



Impact of the COVID-19 pandemic on youth well-being in British Columbia: Findings from the Middle Years Development Instrument (MDI) - COVID-19 Module - Coquitlam

Students who completed the COVID-19 survey module in Coquitlam	2020-21
Total no. of students	2038
Male (%)	51%
Female (%)	47%
In Another Way (%)	3%
Mean Age	14

A total of 2038 students (51% male, 47% female, 3% in another way; mean age: 14) responded to the COVID-19 survey module asking questions about their experiences during the pandemic. This survey was implemented as part of the Middle Years Development Instrument survey in the school district of Coquitlam (SD43). Responses were collected in January-March 2021, approximately 10-12 months after the COVID-19 pandemic was declared. Key findings from the data are summarized below.

Mental health and coping during the COVID-19 pandemic


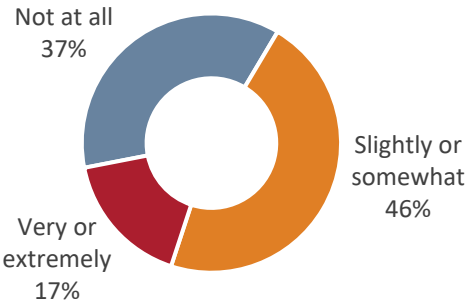
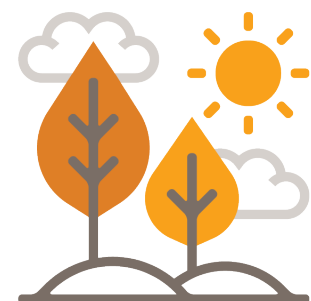
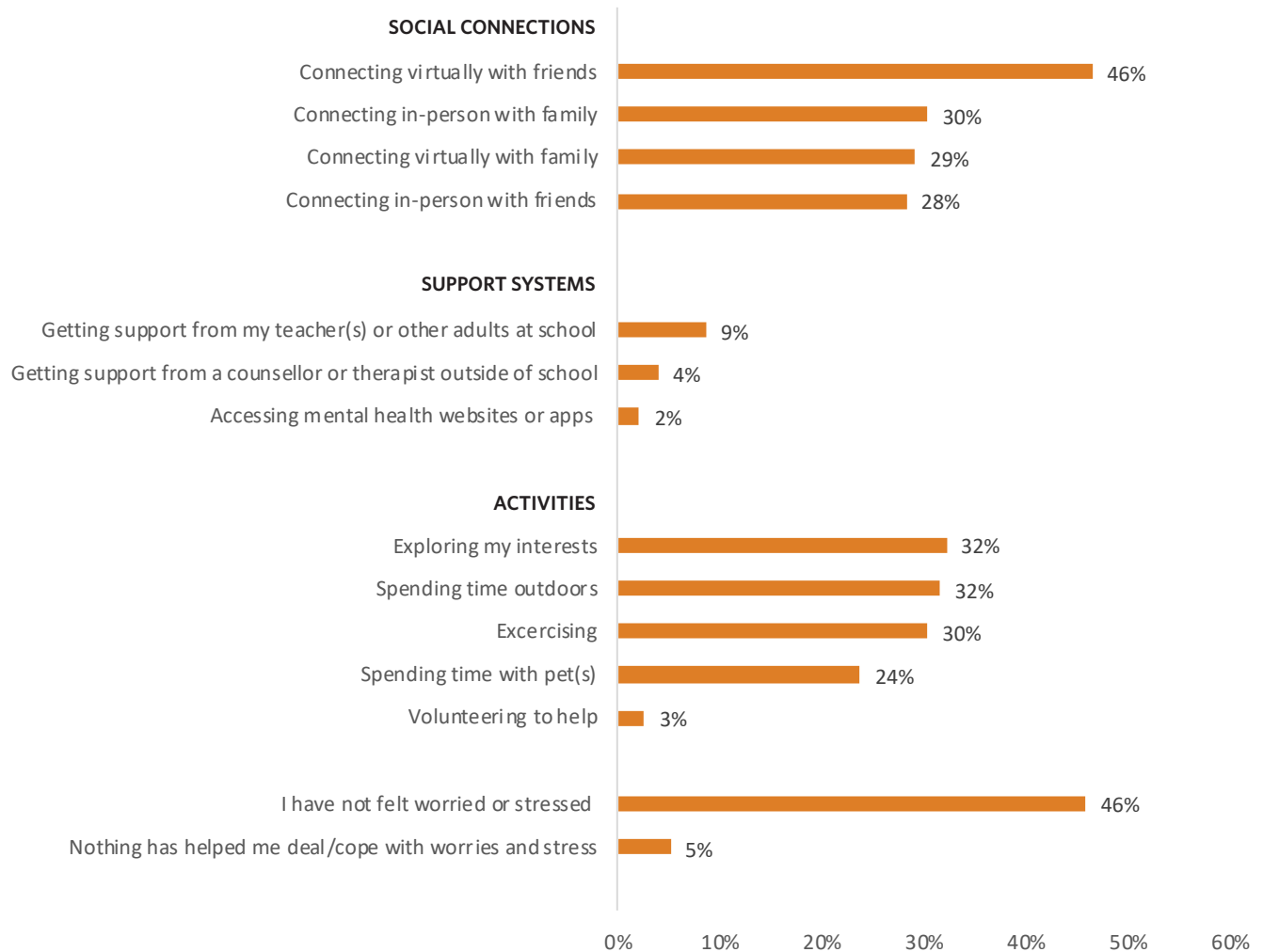
 **Key Finding :** Nearly half of the students (46%) reported feeling either slightly or somewhat worried; 17% of students reported that they were either very or extremely worried that their mental/emotional health was influenced by the pandemic during the past 2 weeks.

