



*Final Report – March 2015*

*Youth Engagement Summit – October 29, 2014*

**Convened by:**

Partners for Youth Inc. in partnership with the Government of New Brunswick, Department of Healthy and Inclusive Communities.

**Introduction:**

In June 2013 Partners for Youth Inc. wrote, met with and engaged the Government of New Brunswick with a request to fund a youth engagement process which would provide direct feedback to government on issues of public policy and legislation. The end result of this process was the government agreeing in March 2014, to fund 50% of the cost of a Youth Engagement Summit to be delivered in the spring of 2014. As the timeline put forth was very tight and the feedback from our school partners was clear it was decided by Partners for Youth Inc. to delay the delivery of the Summit to October 2014.

During the months leading up to the Summit government departments were engaged to provide questions which would be addressed by participants at the Summit. The interest and feedback from the departments was significant and the list was actually capped as a result of the amount of information requested. The questions became part of the overall agenda of the day and the format and how to answer the questions was decided by the youth leadership team in the lead-up to the event.

The planning, execution and format of the Summit was addressed by a youth leadership team convened by Partners for Youth Inc. and made up of youth from a number of communities, both urban, rural, Francophone and Anglophone. This group met many times to develop the agenda, format and overall content of the event.

The day was formatted in order to provide specific feedback on the questions provided by government as well as engage youth to provide information and feedback specific to issues and concerns which they feel are important and which they wanted to communicate to their government. This challenging format was achieved through a variety of methods whereby youth felt comfortable and at ease in sharing their personal opinions and feedback.

### ***Participating Schools:***

A total of 201 students attended the event from the following 27 schools:

JMA Armstrong High  
Fredericton High  
Leo Hayes High  
Belleisle Regional High  
St Stephen High  
Oromocto High  
St. Macs High  
Petitcodiac Regional High  
Harvey High  
Stanley High  
Central NB Academy  
Cambridge Narrows High  
Grand Manan High  
Woodstock High  
Canterbury High  
Campobello Island  
Hartland High  
Carlton North High  
Southern Victoria High  
Saint John High  
Woodlawn Learning Centre  
Sugarloaf Regional High  
Ecole Saint Anne  
Ecole L'Odysse  
Ecole Thomas Albert  
Ecole Samuel de Champlain  
Ecole WA Losier

### ***Additional Organizations/Groups/Departments:***

A total of 50 additional adult supporters attended from the following groups:

Partners for Youth Inc. (20 support staff and volunteers)  
Department of Post-Secondary Education Training and Labour  
Department of Healthy and Inclusive Communities  
Department of Social Development  
Department of Public Safety  
Office of the Child and Youth Advocate  
New Brunswick Association of Social Workers  
Youth Choices

## ***Event Agenda:***

8:30- Welcoming  
8:40- Guest Speaker – Minister of Social Development, Hon. Cathy Rogers  
8:50- Introduction  
9:00 First Round of Discussions  
9:45- Group Activity  
10:00- Feedback / Introduction  
10:10- Second Round of Discussions  
10:55- Art Activity  
11:30- Group Feedback  
12:00- Dotmocracy  
12:15- Break for Lunch/Paper Survey  
1:05- Welcome Back  
1:10- Speed Dating Discussions  
2:30- Turning Point Survey  
2:50- Group Activity / Feedback  
3:15- Guest Speaker – Premier of New Brunswick, Hon. Brian Gallant  
3:20- Farewell Address

The format of the report will follow the agenda of the event. The information shared by participants has not been altered and is written as expressed.

## ***Session 1, Question - What are the main issues youth face in your community?***

Feedback was divided by community for this exercise as schools are fed from a variety of communities and youth were very clear in their need to provide feedback specific to their own community.

Community: Tracadie/Peninsule Acadienne

Issues and Description if Provided:

- Not enough money in the community – not enough jobs, no student employment
- Services for youth – no employment support, no training, not enough jobs
- Sports – infrastructure is lacking and needs repair and investment
- Jobs – many young families are leaving and communities are dying, families are heading to southern NB communities or leaving for out west
- Policing – lack of interaction between policing services and youth, not enough supervision for illegal activity such as drugs

Community: Moncton

Issues and Description if Provided:

- Pressure at school – financial pressure to be like others, wanting to be popular and fit in, feeling like you have to be like others,

- Jobs – lack of student employment, lots of competition for the jobs that are available, lack of confidence, need more information on what jobs are in demand
- Drugs/alcohol
- Stereotypes
- Lack of communication between parents and youth
- Naïve parents – not being aware of what happening and not knowing how to respond
- Lack of understanding of consequences for negative decisions or behavior
- Post-secondary education – why work hard to get into university if you can't afford to attend?, tuition fees are too high and favor students who live in affluent families, will the education provide a job? Risk of high debt and no job when finished

*Staying vs. leaving the province – many of us want to stay but are unable once finished school as the opportunities are limited, too many people for too few jobs*

- Special needs – youth with special needs need extra support in school, kids are seen as dumb but actually just need extra support

Community: Boiestown

Issues and Description If Provided:

- Bullying – online and physical
- Jobs
- Rumors
- Drugs/Alcohol – nothing to do about it, young and dumb, people are going to do it
- Peer pressure – mostly negative on the choices they make
- Limited choices

Community: Upper Miramichi

Issues and Description If Provided:

- Jobs – fewer businesses and less work opportunities
- Lack of money – limits choices
- Can't travel – no public transportation, parents working away
- Not as many school opportunities – lack of choices
- No Access Centre – lack of resources
- Lack of Youth Centres
- Most youth groups associated with churches

Community: Cambridge Narrows/Bellisle

Issues and Description if Provided:

- No Jobs – only 2 stores, no transportation
- Nothing to do – nothing to keep us entertained

- Lack of resources
- No sports teams at school – only basketball
- Old people province, drive by province – no attractions
- Community School is positive
- Everyone knows your business
- Not a lot of services

*Course selection at school is not great – no level 1 classes, makes it hard to apply for university*

- Teachers who taught our parents – can be biased
- Drugs can be an issue – there is nothing else to do
- When something happens it effects everyone – can be hard to deal with things because you know everyone so well
- Small community – everyone knows your business

Community: Salisbury

Issues and Description if Provided:

- Not informed about community issues/decisions – youth not consulted on issues or informed about issues, concerns or decisions being made in the community
- Post-secondary information not detailed enough – a lot of information is given in university calendar style format but more variety in type of information to be better able to make well suited decisions, too expensive to go to university, not enough support and students quit
- Rural schools get labelled as “hillbillies” and everyone gets painted with the same brush – youth feel judged by the region they live in and although they are proud, being labelled by others feels restrictive
- Older youth become accustomed to unhealthy habits and set bad examples for younger youth – when youth engage in activities that are not positive (ie. Smoking areas/breaks) then they are more likely to set a bad example for younger students.
- Youth are not consulted about how their fundraising funds are spent – SRC will fundraise and money is disbursed by adults, student groups have very little, if any, budget to start up each year
- No/very few activities that can be attended and not require tryouts – all activities are for children or adults, students are often not aware of opportunities, or have to make a team to participate, school could be more of YMCA with a bit of help
- Very few jobs – youth must travel to nearby cities to get part time employment
- Course selection is limited – in order to get French certificate there is no flexibility to choose other courses that interest them, math and French fill schedule
- Career planning is not given much time – students do not have interviews with counsellors to career plan
- Lack of assistance finding and applying for post-secondary funding – students are left to find out how to access funding in their own town

- Education lacks motivation – “I hate school”, same thing every day and I don’t learn anything, there has to be a better system, curriculum is limiting and boring, one style fits all is problematic
- Smoking – too much smoking among students, younger students smoking, not enough space at lunch for middle and high school students so older students leave and lots spend time smoking for something to do
- Physical education – not enough, no materials, poor equipment

Community: Campbellton

Issues and Description if Provided:

- Teen pregnancy – limited activities, increasing numbers
- Substance abuse – many kids smoking, alcohol issue as legal age in Quebec is younger, drugs
- Limited jobs – people are not coming back to the community as there are no jobs
- Education – lack of options, First Nations language not equal status, courses are limited, cadets do not receive their credits, can’t get help all the time at guided study
- Lack of extracurricular activities – sports are limited, lack of social opportunities, nowhere for youth to go
- Declining population
- Geographic isolation – rural conditions can be dangerous, difficult for students to attend activities when they are so far away, far away from airports and public transportation
- Employment – people being underpaid, fighting for jobs in the summertime because of the kids returning from university
- Language – difficult to find a job if you can’t speak French

Community: Grand Falls/Peninsule Acadienne

Issues and Description if Provided:

- Bullying – need an inclusive atmosphere at school, need to break down barriers between cliques, parents need skills, more communication needed, need to start at younger age and integrate respect into our courses, need adults to stop saying “ignore it”
- Drug issues and driving under the influence – pot attitude is “it’s just weed”, message is becoming repetitive and youth are ignoring it
- Civic engagement – little awareness of government and the importance of having a voice, youth have no voice, students feel they can’t change the world, how can we keep youth here?
- Shale gas – should we be afraid?
- Body image – social media has a huge impact on our lives especially for girls, have to learn how to be happy with ourselves

*Mental wellness – there is a stigma if you have a problem, more and more youth with anxiety problems, need help developing coping strategies*

Community: Oromocto

Issues and Description if Provided:

- Too much emphasis on sports and not enough on academics – library is outdated, smart kids have limited extracurricular activities
- Time management – too much to try to balance work, play and rest, too much homework, homework needs to be meaningful, needs to address all needs (leveling)
- Transportation – not enough busses, too many kids on school busses
- Racism – need a focus on teaching respect
- Need more stimulus outside of school
- Older people disrespect young people
- Teachers have a big influence – they are racist against Native students, they are homophobic
- People leaving the community – not enough jobs and activities to keep people here
- Teen pregnancy – need to talk about it, lack of sex education in school, teachers do not want to teach the material, need to be open and not biased

*More sex education for students who are not heterosexual*

- Lack of diverse courses
- Not enough mental health services for students
- Taboo subjects people want to ignore –gender roles, rape culture
- Not enough people to talk to for help
- Lack of non-competitive sports
- Lack of a voice
- No motivation or drive to do anything – what is my purpose?
- Lack of access to healthy and sustainable food – healthy food is expensive in the cafeteria
- Lack of support for students whose parents are posted overseas or away with the forces

Community: Grand Manan

Issues and Description if Provided:

- Bullying – need to find people who accept you
- Mental health – most people don't know enough, need to be informed about mental health issues and how and where to get help
- Drugs – not enough help and resources for youth
- Acceptance – need to be accepted for who you are and not judged
- Sports – too competitive, have a league just for fun and let all students participate, some teachers think sports should come before a lot of other activities, teachers are sometimes not ready to teach as they are too busy with sports

Community: St. Stephen

Issues and Description if Provided:

- Bullying – people get excluded, nothing to welcome an individual into a group
- Mental health awareness – most people don't know about it, where do we go for help?
- Drugs and cigarettes – more students are smoking and doing drugs, need resources to get help, need to talk about it more, teachers need to get more involved, parents need help
- Acceptance – wellness days would be fun, accept who they are as a person, exchange with students in the province
- Sports – too competitive, need to play just for fun
- Volunteering – where do we go?, transportation to get there, a club would be great

*LGBTQA community – stop using slurs such as “gay”, “fag”, etc..., make things more acceptable and safer for youth to be themselves*

- Lack of youth engagement – no place in the political process, no youth voice, lack of education on how the system works, youth feel dismissed by politicians

