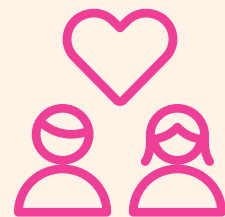




COVID-19 CHILD AND YOUTH WELL-BEING STUDY: Toronto Phase One: Report



Prepared by Maximum City
June 2020





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

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Introduction

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 well-being, both during and emerging from the COVID-19 pandemic. It is critical that data are collected and used to inform an effective recovery strategy, recognizing the unique impacts of COVID-19 physical distancing, school closures and social disconnection on child and youth well-being.

This study collects and analyzes the experiences and opinions of children and youth in the Greater Toronto Area 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 gaps in child and youth well-being and supports during and after COVID-19, and to use the findings as evidence to help inform the recovery strategy.

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 356 nine- to 15-year-olds across the Toronto Census Metropolitan Area participated in this study by completing a thorough online survey in May 2020.

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

Methodology Highlights

- The online survey was conducted in English from May 8 to 26 using the survey software SurveyGizmo.
- 356 Toronto area 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 and racial backgrounds across the Toronto Census Metropolitan Area. A breakdown of the household income level and racial background of respondents is available in Appendix A: Methodology of the full report. The survey results have not been weighted at this time.
- The numbers in the report have been rounded to the nearest whole number.
- This Phase One Report presents the overall findings of the study, while a deeper analysis of the data by segments will continue throughout the summer of 2020.
- A parallel Canadian national study was conducted at the same time and will be reported on separately.

For questions, please contact the study lead Josh Fullan
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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 heard¹, 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, and their ideas can be considered to inform the best way forward to mitigate negative impacts on their daily lives and enhance their well-being.

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 potential².

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

² Cultivating Well-being in Challenging Times: Dr. Jean Clinton https://youtu.be/1JL6mFlfUWE?list=PLHhiAc79sMNqPFqnWL73p_mJorm2Dor77

COVID-19 in Toronto, Ontario

On March 17, 2020 Premier Doug Ford declared a state of emergency in Ontario because of COVID-19, following an announcement a few days earlier that schools would be closed. People were instructed to stay home and only go out for essential needs. The Province's Phase Two: Restart began on May 16 with the first re-opening of businesses, services and public spaces, but schools continued with remote instruction and physical distancing measures remained in place. As of May 26 when the study's survey closed, Toronto had 39% of Ontario's 26,191 coronavirus cases and 761 deaths³.



**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

³ <https://www.toronto.ca/home/covid-19/covid-19-latest-city-of-toronto-news/covid-19-status-of-cases-in-toronto/>

Key Findings

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.

In terms of what they are feeling during the pandemic, some children and youth are worrying more, and many are specifically worried that someone they care about will get COVID-19. They are also feeling a range of emotions more intensely — boredom, sadness, happiness, calm and worry. Almost a third of kids and teens report positive effects of the pandemic on their lives, such as more time with family or less stress at school.

Children and youth feel they are not spending enough time outside or being physically active, and that they are spending too much time using technology. A critical part of the recovery strategy must focus on rebalancing this trend for the sake of their mental and physical health. Kids and teens want more time outside, more time playing and exercising, and more time simply hanging out with friends in person, once it is safe.

Schooling during the pandemic is missing the mark for many children and youth, while others are enjoying remote learning. The reasons are complex and mostly beyond the scope of this study. Some simply do not have everything they need to effectively complete their schoolwork at home, while many others keenly miss the contact with

teachers and friends, extra- and co-curricular activities, structure and routine. Others still are finding that remote learning is not the best way for them to learn; a number of kids and teens requested better remote instruction strategies to reach and engage all learners.

Quality family time is increasing across many households during the pandemic, resulting in better relationships. Many children and youth appreciate the extra time and deeper connection with family members and are getting along within their household more than before COVID-19.

Kids and teens want their leaders to do what they can to keep people safe, even if this means keeping physical distancing measures in place longer. Though some suggested opening places like parks and schools, this was often followed by a condition that either physical distancing be maintained or that, more generally, safety be foremost.

When providing advice to their peers, kids and teens suggested the three most important strategies to get through this challenging time are to follow rules to stay safe and healthy, to keep calm and maintain a positive mindset, and to make time to have fun or do something you enjoy. Many kids and teens showed empathy and a desire to help their peers and, more broadly, society. Their wisdom is authentic and expressed directly, such as this advice from a fifteen-year-old study participant for her peers: "Be calm. Find something you like to do. Get outside."

Key Findings

Feelings and Emotions

- 79%** Many kids and teens are **worried** that someone they care about will get COVID-19.
 - 28%** Some kids and teens report that the COVID-19 pandemic has had some **positive effects** on their lives, with the most commonly cited positive effect being **more time with family**.
 - 6%** Few kids and teens prefer to get information about COVID-19 from **social media**.
- Kids and teens are feeling a range of emotions more intensely during COVID-19. Some kids and teens report feeling more;
- 36%** **bored,**
 - 29%** **worried,**
 - 29%** **calm,** and
 - 28%** **happy**
- than before the pandemic.
- 81%** Many kids and teens feel like they are **missing important life events** or moments.

Activities

- 58%** Many kids and teens are **sleeping more**.
 - 61%** Many kids and teens are spending **less time being physically active,**
 - 73%** and **more time with technology**.
 - 49%** Nearly half of kids and teens feel like they are **spending too much time with technology**.
 - 72%** Many kids and teens are **going outside less than once a day**.
 - 3%** When they do go outside, **few kids and teens are going outside with friends**.
- Many kids and teens feel like they are
- 58%** **not spending enough time outside,**
 - 56%** **or connecting with nature**.
- Many kids want more help staying physically active to improve their time at home.
- Many kids want more access to activities and things to do to improve their time at home.

Key Findings

School and Learning

- 42%** Some kids and teens find school **less interesting**.
 - 33%** Some kids and teens find schoolwork **less stressful**;
 - 31%** while some find it more stressful.
 - 23%** Some kids do not have everything they need to complete their schoolwork and learning at home; and what is **often missing is a computer or high-speed internet**.
 - 92%** Many kids and teens **have someone who can help with their schoolwork** to some degree, and the helper is usually a parent or guardian.
 - 71%** Many kids and teens **have a space at home** where they can concentrate, work on their schoolwork, and learn.
 - 61%** Many kids and teens are **worried about missing school** because of the COVID-19 pandemic. Kids and teens who are worried about missing school are most worried about missing their friends. They are also worried about falling behind in their studies 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.
- Some kids and teens would like more learning strategies that reach and engage all learners.
- Many kids want more structured and personalized support to improve remote learning.

People and Relationships

- 88%** Many kids and teens have an **adult family member they can talk to** about how they are feeling.
 - 74%** Many kids have a **friend they can talk to** about how they are feeling.
 - 63%** Many kids report **feelings of empathy** for others during the COVID-19 pandemic.
 - 32%** Some kids and teens are **getting along more** with their household during the COVID-19 pandemic;
 - 13%** while others 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.

Needs

- 20%** Some kids and teens **do not have enough** places to play or exercise outside their home; or
- 13%** enough **space to play** inside their home.
- 25%** Some kids and teens **do not feel safe when they go outside**.
- 29%** Some kids and teens are worried about their family **having enough food and a safe place to live**.

Child and Youth Voice Map

"Being at home makes it harder to take things seriously like at school. Also some subjects need face to face interaction with the teacher."

"I don't like crowds and people that aren't careful and I'm scared of catching the virus and getting sick."

"Open the parks for families to be able to go together and they can still social distance from others."

"I am spending more time with my family and extra time for my hobbies. My dad is working from home, so I sort of get to see what he does everyday and it has made me feel more respect and appreciative for what he does for our family."

"All of us are at home. My mom works from home and she is always on conference calls. My brother is also home and we fight quite a bit."

"Do something fun every day as a treat to yourself."

"I can help my friends by making them laugh."

"I can understand that my mom is trying her best and is also worried and anxious right now about money and losing her job."

"We live in a condo, and sometimes other family members need to use the computer room for work at the same time as me."

"I miss my friends and my teacher."

"Am I getting as much learning as I would need to pass next year?"

"I don't like that everyone seems afraid of everyone else, no one is friendly anymore."

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

1.1. COVID-19 Understanding and Concerns

Toronto 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.
- 82% know where to find information on COVID-19 that they can understand and trust.

Many Toronto kids and teens are worried about getting COVID-19 themselves, and even more are worried someone they care about will get it.

- 60% are worried about getting COVID-19 themselves, while 79% are worried someone they care about will get COVID-19.

Chart 1: Kids' and Teens' Understanding and Concerns About COVID-19 (n=356)

	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.							
Count	141	168	22	13	3	9	0
Row %	40%	47%	6%	4%	1%	3%	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.							
Count	163	127	33	12	7	12	2
Row %	46%	36%	9%	3%	2%	3%	1%
C. I am worried about getting COVID-19.							
Count	105	112	46	37	46	9	1
Row %	29%	31%	13%	10%	13%	3%	0%
D. I am worried someone I care about will get COVID-19.							
Count	168	115	29	17	19	7	1
Row %	47%	32%	8%	5%	5%	2%	0%

1.2. Positive Effects of the COVID-19 Pandemic

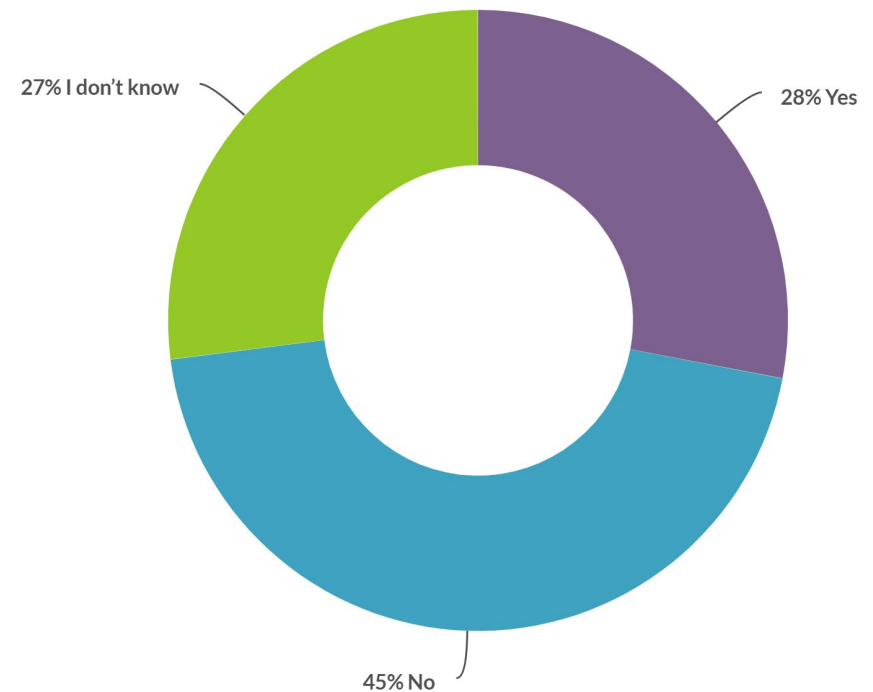
Some Toronto kids and teens reported that the COVID-19 pandemic has some positive effects on their lives. The most commonly cited positive effect was the opportunity to spend more time with family.

- 28% feel like what is happening with COVID-19 has some positive effects on their life.
 - 42% cited more time with family as a positive outcome
 - 19% cited not having to go to school or being able to complete school from home as a positive outcome
 - 13% 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 time for sleep, spending less time on schoolwork or having more relaxed deadlines for schoolwork, less stress and anxiety overall, and global environmental and climate change benefits from reduced carbon emissions.

"I get to expand my mind doing things around the house. Started cooking."⁴

"School is stressful and I prefer learning at home and being rested and spending time with my family."

Graph 1: COVID-19 Pandemic has Some Positive Effects on My Life (n=356)



"I am spending more time with my family and extra time for my hobbies. My dad is working from home, so I sort of get to see what he does everyday and it has made me feel more respect and appreciative for what he does for our family."

⁴ Verbatim quotes from kid and teen respondents are highlighted in blue text throughout the report.

1.3. Getting Information About COVID-19

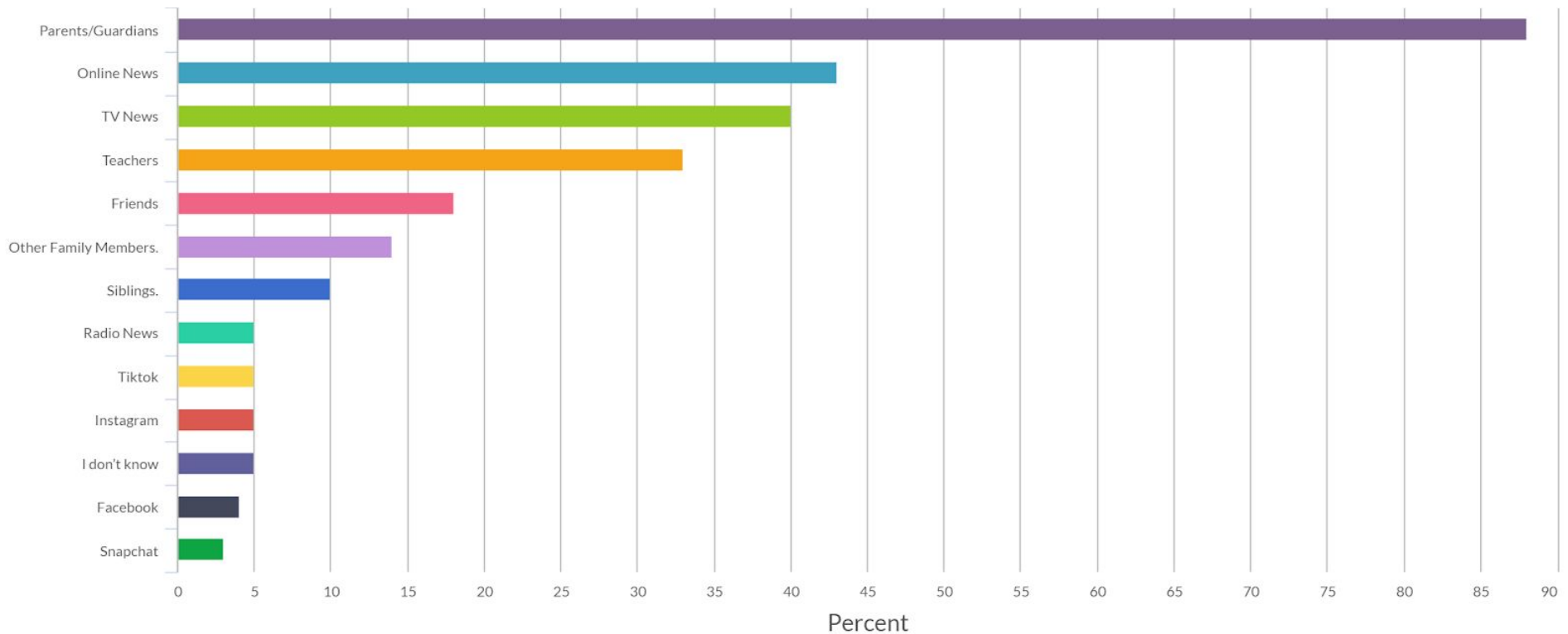
Most kids and teens want to get information about COVID-19 from their parents or guardians.

- 88% 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 online news (43%), TV news (40%), and teachers (33%).

- Less than 6% 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=356)

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



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

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

With Toronto 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.

- 58% of kids and teens reported they are getting more or much more sleep than before the COVID-19 pandemic, though 34% reported falling asleep takes more or much more time than usual.
- 61% of kids and teens reported spending less or much less time being physically active, while 73% reported spending more or much more time using technology, including video games, social media, and TV.
- While 34% of kids and teens are worrying about the same amount as compared to before the COVID-19 pandemic, 44% are worrying more or much more, with 15% worrying less or much less.
- 28% of kids and teens are spending about the same amount of time doing schoolwork as compared to before the COVID-19 pandemic, while 48% are spending less or much less time doing schoolwork.
- 38% of kids and teens are spending more or much more time doing activities that make them happy.
- There is a fairly even split among kids and teens who are spending more time or less time praying or reading, as compared to before the COVID-19 pandemic.

See [Appendix C, Section 1: Time Spent on Activities During the Past Week, Compared to Before the COVID-19 Pandemic \(n=356\)](#) for more information.

2.2. Activities that Make Kids and Teens Happy

When asked what activities made kids and teens happy in the past few week, the most common write-in responses were (n=332⁵):

- Physical activities including playing sports, riding bikes/skateboards/scooters/rollerblades, exercising, and walking or hiking (25%)
- Playing video games (22%)
- Spending time with family (17%)
- Playing games (general) (16%)
- Making art or crafting (14%)
- Talking with friends (12%)
- Watching TV (10%)
- Social media (7%)
- Reading (5%)
- Playing outside (5%)
- Cooking or baking (5%)

2.3. Reflections on How Time Is Spent

Most kids and teens report spending the right amount of time with family, alone, learning, and playing in the past week. However, most felt that they did not spend enough time being physically active, being outside, or connecting with nature.

