Youth19

The Youth19 Rangatahi Smart Survey included 7721 kura kaupapa Māori and secondary school students in years 9–13 in 49 Auckland, Northland and Waikato schools. This is the latest in the Youth2000 survey series, which aims to provide up-to-date information about young people's wellbeing, home and school life, and opinions. This information is used to advocate for young people's rights and improve services. Youth19 was carried out by researchers from the University of Auckland, Victoria University of Wellington, the University of Otago and others. Schools were randomly selected in each region, then students were randomly selected from each school roll. Consenting students completed the survey anonymously in te reo Māori or English on internet tablets with optional voiceover. For more information, see www.youth19.ac.nz.

Youth19 included open-ended questions inviting students to express their views about key issues. In this brief, we summarise students' responses to the question "*What is one thing that would make things better for young people who have a hard time or feel bad?*" This question was clearly marked as optional, and almost 2500 students responded (32% of the sample). Response rates were higher among students who reported higher levels of mental health challenges (see page 8 for more detail).

Researchers coded and analysed students' responses to identify themes that were common across diverse groups of young people. These themes were reviewed with youth advisors and will be presented in a scientific paper. This brief summarises the key themes and provides example quotes from students, presented as they were written (i.e., we have not adjusted spelling, grammar etc.) .

Summary

Young people highlighted five key themes or areas for helping those who have a hard time or feel bad:

1) **Connection and talking are the foundations**

2) **Positive environments and systems**

3) **Trust in young people's knowledge and skills**

4) **Support healthy technology use and safety online**

5) **The way we think and talk about mental health matters.**

Theme 1: Connection and talking are the foundations

Students highlighted the importance of connection, whanaungatanga, and talking. Comments around this theme were by far the most common across all demographic groups. There were many nuances and specific details. For example, students expressed that:

We want to talk and connect in diverse ways:
- with various people, e.g., friends, peers, whānau, community members, teachers, mentors, mental health professionals
- at various intensities, e.g., low-key hanging out, talking things through, specific advice
- for various purposes, e.g., feeling connected or not alone, getting things off our chests, seeking a different perspective, help solving problems.

Sometimes we just want someone to **listen**, rather than talk at or advise us. It's important that support people are **trustworthy, non-judgemental, understanding,** and **respect our privacy.**

The **adults around us** can support connection by:
- reaching out to us, rather than relying on us to take the first step
- providing support and a safe space to help us talk about what's on our mind
- taking us seriously, treating us with love and care, and understanding that we may make mistakes
- supporting us to use technology in positive ways, including setting limits and providing alternatives – see Theme 4
- learning about mental health and help-seeking, so that they can guide us – see Theme 5.

In particular:
- **parents/whānau** can: love, accept, understand, and respect us; be there when we need them and give us space to grow
- **teachers** can: show understanding, compassion, and leniency when students are having mental health challenges; act as a bridge / facilitator for mental health support
- **mental health professionals** can: be genuine, trustworthy and relatable; follow through; respect and protect our privacy (especially from parents)
- we also need **mentors** – people close to us in age who may have had similar experiences, who understand and can relate to us on our own terms.

We want reassurance: about the future, that our problems aren't too big (or small), that we are not alone, and that things will get better.

Example quotes
Participant demographics and the decile grouping of their school or kura are presented for each quote.

"Get them someone they can get close to and trust, not just some person that goes hey what's bothering you - oh that's beyond my reach and give up on them"
Māori, non-binary, age 15, decile 1–3

"That there is always someone out there that can help them and comfort them."
Pasifika female, age 14, decile 1–3

"Schools to make sure if kids are okay"
Pākehā male, age 16, decile 4–7

"If people reached out to them instead of them having to reach out. It's hard enough coming to terms with having a problem but getting help is even harder"
Asian female, age 15, decile 4–7

"Let them know that they're not alone and no problem is too hard or big"
Māori female, age 13, decile 4–7

"Form a close relationship with friends/ family, so you can share it with them"
Asian male, age 17, decile 1–3

"Someone there for them just to you know make them feel purpose for themselves and to tell them its ok"
Māori male, age 14, decile 1–3

"Supportive friends who you know well"
Pasifika male, age 14, decile 8–10

"Find some way to effectively communicate my emotions and feelings. I understand that there are many pathways to help - online, messaging etc, but I feel that I cannot fully communicate my emotions to them"
Pākehā male, age 16, decile 8–10

Theme 2: Positive environments and systems

Many students expressed that young people's wellbeing could be supported by ensuring the systems and environments around them are healthy, safe, and inclusive. This includes immediate settings (such as homes, schools, communities, and mental health services) as well as broader systems (e.g., at national/policy and even international levels).

