

THE BIG PICTURE: A NEXT STEPS WORKSHOP TOOLKIT

A resource to share the results of the 2023
BC Adolescent Health Survey with young people



We gratefully acknowledge that the McCreary Centre Society is located on the ancestral, traditional, and unceded territory of the Coast Salish Peoples, including the territories of the xwməθkwəy̓ əm (Musqueam), Skwxwú7mesh (Squamish), and Səl'ílwətaʔ/Selilwitulh (Tseil-Waututh) Nations. We also acknowledge the ancestral and continuing connection to this land of the Métis Nation.

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Copies of this resource are available at: mcs.bc.ca/next_steps.



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Thank you to all the Grade 7–12 students in BC who completed the 2023 BC Adolescent Health Survey, as well as to the young people who helped to develop and pilot the survey.

Thanks are also due to the 475 public health nurses, public health resource nurses, allied health professionals, and nursing students who administered the survey in 59 of BC's school districts.

Funding for the 2023 BC Adolescent Health Survey Next Steps was provided by the Government of British Columbia.



To learn more about Next Steps, the Youth Action Grants, or for support to adapt this resource to meet the needs of your school or community, please email mccreary@mcs.bc.ca.



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Introduction

The Next Steps toolkit provides a workshop template and other resources for adult facilitators (e.g., teachers, nurses, youth workers, and other adult allies) to share the results of the 2023 BC Adolescent Health Survey (BC AHS) with young people aged 12 to 19.

The workshop template includes an introduction to the 2023 BC AHS results; an interactive quiz with discussion questions to explore youth health in your school or community; and activities to learn about risk and protective factors. The toolkit also includes additional BC AHS related project activities and details about how to support youth to apply for a Youth Action Grant (see [pages 31–36](#)).

The workshop template is designed to be delivered in approximately 90 minutes, and to share provincial BC AHS data. It can easily be adapted to share regional or school district level BC AHS results. Regional data is available for the Northwest, Northeast, Northern Interior, Thompson Cariboo Shuswap, Okanagan, Kootenay Boundary, East Kootenay, North Vancouver Island, Central Vancouver Island, South Vancouver Island, North Shore/Coast Garibaldi, Vancouver, Richmond, Fraser North, Fraser South, and Fraser East. Local school district data is held by each participating district.

Learning objectives

By the end of the workshop participants will:

- ✓ Have an understanding of the 2023 BC AHS results, and what may be driving those results.
- ✓ Be aware of trends in youth health.
- ✓ Understand risk and protective factors for healthy development.
- ✓ Know where to access BC AHS resources, including the Youth Action Grants.



Preparing to deliver the BC AHS Next Steps workshop

The workshop can be delivered by one facilitator. Having a second facilitator may be helpful to take notes, assist with score-keeping during the 'Trivia Time' game, and provide extra support to those who may need it. Facilitators should be experienced working in partnership with young people and be interested in hearing their perspectives.

About the BC AHS

Facilitators should be familiar with the BC AHS results. The provincial report, *The Big Picture: An overview of the 2023 BC Adolescent Health Survey provincial results*, is available at mcs.bc.ca/pdf/2023_bcahs_the_big_picture.pdf. Regional results will be available at mcs.bc.ca/about_bcahs.

It is also useful for facilitators to be familiar with the background and methodology of the BC AHS. The BC AHS is a voluntary, anonymous, and confidential survey completed by students in Grades 7 to 12 across BC every five years since 1992. The survey asks around 140 questions about physical and mental health, and about risk and protective factors for healthy development.

The survey was developed in consultation with young people, parents, and other experts in youth health, and provides a current and accurate picture of youth health in BC, as well as trends over time. In 2023, around 38,500 youth in 59 of BC's 60 school districts completed the survey.

Each survey is screened to make sure it is valid (e.g., that it is not full of joking responses). Very few surveys have to be removed. Part of the reason students say they take the survey seriously and answer honestly is because it is administered by nurses, and they know their responses will be kept private.


The results are shared with federal, provincial, and local governments; schools; parents; young people; and community social service organizations. They are used to make decisions about programs and policies that affect youth.

Youth who are not in school, are home-schooled, are in most alternative schools, or are in private schools do not participate in the BC AHS.

Space

Before beginning the workshop, it is helpful to arrange chairs in a circle. This helps to promote equity between facilitators and participants, enhance visibility, and encourage discussion.

Supplies

- 
- ✓ Flip chart paper and markers
 - ✓ Pieces of paper
 - ✓ Trivia Time PowerPoint* (available at mcs.bc.ca/powerpoint/2023_next_steps_trivia_time.pptx) or Kahoot!
 - ✓ Laptop and projector for PowerPoint*
 - ✓ A bucket or bin large enough to safely hold all the rocks
 - ✓ A dozen or so rocks, about the size of an orange
 - ✓ Risk factor and protective factor sheets (see [pages 27-30](#))
 - ✓ Elastic bands
 - ✓ Tape
 - ✓ Feedback forms & envelopes (see [pages 45 and 46](#))

*Instead of using the PowerPoint, the trivia questions can be prepared in advance on flip chart paper or using Kahoot!

Kahoot!

The Trivia Time quiz is available as a PowerPoint. However, you may prefer to use Kahoot!. Kahoot! is an online interactive quiz platform that requires youth to have access to a phone and Wi-Fi. Kahoot! has paid subscriptions with cheaper subscriptions for teachers. To set up an account, go to kahoot.com.

TO RUN A QUIZ IN KAHOOT!:

Copy and paste the trivia questions you want to use from [pages 11–26](#) into Kahoot! on your device.

When you're ready to start the quiz, click 'Play!'

Choose 'Classic' vs 'Team!'

The screen will now display the game lobby with the Game Pin number and joining instructions.

Youth enter the pin number shown in the Kahoot! mobile app or visit Kahoot.it on their device and hit 'Enter!'

Youth enter a nickname and click 'OK go' which will put them into the game lobby—you will see this on your screen.

Click 'Start' to begin the quiz.

The question-and-answer choices will be displayed on your screen. Youth's screens will display answer buttons. Once all the players have answered a quiz question, the correct answer and a bar graph with the youth's collective responses will be displayed on the instructor's screen.

After everyone has answered a question, the leaderboard will display the top five scorers. Once the game is over, winner information will be displayed in the Podium and the youth's screen will show their personal results and rank.

Resources

The following is a list of helplines and health services to share with young people in case they have questions about their health and well-being or need to talk to someone. You may also wish to prepare a list of local resources (e.g., youth clinics, mental health services, etc.).



Kids Help Phone

Tel: 1-800-668-6868

Live chat: kidshelpphone.ca
(24/7 mental health service)

Youth Space

Text: 1-778-783-0177

Live chat: youthspace.ca
(6PM–Midnight, online crisis support)

Crisis Centre (1-800-SUICIDE)

Tel: 1-800-784-2433 (24/7 crisis support)

Youth in BC

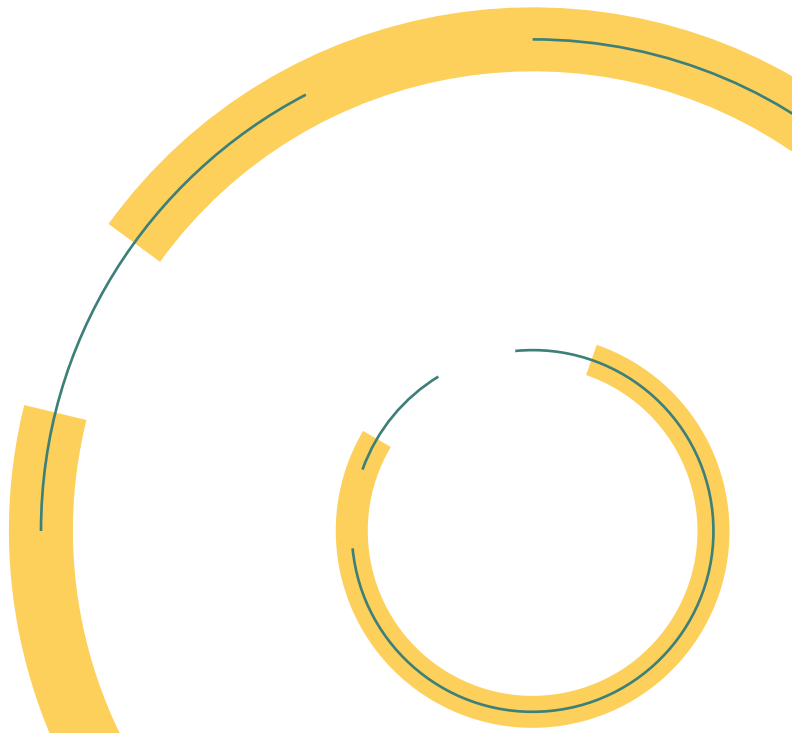
Live chat: youthinbc.com
(Noon–1AM, online crisis support)

Kuu-Us Crisis Line for Aboriginal youth

Tel: 1-800-588-8717 (24/7)

Medical advice from a nurse

Tel: 811 (24/7)



Workshop content

Suggested workshop agenda

This agenda can be completed in 90 minutes. To shorten the workshop, you may choose to omit the 'Rock Bucket Challenge' and/or to include fewer questions in the 'Trivia Time' game. If you have more time, you may want to spend additional time discussing youth's ideas to promote youth health in their community, or doing a World Café (see [page 31](#)).

You may also want to support participants to apply for a Youth Action Grant (see [pages 34–43](#)) so they can bring their ideas to improve youth health to life through a youth-led project.

Beyond the initial workshop, you may also want to consider additional activities such as a zine project (see [page 32](#)) or a photovoice (see [page 33](#)).

WORKSHOP AGENDA

1. Introductions (10 minutes)
2. Community agreement (5 minutes)
3. About the 2023 BC AHS (5 minutes)
4. Trivia Time (25 minutes)
5. Break/energizer if needed (5 minutes)
6. Rock Bucket Challenge (20 minutes)
7. Using the results (10 minutes)
8. Closing (5 minutes)
9. Feedback forms (5 minutes)



Examples of energizers:

Shake it out

Get the blood flowing by 'shaking it out together' as a group. Stand in a circle, roughly arms-length apart. Invite the group to count loudly together as you shake out your arms and legs.



