YOUTH PERSPECTIVES ON CLIMATE CHANGE AND ITS IMPACTS ON MENTAL HEALTH IN THE VANCOUVER COASTAL HEALTH REGION

McCreary Centre Society

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

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EXECUTIVE SUMMARY

McCreary Centre Society's Youth Health Ambassadors (YHA) are a diverse group of BC youth in Grades 7 to 12 who are trained to facilitate conversations with their peers about various youth health topics. Through the 2024-2025 school year, 26 YHA from the Vancouver Coastal Health (VCH) region facilitated conversations with 101 of their peers to explore the impacts of climate change on youth well-being. They also asked their peers about recommendations for how schools and communities could support youth mental health in the face of a changing climate.

Across the 16 conversations hosted by the YHA, youth raised concerns about the negative impacts of climate change on their mental health and well-being. They described feeling fear, anxiety, and worry about the impact on their future opportunities. They also shared their grief at the loss of natural environments like forests, and their reduced access to meaningful activities, like seasonal sports. Youth felt resentful towards previous generations for their contribution to climate change, and to global leaders for their lack of action. Considering the scope of the climate crisis, many felt hopeless and helpless to contribute to meaningful change.

Youth were concerned about the impacts of climate change on their long-term health and safety, as a result of poor air quality from wildfires and extreme temperatures, as well as the immediate threats caused by fires, floods, and other climate events. There was also an emotional impact on those who witnessed climate events on the news or social media, particularly when they were worried about loved ones in affected communities.

Conflicting beliefs and perspectives about climate change influenced youth's peer and family relationships, often leaving them feeling disconnected or unsupported. Some youth and their families also faced greater food and financial insecurity, which they attributed in part to the climate crisis, and further contributed to them feeling anxious and overwhelmed.

To support youth experiencing climate anxiety, participants recommended that adults listen and acknowledge youth's concerns in an open, non-judgemental, and compassionate way. Youth noted that knowledge of climate change was not needed for adults to provide such support. Schools and communities could increase youth-friendly, evidence-based education about climate change, balancing the reality of the climate crisis with positive actions being taken around the world.

Assisting youth to build skills for self-regulation, and ensuring they had access to the appropriate mental health supports were considered important for those experiencing climate anxiety. Youth also emphasized that taking action to address environmental impacts, however small, was important in contributing to meaningful change.

Finally, youth wished to have a role in leading initiatives to encourage sustainability in their schools or communities, and to foster collective action in partnership with older generations. They also wanted to support their peers, such as through climate change-related clubs, peer support groups, and peer-led conversations.

INTRODUCTION

In recent years, communities across British Columbia (BC) have been increasingly affected by climate-related events, such as extreme weather and natural disasters. In 2021 alone, BC experienced record-breaking temperatures during a heat dome, communities in VCH and other regions were devastated by wildfires, and an atmospheric river led to flooding across southwestern parts of the province. The increasing frequency and severity of these climate events have led to concerns about the physical and mental well-being of youth directly and indirectly affected by such events.

Findings from the 2023 BC Adolescent Health Survey (BC AHS), completed by 38,500 BC students in Grades 7–12, have shown a decrease in positive mental health ratings over time for youth in the VCH region (from 81% in 2013, to 74% in 2018, to 62% in 2023). This is consistent with patterns across BC and there may be many factors contributing to this decline. However, the rise in climate events in the past decade has prompted interest in understanding how climate change might be impacting young people.

The YHA is a diverse group of youth in Grades 7–12 who are trained to facilitate conversations with their peers on various youth health issues. McCreary trained and supported 26 VCH based members of the YHA team to explore the impacts of climate change on the mental health and well-being of their peers.

The YHA involved in this project represented diverse urban and rural communities, experiences, and identities. In September 2024, they worked alongside McCreary staff to develop a conversation guide, participate in facilitation training, and organize conversations with their peers. Through the fall and winter, they engaged 101 of their peers in 16 conversations about climate change.

This report shares a summary of the findings from the YHA-led engagements. It offers youth's insights on the ways climate change has impacted health and well-being, and shares participants' suggestions for how young people could be better supported to manage their climate anxiety.

Quotes from youth participants are included throughout the report.

