# JCSH News and Resource Bundle for June 18 2021

Hello everyone

Here is the News and Resource bundle for this week.

Cheers

Susan

News Articles:  
1. Amid more shocking residential schools discoveries, non-Indigenous people must take action

Perhaps one way to approach some big questions on next steps at this time comes from *The Conversation’s* editor in introducing this story: “It’s easy enough to feel shame about your ancestors and the terrible, heartless decisions they made on so many fronts regarding Indigenous Peoples; anyone with a soul likely does.... But what comes after the shame?” It is a question the article’s author, [Alexis Shotwell](https://theconversation.com/profiles/alexis-shotwell-1214348), Professor, Department of Sociology & Anthropology, Carleton University, also asks. The article features many links to resources, including [Settlers Take Action](https://oncanadaproject.ca/settlerstakeaction), which also links to a Today’s Parent article listing [11 Books to teach kids about residential schools](https://www.todaysparent.com/family/books/books-to-teach-kids-about-residential-schools/#gallery/books-to-teach-kids-about-residential-schools/slide-1), [Indigenous Cinema](https://www.nfb.ca/indigenous-cinema/?&film_lang=en&sort=year:desc,title&year_min=1939&year_max=2021), the [Truth and Reconciliation Commission’s Calls to Action](http://trc.ca/assets/pdf/Calls_to_Action_English2.pdf). The author says, “People who don’t burn out by trying to do everything, who are in it for the long haul and who help build useful [collective organizations](https://truthout.org/articles/mutual-aid-is-essential-to-our-survival-regardless-of-who-is-in-the-white-house/),... turn out to be the most effective contributors to social transformation at the scale needed for addressing Canada’s treatment of Indigenous people.”

[Amid more shocking residential schools discoveries, non-Indigenous people must take action (theconversation.com)](https://theconversation.com/amid-more-shocking-residential-schools-discoveries-non-indigenous-people-must-take-action-161965?utm_medium=email&utm_campaign=Latest%20from%20The%20Conversation%20for%20June%2025%202021&utm_content=Latest%20from%20The%20Conversation%20for%20June%2025%202021+CID_69682e53d825c9cf05db6298760fef64&utm_source=campaign_monitor_ca&utm_term=Amid%20more%20shocking%20residential%20schools%20discoveries%20non-Indigenous%20people%20must%20take%20action)

2. Digital divide means more than access: Survey

A nationally-representative survey of US lower-income families found that access to high-speed internet increased from 64% to 84% between 2015 and 2021, important gains given the COVID-19 pandemic. However, the report’s co-author and Rutgers University communications professor wonders if the wrong question is being asked. The issue for students is greater than access: other issues complicate ability to make full use of technology. They include computer quality, shared internet access with other household members, and inability to cover internet costs. Included in work on improved digital connections should include conversations with parents – many reported they knew more about their children’s learning than before the pandemic, and they are more concerned about their children’s social-emotional well-being than their academics. ““There’s an opportunity to rework the terrain on which low-income families communicate with schools,” said the co-author. “I hope we don’t squander it.”

[More Families Have Internet Access. So Why Hasn't the Digital Divide Begun to Close? (edweek.org)](https://www.edweek.org/technology/more-families-have-internet-access-so-why-hasnt-the-digital-divide-begun-to-close/2021/06)

3. For teenagers, the internet helps during lockdown but it is no substitute for the outside world

A group of teens in Kingston, ON have been collaborating for a few years on the impact social media has on their lives. In 2017, it was a [project](http://www.equalityproject.ca/resources/disconnectionchallenge/) on [social media and connectedness](https://link.springer.com/article/10.17269/s41997-020-00347-w). In 2020, the researchers – from Brock University and the University of Ottawa – again connected with the teens to look at their relationship with technology during the pandemic lockdown. “People often [assume that teens have an uncomplicated relationship with technology](https://www.basicbooks.com/titles/john-palfrey/born-digital/9780465053926/)” said the researchers. “Yet, this this is not always the case, especially for young people who are marginalized.” The teens concluded that, while technology allowed them to keep in touch with those closest to them, what they really missed was “*to be in a group or just be able to see and be physically close with someone who I am talking to. Because even if I am in a group and I am not speaking to people around me, I can actually see that I am a part of something bigger. And not in a philosophical way, but as part of a community, whatever the community is.*”

So that is what stops the loneliness. I don’t think it’s talking to someone, it’s just being around people. And I think that has to be something that is physically present and that the virtual world doesn’t carry across. Because in spite of all the technology in the world, I still notice that I am alone in my room.”

