# JCSH News and Resource Bundle February 24 2023

Hello everyone

Here is the News and Resource bundle for this week.

Cheers

Susan

News Articles:  
1. Black youth yearn for Black teachers to disrupt the daily silencing of their experiences

Research by Social Work professor [Olufunke Oba](https://theconversation.com/profiles/olufunke-oba-1124961) of Toronto Metropolitan University found that most of the Black youth she worked with had never had a Black teacher. “These youth yearned for Black teachers to disrupt the daily silencing and dismissal of their experiences — and foster the sense of belonging that is so critical to their learning.” This is not only a Toronto or an Ontario issue; in a 2020 [CBC article](https://www.cbc.ca/news/canada/saskatoon/op-ed-sask-diversity-teachers-bipoc-1.5703711), Saskatchewan educator Helen Vangol commented that Black teachers are rare in that province, and teacher education has not been actively recruiting Black and racialized teachers. “Youth say attending school hurts. Their tummies churn at the thought of school, not because they are lazy, but because they are misunderstood, stereotyped and feared — by the fragile whiteness that crushes them mentally, and physically.”

<https://theconversation.com/black-youth-yearn-for-black-teachers-to-disrupt-the-daily-silencing-of-their-experiences-177279?utm_medium=email&utm_campaign=Latest%20from%20The%20Conversation%20for%20December%2027%202022&utm_content=Latest%20from%20The%20Conversation%20for%20December%2027%202022+CID_d2a10671ad11005bc29cfb0a78a8d96f&utm_source=campaign_monitor_ca&utm_term=Black%20youth%20yearn%20for%20Black%20teachers%20to%20disrupt%20the%20daily%20silencing%20of%20their%20experiences>

2. We know better, so why aren’t we doing better in supporting the health of children and youth in care?

Childhood adversity and complex trauma exposure impact [brain development](https://developingchild.harvard.edu/science/key-concepts/brain-architecture/) and [overall health](https://publications.aap.org/pediatrics/article/129/1/e224/31631/Early-Childhood-Adversity-Toxic-Stress-and-the). [Researchers in the United States found that](https://doi.org/10.1542/peds.2015-2655) 60 percent of children who enter child welfare systems prior to their fifth birthday have a developmental issue. And in Canada, [Black, Indigenous, LGBTQ2S+, newcomer, and low-income children](https://www.ohrc.on.ca/en/interrupted-childhoods?adlt=strict#4.5.Human%20rights-based%20data%20collection) continue to be over-represented in the child welfare system. Prioritizing these populations through a health equity lens could result [in improved outcomes](chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https:/www.homelesshub.ca/sites/default/files/attachments/Exploring%20Youth%20Outcomes%20After%20Aging-Out%20of%20Care%20.pdf) for the children of these populations. “The complex health and social issues faced by children and youth in care call for a [comprehensive cross-sector collaborative approach to health care](https://doi.org/10.1542/peds.2020-034629),” argue the authors of this article. “In addition to our national [youth mental health strategy](https://www.mentalhealthcommission.ca/wp-content/uploads/drupal/2016-07/Youth_Strategy_Eng_2016.pdf) and our [Youth Policy](https://www.canada.ca/en/youth/programs/policy.html), we urgently call for a health strategy for children and youth in care to help bolster cross-system integration and communication.”

<https://theconversation.com/we-know-better-so-why-arent-we-doing-better-in-supporting-the-health-of-children-and-youth-in-care-193726?utm_medium=email&utm_campaign=Latest%20from%20The%20Conversation%20for%20December%2029%202022&utm_content=Latest%20from%20The%20Conversation%20for%20December%2029%202022+CID_ab67f4ea01ae2becae8375826eb9fbf7&utm_source=campaign_monitor_ca&utm_term=We%20know%20better%20so%20why%20arent%20we%20doing%20better%20in%20supporting%20the%20health%20of%20children%20and%20youth%20in%20care>

3. Some Schools Are Prioritizing More Sleep for Kids. Is It Making a Difference?

Long-time high school teachers are often not offended when their students nod off during a first class of the day: “Basically, I was teaching zombies,” said one. Many districts in US states that had school start times as early as 7:30 a.m. began to initiate new start times an hour later. Impact studies of the change showed showed a median increase of 34 minutes of sleep for students after the start-time change and a 4.5 percent increase in median grades. Horacio de la Iglesia, professor of biology at the University of Washington and coauthor of the Seattle sleep study, notes the extra time is crucial because of a change in sleep rhythms that sets in around puberty. The biological alterations to sleep cycles disappear as adolescents transition into adulthood. Yet, Iglesia notes, we have largely designed school start times as if our teens are already adults. “Essentially, we’re making our teenagers wake up at the time when we think we should be waking up,” he said. “But really, if you have period one at 7:30 a.m.”—which means students need to get up by 6:30 a.m.—“that’s like asking an adult to wake up at 4:30 a.m. and be ready to process complex information by 5:30 a.m.”

