

HEALTH AND HEALTH-RELATED BEHAVIOURS AMONG YOUNG PEOPLE

A COMPARISON OF YUKON DATA TO CANADIAN DATA

November 2020

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Chapter 1: Introduction

The Health Behaviour in School-aged Children (HBSC) examines the health and health behaviours of youth aged 11-15 through a population health theory lens. This theory considers both the individual and collective factors and conditions within broadly defined determinants of health (Public Health Agency of Canada, 2013). Among youth, physical and social environmental determinants include their home life, school life, peer groups, neighbourhood settings, socioeconomic status, and health and risk behaviours.

The main purposes of the HBSC are to understand youth health and well-being and to inform education, health policy and health promotion programs, nationally and internationally. The HBSC is conducted every four years following an internationally approved research protocol. By collecting common indicators of adolescent health across multiple countries and administering the survey every four years, health behaviours in youth can be compared internationally, within nations, and over time. The primary objectives of the HBSC are to:

- Initiate and sustain national and international research on young people's health behaviour, health, and well-being and social contexts;
- To monitor and to compare young people's health, health behaviours and social contexts in 50 countries;
- To disseminate findings to relevant audiences including researchers, policy and practice, and public;

The national 2018 HBSC sample is comprised of more than 21,350 Canadian students. The survey was administered to students in classes in all Canadian provinces and two territories (Yukon and Northwest Territories). In the 10 provinces, school jurisdictions were identified and ordered according to key characteristics: language of instruction, public/Roman Catholic designation (where applicable), and community size. A list of schools within eligible and consenting school jurisdictions was created, and schools in the sample were selected randomly from this list. The number of classes in specific schools was estimated based on the grades in the school, the number of teachers, the total enrolment, and the enrolment by grade, while

accounting for known variations in class structure. Classes had an approximately equal chance of being selected. Students within the selected classrooms, following consent, were asked to complete the survey questionnaire. The Northwest Territories and Yukon samples included all students in Grades 6 through 10. Survey Administration

In Yukon the HBSC data collection was conducted by the Yukon Bureau of Statistics (YBS), on behalf of Canadian HBSC Research Team/Queen's University, and the Yukon Government Departments of Health and Social Services and Education. The survey results are considered important by these government groups because they offer a means of providing a wealth of information that could guide health promotion programming, curriculum development and selection, and school policy. For the third time allocated funding made it possible to target a sample that included every student in Grades 6 to 10 in the territory. Through a consultative process with representatives from the Yukon, the HBSC national standard set of items was adapted to create a Yukon specific questionnaire with the goal of being more culturally relevant, respectful of the students experience and the information needs of Yukon communities.

Experienced interviewers from the Yukon Bureau of Statistics travelled to each of the participating communities to administer the surveys. School administrators were contacted prior to these visits in order to go over the logistics of carrying out the survey, to arrange a convenient time to visit the school and to find out how many students would be in each group (Grades 6-8; Grades 9-10). At the beginning of each survey session, the interviewers introduced the survey, explained the importance of collecting the data, described how the results would be used, and answered questions that students had. Students were provided with paper questionnaires that were made up primarily of questions they were to respond to by checking off a box beside the response category that best fit them. In Grades 6 and 7, the survey was read aloud in order to be respectful of the varied comprehension levels of students. This process helped keep the class together so that students could complete the survey at the same time. The classroom teacher was invited to stay in the classroom while the survey was being administered but was asked not to walk about so that the students' answers to survey items would remain confidential. At the end of the survey session, each questionnaire was put into its own privacy envelope and sealed by the student. The data collection time for each classroom

visit ranged from a low of about 45 minutes to a high of 1 hour and 15 minutes. YBS collected the questionnaires and forwarded them to Queen’s University, where the surveys were processed, entered into a statistics database (SPSS) and researchers analyzed the data.

The data collection was carried out in February and March of 2018. In total, 12 schools in rural Yukon and 16 schools in Whitehorse were visited. Since the survey was administered in school, youth who are no longer attending are not represented in the data set. It is important to recognize this when extrapolating the results to age cohorts, and in making comparisons across gender or geography, particularly if drop-out rates are different for boys and girls.

DEMOGRAPHICS

Table 1 details the sample size for the HBSC study. There were 891 Grade 6-8 students and 515 Grade 9-10 Yukon students (1,406 in total) who took part in the study.

Table 1: Breakdown of the sample, by grade and gender

	Boys	Girls	Total
Grades 6 to 8			
Yukon	460	431	891
Canada	5,814	6,080	11,894
Grades 9 and 10			
Yukon	271	244	515
Canada	3,711	4,012	7,723



Outline of Report

This report presents key findings from the 2018 cycle of the HBSC survey in the Yukon and includes chapters on the following topics:

1. Home and Family
2. Friends
3. School
4. Community
5. Physical Activity, Sedentary Behaviour, and Sleep
6. Healthy Eating
7. Healthy weights
8. Injury
9. Mental Health
10. Spirituality
11. Substance Use
12. Sexual Health
13. Bullying and Dating Violence
14. Social Media

Chapter 2: Home and Family

Family is a critical socializing force, influencing young people's actions, values, and beliefs (Parke & Buriel, 2006). As behavioural models, the family plays a key role in a variety of health-promoting behaviours such as engaging in physical activity and healthy eating (Berge, Wall, Larson, Loth, & Neumark-Sztainer, 2013). Additionally, parents play an important role in supporting young people's psychological and emotional well-being, as well as, providing help to cope with challenges and struggles (Bulanda & Majumdar, 2009), such as mental health problems (Leone, Ray, & Evans, 2013) and preventing suicide attempts (Borowsky, Ireland, & Resnick, 2001).

Although peers can have an important influence on adolescent risk-taking behaviours such as smoking and substance use (Cavalca et al., 2013; Osgood et al., 2013; Simons-Morton & Chen, 2006), the family is also a significant contributor to the development of these behaviours, such that, strong parental relationships can buffer the influence of peers (Bremner, Burnett, Nunney, Ravat, & Mistral, 2011).

FAMILY STRUCTURE

A lower percentage of students in the Yukon reported living with both of their parents compared to students in the rest of Canada. A higher percentage of Yukon students reported living with their mother only compared to the rest of Canada.

Figure 1: Family Structure, Yukon Students (%)

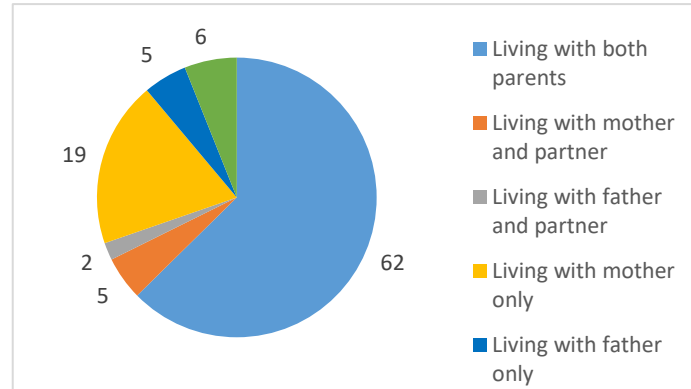


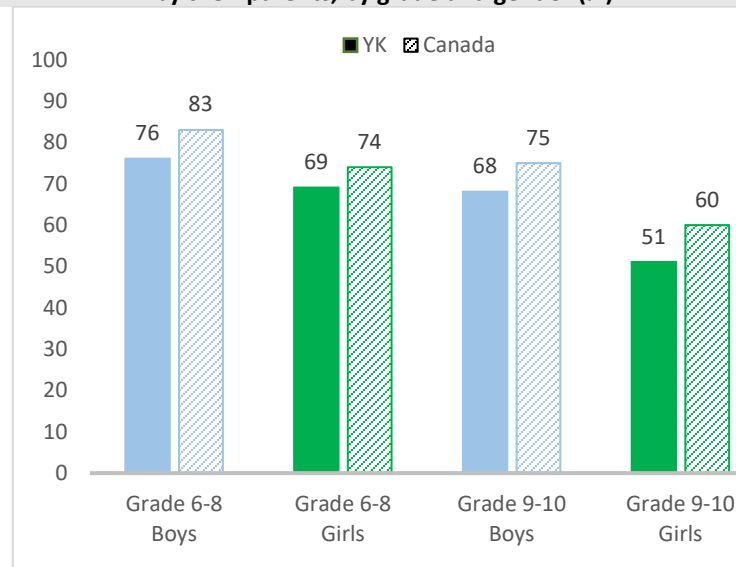
Table 2: Family structure (%)

	Yukon	Canada
Living with both parents	62	73
Living with mother and partner	5	5
Living with father and partner	2	1
Living with mother only	19	13
Living with father only	5	3
Other	6	2

PARENTS ARE UNDERSTANDING

For both the Yukon and Canada, boys were more likely to report that their parents were understanding compared to girls in the same grade levels. Additionally, in the Yukon, students in Grade 6-8 were more likely to report that they were understood by their parents compared to students in Grade 9-10. Yukon students across all groups were less likely than other Canadian students to feel understood by their parents.

Figure 2: Students who reported that they were understood by their parents, by grade and gender (%)

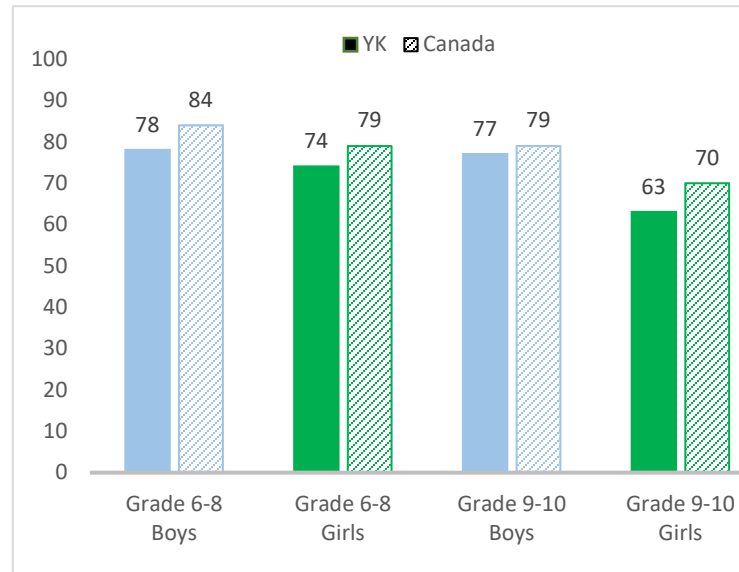


HOME LIFE

With the exception of boys in Grade 9-10, students in the Yukon were less likely to report high family support compared to students from the rest of Canada.

Additionally, in the Yukon, boys were more likely to indicate that they received high levels of support from their families compared to girls.

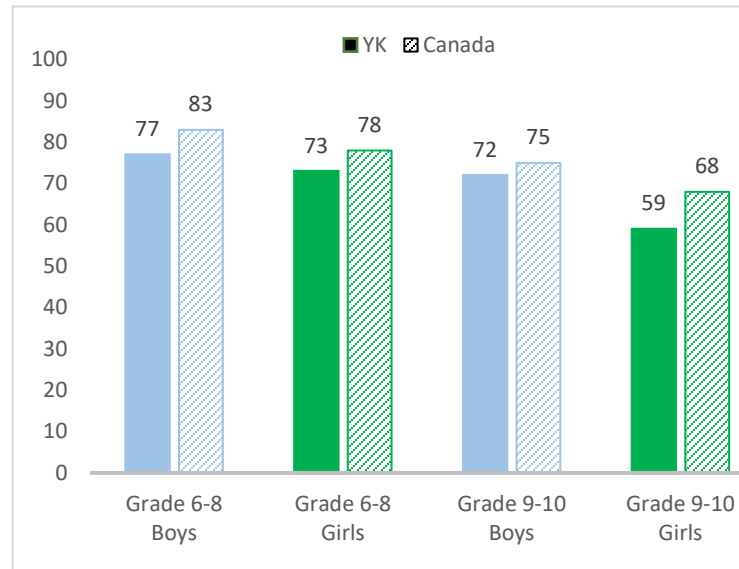
Figure 3: Students who reported high family support, by grade and gender (%)



EASY TO TALK TO MOTHER

In both the Yukon and Canada, students in Grade 6-8 and boys were more likely to report that their mother was easy to talk to compared to students in Grade 9-10 and girls. Grade 6-8 boys and girls and Grade 9-10 girls in the Yukon were less likely to report they found it easy to talk to their mother about things that bothered them than their counterparts in the rest of Canada.

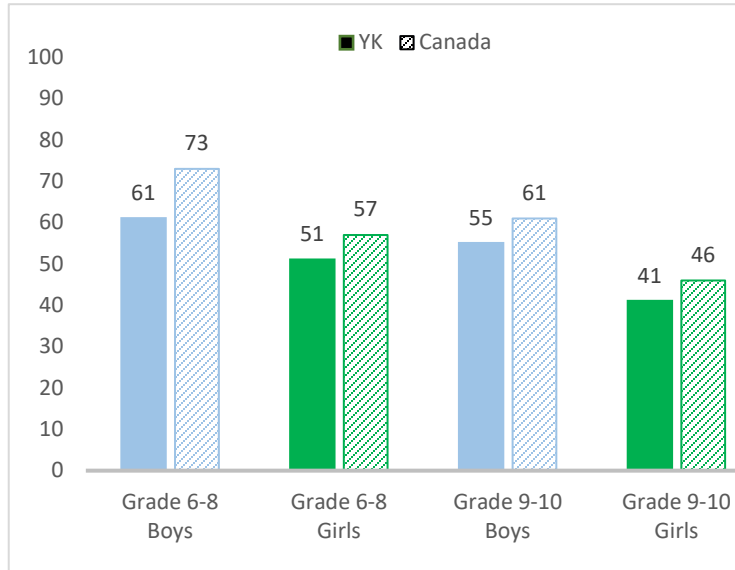
Figure 4: Students who reported that their mother was easy or very easy to talk to, by grade and gender (%)



EASY TO TALK TO FATHER

Regardless of location, boys were more likely to report that their fathers were easy or very easy to talk to within each grade group. Yukon students were less likely to report that their fathers were easy or very easy to talk to compared to the rest of Canada.

Figure 5: Students who reported that their father was easy or very easy to talk to, by grade and gender (%)



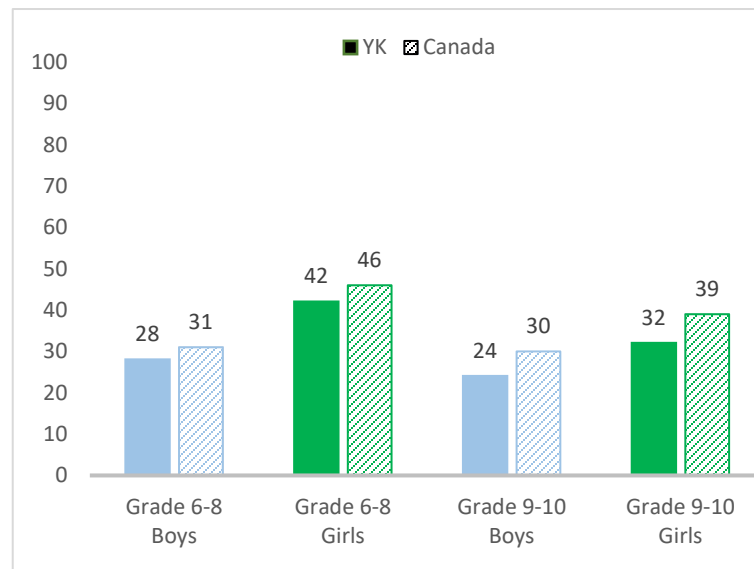
Chapter 3: Friends

Relationships with friends are highly influential for school-aged youth, contributing to psychological, social, and emotional development (Bukowski, Burmester, & Underwood, 2011). Friendships become especially important during adolescence, as youth pursue greater autonomy from parents and deeper engagement with peers (Steinberg & Morris, 2001). With this enhanced salience for peer-relationships, friends become important sources of companionship, validation, and mutual support during adolescents (Bukowski, Hoza, & Boivin, 1994; Juvonen, Espinoza, & Knifsend, 2012). Healthy peer relationships build resiliency (Van Harmelen et al., 2017) and are associated with high self-esteem (Bi, Ma, Yuan, & Zhang, 2016), and academic achievement (Shin & Ryan, 2014). Thus, healthy friendships in youth play a large role in well-being and help to hone the social and emotional skills that shape future relationships.

FRIEND SUPPORT SCALE

Regardless of location, girls were more likely to report high friend support than boys. Grade 9-10 Yukon students were less likely to report high friend support compared to students in the rest of Canada.