⁵ Respondents could provide multiple answers.

- 54% of kids and teens reported that they did not spend enough time being physically active during the past week.
- 58% did not spend enough time outside.
- 56% did not spend enough time connecting with nature.
- 68% 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.
- 53% spent the right amount of time playing.
- 49% spent the right amount of time hanging out with friends on the phone or online, whereas 35% reported they did not do this enough.
- 49% reported that they spent too much time using technology

See [Appendix C, Section 2 : Kids and Teens Perspectives on How They Spent Their Time Over the Past Week \(n=356\)](#) for more information.

2.4. Outdoor Activities

Most kids report going outside less than once a day, and usually with a parent or guardian. Few kids report going outside with friends.

- 72% of kids go outside less than once a day, including 9% who do not go outside at all (n=128).
- 62% of kids and teens reported that when they go outside, they do so with a parent or guardian (n=264).
- 21% go outside with a sibling (n=264).
- Only 5% go outside alone (n=264).
- Only 3% go outside with friends (n=264).

Going for a walk was the most common reason for kids and teens to go outside. Other common reasons for going outside included getting fresh air, getting food, playing, bike riding, walking a pet, shopping, and exercising. Some kids and teens noted that when outside, they enjoyed that streets and parks were quieter, calmer, and more peaceful than usual (n=258).

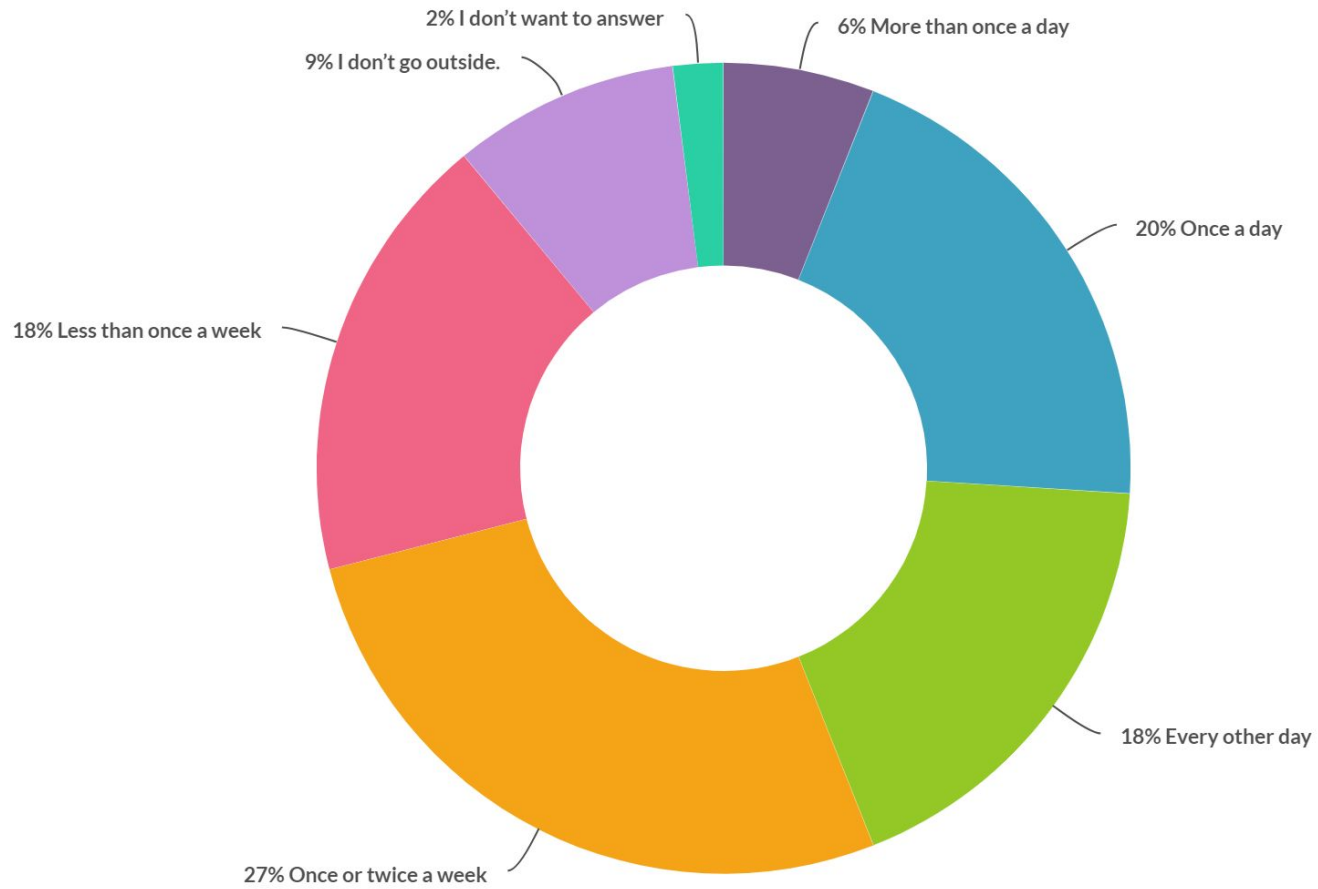
- 53% of Toronto kids and teens reported going for a walk as a reason they had gone outside during COVID-19.

Kids and teens dislike that there is nowhere to go when leaving their homes, as playgrounds, community centres, malls, schools, and other destinations are closed. Many dislike that physical distancing must be maintained, as it prevents get-togethers with friends and family. However, this does not necessarily mean that kids and teens think physical distancing should end; they are wary of going to places where physical distancing is hard to maintain (e.g. grocery stores or busy sidewalks), and some are afraid of going outside, for fear of catching the coronavirus. A few kids and teens noted that more typical seasonal issues including bad weather and bugs are still unpleasant and unwanted outdoor experiences, even during the COVID-19 pandemic.

"I don't like that everyone seems afraid of everyone else, no one is friendly anymore."

"I don't like crowds and people that aren't careful and I'm scared of catching the virus and getting sick."

Graph 3: How Often Toronto Kids and Teens Go Outside During COVID-19 (n=128)



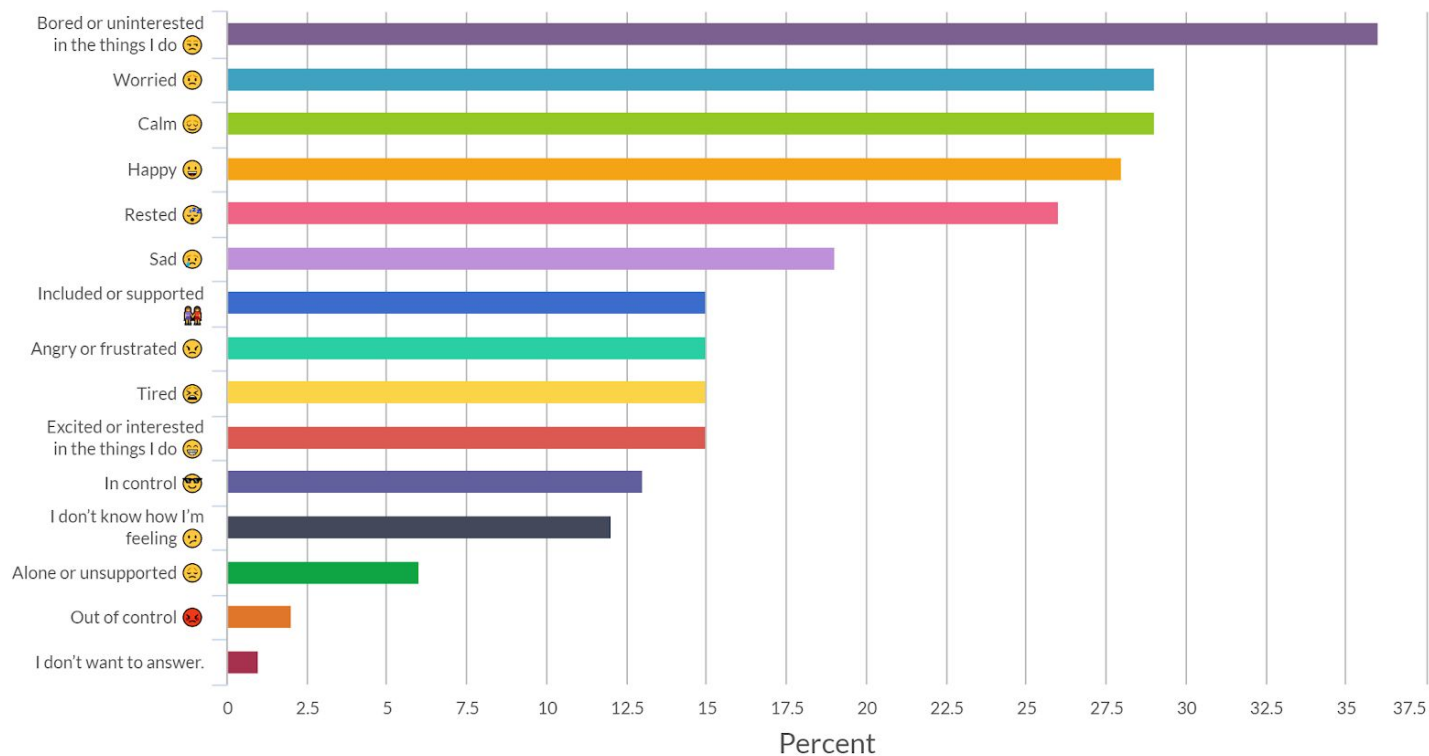
3. Part 3: Feelings and Emotions

3.1. 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 feel now, compared to before the COVID-19 pandemic, many reported they felt more bored, uninterested in the things they do, and worried. However, many also reported that they felt more calm, happy, and rested.

- 36% of kids and teens reported that they felt more bored or uninterested in the things they do.
- 29% reported they felt more worried.
- Over a quarter reported that they felt more calm (29%), more happy (28%), or more rested (26%).
- 19% reported that they felt more sad.

Graph 4: Feelings Kids and Teens Have More Strongly Since the COVID-19 Pandemic Began (n=356⁶)



⁶ Respondents could select as many feelings as they felt applied.

3.2. 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.

3.3. Looking Ahead

While most kids are looking forward to something in the next few weeks (66%), more feel like they are missing out on important life events or moments (81%).

- 81% of kids and teens feel like they are missing important life events or moments.

Chart 2: Feelings at Home and Looking Ahead (n=356)

	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. Count Row %	191 54%	100 28%	30 8%	15 4%	7 2%	11 3%	2 1%
B. I am looking forward to something in the next few weeks. Count Row %	146 41%	88 25%	50 14%	23 6%	24 7%	25 7%	0 0%
C. I feel like I am missing important life events or moments because of COVID-19. Count Row %	179 50%	109 31%	43 12%	8 2%	5 1%	9 3%	3 1%

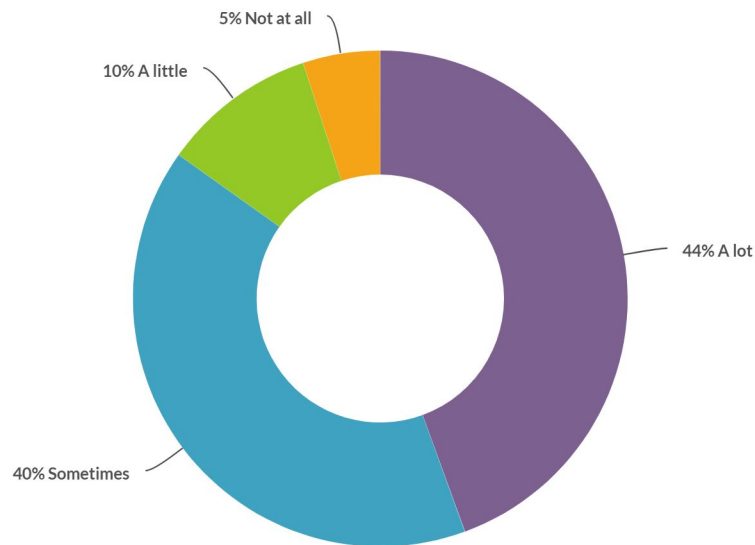
4. Part 4: School and Learning

4.1. Enjoying School - Before and After the Pandemic

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

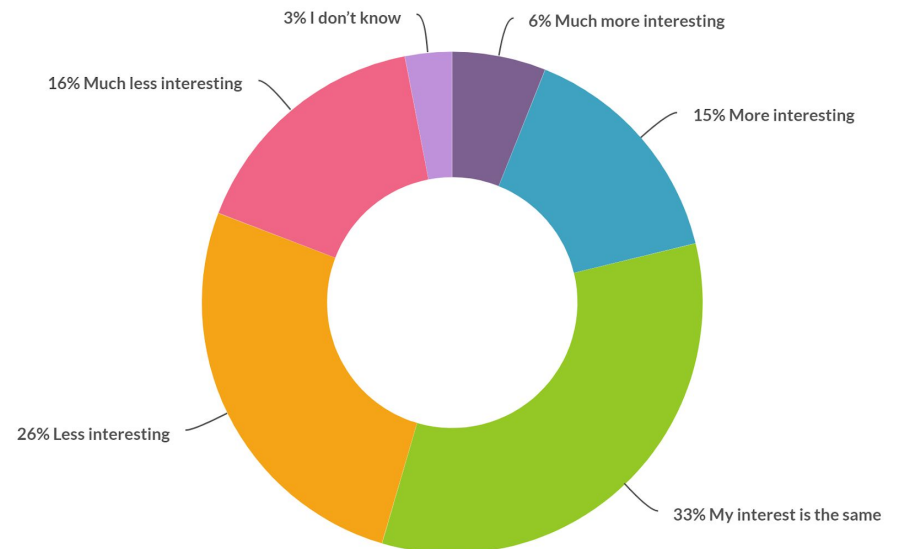
- 84% of kids and teens reported that they enjoyed school sometimes or a lot before the pandemic, with only 5% reporting they did not enjoy school at all.

Graph 5: Kids' and Teens' Enjoyment of School Before the COVID-19 Pandemic (n=356)



- Since the COVID-19 pandemic school closures, 42% of kids and teens reported schoolwork was less or much less interesting than before. Conversely, 21% reported that schoolwork is more or much more interesting.

Graph 6: Kids' and Teens' Interest in Schoolwork During the COVID-19 Pandemic (n=356)



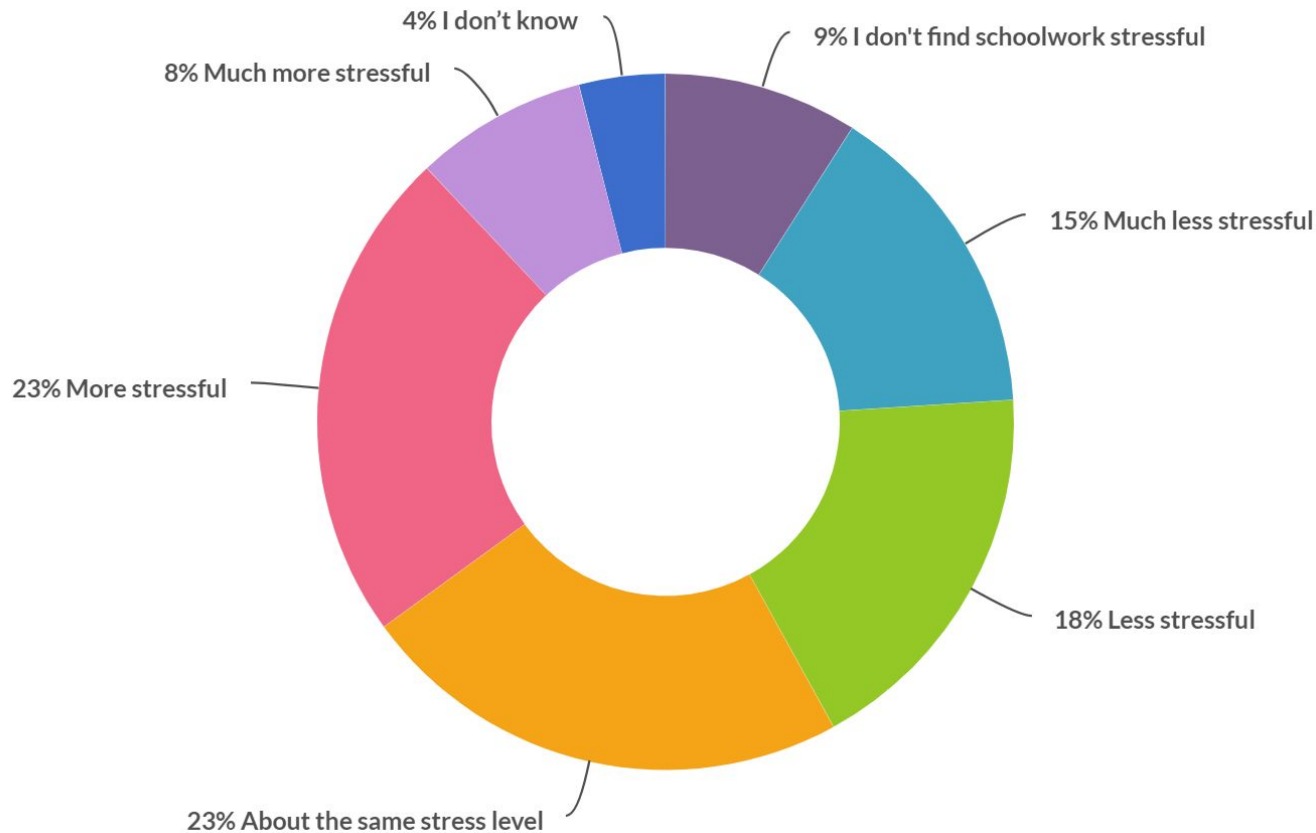
4.2. Schoolwork and Stress

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

- 33% reported that schoolwork was less stressful or much less stressful.

