

A REPORT BY TE AHI O NGĀ RANGATAHI



WHAT'S NEXT FOR MENTAL WELLBEING?

OUTLINING OPPORTUNITIES FOR YOUTH LED CHANGE

What's Next for Mental Wellbeing?: Outlining Opportunities for Youth Led Change

ISBN 978-0-473-54549-9

Published by The Wellington Boys' and Girls' Institute (BGI) October 2020

To be referenced as:

Te Ahi o Ngā Rangatahi (2020) What's Next for Mental Wellbeing?: Outlining Opportunities for Youth Led Change, Wellington: The Wellington Boys' and Girls' Institute

The contributors to this research and final report were:

Austin Murrey, Casey James, Cheyhane Browne, Eddy Davis-Rae, Ella Flavell, Elle Hughs, Emily Gill, Henry Mckenzie-Bridle, Jackson Lacy, Jude Albiston, Keir Thompson, Kirihika Stewart, Liv Bailey-Masters, Luca Panettieri, Melania Lui-Fa'i, Raihaan Dalwai, Rose Boele van Hensbroek, Sarah Habib, Shannan Joseph, Shelly Liang, Stella-Rae Morris Matchitt, Unique Tokona, Wyatt Clancey.

Internal Tree Design By: Rebekah Wood.

Cover and Internal Design By: Claudia Palmer and Zara Feeney.

Edited By: Emma McIlroy, Hugh Williams and Venice White.

Foreword By: Justin Lester (Wellington Mayor 2016–2019).

Thank you to the Department of Internal Affairs for funding this project through the Community Organisation Grants Funding Scheme.

Contact Details:

Eddy Davis-Rae, Te Ahi o Ngā Rangatahi Coordinator

eddy@bgi.org.nz



CONTENTS

1.0 Foreword	7
2.0 Executive summary	8
3.0 Context	10
3.1 Introduction	10
3.2 Who are Te Ahi o Ngā Rangatahi?	11
4.0 Research method	14
4.1 Guiding research principles	14
4.2 Community youth mapping	15
4.3 Data collection and survey distribution	16
4.4 Data analysis	18
4.5 Report writing	18
4.6 Launch	18
4.7 Action and next steps	18
5.0 Survey results	20
5.1 Demographics	20
5.2 The three most important things for young people's mental wellbeing	25
5.3 What young people do for their positive mental wellbeing	27
5.4 Activities that young people would have liked to have done for their mental wellbeing	29
5.5 Barriers preventing young people from accessing desirable activities	31
5.6 Ways to improve young people's mental wellbeing in Wellington city	34
6.0 Conclusions and recommendations	44
7.0 Appendices	46
8.0 Endnotes	50

1.0 FOREWORD

*Ko te piko o te māhuri, tērā te tupu o te rākau.
The way the sapling is shaped determines how the tree grows.*

There is nothing more important in our city than our rangatahi. They are our present and our future. Their contribution to Wellington and New Zealand is significant and they make the world we live in a better place.

It's important we hear their voice. They are best placed to articulate how it feels to be a young person: the expectations they feel, and the challenges they face. Decisions we all make today will influence them and their path, so we need their help to get those decisions right.

Te Ahi o Ngā Rangatahi has spent the last year making sure that voice is heard and better understood. Through their work they have learned the importance of the mental wellbeing of young Wellingtonians and the barriers they face. They now understand, better than anybody, the importance of rangatahi developing a sense of who they are: their identities, culture, values and beliefs.

What distinguishes Te Ahi o Ngā Rangatahi's research is that it was done by youth, for youth. It's action oriented and is focused on what young people can do to support positive mental well being; to embrace being young rather than just surviving it.

For many years I've admired the work BGI does to support Wellington's youth – to guide them, give them self-belief and hope. I applaud BGI and Te Ahi o Ngā Rangatahi for their mahi, and I know their research will benefit many thousands of young Wellingtonians today and long into the future. Well done.

Kia kaha, kia maia, kia mākohā Aotearoa.

Ngā mihi,
Justin Lester



2.0 EXECUTIVE SUMMARY

written by Rose Boele van Hensbroek

Mental health is one of a number of significant issues that young people currently face, and the impacts of COVID-19 are likely to exacerbate it. According to the Youth19 Rangatahi Smart Survey, most students in New Zealand have good mental wellbeing – they are happy and satisfied with their lives. However, young people’s emotional and mental well-being appears to have worsened over the years and 23% of students in the Youth19 survey reported significant symptoms of depression.

We, Te Ahi o Ngā Rangatahi, a group of twenty enthusiastic and passionate young people from different backgrounds, are determined to improve the mental wellbeing of rangatahi in Wellington and enable their voices to be heard. Our 2019 Wellington-based research outlined in this report has given us important insights into young people’s perspectives of mental wellbeing, including what young people believe is important for their mental wellbeing and what could be done to improve their mental wellbeing.

Our findings are relatively consistent with research in this space, including the recent Youth19 survey results. As expected, social connection was an important factor for young people’s mental wellbeing. Young people told us that spending time with friends and family, getting enough sleep and regularly exercising were the most important for mental wellbeing. Additionally, as predicted, the activities that young people actually did for their positive mental wellbeing had fewer monetary, social and physical barriers. These included hanging out with friends and family, listening to music and watching a movie or TV show. But young people continue to face a range of barriers to accessing activities that they thought would be beneficial for their mental wellbeing, such as going to the gym, seeing a counsellor or psychologist or attending an event, which is consistent with previous research. Our findings did vary slightly across different groups of young people, including ages, ethnicities and occupations.

Our findings outline clear and important ideas around how to improve wellbeing for young people in Wellington, under the themes below. However, further research is recommended if these are to be actioned, given the limitations of our survey findings. Our findings included:

- Improving access to health services
- Increasing the number of events and programmes for young people
- Increasing the number of spaces young people can safely hang out in
- Increasing awareness of mental health services and reducing stigma
- Increasing mental health support in schools and education facilities

Our findings also reinforce the need to involve a diverse range of young people in decision-making, given that the drivers of wellbeing vary across different groups of young people. This is to ensure that wellbeing activities and services are effective and accessible to all young people.

We surveyed 1243 youth, aged 12–24, from across Wellington. From our results we have come to the conclusion that further action needs to be taken to improve the wellbeing of young people in Wellington and that youth *must* be included in these discussions. The purpose of this report is to share our findings with the hope that as a community we can work collectively to make a positive change for young people.



3.0 CONTEXT

3.1 INTRODUCTION

written by Raihaan Dalwai

‘There is hope, even when your brain tells you there isn’t.’ John Green

This report discusses the findings of a recent 2019 survey conducted by Te Ahi o Ngā Rangatahi, which looks at the mental wellbeing of Wellington’s youth, and proposes ways to improve it.

Mental wellbeing is an integral part of our overall health. Mental wellbeing describes our mental state – how we are feeling and how well we can cope with day-to-day life.¹ Positive mental wellbeing means different things to different groups of people, but broadly speaking, it is a state of thriving in various areas of life, such as in relationships, at work and at play, despite ups and downs.

According to the Youth19 Rangatahi Smart Survey, most students in New Zealand have good wellbeing – they are happy and satisfied with their lives. However, a large number of students reported high levels of distress (symptoms of depression and suicide attempts), which are higher among those living in lower-income communities. In the survey, 69% of students reported good wellbeing, with wellbeing being reported higher among males. 23% of students reported significant symptoms of depression. However, this is noticeably higher in Māori and Pasifika youth, particularly females. Young people’s emotional and mental wellbeing appears to have worsened when we compare our data to that of the previous Youth2000 surveys, and there are persistent and growing mental health inequities between Māori and other ethnic groups.²

We, Te Ahi o Ngā Rangatahi – a group of youths passionate about making a positive difference for young people – decided that the prevalence of mental health challenges was far too high, and we

wanted to do something to change it. 2019 was our year to get the research done, and with COVID-19 likely to exacerbate this issue as young people deal with uncertainty and disconnection, it remains as important as ever to ensure that young people know how to look after themselves and their mates.

We started off by creating a survey to help us better understand how young people in Wellington viewed mental wellbeing. We have asked the following questions: What is important for mental wellbeing? What are the barriers to accessing activities and services? What could we do to improve mental wellbeing for young people in Wellington? What follows are the findings from this survey, which represents the perspectives and ideas of 1243 young Wellingtonians.

3.2 WHO ARE TE AHI O NGĀ RANGATAHI?

written by Stella-Rae Morris-Matchitt

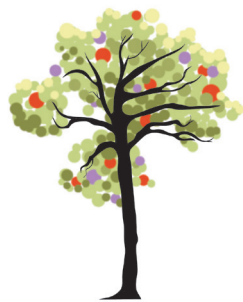
We are Te Ahi o Ngā Rangatahi, a group of twenty enthusiastic young people from different backgrounds who came together hosted and organised by Wellington Boys’ and Girls’ Institute Inc. (BGI).³ I bet you’re wondering what Te Ahi o Ngā Rangatahi means. It translates to ‘The Fire of the Youth’ and that is what we are – we are passionate and committed to improving the wellbeing of young people in Wellington.

We meet up every Wednesday after school to discuss everyday problems young people experience. It was at these hui that we decided that the best way to understand how Wellington youth felt about their mental wellbeing, and how we could improve it, was through a survey that would be distributed all over the Wellington area for young people to fill in.

3.21 WHAT MAKES US DIFFERENT

As a group we decided that we would have three points of difference from other youth projects that would make ours unique.

