# JCSH News and Resource Bundle September 19 2023

Hello everyone

Here is the News and Resource bundle for this week.

Cheers

Susan

News Articles:
1. Voices of Black youth remind adults in schools to listen – and act to empower them

This article draws a direct line between the [United Nations Convention on the Rights of the Child (UNCRC)](https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-rights-child) and [Youth Participatory Action Research (YPAR)](https://yparhub.berkeley.edu/why-ypar) related to their education. One way of empowering Black youth in terms of their education outcomes and improving their schooling experiences has been through summer programs. The [Black Student Summer Leadership Program (BSSLP)](https://www.tdsb.on.ca/CEBSA/Black-Student-Summer-Leadership-Program) is facilitated by the [Centre of Excellence for Black Student Achievement](https://www.tdsb.on.ca/CEBSA/Black-Student-Summer-Leadership-Program) for Black students in Grades 10-12 in the Toronto District School Board. In Nova Scotia, officials have been working to embed African Nova Scotian curriculum into multiple areas of curriculum - science, into math, into phys ed — for about two decades. There, African Nova Scotian parents and students have enhanced this work through the annual African Nova Scotian Freedom School, giving students knowledge and voice. “Amplifying youth voice in alignment with the mission and values of school communities is significant for an empowered path forward,” notes author [Tanitiã Munroe](https://theconversation.com/profiles/tanitia-munroe-1131101).

<https://theconversation.com/voices-of-black-youth-remind-adults-in-schools-to-listen-and-act-to-empower-them-210849?utm_medium=email&utm_campaign=Latest%20from%20The%20Conversation%20for%20September%206%202023&utm_content=Latest%20from%20The%20Conversation%20for%20September%206%202023+CID_37268b2dac6740f61535f95eee247837&utm_source=campaign_monitor_ca&utm_term=Voices%20of%20Black%20youth%20remind%20adults%20in%20schools%20to%20listen%20%20and%20act%20to%20empower%20them>

also: <https://www.cbc.ca/news/canada/black-canadians-school-curriculum-1.5706510>

2. Vaping found to be the biggest risk factor for Australian teenage tobacco smoking

The results of the 2017 Australian Secondary School Students Alcohol and Drug Survey (Assad), published last month, show that “e-cigarette use is the single strongest risk factor for adolescents taking up tobacco smoking, outranking social norms, poor mental health and misperceptions about smoking harms.” The research also showed that the greatest risk for future smoking was having used e-cigarettes. Four other factors – perceiving smokers to be more popular than non-smokers, having at least one close friend that smokes, perceiving smoking one or two cigarettes occasionally as not dangerous, and having symptoms of depression – were also independently associated with vulnerability to smoking. Prof Becky Freeman, a leading tobacco control expert with the University of Sydney’s School of Public Health, said the research added weight to “why we need to act on e-cigarettes. Not only because e-cigarettes [in] and of themselves are dangerous for young people, but that they also potentially can lead to smoking uptake, which we have decades and decades of evidence knowing just how harmful that is,” Freeman said.

<https://www.theguardian.com/society/2023/aug/23/vaping-found-to-be-the-biggest-risk-factor-for-teenage-tobacco-smoking>

3. Celebrating student interests to create a positive high school culture

“Student engagement i[s a necessary ingredient to fulfill the educational mission.”](https://xello.world/en/blog/student-engagement/what-is-student-engagement/) In this opinion article by an assistant principal, students are provided opportunities to showcase their skills and interests to the school. Creating a positive school climate and culture is essential for student success. When students feel like they are an important part of the community, they’re [more likely to be engaged in their learning](https://xello.world/en/blog/student-engagement/what-is-student-engagement/) and have a positive attitude toward school. “In addition to fostering self-esteem and confidence, this sharing of art cultivates an appreciation for creativity and expression, offers a real-world audience to student artists, and sparks conversations among students and adults who may not have previously connected,” she noted.

<https://www.edutopia.org/article/creating-positive-high-school-culture?utm_content=linkpos6&utm_source=edu-newsletter&utm_medium=email&utm_campaign=weekly-2023-07-19>

4. Period shame stops countless girls from continuing sport. The Women’s World Cup can help break this stigma

Women athletes and this summer’s FIFA Women’s World Cup are hoping their increasingly open discussion will help to  break the shame, stigma and taboo that [continue to shroud periods](https://www.westernsydney.edu.au/__data/assets/pdf_file/0003/1932321/Final_White_Paper_Menstrual_Equity_in_Educational_Institutions_and_Workplaces_V.2.pdf). International research and testimonials from athletes show that [puberty onset is a time when participation in sports by girls falls off sharply.](https://www.independent.co.uk/voices/girls-periods-sport-body-image-b1936093.html) A UK survey of more than 4,000 teenagers published last year found there are [complex barriers](https://www.theguardian.com/education/2022/mar/07/uk-girls-lose-interest-in-sport-as-teenagers-women-in-sport-survey) and deep-rooted negative attitudes affecting girls’ enjoyment of sport, including period shame and body image issues. The girls in the survey who used to participate in sports tended to avoid sports when they had their period (78%); Of girls who avoided exercise on their periods, 73% said it was due to pain and 62% did so out of fear of leakage. Among the recommended improvements to support girls’ participation in sports is the development of “period positive” [cultures](https://www.ccyp.com.au/wp-content/uploads/2023/05/Period-Positive-Sports-Clubs.pdf). These can help girls and women be empowered to manage their periods in ways that will enable them to continue their participation and not feel ashamed or embarrassed.