Community: Fredericton

Issues and Description if Provided:

- Lack of post-secondary education info in high school – the conversation starts too late, start in grade 9 not 11, need more help to make decisions, what are the options?, parental pressure to be successful
- Lack of activity outside sports – need more access to community clubs for arts, business, debate, skills based activities
- Less gender based teams and activities – school teams and clubs are largely male and female very little co-ed activities
- Lack of jobs – both in high school, no jobs to gain experience and income and also down the road following post-secondary education
- Not enough time to access guidance support and other resources – few guidance counsellors and lots of students, no time for discussion and one on one support
- Kids are hungry – students coming to school with nothing to eat and cafeteria is too expensive and the food is poor
- Drugs – too many youth using and have lots of access, drug use on school property is common
- Alcohol – drinking is seen as cool, promoted at end of year parties
- Not enough choices for high school courses – not enough trades and smaller schools have fewer opportunities
- Programs promoted by churches are shunned in school – announcements are not allowed to promote church clubs
- Nothing to do – make places open, create youth clubs, community centres are needed
- Sexism – girls feel marginalized
- Cyber bullying – not pausing before you post, emotional and hard to detect



- Body image – need for body positivity, pressure in the media to be thin, individuality is not accepted, trying to figure out who you are and no support, torn between who you want to be and who you're expected to be
- Mental health – lack of awareness and education, students not seeking help for problems, negative stigma especially for guys, lots of depression, don't know where to go for help
- Multiculturalism – there is a division between cultures, stereotyping, lack of inclusion based on cultural differences, labeling and judging
- Physical assaults – where to turn for help, resources, negative stigma so become victimized twice
- Stereotyping – long way to go to make it better, gender bias, judging based on what people wear and how they look, lack of acceptance for differences
- Peer pressure – hard to resist, friends do it also
- Need life skills – not being taught enough about how to survive after high school, not prepared for the big world ahead
- School – lack of consistency, not being taught what you need, inclusion does not work for everyone, don't prepare you for real life, more course selection, need more high level options

Community: Greater Saint John

Issues and Description if Provided:

- Too many schools for the number of students – result of lack of resources and help for everyone, priority neighborhoods need more help
- Not enough support for Mental Health – long waitlists, students try to commit suicide at school, not comfortable talking to guidance, need someone to talk to who does not know you, there is a sexual health nurse but nothing for mental health, know of at least 2 students each year who commit suicide, more education and awareness in the classroom, people don't understand and its often something you can help, peers don't know how to help, people don't want to talk about it and don't know how to help one another
- Bullying – students leaving school because of getting bullied, anonymous comments on social media, schools won't get involved because it's not school related, police need to help sometimes, Facebook needs to do more to help students, teachers don't realize what is happening, cyber bullying is a huge issue
- Industrial pollution – smog, terrible smell, hard on the environment
- Drug use – speed, ice, weed, nobody cares, families do it with the kids, not enough help for youth
- Drinking – drinking and driving is common, mixing alcohol and drugs
- Boredom – nothing to do leads people to get into trouble
- Teen pregnancy – going to health centre and having to ask an adult for protection is a barrier, parents need to know more, more education and support at school, sexualized behavior, sometimes it is planned – why?
- Jobs – not enough jobs in the community, people are leaving and are poor, not enough student jobs, people move away for better jobs, post-secondary education is too expensive
- Alternate education – students feel judged and disconnected from their home school, feel judged by teachers that they need more help to succeed

- Poor roads

*Youth homelessness – students don't see it as a problem because there is no face with a name*

- Need more opportunities like this for youth voice to be heard – schools are busy but they need to make time for things like this
- Breaking barriers – we need to learn more about each other to understand, grade 9s don't get treated with enough respect in the school and are at risk of failure
- Local issues – global issues are discussed because of attention by media but youth don't know about or talk about the local issues
- Not enough art or music opportunities – focus in on sports and not on other activities, need more recognition for other activities
- Kicking kids out of school – waste of time, they need more help in school
- Poverty – lots of poor in the city and the old neighborhoods are always the worst off and don't seem to get better, old north end, south end, lower west side

Community: Canterbury

Issues and Description if Provided:

- Lack of job opportunities after finished school – many youth heading west
- No part time work in the community – very few places to work
- Academic courses are limited – not as many courses as the city schools and this limits university opportunities
- Low population – limits the opportunities in the community
- Bullying – is an issue but not as bad in the smaller community
- Substance abuse – nothing to do, students smoke at a younger age, drug use is common
- Irresponsible driving – fooling around while driving, using cell phones, lack of law enforcement
- Policing – not enough presence in the community, not taken seriously, police seen as the bad guys
- Academics – jobs are in trades but the school courses don't match, always a focus on leaving to go out west, nobody wants to stay here

Community: Hartland

Issues and Description if Provided:

- Drug use – too much access and younger children modelling the behavior
- Nothing to do – limited, jobs and activities, fundraising seems to go to sports and not enough to other activities, no youth centres, students don't always want to join, maybe start groups earlier to take the stigma away
- Sense of apathy – negative culture, no jobs, not sure about what jobs are out there, everyone is leaving and going west

- Religion – tension depending on what church you attend, feel judged and bias against those who don't attend church
- Rumours – everyone knows everyone else's business

Community: Woodstock

Issues and Description if Provided:

- No student/youth representation in government - no youth voice, no ability to express your concerns, only concerns are those of older people, no vote,
- No funding for arts or music – no budget, funds spent on sports, can be a cause of tension between the area of arts and sports, youth would like a say on how the school budget is used, communities are too set in their ways, no flexibility to new ideas, no way to voice your opinion and be heard, in smaller communities if you have the right last name you get heard

Community: Stanley

Issues and Description if Provided:

- Isolation – if not involved in sports then there is nothing to do, rival with other small communities, adults don't work together and don't want to, different priorities between youth and adults

*Environment – need to recycle in the community, stop dumping in the woods, don't realize the value of the river and the forest, we need to better protect the environment*

- Use of community resources – resources can't be used for other purposes because of rules that don't make sense (ie. Using the school busses to take youth and seniors to the city for work and activities)
- Nothing to do – if not at sports then there is nothing
- Drugs – need for more support and need more youth led support to help each other
- Fundraising – nobody wants to do it anymore, no decision making ability for where the money goes
- Communication – need to know more about what is available for youth, school website is not up to date
- Lack of diversity in school and community – no French immersion, don't have to take French but can't get work without it, quality of French in the school, too few choices for school courses
- Employment – not enough jobs, most people travel to Fredericton for work, 2 schools in same building are separate, local department of transportation is closed, students travel into the city to go to school to access better courses and more opportunities for employment, no student jobs

Community: Petitediac

Issues and Description if Provided:

- Drugs – marijuana is the major one, everyone knows and does nothing, students are at school high, no police to monitor, happens on school property, younger students are doing it with older students, lots of pressure
- Curriculum – English course focus needs to be on writing skills, few course options, disadvantage when students apply to university
- Lack of school spirit – nothing gives us pride, lack of opportunity in school and community, we resent money that goes toward sports instead of supplies and text books, high staff turnover
- Funding in classroom – not enough books, can't take books home to study
- Smoking – easy to access cigarettes, young students starting to smoke, students are given smoke breaks, teachers don't care if you smoke, school is powerless
- Bullying – not overt all the time, students picked on until they break, not dealt with and told to ignore it or just get over it, guys and girls are equally bad, no consequences
- Poverty – lots of people don't have enough, kids are hungry at school, no jobs, adults have to keep low paying jobs as there are no others so students have few opportunities
- Nothing to do – youth house is not a safe space because of a lack of supervision and rules, if you're not into sports then there is not much left, no art or music, kids do drugs as they are bored, no adults to supervise afterschool activities, lack of entertainment, youth find negative activities to pass the time such as vandalism or drugs
- Attendance policy – feel pressure to go to school even if sick, few exception to the policy, youth were not asked what would help with absenteeism

*Transportation – no public transportation and no way to travel into the city for work or activity*

- Jobs – small business have a hard time staying open and so there are not many jobs for students
- Vacant buildings – many empty buildings leads to vandalism and nobody cares about the community surviving
- Older population – young families and youth move away and only the older generation remains, not much growth

Community: Harvey

Issues and Description if Provided:

- Drugs – soft drugs are most common with marijuana being the most common, impacts on school work, very common among students, underage drinking, drinking and driving
- Relationship violence – fighting between partners, physical abuse, controlling behavior, scared to leave the relationship and scared to ask for help
- Bullying – cyber bullying and bullying in general is a problem
- Rumours – small town so everyone knows your business

- Nothing to do – lots of sports but if you're not into sports then it's limited, few activities so students make their own fun in negative ways
- No local jobs – after graduation most students leave and most do not want to stay

**Question 1 Results:**

*Based on the discussion the following top 10 issues were identified:*

- Lack of Jobs
- Nothing to do in the community
- Drugs and Alcohol
- Bullying
- Motivation
- Culture
- Lack of young people representation
- Poverty
- Wanting to move
- Leadership roles by police in the community

***Session 2: The second round of discussions had participants choose one of the top 10 issues identified in round 1 for further discussion.***

(or if groups wanted to discuss other issues which were not listed in the top 10 but were important to them, then they did so during this time.)

After groups chose the most important issue/s in their community they were asked to focused on 2 questions:

1. Why is this issue the most significant?
2. What can be done?

**Issue: Bullying**

Community: Woodstock, Hartland

- Ignorance and a lack of acceptance and lack of knowledge about others. Bullying is based on culture, gender, sexual identify. Personal issues lead to bullying such as well-being, mental health issues, physical features, poverty or being marginalized.
- Educate kids earlier to be accepting. Start at elementary school with workshops and activities. Use the media to help and demand media be more accepting and positive in their messages. Send the message to media that what is being produced is not cool. Have more clubs at school

and have positive guest speakers. Put more emphasis on the personal development curriculum. Make seeing guidance an easier process and give them more time. Have guidance counsellor be more visible in the school. Schools can do a better job of letting students know what is available to help them.

## **Issue: People in Authority**

Community: Greater Saint John

- Just because you are an adult does not mean you can be rude to youth. Judgemental comments about clothing or looks. It's ok to tell us what you think but just be polite. Youth are people too! Sometimes students avoid certain classes because of the teacher. Teacher/student relationships need to improve. Teachers expecting more from level 1 students creates barriers and level 2 students feel they are not as good. We hate generalizations – “youth today...”. Paradox – teachers want more mature behavior but we still have to raise our hand to go to the bathroom. What happens to inclusion when youth feel segregated because of leveling?
- Adults....teachers....want respect from youth but act condescending towards us. Both sides need to earn respect. Just because we are students does not mean we do not have a voice. We need more opportunities like this summit. Peer helpers at all levels would be great. A suggestion box might help schools learn more about their students. Teachers don't need to be so sarcastic and rude, they are supposed to shape us. Teach us about citizenship, values, life skills – not just course content. Be kinder to students. It's like trying to get a plant to grow and then taking away the sun. Let students have a voice at school and in the community. Monthly assemblies led by student where teachers can sit and listen to us. Having students from different schools come together to discuss issues, like this event, is awesome. If you want more youth involved in activities then remove the barriers such as transportation and cost.

## **Issue: Acceptance**

Community: Grand Falls/Peninsule Acadienne

- Youth need additional support for bullying and mental health issues. LGBTQA youth need more support and equality.
- Create opportunities for youth to get to know one another and interact with other youth from across the province facing similar issues. Develop positive action committees in schools. Train teachers and students on how to help each other. Start working with students on these issues earlier. Communicate to youth on where they can go to get help for themselves and their friends.

