



SAYCW Thriving Youth, Thriving Communities
Survey: **2019 SCHOOL REPORT**

**MOCK SCHOOL
AUTHORITY**



Preface to SAYCW's Mock School Authority Report

The purpose of this mock school authority report is to broadly share the type of information that was provided to all schools, school divisions, and school authorities after participating in the 2019 Thriving Youth, Thriving Communities (TYTC) Survey. The only difference between this "mock report" and the reports that SAYCW developed for its partner schools is in the raw data source used to complete the report.

Rather than using one of the existing school reports and de-identifying the source, or creating a mock sub-sample within the complete dataset, this report represents a fictitious School Authority with ten participating schools, by using the entire 2019 dataset. (The names of those schools were also "made up" so as not to suggest that data from actual participating schools are presented in the mock report.) As such, this type of mock report ensures that the tables and other findings are not drastically out of line with the averages across Saskatchewan. Using an existing school report or creating our own sub-sample of participants could result in extreme or erroneous findings that are not in line with what is typical across the province — and as such, might mislead readers. SAYCW hopes that the complete dataset represented in this mock report also provides readers with a better sense of what is typical across the province.

In some places, the data in this mock report might vary in small ways from SAYCW's Thriving Youth, Thriving Communities Report - 2019 Survey Findings (released in 2020). Any such differences would typically be the result of different parameters for the data presented in each report. For instance, if one report breaks a topic down by male and female responses, then the results in that report will not include students who identified as "intersex" or who did not identify their sex. As such, those results would differ slightly from results that represented all participants. Also, depending on the purpose for various tables and findings, some data analyses in the TYTC Report may have removed outlier and suspicious responses.

Acknowledgements

This SAYCW *Thriving Youth, Thriving Communities* Survey report is the result of passion and dedication to youth health and well-being from SAYCW members, partners, staff, and a multitude of stakeholders, including enthusiastic survey participants. SAYCW would like to express gratitude to:

- Saskatchewan Grade 7 to 12 students who completed the *Thriving Youth, Thriving Communities* Survey and their parents and guardians who provided consent for their participation.
- School administrators, teachers and staff who coordinated the *Thriving Youth, Thriving Communities* Survey within Saskatchewan schools.
- Saskatchewan Educational Leadership Unit (SELU) who administered the *Thriving Youth, Thriving Communities* Survey within Saskatchewan schools.
- SAYCW Survey Development and Implementation Working Group who guided the survey development and implementation processes.
- SAYCW Data Analysis Working Group who guided the analysis of the survey data and preparation of this results report.
- Survey topic and field experts whose expertise informed the revisions to the survey and the data analysis plan within this results report.
- Reviewers who reviewed the content and analyses within this report in support of knowledge translation.
- Saskatchewan Cancer Agency for its generosity in support of SAYCW through leadership and sponsorship.

To learn more about the Saskatchewan Alliance for Youth and Community Well-being (SAYCW) and the *Thriving Youth, Thriving Communities* Survey, please visit www.saycw.com.

What's In This Report...

SECTION 1 INTRODUCTION

An overview of SAYCW, development of the *Thriving Youth, Thriving Communities* Survey and data quality assurances; the health and well-being factors students and teachers reported as the most important to them; and supports SAYCW offers to support health promotion action in schools and communities.

SECTION 2 PROVINCE-WIDE FINDINGS

A preview of the findings on youth health and well-being at the provincial-level paired with action resources for health promotion and quotes from students themselves. The full SAYCW Provincial Report will be released in 2020.

SECTION 3 SCHOOL AUTHORITY HIGHLIGHTS

Highlights of survey findings for your Authority paired with action resources for health promotion in each survey topic area. Section 3 replicates many of the analyses from Section 2, and allows Schools, Divisions, and Authorities to compare themselves with provincial data.

SECTION 4 DESCRIPTIVE DATA TABLES

Descriptive statistics for all survey items your Authority completed. Depending on the number of students available for this report, Section 4 may breakdown questions by Grade, Sex or both to provide as much detail as possible.



Section 1

Introduction

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About SAYCW

The Saskatchewan Alliance for Youth and Community Well-being (SAYCW) is a partnership between health, education and other community stakeholders dedicated to improving the health and well-being of the Saskatchewan population. SAYCW seeks to support schools and communities to **learn** more about the health and well-being of their youth, and helps schools and communities **connect** with stakeholders and resources, so that together, they can **act** on opportunities to improve youth health and well-being.

Established in January 2012, SAYCW is co-chaired by the Saskatchewan Cancer Agency (SCA) and the League of Educational Administrators, Directors, and Superintendents of Saskatchewan (LEADS). SAYCW partners come from the health and education sectors, Francophone health services, community-based organizations, First Nations and Métis communities, academia, and federal and provincial governments.

SAYCW implemented the first *Youth Health Survey* (YHS) in 2015, which was inspired by Manitoba's Partners in Planning for Healthy Living *Youth Health Survey*, and adapted to the Saskatchewan context. School, school division, health region and provincial-level reports were developed for participating groups and disseminated. SAYCW also implemented the *Healthy Schools and Communities Grant* program to support schools and communities to turn the knowledge gained from the survey results into health promoting actions.

SAYCW implemented the second (rebranded) *Thriving Youth, Thriving Communities* Survey in March and April 2019. Consultations with survey theme experts and school and Indigenous leaders resulted in a

survey that touches on many new topics, is more holistic, and offers more opportunity to explore the relationship among variables beyond the descriptive health outcomes described in the first survey reports. Twenty percent (20%) of the YHS was slightly modified to improve clarity and ease of reading for students; 40% of the original questions remained unchanged; and 40% of the survey includes significantly revamped and brand new questions. These new questions and sections will help to understand the contexts associated with well-being and health issues. School divisions, First Nations school authorities, and Independent schools from across the province were invited to have their Grade 7 to 12 students participate in the survey. School level, school division or school authority, and provincial level reports were developed for participating groups and disseminated.

Using a school's survey results, SAYCW works with schools and communities to interpret and understand the data, to decide on priority areas of action based on the results, and to identify appropriate programs, policies and resources that target optimal health and well-being outcomes for youth. When funding is secured, SAYCW will refine and launch a second (rebranded) *Thriving Youth, Thriving Communities Grant* program. Through knowledge obtained from past, current, and future cycles of the SAYCW *Thriving Youth, Thriving Communities* Survey, schools and communities can monitor the health and well-being of their students, and evaluate the effectiveness of programs and policies.

For more information about SAYCW or the *Thriving Youth, Thriving Communities* Survey, please visit www.saycw.com.

Promoting Health in Schools

WHY IS PROMOTING HEALTH IN SCHOOLS IMPORTANT?

Education and health are interdependent: Healthy students are better learners, and better-educated individuals are healthier¹. Children and youth can achieve their fullest potential as learners if their physical, intellectual, and emotional needs are met². The school setting provides rich opportunities to influence the health of young people and prevent health risk behaviours². Research shows that:

- Health promotion helps schools and students meet targets in academic achievement and social aims.
- Youth who feel good about school and are connected to adults are less likely to undertake high-risk behaviours, and generally have better learning outcomes.
- Schools are also workplaces and can promote and model effective workplace health promotion for the benefit of staff and students³.

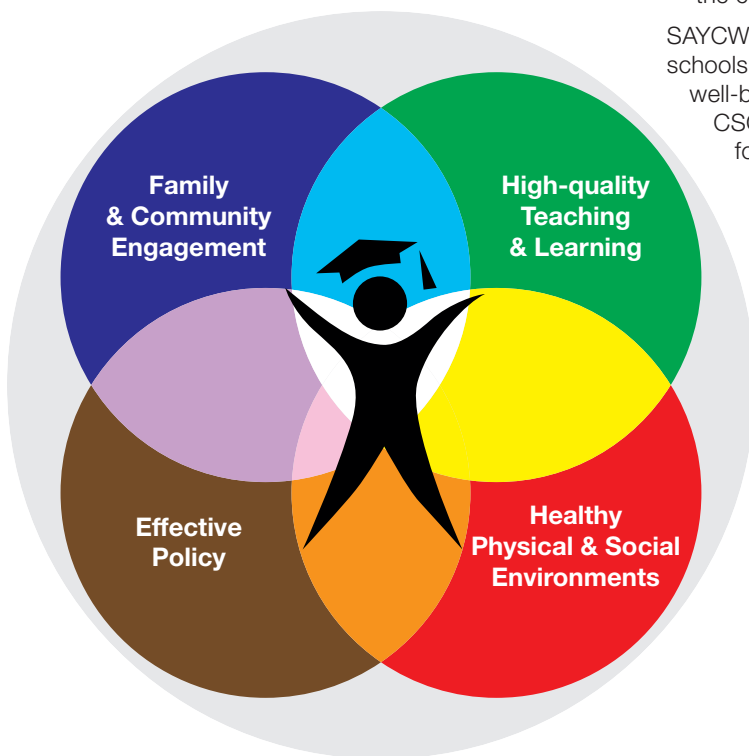
COMPREHENSIVE SCHOOL COMMUNITY HEALTH

Comprehensive School Community Health (CSCH) is a collaborative approach that invites a range of stakeholders to work together to support improvements in students' educational outcomes, while addressing health in a planned, integrated and holistic way. In 2009, this internationally recognized framework was officially adopted by the ministries of Education and Health in Saskatchewan. Commitment to this approach was reaffirmed in 2014. CSCH addresses the whole school environment with actions in four distinct, but interrelated components to provide a strong foundation for healthy schools: Family and Community Engagement; High-quality Teaching and Learning; Effective Policy; and Healthy Physical and Social Environments⁴.

Comprehensive School Community Health⁴:

- Recognizes that healthy young people learn better and achieve more.
- Understands that schools directly influence students' health and behaviours.
- Encourages healthy lifestyle choices.
- Incorporates health into all aspects of school and learning.
- Links health and education issues and systems.
- Needs the participation and support of families and the community at large.

SAYCW has chosen this model to guide and support schools and communities to promote youth health and well-being because action that is consistent with CSCH is more likely to be effective and sustainable for the benefit of youth and communities⁴.



This graphic was provided by the Government of Saskatchewan and is an adaptation of the Joint Consortium for School Health framework.

What Students and Teachers Said About the Survey

This section is based on the 158 feedback forms that teachers completed and returned to SAYCW upon completion of the survey (from 52 different schools); as well as meta-survey questions that over 10,000 students completed at the end of each section of the survey. The meta-survey questions asked students about: (1) the importance of the issues in the section they had just completed, (2) perceived supports available for these issues, and (3) the overall length of the survey. The teacher feedback form allowed teachers or other school officials who administered the survey to share information about: (1) the timing of the survey, (2) the classroom environment during the survey, (3) the clarity of the survey, and (4) which survey topics they felt were the most or least important; as well as any additional comments.

Overall, SAYCW received largely positive feedback that indicates high quality and reliability of the data. Participants also provided ideas for positive changes to the survey and procedures that can be made in future cycles of the survey.

SURVEY LENGTH

On average, the instructions took 5–6 minutes to read to the students, and the survey took most students 30–35 minutes to complete. The last students to complete the survey required 46–51 minutes on average. Perhaps most importantly, 74% of students described the survey as being a good length (it was “fine;” they “could do 10–20 more questions;” or “it was a little too long”). 7% said it was “quite long” and 19% felt it was very long.

SURVEY ADMINISTRATION & CLIMATE

Because of a large number of automations in the online survey, students were able to skip through many questions that did not apply to them (only two schools did the paper version). For example, if a student had never smoked, their survey would then skip over eight tobacco-/vaping-related questions. This and a positive climate to complete the survey in helped to make the duration comfortable for most students. On average, on 5-point scales (from 1–5), teachers rated the climate during the survey to be *Quiet* rather than *Noisy* (1.54); Students *Working Independently* (1.59) rather than *Disrupting Each Other*; and *Focused on the Questionnaire* (1.55). These scores are halfway between the most positive and second most positive descriptions possible.

CLARITY & QUALITY OF SURVEY AND INSTRUCTIONS

In addition to sharing descriptions of the time it took to do the survey, the quality of the survey climate, and their opinions about the most and least important survey topics, 79% of teachers provided additional open-ended comments about the clarity of the survey and instructions, as well as additional general comments.