Figure 1: During the past 2 weeks, how worried have you been about your mental/emotional health being influenced by the pandemic?



Activities that helped students cope with the worries and stress related to the pandemic included: connecting with friends and family either in-person or virtually or engaging in activities such as exercising, spending time outdoors, or exploring their interests.

Figure 2: What has helped you deal/cope with worries and stress related to the COVID-19 pandemic?
(Select all that apply)

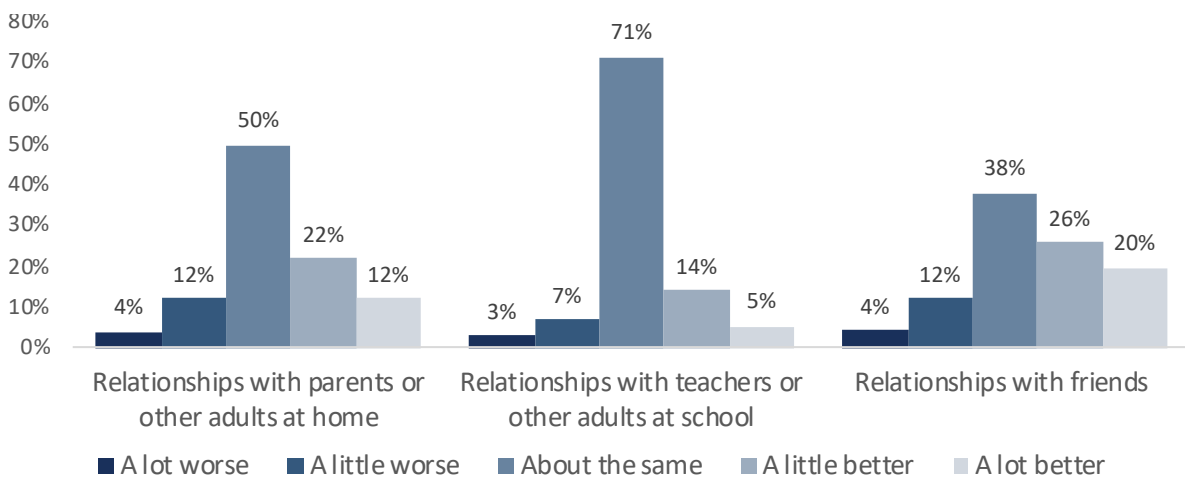


Changes in social connections during the COVID-19 pandemic

Key Finding: Despite the challenges of the pandemic, the majority of students indicated that their relationships with parents or other adults at home, and with friends, stayed about the same compared to before the pandemic (50% for adults at home; 38% with friends) or improved (34% with adults at home; 46% with friends). Regarding their relationships with teachers or other adults at school, most students (71%) reported their relationships stayed about the same. A smaller proportion of students reported that their relationships got worse with parents or other adults at home (16%), with friends (16%), or with teachers or other adults at school (10%).

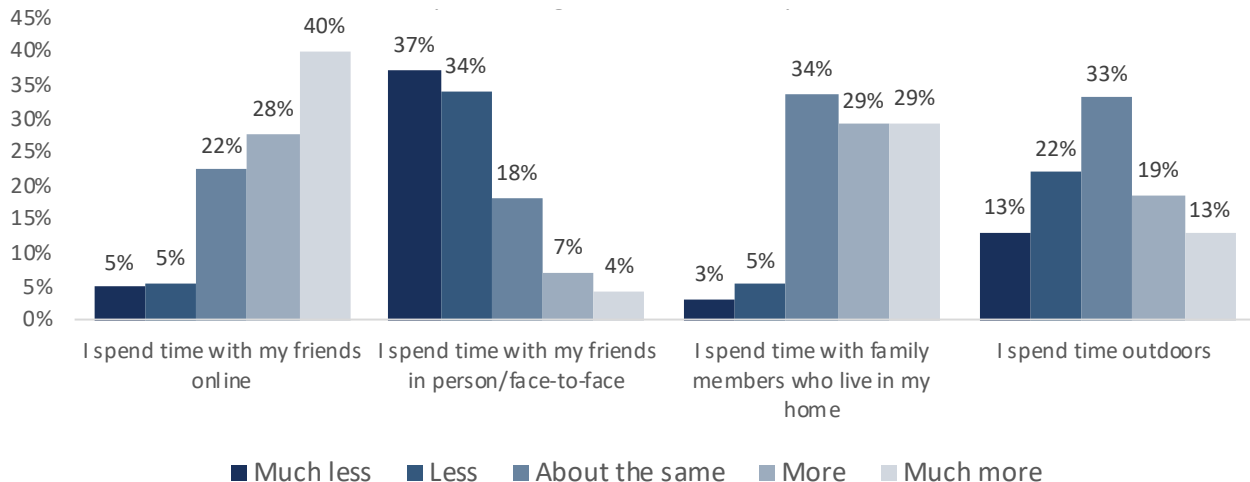


Figure 3: From before the COVID-19 pandemic to now have your relationships gotten worse or better?



Compared to before the pandemic most students reported spending less time with friends in person (71%). Students also reported spending more time with their friends online (68%) and with the family members in their home (58%). With regard to changes in time spent outdoors, 33% of students reported spending about the same amount of time outdoors, 32% reported more time outdoors, and 35% reported less time outdoors.

Figure 4: How did time spent change from before the pandemic to now?