Students expressed the need for safe, loving, supportive family / **home** environments – see Theme 1.

Many students, especially those who reported mental health challenges, commented about **mental health services**, either sharing their own difficult experiences or suggesting improvements. They wanted:
- more services that are more accessible, better, cheaper and delivered in various ways
- faster processes and shorter wait times
- services that reach out to them – see Theme 1
- reassurance of privacy and follow through.

Some students suggested universal screening or appointments, while others expressed that young people shouldn't be pressured into getting help.

Comments about **school environments** were also common. Students wanted:
- less workload, assessment and pressure
- zero tolerance for bullying and discrimination
- supportive groups for diverse students
- education and resources about mental health and help-seeking – see Theme 5
- teachers to respond supportively to mental health challenges – see Theme 1.

A number of students suggested improvements at the **community level,** including things for young people to do and places to go and be.

Others highlighted the need for big picture changes, to address **poverty, inequality, racism, discrimination, lack of opportunity, and the climate crisis.** These issues affect young people, and may contribute to climate anxiety, hopelessness, or fear about the future.

Students also recognised that young people are affected by **online environments,** and that these should be improved – see Theme 4.

"It is really hard to be put into the mental health system and takes a long time to get help from a psychologist or psychiatrist... So I would want that process to be faster so that young people like me don't have to wait and get worse before they get help."

Pākehā female, age 16, decile 1–3

"Anonymous counselling, no names, at times suitable for the person, not with some random professional, with someone who has once been in a similar situation and overcame it ."

Asian, non-binary, age 13, decile 8–10

"Being able to text youthline. I feel like it's easier for my generation to talk about their mental health issues or problems online where they feel more anonymous"

Pākehā female, age 16, decile 8–10

"I think our youth would feel more relaxed and in control if we weren't constantly being weighed down with school work. My friends are often not getting enough sleep because of school work."

Asian female, age 13, decile 8–10

"Cultural groups, things like that help in school."

Pasifika male, age 15, decile 1–3

"Rid hurtful/ offensive comments from everyday environments"

MELAA* male, age 13, decile 8–10

"There needs to be more stuff for us youth to spend our spare time. I have a ps4 so thats how I spend mine but how about the people who cant afford it. There is a reason why they get up to no good because there is no good in doing anything else."

Māori male, age 15, decile 1–3

"Make the kids not live the life they may have been in for, e.g. if they struggled and had nothing when they were young"

Māori male, age 14, decile 8–10

"More job opportunities"

Pasifika male, aged 15, decile 4–7

"Sorting out global issues like global warming. Also showing them what their future holds so they don't feel like it will just get worse and worse."

Pākehā male, age 13, decile 8–10

*MELAA: Middle Eastern, Latin American, or African

Theme 3: Trust in young people's knowledge & skills

Many students suggested strategies and tools that young people could use to support themselves through difficult times.

In contrast to comments about connection and spending time with others (Theme 1), some students emphasised the need for space, time alone, and a break from it all.

Others talked about hobbies, entertainment (such as gaming, TV, music, movies, YouTube), and fun and laughter. Some explicitly described the importance of distraction and taking your mind off problems. There was an emphasis on recognising that young people have their own coping skills, and should be supported to develop and use these skills.

Examples included:
- exercise, walking, yoga, working out, sports
- music, videos, games and online time (although some noted that online time, social media etc needed limits – see Theme 4)
- self-help strategies, e.g., journaling or breaking complex challenges into small steps
- attitude, some emphasised staying positive, and others focused on 'toughing it out'
- enjoying basic pleasures, such as food
- connection with animals or natural environments
- spirituality, wairua, religion, prayer or God
- finding or reflecting on purpose, meaning and connection, connection with something greater, or nurturing beliefs.

A small number of students reported that young people sometimes use coping strategies that may be harmful, such as drugs, alcohol and self-harm, and that they can feel hopeless at times.

"Go back to your home where you are from. Feel the wind of your home talk to your tūpuna. Go and see your koros and nanas it gives you a purpose in this world rangatahi mā"

Māori male, age 17, decile 1–3

"Give them something to be with in real life. Not a operator on the phone. Like a dog or animal."

Pākehā male, age 13, decile 8–10

"We are bombarded with information and things we have to do, things we are supposed to feel, sometimes it's just nice to take a break and let yourself relax doing whatever you want to do."