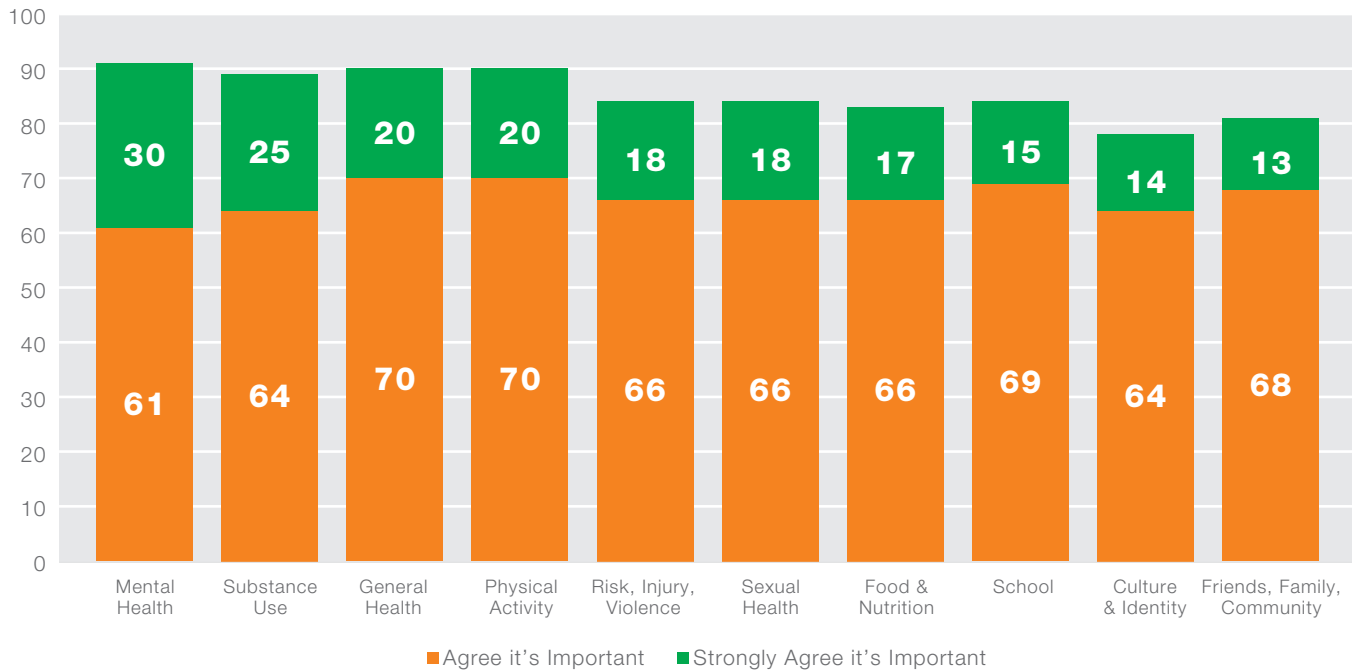
Sixty-four percent (64%) of teachers offered positive comments about the survey and the clarity of the questions and instructions. Twenty-five (25%) of teachers provided constructive feedback that will help SAYCW to improve the survey and survey process in future cycles. The most popular negative comments were that the survey was long (16% of teachers), confusing or too advanced (9%), and repetitive (8%). SAYCW took it as a positive that there were four times as many positive comments as negative comments. SAYCW feels that these statistics are evidence of the quality of the data.

SAYCW used one last strategy to determine if there were issues with the confidence that readers should have in the data and reports: the identification of suspicious responses. An example of a **suspicious response** would be if a person said that they consumed no food of any kind in the past 24 hours, or a maximum number of servings across every single food category (i.e., 74 total servings in a single day). SAYCW tested 20 suspicious flags. SAYCW decided that a student who accumulated 15 flags would be a serious concern, that 10 flags was worth noting, and anticipated that fewer than 5% of students might elicit this many flags. The results were surprising. We found that:

- 98% of students triggered 0–2 suspicious flags, including 85% with no suspicious responses;
- 99.9% of students had fewer than 10 suspicious flags. Therefore, the percentage of students earning 10 or more flags is less than one-tenth of a percentage of participants;
- Of the 10,444 students in this analysis, only 12 triggered 10–14 flags; 0 earned 15 flags or more;
- The analysis of suspicious responses provides another indicator of quality data.

*Please note that a suspicious flag could be an honest response from a student, so not all flagged data were removed from the dataset. For example, if someone responded with the strongest options possible for all forms of bullying that would be flagged, but SAYCW did not remove those responses because they could indicate extreme bullying.

Students' Opinions About Each Section's Importance (by percentage)



IMPORTANCE OF SURVEY THEMES

Teachers provided input on the survey themes they felt were very important (or unimportant). A first observation was how unique individual opinions are across the province. Not only might teachers and students in one region feel that one set of topics are incredibly important, and people in another region feel that those exact topics are unimportant, but teachers within a single school often had differing or opposing perspectives. It is for this reason that Mental Health, and the consensus support that this topic received, should capture the attention of everyone in the province.

- 80% of teachers felt that Mental Health was a Top Five topic (there were 15 topics to select from).
- 58% of teachers felt that Screen Time was the next most important topic.
- Rounding out the Top 5 topics were: Sleep (39% support), School (36%), and Substance Use (35%).

The graph above shows students' Agreement and Strong Agreement that each section of the survey is important to them and youth their age. Disagreement and Strong Disagreement responses are not included for the sake of simplicity, but can be calculated as the remainder of responses in any column (adding to 100%). Sections are presented in order from the highest to lowest "Strongly Agree" responses (the green shade).

- Overall support ranged from 78% to 91%—which means that only 22% of students felt that the least popular sections were not important.
- Two sections are most important to youth and should receive extra attention from educators, government, community leaders, and SAYCW reports: Mental Health and Substance Use (green—30% & 25%).
- Four sections had high Agreement: Physical Activity; General Health; School; and Friends, Family, & Community (orange—68% to 70%).
- Culture & Identity and Friends, Family, & Community received the least agreement. They are not necessarily less important topics, but important to fewer students (total percentage of green & orange).
- School; Food & Nutrition; Sexual Health; and Risk, Injury, & Violence received 83% to 84% support.
- Several sections of the survey ask personal questions and can be challenging for some schools to justify including in the survey, including questions from the Mental Health; Risk, Injury & Violence; Culture & Identity; and Sexual Health sections of the survey.
- It is critical for parents, educators and government to note that Saskatchewan students are telling us that these sensitive and controversial topics are important to them!

Conclusion: SAYCW feels that all sections are of value to include in the survey and that, as a whole, these sections and the inclusion of open-ended response options give students a stronger voice than surveys with a narrower focus—including SAYCW's 2015 survey.

Next Steps for Action

INTERPRET YOUR REPORT FINDINGS

In this report, you will find descriptive statistics (averages and percentages) **and** findings about connections between health and well-being factors of students across the province. For example, teachers identified students' sleep and screen time, and how they relate to students' learning as a major area of interest. Thus, you will find within this report both descriptive statistics about students' sleep health and screen time usage **and** how they related to students' school attendance and perceived academic standing. Additionally, when statistically significant connections among health and well-being factors are found at the provincial-level, those factors are also reported in the school-level sections of this report. Our report analysis plan was designed this way to help aid schools in identifying and developing action strategies to support their students' optimal health and well-being.

UTILIZE SAYCW SUPPORTS FOR ACTION

To help support health promotion action, we have included in this report action resources designed for educators, schools, and divisions/authorities. In addition, SAYCW has action resources listed on our [website](#). These action resources are one of SAYCW's strategies for helping schools identify health promoting programs, policies, and resources that target the health areas covered in the survey.

Additionally, SAYCW has a grant program that schools, divisions/authorities, and communities can apply to (rebranded) named the *Thriving Youth, Thriving Communities Grant* program. In response to the 2015 survey results, SAYCW created a grant program that to date has provided recipients with a total of \$450,530 supporting 61 youth health promoting projects initiated by schools and/or communities. Grant-funded projects have targeted areas of youth mental health, food skills and food insecurity, nutrition and physical activity, and diversity inclusion with a particular focus on Aboriginal youth and LGBTQ2S youth.

SAYCW has also developed a [Community Action Plan Template](#) that can be used to provide support in creating, planning, and implementing action on health and well-being that you, your students and/or your community identify as most important. Youth-serving organizations have provided feedback that this template is a great guide for helping empower youth themselves to take action in areas they are most interested in.

EXPLORE ADDITIONAL USES OF YOUR REPORT FINDINGS

Furthermore, the survey findings found within this report can be used to support one or more of the following:

- strategic planning and work plans
- decision making / prioritization
- school attendance and academic achievement
- positive youth engagement in decision-making, programming, resource development, etc.
- program development / evaluation / sustainability
- policy development
- awareness and education opportunities
- grant applications
- research proposals
- community service enhancements

CONTACT SAYCW

SAYCW is committed to supporting schools in learning about and better understanding their students' health and well-being through our survey reports. SAYCW is pleased to meet with schools and divisions/authorities in-person or through teleconference to discuss survey results in detail upon request. SAYCW is also committed to supporting schools and divisions/authorities in identifying, planning, creating, and implementing health promotion actions based on survey results. After you have reviewed this report, please [contact SAYCW](#) with any questions you may have about the information you have received. SAYCW is also very keen to hear about any actions you plan to take as a result of the survey and its findings, so please let us know!

Please share this report with administrators, staff, school community councils, and others deemed appropriate so that they may learn and better understand too.



Section 2

Province-Wide Findings

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Survey Participation and Demographics

In total, 10,574 Grade 7 to 12 students participated in the 2019 SAYCW *Thriving Youth, Thriving Communities* Survey across Saskatchewan from 162 schools in 19 school divisions and authorities.

The majority of respondents were from major cities (33.6%) or other cities and towns (42.6%), while 18.3% of students lived on farms and 5.5% of students lived on reserves (Figure 1).

Figure 1: Where students are from (N=10,238)



Nearly all students (98.3%) were between the ages of 12 and 18 (N=10,398). The average age of students who completed the survey was 14.6 years (SD = 1.85). The students who took part in the survey were 49.5% female, 48.1% male, and 2.4% intersex or did not indicate their sex.

The majority of students who provided racial background information were White (71.9%). First Nations, Métis, and Inuit students made up 11.2%; Asian students were 7.7%; and Black (4.6%), Middle Eastern (0.6%), Latin America (0.4%), and Multiple Races (3.6%) made up the other 9.2% (Figure 2).

Figure 2: Proportion of students by ethnicity (N=6,974)



Additionally, of students who provided immigration information, 87.8% had lived in Canada all of their life, 6.3% had lived in Canada for 6 years or more, and 5.9% had lived in Canada for 5 years or less (N=7,275).



RESEARCH NOTE...

Health of students who have immigrated to Canada can be influenced by various factors including: country of origin, personal experiences, low socio-economic status, racial discrimination, role changes and identity crises, and social isolation.⁵ Similarly, there are differences in the health of Indigenous peoples (First Nations, Métis, and Inuit people) in Canada compared to non-Indigenous Canadians.⁶ As a result, health interventions and supports for specific populations should be designed and implemented in consideration with cultural practices and acceptability.⁷

Gender is not the same as biological sex. Gender identity refers to one's sense of self as male, female, or transgender.⁸ Sexual orientation refers to the sex/gender of those to whom one is physically and emotionally attracted to in relation to their own identity.⁹⁻¹⁰ When asked their gender identity, of the 6,360 students who provided data, 1.9% of them identified with a different gender than their biological sex. When asked about their sexual orientation, of the 6,232 who provided data:

- 87.3% indicated they were attracted to members of the opposite gender.
- 12.7% were not attracted to members of the opposite sex
 - 1.1% indicated they were attracted to members of the same sex
 - 8.1% indicated they were attracted to both males and females
 - 2.3% indicated they were questioning their sexual orientation
 - 1.2% indicated they were asexual, pansexual or other



RESEARCH NOTE...

Gay, lesbian, bisexual, transgender and two-spirit students experience significantly higher rates of bullying and harassment in schools, including homophobic and transphobic comments, verbal, physical, and sexual harassment; and report a lower sense of safety at school¹¹⁻¹².



Schools should go over the result[s] with the students as a whole as a way to initiate change.” – Grade 12, Female

General Health

PHYSICAL ACTIVITY

There is a large body of evidence that physical activity contributes significantly to the health of the cardiovascular and cellular systems, as well as mental health and cancer prevention.¹³ Additionally, there is significant evidence that supports the importance of daily physical activity on academic performance.¹⁴

Being active for at least 60 minutes daily can help teens in many facets of their lives, including improving their health, doing better in school, being happier, and learning new skills.¹⁵⁻¹⁶

Students were asked about their daily amount of moderate and vigorous physical activity. 54% of students described meeting or exceeding the guidelines recommended for physical activity (N=7,020). Furthermore, 55% of students described themselves as active or very active during school (not including School Sports). **70% of students who were more active during school met national activity standards, compared to only 37% of students who were less active during school.**

Youth who participated in sports or play outside of school were 49%–56% more likely to meet the physical activity guidelines (N=7,119). This finding highlights the importance of physical activity outside of school hours. Time constraints, however, was the number one barrier students reported to being physically active. Youth who identified time as a barrier to being physically active also reported fewer hours of sleep and more time working. Below are the most common physical activity supports and barriers students reported (Figure 3).

The least active youth reported more frequently than active youth that being afraid of being teased, lacking skills, and not enjoying it were barriers to them being physically active.



GUIDELINES

The Canadian Physical Activity Guidelines recommend that youth aged 12 to 17 years should accumulate at least 60 minutes of moderate to vigorous intensity physical activity daily.¹⁵



RESEARCH NOTE...

Being active during school helped students to meet fitness guidelines.

