



# COVID-19 CHILD AND YOUTH WELL-BEING STUDY: Canada Phase One Report



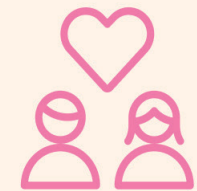
Prepared by Maximum City  
June 2020





# Listen to kids now so we can help them later.

TAKE THE COVID-19  
WELL-BEING SURVEY  
For ages 9-15 and a parent



[maximumcity.ca/wellbeing](https://maximumcity.ca/wellbeing)

Maximum City is a multidisciplinary team of designers, teachers and urban planners who are committed to a better urban future. We have worked on child and youth engagement, urbanism and education issues in Ontario and beyond for over a decade. For more information, please visit: [maximumcity.ca](https://maximumcity.ca)

# Canada Phase One Report

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# Introduction

There is no precedent for what children and youth experienced in the spring of 2020 during the first wave of the COVID-19 pandemic. Illness, isolation, economic insecurity, school closures and mobility restrictions turned daily life upside down in a matter of a few weeks for kids and teens around the globe. In order to mitigate the impact of this disruption, the United Nations has recognized that efforts must be made to safeguard young people's development and well-being, both during and emerging from the pandemic. It is critical that data are collected and used to inform an effective and equitable response and recovery strategy, recognizing the unique impacts of COVID-19 physical distancing, school closures and social disconnection on vulnerable populations such as children and youth.

This study collects and analyzes the behaviours, feelings and opinions of Canadian children and youth during the COVID-19 pandemic, as reported by children and youth themselves. The goal of the study is to listen directly to kids and teens in order to help understand the impacts of COVID-19 disruptions, uncover gaps in support, and promote healthy development. Ultimately, the study findings and recommendations offer an understanding of some of the policy implications of self-reported behaviours and well-being outcomes for children and youth in different regions and segments of the population in Canada.

The downstream impacts of the COVID-19 pandemic on children and youth must be measured and understood in order to be effectively addressed. More engagement and consultation with children and youth should take place on COVID-19-related matters that affect them so deeply.

A total of 616 nine- to 15-year-olds across Canada participated in this study by completing a thorough online survey in May 2020, for a combined total of 932 participants including the parallel Toronto-based study.

The findings and recommendations from the study are being provided directly to government agencies, school boards and other organizations that support child well-being and development. They will also be submitted for presentation and publication.

## Methodology Highlights

- The online survey was conducted in English and French from May 8 to 28.
- 616 Canadian residents ages nine through 15 and a parent or guardian were recruited from Canadian Viewpoint's online panel.
- The online survey included 15 background and demographic questions for a parent or guardian, and over 50 questions for one child or teen per household to self-report on their experiences and opinions during the COVID-19 pandemic.
- Survey respondent demographics closely align with household income levels, racial backgrounds and provincial population distribution across Canada. A breakdown of respondent demographics is available in Appendix A: Methodology of the full report.
- This Phase One Report presents the overall findings of the study, while a deeper analysis of the data by regions and segments will continue throughout the summer of 2020.
- A parallel study of the Toronto Census Metropolitan Area was conducted at the same time and was reported on separately.

For questions, please contact the study lead  
Josh Fullan - [josh@maximumcity.ca](mailto:josh@maximumcity.ca)

# Child and Youth Engagement

A guiding principle of Maximum City's work is to ensure the inclusion and meaningful participation of children's voices in data collection and decision-making processes that can impact their lives. In times of crisis such as the COVID-19 pandemic, this principle becomes a deeper moral responsibility. Our study recognizes children's right to participate and be heard,<sup>1</sup> and spells out the urgency and necessity of including their input in COVID-19 recovery policy and practice. While many studies seek participation and input from other demographics and cohorts, this research focuses on collecting and amplifying children's voices so that their authentic lived experience can be used as evidence in the recovery strategy. Their testimony will inform the best way forward to mitigate negative impacts on their daily lives and behaviours, and enhance their development and well-being.

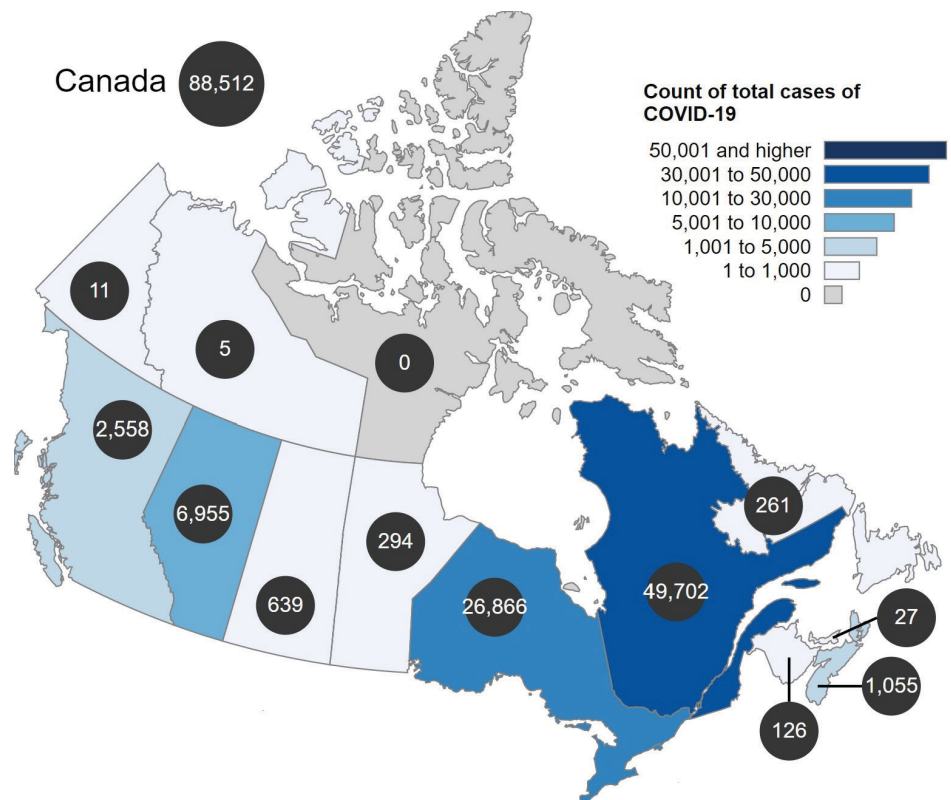
## COVID-19 in Canada

The first Canadian case of the novel coronavirus was reported in late January 2020 and by March 22 every province and territory had declared a state of emergency, with school closures and restrictions on travel and non-essential trips outside the home. This continued until the middle of May or longer in most provinces. In Quebec, with the exception of Montreal, elementary schools began reopening on May 11. Schools in other provinces remained closed until after this study's survey closed in late May, when provinces were at various initial stages of a phased re-opening.

<sup>1</sup> <https://www.ohchr.org/en/professionalinterest/pages/crc.aspx>

As of May 28 when the study's survey closed, Canada had 88,512 cases and 6,877 deaths.<sup>2</sup> According to Public Health Canada, fewer than 100 children and teens had to be hospitalized due to COVID-19, and no Canadian under the age of 19 had died because of it.

Canada's COVID-19 Cases on May 28, 2020



<sup>2</sup> <https://www.canada.ca/en/public-health/services/diseases/2019-novel-coronavirus-infection.html>

# Key Findings

According to Canadian children and youth, the experience of living through the COVID-19 pandemic impacted them differently, to varying degrees, and both positively and negatively. The resulting changes in behaviour and well-being outcomes, and levels of school engagement, were distinct among groups and at times nuanced within individuals. Clear patterns and lessons emerged, however. Some kids and teens reported doing just fine, while some thrived under their new academic, social and family circumstances. Others struggled with the lack of school support and structure, increased time with technology, restricted mobility, reduced physical activity and social disconnection.

These differences are important to understand individually but in the aggregate point to one overarching recommendation for policy- and decision-makers: all children and youth will need a response and recovery strategy that is not simply a return to what was considered normal before COVID-19. A strong recovery must focus broadly on social reconnection for all young Canadians and intentionally on the mental, emotional and physical health of those who were most adversely impacted. It should also capitalize on the momentum of discoveries revealed by those who were the most resilient or reached their potential. Making the response a blunt instrument when the impacts are so varied and unevenly distributed, and the circumstances still dynamic, would be a mistake.

In terms of how their behaviour has changed during the pandemic, the majority of Canadian children and youth are sleeping more while almost a third are spending more time trying to fall asleep. An overwhelming majority are spending more time using technology and more than half are less physically active. With the disruption of conventional routines caused by the pandemic, some kids and teens are spending more time doing things that make them happy. Almost half of kids and teens are going out less once a

day, and the same amount feel like they are not spending enough time outside or connecting with nature. Kids and teens want time away from screens, more time outside, more time playing and exercising, and more time for social interaction with their peers.

In terms of what they are feeling during the pandemic, some Canadian children and youth are worrying more, and many are specifically worried that someone they care about will get COVID-19. They are also experiencing a range of feelings more intensely — boredom, sadness, happiness, calm, and worry. More than a quarter of kids and teens report positive effects of the pandemic on their lives, such as more time with family, less stress at school, or more freedom to pursue their interests. Many kids and teens feel like they are missing important life events or moments because of COVID-19.

Schooling during the pandemic is missing the mark for many Canadian children and youth, while others are enjoying remote learning. The majority of kids and teens are spending less time on schoolwork and almost half find school less interesting than before COVID-19. Some kids and teens do not have what they need to effectively complete their schoolwork at home, and what is often missing is a computer or lessons. Other kids miss the dynamism that in-person school offers: interaction with teachers and peers, extra- and co-curricular activities, rigor and variety. Many kids and teens want improved and more engaging online instruction, along with more structured and personalized support to improve remote learning. Some are worried that next year will be harder because of filling the learning gap, and are anxious about the uncertainty of how school will be delivered.

Quality family time is increasing across many Canadian households during the pandemic, resulting in better relationships. Many children and youth appreciate the extra time and deeper connection with



## Key Findings continued

family members and are getting along within their household more than before COVID-19. Some kids and teens are not spending enough time talking or connecting with friends, while a quarter are spending too much time alone. An overwhelming majority of kids and teens report having an adult family member they can talk to about how they are feeling, and many have a friend who can play the same role.

Many kids and teens want Canadian government and school leaders to keep things closed as long as necessary to prioritize safety above everything else, including the economy and their schooling. Others want things opened up as soon as possible, especially parks and schools. Many kids and teens expressed words of encouragement for the good job their leaders are doing but want improved and more engaging online instruction as part of any ongoing remote learning. Some kids and teens want the government to enforce physical distancing more strictly and provide more financial support to those in need.

When providing advice to their peers, Canadian kids and teens suggested the three most important strategies to get through this challenging time are to stay calm and positive, to do your part to stop the spread of COVID-19, and to make time to have fun or do something you enjoy. They also suggested strategies such as connecting with friends to talk about what you are feeling, and treasuring additional time with family. Many kids and teens showed empathy and a desire to help their peers and society more broadly.

Children and youth want to be engaged and asked about their experiences and opinions during a time of crisis like the COVID-19 pandemic. They have important perspectives to contribute, and the

process of talking through and sharing these perspectives in the survey questionnaire was beneficial for many of them. The following comments are common examples of the type of feedback received:

- “I feel like this survey is a good way to think and reflect on what we are doing at this difficult time.”
- “More surveys where kids can express themselves.”
- “This is good for all of us. Thank you.”

Finally, the negative impacts of COVID-19 on the behaviour and well-being outcomes of Canadian children and youth are worse in big cities like Toronto. Compared to other Canadian kids and teens, young people in Toronto have fewer places to play or exercise outside of their home and less space to play inside. They go outside less frequently and feel less safe when they do go outside. Toronto kids and teens are less physically active and spend more time worrying compared to their Canadian peers, and are more worried about their families having enough food and a safe place to live. Their self-reported well-being outcomes, such as negative feelings they are having more strongly since the pandemic began, are also slightly to moderately worse.

All of this is troubling for an urban nation like Canada where over 80% of the population lives in cities and nearly two in five people live in the country's 15 largest municipalities. A dedicated policy response is necessary for large urban areas. A deeper analysis of this data by small, medium and big cities is underway and will be reported on later in the summer of 2020.

## Feelings and Emotions



Many kids and teens **77% are worried** that someone they care about will get COVID-19 while more than half **58% are worried** they will get it themselves.



An overwhelming majority of kids and teens **87%** feel like they **understand** what is happening with COVID-19 and where to **find information** they can understand and trust **83%**.



An overwhelming majority of kids and teens **90%** prefer to get **information about COVID-19 from their parents** while some **16%** prefer to get it **from social media**.



More than a quarter of kids and teens **26%** feel that the COVID-19 pandemic has had **some positive effects on their lives**, with the most commonly cited positive effects being **more time with family** and **more time to pursue their interests**.



Almost a third of kids and teens **32%** are **worrying more**.



Kids and teens are feeling a range of emotions more intensely during COVID-19. Some kids and teens report feeling more **bored 34%**, **worried 27%**, **calm 29%**, **rested 28%**, and **happy 24%** than before the pandemic. **15%** are feeling **sadder and more tired**.



Many kids and teens **77%** feel like they are **missing important life events or moments**.

## Activities



The majority of kids and teens **51%** are **sleeping more** while almost a third **31%** are spending **more time trying to fall asleep**.



An overwhelming majority of kids and teens **83%** are spending **more time using technology** while more than half **53%** are spending **less time being physically active**.



Some kids and teens **40%** feel like they are spending **too much time using technology**.



Some kids and teens **42%** are spending more time **doing things that make them happy**.



Over a quarter of kids and teens **26%** feel like they are **not spending enough time playing**.



Nearly half of kids and teens **49%** feel like they are **not spending enough time being physically active**.



Almost half of kids and teens **47%** are **going outside less than once a day** while more than half **57%** are **going outside at least once a day**.



Nearly half of kids and teens **47%** feel like they are **not spending enough time outside** or **49%** **connecting with nature**.



Many kids and teens **83%** report that they have **enough places to play or exercise outside of their home** or **82%** **inside their home**.



When they do go outside, few kids and teens are going outside alone **10%** or with friends **7%**.



Many kids want **more help staying physically active** or exercising, and **greater access to activities and more effective schooling** to improve their time at home.

# School and Learning



The majority of kids and teens **53%** are spending **less time on schoolwork**.



The majority of kids and teens **52%** with extra support needs are **not receiving the supports** they need during COVID-19.



Some kids **41%** **enjoyed school a lot** before the COVID-19 pandemic.



Some kids and teens **45%** find school during the pandemic **less interesting** while others **16%** find it **more interesting**.



Some kids and teens **32%** find schoolwork **less stressful** while others **30%** find it **more stressful**.



Some kids and teens **39%** find it **harder to concentrate** on schoolwork and learning during the pandemic.



An overwhelming majority of kids and teens **95%** have **someone who can help with their schoolwork** to some degree, and the helper is usually a **parent or guardian**.



Some kids **19%** **do not have everything they need** to complete their schoolwork and learning at home, and what is often missing is a computer or lessons.



More than three quarters of kids and teens **76%** have a **space at home** where they can concentrate, work on their schoolwork, and learn.



The majority of kids and teens **51%** are **worried about missing school** because of the COVID-19 pandemic while some **39%** are **not worried about missing school**. Kids and teens who are worried about missing school are most worried about missing their friends and teachers. They are also worried about falling behind in their learning or failing a class or grade.



Many kids and teens want time to connect with their peers during online learning and want synchronous lessons where they can see and interact with their teachers.



Many kids want improved and more engaging online instruction.



Some kids and teens would like more varied learning strategies that reach and engage all learners.



Many kids and teens want more structured and personalized support to improve remote learning.



Some kids want more accountability and rigor, along with clear expectations, in their remote learning.

## People and Relationships



Many kids and teens **71%** feel like the amount of **time they are spending with family is just right.**



Some kids and teens **38%** feel like they are **not spending enough time talking or connecting with friends.**



A quarter of kids and teens **25%** feel like they are **spending too much time alone.**



An overwhelming majority of kids and teens **92%** have an **adult family member they can talk to about how they are feeling.**



Many kids and teens **77%** have a friend they **can talk to about how they are feeling.**



Many kids and teens **61%** have a pet **who helps them feel better.**



More than half of kids and teens **55%** report **feelings of empathy for others** during the COVID-19 pandemic.



Some kids and teens **23%** are **getting along more** with their household during the COVID-19 pandemic while others **12%** are **getting along less** with their household during the COVID-19 pandemic.



Many kids and teens want to help their friends by talking and listening to them.

61% of Canadian Kids and Teens Have a Pet Who Helps Them Feel Better During COVID-19

## Needs



Many kids **69%** want to get help during COVID-19 from online videos or written materials while some **11%** want to get help from an online peer support group.



Almost a quarter of kids **24%** are worried about their family having enough food to eat and a safe place to live.



Some kids and teens **11%** do not have enough places to play or exercise outside their home or **11%** enough space to play inside their home.



Some kids and teens **15%** do not feel safe when they go outside.



# Recommendations

The following is a working document of recommendations that will be expanded as the study's analysis continues. They focus on what we heard from kids and teens across the country and are intended to be complementary to other evidence-based guidance and recommendations for a strong response and recovery strategy. They presume that most Canadian schools in September 2020 will include hybrid learning and cohorting.

AVOID	INCLUDE	INCREASE	INVEST IN
<ul style="list-style-type: none"> <li>🚫 A return to the status quo</li> <li>🚫 Waiting to act until things return to normal</li> <li>🚫 Assuming that impacts are evenly distributed</li> <li>🚫 Assuming that impacts are all negative</li> <li>🚫 Rushing to fill the learning gap</li> <li>🚫 Quantity over quality of school instruction</li> <li>🚫 Overprogramming of life beyond school</li> <li>🚫 One-size-fits-all solution for different contexts</li> <li>🚫 Inconsistent messaging or unclear expectations</li> <li>🚫 Opening up services or schools again before it is safe to do so</li> </ul>	<ul style="list-style-type: none"> <li>👍 Focus on what can be done differently and better right away</li> <li>👍 Time and support to talk about experiences</li> <li>👍 Time and support for play and other activities</li> <li>👍 Time outside and in nature</li> <li>👍 Time away from screens</li> <li>👍 Time for social connection with friends and community</li> <li>👍 Time with family</li> <li>👍 Celebration of milestones and achievements</li> <li>👍 Opportunities to continue passion projects</li> <li>👍 Opportunities to continue social impact projects</li> <li>👍 Monitoring and re-assessing</li> </ul>	<ul style="list-style-type: none"> <li>+ Synchronous learning and collaboration</li> <li>+ Interaction with teachers and among peers</li> <li>+ Rich and deep learning tasks</li> <li>+ Outdoor lessons</li> <li>+ Project-based learning</li> <li>+ Play-based learning</li> <li>+ Place-based learning and neighbourhood inquiry projects</li> <li>+ Variety of instructional strategies and tools</li> <li>+ Student choice and voice</li> <li>+ Authenticity and agency</li> <li>+ Rigor, accountability and meaningful assessment</li> <li>+ Understanding of well-being</li> <li>+ Resources for students with extra support needs</li> <li>+ Programs and activities for remote and in-person participation</li> </ul>	<ul style="list-style-type: none"> <li>\$ Outdoor classrooms, naturalized playgrounds, and play equipment</li> <li>\$ High speed-internet and computers</li> <li>\$ Online videos, materials and forums for support</li> <li>\$ Mental and emotional health and well-being supports</li> <li>\$ Training and support for teachers and program staff</li> <li>\$ Peer mentors and councillors</li> <li>\$ Health and safety protocols</li> <li>\$ Parks and public spaces</li> <li>\$ Community partnerships for sharing outdoor and indoor spaces</li> <li>\$ Walkable communities</li> <li>\$ Streets for play</li> <li>\$ Financial support for families in need</li> </ul>

# Canadian Kids and Teens Speak Up to Government Leaders about COVID-19

Make high-speed internet available in all communities.  
Drumheller, AB

Caring about others who have less is what a good Premier should do.  
Toronto, ON

Please understand that even though we are home to be safe, many kids are starting to stress about not being able to see other faces at all.  
Calgary, AB

Please help the people who are deeply affected by COVID.  
Regina, SK

I think more sophisticated bike lanes would help the city.  
Toronto, ON

Open the playgrounds and parks. We need to play and exercise.  
Toronto, ON

Keep up the great work!!  
Vancouver, BC

Don't let kids back unless it is safe.  
Winnipeg, MB

Find a solution to help single parents because rent is very expensive!  
Toronto, ON

Think about the people first, not the economy.  
Halifax, NS

I would like our government to be prepared next time, so fewer of my friends and businesses in the community are left scrambling.  
Pincher Creek, AB

Thank you for keeping us safe.  
Kitchener, ON

Give advice to young people on how to stay physically active.  
Laval, QC

Too much conflicting information. First we were told no masks, then they told us to wear them. Now no one knows...  
Lakeshore, ON

Be honest and give us the information we need to stay safe.  
Montreal, QC

# Canadian Kids and Teens Speak Up to School Leaders about COVID-19

If our school decisions could respect students' individuality and unique needs more, that would be great.

Pincher Creek, AB

Remember this: don't just go back to what was normal beforehand.

Pincher Creek, AB

You are working hard. We thank you!

Toronto, ON

To the school principal: thank you for sending emails every week and caring about the kids!

Toronto, ON

Your professional guys should speak to us children and then organize online classes differently.

Toronto, ON

Don't make us go back to school until it's safe. I want to see my Grammy this summer, but I can't if we get sick.

Prince Rupert, BC

We need a better learning system. I will be going into high school next year and I don't feel ready with this online learning.

Toronto, ON

Kids need different ways of learning. Not just a computer.

Medicine Hat, AB

Make it possible for parents and children to work and do school from home more regularly after Covid. It was much more relaxed, less stressful and quality family time was spent.

Richmond, BC

Make sure that when we go back to school, we have lots of opportunities to connect socially with our friends. We have missed each other!

Calgary, AB

I am afraid of going back to school in the fall because of COVID-19. I think the government should have options for kids to continue with online learning at home with help from the teachers.

Burlington, ON

I need my school.

Saint John, NB

We are living for real instead of just going to school. I am finally doing interesting stuff and learning new things.

Senneterre, QC

# Part 1



## 2. Part 1: Kids' and Teens' Understanding and Feelings About COVID-19

### 2.1. COVID-19 Understanding and Concern

Canadian kids and teens feel like they understand what is happening with COVID-19 and know where to find information they can understand and trust.

- 87% feel like they understand what is happening with COVID-19.
- 83% know where to find information on COVID-19 that they can understand and trust.

More than half of Canadian kids and teens are worried about getting COVID-19 themselves, and even more are worried someone they care about will get it.

