For best viewing, please change your Zoom settings to Speaker View and ensure you are muted

Welcome!

Before we begin, enjoy listening to this playlist of songs curated by youth inspired by this year's symposium theme, Centering Student Voice:

YDi CHART

Land Acknowledgment

Elder Syexwaliya (she/her)

Squamish Nation

Indigenous Student Centre, SFU

YDi Youth Development Instrument

CHART Lab

Research Team

Youth Advisory Council (YAC)

YDi — Youth Development Instrument

16 members on the 2022/2023 council
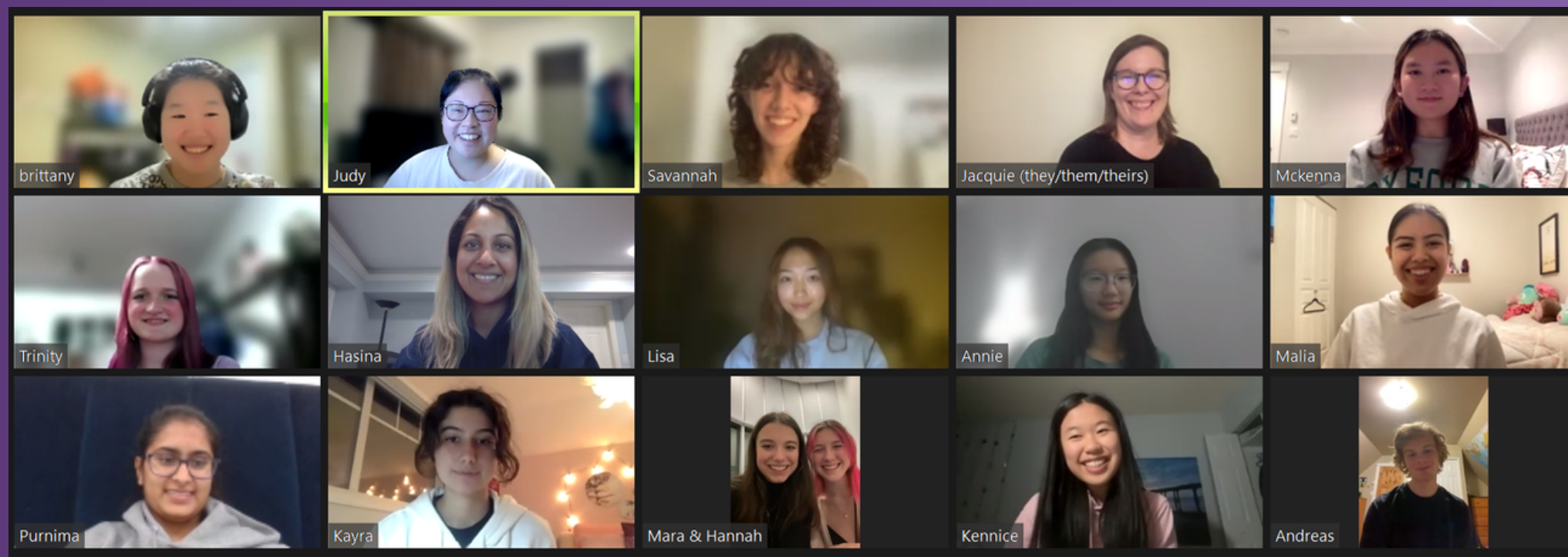
Greatest challenges facing young people according to the YAC

Provincial Advisory Board (PAB)

- Alayna Ewert
- Amiti Mehta
- Annie Smith
- Dzung Vo
- Emilie Sia
- Evelyn Stewart
- Faizel Rawji
- Geoff McGee
- Jeremy Church
- Nicole Gardner

- Kelly Angelius
- Krystal Dash
- Liza McGuinness
- Maddison Spenrath
- Michelle Cianfrone
- Nathan Ngieng
- Nick Seredick
- Scott Carlson
- Stephen Smith
- Tanya Walton

Symposium Objectives

YDi Youth Development Instrument

- ▶ Present 2021/2022 YDI key findings

- ▶ Opportunity for representatives from various sectors to convene and collaborate

- ▶ Develop ways to mobilize YDI data to better support young people in BC

- ▶ Showcase student voice and engage with youth themselves

AGENDA

*Please note: with the exception of breakout rooms, the event will be recorded

9:00 - 9:15	**Welcome and Land Acknowledgement** Elder Syexwaliya
9:15 - 10:00	**Highlights from the YDI 2021/22 and Youth Reflections** Dr. Hasina Samji, Adya Gupta, Manuel Boada, and Brandon Stellaard
10:00 - 10:30	**Session 1: Co-Constructing School with Student Voice** Gino Bondi, David De Wit, and Nathan Ngieng
10:30 - 10:40	**Session 1 Discussion** Breakout Rooms
10:40 - 11:10	**Session 2: Youth Engagement in Theory and Practice** Alex Gist, Sabrina Khan, and Rehanna Thiara
11:10 - 11:20	**Session 2 Discussion** Breakout Rooms
11:20 - 11:50	**Keynote Address: Perseverance** Corey Hirsch
11:50 - 11:55	**Closing Prayer** Elder Syexwaliya
11:55 - 12:00	**Closing Remarks and Thank You** Dr. Hasina Samji

We asked youth:

"What comes to mind when you think of student voice?"

Thank-you to these students who participated in this creative task:

- Joseph Tsai
- Kennice Wong
- Trinity Bell
- Malia Mercado
- Purnima Verma
- Mckenna Lawson

- Manuel Boada
- Mckenna Lawson
- Savannah Klynsoon
- Annie Wu
- Hannah Bigiolli

RESILIENCE

"I just wanna let them know that they didn't break me."
– Molly, 'Pretty In Pink', 1986

COURAGE

"Student voice constitutes the bravery and fortitude it takes to speak out as a young individual in a world governed by adults. It means standing out in the face of adversity, even when one is below the age of majority."

LEADERSHIP

"By letting students lead other students, we create a close-knitted community and better relationships between peers."

"Young people need models, not critics."
- John Wooden

"…traditional events, sports, etc. give students confidence in voicing opinions and generating connections within the community."

"Never tell a young person that anything cannot be done."
– G. M. Trevelyan

EMPOWERMENT

"Student voice means...being heard, being acknowledged, and being helped in order to better the collective student body."

RESPECT

"Before students feel comfortable enough to use their voices, they need to feel like a valued member of society. They need to know that they are going to be listened to and that their opinions matter."

"WHEN KIDS BEGIN TO SPEAK THEIR MIND, YOU CAN LIGHT THEIR FIRE, HELP THEM FIND THEIR **PASSION**, AND THAT COMES THROUGH IN THEIR ART."

--*Lena Rodriguez*

Socialization
Inclusion Difference
Leadership Equality
Enable Change
Community
Ideas Politics School
Climate
Protest Progression

STUDENT VOICE

pactful change

In all of my work in education, there has never been a more motivating or driving force than student voice.
- ANDREW MARCINEK, EDUCATOR

Passion
edzzropia

To me, student voice means driven students trying to inspire change. Whether it be political change, societal change, or even small changes to school environments, student voices try to create growth and progression. Support and understanding of these voices is crucial, as these will be the voices of our future.

"Student voice is the reality of a mutual respect between youth and adults; it is the promise that these voices will be heard and considered."