## **Issue: Teen Pregnancy**

Community: Boiestown/Doaktown/Upper Miramichi

- Difficult to finish education. Poor parenting skills as youth are still kids themselves. Youth are engaging in sexual activity but are trying to hide it so they won't use birth control.
- Increase education and increase the communication around the issue. Daycare at school for young moms. Parenting courses for both parents. Open access to birth control for youth.

## **Issue: Academic Apathy**

Community: Belleisle/Kingston

- Youth fail and don't care as they have no hope and believe they will never go anywhere in life. Social promotion leads to continued failure. Students graduate and cannot read. Failure is seen as cool by many. Teachers do not care.
- Emphasis needs to be on understanding the concept not passing the test. Less focus on marks and more focus on competence. Engage students to let them explain how they understand the concepts, creative education. Don't just give a textbook, sit and teach the students to make sure they understand. Peers helping peers. Some students don't have a computer at home or internet access so make sure the info is available to all equally.

## **Issue: Motivation**

Community: Belleisle/Kingston

- Motivation addresses so many of the other issues on the list. Motivation leads to more engagement and desire to succeed and see the world in a more positive light. Motivation will let us see that the possibilities are endless. Students take school for granted and we need to create opportunities where students see possibilities and opportunities. If you have goals you will not fall into the trap of drugs and alcohol. We need to create a culture of motivation.
- We have to concentrate on bettering ourselves, we need more emphasis on becoming a better person, more knowledgeable. We have to provide students with opportunities and show them what is possible. We have to allow students to explore their passions. We have to connect schools to the real world. Students need more educational opportunities in their communities. Need more high school courses which promote wellness. Students want to know the possibilities that exist and they need more exposure to careers.

#### Community: St. Stephen

- The lack of motivation in youth can cause many of the other top 10 issues faced by youth. For example – lack of a job demotivates you and from there you will not create activities in your community and find something negative to do. Lack of motivation can lead to drug and alcohol use.
- Organize more activities in the community. (ie. Inclusive sports, community dances, fitness facility for the community, etc). Organize activities that are free or inexpensive for everyone. Adults and youth should work together to plan these initiatives. Youth should not have to do it without support and it should not only be the adults making the decisions. Government funding is required to get started. Transportation issues need to be addressed in rural communities and school busses should be available in the evenings to transport youth. Funding for youth in need to participate in activities or sports would be helpful.

#### Community: Greater Fredericton

- Lack of motivation leads to boredom, drugs/alcohol, and lack of social change. It can be the root cause of the other issues on the list. If you don't feel you can make a difference then why bother? Youth don't feel like they have a voice. People need to get more involved in their communities. People have lots to give if they just get involved. People need to care. People need to be challenged.
- Reduce stigma around sexual education. Show youth the effects of their negative behavior. Have engaging speakers for youth who capture their attention and show them another way. Encourage youth to become involved in local charities. Encourage youth to become involved in their communities and make public service a graduation requirement or a high school credit. Show youth the difference they can make in their community and their province. Have youth impact other youth. Provide more opportunities like this summit.

#### Community: Canterbury/North Lake/Forest City

- Lack of motivation can lead you to drugs and alcohol. You need motivation to go to school. Motivation helps you to succeed. Lack of motivation leads you to be lazy and you do nothing.
- We need more youth engagement like this summit. Make the environment more fun. Motivation has to start younger. Give people reasons to go to school. Make youth aware of what opportunities exist. Bring more activities to communities.

#### Community: Oromocto/Geary

- We have to look at the causes and symptoms of our problems. We need more guidance in life.



- Target younger children on effects of drugs and alcohol. Talk about consequences. Parents need to care more. Have more work experience opportunities and more internships. More hands on education in schools. Make education a priority.

Community: Greater Fredericton

- Students don't care about school or grades. Youth don't want to get involved and see no reason to do so. Too much time spent on video games which promote violence and sexual violence. Drugs are an issue. Blaming teachers for bad grades and taking no responsibility for their own behavior. Many youth don't care about their future.
- Schools need to become relevant and need to engage students in learning. Schools need to be more fun for students. More events like this for students to come together to be heard. Youth want to see results from their input.

## **Issue: Culture and Identity**

Community: Oromocto/Gagetown

- Culture can be broken up into smaller problems such as ideology and narrow minded views. Leadership should be based on morals and values and on people's strengths.
- Youth want to direct the culture in their way. Get students from other schools together more often to learn from each other. More clubs and activities. Start earlier at schools. Begin French immersion in kindergarten. You should not be penalized because of the school you attend, schools should be equal in what opportunities they offer to students. Should French immersion be mandatory? Eliminate the stereotypes between core French and immersion. It was our parent's choice to put us in immersion or not....that's frustrating.

Community: Greater Saint John

- We are made to speak the language of the majority. The majority culture is imposed on us. Acadian vs. others. Respect differences and embrace diversity. Pride – what does that mean? Pride in our culture, pride in our language.
- How can we help our immigrants? We need to protect our young and our old. There is a problem with minority rights. Why do we send our French students to English schools and English universities and colleges?

#### Community: Greater Moncton/Peninsule Acadienne

- Culture is the basis of society and we need to protect it. How can we?
- Have more courses in high school that focus on the importance of French culture in our province. Increase the dialogue and conversation between parents and their children about the importance of culture in the province and about the history.

#### Community: Woodstock/Hartland

- Culture is important to everyone and needs to be protected. Media has an influence. Values and norms – people judge others because of their appearance, demographics, social class, and their language. Ignorance in our society in regards to culture is significant. Lack of education about the importance of culture in our province. Our teachers are afraid to tell us the truth about our history and culture. Teachers don't want to risk offending students so they ignore the conversation.
- Open up the dialogue between cultures in the province. Don't be afraid to talk to each other. People need to be encouraged to express their opinions in respectful ways. Need better education about racism and cultural identity. We need to focus on the positive. Youth need to be encouraged to get involved and make a difference. Bring youth together more often in events like this. There is strength in numbers – speak with one voice. Celebrate all cultures and get involved politically.

### **Issue: Jobs**

#### Community: Greater Saint John

- Jobs connect everything. You need a job to become independent. You need experience to get a job and you need to get a job to get experience. You need a job for money to do things and to save money to go to school. Jobs increase skills such as communication and it builds responsibility. Jobs keep people here and takes your mind away from wanting to leave. Jobs provide hope and give you something to look forward to. Jobs teach how to manage money. In small communities the unemployment rate is high among youth and adults. In smaller communities many of the jobs are seasonal.
- Increase the minimum wage. Employ more youth and increase the student employment funding for communities. Do more environmentally friendly employment programs for youth. Increase community gardens and have youth run and develop them. Develop youth mentoring programs so youth can help other youth find employment. Education directed at helping youth be successful in life. Teach money management and financial literacy.

Community: Greater Fredericton

- Everyone is leaving because of the lack of jobs. No jobs leads to more poverty. Fewer jobs leads to a decrease in the population, especially in rural communities. Fewer jobs leads to fewer services such as healthcare and education resources. Youth leave for school and never return as there are no jobs to bring them home.

Community: Petitcodiac/Salisbury/Havelock

- Lack of jobs leads to many other problems. Youth are moving away from their communities and their province. Lack of jobs leads to higher poverty and few opportunities.
- We need to invest in education to stimulate job growth. Invest in northern communities not just in the larger cities. Encourage larger companies to open in northern communities. Develop safe natural resources such as wood and natural gas. Create a better youth employment fund.

Community: Tracadie/Caraquet

- Lack of jobs leads to many of the other issues. Not enough help for students to find employment. Not enough student jobs in rural communities. Need experience to get a job and can't get the experience.
- Create clubs or groups so youth can help other youth through mentoring. Have a better system to communicate the jobs that are available. Give students information on where to go for help to find work. Create more student employment centres. Invest in youth entrepreneurship.

Community: Campbellton

- Lack of employment and lack of a plan to address the issue for youth.
- Invest in infrastructure. Invest in resource development both natural and alternative. Invest in youth entrepreneurship. More focus on improving public education, invest in schools. Make sure youth know where the global economy is heading and educate them appropriately. Develop important soft skills that employers are seeking. More preparation for post-secondary education. Develop and encourage independent thought among students. Volunteering is critical, encourage it.

Community: Woodstock/Hartland

- Youth have little or no opportunities to stay here as there are no career options even though many youth want to stay in the province. Centralization of government services has forced some of the good paying jobs out of rural communities. Many dead end jobs but few career jobs. Families are being split and separated as one member has to leave to work in other regions.

- Wages here need to be more comparable to other regions across the country. Don't fight it, just leave. Keep the cost of living down so those who stay can afford to live in lower wages. Invest in public education and make university more affordable. Encourage business to partner and mentor schools, universities and colleges. Create a better transition program between education and employment. Youth have creative ideas on how to help, listen to them. Provide youth with opportunities to bring their ideas forward, invest in them.

## **Issue: Nothing to Do**

Community: Harvey

- The fact that there is nothing to do in the community leads to many of the other issues.
- We need more financial investment from government. We need resources and someone who actually knows how to fix this problem. Youth need a place to hang out, a positive community centre. Hold more events and opportunities like this one. Develop youth councils in communities and create a space where youth can give their opinions and help coordinate events. Invest in youth friendly business that impact youth, like a youth friendly coffee shop or place to hang out with friends. Create links between communities of the same size so they can create ideas and opportunities together.

Community: Greater Saint John

- Stereotypes against youth. Youth are distracted and disconnected because of technology. Too scattered and too large to find something local. Poverty prevents businesses from success. Lots of vacant apartments creates slums. Youth not able to access public spaces. No supervised youth facility that treats youth with respect.
- Connect youth with Plan SJ and diversify services. Make sure the new YMCA in the North end is accessible and youth can afford to attend. Make sure the existing youth recreational facilities are accessible and affordable for youth. Develop healthy ways for youth to spend their time and get them involved in all steps. More general sports and recreation opportunities. Provide transportation. Develop a campaign for better treatment for youth in public spaces. Youth do care. End age discrimination.

Community: Perth Andover

- Lack of volunteers. When school is out nothing goes on in the building, why? People give up. "if you can't see it, you can't be it." Youth are afraid to start something as they worry about adults shutting it down. Lack of communication between youth and adults.
- Youth need more motivation, leadership and commitment. Youth creativity needs to be embraced. Youth have great ideas and just need someone to listen to them. Help create youth

led groups focused on areas that interest them such as the environment. Bridge the age gap and increase the conversation between adults and youth in communities. Help youth be more confident and support their ideas. Find adults that enjoy working and volunteering with youth.

## **Issue: Drugs and Alcohol**

Community: Greater Saint John

- Drugs and alcohol are so readily available. Parents are supplying their kids. Destroys friendships. Hard to stay in control of the drug issue. Many steps if you want to stop or if a dealer wants to get out. Other drugs are put in marijuana to increase addiction. Everywhere there are known dealers, places to buy and lots of users. Drug use is becoming the norm for youth. Younger students are becoming involved. Influence of media, family and friends. Youth become involved for variety of reasons including lack of values and issues growing up. Youth who have given up tend to gravitate towards drug use. Youth get alcohol from home or from their friends. Few groups offered to youth and many are at churches so some youth won't attend. The wider community does not care.
- If youth felt they could do something for themselves they would not turn to drugs. Need more groups to address the issue. More awareness and education for youth. Need a place for youth to talk about their issues and not be judged. Adults need help to learn how to talk with youth. Need tighter restrictions on identification at NBLC. More counselling for youth. Need positive venues for youth to hang out at. Need to fund youth ideas on how to help each other. Need more groups outside churches. Get adults to volunteer and have a community area designated for youth.