LIMITATIONS

While efforts were made to engage with youth from diverse communities and backgrounds, YHA canvassed the perspectives of their own peer groups. As such, participants may not represent the experiences of all young people in the VCH region.

PARTICIPANT PROFILE

Conversation participants were invited to complete a brief voluntary, anonymous, and confidential survey that asked demographic questions and provided an opportunity for youth to share anything else they wanted to.

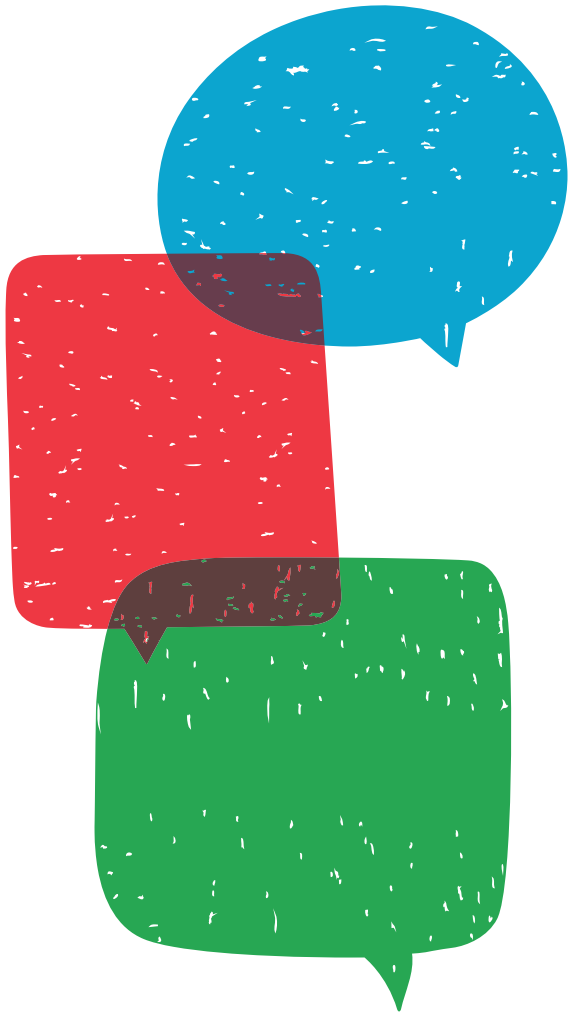
Survey results showed that participants lived in rural and urban communities across the VCH region and ranged in age from 12 to 19, with an average age of 15. There was fairly equal representation of male (47%) and female (48%) participants, and a small minority identified as non-binary.

The most common backgrounds youth identified were East Asian (32%), European (31%), and Southeast Asian (20%). Participants also identified as Indigenous; South Asian; Middle Eastern; Latin, South, or Central American; African; and Caribbean backgrounds (youth were able to mark all backgrounds that applied).

Participants were asked if they identified as having a health condition or disability. A small minority reported they did.

In the final open-ended question, a few shared their appreciation for the opportunity to participate.

> *"I love how you're working on sustainability and raising awareness. Keep up the good work!"*



IMPACTS OF CLIMATE CHANGE ON YOUTH WELL-BEING

During the youth-led engagement sessions, participants shared a range of ways that climate change has affected their lives, well-being, and communities.

A few participants felt they had not experienced any impacts of climate change, or were unsure of any impact. Some of these youth felt uneducated and unaware about climate change, others felt climate change had not meaningfully impacted them or chose not to consider the impact.

> *"It has not impacted me in any way I notice or care about. I imagine the majority of youth agree. While there are a conscientious few, many have little to no care."*

> *"It doesn't affect me right now, so why should I bother?"*

The perspectives of those who felt impacted by climate change are discussed below.

MENTAL AND EMOTIONAL WELL-BEING

Across nearly all conversations, participants talked about the impact of climate change on their mental health, including experiencing feelings of anxiety, sadness, guilt, dread, and hopelessness.

Many described feeling persistent worry about the present and future impacts of climate change. They stated that although climate change was not always the most urgent or front-of-mind issue for them, it felt overwhelming and omnipresent. They described how worrying about the climate compounded the other stressors they faced, like school and relationship stress.