1. It would be for youth by youth – this meant that we, a group of young people, would lead this project with the purpose of improving the lives of other young people. Research stresses the importance of listening to young people to ensure successful wellbeing outcomes.⁴
2. We would focus on positive mental wellbeing – we decided that we wanted to focus on *positive* mental wellbeing in young people, as opposed to negative mental wellbeing or mental health. We noticed that there were a lot of statements and articles focusing on the negative side, which perpetuates the stigma around it. We also wanted to focus on wellbeing as opposed to health or illness, because it is, by definition, broader than what is encompassed by mental health or illness.⁵
3. We would be action focused – this meant that our findings would influence projects so that something would actively be done to improve the mental wellbeing of young people.



4.0 RESEARCH METHOD

written by Melania Lui-Fa'i

4.1 GUIDING RESEARCH PRINCIPLES

4.11 RESEARCH METHODOLOGY

We used the Youth Participatory Action Research (YPAR) methodology to guide this research project. YPAR is a form of research where young people are involved in every stage of the research, from developing the idea to reporting and sharing the findings.⁶ Action research also means that the research informs youth-led projects that aim to combat some of the issues that arise from the research.

4.12 WHAKAWHANAUNGATANGA

The principle of whakawhanaungatanga, which is the process of establishing links and making connections, also drove our research.⁷ Everyone within the group, including the young leaders, created a safe environment in which all members could build strong relationships. From the first session, the young leaders organised activities that allowed everyone to connect with each other. The activities helped everyone become comfortable and feel safe, and soon everyone became good friends. During each session there was at least ten minutes that would be set aside for an activity that engaged everyone.

This strong bond within the group helped build trust so that people could share ideas around mental wellbeing. It also allowed each individual in the Te Ahi o Ngā Rangatahi family to speak about personal experiences that contributed to the different questions.

4.2 COMMUNITY YOUTH MAPPING

To identify the research topic we had a series of brainstorming sessions to figure out the key issues facing young people in Wellington (outlined below). This also shed light on what was important for young people. We then grouped each of our ideas into seven overall themes.

4.21 KEY ISSUES GROUPED BY THEME

Education (schools and universities)

- Lots of stress and pressure
- Can trigger mental health issues
- Heavy workload
- Internals are all crammed
- Bullying
- Negative perception of going to school counsellors
- Discrepancy between schools
- Sexual violence
- Barriers to accessing universities (e.g. living costs are high, lack of access to finances)

Culture

- Connection to heritage and religion is important
- Culture shapes what is

- acceptable or not – can help some people and not others
- Stigma is an issue
- Having a culture of inclusivity is important

Social Connection

- The importance of social connections with both family and friends
- Social connections are important for all aspects of wellbeing but can also have negative effects on wellbeing (e.g. peer pressure)
- Love is important

What other people think

- Pressure from friends and family to do and be a certain way – high standards
- Parents not always understanding of young people's needs and struggles
- Pressure to gossip, do drugs and drink alcohol
- Stereotypes are an issue
- Social media is an issue

Hobbies

- Accessibility issues
- Cost barriers to hobbies
- Lack of time
- Going into nature is important
- Music and art are important

- Hobbies are good stress relievers
- If there aren't hobbies available, young people are more likely to get into trouble
- Hobbies can help mental health

Basic needs

- Practical skills
- Sleep
- Accessibility to food is an issue (e.g. price and location)
- Access to employment is needed

Mental health

- Lack of accessible health services
- Stigma around health services
- Triggered by school and pressure from friends and family
- Social media
- Reliance on alcohol and drugs

These issues are relatively similar to the responses in the YOUTH19 survey when high school students were asked to outline what the biggest problems are facing young people today. These included mental health and pressure (high expectations from parents, teachers, peers and society), bleak futures and climate

change, social media and technology (time spent online) and risky choices (accessibility to drugs and alcohol).⁸

After many conversations discussing each theme, we realised that mental health was a common factor that ran through each of them. Mental health was either being influenced by these broader factors or directly impacting them. Consequently, we decided to focus our research around mental health; however, instead of mental health we chose mental wellbeing as it was important for the group that we focused the project around positive aspirations, which the term *wellbeing* represents.

4.3 DATA COLLECTION AND SURVEY DISTRIBUTION

4.31 SURVEY DEVELOPMENT

The group decided that the best way to collect the data on the topic of mental wellbeing was via a survey. This is because surveys are easy to administer, can handle large data sets and samples and are relatively inexpensive. We decided to use a survey after considering what the objective of the survey was and what

particular information we wanted to find out. Additionally, a lecture from a statistician on the different methods of data collection also helped us decide which data collection method to choose.

We used a range of closed and open-ended questions in different forms, such as multi-choice questions with an open-ended 'other' option if needed. The limitations of using a survey to gather information are discussed in the limitations section (5.16).

4.32 SURVEY DISTRIBUTION

It was important that we promoted our survey in a range of spaces where young people spend their time, to ensure the demographics of the survey respondents represented Wellington youth. Our method of distribution was three pronged.

We distributed our survey in August 2019 and left the survey open for six weeks. To incentivise young people to complete the survey we offered a range of prizes. We received 1243 responses – the results are outlined in Survey results section (5.0).

Online

As a group, we shared information about our survey on Instagram and

Facebook. We also created a video to share that showed who Te Ahi o Ngā Rangatahi are and why we created a survey about positive mental wellbeing. By using social media we were able to reach communities that no one in our group had connections to.

Schools and universities

Individuals in the group also took posters and promoted the survey to the different communities they had connections with (e.g., schools or universities). Some spoke at assemblies, some put the survey in the school notices, and some had the survey emailed out to students.

Face to face

When choosing sites in Wellington for face-to-face interaction with youth, we had to consider where youth spend their time and when they spend their time there. We decided that young people often hang out at the ASB Sports Centre and on Cuba Street. We ran four stalls:

- One on a Wednesday at the ASB Sports Centre
- One on a Saturday at the ASB Sports Centre
- One on a Saturday on Cuba Street
- One at Victoria University of Wellington at a sustainability fair

4.4 DATA ANALYSIS

We undertook both quantitative and qualitative data analysis, which included thematic analysis. For the qualitative data analysis, we went through the responses with highlighters to group the respondents' perspectives into different themes. We counted the number of times similar phrases or words appeared in the open-ended questions. To help us understand the data, we invited experts in the fields of health and youth development to join our group discussions. These were representatives from Piki, Evolve Wellington Youth Service, Youthline, Te Aro Health Centre and the Ministry of Youth Development, who helped us better understand some of the issues that emerged from the data. For the quantitative data analysis, we used Survey Monkey analysis software to identify the most commonly chosen options.

4.5 REPORT WRITING

Once the group had analysed the data, we decided that we needed to share our findings. We thought that the best way to distribute what we had heard from young people was to write a report. Once we decided what information we wanted to include in the report, we split our plan into sections, and one young

person led the writing of each section. We wrote the report at workshops as well as at home.

4.6 LAUNCH

The group decided that the next stage of the project was to host a launch event for our report. The aim was to get young people, decision-makers and those working with young people to hear the results and engage with the findings. When brainstorming locations for the launch, we thought that it would be awesome to have our launch at Parliament.

To secure the venue for the launch, some of us went to speak to Wellington Central's MP, Hon Grant Robertson, to introduce ourselves and share our findings. He kindly agreed to co-host the launch at Parliament.

4.7 ACTION AND NEXT STEPS

After we launch the report, the next stage of the project is, where possible, to action the findings of our survey. As you will see, the report findings outline clear and important ideas around how to improve positive mental wellbeing. We are hoping to work collectively with our community over the next few years to action some projects that will make a positive difference for youth.



5.0 SURVEY RESULTS

5.1 DEMOGRAPHICS

written by Wyatt Clancey

5.11 SUBURBS

We received responses from forty-nine of the suburbs in Wellington. The largest group of respondents (15.53%) lived in Karori. Gaining responses from most of the suburbs means that we have captured perspectives from a range of young people living across the Wellington region. However, a higher percentage of responses from Karori means our survey results will better represent young people from Karori than from other parts of Wellington.

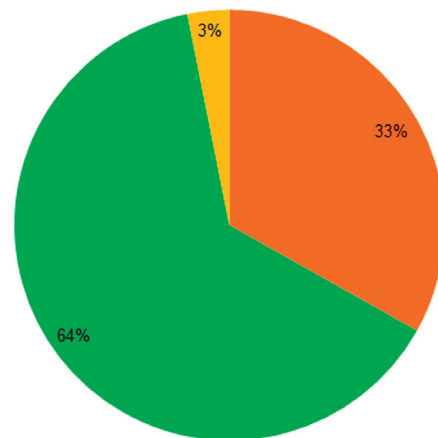
One of the possible reasons that Karori gained so many responses compared to the other suburbs could be due to the large number of responses we gained from students attending Wellington College and Wellington Girls' College. For both of these schools, Karori is a common suburb for students to reside in. See appendices for full suburb breakdown.

