

Health and health-related behaviours among young people in Yukon Territory

Comparing urban and rural Yukon Territory

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Health and Health-Related Behaviours among Young People in Yukon Territory

Comparing Urban & Rural Yukon Territory

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Health Behaviour in School-aged Children (HBSC) is an international study carried out in collaboration with the World Health Organization, European Region (WHO/EURO). The International HBSC Coordinator was Dr. Jo Inchley (University of Glasgow, Scotland) for the 2021/22 survey and the Data Bank Manager was Dr. Oddrun Samdal (University of Bergen, Norway). The Canadian 2021/22 HBSC study was funded by the Public Health Agency of Canada. The Principal Investigators were Drs. Wendy Craig (Department of Psychology, Queen's University, Canada) and William Pickett (Brock University and Queen's University, Canada). The National Coordinator was Matthew King (Department of Psychology, Queen's University, Canada). The Yukon HBSC study was coordinated by Ian Parker (Health Promotion Unit, Yukon Territory), in association with the Yukon Bureau of Statistics and the Yukon Government Departments of Health and Social Services and Education.

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Chapter 1: Introduction

The HBSC study

The Health Behaviour in School-aged Children (HBSC) study examines the health and health behaviours of youth aged 11-15. Conducted cross-nationally, the research study aims to understand young people's health through their social and environmental contexts. By gathering various health indicators in relation to their home life, school life, community setting, peer relationships, and health risk or health promoting behaviours, young people's health can be analyzed and compared on an international, national, and provincial/territorial level. Since its initial conduct in 1982, the HBSC study has grown to include participants from 53 countries and regions in North America, Europe, and Central Asia.

Canadian HBSC study

In 1990, Canada became a member country and has participated in each cycle of the survey since, producing a robust body of literature and reports that have been used to inform policy and practice in the country. In Canada, HBSC is funded through the Public Health Agency of Canada (PHAC) as the study aligns with their priorities of research, surveillance, and monitoring, in addition to developing evidence-based policies and programs that will improve the health of Canadian youth.¹

HBSC study in Yukon Territory

The HBSC study was conducted by the Yukon Bureau of Statistics (YBS), on behalf of the Canadian HBSC Research Team and the Yukon Government Departments of Health and Social Services and Education. The survey results are considered important by these government groups because they offer a means of providing knowledge to guide promotion programming, curriculum development and selection, and school policy. Through a consultative process with representatives from the Yukon, the HBSC national standard set of items was adapted to create a Yukon-specific questionnaire with the goal of being more culturally relevant, respectful of the students' experience and the information needs of Yukon communities.

Sample

Due to the COVID-19 pandemic, data collection was postponed and carried out in November of 2022. In total, nine schools out of 14 (64%) in rural Yukon and 12 schools out of 17 (71%) in Whitehorse were visited. A total of 1,147 useable questionnaires were completed and mailed to Queen's University (see **Tables 1.1** and **1.2**). This is considerably less than the 2018 cycle of the HBSC survey in the Yukon Territory (1,450 completed survey questionnaires; participation rate of 77.8% and 66.5% for youth in grades 6, 7 and 8 and in grades 9 and 10, respectively), attributable to the challenges of the COVID-19 pandemic. This led to the need to suppress some results due to small cell sizes in order to adhere to ethics regulations. In addition, a small number of questionnaires were determined to be unusable and are not included in the final Yukon data set. Unusable questionnaires were those that were very incomplete or identified as not having been answered honestly. Notes made by students on the questionnaires, internal inconsistencies and patterns of responses were used to inform this decision-making process.

Some students enrolled in grades 9 and 10 classes in Whitehorse are from rural communities and the responses of these students are included in the Whitehorse data. Since the survey was administered in school, youth who are no longer attending are not represented in the data set.

Table 1.1 Number of completed survey questionnaires, by grade and location

	Grades 6, 7 and 8			Grades 9 and 10		
	Enrolment	Sample	Participation rate (%)	Enrolment	Sample	Participation rate (%)
Rural Yukon	221	127	57.47	128	88	68.75
Whitehorse	904	644	71.24	629	287	45.63
Total	1125	771	68.53	757	375	49.54

For presentation purposes, students in grades 6 to 8 are combined and students in grades 9 and 10 are combined. Students were asked to self-identify their gender identity according to the following categories: "Girl", "Boy", "I identify myself neither boy nor girl" or "Other/s (please specify)".

Table 1.2 Description of the sample by location, grade, and gender

		Boys	Girls	Total
Grades 6 to 8	Rural	63	55	118
	Whitehorse	342	243	585
	<i>Total</i>	<i>405</i>	<i>298</i>	<i>703</i>
Grades 9 and 10	Rural	46	38	84
	Whitehorse	113	137	250
	<i>Total</i>	<i>159</i>	<i>175</i>	<i>334</i>

Note: For gender identity, 54 participants responded, “I identify myself neither boy nor girl”, 29 responded “Other/s (please specify)”, and 27 did not respond to the item. In order to protect the identity of students who do not identify as boys or girls, findings are not presented for them separately. They are, however, included in the numbers presented for Yukon students as a whole. In addition, one student who was in grade 11 was removed from the dataset.

The topic of this report focuses on comparing between urban (schools located in Whitehorse) and rural students. A total of 12 schools that participated were categorized as urban and nine schools were categorized as rural (**Table 1.3**).

Table 1.3 Description of rural and urban classifications according to school

School Name	Location
Urban	
Christ the King Elementary School	Whitehorse, YT
Ecole Emilie-Tremblay	Whitehorse, YT
Elijah Smith Elementary School	Whitehorse, YT
F.H. Collins Secondary School	Whitehorse, YT
Golden Horn Elementary School	Whitehorse, YT
Hidden Valley Elementary School	Whitehorse, YT
Jack Hulland Elementary School	Whitehorse, YT
Porter Creek Secondary School	Whitehorse, YT
Selkirk Elementary School	Whitehorse, YT
St. Francis of Assisi Catholic Secondary School	Whitehorse, YT
Takhini Elementary School	Whitehorse, YT
Whitehorse Elementary School	Whitehorse, YT
Rural	
Eliza Van Bibber School	Pelly Crossing, YT
Ghùch Tiâ Community School	Carcross, YT
Johnson Elementary School	Watson Lake, YT
J.V. Clark School	Mayo, YT
Khàtinàs.àxh Community School	Teslin, YT
Robert Service School	Dawson City, YT
St. Elias Community School	Haines Junction, YT
Tantalus School	Carmacks, YT
Watson Lake Secondary School	Watson Lake, YT

Statistical Analysis

Estimation of Health Status Indicators

Territorially representative estimates (e.g., proportions) were calculated using survey weights, which reflect the actual enrolments of students within each grade (from grades 6 to 10) in Yukon. Across the report, data are most often presented within two grade groupings (grades 6 to 8 and grades 9 and 10). The dataset is weighted such that each of the single grades contribute to the grade groupings proportionate to the real student enrolment in those grades.

Absolute vs. Relative Differences in Prevalence

In this report, we present prevalence levels of key health indicators, overall and within groups defined (for example) by grade level and gender. In doing so, we present differences between

groups in terms of absolute differences in prevalence, or percentage points. For example, if the prevalence of a health behaviour is 15% in girls and 10% in boys, the absolute difference is 5% in terms of prevalence or percentage points (15% minus 10%). This could also be described as a 5% (absolute) increase in girls relative to boys, or a 5% (absolute) decrease in boys relative to girls. An alternative expression of these differences could be in terms of “relative difference”. For example, the 15% vs. 10% increase described above could be described in relative terms as a 150% increase in prevalence for cisgender girls relative to cisgender boys, or a 1.5-fold increase in prevalence in cisgender girls vs. cisgender boys. However, to promote clarity throughout the report, we have chosen to describe differences in absolute and not relative terms.

References

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Chapter 2: Home and Family

In childhood, families assume the primary responsibility for their child's health by creating and fostering the caregiving environment in addition to providing the child with the resources they need to thrive.¹ It is often the family context, and relationships found within it, that introduce young people to both resources and stress which has implications for health later in life.² Family has the potential to influence psychological, physiological, behavioural, and social pathways to intersect with health across the life course,³ deeming it an important facet in understanding young people's lives and health trajectories. Furthermore, parent's health promoting behaviours such as encouraging and participating in physical activity and healthy eating,⁴ communicating about sexual health,⁵ in addition to monitoring and demonstrating healthy screen time⁴ influence young people's behaviours. Finally, parental support and involvement is associated with positive mental health experiences.^{6,7}

In the HBSC study, students are asked to report on who they live with all or most of the time. Students were also asked specific questions relating to their parents. Using a 5-point Likert scale, students responded to the phrases "my parent(s)/guardian(s) understand me," "I have a happy home life," "there are times I would like to leave home," and "my parent(s)/guardian(s) expect too much of me." Finally, the family support scale was used to assess family and home health, and its four items are presented in **Table 2.1**. All items were reported on a seven-point scale ranging from "very strongly disagree" to "very strongly agree." Based on the level of family support the students reported, they were divided into three approximately equal family support groups: low, moderate, and high. A total of 31.6% of the students were in the group with the highest family support.

Table 2.1 Family support scale	
My family really tries to help me.	Anchored Scale
I get the emotional help and support I need from my family.	1=Very strongly disagree
My family is willing to help me make decisions.	2
I can talk about my problems with my family.	.
	.
	6
	7=Very strongly agree

FAMILY STRUCTURE

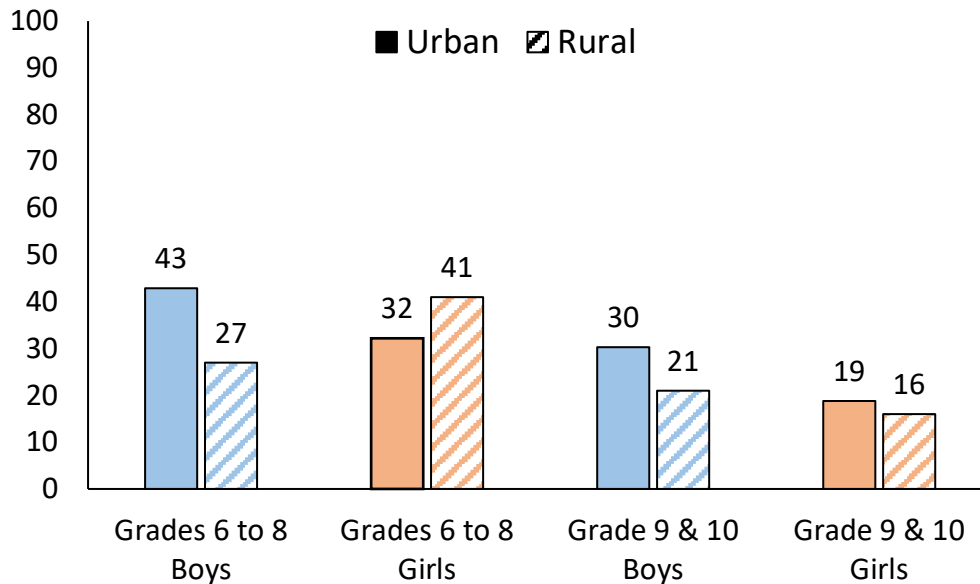
Table 2.2. Family structure by grade (%)

	Grades 6 to 8	Grades 9 and 10
Living with both parents	72	65
Living with mother and partner	4	4
Living with father and partner	0	2
Living with mother only	15	16
Living with father only	4	6
Other	5	8

- The majority of students in Yukon Territory reported living with both parents.
- 19%-22% of students reported living with a single parent, mainly their mother.

FAMILY SUPPORT

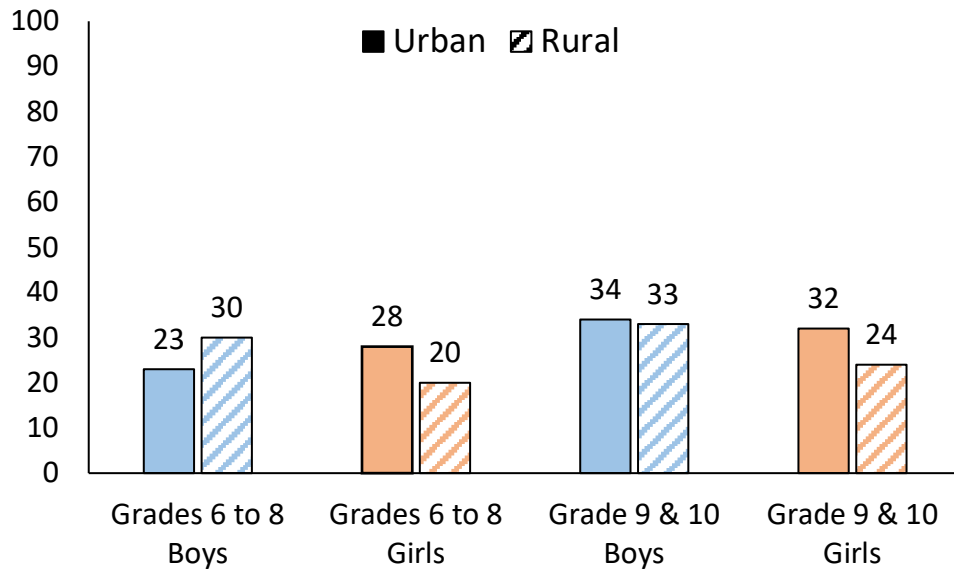
Figure 2.1. Students who scored in the high third (31.6%) of the family support scale, by grade, urban/rural status, and gender (%)



- Students in grades 9 and 10 were less likely than students in grades 6 to 8 to score in the high third of the family support scale. For example, 43% of urban boys in grades 6 to 8 scored in the high third of the family support scale compared to 30% of urban boys in grades 9 and 10. Similarly, 41% of rural girls in grades 6 to 8 scored in the high third of the family support scale compared to 16% of rural girls in grades 9 and 10.
- Except for rural students in grades 6 to 8, boys were more likely than girls to score in the high third of the family support scale.
- The differences between urban and rural students were most pronounced among boys. For example, 43% of urban boys in grades 6 to 8 scored in the high third of the family support scale compared to 27% of rural boys in the same grade category. Similarly in grades 9 and 10, 30% of urban boys scored in the high third of the family support scale, a proportion 9% greater than rural boys in grades 9 and 10.

PARENTS EXPECTING TOO MUCH

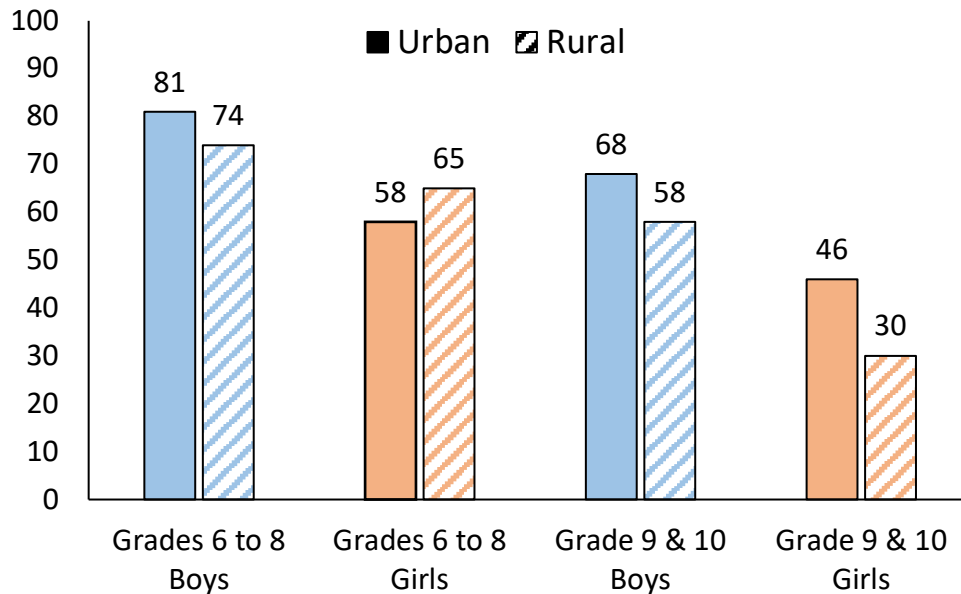
Figure 2.2. Students who agreed or strongly agreed with the statement “My parents expect too much of me,” by grade, urban/rural status, and gender (%)



- Regardless of grade, more urban girls than rural girls reported that their parents expected too much of them.
- In grades 6 to 8, 30% of rural boys compared to 23% of urban boys reported that they agreed or strongly agreed that their parents expected too much of them. The opposite pattern was reported by girls in grades 6 to 8 with 28% of urban girls reporting that they agreed or strongly agreed that their parents expected too much of them compared to 20% of rural girls.
- In grades 9 and 10, the proportions of students reporting that their parents expected too much of them was approximately equal for boys and urban girls. Rural girls were least likely to report this measure (24%).

PARENTAL UNDERSTANDING

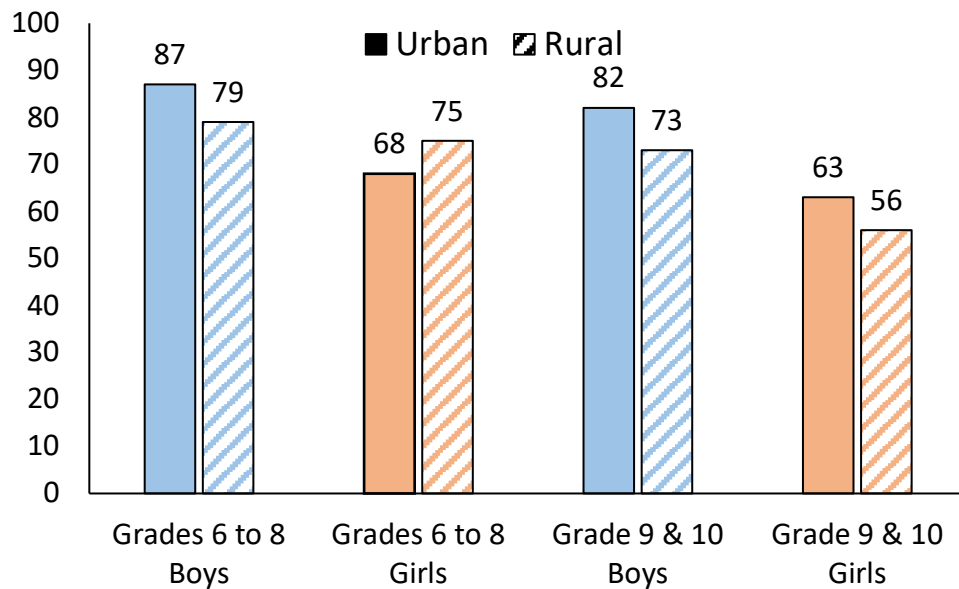
Figure 2.3. Students who agree or strongly agree with the statement “My parents understand me,” by grade, urban/rural status, and gender (%)



- Generally, more students in grades 6 to 8 view their parents as understanding than students in grades 9 and 10. The largest difference was among rural girls (65% in grades 6 to 8 compared to 30% in grades 9 and 10, a 35% decline).
- Compared to girls, more boys view their parents as understanding. For example, 58% of rural boys in grades 9 and 10 agreed or strongly agreed their parents understood them compared to only 30% of rural girls in grades 9 and 10, a 28% difference.
- For all students, except girls in grades 6 to 8, urban students were more likely than rural students to agree or strongly agree that their parents understand them.

HAPPY HOME LIFE

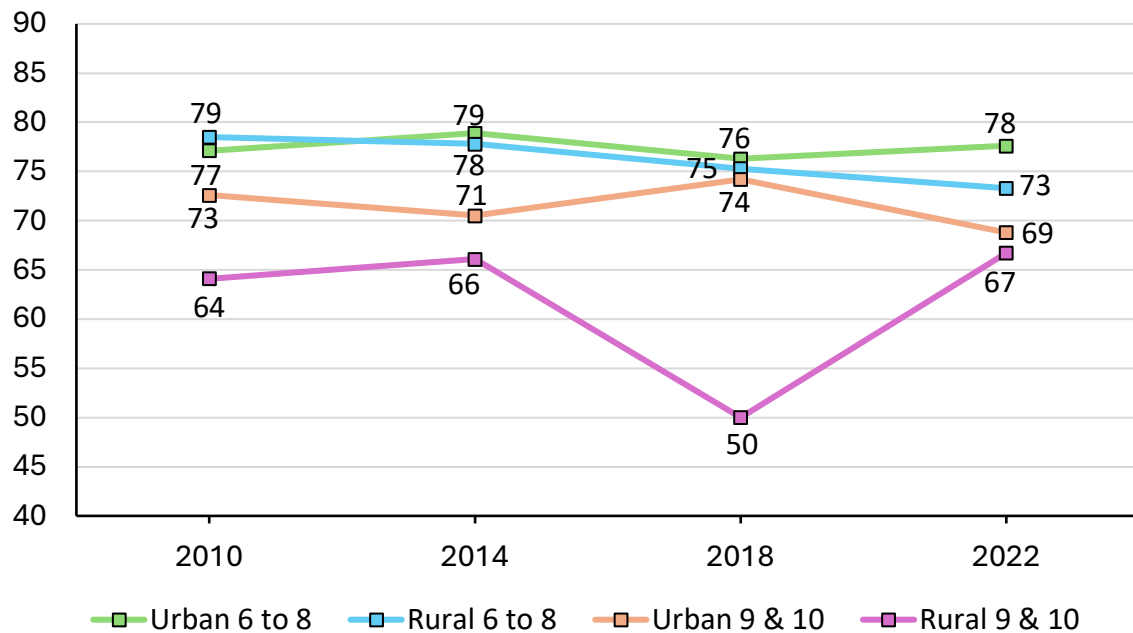
Figure 2.4. Students who agree or strongly agree with the statement “I have a happy home life,” by grade, urban/rural status, and gender (%)



- Boys were more likely than girls to report that they had a happy home life (82%-87% of urban boys and 73%-79% of rural boys compared to 63%-68% of urban girls and 56%-75% of rural girls).
- For all students, except girls in grades 6 to 8, urban students were more likely than rural students to report a happy home life.
- Students in grades 9 and 10 were less likely than students in grades 6 to 8 to report a happy home life. The largest difference was among rural girls (75% in grades 6 to 8 compared to 56% in grades 9 and 10, a 19% difference).

TRENDS IN HAPPY HOME LIFE

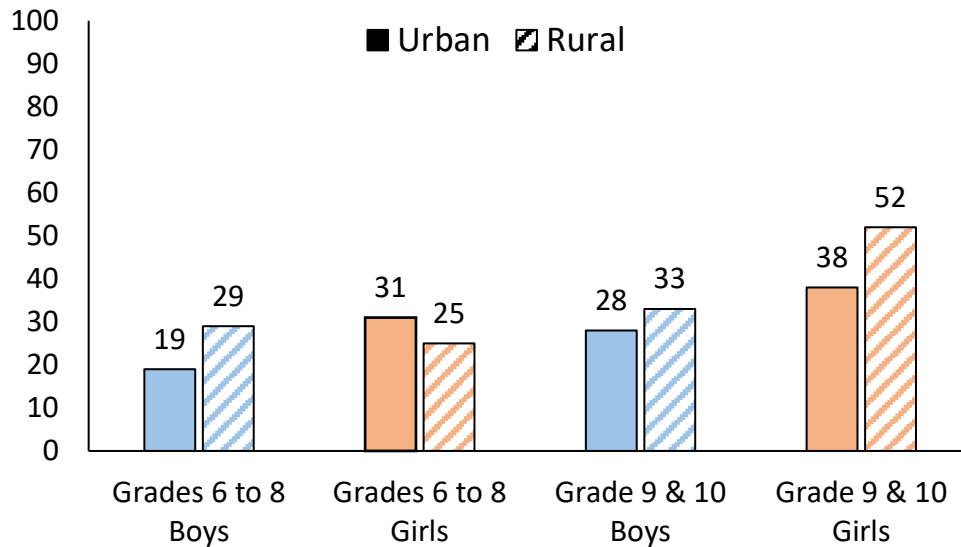
Figure 2.5. Students who agree or strongly agree with the statement “I have a happy home life,” by year of survey, grade, and urban/rural status (%)



- In 2022, the proportion of rural students in grades 9 and 10 that reported that they have a happy home life increased when compared to 2018 (50% in 2018 to 67% in 2022, a 17% increase).
- 69% of urban students in grades 9 and 10 reported they have a happy home life in 2022. This was the lowest proportion reported amongst this group since 2010.
- Consistently over the survey cycles, the proportion of rural students in grades 6 to 8 who report having a happy home life has decreased. For example, in 2010, 79% of rural students in grades 6 to 8 reported a happy home life compared to 73% in 2022, a 5% decline.

WANT TO LEAVE HOME

Figure 2.6. Students who agree or strongly agree with the statement “There are times I would like to leave home,” by grade, urban/rural status, and gender (%)



- As students age, they were more likely to report wanting to leave home. The largest difference was among rural girls (25% in grades 6 to 8 reported wanting to leave home compared to 52% in grades 9 and 10, a 27% increase).
- Among all students, except for girls in grades 6 to 8, more rural students than urban students reported wanting to leave home. The largest difference was among girls in grades 9 and 10 (38% of urban girls reported wanting to leave home compared to 52% of rural girls, a 24% difference).
- Among students in grade 9 and 10, regardless of location, girls were more likely to report wanting to leave home than boys. Among students in grades 6 to 8, more urban girls reported wanting to leave home than urban boys (31% vs. 19%) but more rural boys reported this measure than rural girls (29% vs. 25%).

Summary of Findings

ENCOURAGING FINDINGS

- 17% more rural students in grades 9 and 10 are reporting a happy home life in 2022 compared to 2018.
- Rural girls in grades 6 to 8 reported relatively high proportions of positive home and family measures when compared to urban girls, a location trend that is not seen among boys or girls in grades 9 and 10.

AREAS OF CONCERN

- Broadly, as students get older, they reported smaller proportions of home and family measures that are indicative of positive health outcomes, including family support and having a happy home life.
- Girls reported worse home and family measures than their boy counterparts.
- In general, rural students reported worse home and family measures than their urban counterparts.

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Chapter 3: Friends

Relationships with friends are important throughout the school-aged years and become increasingly significant throughout adolescence. As children develop, their friendships evolve from being play-focused to offering the opportunity for increased closeness and intimacy.¹ For many young people, their connection to friends exists in both their physical environments, such as school, and within virtual spaces such as social media platforms.¹

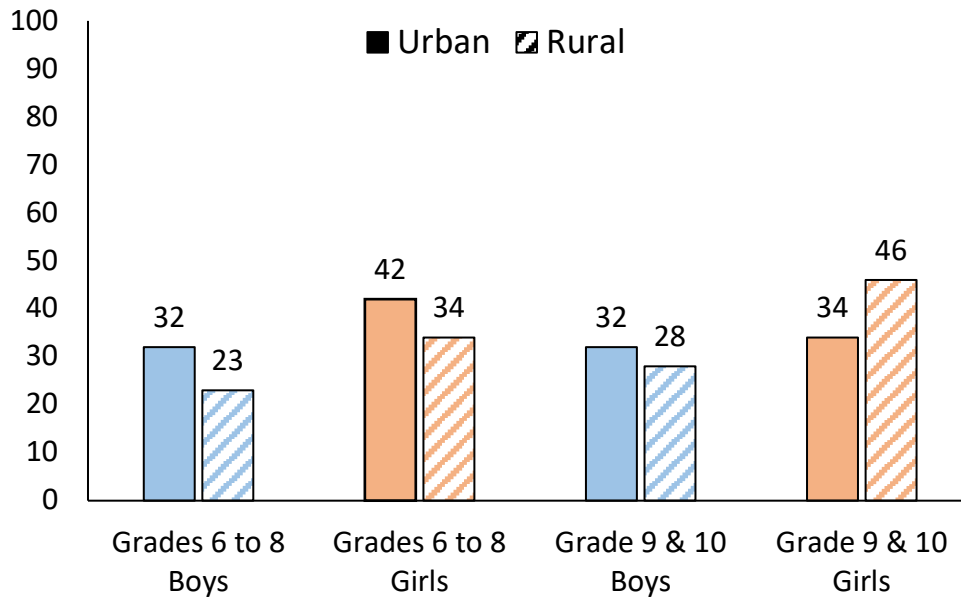
Friends have a direct influence on adolescents' behaviours.^{2,3} Friends that have a higher involvement in risk behaviours, including binge drinking⁴ and substance use,⁵ have a higher probability of negatively influencing their peers while friends that participate in more protective behaviours have a higher probability of positively influencing their peers.³ Regarding mental health, supportive peer relationships act as a protective factor with research indicating that positive social connections predict lower rates of depression⁶ and anxiety,⁷ in addition to buffering the negative effects of stress.⁸

In the HBSC survey, relationships with friends and health are measured through various questions and scales. Students were asked to report on if they feel they can count on their friends when things go wrong and the frequency of communicating online throughout the day. Additionally, the students in grades nine and ten were asked to report on the positive peer group activities and risky peer group activities that their friends participated in. Finally, the friend support scale is comprised of four questions, and is presented in **Table 3.1**. All items were reported on a seven-point scale anchored by "very strongly agree" and "very strongly disagree." When students are divided into three approximately equal sized groups with respect to friend support, 34.8% of students are in the group with the highest friend support.

Table 3.1 Friend support scale	
My friends really try to help me.	Anchored Scale
I can count on my friends when things go wrong.	1=Very strongly disagree,
I have friends with whom I can share my joys and sorrows.	2
I can talk about my problems with my friends.	.
	.
	6
	7=Very strongly agree

FRIEND SUPPORT

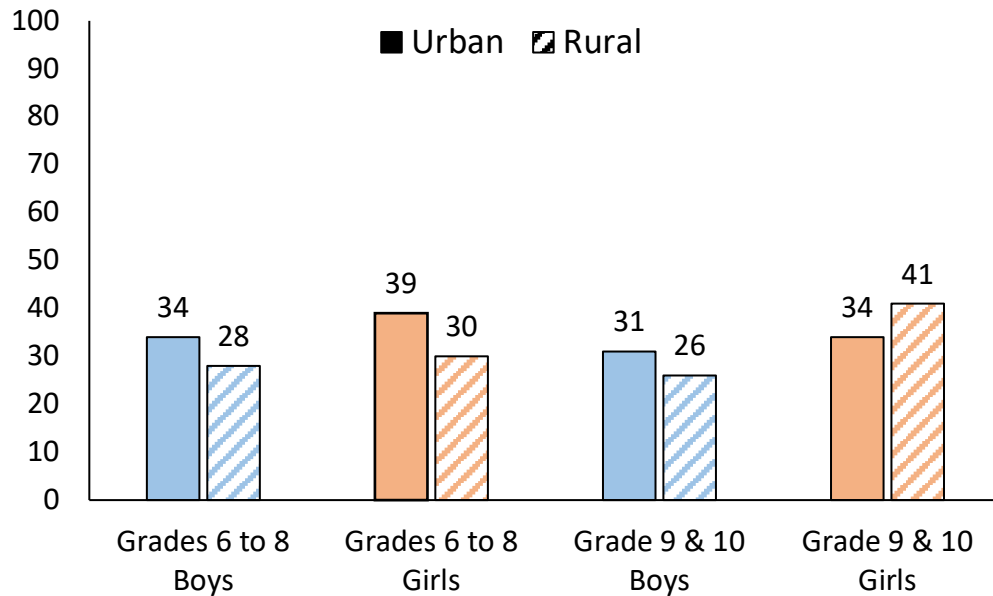
Figure 3.1. Students who score in the high third (34.8%) of the friend support scale, by grade, urban/rural status, and gender (%)



- Among rural students, those in grades 9 and 10 were more likely than students in grades 6 to 8 to score in the high third of the friend support scale. For example, 28% of rural boys in grades 9 and 10 scored in the high third of friend support compared to 23% of rural boys in grades 6 to 8. Similarly, 34% of rural girls in grades 6 to 8 scored in the high third of the friend support scale compared to 46% of rural girls in grades 9 and 10.
- Regardless of grade or location, the proportion of girls who scored in the high third of the friend support scale was greater than the proportion of boys.
- Among students in the Yukon Territory, except girls in grades 9 and 10, more urban students than rural students scored in the high third of the friend support scale.

BEING ABLE TO COUNT ON FRIENDS

Figure 3.2. Students who agreed or strongly agreed with the statement “I can count on my friends when things go wrong,” by grade, urban/rural status, and gender (%)



- 41% of rural girls in grades 9 and 10 reported that they agreed or strongly agreed that they can count on their friends when things go wrong, a proportion that was 11% higher than rural girls in grades 6 to 8.
- In general, the proportion of boys reporting that they agreed or strongly agreed that they can count on their friends when things go wrong was lower than the proportion of girls. The greatest gendered difference was among rural students in grades 9 and 10 (26% of boys reported they can count on their friends compared to 41% of girls, a 15% difference).
- For all students, except girls in grades 9 and 10, more urban students reported they could count on their friends than rural students.

POSITIVE PEER GROUP ACTIVITIES

Table 3.2. Grade 9 and 10 students who reported that most or all of their friend group engaged in the following positive peer group activities, by urban/rural status and gender (%)

	Boys		Girls	
	Urban	Rural	Urban	Rural
Do well at school	57	41	58	50
Participate in organized sports activities with others	41	58	41	60
Participate in cultural activities other than sports	18	18	15	31
Get along well with their parents	61	54	51	59

- The most prevalent positive peer group finding reported by urban boys was that their friends get along well with their parents (61%) and the most prevalent positive peer group activity reported by urban girls was that their friends do well at school (58%).
- 58% of rural boys and 60% of rural girls reported that their friends participate in organized sports activities with others. This was the most commonly reported positive peer group activity among these students.
- The least prevalent positive peer group activity among all students was participation in cultural activities other than sports. Between 15% and 31% of students reported that their friends participate in such cultural activities.
- Urban girls, compared to all other students, had the smallest proportions of their friends participating in cultural activities and getting along well with their parents.
- Rural girls, compared to urban girls, reported higher proportions of their friends participating in organized sports activities with others (60% vs. 41%), participating in cultural activities other than sports (31% vs. 15%), and getting along well with their parents (59% vs. 51%).

RISKY PEER GROUP ACTIVITIES

Table 3.3. Grade 9 and 10 students who reported that most or all of their friend group engaged in the following risky peer group activities, by urban/rural status (%)

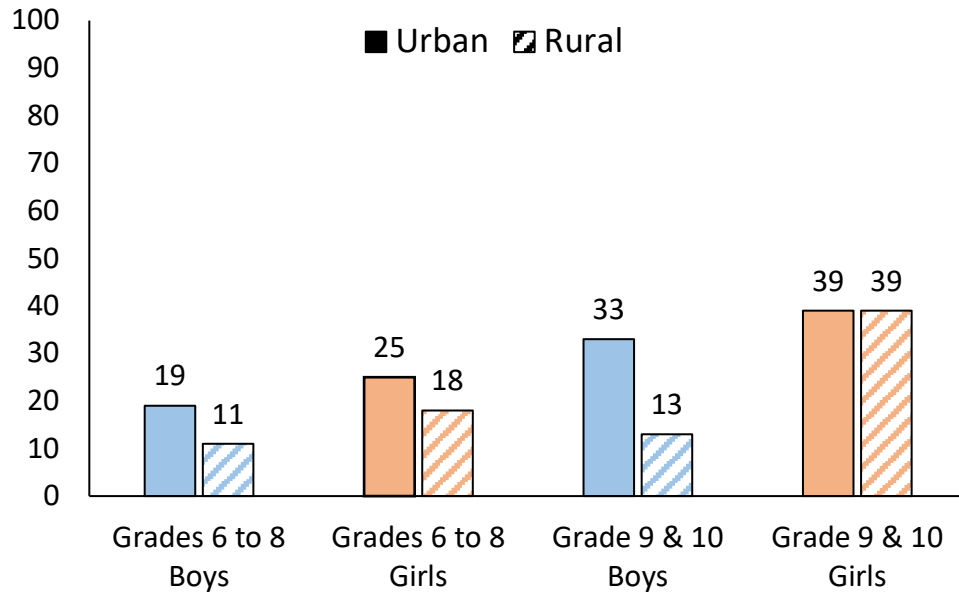
	Urban	Rural
Smoke cigarettes	8	16
Get drunk at least once a week	9	10
Have used drugs to get high	16	25
Vape	24	21

*Note: student responses have been suppressed due to small cell sizes and the need to adhere to ethics regulations and are therefore presented by urban/rural location only, and not further stratified by gender .

- For urban students, vaping was the most prevalent risky peer group activity (24%).
- For rural students, using drugs to get high was the most prevalent risky peer group activity (25%).
- Among urban students the least prevalent risky peer group activity was smoking cigarettes (8%) and among rural students the least prevalent risky peer group activity was getting drunk at least once a week (10%).
- Rural students were more likely than their urban counterparts to report that their friends smoke cigarettes (16% vs. 8%) and have used drugs to get high (25% vs. 16%).

ONLINE COMMUNICATION WITH CLOSE FRIENDS

Figure 3.3. Students who reported they have online contact with close friend(s) almost all the time throughout the day, by grade, urban/rural status and gender (%)



- Students in grades 9 and 10 reported higher proportions of online communication with close friend(s) than students in grades 6 to 8. For example, 39% of rural girls in grades 9 and 10 reported online contact with close friend(s) almost all of the time throughout the day, a proportion 21% higher than rural girls in grades 6 to 8.
- Urban boys were more likely than rural boys to report online communication with close friends (in grades 6 to 8, 19% of urban boys vs. 11% of rural boys; in grades 9 and 10, 33% of urban boys vs. 13% of rural boys). A similar urban vs. rural pattern was reported among girls in grades 6 to 8 (25% of urban girls vs. 18% of rural girls), however urban and rural girls in grades 9 and 10 reported online communication with close friends at an equal proportion (39%).
- Boys were less likely than girls to report online communication with close friends. The greatest gender difference was reported among rural students in grades 9 and 10 (13% of boys vs. 39% of girls, a 26% difference).

Summary of Findings

ENCOURAGING FINDINGS

- Rural girls in grades 9 and 10 reported relatively high positive friend measures when compared to urban girls, a location trend that is not seen among boys or girls in grades 6 to 8.
- Girls reported relatively high levels of positive indicators surrounding their friendships.

AREAS OF CONCERN

- Urban girls are less likely than their rural counterparts to report that their friends participate in certain positive peer group activities (participate in organized sports with others, participate in cultural activities other than sports, and get along well with their parents).
- Rural students are more likely than their urban counterparts to report that their friends participate in certain risky peer group activities (have used drugs to get high, and smoke cigarettes).

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Chapter 4: School

School climate encompasses academic, community, safety, and institutional environments that each contribute to students’ experiences at school.¹ School climate influences students’ mental health. For example, positive relationships with peers and teachers have been associated with increases in psychosocial well-being, and positive perceptions regarding school safety have been associated with decreases in risk behaviours.²

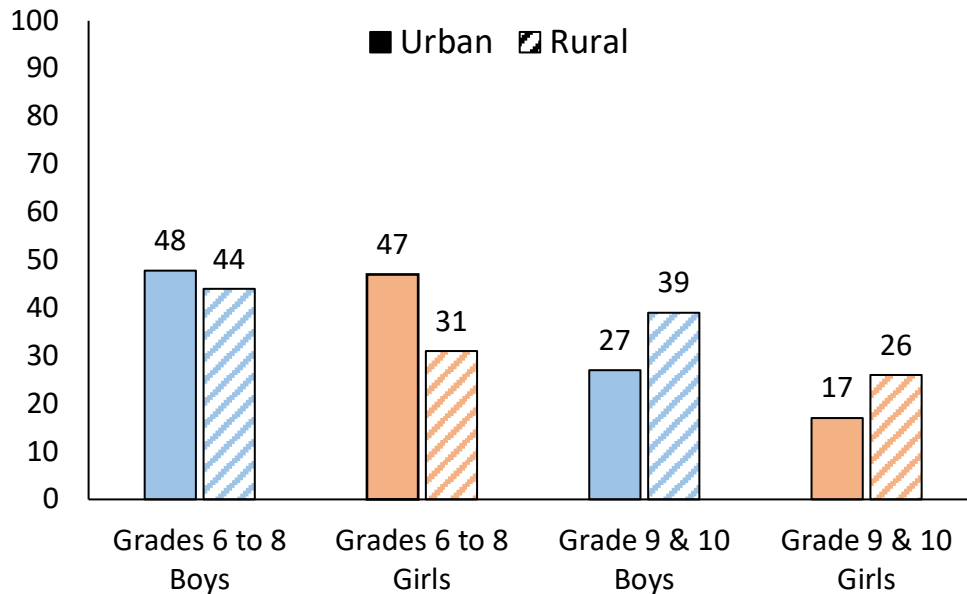
When students are at school, they can interact with peers, staff and teachers while also learning valuable life skills. When students get along with their teachers, they report fewer depressive symptoms³ and when teachers have better well-being themselves, students have better well-being and lower psychological distress.⁴ Teachers also act as advocates for their students in the classroom^{5,6} indicating they have the potential to facilitate or impede students having their health needs met in the school environment.⁷

In the HBSC survey, students were asked to report on various indicators describing their school environment including questions relating to their teachers, classmates, schoolwork, and their overall enjoyment. The school climate scale (**Table 5.1**), which was comprised of the following items, “How do you feel about school”, “The rules in this school are fair”, “Our school is a nice place to be”, and “I feel I belong at this school” was also used. The first item was reported on a four-point scale which ranged from “I don’t like it at all” to “I like it a lot.” The final three questions were reported on a five-point scale ranging from “strongly disagree” to “strongly agree.” When students were divided into three approximately equal sized groups according to their ratings of school climate, 36.9% of students were in the high school climate group.

Table 4.1. School climate scale	
How do you feel about school at present?	1= I don’t like it at all, 2= I don’t like it very much, 3=I like it a bit, 4=I like it a lot
Our school is a nice place to be.	
I feel I belong at this school.	1= Strongly agree, 2= Disagree, 3= Neither agree nor disagree, 4= Agree, 5= Strongly agree
The rules in this school are fair.	