> *"Climate change is a constant weight on my shoulders and adds to my already stressful life."*

> *"I feel I am constantly anxious about my future and if my future kids will have a safe planet to live on."*

Youth described feeling grief and sadness at the destruction of the environment around them including the loss of local trees and forests due to wildfire, as well as by the global decline and extinction of animal species. This affected their connection and access to nature, and their participation in outdoor activities (e.g., skiing, hiking).

> *"Mourning as you watch the environment around you decline."*

Participants also described feelings of anger and resentment towards those they perceived as causing, contributing to, or ignoring the climate crisis. This included government, corporate, and social leaders and influencers. They also felt resentment towards older generations for contributing to the climate crisis, and not acting sooner to address the impacts.

> *"Annoying to see people who have the money/power/ability/influence not do anything about this issue. Especially influencers, who have the platform to do so, but often choose not to as it doesn't match their aesthetic—which is so shallow."*

> *"AI (Artificial Intelligence) and other industries release so much carbon. 4x carbon emissions to ask AI a question than one Google search because of all the computers."*

The inaction of global leaders and scale of the climate crisis also led many youth to feel helpless. They felt their individual actions could not contribute to the scale of change needed, and broader legislation and systems level change was required. Youth also felt a sense of despair when they perceived their sustainability efforts were undermined by the behaviours of their peers (e.g., participating in fast fashion industry, not recycling). Not being eligible to vote also contributed to youth's feeling of hopelessness to enact change.

> *"Sometimes we feel kinda disappointed or frustrated and tired because we feel like there's nothing that we can do and everything is gonna get worse."*

> *"I feel dread when I recognize that I am doing as much as I am. But then I look around and see so, so, so many people not doing all these things (like recycling) and them actively causing problems like buying a bunch of Shein stuff. It feels hopeless that my efforts are making basically no impact as so many people aren't. Let alone the big companies who are actively doing the worst of the pollution."*

> *"Youth aren't even of voting age, so there is no change we can make in terms of the political leaders. Their actions affect us the most as they're 'setting up' the world for our future, and if they don't prioritize the right things, what's even the point of it all?"*

Some youth felt personal guilt and direct responsibility for their contributions to the climate crisis. This included everyday actions like learning to drive or traveling long distances for sports teams.

> *"When I was learning how to drive, I felt very guilty that I was unnecessarily polluting and wasting gas."*

> *"[I] play on a team far away. Driving lots makes me feel guilty."*

> *"When I brush my teeth, I let the tap run between brushes. Feel guilty."*

Others felt frustrated that they weren't doing enough to address climate change, and described the pressure to continually evaluate and restrict their behaviours to reduce their carbon footprint. This included replacing wasteful behaviours or products with more sustainable ones, or avoiding social situations which may produce preventable or unnecessary waste.

> *"[I] avoid going to activities which will produce lots of garbage or pollution."*

For a small minority of youth, the feeling of not doing enough escalated to intense anxiety and distress about their contributions to climate change. This led to increasingly restrictive behaviours in their own lives and an attempt to control the actions of others, such as their parents or guardians.

> *"It doesn't feel like I can ever do enough."*

> *"I basically forced my parents to go vegetarian, but I look around and there's a million things they're still doing wrong."*

> *"Feeling responsible for every small action that could harm the environment."*

Sometimes, youth coped with this hopelessness through apathy, disengagement in climate action, and actively engaging in behaviours they knew were environmentally damaging.

> *"Thinking about it often leads to a negative spiral. Prefer not to think about it just to avoid that spiral."*

> *"[Seeing effects of climate change] either encourages you to help the issue or feels useless so you contribute more to pollution and over consumption (because a loss for hope)."*

PHYSICAL HEALTH AND SAFETY

The impacts of climate change on physical health were also of concern to youth conversation participants. This included declining air quality due to pollution or wildfire smoke, which particularly affected those with asthma or other chronic illness.

> *"The smoke makes my lungs hurt and I can't do many outdoor activities and enjoy where we live."*

> *"The pollution makes it hard for me to enjoy being outside."*

Youth noted many ways that more extreme temperatures throughout the year could contribute to poorer physical health. For example, some shared that hotter summers and heat-related climate events (e.g., heat domes) could increase the risk of heat stroke and dehydration. Others were concerned that increased UV radiation could lead to increased rates of skin cancer. During the winter, colder temperatures could lead to frost bite or hypothermia. One participant noted that poorer weather throughout the year may increase the chance that youth get less than the recommended amount of vitamin D, and described their own recent deficiency.