Asian female, age 16, decile 8–10

"Get out of their bedroom, off their phones, go out even for a walk or coffee with a family member move away from the stress and when you come back to it take it bit by bit not a massive chunk."

Pākehā female, age 16, decile 8–10

"Eat some sweet food, sing a song, play sports"

Asian female, age 14, decile 8–10

"Selfcare day"

Māori female, age 17, decile 1–3

"Know what there passions are"

Asian male, age 13, decile 8–10

"Hit the gym uce, let your depression out there."*

Pasifika male, age 16, decile 1–3

"Spreading positive messages and reminding them of their worth and purpose here. And that better days will come!"

Pasifika female, age 16, decile 1–3

"I wanna make them laugh and make them know that life isn't that long so I would want them to realise enjoy life to its fullest"

MELAA* male, age 13, decile 8–10

"Go to a church you actually like and listen to what the preacher is saying."

Pasifika female, age 13, decile 1–3

*'uce' – informal Samoan term, similar to 'bro'
*MELAA: Middle Eastern, Latin American, or African

Theme 4: Support healthy technology use and safety online

Students' comments about new technologies and time online spanned all aspects of life. There was a sense that new technologies have shaped the worlds young people inhabit and the way they inhabit them, even for those who may not spend a lot of time online.

Young people expressed that games, social media and online time can be both helpful and harmful. They had suggestions for limiting online time or using it in helpful ways.

For young people:
- be aware of how we are using technology and how it is impacting us
- technology can help us to connect – with friends, family, helpful tools or supports
- balance time online with other activities
- take a critical stance – what we see online may not be real.

For those around young people:
- understand that technology can be helpful
- support young people to be safe online
- support them to connect in other ways.

For local settings
- schools – support young people to use technology in positive ways
- health services – harness the power of technology, e.g., deliver support via digital platforms, apps etc.

For national and international level
- legislate to make online environments safer / better
- address harmful online content and experiences, e.g., bullying, harmful messages about body image/ appearance, unhelpful discourse around mental health.

"Stop spending so much time online /social media"
Māori, female, age 16, decile 4–7

"Honestly, technology actually helps a lot of young people feel better. Even though older people think it makes things worse…it helps a lot of us forget our problems for a while."
Māori female, age 14, decile 1–3

"Find a friend, you can truly talk too, even if that means an online friend, online friends are a whole new variety of people and being able to talk it out can help, otherwise people like me like to keep to myself…"
Māori female, age 13, decile 1–3

"Social media could help you cause if your at home and have none to talk to you can talk to your mates online"
Māori female, age 14, decile 4–7

"More ads on social media and other platforms younger people are on about depression and finding yourself"
Pākehā female, age 14, decile 8–10

"Honestly having an age limit on social media and educating students in from primary to secondary of the importance of being there for each other."
Pasifika female, age 16, decile 4–7

"Social media rules need to be better"
Pākehā female, age 14, decile 8–10

"Less time on their device and enjoy life"
Pasifika male, age 16, decile 1–3

"Stop cyber bullying"
Pākehā male, age 17+, decile 4–7

"Bullying online should stop."
Asian female, age 17+, decile 8–10

"Change social media, people are always comparing themselves and their life to those on Instagram etc which are most likely false and then thinking their not good enough for society"
Māori female, age 14, decile 8–10

"Getting rid of social media and body expectations"
Pākehā male, age 15, decile 8–10

Theme 5: The way we think and talk about mental health matters

A smaller yet significant number of students expressed that changing the way we think and talk about mental health and wellbeing may be an important part of supporting young people who are experiencing difficulties. This includes young people themselves, the adults around them (e.g., parents, teachers), and broader social messaging.

Some students expressed a need for education and destigmatisation around mental health issues and help-seeking. They wanted practical information about mental health conditions and how to get help, as well as reassurance that it's OK to ask for help. Some suggested that there is a particular need for reducing stigma around help-seeking for boys and young men.

Students highlighted needs for messaging and information for different groups:
- for young people – equip us with knowledge, e.g., providing clear, practical information and helpful resources, including in schools
- for adults – learn about mental health and help-seeking, so you can guide us
- at a community or national level – provide accessible information about mental health and help-seeking and ensure young people and parents/ caregivers know how to seek help
- at a national or international level – address how we talk about mental health on social media.

At the same time, other students mentioned a potential flip side / double-edged sword of focusing on mental health or wellbeing. Some expressed the tension that, while mental health awareness is needed, an overemphasis on mental health or inaccurate or glamourised representations of mental health conditions, particularly on social media, may have unintended, harmful impacts. Students recognised the need for balanced, nuanced discussions and messaging.

