# JCSH News and Resource Bundle for September 17 2021

Hello everyone

Here is the News and Resource bundle for this week.

Cheers

Susan

News Articles:  
1. 3031. (Sept 13) Bullying, racism and being ‘different’: Why some families are opting for remote learning regardless of COVID-19

In an effort to dive deeper into the mostly [negative information](https://www.macleans.ca/longforms/covid-19-pandemic-disrupted-schooling-impact/) about online learning during the pandemic, a McMaster University team explored impacts of virtual schooling for Canadian students. What they found is about what they expected: “that the situation of online schooling is more complex than a simple “good” or “bad” — and the public dialogue is not telling the full story. We think it’s important to ask for whom and [when is online learning a good fit](https://doi.org/10.1080/01421590802691393).” The current versions of online learning, referred to as [“emergency remote teaching,”](https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and-online-learning) were found to offer advantages to those students impacted by bullying, racism, social anxiety, disabilities. Again, the decisions are not without nuances and complexities: there is no single answer. “Based on our early findings, we caution against arguments that [solely champion the need to promptly return to in-person classrooms, as these arguments glorify traditional learning environments](https://www.theglobeandmail.com/opinion/article-schools-are-reopening-but-disabled-children-have-been-forgotten/) and reinforce the idea that they are ideal for everyone…. Conversations about what post-COVID schooling looks like must consider the reality that traditional learning formats often [fail marginalized students](https://doi.org/10.3102/00028312043002193).”

[Bullying, racism and being 'different': Why some families are opting for remote learning regardless of COVID-19 (theconversation.com)](https://theconversation.com/bullying-racism-and-being-different-why-some-families-are-opting-for-remote-learning-regardless-of-covid-19-165063?utm_medium=email&utm_campaign=Latest%20from%20The%20Conversation%20for%20September%2017%202021&utm_content=Latest%20from%20The%20Conversation%20for%20September%2017%202021+CID_20353d975be7473e60e3e93e8a08aae5&utm_source=campaign_monitor_ca&utm_term=Bullying%20racism%20and%20being%20different%20Why%20some%20families%20are%20opting%20for%20remote%20learning%20regardless%20of%20COVID-19)

2. 3027. Teens’ mental health can be challenged by social media

A Florida teen who ended up in the emergency room after self-harm precipitated by social media-involved depression, said her friends seemed happier than she: “I would look at their social media and try to figure out what I did wrong.” A Florida social worker says she has noted the increase in screen time caused by the pandemic has led to a heightened level of anxiety and depression in teens from harmful social media behaviours. Katherine Glaser said her teen clients see messages like the following frequently on social media: *You look anorexic. You need to lose ten pounds. You should kill yourself.* The lead author of a University of Pennsylvania study on social media use by young people said social media gives users the “illusion of connection,” said Dr. Melissa Hunt. It also encourages “upward social comparison.” However, in their research they found that forced reduction in screen time and non-screen activities resulted in reduced depression and loneliness.

[Tampa Bay teens are depressed and anxious. Social media deserves blame.](https://www.tampabay.com/news/health/2021/09/07/tampa-bay-teens-are-depressed-and-anxious-social-media-deserves-blame/)

3. 3025. If children are to live with the climate crisis, we must green the curriculum

A U.K. middle school science teacher believes schools must do much more to help students understand both the complexities and dangers associated with climate change, and also the potential for their impact on change. “Climate change isn’t tangible – young students lack the frame of reference to care if daffodils flower earlier every year or each summer is hotter than the last,” she commented. She feels that environmental issues impacting climate change need to be woven into all subject areas in all grades in age- and subject-appropriate manners. Her students are frightened by the information they hear on the impact of climate change on their lives and their futures, and it is incumbent on the education system to give them the best information available in a full range of subject areas: “the stark realities of the “inevitable”, “unprecedented” and [“irreversible” crisis](https://www.theguardian.com/science/2021/aug/09/humans-have-caused-unprecedented-and-irreversible-change-to-climate-scientists-warn) on the horizon mean the 15-year-olds of today cannot afford to be ignorant,” she noted.

<https://www.theguardian.com/commentisfree/2021/aug/19/children-climate-crisis-green-curriculum-sustainability-environment>

4. 3021. When kids pick their ‘trusted adult,’ it pays off

A Colorado middle school has named every staff and support member a ‘trusted adult.’ Each semester it sends each student a photo of every adult in the school along with a request: that the student names “someone who they feel they can confide in, who cares for them as a person and who will find them the support they need.” Prior to the pandemic, one in five children in [Canada](https://www.sciencedaily.com/releases/2019/04/190417153803.htm) and in the [U.S.](https://www.cdc.gov/childrensmentalhealth/features/child-mental-health.html) experienced a mental health challenge. Since COVID-19 began, new [studies](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7444649/) warn of the pandemic’s potentially “debilitating effects” on children’s psychological, developmental, and educational progress. “I tell our students, it’s like tutoring,” said a 7th-grade counsellor. “If you need help in math, you go get a tutor. You go to your teacher for help. We’re kind of your tutors for mental health.”

[When kids pick their ‘trusted adult,’ to vent to, it pays off (hechingerreport.org)](https://hechingerreport.org/when-kids-pick-their-trusted-adult-it-pays-off/?utm_source=The+Hechinger+Report&utm_campaign=20b938a2c1-EMAIL_CAMPAIGN_2021_08_31_04_46&utm_medium=email&utm_term=0_d3ee4c3e04-20b938a2c1-322605249)

Resources:

Resource 1: 3029. (Resource)

New Vaping Toolkit for Secondary Students

Exploring the Cloud is a new toolkit from the British Columbia Lung Association that supports educators to deliver information on the known health risks of vaping to grade 8-10 students. Similar to their popular toolkit for grade 5-7 students, the older grades toolkit includes a PowerPoint presentation, integrated interactive activities, and videos to engage students. [Find out more.](https://r20.rs6.net/tn.jsp?f=001uvHNf3y3GLjQgy3XhIYvxYuFcqQCGdxfMBZ2CbvLI1r9WzCJ1t8WOpogrWzIhkoa-eLVtpZkns-XR9W6gHmPGq1kbSkNJ1MjeXm6wcLXtkzy_lLzX5thtxLqt8-brMbU14nj573i2TPzloMJ5c7SwQeeNFc6v7AntrOV1C0sA1dSyYzTTobDO1fVLkqqa3U0isYGUbzkQVXNr5utewDwlw==&c=uHrvCtgj2Qha_SU7rsW8GXc23KR-ZtQs4CWGBRK3hvJjZ0ZMdPQXDQ==&ch=L1ou_DQ7xzOfzB9LcZIJpQCHrTO64Ebt3mFhVUjsZFOg24twxl-BUA==)

Resource 2: 2997. (Resource) (Infographic) Key Messages: Mental health and substance use impacts of COVID-19 on children, youth and families

Messages in this infographic include this: “There is a need for evidence-based practice guidelines to guide professionals in providing the most effective virtual mental health services for children and youth”

It was developed by the Institute of Neurosciences, Mental Health and Addiction of CIHR (Canadian Institutes of Health Research)

[Document title (covid19mentalhealthresearch.ca)](https://covid19mentalhealthresearch.ca/wp-content/uploads/2021/03/CMH-MH-SU-impacts-of-COVID-19_Children-Youth-Families_One-Pager.pdf)