5.12 GENDER

Out of the 1243 responses, 63.72% of our respondents identified as

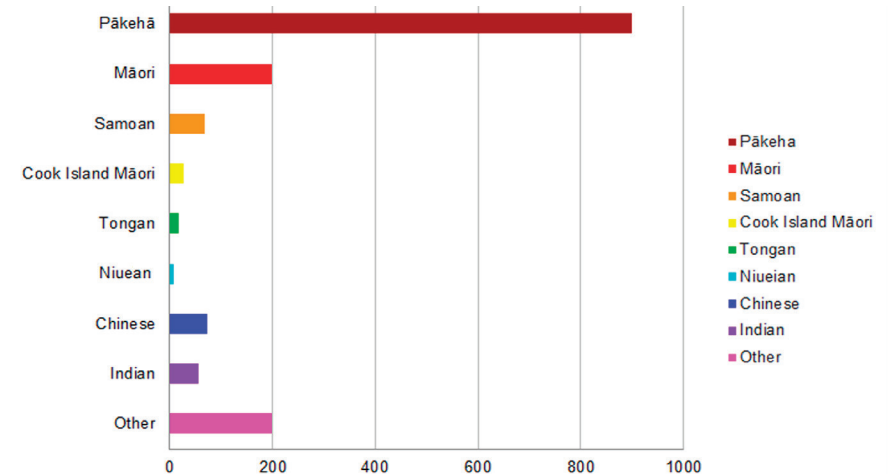
female, 33.15% as male and 3.14% as gender diverse. One possible reason we received a high number of female responses could be due to the large amount of surveying we did at Wellington Girls' College. Though the survey was open to other schools that males attended, such as Tawa College and Wellington College, uptake of the survey was lower among the male population. It is important to be aware of the higher uptake of female respondents when sharing the findings of the survey and actioning on any suggested recommendations.

Gender



■ Male
■ Female
■ Gender diverse

Ethnicities



5.13 ETHNICITIES

For ethnicity, where people could identify with more than one, 72.33% of respondents identified as Pākehā, 15.93% as Māori and the remaining 35.79% identified as either Samoan, Cook Island Māori, Tongan, Niuean, Chinese, Indian or other. These results are quite similar to those found in the 2018 Census of the general population, where 74.6% of Wellington's population identified as Pākehā and 14.3% as Māori.⁹ The similarity in results suggests that our survey has a good representation of the ethnic groups in Wellington.

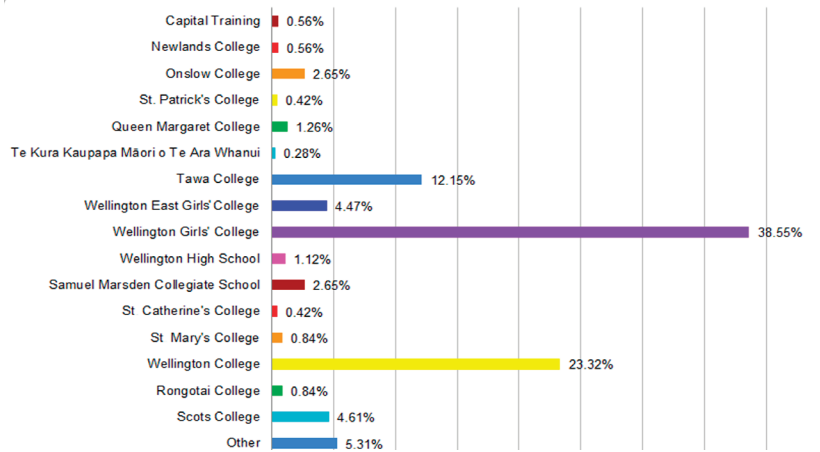
5.14 OCCUPATION

Out of all of our responses, 701 of our respondents were currently attending

high school, 343 were attending tertiary education, 223 were working and the remaining 68 did not have an occupation (respondents were able to click all options that applied to them). Out of the respondents who attended high school, most of the responses came from Wellington Girls' College (38.5%), Wellington College (23.3%) and Tawa College (12.2%).

In terms of youth in tertiary education, we received the most responses from Victoria University of Wellington, with 79.6% of respondents studying there. The remaining tertiary respondents attended Massey University (8.8%), WelTec (2.4%), Otago University (1.8%) and Whitireia (1.2%). 6.2% attended other universities. One of the possible reasons we received so many responses

High schools



from Victoria University was because we held a stall there to promote the survey. Additionally, Victoria University is the largest university in Wellington, which may also explain why it made up the majority.

5.15 AGE

Overall, our data gained a relatively balanced number of responses from each age group, with most responses coming from young people aged 14–17 years. This could be explained by the large amount of advertising we did at high schools. The number of responses for each year drops off on either side of this majority.

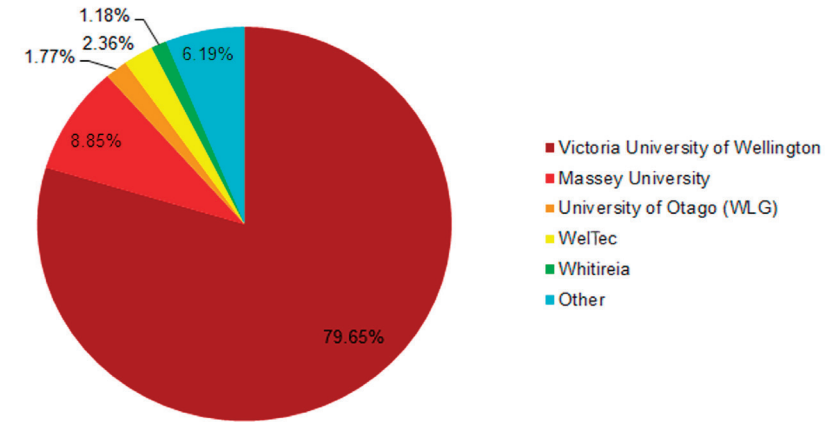
5.16 LIMITATIONS

There are a number of limitations with using a survey to gather information. For example, there can be accessibility

issues with how the survey is distributed. People may misread the question or be dishonest in their responses. There may also be issues with interpreting the data. For example, thematic analysis can lead to some inaccuracies due to the different ways of phrasing the same idea and the possibility that some answers could be misread or interpreted the wrong way.

Our survey had a number of limitations relating to the demographics of the respondents. The first limitation relates to the amount of responses we received from Wellington Girls' College and the suburb Karori compared to other high schools and suburbs in Wellington. This creates a bias in the data, as Wellington Girls' College is a high decile school and Karori is a relatively wealthy suburb. Consequently, our

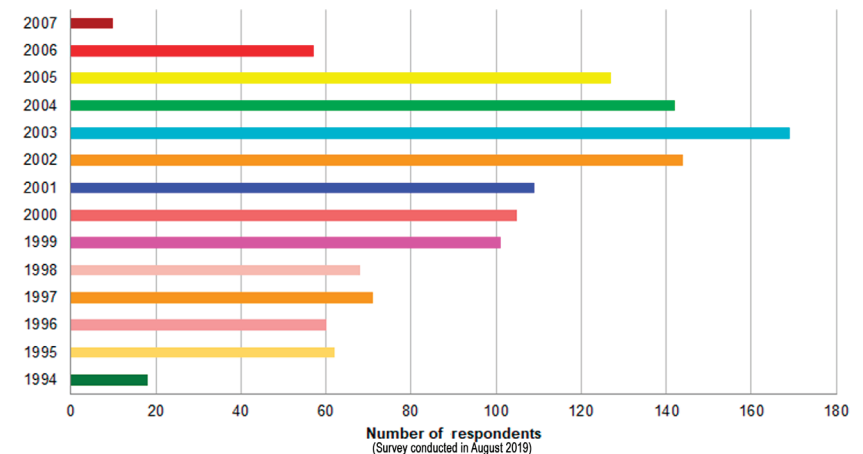
Universities



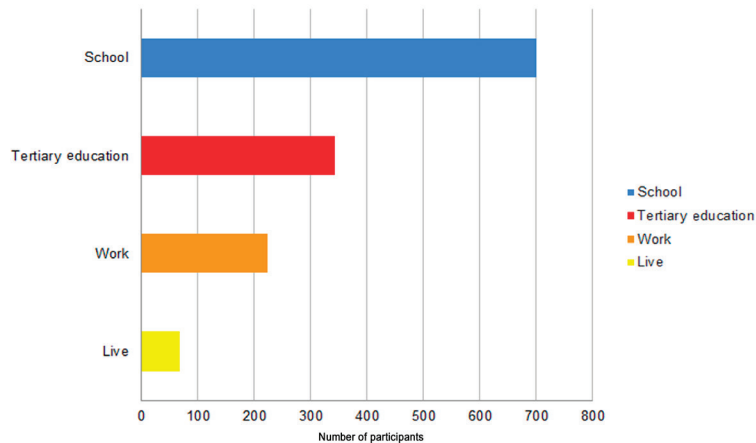
data is skewed towards a more privileged points of view, rather than the point of view of those from less privileged backgrounds. There is another limitation related to the occupation of the young people who responded. The majority of respondents were either in education, employment or training and were of

high school age. This means that the voices of those young people who are classified as NEETs (not in education, employment or training), some of the most disadvantaged young people, were not fully captured. There is a close link between being NEET and negative mental wellbeing. NEET young people are more likely to suffer

Age (by year)



