# JCSH News and Resource Bundle March 14 2022

Hello everyone

Here is the News and Resource bundle for this week.

Cheers

Susan

News Articles:
1. 3138. (March 14) The role of March Break this year

With the third March Break of the pandemic underway this month, researchers are looking at the [benefits of breaks](https://www.brainfacts.org/thinking-sensing-and-behaving/learning-and-memory/2020/kids-need-brain-breaks-010920) for both students and adults. “The start of online schooling and lockdowns and the [blurring of home, school and work life balance](https://journals.library.mun.ca/ojs/index.php/IJ/article/view/2244) brought [considerable stress for many families](https://psycnet.apa.org/record/2020-34995-001)” note authors Kimberly Hillier and Lindsey Jaber of University of Windsor. “Indeed, these stressors are disproportionately higher for racialized communities who face ongoing and [intersecting inequities](https://doi.org/10.3389/fsoc.2021.642662) amid the pandemic and other urgent global crises.” Important during March Break is the opportunity to [rest and reset– mentally and emotionally](https://www.youtube.com/watch?v=KoqaUANGvpA). This includes [less screen time](https://www150.statcan.gc.ca/n1/pub/45-28-0001/2021001/article/00027-eng.htm) and [more outdoor time](https://wildernessredefined.com/benefits-of-being-outdoors/#:~:text=There%20are%20many%20potential%20benefits%20to%20going%20outside%3A,4%20Maintains%20healthy%20eyesight%205%20Longer%20life%20expectancy).

[Is March Break really a break? How pandemic-weary parents can recharge and connect with children without a vacation (theconversation.com)](https://theconversation.com/is-march-break-really-a-break-how-pandemic-weary-parents-can-recharge-and-connect-with-children-without-a-vacation-178379?utm_medium=email&utm_campaign=Latest%20from%20The%20Conversation%20for%20March%2010%202022&utm_content=Latest%20from%20The%20Conversation%20for%20March%2010%202022+CID_a6d9cb03cb32dc48ab78fdd0f9df0bf2&utm_source=campaign_monitor_ca&utm_term=Is%20March%20Break%20really%20a%20break%20How%20pandemic-weary%20parents%20can%20recharge%20and%20connect%20with%20children%20without%20a%20vacation)

2. 2770. How the pandemic has altered school discipline – perhaps forever

As the pandemic heralded the beginning of new forms of in-school infractions – not wearing a mask, for example – schools also have been trying to manage infractions that occur outside the physical school building – late for virtual class, for example. Through all of this, educators and administrators worry about the impact on student emotions and mental health: “I predict there will be a train wreck if we don’t staff up and provide the services, especially mental health services … to all the kids who may need them,” said Dan Losen, director of the Center for Civil Rights Remedies at UCLA’s Civil Rights Project. Some educators are hoping this will provide school districts with an opportunity to reconsider many behavioural issues as reflections of student needs: “It’s an opportunity to recognize that what we used to think of as discipline problems were often about needs going unaddressed,” said one teacher.

[How the pandemic has altered school discipline — perhaps forever (hechingerreport.org)](https://hechingerreport.org/how-the-pandemic-has-altered-school-discipline-perhaps-forever/?utm_source=The+Hechinger+Report&utm_campaign=c9ebd2f3d9-weekly_2021_02_23&utm_medium=email&utm_term=0_d3ee4c3e04-c9ebd2f3d9-322605249)

3. 2808. (April 6) Gender minority youth more likely to know someone who has attempted suicide

A University of New Hampshire study found that sexual-and gender-minority (SGM) youth were significantly more likely to have someone close to them engage in suicidal behaviour than heterosexual male youth. In the study, youth were categorized into one of six groups based on their sexual and gender identities — cisgender heterosexual male, cisgender sexual-minority male, cisgender heterosexual female, cisgender sexual-minority female, gender minority assigned male at birth (AMAB) and gender minority assigned female at birth (AFAB). “Compared to cisgender heterosexual male youth, more youth with each of the other sexual and gender identities reported recent depressed mood,” the authors wrote. Respondents in the gender minority AFAB youth group reported the highest levels of depressed moods at 85.7%. “Although findings need to be replicated, suicide prevention efforts should carefully consider how to promote resilience among these youth who may themselves be at risk for suicidal ideation and other mental health concerns,” stated the authors.