- 23% reported that schoolwork during the COVID-19 pandemic results in the same level of stress as before.
- 31% reported that schoolwork is more or much more stressful.

Graph 7: Kids' and Teens' Stress Related to Schoolwork During the COVID-19 Pandemic (n=356)

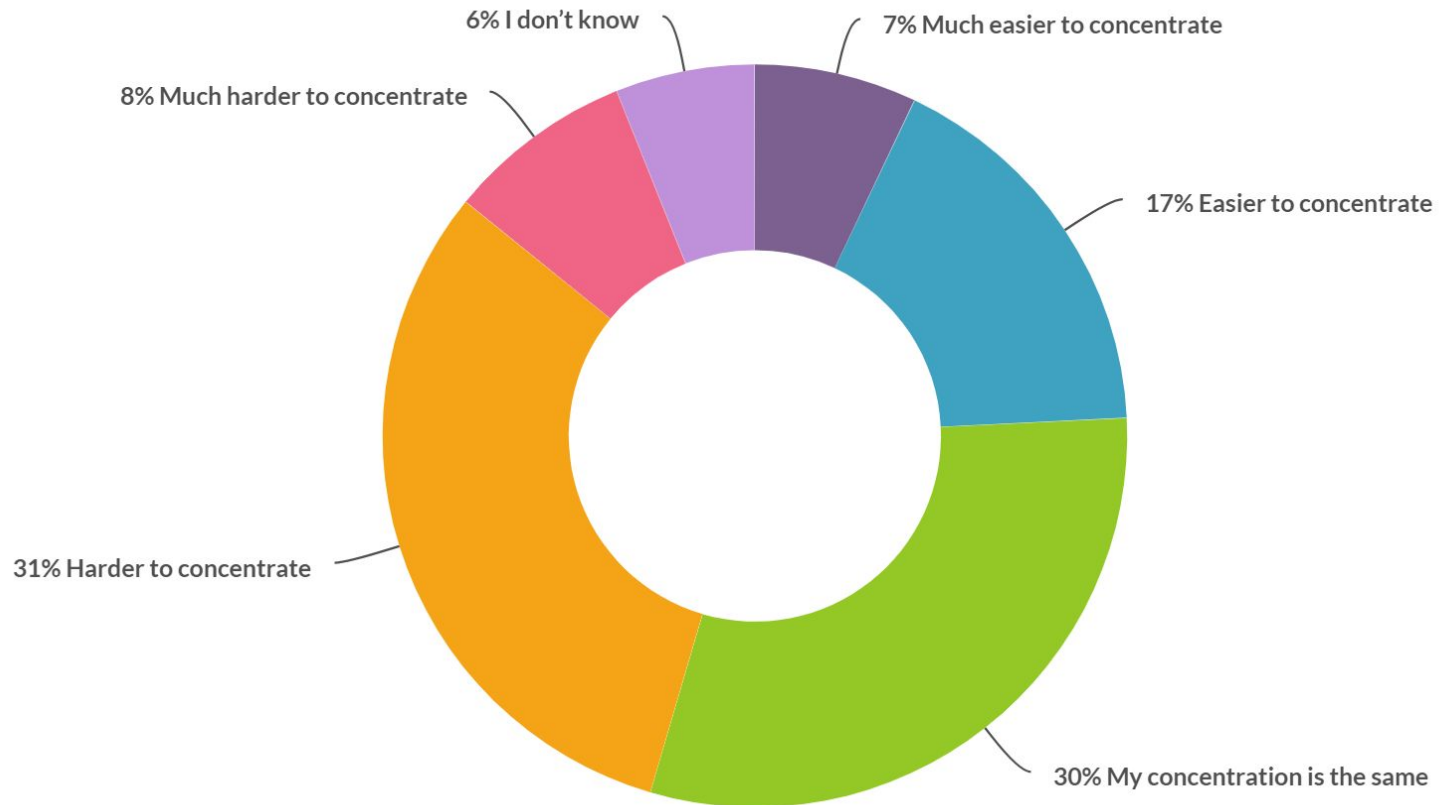


4.3. Concentration During A Pandemic

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

- 39% of kids and teens find it hard or much harder to concentrate on tasks during the COVID-19 pandemic.
- 30% find that their ability to concentrate has remained unchanged.
- 24% find concentrating easier or much easier.

Graph 8: Kids' and Teens' Ability to Concentrate During the COVID-19 Pandemic (n=356)



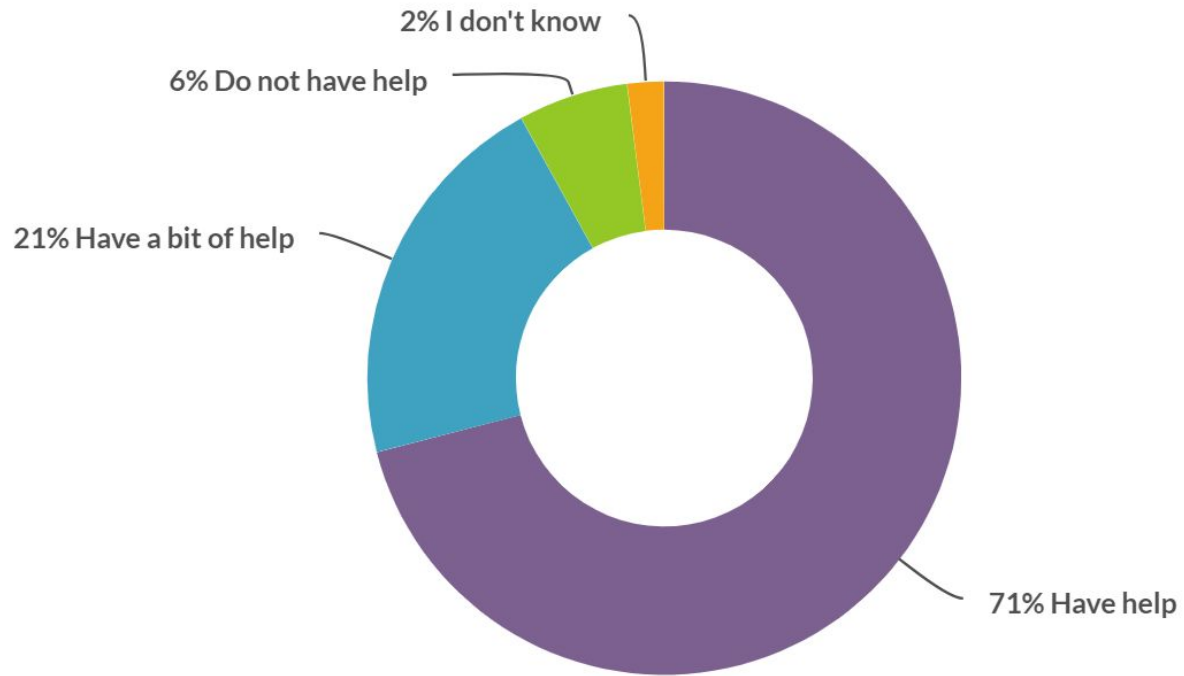
4.4. Getting Help With Schoolwork

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

- 92% of kids and teens have someone in their lives who can help them with schoolwork to some degree.

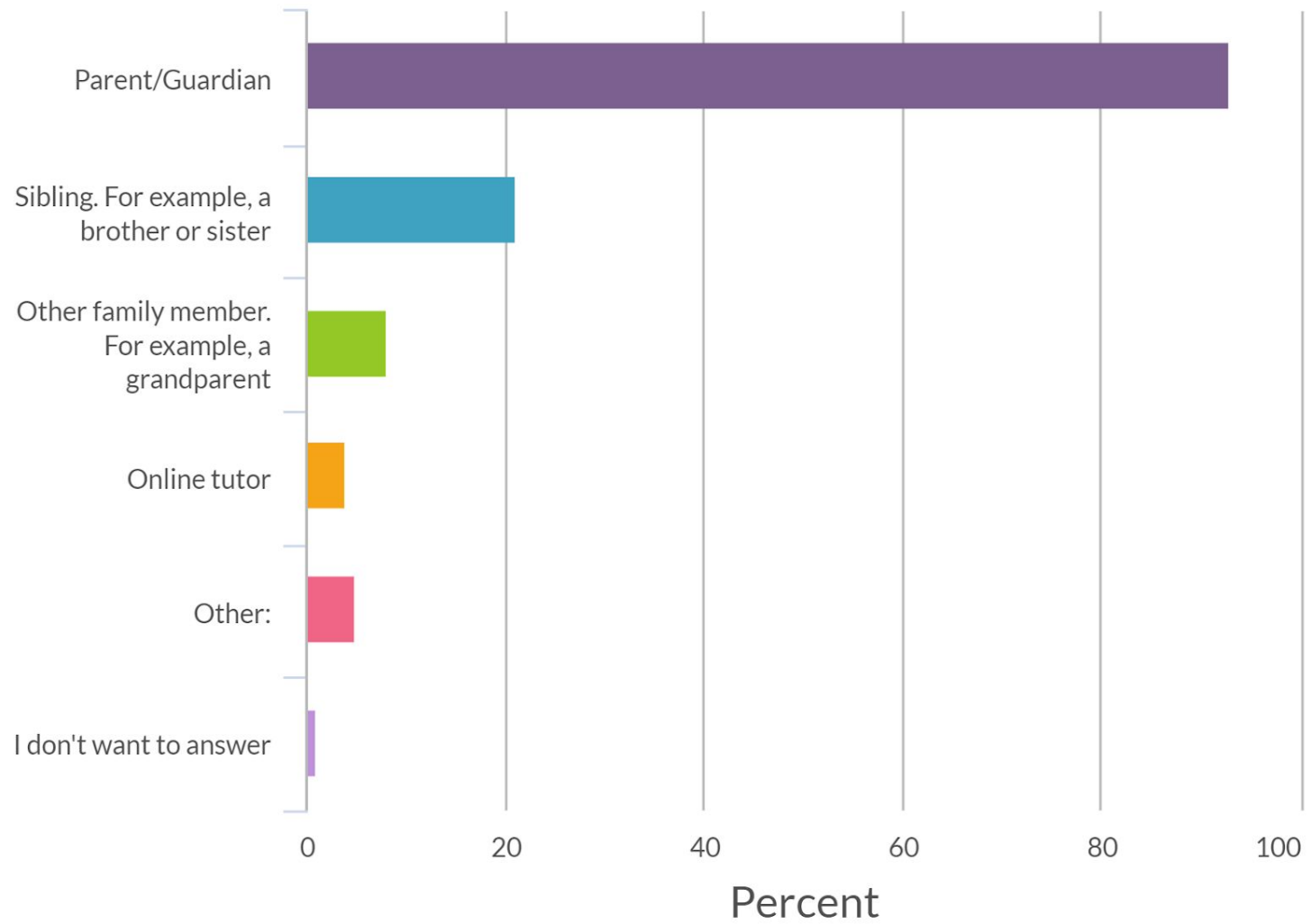
- Of those who receive help with schoolwork, 93% are assisted by their parents or guardian

Graph 9: Kids and Teens Who Have Someone Who Can Help With Schoolwork, Other Than A Teacher (n=356⁷)



⁷ 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=356)



4.5. Needs for Distance Learning

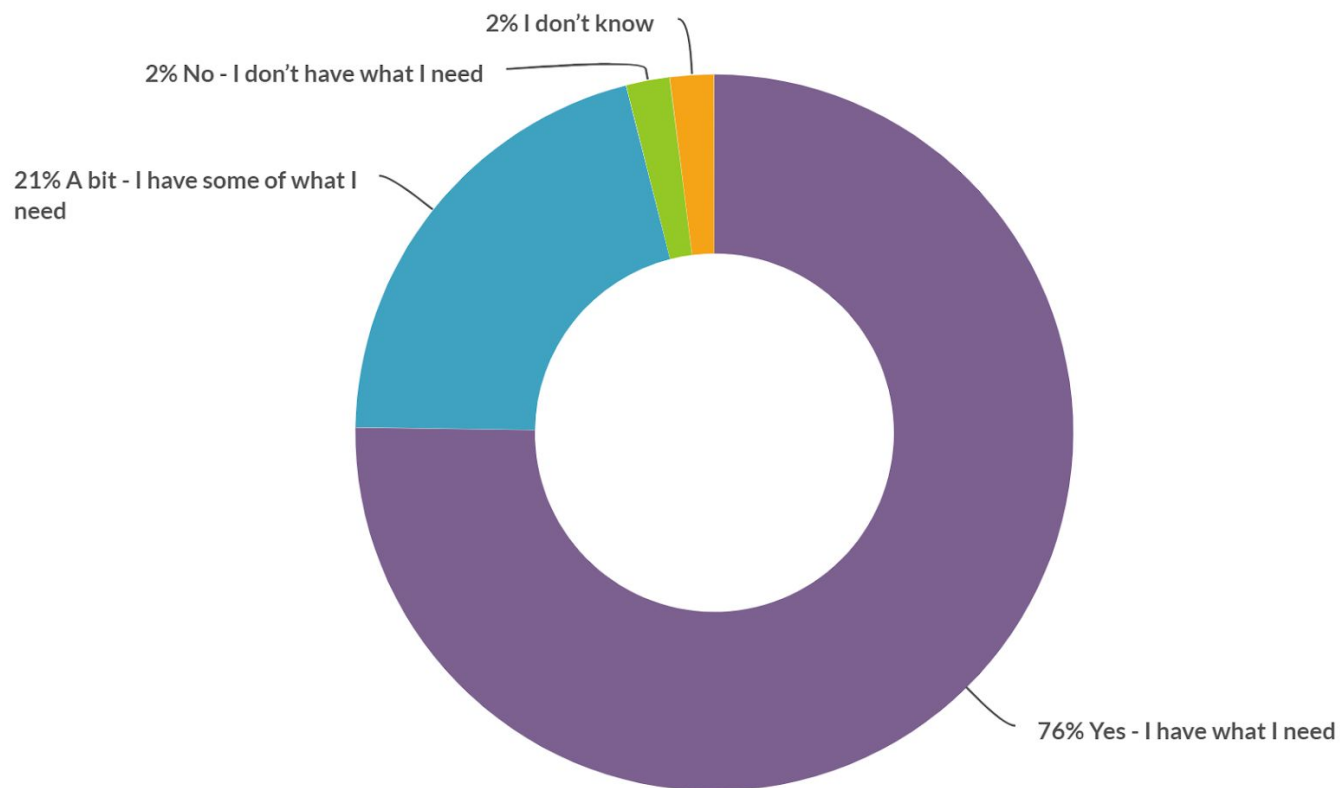
Some kids and teens do not have everything they need to complete their schoolwork and learning at home, with a computer and high-speed internet being what is mostly commonly missing.

- While 76% of kids and teens reported having what they need to complete their schoolwork and learning at home, 21% only have some of what they need, and 2% do not have what they need.