- 58% are worried about getting COVID-19 themselves, while 77% are worried someone they care about will get COVID-19

**Chart 1: Kids' and Teens' Understanding and Concerns About COVID-19 (n=615)**

	Agree	Agree a little	I don't disagree or agree	Disagree a little	Disagree	I don't know	I don't want to answer
A. I feel like I understand what is happening with COVID-19. Row %	44%	43%	5%	3%	2%	2%	0%
B. I know where to find information on COVID-19 that I can understand and trust. For example, a website, a trusted adult, or another place you find information. Row %	52%	30%	8%	2%	3%	4%	0%
C. I am worried about getting COVID-19. Row %	20%	38%	11%	12%	17%	2%	0%
D. I am worried someone I care about will get COVID-19. Row %	41%	36%	9%	6%	7%	2%	0%

## 2.2. Positive Effects of the COVID-19 Pandemic

Some Canadian kids and teens reported that the COVID-19 pandemic has had some positive effects on their lives. The most commonly cited positive effects were the opportunity to spend more time with family and more time to pursue their interests.

- 26% feel like what is happening with COVID-19 has had some positive effects on their life.
  - 37% cited more time with family as a positive outcome
  - 20% cited not having to go to school or learning better from home as a positive outcome
  - 12% cited having more free time for activities they enjoy as a positive outcome
  - 9% cited staying at home as a positive outcome.
  - Other positive effects included more sleep, learning new skills, less stress and anxiety overall, and global environmental benefits from reduced carbon emissions.

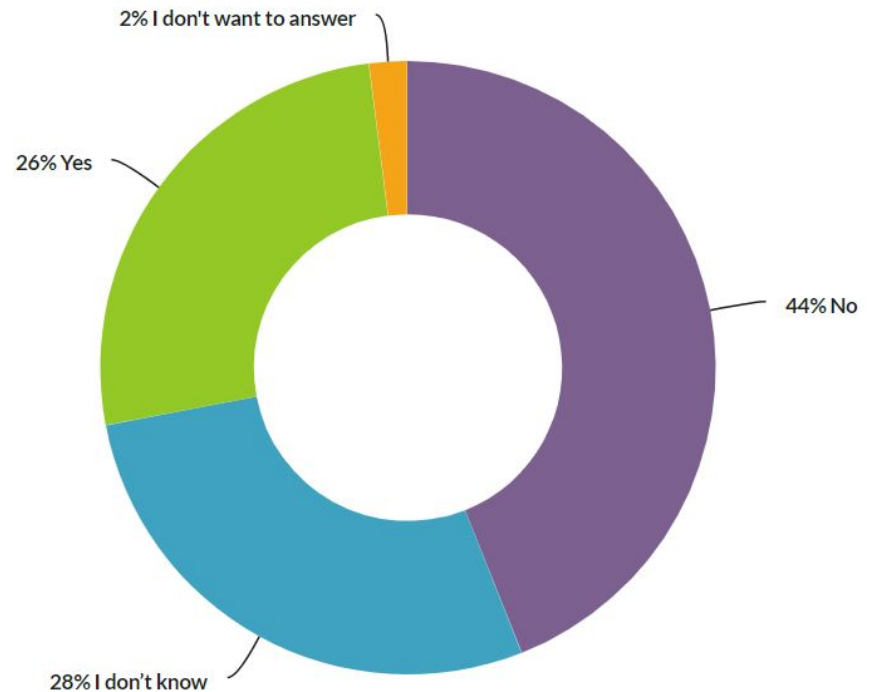
*"Eating great meals at home, more family time, less extra-curricular activities and rushing around."<sup>3</sup>*

*"I get to expand my mind doing things around the house. Started cooking."*

*"NO school. More farm time!"*

*"I spend more time with my family and the earth is healing."*

**Graph 1: COVID-19 Pandemic Has Had Some Positive Effects on My Life (n=613)**



*"Chance to get my sh\*t together, reflect on where I'm going with my life, take some time for myself without worrying about taking care of my friends, getting closer to my parents."*

*"Our family has more time together, I have more time to do things I like."*

<sup>3</sup> Verbatim quotes from kid and teen respondents are highlighted in blue text throughout the report.

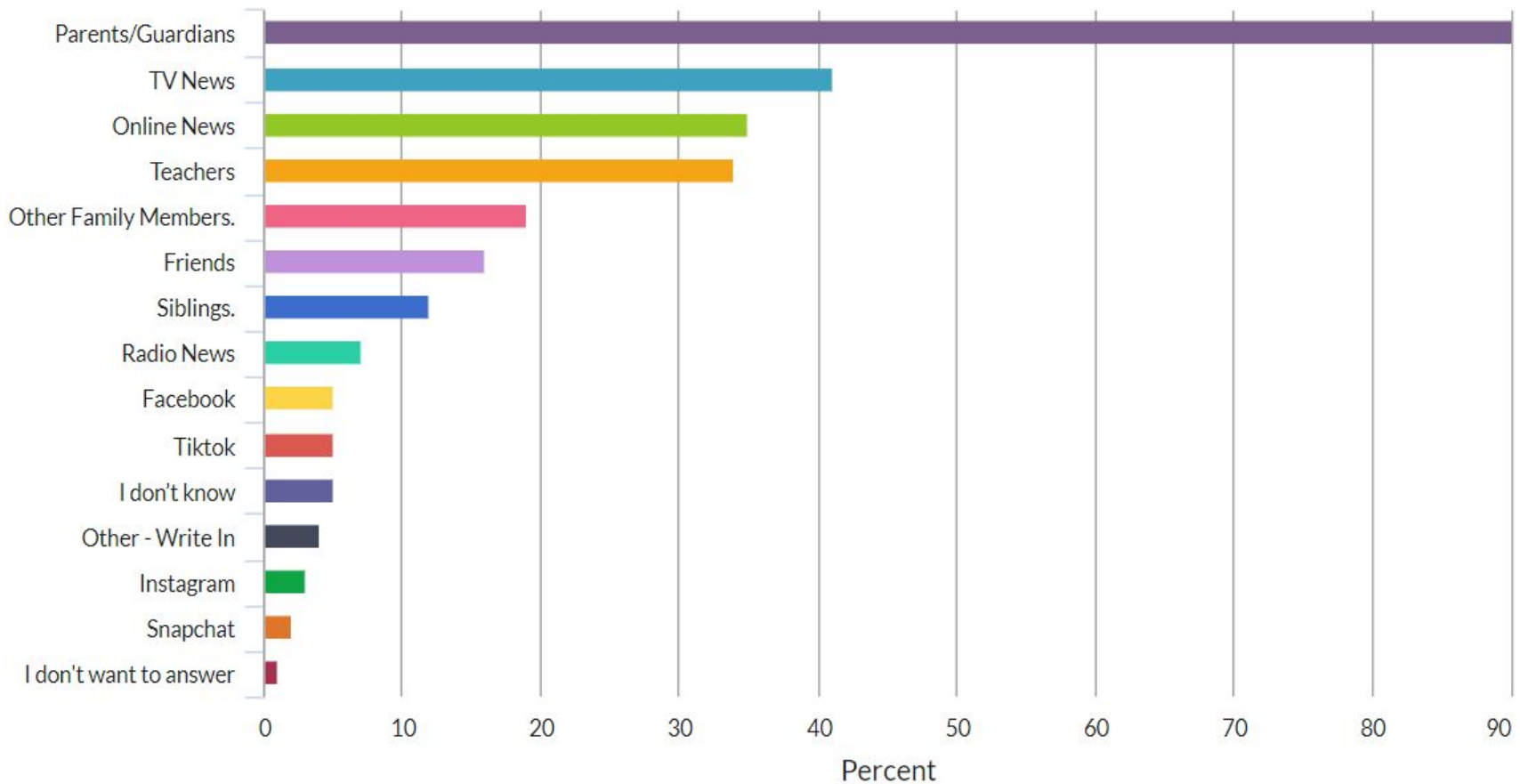
### 2.3. Getting Information About COVID-19

Most kids and teens want to get information about COVID-19 from their parents or guardians.

- 90% of kids and teens reported that their parents or guardians are one of the top three ways they would like to get information about COVID-19.
- Other preferred sources of information include TV news (41%), online news (35%), and teachers (34%).
- 16% of kids and teens prefer to get information on COVID-19 from social media platforms like Tiktok, Instagram, Facebook, or Snapchat.

**Graph 2: Kids' and Teens' Preferred Sources for Getting Information About COVID-19 (n=616)**

*Instructions: Select the top 3 ways you would like to get information about COVID-19*



### 3. Part 2: Activities During the COVID-19 Pandemic

#### 3.1. How Kids and Teens are Spending Their Time During the Pandemic

With Canadian kids and teens staying home, the COVID-19 pandemic has dramatically changed how they spend their time. Many kids report being less physically active, using technology more, and sleeping more.

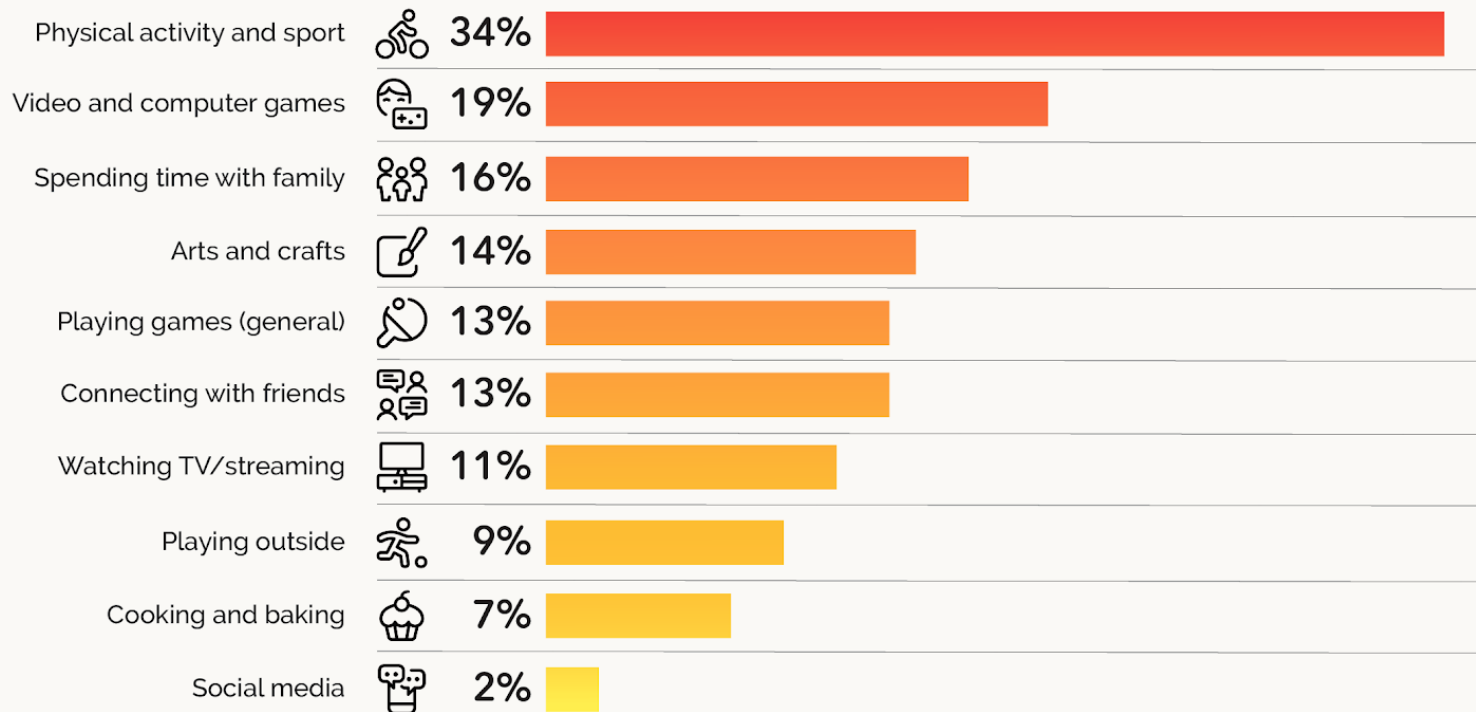
- 51% of kids and teens reported they are getting more or much more sleep than before the COVID-19 pandemic, though 31% reported falling asleep takes more or much more time than usual.
- 53% of kids and teens reported spending less or much less time being physically active, while 83% reported spending more or much more time using technology, including video games, social media, and TV.
- While 47% of kids and teens are worrying about the same amount as compared to before the COVID-19 pandemic, 32% are worrying more or much more, with 16% worrying less or much less.
- 26% of kids and teens are spending about the same amount of time doing schoolwork as compared to before the COVID-19 pandemic, while 53% are spending less or much less time doing schoolwork.
- 42% of kids and teens are spending more or much more time doing activities that make them happy.
- 15% of kids and teens are spending less or much less time praying or meditating, while 10% are spending more or much more time praying or meditating.

**Chart 2: Time Spent on Activities During the Past Week Compared to Before the COVID-19 Pandemic (n=615)**

	Much less	Less	About the Same	More	Much More	I don't know	I don't want to answer
A. Now I spend _____ time sleeping Row %	2%	7%	38%	36%	16%	1%	0%
B. Now I spend _____ time trying to fall asleep Row %	3%	10%	54%	23%	7%	2%	0%
C. Now I spend _____ time exercising or being physically active Row %	16%	36%	25%	15%	6%	1%	0%
D. Now I spend _____ time worrying Row %	3%	12%	47%	25%	7%	5%	0%
E. Now I spend _____ time using technology. For example, playing video games, watching TV, or social media. Row %	0%	2%	13%	38%	45%	1%	0%
F. Now I spend _____ time reading Row %	8%	20%	44%	21%	5%	1%	0%
G. Now I spend _____ time praying or meditating Row %	7%	8%	53%	8%	2%	14%	8%
H. Now I spend _____ time doing schoolwork Row %	15%	38%	26%	15%	5%	1%	1%
I. Now I spend _____ time doing activities that make me happy. Row %	5%	19%	32%	29%	13%	2%	0%

## 🇨🇦 What Activities Make You Happy During COVID-19?

Respondents could provide multiple answers.



[maximumcity.ca/wellbeing](https://maximumcity.ca/wellbeing)

### 3.2. Activities that Make Kids and Teens Happy

When asked what activities made kids and teens happy in the past few weeks, the most common write-in responses were (n=565<sup>4</sup>):

- Physical activities including playing sports, riding bikes/skateboards/scooters/rollerblades, exercising, and walking or hiking (34%)
- Playing video games (19%)
- Spending time with family (16%)
- Making art, crafting, reading or photography (14%)
- Playing games (general) (13%)
- Talking or connecting with friends (13%)
- Watching TV/streaming (11%)
- Playing outside (9%)
- Cooking or baking (7%)
- Social media (2%)

<sup>4</sup> Respondents could provide multiple answers.

### 3.3. Reflections on How Time is Spent

The majority of kids and teens report spending the right amount of time with family, alone, learning, and playing in the past week. However, many felt they spent too much time using technology and not enough time being physically active, talking or connecting with friends, being outside, or connecting with nature.

- 49% of kids and teens reported that they did not spend enough time being physically active during the past week.
- 47% did not spend enough time outside.
- 49% did not spend enough time connecting with nature.
- 71% reported that they spent the right amount of time with family during the past week.
- 56% reported they spent the right amount of time alone.
- 55% spent the right amount of time doing schoolwork or learning.
- 58% spent the right amount of time playing.
- 47% spent the right amount of time hanging out with friends on the phone or online, while 38% reported they did not do this enough.
- 40% reported that they spent too much time using technology

### Q. What are some activities in the past few weeks that made you happy?

*"Baking, eating, watching TV, bugging siblings."*

*"Going for a bike ride chatting with my friends online."*

*"Being able to choose what productive thing to do."*

*"Google Meets with class and visiting a friend on her birthday. We sat apart and talked."*

*"Hiking, fishing, biking, baking, jumping on the trampoline that dad bought."*

*"I built a cardboard boat, played piano, baked a lot. I did a lot of art like painting and sketching, and I also have been skateboarding."*

*"Playing more video games."*

*"Helping on the farm."*

*"Being outside with my brothers."*

**Chart 3: Kids and Teens' Perspectives on How They Spent Their Time Over the Past Week (n=616)**

	Not Enough	Just Right	Too Much	I don't know	I don't want to answer
A. The amount of time I spent doing stuff with my family was: Row %	11%	70%	10%	7%	1%
B. The amount of time I spent talking or hanging out with my friends on the phone or online was: Row %	38%	47%	8%	6%	1%
C. The amount of time I spent using technology, like a phone, TV or a computer, was: Row %	5%	48%	40%	6%	0%
D. The amount of time I spent alone was: Row %	8%	55%	25%	11%	1%
E. The amount of time I spent doing schoolwork or learning was: Row %	20%	55%	20%	5%	0%
F. The amount of time I spent playing was: Row %	26%	58%	9%	6%	1%
G. The amount of time I spent being physically active was: Row %	49%	42%	4%	4%	1%
H. The amount of time I spent outside was: Row %	47%	44%	5%	3%	1%
I. The amount of time I spent connecting with nature was: Row %	48%	40%	2%	9%	1%



### 3.4. Outdoor Activities

Some kids and teens are going outside less than once a day, while more than half are going outside at least once a day.

- 57% of kids go outside at least once a day.
- 47% of kids go outside less than once a day, including 7% who do not go outside at all.
- 49% of kids and teens reported that when they go outside, they do so with a parent or guardian.
- 34% go outside with a sibling.
- Only 10% go outside alone.
- Only 7% go outside with friends..

Going for a walk was the most common reason for kids and teens to go outside. The next most common reasons for going outside included playing, riding a bike, and being active or exercising. Some other reasons kids and teens went outside were to walk a pet, get groceries or go shopping, do chores, get fresh air, hang out, garden, go for a car ride or to an outdoor destination like a park.

Some kids and teens noted that when outside, they enjoyed that streets and parks were quieter, calmer, and more peaceful than usual (n=543).

- 48% of Canadian kids and teens reported going for a walk as a reason they had gone outside during COVID-19.

#### What Kids and Teens Don't Like (n=560)

Kids and teens dislike that they are unable to see their friends as a result of the pandemic. Many dislike the

cancellations of activities like sports and the closures of places like malls and parks. Many also do not like that they must maintain physical distancing, but this does not mean they think it should stop. Many kids and teens reported disliking people being too close to them and reported a fear of getting sick, indicating that they understand the need to maintain physical distancing. While some kids and teens disliked going outside as a result of COVID-19, others disliked being indoors more often than before.

A few kids and teens noted that obligations like school, chores, or doing too much exercise were things they disliked. Others disliked how few people were outside as a result of COVID-19.

*"I can't play at the park, go into the store or spend time with friends."*

*"I don't like being close to other people."*

#### What Kids and Teens Like (n=543)

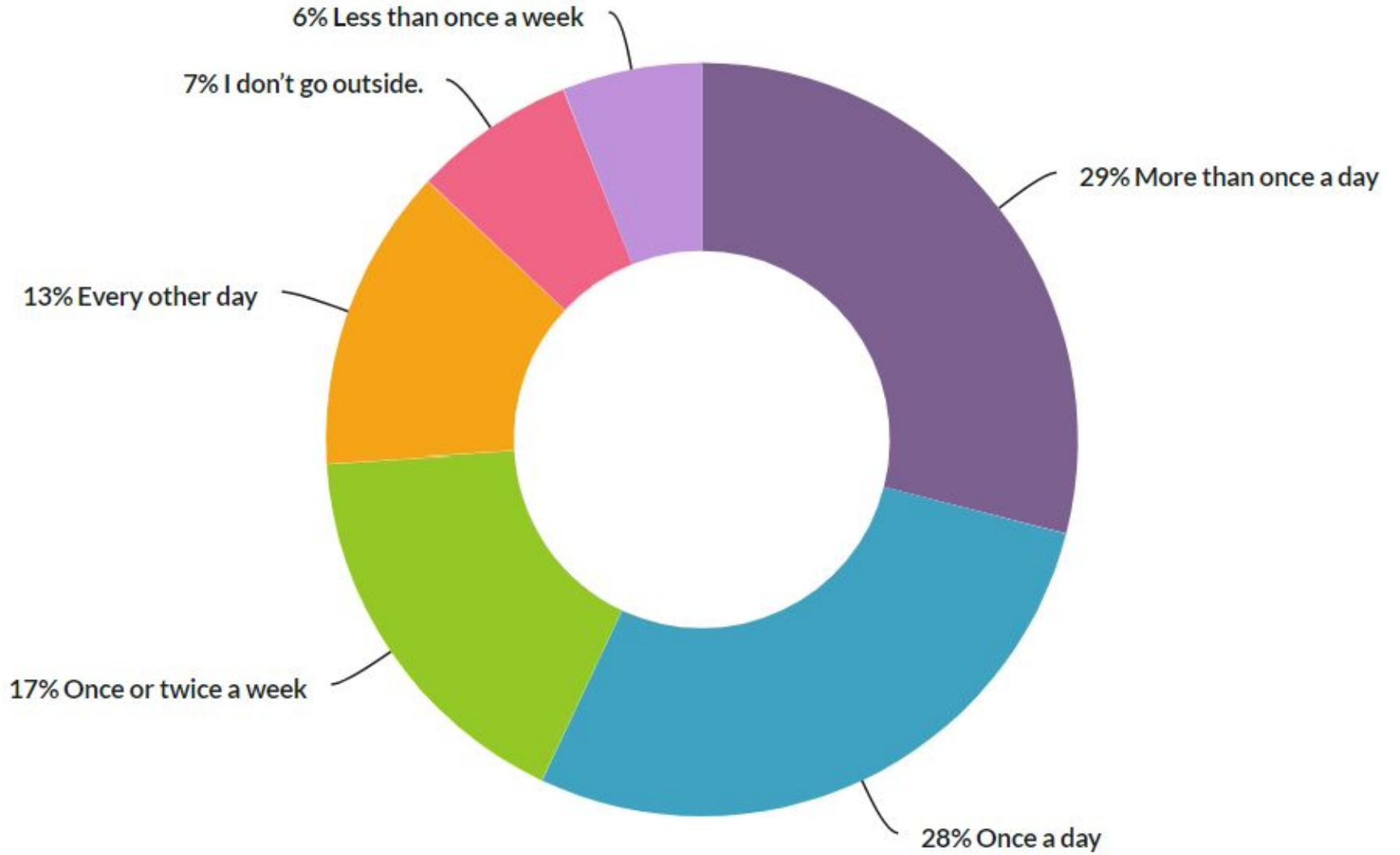
The top three things kids and teens like about going outside in COVID-19 are having free time to explore outdoors, being active or exercising, and doing activities. Other answers included how quiet it is, with fewer people and less traffic, and the ability to visit destinations like beaches and parks.

