# JCSH News and Resource Bundle March 31 2023

Hello everyone

Here is the News and Resource bundle for this week. Today is Transgender Day of Visibility.

Cheers

Susan

News Articles:  
1. Protecting children from exploitation means rethinking how we approach online behaviour

This story offers much that educators, healthcare providers, school health supports, and policymakers can use in their work to support the health and wellbeing of children and youth. While focused on recommendations for parents, it has messages for all adults: “Online child sexual exploitation is a grave and multifaceted issue that demands our unwavering attention. Only by carefully considering these critical concerns can we hope to prevent children from falling victim to these crimes.” The authors’ [research](https://aisel.aisnet.org/jais/vol22/iss1/9/) on children’s risk for online sexual exploitation comes from experts’ data in the US and the UK: internet safety non-profits, safeguarding teams, cybercrime police officers, digital forensics staff, and directors of intelligence. “A main cause behind the [rapid escalation](https://2017-2021.state.gov/online-sexual-exploitation-of-children-an-alarming-trend/index.html) of online child sexual exploitation is the ability to share explicit content online,” they note. This article features a graphic of how child sexual exploitation takes place online and a video. Among their recommendations: resist oversharing children’s pictures to social media.

<https://theconversation.com/protecting-children-from-exploitation-means-rethinking-how-we-approach-online-behaviour-200985?utm_medium=email&utm_campaign=Latest%20from%20The%20Conversation%20for%20March%2021&utm_content=Latest%20from%20The%20Conversation%20for%20March%2021+CID_690e16c8c888b9e213a0c0546279a6c4&utm_source=campaign_monitor_ca&utm_term=Protecting%20children%20from%20exploitation%20means%20rethinking%20how%20we%20approach%20online%20behaviour>

2. Sports Are Beneficial for Kids. Trans Kids Should Get to Play

Canadian policies supporting trans inclusion would help trans kids in sport but, while needed, they will not be enough, says Guylaine Demers, professor in the physical education department at Université Laval. “Very few of our coaches or phys ed teachers are trained to build inclusive sport environments. So queer, trans, non-binary kids can feel that they belong and they have the same space to enjoy sport as any other kid.” Demers helped create the Canadian Centre for Ethics in Sport’s policy template for trans sport participation, and is currently working on a research project with six provincial sport organizations in Quebec looking at the impact of co-ed youth sports on athletes, particularly girls. “I think that we are at that stage where we will keep doing research to understand with more depth the experience of those non-binary and trans athletes. And at the same time, we will explore other options to organize sport, because it’s not by nature that sport is binary, it’s that we have decided that this would be the way.”

<https://thetyee.ca/News/2023/01/25/Trans-Kids-Should-Get-To-Play-Sports/?utm_source=daily&utm_medium=email&utm_campaign=250123&utm_source=The+Tyee&utm_campaign=3787c2f9b9-EMAIL_CAMPAIGN_2023_01_25_04_10&utm_medium=email&utm_term=0_979b7d233e-3787c2f9b9-%5BLIST_EMAIL_ID%5D>

