# JCSH News and Resource Bundle for March 10 2021

Hello everyone

Here is the News and Resource bundle for this week.

Cheers

Susan

News Articles:  
1. We asked children around the world what they knew about COVID. This is what they said

Children between ages seven and 12 from countries around the world told a group of researchers that they have questions about COVID-19 but also that they understood what the community was being asked to do. They knew key public health messages about washing your hands, not touching your face, and needing to stay at home “to save lives”. The researchers interviewed children from six countries: Canada, United Kingdom, Spain, Sweden, Australia, and Brazil. The researchers state that the views of children are important, and their contribution needs to be acknowledged: “Children have had an important role in society’s response to COVID-19. Their significant contributions to limiting the spread of the virus have included being separated from family and friends, and limitations on important activities that are part of their “normal” lives.”

[We asked children around the world what they knew about COVID. This is what they said (theconversation.com)](https://theconversation.com/we-asked-children-around-the-world-what-they-knew-about-covid-this-is-what-they-said-155567?utm_medium=email&utm_campaign=Latest%20from%20The%20Conversation%20for%20March%203%202021&utm_content=Latest%20from%20The%20Conversation%20for%20March%203%202021+CID_7e970ecc38dfaf78d2fe23213a25183b&utm_source=campaign_monitor_ca&utm_term=We%20asked%20children%20around%20the%20world%20what%20they%20knew%20about%20COVID%20This%20is%20what%20they%20said)

2. How teenagers are coping in the COVID-19 pandemic

In this piece, Erin Anderssen, mental health and social policy writer for the Globe and Mail, reviews the cost to teenagers of the pandemic: graduations, proms, sports tournaments, movies, dates, parties – “basically, everything they’d been promised would make the final years of high school the best of their vanishing childhoods.” And they have been asked/ordered to do all of this when they are at lowest risk of the morbidity and mortality that impacts older Canadians: an ask, says the author, that amounts to “the largest gesture of collective altruism in recent history – at great personal cost, with the least say in the matter, and at one of the most important stages of their social and mental development. No wonder we’re worried about them.” While the science is working hard to capture both the negative (eating disorders, sense of despondency about the future, family dysfunction) and the positive (greater self-care, reduced school stress, more family time) repercussions of the pandemic on Canadian teens, the teens had their own thoughts. “When the world opens up again, I wouldn’t hold back, because you never know what can happen again,” said one. “This was a test of our character,” said another.

<https://www.theglobeandmail.com/canada/article-how-teenagers-are-coping-in-the-pandemic/>

3. Schools are using mindfulness – but research on its effectiveness is not conclusive

Mindfulness programs in schools are offered with the intention of supporting the wellbeing and learning of students, assisting them to improve cognitive and social-emotional functioning, enhancing skills in numerous life areas: decision-making, compassion, self-regulation. Scientists say that whether mindfulness is proven to be effective is not conclusive, largely because the teaching methods vary. While a [systematic review](https://onlinelibrary.wiley.com/doi/10.4073/CSR.2017.5) of 61 studies found that mindfulness in schools resulted in improved cognitive and social-emotional functioning, it also cautioned programs to be aware of possible “adverse affects” on students, and to gauge whether students within the range of clinical profile of anxiety or other emotional disorders might benefit more than students in the general population. Despite the cautions, anecdotal evidence from schools show positives: “That’s when we first knew, this stuff actually really does work,” said one teacher. “The kids were learning to self-regulate.”

[Schools bring mindfulness to the classroom to help kids right now (hechingerreport.org)](https://hechingerreport.org/schools-bring-mindfulness-to-the-classroom-to-help-kids-in-the-covid-19-crisis/?utm_source=The+Hechinger+Report&utm_campaign=5cc1627e0a-WEEKLY_2020_11_24&utm_medium=email&utm_term=0_d3ee4c3e04-5cc1627e0a-322605249)

4. Flavoured vape, e-cigarette products now banned on PEI

A private member’s bill in 2019 has resulted in a total ban in Prince Edward Island of all flavoured vape and e-cigarette products. According to the Canadian Student Tobacco, Alcohol and Drugs Survey in 2018-2019, 39.3 per cent of Island teens in grades 10 to 12 [had used e-cigarettes](https://www.cbc.ca/news/canada/prince-edward-island/.https:/www.canada.ca/en/health-canada/services/canadian-student-tobacco-alcohol-drugs-survey/2018-2019-detailed-tables.html#t7)in the last 30 days. “We found that 95 percent of those youth prefer the flavoured product, and of those participants, 50 percent said that they would quit if the products were no longer available,” said Julia Hartley, co-ordinator of the PEI Lung Association. “So we think that this is going to have a huge impact on our youth."

<https://www.cbc.ca/news/canada/prince-edward-island/pei-flavoured-vaping-ban-takes-effect-1.5929948#:~:text=0-,Flavoured%20vape%20and%20e%2Dcigarette%20products%20are%20now%20banned%20on,from%20the%20legislature%20in%202019>

Resources:

Resource 1: New website on Cyberbullying

Launched by Public Safety Canada, the new site offers tips and information on what to do to help you, and provide information for parents, educators, and caregivers.

<https://www.canada.ca/en/public-safety-canada/campaigns/cyberbullying.html?utm_campaign=not-applicable&utm_medium=vanity-url&utm_source=canada-ca_cyberbullying>

Resource 2: Health promoting schools in Germany. Mapping the implementation of holistic strategies to tackle NCDs and promote health

This research article has been just published in the *International Journal of Environmental Research and Public Health.* The full article is available through Open Access. Among the points of transferable benefit to the Canadian context: “Research findings from recent years suggest that determinants of NCDs such as physical inactivity or overweight, but also mental health problems, can have adverse effects on school performance (e.g., grades, test scores) and thus can compromise the core mission of schools.” “As highlighted in the Moscow Declaration, the HPS [Health Promoting Schools]… shifts the focus from an exclusive perspective on individual behaviour to a comprehensive socioecological perspective, by including environmental determinants and by considering people within and outside the school as agents of healthy change processes.” “Given the link between perceived educational benefits and HPS implementation, more evidence and its translation into the language of education is needed for secondary schools in particular.”

https://www.mdpi.com/1660-4601/18/5/2623