*"I like having time to go for a walk at any time during the morning and day."*

*"I like the fact that nobody is outside so it feels like I'm alone."*

*"I like that I can practice soccer outside and go for runs with my dad."*

**Graph 3: How Often Canadian Kids and Teens Go Outside During COVID-19 (n=588)**



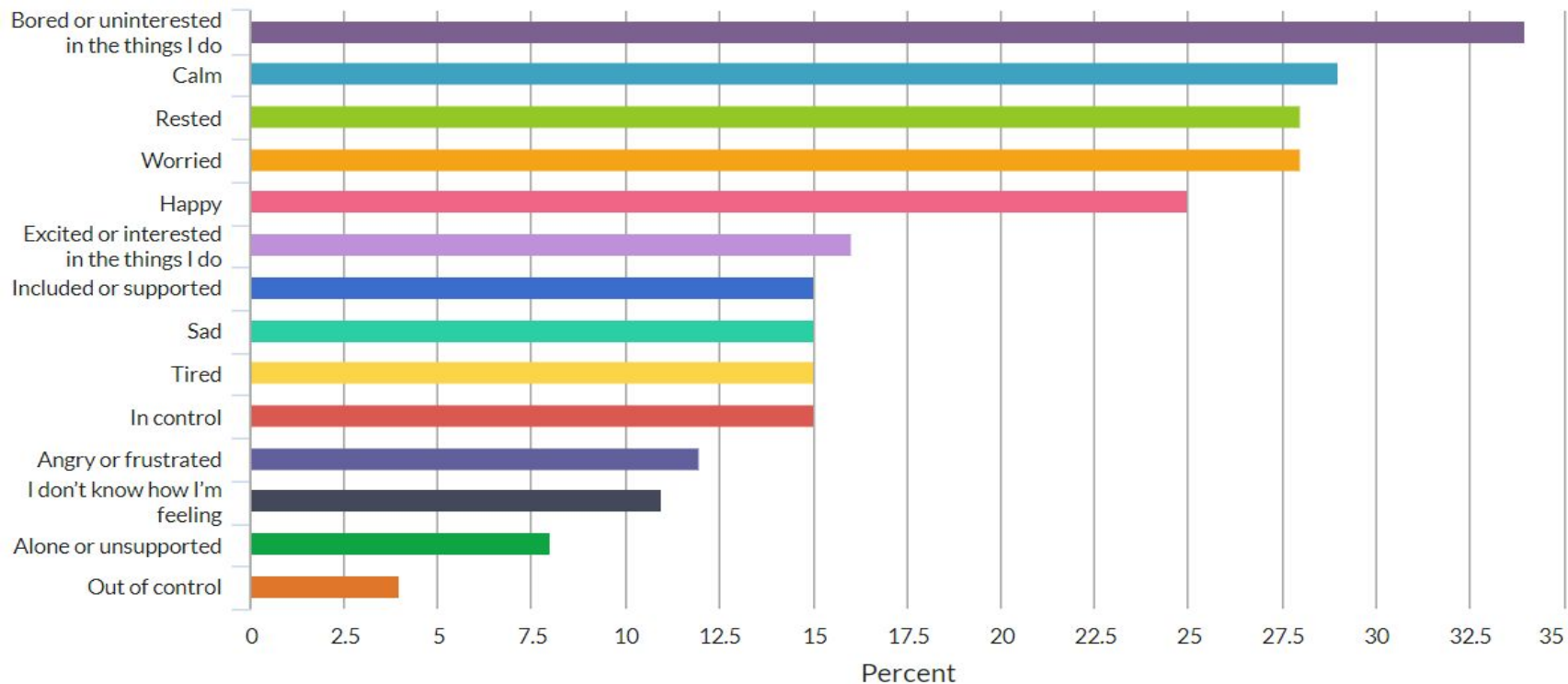
#### 4. Part 3: Feelings and Emotions

##### 4.1. Feelings During the Pandemic

Kids and teens report feeling a range of emotions more intensely during the pandemic. When kids and teens were asked to share how they are feeling now, compared to before the COVID-19 pandemic, some reported they felt more bored, worried, sadder and more tired. However, some reported they felt calmer, happier, and more rested.

- 34% of kids and teens reported that they felt more bored or uninterested in the things they do.
- 27% reported they felt more worried.
- Over a quarter reported that they felt calmer (29%), happier (28%), or more rested (26%).
- 15% reported that they felt sadder and more tired.

**Graph 4: Feelings Kids and Teens Have More Strongly Since the COVID-19 Pandemic Began (n=608<sup>5</sup>)**



<sup>5</sup> Respondents could select as many feelings as they felt applied.

#### 4.2. Home - A Place to Be Yourself

Most kids feel like they can be themselves and express themselves at home.

- 82% of kids and teens feel that they can be themselves and express themselves at home.
- 6% do not feel like they can be or express themselves at home.

#### 4.3. Looking Ahead

While many kids are looking forward to something in the next few weeks (61%), more feel like they are missing out on important life events or moments (77%).

**Chart 4: Feelings at Home and Looking Ahead (n=616)**

	Agree	Agree a little	I don't disagree or agree	Disagree a little	Disagree	I don't know	I don't want to answer
A. I feel like I am able to be myself or express myself at home. Row %	60%	22%	8%	4%	2%	3%	1%
B. I am looking forward to something in the next few weeks. Row %	36%	25%	15%	6%	6%	9%	2%
C. I feel like I am missing important life events or moments because of COVID-19. Row %	50%	26%	11%	5%	4%	3%	1%

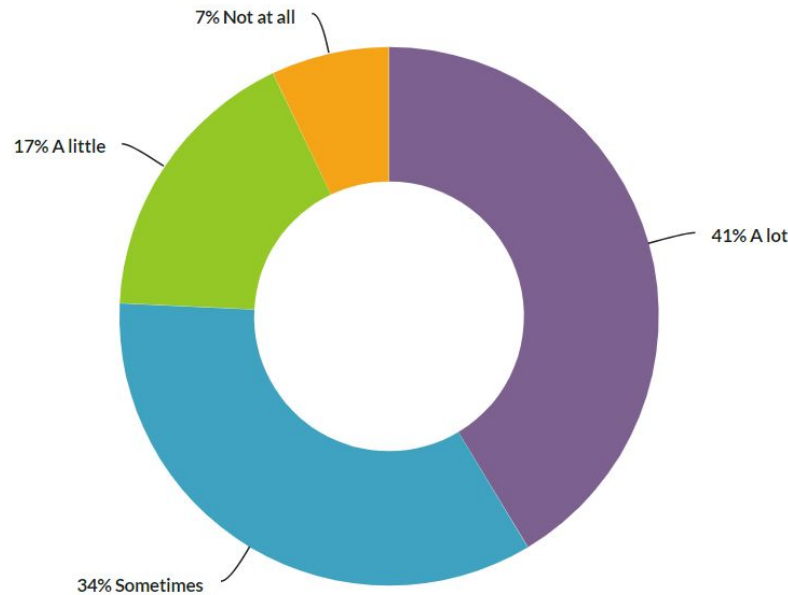
## 5. Part 4: School and Learning

### 5.1. Enjoying School - Before and After the Pandemic

Many kids and teens report enjoying school before COVID-19 school closures but are less interested in their schoolwork since the pandemic began.

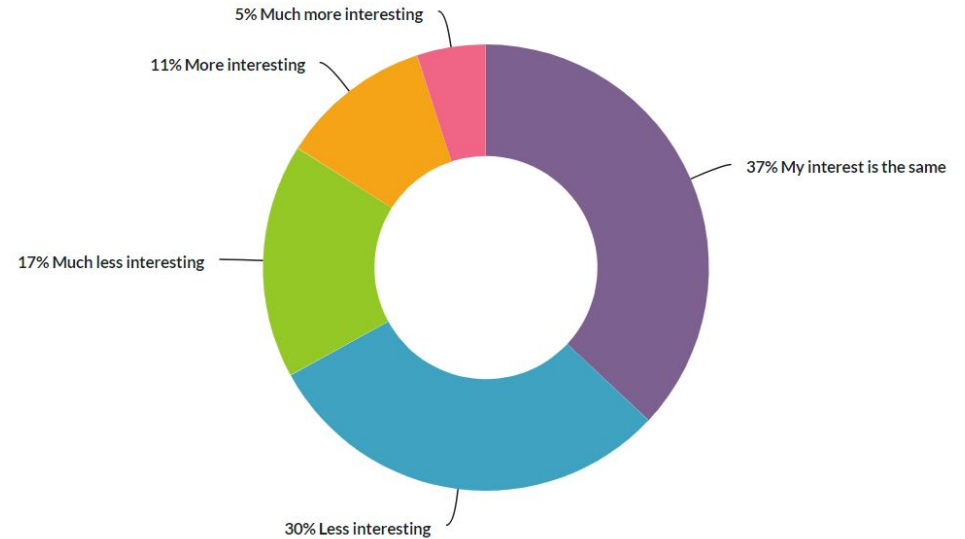
- 75% of kids and teens reported that they enjoyed school sometimes or a lot before the pandemic, with 7% reporting they did not enjoy school at all.

**Graph 5: Kids' and Teens' Enjoyment of School Before the COVID-19 Pandemic (n=616)**



- Since the COVID-19 pandemic school closures, 47% of kids and teens reported schoolwork was less or much less interesting than before. Conversely, 16% reported that schoolwork is more or much more interesting.

**Graph 6: Kids' and Teens' Interest in Schoolwork During the COVID-19 Pandemic (n=539)**



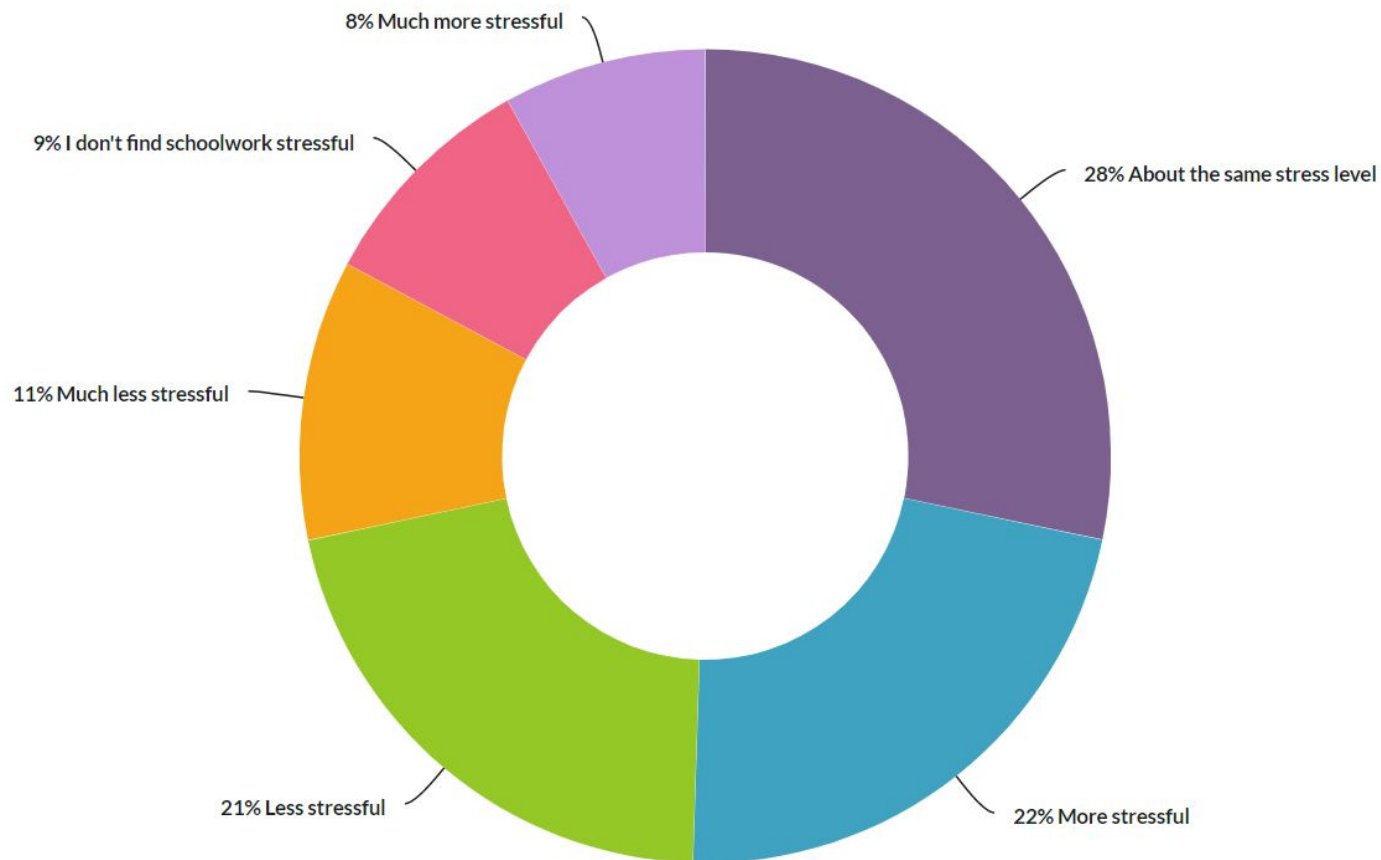
## 5.2. Schoolwork and Stress

With school closures and the implementation of remote learning, some kids and teens are finding schoolwork less stressful, and some are finding it more stressful.

- 32% reported that schoolwork was less stressful or much less stressful.

- 28% reported that schoolwork during the COVID-19 pandemic results in the same level of stress as before.
- 30% reported that schoolwork is more or much more stressful.

**Graph 7: Kids' and Teens' Stress Related to Schoolwork During the COVID-19 Pandemic (n=585)**

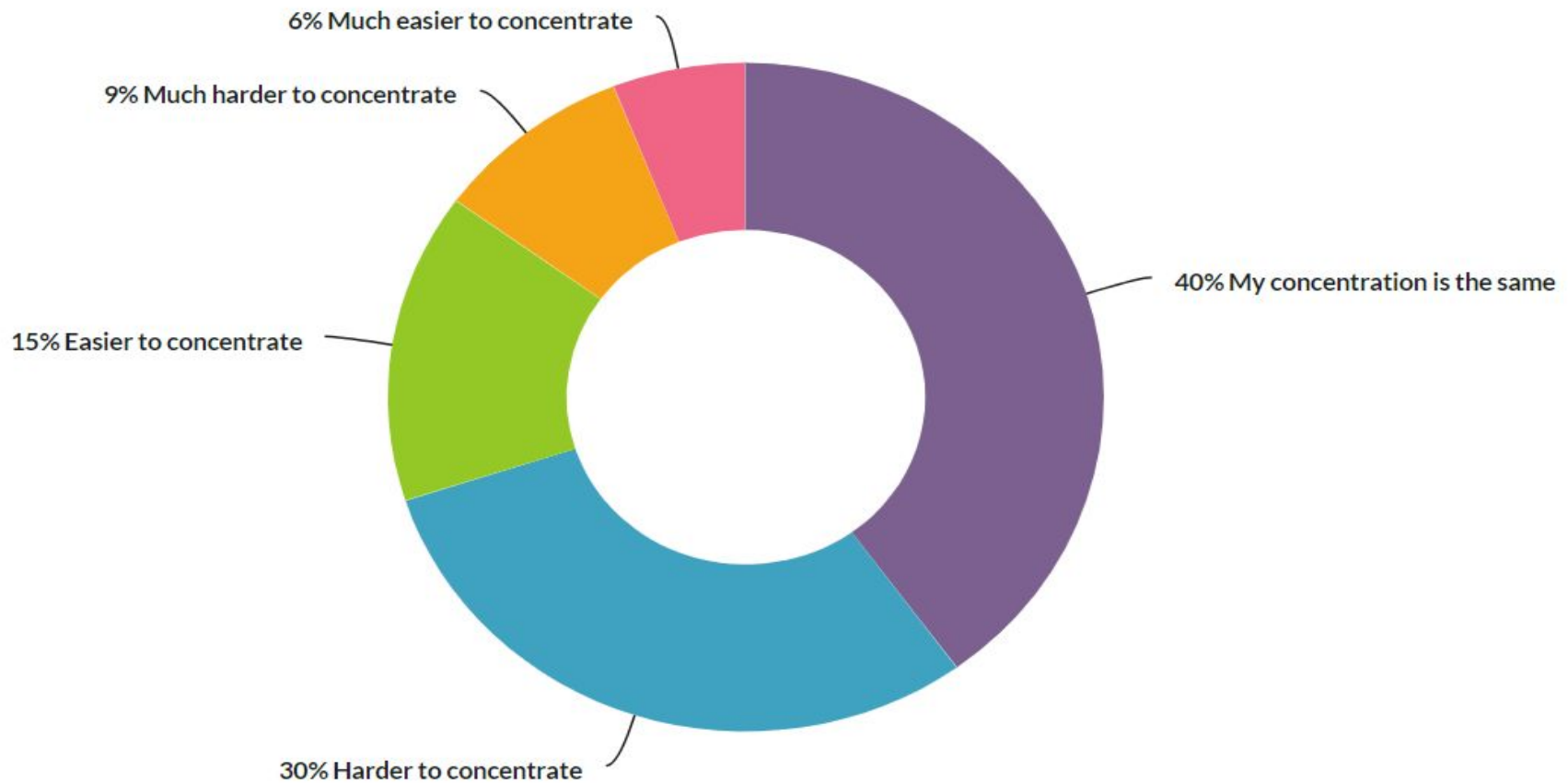


### 5.3. Concentration During a Pandemic

The COVID-19 pandemic is making it harder for some kids and teens to concentrate.

- 39% of kids and teens find it harder or much harder to concentrate on tasks during the COVID-19 pandemic.
- 40% find that their ability to concentrate has remained unchanged.
- 21% find concentrating easier or much easier.

**Graph 8: Kids' and Teens' Ability to Concentrate During the COVID-19 Pandemic (n=583)**



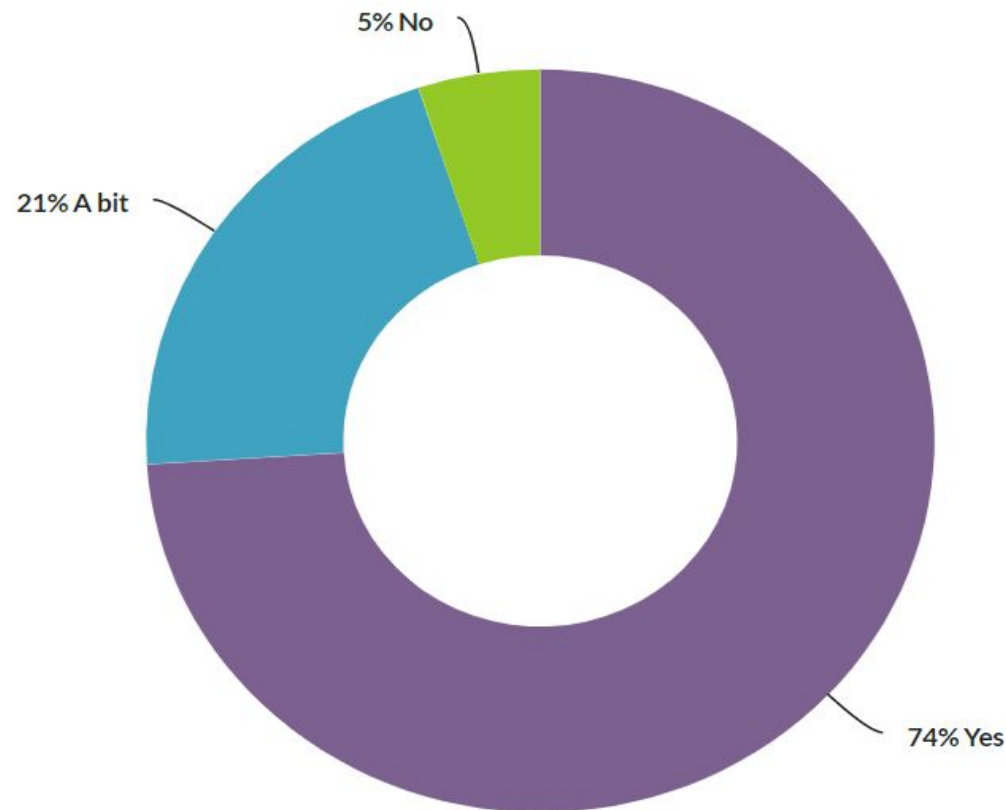
#### 5.4. Getting Help With Schoolwork

While most kids and teens in Canada reported having someone in their lives who can help with schoolwork other than a teacher, some did not.

- 95% of kids and teens have someone other than a teacher who can help them with schoolwork to some degree.

- Of those who receive help with schoolwork, 94% are assisted by their parents or guardian and 26% are helped by a sibling.
- 5% of kids and teens do not have someone other than a teacher to help them with schoolwork.