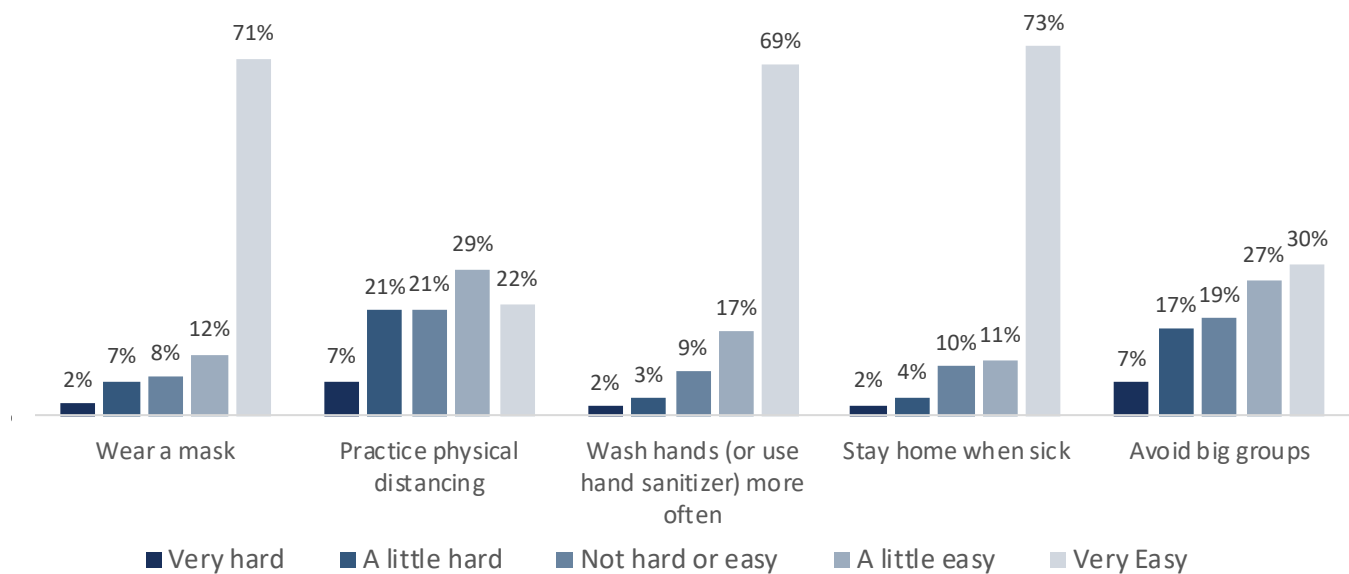
Engaging in COVID-related safety behaviours during the COVID-19 pandemic



Key Finding : A large proportion of students reported that it was a little or very easy to wear a mask (83%), wash hands or use hand sanitizer (86%), or stay home when sick (84%). Comparatively, a smaller proportion of students reported that it was a little or very easy to practice physical distancing (51%) and to avoid big groups (57%).

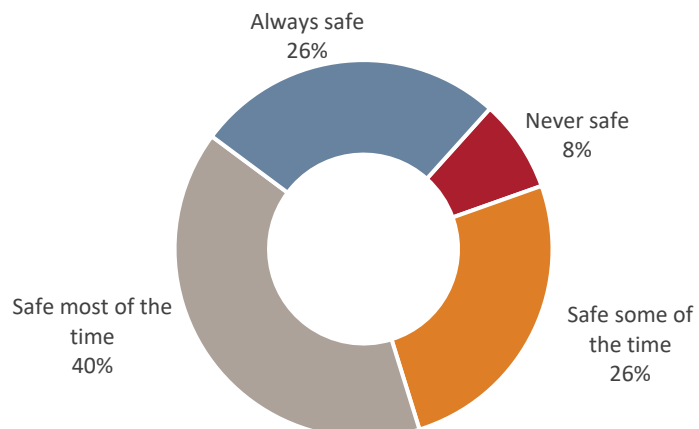
Over the course of the pandemic, provincial guidelines for schools regarding mask wearing, physical distancing, self-assessed daily health checks, and availability of sanitizing materials were implemented in BC.

Figure 5: How easy or hard is it for you to do the following behaviours at your school?



While the majority of students reported feeling always safe (26%) or safe most of the time (40%) from getting COVID-19 at school, 26% of students reported feeling safe some of the time, and 8% of students reported feeling never safe from getting COVID-19 at school.

Figure 6: How often do the COVID-19 safety measures at school make you feel safe from getting COVID-19?