Figure 6: Students who reported high friend support, by grade and gender (%)

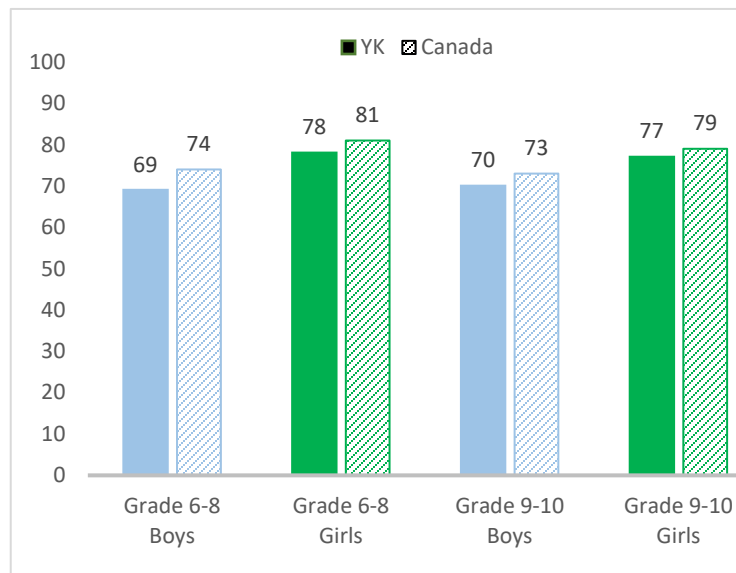




EASY TO TALK TO SAME-SEX FRIENDS

Regardless of location, girls were more likely than boys to report that they found it easy to talk to same-sex friends about things that really bother them. Grade 6-8 boys in the Yukon were less likely to report that it was easy for them to talk to same-sex friends about things that bother them compared to students in the rest of Canada.

Figure 7: Students who reported that they found it easy to talk to same-sex friends about things that really bother them, by grade and gender (%)



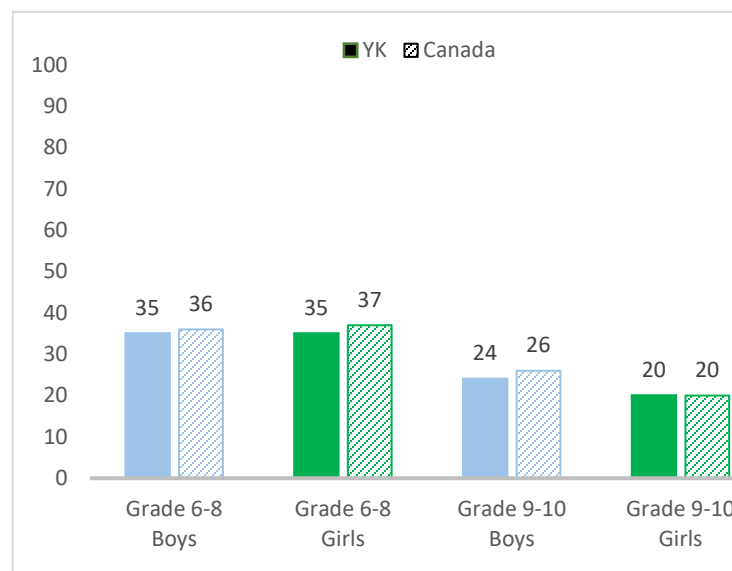
Chapter 4: School

Schools are important social environments that influence youth development (Wells, Barlow, & Stewart-Brown, 2003). While schools are important for students' academic success, they also influence adolescents' social-emotional health and well-being (Anderman, 2002; Kidger, Araya, Donovan, & Gunnell, 2012; McLaughlin, 2008) through the curriculum, the physical environment, and the overall climate (Weare, 2000). School climate encompasses the norms, practices, and qualities of interpersonal relationships that shape students' experiences at school (Cohen, McCabe, Michelli, & Pickeral, 2009). In school, students are able to form relationships with their peers and teachers, while also learning and developing life skills. Students who experience a positive school climate are less likely to engage in risk-taking behaviours that will negatively affect their health (Klein, Cornell, & Konold, 2012; Resnick et al., 1997). Additionally, safe and inclusive school communities foster students' social-emotional well-being (McLaughlin, 2008). Receiving support from teachers (Klinger et al., 2011) and feeling connected with peers are imperative in promoting and supporting positive mental health in young people (La Greca & Harrison, 2005).

SCHOOL CLIMATE

Similar to the rest of Canada, Grade 6-8 students in the Yukon were more likely to score in the high third on the school climate scale compared to Grade 9-10 students in the Yukon. Yukon students and those from the rest of Canada responded similarly on this measure.

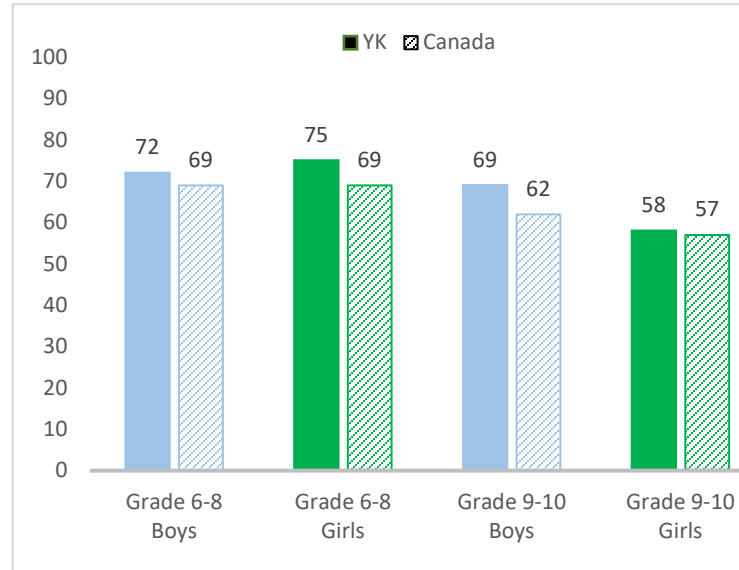
Figure 8: Students who scored in the high third on the school climate scale, by grade and gender (%)



TEACHERS CARE ABOUT STUDENTS

Students in Grade 6-8 were more likely to report that they felt their teachers cared about them as persons compared to students in Grade 9-10 with the exception of Yukon boys. Grade 6-8 Yukon girls and Grade 9-10 Yukon boys were more likely to report that they felt that teachers cared about them as persons compared to the rest of Canada.

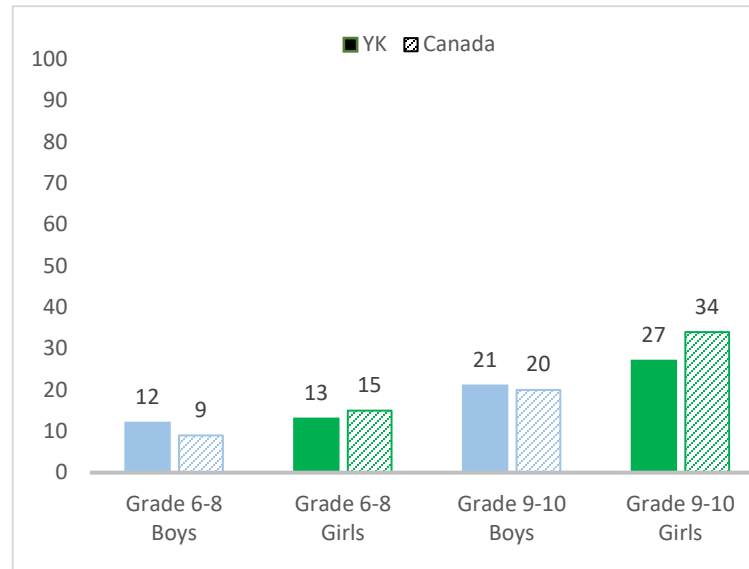
Figure 9: Students who reported that they felt their teachers cared about them as persons, by grade and gender (%)



FELT A LOT OF PRESSURE BECAUSE OF SCHOOL WORK

In both Yukon and Canada, students in Grade 9-10 were more likely to report that they felt a lot of pressure because of schoolwork compared to students in Grade 6-8. Additionally, Grade 9-10 Yukon girls were more likely to report that they felt a lot of pressure from schoolwork compared to Yukon boys, but less likely to feel a lot of pressure compared to students in the rest of Canada.

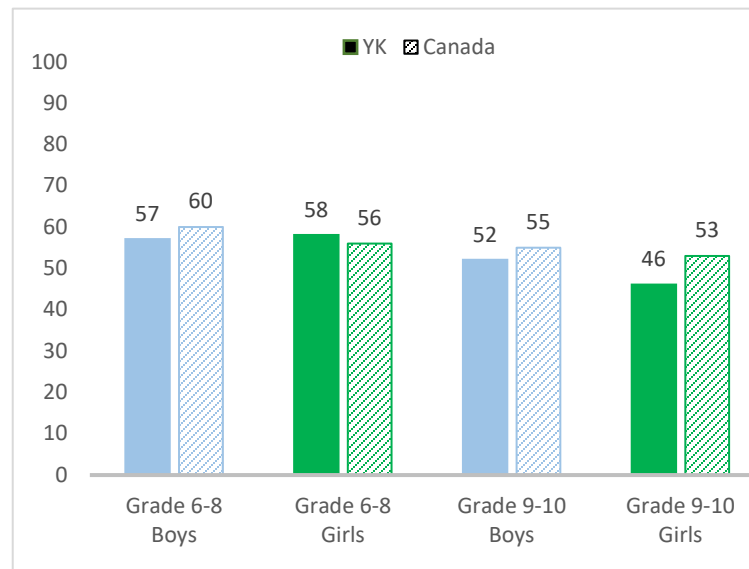
Figure 10: Students who reported that they felt a lot of pressure because of schoolwork, by grade and gender (%)



STUDENTS ARE KIND AND HELPFUL

Similar to the rest of Canada, Yukon students in Grade 6-8 were more likely to agree that other students were kind and helpful compared to Yukon students in Grade 9-10. Yukon Grade 9-10 girls were less likely to agree that other students were kind and helpful compared to the rest of Canada.

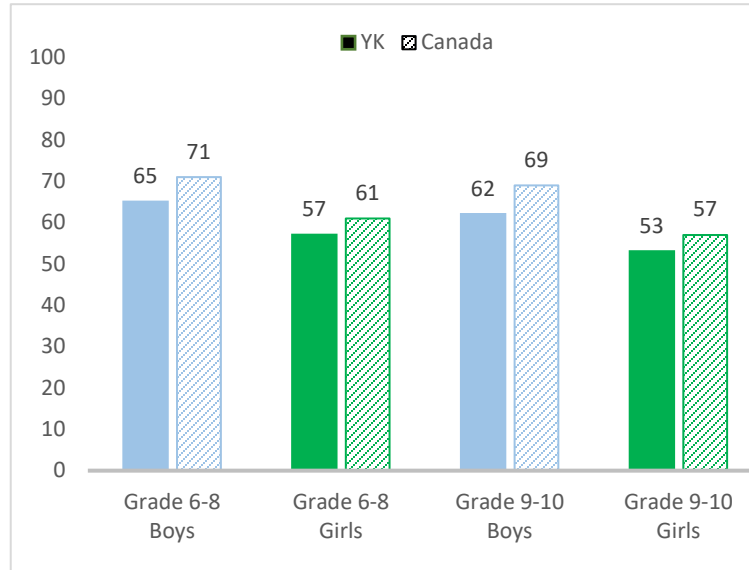
Figure 11: Students who agreed or strongly agreed that other students were kind and helpful, by grade and gender (%)



ACCEPTANCE BY CLASSMATES

Regardless of location, boys were more likely to agree that other students accepted them as they were compared to girls. Students in the Yukon were less likely to agree that other students accepted them as they were compared to the rest of Canada.

Figure 12: Students who agreed or strongly agreed that other students accepted them as they were, by grade and gender (%)



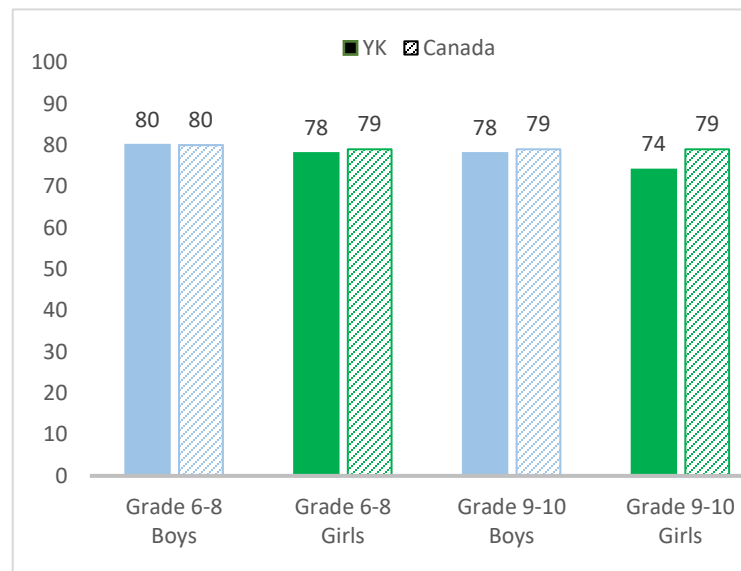
Chapter 5: Community

The community of young people is important, especially during adolescence. During this life stage, individuals begin to establish their own identity apart from their family (Kowaleski-Jones & Dunifon, 2006) and spend increasing amounts of time outside of the home (Larson et al., 1996). Communities influence adolescents by providing them with norms and expectations for behaviour, opportunities to develop social ties with neighbours, and opportunities to participate in a variety of civic and recreation activities (Sampson, Morenoff, & Gannon-Rowley, 2002). Feeling a sense of belonging and safety within the community context can play a protective role in preventing the development of risk-taking behaviours in youth (Brooks, Magnusson, Spencer, & Morgan, 2012), as well as encouraging community engagement (Lenzi et al., 2012).

SAFE FOR YOUNG CHILDREN TO PLAY

Among girls in Grade 9-10, students in the Yukon were less likely to agree that it was safe for younger children to play outside during the day.

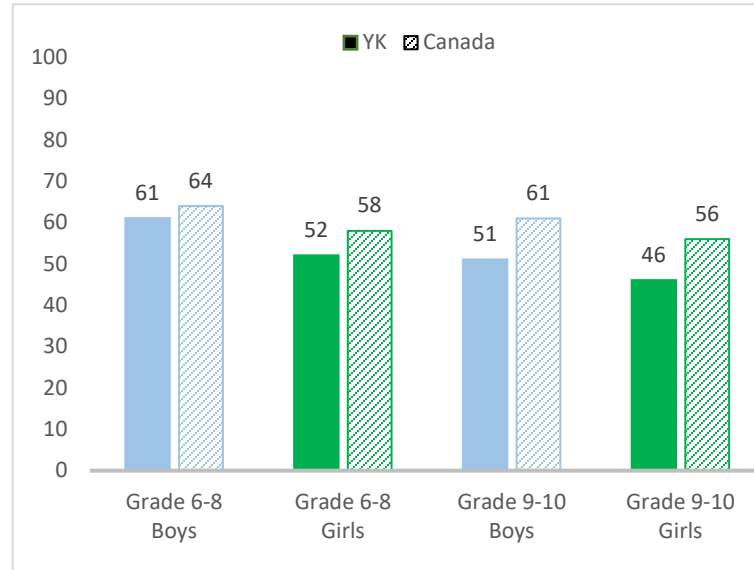
Figure 13: Students who agreed or strongly agreed that it was safe for younger children to play outside during the day, by grade and gender (%)



TRUSTING PEOPLE

Regardless of location, boys were more likely than girls to agree that they could trust the people around them. Yukon students were less likely than students in other parts of Canada to agree that they could trust people around them with the exception of Grade 6-8 boys.