Begin by putting your left arm in the air and counting to eight as you shake it out. Next, count eight shakes of your right arm, eight shakes of your left leg, and eight shakes of your right leg. Count loudly as you go, "1–2–3–4–5–6–7–8!"

Follow this by 'shaking out' 4 counts of each limb, then 2 counts of each limb, and then 1 shake of each limb until they are all complete.

Communication challenge

Give everyone a number. Ask players to arrange themselves in numerical order by communicating with each other without speaking or holding up fingers.



Players make up their own sub-language or sign language in order to arrange themselves.

For another round, ask players to arrange themselves in order of birthdays.



Energizers used by McCreary's Youth Advisory and Action Council can be viewed on our YouTube channel, at youtube.com/user/McCrearyCentre.

(10 minutes)



INTRODUCTIONS

Introduce yourself and acknowledge the Traditional Territories on which you are facilitating the workshop.

Explain to participants that the purpose of the workshop is to:

- Share the results of the 2023 BC AHS.
- Provide young people with an opportunity to discuss the findings and talk about youth health.
- Discuss actions that could be taken to improve youth health.

Review the agenda with participants. You may wish to have the agenda posted where youth can see it. Leaving times off the agenda will give you more flexibility.

Invite participants to share their name and answer an ice breaker question. You may also wish to invite them to share their preferred pronouns.

Example icebreaker questions include:

- What is a subject you wish was taught in school?
- If you could bring a professional sport to this community, what would it be?
- What is your favourite time of day and why?
- What is your favourite school meal and why?
- If you were stranded on a desert island and could only bring one thing with you, what would it be?
- What is your favorite thing about this school/community?
- If you could bring any guest speaker into school, who would it be and why?



(5 minutes)



COMMUNITY AGREEMENT

Creating a community agreement can help to create a safe space in which youth feel comfortable participating, by reinforcing safety, respect, and inclusion. Creating the agreement together as a group allows participants to have input into how they want to share space, and can be used to refer back to while facilitating discussions.

When creating a community agreement, it is more effective to phrase statements as actions to take, rather than actions to be avoided. For example: *“Allow others to finish speaking before speaking yourself”* rather than *“Don’t talk over others.”* If someone suggests a broad idea such as *“Be respectful,”* it can be helpful to invite them to elaborate by asking *“What would being respectful look like?”*

If the group has missed any important guidelines, raise them yourself. For example, you may wish to suggest a guideline around phone use, if this is not raised.

Example group agreement:

BE RESPECTFUL OF PEOPLE'S PRONOUNS

HAVE FUN

COMMUNICATE WITH EACH OTHER

RESPECT EVERYONE'S IDEAS AND PERSPECTIVES

GIVE SPACE FOR ALL CONTRIBUTIONS

WHAT'S SAID IN THE GROUP STAYS IN THE GROUP

LET ONE PERSON TALK AT A TIME

GROUP AGREEMENT

Confidentiality

'Maintaining confidentiality' can be an important guideline to include in a community agreement, as this can allow youth to feel more confident that information shared within the workshop will stay within the workshop. However, participants must also be made aware that confidentiality cannot be guaranteed and there are times when confidentiality must be broken.

If you have reason to believe that someone under the age of 19 has been or is likely to be physically harmed; sexually abused; sexually exploited; or if they plan to harm themselves or someone else, you have a duty to report this. You can call **1-800-663-9122** or your local Ministry of Children and Family Development office, or Delegated Agency.

Your organization may have specific reporting protocols which you should familiarize yourself with (e.g., if you are required to report certain behaviour such as substance use, participants should be informed of this before they discuss these topics).

(5 minutes)



ABOUT THE BC AHS

Share some background information about the 2023 BC AHS. For example:

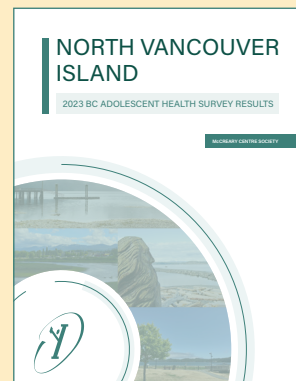
- The BC AHS is a survey completed by students in Grades 7 to 12 in mainstream schools across BC every five years.
- The survey was developed in consultation with young people and other experts in youth health.
- In 2023, around 38,500 youth in 59 of BC's 60 school districts completed the survey.
- The survey is voluntary, anonymous, and confidential, and is administered by nurses.



It may be helpful to have a copy of the provincial findings of the 2023 BC AHS on hand to answer additional questions youth may have about the methodology or the findings. For the full report, visit: mcs.bc.ca/pdf/2023_bcahs_the_big_picture.pdf.



Cover of the 2023 BC AHS provincial report.



Cover of a regional 2023 BC AHS report.

(25 minutes)



TRIVIA TIME

Through this trivia game young people have a chance to learn and discuss key findings of the 2023 BC AHS, consider health issues in their communities, and discuss ways to foster protective factors.

For this toolkit we have prepared 58 questions that cover key results from the survey (available on [pages 11–26](#)). It is generally possible to cover 6 to 8 questions in 25 minutes with a group of 15–20 youth.

Discussion questions and related survey findings are included to help facilitate a short dialogue about each trivia question.

When choosing questions to include in the trivia game, consider the location, age of students in the group, any ‘hot topics’ in the community, and the types of discussions you are prepared to facilitate. Not all questions may be suitable for all settings.

Be sure to include at least one question relating to protective factors.

The ‘Trivia Time’ game is designed to be played with at least two teams of 2 to 6 young people. It is recommended to create several teams with this range of participants, rather than to have large teams.

It is important to have the trivia questions and the multiple-choice response options available for youth to see. You can do this by using the PowerPoint presentation (available at mcs.bc.ca/powerpoint/2023_next_steps_trivia_time.pptx), through Kahoot!, or by writing the questions and response options on flip chart paper.

Facilitating the game

Inviting the groups to create a team name can promote group cohesion and increase energy levels.

Give each team 4 pieces of paper and ask them to write A on the first piece, B on the second piece, C on the third, and D on the fourth.

Read out the question, giving each team a few minutes to discuss what they think the answer is.

When the time is up, ask teams to hold up the letter associated with the answer they think is correct.

Read the correct answer out loud. Correct answers gain a point for the team. Incorrect answers do not gain nor lose point.

Invite teams to share why they chose the answer they chose, and facilitate a short discussion using their responses as a guide.

The team with the most points wins.

Have a bonus question ready if there is a tie between two or more teams. The first team to give the correct answer wins. Alternatively, you can end the game with a “final jeopardy” round, where youth are told the subject of a final question and then wager their points. Proceed as before, but instead of gaining a point for a correct answer, teams that guess correctly are given the number of points they wagered, and teams that guess incorrectly lose that amount.

Let the group know if there is a prize for the winning team.

If you have time, you can ask which stats most surprised them, and have a discussion about why they were surprised.

If young people query the validity of the results:

Sometimes when the results surprise young people and do not reflect their own personal experience, they may doubt the validity of the survey. It may be helpful to remind them that the survey is anonymous, confidential, and included youth ages 12 to 19 in mainstream public schools from very diverse urban and rural communities across BC.

(20 minutes)



ROCK BUCKET CHALLENGE

Youth will have been introduced to the concept of risk and protective factors through the trivia game. The rock bucket challenge is designed to deepen participants' understanding of the ways in which risk and protective factors operate in young people's lives, and to begin a brainstorm about protective factors in their community.

Risk factors:

- Include behaviours (e.g., the early and heavy use of substances); health conditions (e.g., anxiety, depression); or life experiences (e.g., discrimination, abuse).
- Can make it more likely that youth will experience poorer health and well-being now and in the future.
- Can be outside a person's control.

The more risk factors present in someone's life, the more likely they are to experience negative health and well-being. But when risk factors are out of someone's control it is not inevitable they will experience negative outcomes, as the presence of protective factors can support youth to experience more positive health and well-being.

Protective factors include:

- Strong connections to school, family, peers, community, and culture.
- Access to services and supports.
- Feeling safe and supported.

Through the 'Rock Bucket Challenge' youth learn that the effects of risk factors are cumulative and can impact a person over time. They also get to see how protective factors can help alleviate these risks and promote resiliency.

You will need to tape or place slips of paper, each with a number and a protective factor, on the backs of the chairs around the room. You will also need several rocks, elastics, and slips of paper with a number and a risk factor on each.

SUPPLIES

- ✓ A dozen or so rocks, about the size of an orange*
- ✓ Risk factor and protective factor sheets (see [pages 27–30](#))
- ✓ Elastic bands
- ✓ Tape
- ✓ A bucket or bin large enough to safely hold all the rocks



*Textbooks and a backpack can be used in this activity instead of rocks and a bucket.

SET UP

- ✓ Ensure participant and facilitator chairs are in a circle around the room. Place an empty bucket in the middle of the circle.
- ✓ Cut out the risk factors and use elastic bands to fasten the pieces of paper to the rocks, with the number visible. Place the rocks under the chairs.
- ✓ Cut out the protective factors. Use tape to fasten the pieces of paper to the backs of the chairs, with the number visible.





FACILITATING THE ROCK BUCKET CHALLENGE

Introduce the activity by explaining that you are going to be looking at the risk factors that may be present in young people's lives, and how various protective factors can help to protect against negative health outcomes.

Show the empty bucket and ask for a volunteer who feels they would be able to carry the bucket when it is full. Invite the volunteer to stand in the middle of the group, holding the bucket.

Call out a number. Ask the participants to look under their seats. Have the person with the rock with that number on it bring the rock to the person with the bucket, remove and read the risk factor aloud, and place both the rock and the risk factor in the bucket.

Repeat this process for the remaining risk factor rocks.

Facilitate a discussion about the cumulative effects of these risk factors on the carrier. Ask how risk factors might affect someone. For example:

- If a person does not feel safe at school how might that affect their health and well-being? How might their well-being be impacted if they also don't feel safe in their neighbourhood? And if they also experience discrimination?

Ask the group what they think would lighten the carrier's load. What are some of the things that might contribute to overcoming risks and promote well-being?

