# JCSH News and Resource Bundle for October 22 2021.

Hello everyone

Here is the News and Resource bundle for this week.

Cheers

Susan

News Articles:  
1. Not as good as we want, not as bad as we’ve heard: Teen mental health during the COVID-19 pandemic

The two most significant points in this article add to the need for evidence on broad statements regarding youth mental health. The first point: Prior to the pandemic, studies such as the [1987 Ontario Child Health Study](https://doi.org/10.1001/archpsyc.1987.01800210084013) and the [2014 Ontario Child Health Study](https://doi.org/10.1177/0706743719830033) both show the most reported rate of teens experiencing emotional and behaviourial disorders was about 18 %, even though the two studies are about 30 years apart. Added to this point are the most recent reliable estimates of teen mental disorders show very little change: Three studies -  a [study with Québec and Ontario adolescents](https://doi.org/10.1016/j.jadohealth.2021.07.039), another with [young adults in Québec](https://doi.org/10.1186/s12991-021-00362-2), and a [COVID-19 Student Well-being and Resiliency Study](https://www.covidstudentwellbeing.com/) of over 1,500 Alberta students ages 12-18 - all found only modest increases in mental disorders like anxiety and depression during COVID-19 compared to pre-COVID estimates. The second point the author of the Alberta study and this article makes is this: “Pathologizing normal, healthy responses to adverse experiences promotes misunderstanding about mental illness, and communicating to children that their COVID-19-related thoughts and feelings are akin to mental disorders might reignite a stigma that we have worked so hard to dismantle,” notes [Dr. Kelly Dean Schwartz](https://theconversation.com/profiles/kelly-dean-schwartz-743382)…. “And although a pandemic might certainly exacerbate symptoms consistent with or contributing to a mental disorder, it is not a direct, causal line.”

[Not as good as we want, not as bad as we’ve heard: Teen mental health during the COVID-19 pandemic (theconversation.com)](https://theconversation.com/not-as-good-as-we-want-not-as-bad-as-weve-heard-teen-mental-health-during-the-covid-19-pandemic-168727?utm_medium=email&utm_campaign=Latest%20from%20The%20Conversation%20for%20October%2013%202021&utm_content=Latest%20from%20The%20Conversation%20for%20October%2013%202021+CID_4985c95de419e862292d131cb5848248&utm_source=campaign_monitor_ca&utm_term=Teen%20mental%20health%20during%20the%20COVID-19%20pandemic)

2. What almost 150 studies say about how to motivate students

In a meta-analysis by a team of Canadian and Australian researchers on how to spark student interest in school, results showed that teachers are more influential in building motivation than parents. “If you want your students to be motivated at school, parents are important but they’re not enough,” said Julien Bureau, associate professor at Université Laval in Quebec and lead author of the study. “The teacher has more tools to work with for student motivation.” In the [review](https://journals.sagepub.com/doi/epub/10.3102/00346543211042426) of studies involving nearly 80,000 students, from elementary school through university, the researchers also found that Edward L. Deci’s Self-Determination Theory points are also important: Teachers and parents influence students by building three psychological needs: competence, autonomy, and belonging.

[PROOF POINTS: What almost 150 studies say about how to motivate students - The Hechinger Report](https://hechingerreport.org/proof-points-what-almost-150-studies-say-about-how-to-motivate-students/?utm_source=The+Hechinger+Report&utm_campaign=019d695a13-EMAIL_CAMPAIGN_2021_09_28_02_54&utm_medium=email&utm_term=0_d3ee4c3e04-019d695a13-322605249)

3. 5 ways to use hip-hop in the classroom to build better understanding of science

