

Secondary impacts of the pandemic on children and youth

DC Moves Forum

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Presentation Overview

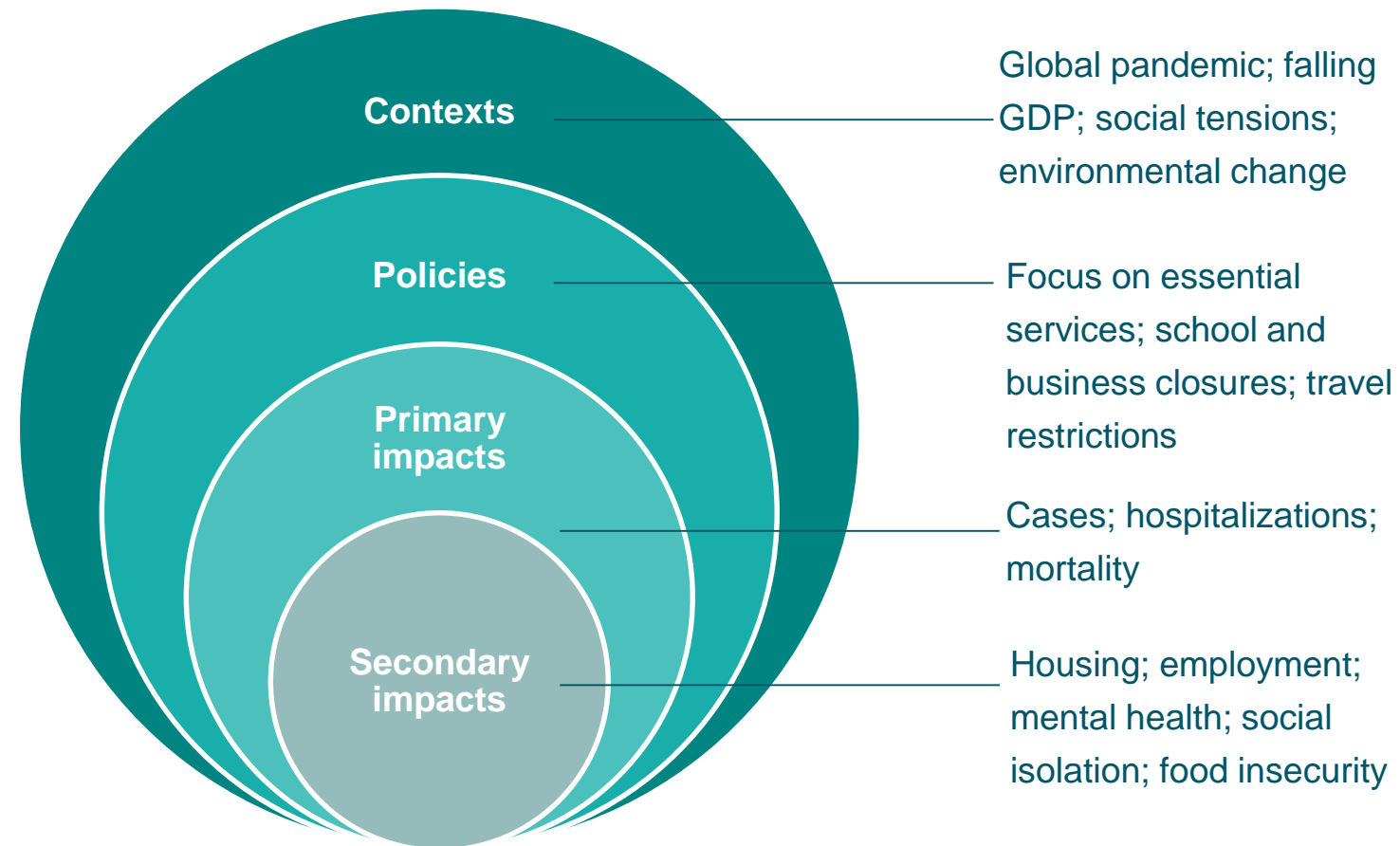
- **Background**
- **Engaging community organizations and youth**
- **Four main areas impacted:**
 - **Mental Health**
 - **Digital Consumption**
 - **Lifestyle Behaviours**
 - **Health Equity**