Call out numbers again, only this time for protective factors. The person with that number behind their chair will come forward, read out the protective factor, and place it in the bucket. They will then remove a rock from the bucket, but leave the risk factor paper in the bucket.

Repeat this process for the remaining protective factors.

Ask the group what they saw happening. Point out that protective factors took away the weight of the risk factor from the volunteer's bucket. The risk factor was still present but it no longer weighed the person down. Use this metaphor to facilitate a discussion about protective factors. Use discussion questions such as:

- Can anyone explain what we just saw?
- How might people with many risk factors in their lives maintain positive well-being?
- What does this tell us about the importance of protective factors in our lives?

Explain to participants that while not all youth experience the same risks, everyone benefits from having protective factors in their lives.

(10 minutes)



USING THE RESULTS

Now is a good time to get the group to think about what can be done with the information they learned during the workshop. **Invite youth to reflect on this by asking questions such as:**

- What are some protective factors in this community that can support young person even when they have a lot of risk factors in their life?
- If you could do something to increase protective factors for youth in this school or community, what would you do?
- Are there other things that you or others could do to improve youth health in this community?
- Do you have any projects ideas for how to improve any of the stats from the BC AHS we have discussed today?

If youth have project ideas and would like to move their ideas into action, they can apply for a Youth Action Grant (YAG) of up to \$750. Contact yag@mcs.bc.ca for more details, or visit mcs.bc.ca/youth_action_grants.

Details for hosting a grant writing workshop to develop a YAG are on [pages 34–36](#).



Scan this QR code for a YAG poster. (Also available in French at mcs.bc.ca/youth_action_grants.)

(5 minutes)



CLOSING

Recap action items identified through the 'Using the results' discussion. If there will be another session to apply for a YAG, work on a youth-led project, or to do one of the additional activities on [pages 31–33](#), provide youth with the details.

Ask if there is anything else anyone would like to share.

Thank everyone for their contributions and complete a closing round. **Example questions for a closing round include:**

- What is your biggest learning from today's workshop?
- What is one thing you will do with the information you learned today?
- What is one protective factor present in this school or community?

(5 minutes)



FEEDBACK FORMS

Ask every youth to fill out a feedback form. Explain that their comments will be anonymous and used to improve workshops like this one, as well as to inform future projects.

Provide youth with an envelope in which to place their completed feedback forms anonymously.

McCreary would really appreciate seeing the feedback results and hearing from facilitators about ways the workshop could be improved.

The feedback form can be found on [pages 45 and 46](#).

Trivia questions

Trivia questions are divided into categories. You may want to focus on a few areas of particular interest or ask questions from different categories. **Ensure at least one question is from the protective factors category.**

Additional information and discussion questions are provided for topics you may wish to explore in more detail.

Not all questions will be appropriate for all groups. You may also want to create your own questions using data from the 2023 BC AHS.

General discussion questions

As you move through the quiz, there are some specific suggested question prompts. **General questions to ask after youth have provided their question answers include:**

- What did your group discuss before deciding on your answer?
- What might be driving the results?
- Do the results reflect what you see in your school or community? Why do you think that might be?

If a team guessed correctly, you can ask why it was clear to them. If no teams guessed correctly, you can ask why that might be (this can be a good opportunity to discuss local and group differences).

IDENTITY

How many youth identified as non-binary in 2023?

- a) 1 in 20
- b) 1 in 50
- c) 1 in 100
- d) 1 in 200

Answer: a)—1 in 20 youth (5%) identified as non-binary. This is an increase from 2% in 2018.

Additional information:

- The BC AHS asked young people about their current gender identity and the sex they were assigned on their birth certificate.
- 1% identified as transgender (e.g., they currently identified as male, but were assigned female on their birth certificate). This is an increase from 0.5% in 2018.

Discussion questions:

- How much do you feel your school and community are welcoming to everyone regardless of their gender?
- How (if at all) could your school and community be more welcoming?

Between 2018 and 2023, do you think the percentage of youth who identified as straight increased, decreased, or stayed the same?

- a) Increased
- b) Decreased
- c) Stayed the same

Answer: b)—Decreased. The percentage who identified as straight decreased from 84% in 2018 to 75%.

Discussion question:

- Do you think it is safer to identify as LGBTQ+ now than it was five years ago? If not, how could it be safer?

How many Indigenous youth could speak an Indigenous language?

- a) 2%
- b) 12%
- c) 22%
- d) 32%

Answer: d)—32%.

Additional information:

- In 2023, 32% could speak at least a few words, including 2% who could hold a conversation or were fluent.
- The percentage who could speak at least a few words increased from 28% in 2018.
- Indigenous youth reported more positive health and well-being when they were connected to their cultural language, practices, and traditions.

Discussion question:

- Do you know where someone might go if they wanted to learn the local Indigenous language?

Over the past decade, did the percentage of youth who lived in households with their grandparents go up, go down, or stay the same?

- a) Up
- b) Down
- c) Stayed the same

Answer: a)—Up (from 9% in 2013 to 14% in 2023).

Additional information:

- Youth were more likely to be living with grandparents, siblings, and other adults than in previous survey years.

Discussion questions:

- Why do you think more people are living under the same roof than in previous survey years?
- What are the benefits and challenges of having lots of generations living in one household?

What percentage of youth reported they felt quite or very proud of their background?

- a) 24%
- b) 38%
- c) 57%
- d) 75%

Answer: d)—75%.

Additional information:

- Youth in lower grades were generally more likely to feel proud of their background.
- Youth who felt quite or very proud of their background were more likely to feel they had a good life, feel good about themselves, and to rate their mental health as good or excellent.

Discussion question:

- Why do you think students in lower grades are more likely to be proud of their cultural background than those in higher grades?

ECONOMIC WELL-BEING

What percentage of youth worked at a paid job during the school year?

- a) 13%
- b) 24%
- c) 32%
- d) 48%

Answer: c)—32%.

Additional information:

- Most of those who worked, did so up to 12 hours a week, and 2% worked more than 20 hours a week.
- Most youth reported they worked because they wanted spending money and 12% worked to contribute to their family's income.

Discussion questions:

- What effect do you think working a lot of hours might have on connection to school and community?
- How can schools better supported students who have to work because they or their family need the money?

What percentage of youth went to bed hungry at least sometimes because there was not enough money for food at home?

- a) 1%
- b) 5%
- c) 9%
- d) 15%

Answer: c)—9% went to bed hungry because there was not enough money for food at home (including 1% who went to bed hungry often or always).

Additional information:

- Also in 2023, 6% of youth had cut the size of their meals or skipped meals because there was not enough money for food.

Discussion questions:

- What can schools [or communities] do to ensure no youth goes to bed hungry?
- What are some successful ways that this school or community is supporting youth who might be hungry?

Did the percentage of youth who felt deprived of items their peers had and which they felt they needed to belong go up, go down, or stay the same?

- a) Up
- b) Down
- c) Stayed the same

Answer: c)—Stayed the same.

Additional information:

- The more things youth missed out on, the less likely they were to feel like a part of their school, and the less likely they were to usually feel good about themselves.
- In 2018, a smartphone was one of the top 3 things youth lacked but wished they had. In 2023, the top 3 were money to spend on themselves, space of their own to hang out in, and money for lunch/lunch for school.

Discussion question:

- How can schools [or communities] better support youth who lack the items they need to feel like they belong?

PHYSICAL HEALTH

Canadian guidelines for physical activity recommend that youth aged 12–17 do an hour of moderate to vigorous activity every day.

In the past week, what percentage of 12–17-year-olds met the physical activity guidelines of an hour of exercise a day?

- a) 9%
- b) 19%
- c) 29%
- d) 49%

Answer: b)—19% of youth aged 12–17 got at least 60 minutes of moderate to vigorous exercise every day.

Additional information:

- Youth in lower grades were generally more likely than those in higher grades to have met the guidelines.
- The more days youth exercised in the past week, the more likely they were to experience positive health and well-being.

Discussion questions:

- What do you see as the biggest barriers to youth getting the exercise they need?
- How might these barriers be overcome?

Compared to 2018, did the percentage of youth who suffered a concussion go up, go down, or stay the same?

- a) Up
- b) Down
- c) Stayed the same

Answer: a)—Up. In the past year, 15% of youth had suffered a concussion. This was an increase from 13% in 2018.

Additional information:

- There was a decrease in the percentage of youth who got medical treatment for their concussion (42% of those with a concussion got medical treatment vs. 52% in 2018).
- Males were more likely than females to have been concussed while fighting or participating in physical activity (e.g., riding a bike; 14% vs. 5% of females), whereas females were more likely to have experienced their concussion while using substances (e.g., 16% vs. 9% of males).

Discussion questions:

- Why do you think less than half of those who got a concussion got medical treatment for that head injury?
- What supports would help more youth to seek treatment if they got a concussion?

**Youth should get up to 9 hours of sleep a night.
What percentage of youth slept for at least 8 hours
the night before the survey?**

- a) 20%
- b) 42%
- c) 66%
- d) 90%

Answer: b)—42% of youth slept 8 or more hours the night before taking the survey.

Additional information:

- This was a decrease from 48% in 2018 and 53% in 2013.
- Older students were less likely to sleep for 8 hours than younger students.

Discussion question:

- Why do you think youth are sleeping less than youth in previous survey years?

**What percentage of youth had their sleep
interrupted the night before taking the survey?**

- a) 6%
- b) 16%
- c) 26%
- d) 56%

Answer: c)—26% of youth reported that their sleep was interrupted.

Discussion questions:

- What impact do you think having your sleep disturbed might have?
- What might be some good ways to ensure sleep is not interrupted?

**What percentage of youth went offline and did not
engage in any activities after they were supposed
to be asleep?**

- a) 10%
- b) 20%
- c) 40%
- d) 60%

Answer: a)—10% turned off their phone, put it on silent mode, or put it in another room after the time they were normally expected to go to sleep.

Additional information:

- This was a slight decrease from 11% in 2018.
- Most youth took part in activities after the time they were normally expected to go to sleep, including chatting or texting (60%) and scrolling through social media (67%).
- After they were supposed to be asleep, males were the most likely to be gaming and playing or watching esports. Females were the most likely to be scrolling through social media, chatting or texting, and doing their homework (e.g., 59% were doing homework vs. 49% of non-binary youth vs. 43% of males).

