

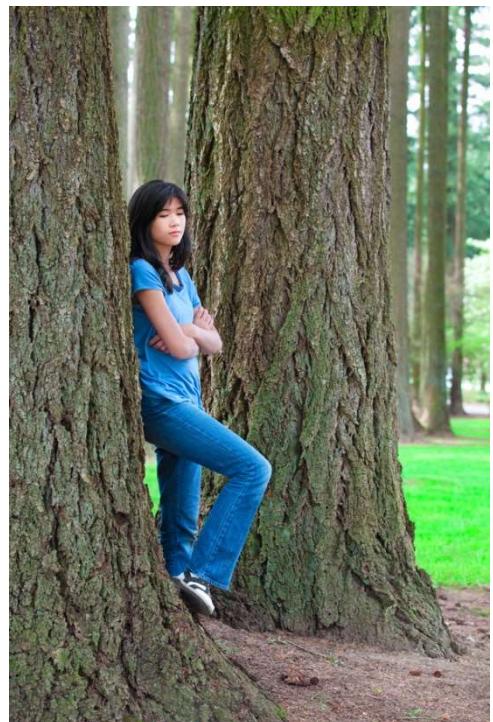
Health and Health-Related Behaviours among Young People

Yukon Report

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OUTLINE

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- Understanding the Yukon Context
- Outline of Report

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- School
- Peers
- Social Media
- Community

Mental Health

- Mental Health

Health Promoting Behaviours

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- Healthy Weight
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1 INTRODUCTION

Knowledge about young people's health-related attitudes and behaviours and the factors that influence them is critical for informing the development of effective health education and school health promotion policy, programs and practice. The Social Program Evaluation Group (SPEG) at Queen's University, Faculty of Education has been collecting national data on these issues every four years from students aged 11 to 15 (Grades 6 through 10) through the Health Behaviour in School-aged Children (HBSC) study since 1990. The purpose of the HBSC study is to gain insight about and increase our understanding of young people's health, well-being and health behaviours within their social contexts.

There are over 40 HBSC participating countries and regions, in Europe, North America, and Israel. The HBSC researchers come from a variety of disciplines and theoretical perspectives. The Canadian HBSC team is based at Queen's University, with co-investigators from the University of New Brunswick, McGill University, the University of British Columbia, and the University of Waterloo. The team includes researchers from the areas of community health and epidemiology, education, psychology, educational psychology, kinesiology, nursing, and public health and health systems. HBSC is sponsored by the World Health Organization (WHO), funded nationally by the Public Health Agency of Canada and Health Canada, and supported by the Pan-Canadian Joint Consortium for School Health (JCSH).

The primary purpose of the HBSC study in Canada is to contribute to a better understanding of school-aged young people's health and well-being and to inform education and health policy programs at the provincial/territorial, national and international levels. The HBSC study collects data that enables researchers, policy-makers and practitioners to gain insights into young people's health-related attitudes and behaviours and to examine the inrelationships among health behaviours and between health behaviours and contextual factors.

The objectives of the HBSC network are consistent with this primary purpose and have been developed over the 30-year course of the study through collaboration between Canadian and HBSC international researchers and policymakers:

- to initiate and sustain national and international research on health behaviour, health and well-being and their social and physical contexts in school-aged children
- to contribute to theoretical, conceptual, and methodological development in specific areas of adolescent health research
- to contribute to the knowledge base in these research areas
- to monitor and to compare health and health behaviours and social and physical contexts of school-aged children in member countries through the collection of relevant data
- to disseminate findings to the relevant audiences including researchers, health and education policy makers, health promotion practitioners, teachers, parents and young people
- to develop partnerships with relevant external agencies in relation to adolescent health to support the development of health promotion with school-aged children. This occurs at provincial/territorial, national and international levels.
- to promote and support the establishment of national expertise on health behaviour and on the social and environmental contexts of health in school-aged children
- to establish and strengthen an international multidisciplinary network of experts in this field

- to provide an international source of expertise and intelligence on adolescent health for public health and health education

The national 2014 HBSC sample is comprised of more than 30,000 students. The survey was administered to students in classes in all 13 Canadian provinces and territories. The 2014 survey was the second cycle of data collection under which the nationally representative sample was expanded to include representative samples at the provincial and territorial level for most provinces and territories. In most jurisdictions, school classes are selected through stratified systematic sampling. The survey administration in most of the country was carried out by classroom teachers under a set of guidelines provided by the research team. In the Yukon, the survey was conducted by the Yukon Bureau of Statistics, on behalf of SPEG/Queen's University, and the Yukon Government Departments of Health & Social Services and Education. Two experienced interviewers from the YBS traveled to each community to administer the surveys

The results are presented for 4 groups, Grade 6-8 males, Grade 6-8 females, Grade 9 and 10 males, and Grade 9 and 10 females. Significant differences between groups are identified through the Z-test for Proportions-Independent Groups with a 90% confidence interval. The 90% confidence interval is employed rather than the 95% CI recognizing that CIs around all proportions of interest for the Yukon student populations could be calculated using a finite population correction.

DEMOGRAPHICS

Table 1 details the sample size for the HBSC study. The overall sample is 30,009 including Yukon and 28,678 without Yukon. The Yukon sample is 1,331 students. For presentation purposes, the students are combined into Grades 6 to 8 and Grades 9 and 10 groupings, corresponding to the two versions of the questionnaire used to collect data.

TABLE 1 Breakdown of the sample, by grade and gender

	Males	Females	Total
Grades 6 to 8			
Yukon	428	398	826
Canada	7,584	7,835	15,419
Grades 9 and 10			
Yukon	251	254	505
Canada	6,538	6,721	13,259

FAMILY STRUCTURE

Students in Yukon were much less likely to report living with both parents and much more likely to report living with mother only than were students in the rest of Canada. There were no geographic differences for any of the other family structures.

TABLE 2 Family structure (%)

	Grades 6 to 8		Grades 9 and 10	
	Yukon	Canada	Yukon	Canada
Living with both parents	65	73	55	68
Living with mother and partner	5	5	7	7
Living with father and partner	2	1	2	2
Living with mother only	20	14	24	15
Living with father only	4	3	5	4
Other	5	4	7	4

Understanding the Yukon Context

One of the distinct advantages in understanding the present report is the presence of a Yukon-specific report using the same data (Freeman, King, & Ross, 2015). This report indicates three possible reasons for generally poorer outcomes, compared to those in the rest of Canada, resulting from data administration procedures. First, data were collected in Yukon from January to March 2015, while data were collected elsewhere in Canada throughout the school year. Data collected during the winter months tend to reflect more negative adolescent perspectives than those collected in the other seasons. Second, in Yukon, two experienced interviewers from the Yukon Bureau of Statistics (YBS) travelled to each community to administer the surveys, whereas, in the rest of Canada, classroom teachers administered the surveys. Yukon teachers were specifically told and monitored not to wander about the room during the survey administration. This greater assurance of confidentiality in Yukon might have encouraged students to reveal more negative perceptions compared to other Canadian students. Finally, the survey administration time tended to be longer in Yukon than in the rest of Canada. Fatigue might have affected Yukon students more than it did students elsewhere in Canada.

A further caveat needs to be taken into consideration. The Yukon-specific report (Freeman, King, & Ross, 2015) revealed important distinctions between rural and urban students with rural students, especially Grade 9-10 females, faring much more poorly than their urban peers. Therefore, the rest of Canada-Yukon comparisons may be strongly affected by the percentage of rural students in the comparisons or the large rural-urban discrepancy in Yukon.

Outline of Report

This report presents key findings from the 2014 cycle of the HBSC survey in the Yukon, and includes chapters on the following topics:

- Contextual Influences
- Mental Health
- Health Promoting Behaviours
- Health Risk Behaviours

The choice of these focus topics was made in consultation with the departments of health and education in Yukon and researchers at Queen's University. These youth health outcomes are examined in relation to gender and grade. A good rule of thumb is that differences between Canada and Yukon are statistically significant if they are 5% or higher, although differences of 3% or more are significant for questions with very high (greater than 85%) or very low (less than 15%) agreement.

The final section of the report pulls together the results comparing Yukon to the rest of the country, pinpointing areas where Yukon has reasons to celebrate and areas where there are ongoing concerns.

2 CONTEXTUAL INFLUENCES

Home

Familial relationships play a significant role in socialization and in influencing young people's actions, values, and beliefs (Parke & Buriel, 2006). Having strong parental relationships has been linked to better physical well-being (Inchley, Todd, Bryce, & Currie, 2001; Mazur, Scheidt, Overpeck, Harel, & Molcho, 2001), decreased substance use (Bremner, Burnett, Nunney, Ravat, & Mistral, 2011; Cavalca et al., 2013; Osgood et al., 2013), better mental health (Leone Ray, & Evans, 2013), and lowered likelihood of youth suicide (Borowsky, Ireland, & Resnick, 2001).



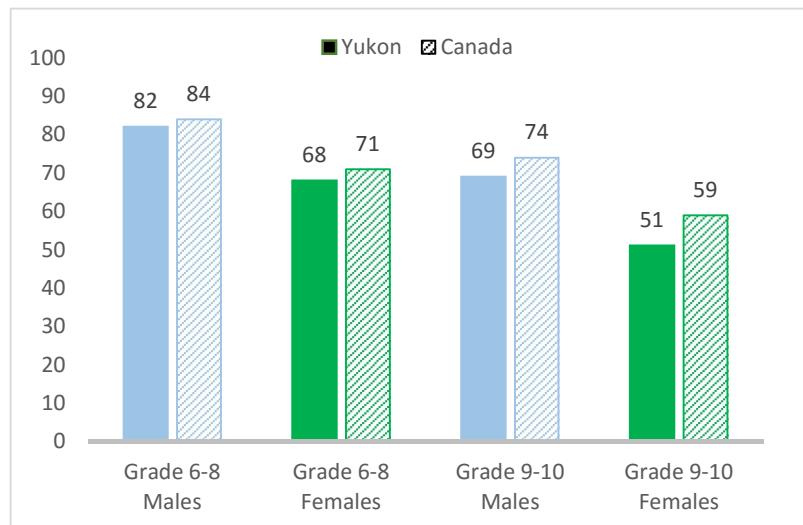
Although peers significantly influence adolescents' risk-taking behaviours such as smoking and substance use (Cavalca et al., 2013; Osgood et al., 2013; Simons-Morton & Chen, 2006), there is an inextricable connection between parents and adolescent risk-taking behaviours (Bremner et al., 2011). Moreover, parents who have strong relationships with their children can buffer the influence peers have on health risk behaviours (Bremner et al., 2011).

PARENTS ARE UNDERSTANDING

For both Yukon and the rest of Canada, younger students reported their parents as being more understanding than did older students. Males were more likely to report understanding parents than were females. Students in Yukon were less likely to report understanding parents than were students in the rest of Canada.

FIGURE 1

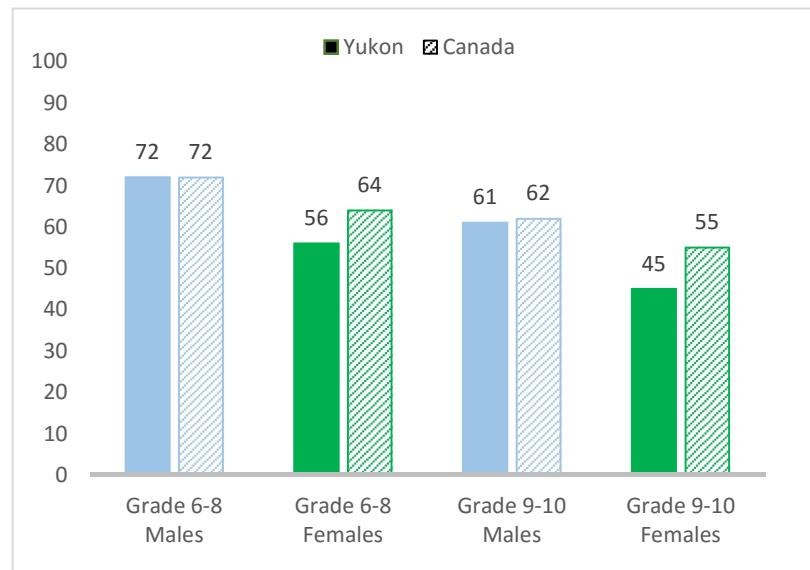
Students who reported that they were understood by their parents, by grade and gender (%)



TALKING TO PARENTS ABOUT PROBLEMS

Similarly, younger students and males were more likely to indicate that they could talk to their family about problems, regardless of location, compared to older students and females. Female students in Yukon were less likely to report that they could talk to their family about problems than were female students in the rest of Canada. Responses of male students were unrelated to geographic location.

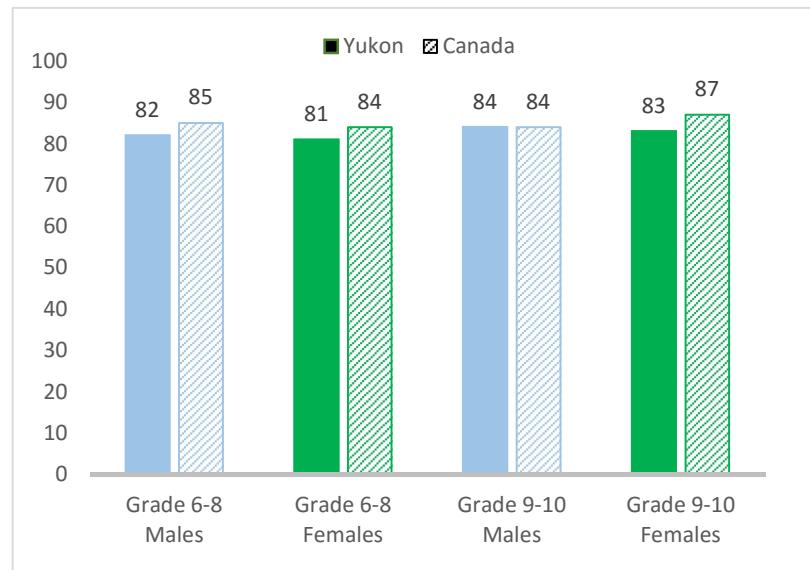
FIGURE 2 Students who reported that they could talk about their problems with their families, by grade and gender (%)



COMPUTER OWNERSHIP

For both Yukon and the rest of Canada, family computer ownership varied little across grade and gender. With the exception of Grade 9-10 males, students in Yukon were slightly less likely to report that their family owned 2 or more computers than were students elsewhere in Canada.

FIGURE 3 Students who reported their family owned 2 or more computers, by grade and gender (%)



School

Traditionally, schools are viewed as being important for students' academic success, but they also significantly influence adolescent development and social-emotional health and well-being (Anderman, 2002; Kidger, Araya, Donovan, & Gunnell, 2012; McLaughlin, 2008; Wells, Barlow, & Stewart-Brown, 2003). Often, schools and school communities set out to promote students' health and well-being through the curriculum, the physical environment, and the school's climate (Weare, 2000).

Students who have positive interactions and relationships with teachers and peers are less likely to engage in high-risk behaviours, which have negative effects on their health (Denny et al., 2011; Wold, Samdal, Nutbeam, & Kannas, 1998). Student engagement with school increases when teachers promote positive interactions in classrooms and mutual respect (Ryan & Patrick, 2001).

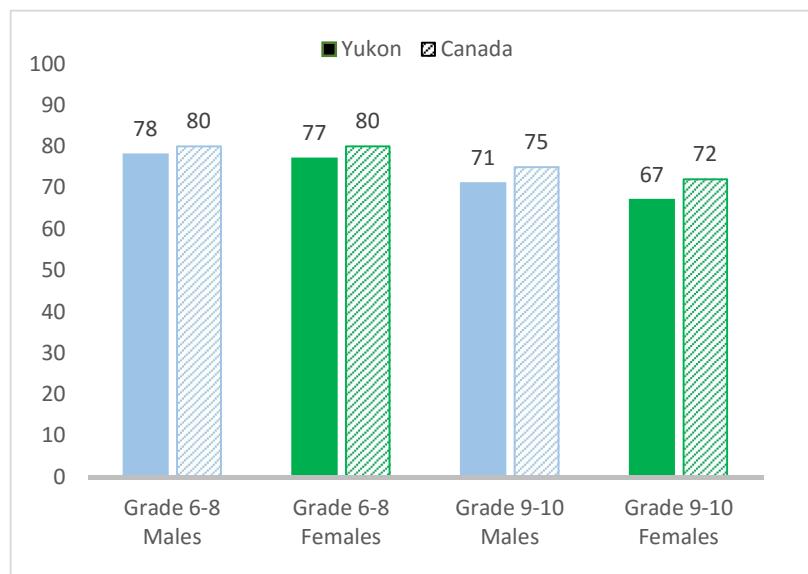


TEACHERS ACCEPT ME

Student agreement with the statement that "I feel my teachers accept me as I am" decreased across grade level. Grade 9-10 female students in Yukon were less likely to agree or strongly agree that their teachers accepted them than were Grade 9-10 female students in the rest of Canada. Gender differences in teacher acceptance were minimal.