Figure 3: Supports and barriers to activity (N=7,020)

%	Top Physical Activity Supports	%	Top Physical Activity Barriers
65%	Social Supports	42%	Time Constraints
58%	Fun	25%	Lack of Skill & Teasing
56%	Health & Look	24%	Logistics
50%	Team & Competition	23%	Don't Enjoy

SASKATCHEWAN IN MOTION

Activities, ideas and resources for educators, parents and communities to encourage and promote healthy physical activity among youth.

www.saskatchewaninmotion.ca

NUTRITION

Students were asked to report the number of servings of fruit and vegetables they had in the past 24 hours. 85.9% of students were not meeting the recommended daily serving for fruits and vegetables ($N=8,783$). **Students who often or frequently helped with fruit or vegetable gardening at home, on a farm, at school, or in the community were 30% more likely to meet the fruits and vegetables food guideline.**

Food insecurity exists within a household when one or more members do not have access to the variety or quantity of food that they need, due to lack of money.¹⁸ Researchers have found that experiencing food insecurity for students is associated with lower grade point averages, as well as poorer mental health.¹⁹ Students were asked how often they had experienced being hungry because there was not enough food at home or money to buy food. **22.1% of students reported being hungry due to lack of food a few times a year or more ($N=9,855$).** The most common methods of coping with food insecurity that students reported were:

- skip meals or eat less
- make sure others in my household eat before I do
- cut down on the variety of foods I usually eat
- my parents or guardians skip meals or eat less

GUIDELINES

Canada's Food Guide recommends that young people eat 7 (females) or 8 (males) servings of vegetables and fruit per day.¹⁷

FOOD BANKS OF SASKATCHEWAN

Provincial association that works to serve and advocate on behalf of hungry and food insecure people across Saskatchewan. Also lists all Food Banks across Saskatchewan.

skfoodbanks.ca

SLEEP

Studies have shown that sleep contributes significantly to cognitive, emotional, and physical functions.²⁰ Shortened total sleep time and poor sleep quality are associated with poor academic performance among youth.²¹

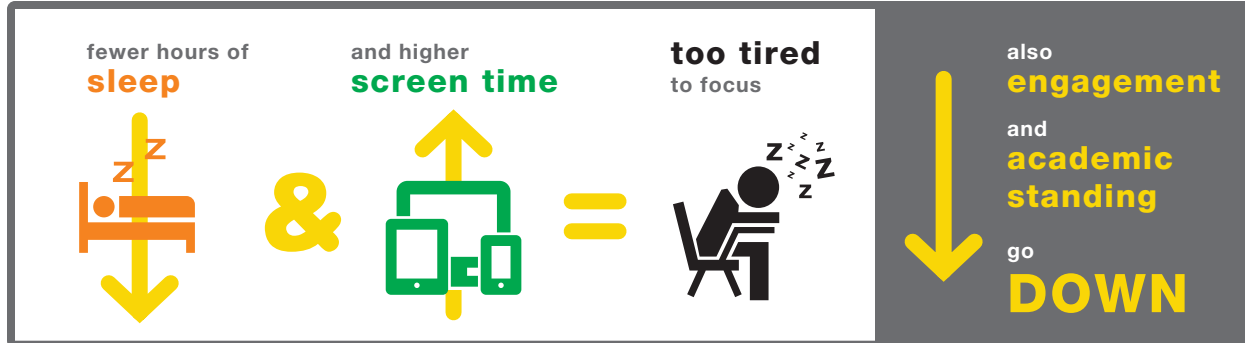
Students were asked how many hours of sleep they get on an average school night (Sunday to Thursday) and weekend night (Friday and Saturday). According to the National Sleep Foundation (NSF) recommendations, **less than half of students (47.0%) were getting the recommended amount of sleep on school nights (N=10,423)**. Slightly more than half of students (53.6%) were getting sufficient sleep on weekend nights (N=10,315). In addition, 31.4% of students often or always had trouble going to sleep or staying asleep (N=10,416). Students' sleep health was also related to their learning; which is discussed in the next section.

GUIDELINES

The National Sleep Foundation recommends 9 to 11 hours (daily sleep) for school-aged children (6 to 13 years old) and 8 to 10 hours for teenagers (14 to 17 years old).²²



Learning



SLEEP HEALTH, SCREEN TIME & LEARNING

Teachers indicated on the Teacher Feedback Form that they are especially interested in students' sleep health and screen time, and how they relate to students' learning.

In addition to being asked about sleep health as described above, students were asked how many hours they spend in front of a screen; how often they miss days in school; and how well they think they are doing in school (in terms of their grades or report card).

Students' sleep health was related to their attendance and academic standing. Specifically, higher amounts of sleep were associated with missing fewer days of school, while frequent difficulty in falling asleep or staying asleep was associated with more days absent from school ($N=7,080$).

Additionally, students who reported fewer hours of sleep and higher screen time reported more often being too tired to focus in school ($N=10,188$). Being too tired to focus in school was associated with lower perceived academic standing ($N=7,080$).

Studies indicate that screen time (e.g., sedentary time spent watching TV, playing computer games, using a smart phone or tablet, etc.) is linked with declining levels of sleep health.²³⁻²⁴ Additionally, prior research has found that minimizing screen time and other sedentary activity can help teens do better in school.¹⁵

When students were asked how much time they spent outside of school in front of a TV screen daily (including texting, computer games, etc.), **72% of students spent 3 hours or more on weekdays**. Additionally, 37% spent 7 hours or more in front of a screen on weekends ($N=10,059$).

GUIDELINES

The Canadian Sedentary Behaviour Guidelines

recommend that youth aged 12 to 17 years should minimize the time spent being sedentary each day with no more than two hours per day spent on recreational screen time (screen time outside of the classroom).²⁵



RESEARCH NOTE...

More than 1 in 3 students spent 7 hours, almost a full workday, in front of a screen each weekend day.

72%

of students spent

3 hours per day



or more in front of a **screen on weekdays**

ATTENDANCE AND ACADEMIC STANDING WITH RISK AND SUPPORT FACTORS

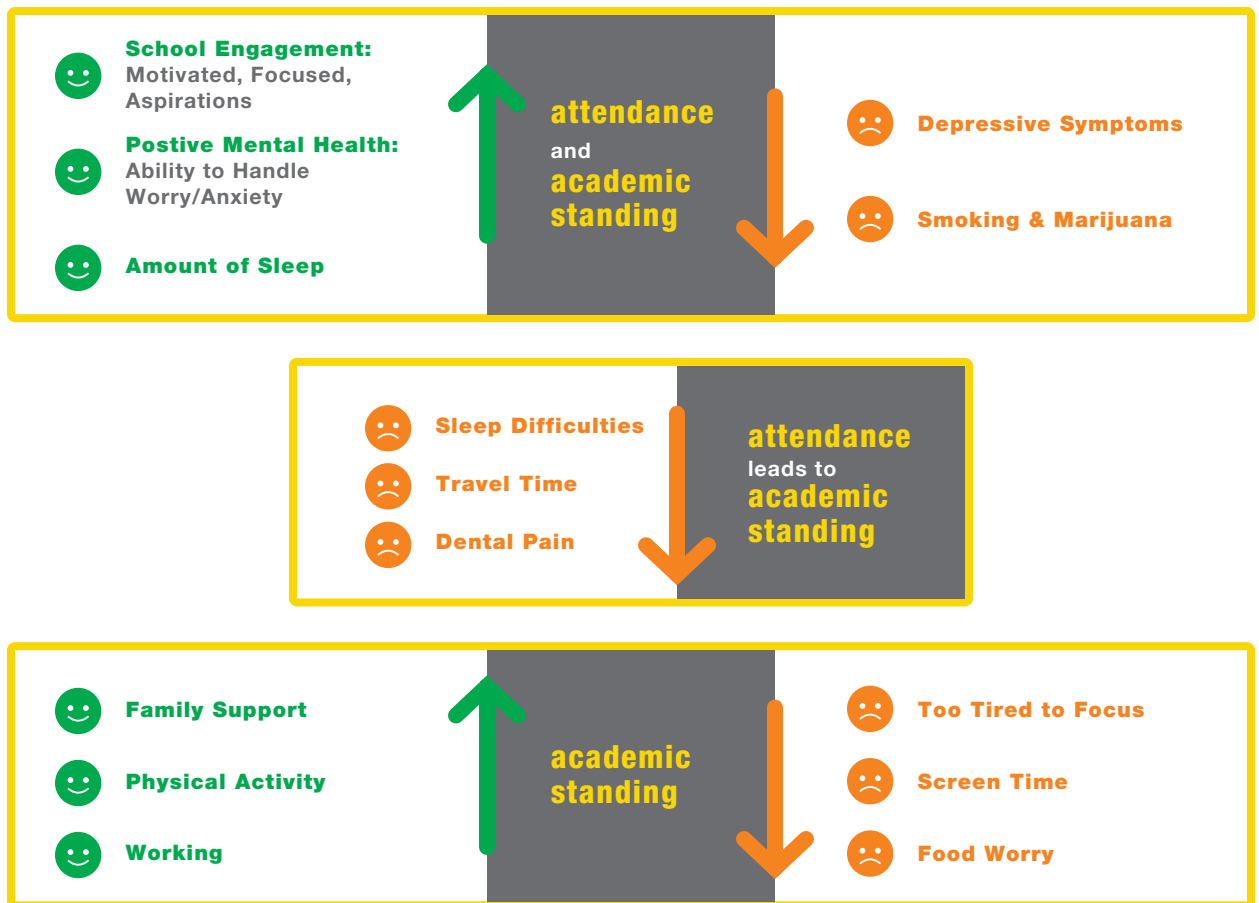
For attendance, the majority of students (58.6%) reported missing 10 or fewer days of school per year. 27.1% of students reported missing 11 to 20 days per year. The remaining students (14.2%), self-reported missing several or about half of the school days per month ($N=7,120$).

For academic standing, the majority of students rated themselves as being average (44.2%) or above average (43.0%) in their academic standing ($N=7,211$).

The following factors were associated with students' attendance and academic standing.

Happy faces indicate a positive relationship between the factor and students' attendance and/or academic standing (e.g. higher amount of sleep was related to higher attendance and academic standing), while sad faces indicate a negative relationship (e.g. higher amounts of screen time was associated with lower academic standing (Figure 4).

Figure 4: Factors associated with students' attendance and academic standing



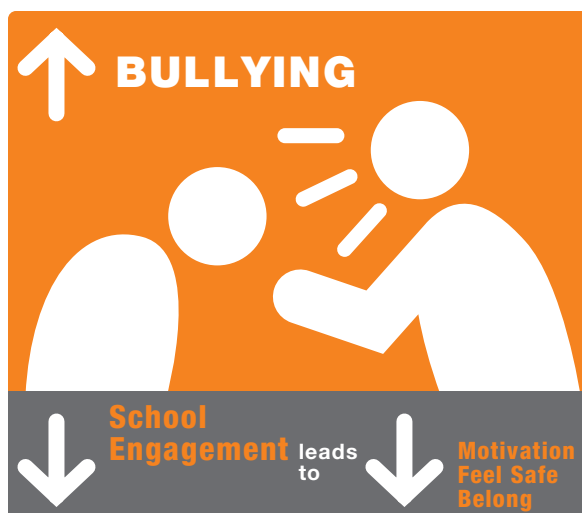
SCHOOL ENGAGEMENT AND BULLYING

Bullying affects mental health, the way students interact with others, and their school experience.²⁶ Those affected by bullying are at an increased risk of poor performance, poor attitudes towards school, low grades, and absenteeism.²⁶ Bullying is characterized by acts of intentional harm in a relationship where there is typically an imbalance of power. Types of bullying include: physical, verbal, social, and cyberbullying.

Students were asked how many times in the past year had anyone bullied them. **More than half of the students (59.8%) reported having experienced bullying (N=10,148).**

Experiencing higher rates of bullying was associated with lower school engagement among students, specifically feeling less safe or less belonging at school, and were less motivated to do well in school (N=7,064).

The next section will discuss how bullying also relates to students' mental health.



SASKATCHEWAN MINISTRY OF EDUCATION'S ACTION PLAN TO ADDRESS BULLYING AND CYBERBULLYING

Contains resources for educators, schools, youth and communities.

www.saskatchewan.ca/residents/education-and-learning/anti-bullying

BULLYING AND HARASSMENT PREVENTION BY THE CANADIAN RED CROSS

Anti-bullying resources and courses for educators, child-and-youth service organizations, parents, youth and Indigenous communities.

www.redcross.ca/how-we-help/violence-bullying-and-abuse-prevention/educators/bullying-and-harassment-prevention

Mental Health

Both teachers and students rated mental health as the most important factor in youth's lives regarding their health and well-being. Therefore, a large portion of this province-wide findings section will be dedicated to these topics. Students shared information regarding positive mental health, depressive symptoms, self-harm, and suicide behaviour.

BULLYING AND MENTAL HEALTH

Bullying affects students' school experience and mental health.²⁶ Bullying has been found to negatively affect youth's self-esteem, and can lead to anxiety, depression, self-harming or other risky behaviours.²⁶ As seen in the previous section, students who reported experiencing higher rates of bullying also indicated lower school engagement.