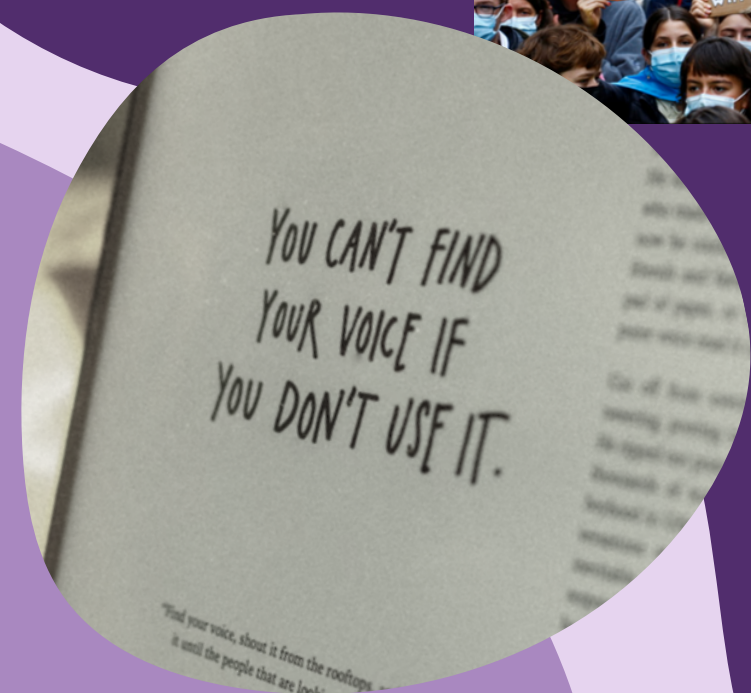"When adults work collaboratively alongside students rather than dictate what they should do, students...feel a sense of belonging and investment in their education."

YOU CAN'T FIND YOUR VOICE IF YOU DON'T USE IT.

"...we can instill confidence in students to use their voice by showing that teachers or adults are actually listening and taking in suggestions...and then showing how they are implementing their input."

COLLABORATION

"...getting youth input on things that impact just makes sense to me...it makes sense to me to ask from the source."

Significance of Youth

- 70% of Canadians living with mental illness have onset of symptoms before the age of 18

- Adolescence is a developmental transition period between childhood and early adulthood involving the navigation of new physical, hormonal, cognitive, and emotional changes as well as social challenges

- This period presents a critical time for mental illness prevention and promotion of mental health and well-being

YDI Objectives

- Identify key assets developed during adolescence that create foundations for positive mental health and well-being trajectories

- Provide education, health, clinical, and community partners with resources and tools to understand and address youth well-being

- Link YDI data to past student responses in childhood and early adolescence and prospectively to health services data to identify factors that predict youth flourishing

- Meaningfully contribute to and shape public health interaction with the BC education system

YDI Dimensions and Domains
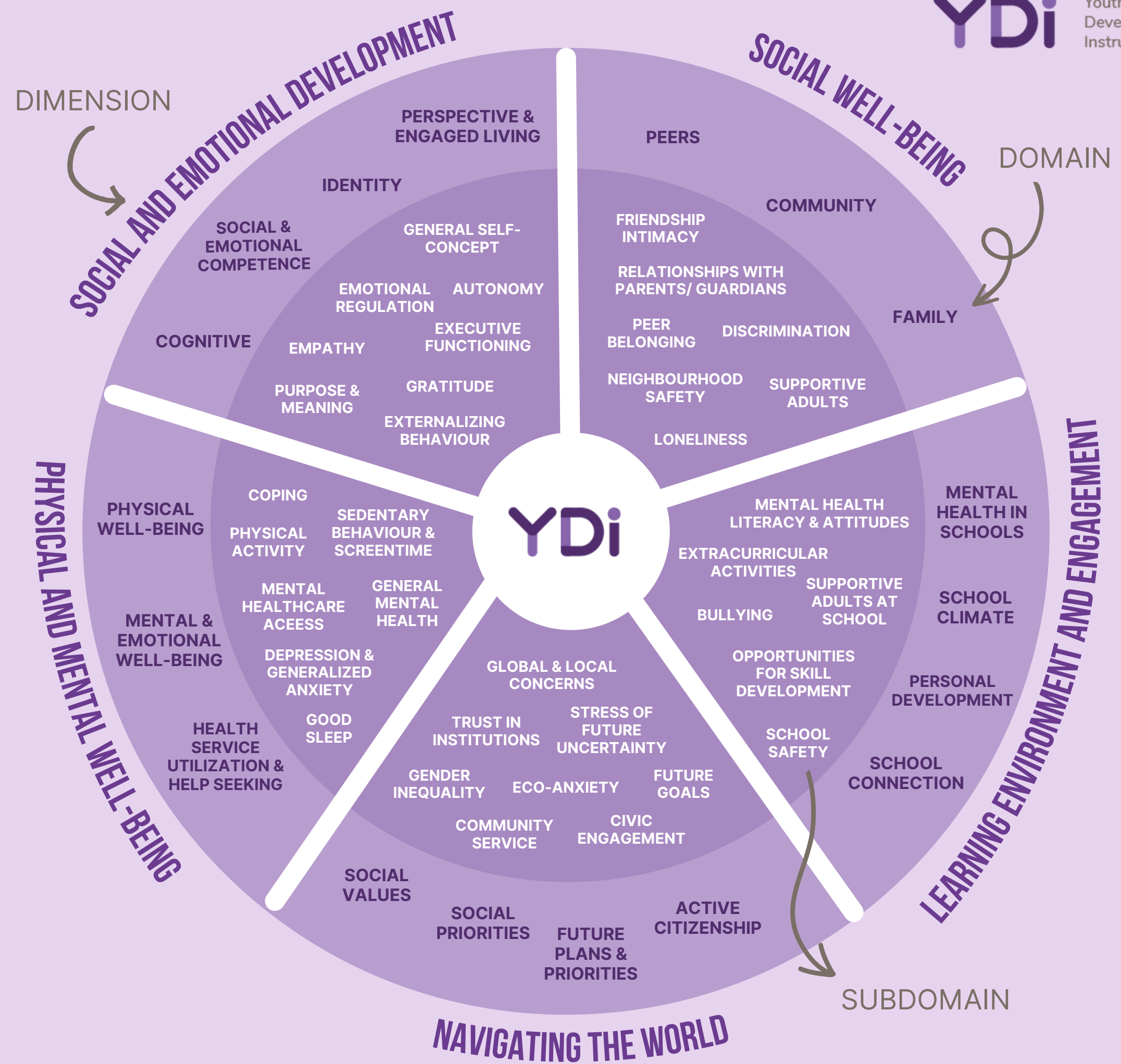
YDI 2021/2022 Dimensions, Domains, and Sub-domains

Social & Emotional Development

Social and Emotional Competence
- Emotionality
- Emotional regulation
- Sociability
- Empathy
- Responsible decision-making

Identity
- General self-concept
- Purpose and meaning
- Self-efficacy
- Accomplishment
- Autonomy
- Growth mindset
- Perseverance

Cognitive
- Executive functioning
- Externalizing behaviour
- Engaging
- Gratitude
- Curiosity

Social Well-being

Peers
- Friendship intimacy
- Peer belonging
- Peer support
- Romantic relationships

Community
- Supportive adults in the community
- Neighbourhood experience
- Neighbourhood safety
- Sense of community belonging
- Community reciprocity
- Support
- Loneliness
- Discrimination

Family
- Relationship with parents/guardians
- Supportive adults at home
- Eating with adults
- Family communication
- Parent/guardian positive reinforcement
- Parental supervision

Learning Environment & Engagement

Personal Development
- Extracurricular activities
- Opportunities for skill development

School climate
- Victimization
- Reason for being bullied
- School safety

School connection
- School belonging
- Supportive adults at school
- School environment