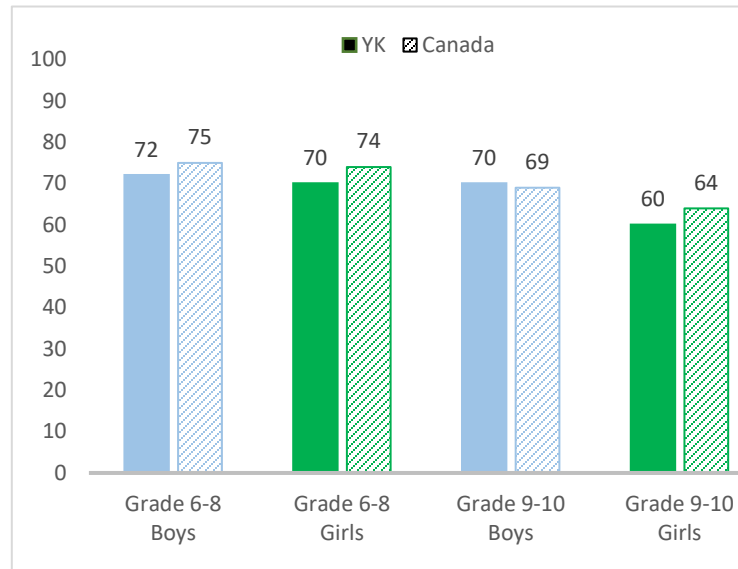
Figure 14: Students who agreed or strongly agreed that they could trust people around them, by grade and gender (%)



Good places to spend free time

Grade 9-10 girls were less likely than other students to agree that there are good places to spend free time for both the Yukon and the rest of Canada

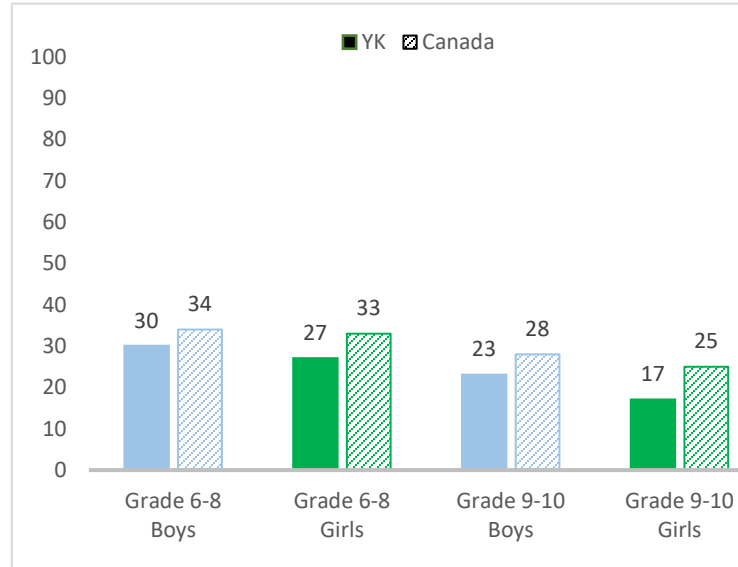
Figure 15: Students who agreed there are good places to spend free time, by grade and gender (%)



COMMUNITY SUPPORT

Generally, students in the Yukon were less likely to score in the high third on the community support scale compared to students in the rest of Canada. Additionally, students in Grade 6-8 were more likely to score in the high third on the community support scale compared to students in Grades 9-10.

Figure 16: Students who scored in the high third on the community support scale, by grade and gender (%)



INVOLVEMENT IN ACTIVITIES OR GROUPS

Grade 6 to 8

Regardless of location, boys were more likely to report involvement in sports teams and “other activity or groups”, while, girls were more likely to report involvement in arts groups. Yukon boys were less likely to report being involved in church or other religious/spiritual group, and more likely to be involved in “other activity or group”, compared to the rest of Canada. Yukon girls were less likely to report being involved in arts groups, but more likely to be involved in community groups compared to the rest of Canada.

Grade 9 and 10

In the Yukon, boys were more likely to report involvement in a sports team, whereas girls were more likely to report involvement in volunteer work, and arts groups.

Table 3: Students who reported involvement in activities or groups, by grade and gender (%)

Grades	Boys		Girls	
	YK	Canada	YK	Canada
6 to 8				
A sports team (e.g., volleyball, hockey, soccer)	63	65	55	53
An individual sport (e.g., running, cycling, skating)	39	37	41	41
Volunteer work	33	29	33	37
Arts groups (e.g., music, dance, drama)	21	24	40	49
Community group (e.g., scouts, girl guides, 4-H, cadets)	10	10	18	11
Church or other religious/spiritual group	18	24	21	25
Other activity or group (e.g., chess, math, debate)	32	24	18	18
9 and 10				
A sports team (e.g., volleyball, hockey, soccer)	60	56	49	46
An individual sport (e.g., running, cycling, skating)	35	29	31	30
Volunteer work	29	38	44	56
Arts groups (e.g., music, dance, drama)	20	22	28	37
Community group (e.g., scouts, girl guides, 4-H, cadets)	12	9	12	10
Church or other religious/spiritual group	12	19	16	19
Other activity or group (e.g., chess, math, debate)	17	16	15	14

Chapter 6: Physical Activity, Sedentary Behaviour, and Sleep

Physical activity is broadly defined as any bodily movement, produced by skeletal muscles, that uses energy (World Health Organization, 2011). It is often categorized into two levels: light-intensity physical activity such as standing, stretching and leisurely walking, and moderate-to-vigorous physical activity which involves more strenuous aerobic and muscle strengthening activity (Schwarzfischer et al., 2017). Childhood physical activity is associated with various health benefits including body weight regulation (Janssen & Leblanc, 2010), a decrease in risk factors for cardiovascular and metabolic diseases such as high blood pressure (Kemper et al., 2001; Chaput et al. 2011), and improved mental health (Annesi, 2005; Biddle & Asare, 2011).

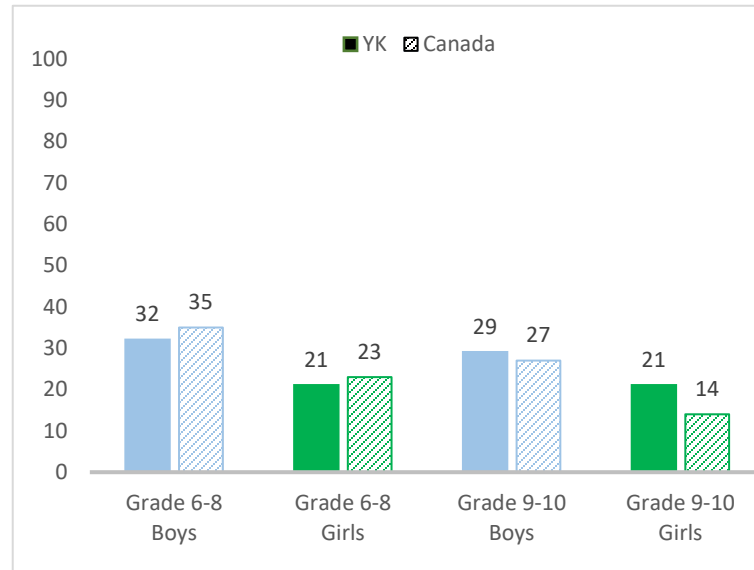
Sedentary behaviour, on the other hand, is characterised by activities that involve little movement or energy expenditure, which often occur while a person is sitting or lying down (Sedentary Behaviour Research Network, 2012). Common sedentary activities include using the computer, playing video games, reading, and watching TV (Pate, O'Neill, & Lobelo, 2008). Young people are recommended to engage in no more than two hours of recreational sedentary behaviour a day (Tremblay et al., 2011). Consequently, increased sedentary behaviour is associated with adverse health outcomes such as decreased fitness, unhealthy eating, obesity, and substance use (e.g., Carson, Pickett, & Janssen, 2011; Mark & Janssen, 2008).

The National Sleep Foundation recommends that children between the ages of 6 and 13 should get 9-11 hours of sleep per night, and that young people between the ages of 14 to 17 should get 8-10 hours of sleep per night (Hirshkowitz et al., 2015). Consequently, insufficient sleep is associated with reduced ability to concentrate and impaired academic performance (Wolfson & Carskadon, 1998), decreased immune function (Sekine et al., 2006), metabolic diseases such as obesity (Cappuccio et al., 2008), and mental illnesses such as depression and anxiety (Blunden, Hoban, & Chervin, 2006).

PHYSICAL ACTIVITY

Consistent with the rest of Canada, Yukon boys were more likely than Yukon girls to report that they had been physically active for each of the last seven days for a total of at least 60 minutes per day. Among girls in Grade 9-10, Yukon students were more likely than students from other parts of Canada to report this level of physical activity.

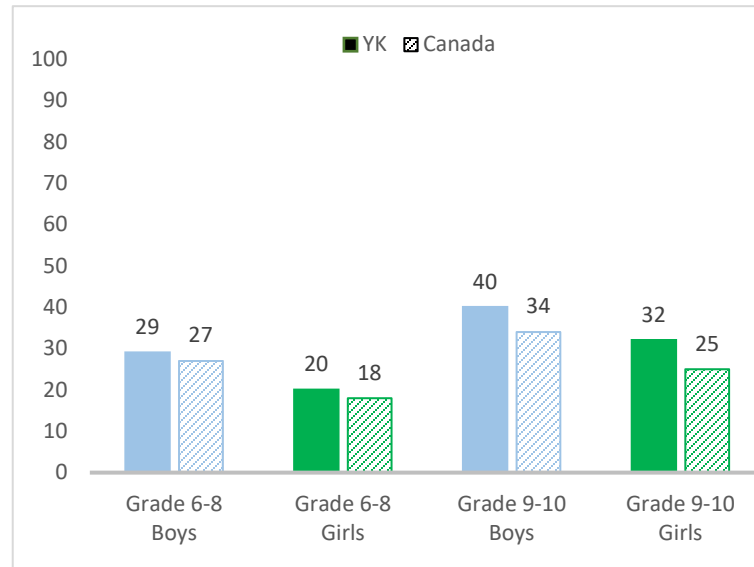
Figure 17: Students who reported that they had been physically active each of the last seven days for a total of at least 60 minutes per day, by grade and gender (%)



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

In the Yukon and the rest of Canada, students in Grade 9-10 were more likely to report that they had spent four or more hours per week doing physical activity in class time compared to Grade 6-8 students. Additionally, boys were more likely than girls to report spending this amount of time on physical activity within each grade group. For both boys and girls Grade 9-10 students in the Yukon were more likely to report spending four or more hours of class time on physical activity compared to students from the rest of Canada.

Figure 18: Students who reported that they had spent four or more hours per week doing physical activity in class time at school, by grade and gender (%)



**JOURNEY TO SCHOOL/
ACTIVE TRANSPORTATION**

Among Grade 6-8 students, reports of walking or riding a bicycle to school were less frequent among Yukon students than among students in other parts of Canada. Fewer Yukon Grade 6-8 students report taking motorized vehicles (public or private vehicles) to school. Grade 9-10 Yukon students were more likely to report taking private vehicles and less likely to use public transportation than Grade 9-10 students in the rest of Canada.

Table 4: Students who reported their primary mode of transportation to school, by grade (%)

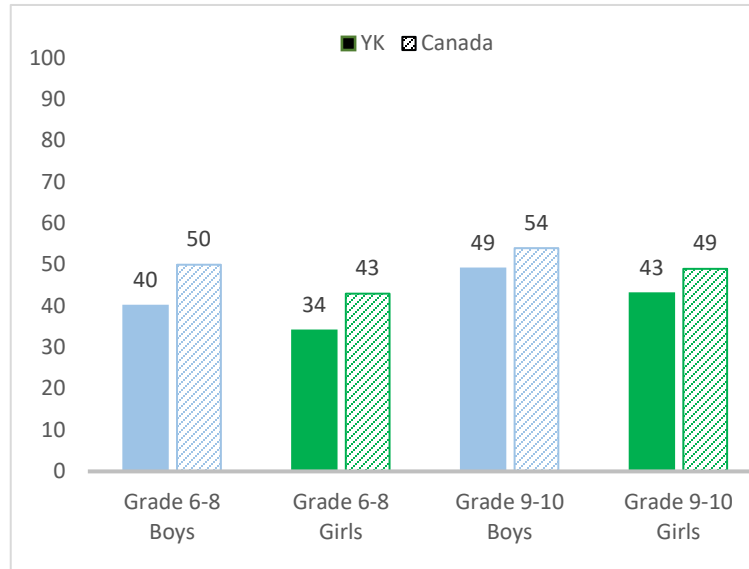
	Grades 6 to 8		Grades 9 and 10	
	YK	Canada	YK	Canada
walking	16	24	21	19
bicycle	3	6	1	2
bus, train, streetcar, subway or boat/ferry	48	46	40	53
car, motorcycle or moped	32	23	37	25
Other	1	2	0	1



HOURS WATCHING TELEVISION

Generally, students in the Yukon were less likely to report that they had watched television or videos for two or more hours per day compared to the rest of Canada. Additionally, boys were more likely than girls to report that they had watched television or videos for two or more hours per day.

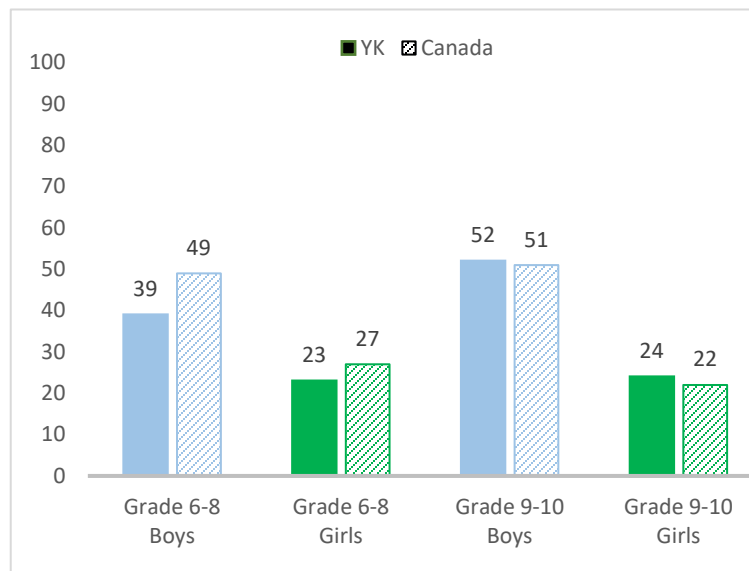
Figure 19: Students who reported that they had watched two or more hours per day of television, videos (including YouTube or similar services), DVDs, and other entertainment on weekdays, by grade and gender (%)



HOURS PLAYING ON A COMPUTER OR GAMES CONSOLE

In both the Yukon and other parts of Canada, boys were more likely to report that they had spent two or more hours per day playing games on an electronic device compared to girls. Among Grade 6-8 students, students in the Yukon were less likely to report that they had spent two or more hours per day playing games on an electronic device.

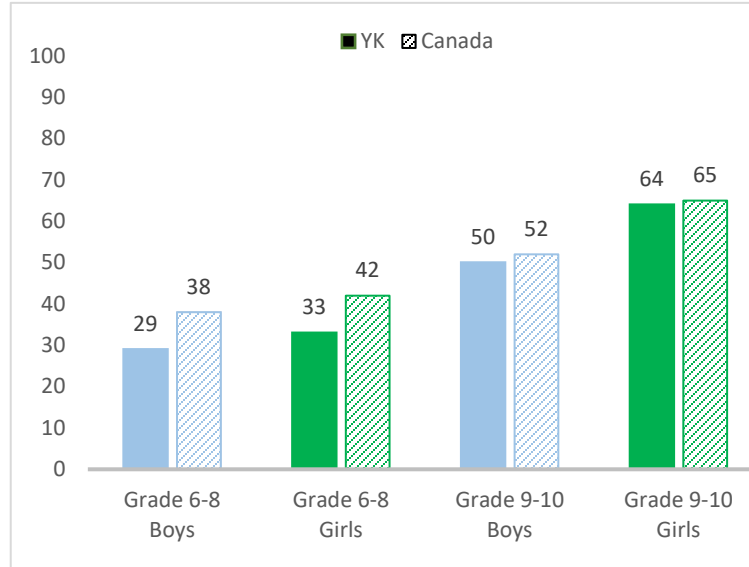
Figure 20: Students who reported that they had spent two or more hours per day playing games on a computer, games console, tablet (like iPad), smartphone or other electronic device (not including moving or fitness games) on weekdays, by grade and gender (%)



HOURS USING A COMPUTER FOR CHATTING ON-LINE

In the Yukon and the rest of Canada, students in Grade 9-10 were more likely to report that they spent two or more hours per day using electronic devices for purposes other than gaming. Yukon Grade 6-8 students were less likely to report engaging in these activities for two or more hours per day compared to students in the rest of Canada.