Students who experienced more bullying also reported higher rates of depressive symptoms, self-harm, and suicide behaviour (N=8,521)

DEPRESSIVE SYMPTOMS, SELF-HARM AND SUICIDE: RATES, RISK AND SUPPORT FACTORS

Depressive Symptoms

Persistent sadness or hopelessness is a predictor of clinical depression, but is insufficient for a diagnosis of depression by itself.²⁷⁻²⁹ Constant sadness and hopelessness in youth are associated with academic deficits, suicidal behaviour, drug and alcohol abuse, and unsafe sex.³⁰

Students were asked if during the past 12 months they ever felt so sad or hopeless almost every day for two weeks that they stopped some regular activities (e.g. going to school, extra-curricular activities, hanging out with friends).



3,874 students (38.6%) responded 'yes' (N = 10,036)

Please note that this is not a diagnostic or screening tool for depression. It is likely that students who answered 'yes' have experienced mood-related problems; however, a thorough clinical screening would be required for specific diagnoses.

Self-Harm

Self-injury behaviours usually start between 13 and 15 years of age, and happen most often in teenagers and young adults.³¹⁻³⁴ Many mental health professionals believe that in most cases, youth are using self-harm behaviours as a way to try to cope with stress, and is usually linked to anxiety, depression and anger.³⁵

Students were asked have you ever harmed yourself in a way that was deliberate but not intended to take your life. **21.6% responded 'yes' (N=8,545). Among those students, 66.0% reported that they participated in self-harm in the past 12 months.**

SELF-INJURY OUTREACH AND SUPPORT

Provides information and resources about self-injury for helping professionals, as well as individuals who self-injure and those who have recovered.

www.sioutreach.org

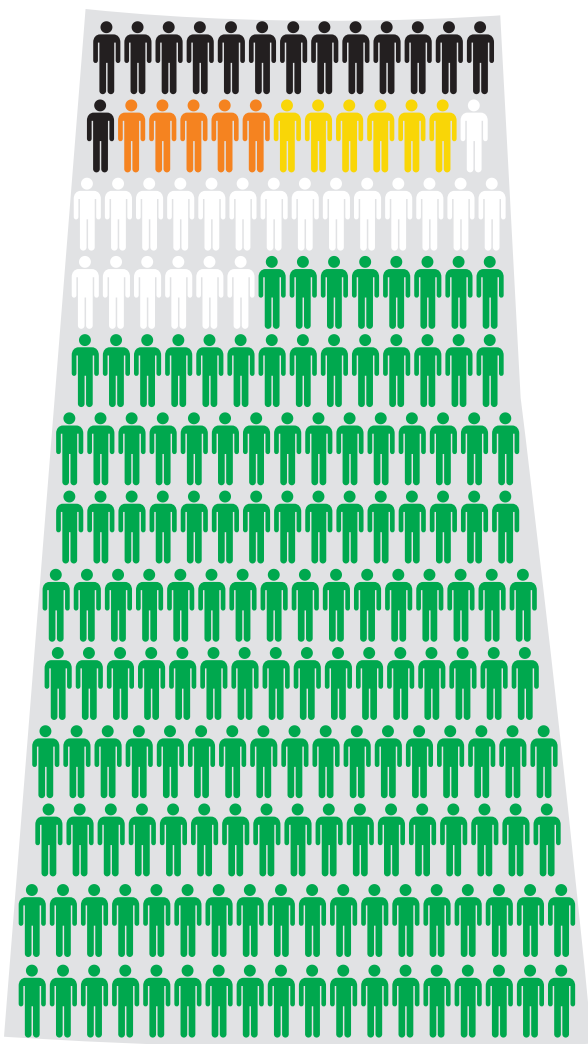
Suicide





In Canada, suicide is the second leading cause of death among individuals aged 15 to 34; second only to accidents.³⁶ Among youth specifically, suicide accounts for almost a quarter (23%) of all deaths of 15 to 19 year olds in Canada.³⁶ Thus, students were asked in the past 12 months, have you considered attempting suicide?

If a student reported 'yes' that they have considered suicide, they were asked if they had ever planned to commit suicide, attempted suicide once, and/or attempted suicide more than once. Students self-reported the following information regarding their suicide behaviours (Figure 5).

Furthermore, students were often reporting 'yes' to both depressive symptoms and self-harm over the past 12 months. Additionally, both depressive symptoms and self-harm were also significantly related to students reporting suicide intention or behaviour (N=8,398).

Figure 5. Students' self-reported suicide behaviours (N=2,363)



-  **Considered, planned & attempted**
714 students
-  **Considered & attempted**
263 students
-  **Considered & planned**
323 students
-  **Considered**
1063 students

23.4% of students said 'yes' they have
Considered Suicide (N=10,105)

CANADIAN ASSOCIATION FOR SUICIDE PREVENTION

Provides information and resources to reduce suicide rates and minimize the harmful consequences of suicidal behaviour. Includes awareness, prevention, coping, grieving and advocacy resources.

suicideprevention.ca

Environmental Risk Factors to Mental Health

The following environmental risk factors were found to be significantly related to a higher likelihood of students responding 'yes' to the 3 negative mental health outcomes discussed above (depressive symptoms, self-harm and/or suicide behaviour).

Figure 6: Risk Factors, mental health outcomes, and student risk.

Risk Factors	Negative Mental Health Outcomes Associated with Risk	Percent of Students Experiencing Risk
Bullying	Depressive Symptoms Self-Harm Suicide Behaviour	59.8% (N=10,148)
Dating Violence	Depressive Symptoms Self-Harm Suicide Behaviour	Of students who reported they've dated: 41.6% (N=5,247)
Unwanted Sexual Activity	Depressive Symptoms Self-Harm	Of students who reported sexually active: 28.9% (N=1,993)
Food Worry	Self-Harm	38.3% (N=9,884)

Regarding dating violence, a similar number of girls (44.4%) and boys (38.3%) reported experiencing dating violence ever (N=5,247). The most frequent types of dating violence reported were:

- Controlling what I did or whom I hung out with (63.2%)
- Using social media to hurt or shame me (13.5%)
- Stalking (12.3%)

Students also reported experiencing dating violence in the form of being threatened (5.7%) or assaulted (5.4%).

Please note that for unwanted sexual activity, only students from schools that elected to keep sexual health questions in their survey, and students who reported ever being sexually active were asked if they ever participated in sexual activity *when they didn't want to* by either being pressured, impaired, and/or forced.



RESEARCH NOTE...

More students reported experiencing unwanted sexual activity than reported eating the recommended amounts of fruits and vegetables.

HEALTHY YOUTH RELATIONSHIPS BY THE CANADIAN RED CROSS

An educational program that offers teens the knowledge and skills to develop healthy relationships and prevent relationship violence.

www.redcross.ca/how-we-help/violence-bullying-and-abuse-prevention/educators/healthy-youth-dating-relationships

Protective Factors for Mental Health

After reporting the rates and risk factors found in relation to students' mental health, it is critical to report protective factors in students' lives that increased the likelihood of them not reporting suicide behaviour, self-harm and/or depressive symptoms (N=4,811). These factors include the following:

- Family support, community support, having a mentor who cares
- Positive mental health (high esteem and ability to handle anxiety)
- Positive body perception
- School connection

Higher ratings of school connection, especially feeling safe at school, was associated with a decreased likelihood of a student reporting attempting suicide more than once (N=1,351).















Note. A comprehensive analysis of these protective factors will be in the upcoming SAYCW *Thriving Youth, Thriving Communities* Survey Provincial Report and the SAYCW Mental Health Special Report.

Students at Greater Risk

The following groups of students reported experiencing the highest rates of Environmental Risks to Mental Health (Figure 7).

These same student groups reported significantly higher rates of depressive symptoms, self-harm, and suicide behavior (N=4,811). Regarding student grade level, Grade 10 and 11 students showed the highest level of negative mental health outcomes (Figure 8).

Figure 7: Students experiencing highest rates of environmental risks to mental health (N=9,983)

	Girls	Grade Level	Minority	Newcomer	LGBTQ2S	Negative Body Image
Bullying		 ^a				
Dating Violence		 ^b				
Unwanted Sexual Activity						

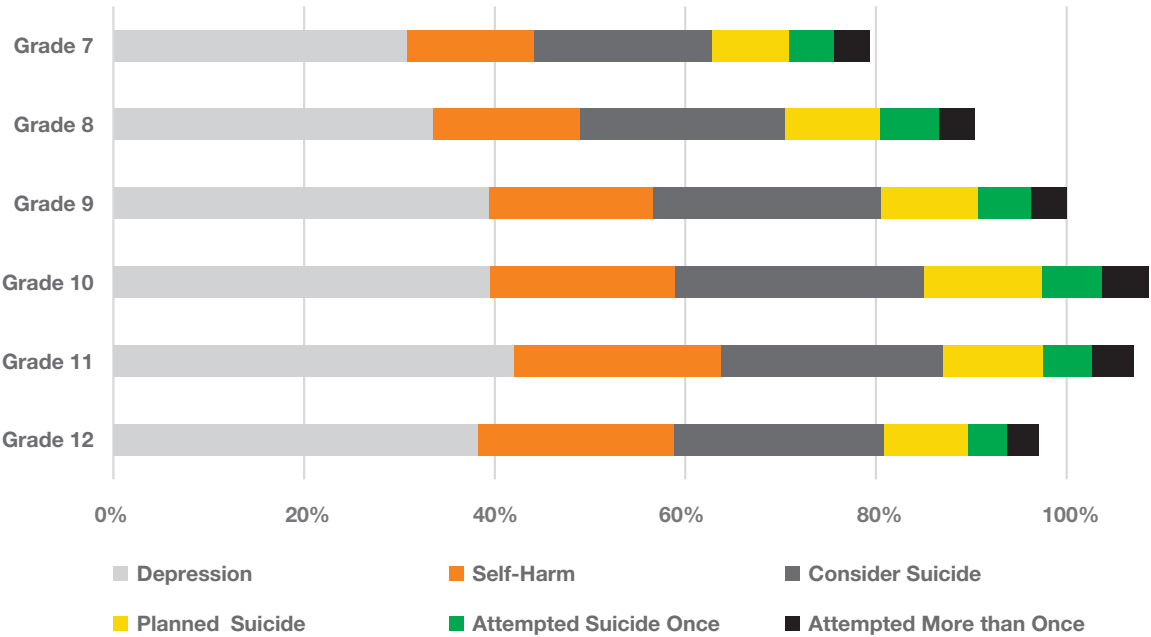
^a Younger grades (7–9) reported higher rates of bullying incidents than older grade levels (10–12).

^b Older grades reported higher rates of dating violence than younger grade levels.

“ I think there should be more therapists available, I feel like there should be more options available to get help. For a small town I feel like we have a fairly large number of suicide attempts, suicide, and drug use.” – Grade 8, Female

Trend appears to change here

Figure 8: Negative mental health outcomes by grade (N=10,583)



Note. Students could self-report 'yes' to all negative mental outcomes; therefore, the total percentage for each grade level represents the addition of 'yes' for each negative mental health outcome at that grade level.

Substance Use

Vaping behaviours of students are especially important as vaping related deaths are now being reported within the medical community.³⁷ Students were asked if they ever tried vaping, e-cigarettes, cigarettes and/or cigars. Students were also asked if they used these in the past 30 days.

Almost half of students (45.2%) reported ever trying vaping or e-cigarettes (N=9,733). 28.1% of all students reported using within the past 30 days, with 15.6% of students using them 9 days or more within the past 30 days. Of those who reported ever vaping, 47.7% vaped nicotine and 9.5% vaped marijuana (N=4,403).

A little more than a quarter of students (27.9%) reported ever smoking cigarettes or cigars. 11.1% of students reported smoking within the past 30 days, with 5.6% of students smoking 9 days or more within the past 30 days.

Regarding alcohol, 30.0% of students reported having at least one drink of alcohol in the past 30 days (N=9,910). 3.1% of students reported binge drinking for 10 days or more within the past month (i.e. had 4+ drinks of alcohol for girls or 5+ drinks of alcohol for boys in one event). **This would be equivalent to binge drinking every weekend day plus school days as well.**



RESEARCH NOTE...

Almost half of all students reported ever trying vaping or e-cigarettes.



RESEARCH NOTE...

Student vaping / e-cigarette percentages were higher than cigarette / cigar usage in all categories.