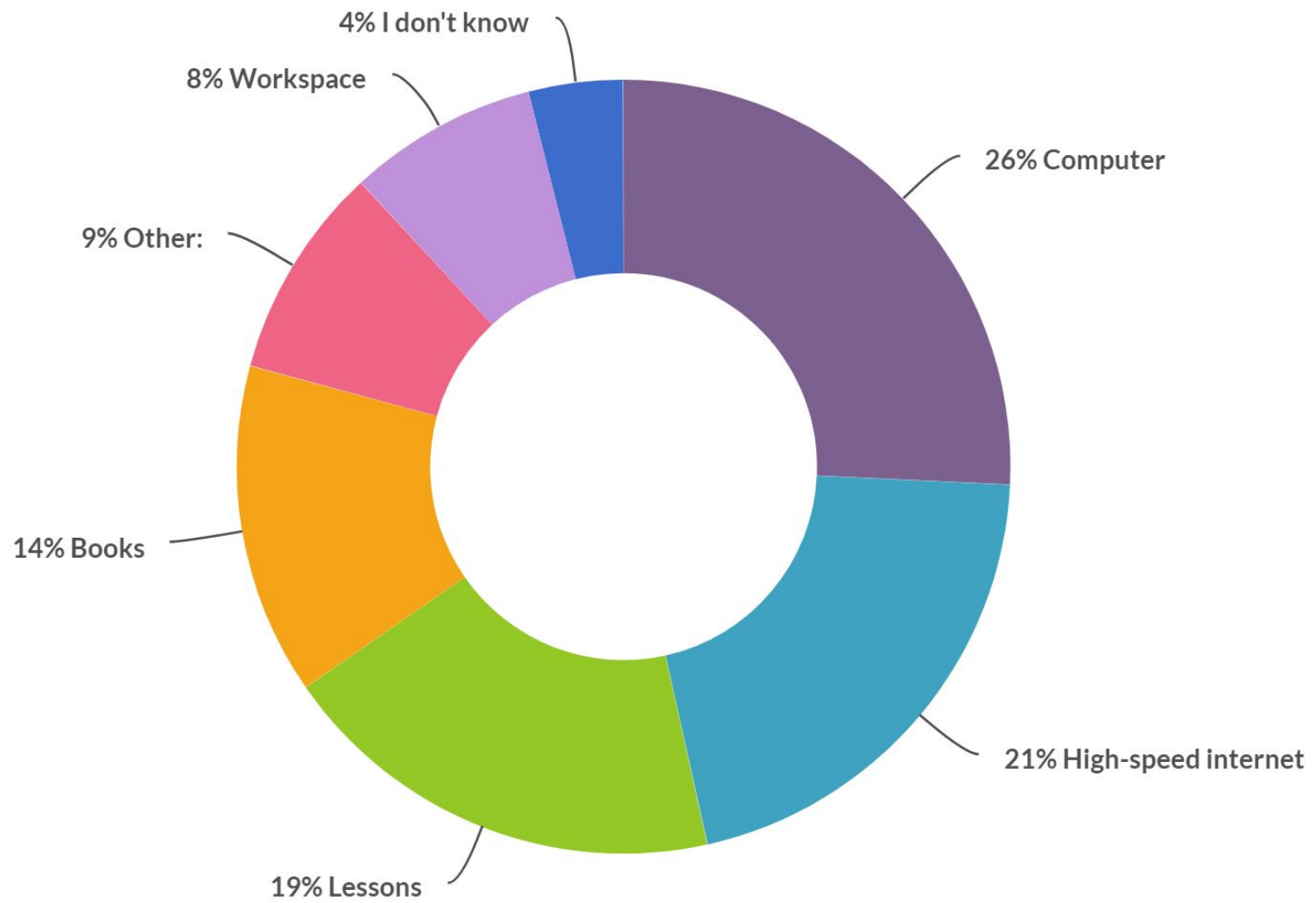
Of those missing at least some of what they need to complete their schoolwork:

- 26% were missing a computer
- 21% were missing high-speed internet
- 19% were missing lessons
- 14% were missing books
- 8% were missing a proper workspace.

Graph 11: Having What You Need to Complete Your Schoolwork and Learning at Home (n=356)



Graph 12: What Kids and Teens are Missing to Complete Their Schoolwork and Learning at Home (n=356)

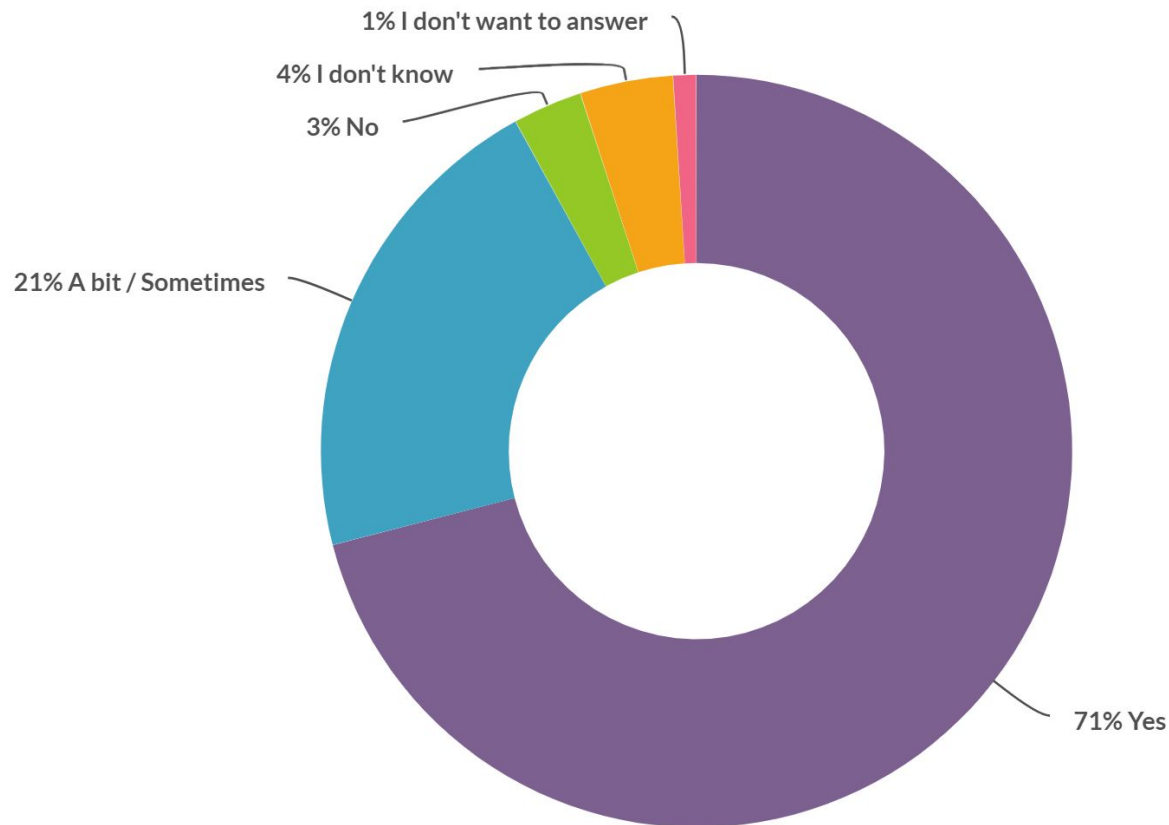


4.6. Workspaces at Home

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.

- 71% of kids and teens have a space at home where they can concentrate, work on their schoolwork, and learn.
- 22% sometimes have this type of space.
- 3% 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=356)



4.7. Challenges to Concentrating and Learning in a Home Environment (n=293)

For kids and teens, the main challenges to concentrating and learning at home are noises and distractions. This includes the allure of other activities in their homes (e.g. social media, video games), siblings, parents, and pets. For some kids and teens, the overall adjustment to remote learning has been difficult. Some feel lonely and want more time to work with peers. Others want more live instruction from their teachers and miss face-to-face instruction.

"All of us are at home. My mom works from home and she is always on conference calls. My brother is also home and we fight quite a bit."

Other challenges to concentration include not being able to get help with schoolwork from family members, having too much work, work that was too difficult, lacking computer access or a reliable internet connection, and feeling that there is no accountability for getting work done.

"Being at home makes it harder to take things seriously like at school. Also some subjects need face to face interaction with the teacher."

"We live in a condo, and sometimes other family members need to use the computer room for work at the same time as me."

4.8. 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.

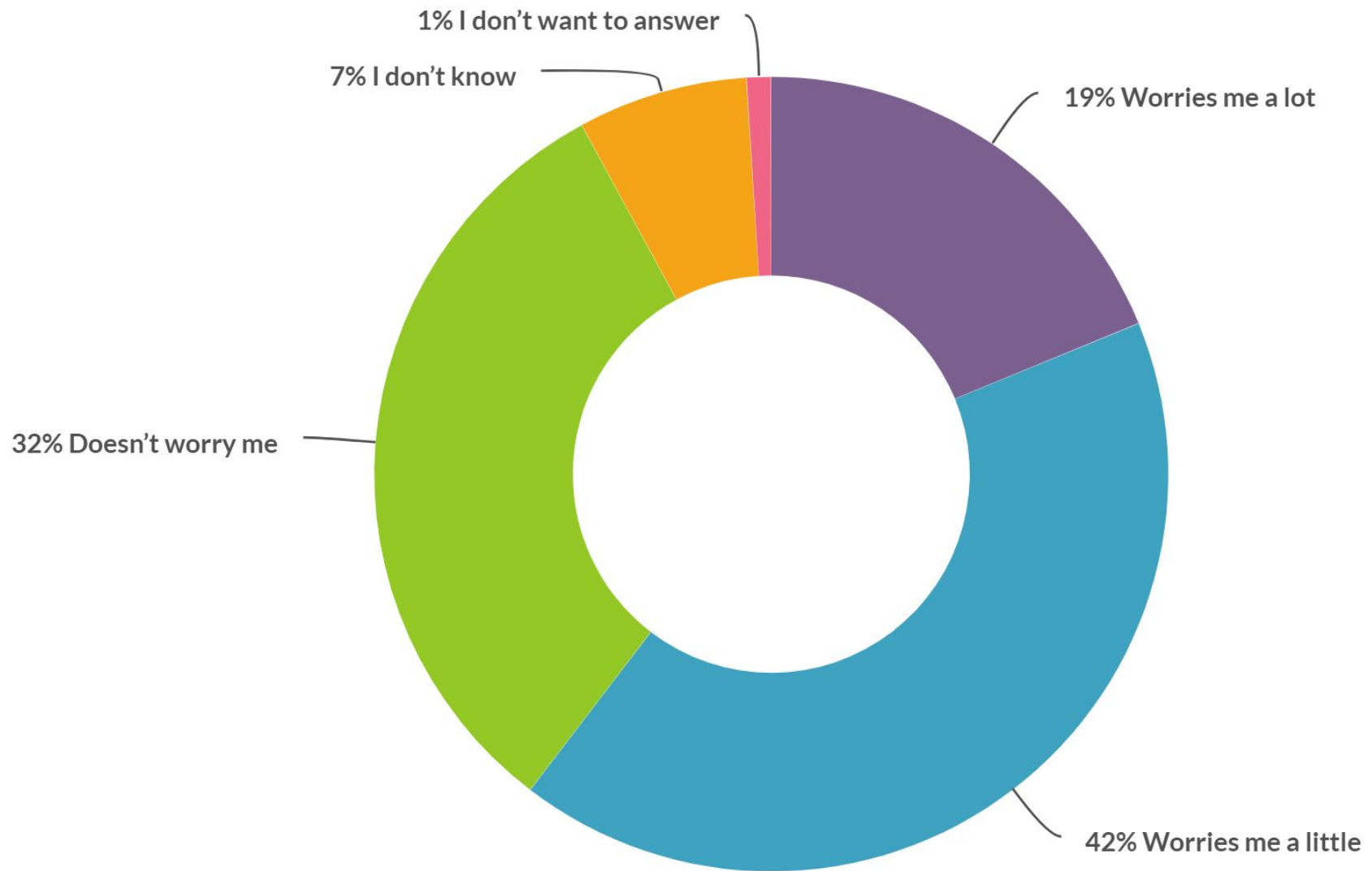
4.9. What Fuels School-Related Worries (n=184)

Kids and teens who are worried about missing school are most worried about missing their friends. They are also worried about falling behind in their studies or failing a class or grade. In addition, some students miss their teachers, and the personal instruction, synchronous learning, routine, and extracurriculars that in-person schooling provides. For students reaching the end of their schooling, missing out on graduation is a worry as well.

"Am I getting as much learning as I would need to pass next year?"

"I miss my friends and my teacher."

Graph 14: How Kids and Teens Feel About Missing School Because of COVID-19 (n=356)



5. Part 5: People and Relationships

5.1. 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 (for example, a teacher).

- 88% of kids and teens have an adult family member they can talk to about how they are feeling.
- 74% have a friend they can talk to about how they are feeling.
- 53% have a trusted adult, outside of their family that they can talk to about how they are feeling.

Most kids and teens reported feeling empathy for others during the pandemic.

- 63% reported that they have tried to “put themselves in someone else’s shoes” during the COVID-19 pandemic.

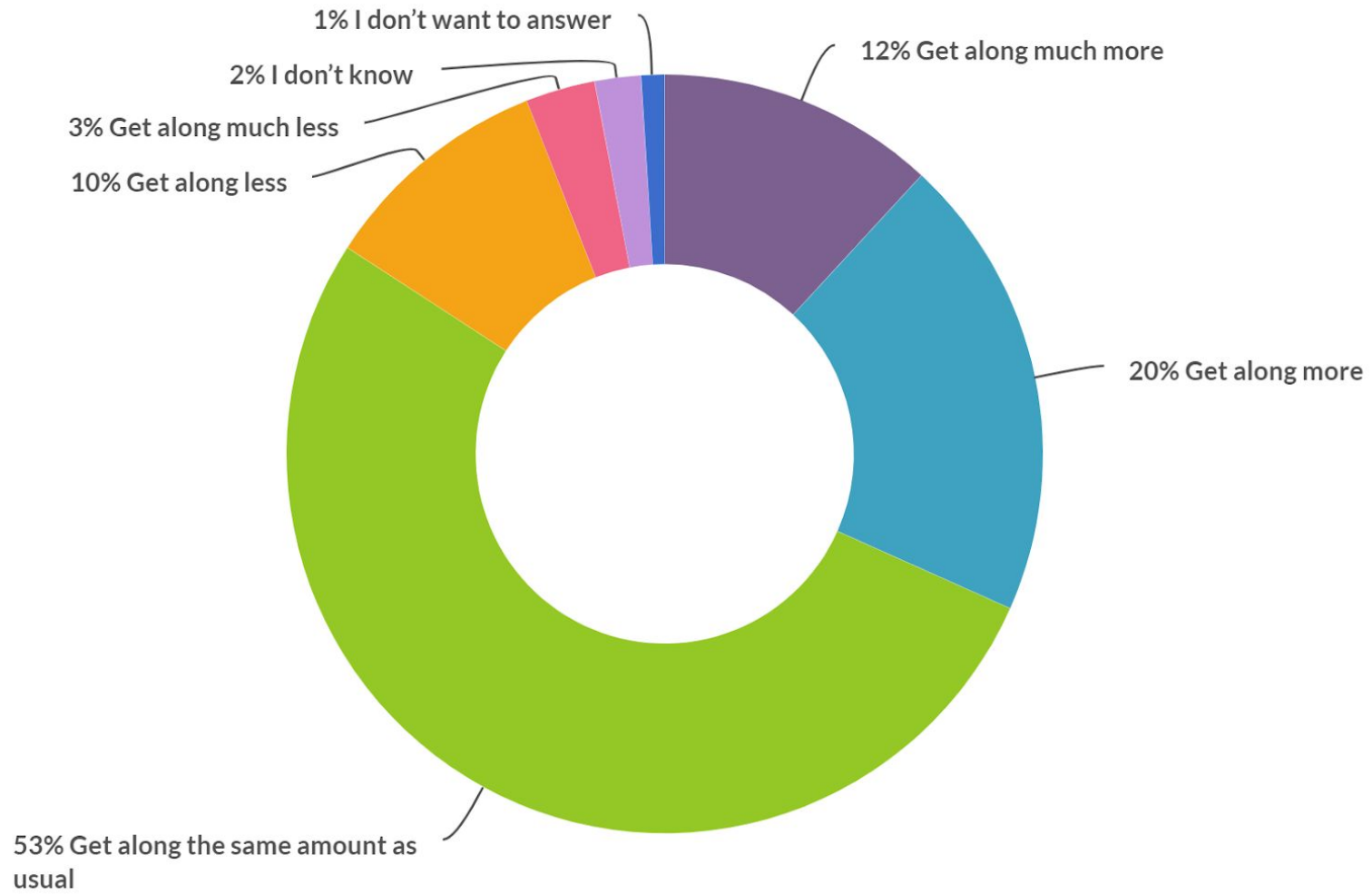
See [Appendix C, Section 3: Who Kids and Teens Turn To \(n=356\)](#) for more information.

5.2. Household Conflict 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.

- 53% of Toronto kids and teens reported getting along with their households about the same amount as compared to before the COVID-19 pandemic.
- 32% are getting along more or much more.
- 13% getting along less or much less.

Graph 15: How Kids and Teens Are Getting Along With Others in Their Households During COVID-19 (n=356)



5.4. How Kids and Teens Help Their Families (n=114)

When asked how they can help their families during the COVID-19 pandemic, kids and teens reported that it was important to help out with household chores and generally be helpful however possible; to be kind, patient, and supportive with each other; to spend time together and talk with one another about issues and feelings; and to stay healthy.

"I can understand that my mom is trying her best and is also worried and anxious right now about money and losing her job."

"I can do all my chores and not give my parents a hard time when they ask me to do my homework."

"I can help my brothers with their class work, help my mom with my baby sister."

5.5. How Kids and Teens Help Their Friends (n=110)

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. Other suggestions included playing online games together, sending gifts, and helping with homework. Some kids and teens reported that staying healthy and physically distancing were good ways to help friends during COVID-19.

"I can help my friends by talking about how we feel."

"I can help my friends by making them laugh."