In the experience of this article’s author, STEM (science, technology, engineering, and mathematics) teaching in public schools in the United States is often from a [Western viewpoint](https://scholarworks.wmich.edu/cgi/viewcontent.cgi?article=1013&context=science_slcsp), which [fails to recognize the contributions of Africans to science](https://doi.org/10.1007/978-94-6300-515-9), resulting in many students of colour [failing to develop a science identity](https://escholarship.org/uc/item/26d9f93x). When science is taught in this Western approach, teachers [don’t know how to make science relevant](https://doi.org/10.1002/sce.21146) to the students they teach. [Dr. Edmund Adjapong](https://theconversation.com/profiles/edmund-adjapong-1230022) is suggesting an approach that uses hip-hop both to engage and to help teach STEM subjects. He cites a number of studies and an interview with Michele Peregrin, from the North Carolina Bureau of Educational and Cultural Affairs: “Hip-hop has a history of representing those who wouldn’t otherwise have a voice.” “That means it’s an excellent tool for engaging and empowering at-risk youths.”

[5 ways to use hip-hop in the classroom to build better understanding of science (theconversation.com)](https://theconversation.com/5-ways-to-use-hip-hop-in-the-classroom-to-build-better-understanding-of-science-160737?utm_medium=email&utm_campaign=Latest%20from%20The%20Conversation%20for%20June%204%202021&utm_content=Latest%20from%20The%20Conversation%20for%20June%204%202021+CID_89df9321e50713a7d12326754070ee5a&utm_source=campaign_monitor_ca&utm_term=5%20ways%20to%20use%20hip-hop%20in%20the%20classroom%20to%20build%20better%20understanding%20of%20science)

4. Students and staff in Nova Scotia high school honour missing and murdered Indigenous women

A high school on Eskasoni First Nation near Sydney, N.S. is already well-known from the music video created of the Beatles ‘Blackbird’. And now, former high school student and singer of Blackbird Emma Stevens has teamed up with students and staff to sing a song written in honour of the  stories of missing and murdered Indigenous people in Canada. The song, *I Want to Rise,* was written by Nova Scotian music producer and the school's music instructor, Carter Chiasson. "Unanimously, the kids decided that they wanted to write a song for the red dress movement," said Chiasson. "They wanted to create an anthem, an empowerment anthem, speaking to Indigenous youth with a message that they can rise against everything that's stacked against them." The video is linked in the story.

<https://www.cbc.ca/news/indigenous/emma-stevens-mi-kmaw-music-video-mmiwg-1.6090440>

Resources:

Resource 1: Social inequalities in availability of health-promoting interventions in Québec elementary schools

This is a Quebec-based study that assessed differences in the availability of health promoting interventions according to school/community disadvantaged status. Dr. Katerina Maximova and her team looked at availability of health-promoting interventions (HPIs) and whether they vary across schools serving students with different socioeconomic backgrounds. Their objectives were to describe social inequalities across elementary schools in:(i) level of importance that school principals attribute to 13 common health-related issues among students in their school;(ii) availability of HPIs within their school addressing eight health topics and (iii) (mis)alignment between perceived importance and HPI availability. This article is available through Open Access.

[Social inequalities in availability of health-promoting interventions in Québec elementary schools](https://www.researchgate.net/profile/Katerina-Maximova/publication/350370553_Social_inequalities_in_availability_of_health-promoting_interventions_in_Quebec_elementary_schools/links/609d48ef92851cfdf32efd30/Social-inequalities-in-availability-of-health-promoting-interventions-in-Quebec-elementary-schools.pdf)

Resource 2: Cannabis and Vaping — Get the Facts, Know the Risks

The French version of this message follows | La version française de ce message suit

The Canadian Centre on Substance Use and Addiction has released two new educational videos to increase youth’s knowledge, understanding and awareness of the risks of cannabis vaping.