FIGURE 4

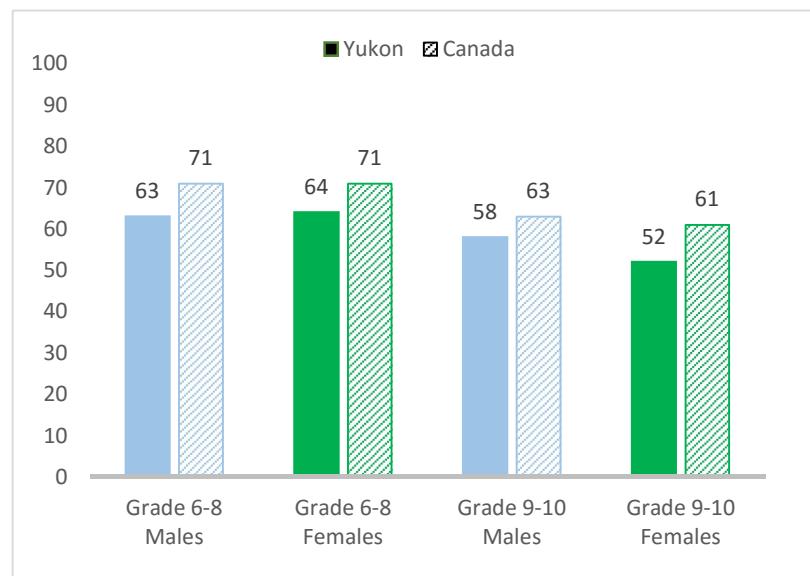
Students who agreed or strongly agreed that their teachers accepted them as they were, by grade and gender (%)



SCHOOL IS A NICE PLACE TO BE

Students in Yukon were less likely to report their schools as nice places to be than were students in the rest of Canada. Younger students were more likely to report their schools as nice places to be than were older students. In Yukon, Grade 9-10 males' reports of their schools as nice places to be were higher than for Grade 9-10 females in their territory. Other gender differences were slight.

FIGURE 5 Students who agreed or strongly agreed that their school was a nice place to be, by grade and gender (%)

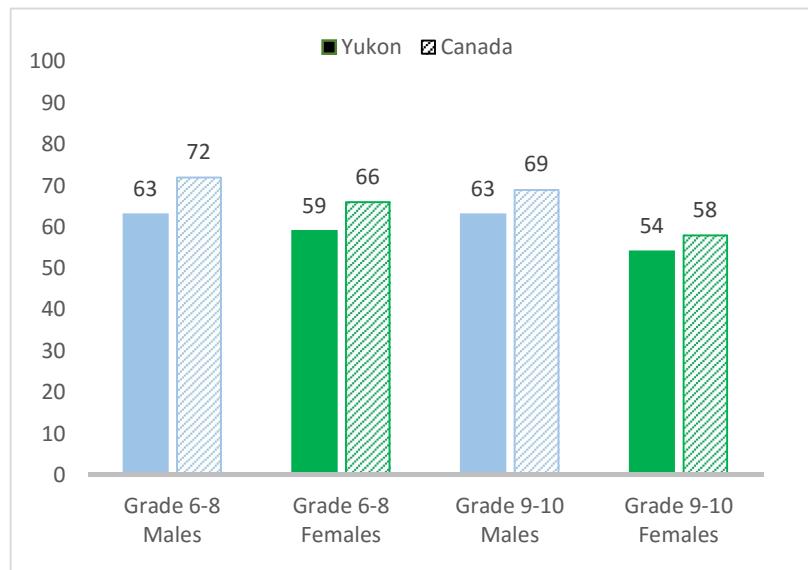


ACCEPTANCE BY CLASSMATES

Males reported higher classmate acceptance than did females. With the exception of males in Yukon, students' perceived acceptance by classmates decreased across grade level. Students in Yukon were less likely to agree or strongly agree that they were accepted by classmates than were students in the rest of Canada.

FIGURE 6

Students who agreed or strongly agreed that other students accepted them as they were, by grade and gender (%)



JOURNEY TO SCHOOL

Students in Yukon were more likely to report taking private vehicles to school (car, motorcycle, or moped) than were students in the rest of Canada. In contrast, students in the rest of Canada were more likely to report the use of public transport to get to school than were students in Yukon.

TABLE 3

Primary mode of transportation to school reported by students, by grade (%)

	Grades 6 to 8		Grades 9 and 10	
	Yukon	Canada	Yukon	Canada
walking	17	25	21	22
bicycle	1	3	1	2
bus, train, streetcar, subway or boat/ferry	44	48	41	48
car, motorcycle or moped	36	21	35	26
Other	2	4	2	2

Peers

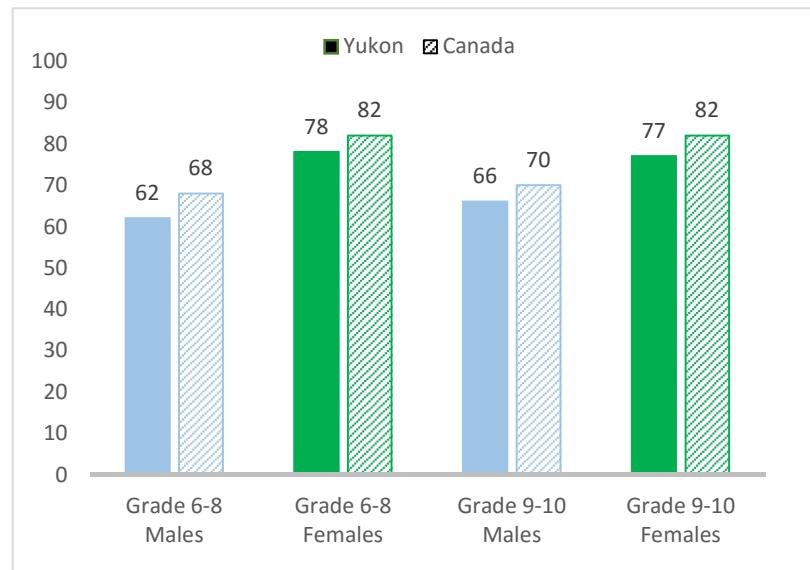
Students who feel more supported by their peers are more likely to be engaged in school and have more positive outcomes (Shin, Daly, & Vera, 2007). Peer relationships play an increasingly important role in individuals' health and well-being during adolescence, a time in which deep friendships emerge (Berndt, 2004; Brendgen & Vitaro, 2008; Kobus, 2003). Adolescence marks a unique time period when individuals seek to establish autonomy from their parents and develop independent identities (Marion, Laursen, & Zettergren, 2013; Nickerson & Nagle, 2005; Viner et al., 2012). Therefore, the emergence of strong peer relationships is a part of normal adolescent growth and development.



CAN TALK ABOUT PROBLEMS WITH FRIENDS

Females were much more likely than males to agree or strongly agree with the statement "I can talk about my problems with my friends." Students in Yukon were less likely to agree or strongly agree with the statement than were students in the rest of Canada. Agreement with the statement increased across grade level for males in Yukon but remained steady for other gender-location combinations.

FIGURE 7 Students who agreed or strongly agreed that they could talk about their problems with their friends, by grade and gender (%)

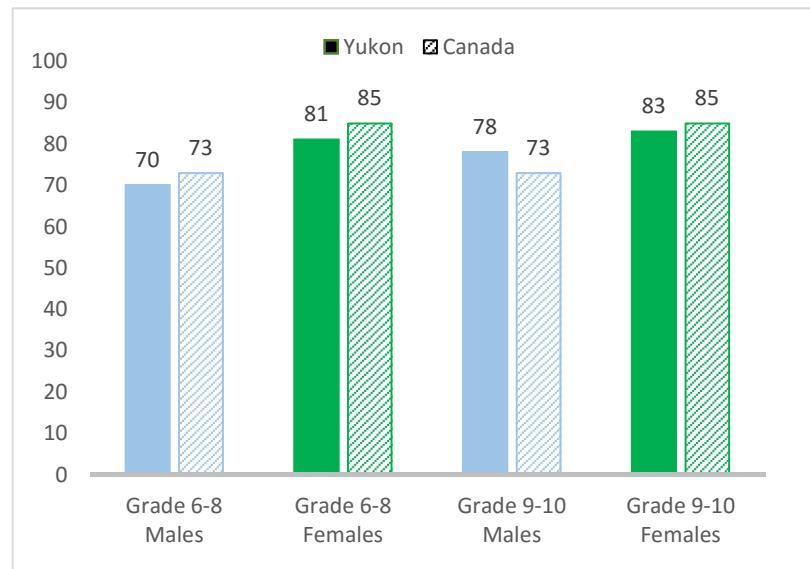


SHARE JOYS AND SORROWS

Younger females in Yukon were less likely to agree with the statement "I have friends with whom I can share my joys and sorrows." than were younger females elsewhere in Canada. The reverse was true for older males. In Yukon and the rest of Canada females at both grade levels were more likely to agree with the statement than were males. Students' likelihood of reporting friends with whom they could share joys and sorrows significantly increased across grade level only for Yukon males among the four groups.

FIGURE 8

Students who agreed or strongly agreed with the statement I have friends with whom I can share my joys and sorrows, by grade and gender (%)



Social Media

More than ever before, Canadian youth are using social media to stay connected (Steeves, 2014). Social media offer youth opportunities for socialization and communication, enhanced learning, and access to health information (O'Keefe & Clarke-Pearson, 2011). However, such increased opportunities are accompanied by potential risks, including cyberbullying (O'Keefe & Clarke-Pearson, 2011). Cyberbullying and physical bullying can have similar repercussions, encompassing depression, anxiety, suicide, physical health problems, and fear that can lead to decreased academic success (Beran & Li, 2005; Tokunaga, 2010).

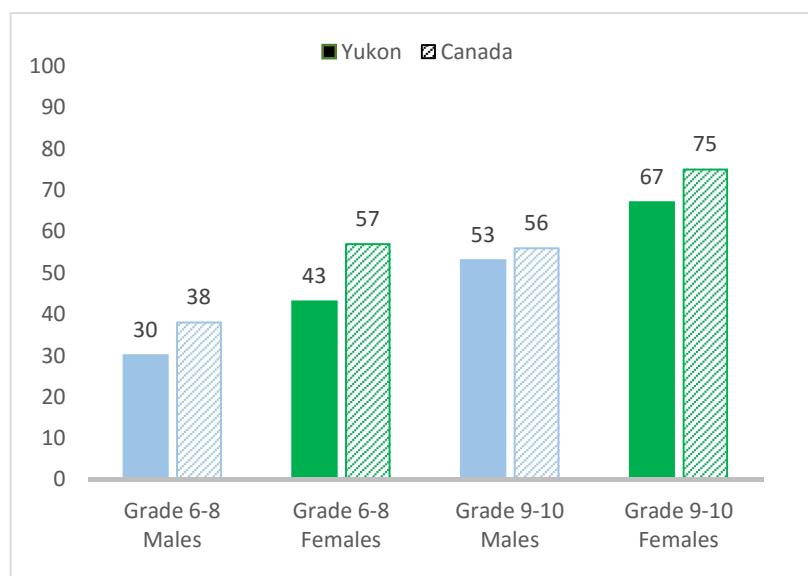


USE OF TEXTING OR SOCIAL MEDIA

Reported daily contact with friends via texting/SMS or other social media was related to both grade level and gender, increasing across grade level and much higher for females than for males. The grade-level increase was 18%-23% for males and 18%-24% for females. Students in Yukon were less likely to report daily contact with friends via texting/SMS or other social media than were students in the rest of Canada.

FIGURE 9

Students who reported that they actively contacted their friends using texting/SMS or other social media (e.g., Facebook [posting on wall, not chat], MySpace, Twitter, Apps [Instagram], games [Xbox], YouTube, etc.), by age and gender (%)



Community

Community support continues to be associated with positive health outcomes among young people. The wider community that surrounds youth, especially in their adolescent years, becomes more critical as adolescents begin to develop their own identity separate from their family (Kowaleski-Jones & Dunifon, 2006).

Communities can provide adolescents with behavioural norms and expectations, care and support, opportunities to participate in community endeavours, and the chance to feel a sense of belonging (Benson, Leffert, Scales, & Blyth, 2012).

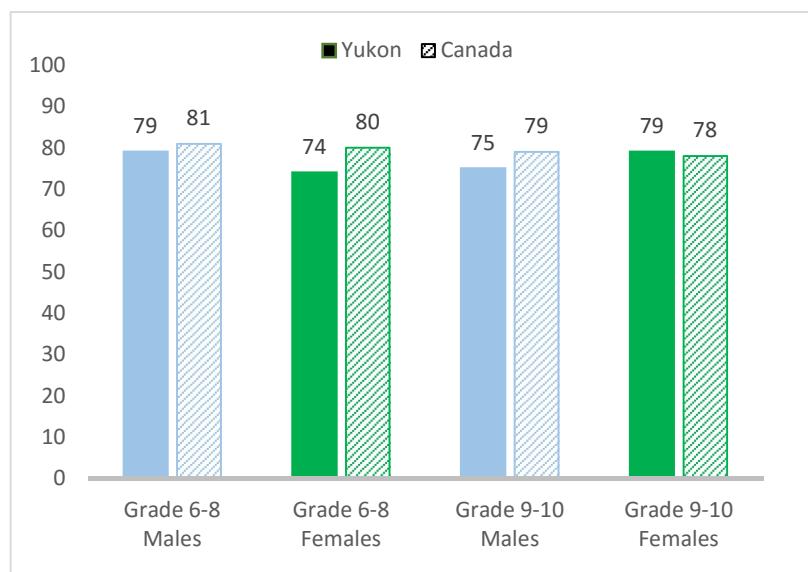


SAFE FOR YOUNG CHILDREN TO PLAY

Younger females and older males in Yukon were less likely than their peers in the rest of Canada to agree or strongly agree that it was safe for younger children to play outside during the day. Younger males' agreement with the statement in Yukon was higher than that of females in their territory. The reverse was true for older students. Across grade level, students' agreement with the statement decreased for males and increased for females in Yukon.

FIGURE 10

Students who agreed or strongly agreed that it was safe for younger children to play outside during the day, by grade and gender (%)

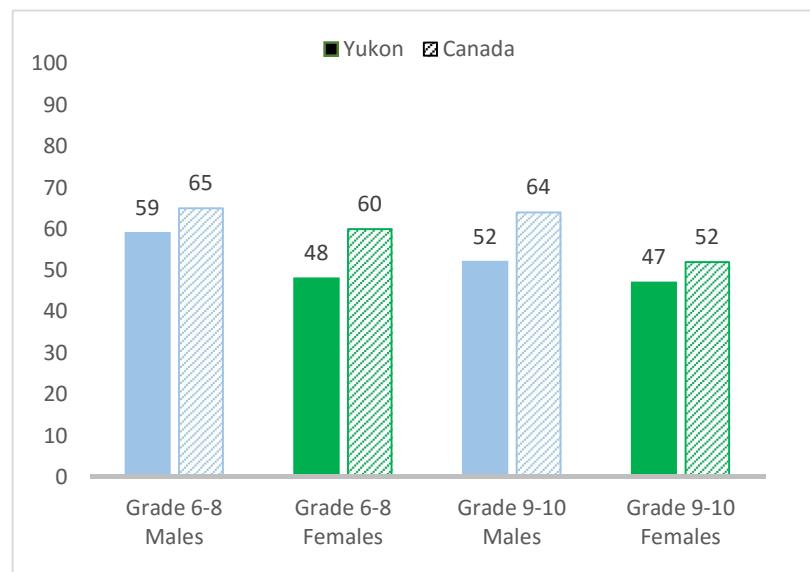


TRUSTING PEOPLE

Students in Yukon were less likely than students in the rest of Canada to report that people in their community could be trusted. Males were more likely than females to report that people in their community could be trusted. Students' reports of trusting people in their community decreased across grade level for males in Yukon and females in the rest of Canada.

