# 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. Why children need protection from toxic stress at an early age; ‘Toxic stress’ in the classroom: How a public health approach can help

While neither of these articles looks directly at the needs of children and youth in the school setting during or post-pandemic, both combine to show the essential interlinkage of feeling safe, secure, and supported with learning outcomes. “Toxic stress is when combined pressures on a developing or growing child become too much,” notes *The Conversation* article’s author Robert Hughes, a public health researcher and lecturer on early childhood development. “There is good [evidence](https://developingchild.harvard.edu/science/deep-dives/mental-health/) that these harms in early childhood can be very hard to overcome later in life.” The authors of *The Washington Post* article, education and public health researcher and evaluator, outline the impact of adverse childhood experiences and their role in inhibiting classroom learning, socialization with classmates, and emotions regulation. “To reach all children, we need a system-wide approach that links health providers and educators, as well as greater attention to training teachers to address trauma in the classroom.”

<https://www.washingtonpost.com/news/education/wp/2016/06/06/toxic-stress-in-the-classroom-how-a-public-health-approach-could-help/>

[Why children need protection from toxic stress at an early age (theconversation.com)](https://theconversation.com/why-children-need-protection-from-toxic-stress-at-an-early-age-161528?utm_medium=email&utm_campaign=Latest%20from%20The%20Conversation%20for%20June%203%202021&utm_content=Latest%20from%20The%20Conversation%20for%20June%203%202021+CID_96d816b8efa5e6dd99a4e7e7029805ae&utm_source=campaign_monitor_ca&utm_term=Why%20children%20need%20protection%20from%20toxic%20stress%20at%20an%20early%20age)

2. How trauma-informed teaching builds a sense of safety and care

[Unconditional Education](https://www.unconditionaleducation.org/our-model.html) is an American non-profit focused on the mental health and well-being of children. It trains educators to interrupt the practice of removing students from classrooms and schools following episodes of negative and challenging behaviour. “The Unconditional Education program was born out of a desire to work with public schools to create a sustainable whole-school approach to trauma that could become part of the school culture.” Recognizing that kids need a strong relational attachment to their teachers in order to feel safe at school, trauma-informed trainers start with first supporting teachers. And then they move to student strengths: “I always start with student strengths because I want to be able to remember that this is a three dimensional student,” says one of the trainers. The program wanted to know if  their “focus on creating an entire school community focused on safety and care using a trauma-informed lens will make measurable impacts on student learning in English and math and on indicators like attendance and suspensions/expulsions.” So they underwent an evaluation; recognizing that turning around the impacts of trauma and low achievement takes time, results showed positive effects on math, reading, attendance, and suspension rates.

<http://ww2.kqed.org/mindshift/2016/06/06/how-trauma-informed-teaching-builds-a-sense-of-safety-and-care/>

3. 1395. Indigenous kids were healthy before they were sent to residential schools: Study; Canada could learn from First Nations’ responses to pandemics

University of Saskatchewan health geographer Dr. Paul Hackett has spent many years researching the health of Indigenous children from Saskatchewan and Manitoba at the time they were sent to residential schools, and also the ways in which First Nations’ communities respond to the spread of acute infectious diseases. The [research](https://www.tandfonline.com/doi/full/10.3402/ijch.v75.30734) shows that children entering residential schools between 1919 and 1958 had better weight and height measures than the average Canadian child today. "That was somewhat surprising to me largely because of the thought that the Great Depression would have had some impact on health, that access to food might have been less,” he said. "But they were coming out of their communities quite healthy, indeed much healthier than we see today." His work on First Nations’ responses to smallpox and influenza reflects their responses to COVID-19, he says: “They know what to do, and they know it because of history…. They’ve dealt with smallpox. They’ve dealt with measles and influenza, and then more recently they’ve dealt with tuberculosis and diabetes. These kinds of health challenges are woven throughout the history of First Nations communities, and often without the supports that we would get in the city.”