<https://theconversation.com/period-shame-stops-countless-girls-from-continuing-sport-the-womens-world-cup-can-help-break-this-stigma-205570?utm_medium=email&utm_campaign=Latest%20from%20The%20Conversation%20for%20July%2022-23%202023&utm_content=Latest%20from%20The%20Conversation%20for%20July%2022-23%202023+CID_56ff55f611a076fe7d1bda73b675cb39&utm_source=campaign_monitor_ca&utm_term=Period%20shame%20stops%20countless%20girls%20from%20continuing%20sport%20The%20Womens%20World%20Cup%20can%20help%20break%20this%20stigma>

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**Resources:**

**Resource 1.** Anti-Black racism in the early years: the experiences of Black families and early childhood educators in Nova Scotia
*Emma Stirling-Cameron, Nicholas Hickens, Crystal Watson, Barb Hamilton-Hinch, Milena Pimentel, Jessie-Lee D. McIsaac*

Recommendations, from the Conclusion: “We posit several recommendations guided by our data and other expert positions. Educational, institutional and government stakeholders must recognize and declare anti-Black racism as a public health emergency and acknowledge it as a significant detriment to pediatric health.[Footnote38](https://www.canada.ca/en/public-health/services/reports-publications/health-promotion-chronic-disease-prevention-canada-research-policy-practice/vol-43-no-8-2023/anti-black-racism-early-years-experiences-black-families-early-childhood-educators-nova-scotia.html#fn38) Education and medical systems must broaden their Western conceptualizations of health and academic achievement, and would benefit from implementing principles of Africentrism (or Afrocentrism), and antiracist frameworks.[Footnote45](https://www.canada.ca/en/public-health/services/reports-publications/health-promotion-chronic-disease-prevention-canada-research-policy-practice/vol-43-no-8-2023/anti-black-racism-early-years-experiences-black-families-early-childhood-educators-nova-scotia.html#fn45)[Footnote46](https://www.canada.ca/en/public-health/services/reports-publications/health-promotion-chronic-disease-prevention-canada-research-policy-practice/vol-43-no-8-2023/anti-black-racism-early-years-experiences-black-families-early-childhood-educators-nova-scotia.html#fn46) Academic programs and institutions must develop curricula focussing on understanding racism and its effects, unlearning stereotypes and biases and developing cultural humility and safety in practice.[Footnote38](https://www.canada.ca/en/public-health/services/reports-publications/health-promotion-chronic-disease-prevention-canada-research-policy-practice/vol-43-no-8-2023/anti-black-racism-early-years-experiences-black-families-early-childhood-educators-nova-scotia.html#fn38)[Footnote45](https://www.canada.ca/en/public-health/services/reports-publications/health-promotion-chronic-disease-prevention-canada-research-policy-practice/vol-43-no-8-2023/anti-black-racism-early-years-experiences-black-families-early-childhood-educators-nova-scotia.html#fn45)[Footnote47](https://www.canada.ca/en/public-health/services/reports-publications/health-promotion-chronic-disease-prevention-canada-research-policy-practice/vol-43-no-8-2023/anti-black-racism-early-years-experiences-black-families-early-childhood-educators-nova-scotia.html#fn47) Medical and educational training programs and institutions must work to bolster hiring and retaining racially and ethnically diverse students and staff by implementing successful policies such as affirmative action, tuition waivers and racially specific cohorts and streams.[Footnote9](https://www.canada.ca/en/public-health/services/reports-publications/health-promotion-chronic-disease-prevention-canada-research-policy-practice/vol-43-no-8-2023/anti-black-racism-early-years-experiences-black-families-early-childhood-educators-nova-scotia.html#fn9)[Footnote47](https://www.canada.ca/en/public-health/services/reports-publications/health-promotion-chronic-disease-prevention-canada-research-policy-practice/vol-43-no-8-2023/anti-black-racism-early-years-experiences-black-families-early-childhood-educators-nova-scotia.html#fn47)[Footnote48](https://www.canada.ca/en/public-health/services/reports-publications/health-promotion-chronic-disease-prevention-canada-research-policy-practice/vol-43-no-8-2023/anti-black-racism-early-years-experiences-black-families-early-childhood-educators-nova-scotia.html#fn48)[Footnote49](https://www.canada.ca/en/public-health/services/reports-publications/health-promotion-chronic-disease-prevention-canada-research-policy-practice/vol-43-no-8-2023/anti-black-racism-early-years-experiences-black-families-early-childhood-educators-nova-scotia.html#fn49)[Footnote50](https://www.canada.ca/en/public-health/services/reports-publications/health-promotion-chronic-disease-prevention-canada-research-policy-practice/vol-43-no-8-2023/anti-black-racism-early-years-experiences-black-families-early-childhood-educators-nova-scotia.html#fn50) Finally, governments must prioritize the collection of race-based, disaggregated data and ensure this information is regularly reported and made accessible to the public.[Footnote14](https://www.canada.ca/en/public-health/services/reports-publications/health-promotion-chronic-disease-prevention-canada-research-policy-practice/vol-43-no-8-2023/anti-black-racism-early-years-experiences-black-families-early-childhood-educators-nova-scotia.html#fn14)[Footnote38](https://www.canada.ca/en/public-health/services/reports-publications/health-promotion-chronic-disease-prevention-canada-research-policy-practice/vol-43-no-8-2023/anti-black-racism-early-years-experiences-black-families-early-childhood-educators-nova-scotia.html#fn38)