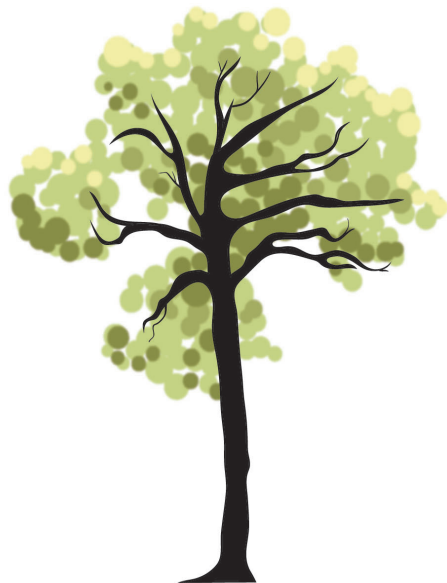
Occupation



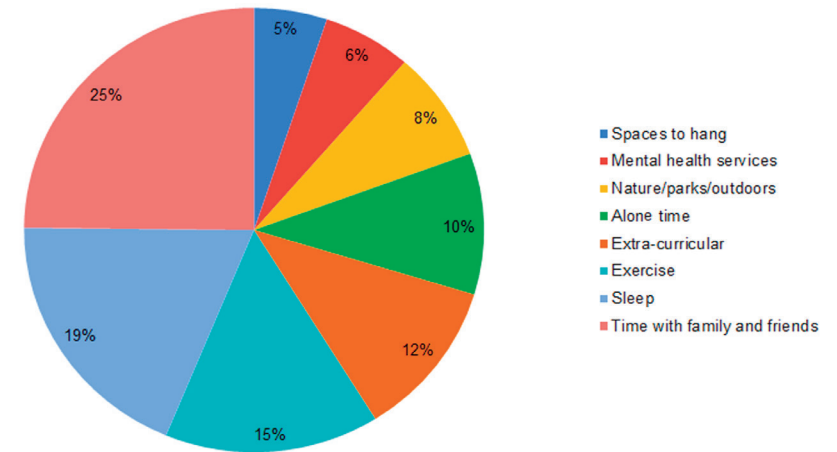
from poor health and have adverse economic and social outcomes later in life.¹⁰

As a result, our data isn't able to fully represent the whole youth population in Wellington fairly, in particular those most disadvantaged. If we were to conduct this type of survey again, we would aim to address these imbalances and target those who are from more disadvantaged backgrounds.

The limitations outlined above reinforce the need to consult with different groups of young people when determining or implementing any programmes or services to improve mental wellbeing to ensure they are effective in achieving positive change.



Most important things for mental wellbeing



5.2 THE THREE MOST IMPORTANT THINGS FOR YOUNG PEOPLE'S MENTAL WELLBEING

written by Sarah Habib

'WHAT ARE THREE THINGS YOU THINK ARE MOST IMPORTANT FOR YOUR POSITIVE MENTAL WELLBEING?'

A quote from the 2014 movie *X-Men: Days of Future Past* tells us 'Just because someone stumbles and loses their path, doesn't mean they're lost forever.'

We asked young people what the three most important things were for mental wellbeing or, in terms of *X-Men*, what do young people do to get back on their path. This question allowed us to see what things young people perceive to be important when it comes to looking after their mental wellbeing.

RESULTS

From the graph above, we can see that spending time with family and friends, getting enough sleep and regular exercise are considered the most important things for young people's wellbeing.

DEMOGRAPHIC BREAKDOWN

We broke down the results by ethnicity, occupation and gender. The top three activities were relatively consistent across the breakdowns, although the order of them did differ, and the option 'extracurricular activities' did feature in the top three activities for young males and young Māori.

Two key differences stood out to us. The first was that for young people in high school, spending time alone was one of the three most important things for mental wellbeing. Secondly, the opportunity to write 'other' activities that respondents thought were important for wellbeing showed that for many Māori respondents, Te Reo, Māori culture and having foundations such as tūrangawaewae (a place you feel safe and consider home) were important factors for their mental wellbeing.

DISCUSSION

When discussing these results, we used Te Whare Tapa Whā, a model of wellbeing created by Sir Mason Durie in 1984.¹¹ Durie uses the four walls of a whare (house) to depict the four dimensions of health and wellbeing: taha tinana (**physical wellbeing**), taha hinengaro (**mental and emotional wellbeing**), taha whānau (**social wellbeing**) and taha wairua (**spiritual or religious wellbeing**). This model

teaches us that one cannot be stable or strong without having all dimensions of health properly cared for.

The responses that young people picked broadly align with Durie's four dimensions of health. For example, sleep and exercise fit under taha tinana. Mental health services and alone time would be taha hinengaro. Taha whānau would be spending time with friends and family, having spaces to hang out in or having events to attend. Spending time alone or being out in nature would fit under taha wairua.

It is important to note, however, that these activities are not mutually exclusive; for example, spending time alone for one person could enhance their spiritual wellbeing and their mental emotional wellbeing.

Our results show that, as a whole, young people perceive their physical and social wellbeing to be more important than their spiritual and mental wellbeing. This theory should be taken cautiously as we did not consciously design this question to fit within Durie's framework, and therefore, the responses available were not evenly weighted amongst the dimensions.

It is also important to note that this question focuses on a reality, rather than an ideal, for youth. This means that the rankings of the activities

do not reflect their importance or significance to wellbeing, but rather a potential inadequacy or a lack of access to them (e.g., cost and long wait times). This became clearer to us after we analysed question in section 5.3, shared stories from our perspectives and discussed these findings with the experts in the fields of health and youth development outlined above.

5.3 WHAT YOUNG PEOPLE DO FOR THEIR POSITIVE MENTAL WELLBEING

written by Austin Murrey

'IN THE LAST MONTH WHAT HAVE YOU DONE FOR YOUR OWN POSITIVE MENTAL WELLBEING?'

METHOD

We asked rangatahi what they did in the past month to improve their positive mental wellbeing. The responses to this question show the

various activities young people are getting involved in, which helps us understand what we should be advocating for and what services or activities are available and accessible for young people.

This was a multi-choice question, so participants were able to tick all the options that applied to them.

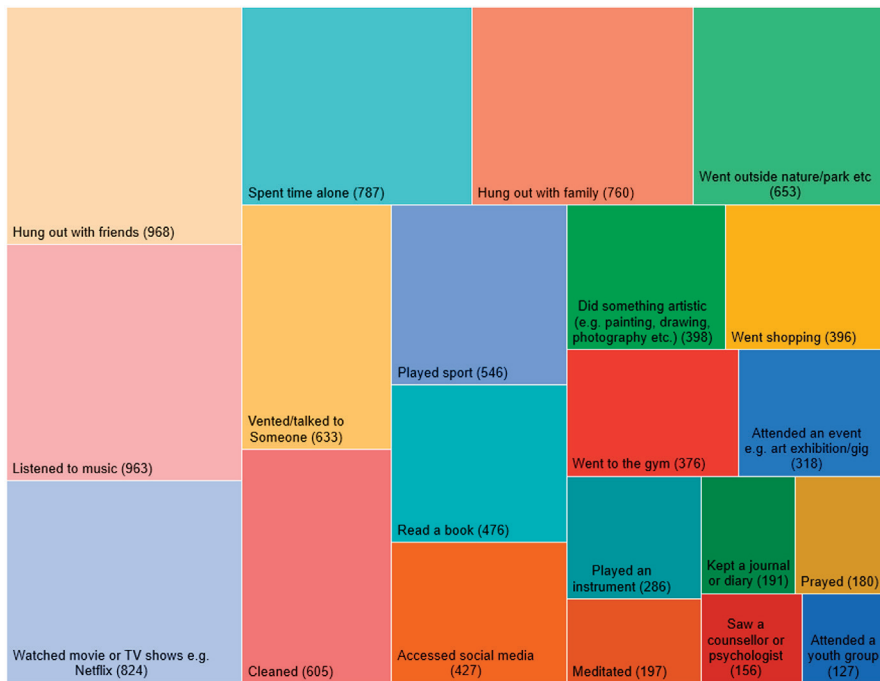
RESULTS

The graph (next page) shows that hanging out with friends and family, listening to music and watching a movie or a TV show were common activities undertaken for positive mental wellbeing. Some of the less selected activities included attending a youth group, seeing a counsellor and praying.

DEMOGRAPHIC BREAKDOWN

We divided the results by ethnicity, occupation and gender. The top three activities were relatively consistent across these categories, although the order did vary. However, there were a couple of clear differences. For Māori, females and those who worked, going outside into nature or a park featured in the top three most common activities (for Māori this was number one). For those who worked, going to the gym was a common activity, and for those who attended tertiary education, spending time alone was also common.

Activities done for mental wellbeing



DISCUSSION

There were minor differences across gender, occupation and ethnicity between the least common activities, which varied between meditation, prayer, attending a youth group and seeing a counsellor. The key differences related to Māori and those who worked. For Māori, playing a sport, seeing a counsellor and going shopping were the three least undertaken activities, and for those who worked, accessing social media, seeing a counsellor and shopping were ranked the lowest.

One reason that might explain the popularity of the most common activities is the lack of reliance on financial income and greater accessibility to them. It appears that the most popular activities had fewer physical and monetary barriers, compared to those less common, which could have stopped young people from partaking in them.

Some of the less common activities are more complex. Attending a youth group and prayer, for example, are normally associated with religion.

Potential stigma, a lack of education around the mental health benefits of these activities or an increase in atheism amongst young people could explain why these activities were less popular. The Pew Research Centre found that young adults around the world are less religious on several measures.¹²

Seeing a psychologist is also something that people generally perceive to be something to do when their mental health is in decline or if they have a specific mental health issue. Young people may have been less likely to select this activity as important for their positive mental wellbeing if they believe visiting a counsellor or psychologist is more about fixing negative mental health, rather than a regular activity that encourages wellbeing.