30% of students had at least **one drink** in the past 30 days



3.1% of students **binge drank** for 10 days or more in the past 30 days

CENTER ON ADDICTION

Resources for addressing substance use and addiction including vaping and e-cigarettes specifically among youth.

www.centeronaddiction.org/e-cigarettes

QUIT LINE

The Lung Association of Saskatchewan.

sk.lung.ca/about-us/contact-us



Section 3

School Authority Highlights

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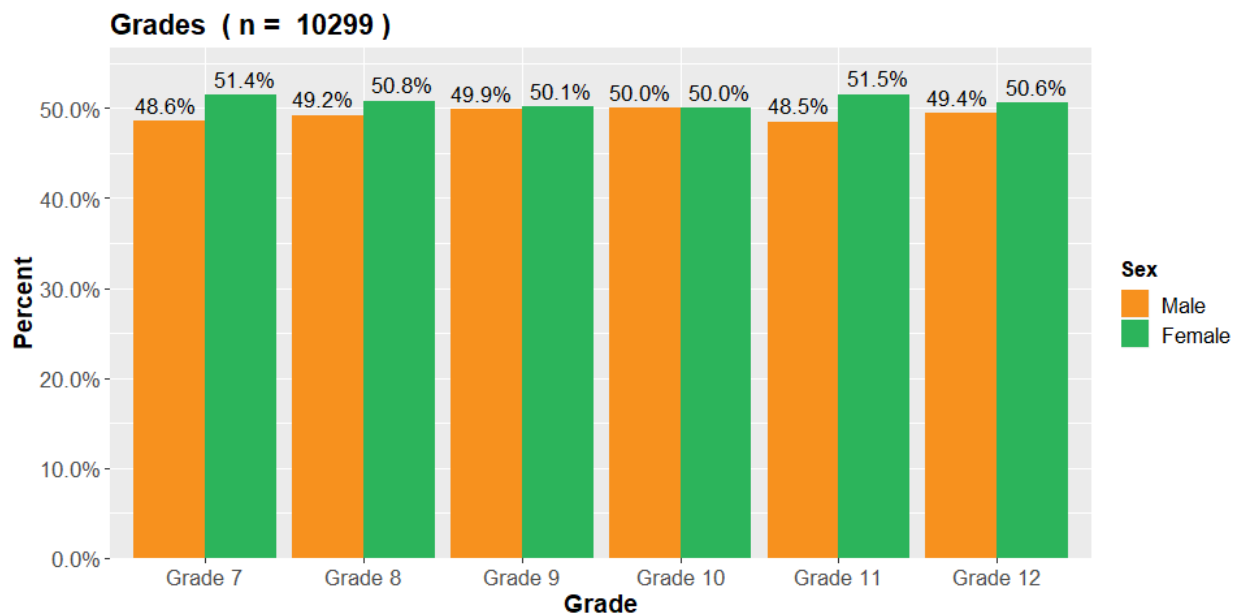
School Authority Highlights

This section provides highlights of your School Authority results from the 2019 SAYCW *Thriving Youth, Thriving Communities Survey*. The results are generally provided in the same order as questions that your students completed in the survey. However, in some cases, questions were moved so that similar themes are grouped together in this section. (Section 4 provides tables with detailed breakdowns for most of these questions, as well as for questions that do not appear in Section 3.)

Survey Participation and Demographics

10574 students from Grade 7 to Grade 12 participated from Mock School Authority. Of the students who participated, 49.6% were female, 48.2% male, and 2.2% intersex or did not indicate their sex. See figure below for distribution of students who participated by grade and sex. Note that sex was determined from this question: What sex were you at birth?

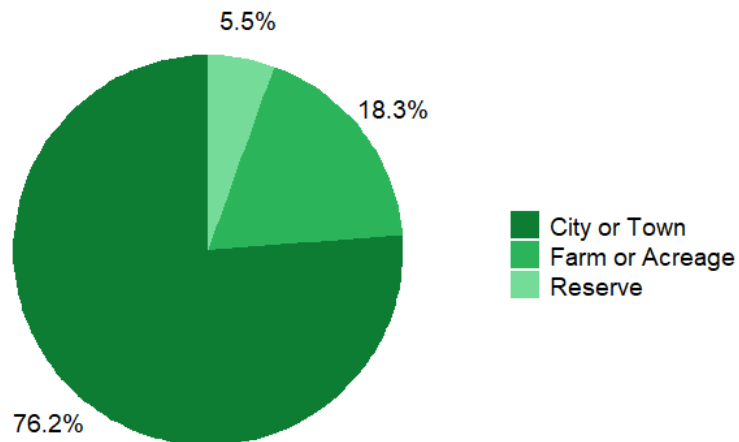
Grades: What grade are you in?



Below is information on where students lived, how they traveled to school, and the duration it usually took them to get to school. As reported in the Province-Wide Findings section (Section 2) of this report, longer travel time to school was significantly associated with poorer school attendance.

Residence: Where do you live most of the time?

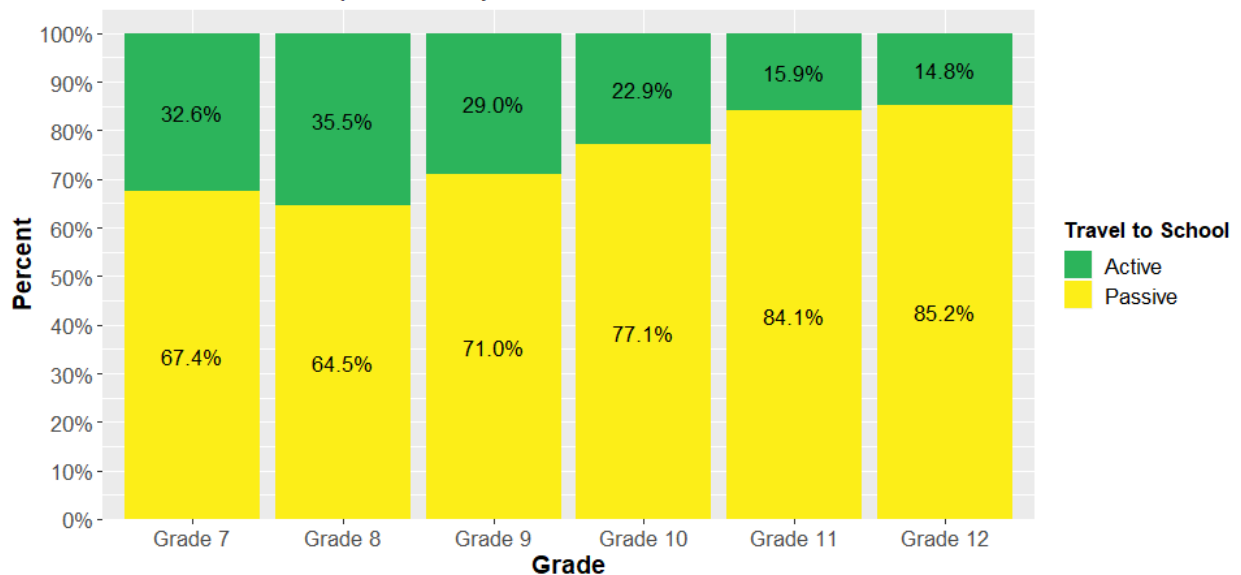
Residence (n = 10236)



Travel to School: How do you usually get to and from school?

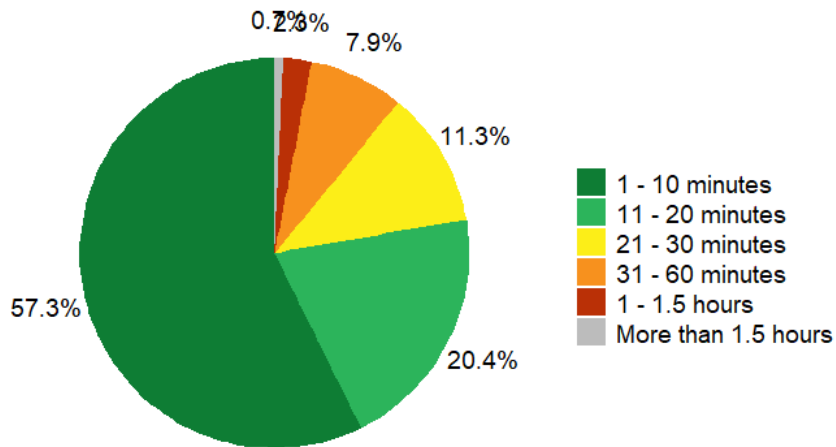
Results are organized into two simple types: Active Transportation (walking, jogging, skateboarding, biking, etc.) and Passive Transportation (by a vehicle).

Travel to School (n = 7329)



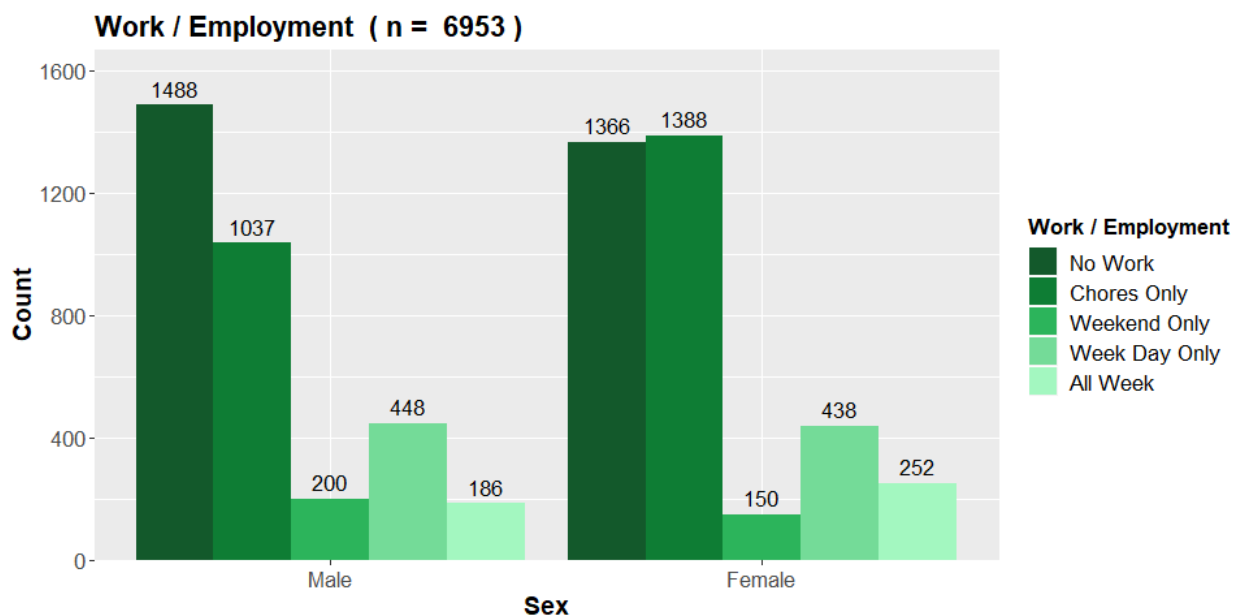
Travel Time: How long does it usually take to get to school from where you live?

Travel Time (n = 7338)



To further examine students' time, students were asked if they were currently working during the school year (e.g., odd jobs and chores, part-time work on weekends, part-time work on weekdays, 20 hours per week, 40 hours per week).

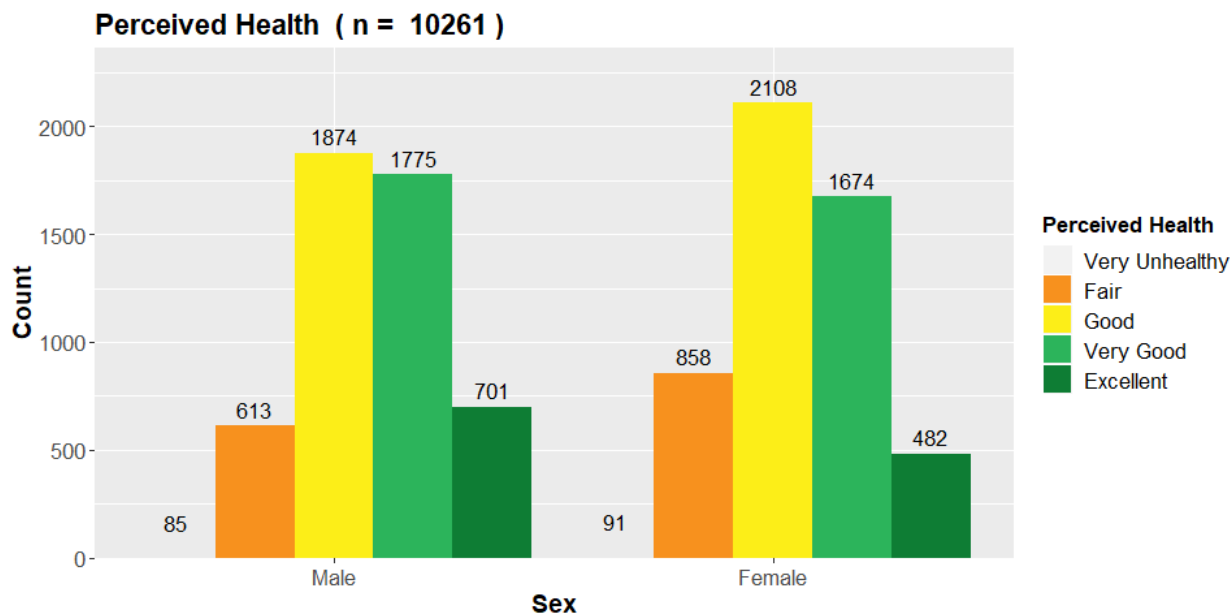
Employment/Work: Are you currently working (during this school year)? The original survey data were recoded to create five levels of work/employment ranging from not even doing chores, to working on weekdays and weekends.



General Health

Perception of good health amongst students predicts long-term healthy behaviours and consequently better quality of life.³⁸ Thus, students were asked how they perceived their health.