FIGURE 11

Students who agreed or strongly agreed that they could trust people around them, by grade and gender (%)



INVOLVEMENT IN ACTIVITIES OR GROUPS

Grades 6 to 8

Grade 6-8 females in Yukon were more likely to report being involved in a sports team but less likely to report being involved in arts groups than were Grade 6-8 females in the rest of Canada. Grade 6-8 males in Yukon were less likely to report being involved in church or other religious groups than were Grade 6-8 males in the rest of Canada. For both Yukon and the rest of Canada, females were more likely to report volunteer work and arts groups and less likely to report participation in sports teams than were males.

Grades 9 and 10

With the exception of arts groups for females, where students in Yukon were more likely to take part than students in the rest of Canada, geographic and gender patterns found in Grade 6-8 held for Grade 9-10.

TABLE 4 Students who reported involvement in activities or groups, by grade and gender (%)

Grades	Males		Females		
	6 to 8	Yukon	Canada	Yukon	Canada
A sports team (e.g., volleyball, hockey, soccer)	71	68		66	59
An individual sport (e.g., running, cycling, skating)	46	49		48	49
Volunteer work	26	26		31	35
Arts groups (e.g., music, dance, drama)	18	22		40	46
Community group (e.g., scouts, girl guides, 4-H, cadets)	12	11		16	12
Church or other religious/spiritual group	16	24		23	25
Other activity or group (e.g., chess, math, debate)	19	19		12	15
9 and 10					
A sports team (e.g., volleyball, hockey, soccer)	63	63		57	50
An individual sport (e.g., running, cycling, skating)	54	49		53	44
Volunteer work	31	39		45	52
Arts groups (e.g., music, dance, drama)	16	19		45	38
Community group (e.g., scouts, girl guides, 4-H, cadets)	14	11		14	10
Church or other religious/spiritual group	15	22		23	23
Other activity or group (e.g., chess, math, debate)	18	16		14	11

3 MENTAL HEALTH

Mental Health

Mental health is “a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community” (World Health Organization [WHO], 2014). According to the Mental Health Commission of Canada (2015), nearly 1.2 million Canadian children and youth experience mental health issues. Traditional approaches to mental health programs and services have been located within the school and have emphasized the challenges related to particular mental health related concerns in youth (Terjesen, Jocofsky, Froh, & Digiuseppe, 2004). However, students’ psychological well-being is not solely influenced by the absence of problems and risk-need concerns, but also by the existence of factors present within their environments that contribute to positive development

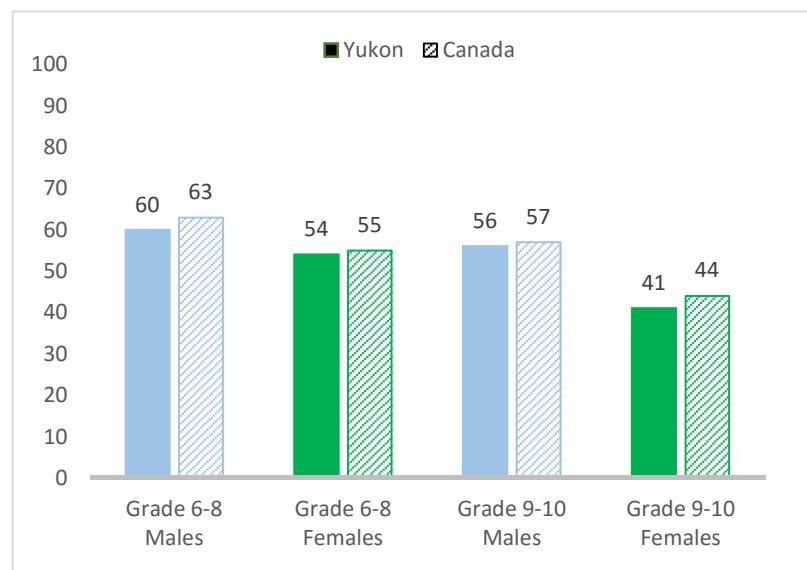


(Khanna, MacCormack, Kutsyuruba, McCart, & Freeman, 2014). Thus, positive mental health is more than the absence of mental illness (Keyes, 2002). Promoting awareness of and action on youth mental health and well-being requires collaboration across environments (Freeman & Luu, 2011).

LIFE SATISFACTION

Rating life satisfaction as high (8-10) was related to both gender and grade level, with males and younger students reporting higher life satisfaction than females and older students. Younger males and older females in Yukon were less likely to report high life satisfaction than were their peers in the rest of the country.

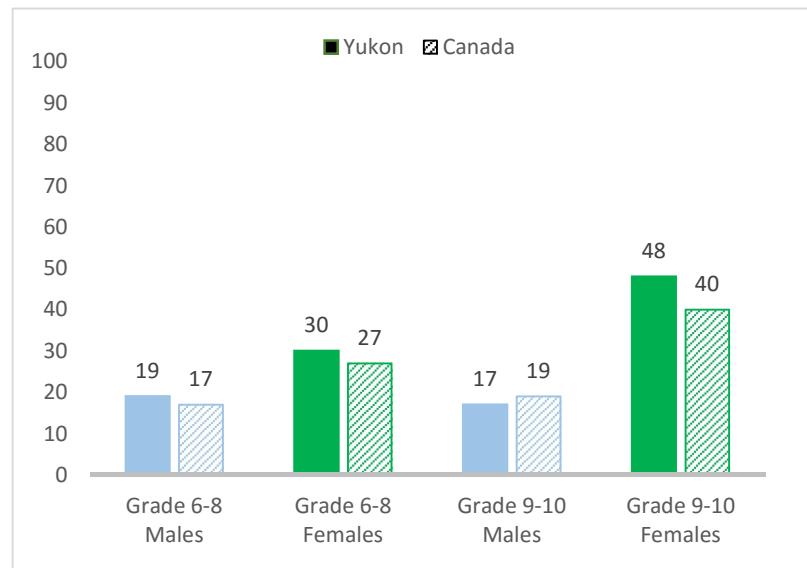
FIGURE 12 Students who responded 8 to 10 on a 0=worst possible to 10= best possible life satisfaction scale, by grade and gender (%)



FEELING LOW OR DEPRESSED

Females were much more likely to report at least once weekly lowness/depression than were males. Female students in Yukon were more likely to state they felt low or depressed at least once weekly than were female students in the rest of the country. This reported feeling increased greatly for females across grade level, but remained steady for males.

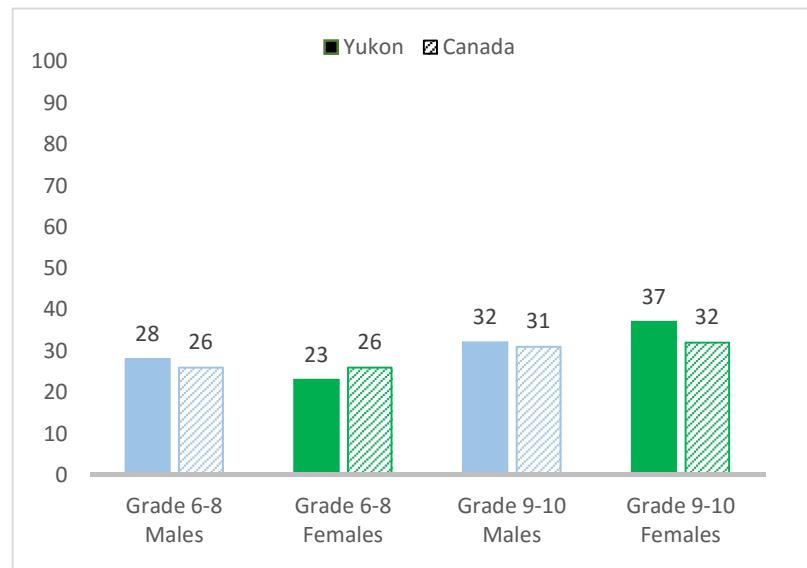
FIGURE 13 Students who reported they felt low or depressed once a week or more in the last six months by grade and gender (%)



PARENTS EXPECT TOO MUCH

Older students were more likely to report their parents expected too much of them than were younger students. Grade 9-10 females in Yukon were more likely to report their parents expected too much of them than were Grade 9-10 females in the rest of Canada. Reported too high parental expectations were higher for younger males than for younger females in Yukon. The reverse was true for Yukon older students. Too high parental expectations were unrelated to gender in the rest of Canada.

FIGURE 14 Students who agreed or strongly agreed that their parents expected too much of them, by grade and gender (%)

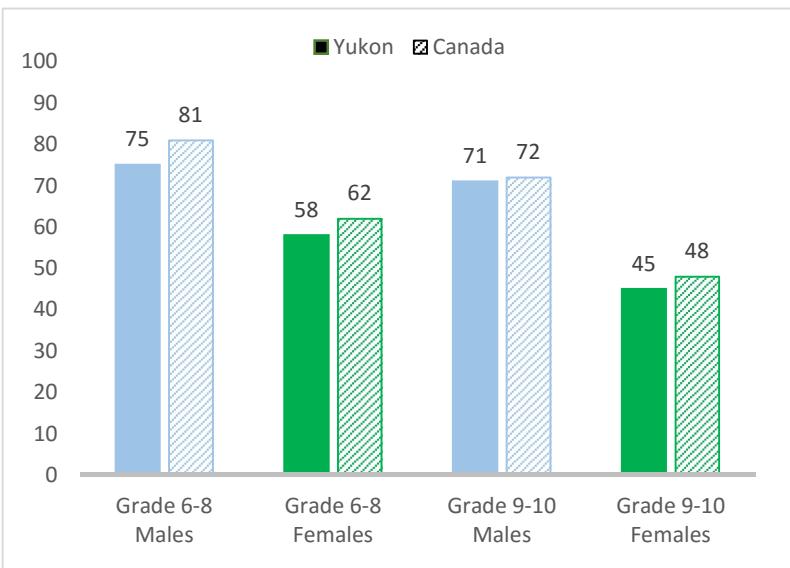


SELF-CONFIDENCE

Reported self-confidence was related to both gender and grade level. Younger students and males were much more likely to agree or strongly agree that they had confidence in themselves than were older students and females. Grade 6-8 students in Yukon were less likely to report being self-confident than were Grade 6-8 students in the rest of Canada.

Geographic differences at the Grade 9-10 level were minimal.

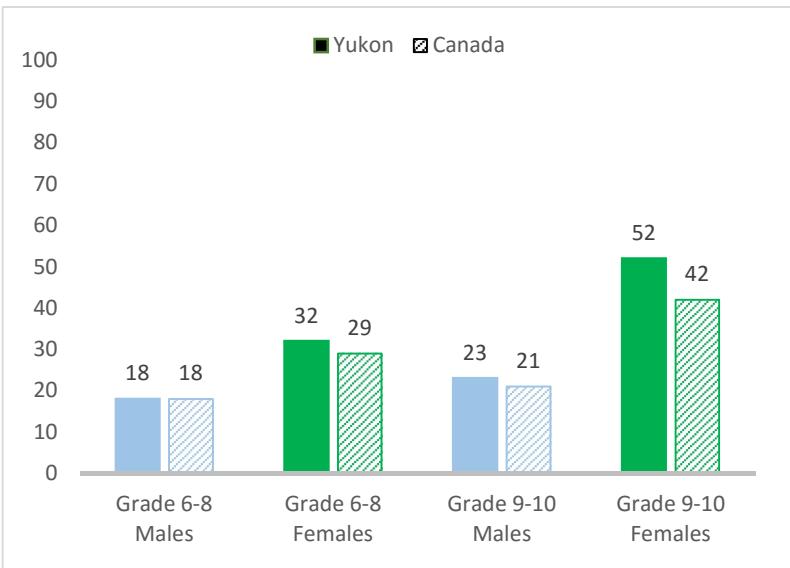
FIGURE 15 Students who agreed or strongly agreed that they had confidence in themselves, by grade and gender (%)



FEELING SAD OR HOPELESS

Females and older students reported higher ongoing sadness/hopelessness than did males and younger students with Grade 9-10 females reporting considerably higher ongoing sadness/hopelessness than did any other grade level-gender combination. Grade 9-10 females in Yukon were more likely to report that they felt so sad or hopeless almost every day for two weeks or more in a row than were Grade 9-10 females in the rest of Canada.

FIGURE 16 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 and gender (%)



4 HEALTH PROMOTING BEHAVIOURS

Healthy Eating

Healthy eating is important for the healthy development of children and adolescents (Health Canada, 2015). *Canada's Food Guide* (Health Canada, 2015) provides concrete recommendations for amounts of food and specific dietary requirements for different age groups. It advocates that healthy and nutritious food, such as fruits and vegetables, need to be part of a healthy eating pattern and should be consumed on a daily basis (Health Canada, 2015). Additionally, young people should limit the frequency at which they consume foods and beverages high in calories, sugar, and/or salt (Gore, Foster, DiLillo, & West, 2003).

Certain eating patterns are more likely to result in an unhealthy weight, thereby leading to health issues (Lillico, Hammond, Manske, & Murnaghan, 2014). Skipping breakfast, for example, has been linked to poorer nutritional health (Nicklas, O'Neil, & Myers, 2004; Peters, Verly, Marchioni, Fisberg, & Martini, 2012) and reduced cognitive performance (Adolphus, Lawton, & Dye, 2013). Youth should also avoid frequently eating at fast food restaurants, as the foods sold at these establishments, while affordable, are generally high in calories and low in nutrition (Bowman, Gortmaker, Ebbeling, Pereira, & Ludwig, 2004; Kirkpatrick et al., 2014).

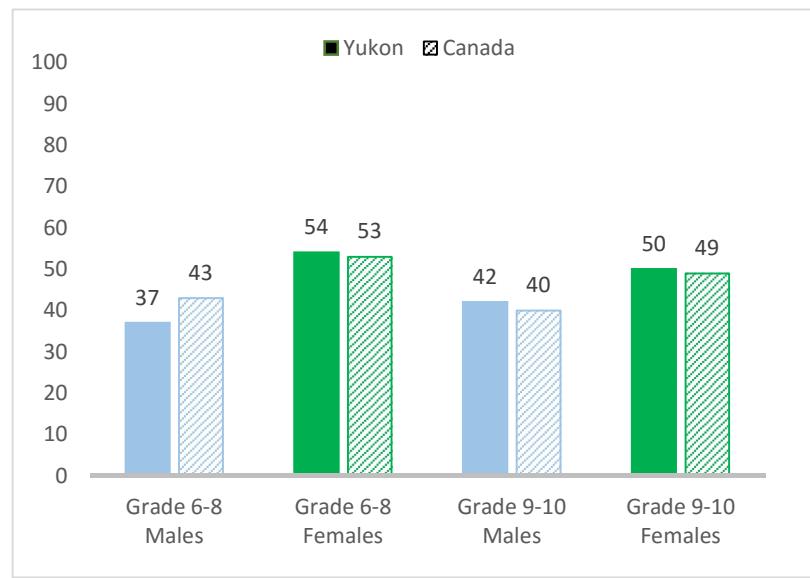
Students who live in households with food insecurity, such as scarcity of nutritious foods, and/or nutritious foods being too costly, may not receive adequate or appropriate nutritional intake (Kirkpatrick & Tarasuk, 2008). Going to bed or to school hungry is one indicator of food insecurity. Food insecurity has been related to higher risk of mental health difficulties in both Canada (Melchior et al., 2012) and the United States (McLaughlin et al., 2012).

EATING VEGETABLES

Female students were more likely to report eating vegetables at least once daily than were male students. Grade 6-8 males in Yukon were less likely to report eating vegetables at least once daily than were Grade 6-8 males in the rest of the country. With the exception of males in Yukon, where consumption increased from Grade 6-8 to Grade 9-10, reports of vegetable consumption decreased across grade level.

