# JCSH News and Resource Bundle for June 4 2021

Hello everyone

Here is the News and Resource bundle for this week. The stories this week are offered with respect, and in memory.

Cheers

Susan

News Articles:
1. Why it’s important for Indigenous people to tell their own stories

“Our stories make us human; they are how we pass on culture, language and ways of life. They're how we connect with our families and ancestors. When you remove us from our own stories, we lose who we are. When the church and state took Indigenous children away from their homes and placed them in residential schools, it was so that they could remove the children from the stories that told them they were proud, strong and part of a beautiful way of life. They were instead told stories that they were broken, going to hell and in need of taming.

“As Indigenous people, we have always known that our worldviews are dynamic, our storytellers are captivating and our perspectives are unique and varied.... Having the ability to tell your own stories, to define your own world view, is called narrative sovereignty. It means that you have the ability to share ideas that are important to you. When Indigenous people have narrative sovereignty, stereotypes and myths fall away and we are free to truly represent ourselves.”

<https://www.cbc.ca/news/canada/montreal/first-person-indigenous-history-stories-narrative-sovereignty-1.6050453>

2. 2815. Why words matter: The negative impacts of racial microaggressions on Indigenous and other racialized people

One perspective from this story looks at how the recipients of microaggressions can respond and cope when they are on the receiving end, but counters this with the recommendation that education would begin to place the burden on those who perpetrate them and seems a more equitable response. The story also reports on microaggressions that Indigenous students have faced and confronts the idea that these are ‘minor’: “Racial microaggressions are [incessant, subtle forms of racism](https://www.palgrave.com/gp/book/9783319703312) that can be [verbal, behavioural or environmental](http://doi.org/10.1037/0003-066X.62.4.271),” says author [Iloradanon Efimoff](https://theconversation.com/profiles/iloradanon-efimoff-1202151). “Racial microaggressions have been described as ‘[racial indignities](https://doi.org/10.1037/a0027658).” The story’s focus is not only on microaggressions experienced by Indigenous students or peoples, but those based on [gender](https://doi.org/10.1007/s00268-021-05974-z), [LGBTQ identity](https://doi.org/10.1080/00918369.2018.1542206), [ability](https://doi.org/10.1080/09687599.2019.1680344), and the intersectionality of these, as well as race.

[Why words matter: The negative impacts of racial microaggressions on Indigenous and other racialized people (theconversation.com)](https://theconversation.com/why-words-matter-the-negative-impacts-of-racial-microaggressions-on-indigenous-and-other-racialized-people-157637?utm_medium=email&utm_campaign=Latest%20from%20The%20Conversation%20for%20April%2014%202021&utm_content=Latest%20from%20The%20Conversation%20for%20April%2014%202021+CID_8a83f039b5426c6654770f05275b11f1&utm_source=campaign_monitor_ca&utm_term=Why%20words%20matter%20The%20negative%20impacts%20of%20racial%20microaggressions%20on%20Indigenous%20and%20other%20racialized%20people)

3. 2807. Indigenous community research partnerships can help address health inequities

This 11-person interdisciplinary team of Indigenous and non-Indigenous researchers works to “promote community-centred research approaches that privilege Indigenous ways of knowing, doing and being through all aspects of the research lifecycle,” including an open-access online training resource called [Indigenous Community Research Partnerships](https://www.queensu.ca/indigenous/decolonizing-and-indigenizing/indigenous-research/indigenous-community-research-partnerships). “Indigenous people demonstrate tremendous [cultural resilience and capacity to innovate](https://www.ubcpress.ca/colonizing-bodies), and Indigenous ways of knowing can be [a way forward to improve health and wellness](https://theconversation.com/indigenous-knowledge-is-the-solution-to-canadas-health-inequities-106226).” “Research conducted with authentic partnerships and full community engagement with Indigenous people is urgently needed to address health inequities.”

[Indigenous community research partnerships can help address health inequities (theconversation.com)](https://theconversation.com/indigenous-community-research-partnerships-can-help-address-health-inequities-152705?utm_medium=email&utm_campaign=Latest%20from%20The%20Conversation%20for%20March%2017%202021&utm_content=Latest%20from%20The%20Conversation%20for%20March%2017%202021+CID_aade7dca6379056d7232c6e546f59401&utm_source=campaign_monitor_ca&utm_term=Indigenous%20community%20research%20partnerships)

4. 2791. Fishing with Elders builds these Oji-Cree children’s language, cultural knowledge and writing

 “In a northern Ontario First Nation community, a council member who also drove the children’s school bus volunteered to take three primary teachers and their students to a nearby river. They had heard that the suckers were running. It was May, [the time of the sucker moon](https://books.google.ca/books?id=yukqDwAAQBAJ&pg=PA27&lpg=PA27&dq=sucker+moon&source=bl&ots=gGWE25LSvW&sig=ACfU3U26BoBgNZt2YMVvn2lMWNHvjtkEDQ&hl=en&sa=X&ved=2ahUKEwjWpu6jx_XpAhVnUN8KHQzZA-E4ChDoATAIegQICRAB#v=onepage&q=sucker%20moon&f=false); time for community members to harvest the fish.

Community Elders used traditional Indigenous teaching methods that involve telling stories and explaining while demonstrating, as well as encouraging children to participate. The Elders taught children that the land is a provider of food and resources. They explained that children must watch and listen carefully so they remember how things are done in a respectful way.”

The link to the rest of the story is just below.

[Fishing with Elders builds these children’s Oji-Cree language, cultural knowledge and writing (theconversation.com)](https://theconversation.com/fishing-with-elders-builds-these-childrens-oji-cree-language-cultural-knowledge-and-writing-138915)

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: 2843. (Resource) WHO Recommendations on Schooling During COVID-19

Schooling During COVID-19: Recommendations from the European Technical Advisory Group.

This report is relevant for its reflection of research that corresponds to that from Canada and its commitment to the benefit of Health Promoting Schools / Comprehensive School Health.

The report succinctly presents 8 Key Issues: one of them is this: **Changes in the school environment that are likely to be of overall benefit to infection control AND child health.** The principles of health promoting schools are even more important in a pandemic. The quality of the school environment is an important factor in schools’ ability to improve infection control and overall child health and well-being. Improving the school environment has been the cornerstone of the concept of health promoting schools for many years. Another is this: **Children in vulnerable situations** Children overall are not considered a vulnerable group for COVID-19. Those living in socially vulnerable situations, however, are affected disproportionately by changes to the structure of schooling and in-person learning. Schools provide critical services for children in addition to education, such as the provision of adult supervision during school hours and school meals.

[Schooling during the COVID-19. Recommendations from the European Technical Advisory Group for schooling during COVID-19 (who.int)](https://apps.who.int/iris/bitstream/handle/10665/340872/WHO-EURO-2021-2151-41906-57497-eng.pdf)