

On the path together

Wellness Plan for Yukon's
Children and Families

Supporting Documents



March, 2014

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***Pathways to Wellness* website: www.yukonwellness.ca**

Building the Wellness Plan – The details

The ***Pathways to Wellness*** initiative was publicly launched in July 2012. Over the course of the next 15 months, the Wellness Team developed the plan by:

- sharing information about the health of Yukon children and families, and evidence about what works when it comes to promoting wellness,
- learning from other Yukoners about what is working well in their communities, and
- sparking action on wellness by working with community partners.

Key activities

1. Shared information and raised awareness of what we can do to improve wellness:

- Launched the ***Pathways to Wellness website*** www.yukonwellness.ca and continually added new content, based on the latest evidence (as of March 17, 2014, 381 pages in total and over 57,000 views). Hosted a Facebook page and offered weekly e-tips to subscribers (200 subscribers as of January 2014).
- Released two background papers on Wellness – ***Pathways to Wellness*** and ***Pathways to Wellness: Our children and families*** <http://www.yukonwellness.ca/reports.php>.
- Adapted ***Let's Talk about Health***, produced by the Sudbury Health Unit, for use in Yukon to explain the factors that contribute to well-being <http://www.yukonwellness.ca/letstalkabouthealth.php>.
- Adapted the video series, ***Healthy Babies, Healthy Brains***, and the print resource ***Building resilience in young children***, both originally developed by Ontario's Best Start Resource Centre, for distribution to Yukon parents and practitioners in the field of early childhood development.
- Made **presentations** to a wide range of groups including community organizations, service providers, and others at workshops, conferences, and regular meetings.
- Hosted **expert speakers** on the science of prevention, community-based parent-child programs, positive parenting, and brain development in the early years. (The three public talks in Whitehorse attracted approximately 220, 160, and 50 individuals, respectively.)
- Produced six ***Yukon Passions videos*** featuring 28 Yukon young people talking about their passions in life and how these passions contribute to their well-being. <http://www.yukonwellness.ca/videos.php>
- Hosted numerous **webinars** offered by provincial and national organizations and lead discussions with interested people from a wide range of organizations on topics as diverse as healthy communities, health equity, the benefits of nature and the food environment.

- Developed an indicator framework: ***Kids Count! Measuring Child and Family Wellness in Yukon***, <http://www.yukonwellness.ca/kidscount.php>.
- Produced ***Stories that Inspire***, a publication showcasing 25 stories of wellness activities taking place in nine Yukon communities and identifying the factors that lead to success, <http://www.yukonwellness.ca/2013stories.php>.
- Funded the reprinting of ***Healthy Beginnings, a Resource Guide for Parents***, produced and distributed by Partners for Children.

2. Gathered ideas and learned from a broad range of groups and individuals about wellness issues and solutions through presentations, meetings and an on-line public survey. The range of groups included:

- First Nation Health Directors
- Yukon government (YG) managers, directors, and assistant deputy ministers from many YG departments
- Community groups, non-profit organizations, and service clubs
- Front line service providers from many disciplines and working in diverse settings and communities
- Youth-serving organizations
- Individual citizens, businesses, municipal leaders and planners
- Advisory committees to YG departments as well as two committees established to provide feedback and advice on the ***Pathways to Wellness*** project

3. Put ideas into practice and sparked action:

- Worked with partners in Yukon and with BC, Quebec, NWT and NB to **reduce childhood obesity** through two projects to:
 - Increase healthy foods served and sold in recreation settings
 - Develop and promote guidelines for physical activity, healthy foods, sugar-sweetened beverages and screen-time to child care providers and parents of young children
- Worked with YG Department of Education and the Women’s Directorate to explore linkages and raise awareness of the **Early Years** (0-6 years), including co-hosting an Early Years Gathering

- Worked with Health Promotion and Bringing Youth Towards Equality (BYTE) to host two **training events** (developing adult allies, and evaluation tools and techniques), and produce **two publications**:
 - ***Supporting Youth in our Communities: A Training Manual for Adult Allies in Yukon***
http://www.yukonwellness.ca/pdf/supporting_youth_in_our_communities_manual.pdf
 - ***Asking Questions That Matter...and Some Tools to Answer Them***
http://www.yukonwellness.ca/pdf/A_toolkit_for_community-based_program_evaluation.pdf

Special thanks

We are grateful to all those who gave so freely of their time, ideas, wisdom, and enthusiasm. In particular, we'd like to recognize some of the individuals and groups who provided input.

Members of the Technical Advisory Committee (formed to provide advice on the development of the Wellness Plan for Yukon's Children and Families):

- Brad Bell, Manager, Early Childhood, Prevention and Support Services, Department of Health and Social Services
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- Stacey Burnard, Social-Emotional Educational Psychologist, Department of Education
- Leona Corniere, Child Psychologist, Child Development Centre
- Shannon Duke, Certified Diabetes Nurse Educator
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- Dr. Brendan Hanley, Physician and Chief Medical Officer of Health
- Tanys Knowles, Community Outreach Coordinator, Bringing Youth Towards Equality (B.Y.T.E.)
- Laura MacFeeters, NGO community representative
- Anne Morgan, Recreation Consultant and Executive Director, Recreation and Parks Association of Yukon
- Kate Swales, Early Childhood Development Instructor and Coordinator, Partners for Children, Yukon College
- Loretta Warnsby, Tr'ondek Hwech'in citizen and retired family support worker

Members of Health and Social Services, Working on Wellness Committee 2012, 2013 (formed to provide input and advice on initiatives undertaken by the Pathways to Wellness Team):

Monica Barr, John Berryman, Brianne Bremner, Susan Bowdring, Michelle Caws, Yvonne Clarke, Shari Comerford, Brenda Dedon, Brenda Dion, Jeanne George, Jill Lawrence, Audrey Meyer, Vanessa Norris, Maria Nyland, Jada Smith, Janice Wehrhahn

Stakeholders, Governments (who provided information and ideas related to wellness in the course of meetings, presentations and workshops):

- Anti-Poverty Coalition
- Association for Community Living
- Association franco-yukonnaise
- Association of Yukon Communities
- Arctic Institute of Community-Based Research
- Boys and Girls Club
- Bringing Youth Towards Equality
- Canadian Cancer Society, Whitehorse office
- Canadian Food and Beverage Association
- Canadian Prenatal Nutrition Coordinators
- Child Development Centre
- Council of Yukon First Nations (Health and Social Programs)
- Dawson City Inter-agency Committee
- Deb Ryan, Air North, Yukon's Airline
- Dusk'a Head Start, Kwanlin Dun First Nation
- Family Literacy Centre (Yukon Literacy Coalition)
- First Nations Health Directors
- First Nations Health Workers, Whitehorse General Hospital
- Health and Social Services Council
- Kluane First Nation
- Kwanlin Dun Health Centre
- Land use planners
- Loblaws Canada
- Many Rivers Counselling and Support Services
- Pastoral Care Committee, Whitehorse General Hospital
- Public Health Agency of Canada
- Recreation and Parks Association of Yukon
- Recreation leaders from rural communities
- Rendezvous Rotary Club
- Rural directors of child care programs
- Rural educators and school administrators
- Selkirk First Nation Health and Social Service department
- Skookum Jim's Friendship Centre
- Social Inclusion and Poverty Reduction Community Advisory Committee
- Whitehorse Rotary Club
- Youth Network
- Youth of Today Society
- Yukon Advisory Council on Women's Issues
- Yukon College
- Yukon Government Policy Community of Practice
- Yukon Medical Association
- Yukon Registered Nurses Association
- Yukon Status of Women Council, Community of Practice

Yukon Government Departments:

- Education
- Finance
- Community Services
- Economic Development,
- Energy, Mines and Resources
- Environment
- Justice
- Health and Social Services
- Highways and Public Works
- Public Service Commission
- Women's Directorate
- Youth Directorate (Executive Council Office)
- Yukon Liquor Corporation

What we heard and what we learned – Summary of themes

From the launch of the *Pathways to Wellness* initiative in July 2012 to October 2013, we collected ideas and wisdom from Yukon people on how to improve wellness in many ways:

- Presentations, meetings, workshops and discussions (with over 40 groups)
- On-line survey (288 individuals)
- Interviews with youth captured in the *Yukon Passions Videos* (28 young people)
- Interviews with people throughout Yukon on community wellness stories, captured in *Stories that Inspire* (25 stories)
- Partnership activities to address healthy weights and increase capacity of youth organizations (three projects)

A wide variety of ideas were shared, confirming that there are many ways to address wellness and that everyone has a role. While it is difficult to summarize the range of ideas and opinions that were shared, the main themes are set out below in two categories – Ingredients for Success, and Ideas to Improve Wellness.

Ingredients for success: Summary Themes

Yukoners have lots of experience when it comes to improving well-being for children, youth and families. Here are some of the key ingredients that people associate with successful wellness activities:

1. Being positive

Starting with strengths, emphasizing the positive, and helping children and youth discover their passions and interests, creates confidence and feelings of hope and pride. Celebrating successes inspires people to get involved and do more.

2. Taking a holistic approach

Opportunities to promote wellness are everywhere! And combining a number of ingredients together will create the best results:

- Build in fun, good food, physical activity
- Provide hands-on skill building
- Create opportunities for social connections

- Make activities accessible to those who face barriers to participation
- Integrate culture/heritage/language into programming
- Spend time on the land and in nature
- Involve young and old, across the generations, whole family

3. Leading and working with others

Individuals play important roles as volunteers, mentors and role models. Leadership within a group of community can come from many places. Champions draw people together with their vision, enthusiasm and commitment to make it happen. Effective partnerships are built on respect, common goals, good communication and flexibility.

4. Striving for consistency

Small steps towards a bigger goal add up. Consistent people and regular activities in stimulating and safe environments help children and youth develop meaningful relationships and grow.

Ideas to improve wellness: Summary Themes

Yukoners provided lots of different ideas about what we could do to improve child and family wellness. Ideas ranged from what individuals could do on their own to what we could do on a societal level. Here are the broad themes that emerged:

1. Support parents and families

Parenting is tough and all parents can use help. Provide consistent, reliable information to adults on parenting, child development and how they can support their child and other children around them. Link parents together for social support. Provide opportunities for parents to develop skills in parenting and daily life like cooking.

All people need a decent income, affordable safe housing, healthy food, access to affordable child care, and recreational activities. Provide flexible work arrangements and longer parental leave to support parents' choices.

Some ideas for individuals

- Provide a safe, loving home for each child
- Spend quality family time together, have fun, lots of laughs
- Turn off the screens (TV, computers) and play
- Get outside and in nature
- Be guided by kindness towards others – include those with different abilities
- Be a role model for children by eating healthy food, being active, getting enough sleep, etc.
- Find a work/life balance that works for you, your family and your boss

2. Create opportunities for children, youth and families

While there are many opportunities in Yukon, more can be done to ensure everyone has access to healthy food, recreation and opportunities for physical activity, particularly in rural communities. Increase access by offering free and low cost programs, childcare and transportation; include people with differing abilities; create a welcoming space; and pay attention to cultural differences.

School breakfast programs and before- and after-school programs for children and youth are important. Focus on the social development of children and youth. Make healthy food the default choice in programs, day cares and schools.

3. Build momentum for wellness

Get the messages about wellness out to people through awareness campaigns. Create a “buzz” and promote ways that people, businesses, groups and communities can improve wellness. Develop partnerships.

Re-engage neighbourhoods and whole communities in raising children and sharing the task of “keeping an eye on them.” Create opportunities and places where community members of all ages and abilities can gather for activity, fun and celebration. Promote community gardens and kitchens.

4. Focus on learning and care

Make early learning and care a priority. Play should be seen as a basic need because it is fundamental to learning and development. Within each school, provide a safe, welcoming environment for children and families.

Engage students through a range of learning opportunities to address their needs, interests and abilities. Provide students experiencing emotional difficulties more support in the school setting.

Child and Family Wellness Survey – Thematic Analysis

The online *Child and Family Wellness Survey* was conducted between April 10 and September 30, 2013. Respondents were recruited through newspaper advertisements which ran in June, August and September, the Pathways to Wellness website and Facebook page, and social media networks. A total of 288 people started the survey; 76% (or 220 individuals) completed it.

The vast majority of respondents (91%) were females and Whitehorse residents (80%). The age and educational background of respondents are shown in Table 1.

Age	Percentage	Education	Percentage
25 years or younger	3.6%	Less than high school	1.8%
26-35 years	24.5%	High school diploma	3.2%
36-45 years	29.5%	Some college or post-secondary training	20.9%
46-55 years	24.5%		
56 years or older	16.8%	College or university degree	74.1%

Table 1: Age and education distribution of respondents (n=220)

How the results were analyzed

The *Child and Family Wellness Survey* consisted of five questions, including four open-ended questions, and the collection of demographic information summarized above. A thematic analysis of the survey responses was conducted for the open-ended questions by RavenQuest Consulting. Survey responses were entered into QSR International NVivo 8 qualitative analysis software and thematically coded by the contractor. The contractor and project manager assessed the thematic coding for inter-rater reliability through independent coding of responses to Question 2.

The frequencies of survey responses for each theme were also tallied for each question. The number of responses may not add up to the number of respondents, as not everyone answered every question, and some people provided detailed responses with ideas that fit into more than one theme.

QUESTION 1: *The health and well-being of children and youth is influenced by many factors. Please rate how important you think these factors are in Yukon. Feel free to add your own thoughts in the comment box.*

Respondents were asked to rate the importance of 20 factors from “not at all important” to “very important.” Table 3 shows the percentage of respondents that rated each factor as (1) “very important” and (2) “important” or “very important.”