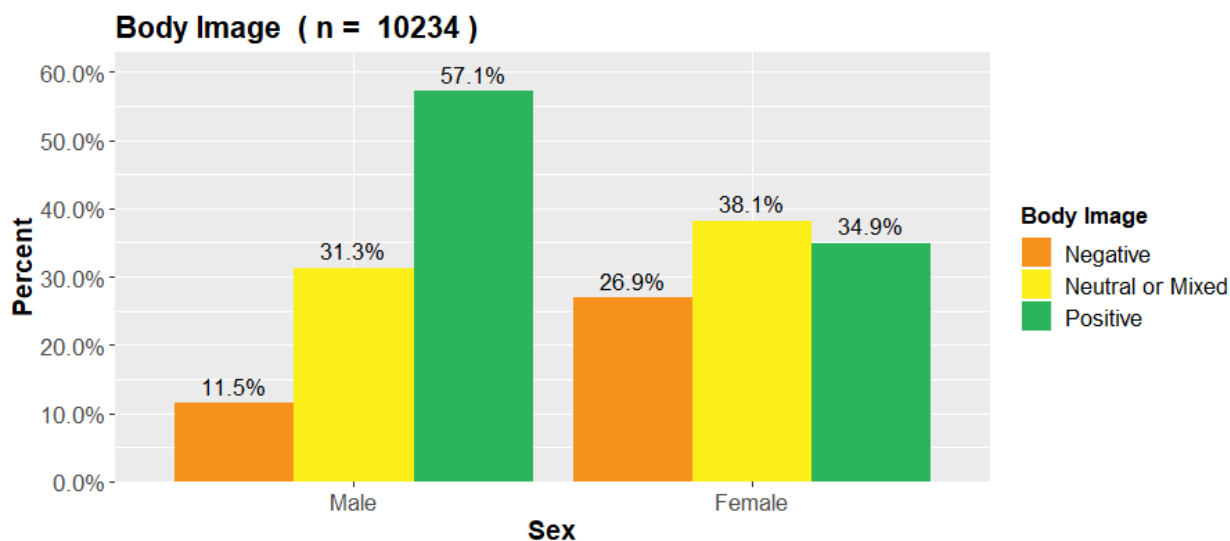
Perceived Health: In general, how do you describe your health?



Body Image

As reported in the Province-Wide Findings section, students in Saskatchewan who reported a negative perception of their body were more likely to report experiencing bullying, depressive symptoms, and participating in self-harm and suicidal behaviour. Below is information from your students on how they reported feeling about their bodies.

Body Image: What best describes how you feel about your body?



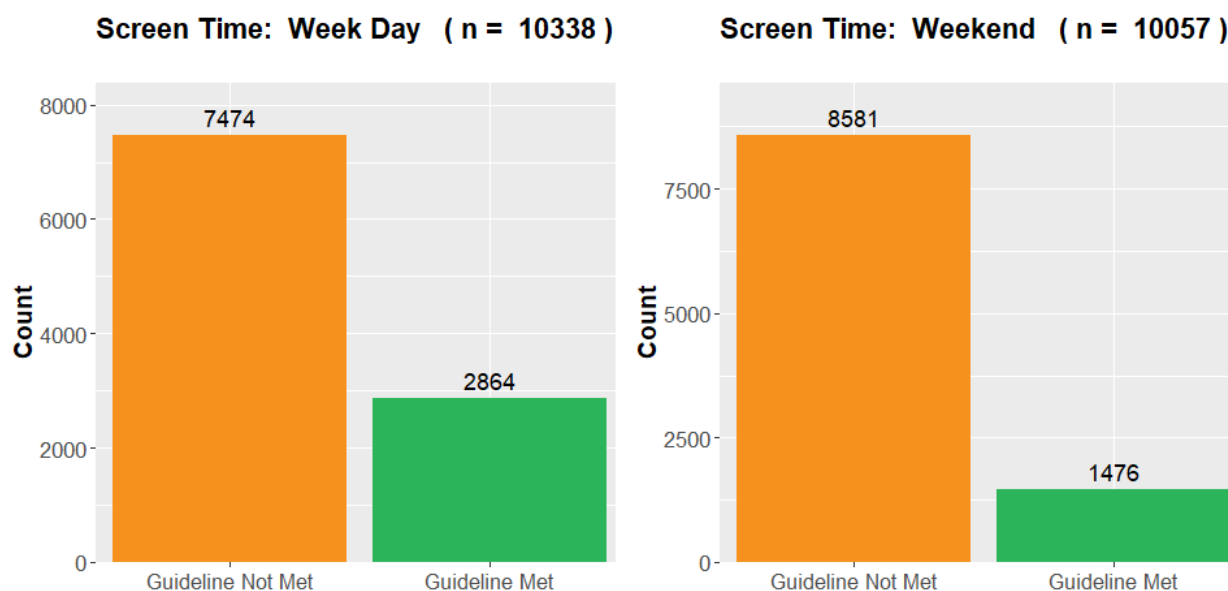
Screen Time

Studies have shown that too much screen time is linked to declining levels of fitness and nutrition as well as sleeping problems.²¹ Screen time, such as sedentary time watching TV and/or playing computer games, is one factor contributing to obesity.²⁰ Minimizing screen time and other sedentary activity can help teens: improve their fitness; maintain a healthy body weight; improve their self-confidence; do better in school; have more fun with their friends, and/or have more time to learn new skills.¹⁵ As reported in the Province-Wide Findings section of this report, students who reported higher screen time were significantly more likely to report being too tired to focus in school.

The Canadian Sedentary Behaviour Guidelines recommend that 12 to 17-year-olds should minimize the time spent being sedentary each day with no more than two hours per day spent on recreational screen time (screen time outside of the classroom).²⁵

Below is information from your students on how much time, on a daily basis, they reported spending in front of a TV screen (including texting, computer games, etc.) outside of school. The following describes Screen Time based on National Guidelines for Weekdays and Weekends.

Screen Time: Mark how many hours you spend in front of a screen (outside of school), for example, watching TV/movies, playing video/computer games, chatting, text messaging and surfing the Internet (ex., Facebook, Twitter, Snapchat, Instagram) in a typical week.



72% of students across the Province reported spending 3 hours or more in front of a screen each weekday; and 37% reported 7 hours or more each weekend day.

Sleep Health

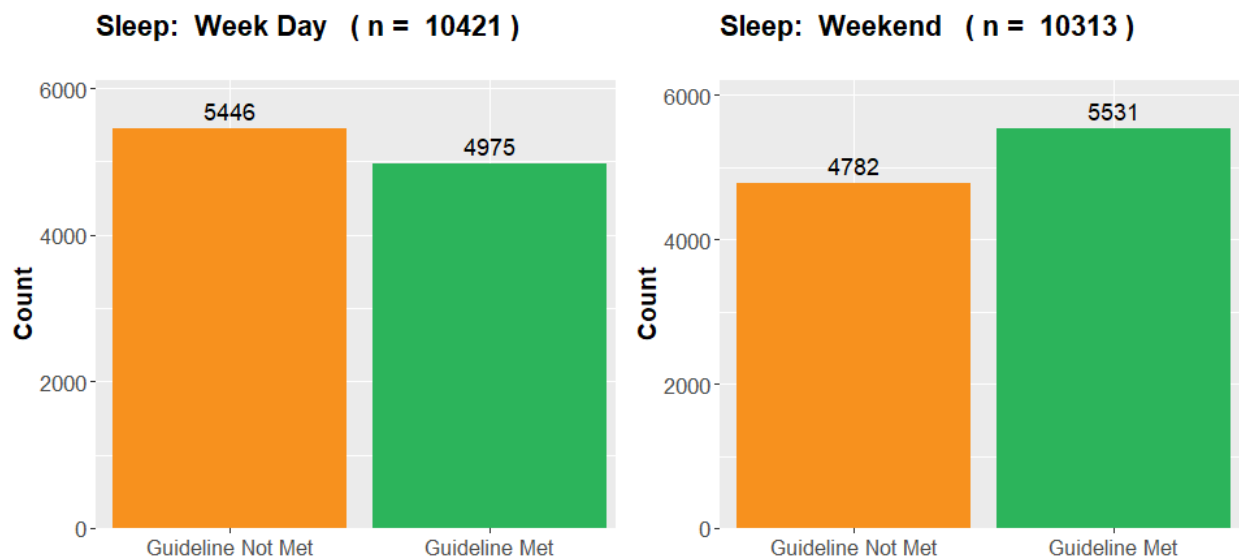
Studies have shown that sleep contributes significantly to cognitive, emotional, and physical functions.²⁰ Shortened total sleep time, erratic sleep schedules, late bed times, and poor sleep quality are associated with poor academic performance amongst youth.³⁹ Also, there is a significant correlation between sleep quality and mental well-being.⁴⁰

As reported in the Province-Wide Findings section, higher amounts of sleep for students were associated with missing fewer school days, while frequent difficulty in falling asleep or staying asleep was associated with more days absent from school. Additionally, students who reported fewer hours of sleep reported significantly more often being too tired to focus in school; and being too tired to focus in school was significantly related to students' self-reported school performance.

The National Sleep Foundation's daily sleep recommendations are 9 to 11 hours for school-aged children (6 to 13 years old) and 8 to 10 hours for teenagers (14 to 17 years old).²²

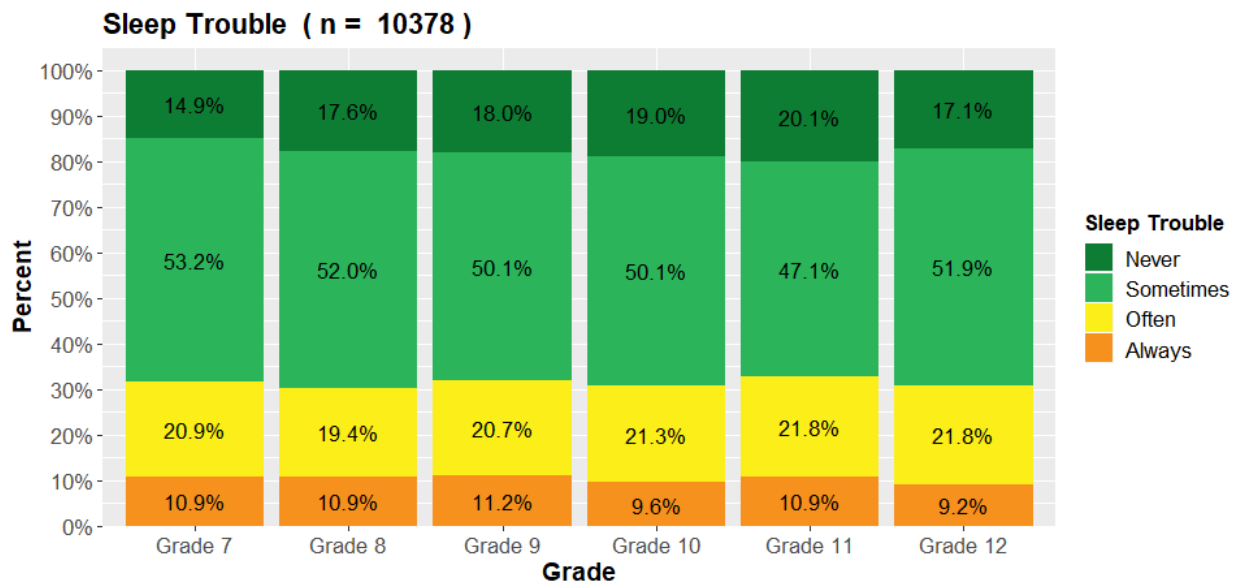
Below is information from your students on the amount of sleep they get per night on school nights, as well as any sleep difficulties. Your students were first asked how many hours of sleep they get on an average school night (Sunday to Thursday) and weekend night (Friday and Saturday).

Sleep: How many hours of sleep do you get per night on a typical...



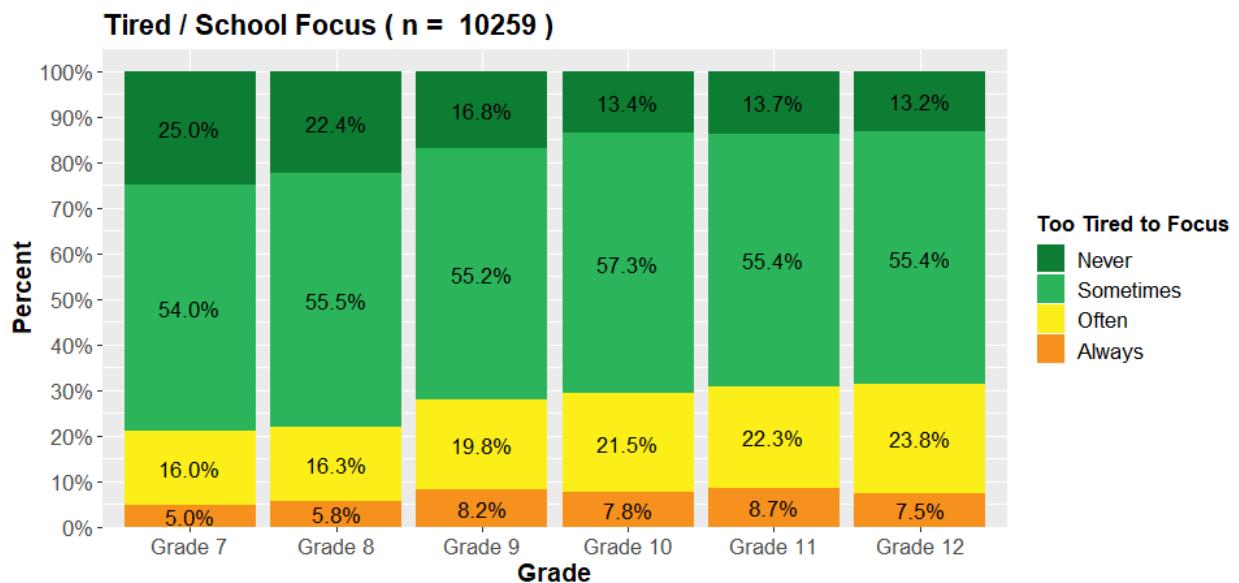
Students were then asked how often they had trouble going to or staying asleep, and staying awake during class or at school.