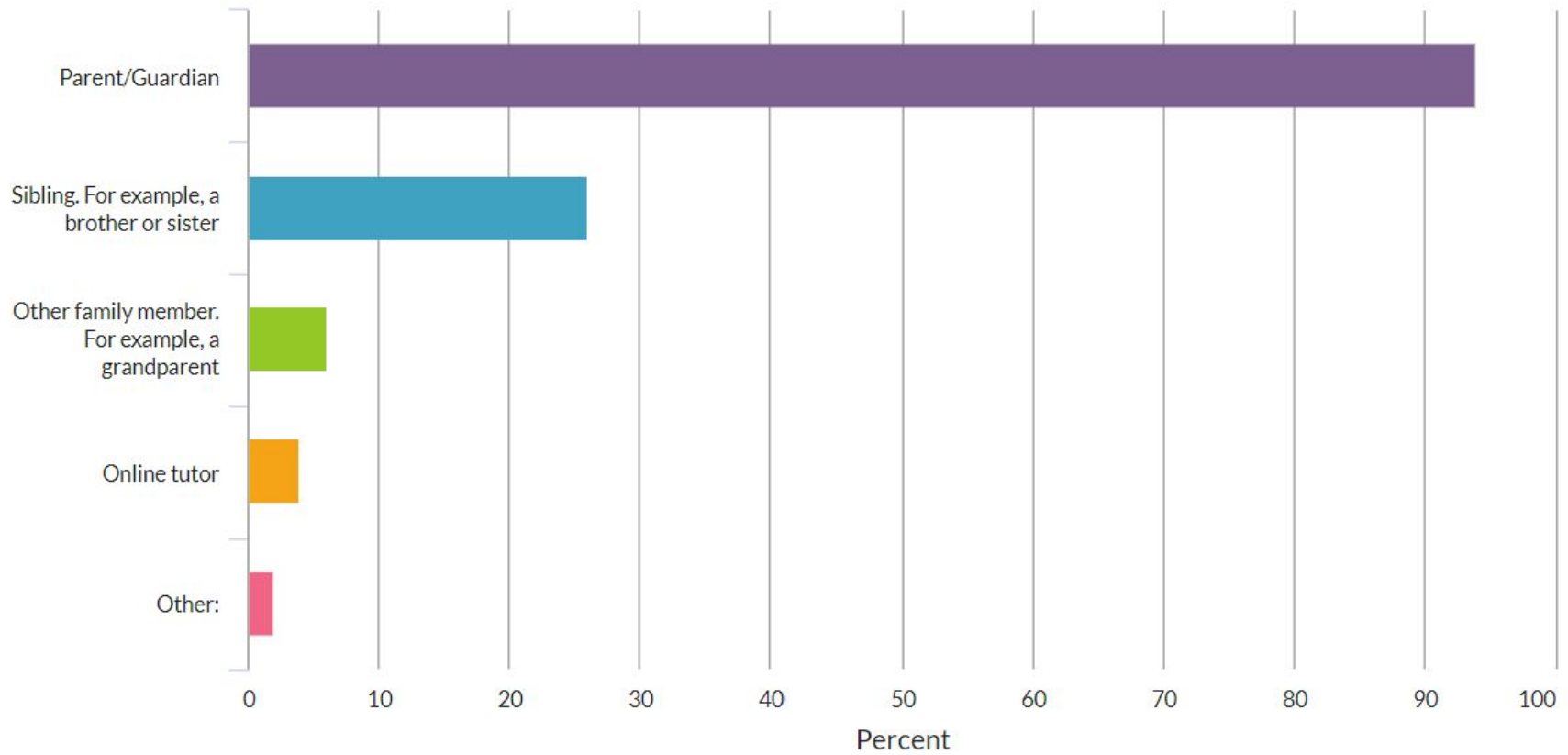
**Graph 9: Kids and Teens Who Have Someone Who Can Help With Schoolwork, Other Than A Teacher (n=577<sup>6</sup>)**



<sup>6</sup> Parents/guardians provided consent for their child to complete this survey. Therefore, it is possible the results overrepresent responses from kids and teens who have parents who are more involved in their child's life, or it is possible that parents are more likely to help with schoolwork during a pandemic.



**Graph 10: Who Helps Kids and Teens With Schoolwork (excluding teachers) (n=616)**



## 5.5. Needs for Distance Learning

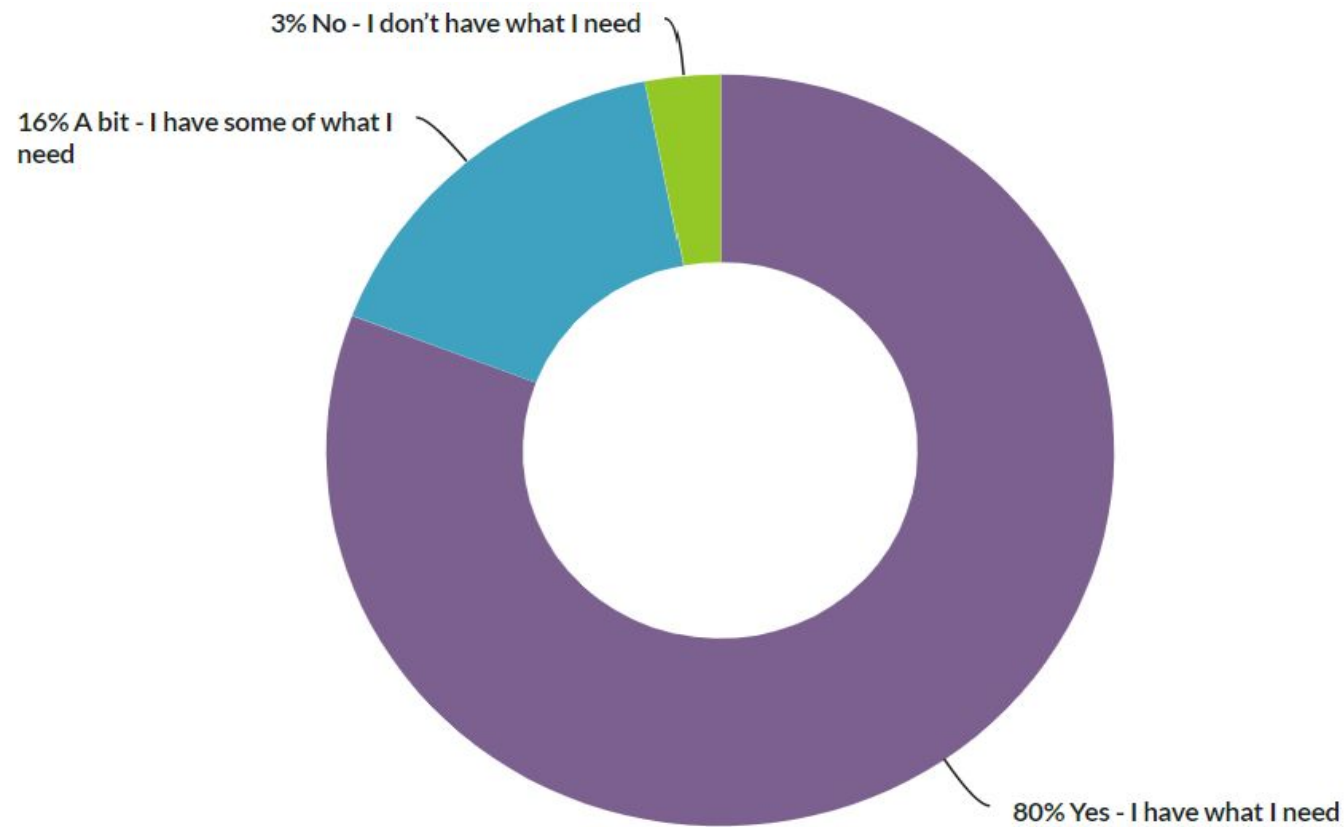
Some kids and teens do not have everything they need to complete their schoolwork and learning at home, with a computer/tablet, lessons, workspace, and high-speed internet being what is mostly commonly missing.

- While 80% of kids and teens reported having what they need to complete their schoolwork and learning at home, 16% only have some of what they need, and 3% do not have what they need.

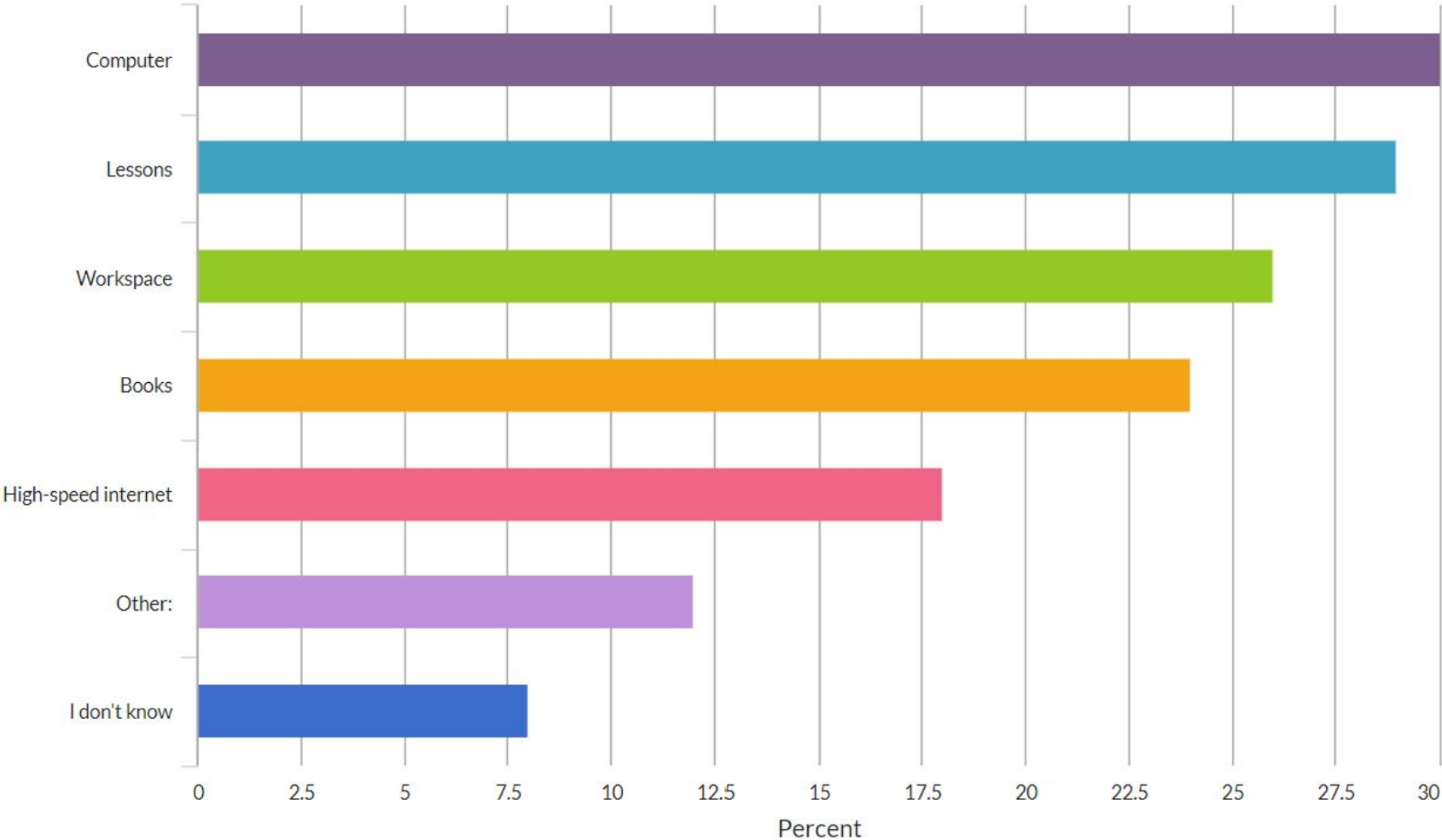
Of those missing at least some of what they need to complete their schoolwork:

- 30% were missing a computer
- 29% were missing lessons
- 27% were missing a proper workspace.
- 24% were missing books
- 18% were missing high-speed internet

**Graph 11: Having What You Need to Complete Your Schoolwork and Learning at Home (n=588)**



**Graph 12: What Kids and Teens are Missing to Complete Their Schoolwork and Learning at Home (n=110)**

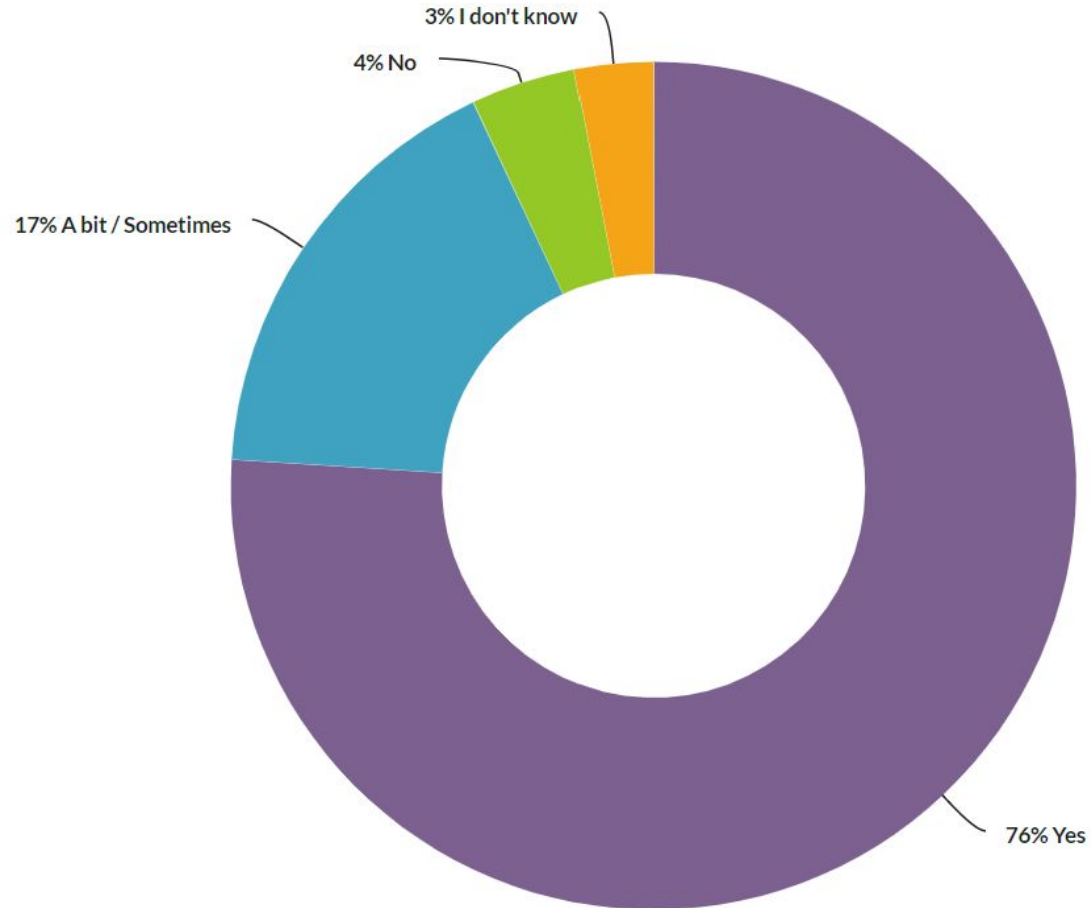


## 5.6. Workspaces at Home

Most kids and teens have a space at home where they can concentrate, complete schoolwork, and learn. Some have a space at home they can sometimes use for this purpose, while few do not have a space where they feel like they can concentrate and learn.

- 76% of kids and teens have a space at home where they can concentrate, work on their schoolwork, and learn.
- 17% sometimes have this type of space.
- 4% do not have this type of space.

**Graph 13: Do Kids and Teens Have Space at Home Where They Can Concentrate, Complete Schoolwork, and Learn? (n=608)**



**5.7. Challenges to Concentrating and Learning in a Home Environment (n=484)**

For kids and teens, the most common challenge to concentrating and learning at home is being distracted. This includes things like noise, siblings, the internet, games or pets. Many kids and teens expressed that the schooling they were receiving was neither effective or engaging, which made it harder to concentrate. Another common issue kids and teens are facing is finding a good place to study. While some kids and teens are having trouble focusing or staying motivated to study, others are able to concentrate just fine.

*"Your parents are there and usually aren't that much help yelling at you to fold your laundry. Home and school shouldn't be mixed this much."*

Other challenges to concentration include not having the necessary technology or internet access, not receiving enough support from family or needing special support, feeling lonely, or having trouble adjusting to studying at home.

*"My sister and I both work at the dining room table so there are lots of distractions."*

*"The bandwidth and wifi are worse with everyone at home all the time."*

*"I have my sister who is learning as well so my mom or dad have split their time between both of us and their work."*

**5.8. Concerns over Missing School Due to the COVID-19 Pandemic**

Missing school because of the COVID-19 pandemic worries 61% of kids and teens, with 19% reporting that they worry about missing school a lot. Conversely, 32% of kids and teens are not worried about missing school due to the pandemic.

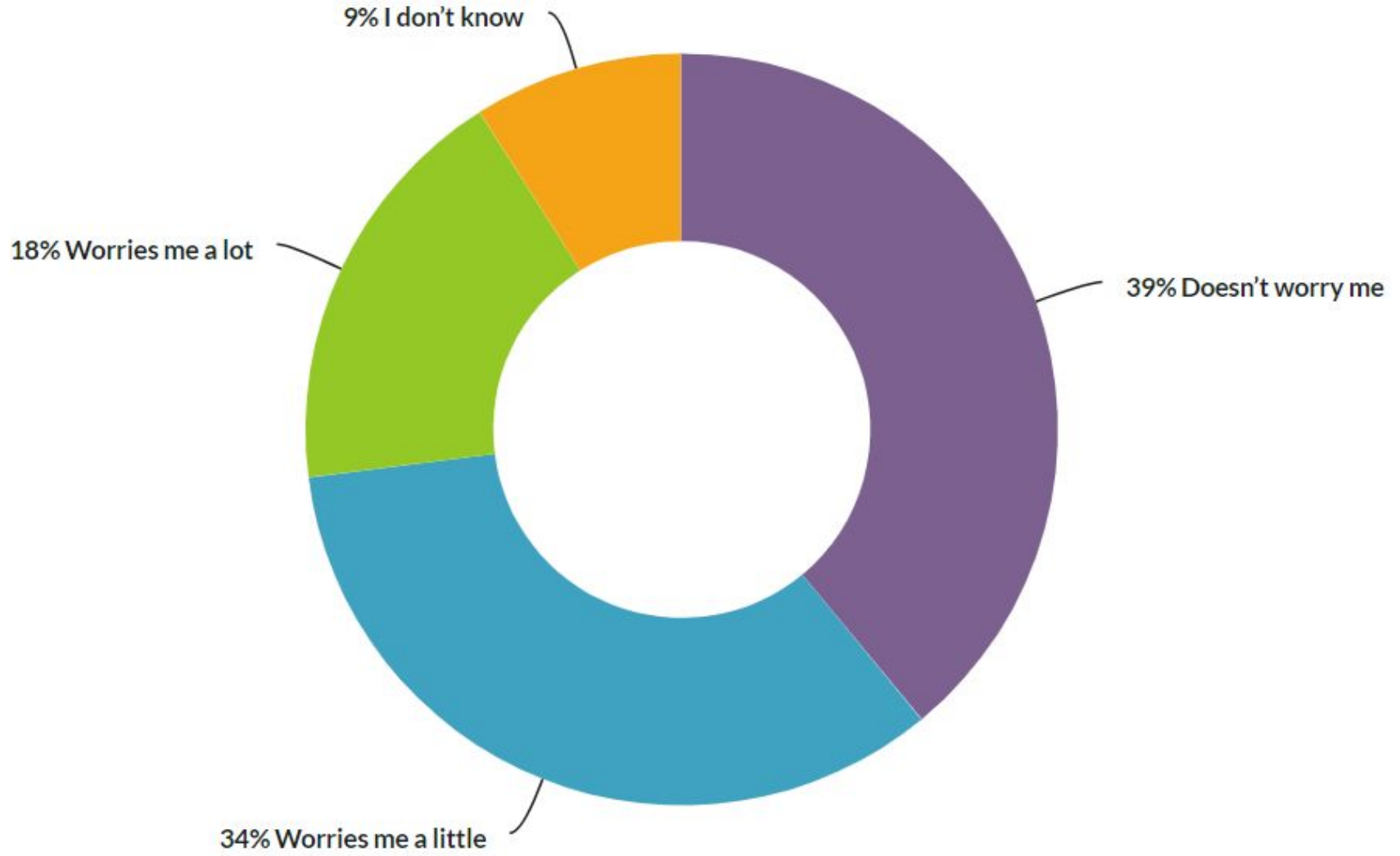
**5.9. What Fuels School-Related Worries (n=262)**

Kids and teens who are worried about missing school are most worried about missing their friends. They are also concerned about not learning enough and falling behind. A smaller number of kids and teens are worried about the uncertainty of the future, with some fearing they will not be able to graduate as planned. Some are also missing the interaction and support of their teachers and the lack of structure and routine during the pandemic.

*"I'm worried about falling behind on important work that could help me next year."*

*"I miss my friends and asking my teacher for help with questions."*

**Graph 14: How Kids and Teens Feel About Missing School Because of COVID-19 (n=611)**



## 6. Part 5: People and Relationships

### 6.1. Finding Comfort and Support in Others

Most kids and teens have an adult family member they can talk to about how they are feeling, and many have a friend they can talk to about how they are feeling. More than half have a trusted adult outside of their family they can talk to about their feelings, such as a teacher.

- 92% of kids and teens have an adult family member they can talk to about how they are feeling.
- 77% have a friend they can talk to about how they are feeling.
- 61% have a pet who helps them feel better.
- 57% have a trusted adult outside of their family that they can talk to about how they are feeling.

More than half of kids and teens reported feeling empathy for others during the pandemic.

- 55% reported that they have tried to “put themselves in someone else's shoes” during the COVID-19 pandemic.

**Chart 5: Who Kids and Teens Turn to for More Information (n=615)**

	Agree	Agree a little	I don't disagree or agree	Disagree a little	Disagree	I don't know	I don't want to answer
A. I have a friend I can talk to about how I am feeling. Row %	47%	30%	9%	4%	7%	2%	1%
B. I have a pet who helps me feel better. Row %	49%	12%	6%	2%	26%	2%	2%
C. I have an adult family member I can talk to about how I am feeling. For example, a parent or grandparent. Row %	74%	18%	5%	1%	1%	1%	1%
D. I have a trusted adult outside of my family I can talk to about how I am feeling. For example, a teacher or family friend. Row %	33%	24%	15%	6%	16%	4%	2%
E. I think about how other people are feeling during COVID-19. For example, I have tried to "put myself in someone else's shoes". Row %	23%	32%	21%	6%	7%	9%	2%

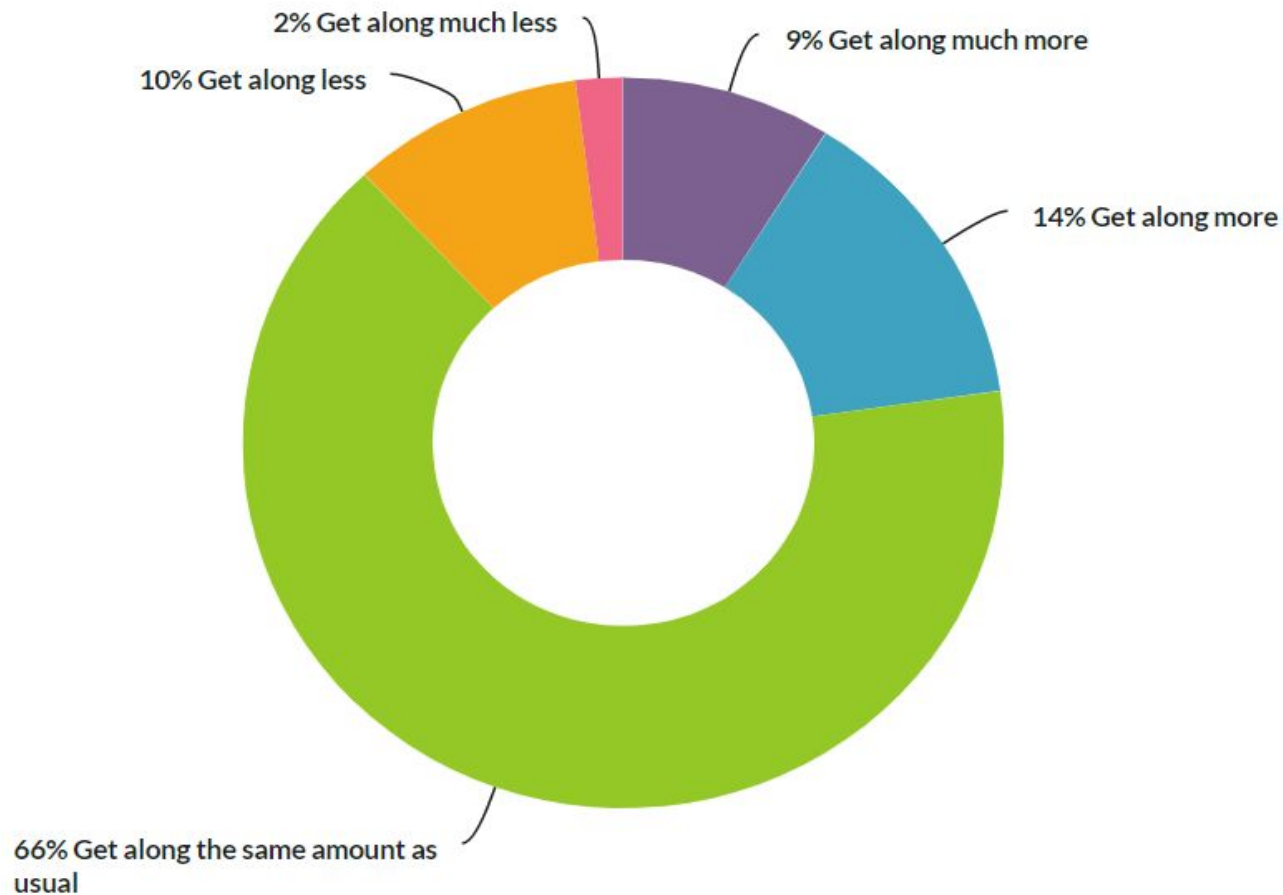


## 6.2. Household Harmony During the COVID-19 Pandemic

Some households are experiencing greater harmony during the pandemic, according to kids and teens. Most kids and teens are getting along with others in their household the same amount or more since the pandemic began. A smaller proportion are seeing more conflict at home during this time.