1. [Are there risks to vaping cannabis?](https://elink.clickdimensions.com/c/6/?T=ODIyMjYzNTM%3AMDItYjIxMjkzLTY5ZDc4ODFlZTNhODQ4ZWVhNzA1NGY4ZWMxY2EzNGQ5%3Ac2pob3JuYnlAZWR1LnBlLmNh%3AY29udGFjdC05NzBkZWRlNGYxZDFlNjExODEwNTQ4MGZjZmVhYTkzMS0wYjAwNTU1NzVjMWM0ZGM3OTljNGIzNjNiYWI0MzM2Mg%3AZmFsc2U%3AMA%3A%3AaHR0cHM6Ly93d3cueW91dHViZS5jb20vd2F0Y2g_dj1kWGpQNkRDUUNhWSZfY2xkZWU9YzJwb2IzSnVZbmxBWldSMUxuQmxMbU5oJnJlY2lwaWVudGlkPWNvbnRhY3QtOTcwZGVkZTRmMWQxZTYxMTgxMDU0ODBmY2ZlYWE5MzEtMGIwMDU1NTc1YzFjNGRjNzk5YzRiMzYzYmFiNDMzNjImZXNpZD00ODQ4ODkyNS1jYzMxLWVjMTEtYjZlNi0wMDBkM2FmNGZhZGQ&K=fJ_-6DNb28ed1znkiWoZGw)

This video highlights the different mental and physical risks that are associated with vaping cannabis. (1:20)

2. [How to reduce the risks of cannabis vaping](https://elink.clickdimensions.com/c/6/?T=ODIyMjYzNTM%3AMDItYjIxMjkzLTY5ZDc4ODFlZTNhODQ4ZWVhNzA1NGY4ZWMxY2EzNGQ5%3Ac2pob3JuYnlAZWR1LnBlLmNh%3AY29udGFjdC05NzBkZWRlNGYxZDFlNjExODEwNTQ4MGZjZmVhYTkzMS0wYjAwNTU1NzVjMWM0ZGM3OTljNGIzNjNiYWI0MzM2Mg%3AZmFsc2U%3AMQ%3A%3AaHR0cHM6Ly93d3cueW91dHViZS5jb20vd2F0Y2g_dj1jd282TXRQdmpwTSZfY2xkZWU9YzJwb2IzSnVZbmxBWldSMUxuQmxMbU5oJnJlY2lwaWVudGlkPWNvbnRhY3QtOTcwZGVkZTRmMWQxZTYxMTgxMDU0ODBmY2ZlYWE5MzEtMGIwMDU1NTc1YzFjNGRjNzk5YzRiMzYzYmFiNDMzNjImZXNpZD00ODQ4ODkyNS1jYzMxLWVjMTEtYjZlNi0wMDBkM2FmNGZhZGQ&K=SwuMau6jZfHnoddJ8SKo9A)

By watching this video, youth will learn how to lower the risks associated with vaping cannabis. (1:08)

To complement the videos, CCSA has also developed [*Talking to Youth about Cannabis Vaping*](https://elink.clickdimensions.com/c/6/?T=ODIyMjYzNTM%3AMDItYjIxMjkzLTY5ZDc4ODFlZTNhODQ4ZWVhNzA1NGY4ZWMxY2EzNGQ5%3Ac2pob3JuYnlAZWR1LnBlLmNh%3AY29udGFjdC05NzBkZWRlNGYxZDFlNjExODEwNTQ4MGZjZmVhYTkzMS0wYjAwNTU1NzVjMWM0ZGM3OTljNGIzNjNiYWI0MzM2Mg%3AZmFsc2U%3AMg%3A%3AaHR0cHM6Ly93d3cuY2NzYS5jYS90YWxraW5nLXlvdXRoLWFib3V0LWNhbm5hYmlzLXZhcGluZy1ndWlkZS1oZWFsdGhjYXJlLXByb2Zlc3Npb25hbHM_X2NsZGVlPWMycG9iM0p1WW5sQVpXUjFMbkJsTG1OaCZyZWNpcGllbnRpZD1jb250YWN0LTk3MGRlZGU0ZjFkMWU2MTE4MTA1NDgwZmNmZWFhOTMxLTBiMDA1NTU3NWMxYzRkYzc5OWM0YjM2M2JhYjQzMzYyJmVzaWQ9NDg0ODg5MjUtY2MzMS1lYzExLWI2ZTYtMDAwZDNhZjRmYWRk&K=7Wfxo9Oo3F04AGExBZ9pMA), a guide for healthcare professionals.