Community: Campobello

- Drugs are everywhere and it is easy for youth to access them. Nobody feels it is really that bad and everyone is doing it and they are ok. Boredom and lack of activities has an impact. Peer pressure is a major issue for younger students.
- Youth won't stop just because someone says stop. The message has to come from peers. Most large group presentations are a waste of time. Youth are getting involved younger and need more help. Increase locker checks at younger grades. Scared straight does not work. Parents need to stop providing drugs and alcohol to their kids. Parents need to make sure their kids are safe. More support and education for parents, they need to know how to help. Open up the lines of communication between adults and youth about the issue. Youth have ideas on how to help, listen to them. Guidance staff need more time to meet with students. More information on where to go to get help. Increase the police presence to combat the problem. Give youth more to do like arts, music, recreation and other interests. Help people care about the problem. Many youth feel there is nothing out there for them so it's an easy way to cope. Need more support for mental health issues. Accessible services and transportation provided to get there.

Concrete examples of what life could be like without drugs. For many it is a cycle that began in their family over generations.

Community: Grand Manan

- Everyone does it, there is nothing else to do. Anyone can get drugs, easy access. No place to hang out that's safe and fun. Alcohol is easy to get as well. No community resources and the community is too small. Peer pressure. No school spirit. Once you get a reputation it is hard to get away from it.
- Need more job opportunities for youth. More industry and more opportunities for youth to be busy. Transportation to larger centres for employment opportunities, school busses need to be used after hours. Community is so small there is little else to do, need to create opportunity. More information about good choices instead of drugs and alcohol. More activities and more input from youth on what they want. More opportunities for physical activities and non-competitive sports.

Community: Boiestown/Doaktown/Upper Miramichi

- Lack of activity and jobs leads to boredom and this leads to increased drug and alcohol use among youth. Youth become dealers and sell for others as there are no jobs and the money is very good. Nothing is regulated and softer drugs are getting mixed with harder drugs. Drugs and alcohol leads to crime. Families are split because of employment and leads to higher stress and less supervision for children. Rural areas are disappearing and youth are leaving the province for good.
- Need more student employment. Outreach to inner city kids to support them. More opportunities for youth engagement. Support for mental health issues needs to be increased so youth do not self-medicate. More education supports and an increase in resources so youth can be excited about learning. Focus on the consequences and where to get help for yourself and your friends.

Community: Cambridge Narrows

- Many other issues stem from drug and alcohol use. Lack of police presence and anything to do in the community. Youth feel there is nothing out there for them, nothing to do and nobody cares.
- Youth need more support to help them address their issues. Mental health stigma needs to be eliminated. Youth need a way to build their self-esteem. This generation feels an increase in stress as families are split, jobs are few and rural life is dying. Initiatives that empower youth to make a difference and be heard. Youth have great ideas, they just need to be heard. Education should be about connections as well as curriculum.

### Community: Stanley

- Easy access for youth. Drugs and driving is common. You can smell pot in the class all the time after breaks, teachers can't do much. Not enough police in the schools. Parents know and do nothing. Not a lack of knowledge, youth know and just don't care. Soft drugs laced with harder drugs to increase addiction. Students using at younger ages, middle school is common. No activities, no jobs, no hope.
- More enforcement and impact on the supplier and grower. Some drugs need to be regulated if they can't be decriminalized. Youth need more to do with a focus on the arts, music and culture. More youth employment. More opportunities to get youth involved in their communities.

### Community: Greater Moncton/Peninsule Acadienne

- If not involved in sports, then this what youth often do to pass the time. Harms health and emotional well being. Impacts drive to do things, no motivation. Domino effect from both sides of many issues. Drugs and alcohol lead to other problems and other problems lead to drugs and alcohol. No police presence in schools. Easy access to drugs and alcohol, especially in rural areas. Major effect on people in the community. Teachers can't do much.
- Have a youth led support group. Peers can help peers. Make it confidential so youth feel they can ask for help and not get in trouble. Conversations with guidance need to be confidential unless there is a safety risk. Some teachers care, allow them to help. Have a place for youth to talk and vent their problems safely. Build trust among all those involved. Access safe space outside the school for support groups. Increase in positive activities for youth to become involved in. Increase community involvement.

## ***Group Presentations***

Prior to the Dotmocracy exercise students were asked to create some sort of presentation on a particular topic of interest from the discussions. The presentation could be art, music, drama or whatever the group felt most comfortable with. Groups were then given some time to present to the larger group.

## ***Dotmocracy***

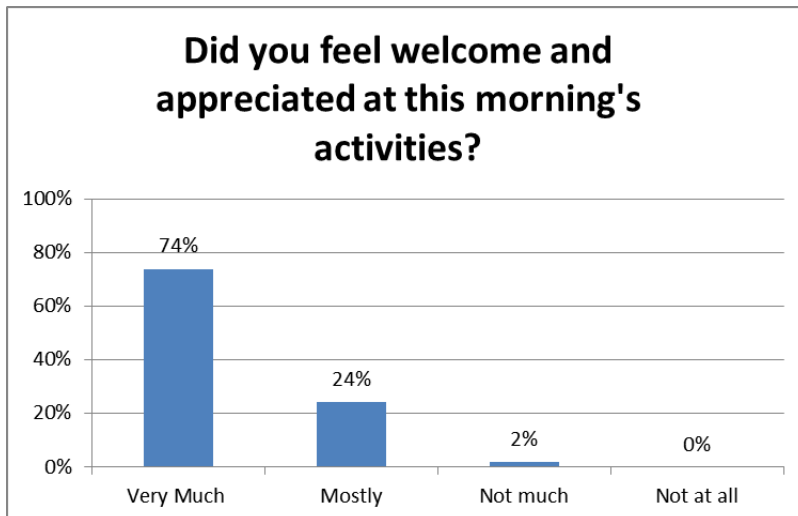
The top issues were placed on large posters around the room. Participants were given a sticky note with three (3) "dots" they could place on the issues they feel were most important to them. Following the Session 2 discussions participants were asked to take part in the Dotmocracy exercise where they would use their 3 dots to place on the issue or issues most important to them.

*After the Voting the Results Were as Follows:*

Drugs and Alcohol:	97
Education:	85
Lack of Jobs:	72
Nothing To Do:	46
Motivation:	42
Lack of Youth Representation:	39
Bullying:	37
Culture:	29
Mental Health:	24
Environment:	15
Wanting to Move:	14
Funding:	12
Isolation:	10
Poverty:	9
Immigration:	9
Sports:	9
Leadership by Police:	8
Low Population:	6
World Issues:	2

**Noontime Survey:**

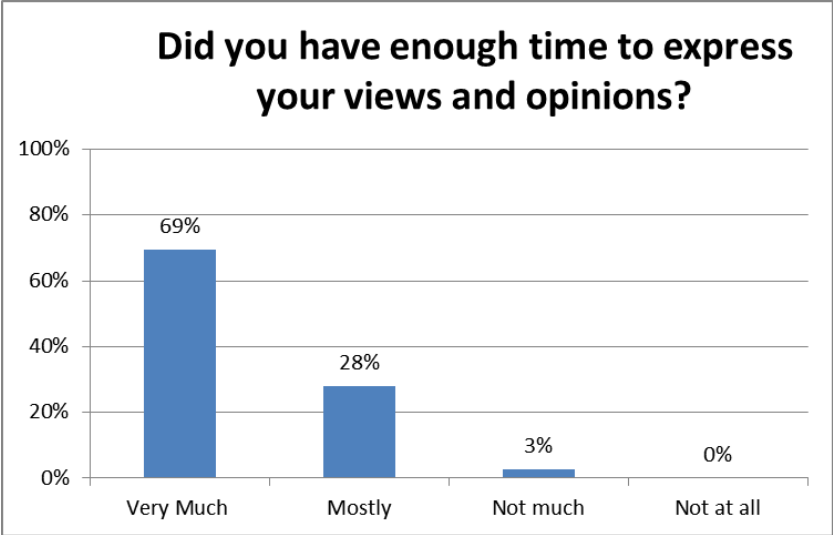
A paper survey was distributed to participants to be completed during their lunch, the results are as follows: Number completed: 111 Results:



Did you feel welcome and appreciated during this morning's activities?

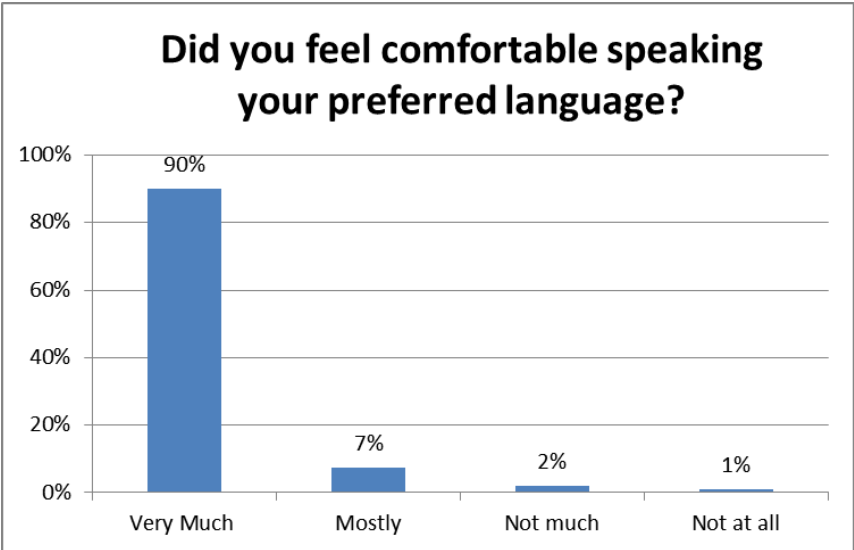
Very much	Mostly	Not much	Not at all
82	27	2	





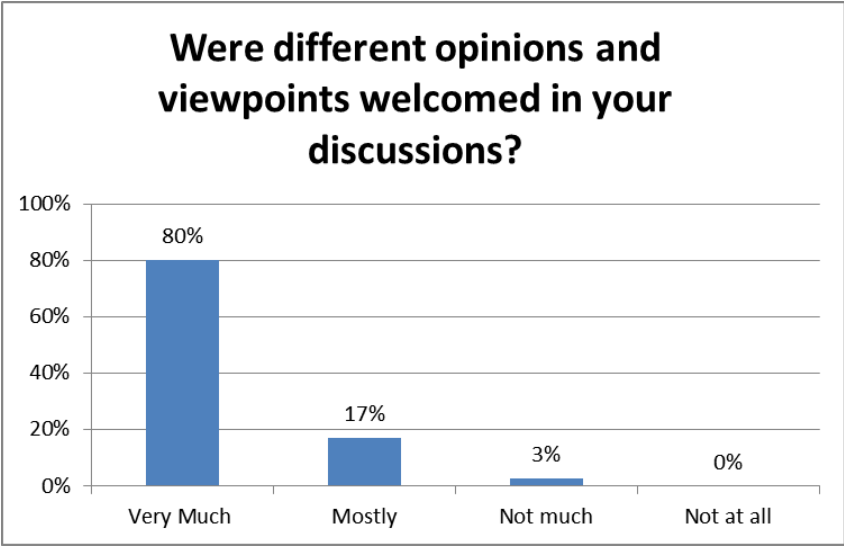
Did you have enough time to express your views and opinions this morning?

