# JCSH News and Resource Bundle January 21 2022

Hello everyone

Here is the News and Resource bundle for this week.

Cheers

Susan

News Articles:
1. 3097. Canada’s pandemic recovery urgently needs a national school meal program

“This pandemic has taught us not only about physical health, but also the importance of healthy eating, mental health, social connection and learning for our kids,” says Alberta’s new deputy chief medical officer of health, Dr. Rosana Salvaterra. “So, what [is one ingredient needed for all of these, and overall student well-being? Healthy school food](https://www.thepeterboroughexaminer.com/opinion/columnists/2020/08/29/dr-rosana-salvaterra-healthy-food-at-school-is-vital-during-pandemic.html).” This article, by Amberley T. Ruetz of the University of Saskatchewan, provides a background on Canada’s journey towards a national school meal program. Her [research work](https://canadianfoodstudies.uwaterloo.ca/index.php/cfs/article/view/483) with Dr. Mary McKenna shows “ a startling disparity and inequitable access to these health-promoting breakfast, snack and lunch programs in schools…. As there are schools in every community, a universal national school meal program would be a geographically equitable way to support families, industries and the long-term vitality of local economies and food systems across Canada.” There is an infographic outlining the results of their research within the story.

[Canada's pandemic recovery urgently needs a national school meal program (theconversation.com)](https://theconversation.com/canadas-pandemic-recovery-urgently-needs-a-national-school-meal-program-174226?utm_medium=email&utm_campaign=Latest%20from%20The%20Conversation%20for%20January%2018%202022&utm_content=Latest%20from%20The%20Conversation%20for%20January%2018%202022+CID_eaea6eb7c6ff478b27c2b9bade9d1d39&utm_source=campaign_monitor_ca&utm_term=pandemic%20recovery%20urgently%20needs%20a%20national%20school%20meal%20program)

2. 3092. Let them play! Kids need freedom from play restrictions to develop

Self-directed [executive functioning](https://doi.org/10.3389/fpsyg.2014.00593) in children helps them explore concepts such as negotiation with others, develop autonomy, regulate thoughts and behaviours. This is a combination of two stories (see links below) on the importance of free play and the ways in which schools can accommodate these times of unstructured, spontaneous activities. Although the UN Convention on the Rights of the Child  [recognises play](http://ipaworld.org/childs-right-to-play/uncrc-article-31/un-convention-on-the-rights-of-the-child-1/) as every child’s basic right, it is “becoming extinct,” notes the author of one of the articles. Brendon Hyndman of Charles Sturt University in Australia says research points to increased use of electronic devises and parents desire to protect children from strangers and dangers as among the reasons. Both he and the author of the other story point to the role of schools in providing safe, natural areas for play. Fatemeh Aminpour, of the School of Built Environment, University of New South Wales, says her [research](https://www.sciencedirect.com/science/article/pii/S1618866721001886) indicates that children of diverse personal characteristics – including gender, age and ability – use natural settings without conflict: “They hide behind tree trunks, use them as “base” in running games, practise balancing on their massive roots, build imaginary houses under their canopies and use their malleable resources in their creative play.”

[Let them play! Kids need freedom from play restrictions to develop (theconversation.com)](https://theconversation.com/let-them-play-kids-need-freedom-from-play-restrictions-to-develop-117586)

[Recess is a time of conflict for children. Here are 6 school design tips to keep the peace (theconversation.com)](https://theconversation.com/recess-is-a-time-of-conflict-for-children-here-are-6-school-design-tips-to-keep-the-peace-173140?utm_medium=email&utm_campaign=Latest%20from%20The%20Conversation%20for%20January%206%202022&utm_content=Latest%20from%20The%20Conversation%20for%20January%206%202022+CID_af976b7eb7f63b0834309e47f47bb771&utm_source=campaign_monitor_ca&utm_term=Recess%20is%20a%20time%20of%20conflict%20for%20children%20Here%20are%206%20school%20design%20tips%20to%20keep%20the%20peace)

3. 3090. (December 2020) Vital People : The Foundry Victoria Youth Clinic offers mental health and addiction help