Mental Health in Schools
- Perceptions about mental health in schools
- Mental health literacy and attitudes

Physical & Mental Well-Being

Physical well-being
- General health
- Health conditions
- Eating behaviours
- Food security
- Good sleep
- Physical activity
- Screen time and sedentary behaviour
- Social media usage
- Sexual health
- Substance use

Mental and emotional well-being
- Life satisfaction
- Positive feelings
- Depression
- Social anxiety
- Generalized anxiety
- Trauma
- Coping
- Behavioural self-control
- General mental health
- Positive mental health

Health service utilization and help-seeking
- Routine healthcare
- Mental healthcare neavigation
- Mental healthcare
- Mental healthcare access

Navigating the World

Social values
- Gender inequality
- Trust in institutions
- Views on multiculturalism
- Prosocial orientation

Social priorities
- Global and local concerns
- Climate concern
- Eco-anxiety

Active Citizenship
- Community service
- Civic engagement

Future plans and priorities
- Future goals
- Stress of future uncertainty
- Stress of financial pressure
- Priorities for the future

COVID-19
- Impacts generally and socially
- Impacts on specific worries
- Positive Impacts
- COVID-19 Optimism

Wave 2 Participating Districts

- 9,255 student respondents
- 22 school districts (~37% of BC SDs)
- 5 Independent Schools
- Data collection Spring 2022

W. VANCOUVER
SD45

COQUITLAM
SD43

MAPLE RIDGE
PITT MEADOWS
SD42

BURNABY
SD41

NEW WESTMINSTER
SD40

CHILLIWACK
SD33

ABBOTSFORD
SD34

PEACE RIVER SOUTH
SD59

NISGA'A
SD92

CENTRAL COAST
SD49

REVELSTOKE
SD19

VERNON
SD22

OKANAGAN SKAHA
SD67

COMOX VALLEY
SD71

SEA TO SKY
SD46

PACIFIC RIM
SD70

QUALICUM
SD69

SUNSHINE COAST
SD46

KOOTENAY LAKE
SD 8

BOUNDARY
SD51

KOOTENAY COLUMBIA
SD 20

GREATER VICTORIA
SD61

YDi Youth Development Instrument

Demographics

GENDER IDENTITY

Boy or man	50%	Non-binary	3%
Girl or woman	46%	In another way	2%

SEXUAL ORIENTATION

Straight or heterosexual	77%	LGBTQIA	23%

RACE/ETHNICITY

Indigenous	7%	East Asian	18%
White	60%	Southeast Asian	6%
Black	3%	South Asian	8%
Latinx	4%	West Asian	3%
Arab	2%	Other	4%

Demographics

IMMIGRATION			
Born in Canada	73%	Born outside of Canada	26%

LANGUAGES	
English only	60%
English and other language(s)	13%
Other language(s) only	27%

RURALITY			
Urban	12%	Rural	88%

FAMILY AFFLUENCE	
High	39%
Medium	44%
Low	17%

YDI 2022 vs. CANADA CENSUS

YDi Youth Development Instrument

RACE/ETHNICITY	2022 YDI	2016 CANADA CENSUS
Arab	2%	0.5%
Black	3%	1.5%
East Asian	17.7%	16.2%
Indigenous	7.7%	9%
Latinx	4%	1.1%
South Asian	8.1%	9.6%
Southeast Asian	6.4%	6.2%
West Asian	3.2%	1%
White/European	60.2%	61.9%

Key Messages

- More work needs to be done to support young people's well-being

- Although worries about COVID-19 among youth have decreased since 2021, mental health issues have increased

- 2SLBGTQIA+ youth are experiencing significantly greater mental health challenges than other subpopulations of youth

- Key **protective factors** include: supportive home and school environments, spending time with friends, sleep, and social and emotional competencies

- Efforts should be guided by youth perspectives

What is going well for youth?

Assets Index Indicators

after-school activities

77%
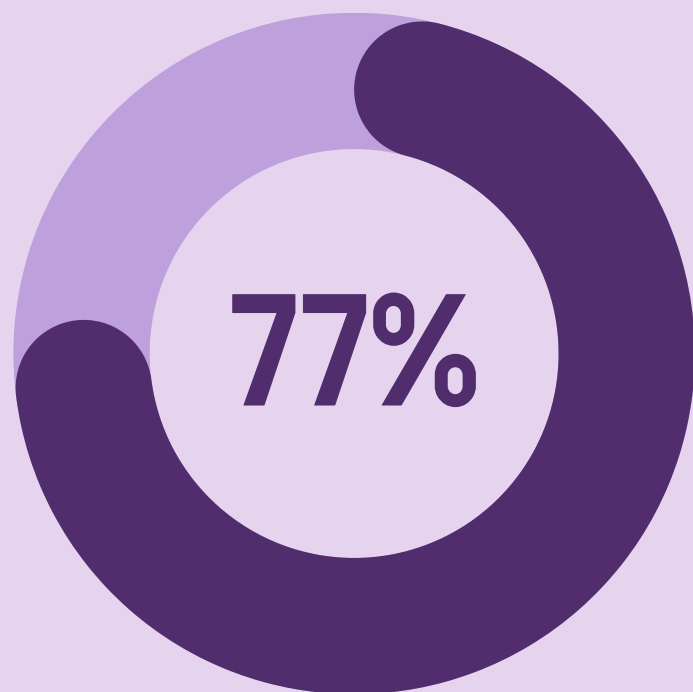
participate in at least one extracurricular activity on a weekly basis

peer relationships

70%

had strong peer relationships, based on friendship intimacy and sense of peer belonging

adult relationships

56%

had strong adult relationships with adults at home, at school, and in the community

nutrition and sleep

45%

eat breakfast, eat with adults, and/or get a good night's sleep 3+ times a week

What is going less well?

Well-being Index Indicators

1. General health
2. Self-esteem
3. Life satisfaction
4. Absence of depression
5. Positive mental health

▶ **46%**
of youth reported their general mental health as '**fair**' or '**poor**'

46%	34%	20%
low well-being	medium well-being	high well-being

Protective Factors

Positive Childhood Experiences (PCEs)

▶ Protect against poor development and health outcomes during times of challenge

Warm, supportive home

Participating in community traditions
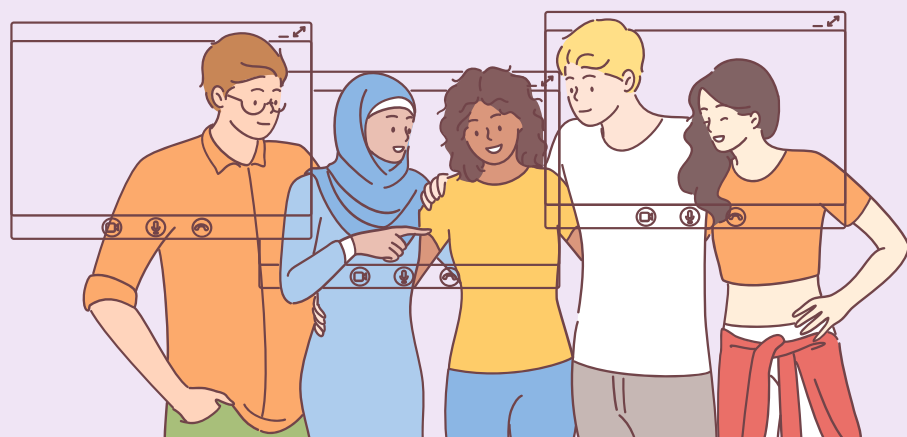
Positive relationships with peers

Positive school experiences

YDI Findings: PCEs (2021 & 2022)