Overall these results indicate that respondents have a good understanding of the importance of each of these factors in promoting the health and well-being of children and youth as indicated by the percentage rated “important” or “very important.” The one exception is the rating given to modern conveniences which is quite low. The *relative* importance of different factors is evident in the percentage of items rated as “very important.”

Factor	% rated Very Important	% rated Important or Very Important
One-on-one time parents spend with children	79%	98%
Positive interactions and guidance from adults	72%	98%
Positive role models for children	72%	98%
Access to healthy foods and skills to prepare foods	71%	98%
Exposure to drugs, alcohol and violence in the home	70%	86%
Parents' skills, knowledge and confidence to raise children	68%	92%
Activities to engage children and build skills and confidence (e.g, sports, recreation, arts, culture)	66%	93%
Positive peer groups for youth	65%	95%
Parents' stress levels	64%	96%
Children's stress levels	64%	95%
Fun activities for families to do together	63%	94%
Children's connection to nature	63%	94%
Positive role models for parents	62%	94%
Families' ability to make ends meet	62%	93%
Places and spaces that are set up to encourage active living and social interaction	60%	92%
Safety of neighbourhoods and communities	59%	94%
Children's connection to school	52%	88%
Children's connection to culture	49%	86%
Neighbours and other people looking out for children	44%	90%
Modern conveniences (e.g., electronics, fast food, reliance on cars)*	5%	13%

Table 2: Percentage (%) of Important and Very Important Rated Responses for Factors Provided in Question 1

“Other” factors spanned a range of topics including basic necessities (e.g., clean water and air, affordable housing, child care and transportation, having a family doctor), and the importance of culture, nature, and social relationships that both children and their parents have with others.

QUESTION 2: *What would make it easier for your family, or a family you care about, to raise happy, healthy children who are keen to learn?*

QUESTION 3: *Yukon people are resourceful and creative. Give us your single best idea - big or small - on how we can raise happy, healthy children and support parents. More than one idea? Go for it!*

The thematic analysis of responses to Questions 2 and 3 produced very similar results. For this reason, the responses to these questions are presented together in Table 3. A description of each category and examples of responses are found in the narrative section that follows.

Theme	Question 2 (n=204)		Question 3 (n=191)	
	%	#	%	#
Programming and Program Access	31%	63	27%	51
Income and Financial Support	29%	60	17%	32
Positive Home Environment & Social Support for Families	23%	47	17%	32
Educational Support—Parents	18%	36	18%	34
Food and Nutrition	17%	34	8%	16
Community and Neighbourhood	12%	25	15%	29
Work-Life Balance	12%	25	8%	16
School	11%	22	9%	18
Housing	9%	18	-	-
Connection to Nature and the Outdoors	-	-	9%	17
Early Learning and Child Care	6%	12	6%	11
Physical activity	-	-	6%	11
Technology	4%	9	3%	6
Transportation	4%	8	3%	6
Substance use	-	-	3%	6

Table 3: Summary of Thematic Results for Questions 2 and Question 3

THEME: Programming and Program Access

Responses coded under the theme Programming and Program Access described the need for physical activity and recreation programs geared to families, the need for programs that facilitate bonding and support between families, and the need for more opportunities for family interaction. Programming variety including land-based programs, culturally-relevant programming, before- and after-school programs, youth-specific programs, and programming for all age groups was also discussed by survey participants. Program access directly relates to the need for increased access and variety in scheduling of programs in communities.

What makes it easier for families?

Examples of responses:

- *More events such as the Family First Night on New Year's Eve by the City. It is a free event that encourages positive family interactions, healthy snacks, and active fun. And it creates a sense of community where everyone is equal.*
- *Continued or increased Yukon online resources for parents identifying things parents can do to raise happy, healthy children who are keen to learn (i.e., City of Whitehorse Active Living Guide—what about a YG Active Living Guide with activities and offerings sponsored by or put on by various YG departments.*
- *More classes or courses especially that appealed to teenagers or pre-teens that would provide a healthy constructive environment for meeting friends.*
- *Greater access to programming. There are zero programs in my community for preschoolers.*
- *Most things for young children happen during working hours and working parents are excluded from these opportunities.*

What's your single best idea?

Examples of responses:

- *Have youth groups in town where kids, youth can go and learn from each other and have fun in a safe environment.*
- *Compile all child/family activities into one flyer, similar to the one the city puts out for garbage pickup, on a six-month basis so we as family could see and plan to attend activities as well as those who want to put their activities in it can do so for the following mail out.*
- *Better supports for parents who work (BOTH moms and dads)—to have access to resources that are typically only offered during working hours (i.e., healthy moms, healthy babies groups).*
- *Establish a store front family centre for kids and parents to hang out together with other families—similar to the Golden Age facility in the Sport Yukon building. Open up the Sport Yukon Building and put in a nice hanging out centre—coffee, tea, toys, books, comfy chairs and then offer some courses on occasion in parenting, cooking, budgeting, tax preparation, etc. Establish hours, perhaps a babysitting co-op one afternoon a week. Cover the walls with the children's art and the couches with quilts or afghans made by classes taught in the facility. I have seen these work very well in other communities.*
- *Train more volunteers in communities in how to appropriately coach or teach activities.*
- *Free (or very inexpensive) age-appropriate arts, culture, music, outdoors, educational activities for children.*

THEME: Income and Financial Support

This theme includes responses that discussed the importance of having a guaranteed income, an adequate wage, and support for stay-at-home parents. It also includes having access to affordable childcare, affordable healthy foods, affordable safe housing and recreational activities that are either free or subsidized.

What makes it easier for families?

Examples of responses:

- *A decent income, work that did not exhaust a single parent such that she could still have time and energy to be a good role model and participate with her child in healthy recreational activities.*
- *Nutritional foods need to be cheaper than junk (foods).*
- *To have a reduced rate to help participate in these activities as the cost can be prohibitive for 'family' group activities.*
- *More opportunities to participate in extracurricular activities for all citizens, not just those who can afford them.*
- *Secure employment opportunities for parents, so that parents can actually focus on raising their children well instead of having to focus on surviving day-to-day and worrying about making ends meet.*

What's your single best idea?

Examples of responses:

- *Housing. Convince our government to put more resources into appropriate housing for everyone.*
- *More focus on finding affordable ways to introduce children to new activities and sports, i.e., grants for organizations to provide free introductory level opportunities for children to participate.*
- *There is a lot for young people in this town to do if they have the money to participate. Most don't. Advertising the grant from Sports Yukon.*
- *Do not limit kids from doing anything, i.e., the CGC, the Ski Hill not all kids or parents can afford these. And all kids want to be treated as equals.*
- *Focus on parents having a living wage—when the struggle for money is less important, parents can focus on other things like time with kids, family times, happier families.*

THEME: Positive Home Environment and Social Support for Families

Ideas related to a positive home environment, the involvement of extended family, having positive role models, and ensuring quality family time which reinforces family ties are found in this category.

What makes it easier for families?

Examples of responses:

- *Stable drug and alcohol free home with loving family.*
- *Create a positive and wholesome environment at home. Spend quality time and as possible set a regular family bonding activity.*
- *Supports for families who do not have extended family to support raising a happy and healthy child.*
- *I feel we are too focused on being the ideal parents for raising children. I think we need simply to encourage parents to continue to love their children and that parenting is a life long journey.*
- *Parents making time for their children. Re-shifting their priorities. Stop and slow down and have a meal together.*
- *Great for someone to be able to give support to whole families within their homes. As an extra set of hands in doing chores, as an extra ear to listen to whomever needs to talk. Just a calming presence sometimes, that's all you need to not lose your cool. Like a respite but more personal.*

What's your single best idea?

Examples of responses:

- *Spend quality time each and every day with your children, even if it's only five minutes. Read a book, talk about your day and share your hopes and dreams.*
- *Making sure the parents are happy and healthy to begin with.*
- *Trust good parents to know what their children need.*
- *We need to create surrogate families as most of us are living far away from ours and thus do not get the support needed for raising healthy children.*
- *Do a media campaign on the importance of involved parenthood on the well-being of children (especially involved fatherhood).*
- *Focus on healthy connection with children in positive spaces.*
- *Have some Gramma's fun days. Not all grandmothers have their grandchildren living in the Yukon and not all grandchildren have their Gramma's in the Yukon, so give them an afternoon of Gramma time baking cookies crafts stories and some hugs. A call line to Gramma for young moms that have a question or a concern or just want some motherly advice.*

THEME: Educational Support for Parents

The Educational Support for Parents theme includes responses that discussed the importance of parents having support and access to information, educational workshops, programs, and parenting groups that promote positive parenting. This includes having opportunities for learning basic life skills, best practices, and parenting strategies. Ideas related to media campaigns for sharing knowledge on parenting and emphasizing the importance of family connection were also included under this theme.

What makes it easier for parents?

Examples of responses:

- *Tell me why my child needs sleep, and how many hours are appropriate for his/her age. Tell me to read stories to my kids, and to start at an early age.*
- *Programs that connect like-minded parents which support families and make it easier to care for their children.*
- *Have a parenting support line, similar to 811 or something, where you can ask parenting questions.*
- *Support for parents in building strong relationship skills and parenting skills. Better funded Family Education programs.*
- *Supports to single parents including programs that promote good mental health and that teach healthy coping skills to face life challenges.*
- *Parenting skills and life skills...many families don't make ends meet not because they don't have enough resources but often because they don't know how to manage what they have!*

What's your single best idea?

Examples of responses:

- *Healthy parents raise healthy children. Healthy in body soul and spirit. Parents need to be taught how to do this. This will start a cycle of ongoing success.*
- *Offer free options that parents and families can make use of such as parenting courses, family events, omega oil supplements free for pregnant mothers and children.*
- *Tell all Yukoners via a campaign why the first five years are so important, and why we need to invest in children. I think most people just don't get it.*
- *A group where single parents can get together to talk, commiserate, laugh, etc., would be nice. Happy parents are very important to raise happy babies and children.*
- *Do a media campaign on the importance of involved parenthood on the well-being of children (especially involved fatherhood). For example, "Thank you, mom, for being there..." or "Thank you, dad, for being there..." and show parents doing fun activities with their kids, or helping them with their homework, or the ordinary things that parents do to raise happy, healthy children. Parenthood*

needs some positive PR! I think parents are not aware that they are the number one influence on the success and well-being of their children. Putting that message out there in the public is an important first step to giving parents the recognition and gratitude that they deserve (and seldom receive) for raising the next generation.

THEME: Food and Nutrition

Survey participants discussed the importance of having access to affordable, healthy foods, having opportunities to learn about nutrition and preparing healthy foods, making unhealthy foods more expensive and harder to access than healthy foods, and encouraging having healthy foods at events and in school. This information was included under the theme Food and Nutrition.

What makes it easier for families?

Examples of responses:

- *A commitment to healthy, natural food in schools and at public events.*
- *Increase taxes on junk foods and fast food and that extra money should directly go to healthy whole fruits and vegetables to make it noticeably cheaper to families to promote healthy eating.*
- *Guidance on healthy eating (Don't tell me; show me how at a community kitchen or another "parent" event where child care is provided).*
- *All schools in the Yukon need to provide a healthy breakfast and lunch.*
- *Neighbourhood where the family lives raise money to build green houses to grow own food; by planting veggies with the children it will help them be more engaged and interested in eating fresh food and explain why it is important to eat healthy organic food. Children will be learning the process of how to grow food and when becoming adults they can teach their own children.*

What's your single best idea?

Examples of responses:

- *Set up "learn to cook easy, healthy meals" workshops in the MORNING and EVENING, with childcare provided.*
- *Ensure that children are receiving good quality, nutritional breakfasts and lunches while attending school.*
- *Affordable healthy food.*
- *Involve the whole family in making a least one meal together every second day.*

- *A Community Kitchen—a non-profit, co-operative, minimal fee (what we pay a bit for, we tend to value more highly than that which is entirely free) version of the SupperWorks <http://www.supperworks.com> food prep model. Providing a location where food preparation can be carried out safely with tools not everyone can afford, healthy recipes and food ingredients can be made available, people can work collaboratively/socially, kids can participate in healthy food preparation, allows for cultural food prep—both traditional First Nations and sampling of cultures that might be new to some people, as well as "nutritional focus" foods like Diabetes friendly foods, or "Fish Dish" of the week sort of thing, the opportunity to educate about things like being a Locavore, healthy eating in general, and other food and wellness information.*

THEME: Community and Neighbourhood

This theme includes references to a supportive environment, community collaboration and the building of relationships and connections between neighbours. It also includes survey responses about the importance of cross-cultural relationship building within communities and neighbourhoods, which encourages outdoor activities, social cohesion and safety.

What makes it easier for families?

Examples of responses:

- *More opportunity in communities to have positive social interactions with other families.*
- *More unscheduled (neighbourhood) outdoor culture and social interaction.*
- *Exercise stations for pull ups, jumping etc. It would be great for Whitehorse to have something like that to encourage more outdoor exercise.*
- *Community events held in nearby family friendly spaces. Whitehorse is quite good for having a playground/park close by and it would be nice to see these used more in ways that involve the neighbours coming out and getting to know each other.*
- *It takes a community. A community culture which fosters well-being among children and services available in the community to assist families.*

What's your single best idea?

Examples of responses:

- *Support a culture that cares about people in the neighbourhood and neighbours who are struggling.*
- *Develop a plan for block parties in neighbourhoods so that people can meet each other and form connections and hopefully get active together.*

- *Creating a community where all citizens have a role in raising the children, I strive to ensure my community knows my children as I can't have eyes everywhere and I know the community will have theirs open when it comes to my children.*
- *When people feel close to their neighbours, children feel comfortable in their environment and a sense of place and comfort is created within and amongst families.*
- *Encourage play at home or in the neighbourhood. Street hockey and pick-up basketball in front of the home builds healthy communities—not parents dropping off kids for recreational organized events at the multiplex or Mnt Mac. If one kid is playing on the lawn or street others will see and join in.*

THEME: Work-Life Balance

This theme includes references to having a more supportive work environment so that parents can spend more time with family (flexible hours), the ability to be a stay-at-home parent, and more time in general.

