**JCSH News and Resource Bundle for February 18 2021**

Hello everyone

Here is the News and Resource bundle for this week. February 24 is Pink Shirt Day.

Cheers

Susan

News Articles:  
1. Bringing book-learning to life: Pandemic drives surge to forest schools

Time spent outdoors and nature-based learning might have been regarded as a luxury of children in an earlier generation or those in specialty schools, yet this has taken on new importance since the beginning of the COVID-19 pandemic. “This is our opportunity to think about applying nature-based education to every child – but how do we come up with a process that is inclusive for everybody?” asks the director of Victoria Nature School in British Columbia. Arguments and research supporting nature schools are often focused on children with attentional disorders:  A 2009 [study](https://pubmed.ncbi.nlm.nih.gov/18725656/) found that children with attention deficit hyperactivity disorder (ADHD) were able to perform better on cognitive tasks after only 20 minutes of walking in a green space, while a  [study](https://iaap-journals.onlinelibrary.wiley.com/doi/abs/10.1111/j.1758-0854.2011.01052.x) concluded that children with ADHD who regularly play and learn outdoors have milder symptoms than those who primarily play in built outdoor or indoor settings, regardless of gender and socioeconomic status. But now, public schools, encouraged by a Hospital for Sick Children [report](https://www.sickkids.ca/PDFs/About-SickKids/81407-COVID19-Recommendations-for-School-Reopening-SickKids.pdf) are learning about the food chain while perched on logs, even in winter.

[Bringing ‘book-learning’ to life: Pandemic drives surge to forest schools - Healthy Debate](http://healthydebate.ca/2020/12/topic/bringing-book-learning-to-life-pandemic-drives-surge-to-forest-schools?utm_source=The+Hechinger+Report&utm_campaign=07a2337505-weekly_2021_02_02&utm_medium=email&utm_term=0_d3ee4c3e04-07a2337505-322605249)

2. In some communities, serious opioid intervention starts in adolescence. And experts say it works

Youth Wellness Hubs in Ontario are combining the strengths of communities and schools to provide education, one-stop service, and trusted relationships to young people between 12 and 25. Why start so young, some ask. “When we think about prevention of substance use, we often think of adolescence. That’s when people start to experiment,” said Dr. Joanna Henderson of the Centre for Addiction and Mental Health. “We actually have to think of it much earlier.” Community groups have a long history of working with schools and educators to bring a multiplied-perspective approach: schools in the Sault Ste. Marie area of Ontario developed an ABCD program – Action Building a Community that is Drug Free – and it incorporated substance use and mental health work into curricula beginning at Grade 3. But schools recognize they are part of the community: It’s really a community issue,” said the area’s school superintendent. “While we can do things in school, we can’t be alone.”

<https://www.sootoday.com/local-news/in-some-communities-serious-opioid-intervention-starts-in-adolescence-and-experts-say-it-works-3231972?_cldee=c2pob3JuYnlAZWR1LnBlLmNh&recipientid=contact-970dede4f1d1e6118105480fcfeaa931-d73f488762f64bcca8668f0482a58803&esid=04bc8726-ee5b-eb11-a812-000d3a09cf70>

3. Kids will get COVID-19. We need to make sure they’re not bullied for it

The critical point in this article is to support all members of the school community and, during the months that make up the duration of this pandemic, ensure children who test positive are not harmed by stigma and bullying. “The lesson is that even though the infection itself may pass, the collateral damage to a child might be long-lasting,” says the author, an infectious diseases physician who cares for COVID-19-positive patients. He notes that one case of COVID-19 in a classroom has significant impact on the families of the students and educators. “But we cannot let stigma creep into our classrooms…. Professional development activities should include training on health disparities. To reduce stigma, educators need to recognize that the infection may be a symptom of an underlying problem.”

<https://www.wbur.org/cognoscenti/2020/10/05/covid-19-school-reopening-stigma-josh-barocas>

4.When students research the inequality in their own schools

A group of Rhode Island students, members of the [Youth Action Researchers at the Intersection](https://studentsatthecenterhub.org/research/yari/) (YARI) Project, took their experiences of the coronavirus and the racial injustice protests and turned them into a research project. The YARI Project is based on the [Youth-led Participatory Action Research](https://studentsatthecenterhub.org/research/yari/) approach, described as supporting a cohort of youth researchers who are twice-exceptional in that they identify as being from both a marginalized group (race/ethnicity, LGBTQ, low socio-economic status) and possessing a learning difference (ADD/ADHD, dyslexia, dysgraphia, executive function issues). Their research questions were diverse: “What advantages and disadvantages do female students of color face in schools, and how does it affect their learning journeys?” “How can historically marginalized students pursue meaningful paths and healthy careers after high school?” “How can the Providence public schools improve education for high school ESL/ELL Latinx students?” “How do the racial and ethnic backgrounds of students and teachers affect student-teacher relationships within the classroom?” And, “How do public school teachers’ impressions of students impact their education and accessibility accommodations within the classroom?”

[What happens when student research is focused on inequality in schools? (hechingerreport.org)](https://hechingerreport.org/when-students-research-the-inequality-in-their-own-schools/?utm_source=The+Hechinger+Report&utm_campaign=07a2337505-weekly_2021_02_02&utm_medium=email&utm_term=0_d3ee4c3e04-07a2337505-322605249)

Resources:

Resource 1: Pink Shirt Day

From PinkShirtDay website: “This Pink Shirt Day, our focus is working together and treating others with dignity and respect. The COVID-19 pandemic has affected us all and shown the importance of helping one another and advocating for those who need it. Help us “*lift each other up”* and support programs that encourage healthy self esteem and teach empathy, compassion and kindness.”

<https://www.pinkshirtday.ca/>

Resource 2: Assessment of school anti-bullying interventions: A meta-analysis of randomized clinical trials

This article is available through Open Access. Among the conclusions: “Bullying is a major public health problem worldwide. This meta-analysis shows that school anti-bullying interventions are statistically significantly effective not only in reducing bullying rates but also in improving mental health problems in young people. Despite the small effect sizes and some regional differences in effectiveness, the findings suggest that universal anti-bullying interventions have a substantial population impact.”

[*https://www.amedeolucente.it/public/Assessment%20of%20School%20Anti-Bullying%20Interventions.pdf*](https://www.amedeolucente.it/public/Assessment%20of%20School%20Anti-Bullying%20Interventions.pdf)