Sleep Trouble: How often do you have trouble going to sleep or staying asleep?



Additionally, below is how often your students self-reported having difficulty staying focused during class or at school because they were tired.

Tired / School Focus: How often do you find it difficult to stay focused during class or at school because you are tired?



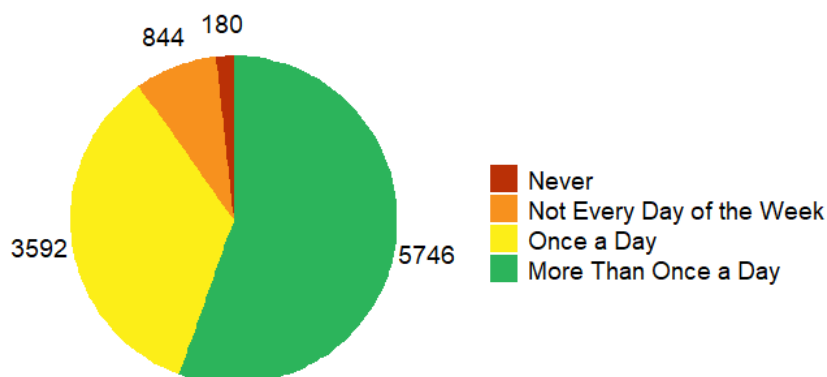
Dental Health

Oral health is a fundamental component of overall health.⁴¹ Oral pain can affect children and adolescents through lost sleep, poor growth, reduction in school attendance, and poor learning.⁴¹⁻⁴⁵ Dental health also affects socialization and self-esteem in youth.^{41,43,45}

The Canadian Dental Association and the College of Dental Surgeons of Saskatchewan recommend brushing teeth at least twice a day.^{46,47}

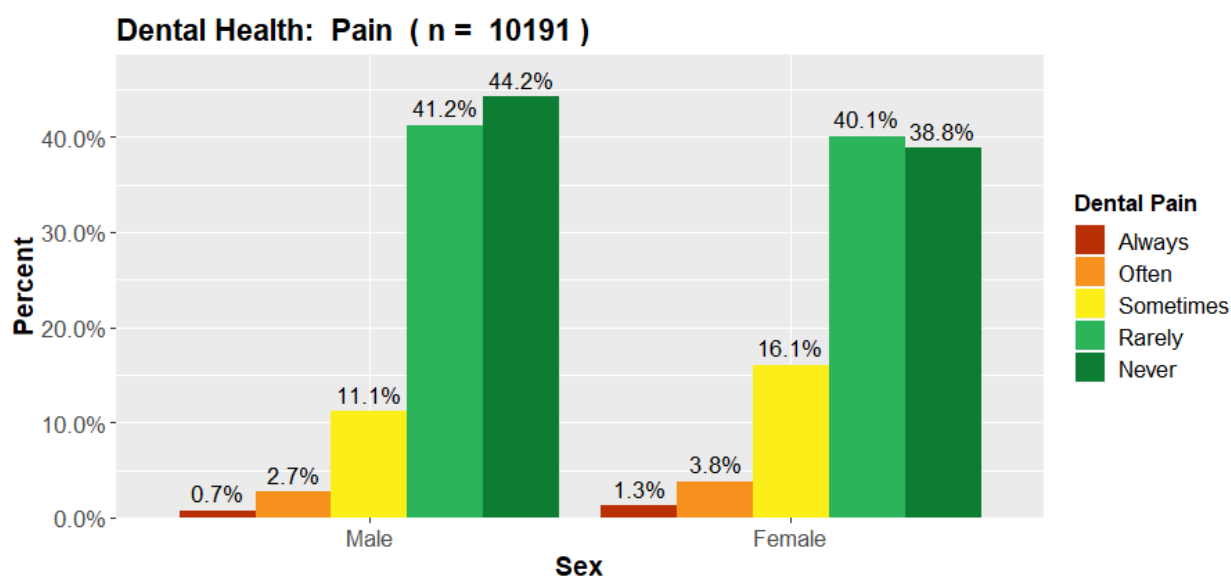
Dental Health – Brushing: How many times do you brush your teeth in one day?

Dental Health - Brushing (n = 10362)



Students were also asked how often they experienced painful aching of their teeth or gums (not including pain from braces). As reported in the Province-Wide Findings section, dental pain was significantly associated with poorer school attendance. Below is information about if, and how often, your students reported experiencing dental pain.

Dental Health – Pain: How many times during the last 12 months have you experienced painful aching of your teeth or gums (not including pain from braces, tongue or cheek bites)?





Next Steps for Health Promotion Action

BODY IMAGE

Promoting Health at Any Size, The Student Body – six modules for teachers (and parents) to learn and experience some of the positive and negative factors affecting students' body image and unhealthy habits. <http://thestudentbody.aboutkidshealth.ca/>

Media Smarts: Canada's Centre for Digital and Media Literacy – a variety of teacher resources on talking to kids about media and body image. <http://mediasmarts.ca/>

SLEEP HEALTH

Making Sleep Count – a youth resource on the importance of sleep with strategies to increase their sleep health. <https://youth.anxietycanada.com/making-sleep-count>

Participation and Sleep Report Card – a summary of the full 76-page report that outlines Participaction's guidelines for physical activity, sleep, and sedentary behaviour. https://participation.cdn.prismic.io/participation%2F89ba550e-5e70-4b17-96ao-113936d679e1_participation-2016-report-card-are-kids-too-tired-to-move-highlight.pdf

DENTAL HEALTH

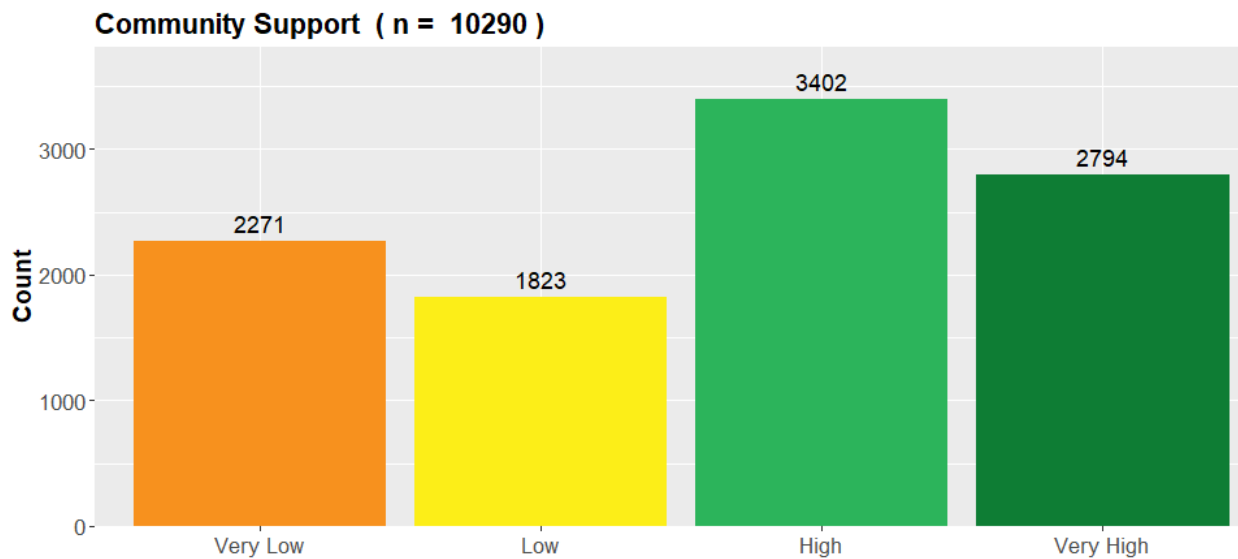
Canadian Dental Association – informational videos, fact sheets, posters, and oral health quizzes. https://www.cda-adc.ca/en/oral_health/resources/

Family, Friends, and Community

Based on consultations with experts, SAYCW added items to the survey about family, friends, and community supports. Prior research, and topic-/field-experts who provided input on the survey, identified that there are connections and supports that typically act as protective factors for youth health.⁴⁸ As reported in the Province-Wide Findings section, students who reported higher levels of family support, community support, and having a mentor who cares about them were less likely to self-report depressive symptoms, self-harm, and/or suicide behaviours. Additionally, family support was found to be significantly related to students' self-reported academic performance.

Students were asked how strongly they agreed or disagreed with different statements regarding their perceived support from family, friends, and community.

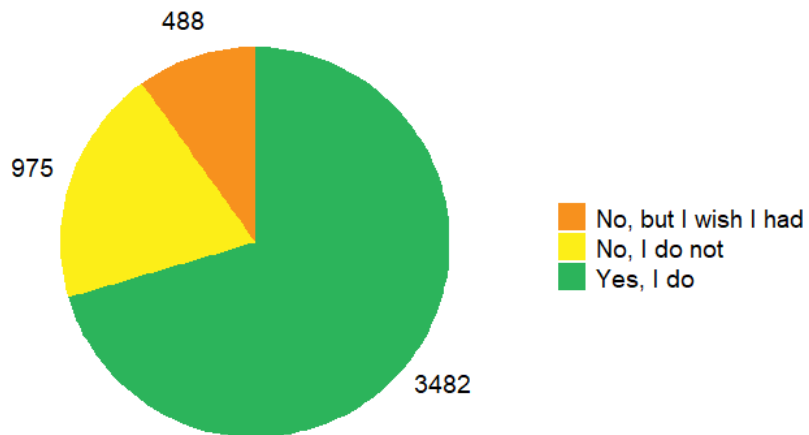
Community Support: This is an aggregate of three questions: I feel safe in my community; I trust the people in my community; I feel involved in my community.



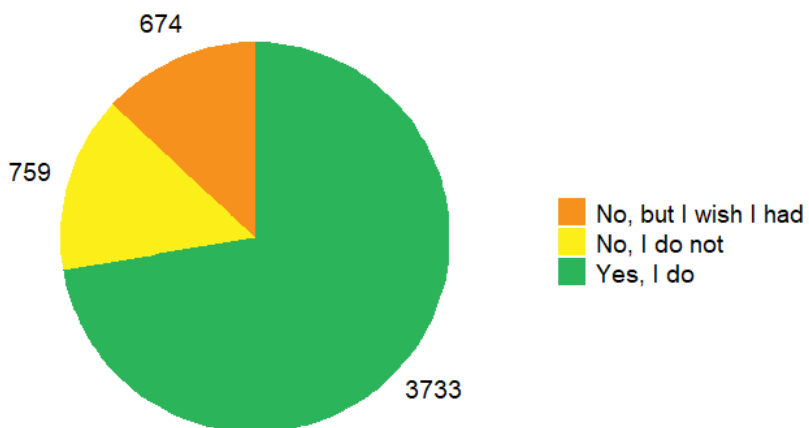
As youth transition from childhood to adolescence, the influence of non-parental adults becomes more important.⁴⁹ Social capital is an important factor in positive youth development.⁵⁰ Based on the importance that mentors have in youths' lives and on input from educators, students were asked:

Mentor: If I need help in school or in life, I can talk to an adult who cares about me (a mentor, elder, coach, health counsellor or other adult) not including a parent/caregiver.