Very much	Mostly	Not much	Not at all
77	31	3	



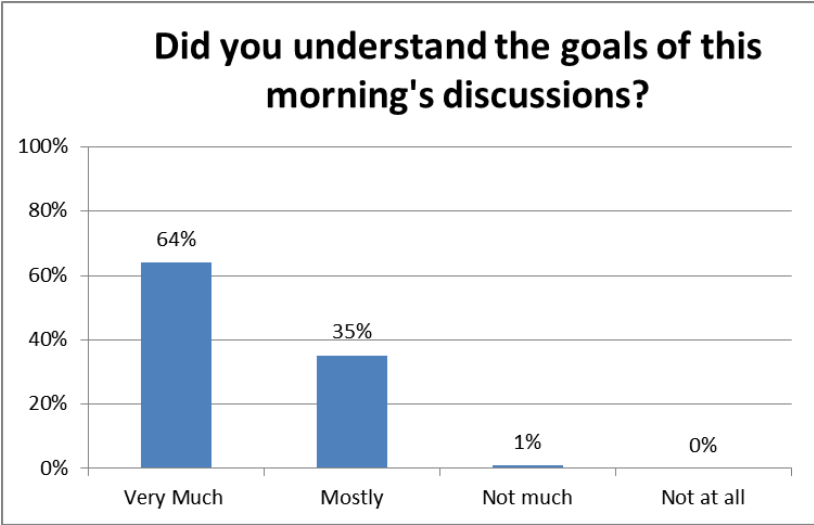
Did you feel comfortable speaking in your preferred language this morning?

Very much	Mostly	Not much	Not at all
100	8	2	1



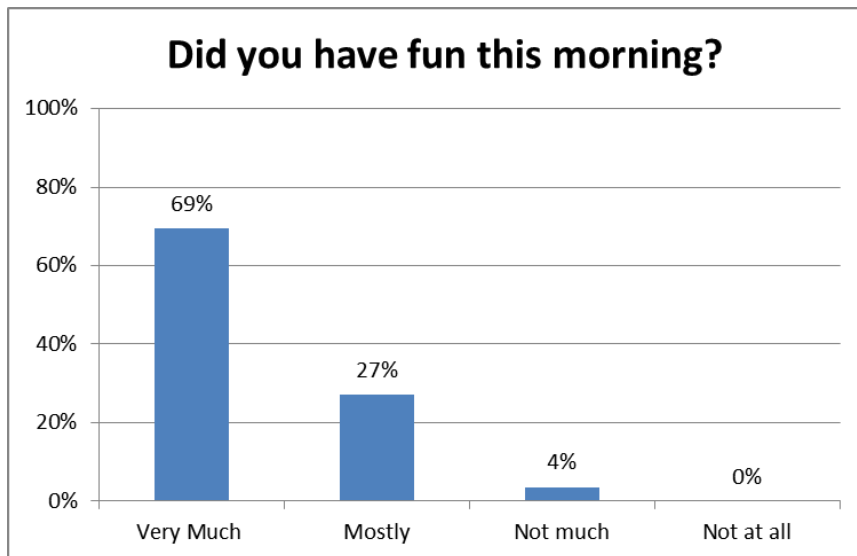
Were different opinions and viewpoints welcomed in your discussions?

Very much	Mostly	Not much	Not at all
89	19	3	



Did you understand the goal of this morning's discussions?

Very much	Mostly	Not much	Not at all
71	39	1	



Did you have fun this morning?

Very much	Mostly	Not much	Not at all
77	30	4	

If you didn't, why not? What could we have done to make it better?

- More time, one day is not enough for a conference like this, make it at least 3 days.
- More Francophone students would be great.
- Some of us are really shy so less interaction would help.
- Maybe get up and get moving more often.
- Not a thing!
- Encourage the schools to come together more in the groups.
- I had fun and thought the bingo game was cute.
- Found it kind of boring.
- More time to discuss the topics presented.
- I would not change anything, very much enjoyed it.
- Other group members talked over what I and other group members were trying to say.
- I would have liked more time to socialize with students from other schools.
- All great!
- Lots of English students, would be great if more Francophone attended.
- Nothing really, it was great.
- A+
- Maybe split us up due to our interests.
- Small break between beginning and lunch.
- It was pretty great.

## **Noontime Survey Topic: Sports and Recreation:**

What makes you want to participate in sports and other physical recreation?

- I know it will keep me healthy and happy as I age. Sport are good for building interpersonal relationships and learning to work as a team.
- No desire. Love the concept of a team, don't love the concept of sports.
- When you don't feel like an important part of your team.
- No sports teams or competitive teams, only participate in sports for fun like biking.
- Availability, diversity of sports, other players you know.
- If I know I won't be made fun of for being bad at the sport.
- Fun.
- The fun aspect.
- I enjoy them and to stay healthy.
- Fun.
- I want to stay healthy.
- I am someone who is naturally driven to do several activities outside of school. My parents are influential and sometimes the staff at my school as well.
- Getting to spend time with people who have the same interests as me.
- Knowing that it is benefitting my health and my lifestyle in a fun way.
- Being part of a team and the friends/community feeling from it.
- Traveling and the actual sport.
- Socializing and having sun.
- I love sports and they bring people together.
- My parents made me do it as a kid and I liked them so I kept doing them myself.
- I enjoy it.
- I like being part of a team and working with others.
- Exercise, unity of a team, experience.
- Physical wellbeing is essential to a healthy lifestyle. It feels good to be in shape.
- The teams are close together and they support each other. It makes you feel you are a part of something special. It is a fun way to get exercise.
- When others motivate me and I feel welcome.
- When people welcome all onto the team and they aren't filled with people who are super egotistical and mean.
- When someone fun is in charge.
- Friends and passion for the sport.
- When it is fun and I am able to play the sport well.
- It makes me happy.
- It is a big part of my community and school. Everyone in my family plays and I enjoy it.
- I have fun and I make lots of friends.
- Because they are fun and it's a good way to stay healthy.
- Good for my health. I enjoy the social aspects of being on a team.
- I participate for my health.

- Making you feel welcomed. No matter what size you are you should be put on a team if you have potential.
- I enjoy meeting new people, socializing with my friends and being active.
- If you don't have to fit into a certain group while in the sport.
- If you didn't have to fit into a certain social group to take part.
- Competition, companionship, personal success.
- I do not play sports but I have done dance for several years.
- I like to challenge myself and compete. I eat a lot so I have to exercise and it's also fun.
- I like to be healthy and go beyond my limits to see what I am capable of.
- To remain active.
- To maintain a healthy lifestyle.
- The enjoyment factor as well as the ability to stay in shape and spend time with friends.
- I love getting exercise and working out, it makes me feel good. Also, being on sports teams, you can create great bonds with other players.
- Playing sports is fun and being on a team is fun.
- It's fun and for the physical activity.
- It helps develop my leadership skills and it's fun.
- To meet new people and be healthy by doing sports.
- I swim 7 times a week. I love meeting new people and having fun at the same time. Swimming has taught me how to set my own goals.
- I want to participate if it's something I enjoy. My friends play sports and I participate so I don't become overweight.
- I love playing sports and I like the exercise it provides me.
- Motivation to stay active.
- Good people and friendly coach.
- I enjoy it!
- So I can stay in shape and it teaches important life skills.
- Passion.
- The love of the sport and staying in shape.
- I play the sport for the enjoyment and it keeps me busy.
- I play sports because I enjoy playing them and it gives me something to do.
- I want to participate in sports and other physical activities to become more fit and also just for the fun of it and hanging out with friends.
- The competitiveness and rewards.
- Building a sense of teamwork and developing leadership skills.
- Being able to be a member of a team and express myself creatively.
- Being involved with others and the friendships formed.
- The inclusion it provides.
- I love sports and physical activity so I motivate myself to play. Making friends makes me want to participate.
- To have fun playing a sport with your friends, it is too expensive though.
- My competitiveness.
- Getting exercise and being around peers.

- Being a part of a team and being involved.
- My inner motivation to better myself and the team aspect.
- The competition, the comradery, and keeping physically fit.
- Winning, physical exercise and socializing.
- My health, the social aspects, and it's fun.
- I love athletics and being involved in a team environment.
- The idea of being around people who accept me and doing what I like.
- I enjoy the sport I play.
- Fun, friends, laughs.
- To be in better shape.
- Friends/companionship. If I know someone who is in a sport and they seem to be loving it, I will probably try it.

What prevents you from taking part in sports and other physical recreation?

- I'm lazy and for a lot of sports, in order to play them at a high school level you almost need to have played it since elementary and I've never stayed interested in something that long.
- No desire, no talent, no interest.
- Lack of motivation.
- No time.
- Time commitment and other sports.
- Lack of talent. Nobody is willing to teach me and being made fun of.
- My asthma.
- I prefer physical recreation that isn't a specific sport. I feel that if your parents don't get you started in these sorts of activities as a child, you will be judged differently.
- I'm not very physically fit but there are sports that I enjoy playing. I also don't have a lot of time to play sports.
- Not being good at them.
- Not having the skills to make the teams.
- I do not have an interest in sports.
- I don't like sports.
- Time and money.
- The lack of interest and talent.
- I am not friends with anyone who plays sports. I am also scared that I will be judged for not being good enough.
- Exclusions, cliques, and being discriminated against.
- I live far from school and my parents cannot drive me because it's too much money.
- When I'm not good at it.
- No talent.
- Schoolwork.
- The teams at school are hard to make.
- No interest in joining a team and my physical ability.
- No interest.

- No time.
- The girls at my school. I have been bullied for years by these girls and it's hard enough being here with them today.
- The type of social group and transportation.
- High school sports are very competitive, so I do not feel fit to participate.
- Too much competition. No learn to play sports for teens, no rec leagues.
- Team members, scheduling, unwelcoming social groups.
- My own schedule (air cadets, school) and unwelcoming social groups.
- Mean people.
- I don't play sports simply because I am not good at them.
- Gender specific uniforms in field hockey. As well as not having a lot of time to focus on sports.
- Sometimes I don't have enough time.
- I don't have time, too much homework.
- My complete disinterest and lack of ability/skill when it comes to sports. I also do not have enough time.
- Lack of sports teams and funding.
- I normally participate in all sports provided but am limited due to sports happening at the same time.
- I'm involved in other activities so I'm too busy.
- I feel awkward doing it, it's too competitive – I find too much pressure to do well, and I'm not very apt at it.
- Sometimes if I have no friends to do an activity with so I do not want to do it alone or sometimes people get really intense while playing sports so I don't really want to play.
- Not enough time, lack of resources such as gyms, money and transportation.
- Not enough time because of school work. Not making the team and not wanting to do it alone. Lack of opportunity.
- Not enough time and not wanting to do it alone.
- Not interested in sports.
- I don't like participating in sports when I'm not good at it, when it's not fun and when there are others who are very good and I feel intimidated.
- Sometimes I have no time because of school work, volunteering and other activities.
- The cost and a lack of options in my community.
- Negative teammates, no fun.
- Funding and transportation.
- Lack of self-confidence.
- Not being friends with other members of the team.
- The fact that I do not feel like I am good enough.
- Money and commitment.
- People who don't think I can do it.
- The cost.
- Being brought down for not being the best and not making the teams.
- It is very costly.

- Paying too much money and there is no guarantee that you will play. I don't always have the time to go to every practice and the programs don't allow flexibility.
- The other people involved.
- The fear of being the weakest or last to finish.
- People judging other people.
- The cost.
- Coaches, not being known in the community and favoritism.
- No time, few opportunities, not many options for sports where I live.
- Not being good enough.
- My anxiety is mostly active when I'm in big crowds.
- Lack of interest.
- Lack of funding.
- Anxiety and the fear of failing or the lack of motivation to do so.