Discussion questions:

- We can see the impact that technology has on sleep. How could youth be encouraged to put their phone off when going to sleep?
- Why do you think we see such gender differences in what youth were doing?

MENTAL HEALTH AND WELL-BEING

**True or false? The majority of youth rated their
mental health as good or excellent.**

- a) True
- b) False

Answer: a)—True, 60% of youth rated their mental health as good or excellent.

Additional information:

- This is a decrease from 73% in 2018 and 81% in 2013.
- Youth were more likely to rate their mental health as fair or poor than in previous years.

Discussion questions:

- Why do you think mental health ratings are going down from previous survey years?
- What can help youth to experience more positive mental health?

Did the percentage of youth who reported missing school because of their mental health increase, decrease, or stay the same?

- a) Increased
- b) Decreased
- c) Stayed the same

Answer: a)—Increased. More than 1 in 5 youth missed school due to mental health challenges (vs. 15% in 2018).

Additional information:

- The percentage who missed school because of appointments, skipping school, and work also increased.

Discussion questions:

- Why do you think the percentage who missed school because of their mental health increased?
- What could support youth who are struggling with their mental health to stay connected to school?

In the past year, what percentage of youth did not get the mental health services they needed?

- a) 8%
- b) 18%
- c) 48%
- d) 68%

Answer: b)—18% of youth did not get the mental health services they felt they needed in the past year.

Additional information:

- This was the same as in 2018 and an increase from 13% in 2013.

Discussion questions:

- Why do you think there has been no improvement in youth getting the mental health help they need?
- Where might local youth go if they needed access to mental health services?

What do you think was the most common reason youth missed out on needed mental health services?

- a) They didn't know where to go
- b) They didn't want their parents to know
- c) They were too busy to go
- d) They had a negative experience before

Answer: b)—58% didn't want their parents to know.

Additional information:

- There were increases in youth missing out because they did not know where to go (45% vs. 44% in 2018), didn't think they could afford it (26% vs. 22% in 2018), had a negative prior experience (16% vs. 14% in 2018), and because their parent/guardian wouldn't take them (19% vs. 12% in 2018).

Discussion questions:

- How could youth be better supported to access the services they need?
- Not wanting their parents to know was not previously the most common reason youth missed out on mental health services. Why do you think this has changed?

What do you think was the most commonly reported mental health condition?

- a) Anxiety disorder
- b) ADHD
- c) Depression
- d) Eating Disorder

Answer: a)—22% of youth reported having an anxiety disorder, compared to 18% in 2018.

Additional information:

- 18% reported having ADHD, 14% reported having depression, and 7% reported having an eating disorder.
- The percentage with ADHD and autism more than doubled in 5 years, and there were increases in other conditions. However, there was a slight decrease in those reporting depression.

Discussion questions:

- Why do you think there was such a big increase in youth reporting that they have ADHD and autism and a decrease in depression?
- How can youth with a mental health condition be better supported?

In the past month, 89% of youth felt some level of stress. What percentage do you think were so stressed that they could not function properly?

- a) 3%
- b) 7%
- c) 9%
- d) 13%

Answer: d)—13%.

Additional information:

- The percentage who experienced extreme stress was the highest in a decade (but lower than 25 years ago).
- Youth in higher grades were more likely to experience extreme stress.
- Among youth who had experienced stress, 54% felt they managed it well/very well. About 1 in 6 felt they managed their stress poorly.

Discussion questions:

- Why do you think older youth are more likely to experience extreme stress?
- What are some good techniques for managing stress?

What percentage of youth felt quite or very hopeful for their future?

- a) 14%
- b) 27%
- c) 59%
- d) 87%

Answer: c)—59% of students felt quite or very hopeful for their future.

Additional information:

- The percentage of students who felt this hopeful decreased from 66% in 2018.

Discussion questions:

- Why do you think we're seeing a decrease in youth hopefulness?
- What are some factors that can help youth to feel hopeful for their future?

EATING BEHAVIOURS AND BODY IMAGE

Did the percentage of youth who ate breakfast on school days increase, decrease, or stay the same?

- a) Increased
- b) Decreased
- c) Stayed the same

Answer: b)—Decreased. 71% of youth reported eating breakfast on school days, which was a decrease from 82% in 2018.

Additional information:

- In the past week, around 4 in 5 youth ate dinner every day but fewer ate breakfast and lunch that regularly.
- The percentage who got their breakfast at school decreased.
- The more often youth ate breakfast in the past week, the more likely they were to report good or excellent mental health (e.g., 76% who ate breakfast daily vs. 44% who did so on 1 or 2 days) and good or excellent overall health (85% vs. 62%).

Discussion questions:

- Why do you think there has been a decrease in youth eating breakfast on school days?
- Why do you think the percentage accessing school breakfast programs decreased?
- How can breakfast programs better serve youth?

Between 2018 and 2023, there was a change in the percentage of youth who ate fruit, salad, and vegetables, and who drank energy drinks. What do you think that change was?

- a) They both decreased
- b) They both increased
- c) Fruit, salad, and veg consumption went down and drinking energy drinks went up
- d) Fruit, salad, and veg consumption went up and drinking energy drinks went down

Answer: c)—Fruit, salad, and veg consumption went down and drinking energy drinks went up. The percentage who ate fruit, vegetables, and/or salad was the lowest in 15 years (86% vs. 91% in 2008). The percentage who drank energy drinks doubled in the past 5 years (15% in 2023 vs. 7% in 2018), and tripled from 10 years ago (5% in 2013).

Additional information:

- Compared to a decade earlier, there was a slight rise in eating sweets, and a rise in eating fast food.
- Around 4 in 10 ate traditional food from their background, which was similar to the rate in 2018, and higher than a decade earlier (42% vs. 38% in 2013).

Discussion questions:

- Why do you think more youth are drinking energy drinks?
- What could help youth to eat more fruit, veg, and salad?

How many students were very satisfied with how their body looked?

- a) 1 in 5
- b) 1 in 10
- c) 1 in 50
- d) 1 in 1000

Answer: b)—1 in 10.

Additional information:

- 10% were very satisfied and 11% were very dissatisfied. Boys were the most likely to be satisfied with how their body looked.

Discussion questions:

- Why do you think boys were the most likely to be satisfied with how their body looked?
- What do you think influences how youth feel about the way they look?

SEXUAL HEALTH

What percentage of youth who received sex education at school felt it started at the right age for them?

- a) 12%
- b) 32%
- c) 62%
- d) 82%

Answer: d)—82%. The majority felt that the sex education they received at school was useful and that it started at the right age for them.

Additional information:

- 84% felt it was relevant to their gender identity, 84% felt it was respectful of their culture/religion, 79% felt it was relevant to their sexual orientation, and 58% felt it was relevant to any disability or health condition they had.
- Having access to reliable sexual health information and supplies was associated with safer sexual practices. For example, among those who had ever had sex, youth who found sex education they received at school to be helpful were more likely to have used a condom or other protection the last time they had sex (59% vs. 54% who did not find it helpful).

Discussion questions:

- How can sex education be relevant for everyone who needs it?
- What age do you think sex ed should start in school?

Among youth who had ever had sex, what was the most common way they tried to prevent pregnancy?

- a) Birth control pills/patch
- b) Morning after pill
- c) Condoms
- d) Withdrawal

Answer: c)—Condoms.

Additional information:

- Among youth who had ever had sexual intercourse, 53% used a condom the last time they had sex.
- Condom use decreased over the past decade.
- The percentage of youth who used withdrawal as the only way they tried to prevent pregnancy increased.
- Most youth (84%) had never had sexual intercourse.

Discussion questions:

- Withdrawal is not a reliable way to prevent pregnancy. Why do you think it is increasing?
- What are the barriers local youth face to accessing the sexual health supplies they need?

When youth needed reliable information about sexual health, where did they most commonly go?

- a) Parent/guardian
- b) Same aged friend or peer
- c) Sexual health professional
- d) Website

Answer: a)—Most youth went to parents/guardians, followed by their friends and same age peers.

Additional information:

- 6% didn't know where to go and 38% didn't go anywhere for this information.

Discussion questions:

- Are friends a reliable source of information about sexual health?
- Who or what are other reliable local sources of sexual health information?

SUBSTANCE USE

What percentage of youth had ever vaped?

- a) 15%
- b) 26%
- c) 38%
- d) 56%

Answer: b)—26% reported ever having vaped.

Additional information:

- Over half of youth (57%) who had tried vaping had vaped in the past 30 days, including 15% who had done so daily.
- Among youth who vaped every day, 75% had their first vape within half an hour of waking up and 45% had it within the first 5 minutes.

Discussion questions:

- Most youth who vape also smoked tobacco, why do you think this is?
- How can youth who want to quit vaping be supported to do so?

What was the most common age that youth first started vaping?

- a) 11
- b) 13
- c) 15
- d) 17

Answer: b)—24% of those who vaped first did so at age 13.

Additional information:

- Youth were more likely to vape at a young age than they were to try other substances.
- Also, 21% had their first vape at 14, and 15% vaped before they were 13.

Discussion questions:

- Why do you think youth start vaping at younger ages than they smoke tobacco?
- How can younger youth learn about the potential risks of vaping?

What percentage of youth had never tried alcohol?

- a) 22%
- b) 35%
- c) 56%
- d) 62%

Answer: d)—62% had never tried alcohol. This was an increase from 5 years ago (56%).

Additional information:

- Canadian Low Risk Guidelines for adults suggest if you are going to drink alcohol you should only have 2 drinks on any 1 occasion. Among youth who had tried alcohol, 26% had more than 2 drinks on at least 1 occasion in the past week.
- Also among youth who had tried alcohol, 34% drank 5 or more drinks within a couple of hours on at least one day in the past month.
- 31% drank on the Saturday before completing the survey. They most commonly drank liquor.

Discussion questions:

- Youth were less likely to have tried alcohol than at any point in the past 30 years. Why do you think this is?
- Why might those who do drink alcohol drink in ways that are risky to their health?

What percentage of youth had ever tried cannabis?

- a) 2%
- b) 22%
- c) 42%
- d) 62%

Answer: b)—22% had tried cannabis.