The [Foundry Victoria Youth Clinic](https://www.victoriayouthclinic.ca/) offers support and safety without shame or stigma to young people aged 12 to 24 who experience substance use problems in their own lives or those of family/friends. Foundry clinical coordinator Amy Schactman notes the growing crisis from opioids and other substances and resulting overdoses and deaths has profoundly impacted the lives of school-aged children and youth. “It’s devastating for young people to lose their lives, to lose friends, for families to lose their loved ones, their children, for staff to lose someone they care about. It’s just been absolutely devastating.” Foundry Youth’s communication around substance use has been through a mental health lens, one they see more youth openly discussing: “I think it’s something they’re talking about, I think they see their friends seeking support, so it might open them up to seeking more support themselves.”

[Vital People: Foundry Victoria offers youth mental health and addiction help (cheknews.ca)](https://www.cheknews.ca/vital-people-the-foundry-victoria-youth-clinic-offers-mental-health-and-addiction-help-929056/?_cldee=c2pob3JuYnlAZWR1LnBlLmNh&recipientid=contact-970dede4f1d1e6118105480fcfeaa931-9ea1a50a24c6426bb17bba902d44ded1&esid=0dd9a02f-6e62-ec11-8f8e-0022486d9bcd)

4. 3087. Resilience is as important for educators as it is for students

Improving resilience in educators requires commitments in similar ways as the process for students: that one-size-fits-all programs do not offer enough to ensure change. Personalized support and providing opportunities to enhance educators’ skillsets in social competence, autonomy and sense of self, and sense of meaning and purpose have real benefits for school communities. “Once leaders build their own personal resilience as the result of a mindset shift, they will exhibit new behaviors that build the protective factors for the school or district,” note authors Alyssa Gallagher and Sean Slade.

[Resilience Is as Important for Educators as It Is for Students | EdSurge News](https://www.edsurge.com/news/2021-12-02-resilience-is-as-important-for-educators-as-it-is-for-students)

Resources:

Resource 1: 3088. (Resource) More support needed: Evaluating the impact of school e-cigarette prevention and cessation programs on e-cigarette initiation among a sample of Canadian secondary school students.

**Abstract:** Given the recent increase in e-cigarette use among adolescents, there is a need to further explore how school programs are associated with e-cigarette initiation. The objective of this quasi-experimental study was to evaluate the impact of multiple school-based e-cigarette prevention and cessation programs on e-cigarette initiation among Canadian adolescents. This study used data from Year 6 (2017/28) and Year 7 (2018/19) of the COMPASS study in British Columbia, Alberta, Ontario, and Quebec, Canada. Students in grades 9 to 11 who had never tried e-cigarettes at baseline were included (n = 13,269). Schools (n = 88) reported whether they added programming that addressed e-cigarette or tobacco prevention or cessation. Generalized estimating equations were used to identify how added programs were associated with e-cigarette initiation at follow-up. At one-year follow-up (2018/19), 23% of schools added programs. Our evaluation results suggest that none of the activities taken by schools to prevent or reduce vaping among students significantly prevented vaping onset. In fact, female students at schools that reported adding a theme week had higher odds of e-cigarette initiation (OR 1.68 [95% CI 1.31–2.16]) and male students at schools that reported a cessation program had higher odds of e-cigarette initiation (OR 1.20 [95% CI 1.01–1.44]). These results suggest that schools may not know how to address e-cigarette use and that there can be risks to students if programs are not carefully implemented. Results point to the need for additional support to ensure that schools are taking evidence-based approaches that support all students.

<https://pubmed.ncbi.nlm.nih.gov/34929224/>

Resource 2 3079. (Resource): Teach Food First: An Educator’s Toolkit for Exploring Canada’s Food Guide with K-8 students.

(From the website) “Teach food first” focuses on using a food exploration approach to nutrition education that has been linked with long-term, positive eating attitudes and behaviors. This toolkit supports educators with best-practice approaches, resources, and lessons that:

* Connect with Canada’s food guide and British Columbia Curriculum
* Are grade-specific and age-appropriate
* Consider equity and cultural inclusivity

[Teach Food First:  An Educator’s Toolkit - HealthySchools BC](https://healthyschoolsbc.ca/teach-food-first/)