### ***Noontime Survey Topic: Employment***

How can the Apprenticeship Program be better promoted to youth? (The Apprenticeship Program is a Government of New Brunswick training program that allows New Brunswickers' with a grade 12 education to gain on-the-job training in the trades. It combines on-the-job training, with in-class school training— usually at a Community College.)

- Actually explain what the program is to the grade 10/11s and tell them of the option with reminder to the grade 12s that this option is available. As a grade 12 student I had no idea this was an option.
- Become more advertised, I've never even heard of this program.
- I think it's a good opportunity to be able to get the skills we need to advance into the job force but I have never heard of this before.
- Better explanation of what the program is and its benefits.
- Have representatives from the different regions speak to students and employers to determine what is available and come directly to the schools.
- Well I actually don't know much about at all about it, so I would say have info sessions in the school.
- Perhaps they can connect better with schools as I have never heard of the program.
- Nobody seems to know much about it until later in their school career and then it's too late.
- Speakers going into schools to talk about it, I didn't know about it.
- Let youth know about it at a younger age. It's my first time even hearing about it, so it's not very well promoted.
- Come to schools and talk about it.
- Create more awareness of the program, I had no idea.
- Online advertising and speaking at schools, I've never heard of it.
- Social media.
- More awareness, I've never heard of it.
- Promote it more in schools and talk about the benefits.



- Give more information about it to the schools, its news to me.
- Start talking to students sooner.
- Promote it in schools with posters for example.
- Put it out there more, let it be known.
- Promote it in our high schools.
- Talk about it at school presentations, I've never heard of it before.
- Make the program more aware because most students don't know anything about it.
- Maybe people should go to schools and do presentations.
- I don't even know about this.
- No clue about this.
- Have it more present at job or education fairs, make guidance aware of it.
- Presentations to students to promote it more would help.
- Make us more aware of opportunities and provide us with opportunities to get involved.
- It needs to be promoted at school so students can hear about it.
- More presentations and opportunities presented to younger students.
- Social media – I've never even heard of it.
- I have not heard about the program so maybe try to advertise and promote the program.
- I have never heard of this until now so I feel that many students are unaware.
- More presentations in schools.
- They should actually promote it, I've never heard of it. Maybe make posters or give presentations.
- They could promote it because I've never heard of it.
- I have personally never heard of it.
- Discuss it more in classes.
- What's that? Never heard of it.
- More awareness!!! I didn't even know this existed.
- Advertise at high schools. Get the word out to students who are interested and who are eligible. Spark interest!

### ***Noontime Survey Results: Food and Nutrition***

What do you think about the current food policy in schools? How do you think it could be improved?

- I think its ok. I don't really eat anything at school so it's hard to judge what we offer.
- The food at school is not very good. It's extremely hard and bland yet they call it very healthy. I feel better going to MacDonald's and buying a burger for \$1.39, than a wrap at school for \$6.00.
- It sucks, we need more healthy and cheaper food.
- I don't mind the food policy.
- The food isn't good with high prices. All food in the cafeteria is unhealthy and not good tasting.
- I'm not happy with it. I think we should eat healthier foods and be more supportive to people with health issues like diabetes. A nutritional value sheet would be helpful.
- The food sucks. Too expensive, not enough options and sometimes there's just not enough.
- The food is garbage and is majorly overpriced.

- Make the food healthier and the prices lower.
- Provide gluten free vegan and vegetarian options.
- There are mostly unhealthy options in the cafeteria.
- The food policy in schools is good but it is too expensive for mediocre food. I would never pay \$5 for a little salad and a mini roll. It's cheaper to go to Sobeys and get a slice of pizza and a pop.
- We need more variety, there are plenty of healthy choices available.
- There is not much to choose from and what there is isn't always the best.
- It is not very well suited for people with severe allergies.
- I like it, it's good and does not need to be improved.
- Get rid of the junk food and high chemical foods (ie. Preservatives), replace the sweetener with real sugar.
- It has improved but could be improved with more healthy options.
- Make healthier for less money.
- Food in school is really expensive and cold by the time high school students get to it.
- The prices are too high. I feel like there should be more healthy stuff and the healthy stuff should not cost more than the unhealthy stuff.
- We need more healthy foods and the fact that healthy foods such as wraps cost \$5 and pizza costs \$2 is stupid!
- The food is unhealthy.
- Our school doesn't offer healthier alternatives to the greasy food usually cooked.
- It's BS and costly!
- Get students involved with the cooking and planning and maybe have a school garden or greenhouse.
- I think the prices should be cheaper. I think that cafeteria prices are too expensive and so even though they do have healthier choices, students don't want to pay that much for it when there are cheaper unhealthy options.
- The current food policy is fairly good but there is room for improvement. I feel that bake sales should be allowed in schools again because it was a great way for school clubs to raise money, especially at the high school level.
- We aren't able to have bake sales and people aren't excited by carrots!
- Too strict. It promotes healthy food but it should not rule out other options.
- I don't like the healthy nutrition policy. People still walk to MacDonald's, KFC or Sobeys anyway.
- I think the food in the cafeteria could be healthier. And we are not permitted to have bake sales, but I think we should be allowed.
- The food policy is not very evident and is largely ignored. The cafeteria food is ill prepared and of low quality so nobody eats it. Taking more care in the preparation would be an improvement.
- I would like to see more veggies instead of junk.
- I hate the current food policy in my school. We're not allowed to bring junk food but the cafeteria is allowed to sell it. We should be able to bring and buy what we want – it's our choice.

- The food is greasy, un-nutritional and altogether disgusting. I feel that our food options should be healthier and promote a healthy diet.
- Make it fresh and more enjoyable.
- It's very limited. Healthy eating should be promoted.
- Our food is extremely greasy and just overall unhealthy, if we had more healthy food I would eat it.
- The food in the cafeteria is too expensive, but I like how they offer healthy options to students.
- Good idea to promote healthy choices however, some treats should be offered for a reasonable price.
- Prices are too high, students can't afford anything healthy.
- I like how it's supposed to be healthy but it's too expensive and most times it's not healthy. Also, I don't know why the clubs cannot have bake sales.
- Better quality food with healthier choices would be nice.
- The food in our school is lacking options and there needs to be more healthy options.
- More diverse selection.
- Better quality food is needed.
- They should serve better quality food, because it is not very good.
- We need to include healthy food in all cafeterias. My school is full of healthy food under heat lamps. It is greasy and far from healthy. I would love to see good food like chicken, vegetables, fresh fruit and real cheese in my school.
- They need to think healthier food. Our school serves food that is unhealthy such as pizza, garlic fingers, meatballs so kids are served unhealthy choices every day.
- The food could definitely be improved, there should be salad, better pizza, more time spent on the food.
- It is horrible. Some kids eat pizza or fries every day. Cafeterias need to start making real food and get students involved in making better choices.
- More fresh fruit, salad, healthy choices that cost less than the unhealthy food.
- Healthy food is too expensive so we choose the cheap option.
- I find our food sucks and it's way overpriced for what you get.
- Our food is extremely overpriced!
- Our cafeteria food is actually nasty. We need better food.
- The food isn't very good tasting.
- Our food tastes terrible and every year the prices go up.
- The food is honestly horrendous. Limited choices and high, unreasonable prices. Healthier food without the high price.
- How do I eat healthy? By not eating at the cafeteria!
- It limits fundraising opportunities like the bake sales that benefit student activities and sports teams.
- Students should be involved in making some of the decisions. If they want us to buy and eat it then we need to have a say.
- Too costly for healthier food.
- I don't mind the food policy at our school.
- Healthy food is way more expensive than junk food.

- There are healthy options but they are so much more expensive than the unhealthy options.
- More variety and more “home cooked” meals, not greasy or fatty foods.
- You can never go wrong with more fruits and vegetables.
- Healthier options should be the only option.
- The policy is stupid. I’m all for healthy food but the pizza should not be cardboard that you are scared to eat.
- Our cafeteria should provide more healthy food options. The prices are far too high for students to afford.

What helps you to eat healthier?

- Seeing my weight on a scale and talking to my doctor. I also see what friends are eating and will sometimes alter my diet.
- Thinking about being skinny. X2
- Having the motivation to lose weight.
- Healthy food being sold in the cafeteria.
- Thinking about being healthy and having local food that is cheap to buy.
- If there were more options, more affordable and more appealing.
- When I bring food from home.
- My inner drive to better my body, wanting to be able to do what I want when I’m older.
- Noticing the effect that unhealthy food has on people.
- Being exposed to what happens to us on the inside and outside and how it affects everyone around us.
- Tasty meals. Schools are not making the nutritious food tasty.
- When no unhealthy food is provided. You can’t eat junk if it’s not there.
- When the healthy food is better than the unhealthy food.
- What helps me eat better is the way it makes my body feel when I eat healthy.
- Positive people and support.
- Just the choice of only having healthy food and the price – make the healthy food cheaper.
- When the healthy food tastes good.
- Motivation.
- Knowing that I have sports games to play so I’ll eat healthier to be in better shape.
- The fact that I play sports and want to keep my energy up at all times.
- I don’t really because I don’t know what to eat.
- When it tastes good.
- When it tastes good and keeps my energy up.
- Option to buy or get better food.
- To be healthy and live a long time. More information on the healthy choices and the price.
- Staying fit and the groceries we have at home so I can fit into my jeans!
- If it tastes good, I’ll eat it. Also what my parents eat and if I ate a bunch of junk food, I’ll try to cut back.
- I always try to eat healthy when I can, but I have no problem with a cookie, just in moderation. Finding alternatives for unhealthy foods is the best for me.

- My parents and the feeling of gaining weight.
- Learning about a healthy diet and wanting to stay healthy.
- Cheaper fruits in the cafeteria and my parents.
- If I have yummy healthy food I will eat it, it makes me feel good when I eat healthy.
- Having healthy food available and at low cost and knowing how to prepare it.
- Physical activity.
- There is poor greasy food in the cafeteria so I bring leftovers from supper the night before.
- The fact that the food at my school is very unappetizing and I take a healthy lunch from home to school.
- My mind set and personal goals as well as being surrounded by healthier foods.
- Veggie sticks and fresh fruit, things of that nature that make it easier to eat healthy.
- I just bring my own lunch.
- Knowing that it is good to lead a long and healthy life motivate me.
- My parents encourage me and feed me healthy options.
- When healthy food is readily available. If there was for instance, a bucket of apples in the cafeteria for students to eat, that would be great!!
- No eating at my school.
- What helps me is when I feel better and can focus better when I eat healthy foods.
- The fact I'm fat.
- Personal motivation.
- Healthy food that is well prepared and good quality.
- When there are healthy options that don't taste nasty.
- When the cafeteria offers healthy food.
- I think that if I am encouraged to do it and if I had healthy food sources such as the cafeteria I would eat healthier.
- Having healthier and more inexpensive food at school.
- Having more fresh fruit and veggies at school for a good price.
- I know if I eat better then I feel healthier.
- The way I was raised helps me eat better.
- More healthy choices, better prices and more education.
- Knowing the consequences if I don't eat healthy.
- Wanting to stay in shape.
- Good food that we like being available.
- Motivation from friends.
- When the food tastes good and is a good price.
- When mom buys healthy food.
- My parents (very healthy eating oriented) and when my friends are eating healthy too.
- When the cafeteria has better prices on healthy food.
- I used to have an eating disorder so eating healthy is very important to me. I do not want to go back to my eating disorder. Eating healthy prevents me from feeling like I need to starve myself.
- Having good tasting, healthy food available.
- Family, motivation to be a healthy weight.
- Eating outside of school to avoid paying so much for healthy options.

