# JCSH News and Resource Bundle for May 28 2021

Hello everyone

Here is the News and Resource bundle for this week.

Cheers

Susan

News Articles:  
1. 2852. Learning our way out of the pandemic

This article positions Canadian students, as a result of the pandemic, in a similar place of disruption as students in other high-income countries around the world; it also notes that the students that were struggling before COVID-19 are and will continue to experience severe difficulties. “International evidence and recent trends in Canada suggest that harms from COVID-19 will almost certainly exacerbate educational inequality. COVID-19 has disrupted learning and wellbeing for most students in Canada – but its impacts are unlikely to be evenly distributed.” The authors, Dr. Karen Mundy of University of Toronto’s Ontario Institute for Studies in Education (OISE), and Dr. Kelly Gallagher-McKay of Wilfred Laurier University, point to other countries for direction in how Canada can improve supports to those students who are most disadvantaged by the pandemic. They also recommend “starting where kids are, rather than where they are supposed to be; leveraging the engagement of parents and communities; and providing new opportunities for kids to get up to grade level.”

[Learning Our Way Out of the Pandemic | EdCan Network](https://www.edcan.ca/articles/learning-our-way-out-of-the-pandemic/)

2. 2848. (May 25) ‘Let children play’: The education message from across Europe

Finland routinely scores at or near the top of education assessments (the [2018 PISA results](https://factsmaps.com/pisa-2018-worldwide-ranking-average-score-of-mathematics-science-reading/) show Finland almost tied with Canada), but students do not have formal learning until age seven, instead “learning more important things,” says a secondary-school teacher: “how to make friends, communicate, be active, get creative, explore the outdoors and manage risk.” Students have 15-minute breaks outside every hour in every year until secondary school. In Germany, a lobby group for children’s rights successfully overturned government plans to restrict social interactions during the pandemic for children under 14: “Children need other children,” said the lobby group’s director. “It’s right and good that the health and education of children has been discussed so widely throughout this pandemic.” Not all education systems in Europe are like Finland’s, which places equality at its core and outlaws formal exams until age 18. Finnish education expert Pasi Sahlberg [argues](https://pasisahlberg.com/a-proposal-for-what-post-coronavirus-schools-should-do/) that play is even more necessary as schools reopen after the pandemic, as it will mitigate stress, promote resilience, and allow children to rebuild relationships through physical activity: “They need that much more than they need academic pressure, graded assignments and excessive screen time.”

<https://www.theguardian.com/society/2021/apr/23/let-children-play-the-educational-message-from-across-europe>

3. 2844. Anti-black racism is not a ‘consensual schoolyard fight’

From lack of data on the school experiences of racialized students to lack of diversity among educators, Canada falls behind a number of other countries in measuring diversity, enhancing equity, and improving education outcomes, say the others of this article. While the Canadian Public Health Association has joined with public health associations in nine provinces and territories in declaring racism a public health crisis, Dr. Ingrid Waldron, associate professor of Nursing at Dalhousie University notes in a linked [article](https://globalnews.ca/news/7071297/racism-public-health-emergency-canada/) that “Racism is a social determinant of health in the same way that income is a social determinant of health and poverty and housing and employment,” she said. “Understand racism as a community issue that goes beyond just the individual.” The impacts of racism are life-long, and cognitive, social, mental, and emotional: “Anti-Black racism within the education system negatively impacts the [physical and mental well-being](https://globalnews.ca/news/7071297/racism-public-health-emergency-canada/) of Black children,” leading to chronic stress which is a factor in changing “[children’s brain development](https://mentalhealthactionplan.ca/tools-resources/training/mental-health-training-framework/brain-development-impact-of-trauma/). Children may suffer from issues with self-confidence, social isolation and disrupted sleep and eating patterns.”