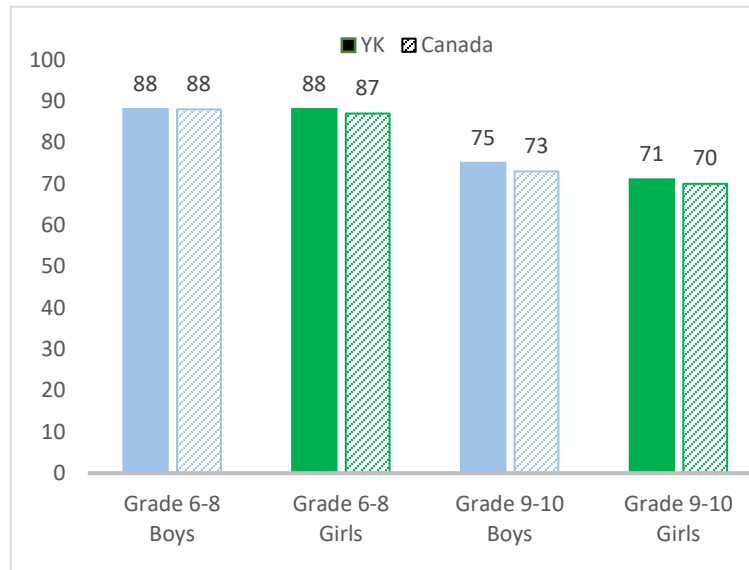
Figure 21: Students who reported that they spent two or more hours per day using electronic devices such as computers, tablets (like iPad) or smartphones for other purposes (e.g., homework, emailing, tweeting, Facebook, chatting, surfing the internet) on weekdays, by grade and gender (%)



SLEEP DURATION

In the Yukon and the rest of Canada, students in Grade 6-8 were more likely to report meeting the sleep duration recommendations than students in Grade 9-10. Across the groups Yukon students were similar to the rest of Canada in the percentages meeting the sleep duration recommendations.

Figure 22: Students who met sleep duration recommendations, by grade and gender (%)



Chapter 7: Healthy Eating

Canada's Food Guide provides guidelines for the amounts of food and specific dietary requirements that are important to different age groups (Health Canada, 2015). Healthy eating is essential for the proper development of children and adolescents (Health Canada, 2015). Therefore, in addition to following the recommendations of the Food Guide, young people should limit the consumption of foods and beverages that contain high amounts of sugar, salt, and calories (Gore, Foster, DiLillo, & West, 2003). Additionally, unhealthy behaviours such as skipping meals have been linked to poorer nutritional health (Nicklas, O'Neil, & Myers, 2004; Peters et al., 2012) and reduced cognitive performance (Adolphus, Lawton, & Dye, 2013).

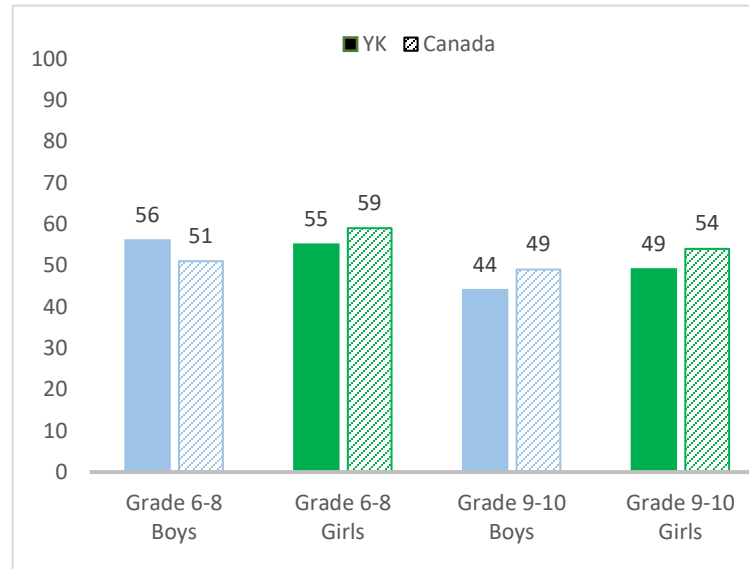
Like other health behaviours, eating and nutritional behaviours that are formed during adolescence often continue into adulthood (Vereecken, De Henauw, & Maes, 2005). Eating behaviours in youth are influenced by a variety of environmental and psychosocial factors such as media messages, peer pressure, teasing, food availability, body dissatisfaction, parent's nutritional knowledge and encouragement, biological factors, and food preferences (Neumark-Sztainer, Wall, Story, & Perry, 2003; Raine, 2005; Taylor, Evers, & McKenna, 2005). Often, these factors place young people at risk for health problems that may continue into adulthood (Neumark-Sztainer et al., 2003).



EATING VEGETABLES

Grade 6-8 Yukon boys were more likely to report eating vegetables at least daily compared to the rest of Canada. Conversely, Grade 9-10 boys and girls were less likely to report eating vegetables at least once a day, compared to the rest of Canada.

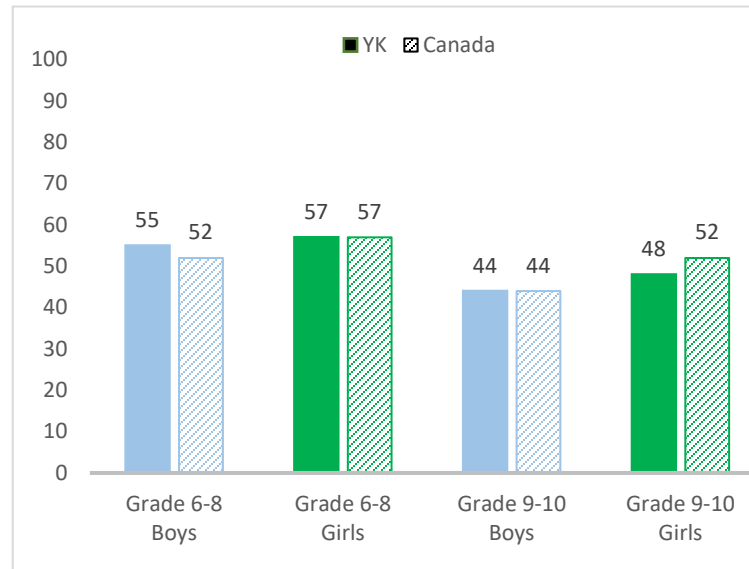
Figure 23: Students who reported that they ate vegetables once per day or more, by grade and gender (%)



EATING FRUITS

Yukon students and students in the rest of Canada were similar in the percentages who reported eating fruits once per day or more. Grade 6-8 students were more likely to report eating fruits once per day or more compared to Grade 9-10 students.

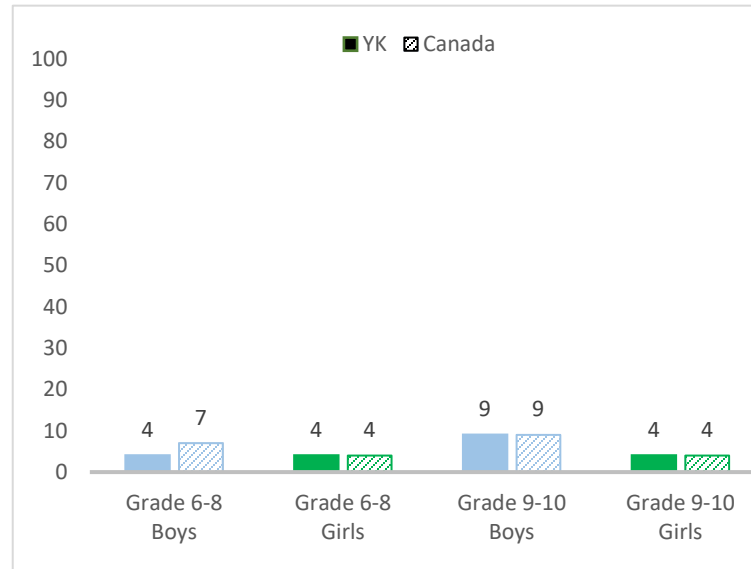
Figure 24: Students who reported that they ate fruits once per day or more, by grade and gender (%)



DRINKING SOFT DRINKS

In both the Yukon and the rest of Canada, boys in Grade 9-10 were more likely to report daily consumption of soft drinks compared to all other groups. Compared to the rest of Canada, Yukon boys in Grade 6-8 reported less daily consumption of soft drinks while Yukon students were similar to the rest of Canada across the other three groups.

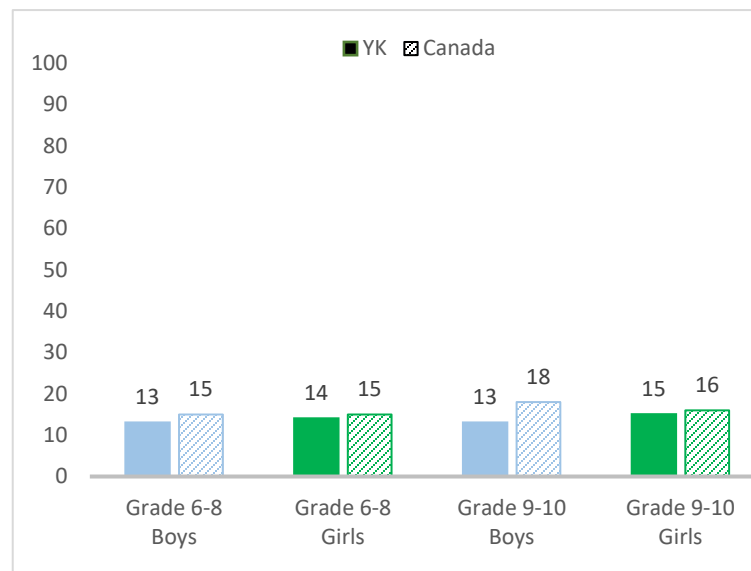
Figure 25: Students who reported that they drank soft drinks once per day or more, by grade and gender (%)



EATING CANDY OR CHOCOLATE

Generally, Yukon students were similar to students in the rest of Canada in the percentages reporting eating candy or chocolate daily. The exception was for Grade 9-10 boys where Yukon students reported less daily candy or chocolate consumption.

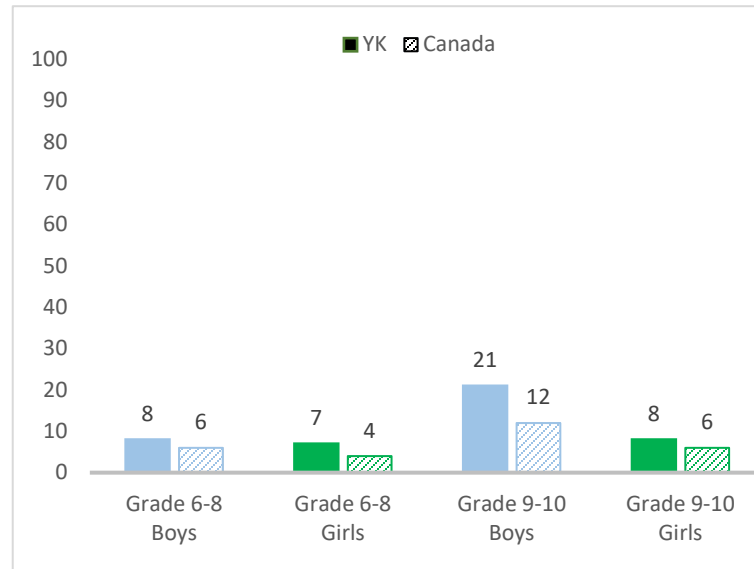
Figure 26: Students who reported that they ate candy or chocolate once per day or more, by grade and gender (%)



DRINKING ENERGY DRINKS

Regardless of location, boys in Grade 9-10 were more likely to report drinking energy drinks one or more per week compared to girls in Grade 9-10. Compared with the rest of Canada, students in the Yukon were more likely to report weekly consumption of energy drinks.

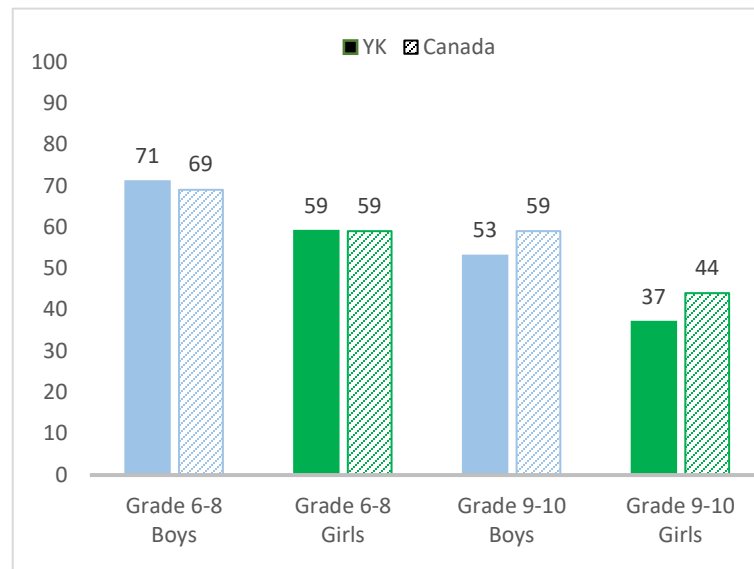
Figure 27: Students who reported that they drank energy drinks once a week or more, by grade and gender (%)



HAVING BREAKFAST

Regardless of location, boys and girls in Grade 6-8 were more likely to report eating breakfast everyday on school days compared to boys and girls in Grade 9-10. In general, boys were more likely than girls to report eating breakfast everyday. Boys and girls in Grade 9-10 in the Yukon were less likely to report eating breakfast everyday on school days compared to the rest of Canada.

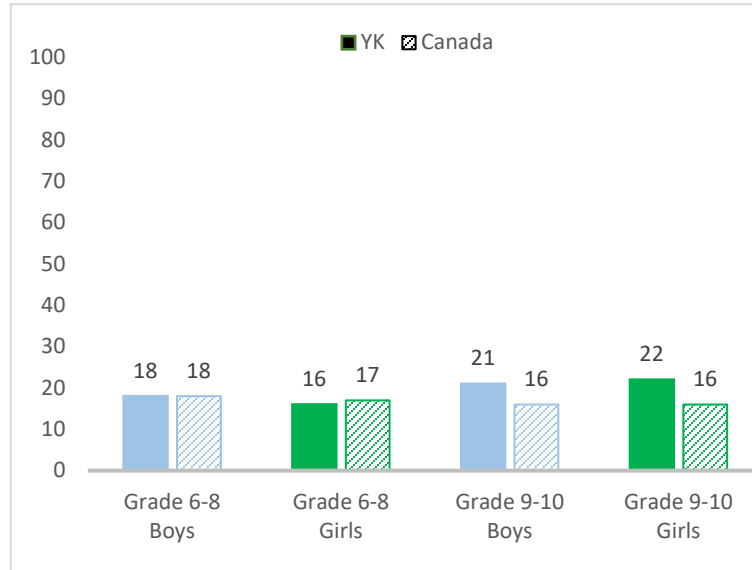
Figure 28: Students who reported that they usually had breakfast (more than a glass of milk or fruit juice) every day on school days, by grade and gender (%)



WENT TO SCHOOL OR BED HUNGRY

Students in Grade 9-10 in the Yukon were more likely to report going to school or bed hungry compared to Grade 9-10 students in the rest of Canada.

Figure 29: Students who reported that they went to school or to bed hungry at least sometimes because there was not enough food at home, by grade and gender (%)



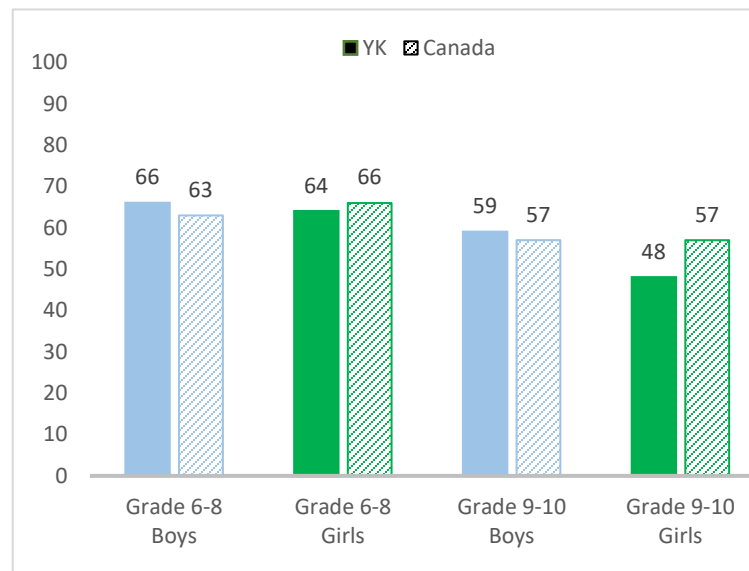
Chapter 8: Healthy Weights

Body image is defined as the way we perceive, think and feel about, and behave towards our own bodies (Cash, 2004). Many adolescents experience body dissatisfaction, especially girls. This dissatisfaction increases after exposure to beauty trends and images modified to match cultural ideals of beauty through social media (e.g., Kleemans, Daalmans, Carbaat, & Anschütz, 2018) or television (Ashikali, Dittmar, & Ayers, 2014). These cultural ideals of appearance may be reinforced by a variety of sources, such as peers and family (Ata, Ludden, & Lally, 2007). Dissatisfaction with one's body is associated with a variety of negative health outcomes, such as obesity, physical inactivity, and eating disorders (Harriger & Thompson, 2012; Rohde, Stice, & Marti, 2015). Girls who are dissatisfied with their bodies are also more likely to report engaging in risky behaviours, such as binge drinking (Jones et al., 2018).