POSITIVE SCHOOL CLIMATE

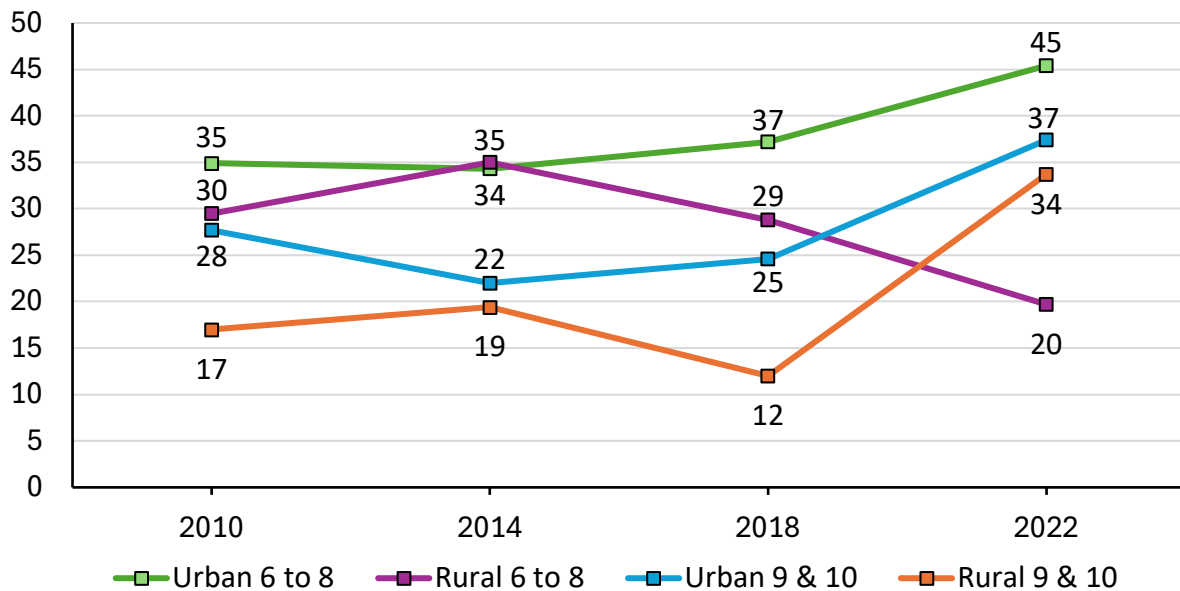
Figure 4.1. Students who score in the high third (36.9%) of the school climate scale, by grade, urban/rural status, and gender (%)



- Students in grades 6 to 8 reported a higher proportion of students scoring in the high third of the school climate scale compared to students in grades 9 and 10. For example, 17% of urban girls in grades 9 and 10 reported scores in the high third of the school climate scale compared to 47% of urban girls in grades 6 to 8, a 30% difference.
- Generally, boys were more likely than girls to score in the high third of the school climate scale. The greatest gender difference was reported by rural students in grades 9 and 10 (39% of boys vs. 26% of girls, a 13% difference).
- Among students in grades 6 to 8, urban students reported a higher proportion of students scoring in the high third of the school climate scale compared to rural students. However, among students in grades 9 and 10, the opposite location pattern was reported as more rural students scored in the high third of the school climate scale than urban students.

TRENDS IN POSITIVE SCHOOL CLIMATE

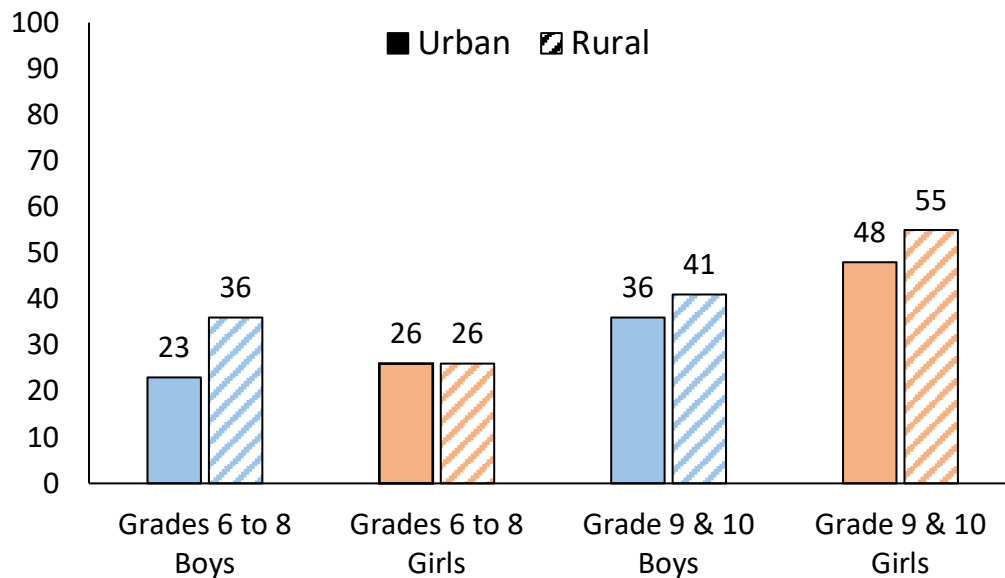
Figure 4.2. Students who score in the high third of the school climate scale, by year of survey, grade, and urban/rural status (%)



- Over time, the proportion of urban students and rural students in grades 9 and 10 scoring in the high third of the school climate scale has increased. For example, in 2022, 34% of rural students in grades 9 and 10 scored in the high third of the school climate scale compared to 17% in 2010, a 17% increase.
- Over time, the proportion of rural students in grades 6 to 8 scoring in the high third of the school climate scale has decreased. In 2022, 20% of students scored in the high third of the school climate scale compared to 35% in 2014, a 15% decline.
- Over time, urban students in grades 6 to 8 are consistently reporting the highest proportion of students in the high third of the school climate scale.

DO NOT LIKE SCHOOL

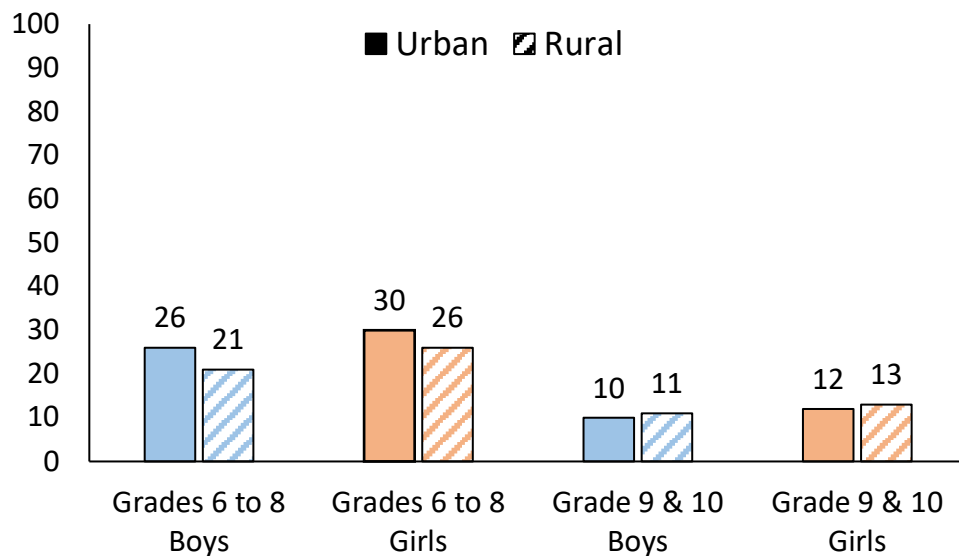
Figure 4.3. Students who do not like school at present (I don't like it very much and I don't like it at all), by grade, urban/rural status, and gender (%)



- Students in grades 9 and 10 reported higher proportions of not liking school than students in grades 6 to 8. The greatest difference was among rural girls (26% of rural girls in grades 6 to 8 reported they did not like school compared to 55% of rural girls in grades 9 and 10, a 29% increase).
- Generally, rural students were more likely to report not liking school compared to their urban counterparts. The greatest difference was among boys in grades 6 to 8 (23% of urban boys compared to 36% of rural boys, a 13% difference). For girls in grades 6 to 8, there was no difference in the proportion of students reporting not liking school by location.
- In grades 9 and 10, the proportion of girls reporting they don't like school was higher than the proportion of boys (36% of urban boys compared to 48% of urban girls, a 12% difference; 41% of rural boys compared to 55% of rural girls, a 14% difference).

LIKE SCHOOL

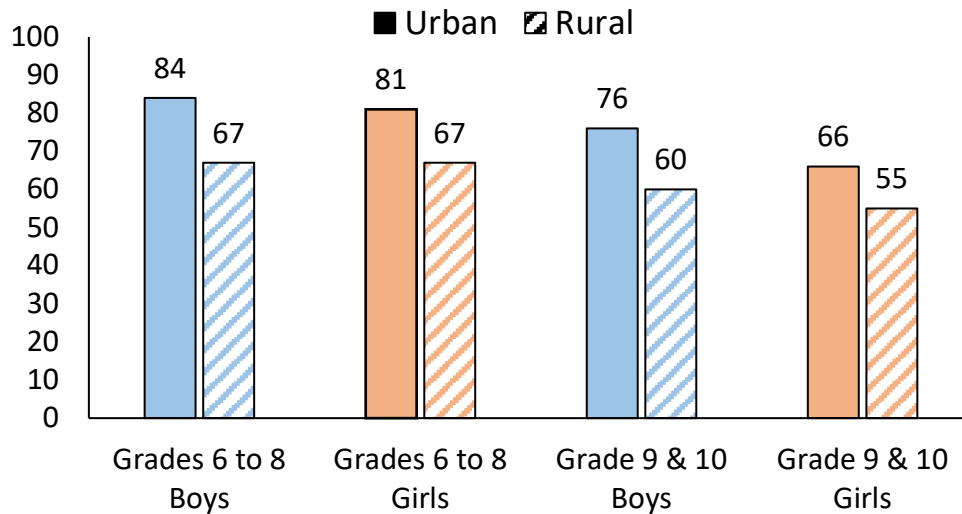
Figure 4.4. Students who like school a lot, by grade, urban/rural status, and gender (%)



- The proportion of students who reported that they liked school a lot was higher in grades 6 to 8 compared to students in grades 9 and 10. For example, 30% of urban girls in grades 6 to 8 reported that they liked school a lot compared to 12% of urban girls in grades 9 and 10, an 18% decline.
- In grades 6 to 8, a larger proportion of girls reported that they liked school a lot compared to boys (30% of urban girls compared to 26% of urban boys; 26% of rural girls compared to 21% of rural boys). However, this gender pattern was not reported among students in grades 9 and 10.
- Among grades 6 to 8 students, a small difference between urban and rural students was reported. 26% of urban boys reported liking school a lot, a proportion 5% greater than rural boys. Similarly, 30% of urban girls reported liking school a lot, a proportion 4% greater than rural girls.

ACCEPTANCE BY TEACHERS

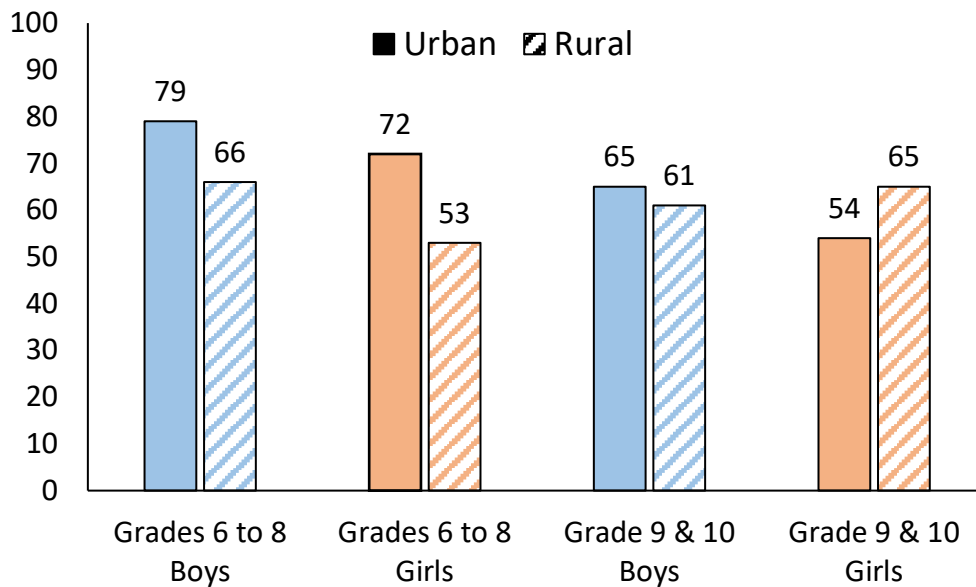
Figure 4.5. Students who agree or strongly agree that their teachers accept them as they are, by grade, urban/rural status, and gender (%)



- The proportion of students who reported they agreed or strongly agreed that their teacher accepted them was higher in grades 6 to 8 compared to grades 9 and 10. For example, 81% of urban girls in grades 6 to 8 reported that their teachers accept them compared to 66% of urban girls in grades 9 and 10, a 15% difference.
- Regardless of grade or gender, urban students were more likely than rural students to report that their teachers accepted them. For example, 84% of urban boys in grades 6 to 8 reported that their teachers accepted them compared to 67% of rural boys in the same grade category, a difference of 17%.
- In grades 9 and 10, the proportion of boys reporting that their teachers accepted them was larger than the proportion of girls (76% of urban boys vs. 66% of urban girls, a 10% difference; 60% of rural boys vs. 55% of rural girls, a 5% difference).

CARING TEACHERS

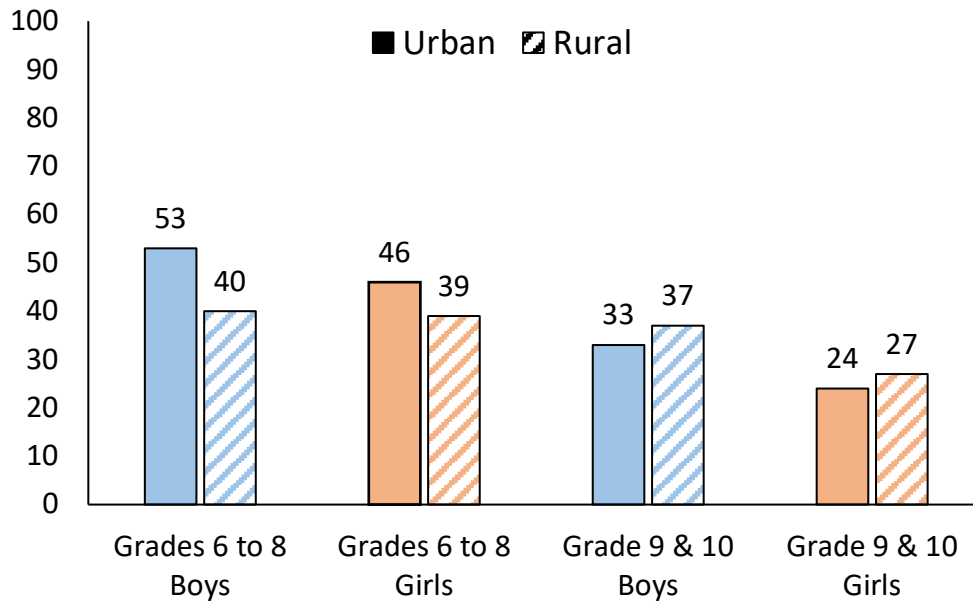
Figure 4.6. Students who agree or strongly agree that their teachers cared about them as persons, by grade, urban/rural status, and gender (%)



- Except for rural girls who saw an increase in the proportion of students reporting that their teachers cared about them with age (53% of rural girls in grades 6 to 8 compared to 65% of rural girls in grades 9 and 10), the proportion of students reporting that their teachers cared about them decreased as they got older. For example, 72% of urban girls in grades 6 to 8 reported their teachers cared about them compared to 54% of urban girls in grades 9 and 10, an 18% difference.
- Generally, boys were more likely than girls to report that their teachers cared about them. The greatest gendered difference was among rural students in grades 6 to 8 (66% of rural boys vs. 53% of rural girls, a 13% difference).
- In grades 6 to 8, a higher proportion of urban students reported that their teachers cared about them than their rural counterparts (79% of urban boys compared to 66% of rural boys, a 13% difference; 72% of urban girls compared to 53% of rural girls, a 19% difference).

TEACHER SUPPORT

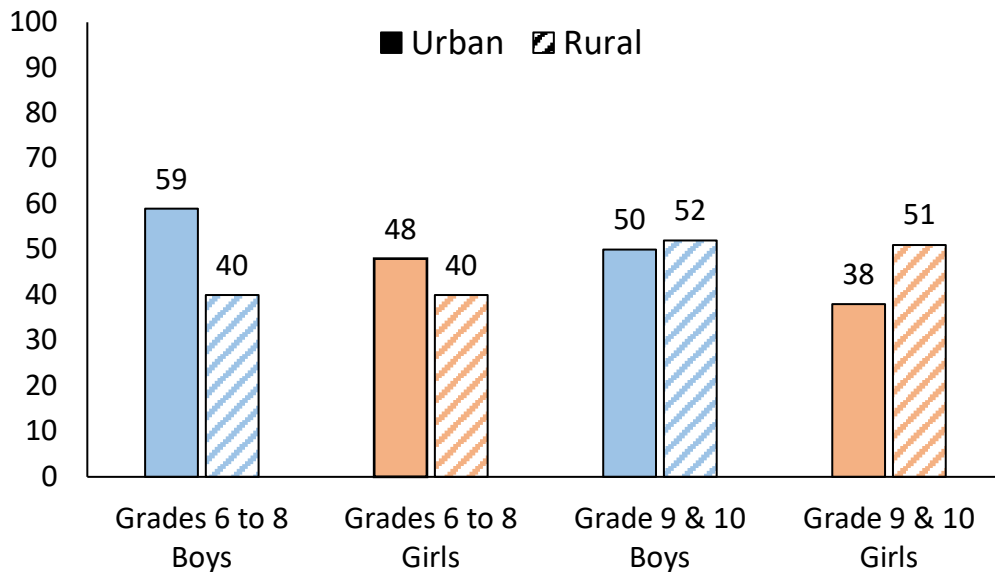
Figure 4.7. Students reporting high levels of teacher support by grade, urban/rural status, and gender (%)



- Among students in grades 6 to 8, urban students reported higher proportions of high teacher support than rural students. For example, 53% of urban boys in grades 6 to 8 reported high teacher support compared to 40% of rural boys, a 13% difference. However, among students in grades 9 and 10, rural students reported slightly higher proportions of high teacher support than urban students.
- In general, boys were more likely than girls to report high teacher support. The greatest gender difference was reported among rural students in grades 9 and 10 (37% of boys vs. 27% of girls, a 10% difference).
- Students in grades 9 and 10 were less likely than students in grades 6 to 8 to report high teacher support. The greatest grade difference was reported among urban girls (46% of urban girls in grades 6 to 8 vs. 24% of urban girls in grades 9 and 10, a 22% difference).

CLASSMATES ARE KIND AND HELPFUL

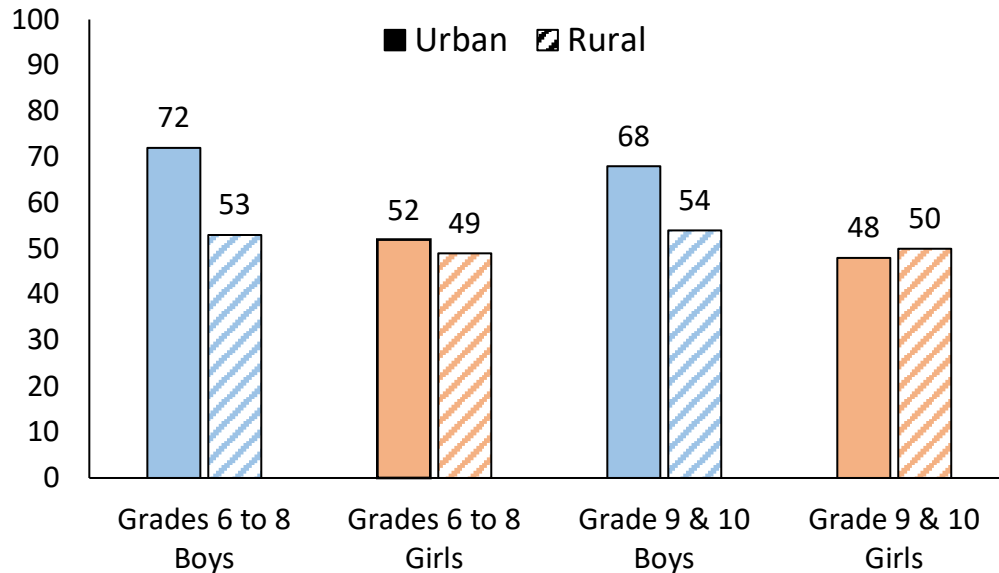
Figure 4.8. Students who agreed or strongly agreed with the statement “most of the students in my class(es) are kind and helpful,” by grade, urban/rural status, and gender (%)



- For rural students, the proportion of students who reported that their classmates were kind and helpful was higher in grades 9 and 10 compared to grades 6 to 8 (40% of boys in grades 6 to 8 compared to 52% of boys in grades 9 and 10, a 12% increase; 40% of girls in grades 6 to 8 compared to 51% in grades 9 and 10, an 11% increase). The opposite age pattern was reported among urban students. For example, 59% of boys in grades 6 to 8 reported their classmates were kind and helpful compared to 50% of boys in grades 9 and 10, a 9% decrease. Similarly, 48% of girls in grades 6 to 8 compared to 38% of girls in grades 9 and 10 reported this measure.
- Among urban students, boys were more likely to report that their classmates were kind and helpful compared to girls. For example, in grades 6 to 8, 59% of boys reported that their classmates were kind and helpful compared to 48% of girls, an 11% difference. Similarly, in grades 9 and 10, 50% of boys reported that their classmates were kind and helpful compared to 38% of girls, a 12% difference.
- In grades 6 to 8, urban students reported that their classmates were kind and helpful more than their rural counterparts (59% of urban boys vs. 40% of rural boys, a 19% difference; 48% of urban girls vs. 40% of rural girls, an 8% difference).

FEEL ACCEPTED BY OTHER STUDENTS

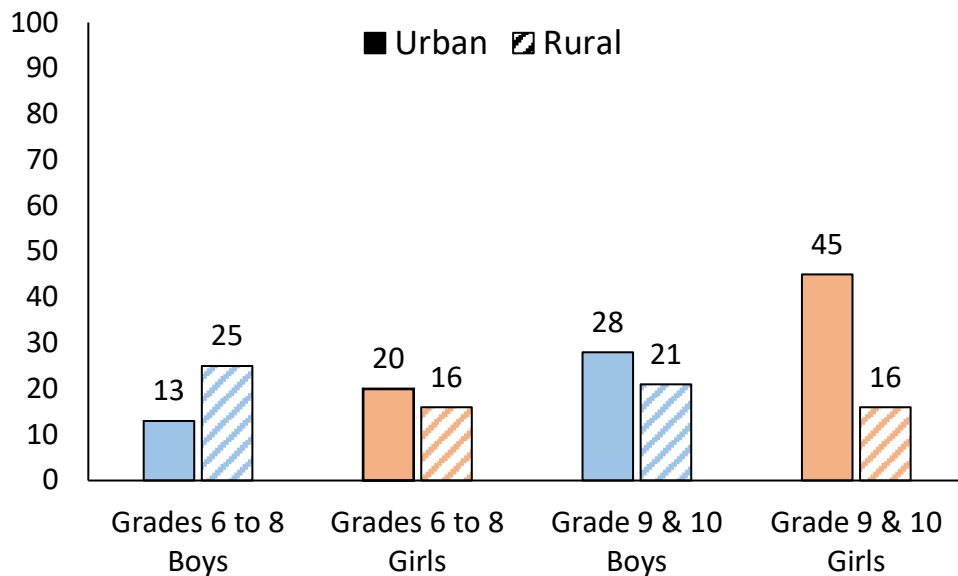
Figure 4.9. Students who agreed or strongly agreed with the statement “other students accept me as I am,” by grade, urban/rural status, and gender (%)



- Urban boys were most likely to report that they felt accepted by other students (72% in grades 6 to 8 and 68% in grades 9 and 10).
- 53% of rural boys in grades 6 to 8 reported they felt accepted by other students, a proportion 19% lower than urban boys in the same grade category. Similarly, 54% of rural boys in grades 9 and 10 reported they felt accepted by other students, a proportion 14% lower than urban boys in the same grade category.
- Regardless of grade, urban boys reported higher proportions of feeling accepted by other students than urban girls. For example, in grades 6 to 8, 72% of urban boys reported feeling accepted by other students compared to 52% of urban girls, a 20% difference. A similar pattern was reported among urban students in grades 9 and 10 (68% of urban boys compared to 48% of urban girls).

PRESSURE DUE TO SCHOOLWORK

Figure 4.10. Students who reported that they felt a lot of pressure because of schoolwork, by grade, urban/rural status, and gender (%)



- Among urban students, those who are in grades 9 and 10 were more likely than those in grades 6 to 8 to report that they felt a lot of pressure because of schoolwork. For example, 45% of urban girls in grades 9 and 10 reported that they felt a lot of pressure because of schoolwork, a proportion 25% greater than urban girls in grades 6 to 8.
- Except for boys in grades 6 to 8, urban students reported higher proportions of pressure due to schoolwork than rural students. The greatest location difference was reported among girls in grades 9 and 10 (45% of urban girls vs. 16% of rural girls, a 29% difference).
- In rural locations, more boys reported pressure due to schoolwork than girls. The opposite gender pattern was true among urban students, with girls reporting higher proportions of feeling pressure due to schoolwork than boys.

Summary of Findings

ENCOURAGING FINDINGS

- Boys reported relatively high levels of positive indicators surrounding the support and care of their teachers and classmates.

AREAS OF CONCERN

- Generally, students in grades 9 and 10 were less likely to report positive indicators of school health than their counterparts in grades 6 to 8.
- Students in rural locations reported worse school related measures than their urban counterparts.

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Chapter 5: Community

Young people are actively involved in developing, participating within, and promoting the culture of their communities.¹ During adolescence and young adulthood, active participation within the community benefits social well-being.² Community involvement exists in various forms and can include civic engagement such as volunteering,³ recreational activities,⁴ or programming that is directly targeted to young people through national or grassroots community organizations.⁵

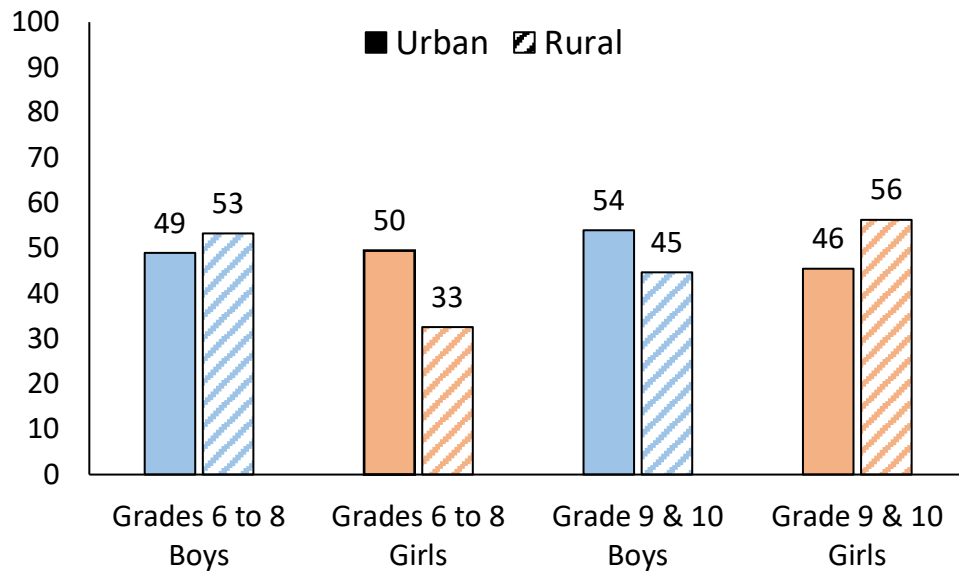
The neighbourhoods that youth live and spend time in are an important part of their community. A sense of neighbourhood belonging decreases engagement in risk taking behaviours⁶ and adolescents’ perceptions of their neighbourhoods are associated with their mental health.⁷ Neighbourhood cohesion, which some have called “social capital”, can buffer against the effects of stressful life events such as depression and anxiety, suicidal ideation, and aggression.⁸ The way young people interact with and perceive their communities plays a critical role in their health.

In the HBSC survey, the community support scale is comprised of five items (**Table 5.1**). Students are also asked about their perception of their neighbourhood’s safety by their agreement or disagreement with the statement “most people around here would try to take advantage of you if they got the chance.” Students’ scores on this scale were divided into thirds to create low, medium, and high levels of community support. Overall, 36.6% of students fell within the “high” community support scale group.

Table 5.1. Community support scale	
People say ‘hello’ and often stop to talk to each other in the street.	1= Strongly agree, 2= Disagree, 3= Neither agree nor disagree, 4= Agree, 5= Strongly agree
You can trust people around here.	
I could ask for help or a favour from neighbours.	
It is safe for younger children to play outside during the day.	
There are good places to spend your free time.	

PEOPLE SAY HELLO

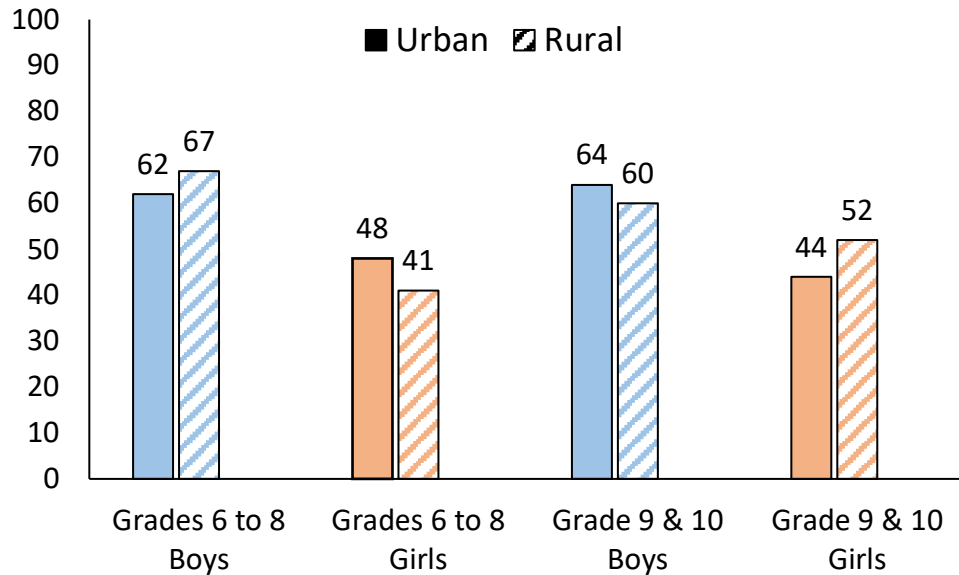
Figure 5.1. Students who agreed or strongly agreed that “people say ‘hello’ and often stop to talk to each other on the street,” by grade, urban/rural status, and gender (%)



- In grades 6 to 8, 53% of rural boys reported that they agreed or strongly agreed that people say “hello” and often stop to talk to each other on the street, a proportion 20% higher than rural girls in the same grade category. In grades 9 and 10, the opposite gender pattern was reported among rural students (45% of rural boys reported this measure compared to 56% of rural girls).
- 33% of rural girls in grades 6 to 8 reported that they agreed or strongly agreed that people say “hello” and often stop to talk to each other on the street compared to 56% of rural girls in grades 9 and 10, a 23% difference.
- 50% of urban girls in grades 6 to 8 reported that they agreed or strongly agreed that people say “hello” and stop to talk to each other in the street, a proportion 17% higher than rural girls in the same grade category. Similarly, 54% of urban boys in grades 9 and 10 reported that they agreed or strongly agreed that people say “hello”, a proportion 9% higher than rural boys in the same grade category.

NEIGHBOURHOOD TRUST

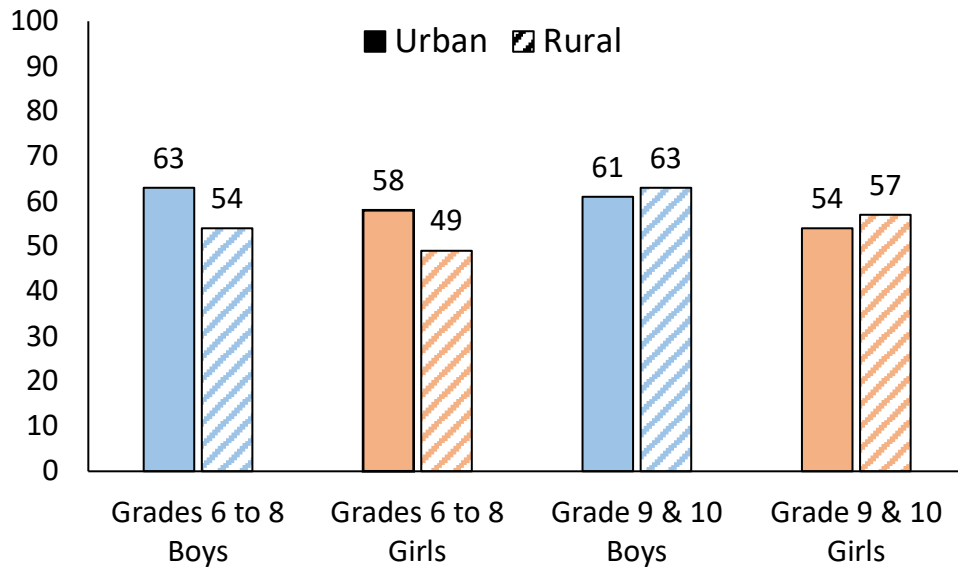
Figure 5.2. Students who agreed or strongly agreed that they can trust people in the area where they live, by grade, urban/rural status, and gender (%)



- Regardless of location or grade, boys were more likely than girls to report that they can trust people in the area where they live (60%-67% of boys compared to 41%-52% of girls).
- 52% of rural girls in grades 9 and 10 reported that they can trust people in the area where they live compared to 41% of rural girls in grades 6 to 8, an 11% difference.
- 48% of urban girls in grades 6 to 8 reported that they can trust people in the area where they live, a proportion 7% higher than rural girls in the same grade category. The opposite location pattern was reported among girls in grades 9 and 10 (44% of urban girls compared to 52% of rural girls, an 8% difference).

HELPFUL NEIGHBOURS

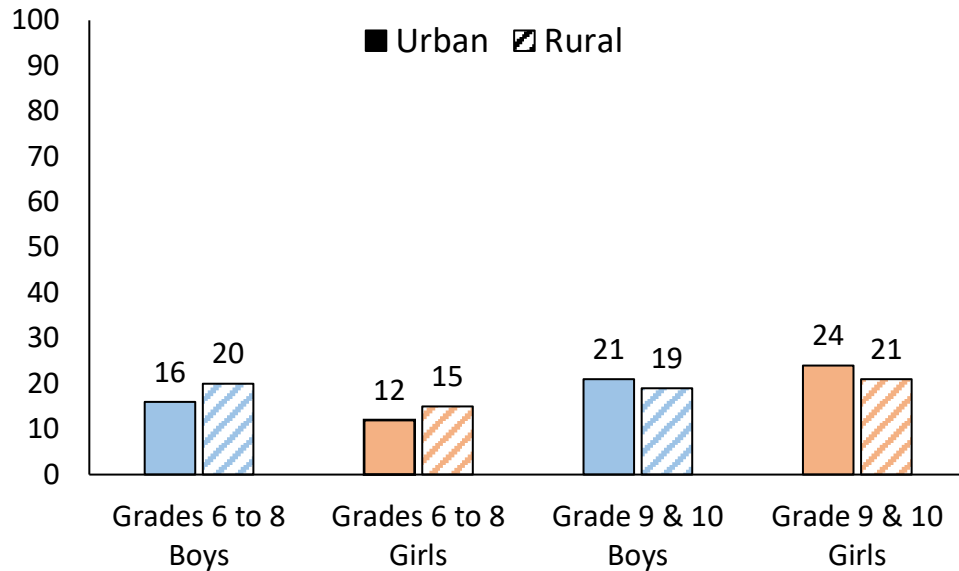
Figure 5.3. Students who agreed or strongly agreed that they could ask for help or a favour from neighbours, by grade, urban/rural status, and gender (%)



- Rural students in grades 9 and 10 were more likely than their younger same-gender counterpart to report that they could ask for help from neighbours (54% of rural boys in grades 6 to 8 compared to 63% of rural boys in grades 9 and 10, a 9% increase; 49% of rural girls in grades 6 to 8 compared to 57% of rural girls in grades 9 and 10, an 8% increase).
- Generally, boys were more likely than girls to report that they could ask for help from neighbours. For example, 61% of urban boys in grades 9 and 10 reported they could ask for help from neighbours compared to 54% of urban girls in grades 9 and 10, a 7% difference.
- In grades 6 to 8, 9% more urban students compared to rural students reported that they could ask for help from neighbours (63% of urban boys vs. 54% of rural boys; 58% of urban girls vs. 49% of rural girls).

NEIGHBOURHOOD DISTRUST

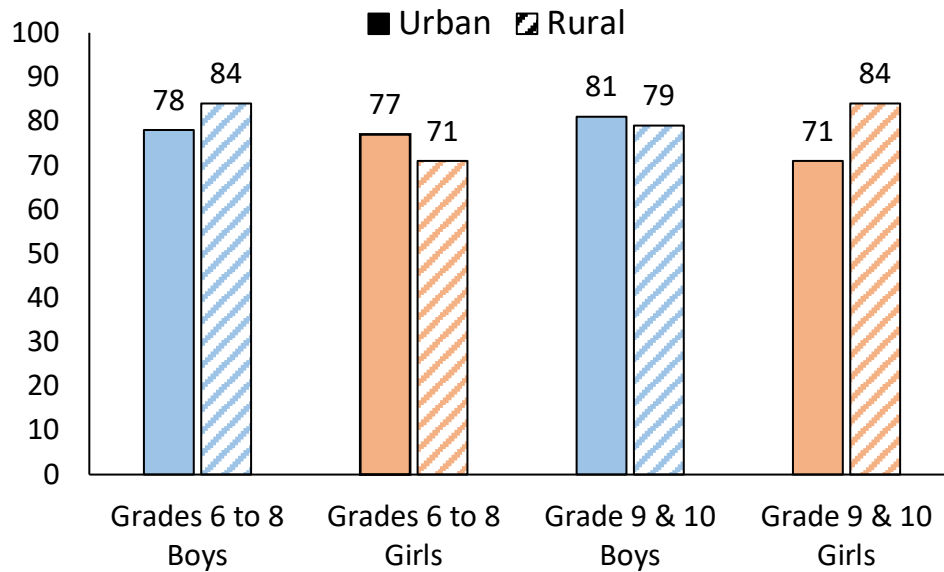
Figure 5.4. Students who agreed or strongly agreed that people in the area where they live would try to take advantage of them if they got the chance, by grade, urban/rural status, and gender (%)



- For all students, except rural boys, those in grades 9 and 10 were more likely to report they agreed or strongly agreed that people in the area where they live would take advantage of them if they got the chance. The greatest age difference was reported by urban girls (12% in grades 6 to 8 compared to 24% in grades 9 and 10, a 12% increase).
- In grades 6 to 8, boys reported higher proportions of neighbourhood distrust than girls. For example, 20% of rural boys reported that they agreed or strongly agreed that people in the area where they live would take advantage of them if they got the chance compared to 15% of rural girls.
- In grades 6 to 8, rural students reported higher proportions of neighbourhood distrust than urban students. For example, 20% of rural boys reported that they agreed or strongly agreed that people in the area where they live would take advantage of them if they got the chance compared to 16% of urban boys.

SAFE TO PLAY OUTSIDE

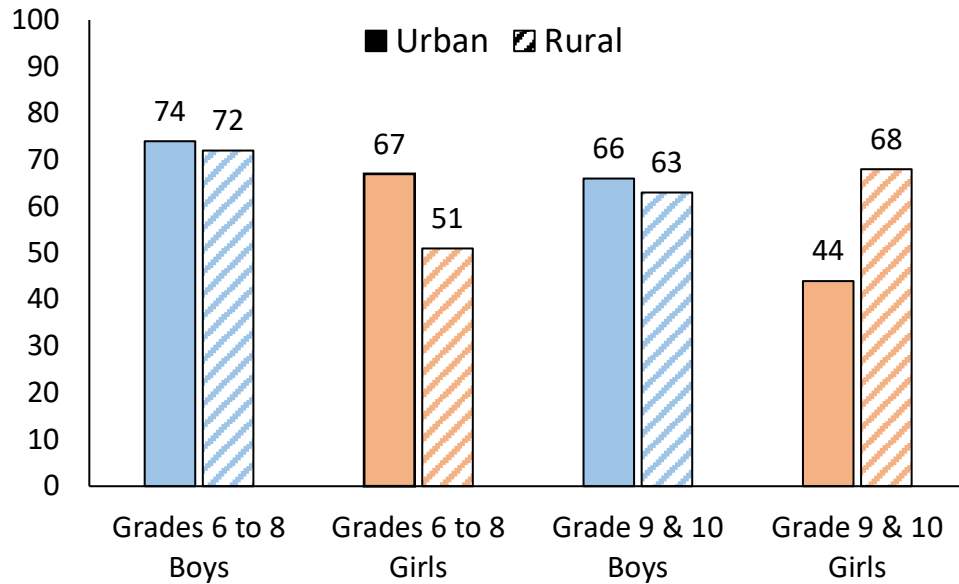
Figure 5.5. Students who agreed or strongly agreed that it was safe for younger children to play outside during the day, by grade, urban/rural status, and gender (%)



- 84% of rural boys in grades 6 to 8 reported that they agreed or strongly agreed that it was safe for younger children to play outside during the day, a proportion 13% greater than rural girls in grades 6 to 8. Similarly, 81% of urban boys in grades 9 and 10 reported that they agreed or strongly agreed that it was safe for younger children to play outside during the day, a proportion 10% greater than urban girls in grades 9 and 10.
- Rural girls in grades 9 and 10 were more likely than rural girls in grades 6 to 8 to report that they agreed or strongly agreed that it was safe for younger children to play outside during the day (84% vs. 71%, a 13% difference).
- Rural boys in grades 6 to 8 (84%) and rural girls in grades 9 and 10 (84%) were most likely to report that they agreed or strongly agreed that it was safe for younger children to play outside during the day.