What makes it easier for families?

Examples of responses:

- *Flexible work arrangements for parents that allow them to put family first.*
- *Better time management skills. This would reduce stress in their lives and their children's lives. It would allow them to allocate time for work, time for play, time with the kids, and time for themselves.*
- *Time. The ability for one or both parents to work part-time, meeting the parents' need for mental stimulation and income, and the kids' needs for relaxed time with their parents. It is not enough to talk about quality time. People need enough quantity of time to be able to be sufficiently relaxed and stress-free to make quality time possible.*
- *All employers to promote and abide by/honour flexible work arrangements.*
- *Option for one parent always to be home and a culture that encouraged that.*
- *Four-day work weeks for everyone so every Friday is family day instead of once a year.*

What's your single best idea?

Examples of responses:

- *Benefits to moms that stay home with their kids!! People are forced back to work spending less and*

less time with their kids—family friendly work.

- *Support the quality time parents go have with their children. Longer parental leave, personal days off from work.*
- *Alternative/flexible work schedules for parents and guardians.*
- *Ensure that parents are able to stay home with their children in a supportive community for the first 24 months of the child's life.*
- *A flourishing economy with proper training and access to jobs will allow parents to create the stable atmosphere kids need.*

THEME: School

The theme 'School' includes references for more support for alternative education, culturally-relevant education, more support for children with individual needs and ways of learning, and school food programs. Survey participants also discussed the need for school environments which support parental involvement and prevent bullying.

What makes it easier for families?

Examples of responses:

- *Support for families who choose to educate their children at home rather than in the regular school system.*
- *Better hands-on, culturally-relevant education system.*
- *For all schools to listen to and work with parents and truly put the children's need first.*
- *More supports in education/school system, e.g., access to one-on-one help, tutoring, coaching, and mentoring, for all kids who need it.*
- *Better integration between the school and the community, with activities aimed at both parents and children (à la Whole Child Program).*
- *High school programs should have a brother and sister component and be around small children in the community.*

What's your single best idea?

Examples of responses:

- *A public education system that actually meets the needs of learners who are not inside the box*

thinkers—those with higher needs as well as those who are gifted. Experiential learning and practical skills in the classroom that foster hands on and relevant experience.

- *There should be a food growing program at all the schools.*
- *Providing a hot breakfast for children prior to school starting will reflect in a less distracted student at school.*
- *Ensure that children are receiving good quality, nutritional breakfasts and lunches while attending school.*
- *Aggressive campaigns to get parents actively involved in their child's educational life.*

THEME: Housing

The theme Housing includes survey responses that spoke to the need for affordable, safe housing in Yukon communities, which would contribute to raising healthy families.

What makes it easier for families?

Examples of responses:

- *Having my own home! Right now my family (of six) is living with my sister in her home and with her family of six in a three-bedroom house!*
- *Housing that does not take my entire budget.*
- *Decent homes for people to live in. Much stress is added to home life when living space is unfit.*
- *Somewhere nice to live. Nice meaning safe, comfortable and healthy.*
- *A decent, safe, secure place to live.*

No responses to Question 3 were related to housing.

THEME: Connection to Nature and the Outdoors

Survey participants gave ideas about encouraging outdoor activities with families and neighbours and increasing opportunities for education in nature. There were no responses to Question 2 that received this coding.

What is your single best idea?

Examples of responses:

- *Encourage outdoor activities, for children and families. Bring back the playground. Go camping. Teach people how to go camping. Make equipment available for families who can't afford it. Have Family Fun Days. Use your imagination.*
- *Continue to keep children outside and enjoying nature—summer or winter.*
- *Actively engaged in nature and understanding and appreciative of all that is natural.*
- *Do a weekend camping trip or a day trip to roast hot dogs, play at the campground, take a mini hike, and learn about the land, what you can eat (pick, sniff, feel, taste).*
- *Get outside and be active.*
- *Many schools run bison hunts and trips of that nature or their students. Be nice to see some offered for Yukon families to do together—get them out on the land learning something new.*

THEME: Early Learning and Child Care

In addition to discussing the need for an affordable childcare system (under the theme Income and Financial Support), the quality of daycare and programming was also identified. This theme includes responses about the need for qualified workers with appropriate wages, and quality, safe environments in daycare settings.

What makes it easier for parents?

Examples of responses:

- *Access to well-funded and well-run daycare programs.*
- *Give me access to affordable childcare with quality instructors.*
- *Early Childhood Educators need a BA in Early Childhood Education. All benefits for Early Childhood Educators—including Pension.*
- *Affordable childcare that is based on quality licensed well trained staff and programs that are relevant to the developmental needs of the child.*
- *Higher quality childcare programs.*

What's your single best idea?

Examples of responses:

- *Universal, inexpensive, active, FUN, predictable after-school child care in workplaces and/or schools.*
- *Support parents who feel they are better parents by going to work to find quality, qualified and competent child care.*
- *Have a politician "work" at a child care centre for a week. Make him develop the curriculum for the week, change diapers, deal with child conflicts and tantrums, take them on outings, feed them lunch, put them down for a nap. It is only when you realize how IMPORTANT childcare is, and what a difficult/full-on job it is that perhaps more resources would be allocated to it.*
- *Looking after young children should be one of the most respected careers, and should be a career you can make a decent living doing. If this were the case, I think the quality of care children in daycare receive would improve. I think there is a role for government to increase funding to daycares or to parents of young children to improve this situation.*
- *Better quality control on daycares, more possibilities for kids to safely interact with each other.*
- *Increase training/qualifications for people working with young children. All services for children need to be operated by professional qualified people. Increase in qualification would also require increase in wages/funding.*

THEME: Physical Activity

Survey respondents shared their ideas for physical activity, including encouraging family physical activity and increasing opportunities for children to be active. There were no responses to Question 2 that fell in this category.

What's your single best idea?

Examples of responses:

- *Stay active, turn off the screens and have great peer groups who are active—model activity.*
- *Get outside and be active.*
- *Try to take children for more walks; if not enough time, then each parent in the neighbourhood can take turns one day of the week.*
- *I saw a playground for children in wheelchairs in Kelowna. There was a special swing and everything. It seemed like a great idea to me.*
- *One family outing per week where entire nuclear family is physically active.*

THEME: Technology

Some respondents noted the importance of limiting the use of electronics and screen time.

What makes it easier for families?

Examples of responses:

- *Why do we not have laws governing children's exposure to poisonous images which WE KNOW affect their development?*
- *If crappy TV programming and iPods, and computer games, etc., did not exist. It is a strain and stressor to monitor and limit access to these things that my child wants to do as much as possible. It's exhausting and a losing battle.*
- *Less electronic time.*
- *There is no interaction anymore in this world of electronics.*
- *Encouragement of more social interaction and less time being entertained by electronics.*

What's your single best idea?

Examples of responses:

- *Turn off the TV, computer and game console.*
- *Ad campaign to encourage parents and children to turn off electronics and iPhones and get out to exercise and enjoy nature together.*
- *Less reliance on electronic technology.*
- *More education to children on the health effects of exposure to Cell Phones, TV's, Computers, I-pods, video games, etc. EMF's can cause cancer! They need to know that, my kids roll their eyes when it's "just mom" telling them.*
- *Ban iPads in schools. Sorry. That's not going to be popular. But we are raising kids with early and serious dependence on technologies that alter the way they relate to the world, and I don't think we know yet what the consequences will be.*

THEME: Transportation

The theme Transportation includes participant responses that referred to the promotion of active transport, and increased accessibility and affordability of public transportation, in order to access programming. These responses largely reflected concerns of Whitehorse residents.

What makes it easier for families?

Examples of responses:

- *Ability to access activities which are almost impossible when you can't afford a bus.*
- *More buses, more often, and safer cycling infrastructure is needed!*
- *Buses on Sundays.*
- *More access and services to encourage family to use active transport, such as bicycle.*
- *Increased, affordable public transportation.*

What's your single best idea?

Examples of responses:

- *Transportation and support for lower income families to access all the amazing free/low cost programs available to families (e.g., Family Literacy Centre).*
- *A PEER-TO-PEER CAR SHARING program.*
- *Walking school buses!!!!*
- *In order to get participant buy-in you will need to provide free transportation. (programming)*

THEME: Substance Use

In response to Question 3, some survey respondents spoke about limiting/eliminating substance use and understanding the impacts on children and family.

What's your single best idea?

Examples of responses:

- *Prevent drinking in public/family places, i.e., arenas. Or, create family friendly pubs (like in England) where parents can enjoy some social time and children can play. Stop being so exclusive.*
- *Reduce the community ideal that alcohol is needed to have a good time.*
- *Talk to people about how their drinking and drug taking affects themselves and in turn their ability to be a good parent.*
- *No drinking in the home, positive role model.*

QUESTION 4: *Change begins with small steps. What could you and others do to move your idea forward?*

Survey respondents had clear ideas about what they could do to improve the health and well-being of Yukon’s children and families, and they were equally clear about what others can do.

(a) *What is one step YOU could take tomorrow to help make this idea happen?*

Theme	%	#
Get Involved and Volunteer—Take Action	51%	79
Offer Social Support	20%	31
Education	13%	21
Positive Role Modeling	9%	14

Table 4: Summary of Thematic Results for Question 4a (based on 156 responses)

THEME: Get Involved and Volunteer—Take Action

Survey responses about getting active and making healthier/more active choices with family, as well as starting or joining programs, or volunteering time to organizations, programs and events were captured under the theme Get Involved and Volunteer. Responses regarding lobbying governments for action were also included. Examples of responses:

- *Start a play group with friends and their kids.*
- *Talk to my community centre person to see if we could organize a workshop or hike in my little community.*
- *Did it today. Chose to take grandchildren to McIntyre Creek to see swans instead of watch TV after school.*
- *Put up signs about the community park family gathering—organize the first one.*
- *Ask my MLA what he is doing to support alternative/flexible work schedules for working families across the Yukon.*
- *I have no idea where to start. I'm a stay home Mom on three very young children and I would not know the first place to go, phone call to make, appt to set up, to start anything for making changes.*

THEME: Offer Social Support

Ideas that centered around offering support to youth, neighbours, parents, or the community, as well as encouraging others or advocating for others, were included under the theme Offer Social Support.

Examples of responses:

- *Be an advocate for my child.*
- *Talk to people in my community about what their skills are, or what their ideas are.*
- *Tell parents how important they are in the life of their children (and tell myself that, too!) and what a great contribution they are making to society by raising happy, healthy children.*
- *Ask children what they need. Do they feel safe and what do they need to help them build a happy future?*
- *I'm ready and eager to help! I'm not a business man and I'm not good with internet, but with a few dedicated people, we could this going. What I am doing, is talking to people about it, getting their opinions, see if I can't find help!*

THEME: Education

Under the theme Education, survey responses that referred to educating others or themselves on parental issues or offering mentoring and support were included. Examples of responses:

- *Mentor parents who may be struggling.*
- *Info night on what the new home-parent looks like....to help take away the stigma of being a home-parent.*
- *Go on-line and research what other communities are doing.*
- *Share the bringing tradition home resource with the wellness team.*
- *Make flyers, send e-mails to your friends and they can send to theirs.*
- *I always try to pass on any tidbits of parenting to new parents.*

THEME: Positive Role Modeling

This theme includes references to positive role modeling for other parents, children, youth, and the community. Examples of responses:

- *Be a good role model to kids and teens who are in my life.*
- *Be the best parent I can be—read about what to do and talk to my role models.*
- *Work on myself and love myself.*
- *Act with integrity and respect towards all people and teach my children to do the same; starting with themselves.*
- *My kids (7 and 6) already walk to school on their own, so they are setting a good example for other kids that it can be done. I could tell my kids how proud I am of them that they walk to and from school.*
- *Practice what I preach/walk the walk.*

(b) What could OTHERS do to help make your idea a reality?