- If the food was cheaper.
- Having less expensive healthy options.
- Bringing my lunch from home and not buying things.
- I have way more energy when I eat healthier and I feel better afterwards.
- Positive influence by adults.
- When the healthy food is put in front of me.
- Losing weight.
- If the food tastes good.
- If it's the food I like, more fruit in school please!!!
- My parents and the cafeteria needs better choices.
- It makes me feel better and makes it easier to focus.
- Encouragement from friends. Healthy eating is not encouraged or discussed in my school.
- My mother, the fact that fruit tastes good and when I'm sad I crave iceberg lettuce, not junk food.

### ***Afternoon Session:***

The first part of the afternoon focused on 8 discussion questions and was formatted whereby participants rotated around 8 different locations and had 8 minutes at each location to discuss the question at that location. Scribes were in place to capture the content of the discussion and the results are as follows:

There were a number of duplicate responses and as such if the response was repeated by the groups it is not recorded below but is marked with a "star".

#### **Question 1 –**

**What skills do you need to learn before leaving high school, to be successful in adulthood and your career?**

- \*Financial literacy skills were highlighted by every group.
- \*life skills were highlighted by every group.
- Need to learn how to pay bills.
- How to do taxes.
- How to budget.
- Life skills course.
- Rural – how to handle dealing with wild animals.
- How to study and write an essay.
- How to manage time.
- How to manage finances – save for post-secondary
- Organization skills – how to use technology to help with this.
- Family skills – how to handle serious relationships, how to raise a family.

- Family studies/civics/entrepreneurship – all need to be mandatory but revamp them to remove the stigma of taking them.
- More employment training for rural areas.
- How to maintain work, school, activity balance.
- Ability to speak French.
- How to write a resume.
- PDCP – good course but not offered consistently from school to school – too much of a health course, should be more life skills and preparing us for outside world.
- School has become less like the real world – raise the bar!
- More choices for what to take to prepare for post-secondary. Equality between schools.
- More co-op programs.
- Take away stigma from level 3 courses – we all need certain skills for life.
- Public speaking.
- How to apply for scholarships.
- Nutrition, life skills, how to prepare food.
- How to choose a career – career planning.
- How to take notes to study.
- Global awareness.
- How to complete a university application.
- How to cope with stress, anxiety, depression.
- Healthy relationships.
- Communication skills.
- More skills based courses, more technical courses rather than just knowledge based courses.
- Math, science, literacy.
- Critical thinking skills.
- What are our rights?
- How to deal with the loss of a loved one.
- What is consent when it comes to sex?
- Personal development and health courses.
- Spelling, grammar, hand writing.

## **Question 2 –**

### **What helps you to participate in, and feel connected to your community?**

- Feeling welcome.
- More volunteer opportunities for youth.
- More information about how to be involved in community events like this one.
- Mentoring programs for youth.
- Having youth representatives on town boards.
- Having more to do in the community.
- Having a job that gets you involved.
- Having student led events for the community, not just at school.

- Any recognition would be good –ie. An appreciation event for youth.
- Create incentives or scholarships for community involvement.
- Create more volunteer opportunities, there are not enough.
- More school activities – games, sports, fashion shows, etc.
- Bring alumni back to school to speak with and meet existing students.
- Don't place so much emphasis on negative behaviours.
- More gardens and playgrounds developed by youth.
- More events like this!
- Funding to assist students to participate would be great.
- Make the province into a community.
- Youth have a voice and this summit proves it!
- Seeing our input is actually considered and seeing change.
- Pep rallies and spirit week – everyone in the school as a community.
- Going into the community to do good works. Positive activities for students and the community.
- Volunteer!
- Belong to something!
- School sports and more funding so everyone can be involved.
- Develop people's passions and show the impact that one person can have.
- Leadership camps – to connect with community team building and shows that you are part of something larger.
- Opportunities like this to meet other schools.

### **Question 3 –**

#### **How would you like to be involved in government decision-making?**

- \*Lower the voting age. – this was referenced by every group several times.
- Referendums.
- Events like YES.
- On-line submissions for various topics.
- More input into education and curriculum.
- Youth council that could report directly to politicians (students from every school represented)
- More summits like this in different regions and more students involved.
- Youth “town hall” meetings.
- Make information more accessible to students – MLAs come to schools on a regular basis.
- Student votes on public policy.
- More education on politics and how government works.
- Surveys and polls.
- Have more summits, more than once a year or once every few years and make them longer.
- Keep youth up to date.
- Youth are never asked before laws are changed that impact them directly.
- Take youth seriously.
- Bring the Premier and Ministers to these Summits.



- We want to see the change that this Summit will bring.
- More government presence in our schools.
- Have an MLA responsible for youth as a Minister.
- Political parties need to be more clear on their messages.
- More internships and apprentices in government.
- Please LISTEN to us.
- We want to be involved and help, let us!

#### Question 4 –

#### How can the justice system improve to better meet the needs of youth, and prevent youth crime?

- Keep youth busy.
- More police involvement.
- Mental illness addressed to prevent them getting into the justice system.
- More youth crime prevention programs and more activities that are community based.
- More exposure to adult court.
- Youth are not punished severely enough.
- Major offences should not be wiped from record.
- Youth are not aware of what exactly the justice system does as a whole.
- A jury type system should be created to judge whether youth crimes should be stricken from records.
- Keep youth out of trouble with more activities and sports.
- What about scared straight?
- If the law is not going to be enforced then get rid of it.
- All police should enforce laws equally.
- More police presence in schools and communities.
- More cultural activities such as music and art.
- It's not just about poverty.
- Firearm restrictions need to be much stronger.
- Improve the education system.
- Instead of punishing, work on intervention.
- Get to the root of the issue and help youth overcome issues.
- More money for transportation and rural areas and communities.
- Crime is a cry for help.
- More safe, positive places for youth to hang out.
- Course in school to learn about youth justice, crime and consequences.
- Address the causes before they lead to crime – mental health, drugs/alcohol, poverty
- Increase punishments for drug use and dealing.
- More money invested in intervention.
- More focus on career development and education for youth who are incarcerated.
- Mandatory community service.
- Fight fines – if fighting happens then fines ensue.

- Adult offenders need harsher sentences for abusing children.
- Eliminate the “romanticism” of thug life.
- Start interventions younger.
- Don’t blame the victims – instead of teaching girls not to get raped, teach boys not to rape.

#### Question 5 –

**Do you think schools are doing enough about bullying? How do you think they should handle cyber-bullying-should the police be involved?**

- Bullying is still a problem.
- Harvey has Bully Smart and Making Waves and they work.
- People are aware of bullying.
- Start younger! And have more intensive interventions with younger children.
- Cyber-bullying is a bigger issue and it depends on the level of severity if the police get involved.
- If people “sext” then the police should be involved.
- Punishment doesn’t necessarily help, youth need counselling.
- More education about consequences will help prevent.
- Increase the promotion of the Link program.
- Stop using the term bullying – call it what it is – harassment.
- Use high school messages to target high school students.
- More mental health resources need to be available.
- A culture of caring needs to be promoted and cultured.
- Getting students together jut to talk about what’s going on – sharing stories to create understanding and empathy.
- Suspensions do not work.
- Beyond the Hurt and If it Hurts, Its Wrong don’t seem to work because nothing seems to happen.
- Bullying has become a joke.
- Students see bullying assemblies as a way to get out of class.
- A lot of victim blaming in bullying. We are often trying to find a reason why they are being bullied.
- Police should be more involved.
- There should be a quicker response to dealing with bullying.
- People hide behind the screen and do not see the consequences of their actions.
- Teach students and parents more skills on how to deal with the problem.
- No, no, no, schools are not doing enough.
- Intervene with younger children.
- In smaller schools, bullying is not as much of an issue.
- Majority of bullying now is cyber-bullying.
- Support youth to improve self-confidence and self-esteem.
- Create networks of support.

- Not everything is bullying – some of the behavior is relationship violence and violence against women – call it what it is!
- Too much focus on the problem – we need to focus on the solution.
- Stop teachers and guidance staff from blaming the person for speaking out.
- Be more specific and call it what it is – Making Waves program is effective.
- Need a standard protocol for how schools should respond.
- Serious issue and more needs to be done now!
- More programs where students impact on other students and teach them. Making Waves program is peer to peer based and works if the administration supports it.

#### **Question 6 –**

**How can the government best keep youth informed about the programs and services that are available to help youth?**

- \*Are we connected enough with an internet generation?
- \*Need fulltime guidance staff in every school.
- \*Advertise to youth in social media.
- Have MLAs visit and spend time in schools and with students.
- More employment, better and affordable education.
- Bring government representatives to schools for assemblies.
- More community and government organizations spending time in schools with students.
- Not much for youth in rural areas so they want to leave as soon as possible.
- Information should be part of the curriculum – PDCP course would be great.
- Posters in entrance areas.
- Email directory for students.
- Get youth involved and have them promote the info to other youth.
- More promotion of the Link program.
- More events like this!
- Youth do not know what government does, as government does not engage them in a serious manner. Government does not care about youth.
- We can't vote so they don't care about us. If we could vote then they would listen to us!
- We want to hear from government officials directly – we want to meet and hear from our MLAs.
- More youth centres in communities where not much is available.
- More information for parents that they can pass onto their children.

#### **Question 7 –**

**How can the government help keep youth in New Brunswick?**

- \*Create jobs.
- \*Better education system.
- Lower taxes.

- Better facilities.
- Lower the cost of living.
- Better healthcare.
- More education options and more affordable education after high school.
- More trades opportunities at school.
- Create jobs that have a long term future.
- Get youth interested and involved in career opportunities.
- Provide more funding to small businesses to train and hire future employees.
- Hard to convince youth to stay in a province that is in decline and has a limited number of jobs.
- Don't close the only abortion clinic in the province.
- More choices for universities.
- Make bilingualism more attainable for all youth.
- Lower the cost of post-secondary education.
- Update school curriculum with material relevant to today's youth.
- More life skills and more focus on technology.
- We are encouraged to "be what we want to be" but then there are no jobs.
- More focus on science and innovation in schools.
- Give us a better education and we will create the jobs of the future.
- Economic incentives to stay once you have completed your education.
- Raise the minimum wage.
- Improve infrastructure – recreation facilities, schools, transportation
- Need to focus on youth and the 15-24 age group.
- Eliminate the gap between education in rich/poor and urban/rural schools.
- Give youth a voice!
- Lower the voting age.
- More information about the tuition rebate program.
- Increase internships and apprentices in all areas and in rural schools.
- Fix gender inequality.
- Try something new and bring other youth into the province.
- Many youth leave for experience and want to return but there is no employment.
- Take care of and have pride in our environment.
- Eliminate the focus on "fracking" only solutions and employment.