- 66% of kids and teens reported getting along with their households about the same amount as compared to before the COVID-19 pandemic.
- 23% are getting along more or much more.
- 12% getting along less or much less.

**Graph 15: How Kids and Teens Are Getting Along With Others in Their Households During COVID-19 (n=603)**



### 6.3. How Kids and Teens Help Their Families (n=538)

When asked how they can help their families during the COVID-19 pandemic, many kids and teens expressed the importance of being kind and helpful. Another common response kids and teens gave was to do chores such as cooking and cleaning. Other ways to help included spending time with siblings, talking and listening to each other, being healthy and safe, and staying at home.

*"I can comfort them because they are also experiencing some stress due to this pandemic."*

*"I can be nice to my brothers and sisters and help them with their homework."*

*"I can do chores without being told, and help my grandmother around the house".*

### 6.4. How Kids and Teens Help Their Friends (n=528)

When asked how they can help their friends during the COVID-19 pandemic, most kids and teens reported that talking with and listening to their friends was an important way to support them. Many kids and teens suggested staying healthy and safe in order to help their friends during the pandemic. Other suggestions included being kind and positive, playing online games together, and helping with homework.

*"I can help my friends by not meeting them in person but remaining connected using social media."*

*We can be positive and kind to one another. We are all in this together."*

## 7. Part 6: Needs

### 7.1. Meeting Needs

Most Canadian kids and teens report having enough healthy food to eat, feel safe staying at home, and having space to play and be alone in their home.

However:

- 24% of kids and teens are worried about their family having enough food to eat and a safe place to live.
- 11% lack outdoor places to play or exercise.
- 15% do not feel safe when they go outside.

**Chart 6: Food and Space for Kids and Teens During the COVID-19 Pandemic (n=615)**

	Agree	Agree a little	I don't disagree or agree	Disagree a little	Disagree	I don't know	I don't want to answer
A. I have enough healthy food to eat. Row %	77%	15%	5%	2%	1%	0%	0%
B. There are enough places for me to play or exercise outside of my home. For example, a backyard, park, or shared outdoor space. Row %	63%	20%	5%	6%	5%	1%	0%
C. There is enough space for me to play inside my home. Row %	62%	20%	6%	6%	5%	0%	0%
D. I feel safe when I go outside. Row %	48%	25%	11%	8%	7%	1%	0%
E. I feel safe staying at home. Row %	87%	8%	3%	0%	0%	0%	0%
F. I have a place to go in my home where I can be alone. Row %	76%	14%	3%	4%	2%	1%	0%
G. I am worried about my family having enough food to eat and a safe place to live. Row %	12%	12%	11%	9%	51%	2%	2%

## 8. Part 7: Kids' and Teens' Advice and Suggestions

### 8.1. How to Help Kids and Teens During the Pandemic (n=505)

When asked what kids and teens would like more help with during and after the COVID-19 pandemic, many wanted help staying active and exercising, more engaging and effecting school for all learners, taking part in activities and hobbies, and more connection with friends.

Some kids and teens noted that they wanted to go out to places again, particularly in order to meet their friends. Some also expressed that they wanted to talk and listen more, including needing more mental health support. Others requested more online school, or a hybrid between online and offline schooling. A small number noted that having better technological hardware, like printers and computers, would help them during and after COVID-19.

A few children and youth identified needing help in creating structure and routine, while others wanted stronger leadership and communication from officials.

### 8.2. How to Get Kids and Teens the Help They Want During the COVID-19 Pandemic

The top methods through which kids and teens would like to find and receive the help they need during COVID-19 are online videos, TV programs, and online written materials.

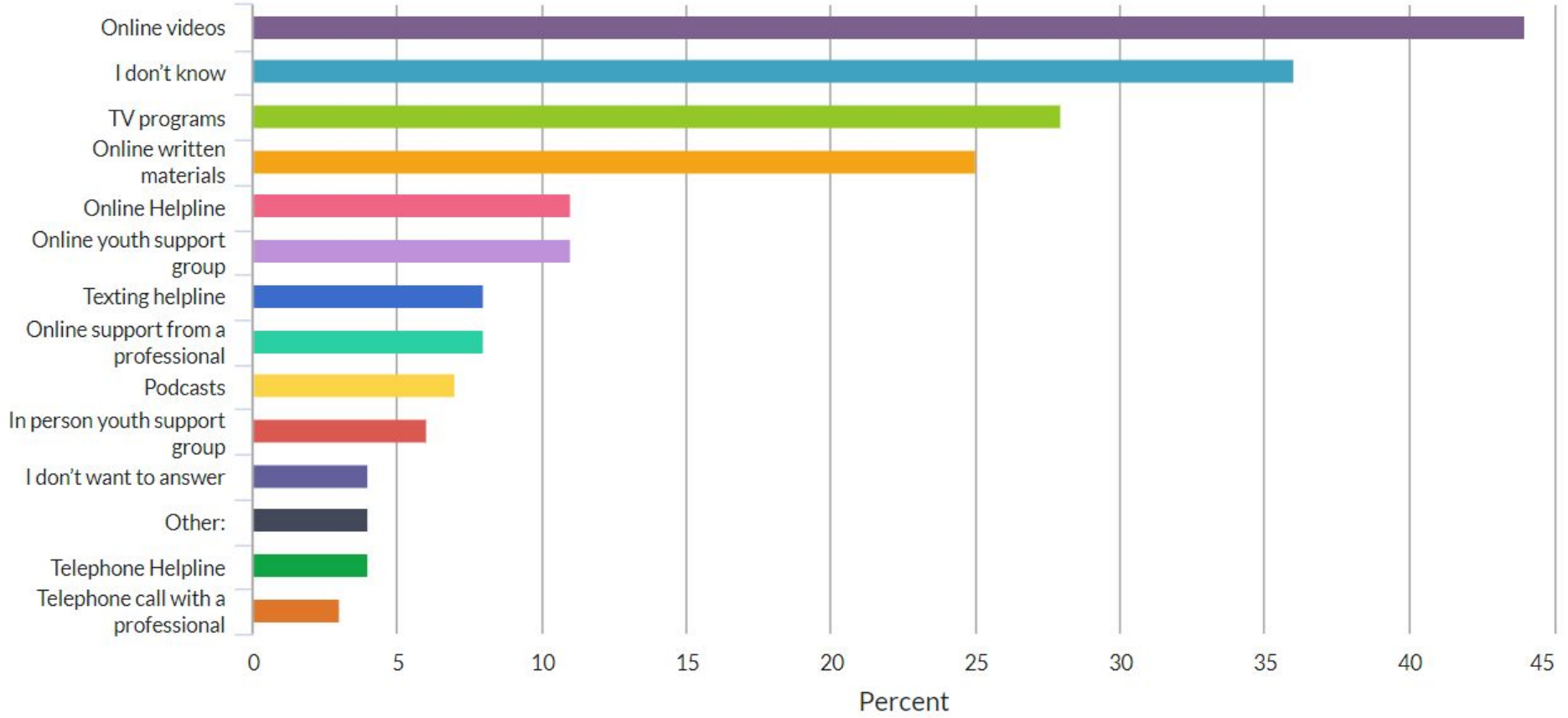
*"I think it's bad to have too much homework without guidance and explanations. It should be different, with classes online or something like it."*

*"More hands-on activities at school. My sister has ADHD and she does not do well at school, I wish schools were better equipped to handle kids like her."*

*"Staying active because I miss doing gymnastics, and it's hard for me to understand my schoolwork so I take a long time to finish things online. So other ways to help me learn at home. I like playing games online, maybe we can have a Covid-19 game for learning about the virus"*

*"I need help getting into a regular exercise program that I used to have but now I have to do it by myself."*

**Graph 16: How Kids and Teens Would Like To Get The Help They Need During COVID-19 (n=616)**



### 8.3. Improve Time Spent at Home (n=506)

Many kids and teens reported that the number one thing that would improve their time at home was greater access to activities. This included a wide range of things like games, exercise, and baking. Many kids and teens also reported that spending time and playing with friends would significantly improve their time at home. Other suggestions included better technology (e.g. a tablet/computer or high-speed internet), spending more time with family, more effective and engaging school, and going outside more.

*"I need to spend far less time on the computer and find things to do as a family or with friends instead."*

*"I need my own device so that I can do homework whenever I like."*

*"I would like a video on what is expected from my school assignments"*

*"Don't wear pajamas all day."*

### 8.4. Kids' and Teens' Advice for Their Peers (n=513)

The top eight most common pieces of advice that kids and teens have for their peers during the COVID-19 pandemic are, in order:

- 1. Stay calm and positive. Things will get better.**
- 2. Do your part to stop the spread: wash your hands, stay healthy, and follow physical distancing guidelines.**
- 3. Have fun! Do activities you enjoy, like cooking, reading, making music, playing video games.**
- 4. Stay at home to stop the spread of the virus.**
- 5. Connect with and talk to your friends and classmates throughout the pandemic.**
- 6. Enjoy and treasure this time with your family.**
- 7. Listen to guidelines set by parents and the authorities.**
- 8. Stay fit and be active.**

*"Stay calm and remember that things will get better."*

*"Do the best you can to stay healthy. Explore new activities and hobbies."*

*"Enjoy your time away from school and connect with family more."*

## 8.5. Kids' and Teens' Advice for Government and School Leaders (n=533)

When asked what advice they have for government and school leaders, the most common piece of advice kids and teens gave was to keep things closed and to prioritize keeping people safe. Interestingly, their second most common suggestion was to open places up again sooner rather than later, including schools and parks where much needed social, academic and physical activities can once again occur. Others indicated that the government was doing well, and to keep up the good work.

Other suggestions included improving and expanding online learning for students, providing strong, accountable and honest leadership, and working harder to end COVID-19.

Some kids and teens suggested that the government provide more financial support to those in need during the pandemic.

*"Caring about others who have less is what a good Premier should do."*

*"Remember this: don't just go back to what was normal beforehand."*

*"Give advice to young people on how to stay physically active."*

*"You are working hard, we thank you!"*

*"The government needs to be more honest. I don't think they are telling us everything; we can't make good choices with half of the information."*

*"Do not open schools so early. Make it possible for parents and children to work and study from home more regularly after Covid-19. It was much less stressful studying at home and we spent quality family time together."*

*"Find a solution to help single parents because rent is very expensive!"*

*"Kids need different ways of learning. Not just a computer."*

The top eight most common pieces of advice that kids and teens have for government and school leaders during the COVID-19 pandemic are, in order:

- 1. Keep things closed as long as necessary. Prioritize people's safety above everything else, including the economy.**
- 2. Open things up as soon as possible, especially parks and schools.**
- 3. Keep up the good work - you're doing well!**
- 4. Improve and expand online instruction.**
- 5. Provide strong, accountable and honest leadership.**
- 6. Stop COVID-19!**
- 7. Enforce physical distancing.**
- 8. Provide enough financial support to those in need during the pandemic.**

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## APPENDIX A - METHODOLOGY

### Purpose of the Research

The broad goal of the COVID-19 Child and Youth Well-being Study was to respond quickly, carefully and usefully to a generational public health crisis by adapting an existing, proven well-being survey tool for a young demographic in Canada. More specifically, the survey collected the behaviors, feelings and opinions of children<sup>7</sup> and youth<sup>8</sup> during the COVID-19 pandemic in order to:

- Measure some of the impact on children and youth of living through the COVID-19 pandemic, while they are undergoing social and physical distancing.
- Gain an understanding of some of the gaps in child and youth support that need to be addressed.
- Provide evidence for the COVID-19 response and recovery strategy through the lens of child and youth development and well-being.
- Gain understanding of the policy implications for behaviours and well-being outcomes in different regions and segments of the population.

### Rationale

Children and youth are vulnerable populations whose lives continue to be disrupted in unprecedented ways because of COVID-19. The United Nations has recognized that efforts must be made to mitigate the impact of the pandemic on children and youth to safeguard their development and well-being, both during and emerging from the COVID-19

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<sup>7</sup> Children as a term is interchangeable with "kids". For the purpose of this survey, children and kids include those aged 9 - 12.

<sup>8</sup> Youth as a term is interchangeable with "teen". For the purpose of this survey, youth and teens include those aged 13 - 15.

pandemic<sup>9</sup>. It is critical that data are collected to inform an effective recovery strategy.

We know that children and youth have unique experiences and important perspectives to share, but their voices are not always directly included in engagement and data collection processes. Too often, adults and experts speak on behalf of young populations. The COVID-19 Child and Youth Well-being Study gives respondents an authentic voice while collecting important, difficult-to-get data that can be used to:

- Listen to and amplify vulnerable voices through the collective sharing of their opinions and experiences.
- Help to understand the impact on kids and teens of living through a pandemic and a period of social and physical distancing, including why some kids may have been more resilient than others to conditions.
- Lead to recommendations on measures to mitigate the negative impacts of the pandemic on the development and well-being of kids and teens, as well as evidence for a recovery strategy and preparations for future pandemic outbreaks or distancing periods.
- Provide respondents with mental health resources, such as Kids Help Phone contact information.

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<sup>9</sup> April 27, 2019, Child in the City, UN: Protect vulnerable children's rights and their education during pandemic, [https://www.childinthecity.org/2020/04/27/un-protect-vulnerable-childrens-rights-and-their-education-during-pandemic/?utm\\_source=newsletter&utm\\_medium=email&utm\\_campaign=Newsletter%20week%202020-18&qdpr=accept](https://www.childinthecity.org/2020/04/27/un-protect-vulnerable-childrens-rights-and-their-education-during-pandemic/?utm_source=newsletter&utm_medium=email&utm_campaign=Newsletter%20week%202020-18&qdpr=accept)

## Defining Well-Being

For the purpose of this study, well-being is understood as how we see, and feel about, our own lives. It includes our physical and emotional health, our relationships with others, our sense of belonging and purpose, our happiness and satisfaction. It is also critical to recognize, as the World Health Organization and other experts have pointed out, that childhood well-being is not simply an absence of illness or harm; it is a state of flourishing and reaching one's potential<sup>10</sup>.

Well-being is widely understood to be the combination of a number of different building blocks or dimensions. The five key dimensions to child and youth well-being that guided the design of this study include: Relationships; Learning; Fundamental Needs; Mental/Emotional Health; and Physical Health. A sixth dimension, Place-Based Well-being, was another key consideration based on work conducted by Maximum City for the City of Toronto through the 2019 [KidScore Pilot Program](#).

This six-dimension framework reflects a consolidation of national<sup>11</sup>, provincial<sup>12 13</sup> and local<sup>14</sup> youth well-being frameworks, including Maximum City's KidScore placed-based well-being survey<sup>15</sup>. While each of these frameworks vary, they all generally adhere to or fit within the five dimensions above.

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<sup>10</sup> Cultivating Well-being in Challenging Times: Dr. Jean Clinton [https://youtu.be/1JL6mFlfUWE?list=PLHhiAc79sMNqPFqnWL73p\\_mJorm2Dor77](https://youtu.be/1JL6mFlfUWE?list=PLHhiAc79sMNqPFqnWL73p_mJorm2Dor77)

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<sup>11</sup> 2019, UNICEF CANADA, The Canadian Index of Child and Youth Well-being - 2019 Baseline Report, [https://oneyouth.unicef.ca/sites/default/files/2019-08/2019\\_Baseline\\_Report\\_Canadian\\_Index\\_of\\_Child\\_and\\_Youth\\_Well-being.pdf](https://oneyouth.unicef.ca/sites/default/files/2019-08/2019_Baseline_Report_Canadian_Index_of_Child_and_Youth_Well-being.pdf)

<sup>12</sup> April 2010, British Columbian Office of the Provincial Health Officer and the Canadian Institute for Health Information, Child and Youth Health and Well-Being Indicators Project, [https://www2.gov.bc.ca/assets/gov/health/about-bc-s-health-care-system/office-of-the-provincial-health-officer/reports-publications/special-reports/appendix\\_b\\_-\\_workshop\\_summary\\_report.pdf](https://www2.gov.bc.ca/assets/gov/health/about-bc-s-health-care-system/office-of-the-provincial-health-officer/reports-publications/special-reports/appendix_b_-_workshop_summary_report.pdf)

<sup>13</sup> 2014, Government of Ontario, Stepping Up, A Strategic Framework to Help Ontario's Youth Succeed <http://www.children.gov.on.ca/htdocs/English/documents/youthopportunities/steppingup/steppingup.pdf>

<sup>14</sup> ND, Region of Waterloo, Child Well Being Dashboard, <https://www.regionofwaterloo.ca/en/living-here/child-wellbeing-dashboard.aspx>

<sup>15</sup> 2020, Maximum City, City of Toronto KidScore Pilot Program Report, <https://maximumcity.ca/s/City-of-Toronto-KidScore-Pilot-Report-Final-1-compressed.pdf>

## Survey Format

The survey consists of two segments. The first segment is completed by parents/guardians and contains 15 background and demographic questions, including a request for consent to participate for themselves and their child. The second segment is completed by a kid or teen from nine- to 15-years-old and consists of over 50 questions which prompt respondents to self-report on their experiences and opinions during the COVID-19 pandemic in Toronto. The survey was completed by one child or teen per household.

This strategy of asking kids and teens to self-report on their well-being can be more accurate than a parent or guardian reporting on their child's well-being<sup>16</sup>. There is no substitution for gathering input directly from child participants, and while an online survey has limitations, it was determined to be the most efficient and effective way forward to collect data during the period of school closures and physical distancing.

The survey is formatted to be understandable and intuitive for child and youth respondents. Question types include matrix/checkbox grids, multiple choice, and 5-point Likert scale questions, with limited optional write-in responses. Average response time was 20 minutes during beta testing, with younger respondents taking longer than older respondents. While the survey is longer than many child and youth surveys, the research goal was to conduct a thorough point-in-time study of the impacts of COVID-19 on youth well-being without creating survey fatigue or bias.

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<sup>16</sup> 2019, The Children's Society (UK), The Good Childhood Report, [https://www.childrensociety.org.uk/sites/default/files/the\\_good\\_childhood\\_report\\_2019.pdf](https://www.childrensociety.org.uk/sites/default/files/the_good_childhood_report_2019.pdf)

To counterbalance the survey length, design elements focused on making the survey easier and quicker for kids and teens to complete. This included minimizing write-in responses, grouping questions by theme for a smoother user experience, and using emojis where appropriate to expedite question understanding (especially for younger respondents).

## Sample Size and Makeup

A total of 616 responses were collected from nine- to 15-years-olds and a parent or guardian living in Canada. A combined total of 932 participated in the Toronto and Canada studies. Survey respondent demographics closely align with household income levels, racial backgrounds and provincial population distribution across Canada. A breakdown of respondent demographics is available in the following pages. The survey results have not been weighted at this time.

Age nine was chosen as a bottom age range based on Maximum City's previous experience conducting child and youth well-being surveys; children under age 9 years old had greater difficulty completing well-being surveys on their own. The top of this age range was chosen because children older than 15 are more likely to face a different set of life experiences and concerns, such as paid work and planning for post-secondary education.

## Data Analysis and Presentation

For quantitative results, SurveyGizmo's reporting function was used to produce graphs and charts. Some visualizations eliminated "I don't know" or "Prefer not to answer" options for ease of presentation, and results were rounded up or down to the nearest whole number. For

write-in questions, all responses were coded, analyzed and summarized.

The following charts illustrate how respondent demographics align with household income brackets, provincial population and race across Canada.