BACKGROUND



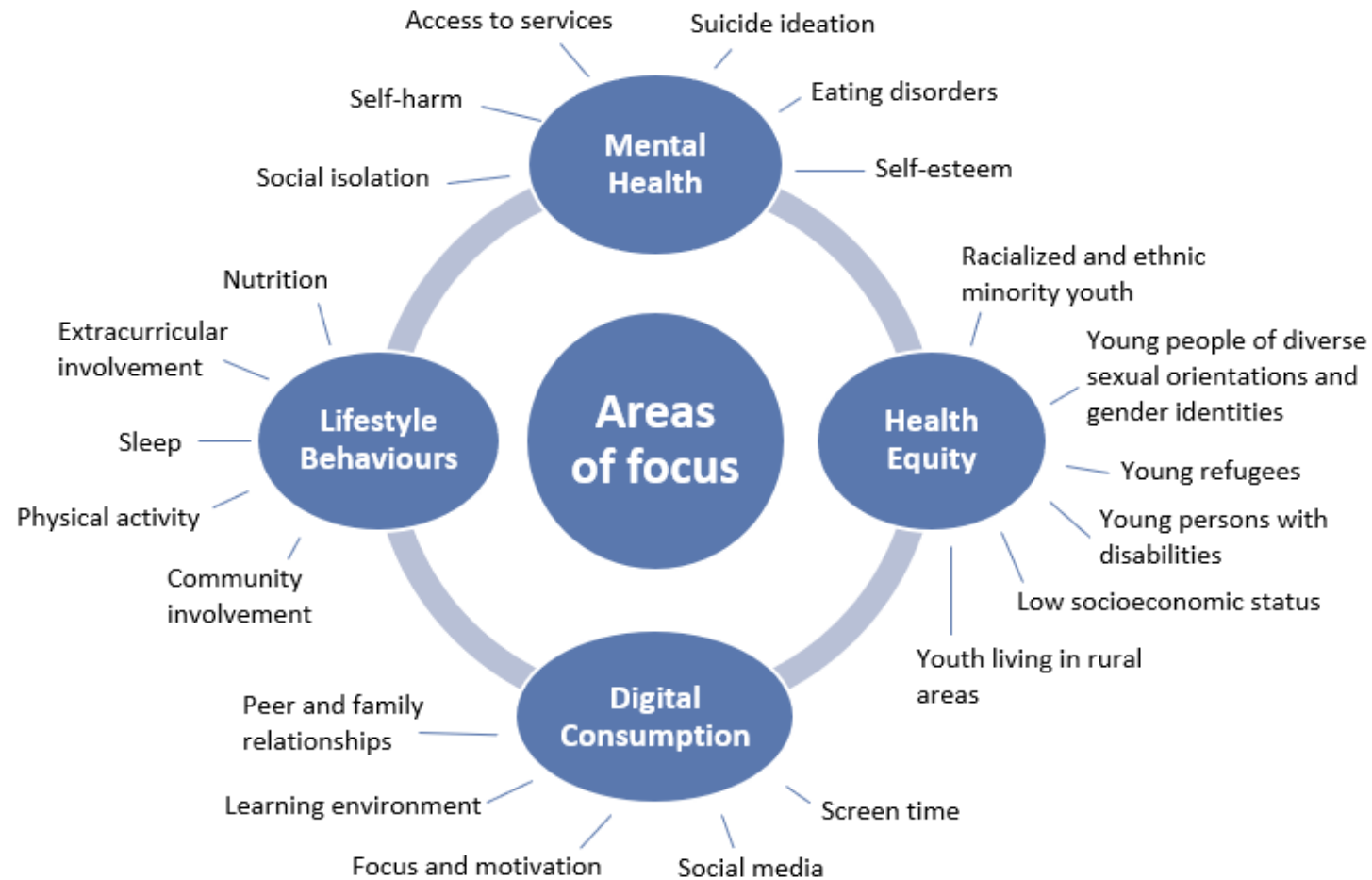
The cascading impacts of the COVID-19 crisis on well-being