PCEs most strongly related to mental well-being

- Social and emotional competencies (self-esteem, optimism, emotion regulation)

- Positive experiences at home (e.g., supportive caregivers, feeling safe, connection)

- Positive school experiences (e.g., feeling safe at schools, feeling a sense of belonging)

- Spending time with supportive peers

- Good sleep
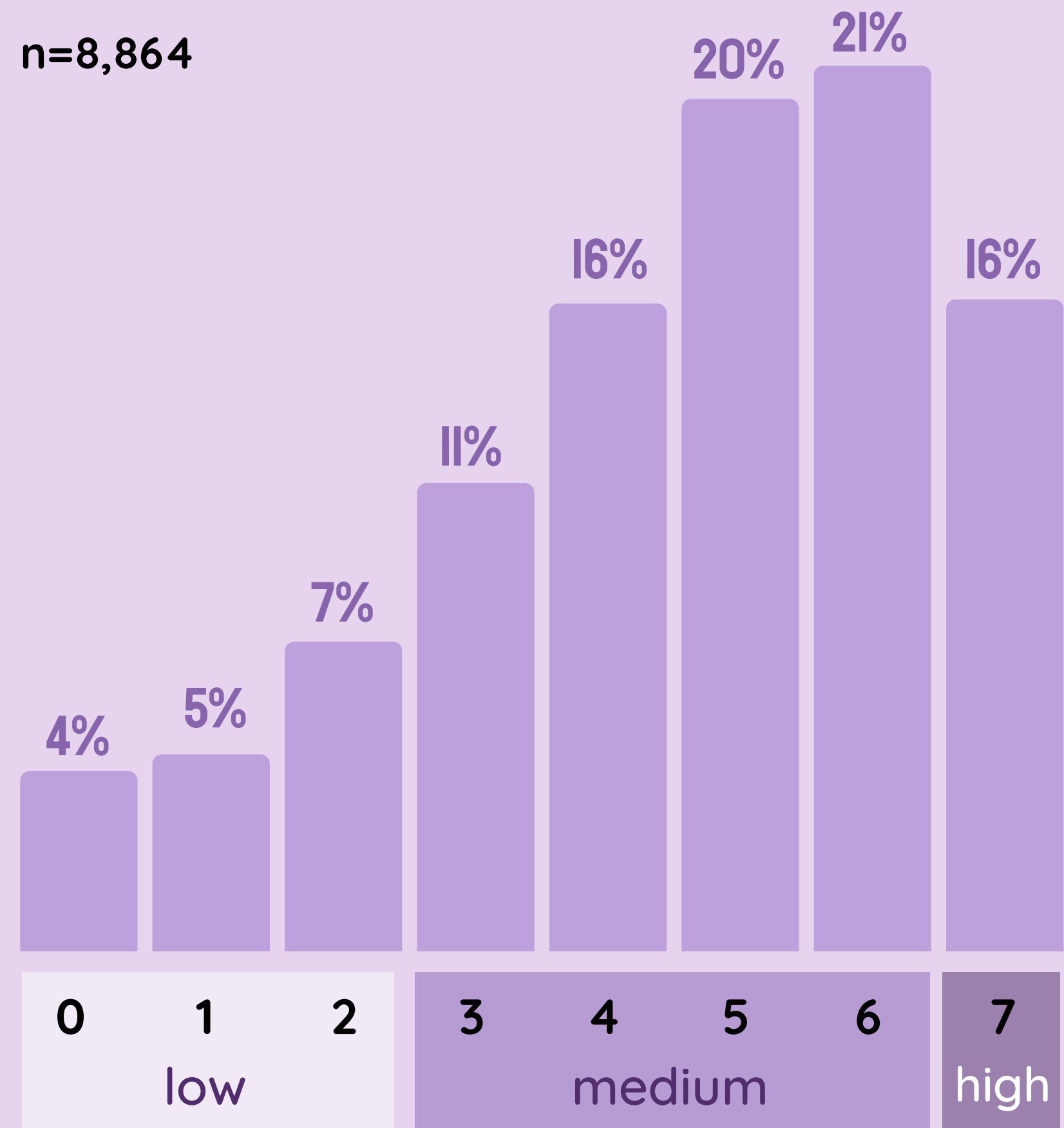
Number of PCEs

Anxiety (GAD-2) Score | | Depression (PHQ-8) Score

	Score	
3.2	0	13.6
3.4	1	14.0
3.3	2	12.9
3.2	3	11.8
2.8	4	10.1
2.4	5	8.5
2.0	6	6.8
1.5	7	5.2
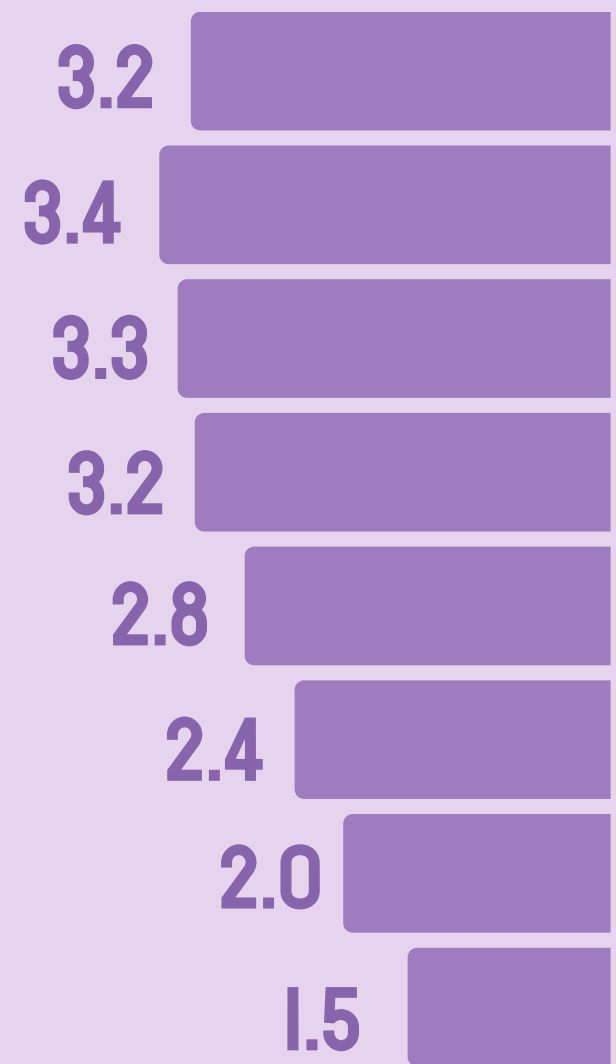
Positive screening ≥3
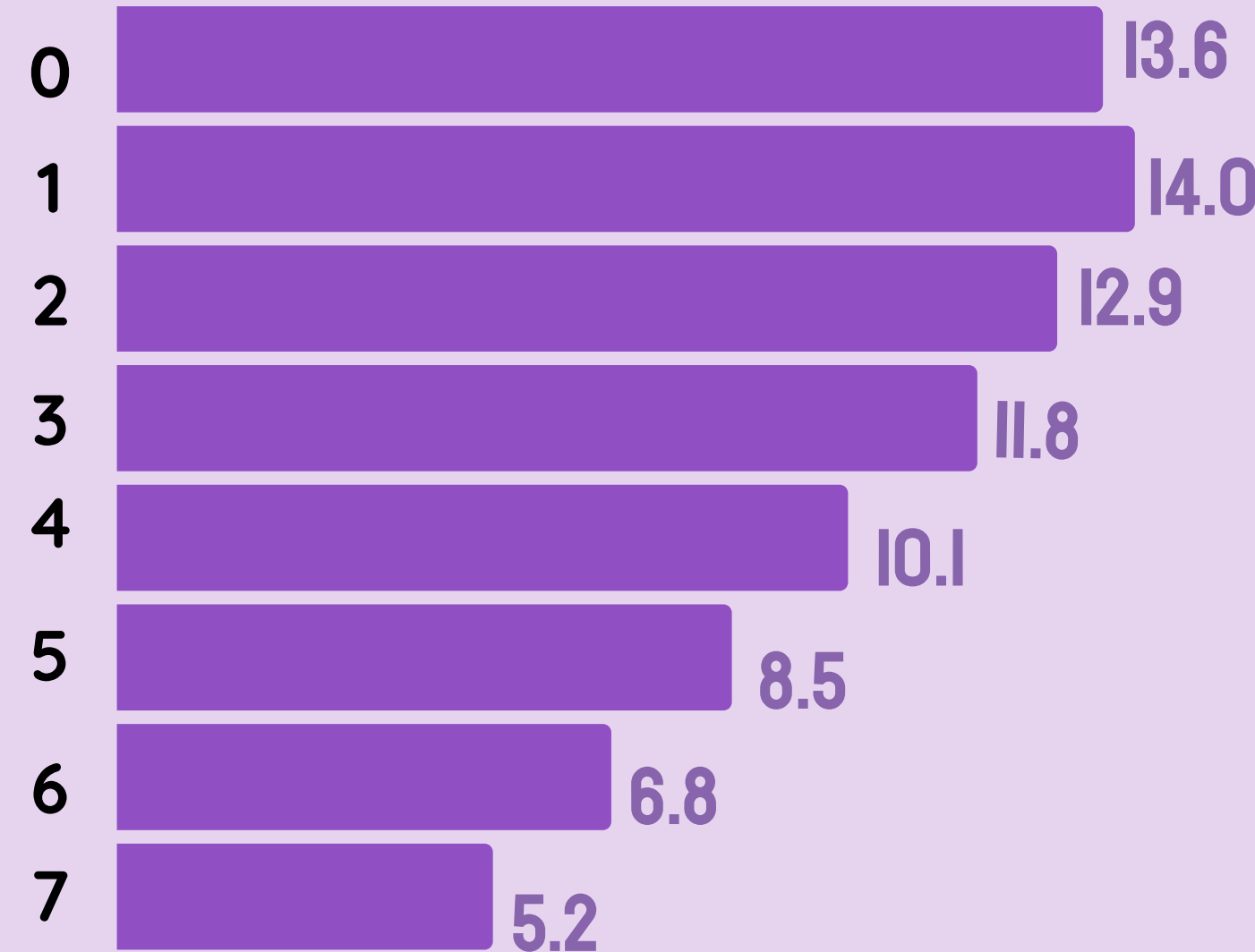
Positive screening ≥10