**Chart A1: Income of Survey Respondents Compared to Income Across Canada**

Income	Percentage of Income Bracket out of Total Canadian Households	Number of Responses per Income Bracket to Reflect Distribution of Income Brackets in Canada (For 616 responses)	Number of Responses Received per Income Bracket (n=613) <sup>17</sup>	Percentage of Responses Received in Each Income Bracket	Difference Between the Percentage of Income Bracket out of Total Canadian Households and the Percentage of Responses Received in Each Income Bracket
0 - \$29,999	17.8%	110	107	17.4%	-0.4%
\$30,000-\$49,999	16.9%	104	103	16.7%	-0.2%
\$50,000-\$69,999	15%	92	90	15%	0%
\$70,000-\$99,999	17.8%	110	109	17.7%	-0.1%
\$100,000-\$149,999	17.7%	109	108	17.5%	-0.2%
\$150,000-\$199,999	7.9%	49	51	8.3%	+0.4%
\$200,000 and over	6.8%	42	45	7.3%	+0.5%
<b>TOTAL</b>	<b>100.0%</b>	<b>616</b>	<b>661</b>	<b>100.0%</b>	

<sup>17</sup> Prefer Not to Answer eliminated from total

**Chart A2: Provincial Population of Respondents Compared to Canadian Population**

Province	Provincial Population as a Percentage of Total Canadian Population	Number of Responses per Provincial Population to Reflect Distribution of Population in Canada (For 616 responses)	Number of Responses Received from Each Provincial Population (n=611)	Percentage of Responses Received By Those From Each Province	Difference Between the Percentage of Provincial Population of Total Canadian Population and the Percentage of Responses Received By Each Provincial Population
Alberta	11.6%	71	72	11.8%	+0.2%
British Columbia	13.2%	81	71	11.6%	-1.6%
Manitoba	3.6%	22	28	4.6%	+1%
New Brunswick	2.1%	13	12	2%	-0.1%
Newfoundland and Labrador	1.5%	9	8	1.3%	-0.2%
Northwest Territories, Nunavut, Yukon	0.3%	2	1	0.2%	-0.1%
Nova Scotia	2.6%	16	16	2%	0%
Ontario	38.3%	236	246	40.3%	+2%
Prince Edward Island	0.4%	3	1	0.2%	-0.2%
Quebec	23.2%	143	132	21.6%	-1.6%
Saskatchewan	3.1%	19	24	3.9%	+0.8%

**Chart A3: Racial Background of Survey Respondents Compared to Racial Distribution Across Canada**

Racial Background	Percentage of Racial Group of Total Canadian Population	Number of Responses per Racial Group to Reflect Distribution of Racial Distribution in Canada (For 616 responses)	Number of Responses Received By Those Who Identify as Each Race <sup>18</sup> (n=603) <sup>19</sup>	Percentage of Responses Received By Those Who Identify as Each Racial Background	Difference Between the Percentage of Racial Group of Total Canadian Population and the Percentage of Responses Received By Those Who Identify as Each Race
Black (African, Afro-Caribbean, African-Canadian descent)	3.5%	22	22	3.6%	+0.1%
East Asian (Chinese, Korean, Japanese)	5.4%	33	45	7.5%	+2.1%
Indigenous (First Nations, Métis, Inuk/Inuit)	4.9%	30	23	3.8%	-1.1%
Latino (Latin American, Hispanic descent)	1.3%	8	9	1.5%	+0.2%
Middle Eastern (Arab, Persian, West Asian descent, e.g. Afghan, Egyptian, Iranian, Lebanese, Turkish, Kurdish, etc.)	2.3%	14	11	1.8%	-0.5%
South Asian or Indo-Caribbean ( e.g. Indian, Pakistani, Bangladeshi, Sri Lankan, Indo-Guyanese, Indo-Trinidadian, etc.)	5.6%	34	44	7.3%	+1.7%
Southeast Asian (Taiwanese descent; Filipino, Vietnamese, Cambodian, Thai, Indonesian)	3.2%	20	13	2.2%	-1%
White (European descent)	72.8%	448	458	75.9%	+3.1%
Other/Not listed	0.4%	2	12	2%	+1.6%
Multiple Visible Minorities	0.7%	4	36	6%	+5.3%

<sup>18</sup> Respondents were able to choose multiple racial categories.

<sup>19</sup> Prefer Not Answer eliminated from total.

## **Survey Promotion**

Respondents were recruited through Canadian Viewpoint's online panel. The online survey was conducted in English and French from May 8 to 28 using the survey software SurveyGizmo. A parallel study of the Toronto CMA was conducted at the same time and was reported on separately. The survey was also promoted for availability sampling.

## **Consent**

Parents/guardians were asked to provide consent before they or their child began the survey. Parents/guardians had the opportunity to view all COVID-19 Child and Youth Well-being Survey questions before providing their consent. Children and youth were asked to provide their assent and could refuse to participate even if their parent/guardian had provided consent. All respondents were informed that they could stop the survey at any time or skip any questions they did not want to answer. Each multiple choice question included options of "I don't know" and "I don't want to answer", to make it clear to young participants that they could skip or refuse questions.

## **Confidentiality, Data Use and Storage**

No personally identifiable data was collected. Raw data is stored on a password protected server. The anonymous data, analysis, and findings drawn from this research will be shared with institutional and other bodies that can help address gaps in youth supports during and after COVID-19 physical distancing measures. These bodies include government agencies, universities, school boards, non-governmental organizations, charities, and other

relevant organizations.

## **Age-Appropriate Survey Design**

The survey design and content has been formulated with the following set of considerations for child and youth respondents:

- Language reflects the comprehension of a nine-year-old, and emojis are used to increase comprehension.
- This survey limits the number of open-ended, write-in questions to prevent overwhelming young respondents.
- The survey aims to avoid dwelling on negative or anxiety-inducing topics for long, and where possible, balances these with more positive or neutral questions.

## **Supporting At-Risk Youth**

As this survey is anonymous and does not record any personally identifiable information, if youth disclose abuse, there is no avenue for researchers to connect this youth to required services. To mitigate this challenge, the phone call-in and text numbers for Kids Help Phone was provided throughout the survey to ensure youth participants were aware of a reputable and experienced provider of free, 24/7 youth counselling and support.

## Limitations

- Time for Testing: The COVID-19 pandemic changed kids' and teens' daily lives dramatically and quickly. It was important to get the survey into the field while respondents were experiencing social and physical distancing; therefore, due to time constraints, formal beta testing was not conducted for this survey. Instead, eight kids and teens of various ages from nine through 15 tested an initial version of the survey and provided their feedback. Changes to the survey were made to increase readability and user experience. To respond to an inability to conduct beta testing, at the end of the survey, respondents were able to provide feedback on how to improve the survey, which was considered for minor survey changes.
- Language: Due to time and budget constraints, translation into languages other than English and French was not possible.
- Internet Access: Due to physical distancing measures, this survey was only available online. Therefore, the survey is not accessible to those who do not have access to the internet.
- Online Panel and Parent/Guardian Consent: Survey respondents were mostly recruited through Canadian Viewpoint, which limited responses to the third party's online panel, with the exception of 16 surveys completed by availability sampling. Parents/guardians provided consent for their child to complete the survey. Therefore, it is possible the results overrepresent responses from kids and teens who have parents who are more involved in their child's life than others; it is also possible that parents

are more involved than usual in their child's life during the pandemic.

- Accessibility: Due to time and budget constraints, the online survey was not fully accessible. Therefore, this survey is unlikely to include participants who require assistive technology to complete online surveys.

## Research Team

The Maximum City research team consisted of:

- Josh Fullan, Study Lead
- Alex Lavasidis, Research and Analysis
- Jaime Rosen, Graphic Design
- Meredith Gillespie, Research Assistant
- David Pau, Intern
- City of Toronto Public Health and Children's Services staff reviewed the survey tool but were not part of the research team.

## Funding

The study is funded by Maximum City.

## Additional Questions About the Research

If you have any questions about the research, please contact the research lead at Maximum City, Josh Fullan, at [josh@maximumcity.ca](mailto:josh@maximumcity.ca).

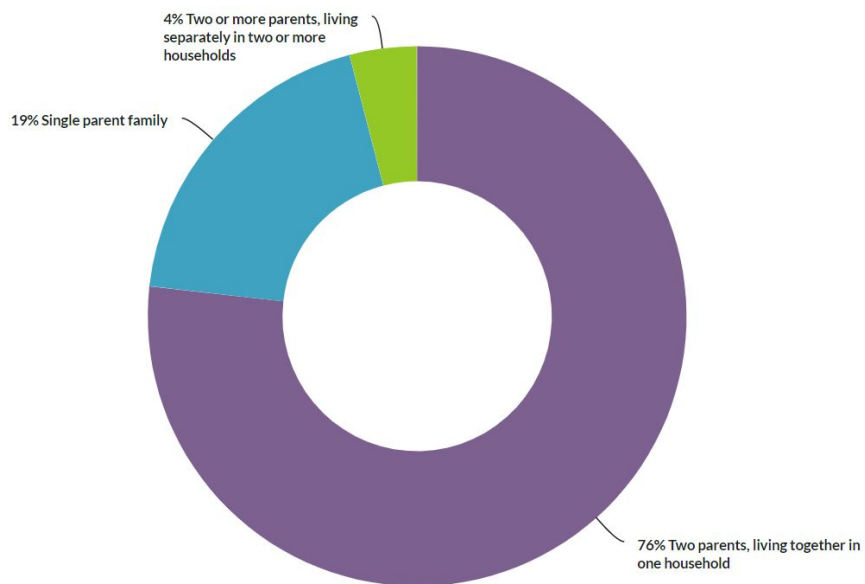


## APPENDIX B - DEMOGRAPHICS AND COMPOSITION OF SURVEY RESPONDENTS

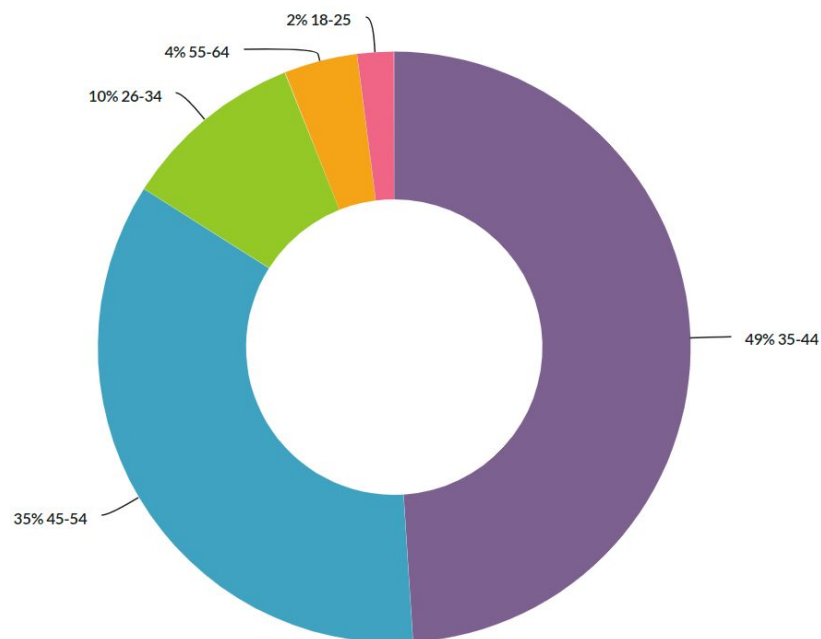
Demographics are based on the information provided by parents/guardians at the start of the survey, along with children's self-reported age.

For all responses, n=616 unless otherwise stated.

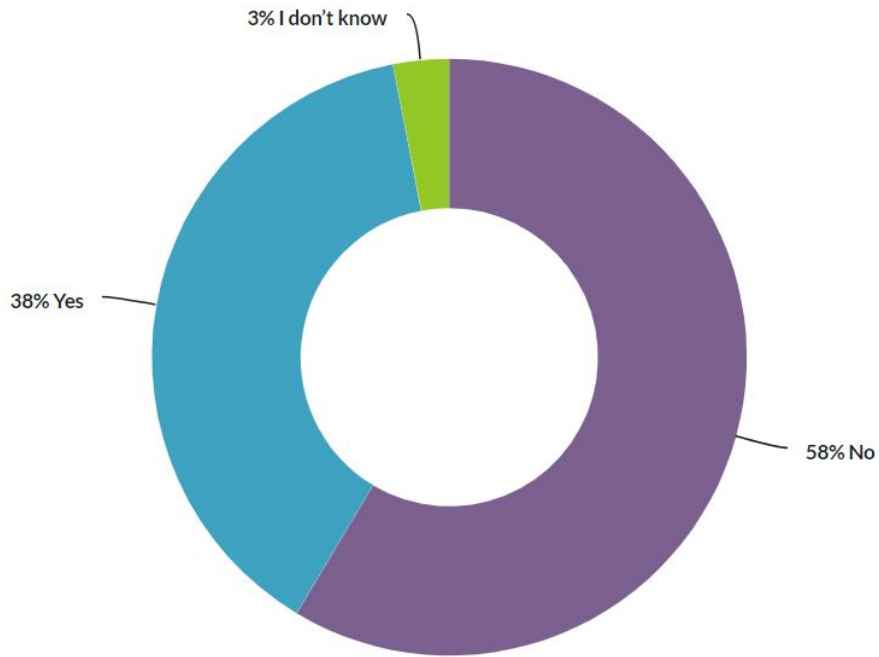
1. Chart B1: Family Structure of Respondents



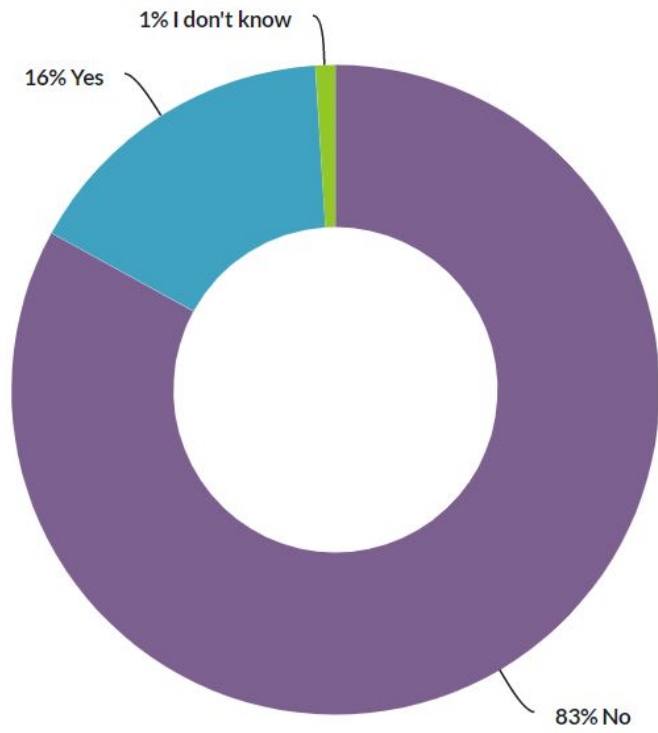
2. Chart B2: Age of Parent/Guardian



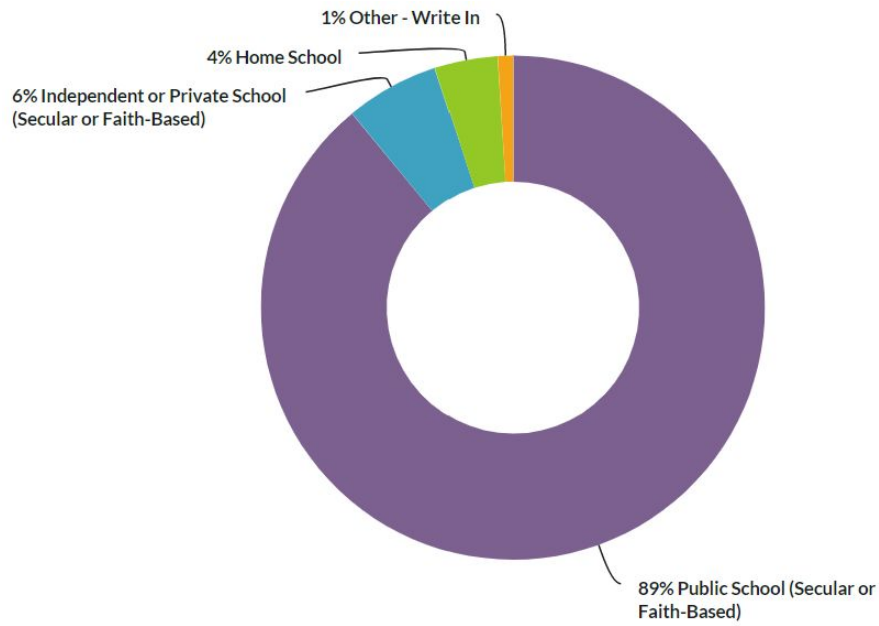
3. Chart B3: Households Include People at Greater Risk from COVID-19



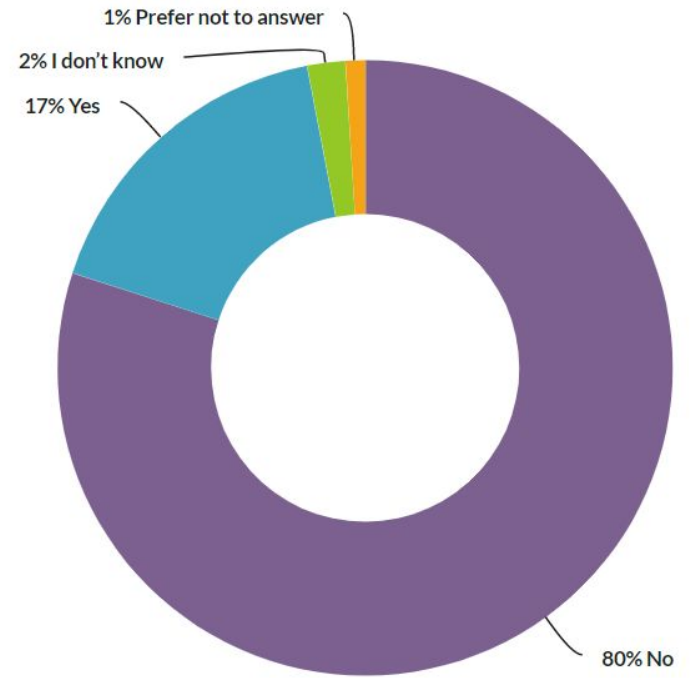
4. Chart B4: Household Had to Self-Isolate



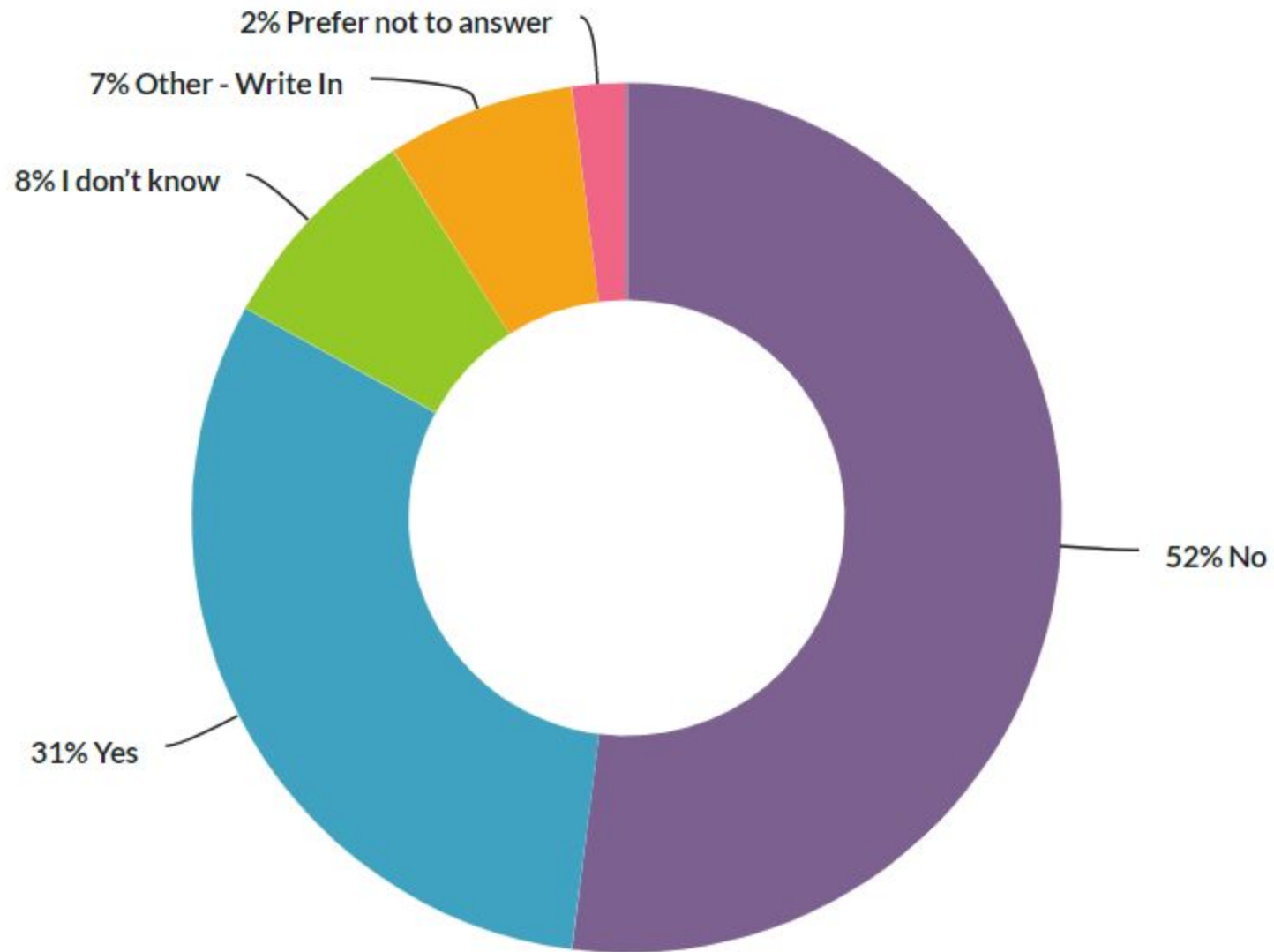
5. Chart B5: Education of Child (n=615)