### **Question 8 –**

#### **What challenges do you face in the workplace, or when you are looking for work?**

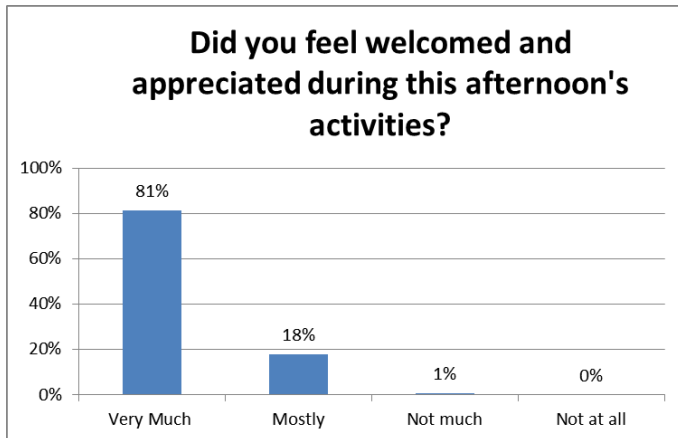
- \*Not enough part time employment.
- \*Not enough summer employment.
- \*Lack of experience.
- \*Lack of transportation.
- \*Sexism. Ie. Dairy Queen – dressing a certain way and guys cannot be on the front line (this was mentioned a number of times)

- Not enough hours or hours that conflict with school.
- Need to be bilingual for some part time jobs.
- Lack of jobs in rural areas.
- No public transportation from rural areas to get to part time work.
- Women are not taken seriously in the trades.
- Adults need to have more faith in youth.
- Too many people with university education working the minimum wage jobs leaves no jobs for students.
- Needing time off for school.
- Dealing with the public.
- Not getting paid on time.
- Harassment.
- Getting hired only because of who your parents are or who you know.
- Last minute notice for a shift or getting sent home early and not getting paid.
- Lack of jobs for Anglophones in Campbellton.
- University students need jobs in the summer but then there are none available for high school students.
- In some businesses youth are hired based on appearance, especially for females.
- Not enough training opportunities for students to gain experience to be successful getting a job.
- Age discrimination.
- Racism.
- People with disabilities and lack of employment for them or equality in gaining employment.
- Employers do not want to spend money to train students.
- More volunteer opportunities would help youth gain experience but this needs to be addressed in rural areas as well.
- Lack of understanding around an employee's rights – this could be taught in school.
- Need help with work and school balance.
- Sexual harassment.
- Respect.
- Adults taking advance of youth employees.
- Unfair wages between employees and between male and female employees.

### ***Afternoon Survey Results - Turning Point System:***

The final session of the day consisted of 8 evaluation questions posed to participants using the Turning Point system. The Turning Point system uses electronic voting and participants are given clickers to choose the best response.

There were only 147 clickers available but as some students had to leave for time reasons everyone was able to participate. Adults were asked to not participate in the voting for this activity to ensure the response rate was entirely youth focused. Some students had to travel back to their communities during this portion of the event so the response rate declines over the course of the eight (8) questions.



Did you feel welcome and appreciated during this afternoon's activities?

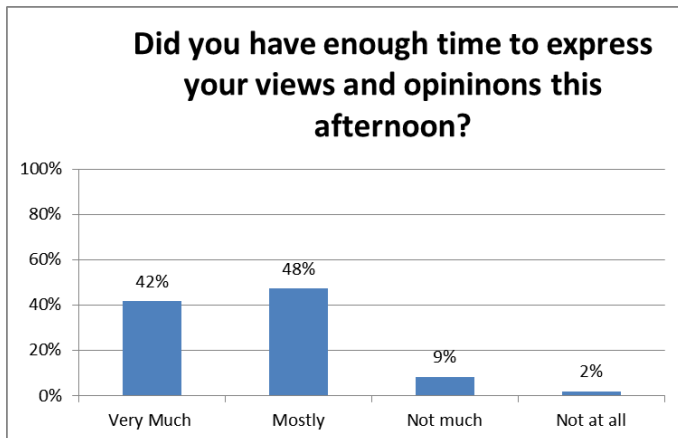
Total responses: 134

Very much – 109

Mostly – 24

Not much – 1

Not at all – 0



Did you have enough time to express your views and opinions this afternoon?

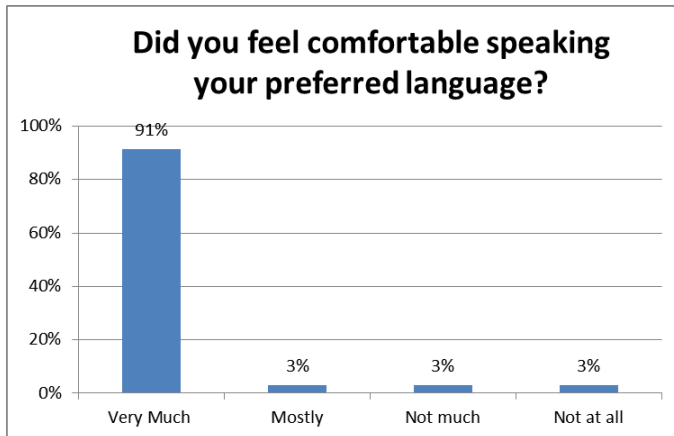
Total responses: 141

Very much – 59

Mostly – 67

Not much – 12

Not at all – 3



Did you feel comfortable speaking your preferred language?

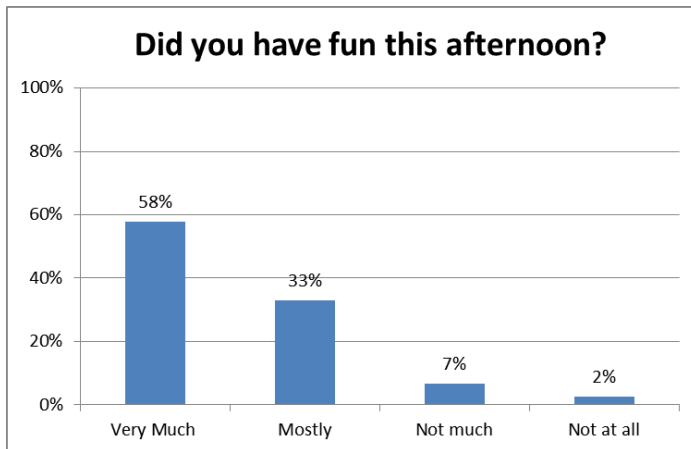
Total responses: 138

Very much – 126

Mostly – 4

Not much – 4

Not at all – 4



Did you have fun this afternoon?

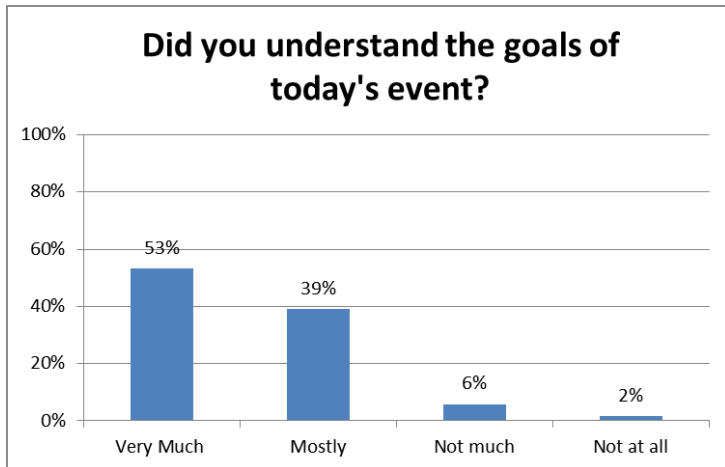
Total responses: 121

Very much – 70

Mostly – 40

Not much – 8

Not at all – 3



Did you understand the goals of today's event?

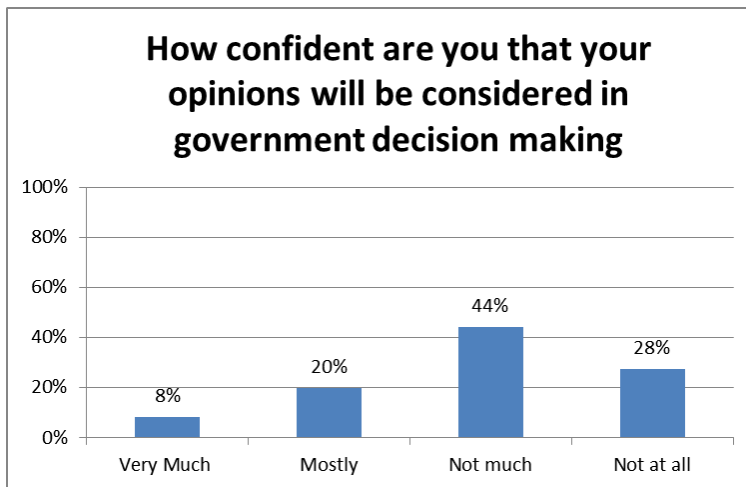
Total responses: 120

Very much – 64

Mostly – 47

Not much – 7

Not at all – 2



*How confident are you that your opinions will be considered in government decision-making?*

*Total responses: 120*

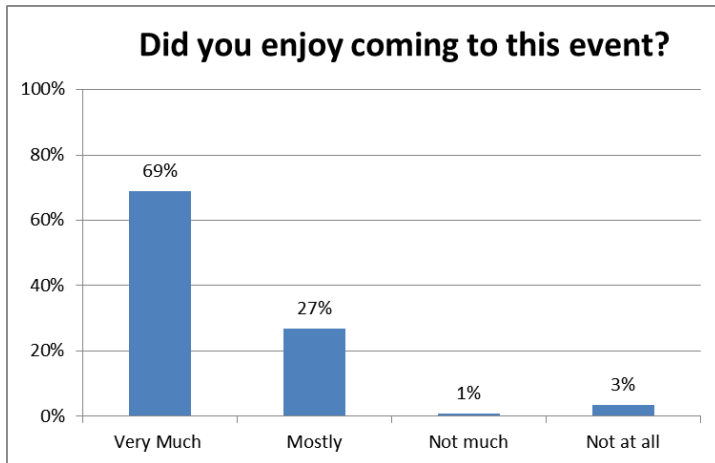
*Very much – 10*

*Mostly – 24*

*Not much – 53*

*Not at all – 33*





Did you enjoy coming to this event?

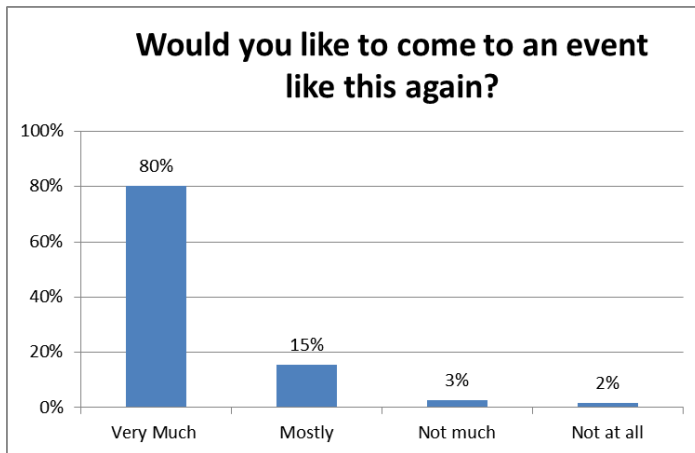
Total responses: 119

Very much – 82

Mostly – 32

Not much – 1

Not at all – 4



Would you like to come to an event like this again?

Total responses: 117

Very much – 94

Mostly – 18

Not much – 3

Not at all – 2

## ***Recommendations:***

We believe the feedback and information contained in this report speaks for itself. Youth have a voice and need to be heard by their government. Their feedback and insight into issues of public policy is invaluable and provides an opportunity for government to do a better job of addressing any number of areas of public policy and legislation.

We believe a logical step would be for government to respond directly to this report in part by doing the following:

1. Lowering the voting age to 16.
2. Funding an ongoing youth engagement process.
3. Taking into account the information contained in this report and using it to change the way government operates.

***“We have a voice, we just need to be heard.”***