Engaging community organizations and youth

Community organizations	Youth advisory groups
<ul style="list-style-type: none"><li data-bbox="346 711 1238 758">• Growing Great Generations (GGG)<li data-bbox="346 868 1166 915">• Community Resilience Coalition<li data-bbox="346 1025 1212 1072">• Dufferin Area Family Health Team	<ul style="list-style-type: none"><li data-bbox="1291 629 2130 758">• Canadian Mental Health Association's (CMHA) YouthTalk<li data-bbox="1291 786 1900 833">• The Grove Palmerston<li data-bbox="1291 868 2175 996">• Wellington Catholic District School Board (WCDSB) Student Senate<li data-bbox="1291 1029 2181 1158">• Upper Grand District School Board (UGDSB) Student Senate

Conceptual model of the main impacts of the pandemic on children and youth



IMPACT AREA: MENTAL HEALTH



What is the problem?

Percent of Student Respondents who:	2022	2019	% Change
Report often or always struggling with eating issues	23.1%	13.7%	↑ 68%
Report often or always struggling with being distracted	36.9%	27.3%	↑ 35%
Have a high score on the Psychological Distress scale	10.9%	8.5%	↑ 28%
Report often or always struggling with body image	31.8%	25.2%	↑ 27%

Recommendations

Navigation

Work with community partners to develop clearer pathway(s) for accessing services in Wellington-Dufferin-Guelph that children and youth need for their mental health concerns.

Communication

Develop tailored communication materials for children and youth, families, and those providing services to children and youth.

Promotion

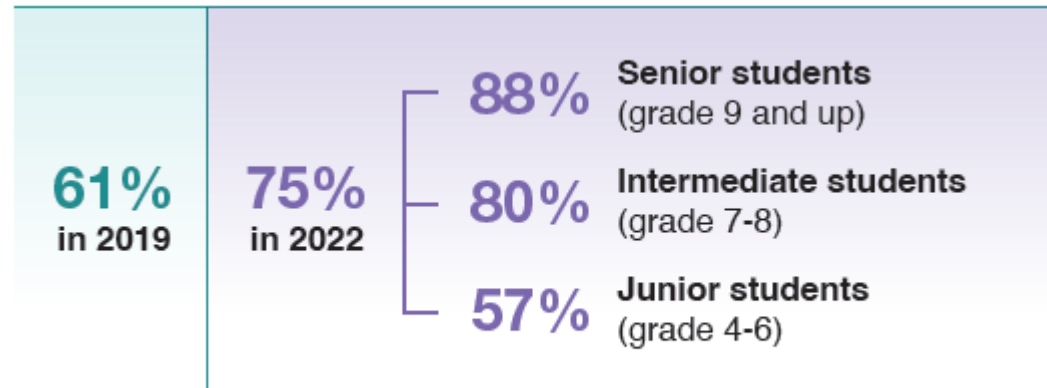
Promote early identification of mental health concerns and building resiliency in children and youth to reduce stigma and improve help-seeking behaviours.

IMPACT AREA: DIGITAL CONSUMPTION

The image features a dark teal horizontal bar on the left side containing the text 'IMPACT AREA: DIGITAL CONSUMPTION' in white, bold, uppercase letters. To the right of this bar, there is a decorative graphic consisting of a light green stylized plant with three leaves, positioned above a light green curved line that resembles a stylized 'M' or a wave. The background is white, and there is a teal and green gradient at the bottom of the page.