BODY IMAGE

Fewer Grade 9-10 Yukon girls reported that they thought their body was about the right size compared to students in the rest of Canada. Yukon students were similar to students in the rest of Canada across the other three groups.

Figure 30: Students who reported that they thought their body was about the right size, by grade and gender (%)



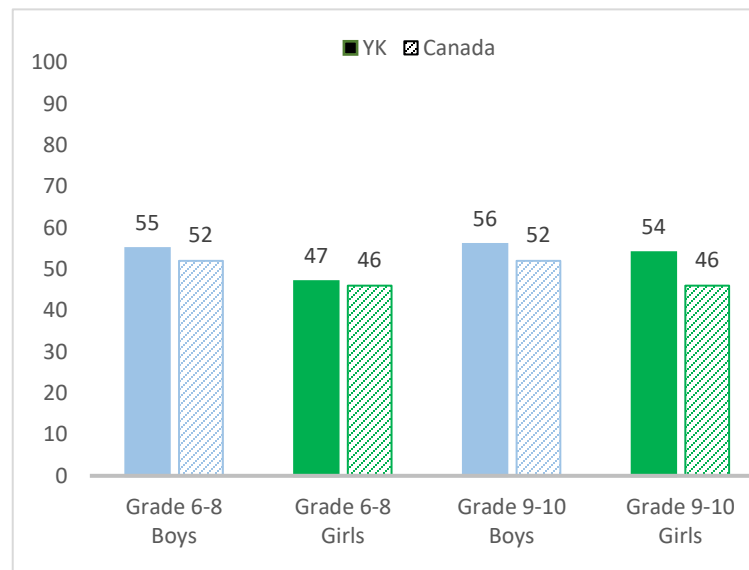
Chapter 9: Injury

Injury is the occurrence of physical harm to the body (Langley & Brenner, 2004). Injury occurs frequently among young people and has become a burden to the health of the adolescent populations in Canada (Public Health Agency of Canada [PHAC], 2009). The most common injuries, in this population, are caused physical force and often occur while playing sports, while cycling, during a motor vehicle collision, or during a physical fight (Molcho et al., 2006). Other injuries include the ingestion of poisonous substances and burns (Langley & Brenner, 2004). Consequences of adolescent injuries include costly health care expenditure and Lost productivity for the individual injured and the adult taking care of them while they are injured (Leitch, 2007; Peden et al., 2008).

INJURY

Grade 9-10 Yukon girls were more likely to report that they sustained an injury requiring medical treatment in the last year compared to students in the rest of Canada.

Figure 31: Students who reported that they had sustained an injury requiring medical treatment, by grade and gender (%)

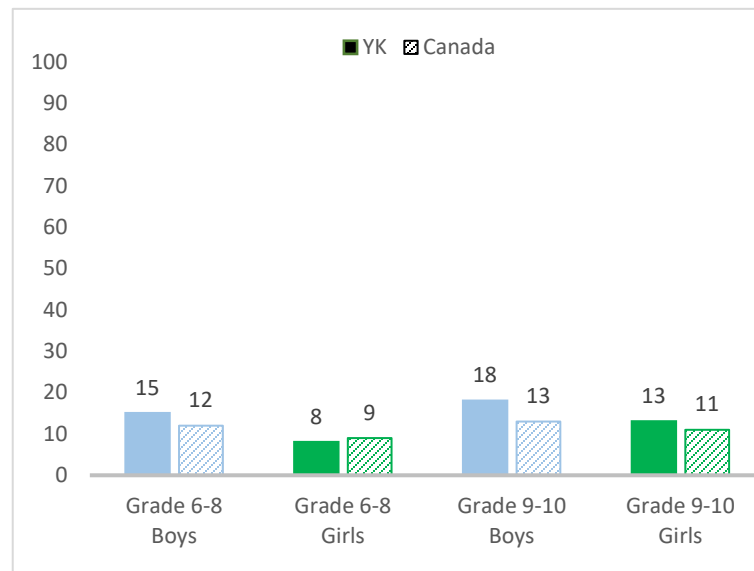




CONCUSSIONS

Regardless of location, boys were more likely than girls to report that they had a concussion in the last 12 months. Yukon boys were more likely to report that they had a concussion in the last 12 months, compared to their counterparts in the rest of Canada.

Figure 32: Students reporting they had a concussion in the last 12 months, by grade and gender (%)



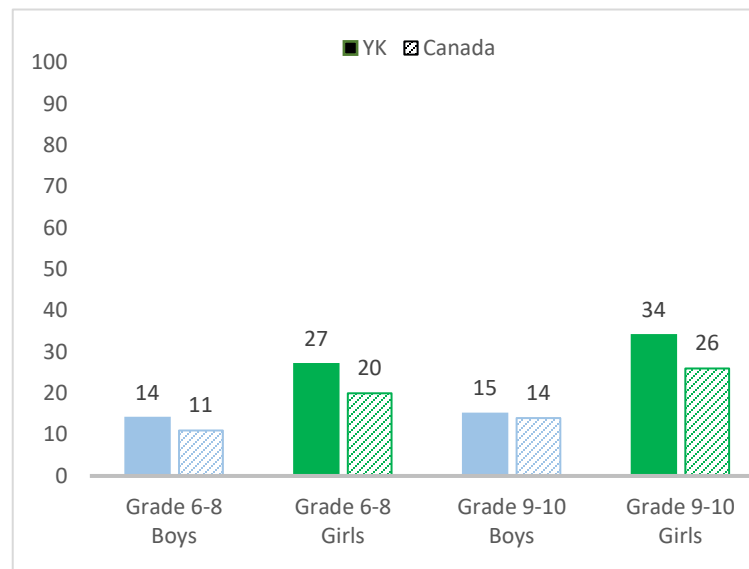
Chapter 10: Mental Health

Mental health is important to an individual's personal well-being and affects one's ability to function (World Health Organization, 2014). Canadian youth who experience mental health problems often have difficulties adjusting at home (Buote, 2009), struggle academically, and experience social difficulties at school (Mychailyszyn, Mendez, & Kendall, 2010). Students struggling with their mental health are less engaged in the classroom, have lower levels of academic performance and achievement (Mychailyszyn et al., 2010; Owens, Stevenson, & Hadwin, & Norgate, 2012), and are more likely to drop out of school (Meldrum, Venn & Kutcher, & Life, 2009). Mental health problems that emerge during school-age years can persist and lead to adverse outcomes throughout one's lifespan (Waddell, Shepherd, Chen, & Boyle, 2013).

LIFE SATISFACTION

In both Yukon and the rest of Canada, girls were more likely than boys to report low life satisfaction. Yukon girls were more likely to report low life satisfaction compared to girls in the rest of Canada.

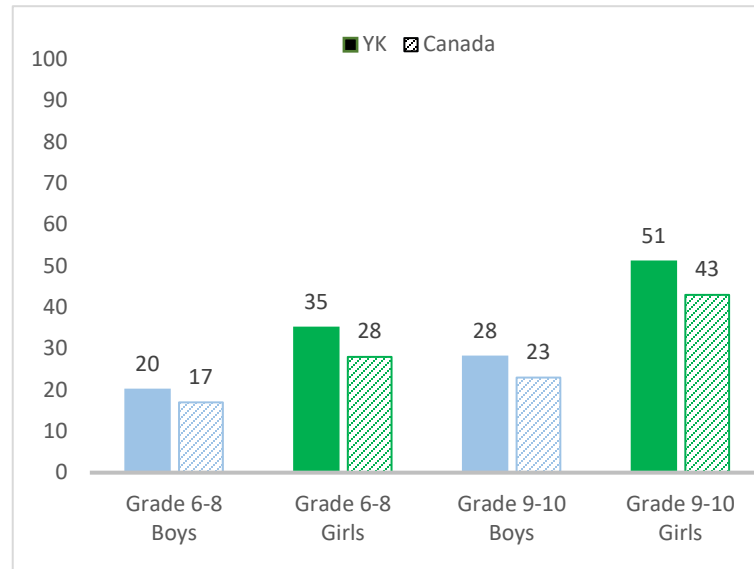
Figure 33: Students who reported low life satisfaction (less than 6 on the 0=worst possible life to 10=best possible life Cantrell ladder scale), by grade and gender (%)



FEELING LOW OR DEPRESSED

Students in the Yukon were more likely than students in the rest of Canada to report that they felt low or depressed at least once a week in the past six months with the exception of Grade 6-8 boys. Regardless of location, girls were more likely than boys to report that they felt low or depressed at least once a week in the past six months.

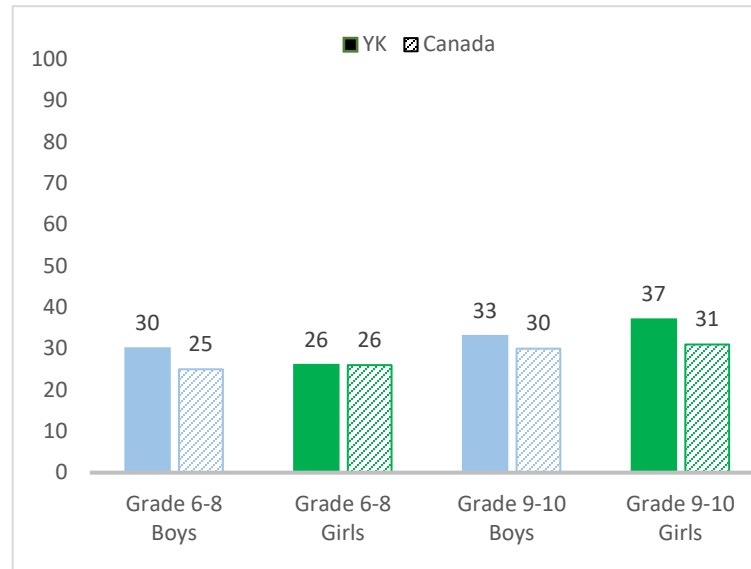
Figure 34: Students who reported they felt low or depressed once a week or more in the last six months, by grade and gender (%)



PARENTS EXPECT TOO MUCH

Grade 6-8 Yukon boys and Grade 9-10 Yukon girls were more likely to agree that their parents expected too much of them compared to students in the rest of Canada.

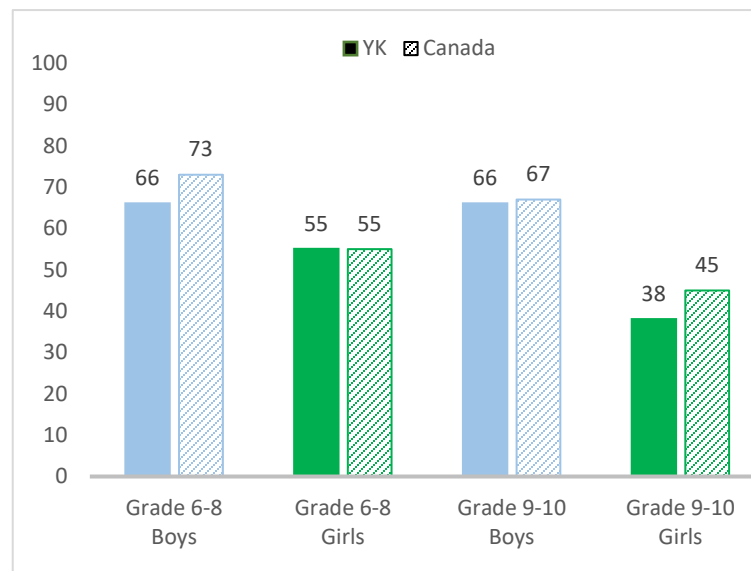
Figure 35: Students who agreed or strongly agreed that their parents expected too much of them, by grade and gender (%)



CONFIDENCE IN SELF

Boys were more likely than girls to agree that they had confidence in themselves in both the Yukon and the rest of Canada. In the Yukon, boys in Grade 6-8 and girls in Grade 9-10 were less likely to agree that they had confidence in themselves compared to the rest of Canada.

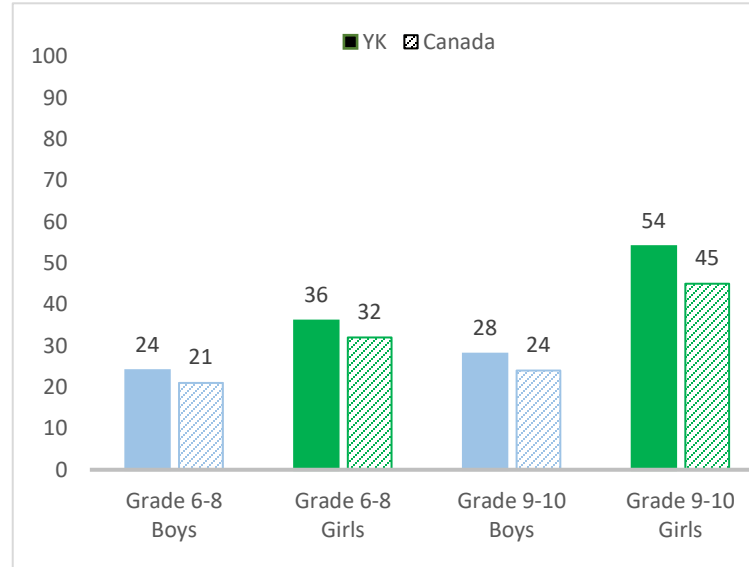
Figure 36: Students who agreed or strongly agreed that they had confidence in themselves, by grade and gender (%)



FEELING SAD OR HOPELESS

Grade 9-10 Yukon girls were more likely than Grade 9-10 girls in the rest of Canada to report experiencing daily feelings of sadness or hopelessness for at least two weeks in a row in the past month. Regardless of location, girls were more likely than boys to report experiencing daily feelings of sadness or hopelessness for at least two weeks in a row in the past month.

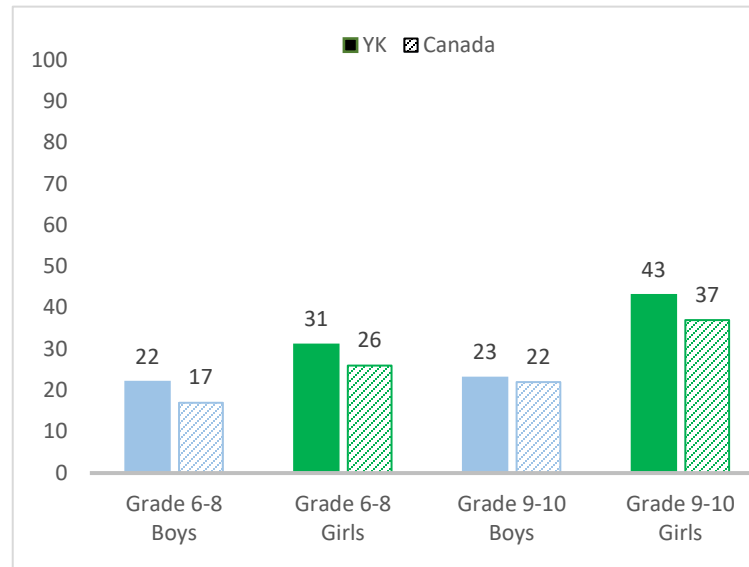
Figure 37: Students who reported that during the past 12 months, they felt so sad or hopeless almost every day for two weeks or more in a row that they stopped doing some usual activities, by grade and gender (%)



FEELING LONELY

In both the Yukon and the rest of Canada, girls were more likely than boys to agree that they often felt lonely. Additionally, with the exception of boys in Grade 9-10, students in the Yukon were more likely to agree that they often felt lonely compared to students in the rest of Canada.