[ccsa.ca/cannabis](https://elink.clickdimensions.com/c/6/?T=ODIyMjYzNTM%3AMDItYjIxMjkzLTY5ZDc4ODFlZTNhODQ4ZWVhNzA1NGY4ZWMxY2EzNGQ5%3Ac2pob3JuYnlAZWR1LnBlLmNh%3AY29udGFjdC05NzBkZWRlNGYxZDFlNjExODEwNTQ4MGZjZmVhYTkzMS0wYjAwNTU1NzVjMWM0ZGM3OTljNGIzNjNiYWI0MzM2Mg%3AZmFsc2U%3AMw%3A%3AaHR0cHM6Ly93d3cuY2NzYS5jYS9jYW5uYWJpcz9fY2xkZWU9YzJwb2IzSnVZbmxBWldSMUxuQmxMbU5oJnJlY2lwaWVudGlkPWNvbnRhY3QtOTcwZGVkZTRmMWQxZTYxMTgxMDU0ODBmY2ZlYWE5MzEtMGIwMDU1NTc1YzFjNGRjNzk5YzRiMzYzYmFiNDMzNjImZXNpZD00ODQ4ODkyNS1jYzMxLWVjMTEtYjZlNi0wMDBkM2FmNGZhZGQ&K=VOTJIaarDPHgyoxkBzfBYw).

Cannabis et vapotage - obtenez les faits, connaissez les risques

Le Centre canadien sur les dépendances et l’usage de substances (CCDUS) vient de mettre en ligne deux nouvelles vidéos visant à sensibiliser les jeunes et à les informer des risques que pose le vapotage de cannabis.

1. [Le vapotage de cannabis présente-t-il des risques?](https://elink.clickdimensions.com/c/6/?T=ODIyMjYzNTM%3AMDItYjIxMjkzLTY5ZDc4ODFlZTNhODQ4ZWVhNzA1NGY4ZWMxY2EzNGQ5%3Ac2pob3JuYnlAZWR1LnBlLmNh%3AY29udGFjdC05NzBkZWRlNGYxZDFlNjExODEwNTQ4MGZjZmVhYTkzMS0wYjAwNTU1NzVjMWM0ZGM3OTljNGIzNjNiYWI0MzM2Mg%3AZmFsc2U%3ANA%3A%3AaHR0cHM6Ly93d3cueW91dHViZS5jb20vd2F0Y2g_dj1kZjdlTjRQMmgtQSZfY2xkZWU9YzJwb2IzSnVZbmxBWldSMUxuQmxMbU5oJnJlY2lwaWVudGlkPWNvbnRhY3QtOTcwZGVkZTRmMWQxZTYxMTgxMDU0ODBmY2ZlYWE5MzEtMGIwMDU1NTc1YzFjNGRjNzk5YzRiMzYzYmFiNDMzNjImZXNpZD00ODQ4ODkyNS1jYzMxLWVjMTEtYjZlNi0wMDBkM2FmNGZhZGQ&K=FmxouVUxlYu_3bByBrJiGQ)

Cette vidéo présente différents risques pour la santé mentale et physique associés au vapotage de cannabis. (1:29)