> *"I don't know if climate change related, but I'm on vitamin D for the first time because I can't get enough from sunshine (worse than ever)."*

> *"Rising temperatures increase heat-related illnesses during sports and outdoor activities."*

> *"In the winter it can reach -29 degrees Celsius. In this temp, we can't walk outside, ski without the fear of intense frost bite."*

PARTICIPATION IN SCHOOL, EXTRACURRICULARS, AND OTHER ACTIVITIES

Participants described impacts on their day-to-day lives and activities. For example, an increase in weather events throughout the school year interfered with students' education. They perceived that weather-related school cancellations were happening more regularly, as a result of extreme temperatures (heat and cold), atmospheric rivers, and wildfires. Extreme weather could also make it harder to get to school or to feel motivated to go. Some noted they did not have air conditioning in their schools, which could negatively affect health and learning during extreme heat events.

- *"Heat wave → no school."*
- *"Disrupting education (snow days, power outage)."*
- *"When it's overly hot, I don't feel like doing anything like homework or going out."*

Youth described extreme weather, climate events, and unseasonable weather disrupting their participation in sports and other activities (e.g., skiing, outdoor soccer). For those who participated in competitive sports, this could negatively impact their skill development and progress.

- *"Many youth's hobbies or activities such as snowboarding or ice skating on lakes are impacted by climate change."*
- *"Natural disasters affect sports, e.g., was going to play an away game in another city, but there were forest fires that prevented me from doing so."*

For many, missing out on sports or other physical activities was replaced by time spent indoors and on screens (e.g., social media). This could contribute to worsened physical and mental health, and a loss of important social connections.

- *"Heat waves lead to spending summers indoors on social media (affects mental health)."*

PEER AND FAMILY RELATIONSHIPS

Participants offered examples of ways that climate change had negatively impacted their relationships. Most commonly, when a youth's values and beliefs about climate change conflicted with those of their peers or family. For example, a few youth had ended friendships with those whose actions or beliefs did not align with their own. Others had been teased by peers for their environmental advocacy. However, youth also described the strong social connections that could come from finding peers who shared similar values.

> *"Can create divides between people who do or do not care."*

> *"I prefer forming relationships with like-minded people rather than someone who doesn't care about the environment."*

> *"It can strain relationships when others don't share our concerns but also bring us closer as we unite to take action and support each other."*

Differing views on climate change, could lead to increased conflict at home and to youth feeling unheard and unsupported, particularly by adult relatives.

> *"Hurting relationships with family as many do not have the same beliefs of climate change's impact."*

> *"A lot of the time, parents shut down the comments and dismiss the idea that it even exists."*

> *"I feel some strain on my relationship with the older generations in my family. My resenting of them for taking part in an era that did the large amount of damage that's affecting today."*

COMMUNITY SAFETY AND INFRASTRUCTURE

Youth discussed how wildfires, floods, and other climate events have displaced families and destroyed homes, communities and infrastructure across BC. These events could traumatize individuals and entire communities, and disrupt the lives of the young people who live there. Witnessing such events, even on the news, could also feel traumatic to youth not living in or connected to those areas.

> *"Family members live in [areas affected by natural disasters], which indirectly affect youth, as we worry about their health and safety."*

> *"Atmospheric river destroyed family homes and communities."*

> *"Friends […] have their homes destroyed and having to evacuate."*

> *"Landslides and floods have affected people that we care about, which is very [stressful]. The flooding was [near my community], which is so close to us—is so eye-opening."*

Youth described how extreme weather and climate events have negatively affected transportation, roads, utilities, and other infrastructure in their communities (e.g., roads and buildings washed away during floods).

> *"Infrastructure is affected by climate change, due to floods, fires, droughts… leading to issues with day to day → getting to work, school, activities."*

> *"Delays in transportation, especially if it snows."*

> *"I live in [a rural community] and our city water is affected by droughts (conserving water)."*

ECONOMIC AND FOOD SYSTEMS

Youth also discussed the direct and indirect impacts of climate change on local and global systems. Many felt impacted by changing food systems, including increased food scarcity and the rising cost of food. The rising cost of living had affected many participants directly, and increased the stress and financial strain on their families. Many were concerned about increasing food and financial insecurity in the future.