6. Part 6: Needs

6.1. Meeting Needs

Most 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:

- 29% are worried about their family having enough food to eat and a safe place to live.
- 13% do not have space to play in their home.
- 20% lack outdoor space to play or exercise.
- 25% do not feel safe when they go outside.

See [Appendix C, Section 4: Food and Space for Kids and Teens During the COVID-19 Pandemic \(n=356\)](#) for more information.

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

7.1. How to Help Kids and Teens During the Pandemic (n=302)

When asked what kids and teens would like more help with during and after the COVID-19 pandemic, the top responses were help with homework and learning, including support for various learning styles, better lessons and instructions, improved communications with teachers, and better online learning tools. In addition, some noted that it would be beneficial to be able to meet with classmates online through class Zoom or Google Meet sessions or other online platforms, to allow students to connect with one another. A small number noted that having their own computer would be helpful while completing classes remotely.

The second most common request for help was to encourage staying active and exercising. Additionally, many kids and teens felt that it would be a big help to be able to go out again and resume many of their usual activities, like playing on sports teams and hanging out with their friends.

Some kids and teens felt that the help they most wanted was for society to ensure a safer environment (e.g. more hand washing and store sanitization). Others wanted more information on COVID-19.

7.2. 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.

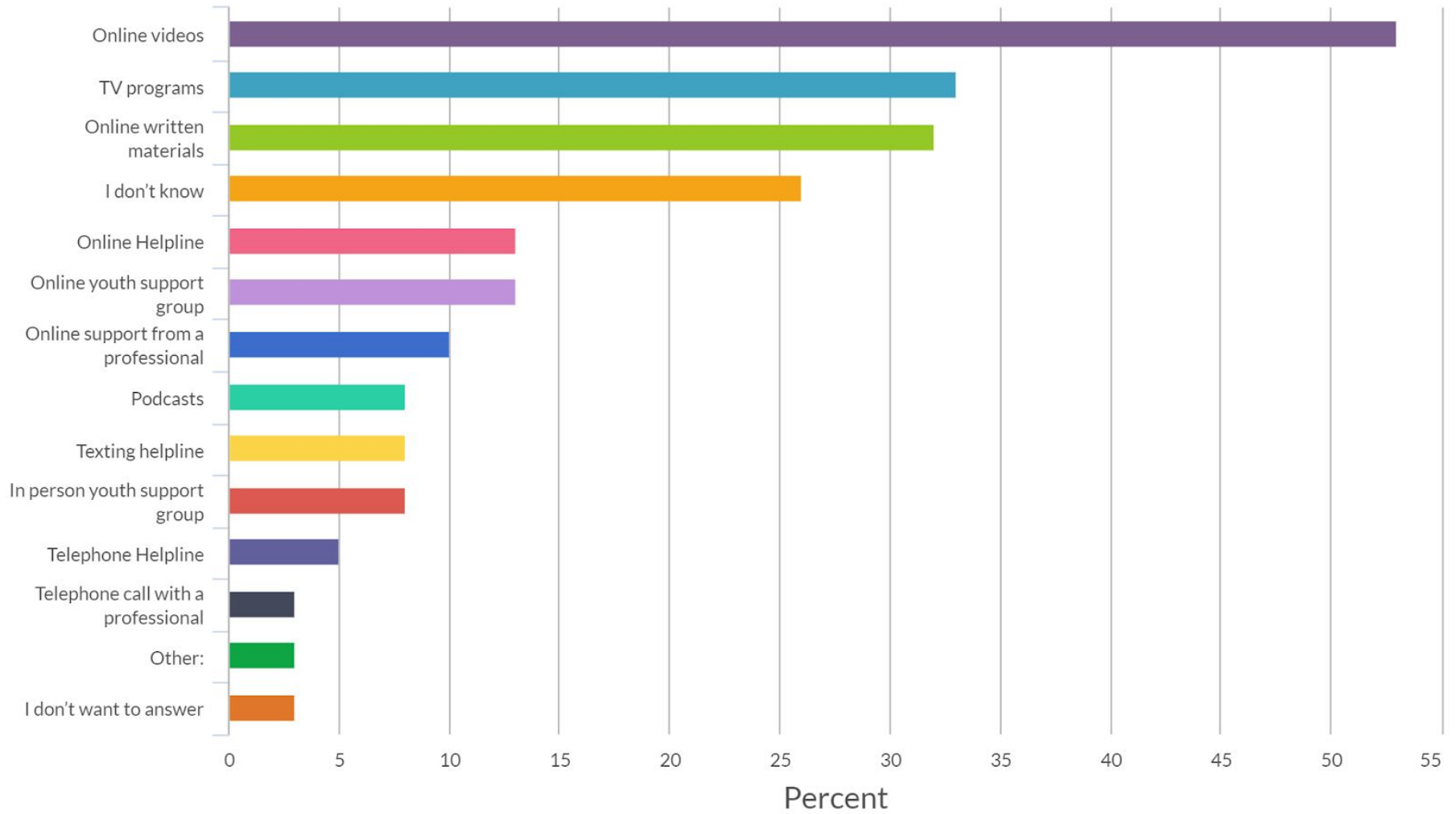
"I think it's bad to have too much homework without guidance and explanations. It should be different, with classes online or something like it."

"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 game for learning about the virus"

"I need help getting into a regular exercise program that I use 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=356)



7.3. Improve Time Spent at Home (n=315)

Many kids and teens reported that the number one thing that would improve their time at home was greater access to activities and things to do. This included a wide range of activities like art, exercise, and baking. Many kids and teens also reported that seeing or talking to friends more would improve their time at home. Other suggestions included: greater access to technology (e.g. faster internet, a personal computer, a cell phone, or video games); more or improved online learning resources; more time with family; less schoolwork; more freedom to be outside; improved safety regarding coronavirus; more space to work, play, and be alone at home; and more sleep.

“Having certain days where certain age groups of kids can go to the recreation centres for the day and also keeping in mind social distancing. This will better prepare us for school and social distancing in school.”

“I would like more help to stay physically active.”

“I want to go out more and go to the park.”

7.4. Kids' and Teens' Advice for Their Peers (n=310)

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. Do what you can to stop the spread: Stay home, stay healthy, and follow physical distancing guidelines.**
- 2. Stay calm and stay positive. Things will get better.**
- 3. Have fun! Do activities you enjoy, like cooking, reading, making music, playing video games.**
- 4. Learn new things, and don't forget to study.**
- 5. Enjoy and treasure this time with your family.**
- 6. Stay fit and be active.**
- 7. Connect with and talk to your friends and classmates throughout the pandemic.**
- 8. Talk to others about how you are feeling, especially if you are feeling down.**

“Stay home and connect with your family and friends.”

“Be calm. Find something you like to do. Get outside.”

“Do something fun every day as a treat to yourself.”

7.5. Kids' and Teens' Advice for Government and School Leaders (n=305)

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 keep physical distancing in place until necessary to ensure people's safety. Many kids and teens suggested governments prioritize keeping people safe. Others suggested opening things up sooner rather than later, including schools and parks.

Other suggestions included improving and expanding online learning for students, working harder to end COVID-19, better enforcement of physical distancing regulations, and more funding for families struggling to get by during the pandemic.

Some kids and teens reported that they felt governments were doing a good job overall.

"Do not be in a rush to reopen stuff. Be patient."

"Make sure it is safe when we go back to school."

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. Don't rush to reopen before it is safe to do so.**
- 2. Open things up as soon as possible, especially parks and schools.**
- 3. Prioritize people's safety above everything else.**
- 4. Keep going - you're doing well!**
- 5. Improve and expand online learning.**
- 6. Stop COVID-19!**
- 7. Enforce physical distancing.**
- 8. Provide enough financial support to those in need during the pandemic.**

"Open the parks for families to be able to go together and they can still social distance from others."

"Help my parents to get more cash support. I feel my parents have to do a lot to feed us."

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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 the Toronto Census Metropolitan Area. More specifically, the survey collected the experiences and opinions of children⁸ and youth⁹ 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 supports that need to be addressed.
- Provide evidence for the COVID-19 recovery strategy through the lens of child and youth well-being.

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 well-being, both during and emerging from the COVID-19 pandemic¹⁰. It is

⁸ Children as a term is interchangeable with "kids". For the purpose of this survey, children and kids include those aged 9 - 12.

⁹ Youth as a term is interchangeable with "teen". For the purpose of this survey, youth and teens include those aged 13 - 15.

¹⁰ 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-vulnera>

critical that data are collected now 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 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.

[ble-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

While there is no single definition of childhood well-being, it 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 national¹¹, provincial^{12,13} and local¹⁴ youth well-being frameworks, including Maximum City's KidScore placed-based well-being survey¹⁵. While each of these frameworks vary, they all generally adhere to or fit within the five dimensions above.

¹¹ 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

¹² 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

¹³ 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>

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

¹⁵ 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 is more accurate than parent or guardian's reporting on their child's well-being¹⁶. There is no substitution for gathering input directly from child participants, and while an online survey has limitations, it was determined to be the best 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 it was understood by researchers that this length is longer than ideal to encourage completion, researchers did not shorten the survey as the goal was to complete a thorough point-in-time study of the impacts of COVID-19 on youth well-being.

¹⁶ 2019, The Children's Society (UK), The Good Childhood Report, 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 356 responses were collected from nine- to 15-years-olds and a parent or guardian living within the Toronto CMA¹⁷. 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.

¹⁷ Statistics Canada, 2016 Census Data Table: Age (in Single Years) and Average Age and Sex for the Population of Canada, Provinces and Territories, Census Metropolitan Areas and Census Agglomerations, 2016 and 2011 Censuses, <https://www12.statcan.gc.ca/census-recensement/2016/dp-pd/dt-td/Rp-eng.cfm?TABID=2&LANG=E&A=R&APATH=3&DETAIL=0&DIM=0&FL=A&FREE=0&GC=535&GL=-1&GID=1235708&GK=10&GRP=1&O=D&PID=109523&PRID=10&PTYPE=109445&S=0&SHOWALL=0&SUB=0&Temporal=2016&THEME=115&VID=0&VNAMEE=&VNAM EF=&D1=0&D2=0&D3=0&D4=0&D5=0&D6=0>

The following charts illustrate how respondent demographics align with household income brackets and race across the Toronto CMA.

Chart A1: Income of Survey Respondents Compared to Income Across the Toronto CMA

Income	Percentage of Income Bracket out of Total Toronto CMA Households	Number of Responses per Income Bracket to Reflect Distribution of Income Brackets in the Toronto CMA (For 356 responses)	Number of Responses Received per Income Bracket	Percentage of Responses Received in Each Income Bracket	Difference Between the Percentage of Income Bracket out of Total Toronto CMA Households and the Percentage of Responses Received in Each Income Bracket
0 - \$29,999	16.6%	59	43	12.1%	-4.5%
\$30,000-\$49,999	14.6%	52	66	18.5%	3.9%
\$50,000-\$69,999	13.6%	49	58	16.3%	2.6%
\$70,000-\$99,999	17.2%	61	65	18.3%	1.1%
\$100,000-\$149,999	18.6%	66	61	17.1%	-1.4%
\$150,000-\$199,999	9.4%	33	28	7.9%	-1.5%
\$200,000 and over	10.1%	36	35	9.8%	-0.2%
TOTAL	100.0%	356	356	100.0%	

Chart A2: Racial Background of Survey Respondents Compared to Racial Distribution Across the Toronto CMA

Race	Percentage of Racial Group of Total Population in Toronto CMA	Number of Responses per Racial Group to Reflect Distribution of Racial Distribution in the Toronto CMA (For 356 responses)	Number of Responses Received By Those Who Identify as Each Race ¹⁸	Percentage of Responses Received By Those Who Identify as Each Race	Difference Between the Percentage of Racial Group of Total Population in Toronto CMA and the Percentage of Responses Received By Those Who Identify as Each Race
Black (African, Afro-Caribbean, African-Canadian descent)	7.5%	27	35	9.8%	2.3%
East Asian (Chinese, Korean, Japanese)	12.4%	44	70	19.7%	7.3%
Indigenous (First Nations, Métis, Inuk/Inuit)	0.8%	3	6	1.7%	0.9%
Latino (Latin American, Hispanic descent)	2.3%	8	11	3.1%	0.8%
Middle Eastern (Arab, Persian, West Asian descent, e.g. Afghan, Egyptian, Iranian, Lebanese, Turkish, Kurdish, etc.)	3.9%	14	10	2.8%	-1.1%
South Asian or Indo-Caribbean (e.g. Indian, Pakistani, Bangladeshi, Sri Lankan, Indo-Guyanese, Indo-Trinidadian, etc.)	16.6%	59	49	13.8%	-2.8%
Southeast Asian (Taiwanese descent; Filipino, Vietnamese, Cambodian, Thai, Indonesian)	5.7%	20	14	3.9%	-1.8%
White (European descent)	48.6%	173	189	53.1%	4.5%
Other/Not listed	0.6%	2	3	0.8%	0.3%
Multiple Visible Minorities	1.7%	6	36	10.1%	8.4%

¹⁸ Respondents were able to choose multiple racial categories.

Survey Promotion

Respondents were recruited through Canadian Viewpoint's online panel. The online survey was conducted in English from May 8 to 26 using the survey software SurveyGizmo. A parallel Canadian national study was conducted at the same time and will be reported on separately.

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 was not possible. Therefore, the survey is unlikely to include participants who do not speak English as a first language. The parallel national survey was provided in French and English.
- 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. This group is likely heavily impacted by the changes the COVID-19 pandemic has brought on, but their views are not present in the survey findings.
- Parent/Guardian Gatekeepers: Survey respondents were recruited through Canadian Viewpoint's online panel; 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.

Funding

The study is funded by Maximum City.

Additional Questions About the Research

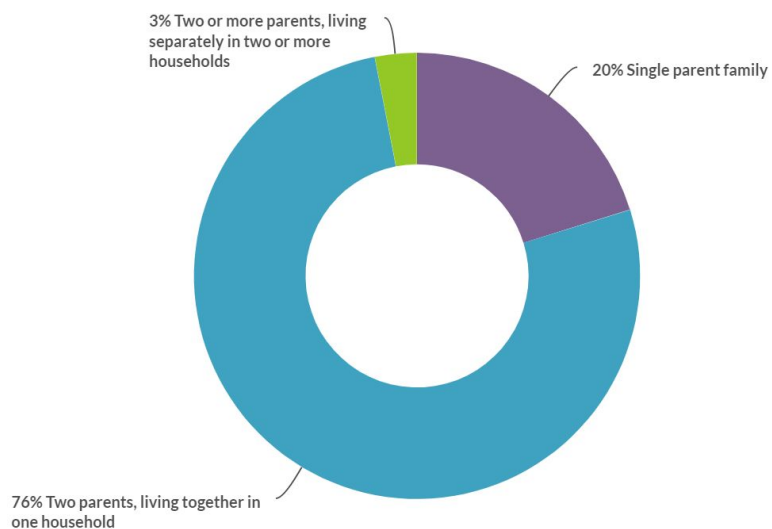
If you have any questions about the research, please contact the research lead at Maximum City, Josh Fullan at josh@maximumcity.ca.

APPENDIX B - DEMOGRAPHICS OF SURVEY RESPONDENTS

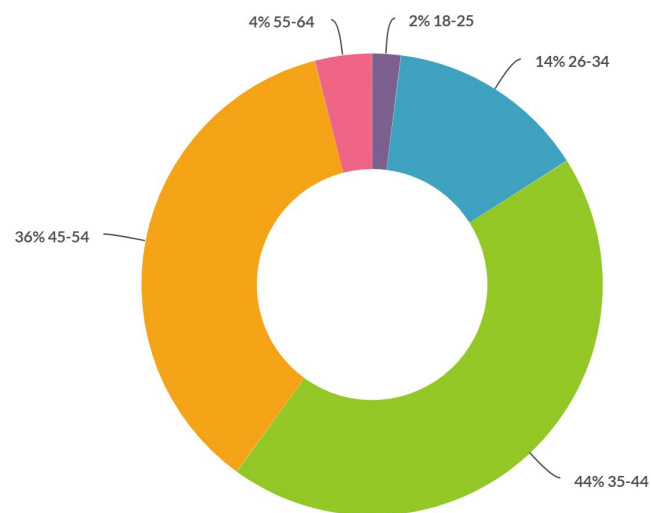
Demographics are based on the information provided by parents/guardians at the start of the survey and children's self-reported age.

For all responses, n=356 unless otherwise stated.