Additional information:

- This was a decrease from 25% in 2018.
- Youth were less likely to wait until they were at least 15 years old to try cannabis, and were more likely to have first used cannabis at age 12 or younger.
- The last time youth used marijuana, most had smoked it, 34% had vaped it, 23% ate it, and 1% took it another way (such as having a cannabis drink).
- Among youth who had used cannabis, 59% reported it had been shared among a group of friends, 35% reported a friend or family member gave it to them, and 10% bought it from a cannabis store.

Discussion questions:

- While youth were less likely to have tried cannabis than in previous years, those who did use it were more likely to first try it at a younger age. Why do you think the age that youth first tried cannabis is going down?
- Cannabis has been legal for adults in BC since 2018, how do you think this has affected youth cannabis use?

The use of alcohol, cannabis, and tobacco decreased between 2018 and 2023. The use of which other substances also decreased?

- a) Ecstasy/MDMA and cocaine
- b) Mushrooms and crystal meth
- c) Ketamine and opioids
- d) Inhalants and benzodiazepines

Answer: a)—Ecstasy/MDMA and cocaine.

Additional information:

- Very few youth use substances like crystal meth and ketamine, but there was an increase in using mushrooms (6% vs. 5% in 2018) and more of their own prescription than prescribed (6% vs. 5%)

Discussion questions:

- How do you think the opioid crisis and tainted supply has affected the use of these types of substances?
- How can youth who use substances be better supported?

What was the most common reason youth used substances the last time they used?

- a) They wanted to have fun
- b) Because of stress
- c) They felt like there was nothing else to do
- d) Their friends were doing it

Answer: a)—61% reported that the last time they used substances it was because they wanted to have fun.

Additional information:

- Other common reasons included to try it (32%) and because their friends were doing it (30%). Also, 22% last used substances because of stress, and 20% last used because they felt sad or down.

Discussion questions:

- More than 1 in 5 youth used substances to manage stress, what might be another way to handle stress?
- What are ways other than using substances that youth could have fun in this community?

ADVERSE EXPERIENCES

Did the percentage of youth who had been socially excluded at school in the past year go up, go down, or stay the same?

- a) Up
- b) Down
- c) Stayed the same

Answer: b)—Down. 37% of youth had been socially excluded at school compared to 39% in 2018.

Additional information:

- There was also a decrease in the percentage of youth who had been teased to the point of extreme discomfort in the past 12 months (35% vs. 38% in 2018).
- There was also a decrease in youth who reported they had perpetrated one of these forms of victimization (8% vs. 10% in 2018).
- In the past year, 4% of youth had missed school due to bullying.

Discussion questions:

- How can youth who experience in-person bullying be better supported?
- Why do you think these particular types of bullying are decreasing?

Did the percentage of youth who had been cyberbullied in the past year go up, go down, or stay the same?

- a) Up
- b) Down
- c) Stayed the same

Answer: a)—Up. The percentage of youth who had been cyberbullied increased to 15% from 13% in 2018.

Additional information:

- In the past year, 8% of youth had cyberbullied someone else, an increase from 6% in 2018.

Discussion questions:

- Why do you think online victimization is increasing and in-person bullying is decreasing?
- How can we better support youth who experience cyberbullying?

What percentage of youth who had dated someone in the past year experienced physical violence from their partner?

- a) 2%
- b) 4%
- c) 8%
- d) 16%

Answer: c)—8% of youth who had been in a dating relationship had experienced physical violence within their dating relationship.

Additional information:

- This was an increase from 7% in 2018 and 6% in 2013.

Discussion questions:

- If someone was experiencing dating violence, where could they go for support?
- How could you support a friend who was experiencing dating violence?

Roughly how many youth experienced discrimination in the past year?

- a) 1 in 3
- b) 1 in 10
- c) 1 in 20
- d) 1 in 50

Answer: a)—1 in 3 (35%) experienced at least one form of discrimination in the past year.

Additional information:

- They most commonly reported they had been discriminated against at school, followed by online.
- Discrimination on the grounds of race, gender, and sexual orientation all increased.

Discussion questions:

- Why do you think discrimination has increased?
- What resources are available for someone who experiences discrimination?

SCHOOL EXPERIENCES

What percentage of students felt like a part of their school?

- a) 24%
- b) 54%
- c) 74%
- d) 94%

Answer: b)—54%.

Additional information:

- The percentage who felt like part of their school has been decreasing since 2008. There were also decreases in youth who felt happy at school, safe at school, and that staff cared about them. For example, the percentage of youth who felt happy at school went down from 67% in 2013 to 60% in 2018 to 52% in 2023. However, most youth still felt like they were a part of their school, were happy to be there, and had positive relationships with school staff.
- Feeling connected to school was generally highest for students in Grade 7. For example, Grade 7 students were the most likely to feel like a part of school and to be happy at school. These feelings decreased in Grades 8 and 9, and then generally remained steady for the higher grades.

Discussion questions:

- Why do you think students are feeling less connected to school, compared to students in previous years?
- Why do you think younger students feel more connected to school?

What percentage of youth planned to continue their education after high school?

- a) 23%
- b) 52%
- c) 77%
- d) 92%

Answer: c)—77% of youth planned to go on to post-secondary (including college, university, or trade school).

Additional information:

- The percentage of youth planning to go to post-secondary has declined over the past decade (86% in 2013, 83% in 2018).

Discussion questions:

- Why are fewer youth planning to go on to post secondary education?
- What do you think youth are planning to do instead of going on to post-secondary?

RELATIONSHIPS AND CONNECTIONS

Most youth (71%) reported their parents knew what they were doing in their free time and 41% reported their parents knew what they were doing online. Do you think ...

- a) Both of these increased from 2018?
- b) Both of these decreased from 2018?
- c) Both of these percentages were the same as in 2018?
- d) The percentage whose parents knew what they were doing in their free time went up and the percentage whose parents knew what they were doing online went down?

Answer: b)—Both of these decreased from 2018.

Additional information:

- More than 1 in 3 youth (38%) reported that their parents rarely or never monitored their time online.
- Younger students were more likely than older ones to feel their parents knew what they were doing in their free time and online.

Discussion questions:

- Why do you think youth's parents are less likely to know what they are doing than in previous years?
- How can adults support youth to be independent and also help them to stay safe?

In the past year, what percentage of youth dated someone online who they had never met in person?

- a) 4%
- b) 7%
- c) 10%
- d) 18%

Answer: c)—10% of youth dated someone they had met online and had never met in person.

Additional information:

- This is an increase from 7% in 2018.
- 42% had dated someone in person.
- 3% of youth had dated two or more people online they had never met in person in the past year.

Discussion questions:

- What are some of the challenges and benefits of dating someone online?
- If you wanted to learn about healthy relationship skills, where would you go?

What percentage of youth felt there was an adult in the community who really cared about them?

- a) 45%
- b) 53%
- c) 65%
- d) 73%

Answer: d)—73% of youth felt there was an adult in their community or neighbourhood, outside of their family or school, who really cared about them.

Additional information:

- This is an increase from 65% in 2018.
- Most youth (75%) felt they had an adult inside their family they could talk to if they had a serious problem, and 34% had an adult outside the family they could talk to.
- Most youth who needed help had an adult in their life to help them with different tasks including making and getting to appointments (95%), preparing for post-secondary (87%), getting a job (85%), and with homework (81%).

Discussion questions:

- Why do you think the percentage who have an adult in their community who cares about them is increasing?
- What are the benefits of having a trusted adult to turn to?

True or false? Youth were more likely to report they felt they spent the right amount of time with their family and friends than in 2018.

- a) True
- b) False

Answer: a)—True, 75% of youth felt they spent the right amount of time with family, and 69% had the right amount of time with friends. These were both higher than in 2018.

Additional information:

- Youth who felt they had the right amount of time to do what they wanted on their own were more likely to report positive mental health and to feel happy in the past month, than youth who had too much or too little time.
- The percentages who felt they had the right amount of time on their own and in nature were unchanged from 5 years earlier.

Discussion question:

- Why do you think youth are more satisfied with the amount of time they get with family and friends than youth in 2018?

Roughly how many youth had at least one close friend online they had never met in person?

- a) 1 in 5
- b) 1 in 4
- c) 1 in 3
- d) 1 in 2

Answer: c)—1 in 3, as 36% of youth had at least one close friend online they had never met in person.

Additional information:

- Compared to 5 years earlier, youth were less likely to have in-person friends (94% vs. 96% in 2018) and more likely to have online friends they had never met in person (34% in 2018).
- Having 3 or more close in-person friends has been linked to positive outcomes. The percentage of youth who had 3 or more such friends decreased from 81% in 2018 to 69%.

Discussion questions:

- What are the benefits and challenges of having online friends, compared to in-person friends?
- Why do you think youth have fewer in-person friends and more online friends than in previous years?

What percentage of youth felt connected to the land or nature at least sometimes?

- a) 14%
- b) 22%
- c) 44%
- d) 62%

Answer: d)—62% felt connected to the land or nature, at least sometimes, including 6% who always felt this way.

Additional information:

- Grade 9 students were the least likely to feel connected to the land.

Discussion questions:

- Why do you think Grade 9s are the least likely to feel connected to the land or nature?
- How can adults support youth to feel more connected to nature/the land?
- What are the benefits of spending time in nature?

True or false? Older youth were more likely than younger youth to feel connected to their community.

- a) True
- b) False

Answer: b)—False. Youth aged 13 or younger were more likely than older youth to feel connected to their community.

Additional information:

- Four in 10 youth (40%) felt quite or very connected to their community. This went down from 42% in 2018.
- Most youth (90%) often or always felt safe in their neighbourhood in the daytime, and 65% often or always felt safe there at night.
- Just over half (54%) of those who used transit often or always felt safe doing so (with no grade differences).

Discussion questions:

- Why do you think those in lower grades were the most likely to feel connected to their community?
- What can help youth to feel connected to their community?

RECREATIONAL ACTIVITIES

Participation in one of these types of physical activity increased from 2018, which one is it?

- a) Organized sports (e.g., soccer, swim teams)
- b) Extreme sports (e.g., backcountry skiing)
- c) Dance, yoga, and exercise classes

Answer: b)—Extreme sports. The others decreased.