- *"No money for food ☹."*
- *"Our food is and will be affected by climate change significantly. Pollinators are going extinct, biodiversity is being threatened (within our food varieties), and growing food will become a challenge in droughts or recently flooded areas… soil erosion, etc."*
- *"Inflation shouldn't affect youth!! We did nothing wrong to make the world like this."*

UNCERTAINTY ABOUT THE FUTURE

Many youth shared their feelings of dread, fear, anxiety, and uncertainty about the future. This most commonly included a concern for the continued degradation of the environment, and the impact this could have on physical health, quality of life, and outdoor activities in the years and generations to come. A few also shared concerns about the future habitability of the planet.

- *"There're so many things I enjoy about nature. In a couple of years, will I still be able to do that?"*
- *"Stressed about the future (weather, daily life, loss of environment or wildlife)."*
- *"Will we have to watch our whole world come to an end and know that we didn't do enough? Will we have a planet to live on?"*

Many participants considered the impact of climate change on future job and career opportunities. Some felt uncertain about life after high school, such as whether certain careers would still be available to them. This was of particular concern to those in communities with large agricultural industries. This uncertainty led some youth to feel apathetic about their future career.

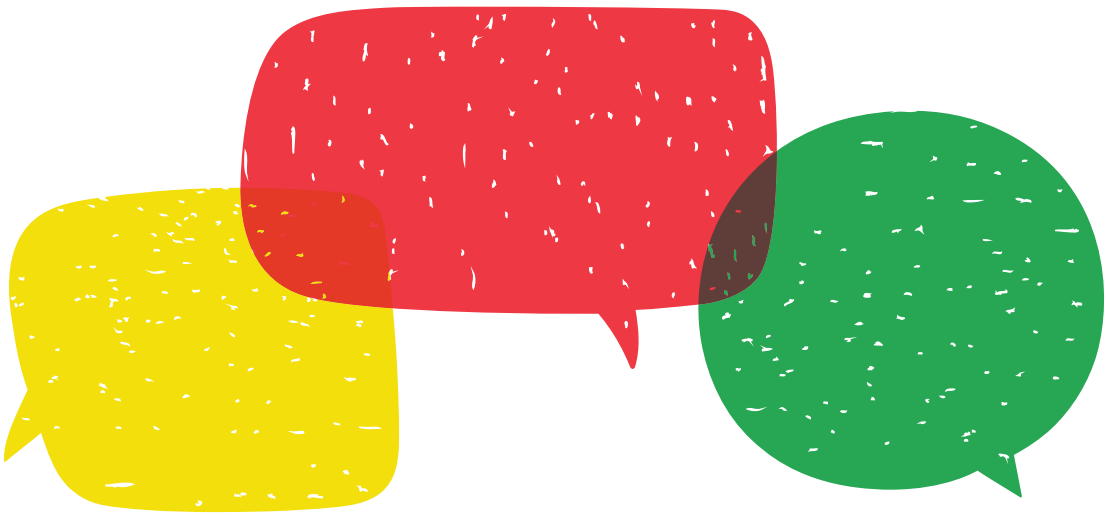
- *"Job positions may not be valued as much or not exist due to weather changes."*
- *"Will university degrees even matter [in the future]?"*
- *"Being unmotivated to reach for big career goals if the world might change so drasti cally in the next decade(s)."*

Youth also faced anxiety about other future decisions. This included whether they would have children due to the high environmental impact of kids, and future economic and environmental uncertainty.

- *"I'm debating having kids in a bad world!"*
- *"Looking into the future and questioning if [youth] want to bring a family into the state the world is in right now."*

Some mourned the potential loss of opportunities available to previous generations, like outdoor music festivals and global travel. While they acknowledged such activities were not necessary for survival, their potential loss was considered especially impactful given many participants had missed out on other milestones during the COVID-19 pandemic.

- *"[Will climate change lead to] less concert tours or travelling job positions?"*
- *"Travel in the future? What will that look like? Feel guilt about flying."*



YOUTH'S SUGGESTIONS FOR SUPPORTING CLIMATE ANXIETY

Participants shared their suggestions for ways to support the well-being of young people who might be experiencing climate anxiety.

