# JCSH News and Resource Bundle May 6 2022

Hello everyone

Here is the News and Resource bundle for this week.

Cheers

Susan

News Articles:
**1. Universal access to free meals at schools can lead to lower grocery bills and healthier food purchases**

American researchers of school food programs find that universal access to free meals has positive results even for students already eligible for free school meals. Drs. Michelle Marcus of Vanderbilt University and Katherine Yewell of University of Louisville reported that families with children participating in universal access meals make [healthier food purchases](https://www.nber.org/papers/w24892) and food insecurity rates decrease. “Our study reveals that access to universal free school meals can significantly improve household budgets and food security, which may reduce [stress, depression](https://doi.org/10.1089/heq.2020.0059) and other related [adverse outcomes](https://doi.org/10.1016/j.jand.2019.10.012) that disproportionately affect low-income households,” they noted. “[Ongoing work](https://kgyewell.com/research/) suggests teenagers with access to the universal free school meal program may experience improvements in overall health, sleep and mental health.”

[Universal access to free meals at schools can lead to lower grocery bills and healthier food purchases (theconversation.com)](https://theconversation.com/universal-access-to-free-meals-at-schools-can-lead-to-lower-grocery-bills-and-healthier-food-purchases-174434)

**2. Toxic resilience helped my students through tragedy, but teachers deserve more**

This opinion piece by an American educator outlines the struggles teachers have faced throughout the pandemic in supporting their students while ignoring their own mental well-being. Finding a way to help her students following the death of a classmate, the author of this article outlines the steps she took. She describes her efforts, and those of fellow educators, as responding to the notion they must be resilient: “While I believe that there is value in encouraging strength, passing around the word “resilience” has become a scapegoat for those who do not wish to address the actual underlying issues that created the need for grit and toughness in the first place,” she writes. She said she and others ask for the supports to their own mental health required to keep teachers in the profession. “The work culture of teaching is rooted in the unabashed expectation of toxic resilience, and the broken system that we operate on is utterly dependent on it. Anything less than that, and you are labeled as lazy, bitter, and selfish.”

[Toxic Resilience Helped My Students Through Tragedy, But Teachers Deserve More. | EdSurge News](https://www.edsurge.com/news/2022-02-08-toxic-resilience-helped-my-students-through-tragedy-but-teachers-deserve-more)

**3. Eating disorders have increased during COVID-19 — here’s how to recognize them and how to help**

Lockdowns and school closures in the last two years have exacerbated eating disorders among young people in [Canada](https://www.theglobeandmail.com/canada/article-worst-it-has-ever-been-increase-in-eating-disorder-cases-among-teens/) and [elsewhere in the world](http://dx.doi.org/10.1136/archdischild-2020-319868), with isolation, anxiety, and disrupted routines contributing to the higher numbers, and hospitalizations. As a physician and a researcher, the author encourages more open discussions on this issue: “We know that earlier treatment improves outcome, but we can’t treat what we don’t know exists,” she notes. There is a role for health promotion and others to “remember that all bodies are good bodies, and you can have [health at every size](https://asdah.org/health-at-every-size-haes-approach/).” Whether in schools or communities or homes, young people with suspected eating disorders need frank conversations, and need to see their doctor. “If their brain is malnourished, they may not be able to see the problem, so these conversations can be difficult. The [National Eating Disorder Information Centre](https://nedic.ca/) is a great resource,” said [Dr. Ayisha Kurji](https://theconversation.com/profiles/ayisha-kurji-1278938).

[Eating disorders have increased during COVID-19 — here's how to recognize them and how to help (theconversation.com)](https://theconversation.com/eating-disorders-have-increased-during-covid-19-heres-how-to-recognize-them-and-how-to-help-171455?utm_medium=email&utm_campaign=Latest%20from%20The%20Conversation%20for%20December%202%202021&utm_content=Latest%20from%20The%20Conversation%20for%20December%202%202021+CID_9dff1ae6498211419829165fda2d706f&utm_source=campaign_monitor_ca&utm_term=Eating%20disorders%20have%20increased%20during%20COVID-19%20%20heres%20how%20to%20recognize%20them%20and%20how%20to%20help)

**4. New Brunswick’s inclusive education approach highlighted in report on Portugal’s commitment to inclusion**

One of a series of OECD documents on inclusive education outcomes in a number of countries, this paper highlights the achievements in New Brunswick in inclusive education commitments: “Despite some concerns from scholars on the possibility of negative effects of a fully inclusive system, there exists evidence on the possibility for all learners to achieve at high levels in an inclusive school system. Evidence from New Brunswick (Canada) shows that this is possible by anchoring the public education system in the commitment that all students can succeed, which is enhanced by teachers seeking out and using effective instructional strategies and sustained by investments in professional learning and capacity building…. A further important dimension of inclusion in school is student well-being and mental health. In New Brunswick, children and youth take part every three years in a wellness survey, which examines student perceptions, attitudes, and behaviours in areas related to personal well-being and consistently yields positive results (New Brunswick Health Council, 2019[101]). In 2019 specifically, 92% of students reported a high level of connectedness, 85% of students a high level of pro-social behaviour, including 81% of youth with special education needs reporting the same. In examining healthy and inclusive schools in New Brunswick, it appears that a sense of connectedness was foundational in schools that successfully implemented inclusive education. Moreover, the system in New Brunswick appears to be highly successful in keeping students engaged and report a dropout rate of only 1.1%.”

[Towards a more inclusive education system in Portugal - OECD Education and Skills Today (oecdedutoday.com)](https://oecdedutoday.com/portugal-inclusive-education/)

<https://www.oecd-ilibrary.org/education/the-social-and-economic-rationale-of-inclusive-education_bff7a85d-en>

Resources:

**Resource 1.) May is Mental Health Month; May 2-8 2022 is Mental Health Week. The theme for the week is This is Empathy: Before you weigh in, tune in.**

The site has toolkits and a number of resources.

<https://www.mentalhealthweek.ca/>

**Resource 2. Youth and Digital Technology: Growing Up Online Toolkit**

This website, from Alberta Health Services, has a number of resources, including toolkits on [Gaming](https://www.albertahealthservices.ca/info/Page17566.aspx), [Online Gambling](https://www.albertahealthservices.ca/info/Page17567.aspx), [Online Pornography](https://www.albertahealthservices.ca/info/Page17568.aspx), and [Social Networking](https://www.albertahealthservices.ca/info/Page17565.aspx). A poster is available: [Growing Up Online Academic Poster](https://www.albertahealthservices.ca/assets/info/amh/if-amh-ydt-growing-up-online-academic-poster.pdf). There is a section on Special Considerations: While this toolkit was being developed, several related topics emerged as additional areas of interest and relevance to the problematic use of digital technology in children and youth. These include cultural issues, LGBTQ+ community, self-harm, and suicide online.

* [Cultural Considerations](https://www.albertahealthservices.ca/assets/info/amh/if-amh-ydt-special-considerations-cultural-considerations.pdf)
* [Self-Harm and Suicide Online](https://www.albertahealthservices.ca/assets/info/amh/if-amh-ydt-special-considerations-self-harm-and-suicide-online.pdf)

[Youth & Digital Technology | Alberta Health Services](https://www.albertahealthservices.ca/info/Page17564.aspx?mc_cid=710496fe09&mc_eid=aad94b6e99)