These reasons why young people didn't do certain activities will be further discussed in section 5.5.

It was interesting that for young Māori, going outside into nature featured as the top activity undertaken to enhance mental wellbeing. This potentially signals different cultural approaches to wellbeing related to the environment. Our survey does not claim to offer insight into this difference, but there are a wealth of Māori sources that can speak to kaupapa Māori approaches to wellbeing.

5.4 ACTIVITIES THAT YOUNG PEOPLE WOULD HAVE LIKED TO HAVE DONE FOR THEIR MENTAL WELLBEING

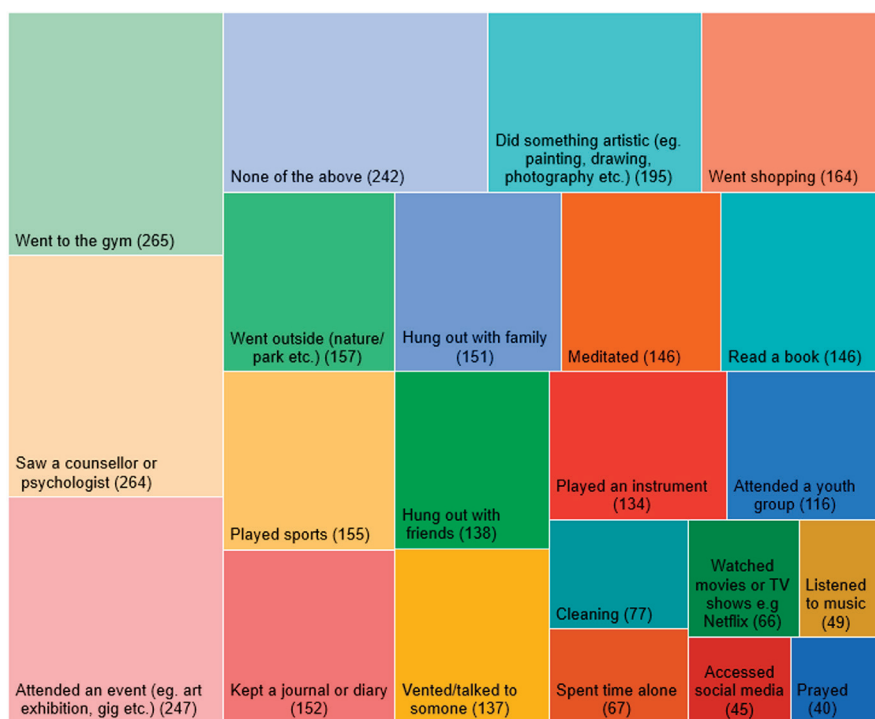
written by Shannan Joseph

'IN THE LAST MONTH WOULD YOU HAVE LIKED TO DO ANY OF THE FOLLOWING ACTIVITIES TO HELP WITH YOUR MENTAL WELLBEING BUT WERE UNABLE TO?'

METHOD

We asked young people what they would've liked to have done for their wellbeing but didn't do. We asked this question in order to find out which wellbeing activities were less accessible for young people. The question also gave further insights (when coupled

Things people would have liked to do have done but were unable to do



with sections 5.2 and 5.3) into what activities young people didn't consider so important for their mental wellbeing. The data from this question shows what young people feel like they are missing and what they could or would do to gain better mental wellbeing if these activities were offered to them.

This was also a multi-choice question, so participants were able to tick all the options that applied to them.

RESULTS

The chart to the right shows that the top three activities considered least

accessible but most desirable for all respondents were going to the gym, seeing a counsellor or psychologist and attending an event. The three activities that were selected least – presumably because they were the most accessible or least desirable – were praying, accessing social media and listening to music.

DEMOGRAPHIC BREAKDOWN

We broke down the results by ethnicity, age and gender. The top three activities were relatively consistent across the breakdowns, although the order of them did differ. One thing that did

surprise us was that for males and high school aged students 'none of the above' was reflected in the top three activities. This suggests that the options for the multi-choice question did not sufficiently reflect young males' or high school students' preferred activities for improving their wellbeing. We also found it interesting that males considered doing 'something artistic' to be among the top three desirable activities that were less accessible.

DISCUSSION

All of the options above are, to a certain extent, influenced by external forces. However, some activities are more easily done without anyone else's help. We noticed that the activities that young people had no trouble doing were ones that they were largely able to do by themselves. We also observed that the activities that involved more input in the form of time and resources from the community or adults were less accessible.

Some of the reasons that young people didn't do the things they wanted to do are discussed in section 5.5. However, Te Ahi would encourage those interested in young people's wellbeing to consider how accessible some of these activities are for young people, particularly those from different demographics.

5.5 BARRIERS PREVENTING YOUNG PEOPLE FROM ACCESSING DESIRABLE ACTIVITIES

written by Ella Flavell

'FOR EACH OF THE ANSWERS ABOVE WHAT PREVENTED YOU?'

This open-ended question explores why the survey respondents did not do what they wanted to do to improve their mental wellbeing. The following helps us understand what the barriers are to accessing services or participating in activities that improve young people's mental wellbeing. This is important as it gives us a real opportunity to work collectively with key stakeholders to address these barriers and improve mental wellbeing.

We hypothesised that young people in Wellington face a range of barriers and that these would vary across groups of people. The 2019 Government Inquiry into Mental

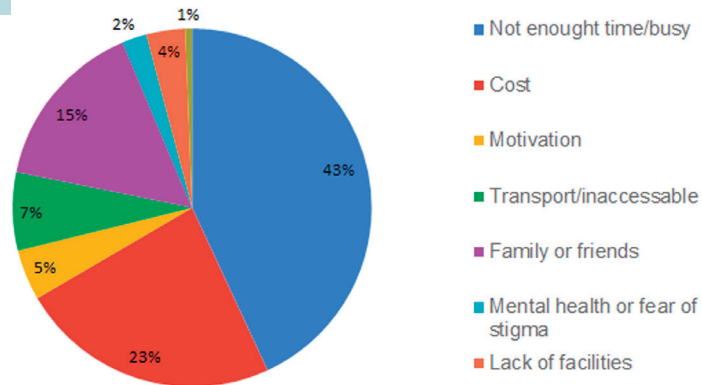
Health and Addiction found that, while there are a range of targeted mental health services available for young people, there are a range of barriers that prevent young people from accessing those services. These include internal factors, such as privacy concerns, lack of knowledge about where to go and concerns about the attitudes of clinicians; and external factors, such as cost and geographical location of services.¹³ Some groups are particularly at risk, including Māori, Pacific, Rainbow and disabled young people, who are not seeking help or accessing services at the same rates as their peers. The inquiry also mentioned reports of young people being inappropriately treated in adult services because they were unable to access youth services.

RESULTS

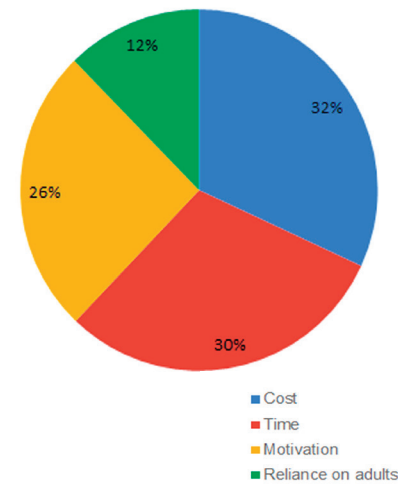
The graph below shows a range of barriers preventing the young people we surveyed from accessing activities or services that they identified would improve their mental wellbeing. The main barrier to accessing services for this group was not having enough time or being too busy (43.1%). The second major barrier was cost (23.5%), and the third was family or friends not approving or allowing the activity (15.5%). Other barriers included transport issues or inaccessible venues (7%), motivation (4.6%), lack of facilities or knowledge of them (3.5%) and mental health or fear of stigma (2.2%).

These results also give us an indication of the barriers that may have prevented young people from accessing the desirable but inaccessible activities outlined in section 5.4, which included going to the gym, seeing a counsellor or psychologist

Barriers



Barriers to the gym



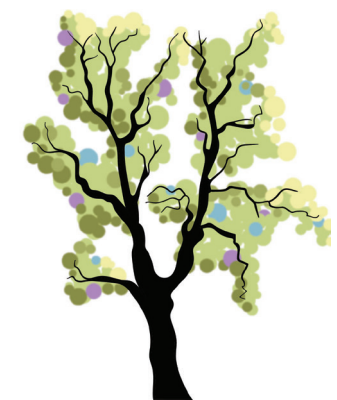
and attending an event. In terms of accessing the gym, 21% of the survey respondents signalled that they would have liked to be able to attend the gym but did not pursue it because of cost (e.g. gym memberships), time (too busy with work, assignments, etc.), motivation (lack of energy, mental illness) and reliance on adults (inaccessible locations, parents not allowing).

DISCUSSION

The results of this section reinforce the findings of the Government's inquiry into mental health and addiction and show that young people face a range of barriers in accessing services or activities deemed important for supporting mental wellbeing.

Providing these services or activities at school or at times that are more accessible to young people, such as after 4 pm, would address some of the barriers. The cost barrier is something that could be addressed with discounted or free rates for young people. This would need to be widely advertised and easy to access without requiring too many hoops to jump through, so it wouldn't waste time or diminish motivation.

The results also suggest that addressing the barriers outlined above for going to the gym, seeing a counsellor or attending an event would be an effective way to help improve young people's mental wellbeing in Wellington. However, given the likely variation in barriers faced by different demographics of young people, consultation with these different demographics of youth will be vital.



