# JCSH News and Resource Bundle July 21 2023

Hello everyone

Here is the News and Resource bundle for this week.

Cheers

Susan

News Articles:
1. New study: Schools prioritizing social-emotional learning see strong academic benefits

High schools prioritizing social-emotional development had double the positive long-term impact on students as compared to those that focused solely on improving test scores in a study out of the University of Chicago. Researchers determined a school’s effectiveness based upon its impact on students’ social-emotional development, test scores, and behaviours. “High schools matter,” said Shanette Porter, senior research associate at UChicago Consortium on School Research and the study’s lead author. “And they matter quite a lot. How safe students feel — physically, socially, psychologically — how deeply connected they are to others, how much they trust their teachers and their peers matters.” Student voice also matters. And these areas matter, not only in terms of student mental, physical, and emotional development, but in test scores, high school graduation rates, and attendance at higher learning institutions. “These things that feel soft are inextricably linked to these hard measures of learning,” Porter said.

<https://www.the74million.org/article/university-of-chicago-study-social-emotional-learning-academics/?utm_source=The%2074%20Million%20Newsletter&utm_campaign=62a3eeffa1-EMAIL_CAMPAIGN_2022_07_27_07_47_COPY_01&utm_medium=email&utm_term=0_077b986842-62a3eeffa1-177218748>

2. School kookum program adds extra layer of support, love for Thompson, Man., children

Schools in the northern Manitoba area around Thompson are bringing kookums in, to support the mental and emotional well-being of students. Kookum is a Cree word for grandmother, and these roles allow the kookums to not only brew teas, cook and bake, and do crafts with the students, but to provide an open and safe space. There are two self-titled kookums in northern Manitoba's Mystery Lake School Division who are a part of the Mino Pimatisiwin program, which means the good life, co-superintendent Lorie Henderson said. Roughly 60 per cent of children in the division are Indigenous, so the program is a way to help them not only connect with their culture but also receive support if they need a little extra. "They're not necessarily needing a diagnosis. They're just needing somewhere where they can have space, they can have support, they can learn about some of some of our culture," she noted. One of the kookums noted that, "If somebody needs a smudge, they could come see me — we can kind of give them a new start on their day — or if they've got something that's heavy on their heart, I have the time to listen. I know that residential school was a very unkind place to be and that some of our parents had to experience that, and so one of my major pieces is trying to be kind to the children and making them understand how valuable and special they are."

<https://www.cbc.ca/news/canada/manitoba/thompson-school-kookum-program-1.6886528>

3. Five things to know about Drag Queen Story Time

Drag Queen Story Time began in [San Francisco in 2015](https://www.dragstoryhour.org/), and is an opportunity for parents and educators to [support children in their exploration and expression of gender identity in a safe and affirming environment](https://doi.org/10.1542/peds.2018-2162). The events generally [occur in public spaces](https://doi.org/10.21083/partnership.v15i2.6219) like libraries, schools or community centres, with a drag queen host, who reads a story book to the young children, [often one promoting themes of acceptance](https://www.journals.ala.org/index.php/cal/article/view/6589/8789), diversity and self-expression, presenting characters and families from diverse backgrounds. The overall aim of the event is to [provide a positive message to children about the diversity of gender expression](https://doi.org/10.5860/cal.16.4.12).

<https://theconversation.com/five-things-to-know-about-drag-queen-story-time-206547?utm_medium=email&utm_campaign=Latest%20from%20The%20Conversation%20for%20June%202%202023&utm_content=Latest%20from%20The%20Conversation%20for%20June%202%202023+CID_0045effcb6b23b79d21b166c32166ec4&utm_source=campaign_monitor_ca&utm_term=Five%20things%20to%20know%20about%20Drag%20Queen%20Story%20Time>

4. From bus stops to laundromats, cities embrace play to help kids learn

In US cities such as Chicago, Santa Ana, and Philadelphia, installations are helping families and kids interact with learning in play-based ways. Based on research on the role of play in kids’ lives, teams of researchers, educators, and urban planners are exploring how to support schools by turning everyday adult-child interactions into opportunities for kids, especially those whose parents are unable to afford costly after-school, weekend, and summer activities. “The reality is that kids, particularly in their earliest years, only spend about 20% of their waking hours in those formal learning environments,” said [Sarah Lytle](https://playfullearninglandscapes.com/about/staff/), a developmental psychologist and executive director of Philadelphia’s [Playful Learning Landscapes Action Network](https://playfullearninglandscapes.com/). “And so the idea is: How can we capitalize on that other 80%?” Efforts such as these are realizing improvements in learning outcomes within schools as well: “There’s a limitation to strategies that just try to reform an educational system, because they depend on people who show up,” said a Santa Ana school board member. “It really struck me that what we can do as a district is to support the creation of learning environments across the board, right where every child is.”

<https://www.the74million.org/article/from-bus-stops-to-laundromats-cities-embrace-play-to-help-kids-learn/?utm_source=The%2074%20Million%20Newsletter&utm_campaign=16ac48fc82-EMAIL_CAMPAIGN_2022_07_27_07_47_COPY_01&utm_medium=email&utm_term=0_077b986842-16ac48fc82-176112633>

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**Resources:**

**Resource 1.** (Resource) Original quantitative research – Availability of health-promoting interventions in high schools in Quebec, Canada, by school deprivation level

Conclusion: “Although our findings need replication in other provinces and territories to be generalizable, the results suggest that government mandates facilitate universal availability of HPIs [health-promoting interventions] in schools, possibly contributing to boosting equity in access to school-based health promotion. Further study is needed to investigate possible differences in the content, implementation and/or effects of HPIs based on school deprivation. If HPI availability and/or impact differ by school deprivation, this variation may need to be considered by program and policy planners.”

Full access available. Authors: Jodi Kalubi, Teodora Riglea, Robert J. Wellman, Jennifer O’Loughlin, Katerina Maximova

<https://www.canada.ca/en/public-health/services/reports-publications/health-promotion-chronic-disease-prevention-canada-research-policy-practice/vol-43-no-7-2023/availability-health-promoting-interventions-high-schools-quebec-deprivation-level.html>

Resource 2. (Resource) Gender identity and sexual attraction among Canadian youth: findings from the 2019 Canadian Health Survey on Children and Youth

Conclusion: “Based on self-reported data, 0.2% of Canadian youth aged 12 to 17 years identify as nonbinary and 0.2% as transgender. Among Canadian youth aged 15 to 17 identifying as male, female or nonbinary, 79.0% report attraction exclusive to the opposite gender, whereas 21.0% report attraction not exclusive to the opposite gender. Previous research has shown significant health and social inequities for the latter group and other minorities in this study. Conducting surveillance and research is a necessary step in reducing inequities, and researchers should consider oversampling or other approaches to ensure that reliable estimates can be obtained for nonbinary and transgender youth and youth with same-gender attraction.”

Full access available. Authors: Chinchin Wang, Gregory Butler, Suzy L. Wong, Colin Steensma, Beth Jackson, Marisol T. Betancourt, Karen C. Roberts

<https://www.canada.ca/en/public-health/services/reports-publications/health-promotion-chronic-disease-prevention-canada-research-policy-practice/vol-43-no-6-2023/gender-identity-sexual-attraction-canadian-youth-2019-survey.html>