Theme	%	#
Get Involved	26%	36
Education and Awareness Raising	18%	25
Government and Employer Support	14%	20
Offer Social Support	13%	19
Build Community	11%	15
Commit Resources	11%	15
Facilities and Programming	9%	13

Table 5: Summary of Thematic Results for Question 4b (based on 141 responses)

THEME: Get Involved

Survey responses regarding participation, volunteering and getting involved, as well as advocating for change were included under the theme Get Involved. This category also included participating in activities, voting, and volunteering personal time. Examples of responses:

- *Write letters, make their voices heard.*
- *Listen and act.*
- *Hear me and do it too.*
- *Stand up and be counted when it comes to wanting quality childcare for their children that is safe and affordable.*
- *Join forces, resources, help make it happen.*

THEME: Education and Awareness-Raising

Under this theme, responses that spoke to researching ideas, and raising awareness and campaigning for ideas that support healthy family initiatives were included. Listening to stakeholders, including children, was also raised. Examples of responses:

- *Research if increased daycare funding has a positive impact later on.*
- *Get people engaged to want better opportunities for our future leaders.*
- *Put an ad in the newspaper and invite parents to give even more ideas and ways to help.*
- *Incorporating the importance of parenthood into all aspects of schools, health care settings, etc., would be a great way to spread the PR campaign of the importance and benefits of involved parenthood.*
- *Listen, listen to children and their parents because they want change also.*

THEME: Government and Employer Support

Government or employer policies that support healthy families, and responses regarding the lobbying of government (Ministers, Members of Legislative Assembly, and City of Whitehorse) for support of the participants' ideas, were included under this theme. Examples of responses:

- *Employers could allow more family-related days that are devoted to spending time with children, or volunteering in their classroom, for example. There could be bring-your-kids to work days every few months, such that kids see what their parents do at work and how they are contributing to society when they are not with their children.*
- *Increase minimum wage, more jobs full time—not having to work at three part-time jobs to make ends meet.*
- *Have policy to support those caring for children to adjust their schedules to support family life.*
- *Lobby city council to improve bus service.*
- *The City of Whitehorse (perhaps with support from Yukon Government) could encourage developers or individuals to create co-housing communities.*

THEME: Offer Social Support

This theme included survey responses about motivating and supporting parents, family, and community members. Examples of responses:

- *Offer early intervention children's mental health programs that meet the developmental and emotional needs of school aged children. Help them before they turn to drugs and alcohol to cope.*
- *Individuals/agencies work together to support families.*
- *Let's invite those adults who don't have children to jump in and make a commitment to a child and I bet they will.*
- *It starts in the home. These kids are learning these ideas there.*
- *They could motivate me when I am feeling not up to it.*

THEME: Build Community

This theme includes survey responses which discussed the building and promotion of community, including in the schools. It includes ideas about involving community associations and hosting family-friendly community and neighbourhood events. Examples of responses:

- *Build stronger community ties so that there is a culture of friendship.*
- *Commit to children first as a priority in all community programs—by creating a lens—will this activity or event contribute to all of our community children feeling welcome, safe and provide support and learning to their family.*

- *Invite parents into schools more often as welcome guests, not only during "events."*
- *Like minds need to gather. See what we have as community assets and what we can do with the things we have.*
- *Involve community associations. Funding for block or street parties, meet your neighbour, no loud music, just some kid games and a barbeque.*

THEME: Commit Resources

This theme includes survey responses relating to the commitment of people, resources, and financial investment to support healthy family initiatives. Examples of responses:

- *Support my ideas with transportation and pocket change.*
- *Have resource people available in communities.*
- *Ask for assistance, big or small, each is a contribution towards good.*
- *Sport and rec funding to focus on children and how the application will provide opportunities for children.*
- *Join forces, resources, help make it happen.*

THEME: Facilities and Programming

The theme Facilities and Programming includes survey responses that discussed access to appropriate facilities for healthy family initiatives, and the offering of programming for parents and families.

Examples of responses:

- *Give a place for parents and children to meet up. More places indoors with play areas.*
- *Find space (i.e., a kitchen) and childcare for the easy/healthy food workshops.*
- *Co-op Moms group-sign up to trade days off.*
- *Would love to hear from Community Services what it has in mind for its Active Living strategy and how it may deal with the issue of getting children from schools to the programs.*
- *Having free activities for families (family skate-night at the CGC, etc.) would make spending fun time with kids more affordable for families on a tight budget. Prioritizing family-oriented programming and opportunities for parents and their children to interact would be great.*

QUESTION 5: *Anything else you'd like to share with us?*

Theme	%	#
<i>Support for the Wellness Initiative</i>	23%	22
<i>Social Support</i>	23%	22
<i>Family Wellness</i>	17%	16
<i>Programming and Learning Opportunities</i>	13%	12
<i>Yukon Community</i>	6%	6

Table 5: Summary of Thematic Results for Question 5 (based on 95 responses)

THEME: Support for the Wellness Initiative

Survey respondents indicated their support for the Yukon government's Wellness Initiative including access to information, opportunities for learning and discussion, and support for the Wellness website. Examples of responses:

- *I appreciate all the information that is available on your website and the opportunities that exist within YTG.*
- *I appreciate that you are encouraging the public to think and talk about this issue and encourage you to continue to stimulate discussions and actions towards increasing child and family wellness.*
- *The wellness website is a great website with awesome tips! I think not enough people in the general public are aware that it exists—I would suggest marketing it more widely. Thank you for focusing the wellness initiative on children and families.*
- *Our family's thanks to whoever got this initiative off the ground. It is important work that I'm proud to see being offered via the YG.*
- *Please move forward! Enough discussion about things. People and children need us to act!*

THEME: Social Support

Under the theme Social Support, comments that discussed support for parents, youth, and children, including mental health programming and access to social services were included, in addition to making education for childcare services and ensuring quality childcare priorities. Examples of responses:

- *Help our parents out there to be better—if we can start with them, no matter how old their children are, it might make the difference in how that child will also bring up their own children. Start the next generation off on the right foot and help parents of today improve the lives of themselves and their own children.*
- *I don't think a lot of people realize what life is like being single and a mom in Whitehorse with no family around to help.*

- *There is a need to change policies in the system so every single child can have access to a quality childcare and there needs to be professional and trained people caring for the children at daycares too.*
- *Basic needs such as food and housing need to happen before little Johnny can expect to learn or participate in extra activities.*
- *Building a circle of support for children that are especially vulnerable and "different" at schools so that there are people there they know they can turn to when they are being teased and bullied for things they have no control over would be ideal.*
- *Make opportunities available so families can fix their own problems as opposed to government trying to fix family problems.*

THEME: Family Wellness

This theme includes comments related to the support of work-life balance, stay-at-home parents, and supporting and teaching children how to be healthy (through family-modeling). This theme also includes comments related to limiting technology and exposure to media. Examples of responses:

- *Maintain Balance of study, physical activity, work, play, and family and friend time.*
- *Educate parents about importance of play with kids rather than TV, media, I-pads.*
- *I spend a lot of time figuring out how we can walk/bike/take transit to get to where we need to go. It has kept us to having just one vehicle so far for our family of five. I really think that it's important to teach kids to be healthy, and a huge part of that can just be walking and biking when it's an option! Or making the choice to do activities in your neighbourhood.*
- *Encourage children to take time to build relationships with others, take time to make decisions that affect the future, instill a sense of hope for the future, and encourage children to care (and not say "I don't care"), and encourage children to feel connected to others in school and community.*
- *Life-long Wellness begins at home. Let's make sure each child has a safe, nurturing one.*

THEME: Programming and Learning Opportunities

Comments that spoke to access to quality, free, year-round family programs and support for more opportunities for learning, such as having public events with guest speakers were included under the theme Programming and Learning Opportunities. Examples of responses:

- *Having a new baby, I was very impressed with the programs and staff at the Whitehorse Health Centre. Programs like Baby's Day Out and being able to speak to a lactation consultant on the phone had a HUGE positive impact on my first year as a new mom. Also, the Mother Goose program at*

Many Rivers is a wonderful opportunity. And, the public library and the Games Centre are amazing places—very welcoming to families. Again, programs like these make a really big difference and deserve positive recognition.

- *More opportunities to see, hear and learn from people like Frazer Mustard or the recent Omega guy. For every person inspired by a family oriented presentation the benefits work their way across Yukon society.*
- *Technology is not going away. It's going to be how our kids communicate for the rest of their lives. Schools and parents will benefit from trying to incorporate technology into curriculums and learning those technologies themselves.*
- *We have lots of land here in Whitehorse; we need to get children, youth and families more connected to the land. More land-based family gatherings that focus on building relationships with the land, each other, learning while healing activities.*
- *Promote Youth as leaders and involve them in planning and ideas.*
- *Selkirk preschooler program is a great support for families as is Family Literacy Centre and Library Programs. Free, flexible programming is the way to go.*

THEME: Yukon Community

Yukon Community includes comments that discussed how the Yukon is a leading community for family wellness. This theme also includes comments regarding the need to support alternative transportation in the Yukon community, as well as the need to address the impacts of development on wellness in the Yukon. Examples of responses:

- *This is a great place to raise a child and I will suffer through the long dark winter because I believe this.*
- *I think the Yukon has a lot going for it regarding wellness.*
- *Please continue to support the move away from cars towards alt transportation.*
- *This present government is not addressing the social implications that will result from their big plans to open up the Yukon to mining and oil and gas. Research indicates what has happened time and time again in a resource based economy when a boom erupts. The Yukon government must address this very important issue if they are sincere about community and family wellness.*
- *Make our Yukon community a leading community in the care of children from conception to adulthood.*

Flourishing – What we learned from the Yukon Passions Video Project

In the summer of 2012, 28 young people in Yukon shared their passions with us through video recordings (<http://www.yukonwellness.ca/sparks.php>). They talked with insight, excitement and commitment about sports and recreation, dance and music, painting, carving and writing, travel, industrial design, FASD prevention, climate change advocacy, and even mathematics!

Some young people found their passion as early as 3 years of age, while others discovered it in adolescence. Many have already decided that their passion will last a lifetime. Some will make it their life's work, others will always make time for it. Their stories tell us what young people need to flourish, and to successfully transition to adulthood.

Psychologist Martin Seligman has identified five elements that promote mental well-being and allow people of all ages, including young people, to thrive: experiencing positive emotions; being fully engaged in their passion; building solid relationships; finding meaning or purpose; and achieving a sense of accomplishment. Flourishing provides a useful way to understand why passions are so important in the lives of young people.

The keys to a flourishing life are:

Positive emotions
Engagement (flow)
Relationships
Meaning
Accomplishment

Positive emotions

Young people used words like “happy,” “excited,” “contented and satisfied,” and “magical” to describe the feelings they experienced when pursuing their passion. Everyone talked about having fun!

It's kind of a priority for me to do my artwork because I like doing it so much. It keeps me busy and focused on positive things. —Carver

Engagement (flow)

Young people with passions are rarely bored. In fact, time flies and hours seem like minutes. They talk about “being in the moment,” “going with the flow,” and losing themselves. Even hard work feels effortless when they are fully engaged.

My very favourite part of skiing is the very rare occasion where races feel almost effortless. Where you feel you can push yourself harder and harder, and your body never gives up on you. And that feeling of being able to go above and beyond what you've ever done before is pretty remarkable. I'm always looking for that in the next race, and the next training session. Sometimes I find it, and sometimes I don't. But that's what keeps me going. —Cross-country skier

Relationships

Many young people talked about the importance of building relationships and being part of a community that shares their passion. Others spoke of the critical role that their parents play in recognizing, supporting, and nurturing their passion.

Instead of a competition it's a big support, and it's great to have people next to you, behind you, in front of you all going towards the same goal and all just loving what we are doing. —Dancer

Meaning

Passions help young people learn about themselves, discover and live their values, and find meaning. Many spoke of giving back to their community by teaching others, raising awareness, and advocating for change.

It really teaches me or helps me discover what my values are, and who I want to be as a person. I think it's really important to experience countries first hand because it gives you just a broader view of yourself... I think the idea that there's so much more to this world than we know about is really exciting. —Traveller

Accomplishment

Young people who have discovered their passion have “grit.” Whether it’s figuring out a “recreational” math problem or the best route up a rock face, all young people talked about taking on new challenges, pushing themselves beyond what they can already do, persisting in the face of frustration and failure, and learning from mistakes. They realize that there is always something more to learn, a new skill to perfect, a new country to explore, a greater challenge ahead.

My motivation is to be better than I already am. It's like you're in a competition with yourself to see how far you can go with it. —Unicyclist

I love the challenge that violin gives, that there's still always more to learn, that you can't ever hit the top spot. —Violinist

Why are passions important? They provide young people with opportunities to develop competence, confidence, and connections with others. They provide a means for young people to get recognition for their efforts, persistence, and accomplishments. Young people who are engaged in their passions are much less likely to smoke, use drugs or alcohol, or engage in other risky behaviours.

There is a passion waiting to be discovered and developed in just about everyone. All young people need opportunities, support, and practical assistance to find their passion.

Stories that Inspire – What we learned from Yukon communities

Every community in Yukon is taking steps to improve the health and well-being of their citizens. In the summer of 2013, a summer student with *Pathways to Wellness* travelled to communities throughout Yukon and asked people to talk about the great things in their community that supported their well-being. We heard about community gardens and greenhouses, and connecting with culture through traditional dance, language, storytelling, and preservation of heritage sites. We learned about family nights and movie nights, breaking trail and breaking bread, and much more—25 stories in all.

The stories are as different from one another as the communities themselves, but when we take a step back we can see that there are common features that draw people to the activity, engender a sense of pride, and help build both individual and community capacity.

Creating a fun and supportive environment. Fun and connection are more effective than fear or facts alone when it comes to engaging people in making change and promoting well-being.

Volunteer Involvement. Giving time and energy freely, without expectation of return or reward, builds skills, community spirit, and sense of belonging.

Food. Growing, harvesting, preparing, serving and eating food draw people together, provide nourishment, demonstrate caring, and provide opportunities to socialize.

Small steps towards the bigger picture. Taking small steps towards a bigger goal creates the opportunity to learn, make mistakes, adjust, and adapt along the way. In this way, taking small steps builds for success and sustainability.

Fitting into the bigger picture. Building healthy communities is a long-term goal, and no single project or program can do it all. Understanding how any given effort fits into the bigger picture recognizes the value of all contributions, and creates a sense of common purpose and destiny.

Having a champion. Champions provide vision, leadership and commitment. They bring others into the picture and make change happen through networking, developing partnerships, creating allies, and persisting!

Making healthy choices easier. Making healthier options available and limiting unhealthy choices supports individuals to make healthy changes, and encourages others to do the same.

Accessibility. Reducing barriers increases participation. It also signals to participants that their circumstances are understood, and that their participation is valued.

Building capacity through:

- **Partnerships.** Each partner contributes unique knowledge, strengths and resources towards a common goal that can only be achieved by working together. In this way, the community is

strengthened; many people have a stake in the outcome; and all can share in the success.