[Anti-Black racism is not a 'consensual schoolyard fight' (theconversation.com)](https://theconversation.com/anti-black-racism-is-not-a-consensual-schoolyard-fight-160134?utm_medium=email&utm_campaign=Latest%20from%20The%20Conversation%20for%20May%2013%202021&utm_content=Latest%20from%20The%20Conversation%20for%20May%2013%202021+CID_edec15ce561dcedd691a4fe3a9f60e57&utm_source=campaign_monitor_ca&utm_term=Anti-Black%20racism%20is%20not%20a%20consensual%20schoolyard%20fight)

4. 2839. B.C. government announces new Foundry B.C. app to provide youth with mental health and substance use support in B.C.

A new [Foundry B.C. app](https://foundrybc.ca/virtual/) has been created for youth to access mental health and substance use support. While available to youth in British Columbia, the app has been created by youth and experts for youth and offers a range of services, including links to the Kids Help Phone. The app is available to youth aged 12 to 24, the launching coming very shortly after the overdose death of a 12-year-old British Columbia student in Grade 6, further heightening both the risk to young people of substance abuse and the multiplied-layered impacts of the pandemic on school-aged children. “Our young people were dealing with immense pressures even before the pandemic, but COVID-19 has amplified the stress on their mental health, including increasing anxiety, depression and substance use,” said BC Minister of Mental Health and Addictions Sheila Malcolmson.

[B.C. government announces new Foundry B.C. app to provide youth with mental health and substance use support in B.C. | Canada.Com](https://o.canada.com/news/b-c-government-announces-new-foundry-bc-app-to-provide-youth-with-mental-health-and-substance-use-support-in-b-c?_cldee=c2pob3JuYnlAZWR1LnBlLmNh&recipientid=contact-970dede4f1d1e6118105480fcfeaa931-ed522736e5ed4b5a98d4f24975aa559f&esid=11fd9d47-b1b1-eb11-8236-0022486d80df)

Resources:

Resource 1: 2798. (Resource) What We Heard: Indigenous Peoples and COVID-19: Public Health Agency of Canada’s Companion Report

This document provides insights into education, mental well-being, food security, community (including school community) areas impacting Indigenous children and youth. Areas of direct connection with the above areas are reflected in, but not limited to, the following sections: Youth, Food Security, Tradition, Connecting with Community, Innovation and Program Delivery, Mistrust, Internet.

[cpho-wwh-report-en.pdf (canada.ca)](https://www.canada.ca/content/dam/phac-aspc/documents/corporate/publications/chief-public-health-officer-reports-state-public-health-canada/from-risk-resilience-equity-approach-covid-19/indigenous-peoples-covid-19-report/cpho-wwh-report-en.pdf)

Resource 2: 2845. (May 17) (Resource) Teacher’s Guide to Support Social and Emotional Learning in Adolescents

UNICEF and the World Health Organization created the first in a series of Magnificent Mei comics and an accompanying Teacher’s Guide to support social and emotional learning among adolescents. By promoting social and emotional learning and skills practice, the Comic Book and Teacher’s Guide aim to help promote psychosocial well-being, prevent mental health conditions, and reduce risky behaviours in adolescents.

The Teacher’s Guide is for use by professionals in educational settings who work with adolescents aged 10-14 years, including teachers, school counsellors, and mental health professionals, such as psychologists, occupational therapists, and social workers. The Guide can be used for planning and facilitation of classroom activities focused on socio-emotional learning.

Magnificent Mei and Friends: Comic 1: <https://www.who.int/publications/i/item/9789240026285>

Link to Teachers’ Resources: <https://www.who.int/publications/i/item/9789240026261>

2846. (Resource) linked to 2845. The Helping Adolescents Thrive Toolkit

This is the first in a series and refers specifically to adolescents’ experiences during the [#COVID19](https://twitter.com/hashtag/COVID19?src=hashtag_click) pandemic.

Download here [http://bit.ly/2S1oygM](https://t.co/QXGzp3PNzO?amp=1) [#MentalHealth](https://twitter.com/hashtag/MentalHealth?src=hashtag_click)