# JCSH News and Resource Bundle January 27 2023

Hello everyone

Here is the News and Resource bundle for this week.

Cheers

Susan

News Articles:  
1. 3276. The joy of pickleball in elementary school

This is, ultimately, a story of inclusion. The author describes benefits of a game that rewards critical thinking and decision-making skills, and is available to non-athletic students and educators. Because the game is collaborative in nature, it can include players of different ages, experiences, and abilities. The author notes that in addition to the health benefits of play and this game in particular are social, emotional, and critical thinking skills, making it a positive addition to school games, activities, and curricula. “Finally, pickleball brings people together,” says the author. “Even the most competitive games are filled with moments of laughter, discussion, and camaraderie. The psychological effects of being active, having fun, and appreciating each other might be just the thing many schools need.

<https://www.edutopia.org/article/pickleball-elementary-school-phys-ed?utm_content=linkpos1&utm_source=edu-newsletter&utm_medium=email&utm_campaign=weekly-2023-01-25>

2. 3272. OPINION: Let’s help our middle schoolers learn from their digital worlds

The conversation on digital technology and students has been framed to a considerable degree on safety and health concerns: the amount of time spent on social media, impact on sleep patterns and physical health, to name a few. The developmental scientists who authored this article argue that there are many positives, and there is much that can be done to protect youth and enhance the value of digital communications. “We know how to create engaging, safe spaces for youth to learn and thrive,” they write. “We already rely on evidence-based standards and best practices to ensure that classrooms support learning and well-being; these practices need to be applied in online spaces.”

<https://hechingerreport.org/opinion-lets-help-our-middle-schoolers-learn-from-their-digital-worlds/?utm_source=The+Hechinger+Report&utm_campaign=efae90954f-EMAIL_CAMPAIGN_2023_01_17_06_34&utm_medium=email&utm_term=0_-efae90954f-%5BLIST_EMAIL_ID%5D>

3. 3221. ‘They saw me as calculating, not a child’: How adultification leads to black children being treated as criminals

This is a difficult story to read. It reflects experiences and data from England. It explores a concept – adultification of racialized students: in these cases, Black students – that is also experienced by [students](chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https:/files.eric.ed.gov/fulltext/EJ1248464.pdf) in Canada. In the story, researcher and safeguarding expert [Jahnine Davis](https://www.kingston.ac.uk/research/research-degrees/research-degree-students/profile/jahnine-davis-371/) says adultification can mean that “children of colour are not seen as ‘innocent’ as white children would be. It is a form of racism that has a disproportionate impact on Black children…” “They’re seen as being more responsible and more resilient and therefore sometimes able to safeguard themselves.” A [paper](chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https:/files.eric.ed.gov/fulltext/EJ1248464.pdf) that explores experiences of Black female students recommending attention to adultification in the context of educational equity with this statement: “you cannot find what you are not looking for.”

<https://www.theguardian.com/society/2022/jul/05/they-saw-me-as-calculating-not-a-child-how-adultification-leads-to-black-children-being-treated-as-criminals>

4. 3248. (Sept 12) Why the expressive arts, led by teachers in schools, matter for refugee children

Education, [holistic care](https://bera-journals.onlinelibrary.wiley.com/doi/10.1002/berj.3730), and the collaboration of many sectors are essential elements of integration for refugee children, says researcher and Simon Fraser University lecturer [Susan Barber](https://theconversation.com/profiles/susan-barber-1351929). She notes that imaginative play and art are pathways for refugee children to manage and begin to heal from trauma. “Teachers especially can have a significant impact on building refugees’ feelings of safety, trust and sense of belonging” says Dr. Barber. “Yet, many teachers still lack professional development for working with refugees, including [culturally-sensitive approaches](https://theconversation.com/culturally-responsive-teaching-in-a-globalized-world-109881) and understanding what basic mental health needs look like in the classroom.” It is important to encourage these students to express themselves creatively. “If left untreated, trauma may worsen, limit academic growth and prevent refugees from becoming fully contributing citizens.”

[Why the expressive arts, led by teachers in schools, matter for refugee children (theconversation.com)](https://theconversation.com/why-the-expressive-arts-led-by-teachers-in-schools-matter-for-refugee-children-186268?utm_medium=email&utm_campaign=Latest%20from%20The%20Conversation%20Canada%20for%20September%2012%202022&utm_content=Latest%20from%20The%20Conversation%20Canada%20for%20September%2012%202022+CID_44723fe17021d438cf0fe5e1478ce0b1&utm_source=campaign_monitor_ca&utm_term=Why%20the%20expressive%20arts%20led%20by%20teachers%20in%20schools%20matter%20for%20refugee%20children)

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**Resources:**

**Resource 1.**3249. (Resource) Original quantitative research – Perceptions of and adherence to early COVID-19-related restrictions and associations with substance use among youth in Canada

This research, by Scott Leatherdale and a team from Waterloo and Brock Universities and PHAC, investigates substance use by youth during the COVID-19 pandemic. From the Results: “In our sample, 10% of adolescents perceived COVID-19 restrictions as too weak and 14% perceived them as too strict. Nearly half (46%) reported taking restrictions very seriously, and 5% did not take them seriously at all. Binge drinking, cigarette use and vaping were associated with perceptions that restrictions were too strict and with nonadherence. However, adolescents who used cannabis were less likely to perceive COVID-19-related restrictions as too strict.” This article is available through open access from the *Health Promotion and Chronic Disease Prevention in Canada: Research, Policy and Practice (the HPCDP Journal);* it is a bilingual, peer-reviewed scientific journal of the Public Health Agency of Canada’s Health Promotion and Chronic Disease Prevention Branch.

[Perceptions of and adherence to early COVID-19-related restrictions and associations with substance use among youth in Canada - Canada.ca](https://www.canada.ca/en/public-health/services/reports-publications/health-promotion-chronic-disease-prevention-canada-research-policy-practice/vol-42-no-11-12-2022/perceptions-adherence-early-covid-19-restrictions-substance-use-youth-canada.html)

Resource 2. 3280. (Resource) Inclusion and equity in education: Current policy reform in Nova Scotia, Canada

Abstract: This article aims to explore the context of inclusive education policy in Canada, and to highlight the particular case of inclusive education policy reform in the province of Nova Scotia. As with most other provinces and territories, inclusive education policy in Nova Scotia has broadened to include a lens of equity, with a focus on not only students with special education needs, but all students – particularly those most often marginalized by and within Canadian school systems. The article reflects on the first phase of the developmental evaluation process which took place prior to full implementation of the policy. Four interconnected key themes emerge: 1) the shifting roles and identities for educators and specialized staff; 2) the changing roles of classroom teachers; 3) the importance of support to ensure effective universal and differentiated classroom practices; and 4) the professional learning of school staff. Although situated within the Nova Scotian and the national Canadian context, the discussion and implications can readily be applied to international systems engaged in developing and implementing broad inclusive education policy.

<https://link.springer.com/article/10.1007/s11125-020-09503-z>