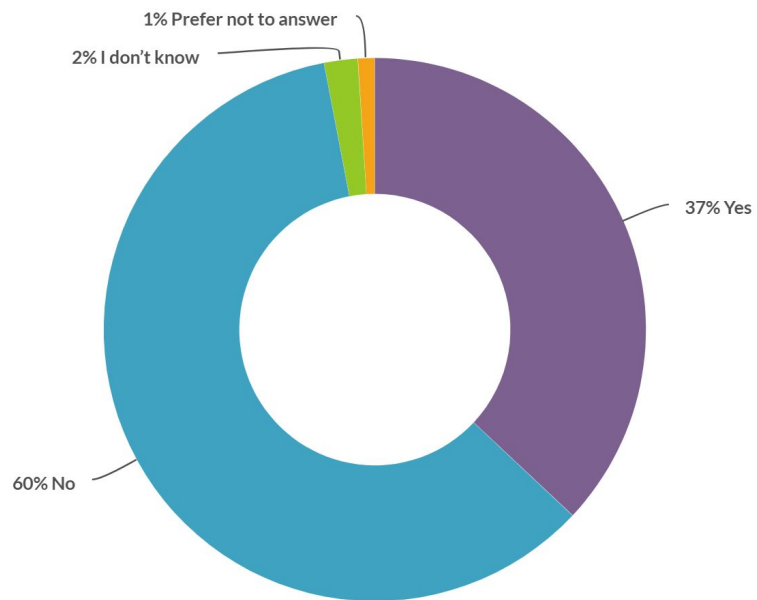
1. Chart B1: Family Structure of Respondents



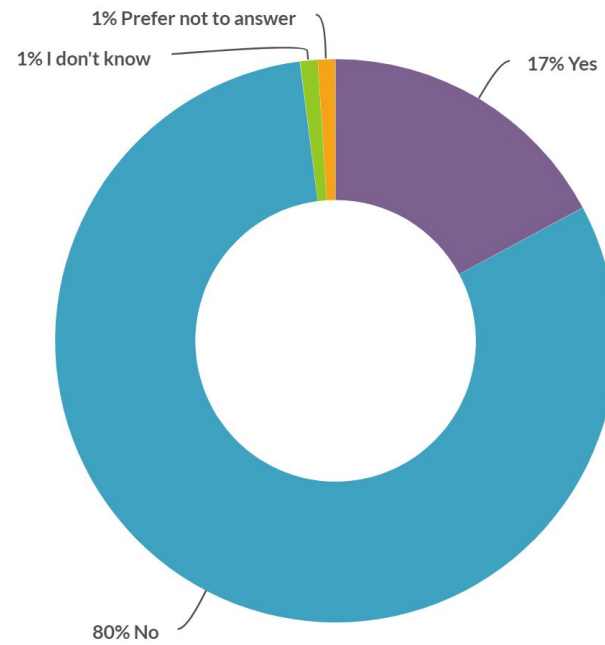
2. Chart B2: Age of Parent/Guardian



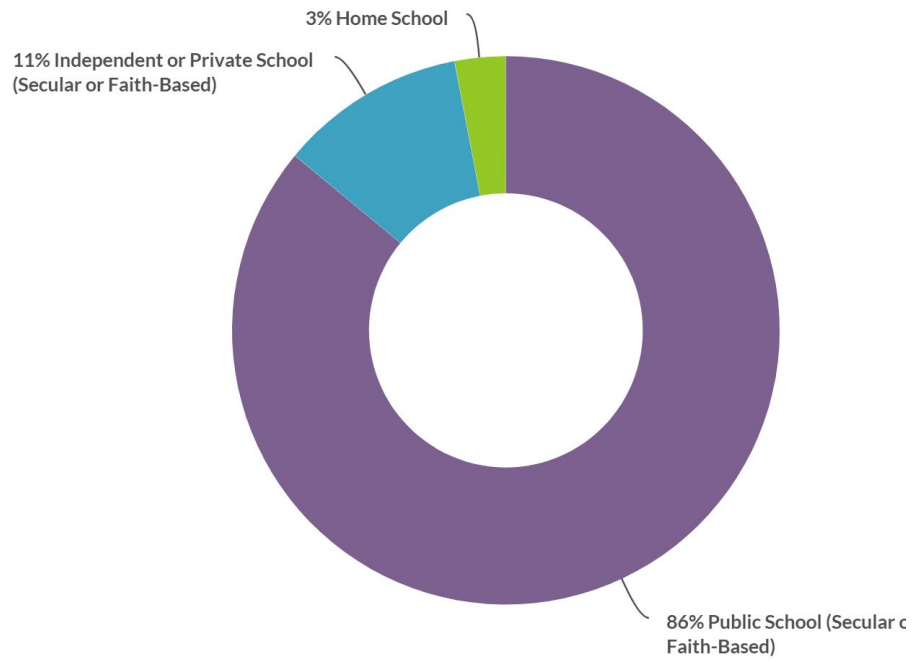
3. Chart B3: Households Include People at Greater Risk from COVID-19



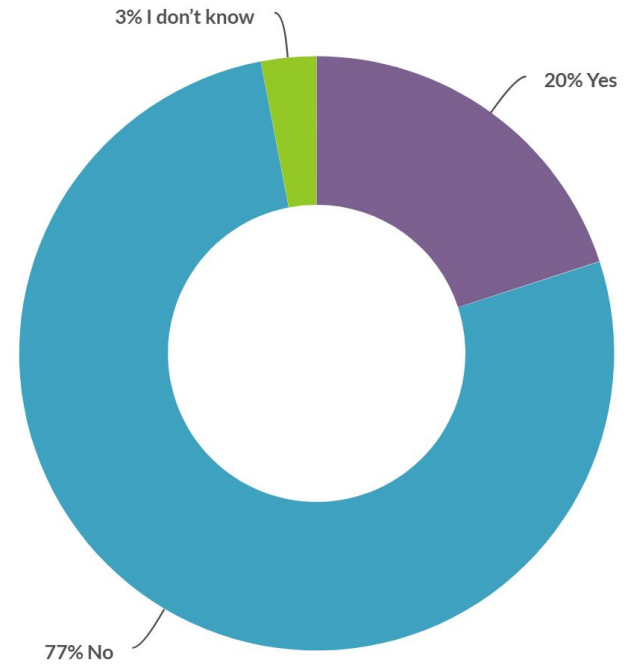
4. Chart B4: Household Had to Self-Isolate



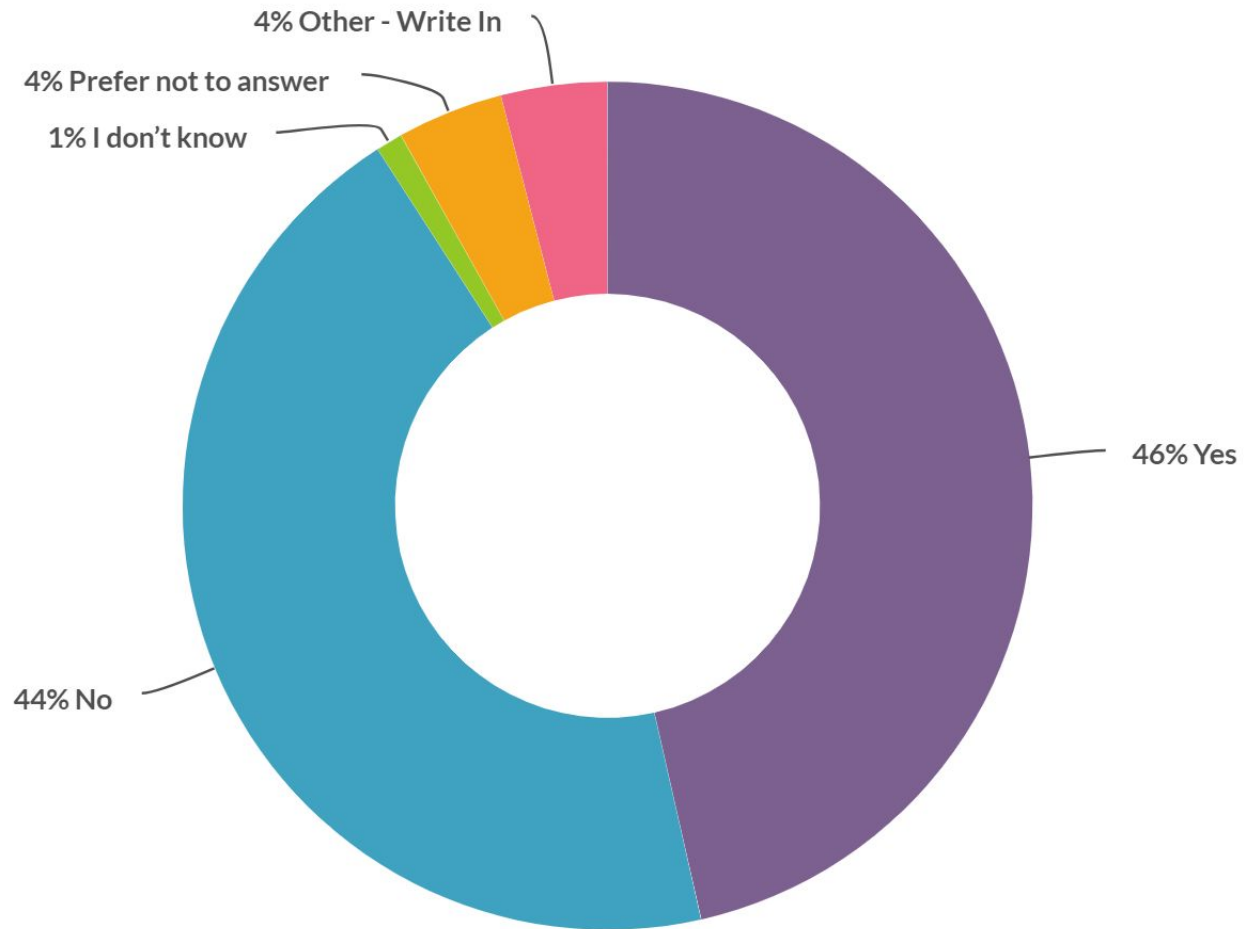
5. Chart B5: Education of Child



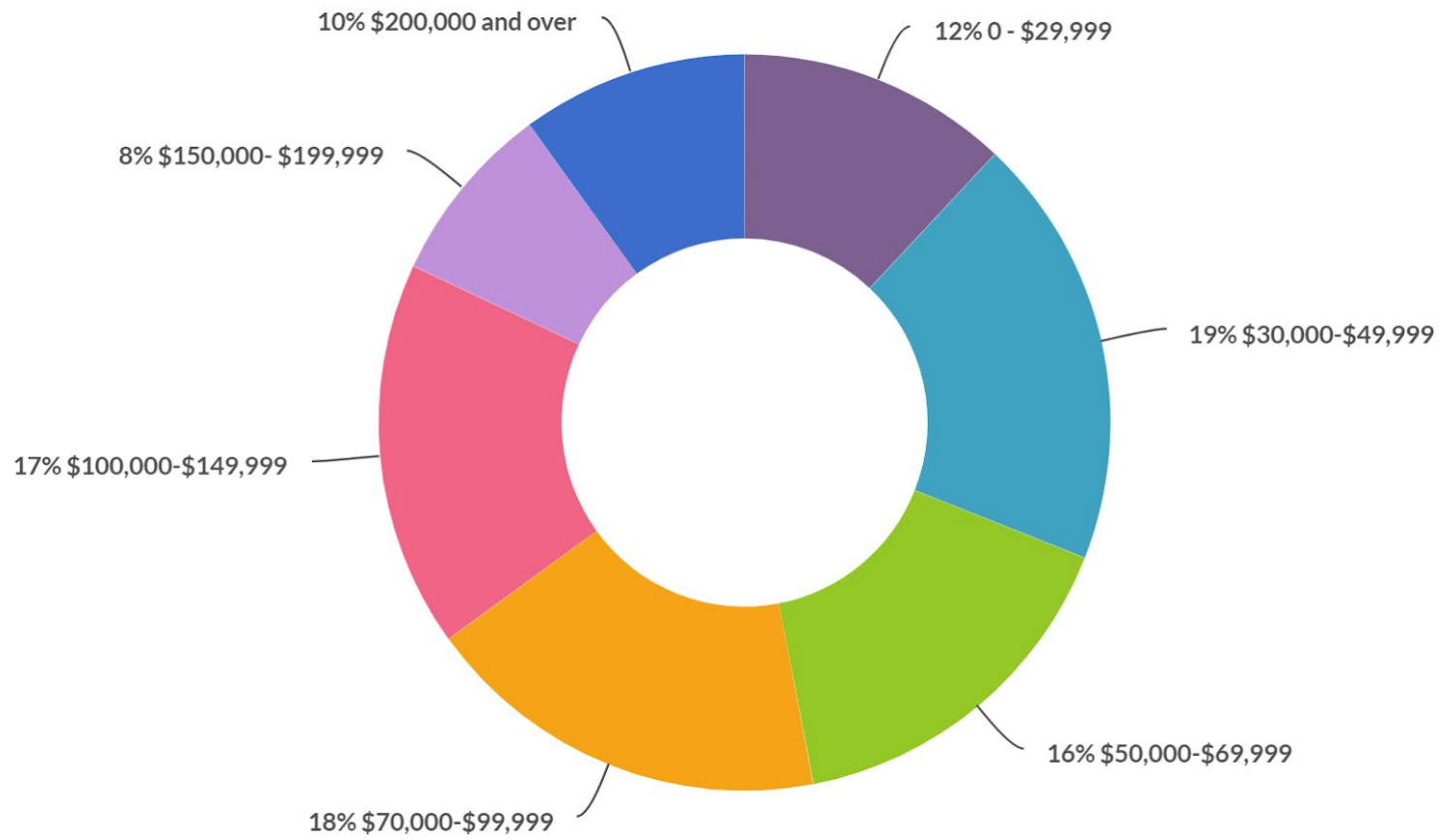
6. Chart B6: Child Has Extra Support Needs



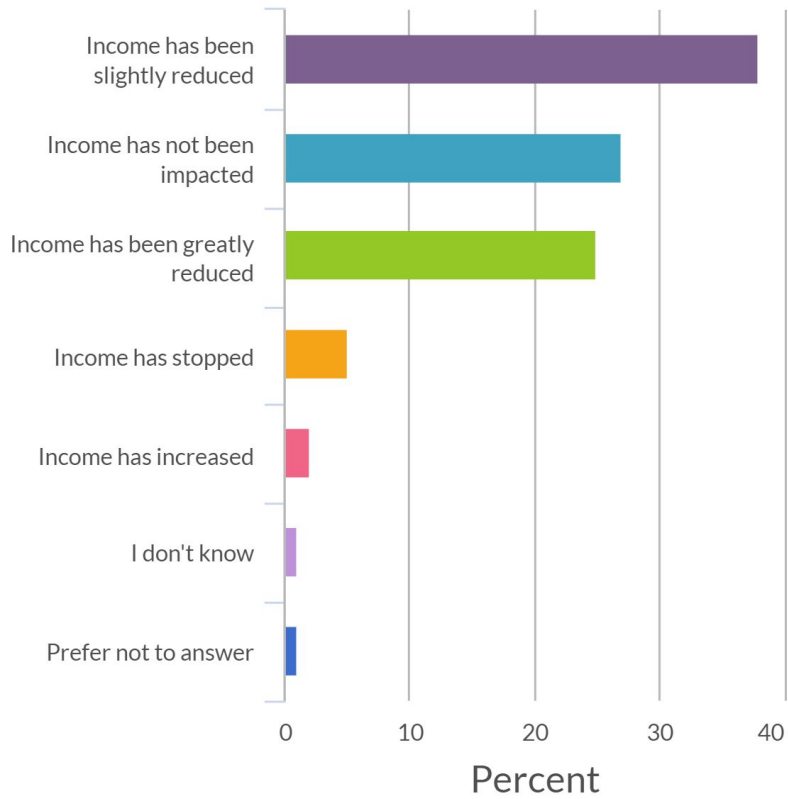
7. Chart B7: Child With Extra Support Needs Is Still Receiving These Supports During the COVID-19 Pandemic



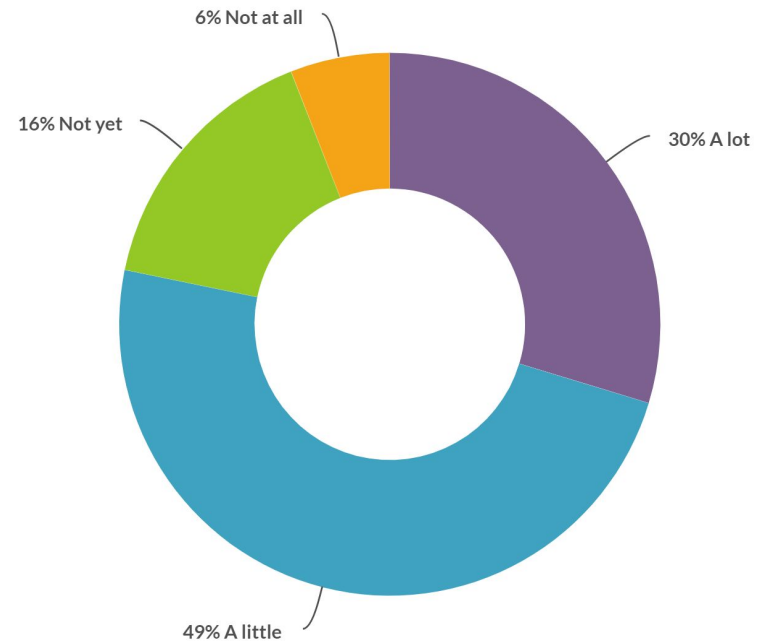
8. Chart B8: Usual Annual Household Income Before Tax