- **Skill development.** Practical experience and transferable life skills are assets for future employment, and add to the bank of skills and resources of the community.
- **Mentoring.** Capacity is built when skills and knowledge are passed on from one individual to the next, one generation to the next.
- **Employment.** Employment draws people to projects, and can be gateway to further education, employment, and other wellness-promoting opportunities.
- **Positive emotions.** Positive emotions, like pride, joy and gratitude, build capacity because they literally open hearts and minds. Positive emotions lead people to be more open to new ideas, more creative, more tolerant, and more productive.

Consistency in:

- **Staffing.** Having the same staff or volunteers is a first step towards developing trusting relationships among community members.
- **Expectations.** Having clear and consistent boundaries and expectations helps create a safe, supportive environment and fosters healthy behaviour and trusting relationships.
- **Scheduling.** Programs that occur on a regular, consistent basis allow participants to anticipate and plan, help create social norms, and build new community traditions.

To read about the stories behind these findings, please go <http://www.yukonwellness.ca/reports.php>.

Reflections on partnerships

Pathways to Wellness convened a small group of Yukon people from government and non-governmental organizations to talk about our experiences working together on two multi-jurisdictional projects over the past year. These projects aim to:

- Improve food and beverage choices in recreational facilities and
- Promote healthy living guidelines for preschoolers, aged 2 to 5

Here is a summary of their thoughts.

Effective partnerships:

- **Act as a catalyst** for change by creating opportunities, and starting conversations that would not otherwise happen.
- **Create a collective intelligence** when each partner brings valuable and complementary expertise and experience to the table.
- **Build larger “distribution networks”** because each partner brings their own network to the table with them.
- **Open new doors** for other opportunities and new sources of funding.
- **Build on or increase Yukon resources** when there are partners from other governments, universities and national organizations.

The keys to a successful partnership:

- Shared goals and the absence of competition for resources, people and time
- Building and strengthening relationships, and fostering a sense of camaraderie
- Consistency of meetings, discussion, and participation
- Recognizing and celebrating the contributions that each partner makes
- Flexibility when it comes to defining the different roles partners play
- Clarity about how decisions will be made

Although working in partnership has many benefits, it’s not all smooth sailing when it comes to working across organizations and sectors.

NGOs often do not have the same “back up” as YG partners when it comes to IT, finance and other basic infrastructure. They may have limited ability to absorb the additional workload created by the partnership, or fix everyday problems when the computer system goes down or a pipe bursts.

Partnerships involving out-of-territory partners can bring special challenges. Out-of-territory partners often bring valuable expertise to the table that can’t be found in Yukon but often lack knowledge or experience with the North. It’s important that Yukon help out-of-territory partners understand Yukon realities so that the project can take our values, lifestyle, and strengths into account.

Kids Count! Indicator Snapshot

Measuring Child and Family Wellness in Yukon

Kids Count! Measuring child and family wellness in the Yukon—an indicator framework was prepared in 2012 as a starting point for measuring, tracking and reporting on whether our plan is making a difference in the lives of children and families in the long-run.

Indicators are statistics that allow us to measure, monitor and compare different aspects of health and well-being, and the factors that influence them. Good indicators are easy to understand, and capture what really matters to people. When organized into a framework, these indicators give us a “snapshot in time” of how well Yukon’s children and families are doing.

There is no single measure of wellness. But there are ways of measuring important dimensions of wellness.

The indicators that were chosen in the *Kids Count!* framework were based on an extensive literature review, comparison of existing frameworks used in Canada and other developed countries, consultation with key government stakeholders, and consideration of what data are currently available. The *Kids Count!* framework looks beyond just physical health outcomes and examines many factors that allow individuals to live healthy, successful and fulfilling lives, covering six important domains:

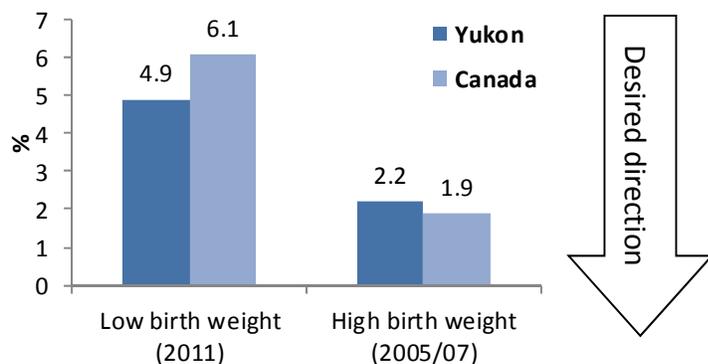
- Health
- Learning and development
- Safety and security
- Family circumstances
- Social connection
- Health-related behaviours

Indicators of child and family well-being do not replace measures that tell us whether a particular program is making a difference, and contributing to positive outcomes for children. Indeed many of the indicators in the *Kids Count!* framework are influenced by many factors, only some of which are related to programs and services provided by the Yukon government.

What follows is a “snapshot” of child and family wellness in Yukon as of March 2014.

Health

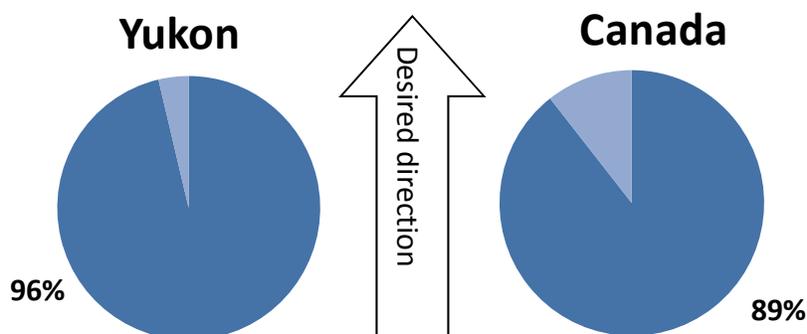
Indicator: % of Births Involving Low and High Birth Weight Babies



Rationale: Birth weight is a predictor of lifelong health and performance. Low birth weight babies have poorer health outcomes, poorer academic achievement and lower educational and earnings attainment. High birth weight babies are at greater risk for obesity, diabetes and selected cancers.

Source: Statistics Canada (CANSIM Tables 102-4005 (Low birth weight - 2011) and 102-4303 (High birth weight - 2005/07)). Low birth weight is defined as less than 2500 grams at birth. High birth weight is defined as greater than 4500 grams at birth. It should be noted that there is evidence that healthy birth weights can vary according to parental ancestry. The low and high birth weight categories considered here have not been adjusted to reflect this.

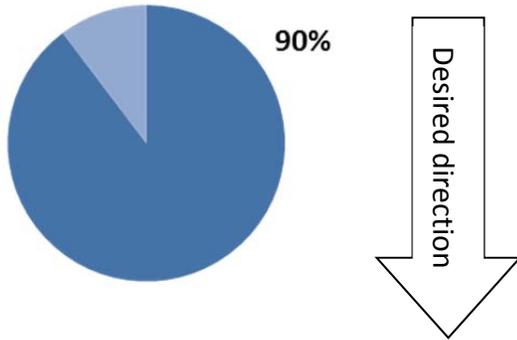
Indicator: % of Mothers who Breastfeed or Attempt to Breastfeed (2011/12)



Rationale: Breastfeeding helps prevent infection in infants through the transfer of maternal antibodies in breast milk. In addition, it is associated with modest protective effects against selected chronic conditions and with increased cognitive development in children.

Source: Statistics Canada, Canadian Community Health Survey (CANSIM Tables 105-0502) Based on responses of women aged 15 to 55 who had a baby within the last five years. Proportion represents the percentage of mothers who at least attempted breastfeeding, even if for a short time.

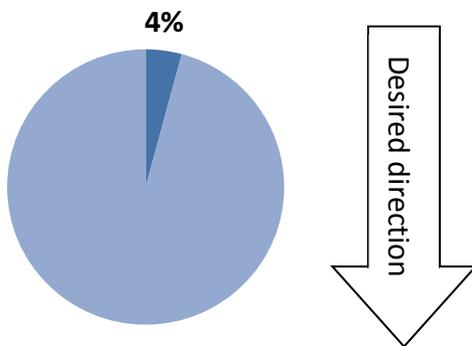
Indicator: % of Children Entering School with Up-to-Date MMR Immunization



Routine immunization leads to a significant reduction in child mortality from infectious disease. In addition to saving lives, immunizations result in significant cost savings to the health care. Canada aims for immunization coverage of 97% for Rubella, one of several conditions which can cause serious illness or death in infants and children.

Source: iPHIS, Community Nursing (Administrative Data) MMR is a combined vaccine for Mumps, Measles and Rubella.

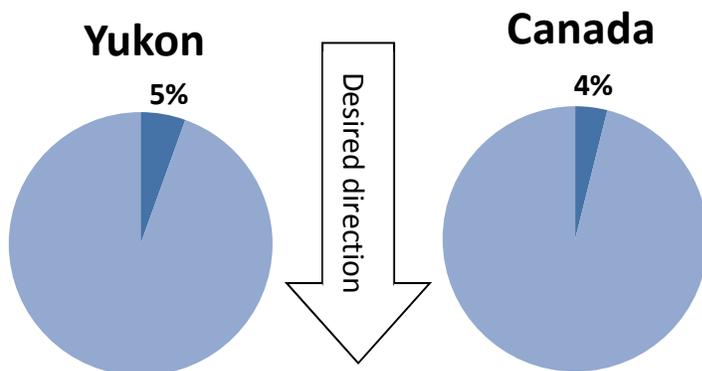
Indicator: % of Yukon Females Aged 15-19 with Chlamydia Infection (2012)



Rationale: Chlamydia is the most commonly reported bacterial sexually transmitted infection in Canada and Yukon has the third highest reported rate in Canada. Young people are disproportionately affected. Chlamydia infection is an indicator of unsafe sexual practices, and it is associated with significant negative health outcomes (in females and potentially in infants, if born to untreated, infected mothers).

Source: Cases tracked by Yukon Communicable Disease Control. Data analysis performed by Karolina Machalek, Public Health Officer, Epidemiologist.

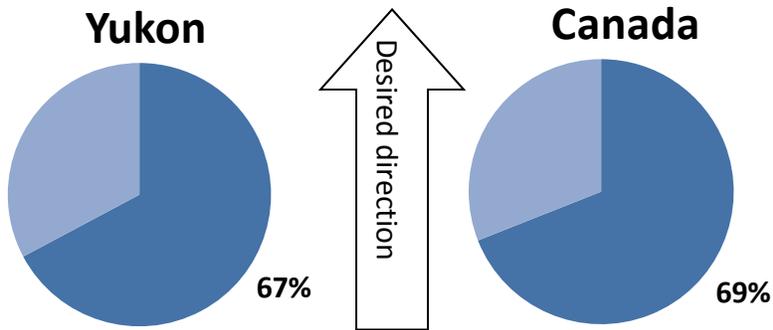
Indicator: % of Births to Mothers Aged 15-19 (2010)



Rationale: Teenage pregnancy carries a higher risk for medical complications for mother and infant. Infants born to teen mothers are more likely to be underweight and are at increased risk of developmental delays, academic and behaviour difficulties and other issues. Teen mothers themselves may also experience poorer educational and economic outcomes as school and parenting compete for young mothers' time and attention.

Source: Statistics Canada (CANSIM Table 102-4503)

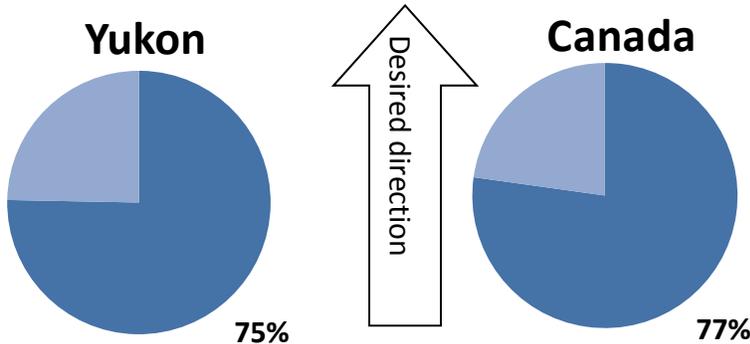
Indicator: % of 12 to 19 year olds Reporting Very Good or Excellent Health (2011/12)



Rationale: In adolescents, self-rated health has been correlated with general well-being, disability, increased health care contact and lifestyle factors that can negatively affect health. It can reflect aspects of health not captured by other measures (such as incidence and severity of disease).

Source: Statistics Canada, Canadian Community Health Survey (CANSIM Table 105-0502).

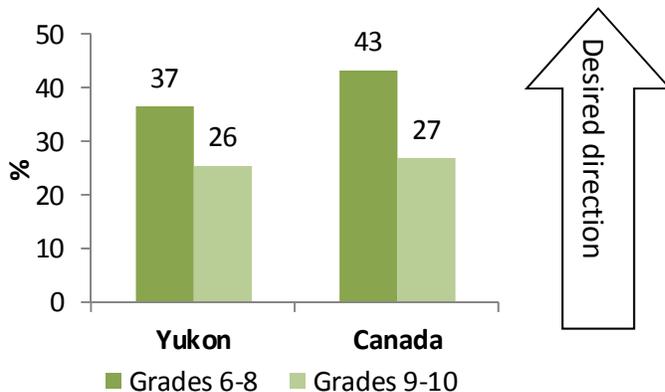
Indicator: % of 12 to 19 year olds reporting very good or excellent mental health (2011/12)



Rationale: Like self-rated overall health, self-rated mental health has been confirmed to be a reliable indicator of general mental health in a population. This measure provides an indication of the level of mental disorders, problems or distress.

Source: Statistics Canada, Canadian Community Health Survey (CANSIM Table 105-0502).