GOOD PLACES TO SPEND FREE TIME

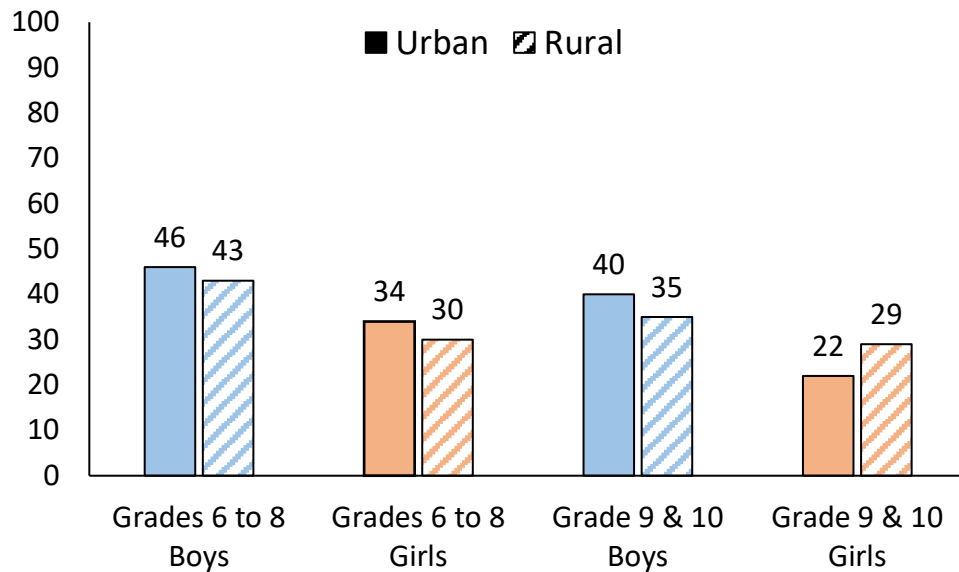
Figure 5.6. Students who agreed or strongly agreed that there were good places to spend their free time, by grade, urban/rural status, and gender (%)



- 67% of urban girls in grades 6 to 8 reported that they agreed or strongly agreed that there were good places to spend their free time, a proportion 23% greater than urban girls in grades 9 and 10. The opposite age pattern was reported among rural girls (51% in grades 6 to 8 vs. 68% in grades 9 and 10, a 17% difference).
- Except for rural students in grades 9 and 10, boys were more likely than girls to report that there were good places to spend free time. The greatest gender difference was between urban students in grades 9 to 10 (66% of urban boys vs. 44% of urban girls, a 22% difference).

HIGH COMMUNITY SUPPORT

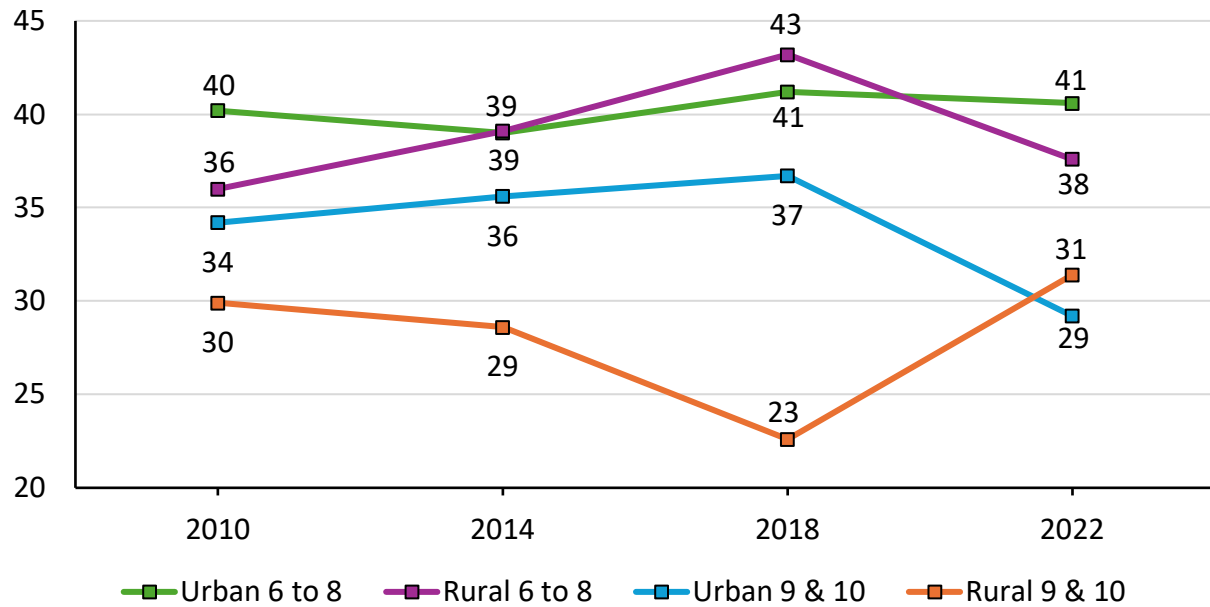
Figure 5.7. Students who score in the high third (36.6%) of the community support scale, by grade, urban/rural status, and gender (%)



- Overall, more boys scored in the high third of the community support scale compared to girls (35%-46% of boys vs. 22%-34% of girls).
- Except for rural girls, students in grades 9 and 10 were less likely to score in the high third of the community support scale compared to students in grades 6 to 8. For example, 43% of rural boys in grades 6 to 8 scored in the high third of the community support scale compared to 35% of rural boys in grades 9 and 10, an 8% decline.
- Except for girls in grades 9 and 10, urban students were more likely than rural students to score in the high third of the community support scale. For example, 40% of urban boys in grades 9 and 10 scored in the high third compared to 35% of rural boys in grades 9 and 10, a 5% difference.

TRENDS IN HIGH COMMUNITY SUPPORT

Figure 5.8. Students who scored high on the community support scale, by year of administration, grade, and urban/rural status (%)



- In 2022, 29% of urban students in grades 9 and 10 scored high on the community support scale. This was the lowest proportion reported amongst this group since 2010.
- 31% of rural students in grades 9 and 10 scored high on the community support scale, an 8% increase from 2018. This was the highest proportion reported amongst this group since 2010.
- For urban and rural students in grades 6 to 8, a similar proportion of students have scored high on the community support scale over the last 12 years.

Summary of Findings

ENCOURAGING FINDINGS

- Boys reported relatively high levels of positive indicators surrounding their community including community support and neighbourhood measures.
- As rural girls age, higher proportions of positive community indicators were reported.

AREAS OF CONCERN

- Fewer girls than boys reported neighbourhood trust.
- Rural girls in grades 6 to 8 and urban girls in grades 9 and 10 were less likely than other students to report that there were good places to spend their free time.

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Chapter 6: Mental Health

According to the World Health Organization, “mental health is a state of wellbeing that enables people to cope with the stresses of life, realize their abilities, learn well and work well, and contribute to their community.”¹ Mental health “underpins our individual and collective abilities to make decisions, build relationships, and shape the world we live in”¹ and it is “a basic human right”¹ which is “crucial to personal, community and socio-economic development.”¹

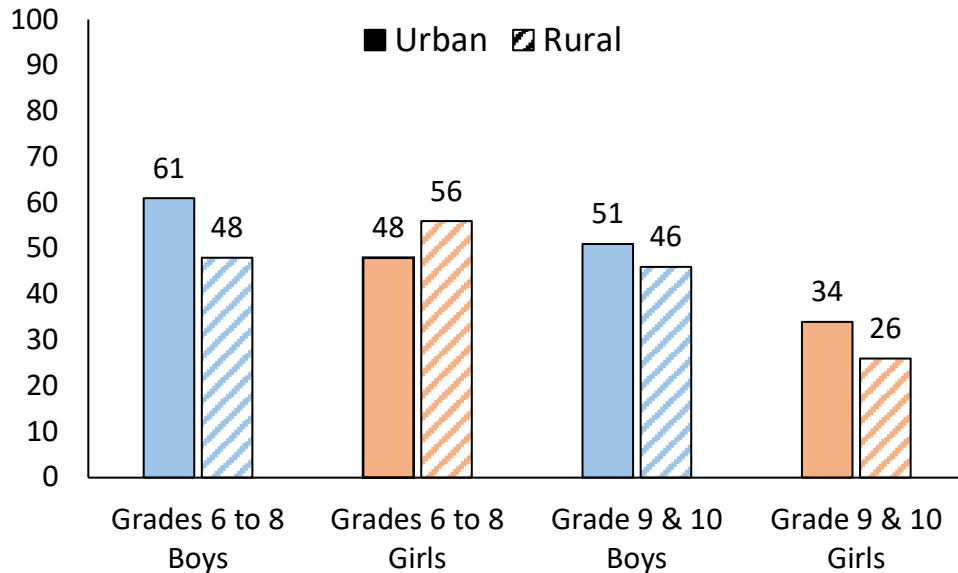
In recent years, the mental health of young people in Canada has become a public health priority as indicators of poor mental health have been on the rise.² Nearly 25% of hospitalizations for children and youth aged five to 24 were for a mental health condition in 2020, and compared to previous years, Kids Help Phone reported twice as many interactions.² Mental health consultations,³ diagnosed mood and anxiety disorders,³ and incidence of anorexia nervosa⁴ have all increased. Reasons for these increases is complex but research suggests an interplay of factors including, but not limited to, the COVID-19 pandemic,⁵⁻⁷ the climate crisis,^{8,9} discrimination,^{10,11} and problematic social media use.^{12,13}

Youth often perceive their own mental health differently than their parents do, with many young people rating it less positively than their parents. Parents may not always be aware of the mental health difficulties that their children are experiencing¹⁴ and it is important to learn directly from young people about their own perceptions of their mental health experiences.

In the HBSC survey, mental health is measured through various questions and scales. For instance, some indicators of poor mental health include feeling sad or hopeless, feeling nervous, and feeling lonely. Whereas some positive indicators include self-confidence and life-satisfaction. In addition, youth were also asked to indicate how frequently in the last six months they had experienced subjective health complaints (e.g., headache, stomach-ache, difficulties in falling asleep). Finally, youth reported on their mental health wellbeing through the WHO-5 Well-being Index.

HIGH LIFE SATISFACTION

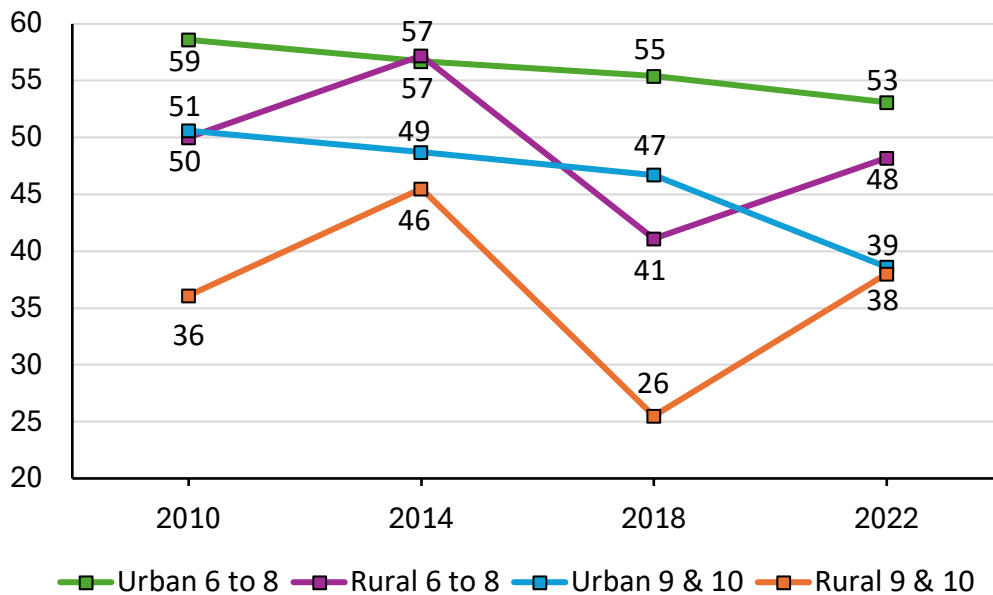
Figure 6.1. Students reporting life satisfaction levels from 8 through 10 on a 0 to 10 scale, by grade, urban/rural status, and gender (%)



- Except for girls in grades 6 to 8, urban students are more likely than rural students to report high life satisfaction. For example, 61% of urban boys in grades 6 to 8 reported high life satisfaction compared to 48% of rural boys in the same grade category, a 13% difference.
- Students in grades 9 and 10 were less likely than students in grades 6 to 8 to report high life satisfaction. The greatest age difference was reported among rural girls (56% of rural girls in grades 6 to 8 compared to 26% of rural girls in grades 9 and 10, a 30% difference).
- Except for rural students in grades 6 to 8, boys reported higher proportions of high life satisfaction compared to girls. For example, the greatest gender difference was reported among rural students in grades 9 and 10 (46% of rural boys compared to 26% of rural girls, a 20% difference).

TRENDS IN HIGH LIFE SATISFACTION BY URBAN/RURAL STATUS

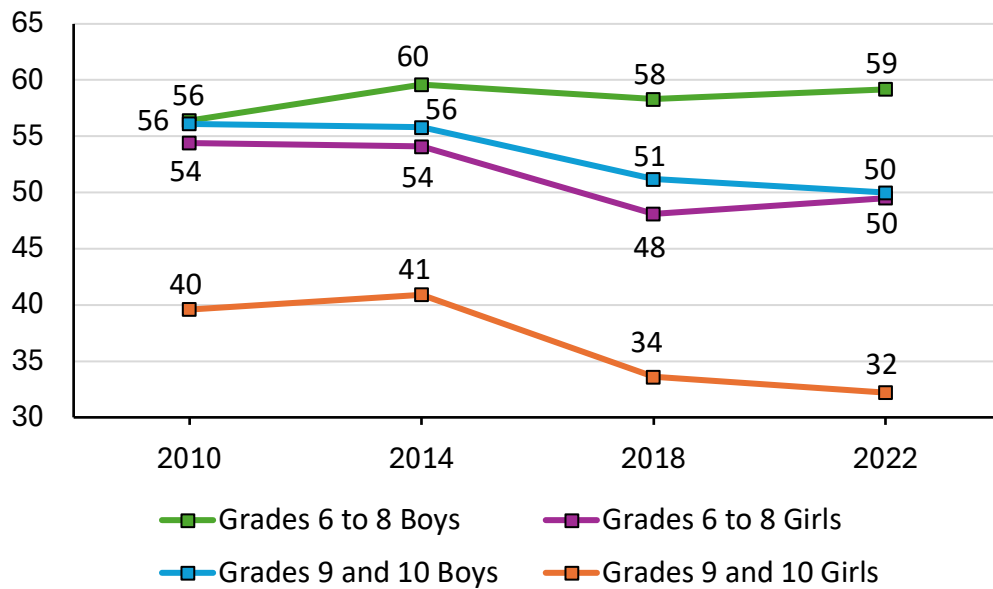
Figure 6.2. Students reporting high life satisfaction (8 through 10 on a 0 to 10 scale), by year of survey, grade, and urban/rural status (%)



- Less urban students reported high life satisfaction than ever before. 53% of urban students in grades 6 to 8 reported high life satisfaction in 2022 compared to 59% in 2010, a 6% decline. Similarly, 39% of urban students in grades 9 and 10 reported high life satisfaction in 2022 compared to 50% in 2010, a 12% decline.
- When compared to 2018, rural students reported higher proportions of high life satisfaction in 2022. For example, 48% of rural students in grades 6 to 8 reported high life satisfaction in 2022 compared to 41% in 2018, a 7% increase. Similarly, 38% of rural students in grades 9 and 10 reported high life satisfaction in 2022 compared to 26% in 2018, a 12% increase.

TRENDS IN HIGH LIFE SATISFACTION BY GENDER

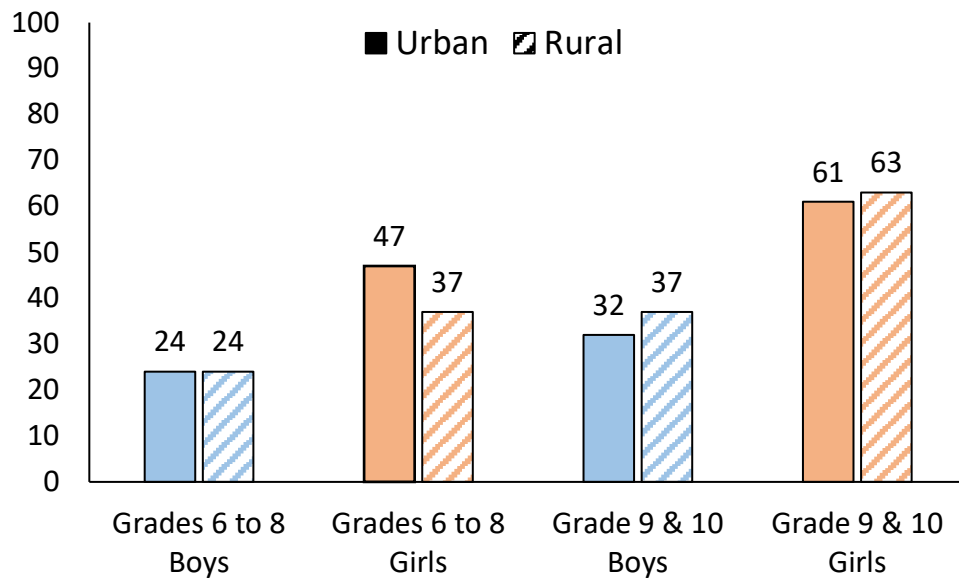
Figure 6.3. Students reporting high life satisfaction (8 through 10 on a 0 to 10 scale), by year of survey, grade, and gender (%)



- Overtime, girls in grades 9 and 10 are consistently reporting high life satisfaction at lower proportions than all other students in the Yukon Territory. In 2022, 32% of girls in grades 9 and 10 reported high life satisfaction.
- Overtime, students in grades 9 and 10 are consistently reporting high life satisfaction at lower proportions. For example, 50% of boys in grades 9 and 10 reported high life satisfaction in 2022 compared to 56% of boys in grades 9 and 10 in 2010, a 6% decline. Similarly, 32% of girls in grades 9 and 10 reported high life satisfaction in 2022 compared to 41% in 2014, a 9% decline.
- In 2022, boys and girls in grades 6 to 8 reported high life satisfaction at approximately the same proportions as in 2018.

FELT DEPRESSED OR LOW

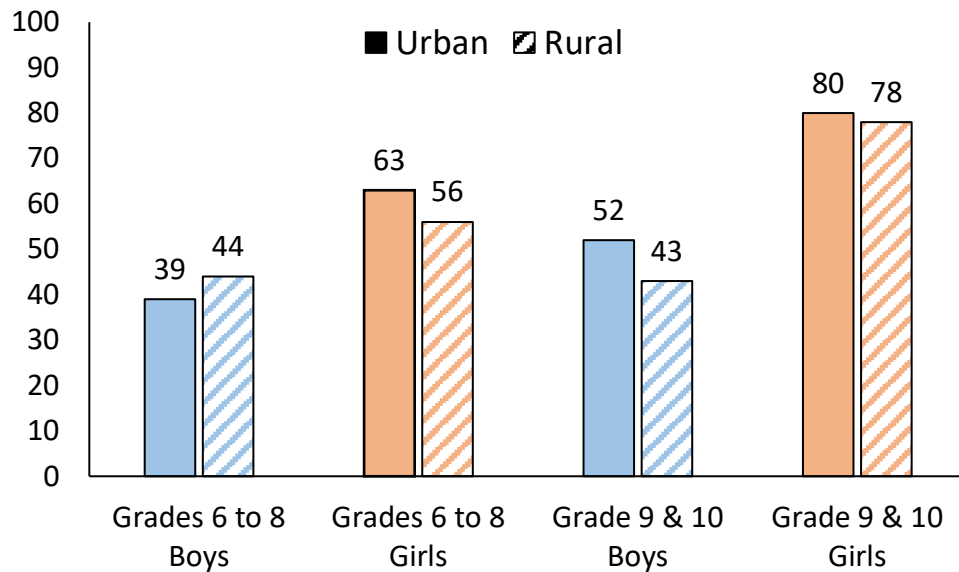
Figure 6.4. Students feeling depressed or low at least once a week, by grade, urban/rural status, and gender (%)



- Overall, girls were more likely than boys to report that they felt depressed or low at least once a week. For example, 61% of urban girls in grades 9 and 10 reported that they felt low or depressed at least once a week, a proportion 29% higher than urban boys in grades 9 and 10.
- 47% of urban girls in grades 6 to 8 reported that they felt depressed or low at least once a week compared to 37% of rural girls in grades 6 to 8, a 10% difference.
- Overall, a higher proportion of students in grades 9 and 10 reported that they felt depressed or low at least once a week compared to students in grades 6 to 8. For example, 63% of rural girls in grades 9 and 10 reported this measure compared to 37% of rural girls in grades 6 to 8, a 26% difference.

FELT NERVOUS

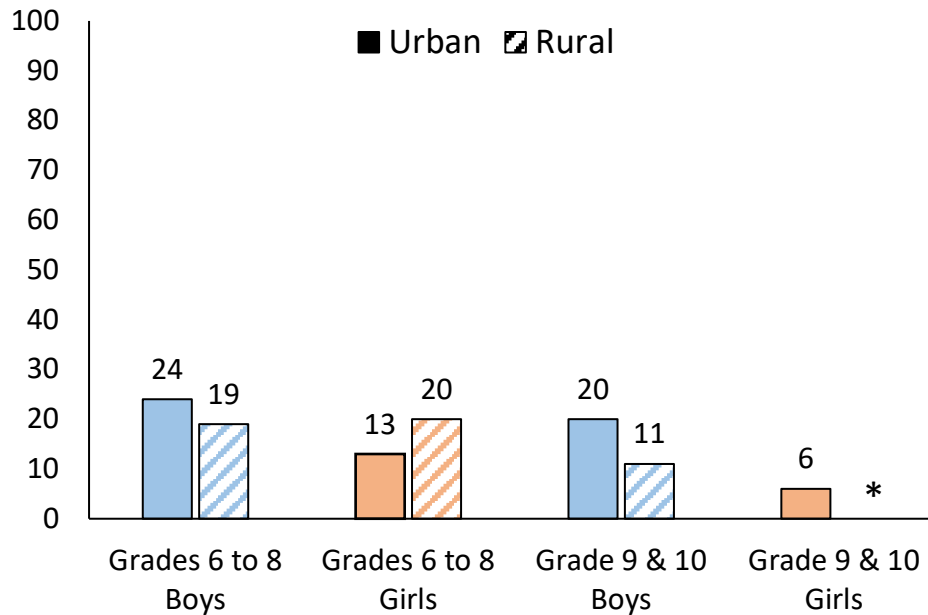
Figure 6.5. Students who reported that they felt nervous at least once a week in the last six months, by grade, urban/rural status, and gender (%)



- Overall, girls were more likely than boys to report that they felt nervous at least once a week in the last six months. The greatest gender difference was reported among rural students in grades 9 and 10 (43% of rural boys vs. 78% of rural girls, a 35% difference).
- Except for boys in grades 6 to 8, urban students reported higher proportions of feeling nervous than rural students. For example, 52% of urban boys in grades 9 and 10 reported feeling nervous at least once a week in the last 6 months compared to 43% of rural boys in grades 9 and 10.
- In general, students in grades 9 and 10 reported higher proportions of nervousness than students in grades 6 to 8. For example, 56% of rural girls in grades 6 to 8 reported feeling nervous compared to 78% of rural girls in grades 9 and 10, a 22% increase.

SELF CONFIDENCE

Figure 6.6. Students who strongly agreed they have confidence in themselves, by grade, urban/rural status, and gender (%)

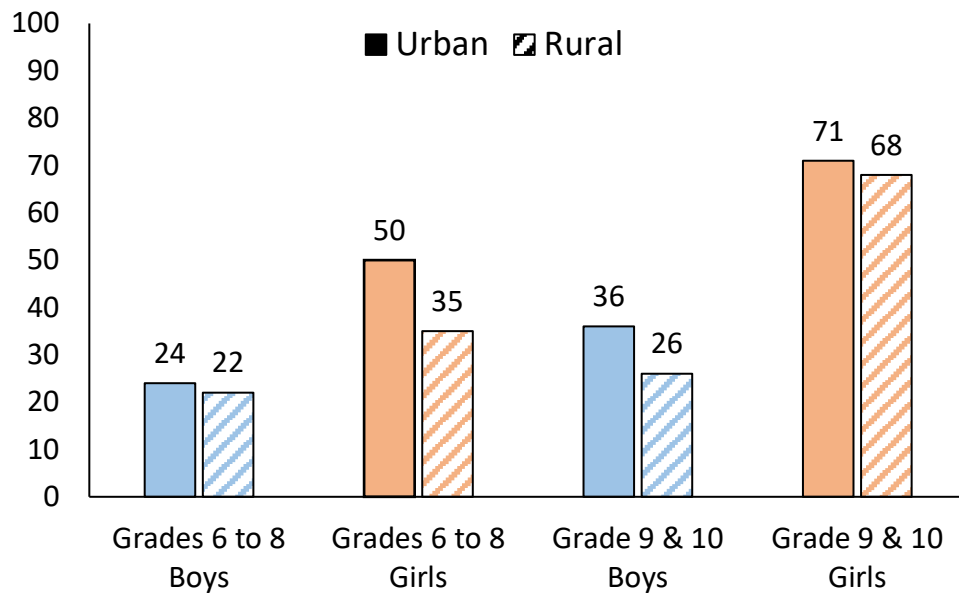


*Note: some groups have been suppressed due to small cell sizes and the need to adhere to ethics regulations.

- Urban boys were more likely than rural boys to report that they had self-confidence. For example, 20% of urban boys in grades 9 and 10 reported that they had self-confidence compared to 11% of rural boys in grades 9 and 10, a 9% difference. The opposite urban-rural pattern was reported by girls in grades 6 to 8 with rural girls more likely to report that they had self-confidence. 20% of rural girls in grades 6 to 8 reported that they had self-confidence compared to 13% of urban girls in grades 6 to 8, a 7% difference.
- Students in grades 6 to 8 reported higher proportions of self-confidence than students in grades 9 and 10. For example, 19% of rural boys in grades 6 to 8 reported self-confidence compared to 11% of rural boys in grades 9 and 10.
- For urban students, boys reported higher proportions of self-confidence than girls. 24% of urban boys in grades 6 to 8 reported self-confidence, a proportion 11% greater than urban girls in grades 6 to 8. Similarly, 20% of urban boys in grades 9 and 10 reported self-confidence, a proportion 14% greater than urban girls in grades 9 and 10.

HEALTH COMPLAINTS

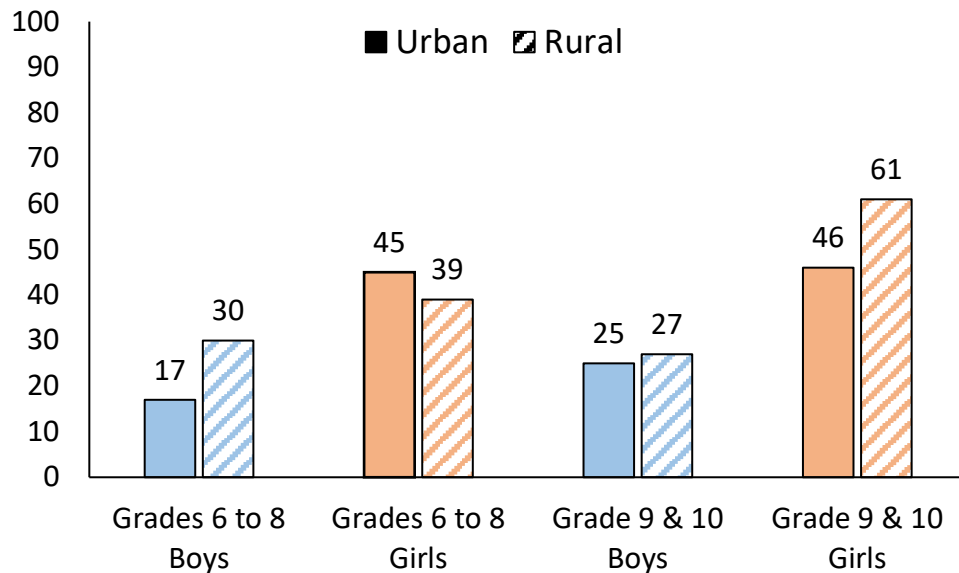
Figure 6.7. Students who reported 2 or more of 8 subjective health complaints more than weekly, by grade, urban/rural status, and gender (%)



- Generally, more girls than boys reported 2 or more of 8 subjective health complaints. For example, 68% of rural girls in grades 9 and 10 reported 2 or more of 8 subjective health complaints compared to 26% of rural boys in the same grade category, a 42% difference.
- Students in grades 9 and 10 were more likely than students in grades 6 to 8 to report 2 or more of 8 subjective health complaints. For example, 71% of urban girls in grades 9 and 10 reported 2 or more of 8 subjective health complaints, a proportion 21% greater than urban girls in grades 6 to 8.
- A higher proportion of urban students reported subjective health complaints compared to rural students. The greatest location difference was reported by girls in grades 6 to 8 (50% of urban girls vs. 35% of rural girls, a 15% difference).

WISHED THEY WERE SOMEONE ELSE

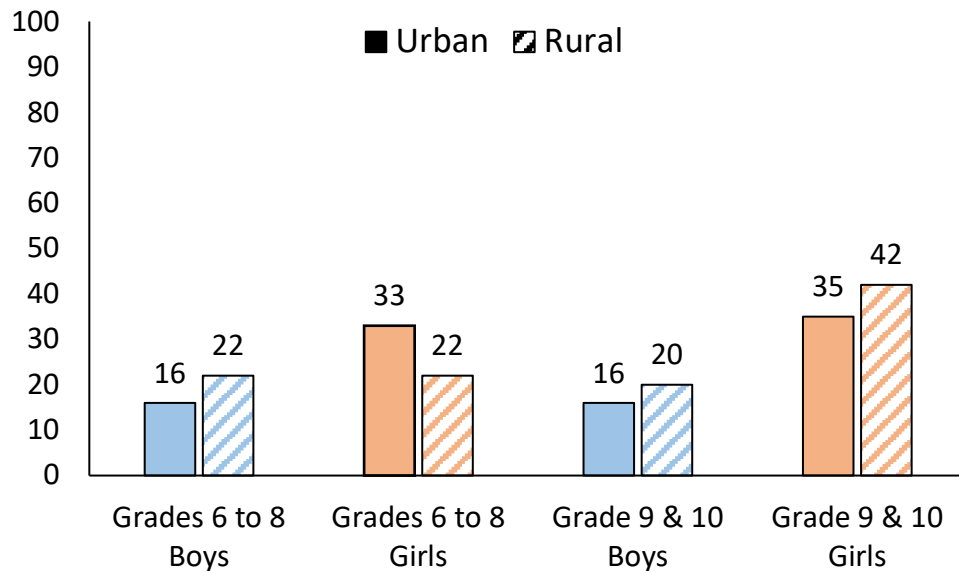
Figure 6.8. Students who agreed or strongly agreed that they often wish they were someone else, by grade, urban/rural status, and gender (%)



- Regardless of grade or location, girls were more likely than boys to report that they wished they were someone else. For example, 61% of rural girls in grades 9 and 10 reported that they wished they were someone else compared to 27% of rural boys in grades 9 and 10, a 34% difference.
- Except for girls in grades 6 to 8, rural students were more likely to report that they wished they were someone else compared to urban students. For example, 30% of rural boys in grades 6 to 8 reported that they wished they were someone else compared to 17% of urban boys in grades 6 to 8, a 13% difference.
- For urban boys and rural girls, students in grades 9 and 10 were more likely to report that they wished they were someone else than students in grades 6 to 8. For example, 39% of rural girls in grades 6 to 8 wished they were someone else compared to 61% of rural girls in grades 9 and 10, a 22% difference.

FELT HELPLESS

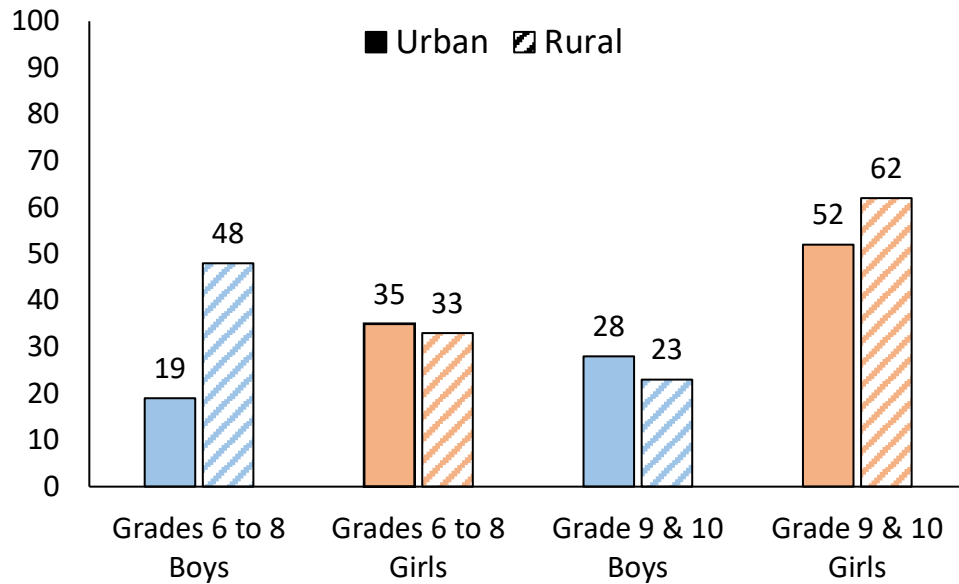
Figure 6.9. Students who agreed or strongly agreed that they often feel helpless, by grade, urban/rural status, and gender (%)



- 42% of rural girls in grades 9 and 10 reported that they often felt helpless, a proportion 20% greater than rural girls in grades 6 to 8.
- Except for rural students in grades 6 to 8, girls were more likely than boys to report that they often felt helpless. The greatest gender difference was among rural students in grades 9 and 10 (20% of boys vs. 42% of girls, a 22% difference).
- Except for girls in grades 6 to 8, rural students reported slightly higher proportions of feeling helpless compared to urban youth.

FELT SAD OR HOPELESS

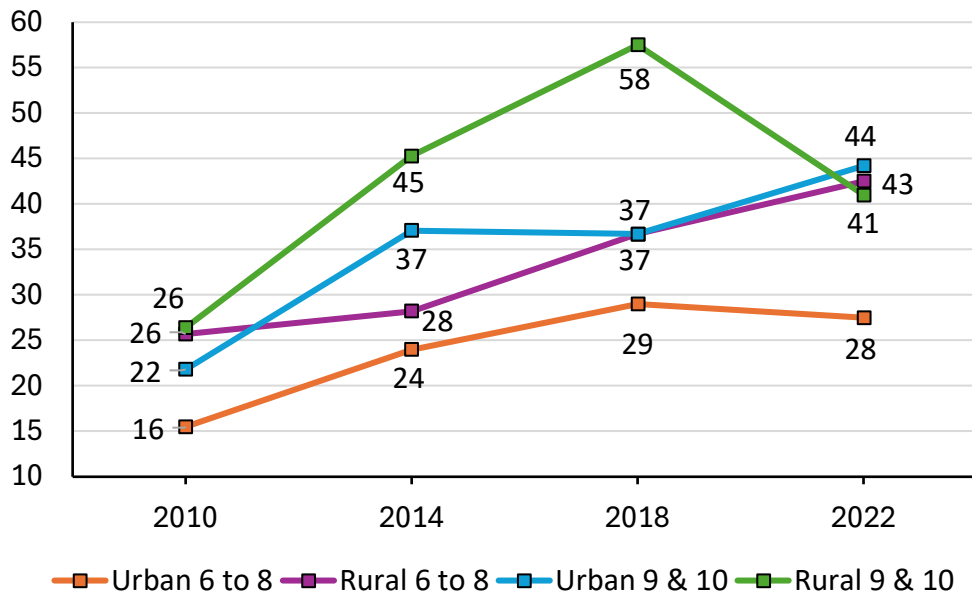
Figure 6.10. Students who reported that during the past 12 months they felt so sad or hopeless almost every day for two weeks or more in a row that they stopped doing some usual activities, by grade, urban/rural status, and gender (%)



- For all students, except rural boys, those who are in grades 9 and 10 reported higher proportions of feeling sad or hopeless than those in grades 6 to 8. For example, 62% of rural girls in grades 9 and 10 reported that they felt sad or hopeless compared to 33% of rural girls in grades 6 to 8, a 29% difference.
- Except for rural students in grades 6 to 8, girls were more likely than boys to report that they felt sad or hopeless. For example, 23% of rural boys in grades 9 and 10 reported that they felt sad or hopeless compared to 62% of rural girls in grades 9 and 10, a 39% difference.
- 48% of rural boys in grades 6 to 8 reported that they felt sad or hopeless compared to 19% of urban boys in grades 6 to 8, a 29% difference.

TRENDS IN FEELING SAD OR HOPELESS BY URBAN/RURAL STATUS

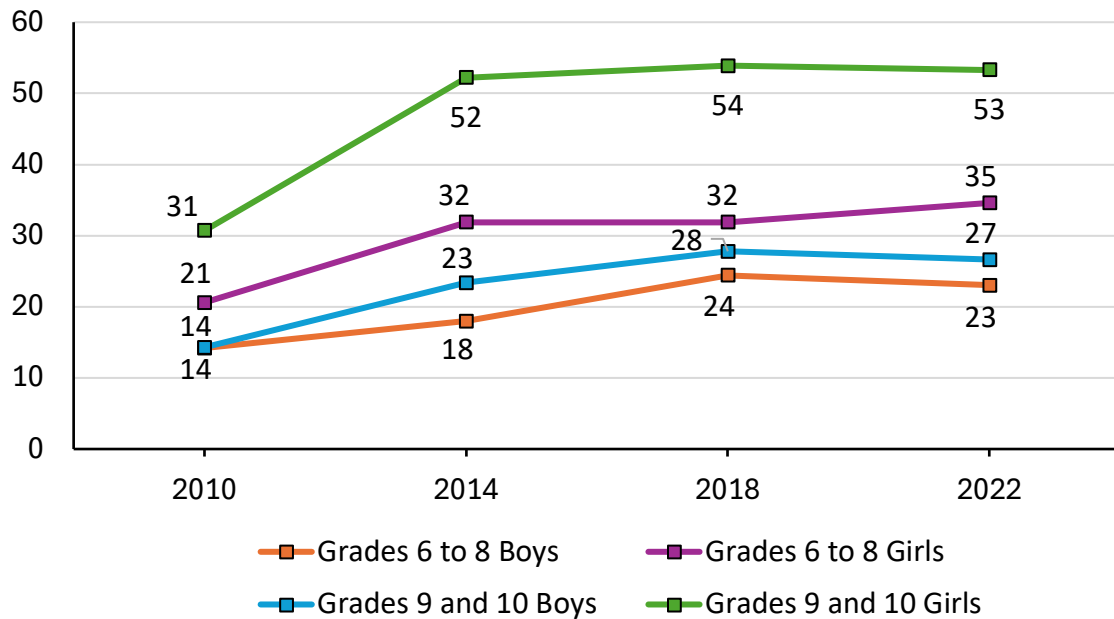
Figure 6.11. Students who reported that during the past 12 months they felt so sad or hopeless almost every day for two weeks or more in a row that they stopped doing some usual activities, by year of survey, grade and urban/rural status (%)



- In 2022, rural students in grades 6 to 8 (43%) and urban students in grades 9 and 10 (44%) reported the highest proportions of feeling sad or hopeless since 2010.
- Compared with 2018, fewer rural students in grades 9 and 10 are reporting that they felt sad or hopeless. For example, 41% of rural students in grades 9 and 10 reported feeling sad or hopeless in 2022 compared to 58% in 2018, a 17% decline.

TRENDS IN FEELING SAD OR HOPELESS BY GENDER

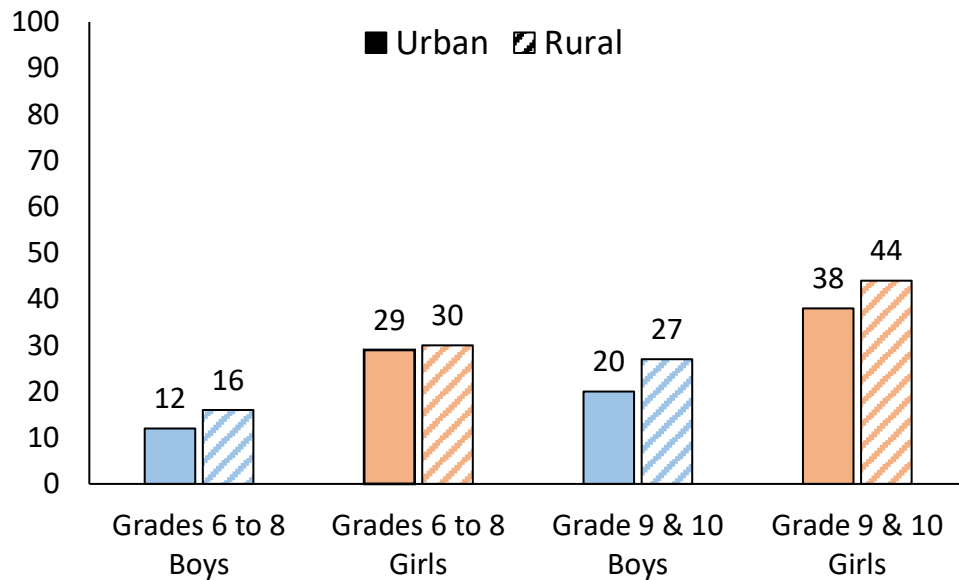
Figure 6.12. Students who reported that during the past 12 months they felt so sad or hopeless almost every day for two weeks or more in a row that they stopped doing some usual activities, by year of survey, grade and gender (%)



- 35% of girls in grades 6 to 8 reported that they felt sad or hopeless in 2022. This is the largest proportion reported amongst this group over time.
- Over time, the proportion of students who have reported feeling sad or hopeless has increased.

FELT LONELY

Figure 6.11. Students who reported they felt lonely most of the time or always, by grade, urban/rural status, and gender (%)



- Regardless of grade or location, girls reported higher proportions of loneliness than boys. For example, in grades 9 and 10, 38% of urban girls reported that they felt lonely compared to 20% of urban boys, an 18% difference.
- Regardless of gender or location, students in grades 9 and 10 reported higher proportions of loneliness than students in grades 6 to 8. For example, among rural girls, 30% in grades 6 to 8 reported that they felt lonely compared to 44% in grades 9 and 10, a 14% increase.
- In general, rural youth were more likely than urban youth to report that they felt lonely. For example, 27% of rural boys in grades 9 and 10 reported that they felt lonely, a proportion 7% greater than urban boys in grades 9 and 10.

Summary of Findings

ENCOURAGING FINDINGS

- When compared to 2018, in 2022, fewer rural students in grades 9 and 10 are reporting that they feel sad or hopeless.
- When compared to 2018, rural youth reported higher proportions of high life satisfaction in 2022.