n=8,864

YDi Youth Development Instrument

COPING

Youth selected all the activities that they do to cope with distressing events, such as COVID-19. Which activities were the most youth engaging in and how helpful were they?

YDi — Youth Development Instrument

	ACTIVITY	# OF YOUTH WHO ENGAGED	% WHO FOUND IT HELPFUL*
1	Being on your personal device	5525	51%
2	Connecting with friends or romantic partner(s)	5281	70%
3	Watching TV or digital media	5205	54%
4	Physical activity/exercise	4787	68%
5	Connecting with family	4710	53%
6	Spending time outdoors	4662	65%
7	Playing video games	4344	59%
8	Playing with a pet	4181	59%

*rated the activity as 'a lot' or 'extremely' helpful

Impacts of COVID-19

I would know how to help a friend who is constantly feeling worried, nervous or down all the time.

Disagree a lot	Disagree a little	Don't agree or disagree	Agree a little	Agree a lot
5%	9%	15%	43%	28%
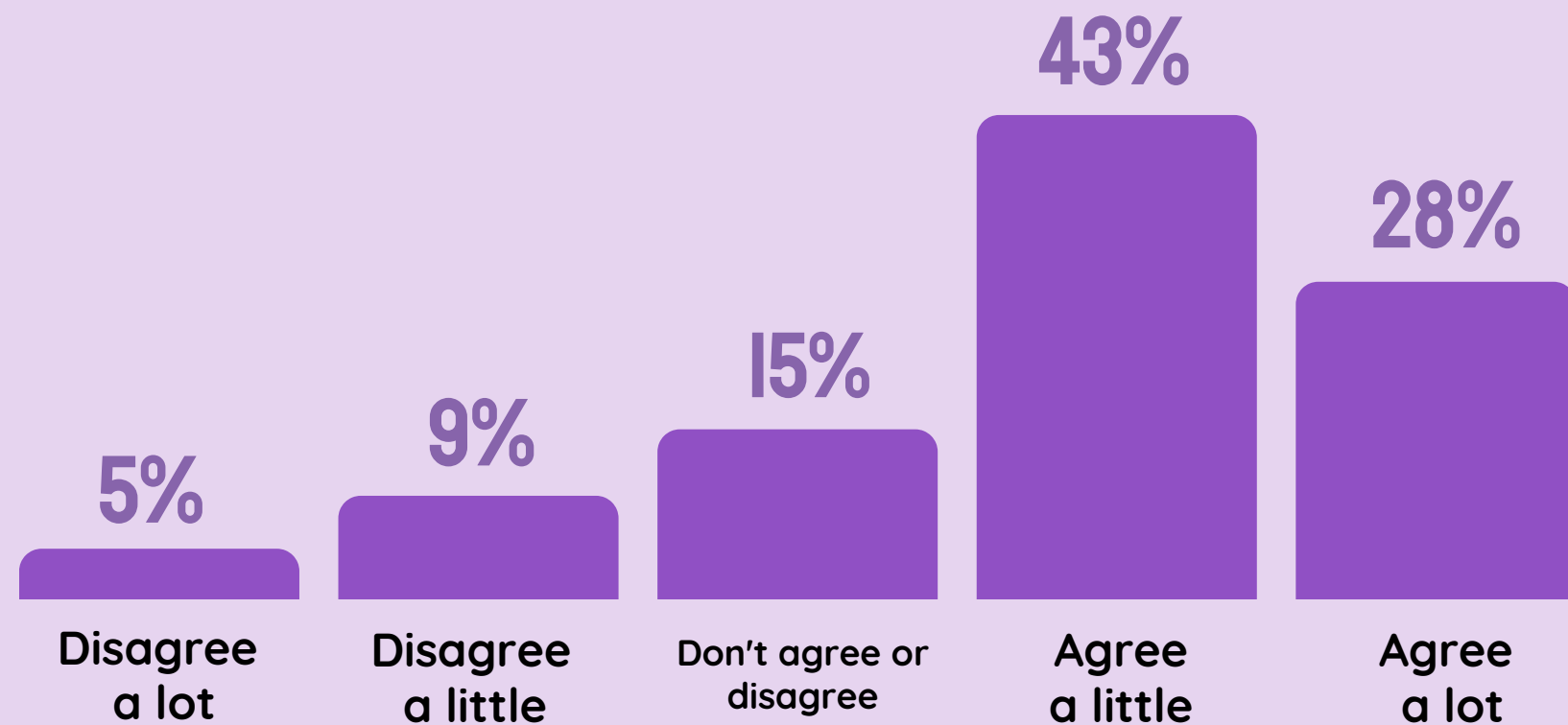
People with mental health issues could "snap out of it" if they wanted.