FIGURE 17

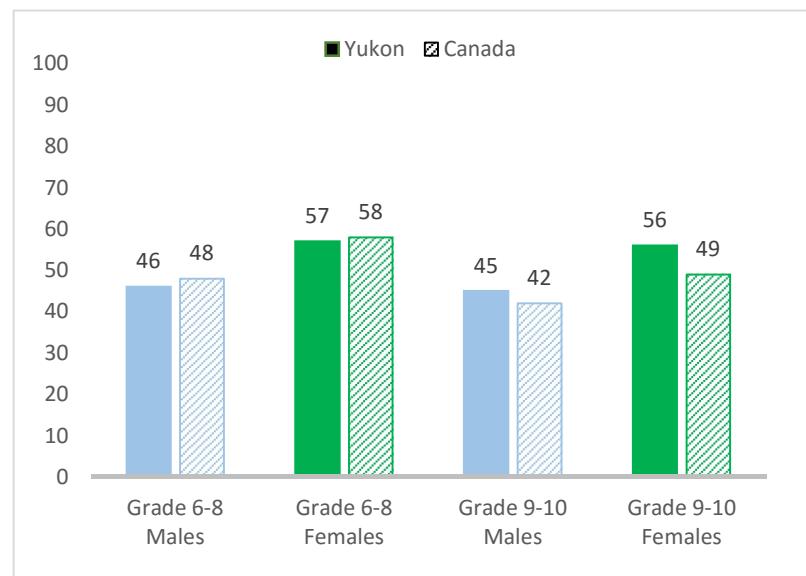
Students who reported that they ate vegetables once per day or more, by grade and gender (%)



EATING FRUITS

Similarly, female students were more likely to report eating fruits at least once daily than were male students. Grade 9-10 females in Yukon were more likely to report eating fruits at least once daily than were Grade 9-10 females in the rest of the country. Reports of fruit consumption decreased across grade level for students in the rest of Canada, but remained steady for students in Yukon.

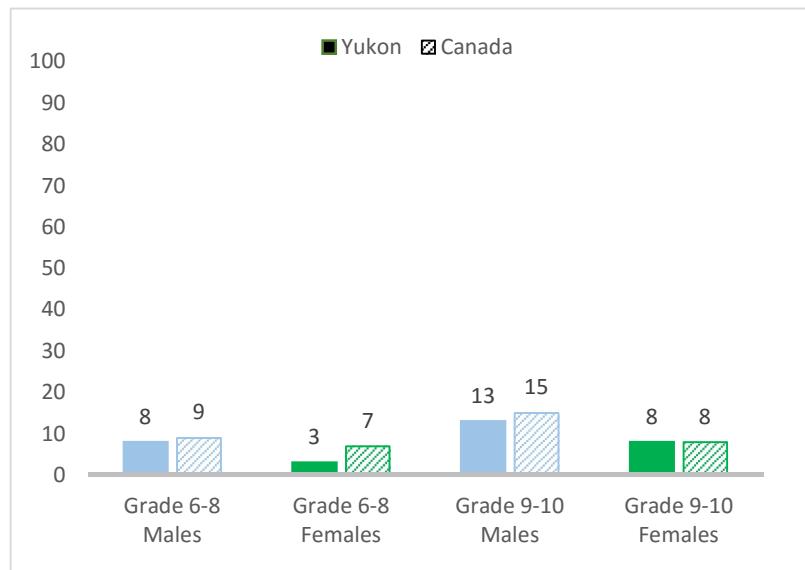
FIGURE 18 Students who reported that they ate fruits once per day or more, by grade and gender (%)



DRINKING SOFT DRINKS

There were limited geographic differences in the reported daily consumption of soft drinks. Reported consumption of soft drinks increased across grade level, except for females in the rest of Canada. Other than for Grade 6-8 students in the rest of Canada, males were more likely to report drinking soft drinks at least daily than were females.

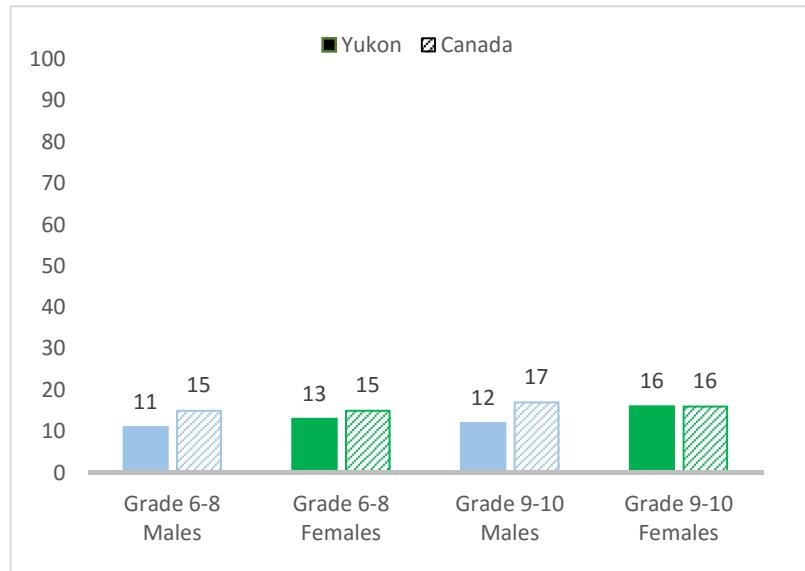
FIGURE 19 Students who reported that they drank soft drinks once per day or more, by grade and gender (%)



EATING CANDY OR CHOCOLATE

Males in Yukon were less likely to report that they ate candy or chocolate once per day or more than were males elsewhere in Canada. Grade 9-10 females in Yukon were more likely to report that they ate candy or chocolate once per day, or more than were Grade 9-10 males in their territory. Students' reports of eating candy or chocolate daily or more often were unrelated to grade level.

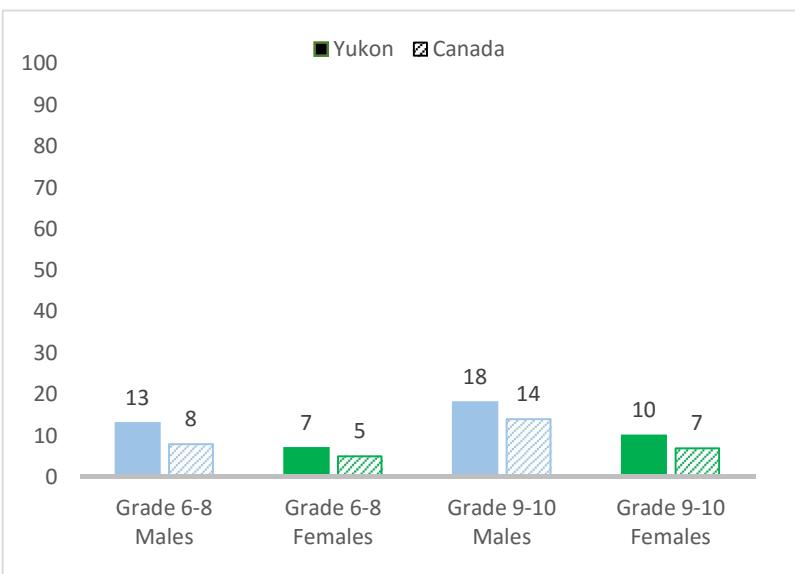
FIGURE 20 Students who reported that they ate candy or chocolate once per day or more, by grade and gender (%)



DRINKING ENERGY DRINKS

Reported weekly energy drink consumption was higher for males than for females with Grade 9-10 males the most likely to report drinking energy drinks at least once weekly. Reported energy drink consumption increased across grade level, except for females in the rest of Canada. Male students in Yukon were more likely to report drinking energy drinks at least once weekly than were male students in the rest of Canada.

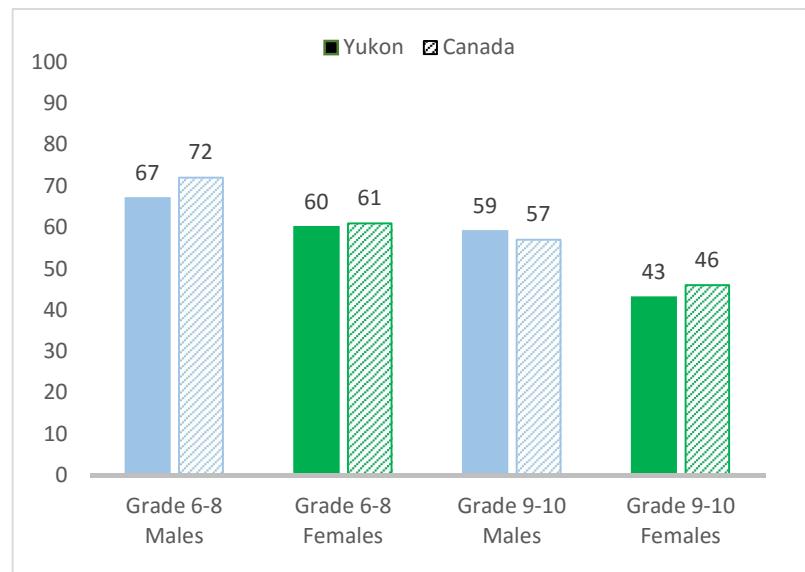
FIGURE 21 Students who reported that they drank energy drinks once a week or more, by grade and gender (%)



EATING BREAKFAST EVERY WEEKDAY

Reported eating breakfast (more than a glass of milk or fruit juice) on all five weekdays was related to both grade level and gender, decreasing across grade level and much higher for males than for females. The grade-level decrease was 8%-15% for males and 15%-17% for females. Grade 6-8 males in Yukon were less likely to report eating breakfast (more than a glass of milk or fruit juice) on all five weekdays than were Grade 6-8 males in the rest of Canada. Other geographic differences were minimal.

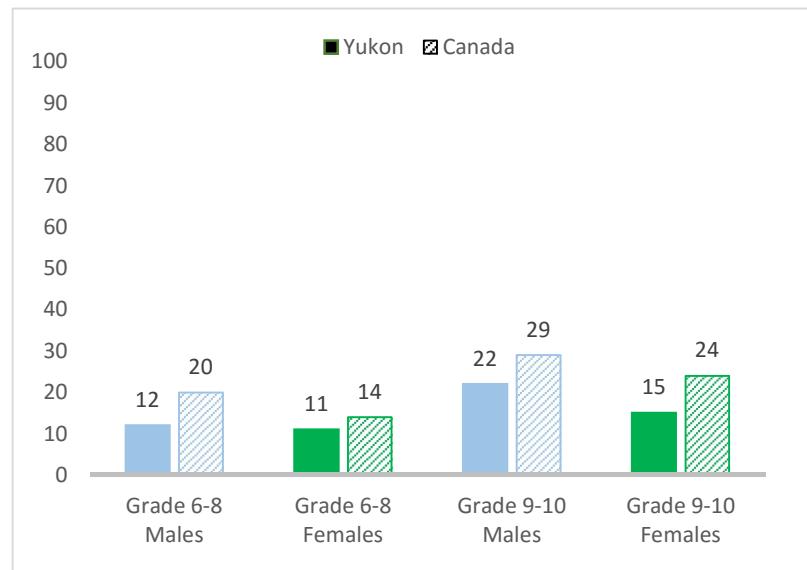
FIGURE 22 Students who reported that they ate breakfast (more than a glass of milk or fruit juice) on all five weekdays, by grade and gender (%)



EATING IN A FAST FOOD RESTAURANT

Students in Yukon were less likely to report eating at least weekly in a fast food restaurant than were students in the rest of Canada. With the exception of Grade 6-8 students in Yukon, males were more likely to report eating at least weekly in a fast food restaurant than were females. Students' reports of eating fast food at least once a week increased across grade level.

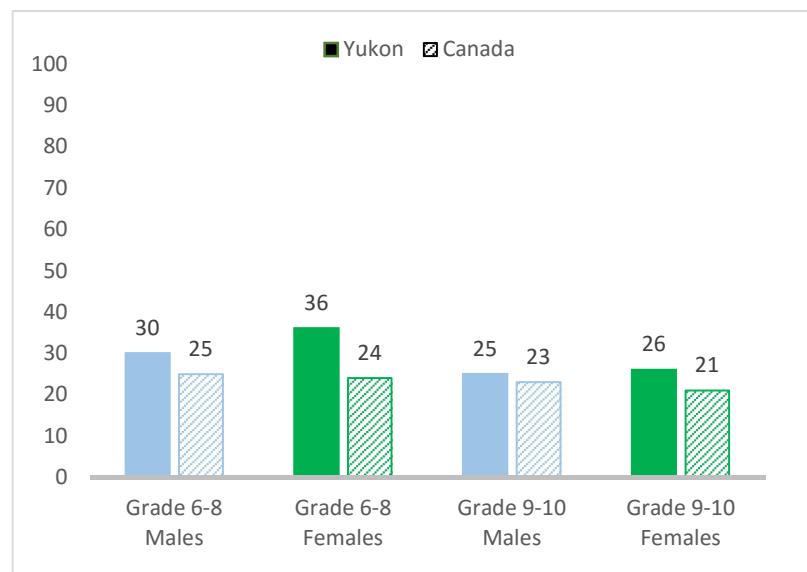
FIGURE 23 Students who reported that they ate in a fast food restaurant once a week or more, by grade and gender (%)



FOOD INSECURITY

With the exception of Grade 9-10 males, students in Yukon were more likely to report going to school or bed hungry because there was not enough food at home at least sometimes than were students in the rest of Canada. Grade 6-8 females in Yukon were more likely to report going to school or bed hungry because there was not enough food at home at least sometimes than were Grade 6-8 males in their territory. Reported going to school or bed hungry because there was not enough food at home at least sometimes decreased across grade level.

FIGURE 24 Students who reported that they went to school or to bed hungry because there was not enough food at home at least sometimes, by grade and gender (%)



Healthy Weight

Obesity, a condition of excess body weight and fat that can be classified as a disease (Allison et al., 2008), is a recognized public health issue in Canada. Obesity results from a long-term imbalance wherein the number of calories consumed in the diet exceeds the amount of calories burned and expended by the body. Obesity experienced during the adolescent years tends to persist into adulthood (Singh, Mulder, Twisk, VanMechelen, & Chinapaw, 2008).

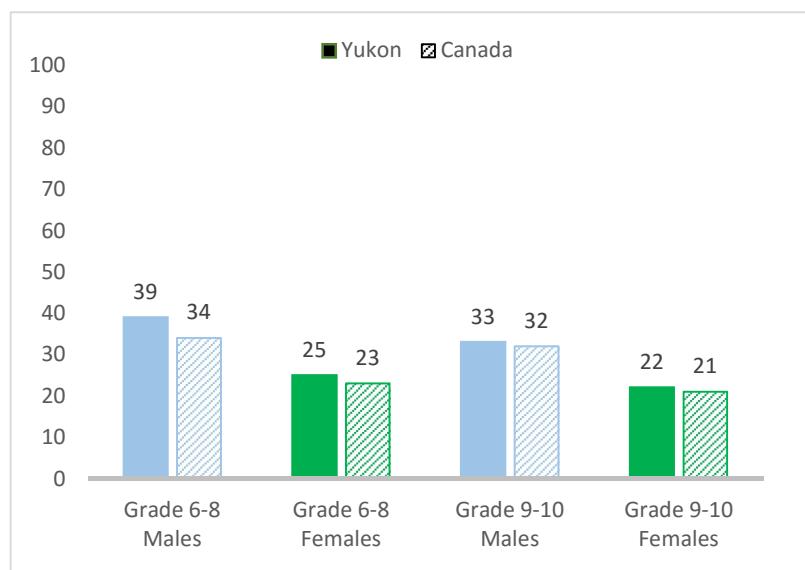
Body Mass Index (BMI), calculated as weight (in kg) divided by height (in m^2), was used to determine healthy weights in this report. Students were classified as overweight or obese based on international BMI standards for school-aged children and adolescents as developed by the WHO (de Onis et al., 2007).

BMI is admittedly an imperfect measure of the percentage of body fat. Overall, BMI accounts for approximately 74.5% of the variance in body fat for females and 65.4% of the variance for males, although these figures are influenced by both age and race (Jackson et al., 2002). Additionally, rather than weighing and measuring students, we relied on their reports of height and weight. For example, in a validation of HBSC data in Wales, self-report BMI data led to an estimation of 13.9% overweight and 2.8% obese, compared to a measured BMI estimate of 18.7% and 4.4% respectively (Elgar, Roberts, Tudor-Smith, & Moore, 2005). Overweight/obese adolescents tended to be more likely than other students to under-report their weight.