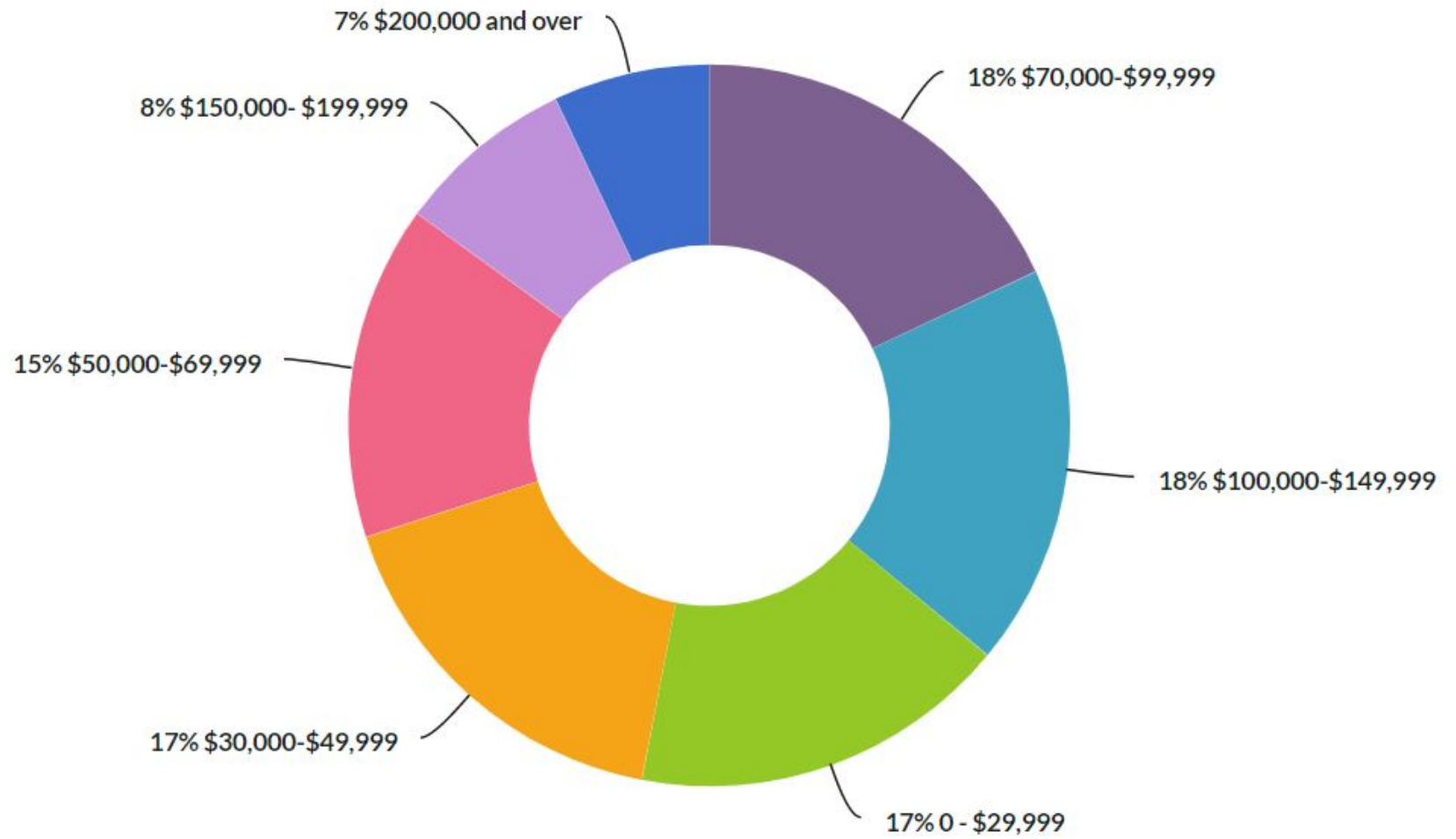
6. Chart B6: Child Has Extra Support Needs



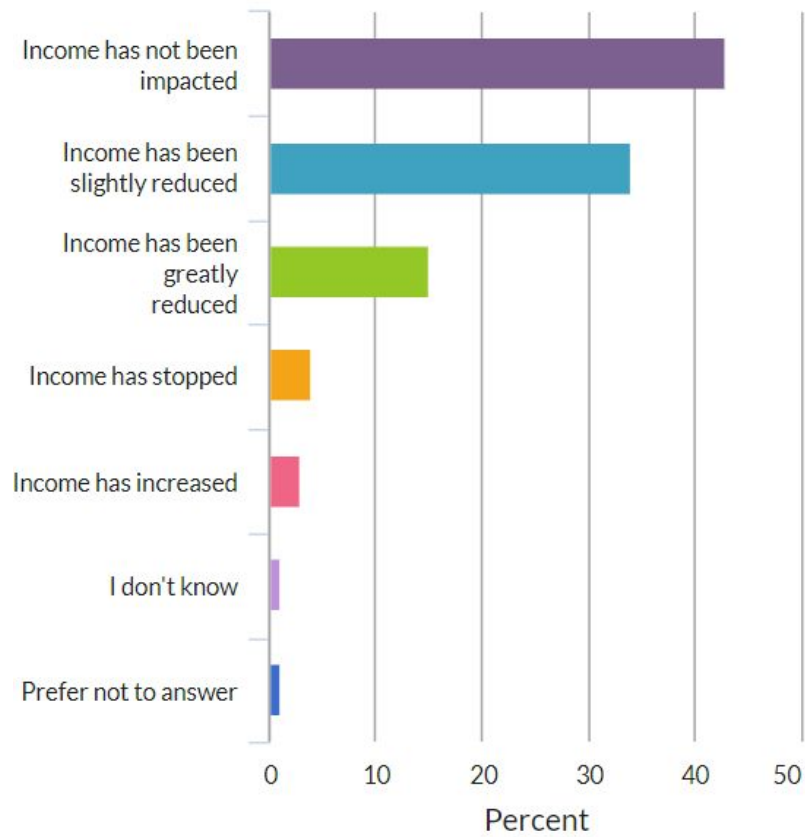
7. Chart B7: Child with Extra Support Needs Is Still Receiving the Supports They Need During the COVID-19 Pandemic (n=105)



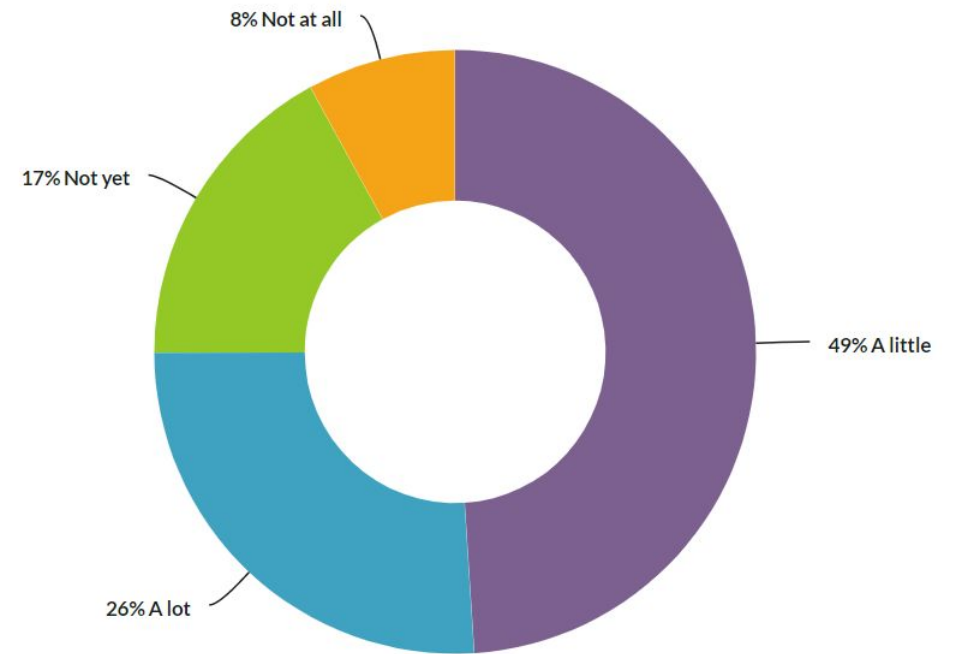
8. Chart B8: Usual Annual Household Income Before Tax



9. Chart B9: COVID-19 Impact on Household Income



10. Chart B10: How COVID-19-Induced Income Change Impacts Household Ability to Meet Daily Costs (n=323)

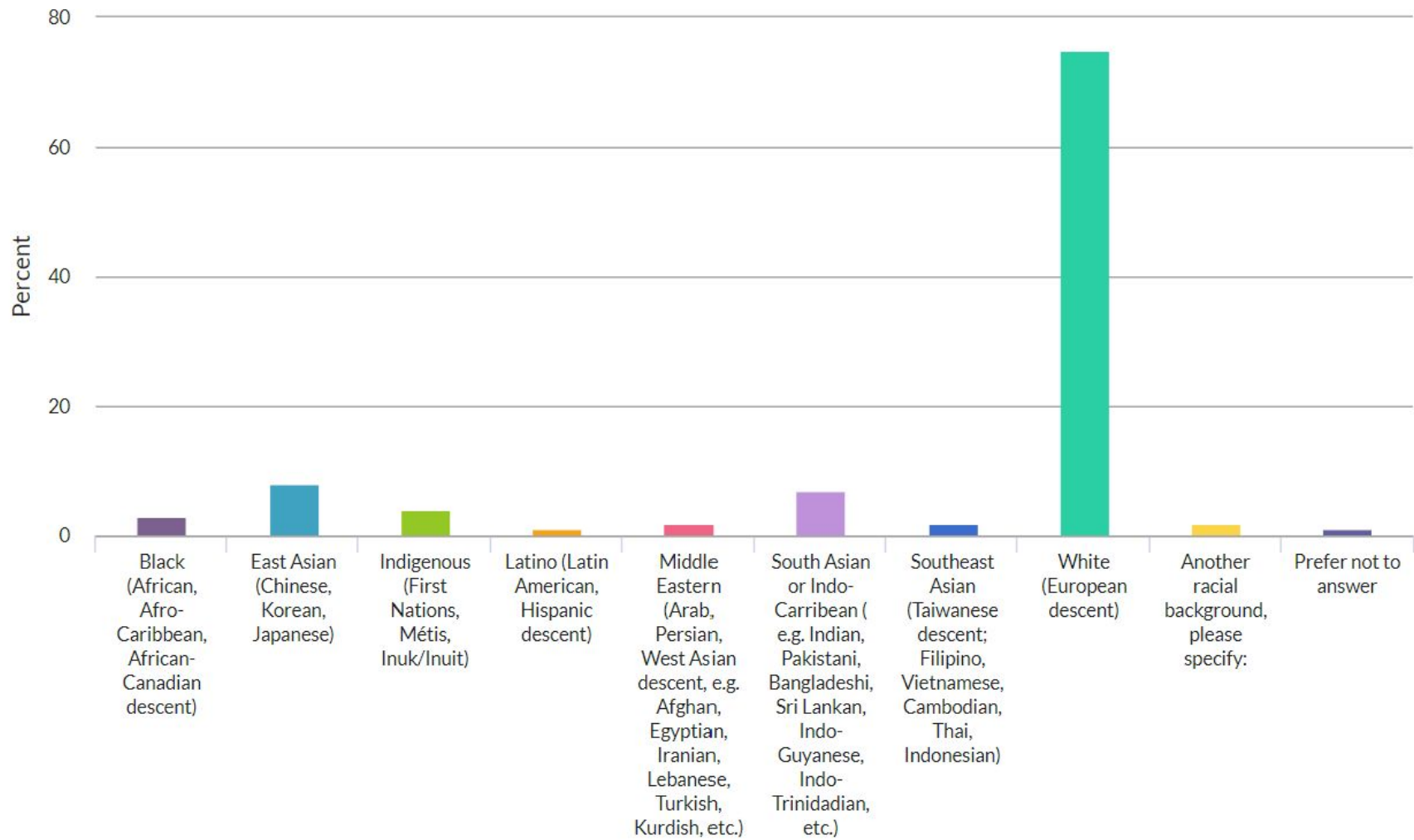


11. Chart B11: Number of People in Household by Age Group

	0	1	2	3	4	5	6	7+	Prefer not to answer
Adults (ages 25 and older) Row %	1%	19%	73%	4%	2%	0%	0%	0%	0%
Youth (ages 13-24) Row %	38%	35%	22%	4%	1%	0%	0%	0%	0%
Children (ages 5-12) Row %	27%	42%	25%	4%	1%	0%	0%	1%	0%
Infants and Toddlers (ages 0-4) Row %	88%	10%	1%	0%	0%	0%	0%	0%	0%

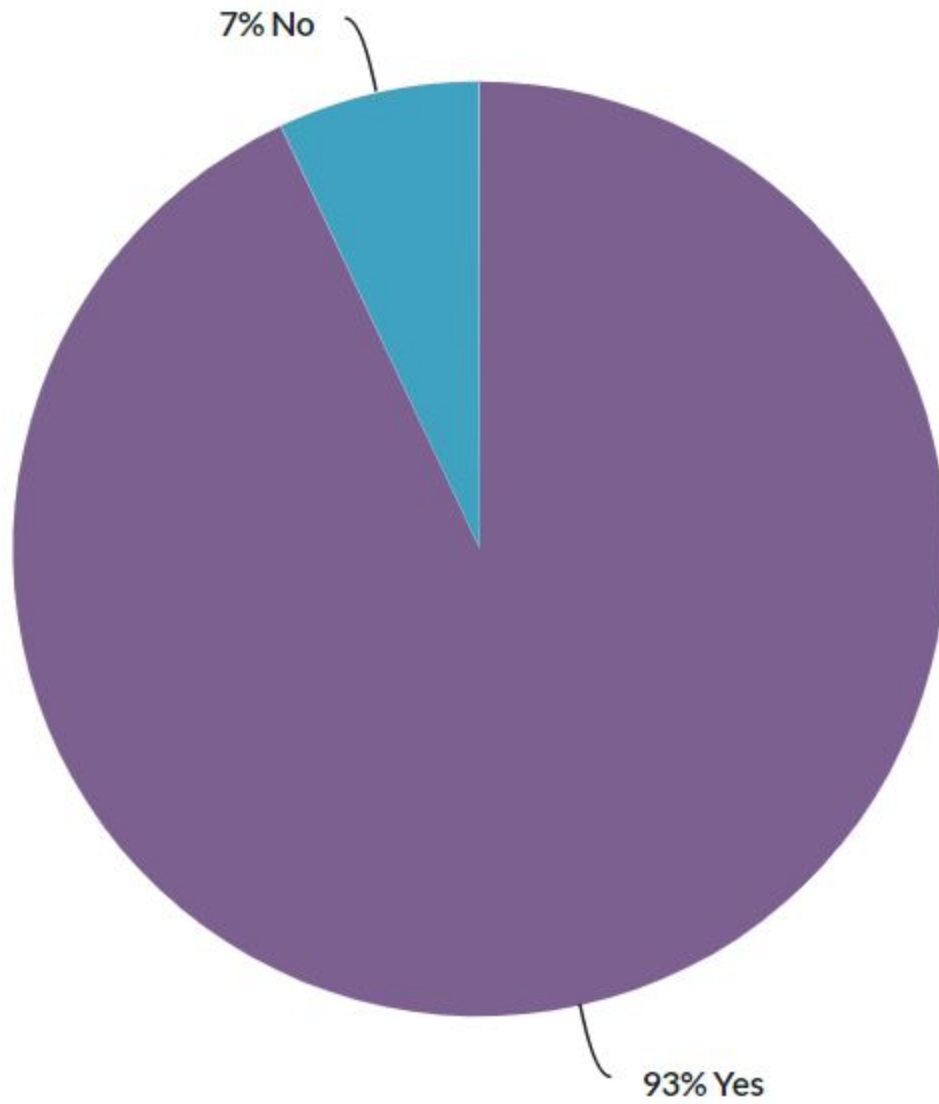
Totals

12. Chart B12: Race of Parent/Guardian If Their Race Is the Same as Their Child's (n=562)

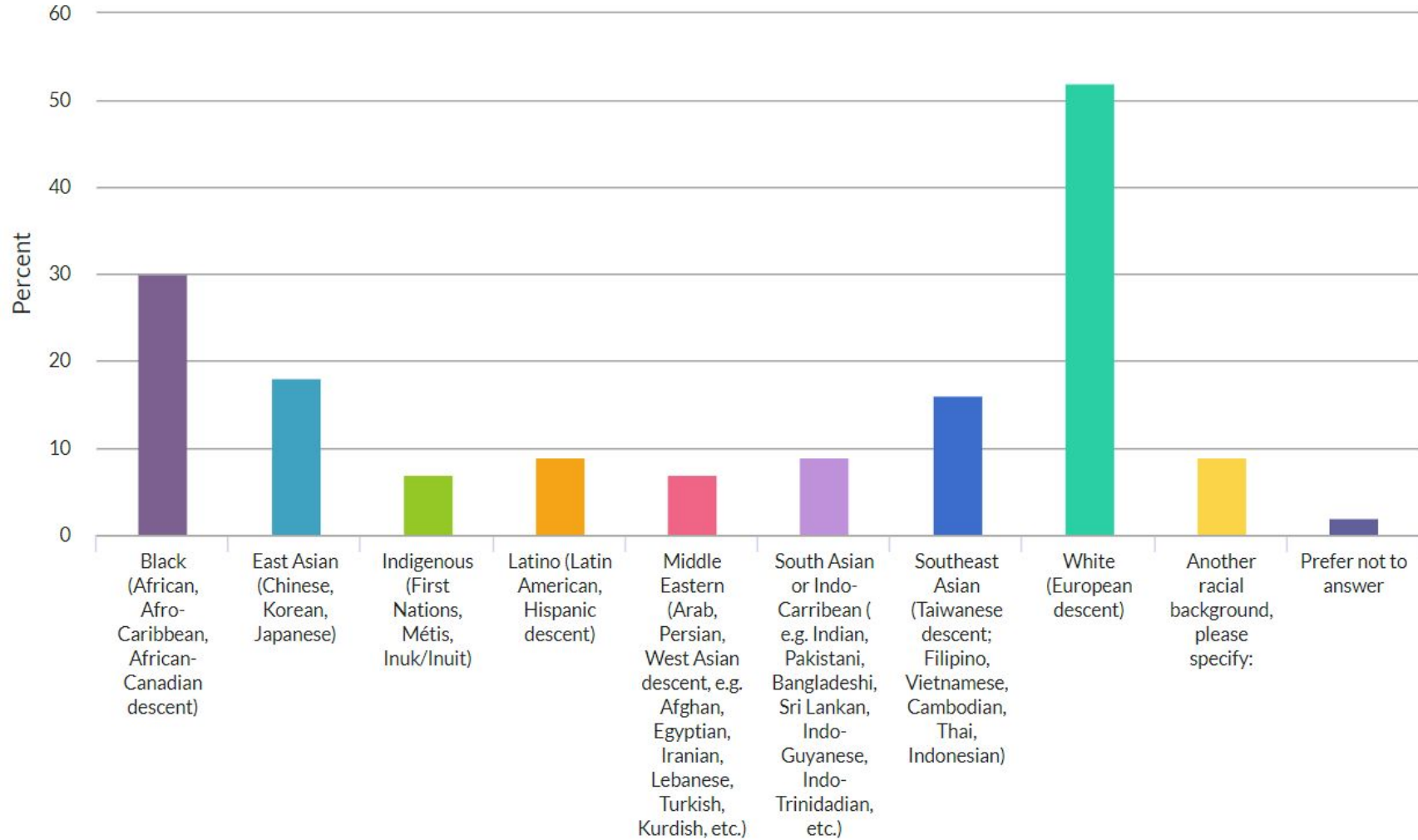




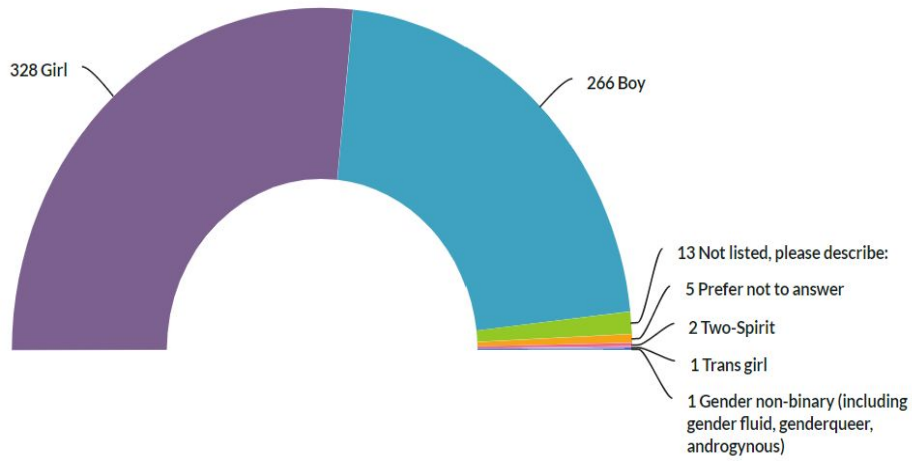
13. Chart B13: Parent/Guardian and Child Have the Same Racial Background



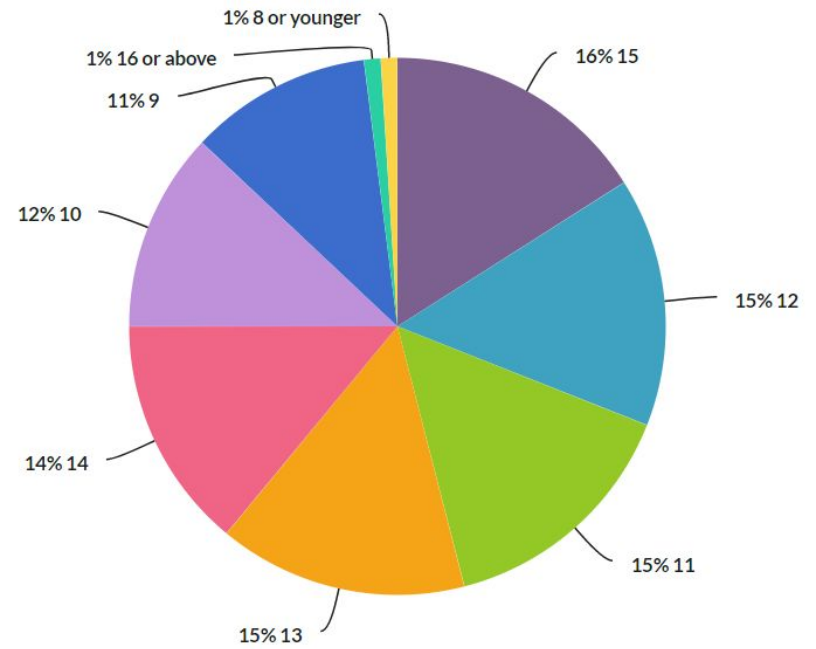
14. Chart B14: Race of Child If Their Race Is Different From Parent/Guardian's Race (n=44)



