# JCSH News and Resource Bundle for May 7 2021

Hello everyone

Here is the News and Resource bundle for this week.

Cheers

Susan

News Articles:  
1. 2836. 5 factors that contribute to students finishing high school

Even apart from the COVID-19 pandemic that has seen learning disruptions for more than [1.6 billion students in over 190 countries](https://www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2020/08/sg_policy_brief_covid-19_and_education_august_2020.pdf), a research team at the Werklund School of Education at the University of Calgary has [found a number of factors](https://drive.google.com/file/d/1s8tdJH3ESB8lEXLyxX-SLOpYnBYSQgHl/view) that lead to high school completion, succinctly summed this way: “Not surprisingly, success leads to more success.” [Relationships with educators](https://journals.sagepub.com/doi/10.1177/2332858418815661), [peers](https://www.tandfonline.com/doi/full/10.1080/09650792.2015.1013047), [the school community](https://link.springer.com/chapter/10.1007%2F978-1-4614-2018-7_5), and [a climate that celebrates diversity and respect](https://www.berghahnjournals.com/view/journals/girlhood-studies/10/1/ghs100106.xml) are among the top features. This article is jam-packed with links to research and stories that contribute to its impact, and it is worth the exploration.

[5 factors that contribute to students finishing high school (theconversation.com)](https://theconversation.com/5-factors-that-contribute-to-students-finishing-high-school-155282?utm_medium=email&utm_campaign=Latest%20from%20The%20Conversation%20for%20May%207%202021&utm_content=Latest%20from%20The%20Conversation%20for%20May%207%202021+CID_0cc409a336d78e2bd700e3bc7438cd5b&utm_source=campaign_monitor_ca&utm_term=5%20factors%20that%20contribute%20to%20students%20finishing%20high%20school)

2. 2775. Giving kids a break is the best way for them to ‘catch up’ after a year of disruption

Amidst all the concerns expressed over the year and more of [‘lost learning’](https://www.bbc.com/news/explainers-55938837) experienced by students in Canada and around the world, and calls for [summer school](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/summer-schools/?utm_source=site&utm_medium=search&utm_campaign=site_search&search_term=summer%20schools) and expanded study hours, there is another line of thinking: that schools and educators should do the [exact opposite](https://www.stran.ac.uk/prioritising-play-when-schools-reopen/). “That’s because the [experience of play](http://www.csap.cam.ac.uk/media/uploads/files/1/david-whitebread---importance-of-play-report.pdf) enhances children’s social, emotional, physical, and creative skills, while also supporting the development of early literacy and numeracy ability in an integrated manner,” says author Dr John McMullen, educational psychologist and a senior lecturer at Stranmillis University College and Queen’s University Belfast. He also cites psychiatrist [Bruce Perry](https://www.goodreads.com/book/show/129909.The_Boy_Who_Was_Raised_as_a_Dog) who notes that a [recovery curriculum](https://www.evidenceforlearning.net/recoverycurriculum/) supports the re-establishing of human connections, both to approach learning and to overcome “the worst catastrophes that we can experience,… those that involve relational loss.”

<https://www.theguardian.com/commentisfree/2021/mar/03/kids-break-catch-up-year-disruption-play>

3. 2768. (March 1) Child bullies at higher odds for substance abuse as adults: Study

While much attention is focused on support and redressing harms for victims of bullying, a study from the University of Groningen in the Netherlands find that those who bully also experience higher risk of behavioural and emotional issues, including higher rates of substance abuse as adults. In findings published in the journal *Pediatrics*, the [meta-analysis](https://pediatrics.aappublications.org/content/147/3/e2020034751) found evidence that “adolescents and particularly children who bully their peers have a higher risk of substance use later in life than their non-bullying peers.” A New York City neuropsychologist not involved in the study suggests these findings indicate that "We can provide children who bully with interventions aimed at not only reducing those behaviors but also more positive coping strategies and interventions to reduce risk of substance abuse later in life."