3. Adolescent dating violence affects 1 in 3, but murky policies mean most adults don’t know how to help

Youth who are marginalized, including trans and non-binary youth, those who are living in poverty and/or are racialized are [disproportionately](https://www.jahonline.org/article/S1054-139X(21)00065-3/fulltext) affected by dating violence. Researchers and PREVNet Team leads [Deinera Exner-Cortens](https://theconversation.com/profiles/deinera-exner-cortens-1271538) and [Wendy Craig](https://theconversation.com/profiles/wendy-craig-1152193) reinforce that dating violence is not only a serious public health issue in Canada but also a [children’s rights](https://www.canada.ca/en/canadian-heritage/services/rights-children.html) issue, because it violates youths’ right to safe and healthy development. Their research found that, although [one in three](https://doi.org/10.1016/j.jadohealth.2021.01.032) youth experience dating violence, their parents rarely discuss it. Family discussions are much more prevalent on substance use, even though about [one in four](https://www.canada.ca/en/health-canada/services/canadian-student-tobacco-alcohol-drugs-survey/2018-2019-summary.html) youth in Canada report that they drank heavily in the past year. [One in five](https://www.canada.ca/en/health-canada/services/canadian-student-tobacco-alcohol-drugs-survey/2018-2019-summary.html) report e-cigarette use in the past 30 days. “[Adolescents report](https://doi.org/10.1177%2F1524838018770412) significant barriers to receiving support following dating violence,” they note in this article. “One key barrier [is that educators](https://doi.org/10.1089/vio.2017.0043) and [other significant adults](https://doi.org/10.1111/josh.12008) do not generally know their role in responding to dating violence.” To assist, the PREVNet team created an interactive policy map (available in both [French](https://youthdatingviolence.prevnet.ca/fr/en-savoir-plus/tout-le-monde/legislation/) and [English](https://youthdatingviolence.prevnet.ca/learn-more/everyone/legislation)) that gives user-friendly guidance for educators and caregivers as well as young people on dating violence policy in each province and territory.

[Adolescent dating violence affects 1 in 3, but murky policies mean most adults don’t know how to help (theconversation.com)](https://theconversation.com/adolescent-dating-violence-affects-1-in-3-but-murky-policies-mean-most-adults-dont-know-how-to-help-168725?utm_medium=email&utm_campaign=Latest%20from%20The%20Conversation%20for%20October%2020%202021&utm_content=Latest%20from%20The%20Conversation%20for%20October%2020%202021+CID_27a8e7cb7ef2de94ee720490335d4e46&utm_source=campaign_monitor_ca&utm_term=Adolescent%20dating%20violence%20affects%201%20in%203%20but%20murky%20policies%20mean%20most%20adults%20dont%20know%20how%20to%20help)

4. US districts dig into data seeking solutions for inequity

Schools collect a great deal of data, and collaborative and transparent data analysis is an essential component in decision-making. These decisions are not only related to program development and financial management, but also uncovering root causes to barriers for learning. “We have to stop looking at people as something to be solved. We need to look at the organization and see how the organization will work for the young people and this community they serve,” said CyLynn Braswell, analytics advisor for [Frontline Education](https://www.frontlineeducation.com/).

[Districts dig into data seeking solutions for inequity | K-12 Dive (k12dive.com)](https://www.k12dive.com/news/to-solve-inequitable-practices-districts-dig-deeper-into-their-data/620673/)

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**Resources:**

**Resource 1.** (Resource) From PREVNet: Teaching resources to prevent identity-based bullying

These resources are designed to support educators as they learn more about identity-based bullying, and to help them have conversations with their students about identity-based bullying.

Before diving into the materials, please make sure to read:

"Intro to Series" [[English](https://www.prevnet.ca/sites/prevnet.ca/files/intro_to_series_final.docx), [French](https://www.prevnet.ca/sites/prevnet.ca/files/intro_to_series_final_fr.docx)]

<https://www.prevnet.ca/resources/teaching-resources-to-prevent-identity-based-bullying>

**Resource 2.** (Resource) Education Fast Forward: OECD Publication

Education Fast Forward: Building a future that works for all

(From the Foreword) The pandemic is just one of a kaleidoscope of disruptions…. Climate-related crises, extreme digitalisation of societies, new forms of political turbulence both at home and abroad and military conflicts make for a future that is very different from our expectations. Change may be happening further and faster than we would imagine and, when change grows exponentially, so too must the ability of our education systems to respond to it. We must be imaginative. We must ask ourselves questions, the right ones. What are the fundamental purposes of education today? What are the kinds of skills that will matter most? What kinds of learning environments will 21st-century students flourish in? Resilience to external risks and innovation in education can go hand in hand. If we anticipate the future, we can shape it too. Yes, the pandemic surprised us. But it taught us that, if need be, we can rewire our systems on a fly. And if we can do that, we have it in us to craft a stronger, bolder, better education. For all of us.

[Education Fast Forward: Building a future that works for all by OECD - Issuu](https://issuu.com/oecd.publishing/docs/education-fast-forward)