5.6 WAYS TO IMPROVE YOUNG PEOPLE'S MENTAL WELLBEING IN WELLINGTON CITY

written by Emily Gill

'IF YOU WERE THE MAYOR OF WELLINGTON WHAT WOULD YOU DO TO HELP IMPROVE YOUNG PEOPLE'S MENTAL WELLBEING IN THIS CITY?'

As part of our survey, we asked the young people what actions they would take to improve the wellbeing of youth in Wellington if they were the mayor.

There were five key actions that emerged from the data:

- Improve access to health services.
- Increase events and programmes that support positive mental wellbeing.

- Increase access to 'hang out' spaces.
- Increase awareness of mental wellbeing and mental health services and reduce stigmatisation.
- Increase mental health support in schools and education institutions.

These were the minor actions:

- Increase resourcing for established mental health organisations/initiatives supporting young people's mental wellbeing.
- Ensure youth have access to basic human needs (e.g. provide lower student prices, which could be accessed through a student card).
- Ensure young people are involved in decision-making and implementation, including Māori youth.
- Make public transport more accessible.
- Regulate and restrict/limit the use of social media to monitor bullying.



RESULTS

Improve access to health services

Provide **free** mental health services for all young people (counsellors, psychologists, psychiatrists etc.)

Improve the **accessibility** of services:

- Reduce wait time
- Provide services in a range of locations
- Provide and improve access to 'non face-to-face services', e.g. online, helplines
- Extend opening hours
- Provide walk-in services
- Provide more resources for free services so they can accept young people that are not yet 'high risk'

Provide **more** mental health services:

- More counsellors
- More doctors
- More psychologists
- More 'one stop shop' services like Evolve

Improve the **quality** of mental health services:

- Ensure services and care are appropriate for different age groups, ethnicities, sexual orientations etc.
- Ensure confidentiality and anonymity
- Ensure care is evidence based and up to date
- Increase the number of events and programmes for young people that support positive mental wellbeing

Provide more free, friendly and inclusive **events** for young people:

- Events that explore and promote mental wellbeing
- Arts events and exhibitions
- Sports events
- Cultural events
- Gigs and musical concerts
- Fun events and festivals
- Show cases (talent quests)

Provide more **activities** for young people to participate in:

- Arts-focused activities
- Sports activities

- Workshops focused on improving mental wellbeing and others where people can learn new skills
- Volunteer activities, e.g. beach clean-ups or runs for mental health foundations etc.
- Public talks
- Outdoor movies
- Drive-in movies
- Bowling etc.

Create more programmes and workshops for young people that are:

- Based around the life skills that could go on CVs (e.g. barista courses, driver's licencing)
- Accommodating of different cultures, perspectives and sexual orientations
- Covering healthy living, social issues etc.
- Non-religious
- Free
- Accessible for all young people both physically and digitally

Promote and advertise the activities, programmes and events that already exist and make them more welcoming and accessible.

Increase the number of spaces young people can safely hang out

Provide more **indoor facilities** for young people to hang out and socialise in that are free, safe, diverse and inclusive. Examples include:

- Creative outlets (arts and culture spaces)
- Quiet spaces for young people to chill (e.g. a library/study spot)
- A place for people to meet and talk about mental wellbeing
- Musical spaces
- Gaming hubs
- Sports facilities

Improve and provide more safe **outdoor** and **green spaces**. Examples include:

- Parks
- Gardens

- Walking and cycling tracks
- Outdoor exercise areas
- Playgrounds for young people

Increase awareness of mental wellbeing and mental health services and reduce stigmatisation

Areas for raising awareness include:

- Existing mental health services and programmes (e.g. helplines and Piki)
- Mental wellbeing courses and workshops
- How to improve/have positive mental wellbeing (e.g. places to go, spending time with family, seeing nature/people)
- The importance of mental wellbeing and the consequences of poor mental wellbeing
- Self-care and self-worth

Suggestions of ways to raise awareness:

- Social media campaigns
- Positive messaging around the city (e.g. billboards, posters, flyers, street art)
- Facebook ads
- Ads in gyms
- Role models and influencers
- Marches
- Talks in schools

Reducing stigmatisation:

- Discussing mental wellbeing in everyday conversation with friends or colleagues
- Talking about mental wellbeing more in schools
- Educating people about mental health and how to help those that do not have great mental health

Increase mental health support in schools and education facilities

Educate and raise awareness around mental wellbeing in primary school, high school and university. For example:

- Have compulsory mental health classes
- Hold mental health workshops and programmes
- Provide talks from guest speakers

Provide **greater access to mental-health professionals** in schools (primary and high school) and university:

- Improve and provide better access to school counsellors (primary, high school and uni)
- Provide more youth support (e.g. therapists in schools)
- Provide extra support for Māori and Rainbow students
- Make school counselling/mental wellbeing check-ups compulsory at school

Reduce **stress** in schools and universities:

- Restructure the education system and NCEA
- Provide more study days and half days
- Consider having a four day school week
- Consider starting school later or having more late starts each week
- Provide students with an allocated number of mental health days (that do not affect their attendance)
- Spread out assessments as much as possible so they are not at the same time
- Mandate physical education classes in colleges, which will improve wellbeing in young people
- Provide more options including a mental wellbeing class, which could offer a range of activities (e.g. gaming, artistic creativity)

5.61 GREATER ACCESS TO HEALTH SERVICES

The survey responses suggest the need to improve access to mental health services – guidance counsellors, youth-lines, therapists, psychologists and low-cost services – especially at universities and schools. This includes reducing costs, providing more services and improving their quality and providing the services in a more accessible way (e.g. reduced wait times and extended opening hours). Youth often struggle to access these services for those reasons or because they have long waiting lists with priority being given to ‘high risk’ cases. This leads to a concerning issue where youth who are not yet classified as ‘high risk’ do not perceive that they have many options for help. The need to provide accessible early intervention services for mental health problems was also mentioned in the Youth19 high school survey as a way to support young people in New Zealand.

‘Provide access for people that aren’t considered severe enough to treat due to the lack of services. This could include government subsidised online therapy courses run by psychiatrists and psychologists. The course would aim to give tips and strategies for people with any type or degree of mental issues. You

would also have access to talk with trained professionals about any issues that have affected their mental status.’
(Anonymous survey answer)¹⁴

There is a need to action the young people’s suggestions. However, it is vital that different groups of young people are consulted and involved at all stages of the decision-making process. We think that:

- Greater funding will be able to reduce these wait times and allow for more services to be provided free of charge.
- Greater promotion of these services may help to address some of the barriers identified by young people, as there are already several existing services and interventions in place to improve young people’s mental wellbeing.
- More one-stop-shop services like Evolve would really help meet the demand for counsellors and address some of the identified issues. These could be placed in areas out of the city, like Tawa or Lower Hutt, to improve the accessibility of mental health services to young people across the wider Wellington region.

5.62 INCREASE THE NUMBER OF EVENTS AND PROGRAMMES THAT SUPPORT POSITIVE MENTAL WELLBEING FOR YOUNG PEOPLE

Young people also highlighted the need to provide more free events (e.g. arts, sports and culture) and to provide more activities for young people to participate in (e.g. public talks, workshops and volunteer opportunities). This was also a key theme that emerged from the Youth19 survey responses when young people were asked what should be changed to support young people in New Zealand.¹⁵ It is clear that young people want to connect with others but need opportunities and structure to support that. Social connection is a fundamental driver for wellbeing and resilience.^{16 17}

The survey responses also suggested there was need to create more programmes, workshops and clubs for young people or to provide greater awareness of those already available. These workshops could be retail and customer service, barista courses, use of Point of Sales (POS) technology and other skills that would be beneficial in the workplace. These courses could also offer credits for

youth that are not as successful in class environments. This would help increase the NCEA pass rate and give youth useful skills that could support them through their future jobs and careers. By putting these events, workshops and programmes in areas other than the Wellington CBD we could engage with more youth that need social connection or support.

The survey responses also outlined the importance of ensuring that these events and programmes are safe and inclusive to all young people. There was a desire for programmes and workshops to be free, non-religious and able to accommodate to different cultures. The responses also highlighted the need to ensure young people were consulted and involved in the decision-making process around the implementation of these activities.

5.63 INCREASE THE NUMBER OF PLACES/SPACES YOUNG PEOPLE CAN SAFELY HANG OUT

When asked 'If you were the mayor of Wellington, what would you do to help improve young people's mental wellbeing in this city?' a large number of respondents said they would like more indoor facilities spaces that were free, safe and inclusive. They suggested

creative outlets, gaming hubs, sports facilities, community centres aimed at youth, musical spaces and cheaper student discounts at places like cafes and the cinema. These are similar to those outlined the Youth19 survey responses. The responses also suggested providing safer outdoor and green spaces, such as parks, gardens, walking and cycling tracks and outdoor exercise areas, as many young people, particularly young Māori, see a benefit in these for mental wellbeing.

Due to the earthquake in 2016, a lot of spaces that were normally used as study spots or places to meet and hang out with friends (e.g., the library and Reading Courtenay) are now closed. This has reduced the number of free, indoor places available to young people to congregate. We think that the best way to accommodate many of the suggestions above would be to create youth hubs across the Wellington region.

