a-way-to-repair-the-legacy-of-harmful-research-practices-193912?utm_medium=email&utm_campaign=Latest%20from%20The%20Conversation%20for%20November%2022%202022&utm_content=Latest%20from%20The%20Conversation%20for%20November%2022%202022+CID_702c732abd0efcc4581dbc36b7d599f1&utm_source=campaign_monitor_ca&utm_term=Collaborative%20Indigenous%20Research%20is%20a%20way%20to%20repair%20the%20legacy%20of%20harmful%20research%20practices>

4. 3258. High food prices could have negative long-term health effects on Canadians

The high food prices in the country and rising inflation rates have impacted all Canadians and also those programs that support students. School nutrition programs are beginning to [ask for help](https://www.cbc.ca/news/canada/windsor/nutrition-von-school-meals-inflation-1.6568430) so that they can continue to feed children and youth in schools. A recent [Angus Reid Institute study](https://angusreid.org/canada-economy-inflation-rate-hike-debt/) noted that almost 60% of Canadians are struggling to buy food for their families that meet their needs, including nutritional quality. Because more people are skipping meals or buying low-nutrient, cheaper foods, the burden on social nutrition programs has grown. The article does not specifically focus on school nutrition but the author notes the potential impact of the current conditions on future health and well-being of children. “We need to pay special attention to food price inflation because it has the potential to have long-lasting effects on [future generations’ physical and mental health](https://doi.org/10.1007/s10198-015-0697-6),” says [Shahidul Islam](https://theconversation.com/profiles/shahidul-islam-1390338), Associate Professor, Department of Anthropology, Economics, and Political Science, MacEwan University.

<https://theconversation.com/high-food-prices-could-have-negative-long-term-health-effects-on-canadians-194616>

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**Resources:**

**Resource 1.**3250. (Resource) Original quantitative research – Do school characteristics, based on the Comprehensive School Health framework, contribute to youth meeting national physical activity recommendations over time?

This research, by Scott Leatherdale and a team from Universities of Waterloo and Alberta, uses the [Comprehensive School Health Framework](http://www.jcsh-cces.ca/en/concepts/comprehensive-school-health/) to examine whether school characteristics are associated with secondary school students meeting national PA recommendations over time. From the Conclusion: “[S]chools can play a role in supporting students in both achieving the PA recommendations and maintaining them over time, countering the well-documented decline in PA behaviour during this life stage. The significant school-based factors identified in this study were generally affordable, feasible changes (e.g. public health partnership, access to equipment during school hours) that are already being implemented by other schools. The CSH framework can guide schools in providing a health promoting environment for students, but the elements that will be most effective depend on the student subgroup being targeted and the context of the schools themselves.”

This article is available through open access from the *Health Promotion and Chronic Disease Prevention in Canada: Research, Policy and Practice (the HPCDP Journal);* it is a bilingual, peer-reviewed scientific journal of the Public Health Agency of Canada’s Health Promotion and Chronic Disease Prevention Branch.

[Do school characteristics, based on the Comprehensive School Health framework, contribute to youth meeting national physical activity recommendations over time? - Canada.ca](https://www.canada.ca/en/public-health/services/reports-publications/health-promotion-chronic-disease-prevention-canada-research-policy-practice/vol-42-no-9-2022/school-characteristics-comprehensive-school-health-framework-youth-national-physical-activity-recommendations.html)

Resource 2. 3244. (Resource) From best practice to next practice: implementing Comprehensive School Health in rural and remote northern communities

From the Abstract: **Introduction:** Northern communities in Canada experience a disproportionate burden of chronic diseases including mental illness. To mitigate the growing health inequalities, an ongoing Comprehensive School Health program promoting healthy lifestyle behaviours and mental health and well-being was expanded to rural and remote northern communities. We report on the program’s impact on knowledge, attitudes, lifestyle behaviours (healthy eating, physical activity, screen time), weight status and the mental health and well-being of elementary school students during the first four years of implementation.

*Paul J. Veugelers, Julia Dabravolskaj, Mohammad K.A. Khan, Truc (Trudy) Tran, Jenn Flynn, Katerina Maximova*

[From best practice to next practice: implementing Comprehensive School Health in rural and remote northern communities](https://can01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fdoi.org%2F10.24095%2Fhpcdp.42.8.04&data=05%7C01%7Cdeepika.sriram%40phac-aspc.gc.ca%7C9fee633705be499bd06b08da8086f226%7C42fd9015de4d4223a368baeacab48927%7C0%7C0%7C637963614322284258%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=v1Ta%2FGVy1XuIxehl6W6SRZdTLGzbgDCOZjJTQvmE8Ro%3D&reserved=0)