IMPROVE MENTAL HEALTH SUPPORTS

Many students wanted support with climate anxiety at school or in the community but felt it was currently unavailable. They emphasized that adults did not need to be experts in climate change in order to support youth. Instead, youth recommended being open, non-judgemental, and compassionate when listening to youth's concerns. It can be difficult for youth to seek help for any type of mental health challenges, and climate anxiety is no different. When adults listen and do not dismiss or minimize youth's concerns, this can foster trust and help youth feel less alone.

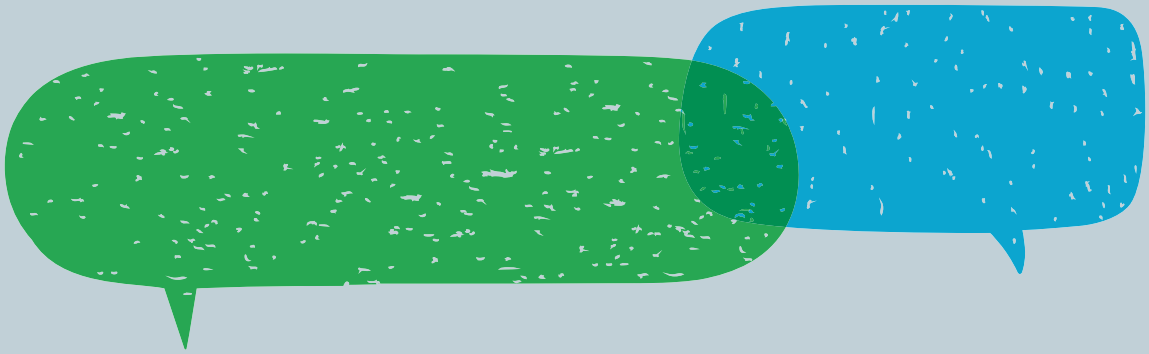
- *"It is NOT helpful when adults brush off these topics, especially when the youth is going out on a limb and initiating a conversation, when it's really nerve-racking to do so."*
- *"Support youth by listening to their concerns and validating their feelings."*

Youth also suggested that peers could have a role in supporting those experiencing climate anxiety. This could include peer support groups or clubs to talk about climate change and climate anxiety. It could also include peer-led conversations about climate issues and their effect on youth well-being. The primary goal would be to help youth feel less alone and to normalize conversations about climate anxiety.

- *"More teen groups to talk together."*
- *"Talking about it more so that you feel like you are not the only one thinking about it."*
- *"Making it normalized to talk about it, because it is often made out as a daunting task."*

Schools and community groups could also support youth to identify helpful strategies to manage their anxiety around climate change. This could include going for a walk, listening to music, journaling, or participating in hobbies (e.g., art), especially those that do not involve screens. These strategies could be helpful for managing other difficult feelings beyond climate anxiety.

- *"Counselling or therapy can help manage severe anxiety and provide coping strategies."*
- *"Developing hobbies that don't involve looking at a screen (arts, sports, etc.)."*



Youth also shared their ideas for how schools could foster more supportive and compassionate learning environments. For example, schools could implement policies for increased support and flexibility during extreme weather, or other climate events. This could include providing extensions on school assignments, facilitating activities to foster connection, or increasing formal or informal conversations about climate change and climate anxiety. Teachers could be trained to recognize signs of climate anxiety, and be provided tools to approach conversations with students.

- *"Less stress from school during natural disasters. Homework isn't the most important thing."*

- *"[It's important] for adults to understand that our mental health matters and we do sometimes need a break."*

- *"Teachers need to be more educated [about climate anxiety] and understand the importance of mental health."*

Youth recommended providing indoor opportunities to engage in physical activity and make positive peer connections. These could be made available at school and in the community when outdoor activities are not possible due to extreme weather or climate events.