Additional information:

- Participation in informal sports such as hiking and cycling also increased.
- Youth in lower grades were the most likely to participate in extracurricular physical activity.

Discussion questions:

- Why do you think participation in extreme sports increased?
- Why do you think participation in other types of physical activity, like sports teams decreased?

What was the number 1 reason youth gave for not participating in extracurricular physical activity?

- a) They were worried about being bullied
- b) They were too busy
- c) They felt it was too competitive
- d) They were worried about catching something like COVID

Answer: b)—They were too busy.

Additional information:

- Youth in older grades were the most likely to report they were too busy.
- Youth in the middle grades were the most likely to feel it was too competitive.

Discussion questions:

- Why might youth be too busy to participate?
- What can make participating in physical activity easier for youth?

What was the most common way youth gambled for money?

- a) Playing in a gaming tournament
- b) Buying in-game items (e.g., loot boxes)
- c) Buying lottery tickets/scratch cards
- d) Playing cards/dice in person

Answer: b)—20% bought in-game items such as loot boxes for money.

Additional information:

- In addition to gambling for money, 13% gambled for something other than money and 34% reported they gambled 'just for fun.'

Discussion questions:

- Do you see buying in-game items as gambling? If not, when might buying these items become a problem?
- Where would a youth go if they needed help with their gambling?

What percentage of youth participated in cultural activities in the past year?

- a) 16%
- b) 26%
- c) 46%
- d) 66%

Answer: c)—46% of youth reported taking part in cultural or traditional activities in the past year, including 13% who participated at least weekly.

Additional information:

- Youth who took part in cultural or traditional activities on a weekly basis were more likely to feel connected to their community (54% vs. 38% who took part less often or not at all). They were also more likely to feel proud of their culture (91% vs. 73%), and to feel good about themselves (56% vs. 51%).

Discussion questions:

- What cultural activities are available for youth in your school/community?
- How could youth be supported to participate in cultural activities if they want to?

What percentage of youth volunteered without pay in the past year?

- a) 11%
- b) 31%
- c) 51%
- d) 71%

Answer: c)—51% volunteered without pay in the past year, including 19% who volunteered at least once a week (23% of females vs. 15% of males).

Additional information:

- Youth who were involved in their community through weekly volunteering were more likely to feel connected to their community (49% vs. 37% who did not volunteer this regularly), and to feel that an adult in their community really cared about them (80% vs. 72%).

Discussion questions:

- What are some advantages of volunteering?
- How can youth get connected with opportunities to volunteer locally?

True or False? Most youth reported they were confident swimmers.

- a) True
- b) False

Answer: a)—True, 62% were confident swimmers.

Additional information:

- 29% could swim but not confidently.
- 9% could not swim at all.

Discussion questions:

- What barriers might a youth experience to learning to swim?
- How could youth be supported to become confident swimmers?

What percentage of youth felt the activities they were involved in were meaningful?

- a) 15%
- b) 36%
- c) 55%
- d) 76%

Answer: c)—55% of youth reported the activities they were involved in were meaningful to them.

Additional information:

- This is a decrease from 66% in 2018.
- 35% of youth felt that their ideas were listened to and valued within these activities (vs. 44% in 2018 and 2013).

Discussion questions:

- Why do you think the percentage who found their activities meaningful has decreased?
- What can make extracurricular activities meaningful?

PROTECTIVE FACTORS

Which of the following can help to improve health and well-being?

- a) Having an adult who helps you with tasks like making appointments
- b) Having an adult to talk to when you have a problem
- c) Having an adult in your community who cares about you
- d) All of the above

Answer: d)—All of the above.

Additional information:

- Youth who have one or more of these adults in their life are more likely to report positive mental health, and to feel hopeful for the future.

Discussion questions:

- Why do you think supportive adults can have such a positive impact on youth's health and well-being?
- What are the best ways that adults can support youth when the youth comes to them for help?

True or false? Youth who slept for least 8 hours were more likely to report positive mental health.

- a) True
- b) False

Answer: a)—True.

Additional information:

- Sleep deprivation can increase anxiety, depression, and feelings of being overwhelmed.

Discussion questions:

- What other things can promote mental health?
- What strategies can help youth to get enough sleep?

Youth who exercised daily were more likely than those who exercised less often to report ...

- a) Good or excellent mental health
- b) Feeling good about themselves
- c) Sleeping for 8 hours
- d) All of the above

Answer: d)—All of the above.

Additional information:

- Regular exercise is also linked to youth reporting more positive overall health.
- Even small amounts of exercise can be associated with better health outcomes, compared to doing no exercise.

Discussion questions:

- Why do you think physical activity can have such a positive effect on youth's well-being?
- How can youth be encouraged to be more physically active?

What percentage of youth who got the medical help they needed reported good or excellent mental health?

- a) 12%
- b) 21%
- c) 48%
- d) 58%

Answer: d)—58% of youth who got the medical help they needed reported good or excellent mental health (vs. 21% who did not get needed medical care).

Additional information:

- Youth who got the medical help they needed were also more likely to feel their life was going well (67% vs. 29%), and to feel hopeful for their future (63% vs. 32%).

Discussion questions:

- How could youth be better supported to get the medical help they need?
- Why do you think getting medical help can have a positive impact on youth's mental health?

When youth felt like a part of their school, they were more likely to ...

- a)** Rate their mental health positively
- b)** Use substances
- c)** Skip school
- d)** Plan to complete high school but not go to post-secondary

Answer: a)—75% of youth who felt like a part of their school rated their mental health as good or excellent (vs. 28% of youth who didn't feel like a part of their school).

Additional information:

- Youth who felt like a part of their school were also more likely to feel hopeful about their future (74% vs. 33%), and plan to attend post-secondary (83% vs. 64%).

Discussion questions:

- What helps a youth to feel like they are a part of their school?
- What can schools do to help youth feel like they belong?

When youth felt connected to the land or nature, they were more likely to feel ...

- a)** Extreme stress
- b)** Dissatisfied with their life
- c)** That spirituality was not important to them
- d)** That they managed their stress well

Answer: d)—55% of youth who often or always felt connected to the land or nature felt they managed their stress well or very well compared to 44% of those who never or hardly ever felt connected.

Discussion questions:

- Why do you think being connected to land or nature helps youth to manage their stress?
- In what ways can youth in your school/community be supported to connect to the land or nature?



Risk and protective factors

(for the Rock Bucket Challenge)

Risk factors



Regularly gambles for money	Has experienced physical abuse	Does not feel safe in their neighbourhood	Has run away from home
Has friends who encourage risky behaviour	Does not have a quiet place to sleep at night	Vapes within 5 minutes of waking up	Has been teased or socially excluded many times
Has a close friend who has attempted suicide	Goes to bed hungry because there is not enough money for food at home	Drinks heavily when consuming alcohol	Has met someone on the Internet who made them feel unsafe
Has no adult to turn to for help	Does not feel safe at school	Has had sex when they didn't want to	Has experienced violence in a dating relationship
Has been verbally or physically sexually harassed	Has been discriminated against because of their race, ethnicity, or skin colour	Someone close to them had died	Has been cyberbullied



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Protective factors



Goes offline when they go to bed (e.g., turns phone off or puts it on silent)	Feels like a part of their school and that teachers care about them	Feels hopeful for their future	Has an adult they can talk to about a serious problem
Feels respected and understood by their family	Feels safe at school	Plans to continue their education after high school	Exercises regularly
Engages in their community (e.g., by volunteering)	Gets 8 or more hours of sleep a night	Has at least one in-person friend who can help them if they have a problem	Can identify something they are good at
Feels they have a good life and that their life is going well	Takes part in extracurricular activities that are meaningful to them	Can access services for their physical or mental health if they need to	Feels they have the right amount of time to do the things they want to on their own
Regularly takes part in cultural or traditional activities	Eats healthy food and has regular meals	Feels connected to the land or nature	Has an adult who can help them with tasks like homework or applying for a job

1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16
17	18	19	20

Additional activities

World Café style discussion

If you have longer than 90 minutes for the workshop, you may wish to host a World Café, as it can be an effective format for hosting large group dialogues about youth health topics.

SET UP

- ✓ The room should be set up for small table discussions (modeled after a café) that can seat approximately 6 people. Each table should have flip chart paper and markers.



Examples of table discussion topics include:

- How can youth mental health be better supported in this community?
- How can students' sense of safety in school be increased?
- How can the barriers to participating in physical activity be addressed?



After the small groups are completed, individuals are invited to share insights from their conversations with the rest of the large group.

Steps:

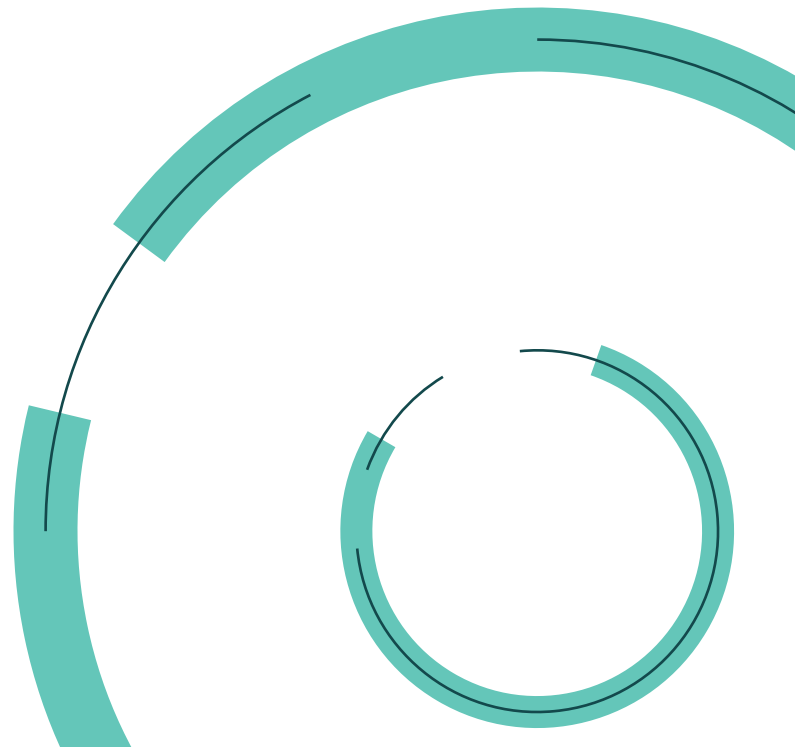
The process begins with the first of three or more 15–20-minute rounds of conversation for small groups of five or six youth and one facilitator.