AREAS OF CONCERN

- Generally, rural students reported worse mental health outcomes when compared to urban students.
- Overall, students in grades 9 and 10 reported worse mental health outcomes when compared to students in grades 6 to 8.
- Generally, girls reported worse mental health outcomes when compared to boys.

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Chapter 7: Physical Activity, Screen Time, and Sleep

Physical activity encompasses all movement that occurs during leisure, as part of someone's work, or in transit from one location to another.¹ According to the World Health Organization, children and adolescents should engage in at least an average of 60 minutes of moderate-to-vigorous intensity physical activity per day and activities that strengthen muscle and bone should be incorporated at least three days per week.¹ The Canadian 24-hour movement guidelines for children and youth recommends that several hours of structured and unstructured light physical activity should be incorporated into young people's daily routines.² There are links between physical activity and mental health,³ cognitive functioning,^{3,4} and chronic disease risk.⁵

In contrast to time spent being physically active, sedentary activity is the time that young people spend in a sedentary state (e.g., watching TV, playing on an electronic device, and reading).⁶ As children age, their time spent being sedentary increases.⁷ Children from lower socioeconomic backgrounds and children who live in households that have access to multiple screens have higher levels of sedentary behaviour.⁷ Sedentary behaviour in youth is associated with higher odds of suicidal ideation,⁸ increased likelihood of substance use behaviours including higher frequency of cannabis use,⁹ and disrupted sleep patterns.¹⁰

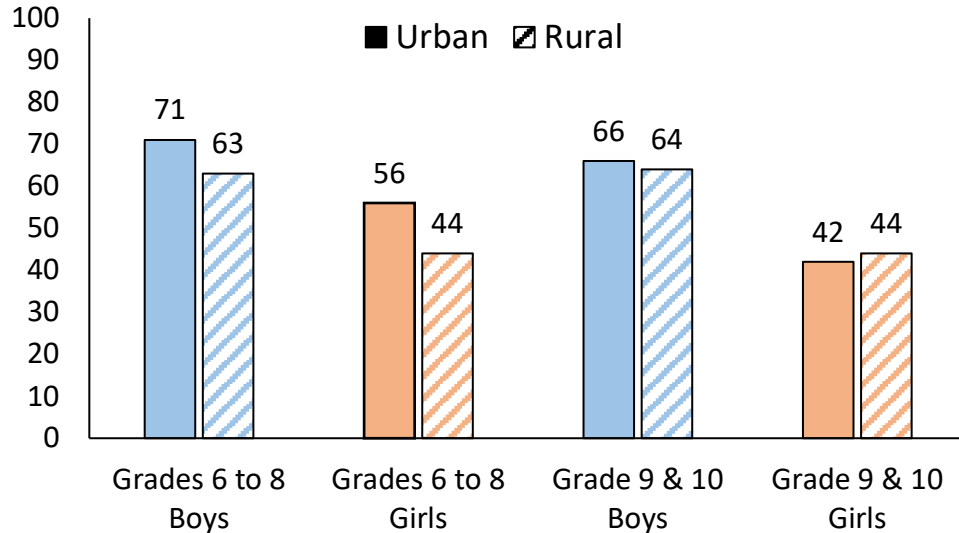
During adolescence, sleep behaviour and physiology undergo significant changes.¹¹ The Canadian 24-hour movement guidelines state that those aged 5 to 13 should sleep for nine to eleven hours per night and those aged 14 to 17 should sleep for eight to ten hours per night.² Additionally, this sleep should be uninterrupted, and youth should have consistent bed and wake-up times.² Adequate and quality sleep is critical for emotion regulation, learning, memory, and cognition¹¹ while inadequate and disrupted sleep is associated with negative outcomes in several domains including school performance, risk taking behaviours, and psychosocial health.¹²

In the HBSC survey, students are asked about the frequency and amount of these movement behaviours. This includes exercise they get on a weekly basis broadly, as well as specifying what physical activity they do inside and outside of school time. Students were also

asked about their involvement in sport and their involvement in on-the-land activities (e.g., hunting, trapping, fishing, etc.). In terms of sedentary behaviour, students reported the amount of time they spent watching TV or on electronic devices. Finally, student's sleep habits are reported in terms of sleep duration, meeting the sleep recommendations, and frequency of sleep difficulties.

PHYSICAL ACTIVITY IN PAST WEEK

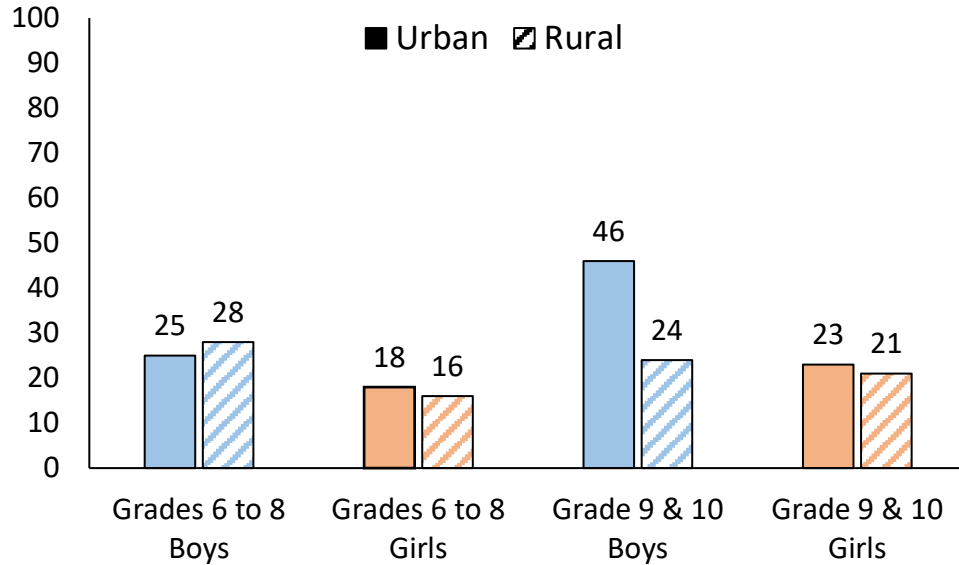
Figure 7.1. Students who reported that they had been physically active five or more days over the past seven days for a total of at least 60 minutes per day, by grade, urban/rural status and gender (%)



- Regardless of grade or location, boys were more likely than girls to report that they had been physically active. For example, 66% of urban boys in grades 9 and 10 reported that they had been physically active, a proportion 24% greater than urban girls in grades 9 and 10.
- Among urban youth, a higher proportion of students in grades 6 to 8 reported being physically active compared to students in grades 9 and 10. For example, among urban girls, 56% reported being physically active in grades 6 to 8 compared to 42% in grades 9 and 10, a 14% difference.
- Among students in grades 6 to 8, urban students reported higher proportions of physical activity than rural students (71% of urban boys vs. 63% of rural boys, an 8% difference; 56% of urban girls vs. 44% of rural girls, a 12% difference).

PHYSICAL ACTIVITY IN CLASS

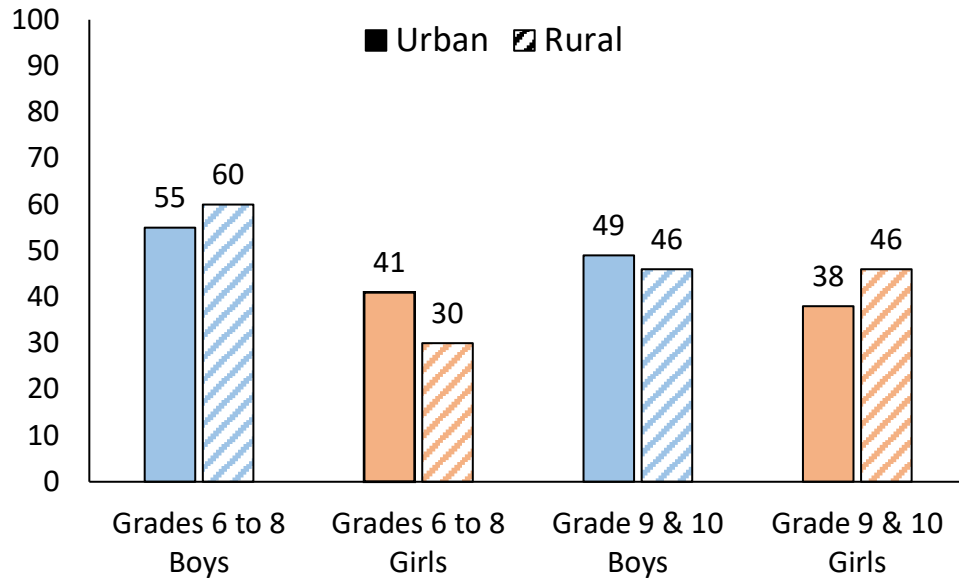
Figure 7.2. Students who spent four or more hours per week doing physical activity that made them out of breath or warmer than usual in class time (e.g., gym class) at school, by grade, urban/rural status, and gender (%)



- Among boys in grades 9 and 10, 46% of urban boys reported physical activity in class, a proportion 22% greater than rural boys.
- Except for rural boys, students in grades 9 and 10 were more likely to report physical activity in class than students in grades 6 to 8. For example, 25% of urban boys in grades 6 to 8 reported physical activity in class compared to 46% of urban boys in grades 9 and 10, a 21% difference.
- When compared to girls, boys reported higher proportions of physical activity in class. The greatest gender difference was among urban students in grades 9 and 10 (46% of boys vs. 23% of girls, a 23% difference).

PHYSICAL ACTIVITY OUTSIDE OF SCHOOL

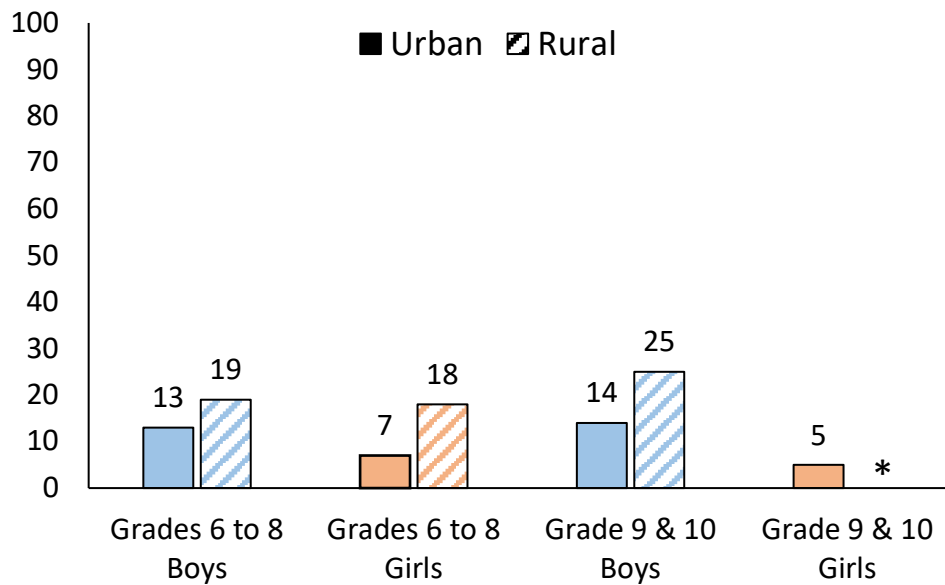
Figure 7.3. Students who reported that they had been physically active outside of school hours at least 4 times per week, by grade, urban/rural status, and gender (%)



- Except for rural girls, students who are in grades 9 and 10 were less likely to report that they had been physically active outside of school. For example, 60% of rural boys in grades 6 to 8 reported being physically active outside of school compared to 46% of rural boys in grades 9 and 10, a 14% decline.
- 41% of urban girls in grades 6 to 8 reported that they had been physically active outside of school, a proportion 11% greater than rural girls in the same grade category.
- In general, boys were more likely to report that they had been physically active outside of school than girls. The greatest gender difference was reported among rural youth in grades 6 to 8 (60% of boys vs. 30% of girls, a 30% difference). In comparison, rural girls and boys in grades 9 and 10 reported the same level of physical activity outside of school (46%).

ON THE LAND ACTIVITIES

Figure 7.4. Students who reported participating in on the land activities 3 hours or more per week, by grade, urban/rural status, and gender (%)

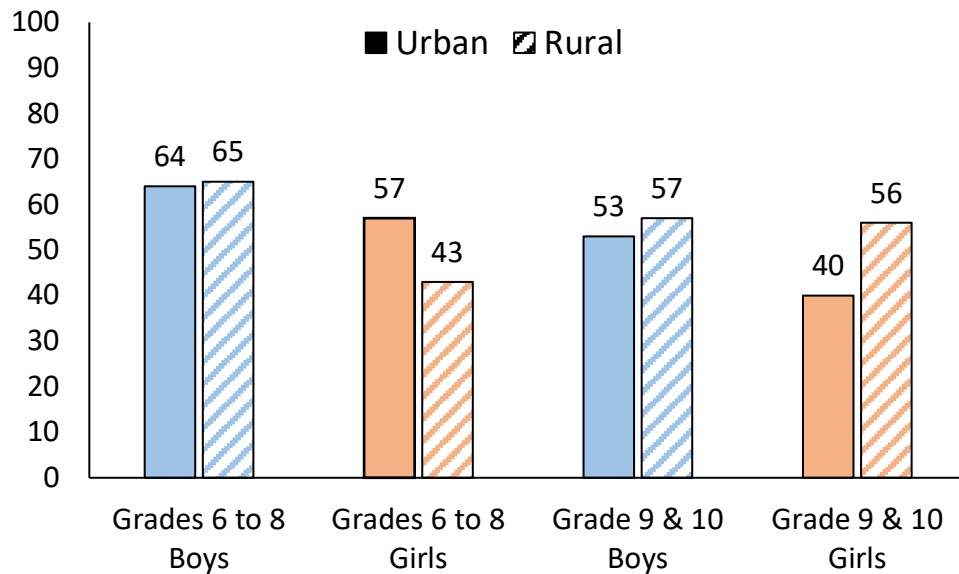


*Note: some groups have been suppressed due to small cell sizes and the need to adhere to ethics regulations.

- 19% of rural boys in grades 6 to 8 reported participating in on the land activities, a proportion 6% lower than rural boys in grades 9 and 10 (25%).
- Boys were more likely than girls to participate in on the land activities. For example, 5% of urban girls in grades 9 and 10 reported participating in on the land activities compared to 14% of urban boys in the same grade category.
- Rural youth reported higher proportions of participation in on the land activities than urban youth. For example, 7% of urban girls in grades 6 to 8 reported participating in on the land activities, a proportion 11% lower than rural girls in the same grade category.

TEAM SPORTS

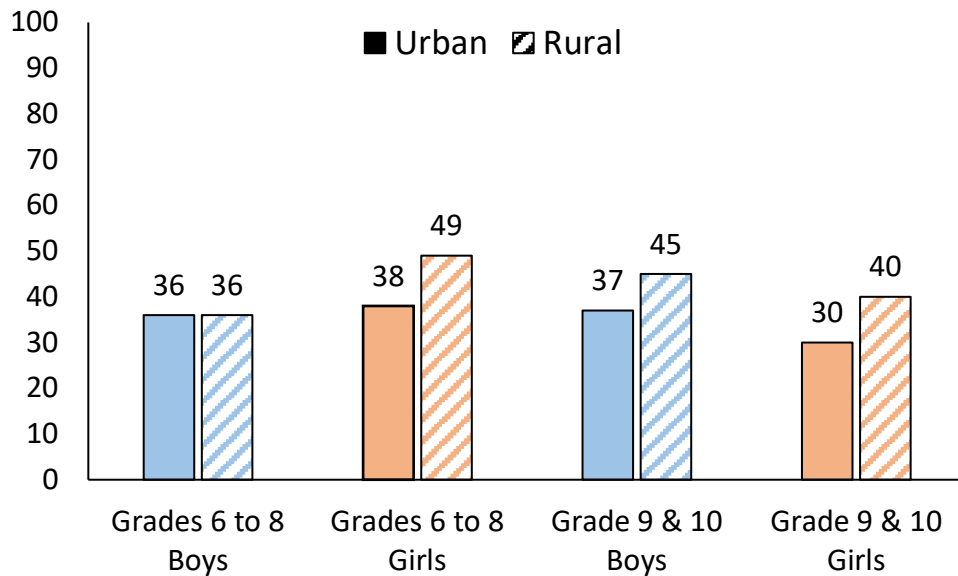
Figure 7.5. Students who were involved in team sports, by grade, urban/rural status, and gender (%)



- For all youth, except rural girls, students in grades 9 and 10 were less likely to report they were involved in team sports than students in grades 6 to 8. For example, among urban girls, 57% of those in grades 6 to 8 reported that they were involved in team sports, a proportion 17% greater than those in grades 9 and 10.
- 57% of urban girls in grades 6 to 8 reported involvement in team sports compared to 43% of rural girls. The opposite location pattern was reported among girls in grades 9 and 10 (40% of urban girls reported involvement in team sports compared to 56% of rural girls).
- Generally, boys reported higher proportions of involvement in team sports than girls. However, among rural youth in grades 9 and 10, the proportion of boys and girls was almost equal (57% of boys vs. 56% of girls).

INDIVIDUAL SPORTS

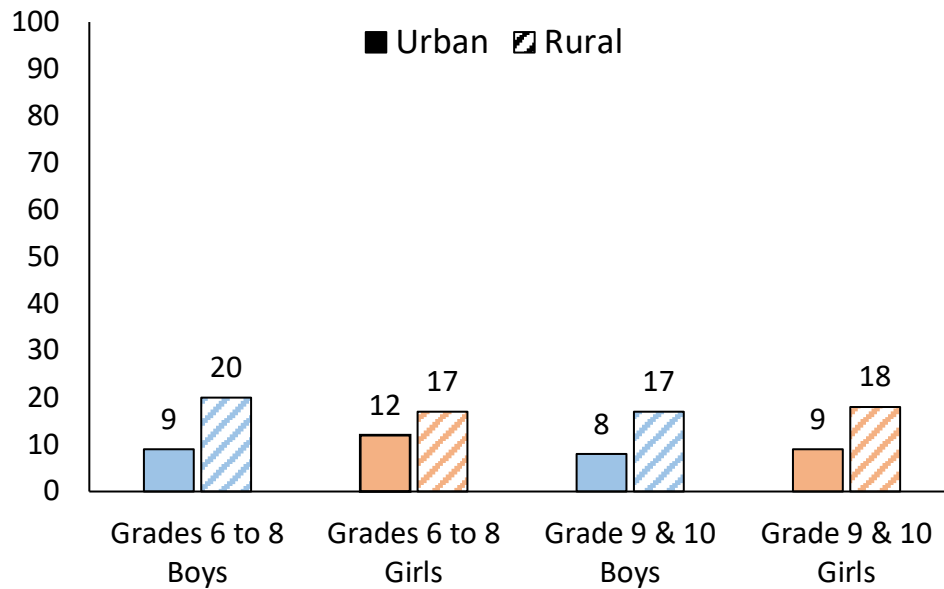
Figure 7.6. Students who were involved in individual sports, by grade, urban/rural status, and gender (%)



- Generally, rural youth were more likely than urban youth to report that they were involved in individual sports. However, among boys in grades 6 to 8, the proportion of urban and rural students was equal (36%).
- In grades 6 to 8, girls reported higher proportions of involvement in individual sports than boys. For example, 49% of rural girls reported involvement in individual sports compared to 36% of rural boys, a 13% difference. The opposite gender pattern was reported among students in grades 9 and 10.
- Girls in grades 9 and 10 reported lower proportions of individual sport involvement than girls in grades 6 to 8 (38% of urban girls in grades 6 to 8 compared to 30% of urban girls in grades 9 and 10; 49% of rural girls in grades 6 to 8 compared to 40% of rural girls in grades 9 and 10).

CULTURAL ACTIVITIES, CEREMONIES, OR GROUPS

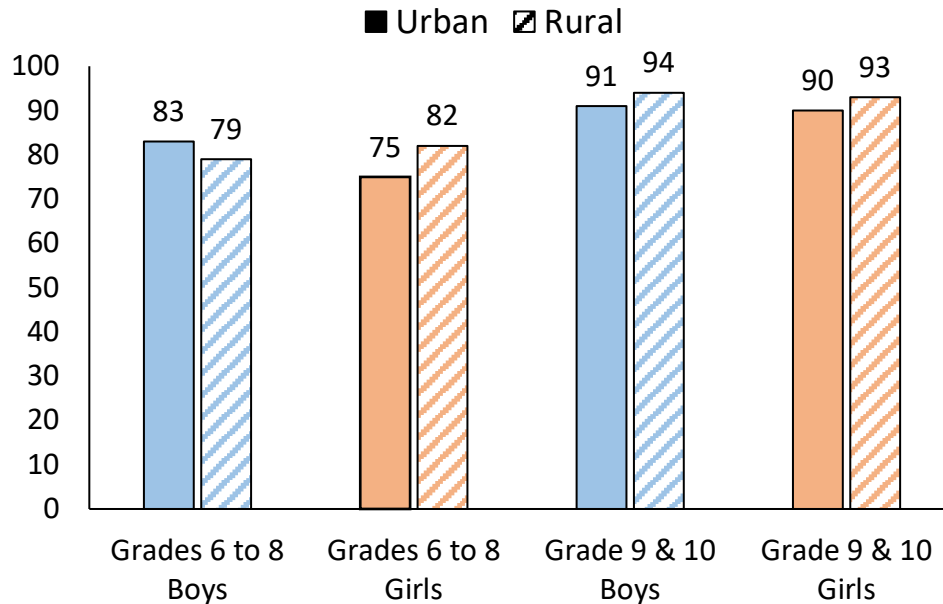
Figure 7.7. Students who were involved in cultural activities, ceremonies or groups, by grade, urban/rural status, and gender (%)



- 8%-20% of students in the Yukon Territory reported involvement in cultural activities, ceremonies, or cultural groups.
- Regardless of gender or grade, rural youth reported higher proportions of involvement in cultural activities, ceremonies, or groups than urban youth. The greatest location difference was reported among boys in grades 6 to 8 (9% of urban boys vs. 20% of rural boys, an 11% difference).

SCREEN TIME

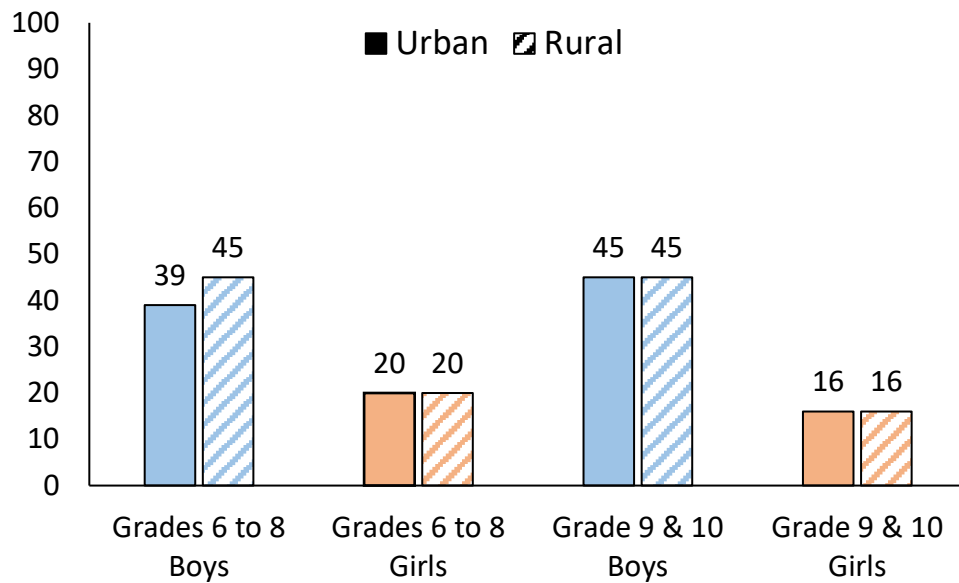
Figure 7.8. Students who do not meet the recommended amount of daily screen time of two hours or less per day, by grade, urban/rural status, and gender (%)



- 75%-94% of students in the Yukon Territory do not meet the recommended amount of daily screen time of two hours or less per day.
- Students in grades 9 and 10 were more likely than students in grades 6 to 8 to report not meeting the recommended amount of daily screen time. For example, 75% of urban girls in grades 9 and 10 reported not meeting the recommended amount of daily screen time compared to 90% of urban girls in grades 9 and 10, a 15% difference.
- Except for boys in grades in grades 6 to 8, rural youth reported slightly larger proportions of not meeting the recommended amount of daily screen time than urban youth.

GAMING ON AN ELECTRONIC DEVICE ON WEEKDAYS

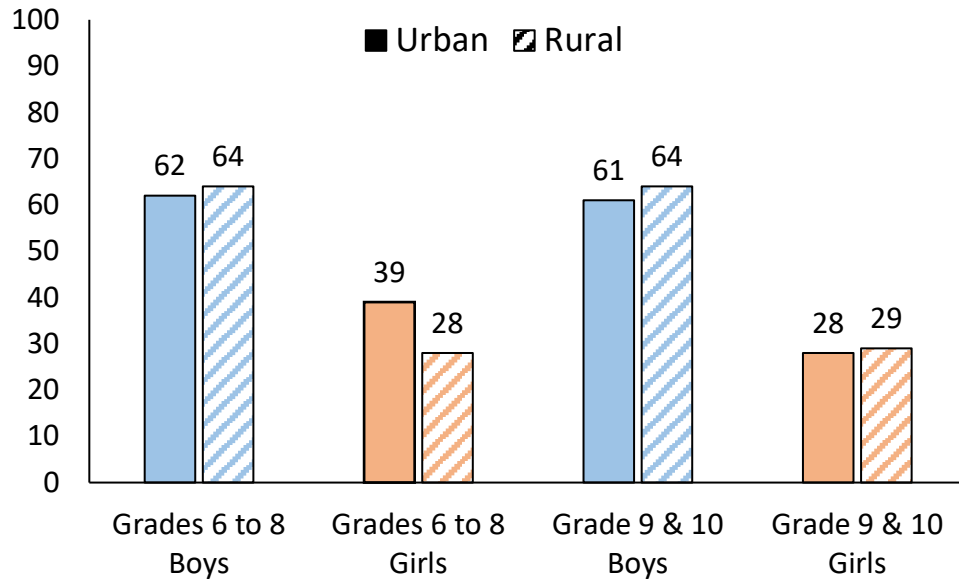
Figure 7.9. Students who spent at least two hours or more playing games on an electronic device on a weekday, by grade, urban/rural status, and gender (%)



- Regardless of grade or location, boys reported higher proportions of gaming on an electronic device on weekdays than girls. For example, among students in grades 9 and 10, 45% of boys reported gaming for at least two hours on weekdays compared to 16% of girls, a 29% difference.
- Generally, the proportion of urban youth and rural youth who reported gaming on an electronic device for at least two hours a day on weekdays was equal.

GAMING ON AN ELECTRONIC DEVICE ON WEEKENDS

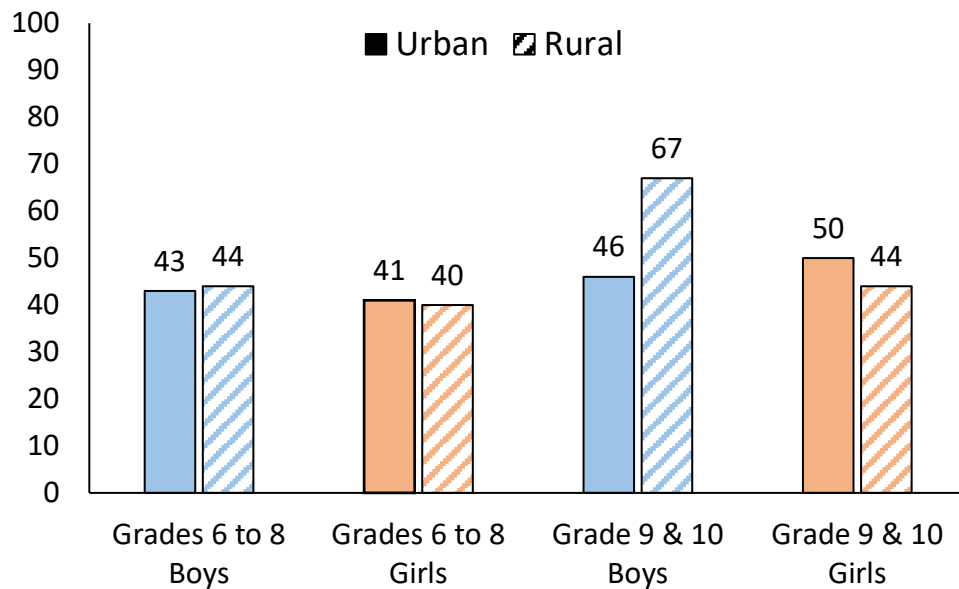
Figure 7.10. Students who spent at least two hours or more playing games on an electronic device on a weekend, by grade, urban/rural status, and gender (%)



- When compared to gaming on weekdays, more students reported gaming on weekends.
- Regardless of grade or location, boys reported higher proportions of gaming for at least two hours on the weekend. The greatest gender difference was reported among rural youth in grades 6 to 8 (64% of boys vs. 29% of girls, a 35% difference).
- Among girls in grades 6 to 8, urban girls were more likely to report gaming for at least two hours a day on the weekend than rural girls (39% vs. 28%, a 9% difference).
- Among urban girls, those who are in grades 9 and 10 were less likely to report gaming for at least two hours a day on the weekend than girls in grades 6 to 8 (28% vs. 39%, an 11% difference).

WATCHING TV ON A WEEKDAY

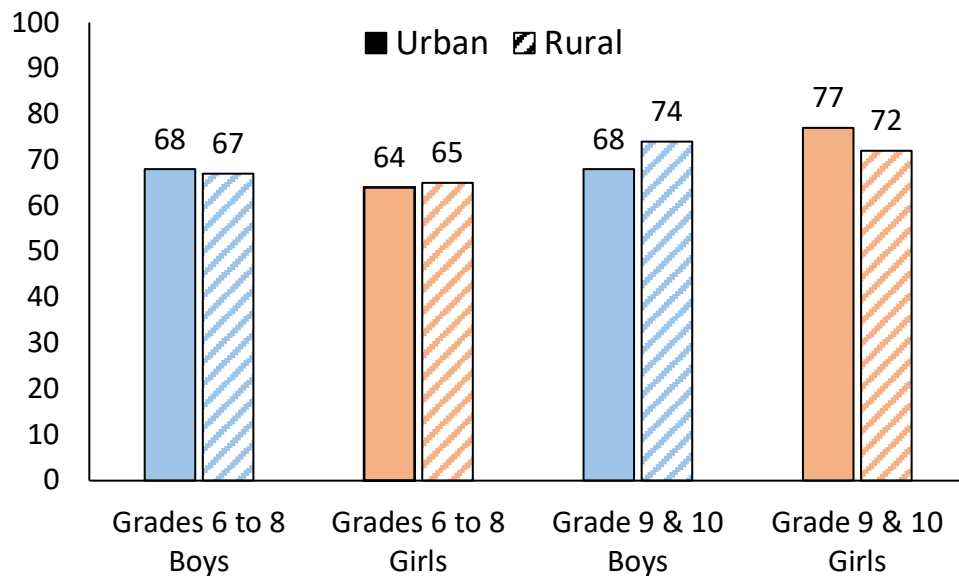
Figure 7.11. Students who spent at least two hours watching TV on a weekday, by grade, urban/rural status, and gender (%)



- 67% of rural boys in grades 9 and 10 reported watching at least two hours of TV on a weekday, a proportion 23% greater than rural girls and 21% greater than urban boys in the same grade category.
- Generally, more students in grades 9 and 10 reported watching at least two hours of TV on a weekday than students in grades 6 to 8. The greatest age difference was reported among rural boys (44% of rural boys in grades 6 to 8 compared to 67% of rural boys in grades 9 and 10, a 23% difference).

WATCHING TV ON WEEKENDS

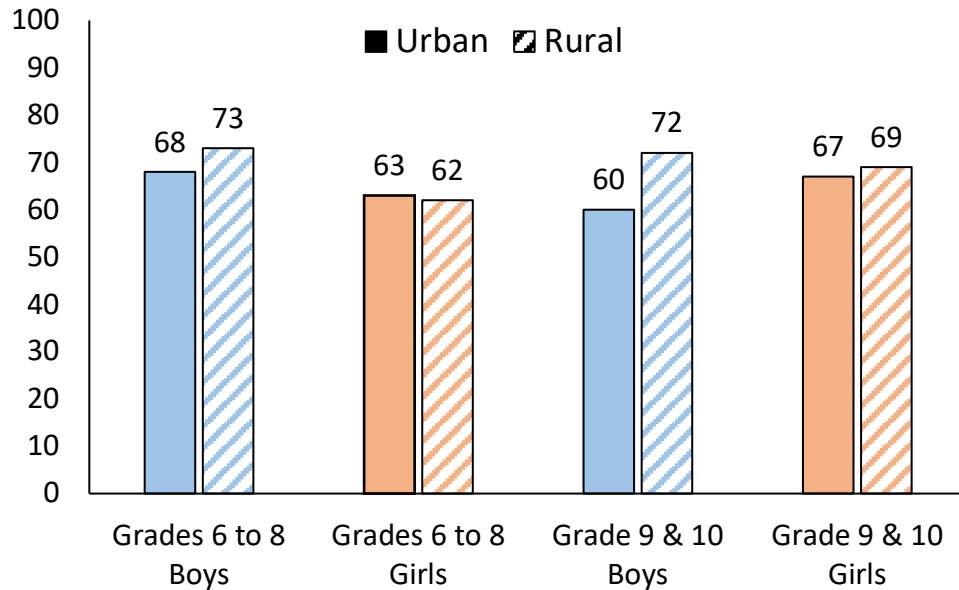
Figure 7.12. Students who spent at least two hours or watching TV on a weekend, by grade, urban/rural status, and gender (%)



- When compared to watching TV on weekdays, more students reported watching at least two hours of TV on the weekend.
- Generally, students in grades 9 and 10 were more likely to report watching at least two hours of TV on the weekends compared to students in grades 6 to 8. However, for urban boys, those in grades 6 to 8 and grades 9 and 10 reported the same proportion (68%).
- 77% of urban girls in grades 9 and 10 reported watching at least two hours of TV on the weekend compared to 68% of urban boys in grades 9 and 10, a 9% difference.

RECOMMENDED HOURS OF SLEEP

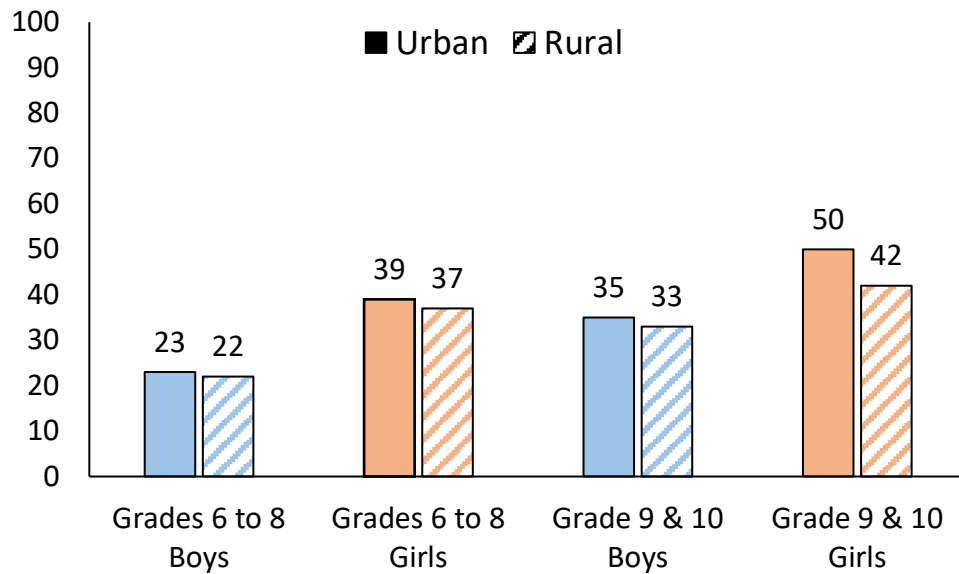
Figure 7.13. Students who met the recommended amount of sleep per night, by grade, urban/rural status, and gender (%)



- Among girls, those who are in grades 9 and 10 reported higher proportions than those who are in grades 6 to 8 of meeting the recommended amount of sleep per night (63% of urban girls in grades 6 to 8 vs. 67% of girls in grades 9 and 10; 62% of rural girls in grades 6 to 8 vs. 69% of rural girls in grades 9 and 10).
- Except for urban youth in grades 9 and 10, boys were more likely than girls to report that they had met the recommended amount of sleep per night. For example, 73% of rural boys in grades 6 to 8 reported that they met the recommended amount of sleep per night compared to 62% of rural girls in the same grade category, an 11% difference.
- Rural boys reported higher proportions of meeting the recommended amount of sleep per night when compared to urban boys. For example, 60% of urban boys in grades 9 and 10 reported that they met the recommended amount of sleep per night compared to 72% of rural boys in the same grade category.

TROUBLE FALLING ASLEEP OR STAYING ASLEEP

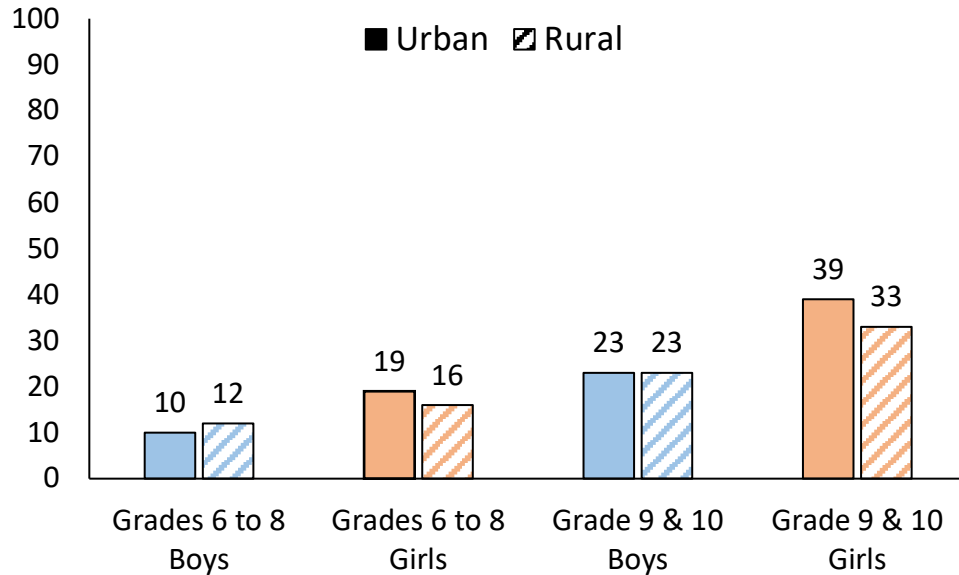
Figure 7.14. Students who reported that they have trouble going to sleep or staying asleep most or all of the time, by grade, urban/rural status, and gender (%)



- Regardless of grade or location, girls were more likely than boys to report trouble going to sleep or staying asleep. For example, 39% of urban girls in grades 6 to 8 reported trouble falling asleep or staying asleep compared to 23% of urban boys in grades 6 to 8, a 16% difference.
- The proportion of students reporting trouble falling asleep or staying asleep was larger in grades 9 and 10 than grades 6 to 8. The greatest age difference was reported among urban boys (23% in grades 6 to 8 vs. 35% in grades 9 and 10, 12% difference).
- In grades 9 and 10, 50% of urban girls reported that they had trouble going to sleep or staying asleep compared to 42% of rural girls, an 8% difference.

DAYTIME SLEEPINESS

Figure 7.15. Students who reported that they have trouble staying awake during the daytime when you want to be awake most or all of the time, by grade, urban/rural status, and gender (%)



- Students in grades 9 and 10 reported higher proportions of daytime sleepiness than students in grades 6 to 8. The greatest age difference was reported among urban girls (19% of urban girls in grades 6 to 8 compared to 39% of urban girls in grades 9 and 10, a 20% difference).
- Overall, girls were more likely than boys to report daytime sleepiness. The greatest gender difference was reported among urban youth in grades 9 and 10 (23% of urban boys in grades 9 and 10 compared to 39% of urban girls in grades 9 and 10, a 16% difference).
- 39% of urban girls in grades 9 and 10 reported daytime sleepiness compared to 33% of rural girls in grades 9 and 10, a 6% difference.

Summary of Findings

ENCOURAGING FINDINGS

- When compared to urban girls in the same grade category, rural girls reported lower proportions of sleep difficulties.
- Generally, urban and rural students are reporting gaming on an electronic device and TV watching at similar proportions.
- Greater than 60% of students met the recommended amount of sleep per night.

AREAS OF CONCERN

- Girls were less likely than boys to participate in the physical activity measures and more likely to have sleep difficulties.
- Boys reported relatively high proportions of gaming on an electronic device.
- Students in grades 9 and 10 were more likely than students in grades 6 to 8 to report sleep difficulties.

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Chapter 8: Healthy Eating

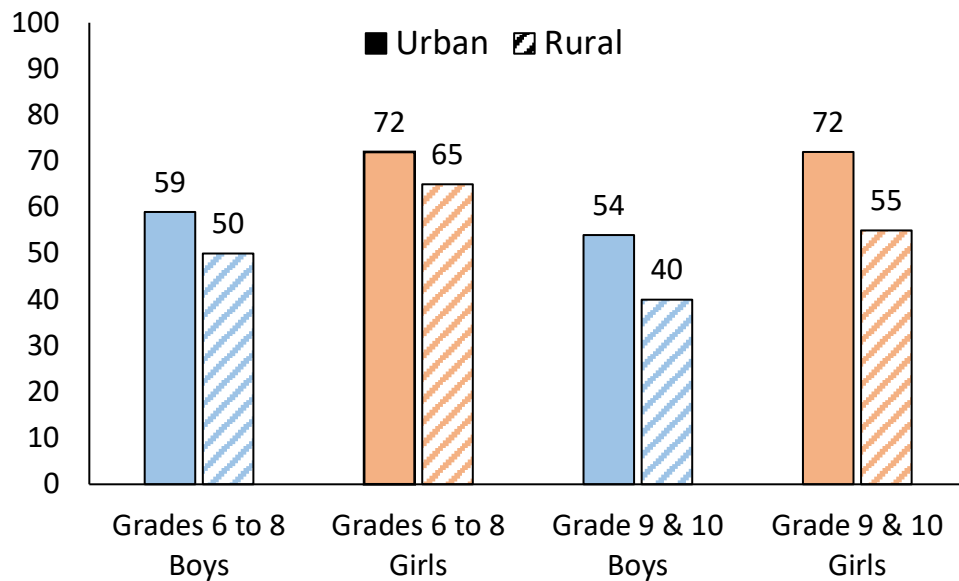
Consuming a well-balanced diet of fruits, vegetables, whole grains, and protein is important for maintaining good health.¹ However, according to Canada's Food Guide, healthy eating is more than just the foods you eat. It is also about being mindful of your eating habits, cooking more often, enjoying your food, and deciding who you eat your meals with.¹ Encouraging habits of eating vegetables and fruits, limiting highly processed food, using food labels, making water your drink of choice, and becoming aware of the influence of food marketing are all ways of incorporating healthy eating into a young person's daily routine.¹

Like many other health behaviours, eating behaviours have the potential to shift during adolescence and present as an early indicator of eating habits in adulthood.² Eating behaviours are influenced by an interplay of an individual's physical environment, social environment, individual beliefs, and economic factors.³

In this chapter, healthy eating is measured by examining consumption patterns of specific nutrients, frequency of eating breakfast and eating meals as a family, as well as measures of hunger and food insecurity. Additionally, students reported on their teeth brushing habits.