EXPAND CLIMATE CHANGE EDUCATION

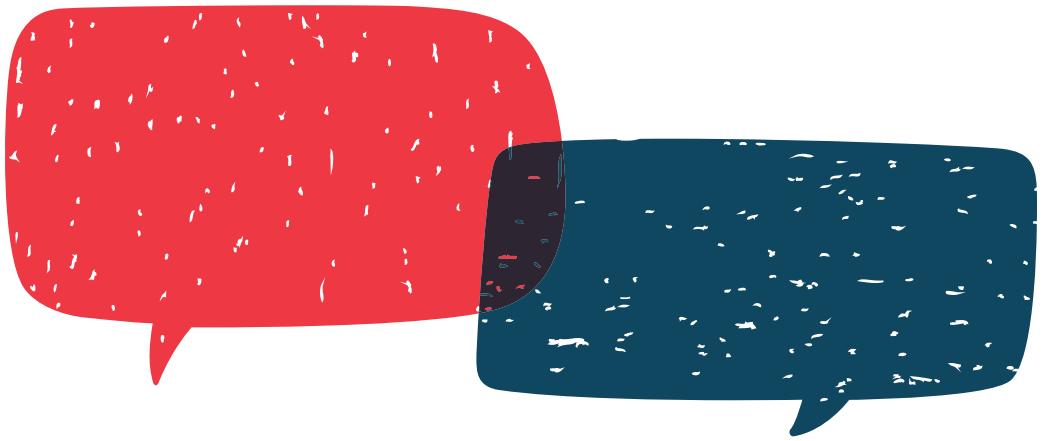
Most youth felt that schools and community organizations could better incorporate climate change education into the curriculum and existing programs. This could include learning about climate change and its impacts on life in BC, evidence-based actions that can affect positive change, and how to find reliable and youth-friendly information online.

- *"Have schools teach about climate change and take actions."*

- *"More presentations/information about climate change. The fear of the unknown is the worst part."*

Topics youth were interested in learning more about included how to properly compost and recycle; understanding the recycling system and it's impact on sustainability; greenwashing and how to tell if a product is environmentally friendly; and what actions or behaviour changes can make the greatest impact on reducing youth's climate footprint. Youth also wanted a realistic understanding of their community's level of risk to extreme weather and natural disasters.

- *"How probable are wildfires in my area?"*



Participants stated that education about climate change should be balanced, so youth are not left feeling hopeless. In addition to learning about the impacts of climate change, they also want to hear about promising practices and positive change happening locally and globally. Education and resources should be fun, interactive, and engaging, and should highlight the tangible actions that can make a difference.

> *"I think schools/adults could share what they're doing to fix climate change, rather than talking about the negatives of climate change, talking about the positives such as what we're doing about it would help youth's anxiety."*

> *"Rather than having posters/social media posts about all the bad things that are happening, change them to say things we can do along with how much of an impact it has made on the environment."*

Youth rarely saw online content related to climate change, and felt this contributed to an overall lack of awareness of the short- and long-term impacts. They recommended community organizations or governments develop advertisements (e.g., social media content, advertisements on streaming platforms) to increase awareness of climate change and climate anxiety and promote positive, sustainable actions.

> *"Motivational reels: using social media to create movement towards improving climate change. #blacklivesmatter was a horrible event but creates a good example for this. Everyone was involved."*

> *"Do you know those Government of Canada ads? [They should create] one of those from time to time so that everyone is more educated and eased [about climate change]."*

PROMOTE TANGIBLE, YOUTH-LED STRATEGIES

Youth recommended schools and community organizations could support youth to take small, tangible actions to help them feel less helpless about climate change. This could include youth-led projects to implement sustainability policies or procedures at school; providing job or volunteer opportunities to support climate action; and ensuring youth have meaningful leadership opportunities where they can share youth perspectives and advocate for change.

> *"Youth want to be part of the solution, such as going out and making change through volunteering, working, programs, protests, etc."*

> *"[Youth need] organizations and volunteering like the YHA where we can get involved and make a difference."*

> *"Ensure that voices are heard, and do not ignore them just because they're young or 'inexperienced'."*

Youth-led project ideas included advocating for reducing food and packaging waste in school food programs; improving waste management systems in schools (e.g., signage for composting and recycling); and advocating for school divestment from fossil fuels. They also shared land-based projects like building school or community gardens, or leading beach or community clean-ups. Many had ideas to increase education and develop youth resources, like educating on fast fashion and hosting school-wide clothing swaps; creating by-youth-for-youth social media content; developing a centralized database of climate change-related opportunities for youth; and creating a youth-friendly guide or handbook sharing information, strategies, and resources related to climate change.