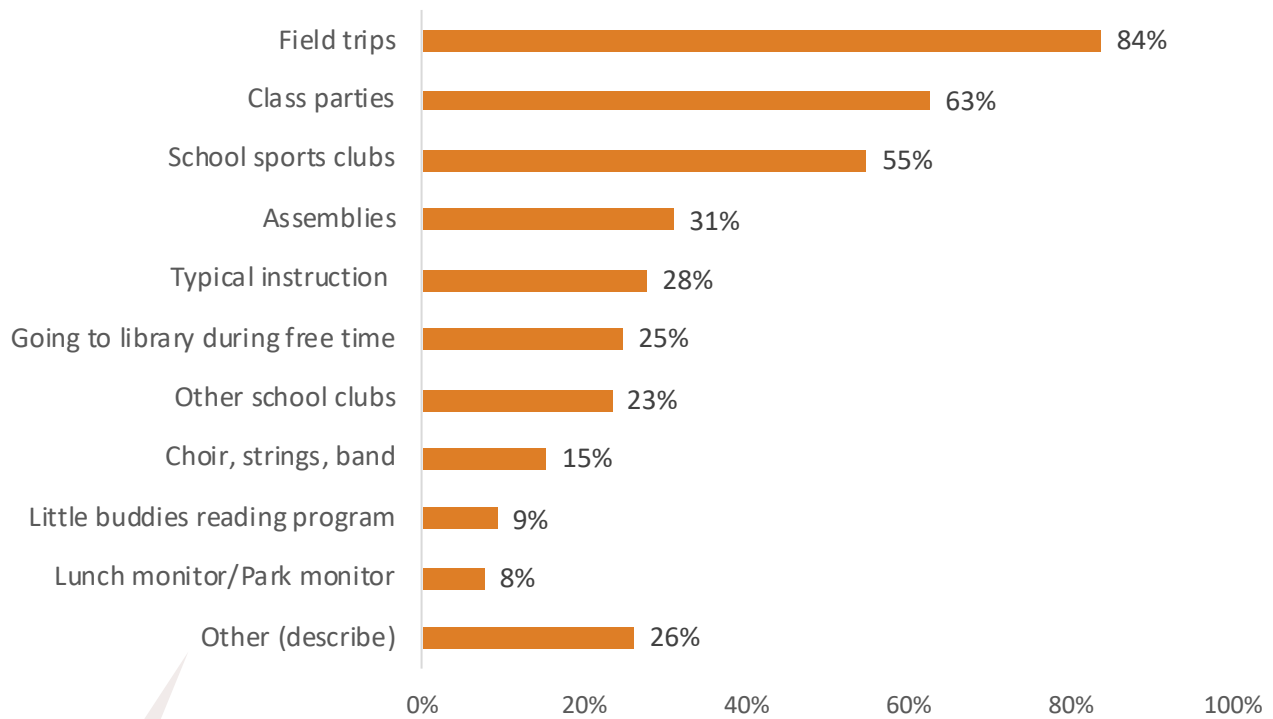


School activities students report missing during the COVID-19 pandemic



Key Finding : Students reported missing several aspects of their day-to-day life at school. Most frequently, students missed field trips (84%), class parties (63%), and participation in school sports clubs (55%).

Figure 7: What do you miss the most at school during COVID-19 pandemic?
(Select all that apply)



Voices: Examples of other aspects of school that students report missing include...

