# JCSH News and Resource Bundle June 27 2022

Hello everyone

Here is the News and Resource bundle for this week.

Cheers

Susan

News Articles:  
**1. Is recess a right or a privilege?**

Despite the research consistently supporting its importance as a time for free play, recess is often turned into punishment time in American schools. Parents have complained that their children have had recess withheld or used to walk laps when they forget homework, fail to complete an assignment, or are disruptive in class. Educators feel recess is one of their only bargaining tools with students, and are not supported with other classroom management options. Disability rights advocates and child development experts question the use of the practice of withholding recess, calling it a type of “[shadow discipline](https://www.texasappleseed.org/sites/default/files/ShadowDisciplineReport-Y-FINAL.pdf?fbclid=IwAR3OdTX2-sGu73PvdMCiRkcfcRqXMR_Ny9M8FFzi5G8l1L4K_By3PXYaq48),” informal punishments that are rarely recorded. Professional learning specialists call for reframing teachers’ approach to classroom management: It doesn’t have to be about consequences as it is about teaching them in that moment,” said one. And for supporting teachers’ knowledge on the evidence: extensive[research](https://publications.aap.org/pediatrics/article/131/1/183/30893/The-Crucial-Role-of-Recess-in-School) shows that children are more attentive, productive and cognitively engaged after recess.

[Is recess a right or a privilege? (hechingerreport.org)](https://hechingerreport.org/is-recess-a-right-or-a-privilege/)

**2. Climate change is forcing schools to close early for heat days**

Climate change poses [a growing threat](https://www.washingtonpost.com/politics/2021/09/20/biden-extreme-heat/?itid=lk_inline_manual_6) to American schools, says this article, citing data on [steadily increasing warming](https://www.washingtonpost.com/climate-environment/2022/01/13/global-temperature-record-climate-change/) in many parts of the US. In New Jersey, rising temperatures also have made it increasingly difficult for school districts to keep students in classrooms for the 180 days that state law requires, Education advocates [who argue for extending](https://www.washingtonpost.com/business/extend-the-school-year-to-counter-learning-loss/2022/02/16/dc47dd0a-8f30-11ec-8ddd-52136988d263_story.html?itid=lk_inline_manual_39) the school year run the risk of exposing students to even hotter weather. Educators and families are becoming more frustrated: “It is an investment we simply cannot afford to put off any longer,” said Steven Baker, a spokesman for the New Jersey Education Association. “Go into any 7-Eleven in New Jersey, and you’ll see that it is air-conditioned. If we can do that in the places that we run into for five minutes to buy Slurpees and lottery tickets, we can do it in the schools where our children spend hours every day learning.”

<https://www.washingtonpost.com/education/2022/06/04/school-heat-days-climate-change/>

**3. Juul e-cigarettes were banned in the U.S. What are the vaping rules in Canada?**

When Juul Labs Inc. was [blocked on June 23](https://www.theglobeandmail.com/business/international-business/us-business/article-us-fda-halts-sales-of-juul-e-cigarettes-in-nicotine-crackdown/) from selling its e-cigarettes in the United States, other countries, including Canada, published overviews of their regulations. International brands such as Juul and Vype/Vuse came into the Canadian markets in 2018 following implementation of the Tobacco and Vaping Products Act (TVPA). At this time, Canada restricts how vaping products are marketed, who they are sold to, and how much nicotine can be allowed in the products. Plans in 2021 to restrict flavours such as cotton candy and ice cream to tobacco, mint, and menthol have not come into effect. The 2018-2019 Canadian Student Tobacco, Alcohol and Drugs Survey (CSTADS) showed that the prevalence of vaping among students has doubled since 2016-17. Concerns on teens’ vaping is not confined to North America: In 2017, a [nationwide survey](https://www.health.gov.au/sites/default/files/documents/2020/07/secondary-school-students-use-of-tobacco-alcohol-and-other-drugs-in-2017.pdf) of more than 20,000 Australian high school students found around one in seven had tried e-cigarettes, and one-third of these said they had used one in the past month. [Anecdotally](https://www.amansw.com.au/unpacking-vaping-in-schools-2/), New South Wales teachers in some schools estimate 20%-60% of students are vaping.