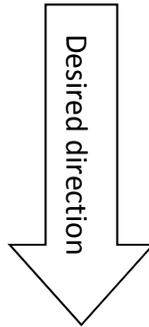
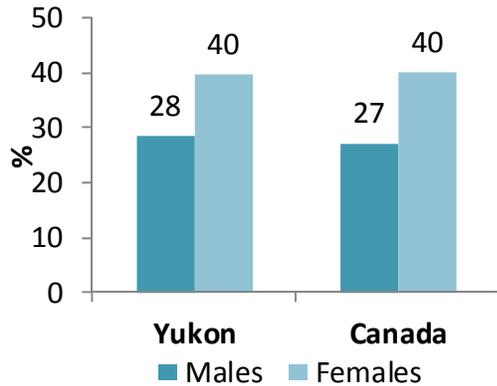
Indicator: % of Grade 6-10 Students in the Highest Category on the HBSC Emotional Well-Being Scale



Rationale: Higher levels of emotional and social well-being in children and youth are associated with increased chances of success, better health outcomes, and an increased ability to cope with challenges.

Source: Calculations based on 2009 Health Behaviours of School-Aged Children; Yukon-Canada Report

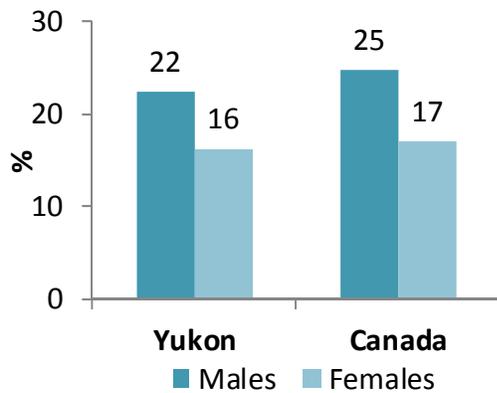
Indicator: % of Grade 6-10 Students in the Highest Category on the HBSC Emotional Problems Scale



Rationale: In contrast with high levels of emotional well-being, children with higher levels of emotional problems may experience poorer health outcomes and more difficulties at school and at home.

Source: Calculations based on 2009 Health Behaviours of School-Aged Children; Yukon-Canada Report

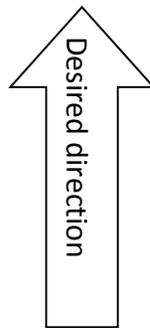
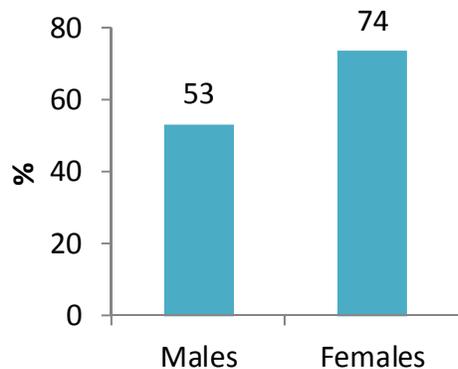
Indicator: % of Grade 6-10 Students Classified as Overweight or Obese



Rationale: Individuals who are obese during childhood are more likely to be obese in adulthood and are at increased risk for chronic diseases such as cardiovascular disease and arthritis, later in life. Children and youth who are obese may experience immediate health problems as well as emotional consequences associated with teasing, stigma and discrimination.

Source: Calculations based on 2009 Health Behaviours of School-Aged Children; Yukon-Canada Report

Indicator: % of Grade 6-10 Students in Yukon who Brush their Teeth More than Once a Day

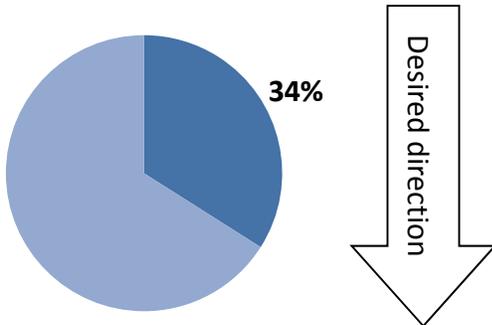


Rationale: Children with poor oral health are more likely to experience dental pain and to have attendance and performance issues at school. Oral health and dental plaque issues have also been linked with chronic diseases such as heart disease and diabetes, and with behavioural and developmental problems in children.

Source: Calculations based on 2009 Health Behaviours of School-Aged Children; Yukon Report

Learning and Development

Indicator: % of Yukon Kindergarten Students showing Vulnerability in One or More Areas of the Early Development Instrument

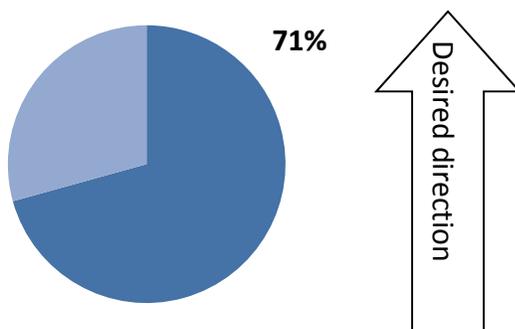


Rationale: The Early Development Instrument identifies vulnerabilities in five areas of child development that may affect success in school. Vulnerability at school entry can have long term negative impacts on academic achievement, economic prospects and more.

Child Development Area	% of Students Showing Vulnerability
Physical Health and Well-being Scale	20
Social Competence Scale	14
Emotional Maturity Scale	17
Language and Cognitive Scale	7
Communication Skills Scale	12

Source: Human Early Learning Partnership via Yukon Department of Education; Provided March 2013.

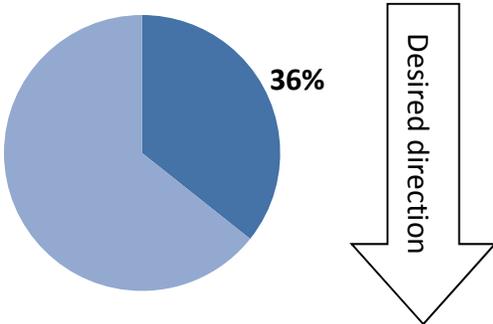
Indicator: % of Yukon Students who completed High School Six Years after Entering Grade 8 (2011/12)



Rationale: Health improves with every year of formal education. Dropping out of high school is associated with shorter life expectancy and increased risk of various chronic conditions. Failure to graduate from high school also limits employment and income prospects for the individual.

Source: Yukon Department of Education; Provided by A. Mahmoud, February 2013.

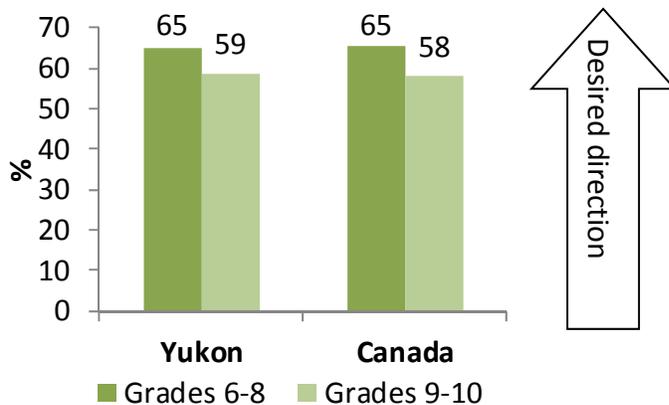
Indicator: % of Yukon Students with Chronic Absenteeism (2012-13)



Rationale: Chronic absenteeism from school can be both an indicator of social issues and a risk factor for future problems (such as poorer academic achievement; leaving school early; illegal activities; and poorer health outcomes). Students with frequent absences also have fewer opportunities to socialize with peers who may have provided positive influences.

*Source: Yukon Department of Education; Provided by S. Blakeley, October 2013.
Chronic absenteeism is defined as being absent more than 20 days per school year.*

Indicator: % of Grade 6-10 Students Who Feel Like They Belong at School



Rationale: Students who feel connected to school and have positive experiences with teachers and peers are less likely to engage in health-compromising behaviours (like smoking or using drugs) or to struggle with mental health problems. School belongingness is also associated with school achievement, attendance, and graduation.

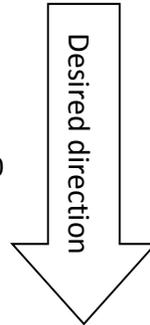
Source: Calculations based on 2009 Health Behaviours of School-Aged Children; Yukon-Canada Report

Safety and Security

Indicator: Injury Hospitalizations (via Emergency Room)—Children Aged 0 to 10 (2012/13)

29 Injury-related hospitalizations of children aged 0 to 10 in Yukon.

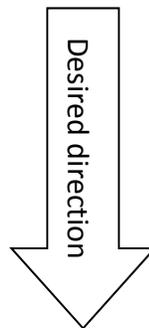
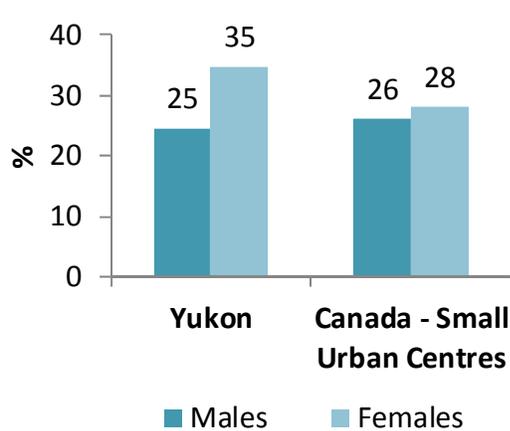
680 Injury hospitalization rate per 100,000 children aged 0-10, compared, for example, to a rate of 334 in Alberta in 2012/13.



Rationale: Unintentional injuries are the leading cause of death among children and adolescents in Canada and are largely preventable. While most injuries are minor or have limited consequences, serious injuries can lead to intensive treatment, ongoing health problems, and reduced quality of life.

Source: Hospitalizations – CIHI NACRS database – Admissions / Transfers / Deaths via ER for children aged 0-10, 2012/13; Population for calculating rate – Statistics Canada; 2011 Census (98-311-XCB2011021)

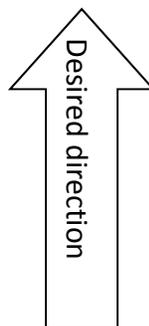
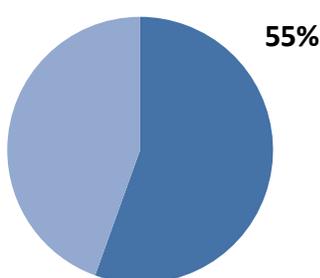
Indicator: % of Grade 9-10 Students Who have Ridden in a Vehicle Driven by Someone Who has been Drinking or Using Drugs



Rationale: Motor vehicle accidents are the leading cause of death for youth (aged 15-24) nationally, and alcohol is involved in about half of those accidents. ([MADD Canada. Overview – Youth and impaired driving.](#))

Source: Calculations based on 2009 Health Behaviours of School-Aged Children; Yukon Report and Canada Report

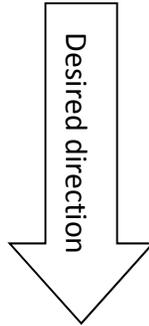
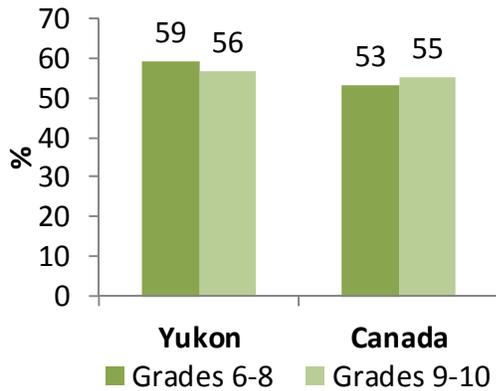
Indicator: % of 12-19 Year Old Yukoners Who Always Wear a Helmet When Riding a Bicycle (2011/12)



Rationale: While it may not be possible to prevent all risk of injury from activities associated with an active lifestyle, wearing a helmet while riding a bike reduces the risk of head injuries. Head injuries can result in ongoing physical, mental and psychological disabilities, and in the extreme, can be fatal.

Source: Statistics Canada, Canadian Community Health Survey (CANSIM Table 105-0502).

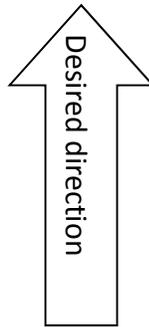
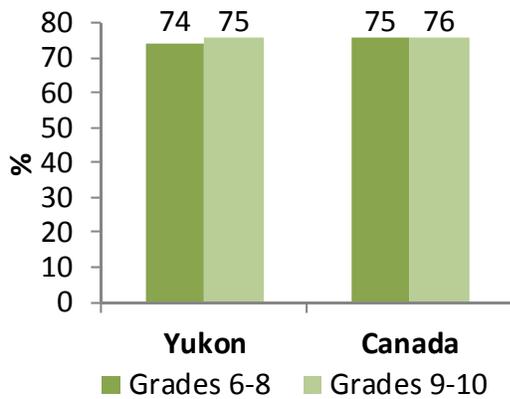
Indicator: % of Grade 6-10 Students Who Report Having Bullied Others



Rationale: Both the bully and his or her victim are impacted by the bully's aggression. Children and young people who bully may establish a pattern of aggression that continues into adulthood, and result in harassment and/or abuse of children, other family members, and co-workers.

Source: Calculations based on 2009 Health Behaviours of School-Aged Children; Yukon-Canada Report

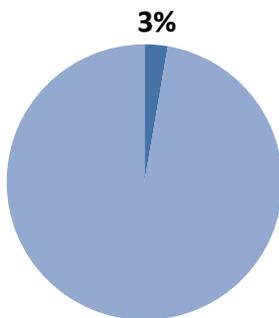
Indicator: % of Grade 6-10 Students Who Feel it is Safe for Younger Children to Play Outside



Rationale: Children who feel that their neighbourhood is safe may be more active outside of the home. Safety issues in a neighbourhood can reflect a lack of social cohesion (a feeling of solidarity and belonging in a community)—low social cohesion is associated with higher rates of behavioural and emotional disorders in children.