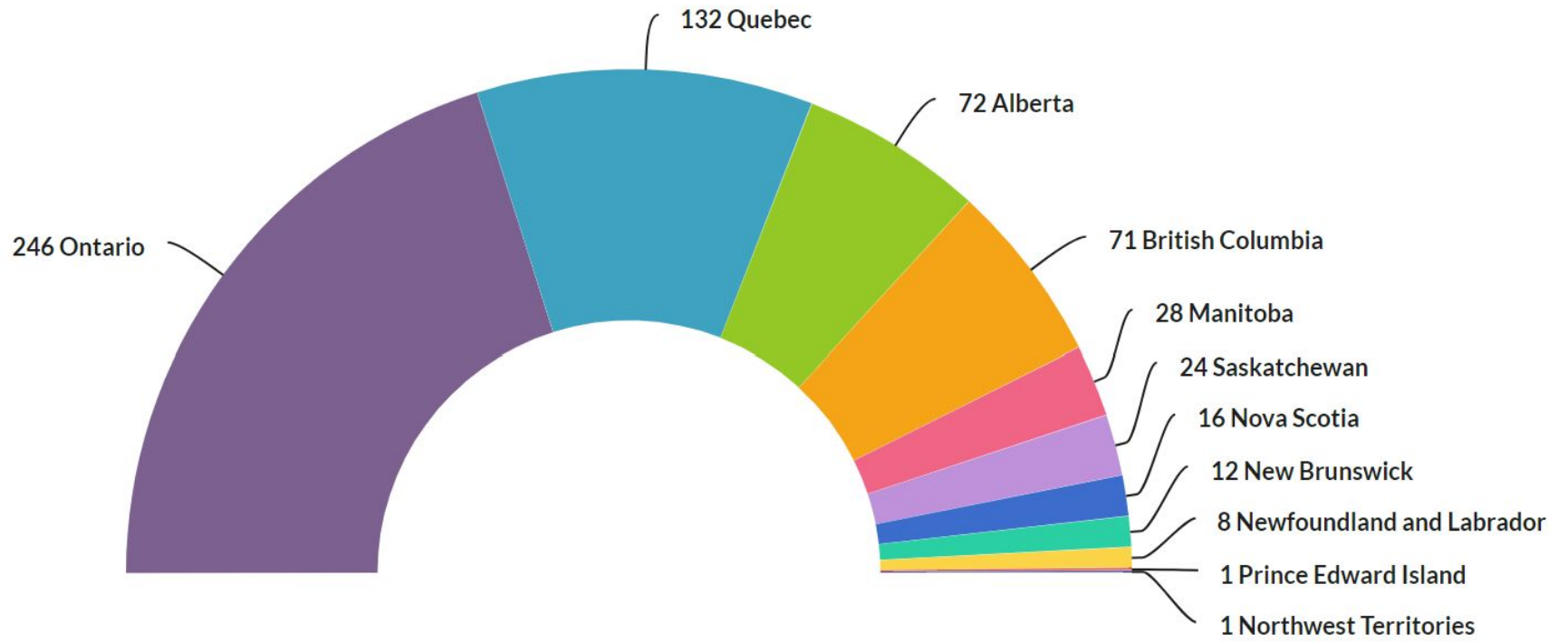
15. Chart B15: Child's Gender



16. Chart B16: Child's Age (Self-Reported) (n=604)



17. Graph B17: Respondents by Province (n=611)

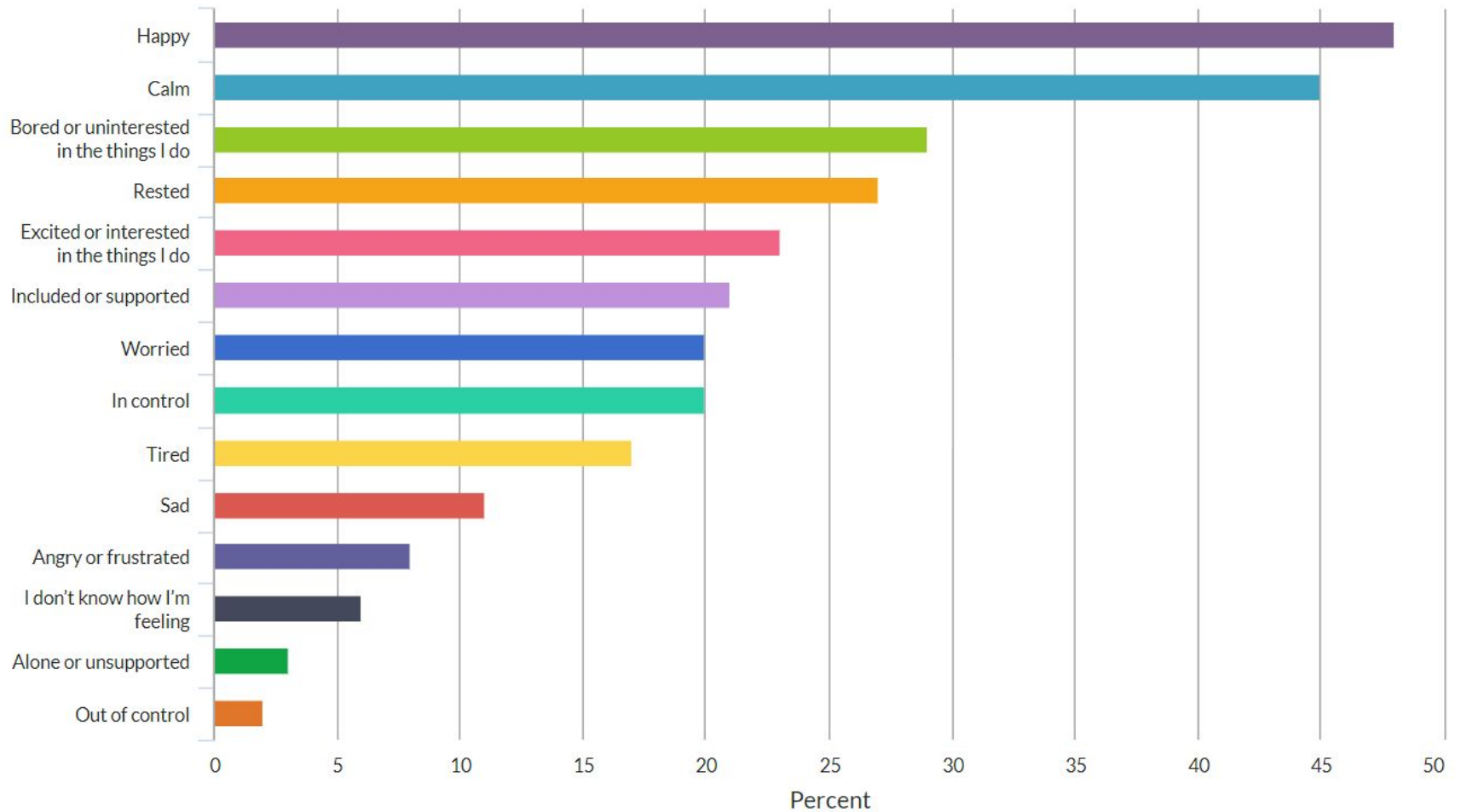


## APPENDIX C - ADDITIONAL SURVEY RESULTS

### 1. Chart C5: Pre-Survey Feelings

At the start of the survey, kids and teens most commonly felt happy, calm, bored or uninterested in the things they do, and worried.

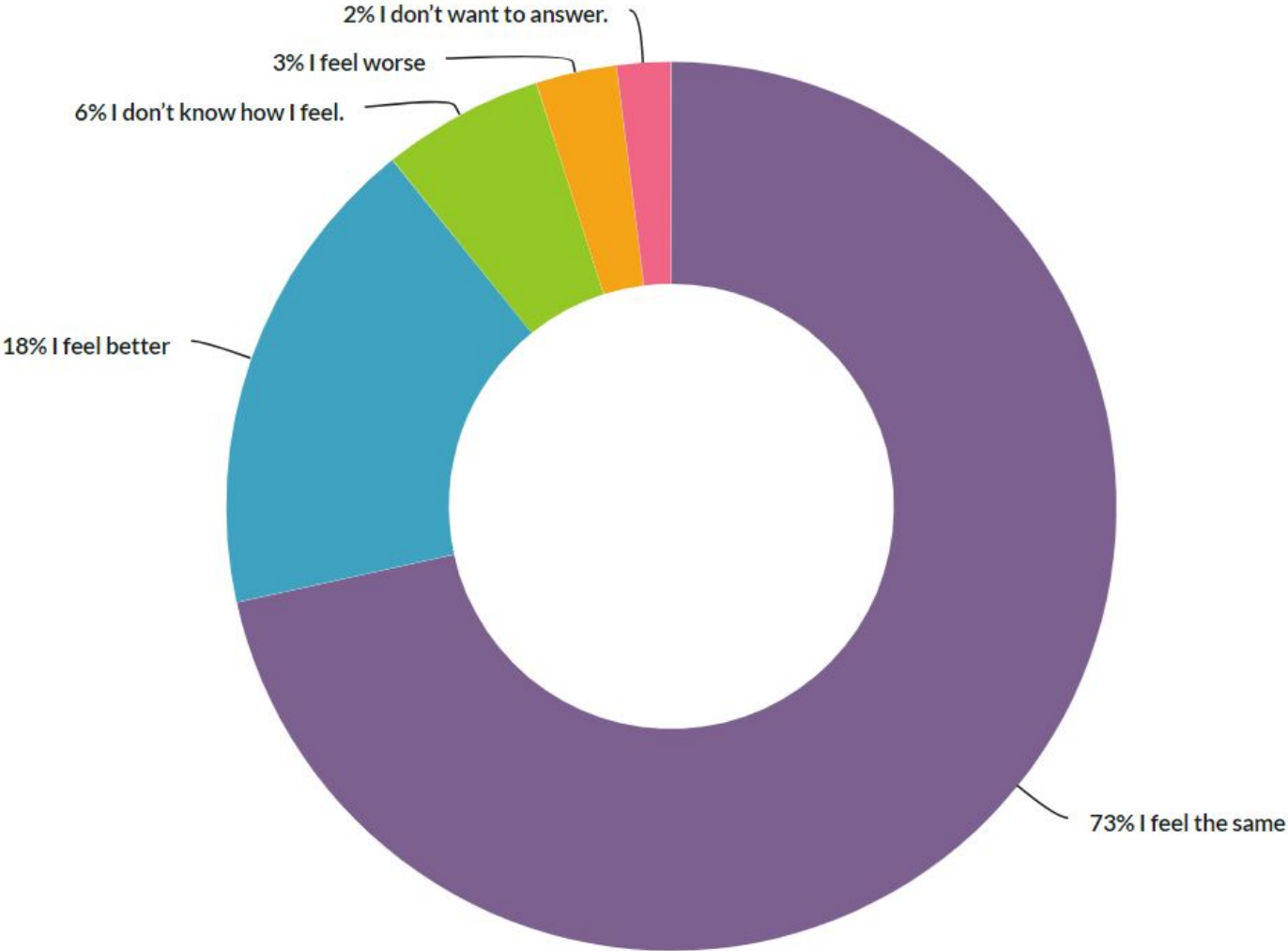
**How Kids and Teens Feel - Pre-Survey (n=573)**



2. Chart C6: Post-Survey Feelings

91% of kids felt the same or better after taking the survey.

**How Kids and Teens Feel - Post-Survey (N=595)**



# Survey Questionnaire

# COVID-19 Child and Youth Well-being Survey Canada

## Survey Introduction

---

**Having read and understood the above description, do you consent to participate in this survey and confirm that you are 18 or older? \***

- Yes
- No

## Parent/Guardian Questions

---

**1. What province or territory do you live in? \***

- Newfoundland and Labrador
- New Brunswick
- Nova Scotia
- Prince Edward Island
- Quebec
- Ontario
- Manitoba
- Saskatchewan
- Alberta
- British Columbia
- Yukon
- Northwest Territories
- Nunavut



## 2. How old are you?

\*

- 18-25
- 26-34
- 35-44
- 45-54
- 55-64
- 65 and older

## 3. Which of the following best describes your family? \*

- Single parent family
- Two parents, living together in one household
- Two or more parents, living separately in two or more households
- Family without children
- Other:
- Prefer not to answer

#### 4. How old are your children who live with you?

Select all that apply. \*

- 1 or younger
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- 13
- 14
- 15
- 16
- 17
- 18
- 19 or older
- I have no children
- I have no children who live with me

**5. Please select the response that best reflects your usual annual household income before tax: \***

- 0 - \$29,999
- \$30,000-\$49,999
- \$50,000-\$69,999
- \$70,000-\$99,999
- \$100,000-\$149,999
- \$150,000- \$199,999
- \$200,000 and over
- I don't know
- I prefer not to answer

**6. Please indicate if you identify with any of the following racial backgrounds (Select all that apply): \***

- Black (African, Afro-Caribbean, African-Canadian descent)
- East Asian (Chinese, Korean, Japanese)
- Indigenous (First Nations, Métis, Inuk/Inuit)
- Latino (Latin American, Hispanic descent)
- Middle Eastern (Arab, Persian, West Asian descent, e.g. Afghan, Egyptian, Iranian, Lebanese, Turkish, Kurdish, etc.)
- South Asian or Indo-Caribbean ( e.g. Indian, Pakistani, Bangladeshi, Sri Lankan, Indo-Guyanese, Indo-Trinidadian, etc.)
- Southeast Asian (Taiwanese descent; Filipino, Vietnamese, Cambodian, Thai, Indonesian)
- White (European descent)
- Another racial background, please specify:
- I don't know
- Prefer not to answer

**7. Is your child's racial background the same as yours? \***

- Yes
- No
- I don't know
- Prefer not to answer

**8. Please select your child's racial background (Select all that apply): \***

- Black (African, Afro-Caribbean, African-Canadian descent)
- East Asian (Chinese, Korean, Japanese)
- Indigenous (First Nations, Métis, Inuk/Inuit)
- Latino (Latin American, Hispanic descent)
- Middle Eastern (Arab, Persian, West Asian descent, e.g. Afghan, Egyptian, Iranian, Lebanese, Turkish, Kurdish, etc.)
- South Asian or Indo-Caribbean ( e.g. Indian, Pakistani, Bangladeshi, Sri Lankan, Indo-Guyanese, Indo-Trinidadian, etc.)
- Southeast Asian (Taiwanese descent; Filipino, Vietnamese, Cambodian, Thai, Indonesian)
- White (European descent)
- Another racial background, please specify:
- I don't know
- Prefer not to answer

**9. What are the first 3 characters (e.g. M4A) of your postal code?**

**Additional Parent/Guardian Questions**

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**10. Is anyone in your household high-risk for contracting COVID-19? For example, is someone in your household a frontline worker, or living with underlying health conditions that puts them at greater risk? \***

- Yes
- No
- I don't know
- Prefer not to answer

**11. Has your household been asked to self-isolate because of COVID-19 related reasons? \***

- Yes
- No
- I don't know
- Prefer not to answer

**12. Which of the following best describes how your child is usually educated? \***

- Public School (Secular or Faith-Based)
- Independent or Private School (Secular or Faith-Based)
- Home School
- Other - Write In
- I don't know
- Prefer not to answer

**13. Do you consider your child to have extra-support needs? A child is said to have 'extra support needs' if they need more, or different supports to what is usually provided to children of the same age in an educational or child care setting. \***

- Yes
- No
- I don't know
- Prefer not to answer

**14. Please briefly explain the supports your child needs:**

**15. Is your child still receiving the supports they need during COVID-19? \***

- Yes
- No
- I don't know
- Prefer not to answer
- Other - Write In

**16. What supports are they no longer receiving and what is the impact?**

**17. Overall, how has your household income been impacted by COVID-19? \***

- Income has not been impacted
- Income has been slightly reduced
- Income has been greatly reduced
- Income has stopped
- Income has increased
- I don't know
- Prefer not to answer



**18. How much has this income change impacted your ability to meet daily costs (e.g. food, rent, mortgage, etc)? \***

- A lot
- A little
- Not yet
- Not at all

**19. How many people from each category live in your home?**

*Include those who live in your home all or part of the time. \**

Adults (ages 25 and older)

0  
1  
2  
3  
4  
5  
6  
7 +  
Prefer not to answer

Youth (ages 13-24)

0  
1  
2  
3  
4  
5  
6  
7 +  
Prefer not to answer

Children (ages 5-12)

0  
1  
2  
3  
4  
5  
6  
7 +  
Prefer not to answer

Infants and Toddlers (ages 0-4)

0  
1  
2  
3  
4  
5  
6  
7 +  
Prefer not to answer

**20. What is your child's gender? \***

- Girl
- Boy
- Trans girl
- Trans boy
- Gender non-binary (including gender fluid, genderqueer, androgynous)
- Two-Spirit
- Not listed, please describe:
- I don't know
- Prefer not to answer

**21. I give consent for my child to the complete this survey. \***

- Yes
- No

**Child and Youth Survey**

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**22. Are you between the ages of 9 and 15, and do you want to continue with this survey? \***

- Yes
- No

**Today**

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**23. How old are you? \***

- 8 or younger
- 9
- 10
- 11
- 12
- 13
- 14
- 15
- 16 or above
- I don't want to answer

**24. In the list of feelings below, check the ones that match how you are feeling right now.**

*Check as many or as few as you feel. \**

- Happy
- Calm
- Included or supported
- Rested
- Excited or interested in the things I do
- In control
- Sad
- Worried
- Alone or unsupported
- Angry or frustrated
- Tired
- Bored or uninterested in the things I do
- Out of control
- I don't know how I'm feeling
- I don't want to answer.



**26. I feel like what is happening with COVID-19 has some positive effects on my life. \***

- Yes
- No
- I don't know
- I don't want to answer

**27. What are some of the positive effects?**



**28. What are the top 3 ways you would like to get information about COVID-19? (Select 3) \***

- Parents/Guardians
- Siblings. For example, a brother or sister
- Other Family Members. For example, a grandparent
- Teachers
- Friends
- Online News
- TV News
- Radio News
- Facebook
- Instagram
- Snapchat
- Tiktok
- Other - Write In
- I don't know
- I don't want to answer



30. What are some of the activities in the past few weeks that made you happy?

31. Thinking about the last week, please finish each sentence with the best answer. \*

	Not Enough	Just Right	Too Much	I don't know	I don't want to answer
A. The amount of time I spent doing stuff with my family was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. The amount of time I spent talking or hanging out with my friends on the phone or online was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. The amount of time I spent using technology, like a phone, TV or a computer, was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. The amount of time I spent alone was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E. The amount of time I spent doing schoolwork or learning was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F. The amount of time I spent playing was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
G. The amount of time I spent being physically active was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
H. The amount of time I spent outside was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I. The amount of time I spent connecting with nature was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 32. Typically, how often do you go outside during COVID 19?

Typically means what you usually do. \*

- More than once a day
- Once a day
- Every other day
- Once or twice a week
- Less than once a week
- I don't go outside.
- I don't know
- I don't want to answer

### 33. When you go outside during COVID-19, who are you usually with and what do you do?

I go outside with:

I go outside to (for example, to get food, go for walk, or other):

### 34. What do you like or dislike about going outside during COVID-19?

I like (for example, activities you like to do or outdoor places you like to visit):

I don't like:

**35. Compared to before COVID-19, I now feel more:**

*Check as many or as few as you feel. \**

- Happy
- Calm
- Included or supported
- Rested
- Excited or interested in the things I do
- In control
- Sad
- Worried
- Alone or unsupported
- Angry or frustrated
- Tired
- Bored or uninterested in the things I do
- Out of control
- I don't know how I'm feeling
- I don't want to answer.

**36. Please choose how much you agree or disagree with the following sentences: \***

	Agree	Agree a little	I don't disagree or agree	Disagree a little	Disagree	I don't know	I don't want to answer
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A. I feel like I am able to be myself or express myself at home.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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B. I am looking forward to something in the next few weeks.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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C. I feel like I am missing important life events or moments because of COVID-19.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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**37. Which of the following best describes how you are participating in school this week? \***

- I am participating in school online
- I am going to school in person
- I am getting a mix of online teaching and going to school in person
- I am being homeschooled
- I have stopped participating in school
- Other - Write In
- Don't Know
- Prefer Not To Answer

**38. Before COVID-19, I enjoyed school: \***

- A lot
- Sometimes
- A little
- Not at all
- I don't know
- I don't want to answer

**39. Compared to before COVID-19, I now find schoolwork: \***

- Much more interesting
- More interesting
- My interest is the same
- Less interesting
- Much less interesting
- I don't know
- I don't want to answer

**40. Compared to before COVID-19, I now find schoolwork: \***

- I don't find schoolwork stressful
- Much less stressful
- Less stressful
- About the same stress level
- More stressful
- Much more stressful
- I don't know
- I don't want to answer



**41. Compared to before COVID-19, I now find it: \***

- Much easier to concentrate
- Easier to concentrate
- My concentration is the same
- Harder to concentrate
- Much harder to concentrate
- I don't know
- I don't want to answer

**42. Do you have someone who can help you with schoolwork, other than your teacher? For example, a parent, older brother or sister, or online tutor? \***

- Yes
- A bit
- No
- I don't know
- I don't want to answer

**43. Who is the person who can help you with schoolwork, other than your teacher? For example, a parent or another family member. \***

- Parent/Guardian
- Sibling. For example, a brother or sister
- Other family member. For example, a grandparent
- Online tutor
- Other:
- I don't want to answer

**44. Do you have what you need to complete your schoolwork and learning at home? For example, high-speed internet, books, computer, workspace, lessons. \***

- Yes - I have what I need
- A bit - I have some of what I need
- No - I don't have what I need
- I don't know
- I don't want to answer

45. What are you missing to complete your schoolwork and learning at home? \*

- High-speed internet
- Books
- Computer
- Workspace
- Lessons
- Other:
- I don't know
- I don't want to answer

46. Do you have a space at home where you can concentrate, work on your schoolwork, and learn? \*

- Yes
- A bit / Sometimes
- No
- I don't know
- I don't want to answer

47. Please explain your answer about challenges to concentrating and learning at home:

**48. Please complete the sentence with the best answer. Missing school because of COVID-19: \***

- Worries me a lot
- Worries me a little
- Doesn't worry me
- I don't know
- I don't want to answer

**49. What worries you about missing school?**

**People in Your Life**

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**51. What are some ways you can help your family during COVID-19? Help can be actions or words.**

**52. What are some ways you can help your friends during COVID-19? Help can be actions or words.**

**53. Sometimes people living in the same home argue, and sometimes they get along. Thinking of the past week, compared to before COVID-19, people in my home: \***

- Get along much more
- Get along more
- Get along the same amount as usual
- Get along less
- Get along much less
- I don't know
- I don't want to answer



**55. What would you like more help with during and after COVID-19?  
Write as many things that you can think of. For example: different ways  
of learning, talking about my feelings, staying physically active...**

**56. Select 3 ways you would like to get this help during COVID-19: \***

- Online written materials
- Online videos
- TV programs
- Podcasts
- Telephone Helpline
- Online Helpline
- Texting helpline
- Online support from a professional
- Telephone call with a professional
- Online youth support group (talking online with other young people)
- In person youth support group (talking in person with other young people)
- I don't know
- I don't want to answer
- Other:



**57. What is the number one thing that would improve your time at home during COVID-19?**

**58. What advice do you have for other kids or youth during COVID-19?**

**59. What advice do you have for the Mayor, or other people in charge of the government or school?**

**60. Compared to how you were feeling before answering the survey questions, how are you feeling now? \***

- I feel better
- I feel the same
- I feel worse
- I don't know how I feel.
- I don't want to answer.

**61. Do you have any feedback on how to make this survey better?**



**MAXIMUM CITY**

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