"Educate the adults caregivers or parents so they know what to do in case their children are in those situations."
Asian female, age 16, decile 8–10

"To break the silence or stereotype of realizing that opening up about how you feel isnt for wimps or attention seekers."
Pasifika female, age 16, decile 4–7

"Take away the stigma around mental health and educate people."
Pasifika, non-binary, age 15, decile 8–10

"Guys aren't meant to be sad or down so you just suck it up. It would be better if this was different."
Pākehā male, age 14, decile 4–7

"More awareness of what a hard time is versus a bad day, showing us when things need to be progressed to telling adults and receiving help & when things are okay & will sort themselves out... knowing the warning signs for certain situations would also be beneficial to students."
Māori female, age 14, decile 4–7

"People need to know when to step in and when to give them some space."
Māori female, age 14, decile 1–3

"Have people show a bit more awareness about the subjects but being careful that we don't get people feel too sorry for themselves"
Māori female, age 15, decile 4–7

"Make sure that people arent overusing words like depression. It dumbs it down a lot and annoys the hell out of me."
Asian male, age 16, decile 4–7

"Stop posts (especially on Instagram) that say stuff like "people with anxiety can relate to..." People are just going to self diagnose. People think that "anxiety" or "depression" is like a cool trendy thing to have."
Asian female, age 14, decile 4–7

Table 1: Youth19 response rates to open-text question "What is one thing that would make things better for young people who have a hard time or feel bad?"

	Number in sample n(N)	% of total sample	Number responded to question n(N)	Response rate to question %	% of total respondents to question
Total	7721(7721)	100	2497(7721)	**32.34**	100
Depressive symptoms[a]					
Yes	1820(7330)	24.8	710(1820)	**39.01**	28.43
No	5510(7330)	75.2	1716(5510)	**31.14**	68.72
Age[b]					
13 and under	1403(7721)	18.2	465(1403)	**33.14**	18.62
14	1745(7721)	22.6	545(1745)	**31.23**	21.83
15	1698(7721)	22.0	544(1698)	**32.04**	21.79
16	1474(7721)	19.1	500(1474)	**33.92**	20.02
17 and over	1401(7721)	18.1	443(1401)	**31.62**	17.74
Sex[c]					
Male	3472(7651)	45.4	1141(3472)	**32.86**	45.69
Female	4179(7651)	54.6	1350(4179)	**32.30**	54.06
Gender identity[d]					
Transgender	78(7668)	1.0	26(78)	**33.33**	1.04
Unsure	48(7668)	0.6	14(48)	**29.17**	0.56
Cisgender	7542(7668)	98.4	2455(7542)	**32.55**	98.32
Sexual attraction					
Same- or both-sex attracted	706(7614)	9.3	207(706)	**29.32**	8.29
Other	6908(7614)	90.7	2282(6908)	**33.03**	91.39
Ethnicity[e]					
Māori	1528(7708)	19.8	513(1528)	**33.57**	20.54
Pasifika	945(7708)	12.3	355(945)	**37.57**	14.22
Asian	1776(7708)	23.0	587(1776)	**33.05**	23.51
Other	389(7708)	5.0	128(389)	**32.90**	5.13
European/Pākehā	3070(7708)	39.8	909(3070)	**29.61**	36.40
Neighbourhood deprivation[f]					
Low deprivation	2110(6888)	30.6	643(2110)	**30.47**	25.75
Medium deprivation	2809(6888)	40.8	900(2809)	**32.04**	36.04
High deprivation	1969(6888)	28.6	699(1969)	**35.50**	27.99
School decile[g]					
Low decile (1–3)	1550(7679)	20.2	561(1550)	**36.19**	22.47
Medium decile (4–7)	3242(7679)	42.2	897(3242)	**27.67**	35.92
High decile (8–10)	2887(7679)	37.6	1033(2887)	**35.78**	41.37
School type					
Kura Kaupapa Māori	347(7721)	4.5	143(347)	**41.21**	5.73
Mainstream secondary	7374(7721)	95.5	2354(7374)	**31.92**	94.27

a Scored at or over the cut-off for clinically significant depressive symptoms on the short form of the Reynolds Adolescent Depression Scale (Reynolds, 2002; Milfont et al., 2008), this is not a diagnosis of depression.

b Very few participants were younger than 13 or older than 17. These students are included in '13 or under' or '17 or over' to ensure adequate group sizes

c Based on sex assigned at birth where this could be identified, allowing inclusion of most participants, including transgender and non-binary students. Findings for the 63 students who did not report a male or female sex will be presented elsewhere, where contexts can be considered fully.