[For teenagers, the internet helps during lockdowns but it's no substitute for the outside world (theconversation.com)](https://theconversation.com/for-teenagers-the-internet-helps-during-lockdowns-but-its-no-substitute-for-the-outside-world-151656?utm_medium=email&utm_campaign=Latest%20from%20The%20Conversation%20for%20May%2019%202021&utm_content=Latest%20from%20The%20Conversation%20for%20May%2019%202021+CID_f3bcee92e15e2f0242ea657d50fb5d3c&utm_source=campaign_monitor_ca&utm_term=For%20teenagers%20the%20internet%20helps%20during%20lockdowns%20but%20its%20no%20substitute%20for%20the%20outside%20world)

4. School gardens and kitchens could grow with Ontario’s proposed school food literacy act

The [first of its kind in Canada](https://www.thewhig.com/news/local-news/kingston-developed-private-members-bill-would-be-first-in-canada-to-mandate-food-literacy-education), [Ontario’s Food Literacy for Students Act](https://www.ola.org/en/legislative-business/bills/parliament-42/session-1/bill-216) (Bill 216) aims to make food literacy mandatory for all Ontario students in Grades 1-12, to “ensure that students are given opportunities to grow food, prepare food and learn about local foods.” The article’s authors note the launch, in February 2021 of an [advisory council](https://www.thestar.com/news/canada/2021/02/24/advisory-council-set-to-shape-canadas-food-policy.html) for [Canada’s food policy](https://www.agr.gc.ca/eng/about-our-department/key-departmental-initiatives/food-policy/the-food-policy-for-canada/?id=1597863791042) by the federal Minister of Agriculture. This committee will  [advise on implementing the four priority action areas](https://www.agr.gc.ca/eng/about-our-department/key-departmental-initiatives/food-policy/the-food-policy-for-canada/?id=1597863791042#aarea) announced in the 2019 federal budget: these areas include addressing Indigenous food insecurity and providing support for “strong Indigenous food systems;” investing “in projects that increase access to food, with the potential to provide social, health, environmental and economic benefits,” and engaging with “[provinces, territories and key stakeholder groups to work toward the creation of a national school food program](https://www.budget.gc.ca/2019/docs/plan/chap-04-en.html#Introducing-a-Food-Policy-for-Canada).”

[School gardens and kitchens could grow with Ontario’s proposed food literacy act (theconversation.com)](https://theconversation.com/school-gardens-and-kitchens-could-grow-with-ontarios-proposed-food-literacy-act-156568?utm_medium=email&utm_campaign=Latest%20from%20The%20Conversation%20for%20May%2019%202021&utm_content=Latest%20from%20The%20Conversation%20for%20May%2019%202021+CID_f3bcee92e15e2f0242ea657d50fb5d3c&utm_source=campaign_monitor_ca&utm_term=School%20gardens%20and%20kitchens)

Resources:

Resource 1: Improving the school food environment for the prevention of childhood obesity: What works and what doesn’t

From the Abstract: “The food environment has a significant influence on dietary choices, and interventions designed to modify the food environment could contribute to the prevention of childhood obesity. Many interventions have been implemented at the school level, but effectiveness in addressing childhood obesity remains unclear.... Changes in the school food environment could improve children's dietary behavior and BMI, but policy actions are needed to improve surrounding school food environments to sustain healthy dietary intake and BMI.”

[Improving the school food environment for the prevention of childhood obesity: What works and what doesn't (healthevidence.org)](https://www.healthevidence.org/view-article.aspx?a=improving-school-food-environment-prevention-childhood-obesity-works-doesn-40240)

Resource 2: 2860. (Resource) Happiness Triangle in Education

In this video, Eline De Decker who is senior staff member of ‘mental well-being’ at the Flemish Institute of Healthy Living, Belgium, explains how Belgium schools work with mental health. The happiness triangle is an educational model and explains in a simple way how children can influence themselves to be happy. The presenter also explains how Belgium schools implement the work with mental health.

<https://youtu.be/GK9YgUXHSHA>