The facilitator can ask for a note taker or can themselves record youth's ideas on flip chart paper.

At the end of the 20 minutes, each member of the group moves to a different table. (They should not all move to the same table.)

The facilitators stay at the tables to briefly explain to the next group what was discussed in the previous round. (The second and subsequent rounds can be slightly shorter than the first round as youth are often adding to the previous groups' ideas.)

Each table can discuss a different topic from the BC AHS and offer their suggestions for ways to improve the outcomes in the specific topic area.



Zine making

A zine is a low-cost, informal way of sharing art and text about a topic.

Overall goal of the activity:

By making a zine, youth can engage with a specific topic from the 2023 BC AHS, share stats that resonate with them, and can offer their reactions and opinions on that topic in the form of artwork, poems, song lyrics, and photos.

Steps:

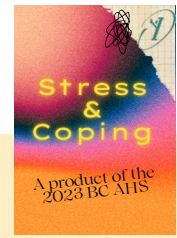
Explain that a zine is an informal booklet about a particular subject, and share examples of 2023 BC AHS zines with the group. (View examples at: <https://heyzine.com/flip-book/4b94b142f7.html>.)

Invite participants to choose a topic from the 2023 BC AHS. **Examples include:**

- Physical health
- Sleep
- Physical activity
- Phone use
- Nutrition
- School experiences
- Community connectedness
- Supportive adults
- Friendships
- Cultural connectedness/pride
- Mental health
- Pets
- Substance use (e.g. vaping, alcohol, cannabis)
- Sexual health
- Economic well-being
- Stress and coping

Once the youth have chosen the topics for their zine, ask them to pull out stats they would like to include.

Develop question prompts around the topic for youth to respond to with photos, art work, quotes, lyrics, poems, etc. and agree a time frame and format for youth to submit their responses.



Example: McCreary's Stress & Coping Zine—

Questions that youth answered with photos, artwork, quotes, song lyrics, poems:

- How do you experience stress?
- What is a healthy way you try and manage stress?
- What does 'healthy stress management' look like to you?

Decide if you want to lay out the zine digitally or assemble it on paper like a scrapbook/collage.

Digital layout:

- Canva has some zine templates that are easy to adapt and use—have the youth pick the one they want to use.
- Upload the youth's images to Canva and then insert into the template.

Scrapbook/collage layout:

- Decide on the size you want the zine to be (booklet/brochure size usually works best).
- Use construction paper or thick cardstock paper to make the zine.
- Ask if any of the youth are interested in taking on the layout of the zine.
- Be creative! Zines are meant to be artistic and do not need to look polished. Encourage the youth to have fun with the layout.

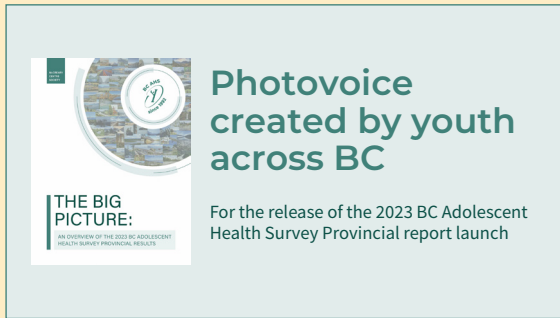
Layout or compile the zine with all youth submissions and stats, then review with youth for any final edits. Be sure to include where the data came from somewhere in the zine and to credit any quotes, etc.

Photovoice

Photovoice can be an effective way to support young people to reflect on and share existing research findings, and for them to explore what the data means to them.



A photovoice activity for the 2023 BC AHS can reflect local health issues or can focus on protective factors that promote positive health and well-being. An example of a photovoice project conducted for the 2023 BC AHS is available at mcs.bc.ca/powerpoint/2023_bcahs_photovoice.pptx.



Steps:

Ask youth to take one or more photos in response to the BC AHS data they have learned about.

- Photos should not include other people's faces without their expressed permission. If youth want to include a supportive person or people in their life, like friends or family, encourage them to be creative (e.g., photos of shoes, shadows).
- Photos can be taken on a phone or a camera and can be any size or orientation (landscape or portrait).

Once the youth have taken their photo(s) ask them to write a brief explanation of the photo and what it means to them.

Examples of prompts that may be helpful to ask as they write their explanation include:

- Why did this BC AHS finding stand out to you?
- How does your photo reflect this stat?
- What does it make you think about when you look at this picture?
- What else would you like to see in this picture to support youth health and well-being?

Create a display of all the photos and explanations for participants to review and reflect on.



Photovoice set up for the 2023 BC AHS provincial report launch.

Supporting youth to apply for a Youth Action Grant



If youth come up with a project idea to support youth health in their school or community, they may want to apply for a Youth Action Grant (YAG).

The grant application form is designed to be brief and developmentally appropriate for youth aged 12 and upwards to complete. The granting program aims to fund all applications that meet the criteria.



A YAG application form is on **pages 37–43**. Fillable PDF versions of the application forms in English and French are available at: mcs.bc.ca/youth_action_grants.

If you or the youth have any questions about the application process, or if they would like help preparing their grant application, email yag@mcs.bc.ca or call **604-291-1996 ext. 230**.

You may also want to host a short grant writing workshop to support youth to complete a YAG application.

Grant writing workshop

The workshop typically takes between 45 and 90 minutes to deliver.

Introduction

A grant is a sum of money given for a specific purpose or project. Most grants have an application deadline. However, there is no deadline for the YAGs, and granting decisions are usually made within a month.

The YAGs are grants of up to \$750. The grant program is facilitated by McCreary's Youth Advisory & Action Council and aims to give other young people in the province the opportunity to develop and deliver projects that support youth health in their school or community.

THE YAGs FUND PROJECTS WHICH ARE:

- ✓ Youth-led.
- ✓ Focused on one or more of the findings from the BC AHS.
- ✓ Beneficial to youth.
- ✓ Supported by at least one adult (such as a teacher, counsellor, youth worker, etc.).

Examples of previous successful YAGs include youth hosting a Winter Sports event, developing a LGBTQ2S+ book club, organizing a hiking trip, bringing in Elders for a drum making workshop, creating a school garden, hosting a conference, and organizing a stress-relief dog to come in during exam week.

Before filling in the YAG application form

Once youth have an idea for a project, invite them to discuss how it relates to the findings in the BC AHS.

Have the youth work together to come up with concrete goals for their project.

As they brainstorm their ideas, remind them their goals should be SMART:

S—Specific

M—Measurable

A—Attainable

R—Realistic

T—Timely

Once they have their broad idea narrowed down a little, they can begin to work through the sections of the application form, and create a draft of their application.

Completing the YAG application form

Part 1: General information

Ensure there is a youth willing to be the contact person for the grant. That youth must be willing to provide their name and contact information on the application form.

If you are unable to fulfill the role of adult support, ensure there is another adult aged 25 or older and affiliated with a school or organization (e.g., teacher, counsellor, youth worker) who is willing to support the application.

The adult support must be associated with a school or community organization because if the grant is approved, the funding must be sent to an organization (such as a school or community organization) and cannot be made payable to an individual.

Part 2: Project information

Ask the youth to come up with a title for their project.

A title that is catchy and summarizes the project can ensure the application makes a good first impression and is memorable to members of the granting committee.

Tell us about your project.

Ask the youth to write a description of their project, including information about who will be involved, where it will happen, why the project is important, and how it will benefit young people in your school or community.

Link to the BC AHS.

The project must in some way link to the BC AHS findings. If youth are unclear how their project relates to one or more of the findings, they should review the BC AHS reports available at mcs.bc.ca/about_bcahs.

How will you know your project has been a success?

This is the evaluation section where youth will note how they will know if their project has met its aims. This could be done through a feedback form for project participants, photos of their project, making a note of numbers participating in the project, or in other creative ways.

How will you share the project results with us?

Youth might decide to do a final report, invite McCreary staff to join an event, send pictures, or find another way to share how their project went and any lessons learned along the way.



Scan this QR code to download the English YAG application.



Scan this QR code to download the French YAG application.

Part 3. Project budget and timeline

Project budget.

Support the youth to develop a realistic budget. Developing a budget can feel intimidating but can help to ensure nothing gets missed and there is sufficient funding for the project to be successful.

The budget should include a description of anticipated expenses and the cost of those expenses.

Check that all the anticipated project costs can be covered by a YAG. YAGs cannot be used for regular expenses such as regular staffing costs, phone bills, or monthly rent on a building. If the cost of the project is more than the \$750 available from the YAGs, the youth should brainstorm where else they may be able to get funding. They should include all funding sources in their application.

Project timeline.

Support the youth to think through a realistic timeline for their project. This should include when they plan on starting and completing their project, as well as when they plan to conduct specific activities for the project. A clear and well-thought-out timeline will show how the project will progress and can help to ensure no steps get missed.

The timeline should consider that it may take up to 4 weeks to receive the grant funding.

PART 4: Guideline checklist and agreement

Once the youth have drafted and before they complete the final application, they should work through the guideline checklist and agreement. Doing so is a way to double check that their application has clearly demonstrated that their project is youth-led, aims to improve youth health, is supported by at least one adult, and shows a clear link to one or more of the findings from the 2023 BC AHS.

Processing the grant application

A submitted application will be reviewed by the youth granting committee, and McCreary's Youth Action Grant coordinator will notify the youth and adult support who submitted the grant whether they have been approved for a YAG, or if the committee had additional questions about the application.

The coordinator will send a grant agreement to sign, to confirm recipients will use the funds for the project.