5.64 INCREASE AWARENESS OF MENTAL WELLBEING AND MENTAL HEALTH SERVICES AND REDUCE STIGMATISATION

Everyone has 'mental health' but it's common for people to just associate mental health with mental disorders.^{18 19}

However, mental wellbeing essentially describes your mental state – how you are feeling and how well you can cope with day-to-day life.

Research on mental wellbeing shows that mental health problems and mental health stigma are critical public health issues.^{20 21} The survey responses reinforce this issue and highlight the need to educate people about mental health and about how to help those who may struggle, and they highlight the need to reduce stigmatisation. There was also a desire to increase mental health conversations in schools and everyday conversations, particularly within groups of young men.

Te Ahi believes that there is still tension when discussing mental health and that it's still considered a 'taboo' topic. We think this has to change. Mental health needs to be a conversation, something that everyone can have the opportunity to talk about and get support for. In order to do this, we need to begin in schools, start the conversation and destroy those stereotypes. Te Ahi thinks there is merit in focusing on positive mental wellbeing and teaching young people how they can help their friends to 'start the conversation'.

It has also become clear to us that young people are often not aware of the services that are available. During

our project, we spoke to a range of service providers, who revealed that there are a lot of services available for youth to support their wellbeing that they are not aware of. Te Ahi thinks there is an opportunity to increase promotion of these services. Better promotion could help improve uptake and access of these services. Again, young people's voices in any awareness campaign are vital to ensure it is effective in achieving better wellbeing outcomes for young people.

5.65 INCREASE MENTAL HEALTH SUPPORT IN SCHOOLS AND EDUCATION FACILITIES

School can have both a positive and negative effect on young people's mental wellbeing. Research has found that school-based mental health and wellbeing programmes are effective in supporting and improving mental wellbeing.^{22 23 24}

The survey responses suggest there is a need to put more measures in schools to support youth and reduce stress. For example, youth asked for four-day weeks, more late starts and more study or mental health days. Having late starts (10:30–11am) once a week could be a great way to give students a chance to catch up on sleep as many youth do not get

a healthy amount. According to the sleep foundation:

*'Sleep is vital to your wellbeing, as important as the air you breathe, the water you drink and the food you eat. It can even help you to eat better and manage the stress of being a teen. Biological sleep patterns shift toward later times for both sleeping and waking during adolescence – meaning it is natural to not be able to fall asleep before 11:00 pm. Teens need about 8 to 10 hours of sleep each night to function best. Most teens do not get enough sleep – one study found that only 15% reported sleeping 8 1/2 hours on school nights.'*²⁵

Again, our findings are similar to the Youth19 survey results, where young people highlighted the need to modernise schools, particularly by providing more relevant learning opportunities and by making school less stressful (e.g. reducing pressure and assessments).²⁶ Maintaining good attendance along with completing all required assessments can be really stressful for some high school students. Having more school-wide study days or an allocated number of days each term/year where a student can stay home, sleep in and catch up on assessments could be beneficial for their mental wellbeing. Te Ahi

thinks that providing more half days and study periods could help students get all their schoolwork done during school hours.

Although these suggestions might not be feasible, Te Ahi believes that there are other suggestions outlined in the survey responses that could be more practically implemented to improve young people's mental health when it comes to education. For example, the Government and schools could spread out assessments and internals, because assessments are often lumped together at the middle and the end of the term. The stress of all these assignments at once can impact young people's mental wellbeing by affecting their sleep, mental health and overall performance in the assessments. There is an opportunity to prevent this from happening by spreading out the assessments during the term or offering more extensions.

5.66 HEARING. OUR. VOICES.

A smaller but important theme that also emerged from this research was the need to ensure that young people are involved in decision-making, particularly around issues and initiatives that will affect them. Young people expressed the need to be consulted and listened to more often,

not only in decision-making but also in the implementation and design of projects and initiatives. Some participants also expressed the need to ensure Māori representation amongst decision-makers as well as the need to drive kaupapa Māori projects.

The Youth19 survey strongly requested that policy makers seek, value and act upon the views of young people. Young people want adults to listen to them, to try to understand their point of view and to involve them in decisions affecting their future. They want to be heard and taken seriously at home, at school and across the country.²⁷

Te Ahi thinks that it is vital that decision-makers listen to and act on young people's voices, and that young people themselves are involved in decision-making on issues that directly and indirectly affect them. It is also important that decision-makers consult different groups of young people. Our findings show that young people are not a homogenous group, and that the needs of some youth vary significantly from others. Consequently, a 'one size fits all' model is not likely to be effective. The voices from a range of young people will help to ensure any projects or initiatives developed for young people will be more effective in creating programmes that improve young people's mental wellbeing.

6.0 CONCLUSIONS AND RECOMMENDATIONS

written by Emily Gill and Rose Boele van Hensbroek

We, Te Ahi o Ngā Rangatahi – a group of enthusiastic and passionate young people – set out on a mission to hear Wellington youth’s perspectives on mental wellbeing and ways to improve it. Our goal as a team is to improve the mental wellbeing of young people in Wellington and enable their voices to be heard.

We created a survey to help us understand what was important for young people’s mental wellbeing, what activities young people do to enhance it, what barriers they face and what we could do to improve it. After surveying 1243 youth, aged 12–24, from across Wellington, we have come to the conclusion that there is more to be done to improve the wellbeing of young people in Wellington and that young people *must* be included in these discussions.

The purpose of this report is to share our research findings in the hope that we can work collectively with our community to address the gaps we have identified and to prevent more young people slipping through.

Our findings are relatively consistent with research in this space, including the recent Youth19 survey results. As expected, social connection was an important factor for young people’s mental wellbeing. Young people told us that spending time with friends and family, getting enough sleep and regularly exercising was the most important for mental wellbeing. Additionally, as predicted, the activities that young people actually did for their positive mental wellbeing had less monetary, social and physical barriers. These included hanging out with friends and family, listening to music and watching a movie or TV show. But young people continue to face a range of barriers to accessing activities that they thought would be beneficial for their mental wellbeing, such as going to the gym, seeing a counsellor or psychologist and attending an event, which

is consistent with previous research. However, our findings did vary across different groups of young people, including age, ethnicity and occupation. This is important to consider when acting on these findings.

It is clear that more action needs to be taken to improve young people’s mental wellbeing in Wellington. Our findings outline clear and important ideas around how to do this, under the themes below. However, further research is recommended if these are to be actioned given the limitations of our survey findings. Our findings included:

- Improving access to health services
- Increasing the number of events and programmes for young people
- Increasing the number of spaces young people can safely hang out in
- Increasing awareness of mental-health services and reducing stigma
- Increasing mental-health support in schools and education facilities

It is vital that young people are involved in these conversations to ensure that well being activities and services are effective and accessible for all young people. Young people want to be heard, listened to and involved in decisions affecting their futures. Our findings suggest that different groups of young people should be involved in these conversations given that what is important for well being varies across different groups of young people.

We all have a role to play in enhancing young people’s well being because it is so multifaceted. Te Ahi o Ngā Rangatahi are committed to working collectively with our community over the next few years to action some projects that will make a positive difference for youth.



7.0 APPENDICES

Suburb Data



Survey

Kia ora!

This survey is created for young people by young people, in Wellington. Our aim is to gather information about what young people in Wellington do for positive mental wellbeing. This will help us develop projects that make a positive change for young Wellingtonians.

If you have any questions or concerns please contact Eddy at BGI. eddy@bgi.org.nz

This survey consists of 10 questions that will take roughly 5 minutes to complete. Your participation in this survey is voluntary. Your responses will be confidential and we will not collect any identifying information such as your name.

Please only fill in this survey if you are a young person between the ages of 12 and 24 in Wellington (From Makara up to and including Ohariu, Tawa and Takapu Valley)

If you or someone you know needs to talk or needs more information about mental wellbeing please check out the support services below.

- <https://www.mentalhealth.org.nz/get-help/in-crisis/>
- Need to talk? (1737 – free call or text)
- The Depression Helpline (0800 111 757)
- Healthline (0800 611 116)
- Lifeline (0800 543 354)
- Youthline (0800 787 797)

About you

In this section you will be asked questions about yourself to help us analyse the results of this survey.

1. Do you live, go to school, tertiary education or work in Wellington?

- School
- Tertiary education
- Work
- Live

2. What year were you born?

3. How would you describe your gender?

- Male
- Female
- Gender diverse

4. What ethnic group/s do you belong to?

- Pākeha (NZ European)
- Māori (which iwi)
- Samoan
- Cook Island Māori
- Tongan
- Niuean
- Chinese
- Indian
- Other (such as Dutch, Japanese, Tokelaun). Please State

5. What suburb of Wellington do you live in?

Mental Wellbeing

In this section you will be asked about what positive mental wellbeing means to you.

6. What are three things you think are most important for your positive mental wellbeing?

- Exercise regularly eg. sport, gym etc.
- Spending time with family and friends
- Access to mental health services
- Extra-curricular activities (Hobbies)
- Access to green spaces (Nature/parks)
- Spaces to hang out
- Spending time alone
- Significant amount of sleep
- Other (please specify)

7. In the last month what have you done for your own positive mental wellbeing?

- Accessed social media
- Attended a youth group
- Attended an event eg. art exhibition, gig etc.
- Cleaned
- Did something artistic eg. painting, drawing, photography etc.
- Hung out with family
- Hung out with friends
- Kept a journal or diary
- Listened to music
- Meditated
- Played an instrument
- Played sports
- Prayed
- Read a book

- Saw a counsellor or psychologist
- Spent time alone
- Vented/Talked to someone
- Watched movies or tv shows eg. Netflix
- Went outside (nature/park etc)
- Went shopping
- Went to the gym
- Other (please specify)

8. In the last month would you have liked to do any of the following activities to help with your mental wellbeing but were unable to?

