# JCSH News and Resource Bundle March 17 2023

Hello everyone

Here is the News and Resource bundle for this week.

Cheers

Susan

News Articles:  
1. A surprising remedy for teens in mental health crises

U.S. teens who have participated in the [Teen Mental Health First Aid](https://www.mentalhealthfirstaid.org/population-focused-modules/teens/) program report increased confidence in providing support and advise to their friends experiencing crises. “Something I learned, which I would never expect,” said one high school student, “is that you have to say right to them, like, ‘Are you thinking about hurting yourself or are you thinking about suicide?’ Which is something that I would never be so blunt about.” Peer-reviewed [studies](https://journals.sagepub.com/doi/10.1177/0004867417753552) show that both the program aimed at teens and the original [program](https://www.mentalhealthfirstaid.org/population-focused-modules/youth/), aimed at adults and developed in Australia, increase mental health literacy and reduce reported psychological distress. Teens also report the training has helped them self-identify problems: “When we went over all the warning signs of someone who was like, spiraling, I recognized a lot of those behaviors in myself,” said another teen. “When I’m not feeling great, I tend to withdraw from everyone. In the moment I felt like I needed to do something better for myself — I needed to confide in the people I love instead of hiding it.”

<https://hechingerreport.org/a-surprising-remedy-for-teens-in-mental-health-crises/?utm_source=The+Hechinger+Report&utm_campaign=fcf9a9afb1-EMAIL_CAMPAIGN_2023_03_07_09_16&utm_medium=email&utm_term=0_-fcf9a9afb1-%5BLIST_EMAIL_ID%5D>

2. Teachers need bolder action from our school boards to educate in and for a climate emergency

Despite [calls for action](https://en.unesco.org/youth/you-can) from youth and [promises](chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https:/en.unesco.org/sites/default/files/esdfor2030-berlin-declaration-en.pdf) of climate change curricula, provinces and territories and the federal government are considered to have not yet prioritized climate change education. “Research published in 2019 found that only about half of Canada’s ministries of education and about 60 per cent of school divisions in Canada had [sustainability-specific policy, with this understood to include governance, curriculum, facilities and operations, research, and community outreach](https://journalhosting.ucalgary.ca/index.php/cjeap/article/view/42371).,” states the author of this article, Dr. [Karen S. Acton](https://theconversation.com/profiles/karen-s-acton-1412683), Educational Leadership and Policy lecturer, OISE, University of Toronto. She notes that some [school boards](https://www.timescolonist.com/local-news/greater-victoria-school-board-declares-climate-emergency-4673955) [have declared](https://www.hdsb.ca/our-board/Pages/News/News-Description.aspx?NewsID=768) a climate emergency, including the [Rainbow District School Board](https://www.rainbowschools.ca/), the largest public school board in Northern Ontario with programs in Sudbury, Espanola and Manitoulin Island.

<https://theconversation.com/teachers-need-bolder-action-from-our-school-boards-to-educate-in-and-for-a-climate-emergency-199972?utm_medium=email&utm_campaign=Latest%20from%20The%20Conversation%20for%20March%208%202023&utm_content=Latest%20from%20The%20Conversation%20for%20March%208%202023+CID_84fc39b6754586517a1a4cd2895a67fd&utm_source=campaign_monitor_ca&utm_term=Teachers%20need%20bolder%20action%20from%20our%20school%20boards%20to%20educate%20in%20and%20for%20a%20climate%20emergency>

3. Rainforest? Turn left after the drawbridge! Inside Madrid’s eye-popping living school

“Pupils asked for a building without walls that was like a garden and a spaceship. The dazzling result, housed within a living skin for insects and fungi, is one of the most inventive schools ever built.” The school was created through the collaboration of students, teachers, parents, and the architects, from the “school’s radical outlook, exemplifying the [Reggio-Emilia method](https://www.theguardian.com/society/2004/nov/11/childrensservices.comment). This adheres to the principle that “children should not be seen as empty vessels to be filled with learning, but active participants in defining their own curriculum. Emphasis is placed on encouraging curiosity, with pupils, teachers and parents engaged in a back-and-forth adventure of discovery. Crucially, the physical environment is imagined as “the third teacher”, with spaces configured to encourage interaction, open-ended exploration, and connection with the outdoors.”

<https://www.theguardian.com/artanddesign/2023/jan/17/reggio-school-andres-jaque-madrid-rainforest-zig-zag>

4. Can a middle school class help scientists create a cooler place to play?

In a Brooklyn, New York junior high school, students are using handheld digital thermometers to take temperatures at numerous spots outside their school. The purpose, notes their teacher, is both to enable her students to understand climate change, and also to use science to mitigate the tangible impacts of the warming world. This school is within an "urban heat island" – places where urban centers are significantly warmer than their suburban and rural neighbors. "I think the most important thing that would come out of doing this kind of work is for students to realize that they don't have to fix climate change, but they have the ability to make things better in their own communities," said the teacher. Classes such as this help both students and climate scientists: “"We have to remember that [a climate satellite measurement is] going to pick up what it hits first," says Jennifer Vanos, a climate scientist at Arizona State University who studies extreme heat and schools. "So the top of the tree, the top of the building, the top of some shade canopy, which means it's not going to get what's kind of under that which is valuable information we do miss and if we're thinking about what's at the level of where human is, we might miss some of that surface temperature information."

<https://www.npr.org/2023/01/13/1137375813/can-a-middle-school-class-help-scientists-create-a-cooler-place-to-play?utm_source=npr_newsletter&utm_medium=email&utm_content=20230122&utm_term=7863508&utm_campaign=ed&utm_id=62242991&orgid=&utm_att1=>

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**Resources:**

**Resource 1.** (Resource) Climate Atlas for Canada

This website has a number of areas worth exploring. There are numerous videos that are helpful: among them, [Lament for the Land](https://climateatlas.ca/video/lament-land) from Nunatsiavut, Labrador is worth watching, also [Climate Lens](https://climateatlas.ca/video/climate-lens) from Yukon.

<https://climateatlas.ca/>

**Resource 2.**(Resource) Canadians’ Perspectives on Climate Change & Education: 2022

From the Executive Summary of the report by Learning for a Sustainable Future: “Climate Change Education and Policy: The important contribution of the education sector in responding to climate change is recognized globally. According to UNESCO, 95 percent of the 194 reporting countries have included climate change education as part of their national action plans on climate change. However, this pledge has not yet resulted in subsequent curriculum change, as almost half of the curriculum framework from 100 countries contain no climate change content, and furthermore, implementation is not consistent. Across Canada, only 6 of 13 provinces and territories have included climate and sustainability in their curricular documents or education policy. In addition, provincial curriculum seldom emphasizes climate change’s current and projected impact, mitigation and adaptation strategies, the scientific consensus on climate science. Impacts on Youth and the Significance of Youth Action: It is essential to provide youth with accurate scientific knowledge and strategies to address climate change to promote a sustainable mindset and build a climate resilient socioeconomic system. Integrating climate education across subjects and tying together inequality, citizenship, Indigenous stewardship and discussions of systematic change will foster an informed citizenry and empower students to use their voices and advocate for change in their communities.”

<https://lsf-lst.ca/research-policy/survey/>