TOOTH BRUSHING

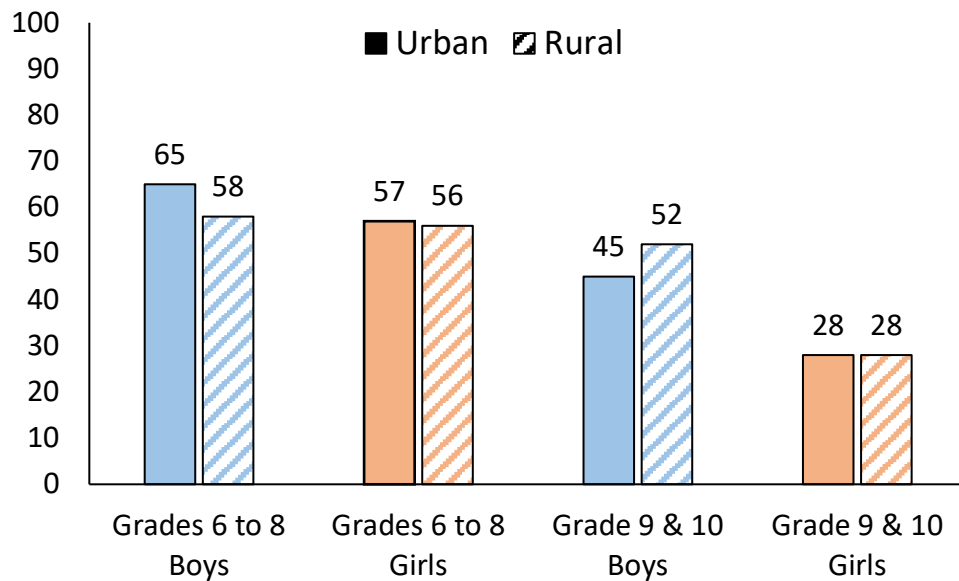
Figure 8.1. Students who reported that they brush their teeth more than once a day, by grade, urban/rural status, and gender (%)



- Generally, students in grades 9 and 10 were less likely than students in grades 6 to 8 to report brushing their teeth more than once a day. Among rural students, 10% less students in grades 9 and 10 reported brushing their teeth more than once a day than students in grades 6 to 8. Regardless of grade, 72% of urban girls reported brushing their teeth more than once a day.
- Generally, more urban youth than rural youth reported brushing their teeth more than once a day. The greatest location difference was among girls in grades 9 and 10 (72% of urban girls vs. 55% of rural girls, 17% difference).
- Overall, a higher proportion of girls reported brushing their teeth more than once a day compared to boys. For example, 72% of urban girls in grades 9 and 10 reported brushing their teeth more than once a day, a proportion 18% greater than urban boys in grades 9 and 10.

BREAKFAST EATING ON WEEKDAYS

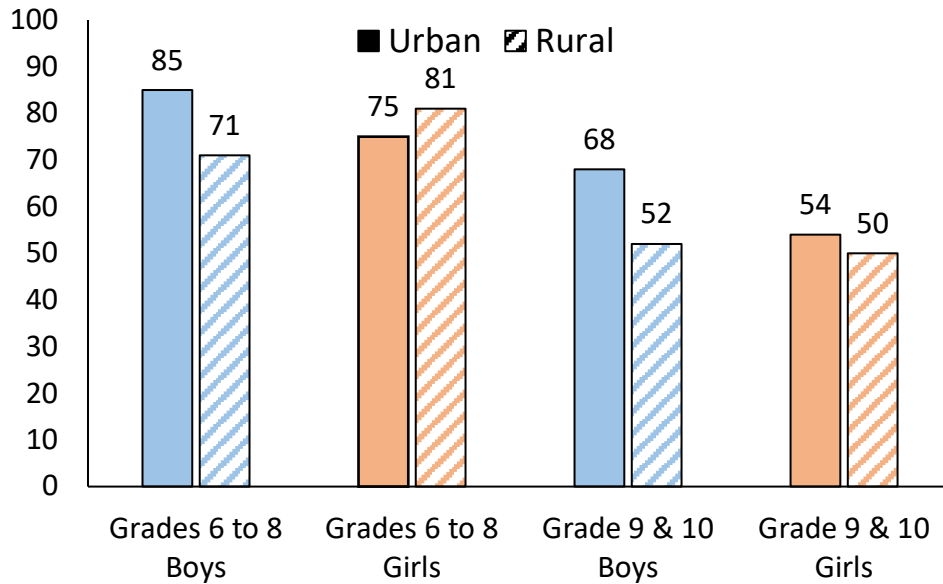
Figure 8.2. Students who ate breakfast all five days of the school week, by grade, urban/rural status, and gender (%)



- Students in grades 9 and 10 were less likely than students in grades 6 to 8 to report eating breakfast on weekdays. This pattern was especially pronounced among girls. For example, 57% of urban girls in grades 6 to 8 reported eating breakfast on weekdays compared to 28% of urban girls in grades 9 and 10, a 29% difference.
- Among students in grades 9 and 10, boys reported higher proportions of eating breakfast on weekdays than girls. For example, 52% of rural boys reported eating breakfast on weekdays, a proportion 24% greater than rural girls.
- There is a 7% difference between the proportion of urban and rural boys who reported eating breakfast on weekdays. For boys in grades 6 to 8, more urban boys reported eating breakfast than rural boys (65% vs. 58%). The opposite location pattern was reported among boys in grades 9 and 10 with 45% of urban boys reporting eating breakfast compared to 52% of rural boys.

BREAKFAST EATING ON WEEKENDS

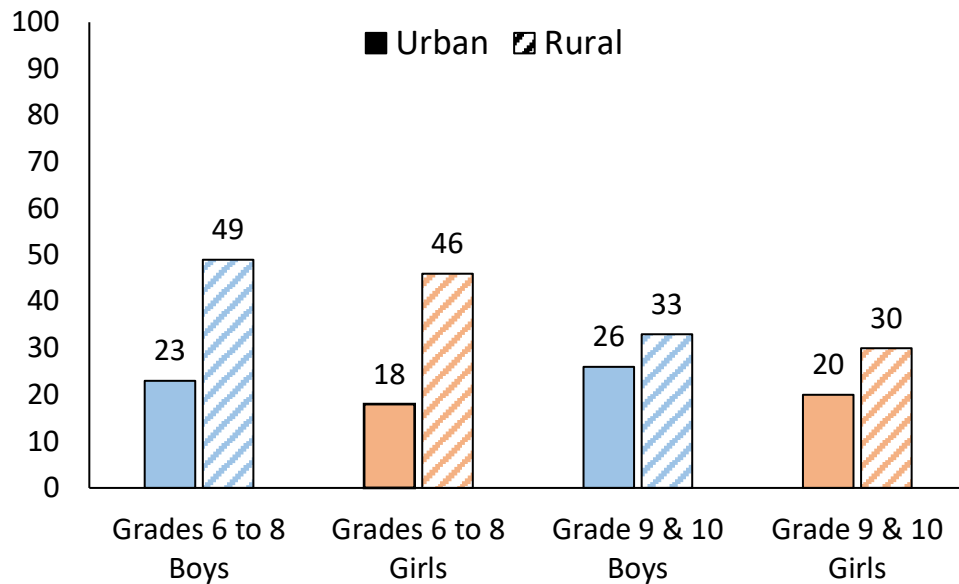
Figure 8.3. Students who ate breakfast both days of the weekend, by grade, urban/rural status, and gender (%)



- Compared to weekdays, more students reported eating breakfast on the weekend.
- Students in grades 6 to 8 were more likely to report eating breakfast on the weekend compared to students in grades 9 and 10. For example, 71% of rural girls in grades 6 to 8 reported eating breakfast on weekends compared to 50% of rural girls in grades 9 and 10, a 21% difference.
- Boys were more likely than their same grade girl counterpart to report eating breakfast on the weekends. The greatest gender difference was reported among urban youth in grades 9 and 10 (68% of boys vs. 54% of girls, a 14% difference).

BREAKFAST AT SCHOOL

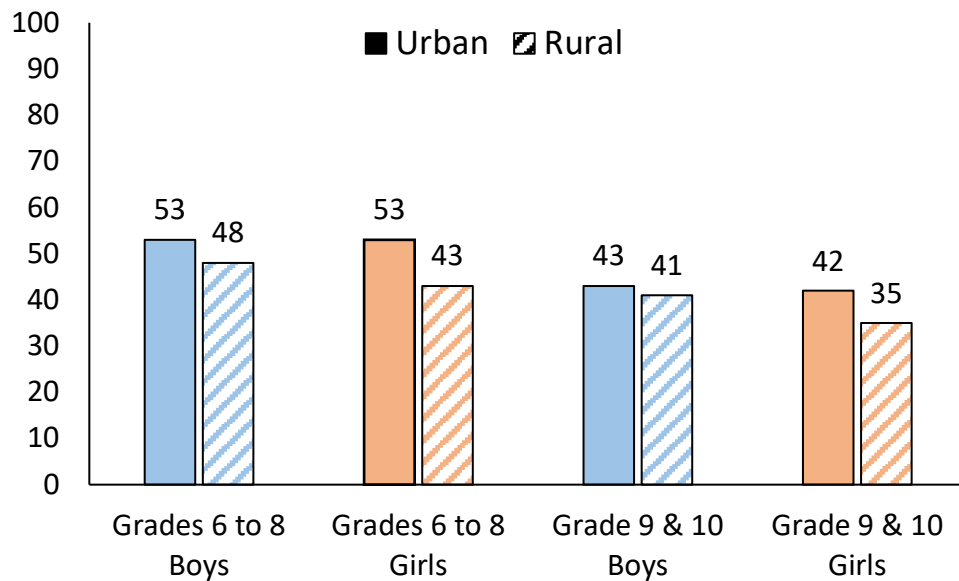
Figure 8.4. Students who reported usually eating breakfast at school three days a week or more often, by grade, urban/rural status, and gender (%)



- Regardless of grade or gender, rural students reported higher proportions of eating breakfast at school compared to urban students. The greatest location difference was reported among girls in grades 6 to 8 (18% of urban girls vs. 46% of rural girls, a 28% difference).
- For rural students, 16% less students in grades 9 and 10 reported eating breakfast at school compared to students in grades 6 to 8.
- Overall, a larger proportion of boys than girls reported eating breakfast at school. For example, 26% of urban boys in grades 9 and 10 reported eating breakfast at school compared to 20% of urban girls in the same grade category.

FRUIT CONSUMPTION

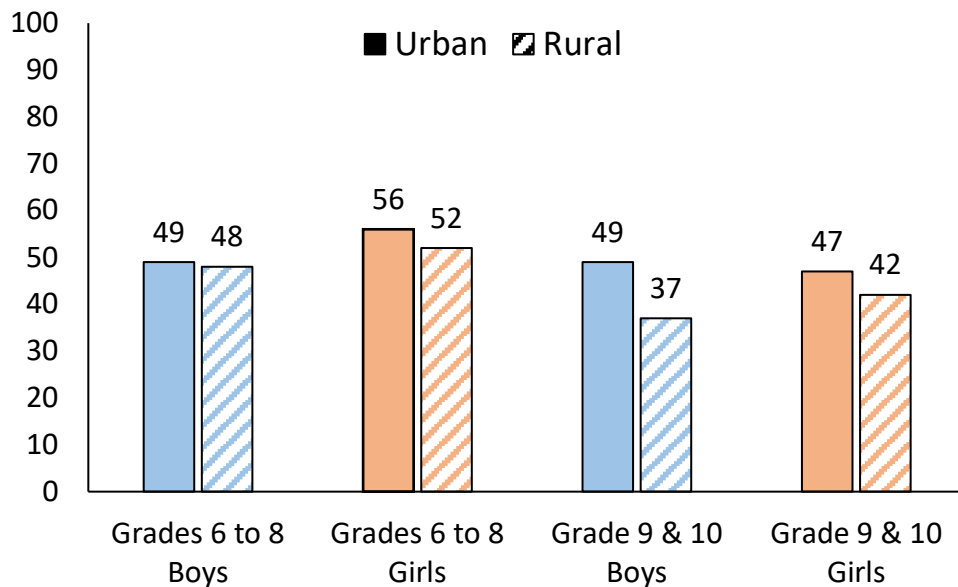
Figure 8.5. Students who reported eating fruits (not including juice) once per day or more often, by grade, urban/rural status, and gender (%)



- Students in grades 6 to 8 reported higher proportions of fruit consumption compared to students in grades 9 and 10. The biggest age difference was reported among urban girls (53% of urban girls in grades 6 to 8 vs. 42% of urban girls in grades 9 and 10, an 11% difference).
- Generally, rural youth reported lower proportions of fruit consumption compared to urban youth. For example, 53% of urban girls in grades 6 to 8 reported fruit consumption compared to 43% of rural girls in the same grade category.
- Among rural students, girls reported lower proportions of fruit consumption than boys (48% of rural boys vs. 43% of rural girls in grades 6 to 8; 41% of rural boys vs. 35% of girls in grades 9 and 10).

VEGETABLE CONSUMPTION

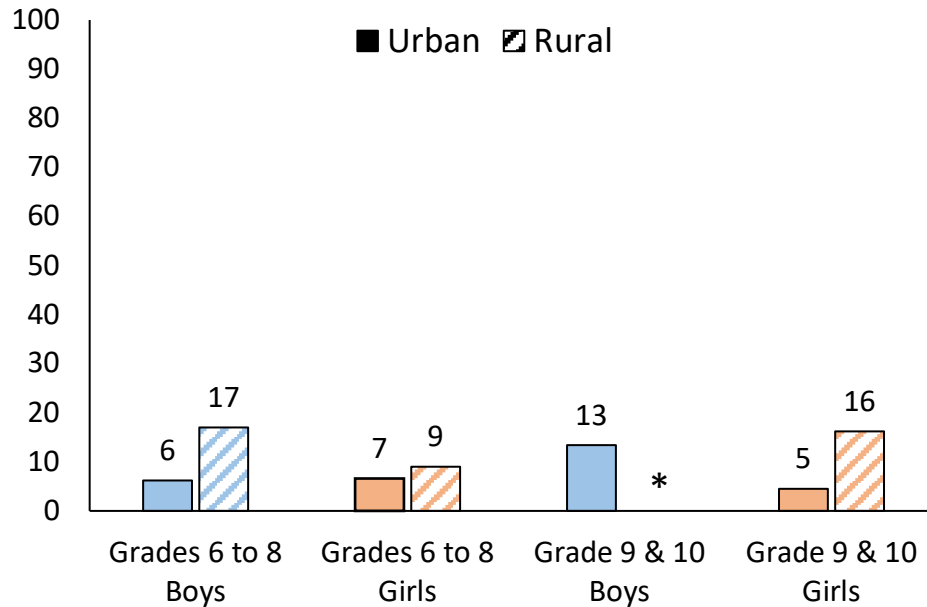
Figure 8.6. Students who reported eating vegetables once per day or more often, by grade, urban/rural status, and gender (%)



- Generally, students who were in grades 9 and 10 reported lower proportions of vegetable consumption than students in grades 6 to 8. The greatest age difference was reported among rural boys (48% of rural boys in grades 6 to 8 vs. 37% of rural boys in grades 9 and 10, an 11% difference). 49% of urban boys in both grade categories reported vegetable consumption.
- 49% of urban boys in grade 9 and 10 reported vegetable consumption, a proportion 12% greater than rural boys in grades 9 and 10.
- Except for urban students in grades 9 and 10, girls reported higher proportions of vegetable consumption than boys. The greatest gender difference was reported among urban youth in grades 6 to 8 (49% of boys vs. 56% of girls, a 7% difference).

SOFT DRINK CONSUMPTION

Figure 8.7. Students who reported drinking soft drinks (with sugar) once per day or more often, by grade, urban/rural status, and gender (%)

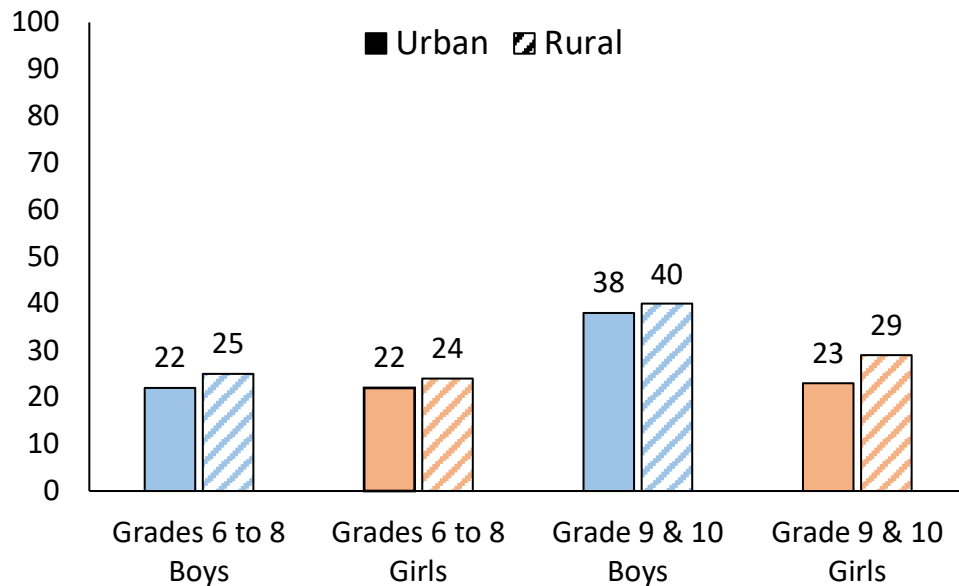


*Note: some groups have been suppressed due to small cell sizes and the need to adhere to ethics regulations.

- 5%-17% of students reported soft drink consumption.
- 17% of rural boys in grades 6 to 8 reported soft drink consumption compared to 6% of urban boys in the same grade category.
- 16% of rural girls in grades 9 and 10 reported soft drink consumption compared to 9% of rural girls in grades 6 to 8, a 7% difference.
- Among rural students in grades 6 to 8 and urban students in grades 9 and 10, boys reported higher proportions of soft drink consumption compared to girls.

TRADITIONAL FOOD FROM HUNTING CONSUMPTION

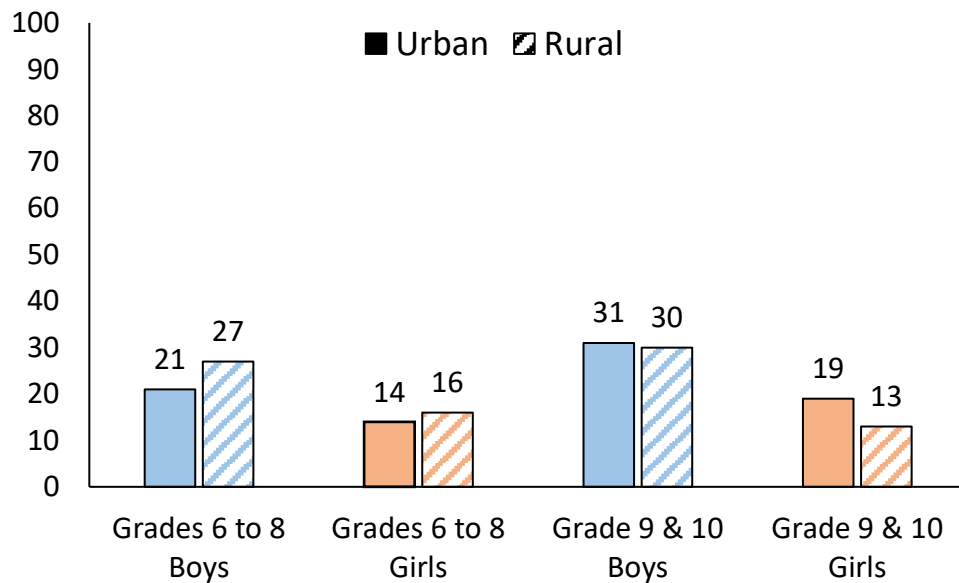
Figure 8.8. Students who reported eating traditional food from hunting often when it is in season, by grade, urban/rural status, and gender (%)



- Overall, students in grades 9 and 10 reported higher proportions of eating traditional food from hunting than students in grades 6 to 8. For example, 38% of urban boys in grades 9 and 10 reported eating traditional food from hunting, a proportion 16% greater than urban boys in grades 6 to 8.
- In grades 9 and 10, girls are less likely to report eating traditional food from hunting compared to boys. For example, 38% of urban boys in grades 9 and 10 reported eating traditional food from hunting, a proportion 15% greater than urban girls in the same grade category.
- 29% of rural girls in grades 9 and 10 reported eating traditional food from hunting compared to 23% of urban girls in the same grade category, a 6% difference.

TRADITIONAL FOOD FROM FISHING CONSUMPTION

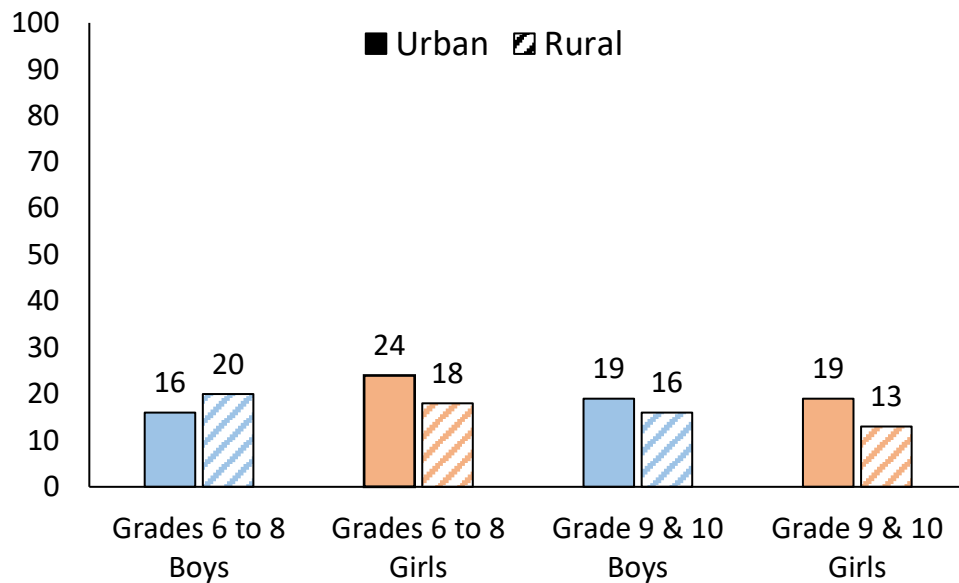
Figure 8.9. Students who reported eating traditional food from fishing often when it is in season, by grade, urban/rural status, and gender (%)



- Except for rural girls, students who are in grades 9 and 10 reported a higher proportion of consuming traditional food from fishing than students who are in grades 6 to 8. For example, 31% of urban boys in grades 9 and 10 reported consuming traditional food from fishing compared to 21% of urban boys in grades 6 to 8.
- Regardless of grade or location, girls are less likely than boys to report consuming traditional food from fishing. For example, 30% of rural boys in grades 9 and 10 reported consuming traditional food from fishing, a proportion 17% greater than rural girls in the same grade category.
- Among boys in grades 6 to 8, rural students reported a higher proportion of traditional food from fishing consumption than urban students (27% vs. 21%). The opposite location pattern was reported among girls in grades 9 and 10, with urban students reporting a higher proportion of traditional food from fishing consumption than rural students (19% vs. 13%).

TRADITIONAL FOOD FROM BERRY PICKING CONSUMPTION

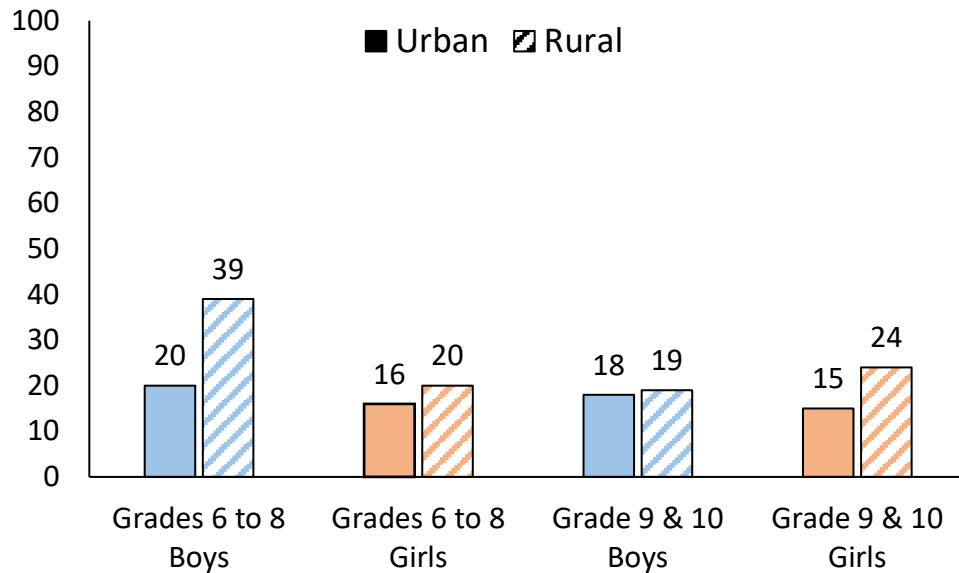
Figure 8.10. Students who reported eating traditional food from berry picking often when it is in season, by grade, urban/rural status, and gender (%)



- Except for urban boys, students who are in grades 9 and 10 were less likely than students in grades 6 to 8 to report consumption of traditional food from berry picking. For example, regardless of location, 5% less girls in grade 9 and 10 reported traditional food from berry picking consumption than girls in grades 6 to 8.
- Among girls, 6% more urban students than rural students reported consuming traditional food from berry picking.
- 24% of urban girls in grades 6 to 8 reported consuming traditional food from berry picking compared to 16% of urban boys in the same grade category, an 8% difference.

EXPERIENCE HUNGER

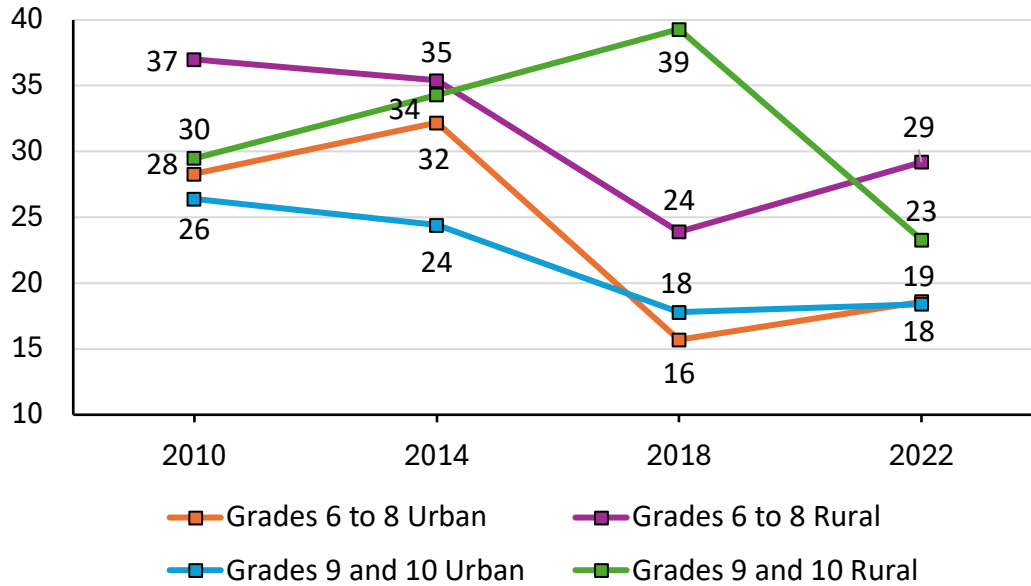
Figure 8.11. Students who reported that they went to school or bed hungry because there was not enough food at home at least sometimes, by grade, urban/rural status, and gender (%)



- 39% of rural boys in grades 6 to 8 reported going to school or bed hungry, a proportion 19% greater than urban boys and rural girls in the same grade category.
- Except for rural girls, students in grades 9 and 10 were less likely than students in grades 6 to 8 to report going to school or bed hungry. The greatest age difference was reported by rural boys (39% in grades 6 to 8 vs. 19% in grades 9 and 10, a 20% difference).

TRENDS IN EXPERIENCING HUNGER

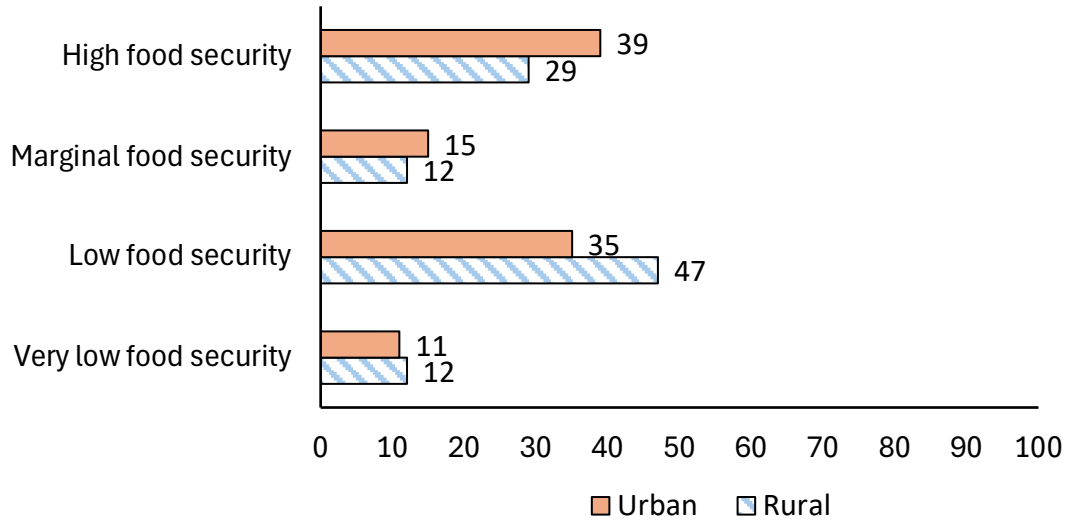
Figure 8.12. Students who reported that they went to school or bed hungry because there was not enough food at home at least sometimes, by year of survey, grade, and urban/rural status (%)



- Compared to 2018, in 2022, all students in grades 6 to 8 reported an increase in the proportion of students who went to school or bed hungry.
- In 2022, 23% of rural students in grades 9 and 10 reported that they went to school or bed hungry, a proportion 16% lower than 2018.

FOOD INSECURITY

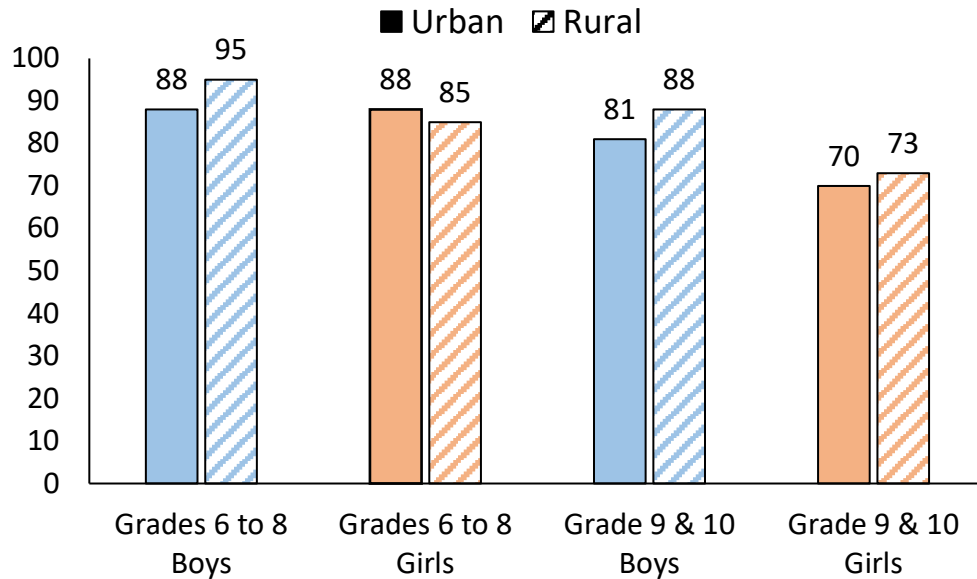
Figure 8.13. Students reporting on the availability of food in their home, by urban/rural status (%)



- Based on a standard scale describing food insecurity, more urban students than rural students reported that they had high (39% of urban students vs. 29% of rural students) and marginal (15% of urban students vs. 12% of rural students) food security in their home.
- 47% of rural students reported that they had low food security in their home compared to 35% of urban students, a 12% difference.
- 11%-12% of students in the Yukon Territory reported that they have very low food security in their home.

FAMILY MEALS

Figure 8.14. Students who reported that they have family meals most days or every day, by grade, urban/rural status, and gender (%)



- Except for urban students in grades 6 to 8, boys were more likely than girls to report that they have family meals most days or every day. For example, 88% of rural boys in grades 9 and 10 reported that they have family meals most days or every day compared to 73% of rural girls in the same grade category, a 15% difference.
- The proportion of students in grades 6 to 8 who reported eating family meals was higher than the proportion of students in grades 9 and 10. The greatest age difference was reported among urban girls (88% of girls in grades 6 to 8 vs. 70% of girls in grades 9 and 10, an 18% difference).
- Except for girls in grades 6 to 8, rural students reported slightly higher proportions of students eating family meals compared to rural students.

Summary of Findings

ENCOURAGING FINDINGS

- Overall, as students get older, they are more likely to report consuming traditional food from hunting or fishing.
- In 2022, 23% of rural students in grades 9 and 10 reported that they went to school or bed hungry. While still a concern, this proportion is 16% lower than 2018.
- 70%-95% of students reported eating family meals most days or every day.

AREAS OF CONCERN

- Compared to 2018, in 2022, all students in grades 6 to 8 reported an increase in the proportion of students who went to school or bed hungry.
- In general, students in grades 9 and 10 reported worse outcomes on healthy eating measures than students in grades 6 to 8.
- Teeth brushing habits are relatively low amongst rural students and boys.

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Chapter 9: Body Image

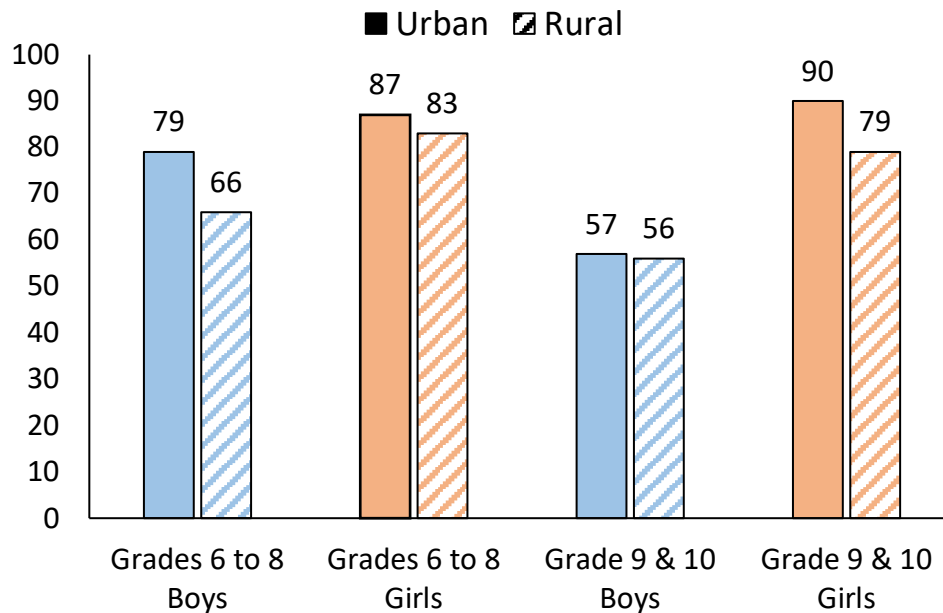
During adolescence, intense and rapid physical and psychological changes occur which can shift an individual's perception of their own body characteristics and body image.¹ In addition to measuring young people's weight, which is only one numerical value that can be used to evaluate health, it is also important to understand measures of body image including students' perceptions of what a healthy body looks like, and their emotions and behaviours toward their own bodies.

There are various factors that influence how a young person perceives their body weight and image¹ including biological factors such as age,² social determinants of health including gender² and socioeconomic factors,³ environmental factors such as exposure to certain media^{4,5} and the thought and behaviour patterns of peers/family members,⁴ and individual behaviours such as physical activity⁶ and eating habits.⁷ When students are dissatisfied with their bodies, they may express or display weight control intentions^{8,9} which are associated with symptoms of depression, anxiety and poor self-concept⁸ and an increase in disordered eating patterns.¹⁰

For the purposes of this report, students' perceptions of healthy bodies and their feelings about, and behaviour toward, their own body were reported using a 5-point Likert scale ranging from strongly agree to strongly disagree.

PERCEPTION OF HEALTHY BODIES

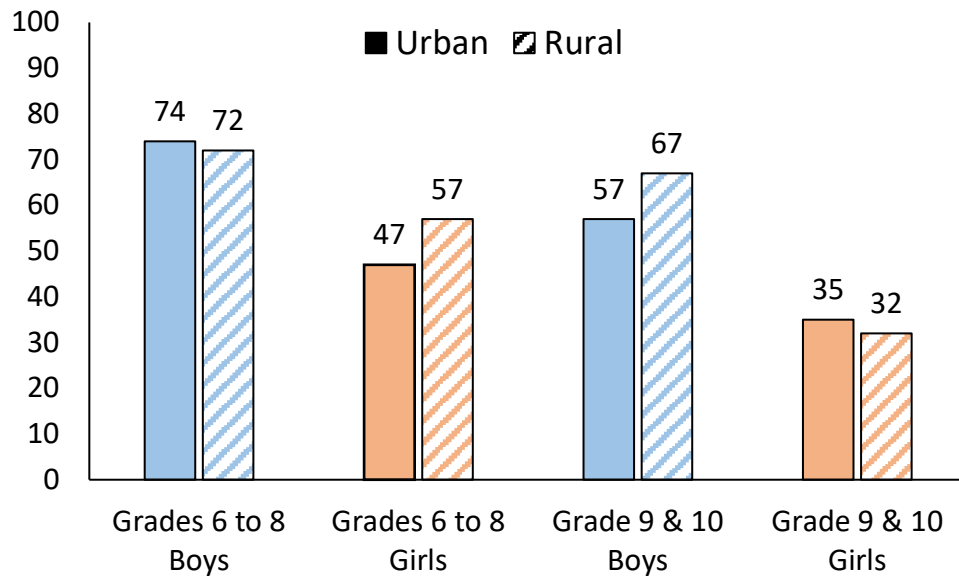
Figure 9.1. Students who agreed or strongly agreed with the following statement: "I believe healthy bodies come in different shapes and sizes", by grade, urban/rural status, and gender (%)



- Overall, more girls than boys reported that they agreed that healthy bodies come in different shapes and sizes. For example, 90% of urban girls in grades 9 and 10 reported this measure compared to 57% of urban boys in grades 9 and 10.
- Boys in grades 9 and 10 were less likely than boys in grades 6 to 8 to report that they agreed that healthy bodies come in different shapes and sizes. 56%-57% of boys in grades 9 and 10 reported this measure compared 66%-79% of boys in grades 6 to 8.
- In general, urban youth reported that they agree that healthy bodies come in different shapes and sizes more than rural youth. For example, 79% of urban boys in grades 6 to 8 reported that they agree healthy bodies come in different shapes and sizes compared to 66% of rural boys, a 12% difference.

FEEL GOOD ABOUT THEIR BODY

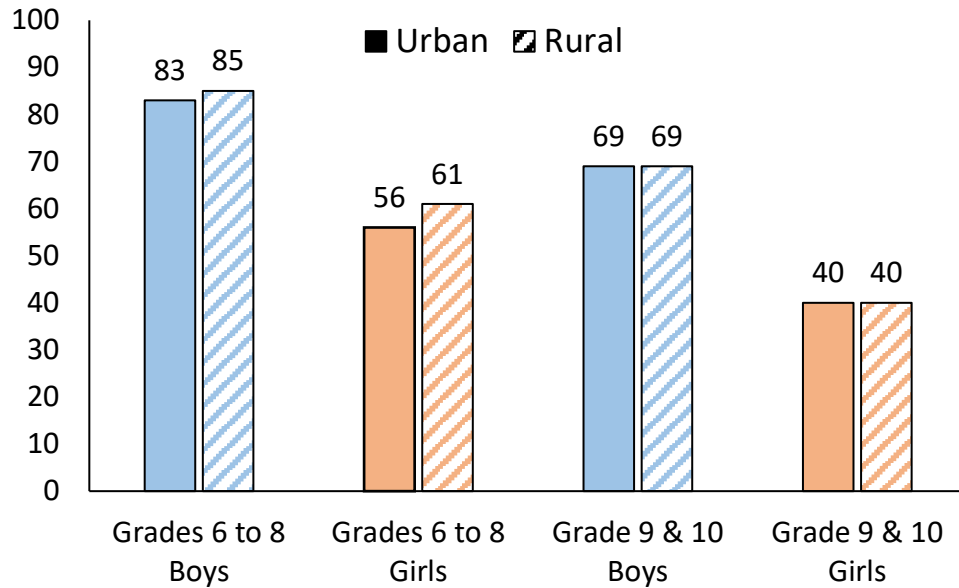
Figure 9.2. Students who agreed or strongly agreed with the following statement: "I feel good about my body", by grade, urban/rural status, and gender (%)



- Overall, fewer girls than boys reported that they felt good about their body. For example, 32% of rural girls in grades 9 and 10 reported that they felt good about their body compared to 67% of rural boys in the same grade category, a 35% difference.
- 10% more rural girls in grades 6 to 8 and rural boys in grades 9 and 10 reported that they felt good about their body compared to their same grade and gender urban counterpart.
- Students in grades 6 to 8 reported a larger proportion of students who felt good about their body compared to students in grades 9 and 10. The greatest age difference was reported among rural girls (57% of girls in grades 6 to 8 compared to 32% of girls in grades 9 and 10, a 25% difference).