- Accessed social media
- Attended a youth group
- Attended an event eg. art exhibition, gig etc.
- Cleaned
- Did something artistic eg. painting, drawing, photography etc.
- Hung out with family
- Hung out with friends
- Kept a journal or diary
- Listened to music
- Meditated
- Played an instrument
- Played sports
- Prayed
- Read a book
- Saw a counsellor or psychologist
- Spent time alone
- Vented/Talked to someone
- Watched movies or tv shows eg. Netflix
- Went outside (nature/park etc)
- Went shopping
- Went to the gym
- Other (please specify)

9. For each of the answers above what prevented you?

eg. Parents didn't allow me to, cost too much, too far away, had no one to go with, stigma etc

10. If you were the Mayor of Wellington what would you do to help improve young people's mental wellbeing in this city?

8.0 ENDNOTES

- 1 World Health Organization. (2004). Promoting mental health: concepts, emerging evidence, practice: summary report / a report from the World Health Organization, Department of Mental Health and Substance Abuse in collaboration with the Victorian Health Promotion Foundation and the University of Melbourne. World Health Organization. https://www.who.int/mental_health/evidence/en/promoting_mhh.pdf
- 2 Fleming, T., Tiatia-Seath, J., Peiris-John, R., Sutcliffe, K., Archer, D., Bavin, L., Crengle, S., & Clark, T. (2020). Youth19 Rangatahi Smart Survey, Initial Findings: Hauora Hinengaro / Emotional and Mental Health. The Youth19 Research Group, The University of Auckland and Victoria University of Wellington, NZ. <https://static1.squarespace.com/static/5bdbb75cce37259122e59aa/t/5f338e4cfb539d2246e9e5ce/1597214306382/Youth19+Mental+Health+Report.pdf>
- 3 Wellington Boys' and Girls' Institute Inc. <http://www.bgi.org.nz/>
- 4 Anyon, Y., Bender, K., Kennedy, H., & Dechants, J. (2018). A Systematic Review of Youth Participatory Action Research (YPAR) in the United States: Methodologies, Youth Outcomes, and Future Directions. *Health Education & Behavior*, 45(6), 865–878. <https://doi.org/10.1177/1090198118769357>
- 5 HealthKnowledge. (2017). Concepts of primary and secondary deviance. Public Health Textbook. <https://www.healthknowledge.org.uk/public-health-textbook/medical-sociology-policy-economics/4a-concepts-health-illness/section2/activity3>
- 6 LPC Consulting Associates, Inc. (2012). Youth Participatory Action Research A Review of the Literature. <http://comm.eval.org/HigherLogic/System/DownloadDocumentFile.ashx?DocumentFileKey=0c94137f-d55c-416b-913e-0be589cccd8f&forceDialog=0>
- 7 Education Review Office. (2016). Wellbeing for success: a resource for schools. <https://www.ero.govt.nz/assets/Uploads/Wellbeing-resource-WEB.pdf>

- 8 Fleming, T., Ball, J., Kang, K., Sutcliffe, K., Lambert, M., Peiris-John, R., & Clark, T. (2020). Youth19: Youth Voice Brief. The Youth19 Research Group, Wellington. <https://static1.squarespace.com/static/5bdbb75cce37259122e59aa/t/5f3394a2654885030c051243/1597215912482/Youth19+Youth+Voice+Brief.pdf>
- 9 .id. (2018). Wellington City: Ethnic Groups. Wellington City community profile. https://profile.idnz.co.nz/wellington/ethnic-group?fbclid=IwAR3Zff6dXXPvi_n_UUcsgiyFq8M1XNII_Rh4NKG9JreXeECUGn4DnXExNk
- 10 Strategic Policy Development, Economic Strategy branch; Apatov, E. (2019). The drivers behind the higher NEET rate for Māori and Pacific youth: Summary. <https://www.mbie.govt.nz/dmsdocument/10353-the-drivers-behind-the-higher-neet-rate-for-maori-and-pacific-youth>
- OECD. (2016). The NEET challenge: What can be done for jobless and disengaged youth? Society at a Glance 2016: OECD Social Indicators, OECD Publishing. https://doi.org/10.1787/soc_glance-2016-4-en
- 11 Ministry of Health. (2017). Māori health models – Te Whare Tapa Whā. <https://www.health.govt.nz/our-work/populations/maori-health/maori-health-models/maori-health-models-te-whare-tapa-wha>
- 12 Pew Research Center. (2018). The Age Gap in Religion Around the World. <https://www.pewforum.org/wp-content/uploads/sites/7/2018/06/ReligiousCommitment-FULL-WEB.pdf>, pp.30–49.
- 13 Government Inquiry into Mental Health and Addiction. (2018). He Ara Oranga. <https://mentalhealth.inquiry.govt.nz/assets/Summary-reports/He-Ara-Oranga.pdf>, pp.65–81.
- 14 Fleming, T., Ball, J., Kang, K., Sutcliffe, K., Lambert, M., Peiris-John, R., & Clark, T. (2020). Youth19: Youth Voice Brief. The Youth19 Research Group, Wellington. <https://static1.squarespace.com/static/5bdbb75cce37259122e59aa/t/5f3394a2654885030c051243/1597215912482/>

- Youth19+Youth+Voice+Brief.pdf
- 15 Fleming, T., Ball, J., Kang, K., Sutcliffe, K., Lambert, M., Peiris-John, R., & Clark, T. (2020). Youth19: Youth Voice Brief. The Youth19 Research Group, Wellington. <https://static1.squarespace.com/static/5bdbb75cce37259122e59aa/t/5f3394a2654885030c051243/1597215912482/Youth19+Youth+Voice+Brief.pdf>
- 16 Frieling, M., Krasso Peach, E., & Cording J. (2018). The Measurement of Social Connectedness and its Relationship to Wellbeing. Ministry of Social Development. <https://www.msd.govt.nz/about-msd-and-our-work/publications-resources/literature-reviews/social-connectedness-and-wellbeing.html>, pp.16–23.
- 17 Martino, J., Pegg, J., & Frates, E. P. (2015). The Connection Prescription: Using the Power of Social Interactions and the Deep Desire for Connectedness to Empower Health and Wellness. *American Journal of Lifestyle Medicine*, 11(6), 466–475. <https://doi.org/10.1177/1559827615608788>
- 18 The Mental Wealth Project, & LeVa. (n.d.) What is Mental Health? <https://www.mentalwealth.nz/article/what-is-mental-health/>
- 19 Community and Public Health/ Nga Korero Ra. (n.d.). Wellbeing and resilience. <https://www.cph.co.nz/your-health/mental-wellbeing/>
- 20 Vidourek, R. A., Burbage, M. (2019). Positive mental health and mental health stigma: A qualitative study assessing student attitudes, *Mental Health & Prevention*, 13, 1–6, <https://doi.org/10.1016/j.mhp.2018.11.006>
- 21 Corrigan, P. W., & Watson, A. C. (2002). Understanding the impact of stigma on people with mental illness. *World Psychiatry*, 1(1), 16–20. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1489832/>
- 22 Pudukollu, M., Burns, C., & Marques, M. (2020) Effectiveness of a pilot school-based intervention on improving Scottish students' mental health: a mixed methods evaluation, *International Journal of Adolescence and Youth*, 25(1), 505–518. <https://doi.org/10.1080/02673843.2019.1674167>
- 23 Hayes, D., Moore, A., Stapley, E., Humphrey,

- N., Mansfield, R., Santos, J., Ashworth, E., Patalay, P., Bonin, E. M., Moltrecht, B., Boehnke, J. R., & Deighton, J. (2019). Promoting mental health and wellbeing in schools: examining Mindfulness, Relaxation and Strategies for Safety and Wellbeing in English primary and secondary schools: study protocol for a multi-school, cluster randomised controlled trial (INSPIRE). *Trials*, 20(1), 640. <https://doi.org/10.1186/s13063-019-3762-0>
- 24 O'Connor, C., Dyson, J., Cowdell, F., & Watson, R. (2017). Do universal School-based Mental Health Promotion programmes improve the Mental Health and Emotional Well-being of young people? A Literature Review. *Journal of Clinical Nursing*. 27(4). <https://doi.org/10.1111/jocn.14078>
- 25 Suni, E. (2020). Teens and Sleep. National Sleep Foundation. <https://www.sleepfoundation.org/articles/teens-and-sleep>
- 26 Fleming, T., Ball, J., Kang, K., Sutcliffe, K., Lambert, M., Peiris-John, R., & Clark, T. (2020). Youth19: Youth Voice Brief. The Youth19 Research Group, Wellington. <https://static1.squarespace.com/static/5bdbb75cce37259122e59aa/t/5f3394a2654885030c051243/1597215912482/Youth19+Youth+Voice+Brief.pdf>
- 27 Fleming, T., Ball, J., Kang, K., Sutcliffe, K., Lambert, M., Peiris-John, R., & Clark, T. (2020). Youth19: Youth Voice Brief. The Youth19 Research Group, Wellington. <https://static1.squarespace.com/static/5bdbb75cce37259122e59aa/t/5f3394a2654885030c051243/1597215912482/Youth19+Youth+Voice+Brief.pdf>