d Gender identity was determined via a series of questions, see Fenaughty et al., 2021 for details.

e Ethnicity: answer options according to the Statistics New Zealand level 4 classification. Students who reported multiple ethnicities were assigned to one of five groups according to the Ministry of Health ethnicity prioritisation method (Ministry of Health, 2017).

f Neighbourhood deprivation based on neighbourhood meshblock and the New Zealand Deprivation Index 2018, which assesses nine characteristics (e.g., income, internet access) of households in a meshblock (Atkinson et al., 2019).

g School decile reflects the socioeconomic status of enrolled students' communities.

Further details in Fleming et al., 2020.

Summary & limitations

Students gave a broad range of responses when asked what would be helpful for young people who feel down. This brief provides a high-level summary of the key themes that were common across students who reported varying levels of mental health challenges and representing different demographic groups.

Overall, students wanted choice, options, and to be met where they are at. This idea spanned all key themes: young people wanted choice in the way they connect with others, options within the environments and systems around them, opportunities to develop their own skills and coping strategies, support to develop healthy relationships with technology and navigate online spaces, and support to think and talk about mental health and help-seeking in ways that work for them.

In this brief we summarise the views of Youth19 participants in schools and kura overall. While we have endeavoured to include diverse voices, there will be important differences and distinctions for different groups. For findings from rangatahi Māori, Pasifika youth, Asian youth, rainbow youth, those with disabling conditions, those in alternative education and others see our website www.youth19.ac.nz, including reports listed in the references (Clark et al., 2022, 2023; Fenaughty et al., 2021; Fleming et al., 2020; Roy et al., 2021; Swencke et al., 2021). Further analysis of Youth19 data are invited and other outputs are in preparation. Contact us for details.

Implications for policy & practice

Young people and their families want **options, a range of strategies to support them when having a hard time**. There is no 'one size fits all', and students may want or need different things at different times. When young people seek help, they need friends and adults who are supportive and take their concerns seriously, and services that are appropriate. Implications for policy and practice include:
  - ensuring that family/teachers/friends know how to support young people who are facing challenges
  - ensuring that mental health and support services are accessible, and culturally and developmentally responsive (e.g., available in schools and communities without long waits)
  - ensuring that all young people have opportunities for genuine connections in their communities (e.g., through arts, sports, cultural groups, community groups etc.).

As well as help when things go wrong, young people want **big picture changes** so all have a opportunities now and futures to look forward to. These include:
  - **Addressing violence, racism and discrimination**
    (e.g., anti-bullying policies in schools, family violence prevention strategies, anti-racism and anti-hate speech policies, safe digital environments).
  - **addressing the climate crisis**
  - **addressing the housing crisis, food insecurity and lack of opportunities.**

Resources and getting help

If you're having a hard time or you're worried about another person, ***let someone know***. Talking to someone can make a real difference and they might be able to help in ways you haven't thought of.

Talk to a family member or friend. There are some great hints on how to get started or what you might say on these and other websites: mentalwealth.nz | thelowdown.co.nz | youthline.co.nz | etuwhanau.org.nz

Webchat, phone or text What's Up, Youthline or 1737. They're free, private and want to help people with problems, big or small. Even if you're not sure if it's worth bothering someone, they can help you work this out. They won't mind if you call the wrong service, and it's fine to try different ones and see what works best for you. To get in touch with What's Up: free call 0800 942 8787 or web chat whatsup.co.nz/contact-us. For Youthline: free call 0800 376 633, free text 234 or web chat youthline.co.nz/web-chat-counselling For 1737: text or call 1737 or visit 1737.org.nz

Check out thelowdown.co.nz, a website with videos, chat and info created with rangatahi, for rangatahi. It offers support with hauora, identity, culture and mental health.

You can also talk to a doctor, nurse, counsellor or other health professional. It's their job to talk about private, embarrassing or tricky stuff – lots of them do it every day. Doctors and nurses talk about personal things – not just illnesses. School counsellors and school nurses are there to help too.

YouthLaw Aotearoa helps child and young people with legal issues. You can contact them to get free legal advice on lots of different issues from bullying at school or feeling safe at home, to police and youth justice: 0800 884 529 or email: nzyouthlaw@gmail.com

Rainbow youth support is available from outline.org.nz or by calling OutLine on 0800 688 5463, or you can contact a Rainbow Youth support worker through ry.org.nz

For more Youth19 results, see www.youth19.ac.nz

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