[Gender minority youth more likely to know someone who has attempted suicide (healio.com)](https://www.healio.com/news/primary-care/20210401/gender-minority-youth-more-likely-to-know-someone-who-has-attempted-suicide)

4. 3133. (March 7) Students train to spot peers with mental health struggles and guide them to help

Students are joining the school teams being trained to notice early warning signs of mental health problems in their classmates, and the practice is receiving support both from adults and teens. “Some students won’t get help because they’re just afraid to ask for it,” said one of the students involved in the program. “But if a peer knows, and if their struggle is seen and heard, then they’re able to say, OK, yes, I do need the help. And we can get them to go to an adult themselves.” For some educators, they wondered if this extra responsibility added too much stress to the trained teens. “I asked students, is this too much to take on?” said one vice-principal. “But I realized that they’re having these conversations with their peers on a daily basis. In the absence of formal training, they very much carry the weight on their shoulders that they have to fix their friends’ problems. If we’re not engaging them and giving them the right tools and training to engage in those conversations, we’re missing the boat.”

[Students Train to Spot Peers With Mental Health Struggles and Guide Them to Help (edweek.org)](https://www.edweek.org/leadership/students-train-to-spot-peers-with-mental-health-struggles-and-guide-them-to-help/2022/03)

Resources: 2875. (Resource) [Restoring our Roots: Land-based community by and for Indigenous youth](https://jps.library.utoronto.ca/index.php/ijih/article/view/33932)

(From Abstract): “Knowledge gathered about the impacts of land-based teachings on Indigenous youth is limited.... Demonstrating the many ways learning from the land is beneficial for Indigenous youth, the Restoring Our Roots participatory action research project contributes to the knowledge base in this area to centre Indigeneity and reclaim our cultures by enacting Indigenous methodologies and pedagogies. An Indigenous youth advisory committee developed a four-day land-based retreat, held in July 2018, that focused on (re)connecting Indigenous youth to land-based teachings and ceremony. In interviews following the retreat, youth participants spoke about positive changes related to identity, belonging, well-being, and feeling free from violence in this space that engaged land-based teachings led by Elders, Knowledge Holders, and youth themselves. Some Indigenous youth who identify as Two-Spirit, non-binary, and/or LGBTQIA+ attended the retreat and shared how important it is to have safe spaces that are inclusive of diverse gender roles and identities.... This project has since grown into Land As Our Teacher, a five- year research project funded by the Social Sciences and Humanities Research Council of Canada, that explores benefits of land-based pedagogies for Indigenous youth.

<https://jps.library.utoronto.ca/index.php/ijih/article/view/33932>

Resource 22821. (Resource) The role of new technologies to prevent suicide in adolescence: A systematic review of the literature

Possibly offering further exploration of support to school-aged children and youth, this journal article looks at the literature on new technologies as supports to suicide prevention interventions. The work also is responding to challenges posed by COVID-19 in providing clinical interventions to this age group. Although not specific to school as a setting, the following is from the Discussion section: “Of note, telepsychiatry might be considered especially suitable for reaching populations characterized by low engagement with traditional health care facilities, such as adolescents. Moreover, telemedicine is already supporting new promising methodologies in detecting suicidal behaviors among selected populations, such as ecological momentary assessment (EMA). Web platforms might also be involved in school programs aimed at preventing suicide in students…. However, beside technological developments, evidenced-based interventions to prevent suicidality in young people involve friends, families, school teachers, caregivers and clinicians. It appears, therefore, to be more realistic that the new technologies will supplement existing strategies in the future rather than substituting for them.”

Link to full article: <https://www.mdpi.com/1648-9144/57/2/109>