# JCSH News and Resource Bundle July 13 2022

Hello everyone

Here is the News and Resource bundle for this week.

Cheers

Susan

News Articles:
1. Mental health: Is that a job for schools?

Reports of declining mental health and well-being in students because of the pandemic, in addition to many other concerns, are raising questions on how best to support children and youth – and where best to support them. “You do at some point have to ask some very basic questions about what are the expectations that we have of this thing called school,” says Robert Pondiscio, a senior fellow focused on education at the [American Enterprise Institute](https://www.aei.org/about/), a Washington think tank. “No one is suggesting schools should not be concerned about kids’ overall well-being. But is this the proper place in civil society for mental health services to reside?” Among the arguments in favour of school as the setting for mental health: students and their families are more comfortable with school supports, and research supports the benefits for students. Among the arguments against: asking teachers and administrators to take on additional roles to provide screening or supports carries concerns on ethical, competence, and workload levels. “I think there are legitimate reasons to be concerned about mission creep, that we are changing the job of the teacher to be as focused on children’s mental health and well-being as the academics. It’s one thing to have it baked into the pie and another thing to make it a deliverable and a piece of the curriculum as compared to an endemic part of school culture,” noted Mr. Pondiscio.

[Mental health support for students: Is that a job for schools? - CSMonitor.com](https://www.csmonitor.com/USA/Education/2022/0629/Mental-health-Is-that-a-job-for-schools?utm_source=The+Hechinger+Report&utm_campaign=313f9a783d-EMAIL_CAMPAIGN_2022_06_29_04_12&utm_medium=email&utm_term=0_d3ee4c3e04-313f9a783d-322605249)

2. How adversity impacts the disproportionate suspensions of Black and Indigenous students

In this article, former Toronto and Vancouver social worker and social work professor [Jane Sanders](https://theconversation.com/profiles/jane-e-sanders-1318473) calls for schools to recognize the impact of systemic racism and community violence on the experiences of students and, thus, their educational outcomes. “Researchers, community members, teachers and practitioners are calling to [expand](https://www.ajpmonline.org/article/S0749-3797%2815%2900050-1/fulltext) the [definition](https://doi.org/10.1016/j.chiabu.2015.07.011) of [adversities](https://doi.org/10.1016/j.chiabu.2020.104522) to include those that occur outside the home and disproportionately impact marginalized students.” She identifies a number of adversities that were not reflected in the ground-breaking 1998 Felitti and Anda [study](https://doi.org/10.1016/S0749-3797%2898%2900017-8):

 peer victimization, isolation and rejection;

 exposure to school and community violence;

 experiencing racism;

 living in an unsafe neighbourhood;

 close network member being seriously ill or attempting suicide;

 low socioeconomic status;

 and having lived in foster-care.

“Students who experience these forms of adversity are too often seen as perpetrators of adversity, rather than children who are coping with the profound impacts of trauma,” she notes.

The full article has a number of resources links.

[How adversity impacts the disproportionate suspensions of Black and Indigenous students (theconversation.com)](https://theconversation.com/how-adversity-impacts-the-disproportionate-suspensions-of-black-and-indigenous-students-177676?utm_medium=email&utm_campaign=Latest%20from%20The%20Conversation%20for%20March%2023%202022&utm_content=Latest%20from%20The%20Conversation%20for%20March%2023%202022+CID_1b365d6a3c5b153b52e7784c5d513717&utm_source=campaign_monitor_ca&utm_term=disproportionate%20suspensions%20of%20Black%20and%20Indigenous%20students)

3. Wetlands provide learning experience for Saskatoon elementary school

In addition to attending the first elementary school in Saskatchewan to earn the designation of Wetland Centre of Excellence, students at Colette Bourgonje School in Saskatoon are able to receive these lessons outdoors and interact with other grades. The wetland is “just a short walk away that has some pines and some fields to walk in,” said a Grade 7 student. “We experience new outdoor learning. For example, if we're there with some of our younger students, we can set up scavenger hunts, or when we're there on our own, we can just sit on some rocks and just enjoy the view.” The teachers feel the experience has been rewarding for the entire school: "As educators, we're always looking for hands-on ways to engage our students in our lessons. And this is just one of those ways that we can do that to get the kids out in nature and get their hands, well, dirty."