Source: Calculations based on 2009 Health Behaviours of School-Aged Children; Yukon-Canada Report

Indicator: % of Yukon Children and Youth under 19 Years of Age Who are in Care (2011/12)



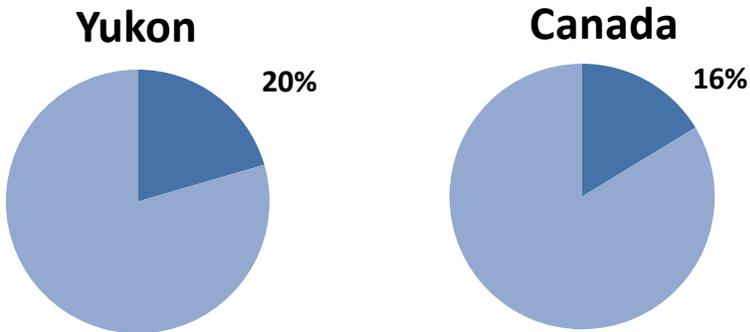
Rationale: Children who are in the care of Family and Children's Services are there due to concerns for their safety and/or well-being at home. As long as there are children in unsafe living situations, there will be a need to place children 'in care.'

However, children who are in care are more likely to face a variety of problems (emotional, behavioural, etc.) and are more likely to have ongoing issues through school and beyond. Having safe, nurturing homes for all children would be the ideal.

Source: Administrative Data; Family and Children's Services

Family Circumstances

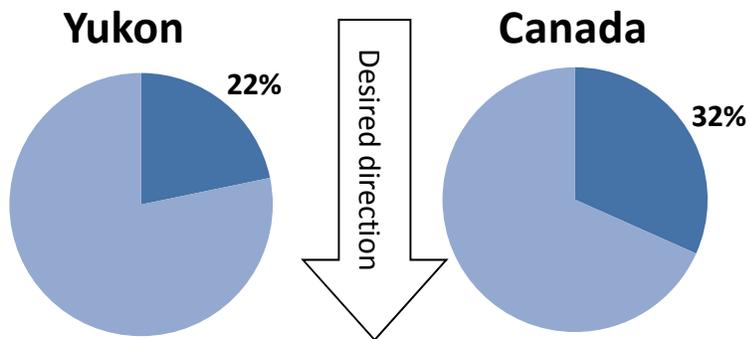
Indicator: % of Families Headed by a Lone Parent



Rationale: Lone-parent families are more likely than two-parent families to have low household incomes. In addition, single parent families may be unable to provide as much supervision and monitoring of their children. Unsupervised children may engage in more risk behaviours, and perform more poorly in school.

Source: Statistics Canada, 2011 Census (98-212-X2011019)

Indicator: % of Lone Parent Families in Low Income (2010)

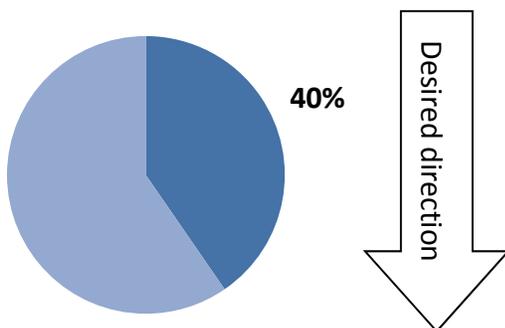


Rationale: Children in low income families are more likely to live in inferior dwellings or neighbourhoods, to face problems of family dysfunction, and to have delays in a number of important areas, such as mobility and vocabulary development. Low income and poverty are associated with poorer health outcomes.

Source: Calculations performed by S. Kinsella; Based on CANSIM Table 111-0015 (Statistics Canada).

Based on the Low Income Measure (or LIM). The LIM is a relative measure - families below the LIM have incomes of half the median family income (or less), adjusted for family size. This provides an indication both of the share of families who were substantially worse off than others, and of the level of inequality in a region.

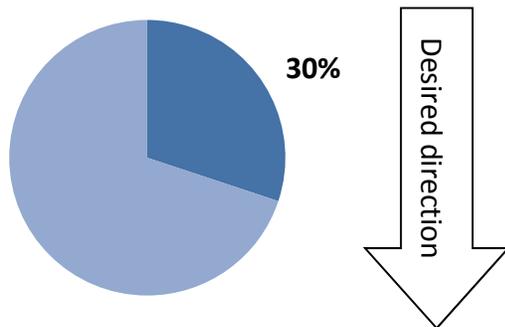
Indicator: % of Lone Parent Households in Yukon Experiencing at Least One Element of Food Insecurity



Rationale: Children in food insecure households (where there is either not enough food, or there is limited nutritious food) may be under-nourished, have less energy, and be less attentive at school.

Source: Dimensions of Social Inclusion and Exclusion in Yukon, 2010.

Indicator: % of Lone Parent Households in Yukon Experiencing School-Related Material Deprivation

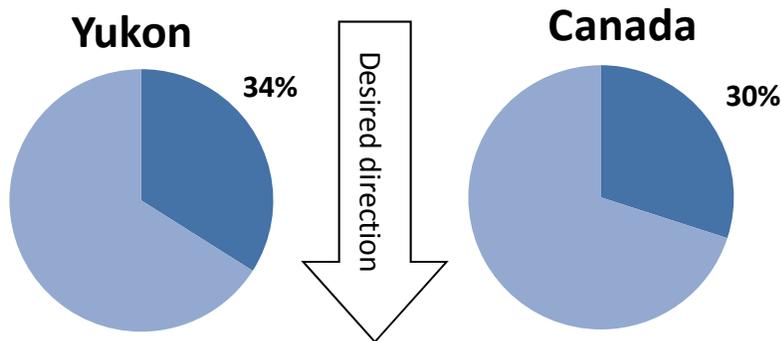


Rationale: Children experiencing material deprivation may be more likely to have academic difficulties, and may also experience social exclusion. Material deprivation may prevent children and youth from participating in field trips and other school activities for financial reasons. Households experiencing material deprivation may also be of lower socio-economic status, which itself is associated with poorer health outcomes.

Source: Dimensions of Social Inclusion and Exclusion in Yukon, 2010.

School-related material deprivation, as defined for this survey, is based on whether the family sometimes or often had trouble paying for school supplies, and/or if a child was unable to participate in extra school activities because of the expense.

Indicator: % of Lone Parent Households that Spent 30% or More of Income on Housing Costs



Rationale: Children in families for whom housing affordability is an issue may be more likely to face other forms of deprivation such as food insecurity, because a larger share of family income is devoted to housing.

Source: Statistics Canada, 2011 National Household Survey (99-014-X2011028)

Indicator: Admissions of Children into Transition Housing or Shelters (2009/10)

288

Child admissions to transition housing in Yukon compared to 39,208 nationally

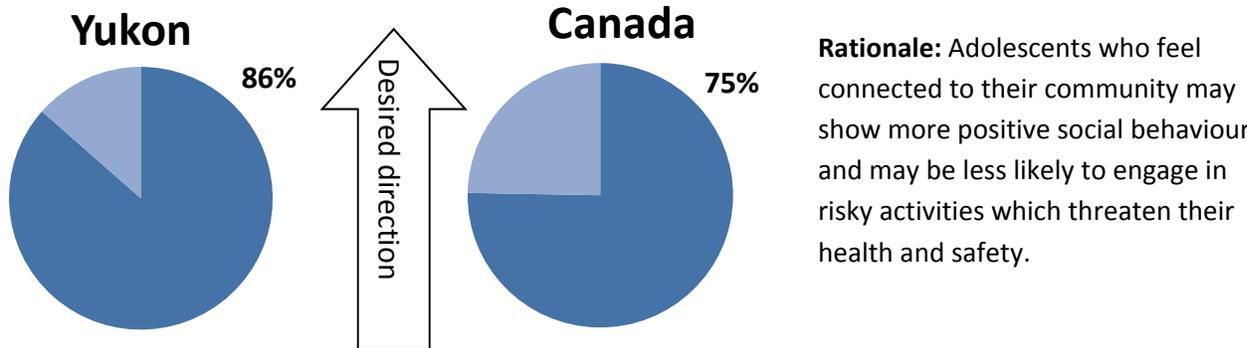
Rationale: Children living in transition homes, who do not have stable housing elsewhere, may be at greater risk of developmental and emotional difficulties. Both poverty and witnessing domestic violence in childhood, two circumstances for which transition housing may be needed, are associated with an increase in health risk behaviours and chronic disease in later life.

Like the indicator for children in care, the ideal scenario would see all children in stable, positive homes.

Source: Statistics Canada, Transition Home Survey (2009/10)

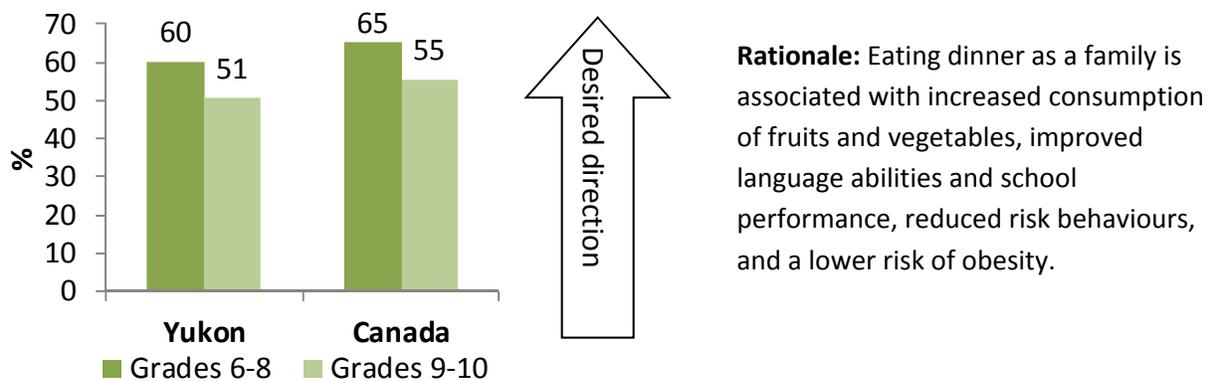
Social Connection

Indicator: % of 12 to 19 Year Olds Who Feel a Sense of Belonging to Their Local Community



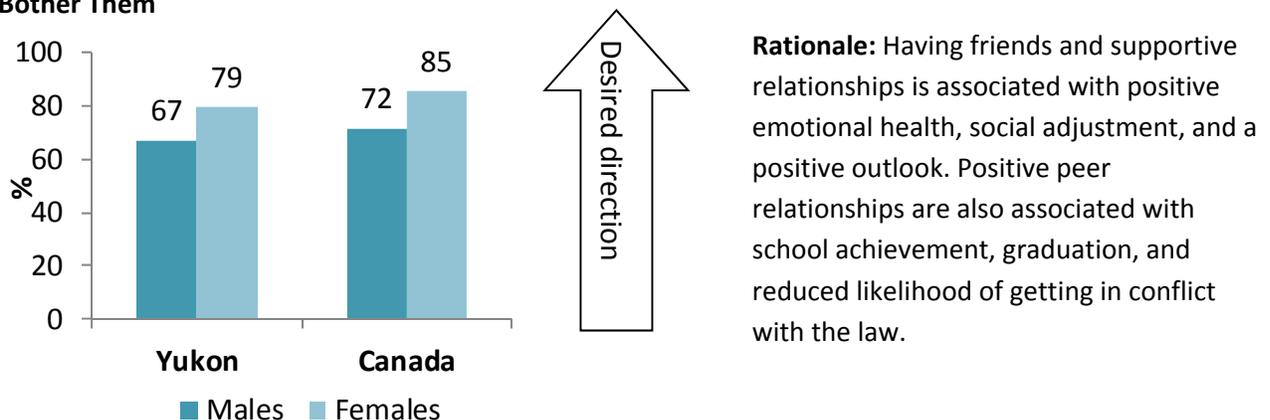
Source: Statistics Canada, Canadian Community Health Survey (CANSIM Table 105-0502).

Indicator: % of Grade 6-10 Students Who Have Sit-Down Dinners with their Family five or more days per week



Source: Calculations based on 2009 Health Behaviours of School-Aged Children; Yukon-Canada Report

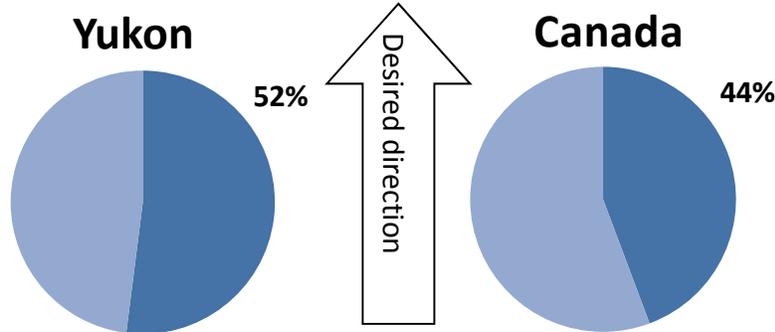
Indicator: % of Grade 6-10 Students Who Find it Easy to Talk to Same-Sex Friends about Things that Bother Them



Source: Calculations based on 2009 Health Behaviours of School Aged Children; Yukon-Canada Report

Health-Related Behaviours

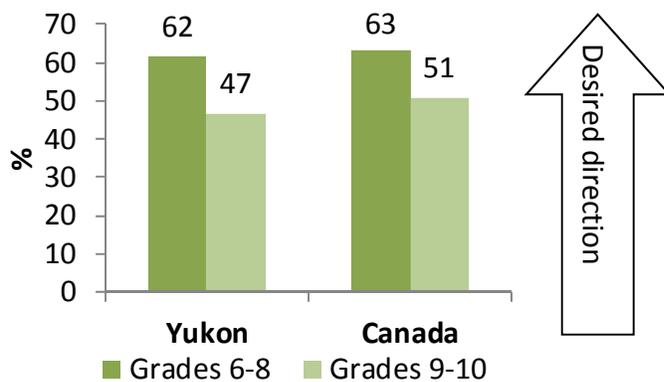
Indicator: % of 12 to 19 Year Olds Who Ate Fruits and Vegetables at Least Five Times per Day



Rationale: Diet is an important contributor to health and well-being at all ages. In addition to the immediate benefits of the nutrients in these foods, healthy eating patterns and preferences established early in life may carry over into adulthood, and reduce the risk of overweight and obesity as well as chronic disease.