2. [Comment diminuer les risques que pose le vapotage de cannabis](https://elink.clickdimensions.com/c/6/?T=ODIyMjYzNTM%3AMDItYjIxMjkzLTY5ZDc4ODFlZTNhODQ4ZWVhNzA1NGY4ZWMxY2EzNGQ5%3Ac2pob3JuYnlAZWR1LnBlLmNh%3AY29udGFjdC05NzBkZWRlNGYxZDFlNjExODEwNTQ4MGZjZmVhYTkzMS0wYjAwNTU1NzVjMWM0ZGM3OTljNGIzNjNiYWI0MzM2Mg%3AZmFsc2U%3ANQ%3A%3AaHR0cHM6Ly93d3cueW91dHViZS5jb20vd2F0Y2g_dj1WbzVkNlhCeXBMbyZfY2xkZWU9YzJwb2IzSnVZbmxBWldSMUxuQmxMbU5oJnJlY2lwaWVudGlkPWNvbnRhY3QtOTcwZGVkZTRmMWQxZTYxMTgxMDU0ODBmY2ZlYWE5MzEtMGIwMDU1NTc1YzFjNGRjNzk5YzRiMzYzYmFiNDMzNjImZXNpZD00ODQ4ODkyNS1jYzMxLWVjMTEtYjZlNi0wMDBkM2FmNGZhZGQ&K=D0SOPiC5P0p0TZ0lAyB6CQ)

Cette vidéo aidera les jeunes à diminuer les risques que pose le vapotage de cannabis. (1:15)

En complément aux vidéos, le CCDUS a produit un guide pour les professionnels de la santé, [*Parler du vapotage de cannabis avec les jeunes*](https://elink.clickdimensions.com/c/6/?T=ODIyMjYzNTM%3AMDItYjIxMjkzLTY5ZDc4ODFlZTNhODQ4ZWVhNzA1NGY4ZWMxY2EzNGQ5%3Ac2pob3JuYnlAZWR1LnBlLmNh%3AY29udGFjdC05NzBkZWRlNGYxZDFlNjExODEwNTQ4MGZjZmVhYTkzMS0wYjAwNTU1NzVjMWM0ZGM3OTljNGIzNjNiYWI0MzM2Mg%3AZmFsc2U%3ANg%3A%3AaHR0cHM6Ly93d3cuY2NzYS5jYS9mci9wYXJsZXItZHUtdmFwb3RhZ2UtZGUtY2FubmFiaXMtYXZlYy1sZXMtamV1bmVzLXVuLWd1aWRlLXBvdXItbGVzLXByb2Zlc3Npb25uZWxzLWRlLWxhLXNhbnRlP19jbGRlZT1jMnBvYjNKdVlubEFaV1IxTG5CbExtTmgmcmVjaXBpZW50aWQ9Y29udGFjdC05NzBkZWRlNGYxZDFlNjExODEwNTQ4MGZjZmVhYTkzMS0wYjAwNTU1NzVjMWM0ZGM3OTljNGIzNjNiYWI0MzM2MiZlc2lkPTQ4NDg4OTI1LWNjMzEtZWMxMS1iNmU2LTAwMGQzYWY0ZmFkZA&K=0dkhxL-KEt0XiCI7q8bICg).

[ccdus.ca/cannabis](https://elink.clickdimensions.com/c/6/?T=ODIyMjYzNTM%3AMDItYjIxMjkzLTY5ZDc4ODFlZTNhODQ4ZWVhNzA1NGY4ZWMxY2EzNGQ5%3Ac2pob3JuYnlAZWR1LnBlLmNh%3AY29udGFjdC05NzBkZWRlNGYxZDFlNjExODEwNTQ4MGZjZmVhYTkzMS0wYjAwNTU1NzVjMWM0ZGM3OTljNGIzNjNiYWI0MzM2Mg%3AZmFsc2U%3ANw%3A%3AaHR0cHM6Ly93d3cuY2NzYS5jYS9mci9jYW5uYWJpcz9fY2xkZWU9YzJwb2IzSnVZbmxBWldSMUxuQmxMbU5oJnJlY2lwaWVudGlkPWNvbnRhY3QtOTcwZGVkZTRmMWQxZTYxMTgxMDU0ODBmY2ZlYWE5MzEtMGIwMDU1NTc1YzFjNGRjNzk5YzRiMzYzYmFiNDMzNjImZXNpZD00ODQ4ODkyNS1jYzMxLWVjMTEtYjZlNi0wMDBkM2FmNGZhZGQ&K=YPsK1GHb2QtaRaaxMRrBgQ).