**JCSH News and Resource Bundle for January 25 2021**

Hello everyone

Here is the News and Resource bundle for this week. Bell’s Let’s Talk Day is January 28.

Cheers

Susan

News Articles:  
1. 4 steps to teacher recovery from compassion fatigue and burnout during COVID-19 and beyond

“The teachers are not alright.” In her look at educator burnout, Astrid Kendrick of the Werklund School of Education, University of Calgary reviews research she conducted for the Alberta Alberta Teachers’ Association (ATA) and Alberta School Employee Benefit Plan (ASEBP) on burnout and [compassion fatigue](https://psycnet.apa.org/record/1995-97891-001) among teachers. The survey she conducted in June 2020 of 2,100 participants showed results the author calls “grim.” One participant’s response: *“It’s not always about the big events or students with big trauma. It’s the day-to-day emptying of my bucket with no one there to fill it, decreasing understanding among administrators about this as well as decreasing respect for teachers from the general public. When I actually get to teach and help, I love it. The guilt of not being able to do it all is exhausting.”*

<https://theconversation.com/4-steps-to-teacher-recovery-from-compassion-fatigue-and-burnout-during-covid-19-and-beyond-151407?utm_medium=email&utm_campaign=Latest%20from%20The%20Conversation%20Canada%20for%20January%2011%202021&utm_content=Latest%20from%20The%20Conversation%20Canada%20for%20January%2011%202021+CID_5b0d82c43f44f8761cde505aba21dfbc&utm_source=campaign_monitor_ca&utm_term=4%20steps%20to%20teacher%20recovery%20from%20compassion%20fatigue%20and%20burnout%20during%20COVID-19%20and%20beyond>

2. Digital self harm: What is it and could it be on the rise?

The concept of online self harm may seem new but researchers, police, and clinicians have been reporting on it since 2010. In a newly-published [article](https://www.tandfonline.com/doi/full/10.1080/01639625.2020.1833380) in the journal *Deviant Behavior,* criminologist Ryan Meldrum used 2019 data from the Florida substance use survey and said 1 in 10 Florida high schools students reported digital self harm in the past year. This is not only reported in the United States; in 2013, a 14-year-old student in England died from suicide after negative posting. “There are really, really strong links between kids being exposed to bullying and then saying they had engaged in digital self-harm,” Meldrum says. “There appears to be commonalities emerging when we look at self-harming behaviors, whether that be physical self-harm, non-suicidal self-injury or digital self-harm – the deeply negative emotional and psychological effects [bullying] has on kids and their self-esteem and how they identify themselves.”

<https://districtadministration.com/digital-self-harm-what-is-it-and-could-it-be-on-rise/>

3. Indigenous basket weaving offers inclusive math lessons

As a child, the educator director for the Robinson Rancheria Pomo Indians of California learned basket weaving from her grandmother and thought of it as art. Today, the new math curriculum incorporates Pomo woven basket patterns to teach math concepts. The Lake County Office of Education established the Tribal Youth Education Collaborative to assist Indigenous students to see themselves in school lessons: “Our tribal youth are failing to thrive at the same level as the rest of the population,” said the superintendent. “We need to make education more relevant to that particular population if we are going to help overcome that gap that exists.” Another reason is related to the COVID-19 pandemic: educators found that providing a variety of resources reflecting local cultures and practices allowed families to provide children with multiple lessons from the same concepts.

<https://www.pressdemocrat.com/article/news/lake-county-tribes-educators-team-establish-pomo-focused-curriculum/?sba=AAS>

4.The need to say it nicer: The language we use when we talk about substance use matters

This is not a story about substance use and youth, but it is about an issue that likely affects children and youth whose lives are impacted by substance use. The language used to describe substance abusers is often “hurtful,” notes University of Regina researcher Kara Fletcher. “Negative language about individuals who use substances contributes to how society views these individuals,” she argues. “Community members, academics and researchers continue to call for… [an increased consideration of the language used](https://doi.org/10.1080/08897077.2014.930372) to describe the experiences of substance use disorders, including incorporating people-first language, promoting the recovery process and avoiding slang that perpetuates stereotypes and biases.”

<https://theconversation.com/the-need-to-say-it-nicer-the-language-we-choose-when-we-talk-about-substance-use-matters-151055?utm_medium=email&utm_campaign=Latest%20from%20The%20Conversation%20Canada%20for%20January%205%202021&utm_content=Latest%20from%20The%20Conversation%20Canada%20for%20January%205%202021+CID_50b81987d488277c3deae9b7e6340f41&utm_source=campaign_monitor_ca&utm_term=language%20we%20choose%20when%20we%20talk%20about%20substance%20use>

Resources:

Resource 1: Conversations on School Health: A new podcast series for a new year

From EverActive Schools and the Werklund School of Education at the University of Calgary: “We are thrilled to announce the launch of our new initiative, The Podclass. This is a podcast we’ve been working on over the last couple of months. This first series, called Conversations on School Health" was produced in partnership with the Werklund School of Education, and will be utilized in their course in the BEd. Program there. It is also meant for practicing teachers and school health promotion professionals. [Here](https://everactive.org/services/the-podclass/) is a link to the first episode. I think you’ll enjoy! There are currently 19 episodes available and we've reached a milestone of 1000 downloads already!” The podcasts all provide explanations of comprehensive school health and, to date they have had over 4,000 listens.

For those interested/able to participate, the annual Shaping the Future conference (January 26-29) this year is entirely virtual. Details are provided in the link below.

<https://everactive.org/services/the-podclass/>

<https://everactive.org/events/stf/>

Resource 2: 2739. (Resource) JCSH Stories Map: Healthy Lunches in Moose Jaw

From a new article submitted to the JCSH Stories Map, here is the beginning of this fantastic story on the work to produce healthy lunches for students. Read more on JCSH Stories Map: “Phoenix Academy, an alternate school in Moose Jaw, has been providing healthy lunches for its students for twenty years. Principal Jeff Lynnes realized early on that healthy food helped support healthy minds; and a well-developed nutrition plan was created. Lunches have always included healthy choices for students with salads, vegetables and fruits. *Grow With Us- The Phoenix Academy Tower Garden Project* began the journey towards producing its own greens with the application to the Whole Kids Foundation. The grant philosophy is that “healthy school food has the power to improve kids’ eating habits and health, and ultimately change their lives”. The school was awarded a $3000 grant that would allow the staff and students to grow their own produce.”

<http://www.jcsh-cces.ca/explore-resources/provinces-territories-and-phac-resources/our-stories/>