Disagree a lot	Disagree a little	Don't agree or disagree	Agree a little	Agree a lot
60%	13%	16%	7%	5%
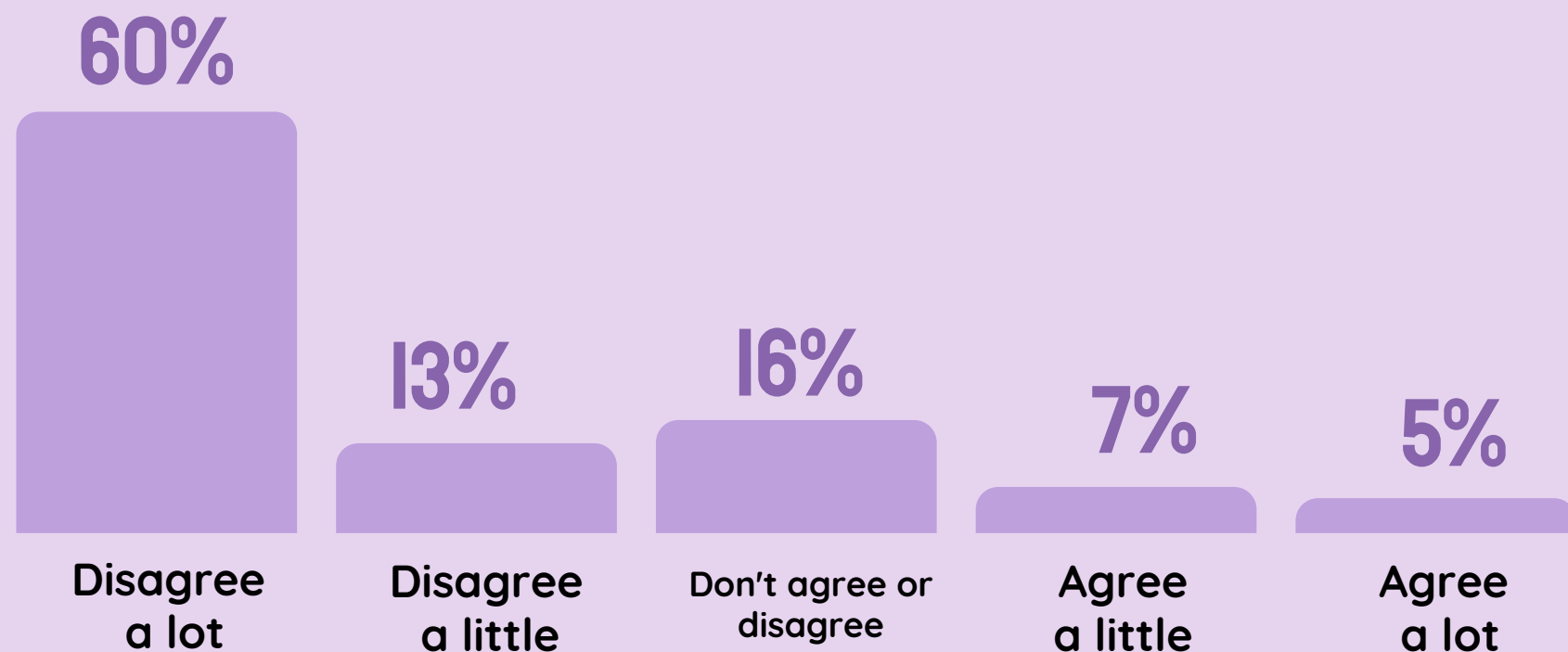
I would be happy to develop a close friendship with someone who has a mental health issue.

Disagree a lot	Disagree a little	Don't agree or disagree	Agree a little	Agree a lot
2%	4%	20%	31%	43%

Mental Health Literacy and Attitudes

YDi Youth Development Instrument

n=8,512
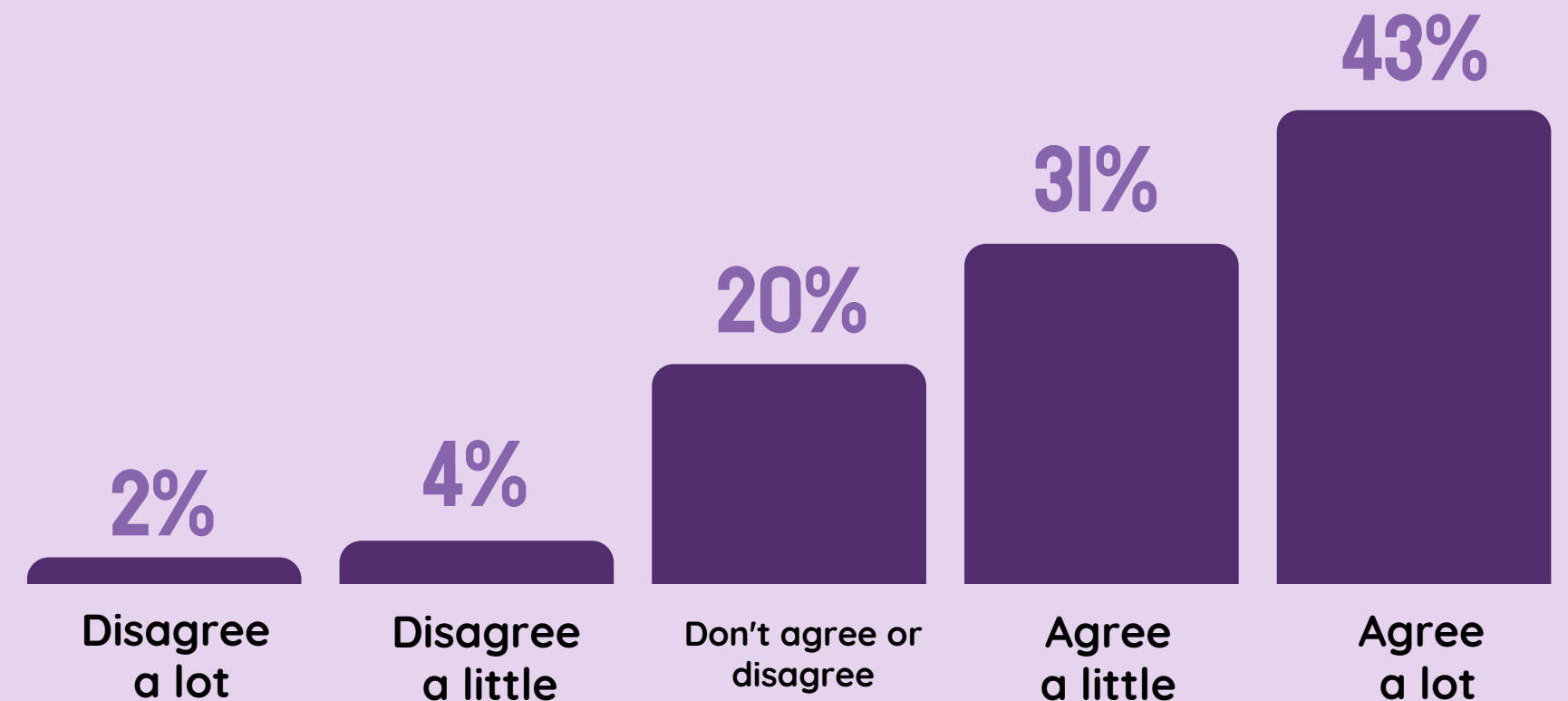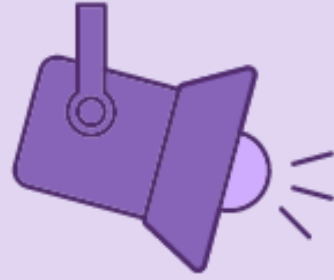
A SPOTLIGHT ON 2SLGBTQIA+ YOUTH:
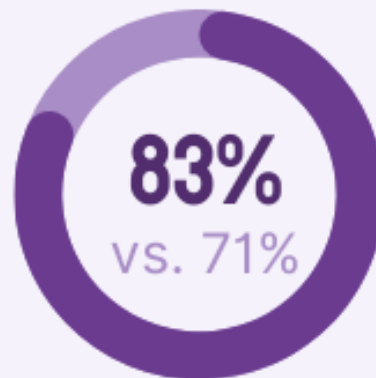# MENTAL HEALTH & SOCIAL SUPPORT

29% VS. **63%**

2SLGBTQIA+   non-2SLGBTQIA+

reported having 'good' to 'excellent' mental health

**33%** reported sexual orientation as a reason for having experienced discrimination

STRONG SOCIAL RESOURCES MAY REDUCE THE NEGATIVE IMPACT OF ADVERSE EXPERIENCES, SUCH AS DISCRIMINATION, ON HEALTH.