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



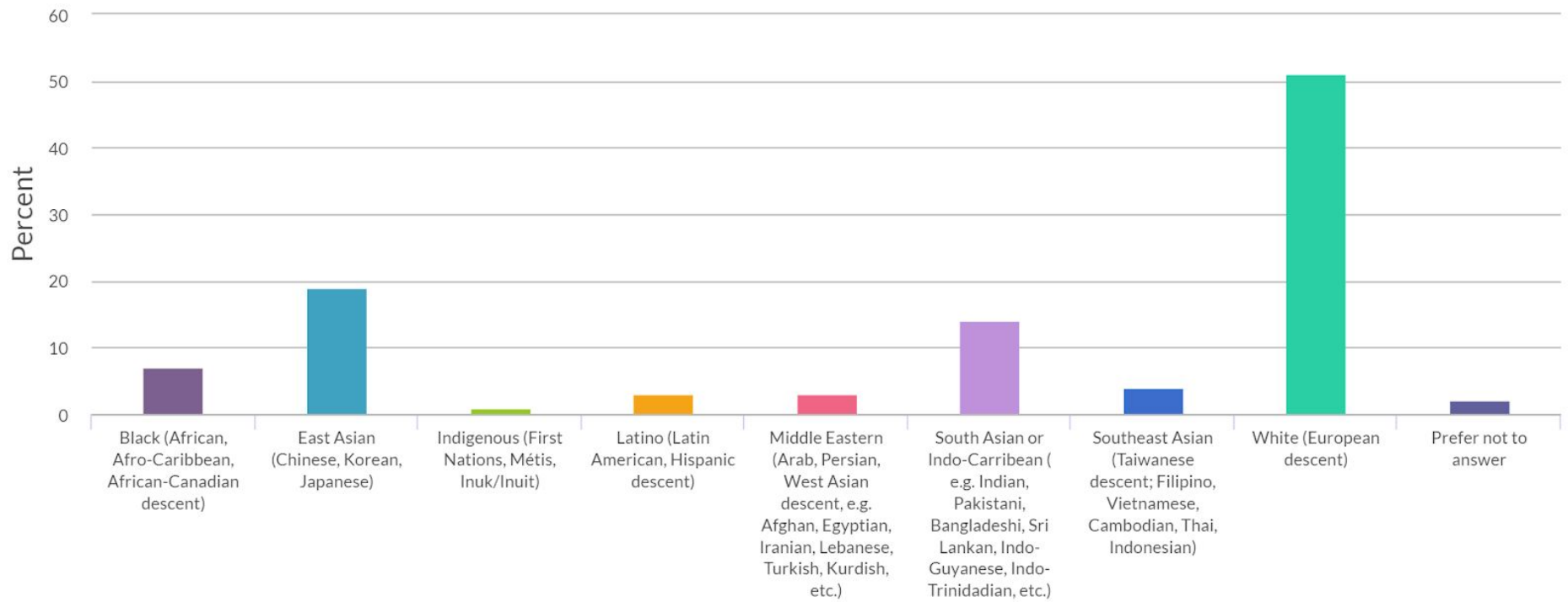
10. Chart B10: How COVID-19-Induced Income Change Impacts Household Ability to Meet Daily Costs



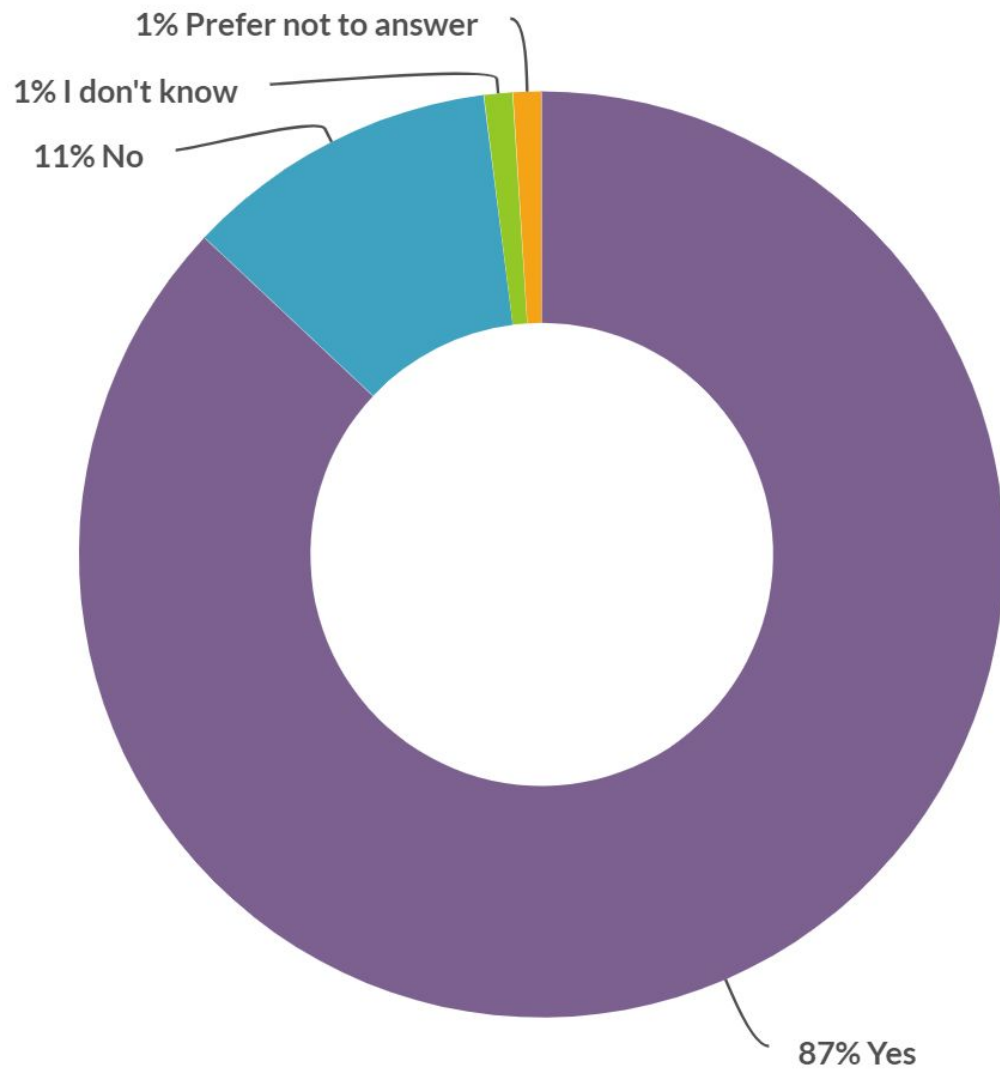
11. Chart B11: Number of People in Household by Age Group

	0	1	2	3	4	5	6	7+	Prefer not to answer
Adults (ages 25 and older)									
Count	9	66	249	22	8	0	1	1	0
Row %	3%	19%	70%	6%	2%	0%	0%	0%	0%
Youth (ages 13-24)									
Count	148	141	54	9	3	0	0	1	0
Row %	42%	40%	15%	3%	1%	0%	0%	0%	0%
Children (ages 5-12)									
Count	119	143	77	12	2	0	0	3	0
Row %	33%	40%	22%	3%	1%	0%	0%	1%	0%
Infants and Toddlers (ages 0-4)									
Count	321	28	5	2	0	0	0	0	0
Row %	90%	8%	1%	1%	0%	0%	0%	0%	0%

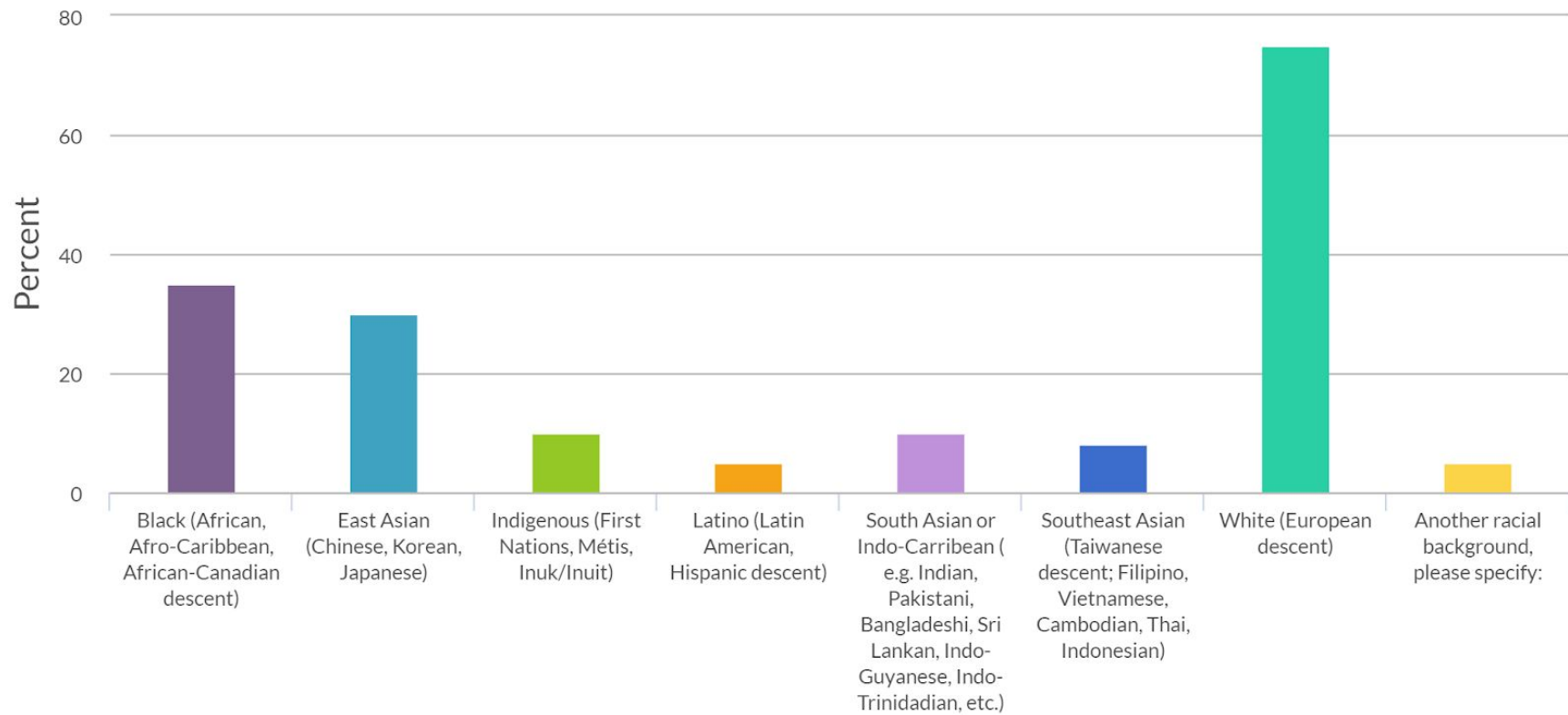
12. Chart B12: Race of Parent/Guardian If Their Race Is the Same as Their Child's (n=311)



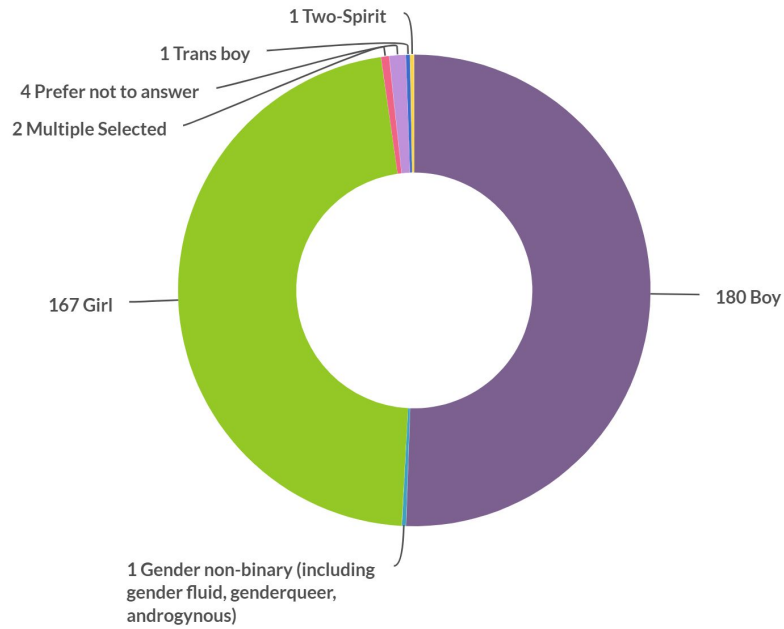
13. Chart B13: Parent/Guardian and Child Have the Same Racial Background



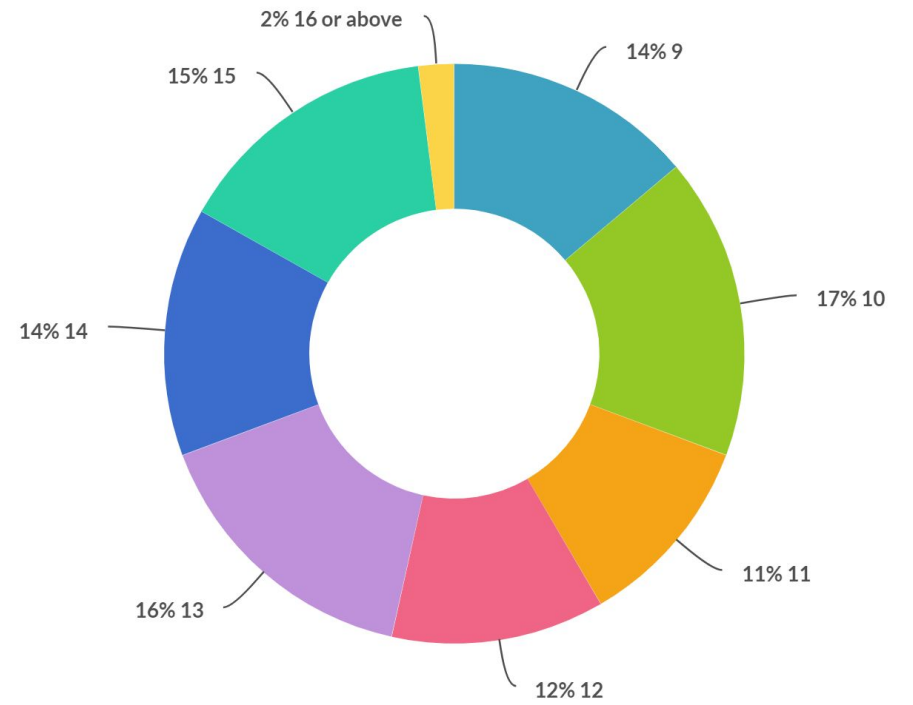
14. Chart B14: Race of Child If Their Race Is Different From Parent/Guardian's Race (n=40)



15. Chart B15: Child's Gender¹⁹

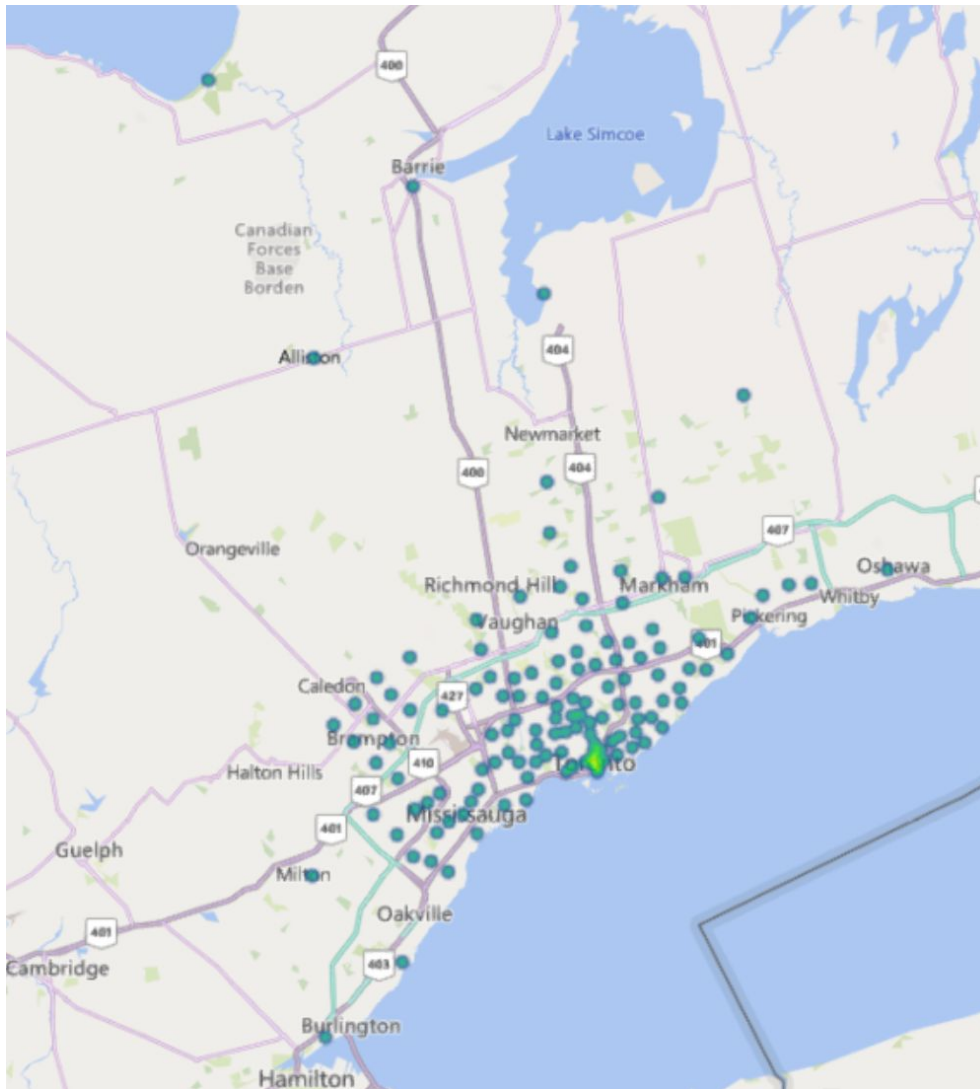


16. Chart B16: Child's Age (Self-Reported)



¹⁹ This graph shows counts of responses rather than percentages as many options were selected less than 1% of the time.