“Being able to see other friends and hug them during recess or lunch”

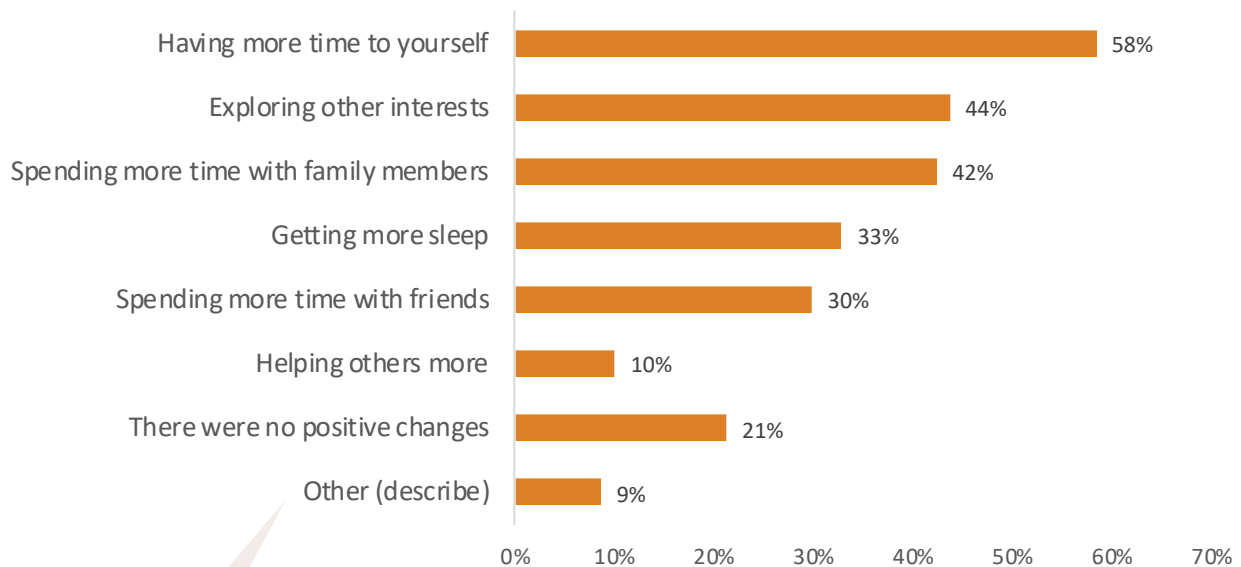
“Being able to freely walk around the school with anyone”

Positive changes that students report during the COVID-19 pandemic

Key Finding : Some students also noted positive changes that had occurred during the pandemic. The most frequently mentioned positive changes were having more time to themselves (58%), exploring other interests (44%) and spending more time with family members (42%). 21% of students reported that there were no positive changes that occurred during the pandemic.



Figure 8: What are some positive changes that have occurred in your life during the COVID-19 pandemic? (Select all that apply)



Voices: Examples of other positive changes that students report include...

“6 months off school made me a better person and see who I really am. I was happy with myself, unlike when I’m at school”

“I’m just enjoying life and happy I’m safe and am more appreciative”

School districts and communities can utilize data from their local [MDI reports](#) to make comparisons between MDI data collected before and during the global pandemic, as well as use their MDI data to follow groups of children over time, taking their local context into consideration. For more practical strategies, tools and resources to assist in understanding and supporting children’s well-being and positive development in the middle years, visit [Discover MDI](#) – the Field Guide for the MDI, or contact the Human Early Learning Partnership (HELP) MDI team at mdi@help.ubc.ca

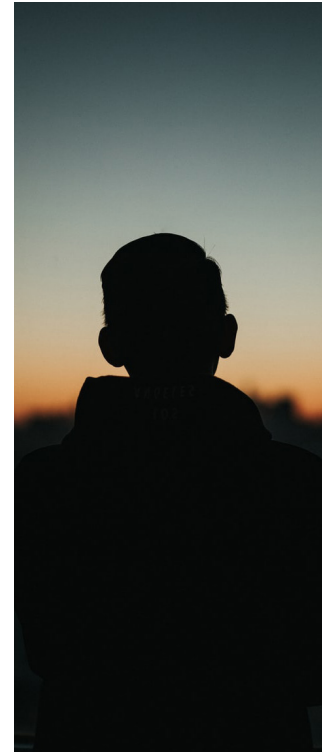
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