<https://artsandscience.usask.ca/news/articles/5086/Canada_could_learn_from_First_Nations_responses_to_pandemics>

<http://www.cbc.ca/news/aboriginal/indigenous-kids-healthy-before-they-were-sent-to-residential-schools-1.3656631>

4. 2866. Northern Saskatchewan high schools collaborate on music video

A call for applications from the Saskatchewan Festival of Words led two music teachers to bring together two groups of high school students from the Northern Saskatchewan communities of Stanley Mission and La Ronge. The result is a music video – about the life and troubles of being a teenager “and the sacrifices needed to make art during the pandemic.” One of the band members says she hopes the music video will instill hope in others: "I want people to know that even when it feels like you're alone and isolated and no one is around, there are people who want you around and want you to join them in life," Karis Oscienny said. "There are people who are happy that you are here." Eliza Doyle, the Stanley Mission music teacher says the song is about being misunderstood, but also about realizing that "you can lock the door, but sometimes you need to open it to let people in."

The video is linked in the article and worth viewing.

<https://www.cbc.ca/news/canada/saskatchewan/lock-the-door-highschool-1.6059899>

Resources:

Resource 1: 2850. (Resource) From the International HBSC: Every adolescent has a right to positive #mentalhealth during #COVID19 + beyond. This is one of a series of videos produced by the WHO, UNICEF, and PMNCH (Partnership for Maternal, Newborn, and Child Health) to show young people how to stay positive, safe + healthy throughout the pandemic

<https://www.youtube.com/watch?v=cE59oqEGO_4>

Resource 2: 2853. (Resource) New COVID-19 and Sexual Health Education teaching resources from The Sex Information & Education Council of Canada (SIECCAN)

La version française suit ▼

The COVID-19 and Sexual Health Education teaching resources provide educators with background information and teaching strategies to help educators incorporate COVID-19 into sexual health education programming.

The resources include: •A background document that summarizes research on how COVID-19 is impacting the sexual health of young people

•A suggestions document that includes tips for how educators can incorporate COVID-19 related information into sexual health education – especially in remote/online learning environments

•Separate factsheets for both elementary and secondary students

 We are always interested in hearing your feedback on our resources. Please consider entering your email when you download one of the COVID-19 and sexual health education resources and you will receive a follow-up email to participate in evaluation activities.

 Click [here](https://sieccan.org/sexual-health-education) to access the new COVID-19 and sexual health education resources.

[The Sex Information & Education Council of Canada (SIECCAN)](https://sieccan.org/sexual-health-education)

De nouvelles ressources sur la COVID-19 et l’éducation en matière de santé sexuelle sont disponibles!

 Le Conseil d’information et d’éducation sexuelles du Canada (CIÉSCAN) est heureux d’annoncer la publication de quatre nouvelles ressources sur la COVID-19 et l’éducation en matière de santé sexuelle.

 Les ressources sur la COVID-19 et l’éducation en matière de santé sexuelle fournissent aux personnes enseignantes des informations de base et des stratégies pédagogiques qui les aideront à intégrer la COVID-19 dans les programmes d’éducation en matière de santé sexuelle.

Ces ressources incluent :

 •Un document d’information résumant les recherches sur la façon dont la COVID-19 affecte la santé sexuelle des jeunes

•Des suggestions au personnel enseignant sur la manière d’intégrer des informations relatives à la COVID-19 dans l’éducation en matière de santé sexuelle – en particulier en contexte d’apprentissage à distance/en ligne

•Des feuillets d’information distincts pour les élèves du primaire et du secondaire

Vos commentaires sur nos ressources sont toujours les bienvenus. S.V.P., envisagez de fournir votre adresse courriel en téléchargeant l’une de nos ressources sur la COVID-19 et l’éducation en matière de santé sexuelle. Vous recevrez un courriel de suivi pour participer aux activités d’évaluation.

 Cliquez [ici](https://sieccan.org/fr/education-a-la-sante-sexuelle) pour accéder aux nouvelles ressources sur la COVID-19 et l’éducation en matière de santé sexuelle.

[Le Conseil d’information & d’éducation sexuelles](https://sieccan.org/fr/education-a-la-sante-sexuelle)

[du Canada (CIÉSCAN)](https://sieccan.org/fr/education-a-la-sante-sexuelle)