What is the problem?

- **23% increase** in students reporting 3 or more hours of screentime outside of school per day.



Proportion of students reporting three or more hours of screentime outside of school per day.

Recommendations

Promotion

Promote healthy technology use by encouraging uptake of the recreational screen time guidelines:

- Under 2 years old – no screen time**
- 2–4-year-olds – 1-hour daily – less is better**
- 5–17-year-olds – 2-hour daily – less is better**

Education

Provide education on digital literacy to help families make informed decisions about technology use.

Understand the Issue








Increase data collection and reporting of digital consumption and social media behaviours to enhance decision making and health promotion in these areas.

A stylized graphic of a plant with three light blue leaves and a light green stem, positioned in the upper right corner of the slide. The stem curves downwards and then upwards, ending in a dark green leaf at the bottom right.

IMPACT AREA: LIFESTYLE BEHAVIOURS

What is the problem?

- **Fewer students** reported physical well-being and extracurricular involvement in 2022 compared to 2019.

	2019		2022
Eat breakfast every day	58%		51%
Eat fruit and vegetables every day	91%		90%
Meet Canadian sleep guidelines for their age group	64%		55%
Are physically active 5+ days a week	60%		55%
Participate in youth programs*	59%		38%
Volunteer in community	73%		69%
Take part in school activities (club/sports)	57%		43%

*Only collected for intermediate and senior students (grades 7 and up).

Recommendations

Improve Access

Work with community partners to improve access to sports programs and recreational activities for free or reduced cost to encourage children and youth to spend more time in extracurricular activities.

Promotion

Promote physical well-being and extracurricular involvement through campaigns at schools and in community organizations.

Advocate

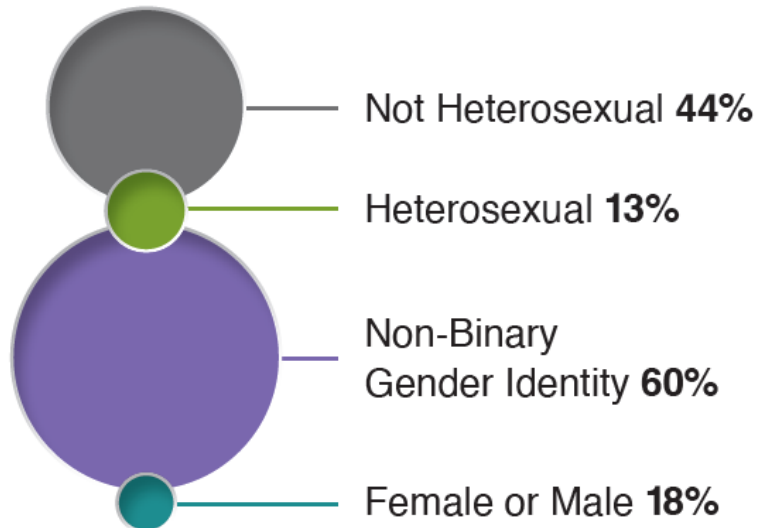
Continue to advocate with community partners for subsidized, affordable access to nutritious foods in the community.

IMPACT AREA: HEALTH EQUITY

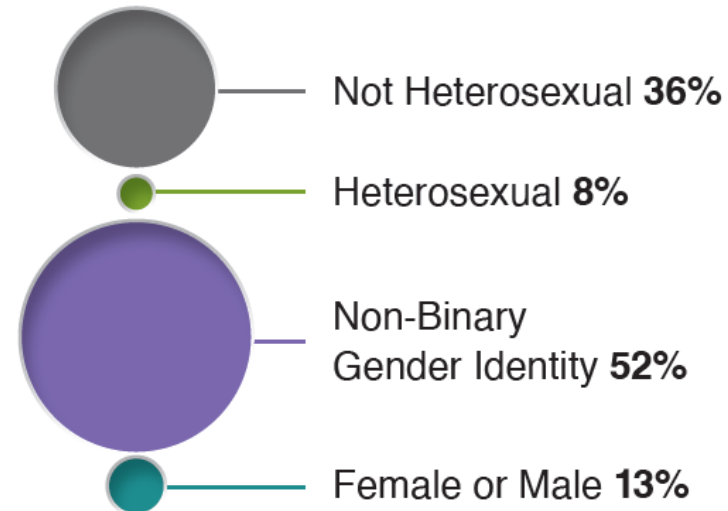


What is the problem?