Youth felt that promoting positive, concrete actions would be more effective than using a punitive approach, and could help youth feel they were contributing to sustainable change. Initiatives that rewarded positive actions, or encouraged

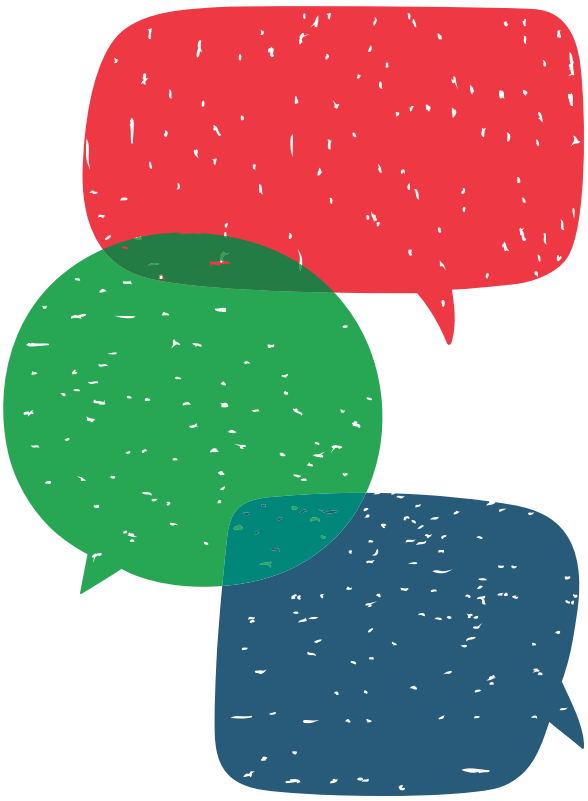
innovation or friendly competition were especially motivating. For example, one youth shared about a successful program at their school where the proceeds of recycling returns were invested into the school sports program. This system had encouraged students to recycle at higher rates than if the proceeds did not benefit the sports team.

> *"I think we should utilize positive reinforcement in schools to promote climate safe practices, such as getting money for recycling."*

> *"[I would recommend] incentives for making environmentally friendly actions."*

> *"Integrate fun competitions that can improve a specific issue (ex. most creative way to reduce electricity usage)."*

> *"I feel like in order to avoid existential dread, I block it out of my head and separate off specific time to make active effort towards a better environment whilst also practicing habitual green things like avoiding single use plastcs."*



PROVIDE OPPORTUNITIES FOR INTERGENERATIONAL CONNECTIONS AND LEARNING

Across conversations, youth recommended that younger and older generations be involved in local climate solutions as a way to build intergenerational connections, learning, and collaboration.

> *"[Youth need to know] that older adults care about our futures."*

> *"Adults need to be involved in making change. This can't be all on our shoulders."*

> *"Create opportunities for youth to hold workshops and informational presentations about climate change to older generations who may not be as aware of climate change."*

FINAL THOUGHTS

The project initially sought to engage eight YHA facilitators and 40 participants. However, there was such interest in the topic that it expanded to include 26 YHA and 101 conversation participants. The YHA remained engaged in the project throughout the school year. The information they compiled from their conversations showed that youth are concerned about the impact climate change has already had on their mental and physical well-being, as well as the effect it may have on their future opportunities.

Conversation participants had clear recommendations for supporting those experiencing climate anxiety. These included wanting their fears and concerns to be heard and validated by adults, and for adults to work and learn alongside them to address the impacts of climate change and develop sustainability initiatives. Youth also suggested incorporating youth-friendly climate education in school and community programs, as well as providing them with opportunities to develop youth-led initiatives.

Youth acknowledged the large widespread systemic changes that need to occur to address climate change. However, they also generated concrete ideas that would be relatively inexpensive to implement and could help to reduce their sense of hopelessness and feelings of anxiety, such as improving recycling and food waste systems in schools; and having more youth-led peer to peer conversations such as the ones detailed in this report.

"Climate change isn't going to change on its own, it is up to us to make a difference."

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Youth health • Youth research • Youth engagement