Compared to non-2SLGBTQIA+ youth, 2SLGBTQIA+ youth were:

83% vs. 71% more likely to report being happy to develop a close friendship with someone who has a mental health issue

just as likely to have a supportive friend to talk to about their problems **80%** vs. 82%
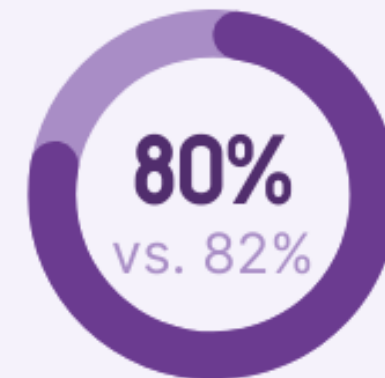
Mental Well-being

Key Findings:
Mental well-being

YDi
Youth Development Instrument

- ▶ 86% reported that mental health is an important issue facing youth today

- ▶ 54% rated their mental health as 'good' to 'excellent'

- ▶ 40% met PHQ-8 screening criteria for depression

- ▶ 41% met GAD-2 screening criteria for generalized anxiety
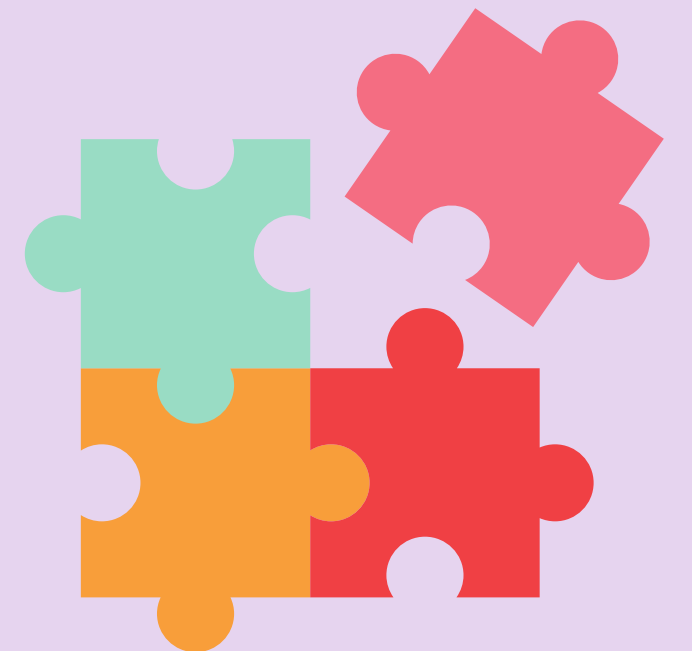
- ▶ 38% reported an unmet mental health need