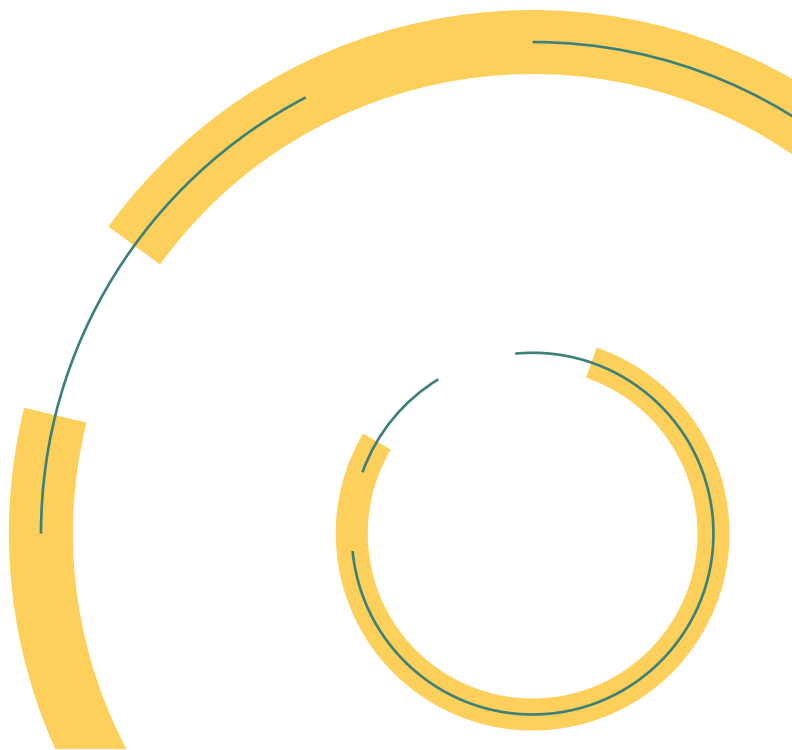
Once the youth applicant named on the grant application and the adult support have signed the grant agreement, the grant cheque will be mailed.

A final report template will also be mailed that can be helpful for reporting on the youth's project. The final report should be submitted once the project is completed.

If anything in the project changes from the original application, please notify McCreary.

Closing

At the end of the grant-writing workshop, it is helpful to review all the skills that youth have demonstrated in completing their grant application, as this can be helpful for résumé building and reflection.



Youth Action Grants

GRANTS UP TO \$750 FOR YOUTH-LED PROJECTS

A project of McCreary's Youth Advisory & Action Council &
the BC Adolescent Health Survey



About the Youth Action Grants

YOUTH ACTION GRANTS

The Youth Action Grants (YAG) were created by McCreary Centre Society's Youth Advisory & Action Council (YAC). The purpose of the YAGs is to provide BC youth (ages 12–19) from school districts that participated in the BC Adolescent Health Survey the opportunity to deliver a project to improve youth health in their school or community.

Priority will be given to applications from students in schools that have not previously received a grant.

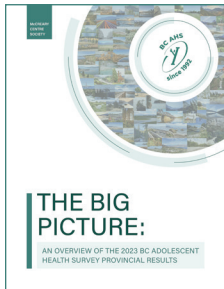
McCREARY CENTRE SOCIETY

McCreary is a BC charity committed to improving the health of BC youth through research and youth-led projects.

YOUTH ADVISORY & ACTION COUNCIL (YAC)

The YAC is a group of youth aged 15–24 who promote youth health and youth engagement through the YAGs, as well as through projects, workshops, and the creation of resources.

BC ADOLESCENT HEALTH SURVEY



In 2023, about 38,500 youth in Grades 7–12 across the province completed the BC Adolescent Health Survey (BC AHS), and shared what they know, think, and do about their health. Findings from the 2023 BC AHS are available at mcs.bc.ca/pdf/2023_bcchs_the_big_picture.pdf.

The YAC are looking for new members! The YAC is open to youth aged 15–24 who have an interest in improving youth health in BC.

For more information, contact Katie:
katie@mcs.bc.ca | 604-291-1996 ext. 235

Also, check out McCreary's website (mcs.bc.ca/about_bcchs) to learn more about the BC AHS and to access other resources.



mcs.bc.ca



yag@mcs.bc.ca



604-291-1996



[@mccrearyyouth](https://www.instagram.com/mccrearyyouth)



[@mccrearycentre](https://www.youtube.com/mccrearycentre)

Have an idea? Tell us about it!

STEP 1:

Tell us about your project by filling out an application form.

STEP 2:

Turn in your completed application form one of two ways:

- 1 Email application to:
yag@mcs.bc.ca
- 2 Print and mail application to:
McCreary Centre Society
ATTN: Youth Action Granting Committee
3552 East Hastings Street
Vancouver, BC V5K 2A7

STEP 3:

The YAC will review your application and let you know if it has been successful within 4 weeks of receiving it.

If you have any questions about your project idea, the application process, or would like help preparing your grant application, email yag@mcs.bc.ca or call Karen at **604-291-1996 ext. 230**.

If the YAC has any questions about your application, we may contact you or your adult support for more details.

YOUR PROJECT SHOULD BE:

- Youth-led.
- Focused on one or more of the findings from the 2023 BC AHS.
- Benefitting youth in your school and/or community.
- Supported by at least one adult (such as a teacher, counsellor, youth worker, etc.).

A STRONG APPLICATION WILL INCLUDE:

- An explanation of why the project is needed in your school or community.
- A clear link to one or more of the findings in the 2023 BC AHS.
- A realistic budget and timeline.

A STRONG PROJECT PROVIDES YOUTH WITH OPPORTUNITIES TO:

- Build connections.
- Gain valuable skills and knowledge.
- Make a positive impact in your school and/or community.



mcs.bc.ca



yag@mcs.bc.ca



604-291-1996



[@mccrearyyouth](https://www.instagram.com/mccrearyyouth)



[@mccrearycentre](https://www.youtube.com/mccrearycentre)

Application form

PART 1: GENERAL INFORMATION

1 Youth project leader information

Project leader must be a youth aged 12-19

NAME (first and last)

AGE

SCHOOL DISTRICT NAME AND NUMBER

EMAIL

2 Adult support information

Adult support must be 25 years old or older and be affiliated with a school or organization (e.g., teacher, counsellor, youth worker).

NAME (first and last)

AGE 25+ Y N

RELATIONSHIP TO YOUTH PROJECT LEADER

AFFILIATION (e.g., organization, school)

MAILING ADDRESS:

CITY

STREET

OR PO BOX

PROVINCE

POSTAL CODE

TELEPHONE

EMAIL

PART 2: PROJECT INFORMATION

- 1 Title of project
- 2 Tell us about your project. *Be sure to include how many people will be involved, when your project will take place, and which adult(s) will support you.*
- 3 Link to the BC AHS. *These grants aim to improve youth health by addressing findings from the 2023 BC AHS. How does your project support this? (If you are unsure, you can check out the report here: mcs.bc.ca/pdf/2023_bcahs_the_big_picture.pdf).*
- 4 How will you know your project has been a success? *For example, you might create and hand out feedback forms and count how many youth attended your youth health event.*
- 5 How will you share the project results with us? *For example, by sending us photos of an event you hold.*

PART 3: PROJECT BUDGET & TIMELINE

1 Project budget. Provide a budget, outlining the amount of money you are requesting from the YAG (max. \$750) and how it will be spent. Please note we may request copies of receipts for project expenses.

EXPENSES & DESCRIPTION	TOTAL AMOUNT NEEDED (\$)	REQUESTED YAG AMOUNT (\$)	ADDITIONAL FUNDING SOURCES (\$)
TOTAL (\$):			

<p>ITEMS THE GRANT MONEY CAN BE USED FOR:</p> <ul style="list-style-type: none"> <input type="radio"/> Equipment/venue rental. <input type="radio"/> Food for participants. <input type="radio"/> Project supplies (e.g., markers, flip charts, display boards). 	<p>ITEMS THE GRANT MONEY CANNOT BE USED FOR:</p> <ul style="list-style-type: none"> <input type="radio"/> Projects that are planned and led by adults. <input type="radio"/> Trips/activities that take place outside of the project. <input type="radio"/> Regular costs for your school/community group such as gas bill, or staff wages. <input type="radio"/> Activities or supplies purchased BEFORE the grant has been approved. <input type="radio"/> Costs that are covered by other funding.
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2 Project timeline. Provide a timeline including details of what you will do in your project, when you will do it, when you plan to complete your project, and when you will share project results with McCreary.

DESCRIPTION OF ACTIVITY/TASK	STARTING DATE	COMPLETION DATE
ANTICIPATED PROJECT COMPLETION DATE:		

Think of your timeline as a TO DO list by outlining the tasks you will need to carry out to successfully finish your project.

PART 4: GUIDELINES CHECKLIST & AGREEMENT

- 1 Guidelines checklist.** *Go through the list below and check the boxes to ensure that your project is in line with YAG guidelines.*

My project is youth-led (youth ages 12–19).

My project aims to improve youth health in my school and/or community.

My project is supported by at least one adult.

My project shows a clear link to one or more of the findings from the 2023 BC AHS.

- 2 Agreement.** *Please check the boxes below and sign to indicate you and your adult support have read and agreed to them.*

All the information I have provided in this YAG application is correct.

I understand that I may be asked to provide documentation of my project through photos, video, a short report, and/or receipts for project expenses.

I give permission for details of my project to be displayed by McCreary Centre Society on their website or in other print/electronic forms.

YOUTH PROJECT LEADER'S NAME (first and last)

DATE SIGNATURE

ADULT SUPPORT'S NAME (first and last)

DATE SIGNATURE

THANK YOU.

We look forward to reading your application!

Feedback form

We value your feedback

Your feedback is anonymous—Your answers will not be connected to you personally. You can skip questions you don't feel comfortable answering and can stop taking part at any time.

Thinking about today, please mark an answer for each sentence:

	Not at all	A little	Quite a bit	Very much
I learned results of the BC AHS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I learned about risk and protective factors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt comfortable sharing my ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt heard	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt safe taking part	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I had fun	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What (if anything) did you like about the workshop?

Do you have any suggestions to improve similar workshops in the future?

Do you have any ideas about how youth can be better supported, that you did not get to share today?

What grade are you in?

- Grade 7
- Grade 8
- Grade 9
- Grade 10
- Grade 11
- Grade 12

What is your current gender identity?

- Male
- Female
- I don't identify as male or female (i.e., non-binary)
- I am not sure yet

Is there anything else you would like to share?

Thanks for taking the time to complete this form.