<https://www.canada.ca/en/public-health/services/reports-publications/health-promotion-chronic-disease-prevention-canada-research-policy-practice/vol-43-no-8-2023/anti-black-racism-early-years-experiences-black-families-early-childhood-educators-nova-scotia.html>

Resource 2: SIECCAN is excited to announce the release of the sexual health promotion with Autistic youth toolkit. This is a Health Canada funded project.

The toolkit includes the following resources:

* ***Canadian Guidelines for Sexual Health Promotion with Autistic Youth*** (full version and easy read version)
* ***Sexual Health Promotion: A Service Provider Guide for Working with Autistic Youth***
* 2 information sheets for Autistic youth (***Online Dating*** and ***Communication in Relationships***)

These resources were developed in collaboration with an expert working group of people with diverse lived experiences and professional expertise.

  These resources can be used by policy and program decision-makers, services providers, and Autistic youth themselves.

  Click here to access the resources in [English](https://can01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.sieccan.org%2Fady-autisticyouth&data=05%7C01%7Csjhornby%40gov.pe.ca%7Cd73c92f6d302478cdced08db8d4b6c25%7Cc86b09eb7ad74aa29d8298a45bd8ec19%7C0%7C0%7C638259127480422797%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=F%2BRy9FNYlTT%2BvAKjFEZOwmRHs5picE4oBNMDC6SEJE4%3D&reserved=0) and in [French](https://can01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.sieccan.org%2Fady-autisticyouth-fr&data=05%7C01%7Csjhornby%40gov.pe.ca%7Cd73c92f6d302478cdced08db8d4b6c25%7Cc86b09eb7ad74aa29d8298a45bd8ec19%7C0%7C0%7C638259127480422797%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=Ybc4a3RMJareaNTkKfq%2FKL6jPmZUUTkbKy42iVZXZ3s%3D&reserved=0).

Infographics:

* English:
* <https://www.sieccan.org/_files/ugd/283cae_126a26dfc3db4f09b13a70ddba8c3025.pdf>
* French: [https://www.sieccan.org/\_files/ugd/283cae\_636844a36a0b4587bac6c8b8c84415de.pdf](https://can01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.sieccan.org%2F_files%2Fugd%2F283cae_636844a36a0b4587bac6c8b8c84415de.pdf&data=05%7C01%7Csjhornby%40gov.pe.ca%7C1c502aea2d054b69003c08dba4a8edae%7Cc86b09eb7ad74aa29d8298a45bd8ec19%7C0%7C0%7C638284817938674359%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=9JbNOdsYgagp3a7sKLK4Ln%2F4Znv55FxDXPlUHXrlKzA%3D&reserved=0)
* English: [https://www.sieccan.org/\_files/ugd/283cae\_847f6c30b82e41678cbf89fa54ac4510.pdf](https://can01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.sieccan.org%2F_files%2Fugd%2F283cae_847f6c30b82e41678cbf89fa54ac4510.pdf&data=05%7C01%7Csjhornby%40gov.pe.ca%7C1c502aea2d054b69003c08dba4a8edae%7Cc86b09eb7ad74aa29d8298a45bd8ec19%7C0%7C0%7C638284817938674359%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=w9Y72wN9AFA%2B87NIeGHyn2RBPNx06%2BJo5x4rp9DDOk8%3D&reserved=0)
* French: [https://www.sieccan.org/\_files/ugd/283cae\_1228debee98d49718f592a80b774b2e5.pdf](https://can01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.sieccan.org%2F_files%2Fugd%2F283cae_1228debee98d49718f592a80b774b2e5.pdf&data=05%7C01%7Csjhornby%40gov.pe.ca%7C1c502aea2d054b69003c08dba4a8edae%7Cc86b09eb7ad74aa29d8298a45bd8ec19%7C0%7C0%7C638284817938674359%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=nw9ZGU3gsjex07mOz%2BK1%2F1VHBfwMDWhQh5CDkIEevEE%3D&reserved=0)

<https://www.sieccan.org/ady-autisticyouth>

<https://www.sieccan.org/ady-autisticyouth-fr>