Source: Statistics Canada, Canadian Community Health Survey (CANSIM Table 105-0502).

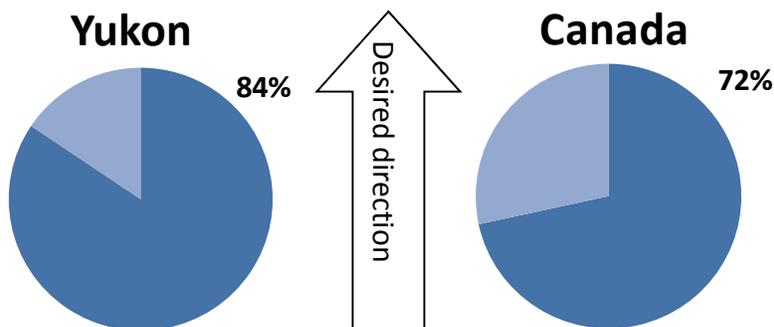
Indicator: % of Grade 6-10 Students Who Eat Breakfast all Five Days of the School Week



Rationale: Children and adolescents who eat breakfast regularly are more likely to have better nutrition, less likely to be overweight and tend to do better in school. In addition, eating breakfast can improve conditions such as depression and hyperactivity in children.

Source: Calculations based on 2009 Health Behaviours of School-Aged Children; Yukon-Canada Report

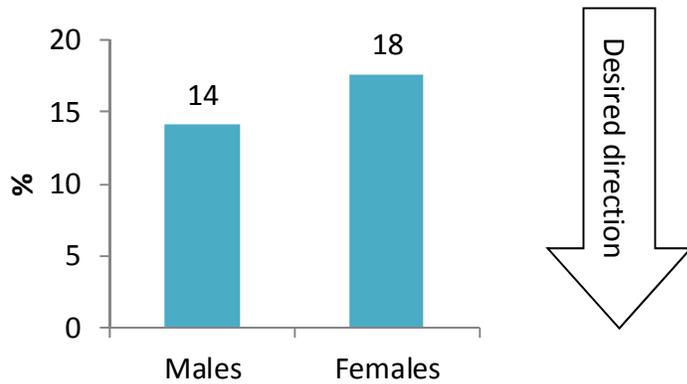
Indicator: % of 12 to 19 Year Olds Who Are at Least Moderately Active During Their Leisure Time



Rationale: Regular physical activity has multiple well-known benefits including reducing the risk of chronic conditions (such as cancer and heart disease); and promoting physical and mental well-being.

Source: Statistics Canada, Canadian Community Health Survey (CANSIM Table 105-0502).

Indicator: % of Grade 9-10 Students in Yukon Who Had Smoked Tobacco in the Last 30 Days

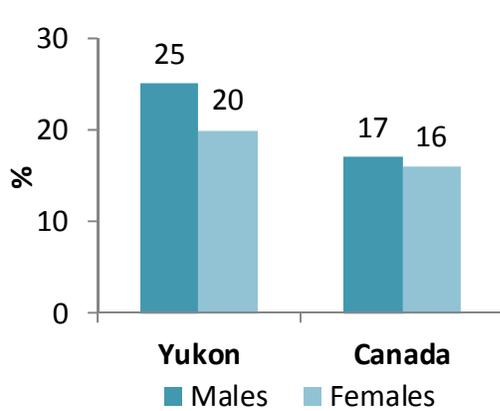


Rationale: The numerous health risks associated with smoking are well-known. Most adult smokers begin smoking in adolescence. On average, smoking may result in a lifespan reduction of as much as 13 years.

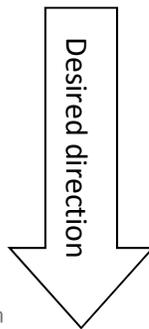


Source: 2009 Health Behaviours of School-Aged Children; Yukon Report

Indicator: % of Grade 9-10 Students Who Were Binge Drinking More than Once a Month

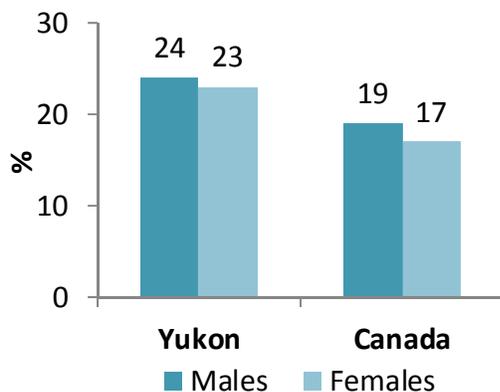


Rationale: Students who binge drink are more likely to engage in other risky activities such as impaired driving, smoking and drug use, and are also at increased risk of alcohol-related accidents and injuries, poor school performance and being a victim of dating violence.

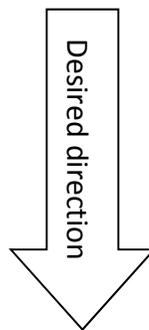


Source: 2009 Health Behaviours of School Aged Children; Yukon-Canada Report
Binge drinking is defined as having five or more drinks on one occasion (four or more for females).

Indicator: % of Grade 9-10 Students Who Used Cannabis in the Last 30 Days

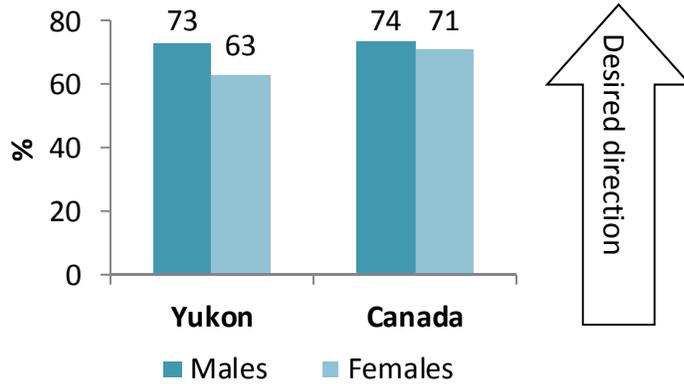


Rationale: Students who use cannabis regularly over a prolonged period may be at greater risk of poor academic performance or of dropping out of school. In addition, cognitive function and respiratory health may be negatively impacted by prolonged, regular use.



Source: 2009 Health Behaviours of School-Aged Children; Yukon-Canada Report

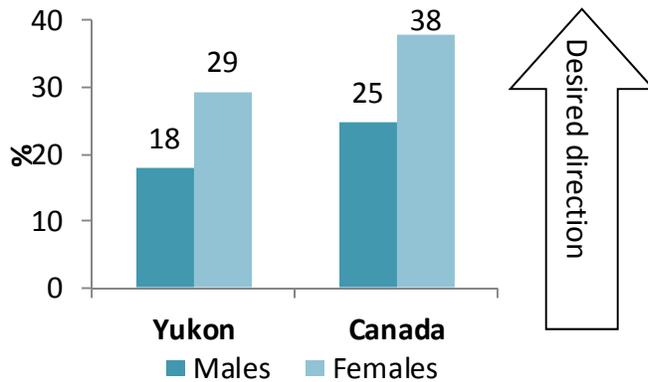
Indicator: % of Sexually Active Grade 9-10 Students Who Used a Condom Last Time They Had Sex



Rationale: In addition to the risk of sexually transmitted infections, unprotected sex can lead to unplanned pregnancy, which in turn can have long term health, social and economic impacts both for the parents and the children born to teens.

Source: 2009 Health Behaviours of School-Aged Children; Yukon-Canada Report

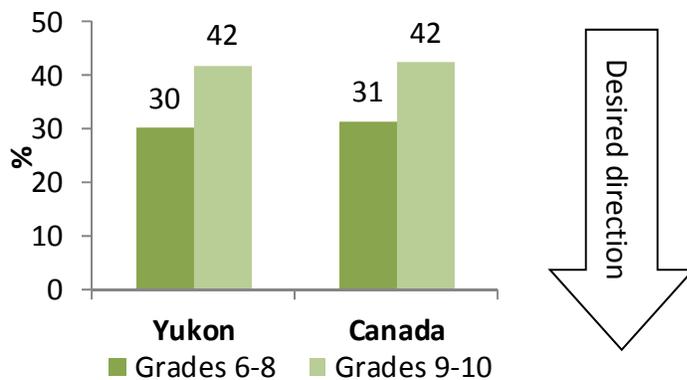
Indicator: % of Grade 6-10 Students in the Highest Category on the HBSC Prosocial Scale



Rationale: Youth who demonstrate prosocial values and behaviour (e.g., lending; sharing; helping; complimenting others), tend to be more satisfied with life and are less likely to engage in risks such as unsafe sex or drug use.

Source: Calculations based on 2009 Health Behaviours of School-Aged Children; Yukon-Canada Report

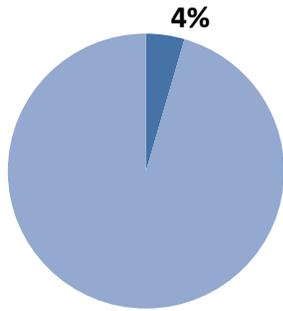
Indicator: % of Grade 6-10 Students in the Highest Category on the HBSC Behavioural Problems Scale



Rationale: The behaviour included in this scale is similar to behaviour connected with *conduct disorder*, which is associated with poor outcomes (in both physical and mental health) into adulthood. Teenage girls with conduct disorder, for example, are more likely to have issues with substance abuse and addictions, poorer self-reported health, unsafe sexual practices and more.

Source: Calculations based on 2009 Health Behaviours of School-Aged Children; Yukon-Canada Report

Indicators: % of 12 to 17 Year Olds in Yukon Who Were Young Offenders (2011/12)



Rationale: Young people who encounter the justice system during their teen years may also be more likely to have conflicts with the law as adults (with impacts at both an individual and societal level).

Source: Number of Young Offenders – Administrative Data; Youth Justice; Population aged 12-17 – Yukon Bureau of Statistics Population Estimates, June 2012.

Commitments we have made on the national scene

Yukon has a seat at many Federal-Provincial-Territorial and Provincial-Territorial tables that are concerned with the health and well-being of children. Yukon has endorsed the following key policy documents.

Pan-Canadian Joint Consortium for School Health. 2005 (renewed 2010)

In 2005, provincial and territorial Ministries of Education and Health and the Public Health Agency of Canada established the Joint Consortium for School Health “to facilitate a comprehensive and coordinated approach to health promotion in the school setting... to better accomplish mutual goals and support shared mandates regarding the promotion of the health of children and youth in Canadian schools.”

Creating a healthier Canada: Making prevention a priority Declaration on Prevention and Promotion September 2010

“Through this Declaration on Prevention and Promotion, we [the Ministers of Health and of Health Promotion/Healthy Living of Canada] express our view that the promotion of health and the prevention of disease, disability and injury are a priority and necessary to the sustainability of the health system.

“We collectively declare our vision for a Canada in which governments work together and with private, non-profit, municipal, academic and community sectors, and with First Nations, Inuit and Métis peoples, to improve health and reduce health disparities and to build and influence the physical, social and economic conditions that will promote health and wellness, and prevent illness so that Canadians can enjoy good health for years to come.”

Curbing Childhood Obesity: A Federal, Provincial and Territorial Framework for Action to Promote Healthy Weights September 2010

“Our vision: Canada is a country that creates and maintains the conditions for healthy weights so that children can have the healthiest possible lives.”

Strengthened Pan-Canadian Healthy Living Strategy Framework, 2010

“The vision is a healthy nation in which all Canadians experience the conditions that support the attainment of good health. The twin goals are to improve overall health outcomes and to reduce disparities in health among Canadians.”

Council of the Federation—Focus on Families, July 21, 2011

“Premiers today lent their collective voice to emphasize the importance of families in the decisions their governments make and discussed how to address some of the many challenges Canadian families face. Premiers released a backgrounder showcasing some initiatives launched in their jurisdictions to promote wellness and stronger families.

“Key areas:

- Helping Parents and Ensuring Children have a Good Start
- Opportunities for Youth
- Healthy and Active Families
- Active and Independent Seniors
- Volunteer and Non-Profit Sector”

Multi-Sectoral Framework for Action on the After-School Time Period, July 2012

“The ministers [responsible for sport, physical activity and recreation] endorsed the Multi-Sectoral Framework for *Action on the After-School Time Period*, which identifies five shared areas for action, as well as opportunities for collaboration to increase physical activity and reduce sedentary activities or other unhealthy and even high-risk behaviours in the after school hours. They directed officials to work with their colleagues in health, education and other sectors, including the private sector, to explore ways to further support healthy active living and help children and youth have the healthiest start in life possible.”