FEEL COMFORTABLE IN THEIR BODY

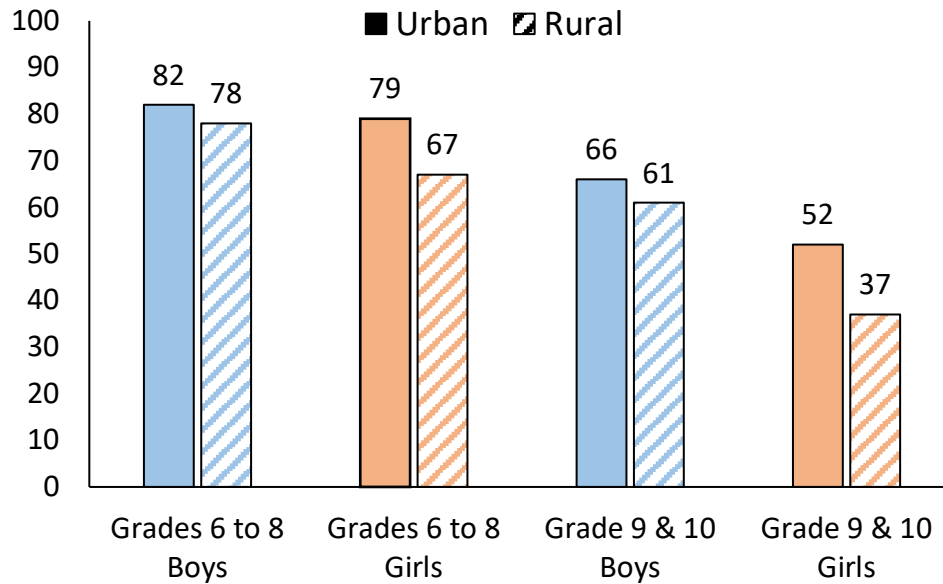
Figure 9.3. Students who agreed or strongly agreed with the following statement: "I am comfortable in my body", by grade, urban/rural status, and gender (%)



- Overall, more boys than girls reported that they were comfortable in their body. Regardless of location, 69% of boys in grades 9 and 10 reported that they felt comfortable in their body compared to 40% of girls in the same grade category.
- Students in grades 6 to 8 reported a larger proportion of students who felt comfortable in their body when compared to students in grades 9 and 10. For example, 61% of rural girls in grades 6 to 8 reported that they felt comfortable in their body, a proportion 21% greater than rural girls in grades 9 and 10.

TAKE CARE OF THEIR BODY

Figure 9.4. Students who agreed or strongly agreed with the following statement: "I take care of my body", by grade, urban/rural status, and gender (%)



- The proportion of students who reported that they take care of their body was higher in grades 6 to 8 compared to grades 9 and 10. The largest age difference was reported among rural girls (67% in grades 6 to 8 vs. 37% in grades 9 and 10, a 30% difference).
- Generally, the proportion of boys who reported that they took care of their body was larger than the proportion of girls. For example, 61% of rural boys in grades 9 and 10 reported that they took care of their body compared to 37% of rural girls in the same grade category, a 24% difference.
- Overall, more urban students than rural students reported that they took care of their body.

Summary of Findings

ENCOURAGING FINDINGS

- A large proportion of girls reported that they agree or strongly agree that healthy bodies come in different shapes and sizes. This was the only measure within the chapter where girls were better off than boys.
- For many of the body image measures, there were not large discrepancies between the proportion of urban and rural students who reported the measure.

AREAS OF CONCERN

- As students get older, they are less likely to report positive body image measures.
- When compared to boys, girls report relatively low proportions of positive body image measures.

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Chapter 10: Injury and Concussions

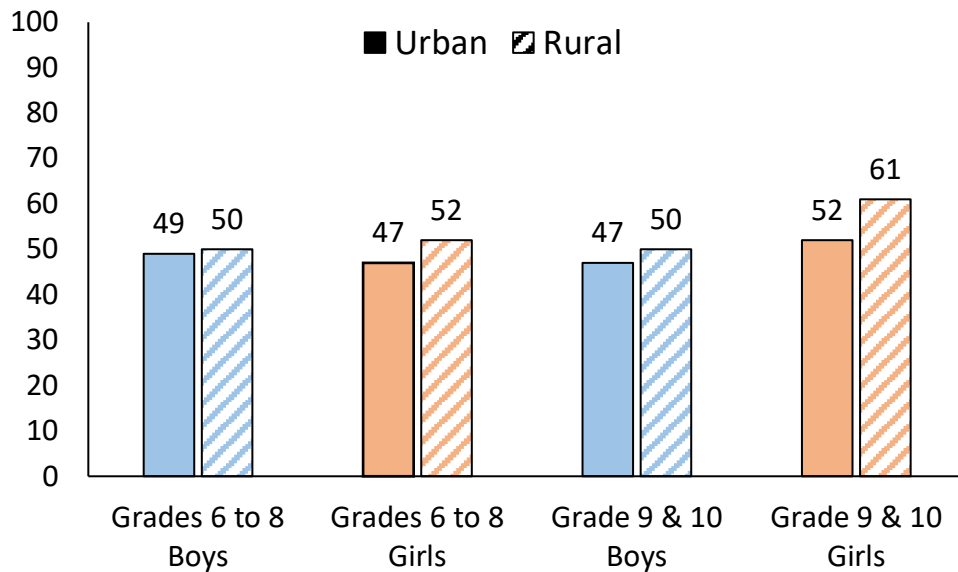
Injury remains a leading cause of death and disability in young people globally.¹ Places where injuries commonly occur among students include in the workplace due to inadequate training and hazard exposure,² in sport participation,³ in motor vehicles or through road traffic,⁴ and in spaces where recreation activities occur.⁵

One injury of concern in adolescence involves the prevalence of concussions. For young people who have experienced a concussion, various consequences may follow including missing school,⁶ psychological distress,⁷ and difficulties with cognitive tasks.⁸ For many, the symptoms following a concussion tend to resolve quickly. However, for those whose symptoms persist, a significant level of distress, decreased quality of life, and a loss of productivity can be experienced.

In this report, students indicated whether they sustained an injury in the last 12 months that required medical treatment from a doctor or nurse. Additionally, students are asked to report if they were diagnosed by a medical professional with a concussion in the last 12 months.

MEDICALLY TREATED INJURIES

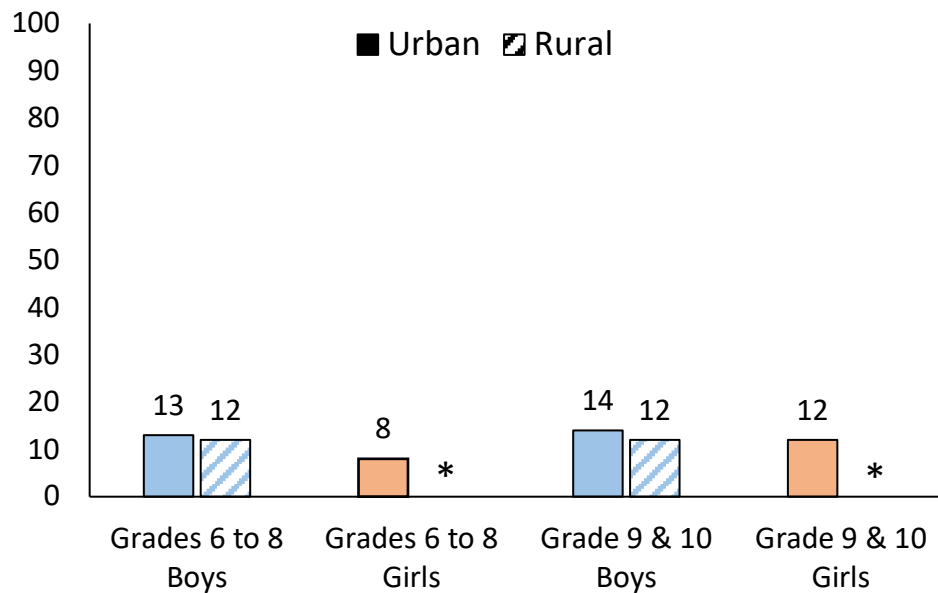
Figure 10.1. Students who reported that they had sustained an injury requiring medical attention, by grade, urban/rural status, and gender (%)



- Among rural students, those in grades 9 and 10 reported higher proportions of medically treated injuries than students in grades 6 to 8. For example, 61% of rural girls in grades 9 and 10 reported a medically treated injury compared to 52% of rural girls in grades 6 to 8, a 9% difference.
- 50% of rural boys in grades 9 and 10 reported a medically treated injury, a proportion 11% lower than rural girls in the same grade category.
- Overall, the proportion of students who reported a medically treated injury was greater among rural students than urban students.

CONCUSSION

Figure 10.2. Students reporting that they had a concussion in the last 12 months, by grade, urban/rural status, and gender (%)



*Note: some groups have been suppressed due to small cell sizes and the need to adhere to ethics regulations.

- Overall, 8%-14% of students in the Yukon Territory reported that they had had a concussion in the last 12 months.
- 12%-14% of boys and 8%-12% of urban girls reported that they had had a concussion in the same time period.
- 12% of rural boys and 8%-14% of urban students reported this outcome.
- 8%-13% of students in grades 6 to 8 and 12%-14% of students in grades 9 and 10 reported this outcome.

Summary of Findings

ENCOURAGING FINDINGS

- Among boys, the proportion of students reporting a medically treated injury did not change with age.

AREAS OF CONCERN

- Overall, the proportion of students who reported a medically treated injury was greater among rural students than urban students.
- 8%-14% of students in the Yukon Territory reported that they had had a concussion in the past 12 months.

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Chapter 11: Bullying and Teen Dating Violence

Bullying is a relationship issue that stems from power imbalances and occurs through repetitive acts and behaviours that are intended to cause harm to another individual.¹ Bullying exists in various forms such as verbal, relational, physical, and through cyber platforms.² Bullying often targets students based on perceived difference, such as through a student's self-identified or perceived gender, sexuality, class, or ethnicity.³

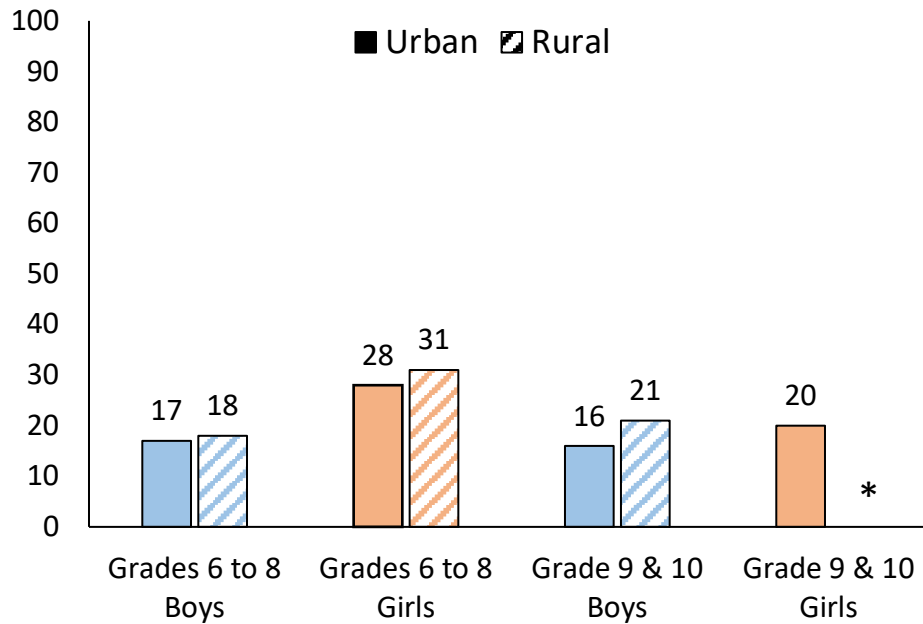
Being a part of the bullying relationship - either as the victim, perpetrator, or victim/perpetrator - is associated with poor mental health outcomes such as anxiety, depression, low life satisfaction, and feeling sad or hopeless.⁴⁻⁶ Bullying also has negative outcomes for children in school as those who are victimized were found to have poorer school performance and school connectedness.⁷

Teen dating violence is harm that is intentionally caused to a dating partner either physically, emotionally, and/or virtually. In one report, over one in three youth who had dated experienced and/or used such violence in the past 12 months.⁸ Victimization and perpetration of teen dating violence was most common among gender-diverse youth and those who experience social marginalization.⁸ When investigating the patterns between this violence and bullying, youth who both used and experienced violence in the context of their peers were more likely to use and experience violence in their romantic relationships.⁹ Teen dating violence is especially concerning as it is a predictor of intimate partner violence in adulthood.¹⁰

In the HBSC survey students are first asked various questions pertaining to their experiences with bullying. First students are asked about victimization in terms of frequency, how they were bullied, and reasons that they were bullied. Next students are asked about the frequency of perpetrating bullying of their peers. As adolescents spend more time on social media and the internet, questions regarding cyberbullying have been incorporated into the survey. Finally, students in grades 9 and 10 are asked about their experiences with teen dating violence.

EXPERIENCED BULLYING

Figure 11.1. Students who report being bullied at school more than once or twice in the past couple of months, by grade, urban/rural status, and gender (%)

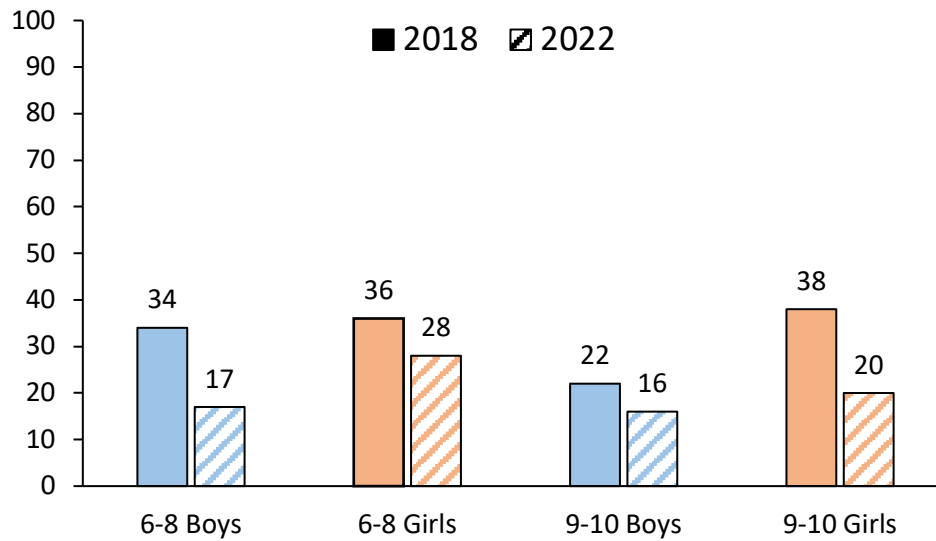


*Note: some groups have been suppressed due to small cell sizes and the need to adhere to ethics regulations.

- 16%-31% of students in the Yukon Territory reported being bullied at school more than once or twice in the past couple of months.
- 28% of urban girls in grades 6 to 8 reported that they had been bullied at school more than once or twice in the past couple of months, a proportion 8% larger than urban girls in grades 9 and 10.
- In grades 6 to 8, regardless of location, girls were more likely than boys to report that they had been bullied at school more than once or twice in the past couple of months. For example, 17% of urban boys reported that they had experienced bullying compared to 28% of urban girls.

URBAN YOUTH WHO EXPERIENCED BULLYING: 2018 - 2022

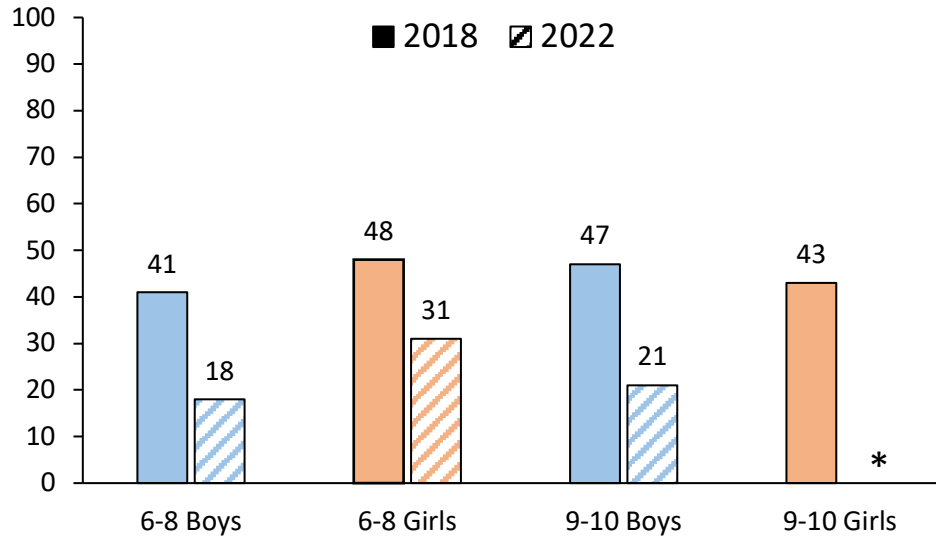
Figure 11.2. Urban students who report being bullied at school more than once or twice in the past couple of months, by grade, gender, and year of survey (%)



- Overall, fewer urban students in 2022 reported experiencing bullying when compared to 2018.
- The greatest difference was reported by girls in grades 9 and 10 (38% in 2018 vs. 20% in 2022).

RURAL YOUTH WHO EXPERIENCED BULLYING: 2018 - 2022

Figure 11.2. Rural students who report being bullied at school more than once or twice in the past couple of months, by grade, gender, and year of survey (%)



*Note: some groups have been suppressed due to small cell sizes and the need to adhere to ethics regulations.

- Overall, fewer rural students reported experiencing bullying when compared to 2018.
-
- The greatest difference was reported by boys in grades 9 and 10 (47% in 2018 vs. 21% in 2022).

REASONS STUDENTS WERE BULLIED

Table 11.1. Students who were bullied more than once or twice in the past couple of months because of the following reasons, by urban/rural status (%)

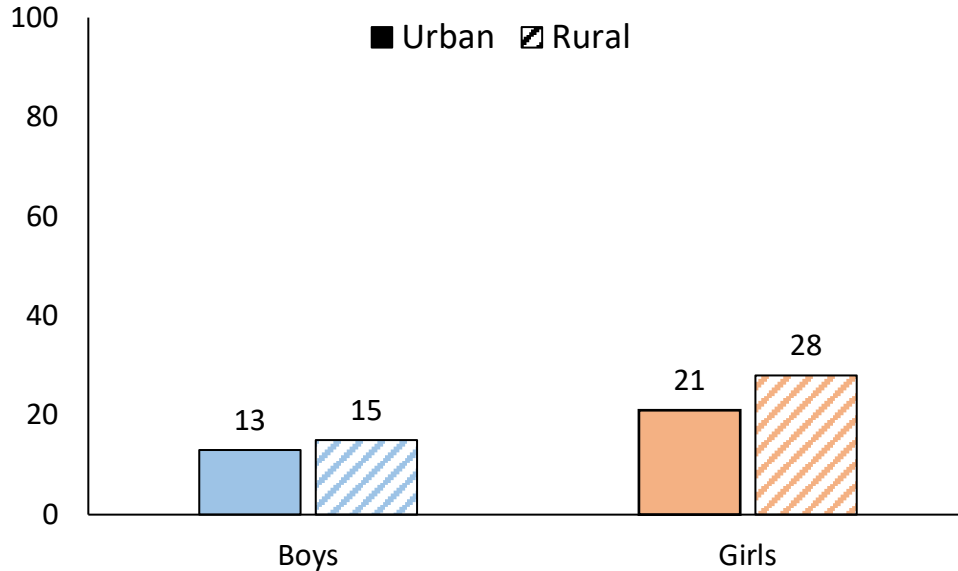
	Urban	Rural
Body weight	8	14
Race or skin colour	5	6
Religion	3	4
Gender identity	4	5
Sexual orientation	4	5

*Note: student responses have been suppressed due to small cell sizes and the need to adhere to ethics regulations, and are therefore presented by urban/rural location only.

- Being bullied because of their body weight was the most prevalent reason for being bullied by urban students (8%) and rural students (14%).
- The least prevalent reason for being bullied among urban students (3%) and rural students (4%) was religion.
- Overall, rural students reported higher proportions of being bullied in the listed ways than urban students.

VERBAL BULLYING

Figure 11.4. Students who reported being victims of bullying more than once or twice in the past couple of months in the following way: "Called mean names, being made fun of, or teased in a hurtful way", by gender and urban/rural status (%)

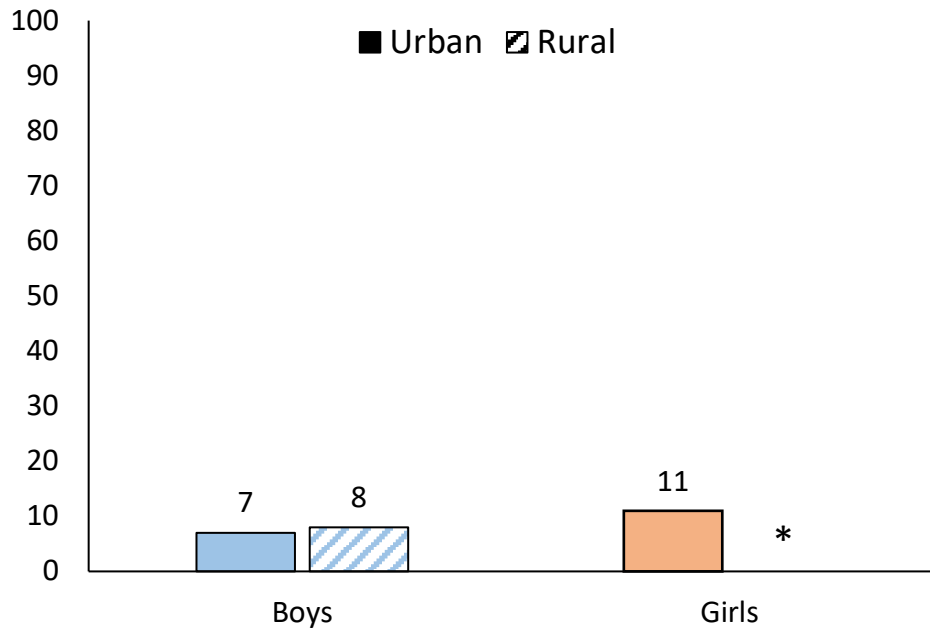


*Note: student responses have been suppressed due to small cell sizes and the need to adhere to ethics regulations, and are therefore presented by gender and urban/rural location only.

- 13%-28% of students who had been bullied more than once or twice in the past couple of months reported that they had been bullied by being called mean names, being made fun of, or were teased in a hurtful way.
- Overall, girls reported larger proportions of being bullied by being called mean names, being made fun of, or teased in a hurtful way than boys. For example, 28% of rural girls reported being bullied in this way compared to 15% of rural boys, a 13% difference.
- Overall, rural students reported larger proportions of students who had experienced being bullied by being called mean names, being made fun of, or being teased in a hurtful way. This location difference was most prominent among girls (21% of urban girls vs. 28% of rural girls, a 7% difference).

PHYSICAL BULLYING

Figure 11.5. Students reporting being victims of bullying more than once or twice in the past couple of months in the following way: "I was hit, kicked, pushed, shoved around, or locked indoors", by gender and urban/rural status (%)

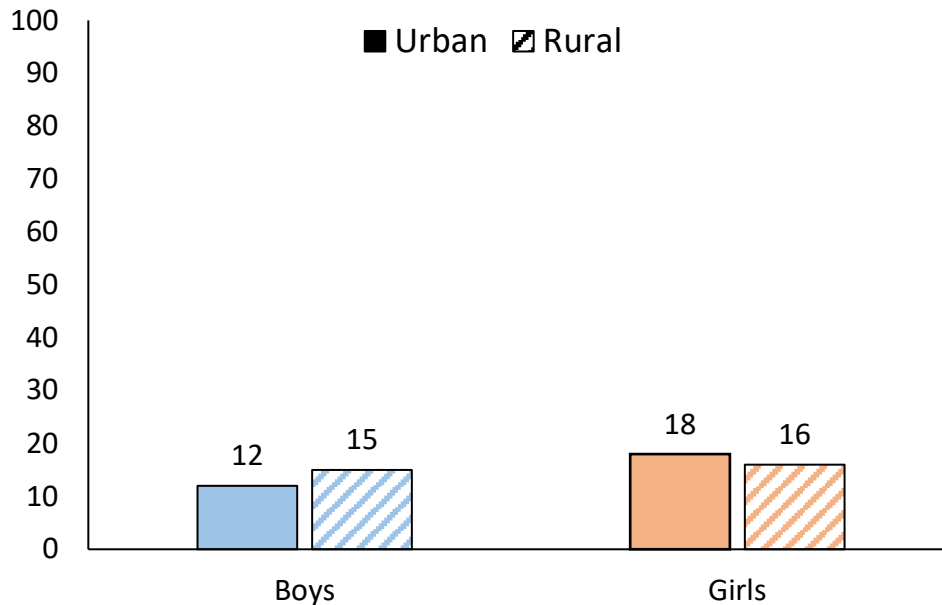


*Note: student responses and some groups have been suppressed due to small cell sizes and the need to adhere to ethics regulations, and are therefore presented by gender and urban/rural location only.

- 7%-11% of students who were bullied more than once or twice in the past couple of months reported that they had been bullied by being hit, kicked, pushed, shoved around, or locked indoors.
- 11% of urban girls reported that they had been hit, kicked, pushed, shoved around, or locked indoors compared to 7% of urban boys.

INDIRECT BULLYING

Figure 11.6. Students reporting being victims of bullying more than once or twice in the past couple of months in the following way: "indirect bullying (other student(s) told lies or spread false rumours about me and tried to make others dislike me)", by gender and urban/rural status (%)

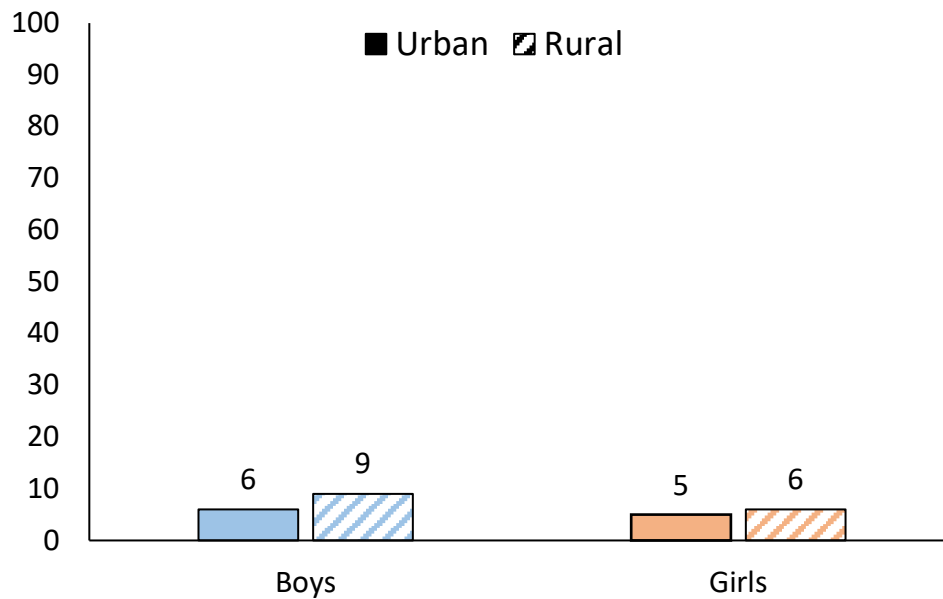


*Note: student responses have been suppressed due to small cell sizes and the need to adhere to ethics regulations, and are therefore presented by gender and urban/rural location only.

- 12%-18% of students who were bullied more than once or twice in the past couple of months reported being bullied indirectly.
- 18% of urban girls reported being bullied indirectly, a proportion 6% greater than urban boys.

PERPETRATION OF BULLYING

Figure 11.7. Students who reported bullying others at school more than once or twice in the past couple of months, by urban/rural status, and gender (%)

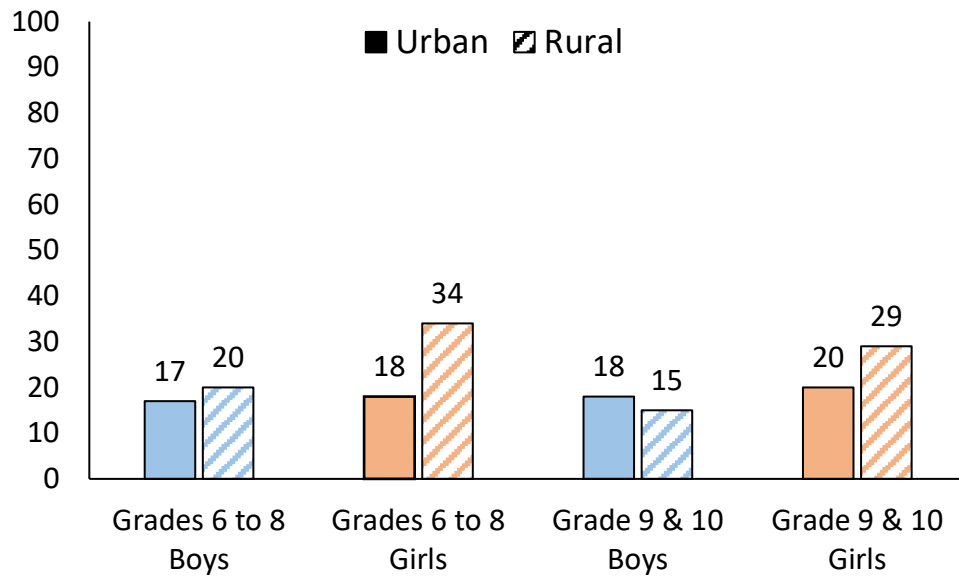


*Note: student responses have been suppressed due to small cell sizes and the need to adhere to ethics regulations, and are therefore presented by gender and urban/rural location only.

- 5%-9% of students in the Yukon Territory reported bullying others at school more than once or twice in the past couple of months.
- 9% of rural boys reported that they had bullied others at school more than once or twice in the past couple of months compared to 6% of girls.

EXPERIENCED CYBERBULLYING

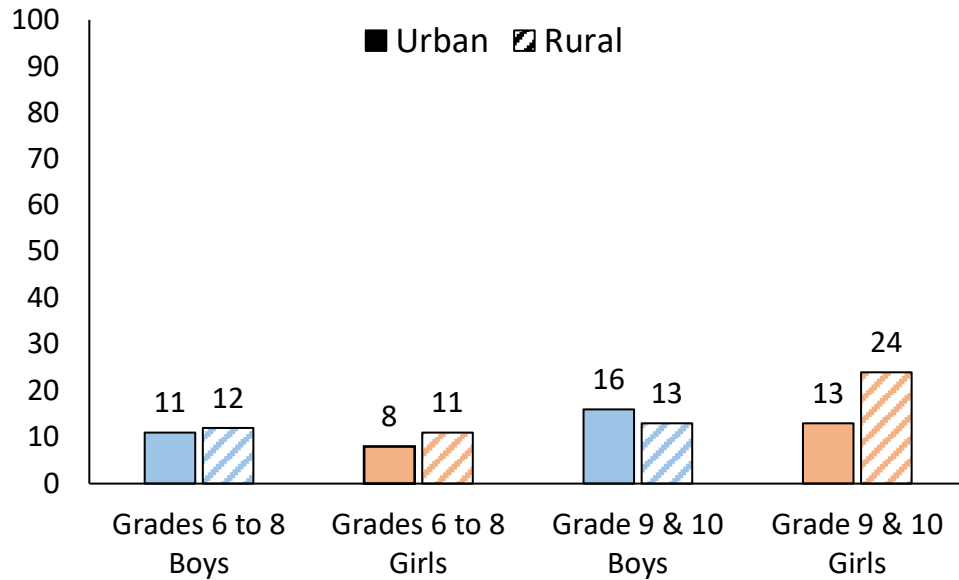
Figure 11.8. Students who have been cyberbullied in the past two months, by grade, urban/rural status, and gender (%)



- 15%-34% of students in the Yukon Territory reported that they had been cyberbullied in the past two months.
- Girls reported higher proportions of being cyberbullied compared to boys. This gender pattern was especially prominent among rural students. For example, 34% of rural girls in grades 6 to 8 reported that they had been cyberbullied, a proportion 14% higher than rural boys in the same grade category.
- Among rural students, 5% fewer students in grades 9 and 10 reported being cyberbullied compared to students in grades 6 to 8.
- Rural girls reported being cyberbullied at higher proportions than urban girls. For example, 18% of urban girls in grades 6 to 8 reported being cyberbullied, a proportion 16% lower than rural girls in the same grade category.

PARTICIPATED IN CYBERBULLYING OTHERS

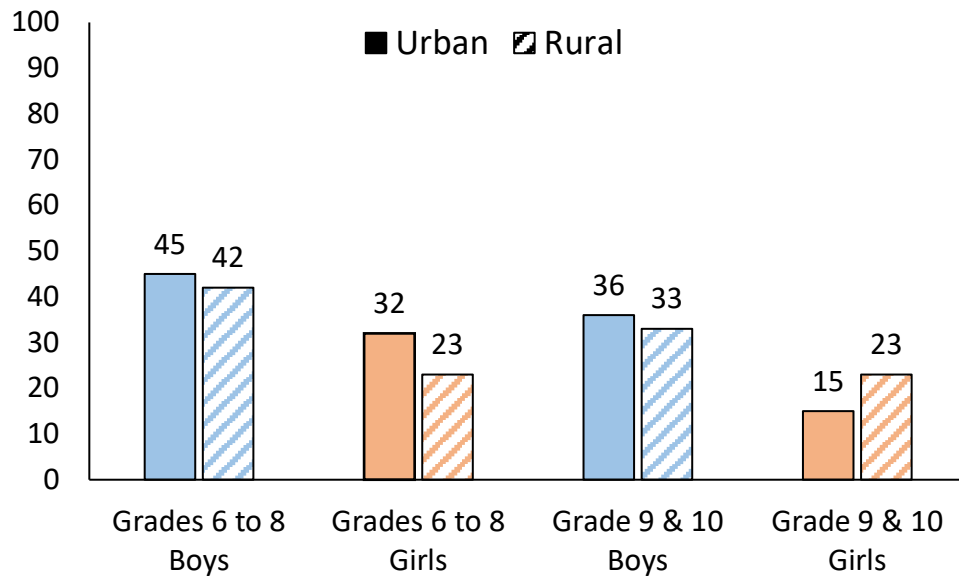
Figure 11.9. Students who have cyberbullied other student(s) in the past two months, by grade, urban/rural status, and gender (%)



- 8%-24% of students in the Yukon Territory reported that they had cyberbullied other students in the past two months.
- Students in grades 9 and 10 reported higher proportions of cyberbullying perpetration than students in grades 6 to 8. This age pattern was especially prominent among rural girls (11% of rural girls in grades 6 to 8 vs. 24% of rural girls in grades 9 and 10, a 13% difference).
- 13% of rural boys in grades 9 and 10 reported cyberbullying others compared to 24% of rural girls in the same grade category, an 11% difference.
- 11% more rural girls than urban girls in grades 9 and 10 reported cyberbullying others.

PHYSICAL FIGHTING

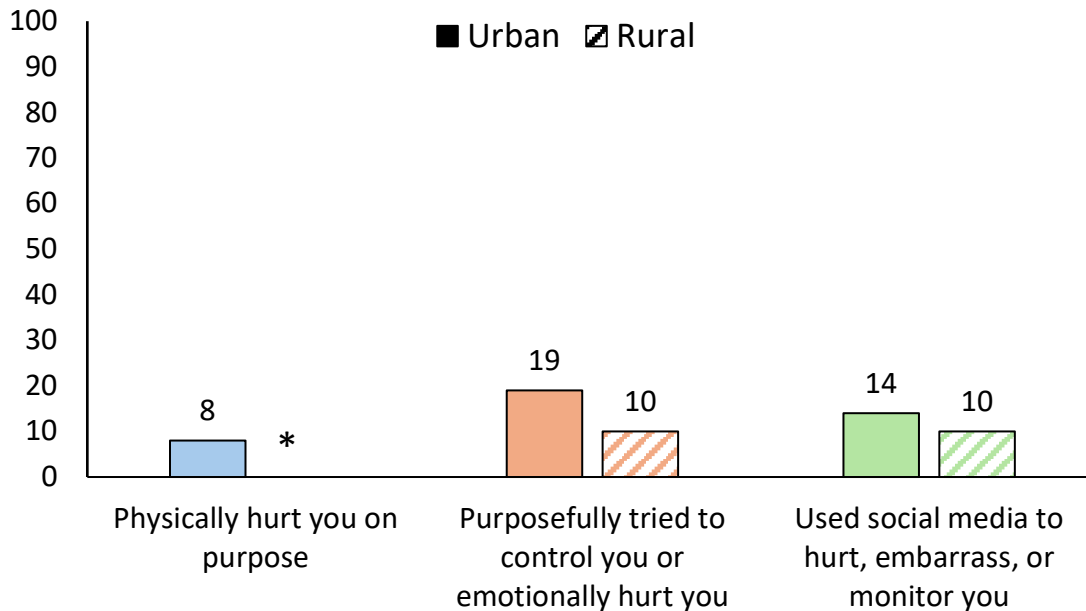
Figure 11.10. Students who had been in a physical fight in the past 12 months, by grade, urban/rural status, and gender (%)



- Overall, boys were more likely than girls to report that they had been in a physical fight in the past 12 months. The biggest gender difference was reported among urban students in grades 9 and 10 (36% of boys vs. 15% of girls, a 21% difference).
- Among urban students and rural boys, those in grades 9 and 10 were less likely to report that they had been in a physical fight than those in grades 6 to 8. Regardless of location, 23% of rural girls reported that they had been in a physical fight in the past 12 months.
- Among girls in grades 6 to 8, 32% of urban girls reported that they had been in a physical fight in the past 12 months, a proportion 9% higher than rural girls. Among girls in grades 9 and 10, the opposite location pattern was reported with more rural girls than urban girls reporting that they had been in a physical fight in the past 12 months (15% of urban girls vs. 23% of rural girls).

TEEN DATING VIOLENCE VICTIMIZATION

Figure 11.11. Grade 9 and 10 students who reported they had been victims of teen dating violence in the following ways in the last 12 months, by urban/rural status (%)

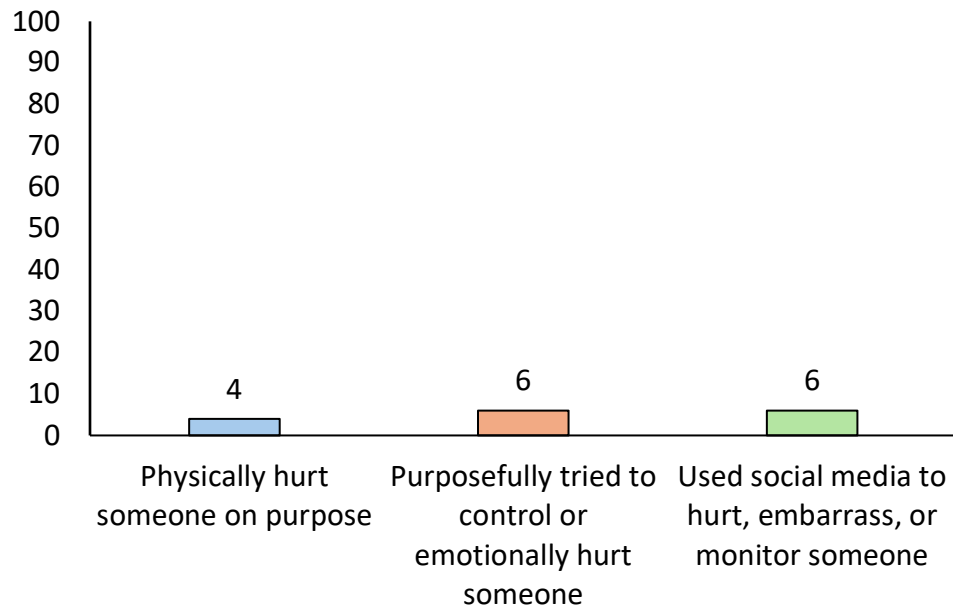


*Note: student responses and some groups have been suppressed due to small cell sizes and the need to adhere to ethics regulations, and are therefore presented by urban/rural location only.

- 8%-19% of students in grades 9 and 10 in the Yukon Territory reported that they had been victims of teen dating violence.
- Overall, urban students were more likely than rural students to report that they had been victims of teen dating violence in the last 12 months.
- The most prevalent form of teen dating violence reported by urban students (19%), was being controlled or emotionally hurt.
- The most prevalent form of teen dating violence reported by rural students (10%) was both being victimized through social media and being purposefully controlled or emotionally hurt.

TEEN DATING VIOLENCE PERPETRATION

Figure 11.12. Grade 9 and 10 students who reported they had been perpetrators of teen dating violence in the following ways in the last 12 months (%)



*Note: student responses have been suppressed due to small cell sizes and the need to adhere to ethics regulations, and are therefore presented at the overall level.

- 4%-6% of students in the Yukon Territory reported that they had been perpetrators of teen dating violence in the last 12 months.
- The most prevalent forms of teen dating violence perpetration were purposefully trying to control or emotionally hurt someone and using social media to hurt, embarrass, or monitor someone (6%).

Summary of Findings

ENCOURAGING FINDINGS

- While any amount of bullying is concerning, 5% or less students reported being bullied for their gender identity, sexual orientation, or religion.
- While all reports of teen dating violence are concerning, the proportion of students who reported perpetrating teen dating violence was low.

AREAS OF CONCERN

- Being bullied because of their body weight was the most prevalent reason for being bullied by students in the Yukon Territory.
- Rural girls were most likely to be victimized by cyberbullying. Rural girls in grades 9 and 10 were also most likely to perpetrate cyberbullying.