BODY MASS INDEX (BMI)

Males were more likely to be classified as overweight or obese by BMI than were females. Grade 6-8 males in Yukon were more likely to be classified as overweight or obese by BMI than were Grade 6-8 males elsewhere in the country. There was a difference across grade level for males in Yukon (a decrease of 6%). Differences across grade level were minimal for Yukon females and students in the rest of Canada.

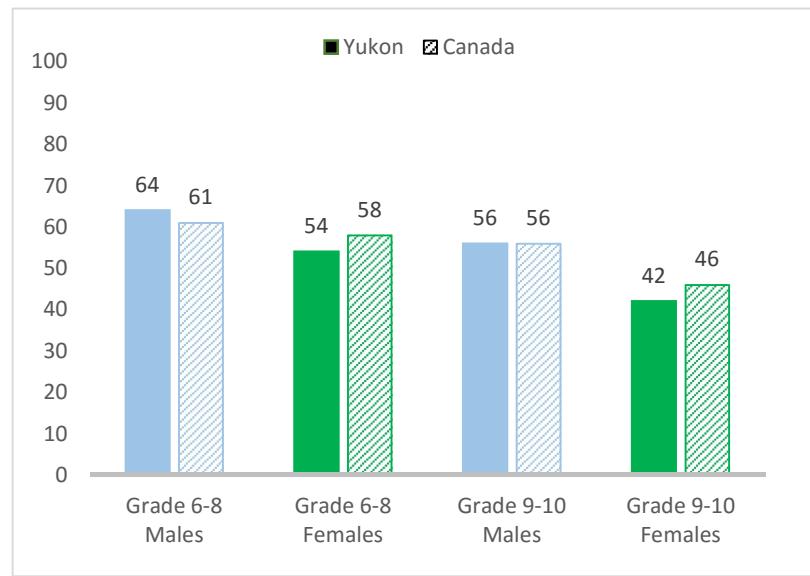
FIGURE 25 Students who reported they were overweight or obese by Body Mass Index (BMI) category, by grade and gender (%)



BODY IMAGE

Males were more likely to report that their body was “about the right size” than were females. Students’ reports of thinking their body was “about the right size” decreased across grade level, most sharply for females.

FIGURE 26 Students who reported that they thought their body was about the right size, by grade and gender (%)



Sleep Health

Today's youth sleep one hour less per night than they did 100 years ago (Matricciani, Olds, & Petkov, 2012). This reduction in sleep could be contributing to a myriad of physical, mental, and social health problems (Gruber et al., 2014). Insufficient sleep has long been associated with an impaired ability to concentrate and retain information and impaired academic performance (Wolfson & Carskadon, 1998), mood disorders such as anxiety and depression (Blunden, Hoban, & Chervin, 2006), decreased immune function (Sekine, Chandola, Martikainen, Marmot, & Kagamimori, 2006), increased risk of injuries (Koulouglioti, Cole, & Kitzman, 2008), and obesity (Cappuccio et al., 2008).

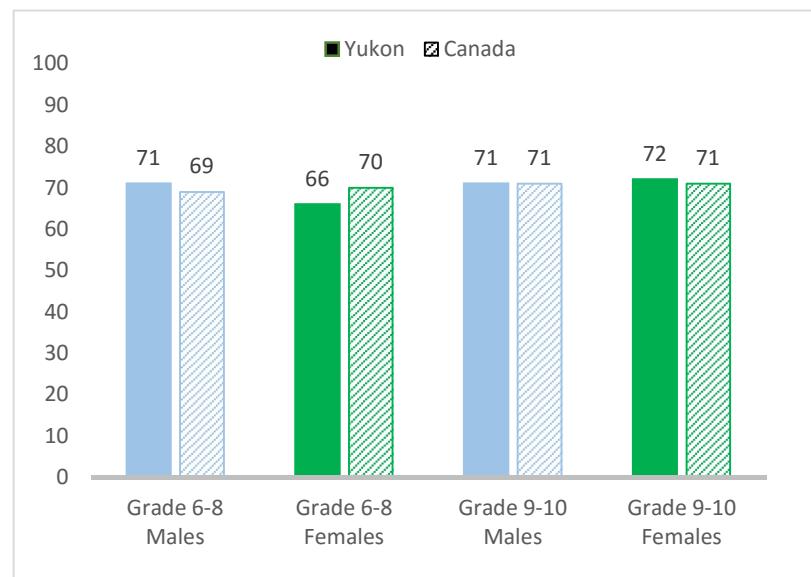
The National Sleep Foundation from the United States has recently provided updated recommendations on how many hours of sleep people need (Hirshkowitz et al., 2015). Although Canadian guidelines do not exist, the National Sleep Foundation recommendations have been endorsed in a Canadian position statement on pediatric sleep (Gruber et al., 2014). These recommendations suggest that 6 to 13 years olds should get 9-11 hours of sleep per night (used for Grade 6-8 students) and that 14 to 17 year olds should get 8-10 hours of sleep per night (used for Grade 9-10 students).



SLEEP DURATION

Grade 6-8 females in Yukon were less likely to report that they slept the recommended amount of time on average in the past week than were Grade 6-8 females in the rest of Canada. Other than for females in Yukon (increased by 6%), students' reports of meeting sleep duration recommendations were unrelated to grade level.

FIGURE 27 Students who met sleep duration recommendations, by grade and gender (%)



Oral Health

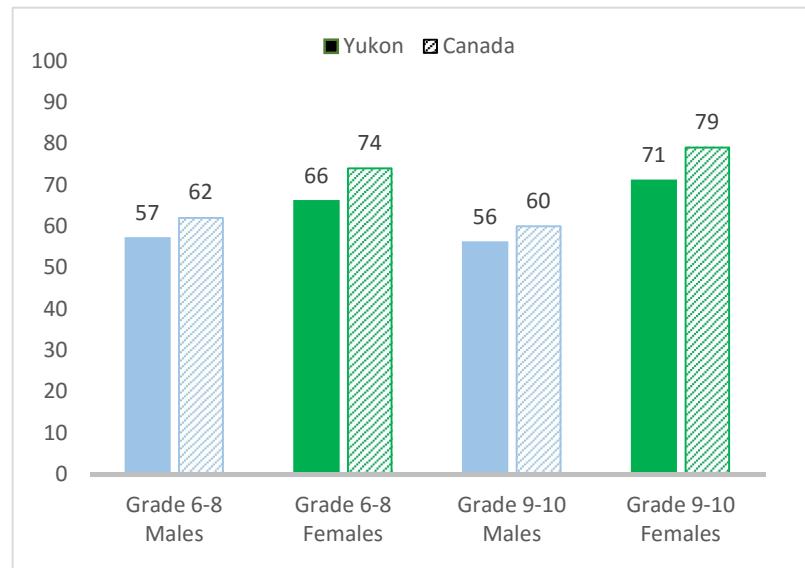
There is a relationship between following a healthy diet and brushing one's teeth regularly for improved oral care (Canadian Dental Association [CDA], 2015). Oral health is related to improved physical and mental health. Brushing teeth twice daily is recommended (American Dental Association [ADA], 2014).

BRUSHING TEETH

Females were more likely to report brushing their teeth two or more times daily than were males. Students in Yukon were less likely to indicate that they brushed their teeth at least twice daily than were students in the rest of Canada. Reports of brushing teeth two or more times daily increased for females across grade level, but remained steady for males.

FIGURE 28

Students who reported that they brushed their teeth more than once a day, by grade and gender (%)



Physical Activity

Physical activity is defined as bodily movement produced by the muscles that results in an increase in energy expenditure (Sirard & Pate, 2001). It includes non-vigorous tasks such as playing catch, moderate intensity tasks such as walking, and vigorous intensity tasks such as running.

Physical activities of moderate to vigorous intensity are those that will make the individual breathe more deeply and rapidly and increase his or her body temperature (e.g., makes him or her feel warm, sweat; National Health Services [NHS], 2015). Physical activities of moderate to vigorous intensity are associated with a variety of physical and mental health benefits including regulation of body weight, fewer chronic disease risk factors, improved fitness, development of healthy and strong bones, and improved mental health (Janssen & LeBlanc, 2010; Strong et al., 2005).

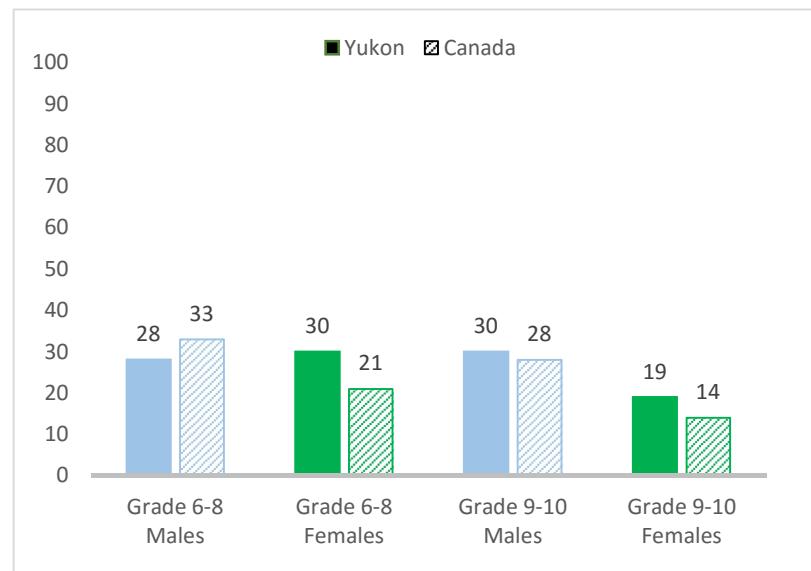


PHYSICAL ACTIVITY IN THE PAST SEVEN DAYS

With the exception of Grade 6-8 students in Yukon, males tended to report more every day physical activity than did females. Females in Yukon were more likely to report every day physical activity than were females in the rest of Canada. The reverse was true for Grade 6-8 males. Reported daily physical activity was higher for younger students than for older students, except for males in Yukon.

FIGURE 29

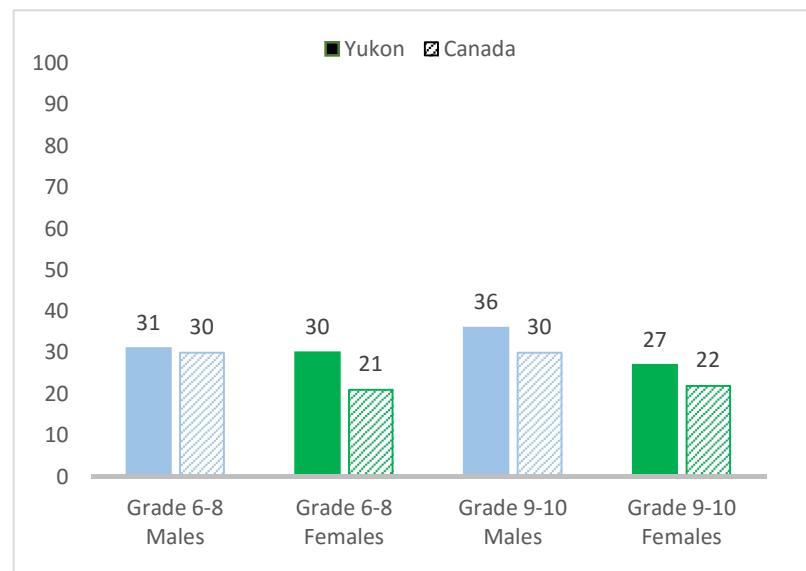
Students who reported that they had been physically active for at least 60 minutes per day on each of the past seven days, by grade and gender (%)



PHYSICAL ACTIVITY IN CLASS TIME AT SCHOOL (NOT JUST PHYS. ED. CLASS)

With the exception of Grade 6-8 students in Yukon, males were more likely to report spending four or more hours per week doing physical activity in class time at school than were females. Other than for Grade 6-8 males, students in Yukon were more likely to report meeting this standard than were students in the rest of Canada. Grade level was unrelated to this question, except for males in Yukon (an increase of 5% across grade level).

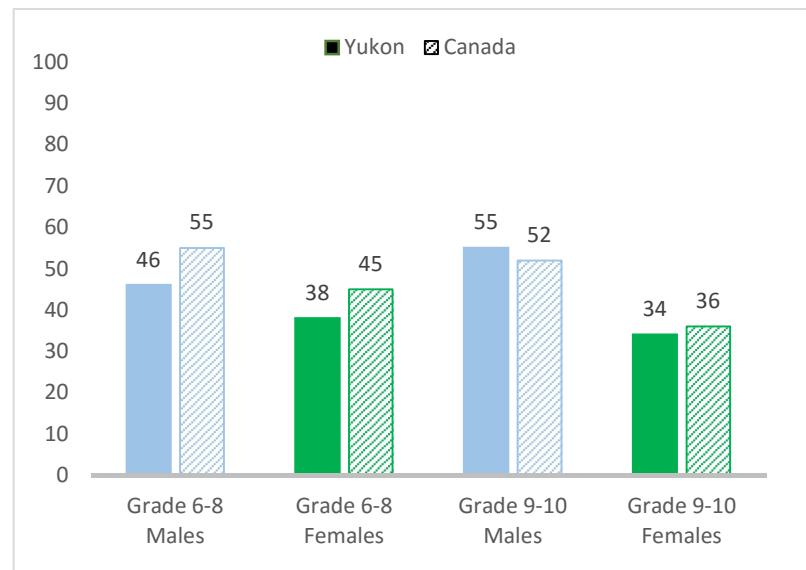
FIGURE 30 Students who reported that they had spent four or more hours per week doing physical activity in class time at school, by grade and gender (%)



PLAYING OUTDOORS

Students' reports of playing outdoors in their free time were higher for males than for females. With the exception of males in Yukon, where the reverse was true, younger students were more likely to report playing outside in their free time than were older students. Grade 6-8 students in Yukon were less likely to report playing outside in their free time than were Grade 6-8 students in the rest of Canada. Geographic differences at Grade 9-10 level were minimal.

FIGURE 31 Students who reported that they had spent two or more hours per week participating in outdoor play in free time outside of school hours, by grade and gender (%)



5 HEALTH RISK BEHAVIOURS

Sedentary Behaviour

Sedentary behaviour differs from physical activity and consists of activities in which there is little movement or energy expenditure, usually occurring while a person is seated or lying down (Sedentary Behaviour Research Network, 2012). Common sedentary activities include watching television, playing video games, using the computer, doing homework, reading, and motorized travel (Pate, O'Neill, & Lobelo, 2008). Young people's sedentary behaviour levels should be reasonable and healthy with a recommendation that recreational screen time not exceed two hours daily (Tremblay et al., 2011). Increased time spent engaging in sedentary behaviour, especially screen activities such as watching television, using the computer and playing video games, have been linked to several negative health outcomes (LeBlanc et al., 2012; Tremblay, Colley, Saunders, Healy, & Owen, 2010). For example, obesity, unhealthy eating, decreased fitness, and substance use and abuse are all associated with excessive screen time (e.g., Carson, Pickett, & Janssen, 2011; Mark & Janssen, 2008).

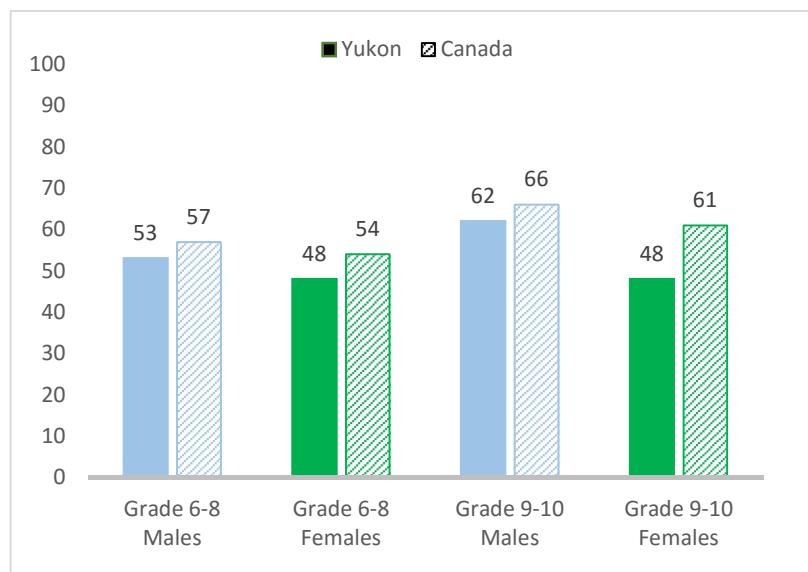


HOURS WATCHING TELEVISION

Reports of watching television two hours or more daily were related to both geographic location and gender, with students in Yukon and females less likely to report this level of television watching compared to students in the rest of Canada and males. With the exception of females in Yukon, reports of watching television two hours or more daily increased across grade level.