Figure 38: Students who agreed or strongly agreed that they often felt lonely, by grade and gender (%)



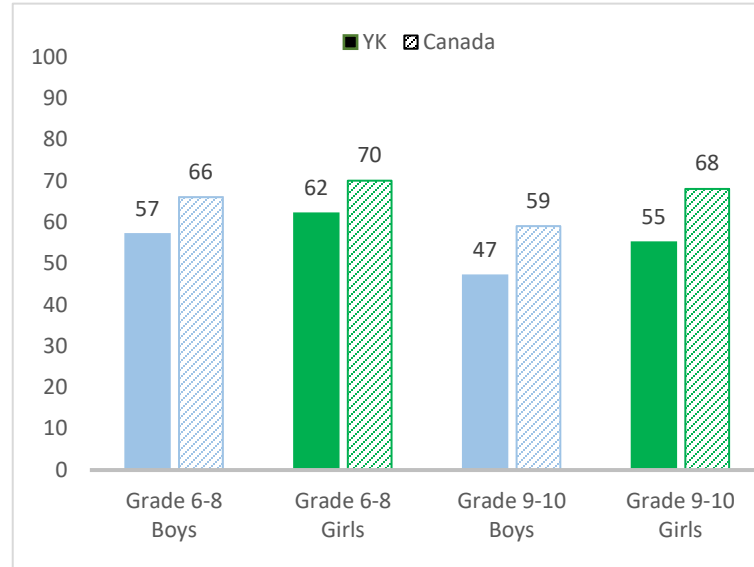
Chapter 11: Spirituality

Spirituality is a feeling of connection or sense of closeness to the sacred (Worthington, Hook, Davis, & McDaniel, 2011). It is an important aspect of adolescent development and well-being. Many Canadian youth feel that spirituality is an important resource throughout adolescence and is positively related to their sense of well-being (Spurr et al., 2012). In fact, spirituality is associated with various indicators of adolescent health and well-being. For example, higher spirituality predicts lower levels of substance use, violence, and mental health problems (Scales et al., 2014). The HBSC study included eight questions that focused on the perceived importance of spiritual health in the lives of young people. Two items were asked for each of the four standard sub-domains. Students responded to these questions with one of five response categories ranging from 1- “not at all important” to 5- “very important.” The items asked students to identify at what level they thought it was important to: “feel that your life has meaning or purpose,” “experience joy (pleasure, happiness) in life” (connections to self); “be kind to other people,” “be forgiving of others” (connections to others); “feel connected to nature,” “care for the natural environment” (connections to nature); “feel a connection to a higher spiritual power,” “meditate or pray” (connections to the transcendent).

HIGH CONNECTION TO SELF

In Yukon and the rest of Canada, students in Grade 6-8 were more likely to report a high connection to self compared to students in Grade 9-10. Regardless of location, girls were more likely to report a high connection to self compared to boys. Generally, students in the Yukon were less likely to report a high connection to self compared to the rest of Canada.

Figure 39: Students who reported a high connection to self, by grade and gender (%)

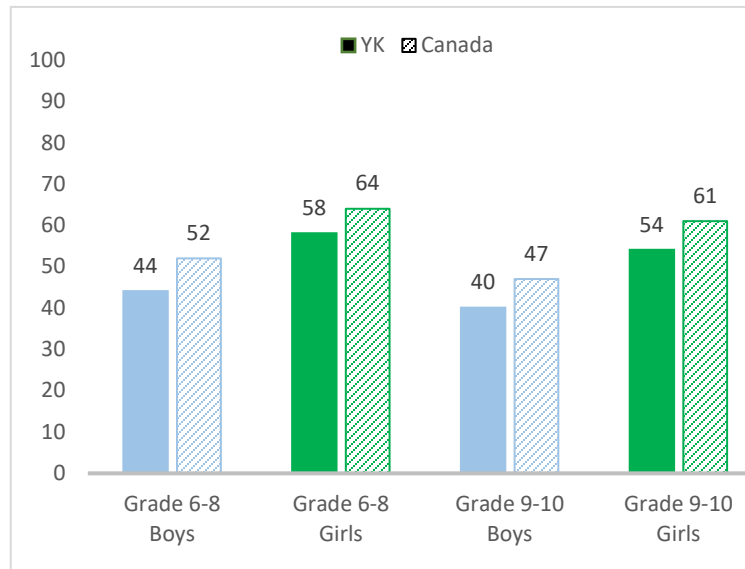




HIGH CONNECTION TO OTHERS

Students in the Yukon were less likely to report a high connection to others compared to the rest of Canada. Regardless of location, girls were more likely than boys to report a high connection to others.

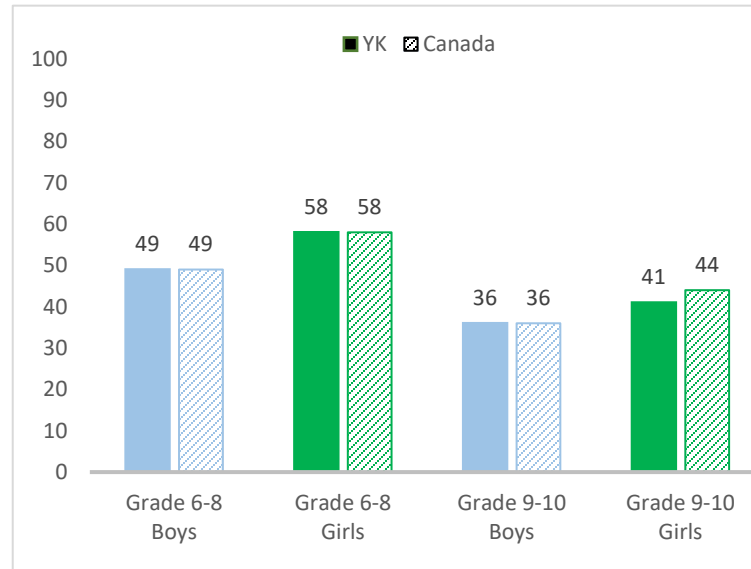
Figure 40: Students who reported a high connection to others, by grade and gender (%)



HIGH CONNECTION TO NATURE

For both the Yukon and the rest of Canada, girls were more likely than boys to report a high connection to nature. Additionally, students in Grade 6-8 were more likely to report a high connection to nature compared to students in Grade 9-10.

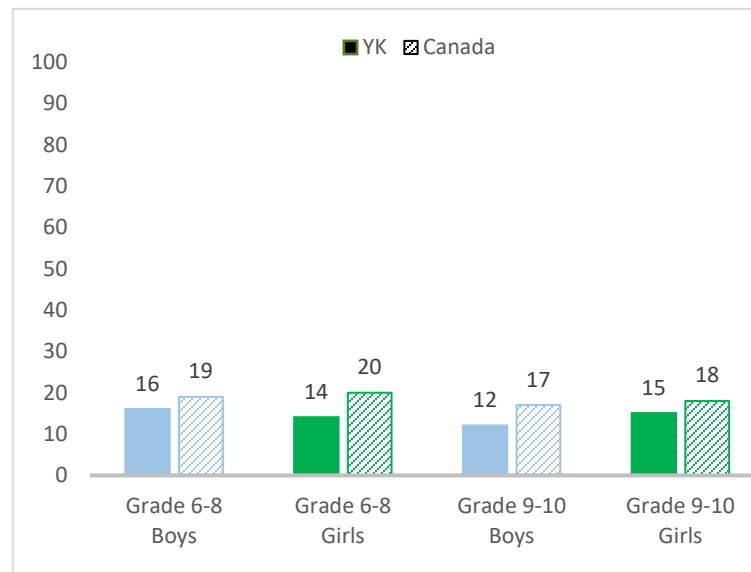
Figure 41: Students who reported a high connection to nature, by grade and gender (%)



HIGH CONNECTION TO TRANSCENDENT

Generally, students in the Yukon were less likely to report a high connection to transcendent compared to students in the rest of Canada.

Figure 42: Students who reported a high connection to transcendent, by grade and gender (%)



Chapter 12: Substance Use

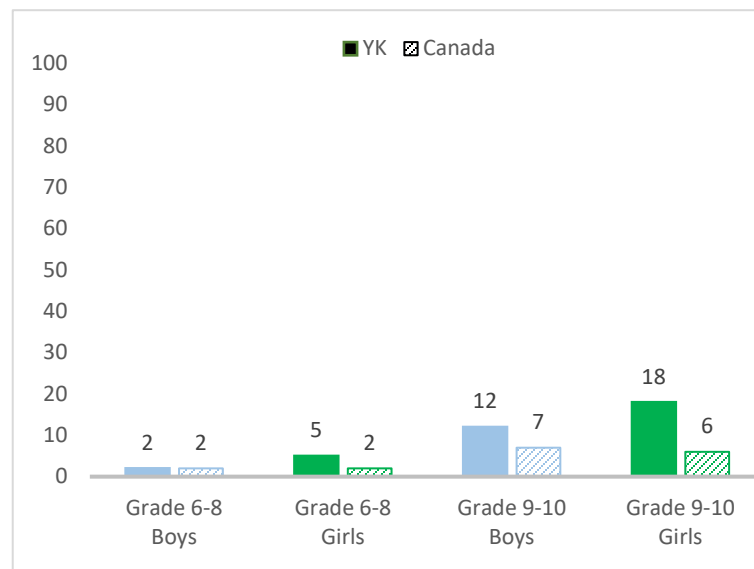
Adolescence is a developmental period in which we see a peak in experimentation with risk-taking behaviours (Steinberg, 2008). These behaviours include smoking cigarettes, drinking alcohol, and consuming drugs. Youth who engage in substance use earlier are more likely to engage in future risk behaviours (DuRant, Smith, Kreiter, & Krowchuck, 1999). Some youth may also become further involved in activities that can adversely affect their health and well-being (Pickett, Boyce, Garner, & King, 2002).

Many risk and protective factors influence adolescent substance use (Hawkins, Catalano, & Miller, 1992). These factors include social norms, the availability of alcohol and drugs, problems at school, and engaging in relationships with peers who similarly engage in risky behaviours (Hawkins, Catalano & Miller, 1992; Kobus, 2003; Simons-Morton & Chen, 2006). Substance use is also associated with mental health problems. It is estimated that 60% of youth with a substance use disorder have a comorbid mental health problem, such as depression (Armstrong & Costello, 2002).

SMOKED CIGARETTES

Girls in Grade 6-8 and both girls and boys in Grade 9-10 in the Yukon were more likely to report smoking cigarettes in the last 30 days compared to students in the rest of Canada.

Figure 43: Students who reported that they smoked cigarettes in the last 30 days, by grade and gender (%)

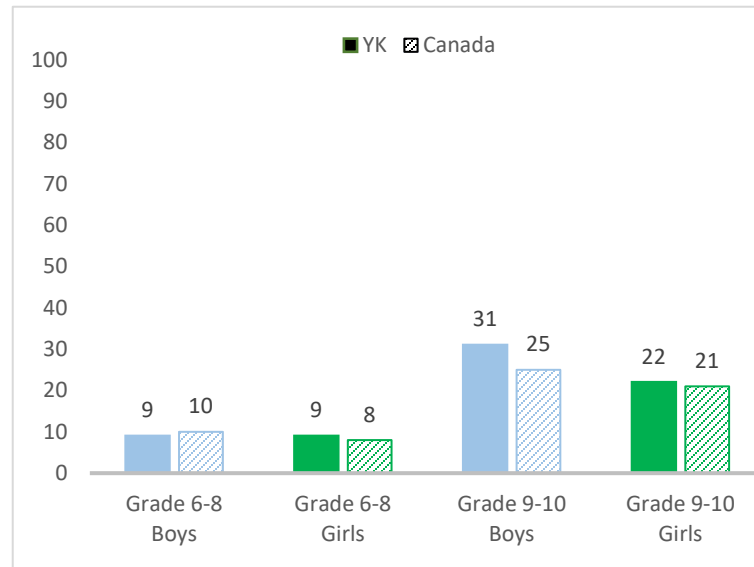




E-CIGARETTES

Grade 9-10 students were more likely to report using e-cigarettes in the last 30 days than Grade 6-8 students in both the Yukon and the rest of Canada. Yukon boys in Grade 9-10 were more likely to report using e-cigarettes compared to the rest of Canada.

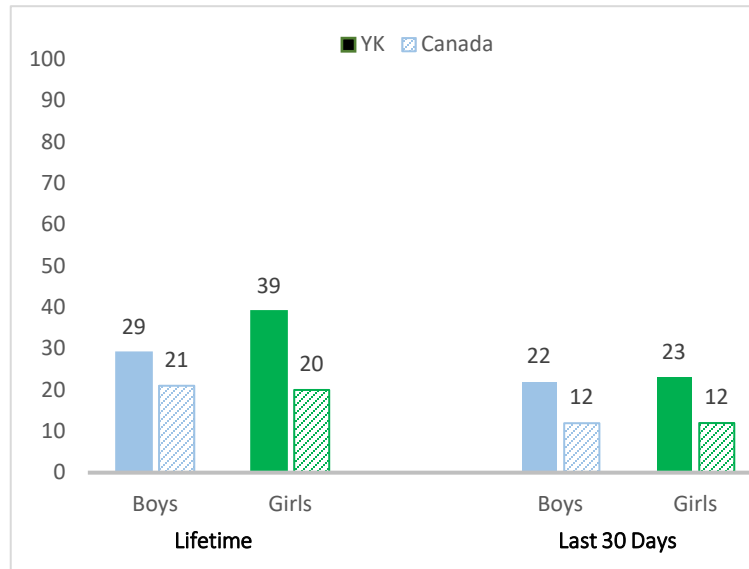
Figure 44: Students who reported that they had used e-cigarettes in the last 30 days, by grade and gender (%)



CANNABIS USE

Students in the Yukon were more likely than students in the rest of Canada to report using cannabis in the last 30 days and in their lifetime. Yukon girls were more likely than Yukon boys to report using cannabis in their lifetime.

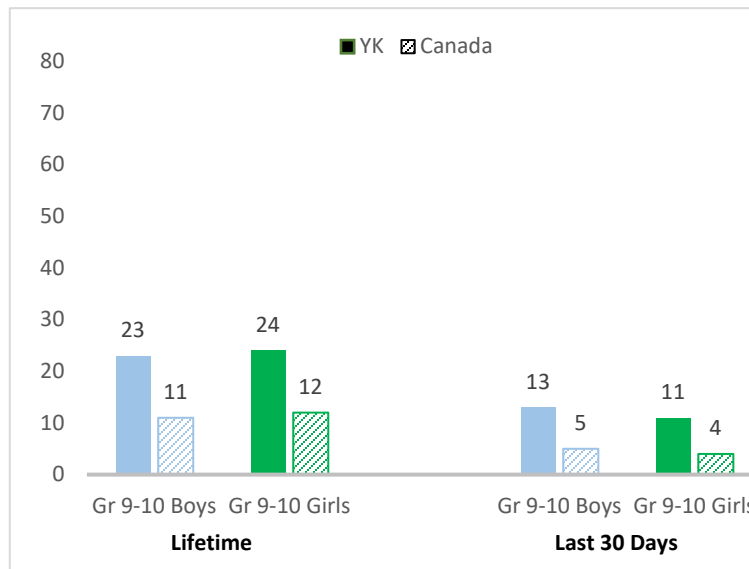
Figure 45: Grade 9 and 10 students who reported that they used cannabis in their lifetime and in the last 30 days, by gender (%)



CANNABIS USE

Compared to the rest of Canada, students in the Yukon were more likely to report that they have used cannabis more than 5 days in their lifetime, and, in the last 30 days.

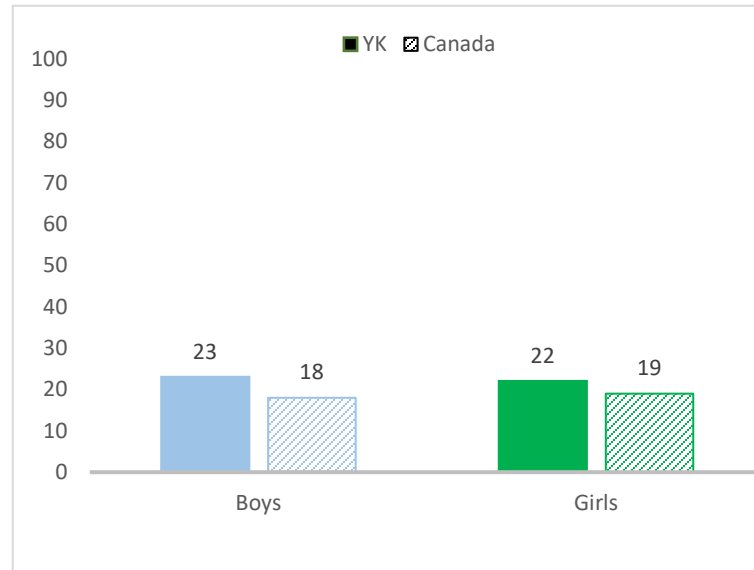
Figure 46: Students who reported they have used cannabis (e.g., hash/marijuana/pot/weed) more than 5 days in their lifetime and in the last 30 days, by grade and gender (%)



DRINKING

Grade 9-10 boys in the Yukon were more likely to report drinking to excess at least monthly compared to students in the rest of Canada.