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Chapter 12: Spiritual Health

Spirituality is recognized as a health asset in young people's lives.¹ Not to be confused with formal religion, the definition of spirituality can mean different things to different people. For young people in Canada, spiritual aspects of health relate to the connections within their lives that are typically defined in four domains. These have been called "connections to self", "connections to others", "connections to nature and the natural environment", and for some, "connections to the transcendent" or some greater mystery or spiritual power.²

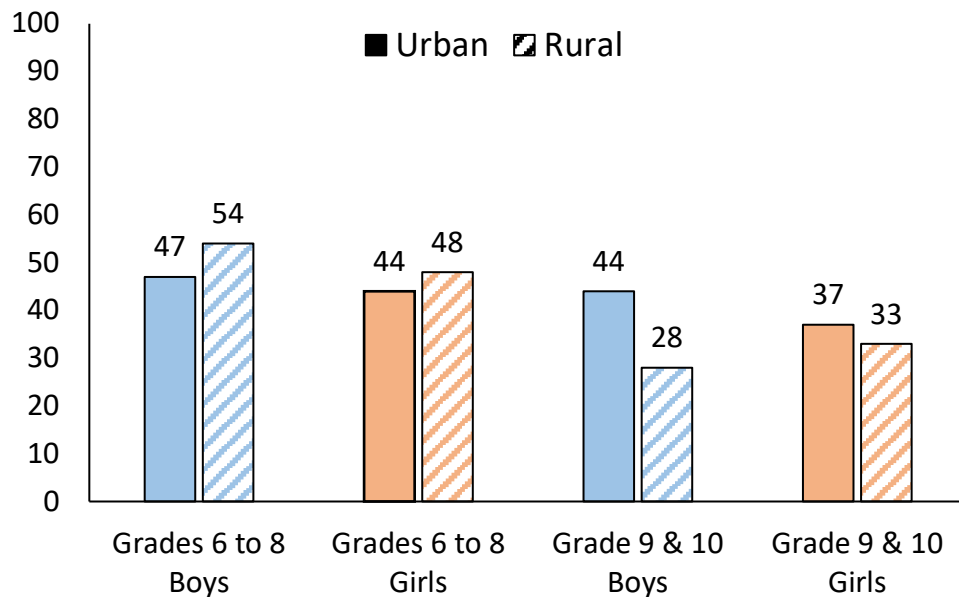
Connections to self are measured through indicators of whether life has "meaning or purpose" and or that young people experience joy in life. This domain of spirituality is centrally important to young people and their mental health.^{3,4} Connections to others focus on the importance of being kind to other people and being forgiving of others.³ Connections to nature encompasses the importance of feeling connected to nature and caring for the natural environment.³ Finally, connections to the transcendent describes the importance that a young person places on feeling a connection to a higher spiritual power, or taking time to meditate or pray.³

Youth who value spiritual health have a decreased likelihood of engaging in risk taking behaviours such as cigarette smoking, alcohol and marijuana use, and engaging in sexual intercourse.⁵ They also tend to report much higher levels of emotional health and mental health status.³⁻⁵

In the HBSC survey, students are asked to rate the importance that each of the four spirituality domains (self, others, nature, and transcendent) have in their lives, using a simple scale involving 10 questions. In the Yukon Territory, students are also asked to report on their connections to culture and family traditions.

CONNECTIONS TO SELF

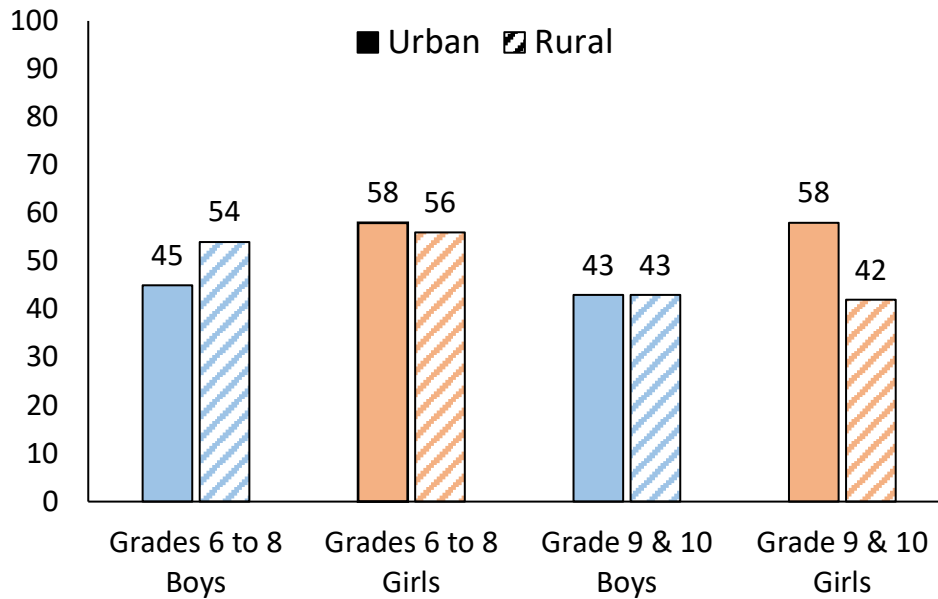
Figure 12.1. Students who think it is very important to feel that your life has meaning or purpose, by grade, urban/rural status, and gender (%)



- Except for rural students in grades 9 and 10, boys were more likely than girls to report that they felt it was important for their life to have meaning and purpose. The greatest gender difference was reported among urban students in grades 9 and 10 (44% of urban boys vs. 37% of urban girls, a 7% difference).
- Students in grades 9 and 10 were less likely than students in grades 6 to 8 to report that they felt it was important for their life to have meaning and purpose. For example, 54% of rural boys in grades 6 to 8 reported this measure compared to 28% of rural boys in grades 9 and 10, a 26% decline.
- 44% of urban boys in grades 9 and 10 reported that they felt it was important for their life to have meaning and purpose compared to 28% of rural boys in the same grade category.

CONNECTIONS TO OTHERS

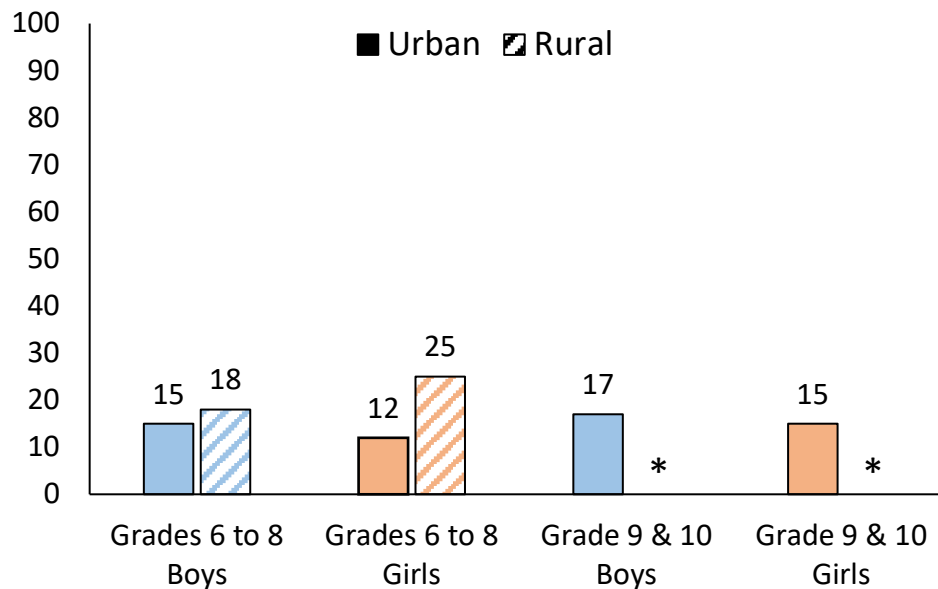
Figure 12.2. Students who think it is very important to be kind to other people, by grade, urban/rural status, and gender (%)



- Among rural students, those who are in grades 9 and 10 were less likely to report that they think it is very important to be kind to other people than those who are in grades 6 to 8 (54% of rural boys in grades 6 to 8 vs. 43% of rural boys in grades 9 and 10; 56% of rural girls in grades 6 to 8 vs. 42% of rural girls in grades 9 and 10).
- Among urban students, girls were more likely than boys to report that they think it is very important to be kind to other people (45% of urban boys in grades 6 to 8 vs. 58% of urban girls in grades 6 to 8; 43% of urban boys in grades 9 and 10 vs. 58% of urban girls in grades 9 and 10).
- 54% of rural boys in grades 6 to 8 reported that they think it is very important to be kind to other people, a proportion 9% greater than urban boys in the same grade category. The opposite location pattern was reported among girls in grades 9 and 10 with 58% of urban girls reporting that they think it is very important to be kind to other people compared to 42% of rural girls, a 16% difference.

CONNECTIONS TO TRANSCENDENT

Figure 12.3. Students who think it is very important to feel a connection to a high spiritual power, by grade, urban/rural status, and gender (%)

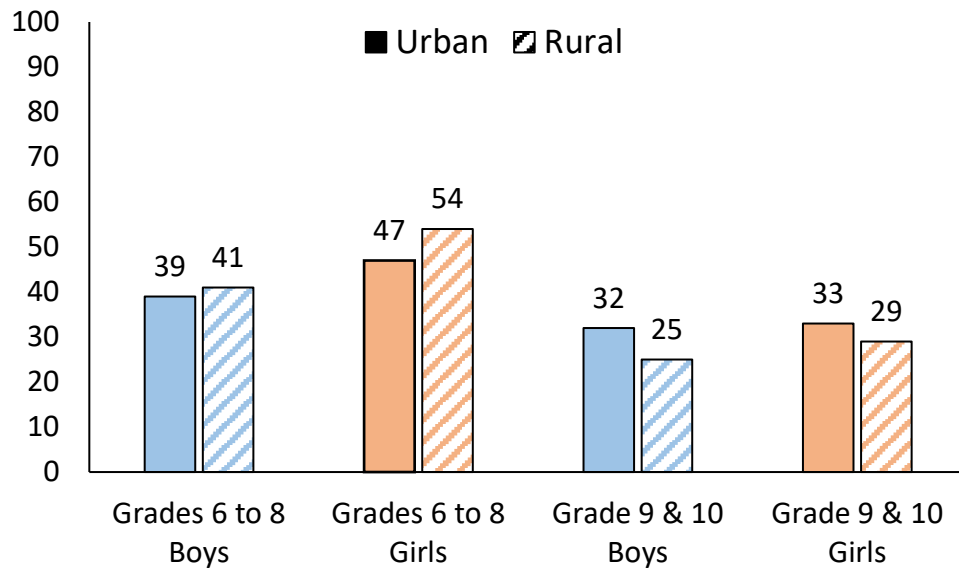


*Note: some groups have been suppressed due to small cell sizes and the need to adhere to ethics regulations.

- Among students in grades 6 to 8, rural students were more likely than urban students to report that they felt a connection to a high spiritual power was important. For example, 25% of rural girls reported that they felt a connection to a high spiritual power was important compared to 12% of urban girls, a 13% difference.
- 18% of rural boys in grades 6 to 8 reported that they felt a connection to a high spiritual power was important compared to 25% of rural girls in the same grade category, a 7% difference.

CONNECTIONS TO NATURE

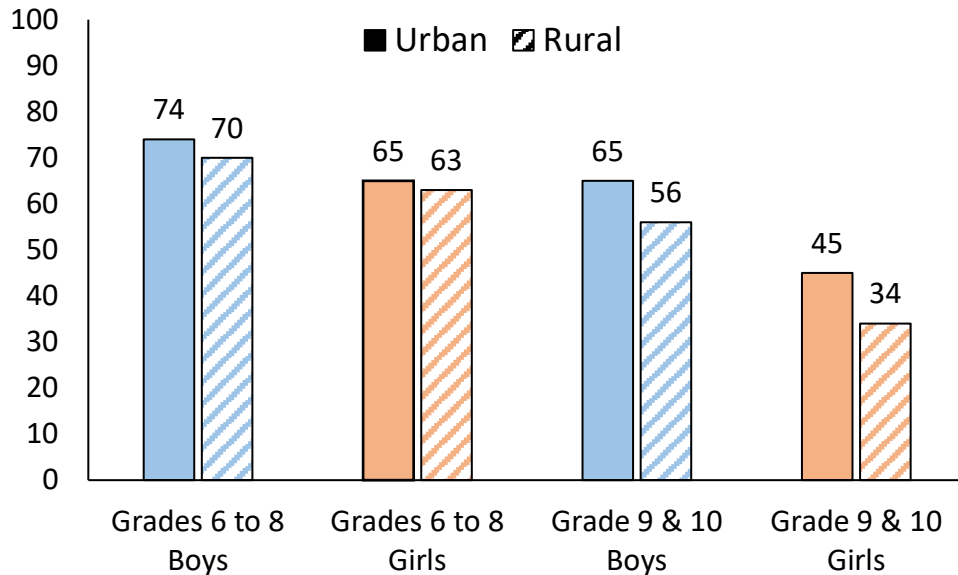
Figure 12.4. Students who think it is very important to feel connected to nature or wilderness, by grade, urban/rural status, and gender (%)



- Students in grades 6 to 8 are more likely than students in grades 9 and 10 to report that they felt it was important to feel connected to nature or wilderness. For example, 54% of rural girls in grades 6 to 8 reported it was important to feel connected to nature or wilderness compared to 29% of rural girls in grades 9 and 10, a 25% difference.
- Girls were more likely than boys to report that they felt that a connection to nature or wilderness was important. This pattern was especially prominent for students in grades 6 to 8. For example, 41% of rural boys reported that they felt a connection to nature or wilderness was important compared to 54% of rural girls in grades 6 to 8.

CONNECTIONS TO CULTURE AND FAMILY TRADITIONS

Figure 12.5. Students who felt connected to their culture/family traditions more than half of the time, by grade, urban/rural status, and gender (%)



- More students in grades 6 to 8 reported that they felt connected to their culture/family traditions than students in grades 9 and 10. For example, 63% of rural girls in grades 6 to 8 reported that they felt connected to their culture/family traditions compared to 34% of rural girls in grades 9 and 10, a 29% difference.
- Overall, boys felt more connected to their culture/family traditions than girls. The greatest gender difference reported was among rural students in grades 9 and 10 (56% of rural boys vs. 34% of rural girls, a 22% difference).
- Overall, urban students felt more connected to their culture/family traditions than rural students. For example, 45% of urban girls in grades 9 and 10 reported feeling connected to their culture/family traditions, a proportion 11% greater than rural girls in the same grade category.

Summary of Findings

ENCOURAGING FINDINGS

- Rural students in grades 6 to 8 reported relatively high levels of connection to transcendent.
- Girls and students in grades 6 to 8 reported that connections to nature and wilderness were important to them.

AREAS OF CONCERN

- Students in grades 9 and 10 were less likely than students in grades 6 to 8 to report that they felt it was important for their life to have meaning and purpose.
- Girls and rural students were less likely than boys and urban students to report that they felt connected to their culture/family traditions.

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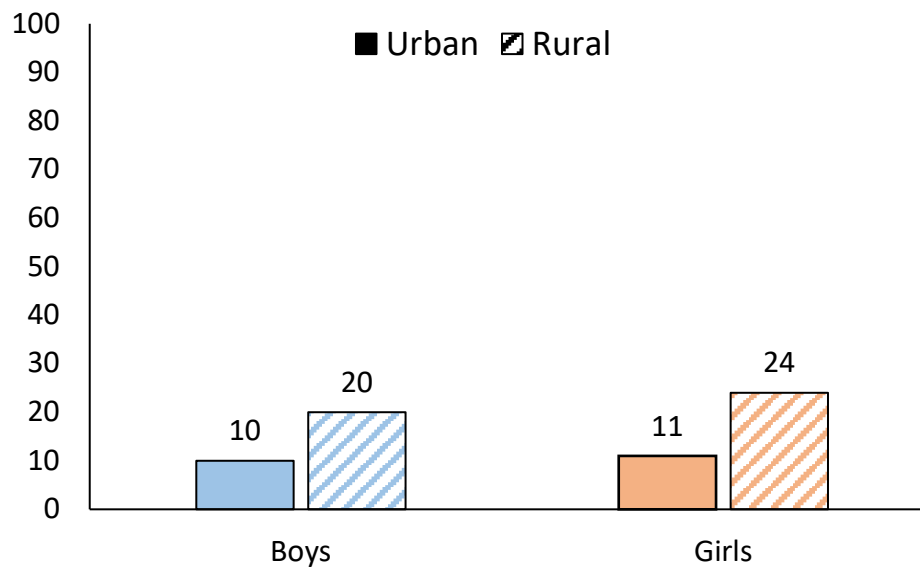
Chapter 13: Substance Use

As children transition into adolescence, the opportunities to take new risks increase as young people transition from childhood to adult behaviours.¹ Adolescence is a time characterized by exploration of risky behaviours as part of normal development. Such behaviours can include substance use like smoking cigarettes, drinking alcohol, and drug consumption.² Additionally, the use of e-cigarettes or vapes has become increasingly popular amongst youth.^{3,4} Comorbid substance use is common within the Canadian youth population.^{5,6} Attitudes regarding substance use are informed by peer and adult behaviours, media, and public policy.²

For the purposes of this report, substance use includes smoking cigarettes, the use of vapes or e-cigarettes, alcohol, marijuana, prescription medication for the purpose of getting high, and other illicit substances. Cigarette smoking was reported by describing usage in the last 30 days. Vaping was measured by reports of using a vape at any point in their lifetime, in addition to within the last 30 days. Students were also asked where they get their vaping products from. Finally, reports of cannabis use were measured among all students. In this report, alcohol use was measured by consumption in the last 30 days and reports of being drunk and participating in binge drinking. Grade 9 and 10 students are also asked to report on their illicit drug use or their use of medication for the purpose of getting high.

SMOKING IN LAST 30 DAYS

Figure 13.1. Grade 9 and 10 students who reported they had smoked cigarettes in the last 30 days, by urban/rural status, and gender (%)

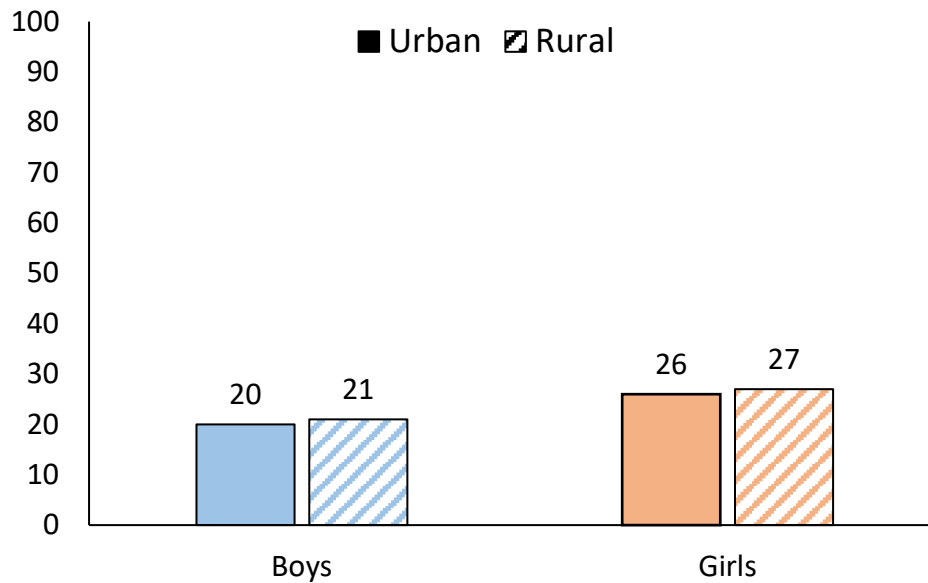


*Note: responses of students in grades 6 to 8 have been suppressed due to small cell sizes and the need to adhere to ethics regulations.

- Overall, 10%-24% of grade 9 and 10 students in the Yukon Territory reported that they had smoked cigarettes in the last 30 days.
- Rural students reported higher proportions of cigarette smoking compared to urban students. For example, 24% of rural girls reported smoking cigarettes in the last 30 days compared to 11% of urban girls.

E-CIGARETTE OR VAPE USE IN LAST 30 DAYS

Figure 13.2. Grade 9 and 10 students who reported they had used an e-cigarette in the last 30 days, by urban/rural status, and gender (%)

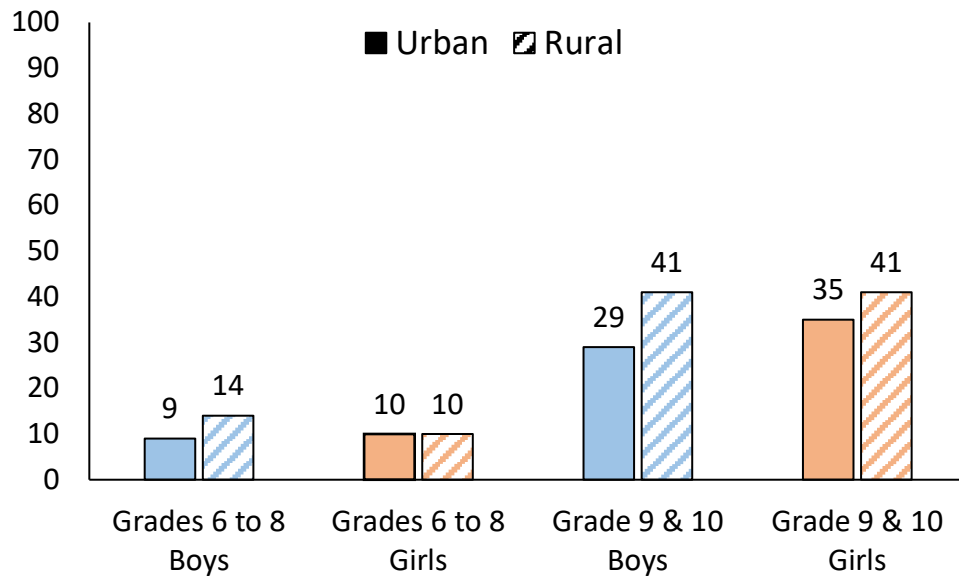


*Note: responses of students in grades 6 to 8 have been suppressed due to small cell sizes and the need to adhere to ethics regulations.

- Overall, 20%-27% of grade 9 and 10 students in the Yukon Territory reported using a vape in the last 30 days.
- The proportion of urban and rural students who had used an e-cigarette or vape in the last 30 days was approximately equal.
- Girls (26%-27%) reported slightly higher proportions of vape use compared to boys (20%-21%).

E-CIGARETTE OR VAPE USE IN LIFETIME

Figure 13.3. Students who reported that they have used a vape, also known as an e-cigarette, in their lifetime, by grade, urban/rural status, and gender (%)



- 9%-41% of students in the Yukon Territory reported that they had used an e-cigarette or vape in their lifetime.
- Except for girls in grades 6 to 8, rural youth reported higher proportions of lifetime e-cigarette use when compared to urban youth. For example, 41% of rural boys in grades 9 and 10 reported lifetime e-cigarette use compared to 29% of urban boys in the same grade category.
- Students in grades 9 and 10 reported higher proportions of lifetime e-cigarette use compared to students in grades 6 to 8. The greatest age difference was reported among rural girls (10% of girls in grades 6 to 8 vs. 41% in grades 9 and 10).
- In grades 6 to 8, 4% more rural boys than rural girls reported using an e-cigarette in their lifetime. In grades 9 and 10, 6% more urban girls than urban boys reported using an e-cigarette in their lifetime.

WHERE STUDENTS GET VAPES

Table 13.1. Modes by which students who reported they have vaped in their lifetime usually get vapes (%)

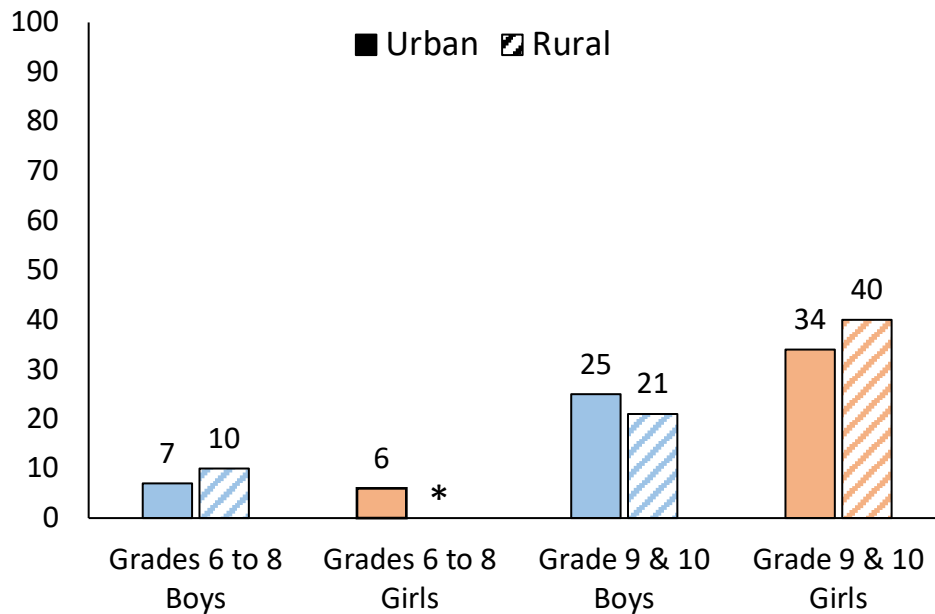
	Overall
I buy them from a vape shop, another type of store myself, or online (including apps)	13
I ask someone to buy them for me	25
A family member or a friend gives them to me	35
Other	27

*Note: student responses have been suppressed due to small cell sizes and the need to adhere to ethics regulations, and are therefore presented at the overall level.

- The most common way for students in the Yukon Territory to get vapes was from their friends or family members (35%).
- 13% of students in the Yukon Territory purchase vapes for themselves.

ALCOHOL CONSUMPTION IN THE LAST 30 DAYS

Figure 13.4. Students who had consumed alcohol in the last 30 days, by grade, urban/rural status, and gender (%)

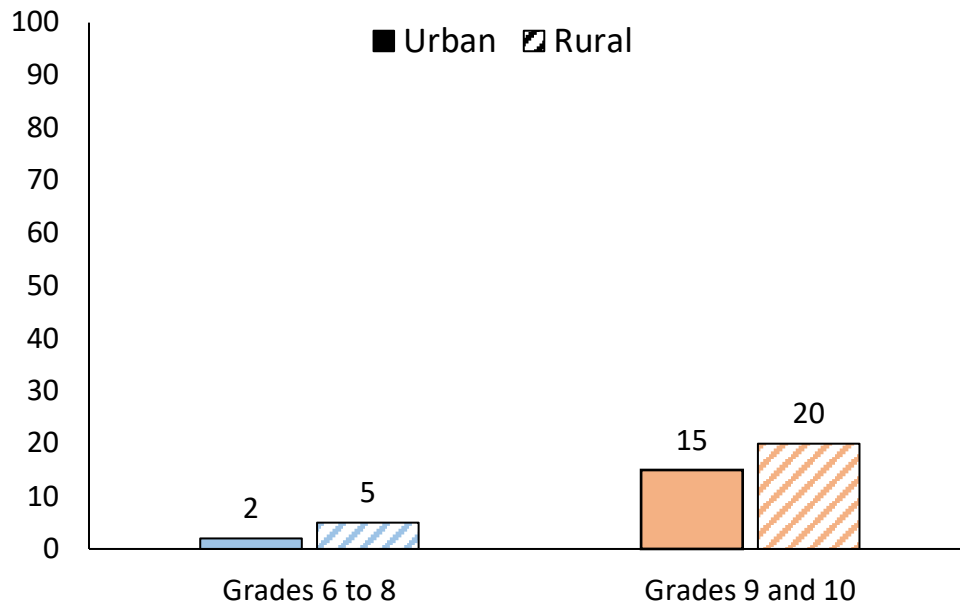


*Note: some groups have been suppressed due to small cell sizes and the need to adhere to ethics regulations.

- Students in grades 9 and 10 reported higher proportions of alcohol consumption in the last 30 days than students in grades 6 to 8. For example, 6% of urban girls in grades 6 to 8 had consumed alcohol in the last 30 days compared to 34% of urban girls in grades 9 and 10.
- In grades 9 and 10, girls were more likely than boys to report that they had consumed alcohol in the last 30 days. 34% of urban girls reported this measure compared to 25% of urban boys, a 9% difference. Similarly, 40% of rural girls reported alcohol consumption in the last 30 days compared to 21% of rural boys, a 19% difference.
- Among girls in grades 9 and 10, 40% of rural girls reported consuming alcohol in the last 30 days compared to 34% of urban girls in the same grade category.

DRUNKENNESS IN THE LAST 30 DAYS

Figure 13.5. Students who had been drunk in the last 30 days, by urban/rural status and grade (%)

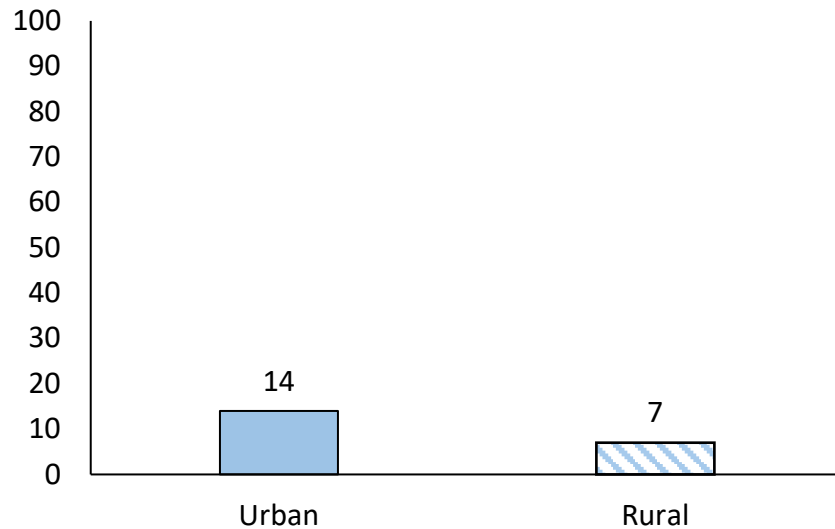


*Note: student responses have been suppressed due to small cell sizes and the need to adhere to ethics regulations, and are therefore presented by grade and urban/rural location only.

- A small proportion of students in grades 6 to 8 reported that they had been drunk in the last 30 days (2%-5%).
- Students in grades 9 and 10 reported higher proportions of drunkenness in the last 30 days compared to students in grades 6 to 8. For example, 5% of rural students in grades 6 to 8 reported that they had been drunk in the last 30 days compared to 20% of rural students in grades 9 and 10, a 15% increase.
- Rural students reported slightly higher proportions of drunkenness than urban students (2% of urban students in grades 6 to 8 vs. 5% of rural students in grades 6 to 8; 15% of urban students in grades 9 and 10 vs. 20% of rural students in grades 9 and 10).

BINGE DRINKING

Figure 13.6. Grade 9 and 10 students who, if a boy, had 5 or more drinks, or, if a girl, had 4 or more drinks, on one occasion more than once a month, by urban/rural status (%)

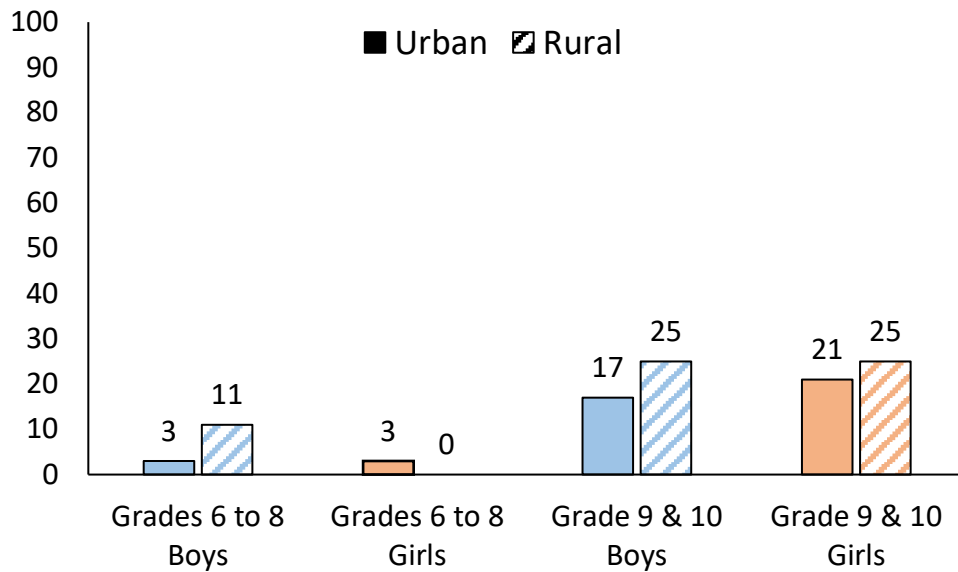


*Note: student responses and some groups have been suppressed due to small cell sizes and the need to adhere to ethics regulations, and are therefore presented by urban/rural location only.

- Overall, 14% of urban students and 7% of rural students reported that they had participated in binge drinking more than once a month.

CANNABIS USE IN THE LAST 30 DAYS

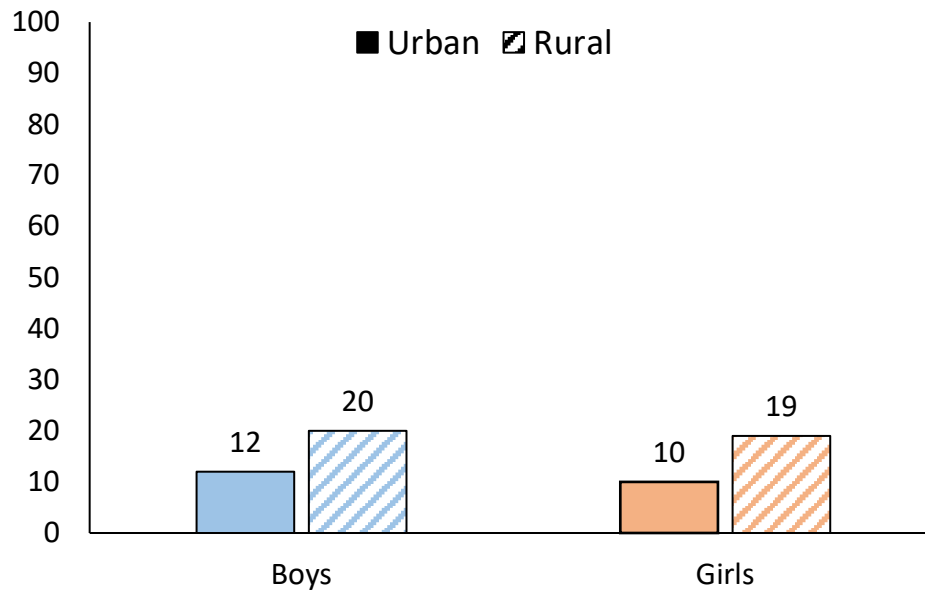
Figure 13.7. Students who had used cannabis in the last 30 days, by grade, urban/rural status, and gender (%)



- Students in grades 9 and 10 reported higher proportions of cannabis use in the last 30 days than students in grades 6 to 8. The greatest age difference was reported among rural girls (0% of rural girls in grades 6 to 8 vs. 25% of rural girls in grades 9 and 10).
- Except for girls in grades 6 to 8, rural students were more likely than urban students to report that they had used cannabis in the last 30 days. Regardless of grade, 8% more rural boys than urban boys reported using cannabis in the last 30 days.
- Among students in grades 9 and 10, an equal proportion of rural boys and rural girls reported using cannabis in the last 30 days (25%). However, in grades 6 to 8, rural boys were more likely than urban boys to report using cannabis in the last 30 days (3% of urban boys vs. 11% of rural boys).

FREQUENT CANNABIS USE IN THE LAST 30 DAYS

Figure 13.8. Students who had used cannabis six or more days in the last 30 days, by urban/rural status, and gender (%)

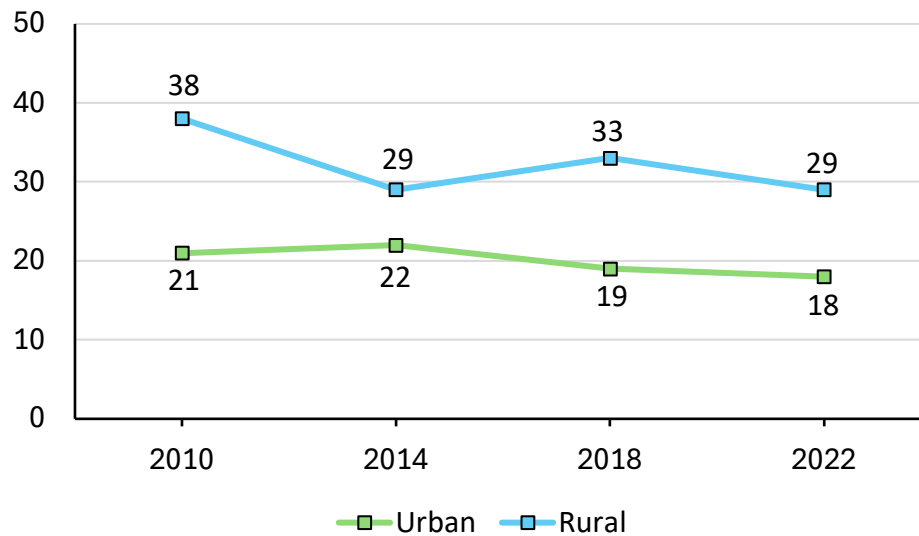


*Note: student responses have been suppressed due to small cell sizes and the need to adhere to ethics regulations, and are therefore presented by gender and urban/rural location only.

- 10%-20% of students in the Yukon Territory reported that they had used cannabis 6 or more days in the last 30 days.
- Rural students were more likely than urban students to report that they had used cannabis 6 or more days in the last 30 days (12% of urban boys vs. 20% of rural boys; 10% of urban girls vs. 19% of rural girls).

TRENDS IN CANNABIS USE

Figure 13.10. Grade 9 and 10 students who has used cannabis in the last 30 days, by year of survey and urban/rural status (%)



- Over time, urban students consistently reported lower proportions of cannabis use in the last 30 days compared to rural students. For example, in 2022 18% of urban students reported cannabis use in the last 30 days compared to 29% of rural students, an 11% difference.
- Over time, a lower proportion of students have reported cannabis use in the last 30 days. For example, 38% of rural students in 2010 reported cannabis use in the last 30 days compared to 29% in 2022, a 9% reduction.

DRUG USE TO “GET HIGH”

Table 13.2. Grade 9 and 10 students who had used the following drugs in the last 12 months to “get high”, by urban/rural status (%)

	Urban	Rural
Prescription medication (e.g., Vicodin, Ritalin, Ativan)	7	11
Non-prescription medication (e.g., cough and cold medicines)	10	18
Hallucinogens (e.g., LSD, magic mushrooms, PCP)	10	16

*Note: student responses have been suppressed due to small cell sizes and the need to adhere to ethics regulations and are therefore presented by urban/rural location only.

- Among urban students, the most prevalent drug or substance used to get high was non-prescription medication (10%) and hallucinogens (10%).
- Among rural students, the most prevalent drug or substance used to get high was non-prescription medication (18%).
- Rural students, when compared to urban students, reported higher proportions of prescription medication use (11% of rural students vs. 7% of urban students), non-prescription medication use (18% of rural students vs. 10% of urban students), and hallucinogen use (16% of rural students vs. 10% of urban students).

EARLY AGE OF INITIATION OF RISK BEHAVIOURS

Table 13.3. Grade 9 and 10 students who had engaged in the following risk behaviours in their lifetime before the age of 14, by urban/rural status and gender (%)

	Boys		Girls	
	Urban	Rural	Urban	Rural
Smoke a cigarette (more than a puff)	6	20	13	27
Use cannabis	15	20	16	24
Use a vape	19	20	25	18

- Regardless of location, girls were more likely than boys to report engaging in cigarette smoking and cannabis use before the age of 14.
- Except for girls engaging in vape use, rural students were more likely than urban students to report engaging in risk behaviours before the age of 14.
- The most prevalent risk behaviour engaged in before the age of 14 for urban students was vaping.

Summary of Findings

ENCOURAGING FINDINGS

- Over time, a lower proportion of students have reported cannabis use.

AREAS OF CONCERN

- Rural students were more likely than urban students to report prescription medication use, non-prescription medication use, and hallucinogen use for the purpose of getting high.
- The proportion of rural students who reported smoking in the last 30 days was greater than the proportion of urban students.

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Chapter 14: Sexual Health

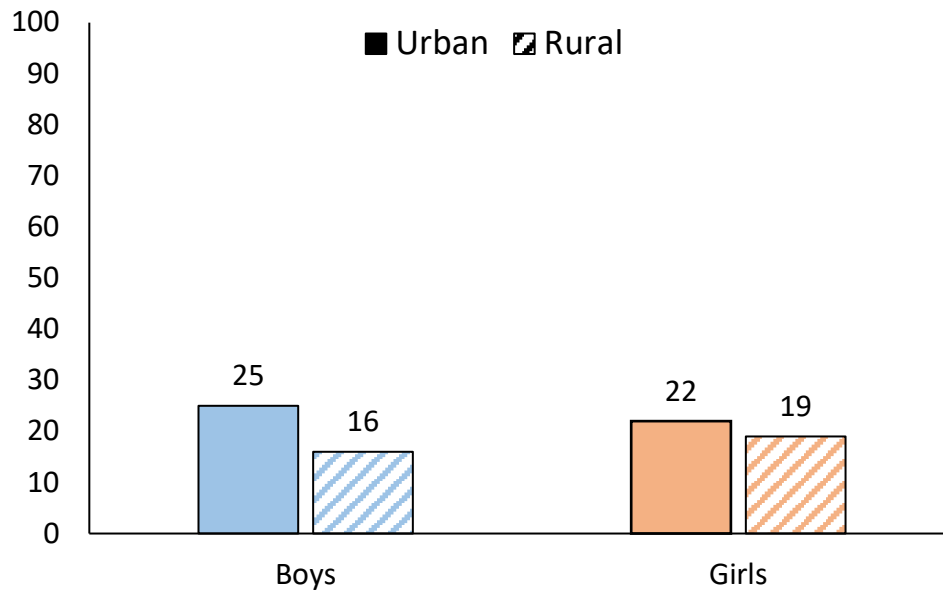
During adolescence young people may begin to engage in sexual behaviour and seek out partnered relationships.¹ To support youth in navigating this new aspect of their health, it is critical that supports, education, and resources are provided to young people. While sexual health education curricula vary throughout Canada, a national survey found that the majority of parents agree that sexual health education should be taught in schools and that the topic matters should be comprehensive.² Additionally, youth themselves have expressed a desire to learn more about sexual health and relationships.^{3,4}

Previous HBSC cycles have indicated that certain contextual factors, such as disrupted family structure and low family support, are indicative of early sexual activity.⁵ While engaging in sexual activities is not inherently unhealthy, those who engage at younger ages have greater rates of sexually transmitted infections, a greater number of lifetime sexual partners, and increased odds of experiencing an unplanned pregnancy.⁶

In the HBSC survey, grades 9 and 10 students report on their sexual health behaviours. Students report on what gender(s) they are attracted to, if they have had sexual intercourse, and their use of contraception measures. Additionally, students are asked about their 'sexting' habits. For the purposes of this survey, 'sexting' is defined as "sexually explicit written content, pictures and/or videos of oneself that are transmitted via technological platforms (e.g. SMS, iMessage, Snapchat, Instagram)".