<https://www.theglobeandmail.com/canada/article-juul-ban-fda-usa-vaping-canada/>

<https://www.theguardian.com/australia-news/2022/jun/25/teens-and-vaping-we-would-have-had-a-nicotine-free-generation>

**4. Educators support Ukrainian students with flexibility – and empathy**

As Ukrainian families flee to many countries around the world, including Canada, educators work to support children in schools. This story has a European focus but a global response: “School has the ability to absorb a child’s attention,” says Philip Jaffé, a Geneva-based psychotherapist and external consultant on children’s rights for the United Nations. “They go to class and have to be attentive to the teacher. Just being engaged in the learning process is very therapeutic in this context. Also, being surrounded by other children who scream, play, and fight creates a sense of normalcy that has a huge impact on kids.”“They’ve all come at different times,” says Pablo Daryanani Medina, the English teacher at César Manrique, [in the Spanish Canary Islands] who has also acted as the go-between for Ukrainian families and the school, since many parents speak English more often than Spanish. “We never had the chance to ask them, ‘Do you need clothes or books? Are your kids happy?’”

[**Ukraine students: How European schools are supporting them - CSMonitor.com**](https://www.csmonitor.com/World/Europe/2022/0607/European-educators-support-Ukrainian-students-with-flexibility-and-empathy)

**Resources:**

**Resource 1.TikTok is more than just a frivolous app for lip-syncing and dancing: Podcast**

This article combines podcasts and links to numerous stories and studies on the influence of TikTok in particular and other social media in education.

Excerpt: “While the app [definitely has its downsides](https://www.insider.com/a-timeline-of-allegations-that-tiktok-censored-black-creators-2021-7) – its upsides are worth paying attention to.

[On this week’s episode of *Don’t Call Me Resilient*](https://dont-call-me-resilient.simplecast.com/episodes/tiktok-users-subvert-fun-dance-videos-communities-invent-resist-and-thrive), we explore how TikTok is helping its users build strong communities, and how the app’s algorithm is treating marginalized folks and their stories.

Producer Haley Lewis speaks with Jessie Loyer, Indigenous librarian from Mount Royal University and [TikTok micro-influencer](https://www.tiktok.com/@indigenouslibrarian?is_from_webapp=1&sender_device=pc) about TikTok’s potential as a tool for education.”

[TikTok is more than just a frivolous app for lip-syncing and dancing – Podcast (theconversation.com)](https://theconversation.com/tiktok-is-more-than-just-a-frivolous-app-for-lip-syncing-and-dancing-podcast-182264?utm_medium=email&utm_campaign=Latest%20from%20The%20Conversation%20for%20June%204-5%202022&utm_content=Latest%20from%20The%20Conversation%20for%20June%204-5%202022+CID_8934ccfd542b45314260c3f266e4d191&utm_source=campaign_monitor_ca&utm_term=TikTok%20is%20more%20than%20just%20a%20frivolous%20app%20for%20lip-syncing%20and%20dancing%20%20Podcast)

**Resource 2. A framework to guide planetary health education**

(from the Lancet article): “People around the world are increasingly facing the pressing challenges of today's interconnected environmental, social, and health crises. The COVID-19 pandemic has been an important wake-up call reminding us that we need a healthy planet to ensure the health of all people…. The Planetary Health Education Framework considers five foundational domains: First, interconnection within nature. Second, the anthropocene and health. Third, systems thinking and complexity. Fourth, equity and justice. Fifth, movement building and systems change.” The full article is available through Open Access.

[A framework to guide planetary health education - The Lancet Planetary Health](https://www.thelancet.com/journals/lanplh/article/PIIS2542-5196(21)00110-8/fulltext#:~:text=The%20Planetary%20Health%20Education%20Framework%20considers%20five%20foundational,figure%2C%20similar%20to%20the%20threads%20of%20a%20rope.)