FIGURE 32

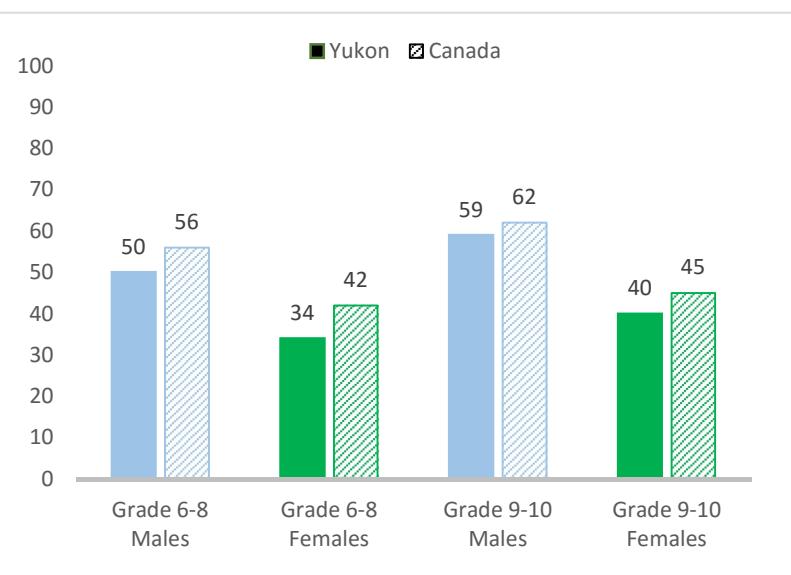
Students who reported that they had watched two or more hours per day of television, videos (including YouTube or similar services), DVDs, and other entertainment, by grade and gender (%)



HOURS PLAYING ON A COMPUTER OR GAMES CONSOLE

Males were much more likely to indicate they spent at least two hours daily playing video games than were females. Reports of spending two hours or more daily playing video games increased across grade levels. Students in Yukon were less likely than students in the rest of Canada to report playing video games daily for two hours or more.

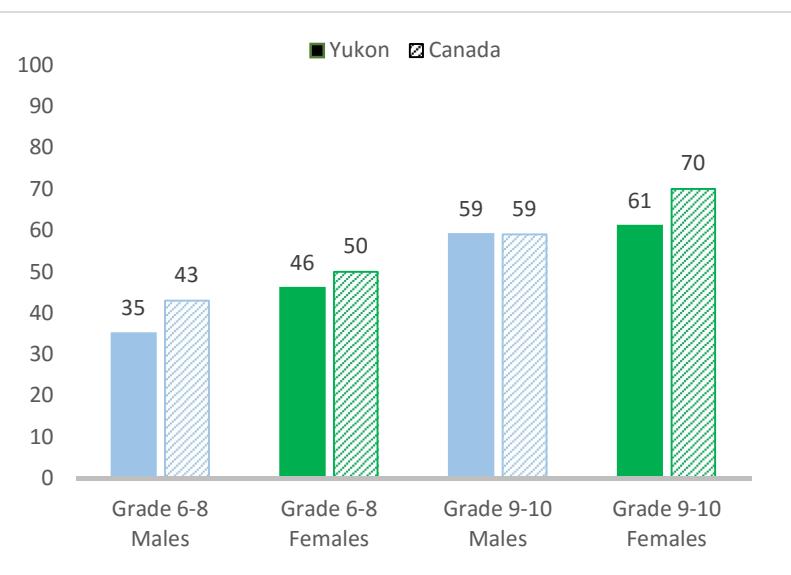
FIGURE 33 Students who reported that they had spent two or more hours per day playing games on a computer, games console, tablet (like iPad), smartphone or another electronic device (not including moving or fitness games), by grade and gender (%)



HOURS USING A COMPUTER FOR CHATTING ON-LINE

Reported on-line chatting was related to both grade level and gender, increasing across grade levels and higher for females than for males. The grade-level increase was 16%-24% for males and 15%-20% for females. With the exception of Grade 9-10 males, students in Yukon were less likely to report on-line chatting than were students in the rest of Canada.

FIGURE 34 Students who reported that they spent two or more hours per day using electronic devices such as computers, tablets (like iPad) or smartphones for other purposes (e.g., homework, emailing, tweeting, Facebook, chatting, surfing the internet), by grade and gender (%)



Injury

Injury is defined as any physical harm to the body (Langley & Brenner, 2004). Such physical damage to the body is produced by energy exchanges that involve physical, thermal, chemical, and radiation forces that have relatively sudden discernible effects (Robertson, 1998). These events frequently happen to young people and represent an important burden to the health of adolescent populations in Canada (Public Health Agency of Canada [PHAC], 2009). The most common injuries among young people are caused by physical forces; these injuries often happen while playing sports, during motor vehicle collisions, while cycling, or during physical fights (Molcho et al., 2006). Injuries can also include poisoning and ingestions, and burns (Langley & Brenner, 2004). Injuries are costly to society in terms of healthcare expenditures and time lost from productive activities for both adolescents and the adults who care for them when they are injured (Leitch, 2007; Peden et al., 2008). We also asked about the location of injuries, but the numbers were too small to report with confidence.

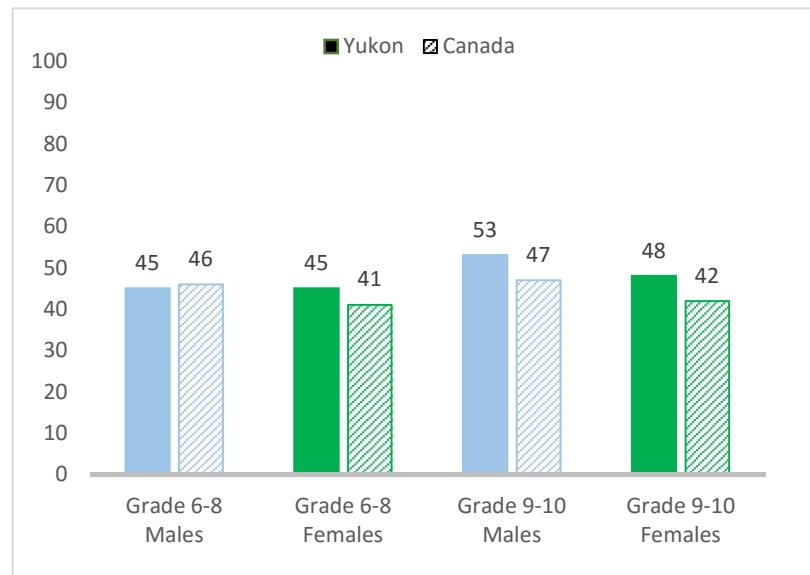


INJURIES IN THE PAST 12 MONTHS

Injury reports in the past 12 months were higher for males than for females, except for Grade 6-8 students in Yukon. Other than for Grade 6-8 males, students in Yukon were more likely to report an injury during the past 12 months than were students in the rest of Canada. Reports of injuries in the past 12 months increased across grade level for students in Yukon, but remained steady for students in the rest of Canada.

FIGURE 35

Students who reported an injury during the past 12 months requiring treatment by a doctor or nurse, by grade and gender (%)



Bullying

Bullying is a relationship problem. Bullying among youth has been traditionally defined as repeated, unwanted aggressive behaviour(s) by another youth or group of youth, involving an observed or perceived power imbalance (Olweus, 2003). It can result in physical, psychological, social, or educational harm or distress being inflicted on the targeted youth (Gladden, Vivolo-Kantor, Hamburger, & Lumpkin, 2014). Since bullying is defined as a relationship problem, online relationships must also be considered. Cyberbullying is associated with many of the same negative outcomes as traditional bullying (Tokunaga, 2010).

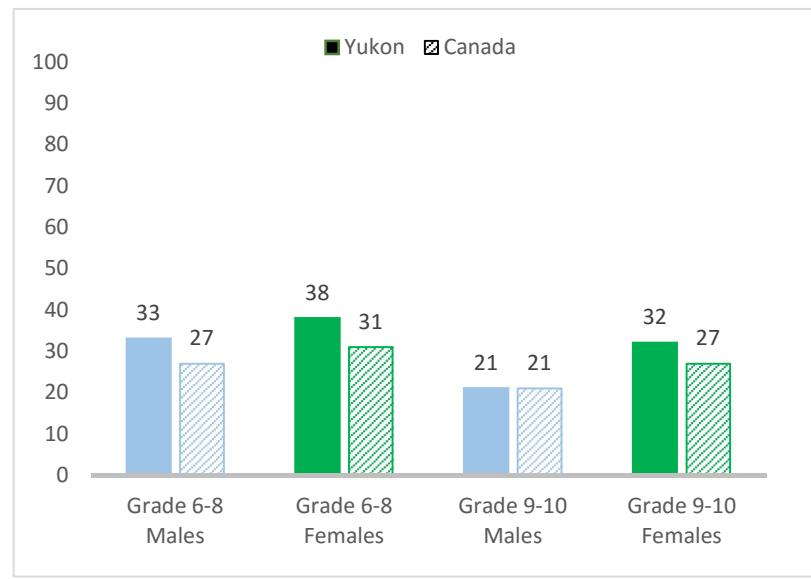
Bullying puts young people at immediate and long-term risk for academic, emotional, behavioural, and relationship problems (e.g., Golmaryami et al., 2015; Strøm, Thoresen, Wentzel-Larsen, & Dyb, 2013; Vassallo, Edwards, Renda, & Olsson, 2014). Bullying has broad impacts on the safety and welfare of all students involved – youth who are bullied, youth who bully others, and youth who know it is going on (Graham, 2016; Juvonen & Graham, 2014; Swearer & Hymel, 2015).



HAVING BEEN BULLIED

With the exception of Grade 9-10 males, students in Yukon were more likely to report having been bullied at school than were students in the rest of Canada. Males were less likely to report having been bullied at school than were females. Reports of having been bullied decreased across grade level.

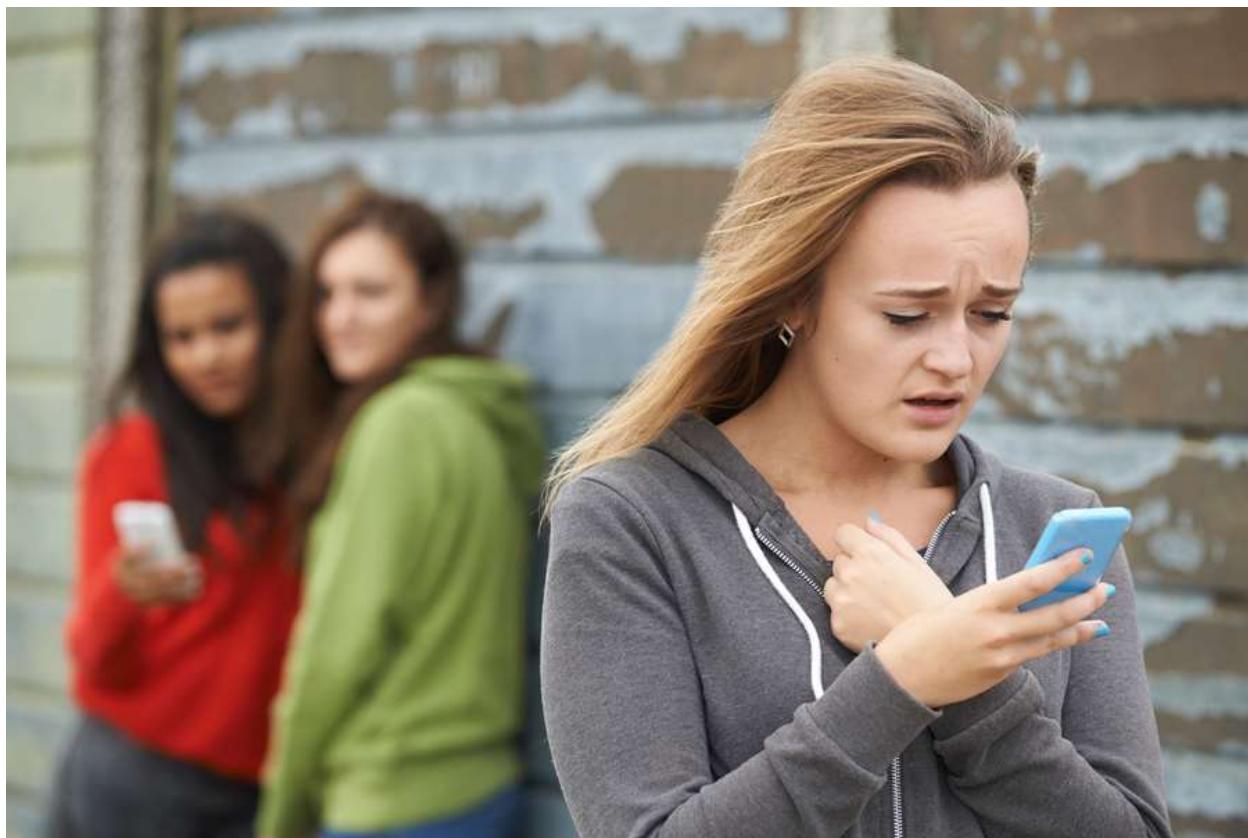
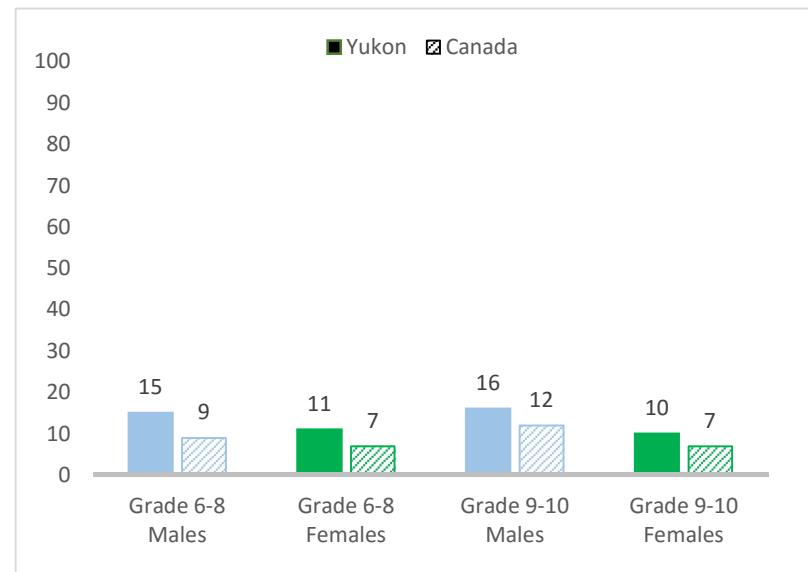
FIGURE 36 Students who reported that they had been victimized at school in the past couple of months, by grade and gender (%)



BULLYING OTHERS

Males more often indicated that they had bullied others than did females. Older males in the rest of Canada were more likely to report that they had bullied others than were younger males in the rest of Canada. Reports of having bullied others were higher for students in Yukon than for students in the rest of Canada.

FIGURE 37 Students who reported that they had bullied others at school in the past couple of months, by grade and gender (%)



Substance Use

The adolescent years mark a time period when lifelong habits are established. This time period is also marked by experimentation with smoking, alcohol, and drugs and other risky behaviours (Chassin, Pitts, & Prost, 2002). Generally, substance use becomes more common among older youth, but the younger that adolescents begin use, the greater the likelihood that they will develop problems related to that use (Hingson, Heeren, & Winter, 2011; Mason & Spoth, 2012). For the majority of adolescents, these behaviours are occasional in nature (Nell, 2002). However, for a sizable minority of adolescents, these behaviours escalate and become more serious problems. Several risky behaviours tend to co-occur with other health problems in youth, such as injuries (Collin, 2006), cognitive and psychomotor impairment (Squeglia, Jacobus & Tapert, 2009), and social and emotional problems (Elgar, Knight, Worrall, & Sherman, 2003).