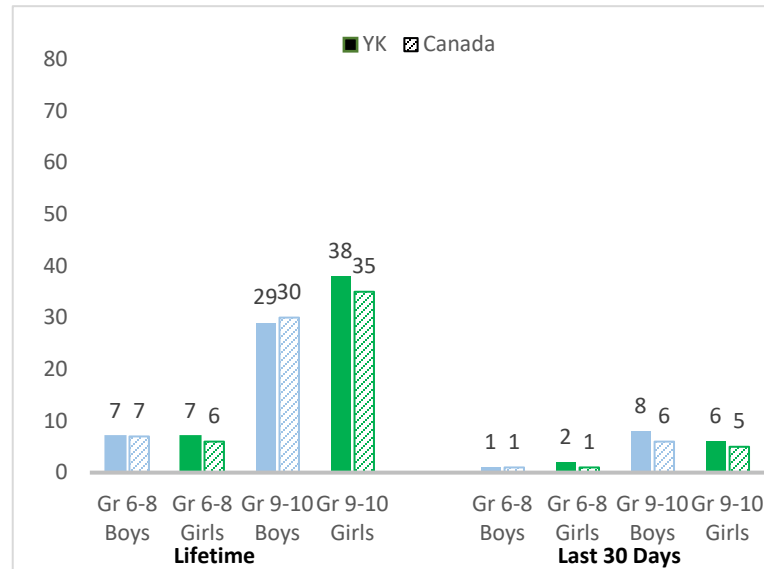
Figure 47: Grade 9 and 10 students who reported that they had had 5 or more drinks (4 or more for girls), on one occasion, once a month or more in the past 12 months, by gender (%)



DRINKING ALCOHOL

Among students in Grade 9-10, girls were more likely than boys to report drinking alcohol more than five days in their lifetime. Yukon students were similar to students in the rest of Canada in lifetime and last 30 days alcohol consumption.

Figure 48: Students who reported they drank alcohol more than five days in their lifetime and in the last 30 days, by grade and gender (%)



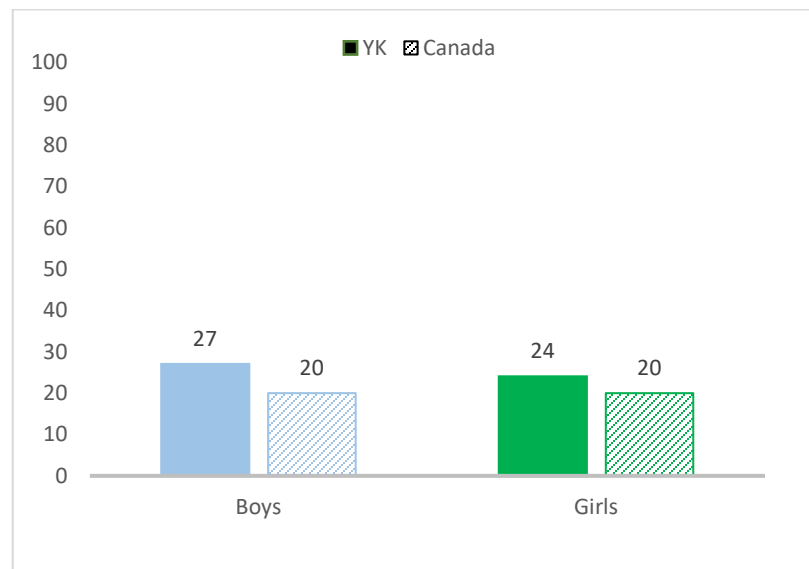
Chapter 13: Sexual Health

Adolescence is a time when many youth begin to form romantic relationships. These relationships help youth learn intimacy skills and develop healthy relationships. Romantic relationships, however, can also involve risky behaviours. Many of these behaviours relate to sexual health, which is important to adolescents' overall health and well-being (Slater & Robinson, 2014). Sex itself is not unhealthy, but young people who engage in sexual intercourse earlier are more likely to engage in unprotected sex, have an unplanned pregnancy, and contract sexually transmitted infections. Moreover, sex is linked to other risk-taking behaviours such as drug and alcohol use (Godeau, Nic Gabhainn, & Ross, 2005). These effects can be prevented through combined efforts of schools, families, and health care professionals. Each of these groups can help to educate and support youth (Slater & Robinson, 2014).

HAD SEXUAL INTERCOURSE

Generally, students in the Yukon were more likely than students in the rest of Canada to report that they had sexual intercourse.

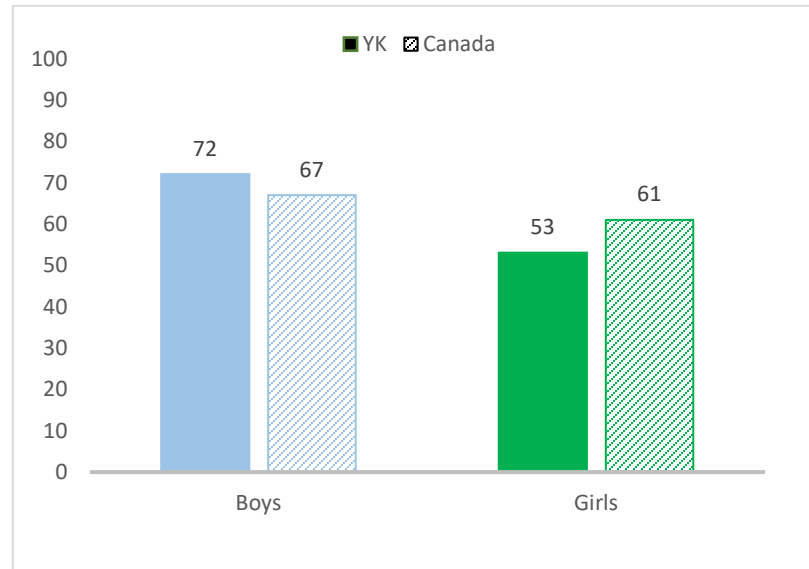
Figure 49: Grade 9 and 10 students who reported that they had sexual intercourse, by gender (%)



CONDOM USE

In both the Yukon and the rest of Canada, boys were more likely to report that a condom was used during the last time they had intercourse compared to girls. Girls in the Yukon were less likely than girls in the rest of Canada to report using a condom during their last intercourse encounter.

Figure 50: Grade 9 and 10 students who reported that a condom was used the last time they had intercourse, by gender (%)



Chapter 14: Bullying and Dating Violence

Bullying is a relationship problem that stems from an imbalance of power. It involves the intentional and repetitive harming of another person's feelings, self-esteem or body, and can be physical, social, verbal, indirect, and electronic. Victimized youth may be targeted because of their perceived race, sexual identity, religion, physical appearance, and/or abilities. Young people who are bullied are at risk of developing a range of physical, socio-emotional, and psychological problems, both in adolescence, and adulthood. Victimized youth exhibit a variety of physical health symptoms (Due et al., 2005), have lower self-esteem and lower levels of self-worth (Grills & Ollendick, 2002; Hawker & Boulton, 2000), and experience poor mental health symptoms (Schneider, O'Donnell, Stueve, & Coulter, 2012).

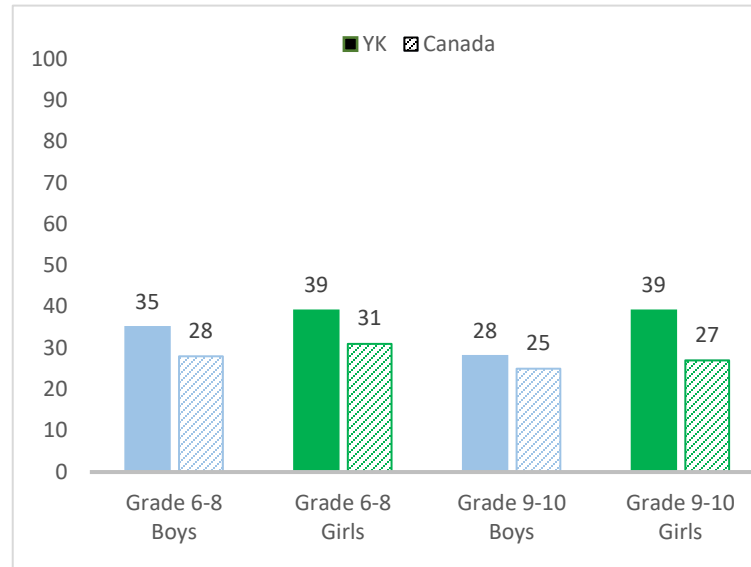
Young people who bully others are also more likely to engage in a variety of risky behaviours including alcohol consumption (Alikasifoglu et al., 2007; Kaltiala-Heino et al., 2000), smoking cigarettes (Vieno, Gini & Santinello, 2011), illegal substance use (Kaltiala-Heino et al., 2000), excessive use of medicine (Due et al., 2007), and weapon carrying (Dukes, Stein, & Zane, 2010). Therefore, bullying has the potential to affect all the people involved – the individuals who are bullied, the individuals who do the bullying, and the individuals who know what is going on (Graham, 2016; Juvonen & Graham, 2014; Swearer & Hymel, 2015).

Dating relationships can also be sources of conflict, including dating violence. Teen dating violence involves many types of behaviours, including physical and psychological violence. Adolescents who experience violence in a dating and/or sexual relationship are at significantly increased risk to experience re-victimization in adulthood, potentially due to impacts on romantic relationship identity development during this malleable period (Exner-Cortens, Eckenrode, & Rothman., 2013). The experience of dating violence in adolescence is also linked longitudinally to multiple adverse health outcomes, including mental health problems and substance use (Exner-Cortens et al., 2013).

HAVING BEEN BULLIED

Generally, students in the Yukon were more likely to report that they had been victimized at school in the past couple of months compared to students in the rest of Canada. Additionally, in the Yukon, girls were more likely than boys to report that they had been victimized at school in the past couple of months.

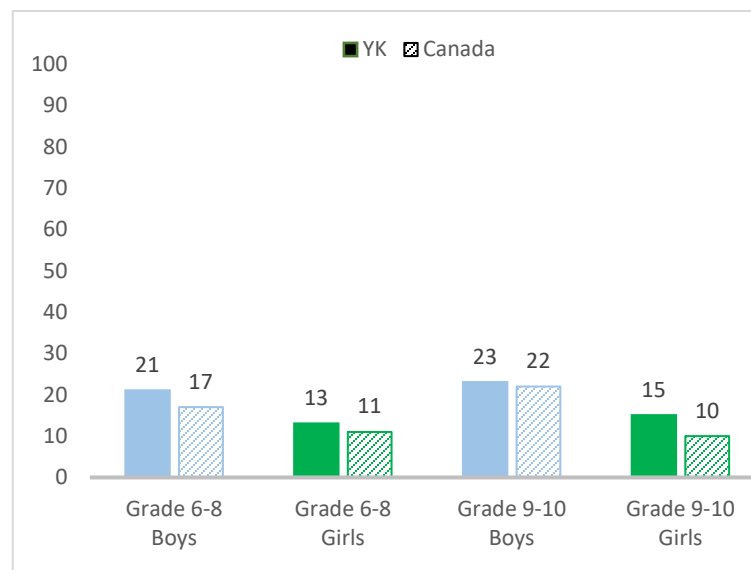
Figure 51: Students who reported that they had been victimized at school in the past couple of months, by grade and gender (%)



BULLYING OTHERS

Regardless of location, boys were more likely than girls to report that they had bullied others at their school in the past couple of months. Boys in Grade 6-8 and girls in Grade 9-10 in the Yukon were more likely than students in the rest of Canada to report that they had bullied others at their school in the past couple of months.

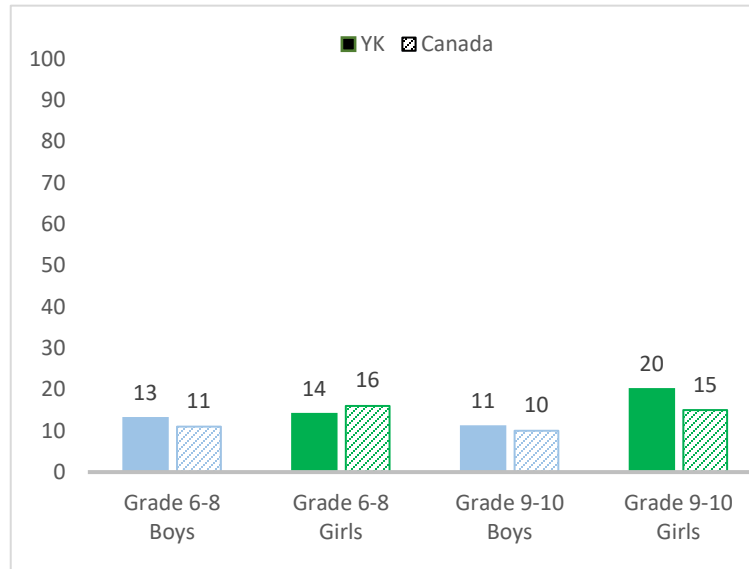
Figure 52: Students who reported that they had bullied others at school in the past couple of months, by grade and gender (%)



STUDENTS WHO HAVE BEEN CYBERBULLIED

Grade 9-10 girls in the Yukon were more likely than all other students to report being cyberbullied.

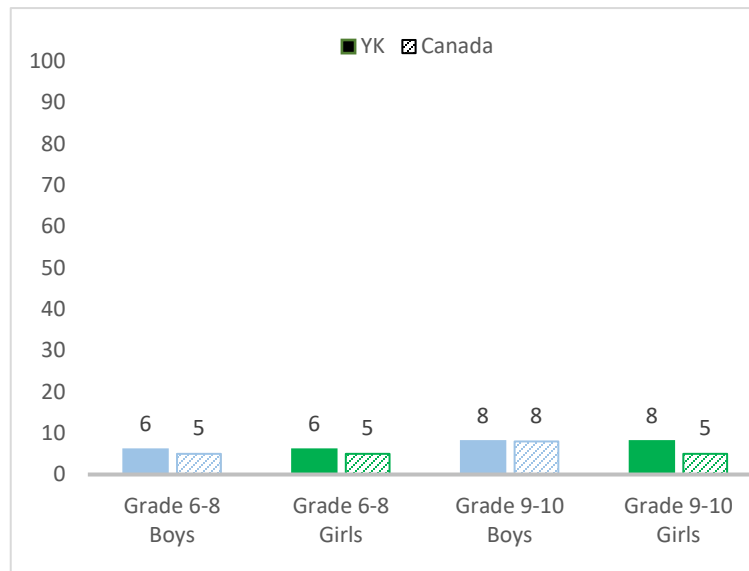
Figure 53: Students who have been cyberbullied in the past 12 months, by grade and gender (%)



STUDENTS WHO HAVE CYBERBULLIED OTHERS

In the Yukon and the rest of Canada, very few students reported cyberbullying others.

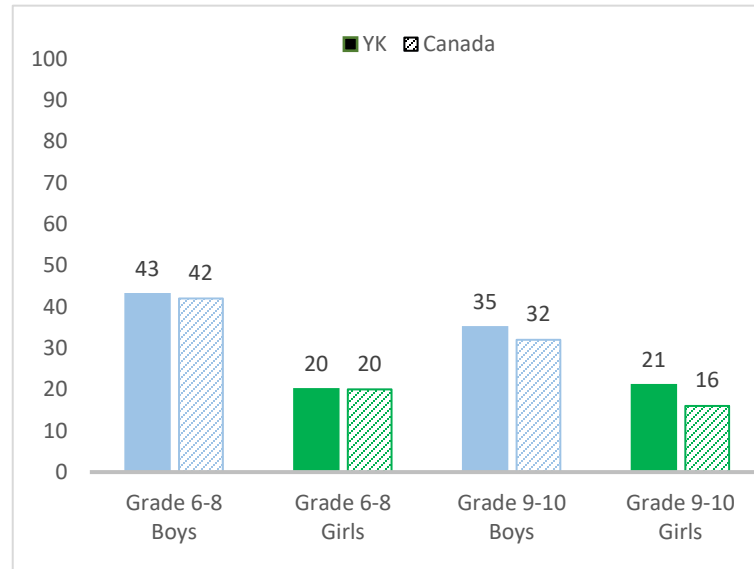
Figure 54: Students who have taken part in cyberbullying others in the past 12 months, by grade and gender (%)



PHYSICAL FIGHTS

Regardless of location, boys were more likely than girls to report being in a physical fight in the last 12 months. Yukon girls in Grade 9-10 were more likely than their counterparts in the rest of Canada to report being in a physical fight in the last 12 months.