Supporting Action

Community-Level Recommendation 3

▶ Support and increase mental health knowledge and knowledge holders

Structural-Level Recommendation 5

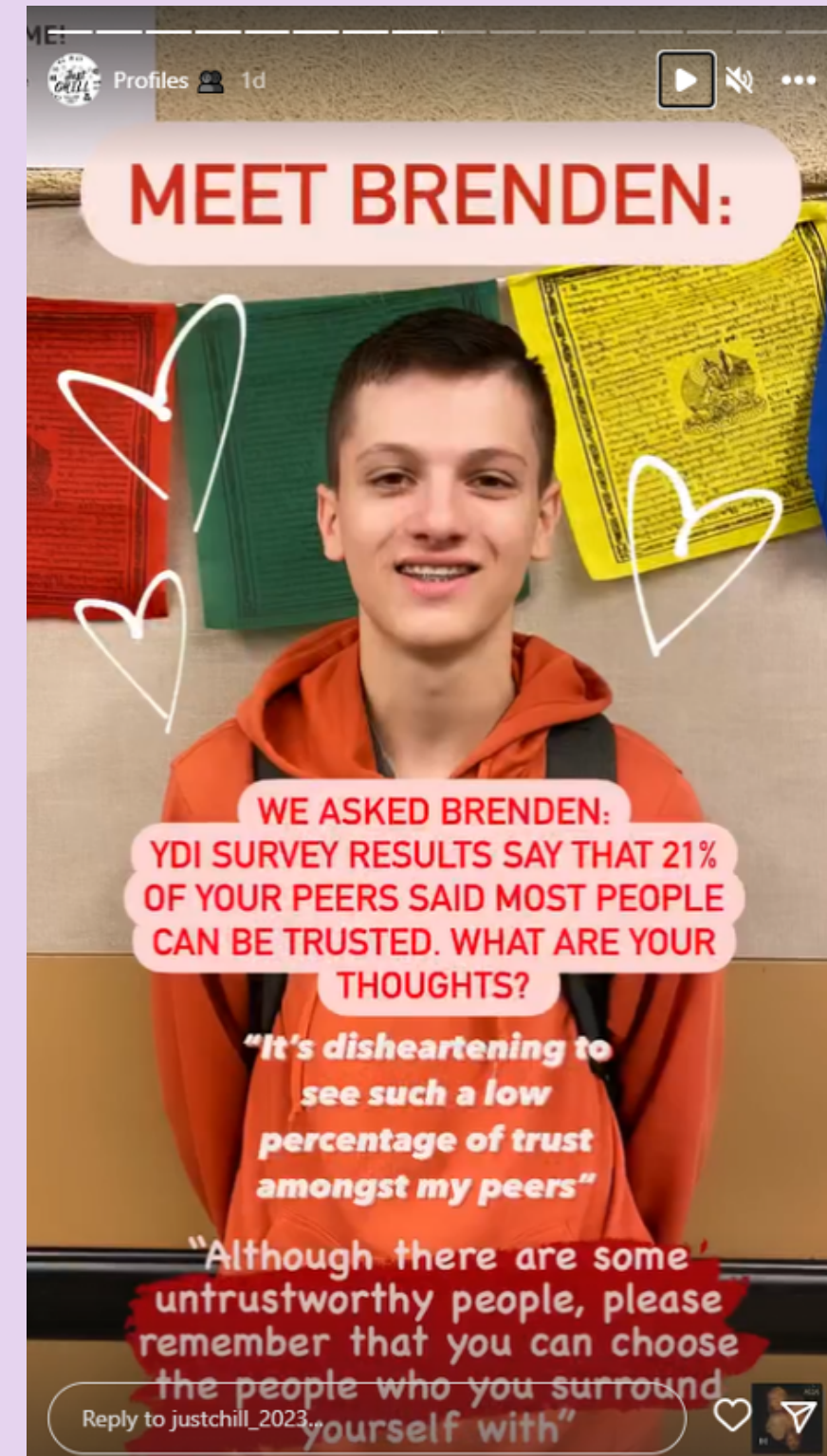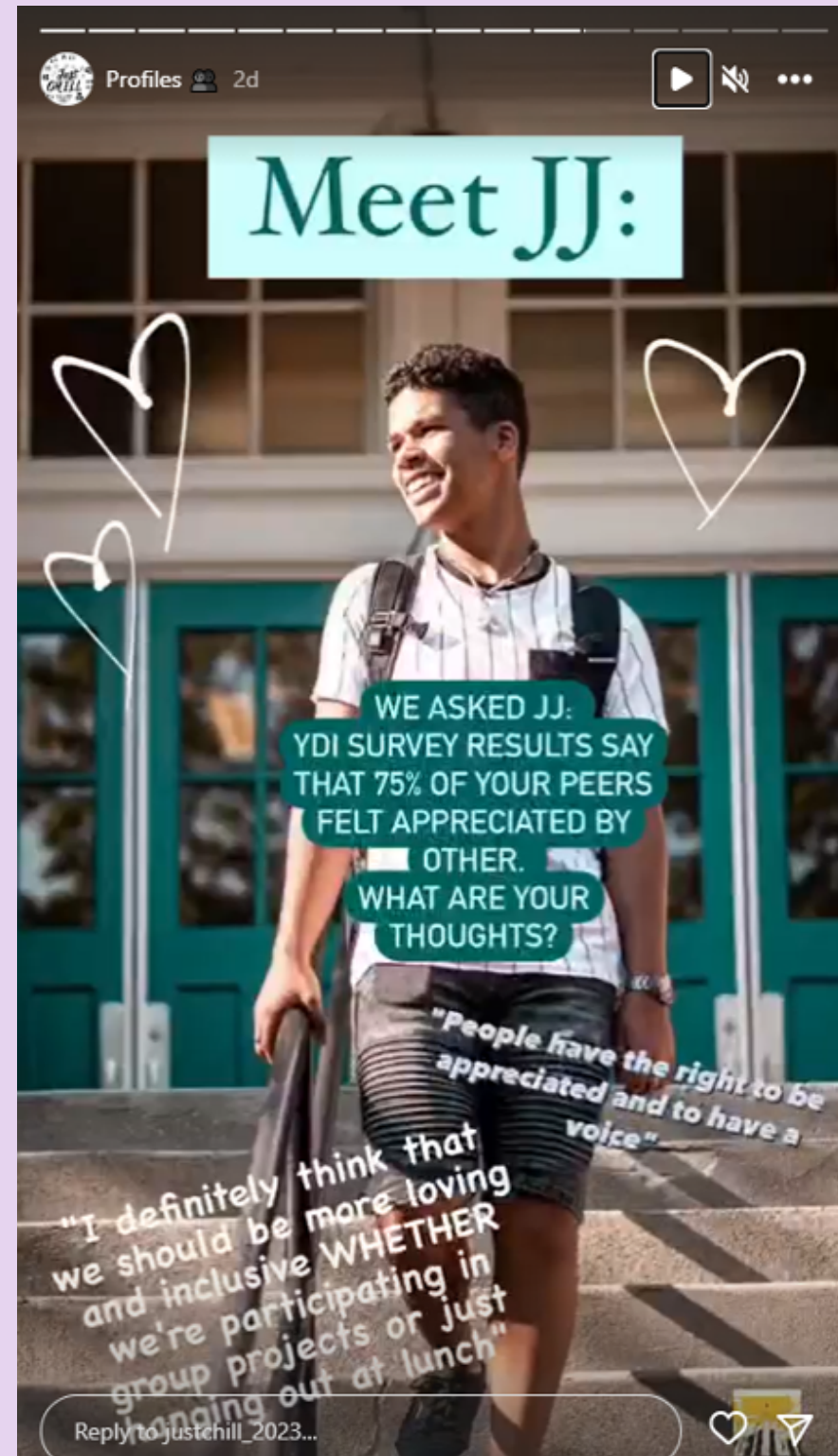▶ Improve youth's knowledge of and connection to mental health resources

Social Well-being

Student-led initiative to promote school belonging: Just Chill Club

Student-led initiative to promote school belonging: Just Chill Club

Student-led initiative to promote school belonging:
Just Chill Club

Key Findings: Social well-being

- ► 46% felt like they fit in with their peers

- ► 35% felt quite positively about their school environment

- ► 45% reported experiencing any form of bullying (i.e., physical, social, verbal, or cyberbullying) at least **once** this school year

Supporting Action

Community-Level Recommendation 4

▶ Enhance or strengthen SEL strategies within school curricula and community programming

Future & Goals

A SPOTLIGHT ON THE FUTURE & GOALS

The 2021/2022 YDI asked 9255 youth about their life's sense of purpose, plans for the future, and long-term goals.

· Future ·

44% said that their life has a clear sense of purpose

56% reported achieving most of their goals

76% plan to enrol in post-secondary education

74% reported feeling stressed about their future

71% said they decide most of their life decisions

78% felt that their life has been a continuous process of learning, changing, and growing

· Present ·

TOP 3 PRIORITIES FOR THE FUTURE

1. Building self-esteem and confidence, and finding personal fulfillment
2. Having leisure/free time
3. Being successful in work

OPPORTUNITIES FOR SKILL DEVELOPMENT

Percent who reported having opportunities to develop skills that will be useful later In life...

| OUTSIDE OF SCHOOL | 78% |
| IN SCHOOL | 66% |

YDi Youth Development Instrument

For more information about the YDI, visit: chartlab.ca

2021/2022 Pilot Phase 3

Key Findings:
Future & Goals

- 74% reported feeling stressed about their future

- 56% reported achieving most of their goals

- 66% reported having opportunities to develop skills that will be useful in later life in school

- 76% plan to enrol in post-secondary education

YDi Youth Development Instrument

Supporting Action

Structural-Level Recommendation 2

▶ Increase youth representation and inclusion in youth mental health research, program development and evaluation

Questions?

Please feel free to share your
question in the chat!

Session #1: Co-Constructing Schools with Student Voice

Speakers: Gino Bondi, David De Wit, and Nathan Ngieng

Breakout Rooms

YDi
Youth
Development
Instrument

▶ Opportunity to network - introduce yourselves!

▶ Chat about the previous session or the event overall:

What stands out to you?

What are some key takeaways so far?

What is something new you've learned?

Breakout Room
Small Group Discussion

Rooms will close at 10:39

Session #2:
Youth Engagement in Theory and Practice

Speakers: Alex Gist, Sabrina Kahn, and Rehanna Thiara

Breakout Rooms

YDi
Youth
Development
Instrument

- Opportunity to network - introduce yourselves!

- Chat about the previous session or the event overall:

    What stands out to you?

    What are some key takeaways so far?

    What is something new you've learned?

Breakout Room
Small Group Discussion

Rooms will close at 11:19

Key Messages -What's Next?

- Challenges remain

- Protective factors

- Intersectoral collaboration

- Provincial coordination

- Need for best practices and data

Thank you!

Questions?

🌐 chartlab.ca

✉️ hsamji@sfu.ca

🐦 @yditeam

📷 @yditeam

💼 Youth Development Instrument

YDi Youth Development Instrument

CHART CAPTURING HEALTH AND RESILIENCE TRAJECTORIES

CIHR IRSC Canadian Institutes of Health Research
Instituts de recherche en santé du Canada

Social Sciences and Humanities Research Council of Canada

Conseil de recherches en sciences humaines du Canada

Canada

Closing Prayer

Elder Syexwaliya (she/her)

Squamish Nation

Indigenous Student Centre, SFU