SEXUAL INTERCOURSE

Figure 14.1. Grade 9 and 10 students who had had sexual intercourse, by urban/rural status and gender (%)



- 16%-25% of grades 9 and 10 students in the Yukon Territory have had sexual intercourse.
- Urban students reported a larger proportion of students who have had sexual intercourse compared to rural students. This trend was especially prominent among boys with 16% of rural boys having had sexual intercourse compared to 25% of urban boys, a 9% difference.

CONTRACEPTIVE USE

Table 14.1. Grade 9 and 10 students who used the following types of contraceptives the last time they had sexual intercourse (%)

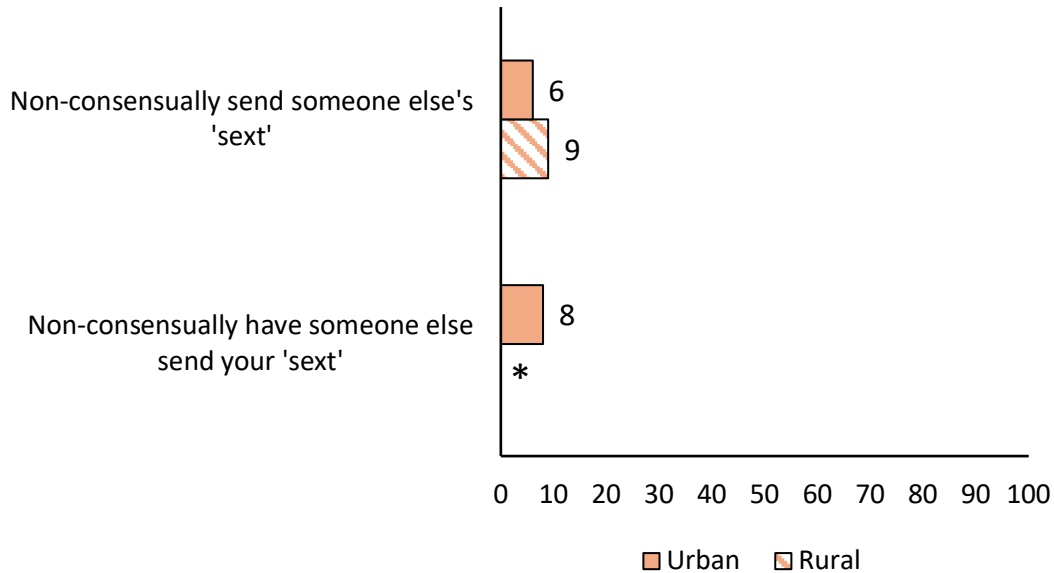
	Overall
Condom	55
Birth control pills	32
Different type of birth control	23

*Note: student responses have been suppressed due to small cell sizes and the need to adhere to ethics regulations, and are therefore presented at the overall level.

- Of students who reported that they had had sexual intercourse, 55% reported that they used condoms the last time that they had sexual intercourse.
- Of students who reported that they had had sexual intercourse, 32% reported that they used birth control pills the last time that they had sexual intercourse.
- Of students who reported that they had had sexual intercourse, 23% reported that they had used a different type of birth control the last time that they had sexual intercourse.

NON-CONSENSUAL SENDING OF 'SEXTS'

Figure 14.3. Grade 9 and 10 students reporting on non-consensual sending of 'sexts', by urban/rural status (%)

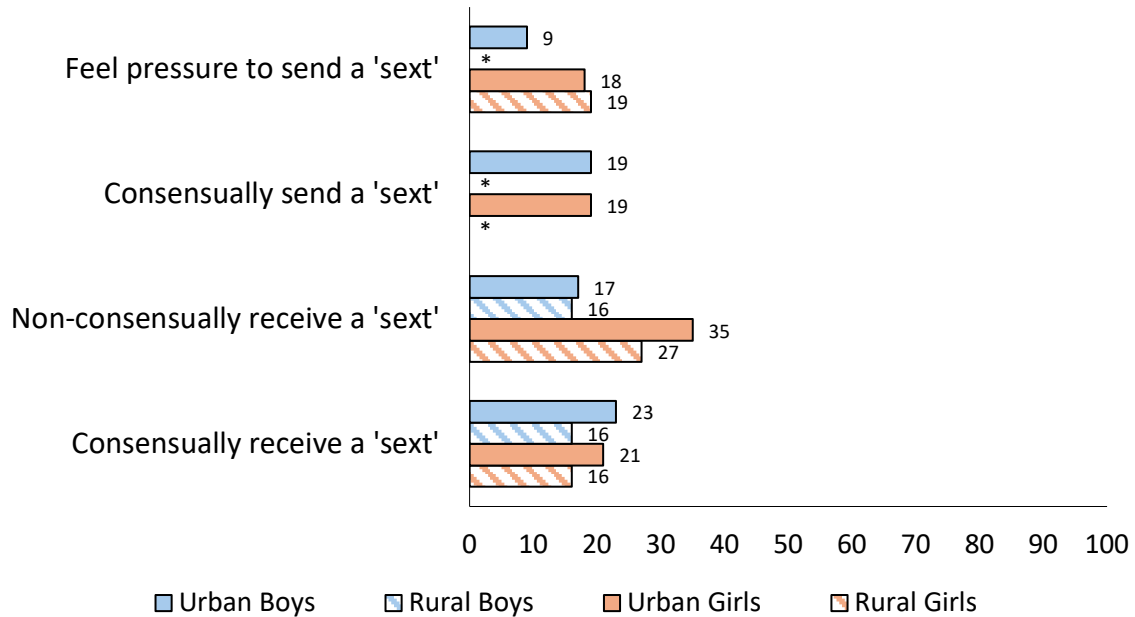


*Note: student responses and some groups have been suppressed due to small cell sizes and the need to adhere to ethics regulations, and are therefore presented by urban/rural location only.

- 6%-9% of students in the Yukon Territory have non-consensually sent someone else's 'sext.' Rural boys reported the highest proportion of non-consensually sending someone else's 'sext' (9%).
- 8% of urban students in the Yukon Territory have had someone else send their 'sext' non-consensually.

DISITRIBUTING AND RECEIVING 'SEXTS'

Figure 14.4. Grade 9 and 10 students reporting on 'sexting' behaviours by urban/rural status and gender (%)



*Note: some groups have been suppressed due to small cell sizes and the need to adhere to ethics regulations.

- Girls were more likely than boys to report that they felt pressure to send a 'sext' (9% of urban boys vs. 18% of urban girls) and that they had non-consensually received a 'sext' (16%-17% of boys vs. 27%-35% of girls).
- 19% of urban students reported that they had consensually sent a 'sext.'
- Urban students reported higher proportions than rural students of consensually receiving 'sexts' (16% of rural students vs. 21%-23% of urban students).

WHO STUDENTS ARE ATTRACTED TO

Table 14.2. Grade 9 and 10 students reported who they are attracted to, by urban/rural status and gender (%)

	Boys		Girls	
	Urban	Rural	Urban	Rural
Attracted to boys	8	*	83	63
Attracted to girls	87	78	28	27
Attracted to non-binary individuals	*	*	16	18
Not attracted to anyone	*	0	5	*
Unsure who they are attracted to	4	*	7	*

*Note: some groups have been suppressed due to small cell sizes and the need to adhere to ethics regulations.

- The majority of boys are attracted to girls (87% of urban boys and 78% of rural boys) and the majority of girls are attracted to boys (83% of urban girls and 63% of rural girls).
- Among girls, 27%-28% are attracted to those with the same gender identity. Among boys, 8% of urban boys are attracted to those who share the same gender identity.
- 16%-18% of girls are attracted to non-binary youth.
- Between 0% and 5% of students in the Yukon Territory are not attracted to anyone and between 4% and 7% are unsure who they are attracted to.

Summary of Findings

ENCOURAGING FINDINGS

- Many students reported contraceptive use. Of grade 9 and 10 students who reported that they had had sexual intercourse, 55% reported condom use, 32% reported birth control pill use, and 23% used a different form of birth control the last time they had sexual intercourse.

AREAS OF CONCERN

- Girls were more likely than boys to report that they felt pressure to send a 'sex' and that they had non-consensually received a 'sex.'

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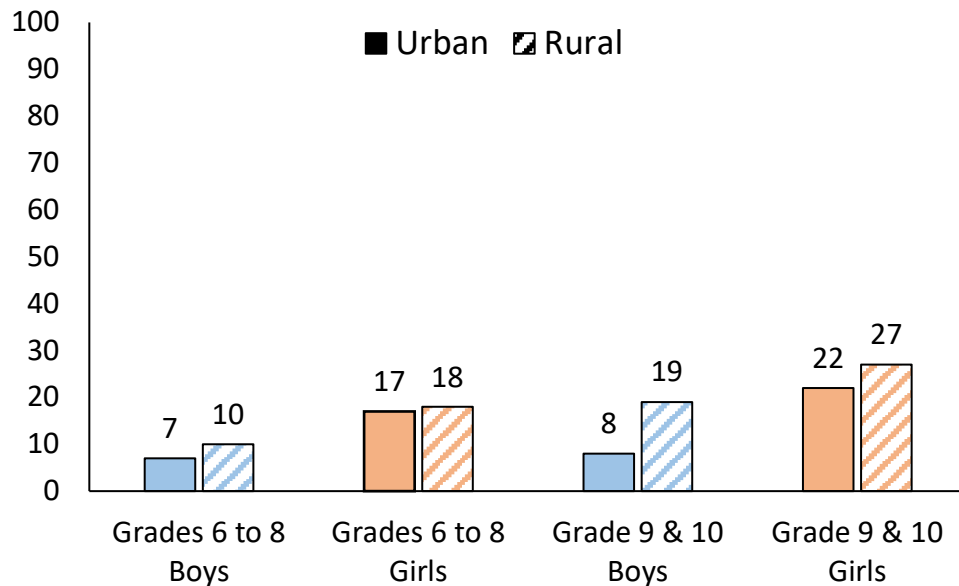
Chapter 15: Social Media Use

Internet access and its frequent use have become especially common in Canadian society, with some reports indicating that nearly 100% of adolescents have used the internet in the last 3 months and 92% regularly use social media.¹ Throughout the COVID-19 pandemic, youth were spending increased amounts of time on digital media including social media, video games, TV, and electronic learning.² Higher levels of usage have been associated with higher levels of depression, anxiety, inattention, irritability, and hyperactivity.^{2,3} In addition to psychological symptoms, those whose social media use becomes increasingly problematic have increased somatic symptoms including headaches, feeling dizzy, backaches, stomach-aches, and neck and shoulder pain, consistent with psychosomatic problems.^{4,5} In addition to its negative impacts, technology also provides young people with many benefits such as providing them with a means to access information on health,⁶⁻⁸ offering a non-traditional space to find support,⁸ and platforms to create and foster social connections.⁶

Of particular interest is the examination of youth who display patterns of problematic social media use which is indicated by symptoms of addiction to social media.⁹ Furthermore, there also appears to be a relationship between social media use and risk-taking behaviours such as substance use and risky sexual activity.¹⁰ In this cycle of the survey, youth were asked to report on the amount of times that social media facilitated their participation in risky behaviours.

PROBLEMATIC SOCIAL MEDIA USE

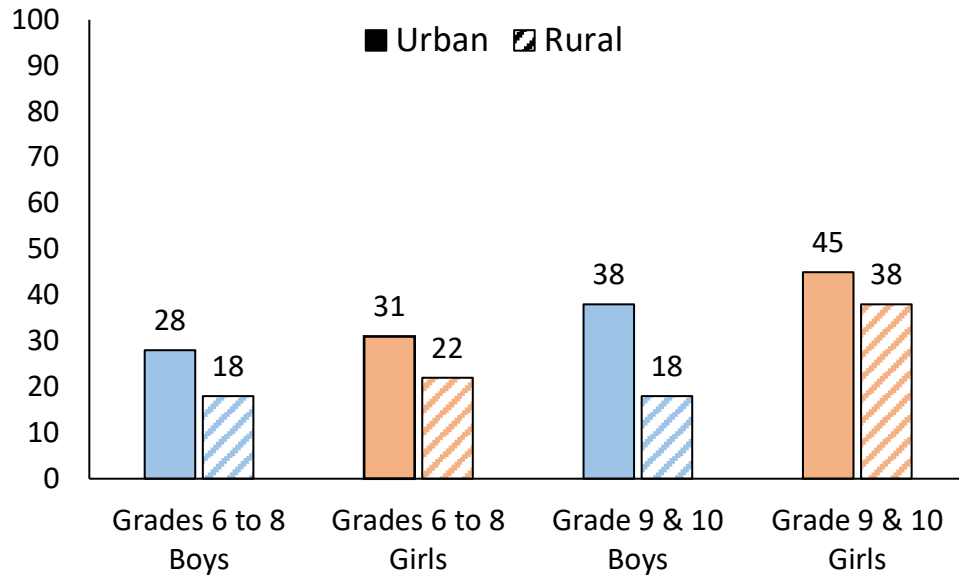
Figure 15.1. Students who report problematic social media use, by grade, urban/rural status, and gender (%)



- Overall, rural youth reported higher proportions of problematic social media use than urban youth. This was especially prominent among students in grades 9 and 10 (8% of urban boys vs. 19% of rural boys; 22% of urban girls vs. 27% of rural girls).
- Students in grades 9 and 10 were more likely than students in grades 6 to 8 to report problematic social media use. The greatest age difference was reported by rural students as 9% more rural students in grades 9 and 10 reported problematic social media use than rural students in grades 6 to 8.
- Girls reported higher proportions of problematic social media use than boys. For example, 8% of urban boys in grades 9 and 10 reported problematic social media use compared to 22% of urban girls in the same grade category, a 14% difference.

INTENSIVE SOCIAL MEDIA USE

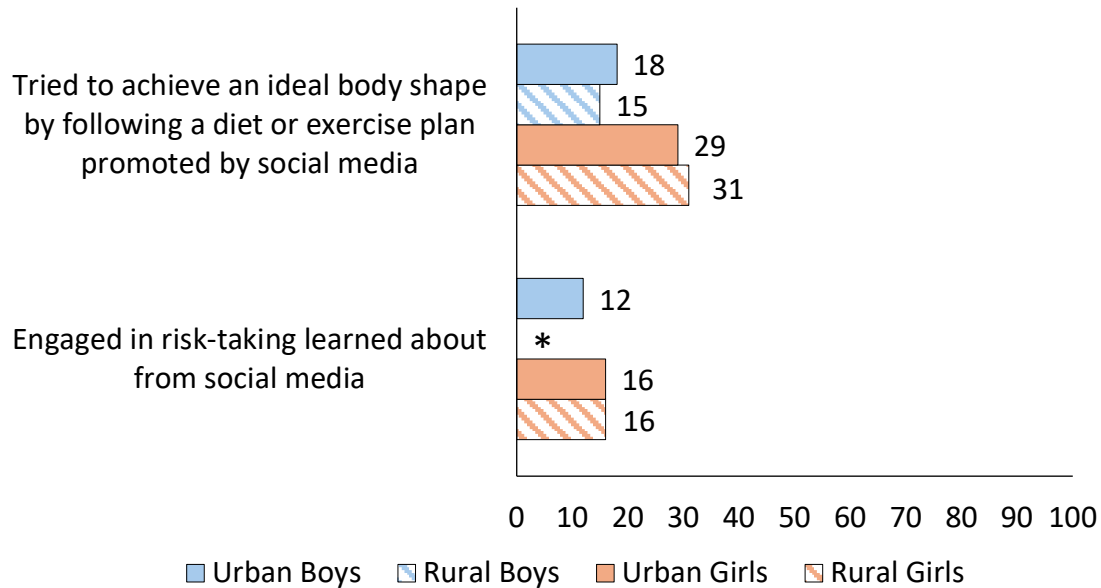
Figure 15.2. Students who report intensive social media use (being online almost all of the time), by grade, urban/rural status, gender (%)



- Urban students reported higher proportions of intensive social media use than rural students. The greatest location difference was reported by boys in grades 9 and 10 (18% of rural boys vs. 38% of urban boys, a 20% difference).
- Girls were more likely than boys to report intensive social media use. The greatest gender difference was reported by rural students in grades 9 and 10 (18% of rural boys vs. 38% of rural girls, a 20% difference).
- Except for rural boys, students who are in grades 9 and 10 reported higher proportions of intensive social media use than students in grades 6 to 8. For example, 45% of urban girls in grades 9 and 10 reported intensive social media use, a proportion 13% greater than urban girls in grades 6 to 8.

CONTEMPORARY RISK-TAKING BEHAVIOURS

Figure 15.3. Engagement in contemporary risk-taking behaviours facilitated through social media three or more times in the past 12 months for grade 9 and 10 students, urban/rural status and gender (%)



*Note: some groups have been suppressed due to small cell sizes and the need to adhere to ethics regulations.

- Between 15% and 31% of students in the Yukon Territory reported that they tried to achieve an ideal body shape by following a diet or exercise plan promoted by social media.
- Between 12% and 16% of students in the Yukon Territory reported that they engaged in risk-taking learned about from social media.
- Girls were more likely than boys to report trying to achieve an ideal body shape by following a diet or exercise plan promoted by social media and engaging in risk-taking learned about from social media.

Summary of Findings

ENCOURAGING FINDINGS

- Urban boys reported relatively low levels of problematic social media use.

AREAS OF CONCERN

- Urban students reported relatively high levels of intensive social media use.
- Rural youth, when compared to urban youth, reported relatively high levels of problematic social media use. This pattern was especially prominent among students in grades 9 and 10.

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Chapter 16: COVID-19 and Canadian Adolescents

The effects of the COVID-19 pandemic could be seen in all population groups across Canada, including our children and youth. While many adolescents were less vulnerable physiologically to contracting and experiencing serious complications from the virus, young people experienced interruptions to their routines, significant psychological distress,¹ and shifting family dynamics which for some youth included increased rates of conflict or violence.^{2,3} Facility closures, social distancing policies, and quarantine measures all invoked a loss of social connections.⁴ For many young people the majority of hours spent at home resulted in decreased physical activity^{5,6} and increased screen time.^{4,6} The COVID-19 pandemic dramatically influenced many aspects of the school environment for Canadian young people. Online learning and virtual classrooms became the new normal, introducing challenges such as students feeling a lack of support from their school,⁷ not having adequate access to digital technologies,⁸ and disruptions to their school routines.⁹

Additionally, the pandemic exacerbated existing health inequities. For example, some children living in poverty experienced the deleterious effects of increased financial strain such as food insecurity.¹⁰ Those living in substandard housing conditions or experiencing homelessness were at an increased risk for contracting and transmitting the virus.¹¹ Barriers to accessing the COVID-19 vaccine existed for many equity-denied groups such as those who identify as BIPOC (Black, Indigenous, People of Colour) and/or sexual/gender minorities.^{12,13} Finally, differences in material and structural opportunities, such as access to stable internet and a functional device, created inequitable education experiences.¹⁴

For the purposes of this report, students were asked about the prevalence of COVID-19 within their family and their vaccination status. Students also reported on the areas of their life that COVID-19 impacted.

PREVALENCE OF COVID-19

Table 16.1. Students reporting on testing positive for COVID-19 at the time of data collection (2022), either personally and/or a family member, by grade, urban/rural status, and gender (%)

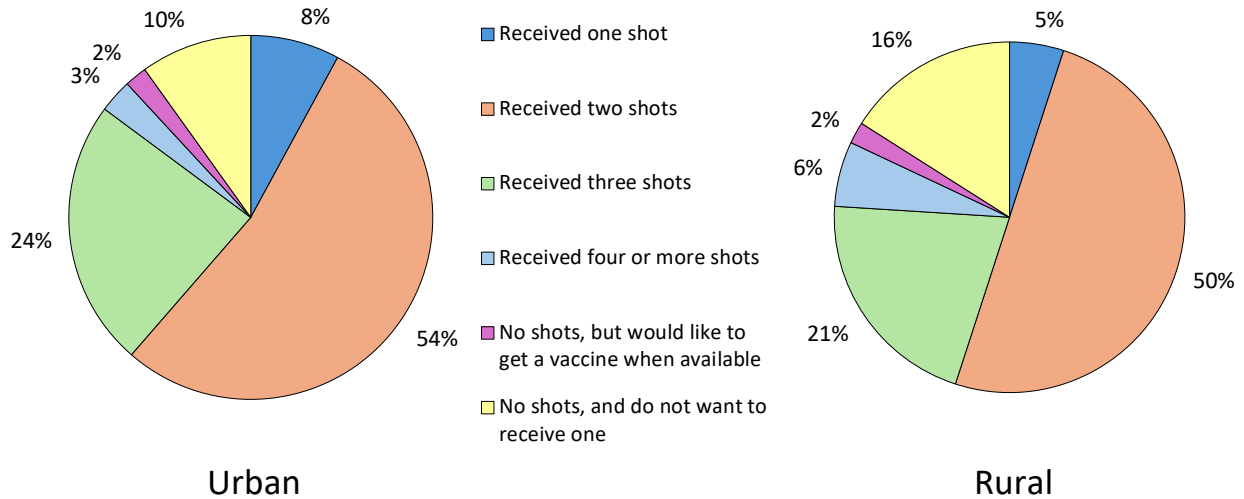
	Grades 6 to 8				Grades 9 and 10			
	Boys		Girls		Boys		Girls	
	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural
Ever tested positive for COVID-19	58	66	56	57	59	61	47	42
Anyone in close family tested positive for COVID-19	82	80	85	78	83	82	89	83
If yes, any of these people treated in the hospital	10	12	10	*	12	16	8	*

Note: some groups have been suppressed due to small cell sizes and the need to adhere to ethics regulations.

- Between 42% and 66% of students in the Yukon Territory reported that they had tested positive for COVID-19.
- Between 78% and 89% of students in the Yukon Territory reported that someone in their close family tested positive for COVID-19.
- Of the students who stated that someone in their close family tested positive for COVID-19, between 8% and 16% had a family member who was treated in the hospital.
- Among students in grades 9 and 10, boys reported higher proportions of testing positive for COVID-19 than girls.

PERCENT OF YOUTH VACCINATED

Figure 16.1. Students reporting on their COVID-19 vaccination status, by urban/rural status (%)



- The majority of students in the Yukon Territory reported that they had received two COVID-19 vaccinations (54% of urban students and 50% of rural students).
- 16% of rural students reported that they had not received any COVID-19 vaccinations and they did not want to receive one, a proportion 6% higher than urban students reporting the same vaccination status.
- 2% of urban students and 2% of rural students in the Yukon Territory reported that they had not received any COVID-19 vaccinations but would like to get a vaccine when one becomes available.

NEGATIVE IMPACT OF COVID-19 PANDEMIC

Table 16.2. Students reporting that they felt the following aspects of their lives were quite or very negatively impacted by the COVID-19 pandemic (%)

	Grades 6 to 8				Grades 9 and 10			
	Boys		Girls		Boys		Girls	
	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural
Life as a whole	27	27	24	25	23	20	29	39
Your health	17	22	24	20	18	17	23	27
Relationships with your friends	15	16	24	27	16	*	16	24
Your mental health (e.g., dealing with your emotions, stress, etc.)	26	29	35	31	34	27	48	42
Your school performance	19	25	28	27	32	29	31	19
Physical activity (e.g., sports, cycling, walking, etc.)	20	26	31	27	23	26	38	24
What you ate or drank	18	16	28	23	21	14	26	27
Your future expectations (e.g., exams, jobs, etc.)	13	16	28	22	20	13	24	22
Your family's financial situation	18	29	27	26	17	11	12	19
Your sleep	25	30	32	26	31	30	40	35

*Note: some groups have been suppressed due to small cell sizes and the need to adhere to ethics regulations.

- Between 20% and 39% of students reported that their life as a whole was quite or very negatively impacted by the COVID-19 pandemic. 39% of rural girls in grades 9 and 10 reported that their life as a whole was negatively impacted by the COVID-19 pandemic compared to 20% of rural boys and 25% of rural girls in grades 6 to 8.
- Among girls and urban boys in grades 9 and 10, the most prevalent aspect of their life impacted negatively by the COVID-19 pandemic was mental health.
- Among rural boys, the most prevalent aspect of their life impacted negatively by the COVID-19 pandemic was sleep.

Summary of Findings

ENCOURAGING FINDINGS

- The majority of students in the Yukon Territory reported that they had received two or more COVID-19 vaccinations.

AREAS OF CONCERN

- 2% of students in the Yukon Territory reported that they had not received a COVID-19 vaccination but would like to get one when it becomes available.
- For the majority of students in the Yukon Territory, the factor that was reported most often as being negatively impacted by the COVID-19 pandemic was mental health.

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Chapter 17: Key Messages and Themes

The HBSC survey provides an opportunity to understand the health states, behaviours, and outcomes of youth in grades 6 to 10. The goal of the HBSC survey is to inform health policy and health promotion programs. In this Territorial report, key findings for the 2022/23 survey within the Yukon Territory are presented, with a focus on the comparison between students who go to school in urban areas and students who go to school in rural areas.

In this chapter we introduce the concept of “bright spots” pointing to positive aspects of the health and well-being of young people. This idea draws attention to the strengths of students. When also considered in the light of the identified areas of concern, this provides areas of focus that might represent opportunities for health promotion.

Bright Spots

We naturally tend to focus on the things that are not going well: the deficits, the negative trends, the causes for concern. This is an evolutionary adaptation – our brains are hard-wired to alert us to danger or anything that seems amiss.

For this reason, it’s natural for us to focus on the negative outcomes of the HBSC Yukon study. We should acknowledge and try to understand some of the concerning trends and the differences we see between, for example, rural and urban students, boys and girls, or older and younger students.

Though it comes less naturally to us, it’s also important that we notice the positive, hopeful findings that seem to “buck the odds” and defy otherwise negative trends. These are sometimes referred to as “bright spots”¹— findings that point to abilities and opportunities that could hold the key to reversing negative trends.

By affirming what’s going well within our students and populations of young people, we can build on momentum (no matter how small) and rally students, caregivers, and their allies around strengths rather than dwelling on the deficits. Many times, it is these “bright spots” that offer a more hopeful and affirming path.

Bright Spots and Areas of Concern in Yukon Territory

There are many bright spots to emphasize within the Yukon Territory. In this final chapter, some of those that are particularly important to the health of students are highlighted.

Bright Spot: Community




Strong reports of positive community.

An encouraging finding that was reported amongst youth in the Yukon Territory was in terms of community measures. A relatively high proportion of students reported that their neighbours were helpful (49%-63%) and that they could trust the people in the area where they live (41%-67%). Furthermore, a relatively low proportion of students reported neighbourhood distrust (12%-24%).

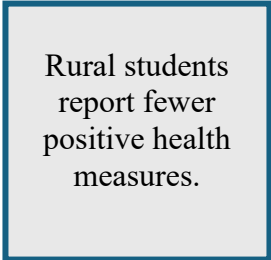
Bright Spot: Sleep

Another finding that points to a potential “bright spot” surrounds sleep hygiene and related behaviours. When compared with clinically recommended standards, 60%-73% of students met the recommended hours of sleep, less than 50% of students reported having trouble falling asleep or staying asleep, and less than 40% of students reported daytime sleepiness. While the natural tendency might be focus on the problem sleepers, we should also recognize that many young people are in fact sleeping well and according to guidelines.



Sleep behaviours were quite positive.

Areas of Concern: The Health of Rural Students



Rural students report fewer positive health measures.

The report reveals a number of concerning areas surrounding the health of rural students. This included the issue of food insecurity (47% of rural students reported that they had low food security in their home compared to 35% of urban students, a 12% difference), social media use (rural youth, when compared to urban youth, reported relatively high levels of problematic social media use), and mental health (generally, rural students reported worse mental health outcomes when compared to urban students).

Bright Spot: It's Not All Bad for Rural Students

There are in fact also many “bright spots” among rural youth. In general, they reported higher proportions of participation in cultural activities, ceremonies, and on the land activities than urban youth. Older rural students also reported several hopeful things. For example, 31% of rural students in grades 9 and 10 scored high on the community climate scale, an 8% increase from 2018, and the highest proportion reported amongst this group since 2010. Additionally, 41% of rural students in grades 9 and 10 reported feeling sad or hopeless in 2022, a drop of 17% from 2018 levels. When comparing rural girls to urban girls, rural girls reported higher proportions of their friends participating in organized sports activities with others (60% vs. 41%), participating in cultural activities other than sports (31% vs. 15%), and getting along well with their parents (59% vs. 51%). Finally, rural boys in grades 6 to 8 and rural girls in grades 9 and 10 were more likely than their urban counterparts to be physically active outside of school.

Rural students reported relatively high levels of participation in cultural activities.

Areas of Concern: The Health of Girls

Generally, girls are reporting more negative and fewer positive behaviours than boys. Overall, girls were more likely than boys to report that they had been bullied at school, cyberbullied, and that they felt depressed or low at least once a week. For example, 61% of urban girls reported that they felt low or depressed at least once a week, a proportion 29% higher than urban boys in grades 9 and 10. Regardless of grade or location, girls reported higher proportions of loneliness than boys. Finally, boys felt more connected to their culture/family traditions than girls.

Girls report fewer positive health measures.

Bright Spot: Signs of Hope in Girls

However, there are also many bright spots among girls in the Yukon Territory. Regardless of grade or location, the proportion of girls who scored in the high third of the friend support scale was greater than the proportion of boys, and, in general, the proportion of

girls reporting that they agreed or strongly agreed that they can count on their friends when things go wrong was higher than the proportion of boys.

Generally, girls were more likely than boys to report that their teachers cared about them, and they were more likely to report that it's important to be kind to other people. Finally, more girls than boys reported that they agreed that healthy bodies come in different shapes and sizes.

Many girls report healthy bodies come in different shapes and sizes.

Friendship is important for girls.

Areas of Concern: Negative Developmental Patterns

Generally, younger students are reporting more positive and fewer negative behaviours than older students. Overall, students in grades 9 and 10 reported worse mental health outcomes when compared to students in grades 6 to 8. Students in grades 6 to 8 were more likely than students in grades 9 and 10 to report a happy home life and to score in the high third of the school climate scale. The proportion of students reporting that their teachers cared about them decreased as they got older. Finally, 41% of rural girls in grades 6 to 8 scored in the high third of the family support scale compared to 16% of rural girls in grades 9 and 10.

Grade 9 and 10 students report fewer positive health measures.

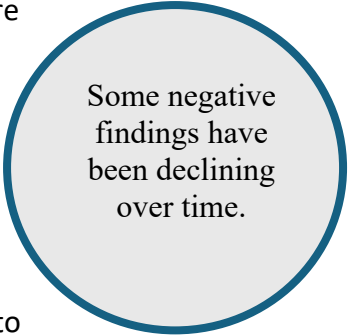
Bright Spot: Positive Developmental Patterns

Students in grades 9 and 10 reported bright spots as well. For example, students in grades 9 and 10 reported higher proportions of eating traditional food from hunting than students in grades 6 to 8. Over time, the proportion of students in grades 9 and 10 scoring in the high third of the school climate scale has increased. Finally, rural girls in grades 9 and 10 reported relatively high positive friend measures when compared to urban girls, a location trend that is not seen among boys or girls in grades 6 to 8.

Older students report eating more traditional food from hunting.

Bright Spot: Positive Trends over time

When comparing health behaviours and contexts over time, there are many bright spots worth emphasizing. First, bullying rates have generally decreased. The proportion of students who reported experiencing bullying in 2022 was considerably smaller than the proportions in 2018. Next, a lower proportion of students have reported cannabis use in the last 30 days. For example, in 2018 38% of rural students reported cannabis use in the last 30 days compared to 29% in 2022, a 9% reduction. Similarly, in 2014, 22% of urban students reported cannabis use in the last 30 days compared to 18% in 2022, a 4% reduction. Despite cannabis being legalized in 2018, students in the Yukon Territory have not reported increases in cannabis use over time. Additionally, when compared to 2018, the proportion of students scoring in the high third of the school climate scale increased for all urban students and older rural students in 2022. Finally, older rural students have reported encouraging findings over time: 67% of rural girls in grades 9 and 10 reported a happy home life in 2022, a 17% increase from 2018, and 23% of rural students in grades 9 and 10 reported experiencing hunger, a proportion 16% lower than in 2018.



Some negative findings have been declining over time.

References

1. Heath, C., & Heath, D. (2010). *Switch: how to change things when change is hard*. Broadway Books.

WHAT DOES THIS MEAN FOR YOUR CLASSROOM IN YUKON TERRITORY?

In the following chapter, we provide two, one-page information sheets that present some of the areas of concern and some of the “bright spots” that students in Yukon Territory may be experiencing.

To display this information, we have created hypothetical classrooms. Based on these classroom sizes and the prevalence values of these health indicators in the HBSC survey dataset, we present how many students in each classroom would be experiencing various measures.

These information sheets can be used to help teachers, educators, and those working in schools to see a ‘snapshot’ of the health experiences of the students in their classroom. By understanding the challenges and supporting the “bright spots” of their students, adults in the school environment can continue to bolster student health and well-being through targeted interventions, supports, and resources.

WHAT DOES THIS MEAN FOR YOUR CLASSROOM: GRADES 6 TO 8 STUDENTS IN URBAN SCHOOLS

Based on the 2022 HBSC report, here is a “snapshot” of the likely health of the students in your classroom. This report is based upon reports from all students who participated in the HBSC Yukon Territory survey in 2022 who were of the same grade level and from urban schools.

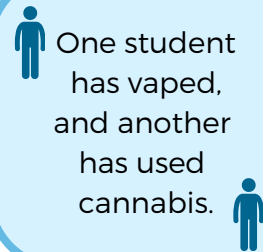
IN A CLASS OF 25 STUDENTS, YOU CAN EXPECT THE FOLLOWING:

- **Five** have gone to school or bed hungry.
- **Twenty** engage in more than two hours of screentime per day.
- **Five** have been cyberbullied in the past couple of months and four have been made fun of for their body weight.
- **Seven** have felt so sad and hopeless almost every day for two weeks or more in a row that they stopped doing usual activities.
- **Four** have difficulty staying awake in class.
- **One** has vaped in the last 30 days, and **one** has used cannabis in the last 30 days.
- **Seven** students don't like school very much.

A fifth of students have gone to school or bed hungry.



One student has vaped, and another has used cannabis.



POSITIVELY, IN THAT SAME CLASS OF 25 STUDENTS:

- **Nineteen** have a happy home life.
- **Fifteen** feel accepted by their classmates and **twenty** feel accepted by their teacher.
- **Twenty** feel it is safe for young children to play outside in the area where they live.
- **Ten** feel connected to nature and the wilderness.
- **Seventeen** feel strongly connected to culture and family traditions.
- **Nine** are involved in individual sports and **fifteen** are involved in team sports.

4/5 students feel accepted by their teacher.

3/5 of students participate in team sports.

It's natural for us to focus on the negative outcomes and we should acknowledge and try to understand some of the concerning trends. Yet, it's also important that we notice the positive, hopeful findings that seem to “buck the odds” and defy otherwise negative trends. These are sometimes referred to as “bright spots” — findings that point to abilities and opportunities that could hold the key to reversing negative trends. By affirming what's going well within our students, we can build on momentum no matter how small) and rally students, caregivers, and their allies around strengths rather than dwelling on the deficits. Many times, it is these “bright spots” that offer a more hopeful and affirming path.

WHAT DOES THIS MEAN FOR YOUR CLASSROOM: GRADES 6 TO 8 STUDENTS IN RURAL SCHOOLS

Based on the 2022 HBSC report, here is a “snapshot” of the likely health of the students in your classroom. This report is based upon reports from all students who participated in the HBSC Yukon Territory survey in 2022 who were of the same grade level and from rural schools.

IN A CLASS OF 20 STUDENTS, YOU CAN EXPECT THE FOLLOWING:

- **Six** have gone to school or bed hungry.
- **Seventeen** engage in more than 2 hours of screentime per day.
- **Six** were cyberbullied in the past couple of months and **five** were teased about their body weight.
- **Nine** have felt so sad and hopeless almost every day for two weeks or more in a row that they stopped doing usual activities.
- **Three** have difficulty staying awake in class.
- **One** has vaped in the last 30 days, and **one** has used cannabis in the last 30 days.
- **Seven** students don't like school very much.

A quarter of students were teased about their weight.



One student has vaped, and another has used cannabis.



POSITIVELY, IN THAT SAME CLASS OF 20 STUDENTS:

- **Fifteen** have a happy home life.
- **Ten** feel accepted by their classmates and **thirteen** feel accepted by their teacher.
- **Sixteen** feel it is safe for young children to play outside in the area where they live.
- **Ten** feel connected to nature and the wilderness.
- **Thirteen** feel strongly connected to culture and family traditions.
- **Nine** are involved in individual sports and **ten** are involved in team sports.

3/4 students have a happy home life.

> 50% of students feel strongly connected to culture.

It's natural for us to focus on the negative outcomes and we should acknowledge and try to understand some of the concerning trends. Yet, it's also important that we notice the positive, hopeful findings that seem to “buck the odds” and defy otherwise negative trends. These are sometimes referred to as “bright spots” — findings that point to abilities and opportunities that could hold the key to reversing negative trends. By affirming what's going well within our students, we can build on momentum no matter how small) and rally students, caregivers, and their allies around strengths rather than dwelling on the deficits. Many times, it is these “bright spots” that offer a more hopeful and affirming path.

WHAT DOES THIS MEAN FOR YOUR CLASSROOM: GRADES 9 TO 10 STUDENTS IN URBAN SCHOOLS

Based on the 2022 HBSC report, here is a “snapshot” of the likely health of the students in your classroom. This report is based upon reports from all students who participated in the HBSC Yukon Territory survey in 2022 who were of the same grade level and from urban schools.

IN A CLASS OF 25 STUDENTS, YOU CAN EXPECT THE FOLLOWING:

- **Five** have gone to school or bed hungry.
- **Twenty-three** engage in two or more hours of screentime per day.
- **Five** were cyberbullied in the past couple of months and **four** were teased about their body weight.
- **Five** students have experienced some form of teen dating violence (TDV) (i.e., physical TDV, emotional control or manipulation, or TDV through social media).
- **Eleven** have felt so sad and hopeless almost every day for at least two weeks that they stopped doing usual activities.
- **Eight** have difficulty staying awake in class.
- **Six** have vaped in the last 30 days and four have used cannabis in the last 30 days.
- **Eleven** students report they don't like school very much.

A fifth of students have gone to school or bed hungry.



A fifth of students have experienced TDV.



POSITIVELY, IN THAT SAME CLASS OF 25 STUDENTS:

- **Seventeen** have a happy home life.
- **Thirteen** feel accepted by their classmates and seventeen feel accepted by their teacher.
- **Eighteen** feel it is safe for young children to play outside in the area where they live.
- **Eight** feel connected to nature and the wilderness.
- **Thirteen** feel strongly connected to culture and family traditions
- **Eight** are involved in individual sports and eleven are involved in team sports.

17/25 students feel accepted by their teacher.

Half of students feel accepted by their classmates.

It's natural for us to focus on the negative outcomes and we should acknowledge and try to understand some of the concerning trends. Yet, it's also important that we notice the positive, hopeful findings that seem to “buck the odds” and defy otherwise negative trends. These are sometimes referred to as “bright spots” — findings that point to abilities and opportunities that could hold the key to reversing negative trends. By affirming what's going well within our students, we can build on momentum no matter how small) and rally students, caregivers, and their allies around strengths rather than dwelling on the deficits. Many times, it is these “bright spots” that offer a more hopeful and affirming path.

WHAT DOES THIS MEAN FOR YOUR CLASSROOM: GRADES 9 TO 10 STUDENTS IN RURAL SCHOOLS

Based on the 2022 HBSC report, here is a “snapshot” of the likely health of the students in your classroom. This report is based upon reports from all students who participated in the HBSC Yukon Territory survey in 2022 who were of the same grade level and from rural schools.

IN A CLASS OF 20 STUDENTS, YOU CAN EXPECT THE FOLLOWING:

- **Five** have gone to school or bed hungry.
- **Nineteen** engage in two or more hours of screentime per day.
- **Five** were cyberbullied in the past couple of months and **two** were teased about their body weight.
- **Two** students have experienced some form of teen dating violence (TDV) (i.e., physical TDV, emotional control or manipulation, or TDV through social media.
- **Eight** have felt so sad and hopeless almost every day for at least two weeks that they stopped doing usual activities.
- **Five** have difficulty staying awake in class.
- **Five** have vaped in the last 30 days, and six have used cannabis in the last 30 days.
- **Ten** students report they don't like school very much.

A quarter of students have vaped in the last 30 days.



Half of students don't like school very much.



POSITIVELY, IN THAT SAME CLASS OF 20 STUDENTS:

- **Thirteen** have a happy home life.
- **Eleven** feel accepted by their classmates and **twelve** feel accepted by their teacher.
- **Seventeen** feel it is safe for young children to play outside in the area where they live.
- **Five** feel connected to nature and the wilderness.
- **Ten** feel strongly connected to culture and family traditions.
- **Nine** are involved in individual sports and **twelve** are involved in team sports.

Half of students feel connected to culture.

One quarter of students feel connected to nature.

It's natural for us to focus on the negative outcomes and we should acknowledge and try to understand some of the concerning trends. Yet, it's also important that we notice the positive, hopeful findings that seem to “buck the odds” and defy otherwise negative trends. These are sometimes referred to as “bright spots” — findings that point to abilities and opportunities that could hold the key to reversing negative trends. By affirming what's going well within our students, we can build on momentum no matter how small) and rally students, caregivers, and their allies around strengths rather than dwelling on the deficits. Many times, it is these “bright spots” that offer a more hopeful and affirming path.