Harmed themselves in the past 12 months*

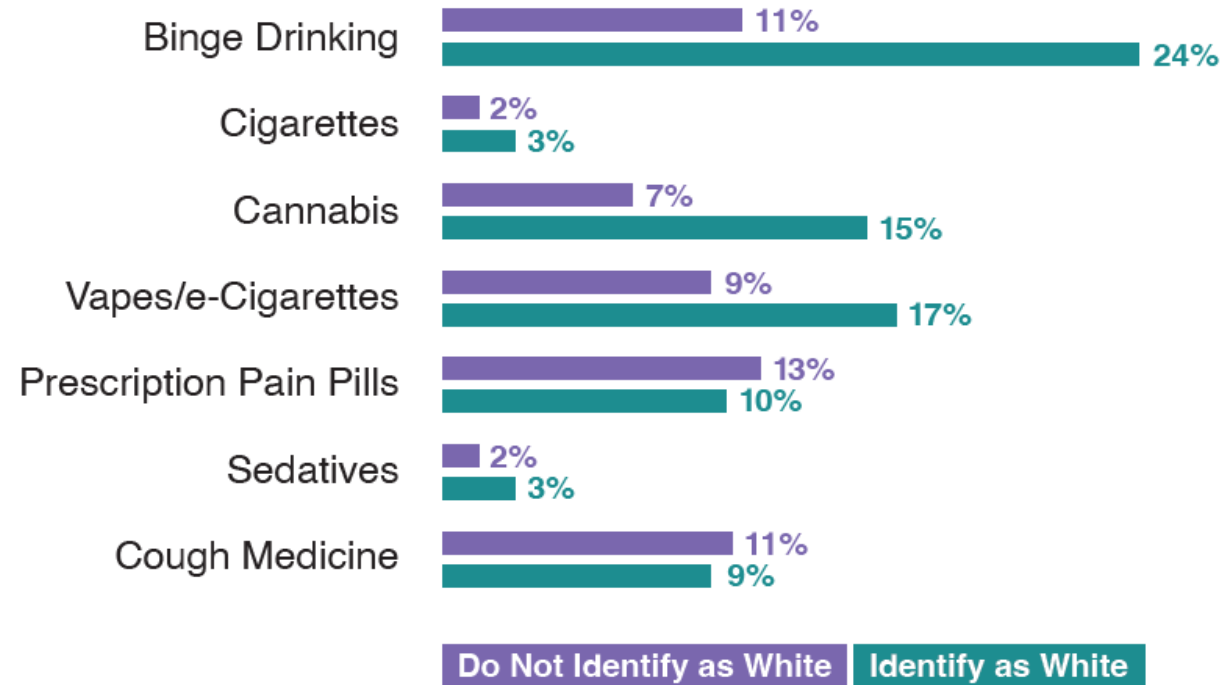


Thoughts of suicide in the past 12 months*



* Percent of Wellington-Dufferin-Guelph students (grades 7-12).

What is the problem?



Recommendations

Address Inequities

Develop campaigns in partnership with community organizations to address health inequities highlighted in our community.

Meet Needs

Work with community partners that serve the groups of children and youth experiencing health inequities to ensure that communication materials and education are meeting their needs.

Understand the Issue

Grow data collection and reporting, particularly on accessibility, racism, and discrimination, to better address health inequity in our community.

For more information contact:

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