<https://www.edutopia.org/article/school-start-time-changes-benefit-sleep?utm_content=linkpos2&utm_source=edu-newsletter&utm_medium=email&utm_campaign=weekly-2023-02-22>

4. Teaching Climate Change Through Social and Emotional Learning

A high school science teacher began to incorporate social and emotional learning elements into her climate change lessons, after reading student responses demonstrating [eco-grief](https://climateinstitute.ca/ecological-grief/). She also incorporated action-oriented curricula to enhance student agency and encourage their thinking on solutions. “With the addition of actual practice using healthy coping strategies in the classroom to the more relevant and intentional climate lessons, I saw a noticeable increase in student participation, interest in the subject matter, and quality of student work,” she said. “We did not solve climate change, but that wasn’t the point. The point was what the students got out of it anyway and what they might carry with them into the world beyond our classroom.”

<https://www.edutopia.org/article/teaching-climate-change-social-emotional-learning?utm_content=linkpos10&utm_source=edu-newsletter&utm_medium=email&utm_campaign=weekly-2023-01-25>

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**Resources:**

**Resource 1.**  (Resource) Bully who? Larkhall Academy in NL takes Pink Shirt Day by storm

Pink Shirt Day was a snow-go in parts of the province on Wednesday. Schools that were closed because of the storm had to postpone their plans. Larkhall Academy in St. John’s held its anti-bullying rally on Thursday. Check out what some students had to say about the importance of being kind.

<https://www.cbc.ca/player/play/2175393347921>

**Resource 2.** (Resource) Socioeconomic status and school absenteeism: A systematic review and narrative synthesis

School absenteeism is detrimental to life course outcomes and is known to be socioeconomically stratified. However, the link between socioeconomic status (SES) and school absence is complex given the multidimensional nature of both family SES (e.g., income, education, occupational status) and absenteeism (e.g., truancy, sickness, suspension). Despite the vast literature on socioeconomic inequalities in school attendance, no systematic review on SES and school absenteeism exists. This study systematically reviewed and provides a narrative synthesis of journal articles (*n* = 55) published between 1998 to 2019 on the association between SES dimensions and forms of absenteeism. The majority of studies from high-income contexts found an association between SES and absenteeism in the expected direction, albeit on average with small effect sizes. Studies largely confirmed these findings among populations at risk of school absence and those from low- and middle-income countries. There was greater evidence for an association between absenteeism and SES measured at the family than the school level. Studies using SES measures of financial resources (e.g., free or reduced-price lunch) provided more evidence for this association than studies measuring sociocultural resources (e.g., parental education). We found limited evidence that socioeconomic gaps in absenteeism vary by the reasons for absence. Research on the mediating pathways between SES and absenteeism is sparse. A key implication is that attempts to address inequalities in educational outcomes must include tackling SES gaps in school attendance. <https://bera-journals.onlinelibrary.wiley.com/doi/epdf/10.1002/rev3.3291>

Resource 2. Connecting the Dots – Youth Mental Health Film

[Connecting the Dots](https://can01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fconnectingthedotsfilm.com%2F&data=05%7C01%7Csjhornby%40gov.pe.ca%7Cfb94535c1a7d43a4922608db04617d82%7Cc86b09eb7ad74aa29d8298a45bd8ec19%7C0%7C0%7C638108591260470980%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=1Oha73%2FAkhRcOVp%2BgCl4GzgC9b9Gxfyof7CoM3cc%2BbQ%3D&reserved=0) is a youth mental health documentary film, focusing on youth mental health issues, including youth suicide, stigma, and innovative approaches to addressing mental health issues. It showcases youth voices and stories of lived experience, including interviews with young people in Canada, the U.S., South America and Africa. The film’s development involved extensive consultation with mental health organizations and experts in Canada and abroad, including Kids Help Phone, Jack.org, Head Strong and CAMH/Youth Wellness Hubs Ontario, among others. The film website also includes a number of facilitation guides for post-viewing discussion, including for [teachers, school counselors and school administrators](https://can01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fconnectingthedotsfilm.com%2Fwp-content%2Fuploads%2F2021%2F05%2FConnecting-the-Dots-Post-Viewing-Discussion-Guide-Teachers.pdf&data=05%7C01%7Csjhornby%40gov.pe.ca%7Cfb94535c1a7d43a4922608db04617d82%7Cc86b09eb7ad74aa29d8298a45bd8ec19%7C0%7C0%7C638108591260470980%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=krHCj7SYd0Q733apaQ1VELvx8eOqXeEzScnQBIa3Kcs%3D&reserved=0). The film’s intended audience includes youth, teachers and school counselors and administrators, parents and caregivers, mental health professionals and researchers, and community members.

The film’s producer, Noemi Weiss, has collaborated with Canada’s embassies in Argentina, Mexico and Colombia, and a wide variety of organizations in Canada and abroad (e.g., schools, municipalities, non-profit organizations) to organize virtual screenings and panel discussions about the film. She is hoping to raise further awareness of the documentary film in Canada, and organize additional film screenings with relevant partners and organizations (including schools and school health stakeholders).

<https://connectingthedotsfilm.com/about-the-film>