17. Map B1: Postal Code Map of Respondents



APPENDIX C - ADDITIONAL SURVEY RESULT

1. Chart C1: Time Spent on Activities During the Past Week, Compared to Before the COVID-19 Pandemic (n=356)

	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 Count Row %	13 4%	27 8%	106 30%	148 42%	58 16%	3 1%	1 0%
B. Now I spend _____ time trying to fall asleep Count Row %	11 3%	35 10%	179 50%	87 24%	35 10%	7 2%	2 1%
C. Now I spend _____ time exercising or being physically active Count Row %	75 21%	144 40%	79 22%	39 11%	13 4%	5 1%	1 0%
D. Now I spend _____ time worrying Count Row %	10 3%	44 12%	121 34%	121 34%	36 10%	23 6%	1 0%
E. Now I spend _____ time using technology. For example, playing video games, watching TV, or social media. Count Row %	6 2%	5 1%	47 13%	110 31%	184 52%	3 1%	1 0%
F. Now I spend _____ time reading Count Row %	36 10%	66 19%	138 39%	84 24%	23 6%	7 2%	2 1%
G. Now I spend _____ time praying or meditating Count Row %	27 8%	31 9%	176 49%	39 11%	11 3%	42 12%	30 8%
H. Now I spend _____ time doing schoolwork Count Row %	29 8%	138 39%	99 28%	47 13%	39 11%	3 1%	1 0%
I. Now I spend _____ time doing activities that make me happy. Count Row %	32 9%	71 20%	101 28%	90 25%	48 13%	13 4%	1 0%

2. Chart C2: Kids' and Teens' Perspectives on How They Spent Their Time Over the Past Week (n=356)

	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:					
Count	40	241	49	22	4
Row %	11%	68%	14%	6%	1%
B. The amount of time I spent talking or hanging out with my friends on the phone or online was:					
Count	126	175	27	24	4
Row %	35%	49%	8%	7%	1%
C. The amount of time I spent using technology, like a phone, TV or a computer, was:					
Count	21	146	174	13	2
Row %	6%	41%	49%	4%	1%
D. The amount of time I spent alone was:					
Count	24	199	92	37	4
Row %	7%	56%	26%	10%	1%
E. The amount of time I spent doing schoolwork or learning was:					
Count	67	195	78	10	6
Row %	19%	55%	22%	3%	2%
F. The amount of time I spent playing was:					
Count	79	189	58	26	4
Row %	22%	53%	16%	7%	1%
G. The amount of time I spent being physically active was:					
Count	191	130	20	12	3
Row %	54%	37%	6%	3%	1%
H. The amount of time I spent outside was:					
Count	208	116	19	10	3
Row %	58%	33%	5%	3%	1%
I. The amount of time I spent connecting with nature was:					
Count	201	107	18	24	6
Row %	56%	30%	5%	7%	2%

3. Chart C3: Who Kids and Teens Turn To (n=356)

	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. Count Row %	145 41%	117 33%	41 12%	13 4%	27 8%	11 3%	2 1%
B. I have a pet who helps me feel better. Count Row %	113 32%	57 16%	28 8%	5 1%	132 37%	14 4%	7 2%
C. I have an adult family member I can talk to about how I am feeling. For example, a parent or grandparent. Count Row %	236 66%	77 22%	27 8%	7 2%	5 1%	4 1%	0 0%
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. Count Row %	109 31%	79 22%	57 16%	25 7%	69 19%	17 5%	0 0%
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". Count Row %	83 23%	142 40%	60 17%	19 5%	23 6%	28 8%	1 0%

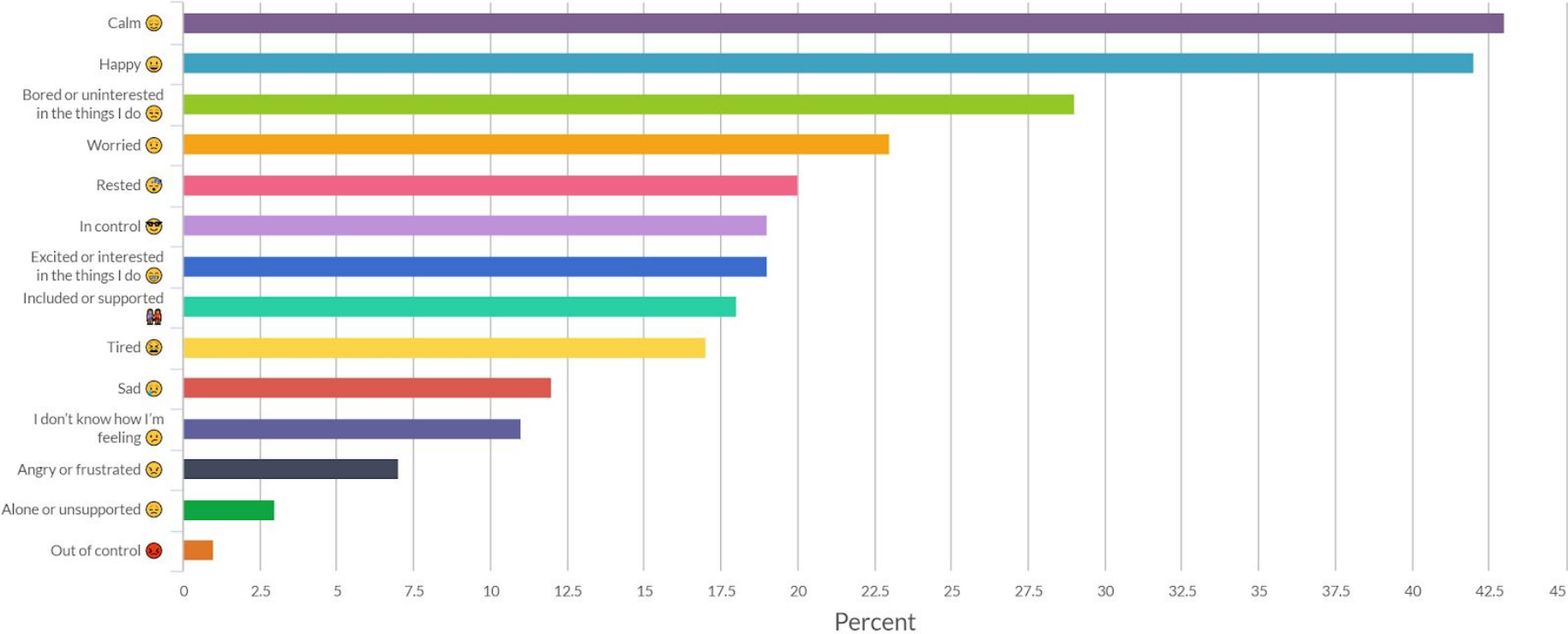
4. Chart C4: Food and Space for Kids and Teens During the COVID-19 Pandemic (n=356)

	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.							
Count	264	61	21	4	3	3	0
Row %	74%	17%	6%	1%	1%	1%	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.							
Count	164	90	29	27	42	3	1
Row %	46%	25%	8%	8%	12%	1%	0%
C. There is enough space for me to play inside my home.							
Count	180	96	28	22	26	3	1
Row %	51%	27%	8%	6%	7%	1%	0%
D. I feel safe when I go outside.							
Count	95	95	67	43	48	7	1
Row %	27%	27%	19%	12%	13%	2%	0%
E. I feel safe staying at home.							
Count	277	54	14	5	2	2	1
Row %	78%	15%	4%	1%	1%	1%	0%
F. I have a place to go in my home where I can be alone.							
Count	239	73	19	9	12	4	0
Row %	67%	21%	5%	3%	3%	1%	0%
G. I am worried about my family having enough food to eat and a safe place to live.							
Count	36	68	58	46	139	9	0
Row %	10%	19%	16%	13%	39%	3%	0%

5. 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.

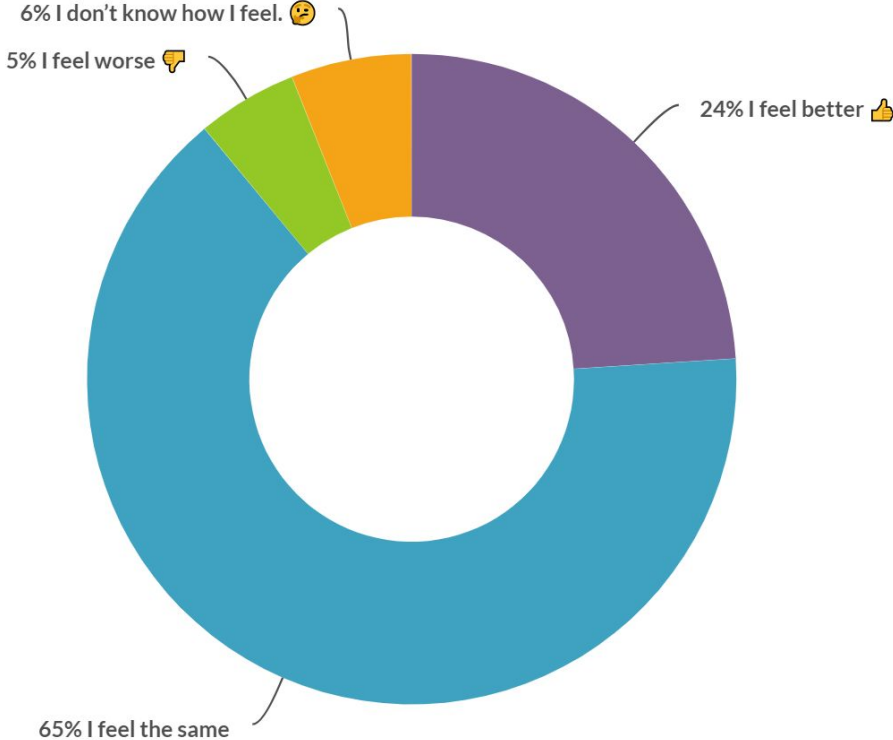
How Kids and Teens Feel - Pre-Survey (n=356)



6. Chart C6: Post-Survey Feelings

90% of kids felt the same or better after taking the survey.

How Kids and Teens Feel - Post-Survey (N=356)



APPENDIX D - SURVEY QUESTIONNAIRE

COVID-19 Child and Youth Well-being Survey Toronto

Survey Introduction

This survey aims to measure some of the impact of living through COVID-19 social and physical distancing on the daily life and well-being of kids and teens. The findings from the survey will be provided to government agencies, school boards and other organizations that support child well-being and development. The goal is to listen directly to kids and teens in order to help understand and address gaps in child and youth support during and after COVID-19. The study findings can be used as evidence to help inform the recovery strategy for children and youth, and will be submitted for publication and presentation.

Who is conducting the survey?

Maximum City is conducting the survey. We are 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 about the study, please visit maximumcity.ca/wellbeing. If you have any questions, please contact the study lead Josh Fullan: josh@maximumcity.ca

The survey will take 20-30 minutes.

This survey asks for the first three characters of your postal code but does not collect any personally identifiable information.

Participation is voluntary and can be stopped at any time.

Having read and understood the above description, do you consent to participate in this survey? *

- Yes
- No

Parent/Guardian Questions

The following questions are for parents/guardians to fill out alone. They ask about your family's background and circumstances to help understand if and how aspects of COVID-19 impact different types of families. Your answers to these questions cannot be traced back to you or your child(ren).

1. How old are you?

*

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

2. 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

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. 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

5. 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

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

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

7. 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

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

Additional Parent/Guardian Questions

Please fill out the following questions with **only one** of your children in mind by choosing the child between 9 and 15 years old whose name comes first in the alphabet. Then, have that child fill out the child survey questions that follow. **Only one child should fill out the survey per household.**

9. 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

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

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

11. 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

12. 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

13. Please briefly explain the supports your child needs:

14. 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

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

16. 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

17. 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

18. 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

19. 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

Thank you for completing the parent/guardian portion of the survey.

The next section of the survey is to be filled out by your child who is 9 to 15 years old.

It is recommended that the remainder of the survey be completed by your child as independently as possible. If needed, you can help your child understand the questions and the purpose of the survey, but please do not provide any answers on behalf of your child.

If you would like to see a copy of the questions that will be asked, please visit: <https://maximumcity.ca/s/Maximum-City-Child-and-Youth-Well-being-Survey.pdf>

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

- Yes
- No

Page description:

Please hand over the device to your child to complete the remainder of the survey.

This survey is for kids and teens ages 9-15. The survey asks questions about your life and feelings to better understand what kids and teens are going through during COVID-19 (also called Coronavirus) when schools are closed and people are staying at home. During the survey, when we say “before COVID-19,” that means before schools closed.

The survey takes about 20 minutes. There are no right or wrong answers and you can stop the survey at any time.

If you don't understand a question, or don't want to answer a question, you can choose “Don't know” or “Don't want to answer.”

The survey does not ask for your name or keep track of who you are. This means your answers cannot be connected back to you or your family.

If you ever feel like you need support or someone to talk to, you can always call, text, or

visit Kids Help Phone:

Call: 1-800-668-6868

Text: CONNECT to 686868

Website: <https://kidshelpphone.ca/>

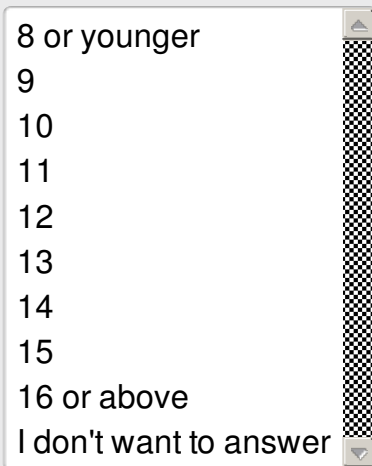
21. Are you between the ages of 9 and 15, and do you want to continue with this survey? *

Yes

No

The first few questions ask for your age, and how you are feeling today.

22. How old are you? *



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

23. 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.

Your Thoughts on COVID-19

The next questions ask about your understanding and thoughts about COVID-19.

COVID-19 is also called Coronavirus.

25. 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

26. What are some of the positive effects?

27. 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

Activities

Page description:

The next questions ask about your activities during the last few weeks.

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

30. 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"/>

31. 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

32. 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):

33. 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:

Page description:

The next questions ask you to compare how you have been feeling in the last few weeks to how you usually felt before COVID-19.

34. 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.

35. 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
--	-------	----------------	---------------------------	-------------------	----------	--------------	------------------------

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"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

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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School and Learning

Page description:

You're more than halfway through the survey!

The next questions ask you to compare your school and learning now to before COVID-19. Please choose the best answer.

36. 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

37. Before COVID-19, I enjoyed school: *

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

38. 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

39. 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

40. 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

41. 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

42. 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

43. 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

44. 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

45. 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

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

47. 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

48. What worries you about missing school?

People in Your Life

Page description:

The next questions ask you about the people around you, and who you talk to.

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

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

52. 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

Things You Need

Page description:

The next questions ask you about some of your needs during COVID-19.

Kids have great ideas! These final questions ask about some ideas for improving life during and after COVID-19. You're almost finished the survey.

**54. 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...**

55. 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:

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

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

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

59. 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.

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

Thank You!

Thank you for taking our survey. You will be redirected in a few seconds.

Your response is important and will help improve support for kids and youth.

Findings will be shared in the summer at: <https://maximumcity.ca/wellbeing>

If you ever feel like you need support or someone to talk to, you can always call, text, or

visit Kids Help Phone:

Call: 1-800-668-6868

Text: CONNECT to 686868

Website: <https://kidshelpphone.ca/>



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