[Child Bullies at Higher Odds for Substance Abuse as Adults: Study - Consumer Health News | HealthDay](https://consumer.healthday.com/2-17-childhood-bullies-at-higher-odds-for-substance-abuse-as-adults-study-2650429789.html)

4. 2785. (March 15) Covid-era school design takes lessons from Indigenous educators

A Saskatoon-based architect is designing a new school with Sweetgrass First Nation in Saskatchewan and incorporating a land-based learning approach and lessons learned from the pandemic. "These kids in the future are going to know what colours, what the culture and what the elders taught us," said Sweetgrass First Nation elder Walter Swindler. "It's understanding where we come from when we are given a chance to do an idea of what we want for our school." "When coronavirus goes away, as I am sure it will, I hope the buildings we design will be good places for people to meet and live their lives in a social way, and also that they have the flexibility to allow people to live in a way that is a little bit different when a pandemic comes along, one that requires a different way of acting," said architect Andrew Wallace. "Education is our new buffalo now. Having that institution in our community, it would re-trigger that fire," said student services teacher Leslie Morin. "It's being on the land, planted on the ground, leaves on the trees, in person — it gives you a different perspective and appreciation, and that's what we like to instill in the kids."

<https://www.cbc.ca/news/canada/saskatchewan/coronavirus-pandemic-school-design-saskatchewan-1.5942180>

Resources:

Resource 1: 2835. (Resource) The SOGI-Inclusive Education Resource Guide

The B.C. K-12 SOGI (Sexual Orientation and Gender Identity) Collaborative, which is composed of education partners across the province, recently released a resource guide to help teachers support students of all sexual orientations and gender identities. The SOGI-Inclusive Education Resource Guide outlines best-practices for creating an inclusive school and classroom environment and builds on the BC Ministry of Education SOGI Policy Guide. [Find out more.](http://r20.rs6.net/tn.jsp?f=001BwydljK4R5GI6UNpNXvnz0YpRHfJLmPrZHEY57UEfKouu_3z8ER3H9Ed3KGsgyNOleEF8lmr33p80qZovCtkXPrmuta2SpFWjfyNRUXi4Nnhqz3nfbQKQvs8P6aSeAg8ZKy8qO_NJkDLvcEJBnfR5LeLaeWrhtbfemBDw3zmwRU=&c=etLH51IAHfc3QbT9NOFg4EJJoFg4x-A9FadvJmbJzdL6j6AojMD3Cg==&ch=sj_0cs1c0xvmvVxYaNpXFGARBrVyF0O2PSGTaAun_YVb3_86yB-ksw==)

Resource 2: 2790. (Resource) Impact of COVID-19 on access to sexual health services and sexual behaviour in Canadian university students.

Although this features the experiences of Canadian university students, the results may be transferable to Canadian students. Infographics represent the preliminary results from a Dec 2020/January 2021 sexual health survey of 1,500 university students from across Canada.  
One focus of the survey was the impact of COVID-19 on student’s sexual behaviours and access to sexual health services.   
The two infographics released summarize these findings.

*(click on titles below)*   
[***Canadian University Students Report Decreased Access to Sexual Health Services During the COVID-19 Pandemic***](https://sieccan.us18.list-manage.com/track/click?u=b8089279a4d5ab1877d63a605&id=e7fd3416e0&e=38d1e9f5b4)   
[***Canadian University Students Report Changes in Their Sexual Behaviour and Well-Being During the COVID-19 Pandemic***](https://sieccan.us18.list-manage.com/track/click?u=b8089279a4d5ab1877d63a605&id=7d7a1b2a23&e=38d1e9f5b4)  
**The Sex Information & Education Council of Canada (SIECCAN)**  
[www.sieccan.org](https://sieccan.us18.list-manage.com/track/click?u=b8089279a4d5ab1877d63a605&id=27ea483ec7&e=38d1e9f5b4)