[Wetlands provide learning experience for Saskatoon elementary school | CBC News](https://www.cbc.ca/news/canada/saskatoon/wetlands-provide-learning-experience-for-saskatoon-elementary-school-1.6481964)

4. Tsek'ene, Farsi, Punjabi, Tagalog: The push to diversify languages in schools

The Education Ministry in British Columbia is considering adding Farsi curriculum to eight other languages with official course guidelines in the province, in addition to English and French: The others are German, Italian, Japanese, Korean, Mandarin, Punjabi, Spanish and American Sign Language. The province also has curriculum for [18 First Nations languages](https://www2.gov.bc.ca/gov/content/education-training/k-12/teach/resources-for-teachers/curriculum/languages-template/indigenous-languages), and the Education Ministry said in an email that more are “in development.” “That would be a dream come true,” said the father of a Grade 3 student hoping to learn Farsi at school. “We want our kids to be close to our culture, so establishing meaningful connection through language. … So they can read books, read poems, and write their own name.” Despite this response, many in the province are hoping for more, particularly in revitalizing Indigenous languages. “I would love to see the province provide more support towards the revitalization of Indigenous languages within British Columbia, because it is the province that has the highest number of varied Indigenous languages and they are at risk,” said Rome Lavrencic, a New Westminster French teacher who has been on a B.C. Teachers’ Federation languages committee for 16 years.

[Tsek'ene, Farsi, Punjabi, Tagalog: The push to diversify languages in schools | The Province](https://theprovince.com/news/local-news/tsekene-farsi-punjabi-tagalog-the-push-to-diversify-languages-in-schools/wcm/26e413bf-c881-45b8-b31a-5fca380cdb5c)

**Resources:**

**Resource 1.**When the world stops: The impact of COVID-19 on physical activity and physical literacy

This article, by [Natalie E. Houser](https://cdnsciencepub.com/doi/full/10.1139/apnm-2022-0053#con1), [M. Louise Humbert](https://cdnsciencepub.com/doi/full/10.1139/apnm-2022-0053#con2), [Dean Kriellaars](https://cdnsciencepub.com/doi/full/10.1139/apnm-2022-0053#con3), and [Marta C. Erlandson](https://cdnsciencepub.com/doi/full/10.1139/apnm-2022-0053#con4) follows from Dr. Kriellaars’s presentation to JCSH on July 12 2022. The full article is available through Open Access.

From the abstract: “Matched pre-during pandemic comparison (160 children) revealed a substantial reduction in physical activity (*p* < 0.001, rrb = 0.83), environmental participation (*p* = 0.046, rrb = 0.16), movement valuation (*p* < 0.001, rrb = 0.61), and parent perceptions of children’s physical literacy (*p* < 0.001, rrb = 0.56). Examining physical activity trajectories, higher pre-pandemic physical literacy protected children from pandemic related activity decline. Emerging from the pandemic, interventions should address children’s eroded belief in movement and consider physical literacy levels of children in individualizing movement opportunities for restoration of activity levels.

**Novelty:**

**•** A substantial reduction in physical activity was associated with children who had lower physical literacy and resulted in reductions in children’s valuation of movement.**”**

<https://cdnsciencepub.com/doi/full/10.1139/apnm-2022-0053>

Resource 2. There’s Another Way

This whiteboard animated video was written and voiced by PREVNet’s National Youth Advisory Committee to help start difficult conversations about dating scenarios that young people can find themselves in. The Youth Advisory Committee hopes this video will help classrooms and youth programs discuss healthy relationships and consent culture.

<https://youthdatingviolence.prevnet.ca/learn-more/youth/>