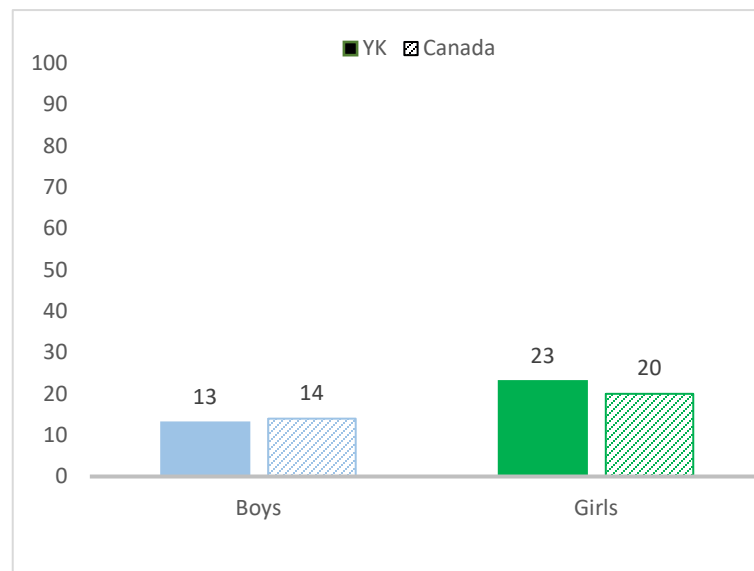
Figure 55: Students who reported they were in a physical fight in the last 12 months, by grade and gender (%)



TEEN DATING VIOLENCE

Girls were more likely to report that they had been victims of teen dating violence in the last 12 months compared to boys.

Figure 56: Grade 9 and 10 students who reported they had been victims of teen dating violence in the last 12 months, by grade and gender (%)



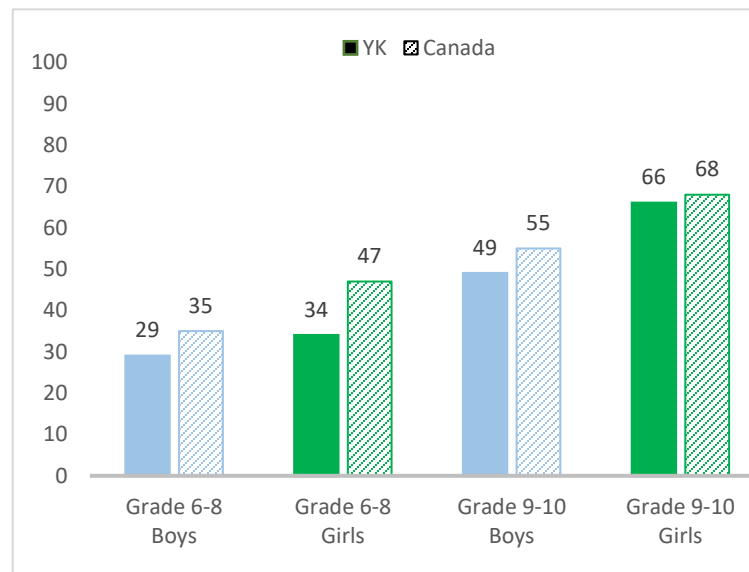
Chapter 15: Social Media

Access to the internet at home has become widespread in Canada. With the use of devices such as laptops, tablets, and smartphones, Canadian youth are increasingly engaging in social media platforms which provide opportunities to communicate, socialize, stay connected, and access information (O’Keefe & Clarke-Pearson, 2011). While technology allows young people to connect with their peers online, it is also associated with the risk of adverse effects such as sleep-related problems (Hale & Guan, 2015), impaired mental and physical health (Parent, Sanders, & Forehand, 2016), and cyberbullying (O’Keefe & Clarke-Pearson, 2011). Cyberbullying has been associated with negative outcomes such as mental illnesses, physical health problems, and decreased academic success (Tokunaga, 2010).

ONLINE CONTACT WITH CLOSE FRIENDS

Students in Grade 9-10 were more likely to report that they had online contact with close friend(s) at least several times a day than students in Grade 6-8. Similarly, in both the Yukon and the rest of Canada, girls were more likely to report that they had online contact with close friend(s) at least several times a day compared to boys. Yukon students were less likely to report that they had online contact with close friend(s) at least several times a day than students in the rest of Canada with the exception of Grade 9-10 girls.

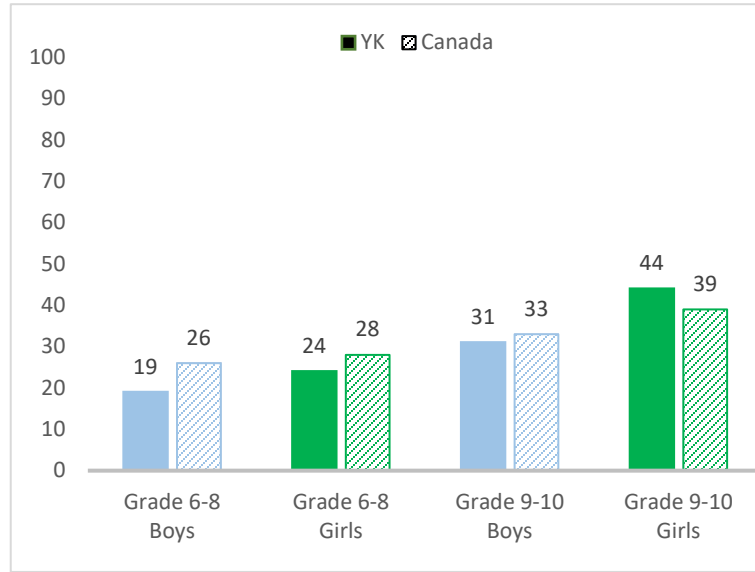
Figure 57: Students who reported they have online contact with close friend(s) at least “several times a day,” by grade and gender (%)



TALK MORE EASILY ON THE INTERNET

In both the Yukon and the rest of Canada, students in Grade 9-10 were more likely than students in Grade 6-8 to agree that they could talk more easily about their inner feelings on the internet than in a face-to-face encounter. Girls in Grade 9-10 in the Yukon were more likely than students in the rest of Canada to agree that they could talk more easily about their feelings on the internet.

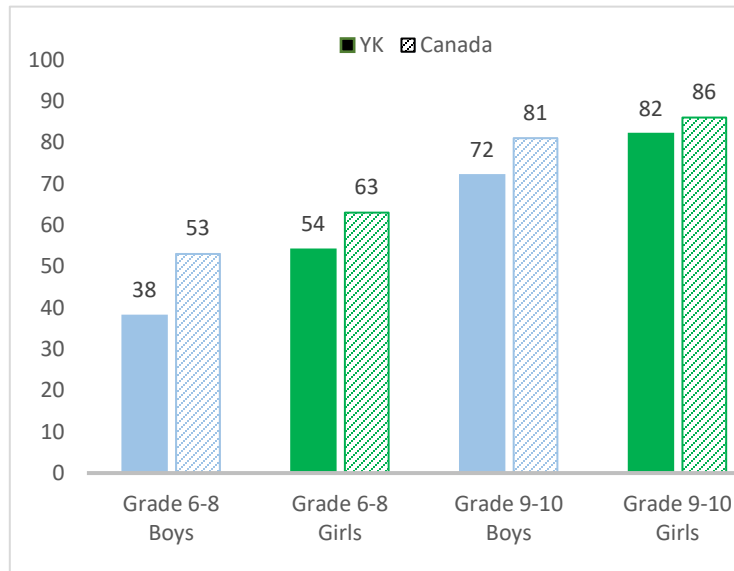
Figure 58: Students who agreed they can talk more easily about their inner feelings on the internet than in a face-to-face encounter, by grade and gender (%)



CELL PHONE USE BEFORE BED

Students in the Yukon were less likely to report using their cell phone in the last hour before sleep more than 2 nights a week. Additionally, in both the Yukon and the rest of Canada, students in Grade 9-10 were more likely than students in Grade 6-8 to report using their cell phone in the last hour before sleep more than 2 nights a week.

Figure 59: Students who use their cell phone in the last hour before sleep more than 2 nights per week, by grade and gender (%)

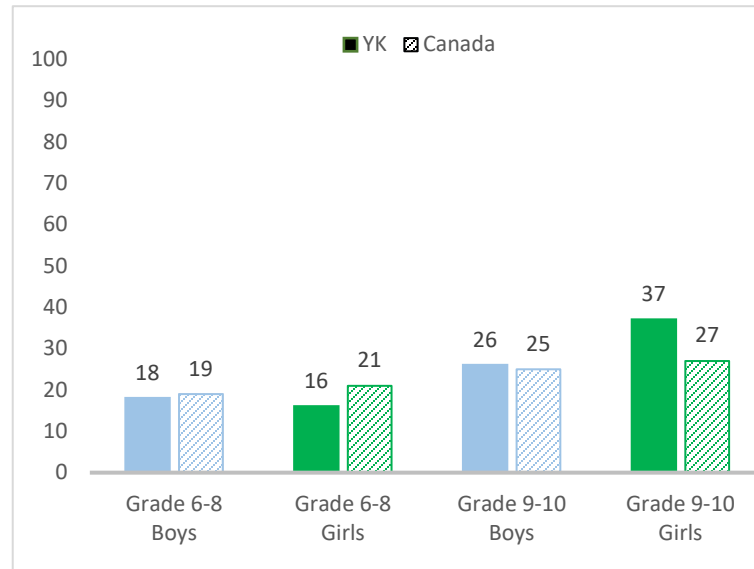


SOCIAL MEDIA USE

Students were classified as intensive users of social media based on their frequency of communication with four groups: close friend(s); friends from a larger friend group; friends that you got to know through the internet, but didn't know before; and people other than friends.

In the Yukon and the rest of Canada, students in Grade 9-10 were more likely to report intensive social media use than students in Grade 6-8. Girls in Grade 9-10 in the Yukon were more likely to report intensive social media use compared to girls in the rest of Canada. However, girls in Grade 6-8 in the Yukon were less likely to report intensive social media use compared to girls in the rest of Canada.

Figure 60: Students who report intensive social media use, by grade and gender (%)



Chapter 16: Summary, Celebrations, and Challenges

This section will highlight key findings from the report. This includes findings that are causes for celebration, areas where Yukon students report better outcomes than students in the rest of Canada and findings that represent causes for concern, areas where students from the Yukon report more negative outcomes than students in the rest of Canada.

Connections

Yukon students were less likely than other Canadian students to respond positively across the set of measures related to parent relationships and communication. This included feeling understood by their parents, feeling supported by their parents and feeling that it is easy to talk to their mother and father about things that really bother them. Grade 9-10 Yukon boys were similar to their counterparts in the rest of Canada in the percentages finding it easy to talk to their mother about things that bothered them and feeling supported by their family.

Grade 9-10 Yukon students were less likely to report high friend support compared to students in the rest of Canada, though they are similar to other Canadian students in the percentages feeling they can talk to same sex friends about things that really bother them.

Grade 6-8 Yukon girls and Grade 9-10 Yukon boys were more likely to report that they feel that teachers cared about them as persons compared to the rest of Canada.

Grade 9-10 Yukon girls were more likely to report that they felt a lot of pressure from schoolwork compared to Yukon boys, but less likely to feel a lot of pressure compared to students in the rest of Canada.

Yukon Grade 9-10 girls were less likely to agree that other students were kind and helpful compared to the rest of Canada. Students in the Yukon were less likely to agree that other students accepted them as they were compared to the rest of Canada.

Students in the Yukon were less likely to report high community support, though they are similar to other Canadians in feeling there are good places in their communities to spend their free time.

Physical Activity and Sedentary Behaviour

Among girls in Grade 9-10, Yukon students were more likely than students from other parts of Canada to report daily physical activity for 60 or more minutes a day while Yukon students were similar to other Canadians across the other three groups. Compared to the rest of Canada, Grade 9-10 students in the Yukon are more likely to engage in physical activity four or more times per week during class time. Participation in physical activity among Yukon Grade 9-10 girls is a notable cause for celebration.

As has been the case in previous HBSC cycles of data collection reported screen time was generally lower for Yukon students than for students in the rest of Canada. Students in the Yukon reported less sedentary behaviour in the form of watching TV, videos, and DVDs on weekdays compared to the rest of Canada. Yukon Grade 6-8 boys were less likely to report that they had spent two or more hours per day playing games on an electronic device than other Canadian Grade 6-8 boys. Yukon Grade 6-8 students were less likely to report that they spent two or more hours per day using electronic devices for purposes other than gaming compared to students in the rest of Canada.

Similar to other Canadians the vast majority of Yukon students met sleep duration recommendations though the results are more positive for younger students.

Eating behaviours

Just over half of Yukon Grade 6-8 students and less than half of Yukon Grade 9-10 students reported eating vegetables at least once a day. The pattern is similar for fruit consumption. Less than 1 in 10 Yukon students drink soft drinks daily and rates are lower or the same when compared to other Canadians. Compared with the rest of Canada, students in the Yukon were more likely to report weekly consumption of energy drinks.

Boys and girls in Grade 6-8 were more likely to report eating breakfast everyday on school days compared to boys and girls in Grade 9-10 and Yukon Grade 6-8 students were similar to other Canadian students in this respect. Boys and girls in Grade 9-10 in the Yukon were less likely to report eating breakfast everyday on school days compared to the rest of Canada.

Older students in the Yukon were more likely to report having gone to school or bed hungry because there was not enough food at home, compared to the rest of Canada.

Substance Use

Girls in Grade 6-8 and both girls and boys in Grade 9-10 in the Yukon were more likely to report smoking cigarettes in the last 30 days compared to students in the rest of Canada. High percentages of Yukon students report using e-cigarettes in the last 30 days, 9% of Grade 6-8 students, 31% of Grade 9-10 boys and 22% of Grade 9-10 girls. Yukon boys in Grade 9-10 were more likely to report using e-cigarettes compared to the rest of Canada. Students in the Yukon were more likely than students in the rest of Canada to report using cannabis in the last 30 days and in their lifetime. Grade 9-10 boys in the Yukon were more likely to report drinking to excess at least monthly compared to students in the rest of Canada.

Mental and Spiritual Health

Generally, students in the Yukon were more likely to report mental health problems compared to the rest of Canada. Additionally, higher numbers of girls in the Yukon reported these troubling mental health problems including low life satisfaction, feeling low or depressed, persistent feelings of sadness or hopelessness, and feelings of loneliness. Older girls in the Yukon were most likely to report experiencing these issues, as well as, body image issues, and pressure from high expectations of their parents. It is concerning that mental health has been identified as a health issue for Grade 9-10 girls nationally and Yukon Grade 9-10 girls were responding even more negatively than Canadians overall across several mental health measures.

Across three of the four domains of spiritual health, connections to self, to others and to the transcendent Yukon students reported lower levels of spirituality compared to other Canadians. However, they were similar to other Canadians students in the percentages who reported a high connection to nature.

Sexual Health

One quarter of Yukon Grade 9-10 students reported having had sexual intercourse, slightly higher than the prevalence for the rest of Grade 9-10 Canadians.

Bullying

Yukon students reported higher levels of being victims of bullying than students in the rest of Canada. Yukon Grade 9-10 girls reported higher levels of bullying others and being cyberbullied than Grade 9-10 girls in the rest of Canada while rates were similar to other Canadian students for the other three grade and gender groups across the two measures. Very few students reported cyberbullying others and numbers for Yukon students were similar to the rest of Canada.

Social Media Use

Yukon students were less likely to report that they had online contact with close friend(s) at least several times a day than students in the rest of Canada with the exception of Grade 9-10 girls. Many would view this as a cause for celebration. Students in the Yukon were less likely to report using their cell phone in the last hour before sleep more than 2 nights a week though the percentages are still noteworthy. Girls in Grade 9-10 in the Yukon were more likely to report intensive social media use compared to girls in the rest of Canada. However, girls in Grade 6-8 in the Yukon were less likely to report intensive social media use compared to girls in the rest of Canada. Boys in both grade groups did not differ from students and the rest of Canada.

Conclusions

An area for concern is girls in Grade 9-10 in the Yukon. They are reporting less connection to their friends, more mental health concerns, and more likely to be victimized by bullying and cyberbullying.

Areas for increased focus for students in the Yukon are the higher rates of smoking, e-cigarette use, alcohol and cannabis use than students in the rest of Canada.

A cause for concern is that in general students in the Yukon reported feeling less connected with their families and communities. Notably, some students felt that their teachers cared about them as people.

A cause for celebration is that students in the Yukon had high levels of physical activity at school and lower levels of sedentary behaviour compared to students in the rest of Canada.

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