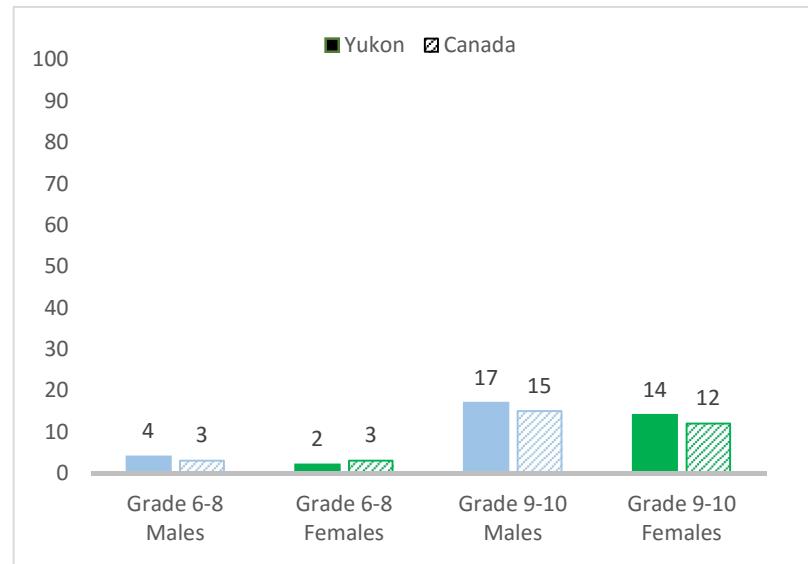


The use of self-report data for health-related issues, for example, around alcohol and substance use, has long been a topic of debate and concern (Del Roca & Noll, 2000). However, there remains no reasonable way of collecting such data other than through self-reports. Furthermore, the anonymity of the HBSC data was used to increase the likelihood of adolescents reporting accurately, as has been done in other health studies (Kilpatrick, Howlett, Sedgwick, & Ghodse, 2000).

SMOKERS

Four percent or less of Grade 6-8 students reported having ever smoked or used flavoured tobacco. Those percentages increased across grade level, especially for males. Grade 9-10 males were more likely to report ever having smoked or used flavoured tobacco than were Grade 9-10 females. Geographic differences in students' reports of having smoked or used flavoured tobacco were limited.

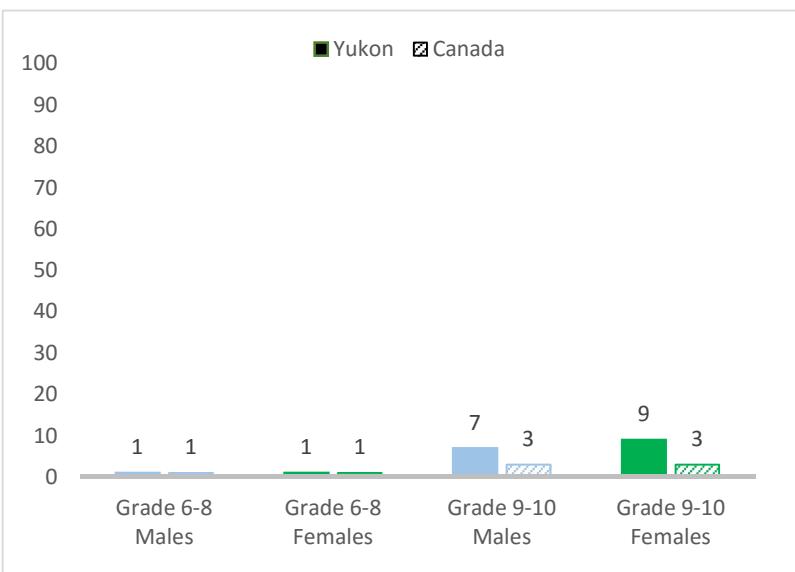
FIGURE 38 Students who reported that they had ever smoked or used flavoured tobacco, by grade and gender (%)



DAILY TOBACCO SMOKING

Grade 9-10 students in Yukon were more likely to report that they smoked tobacco daily at present than were Grade 9-10 students in the rest of Canada. Daily smoking rates for Grade 6-8 students were minimal and unrelated to gender or geographical location.

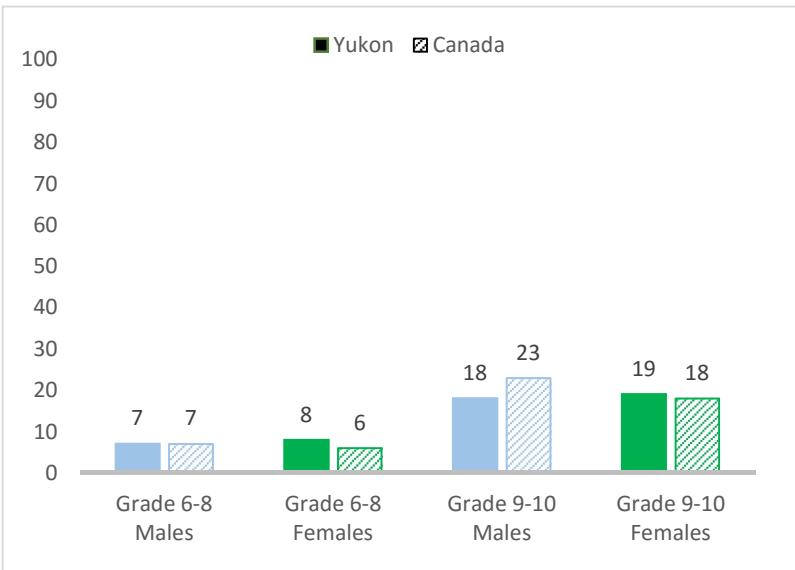
FIGURE 39 Students who reported that they smoked tobacco daily at present, by grade and gender (%)



SMOKING E-CIGARETTES

Reported e-cigarette smoking increased across grade level, especially for males. Grade 9-10 males in Yukon were less likely to report e-cigarette smoking than were Grade 9-10 males across the rest of Canada. While reported percentages of e-cigarette smoking were similar for males and females in Yukon, reported e-cigarette smoking was higher for Grade 9-10 males compared to Grade 9-10 females in the rest of Canada.

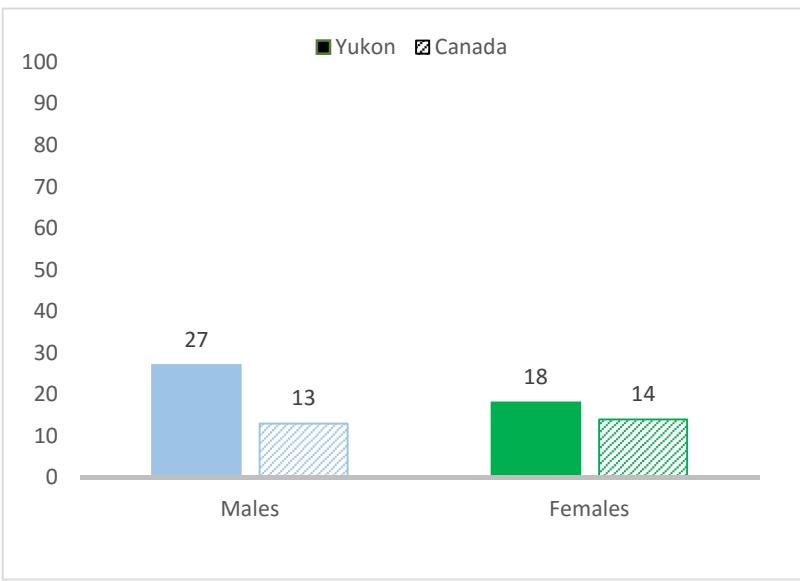
FIGURE 40 Students who reported that they had ever smoked e-cigarettes, by grade and gender (%)



CANNABIS USE

Grade 9-10 students in Yukon were more likely to report using cannabis in the last 30 days than were Grade 9-10 students in the rest of Canada. Students' reports of using cannabis in the last 30 days were higher for males in Yukon than for females in their territory. There were no gender differences among Grade 9-10 students in the rest of Canada.

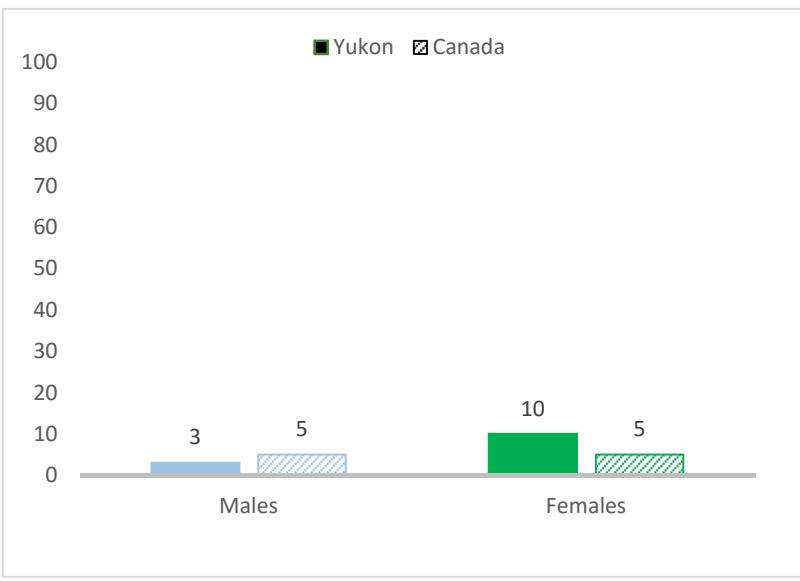
FIGURE 41 Grade 9 and 10 students who reported that they used cannabis in the last 30 days, by gender (%)



PAIN RELIEVERS

Very few Grade 9-10 students reported having ever taken pain relievers to get high. Grade 9-10 females in Yukon were more likely to report using pain relievers to get high than were Grade 9-10 females in the rest of Canada. In Yukon, reports of using pain relievers to get high were higher for females than for males. There were no gender differences for Grade 9-10 students in the rest of Canada.

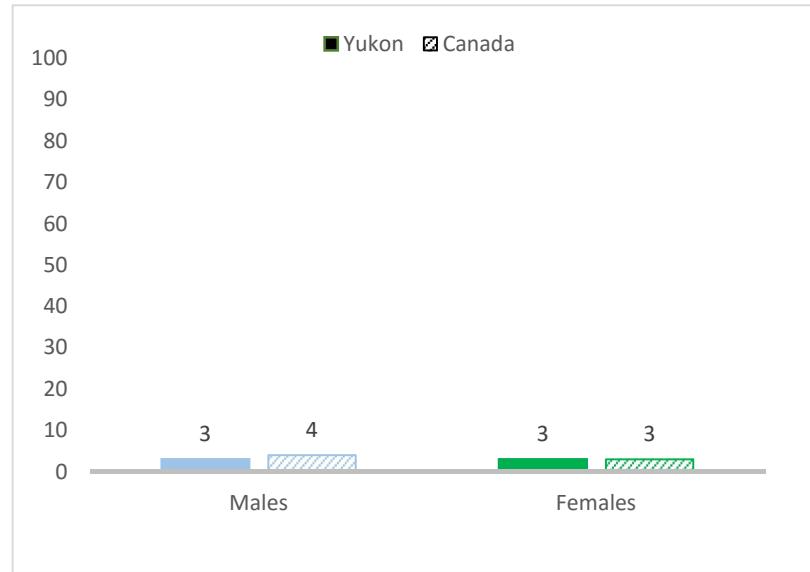
FIGURE 42 Grade 9 and 10 students who reported that they had ever taken pain relievers (e.g., Percodan, Demerol, Oxycontin, Codeine) in the last 12 months to get high, by gender (%)



STIMULANTS

Similarly, very few Grade 9-10 students reported having ever taken stimulants to get high. Numbers were unrelated to gender or geographic location.

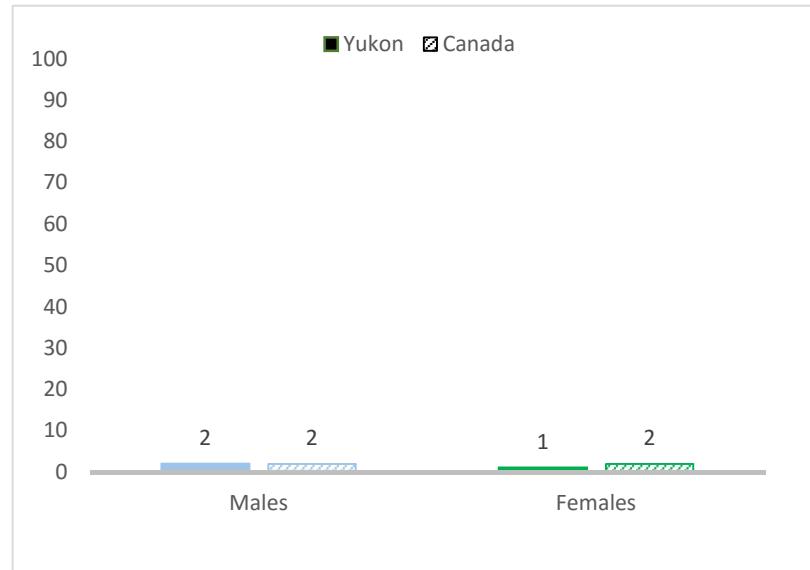
FIGURE 43 Grade 9 and 10 students who reported that they had ever taken stimulants (e.g., Ritalin, Concerta, Adderall) in the last 12 months to get high, by gender (%)



SEDATIVES/TRANQUILIZERS

As with pain relievers and stimulants, reported use of sedatives/tranquilizers to get high was rare, with numbers unaffected by gender or geography.

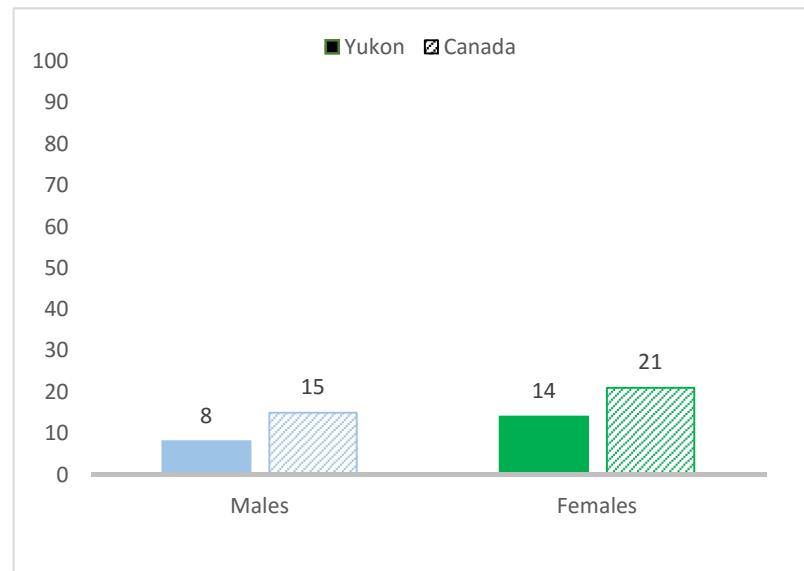
FIGURE 44 Grade 9 and 10 students who reported that they had ever taken sedatives/tranquilizers (e.g., Valium, Ativan, Xanax) in the last 12 months to get high, by gender (%)



COUGH AND COLD MEDICINES

Reported use of cough and cold medicines by Grade 9-10 students to get high was higher than reported use of pain relievers, stimulants, and sedatives/tranquilizers. Females were more likely to report getting high on cough and cold medicines than were males. Students in Yukon were less likely to report using cough and cold medicines to get high than were students in the rest of Canada.

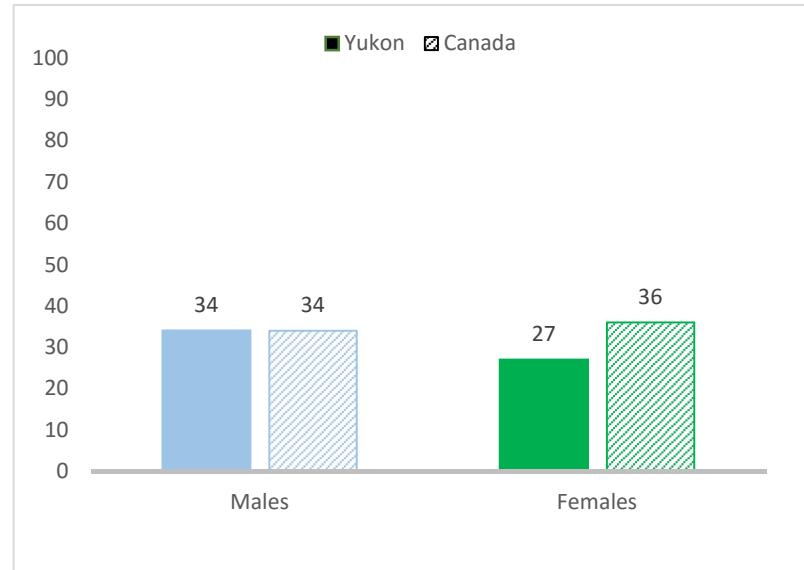
FIGURE 45 Grade 9 and 10 students who reported that they had ever taken cough and cold medicines in the last 12 months to get high, by gender (%)



ALCOHOL DRINKING LAST 30 DAYS

Grade 9-10 females in Yukon were less likely to report that they had drunk alcohol in the last 30 days than were Grade 9-10 females in the rest of Canada. Males in Yukon were more likely to report that they had drunk alcohol in the last 30 days than were females in their territory but similar to males in the rest of Canada.

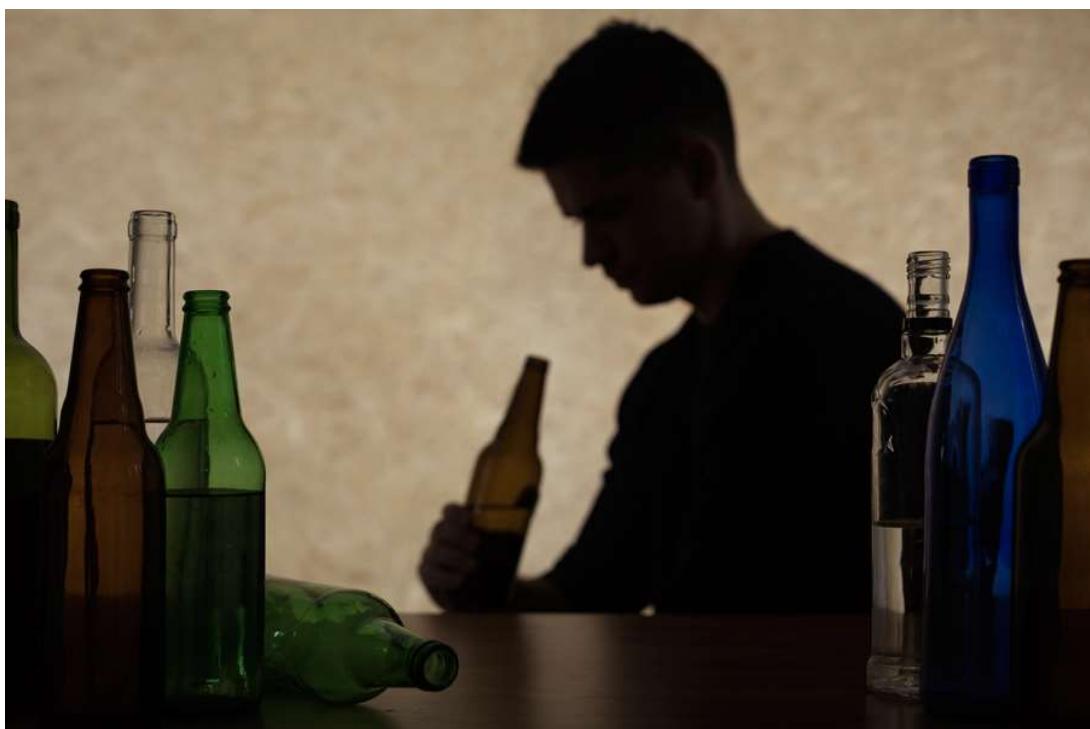
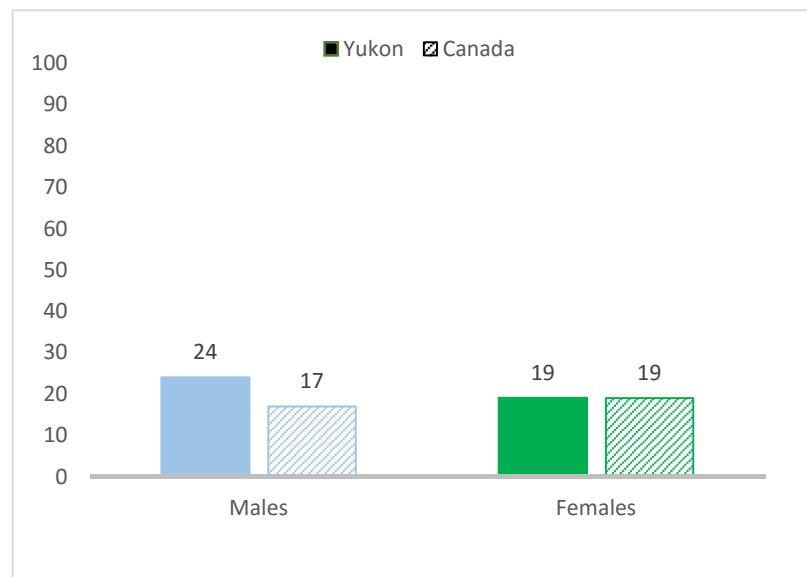
FIGURE 46 Grade 9 and 10 students who reported that they had drunk alcohol in the last 30 days, by gender (%)



HEAVY DRINKING

Grade 9-10 males in Yukon were more likely to report binge drinking once a month or more in the past 12 months compared to Grade 9-10 males in the rest of Canada. Reports of heavy drinking once a month or more in the past 12 months were higher for males in Yukon than for females in their territory. There were no gender differences for Grade 9-10 students in the rest of Canada.

FIGURE 47 Grade 9 and 10 students who reported that they had had 5 or more drinks (4 or more for females), on one occasion, once a month or more in the past 12 months, by gender (%)



Sexual Health

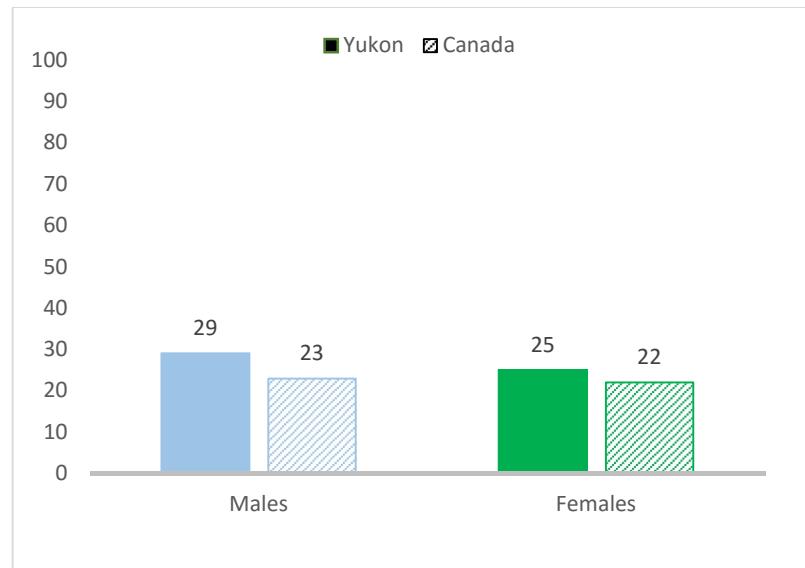
The adolescent years are marked by puberty; the development of sexual identity, sexual attractions, and the onset of sexual behaviors may occur during the pubertal transition (Tolman & McClelland, 2011; Saewyc, 2011). In this sense, adolescent sexuality can be considered developmentally normative (Harden, 2014).

Although having sex is not unhealthy in and of itself, early sexual onset (i.e., at the age of students in the HBSC survey) has been connected to negative consequences in adulthood including a greater number of recent sexual partners, increased number of recent risky sexual partners, greater history of sexually transmitted infections (STIs) and having sex while intoxicated, and (for males) increased sexual dysfunction (Sandfort, Orr, Hirsch, & Santelli, 2008). Moreover, adolescents are at relatively high risk for STIs (Weinstock, Berman, & Cates, 2004), which could be greatly lessened through the consistent use of condoms.

EVER HAD SEXUAL INTERCOURSE

Grade 9-10 students in Yukon were more likely to report having had sexual intercourse than were Grade 9-10 students in the rest of Canada. Males in Yukon were more likely to report having had sexual intercourse than were females in Yukon.

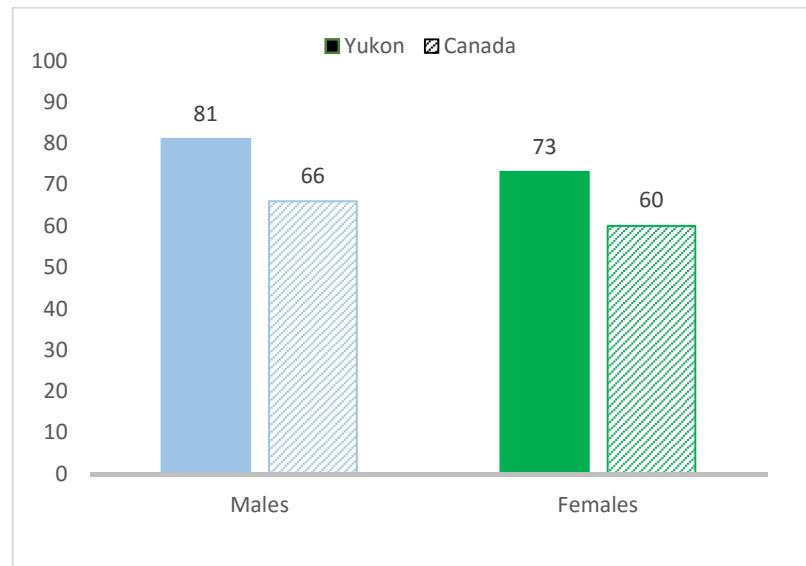
FIGURE 48 Grade 9 and 10 students who reported that they had sexual intercourse, by gender (%)



CONDOM USE

Grade 9-10 students in Yukon were more likely to report using a condom the last time they had sexual intercourse than were Grade 9-10 students in the rest of Canada. A higher percentage of males reported the use of a condom the last time they had sexual intercourse than did females, regardless of location.

FIGURE 49 Grade 9 and 10 students who reported that a condom was used the last time they had intercourse, by gender (%)



6 SUMMARY/CONCLUSION

In summarizing the report for Yukon, we concentrated on areas where Yukon students reported better outcomes (“encouraging findings”) and worse outcomes (“areas of concern”) than did students in the rest of Canada. We also included two areas of “mixed findings,” where the results were positive in some respects but negative in other. The areas of concerns, especially the concern about relationships, tend to reflect a synthesis across several questions, while encouraging findings are generally based on fewer questions.

Encouraging Findings

Females’ Physical Activity: Females in Yukon were more likely to report being involved in a sports team than were females in the rest of Canada. Although males reported more sports team participation than females across Canada (including Yukon), the gender gap for reported participation in team sports was lower in Yukon than it was elsewhere in Canada. Females in Yukon were more likely to report every day physical activity than were females in the rest of Canada with no gender gap in Grade 6-8 and a smaller gender gap in Grade 9-10 than in the rest of Canada. Females in Yukon were also more likely to report spending four or more hours per week doing physical activity in class time at school than were females in the rest of Canada.

Screen Time/Sedentary Behaviour: Reported screen time tended to be lower in Yukon than it was in other parts of Canada. Students in Yukon were less likely to report daily contact with friends via texting/SMS or other social media than were students in the rest of Canada. Compared to other Canadian students, they were also less likely to indicate that they watched television or played video games daily for two hours or more. With the exception of Grade 9-10 males, where the numbers were similar, students in Yukon were less likely to report on-line chatting two or more hours per day than were students in the rest of Canada.

Grade 9-10 Students’ Fruit and Vegetable Consumption: Grade 9-10 Yukon students were equally likely to report eating vegetables at least once daily as were other Grade 9-10 Canadian students. Vegetable consumption increased from Grade 6-8 to Grade 9-10 for males in Yukon, contrary to the general trend of decreases across grade level. Grade 9-10 students in Yukon were more likely to report eating fruits at least once daily than were Grade 9-10 students in the rest of the country. Reports of fruit consumption decreased across grade level for students in the rest of Canada, but remained steady for students in Yukon.

Areas of Concern

Relationships: For each type of support studied (parent, school, peers, and community), students in Yukon tended to report less favourable outcomes than did other Canadian students. In regard to parents, they were less likely to report understanding parents than were students in the rest of Canada. Females in Yukon were additionally less likely to report that they could talk to their family about problems than were females in the rest of Canada, with Grade 9-10 Yukon females reporting a higher likelihood that their parents expected too much of them compared to other Grade 9-10 Canadian females. With respect to school, Yukon students were less likely to agree or strongly agree that their schools were nice places to be and that they were accepted by classmates than were students in other Canadian jurisdictions. Grade 9-10 female students in Yukon were less likely to agree or strongly agree that their teachers accepted them than were Grade 9-10 female students elsewhere in Canada. Regarding peers, students in Yukon were less likely to agree or strongly agree that they could talk about their problems with their friends than were students in the rest of Canada. Finally, in terms of community, younger females and

older males in Yukon were less likely than their peers in the rest of Canada to agree or strongly agree that it was safe for younger children to play outside during the day. Students in Yukon were less likely than other Canadian students to report that people in their community could be trusted.

Grade 9-10 Females' Mental Health: Across Canada including Yukon, Grade 9-10 females were far less likely to report their overall health as "excellent" and to rate their life satisfaction as "high" (8-10), and to agree or strongly agree that they had confidence in themselves. As well, they were much more likely to state they felt low or depressed at least once weekly, to report their parents expected too much of them, and to indicate 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. Many of these differences were more pronounced in Yukon than in other parts of the country with more negative responses for Grade 9-10 females in Yukon than elsewhere in Canada with respect to life satisfaction, feeling low or depressed at least once weekly, and feeling sad or hopeless almost every day for two weeks or more in a row.

Food Insecurity: With the exception of Grade 9-10 males, students in Yukon were more likely to report going to school or bed hungry because there was not enough food at home at least sometimes than were students in the rest of Canada.

Bullying Behaviours: With the exception of Grade 9-10 males, students in Yukon were more likely to report having been bullied at school than were students in the rest of Canada. Reports of having bullied others were higher for students in Yukon than for students in the rest of Canada.

Cannabis Use: Grade 9-10 students were asked about their use of cannabis in the last 30 days. Yukon females (18%) were more likely to report such use than other Canadian females (14%). Yukon males (27%) were twice as likely to indicate that they had used cannabis in the last 30 days than were males elsewhere in Canada.

Mixed Findings

Substance Use: There were inconsistent patterns with respect to substance use in Yukon. On the positive side, Grade 9-10 males in Yukon were less likely to report e-cigarette smoking than were Grade 9-10 males across the rest of Canada. Students in Yukon were also less likely to report using cough and cold medicines to get high than were students in the rest of Canada, with females in Yukon less likely to report that they had drunk alcohol in the last 30 days than females in the rest of Canada (questions asked of Grade 9-10 only). However, on the negative side, Grade 9-10 students in Yukon were more likely to report using cannabis in the last 30 days and that they smoked tobacco daily at present than were students in the rest of Canada, with females more likely to report using pain relievers to get high and males more likely to report binge drinking once a month or more in the past 12 months compared to their counterparts elsewhere in Canada (questions asked of Grade 9-10 only).

Sexual Intercourse: Grade 9-10 students in Yukon were more likely to report having had sexual intercourse than were Grade 9-10 students in the rest of Canada. However, they were also much more likely to report using a condom the last time they had sexual intercourse than were Grade 9-10 students in the rest of Canada.

The 2013/2014 national report in Canada focuses on the importance of relationships. Similarly, in trying to address the areas of concern identified in this Yukon Report, an interlocking nest of positive relationships is needed. It is the responsibility of families, schools, peers, and communities to work together in an effort to improve the lives of Yukon adolescents. Unfortunately, relationships represent the area of greatest concern in the Yukon. It only takes one adult to make a real difference in a young person's life. Let's make sure that each and every youth in Yukon has that significant adult.

7 REFERENCES

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