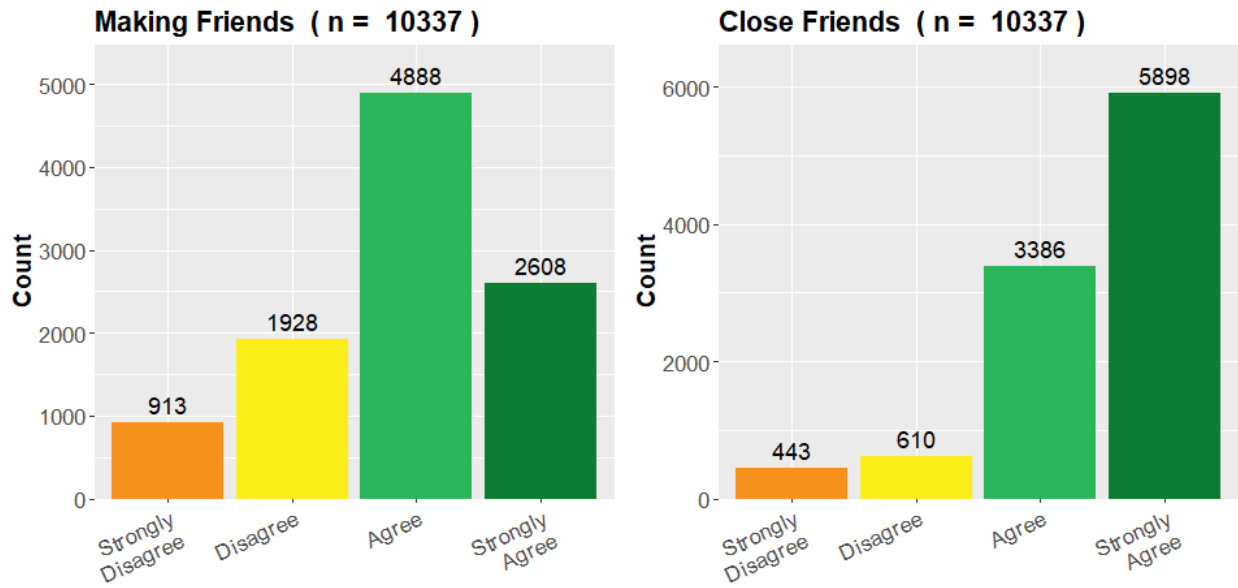
Supportive Caring Adults - MALES (n = 4945)



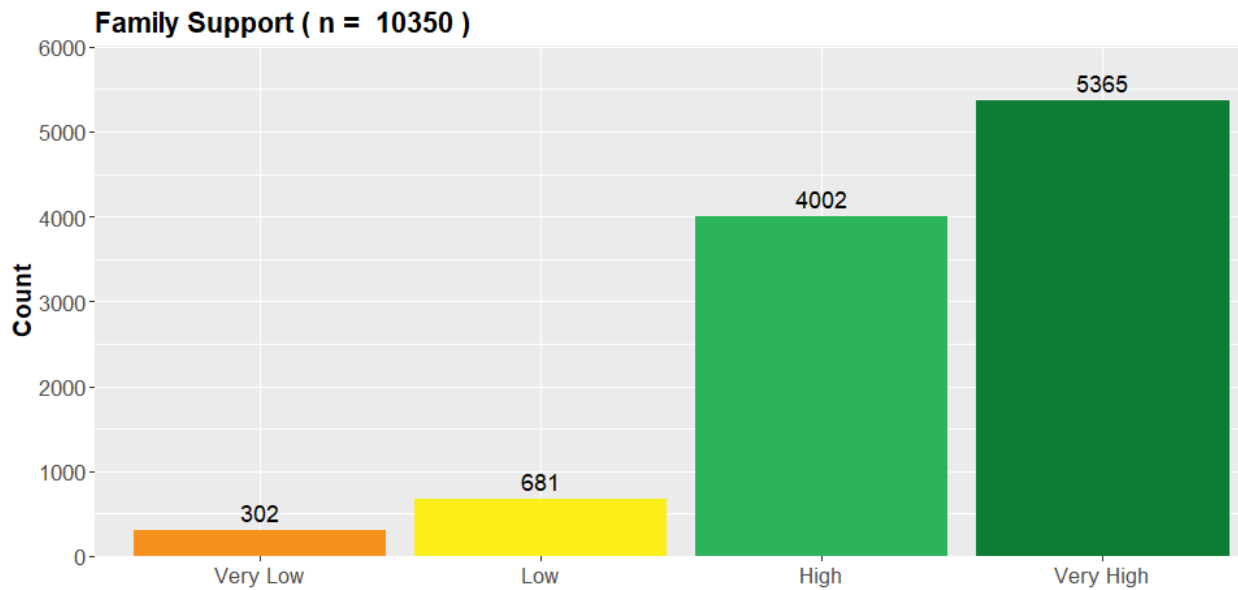
Supportive Caring Adults - FEMALES (n = 5166)



Friends Support: This is an aggregate of two questions: It is easy for me to make friends; I have at least one close friend that I can share things with.

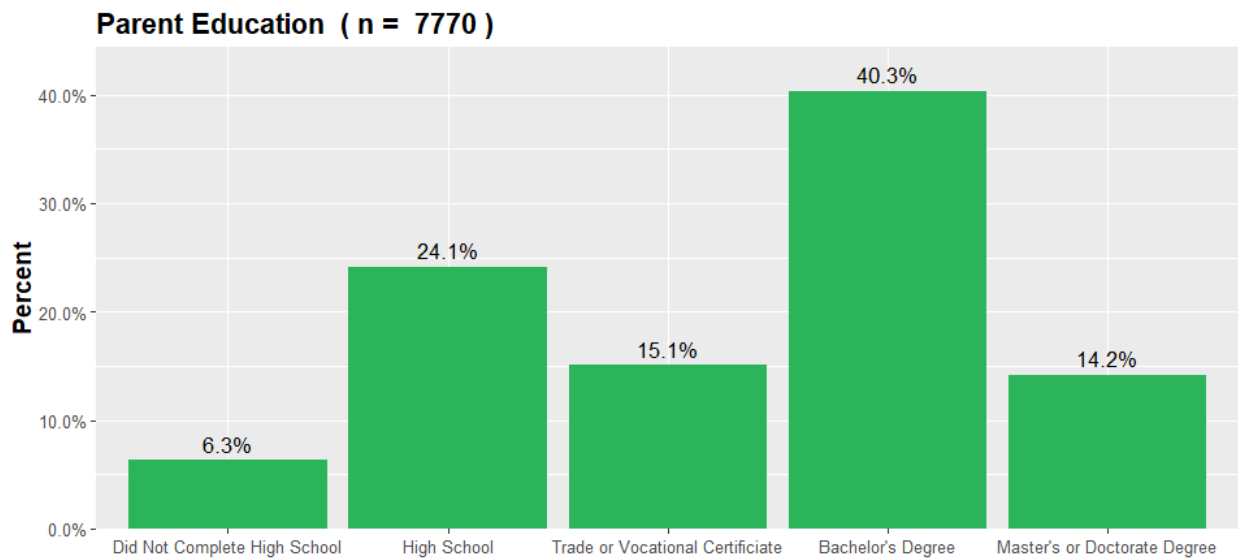


Family Support: This is an aggregate of three questions: I feel safe in my home; I feel my family supports me; I feel my parents/caregivers are proud of me.

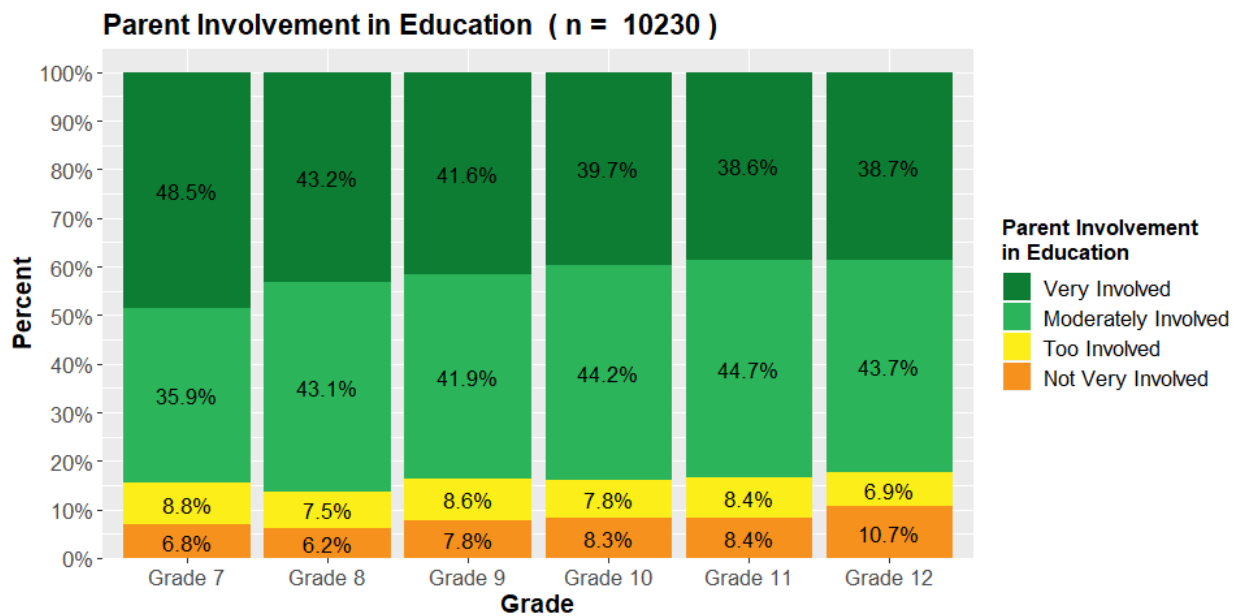


Both level of parent education and parental involvement in their child's education have been found to be linked to students' performance and success in school.⁵¹

Parent Education: What is the highest level of school that your parent/caregiver has completed?

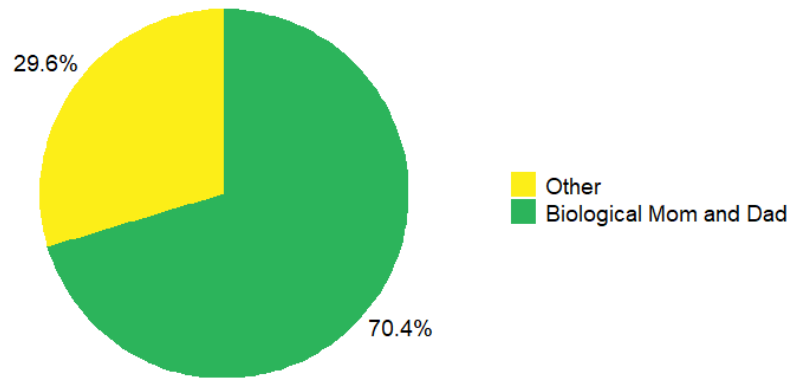


Parent Involvement: How involved in your education are your parents?



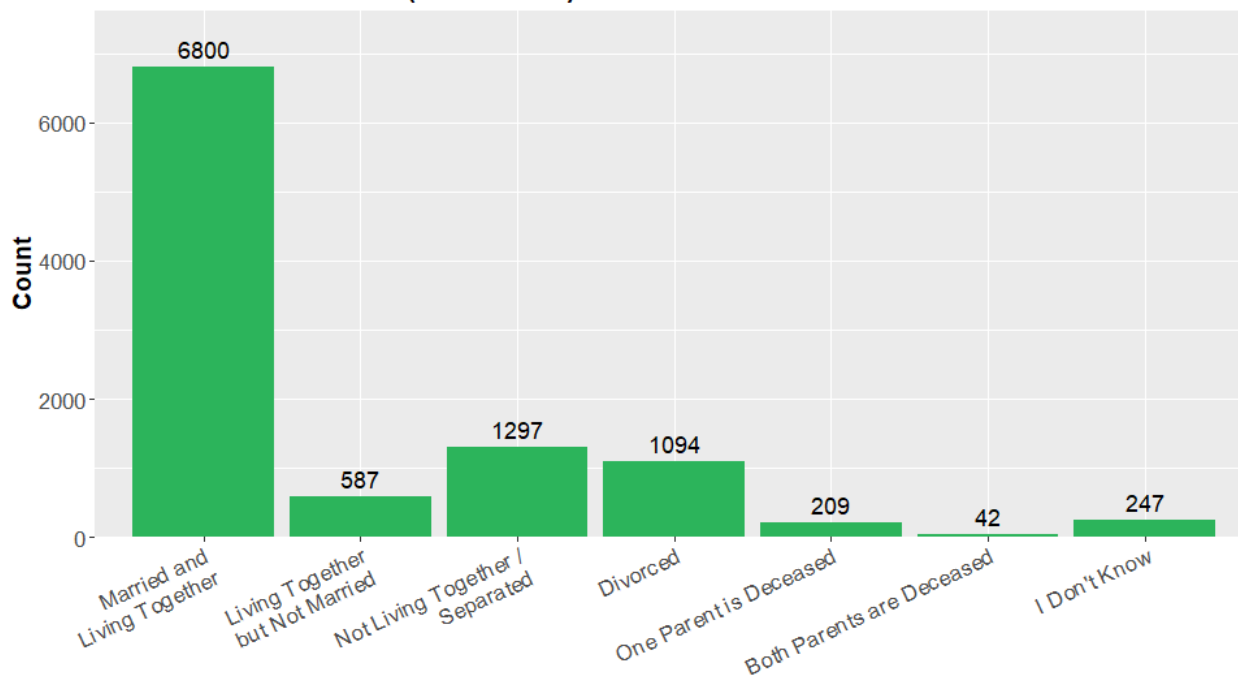
Parents Live With: Who do you live with most of the time (not including your brothers or sisters)? Students were provided with a number of response options, each of which are accounted for in the related Section 4 table. The figure below focuses on the most popular of the many options: Biological Mom and Dad.

Parents Live With (n = 9887)



Parents' Marital Status: Are your parents/caregivers...

Parents' Marital Status (n = 10276)



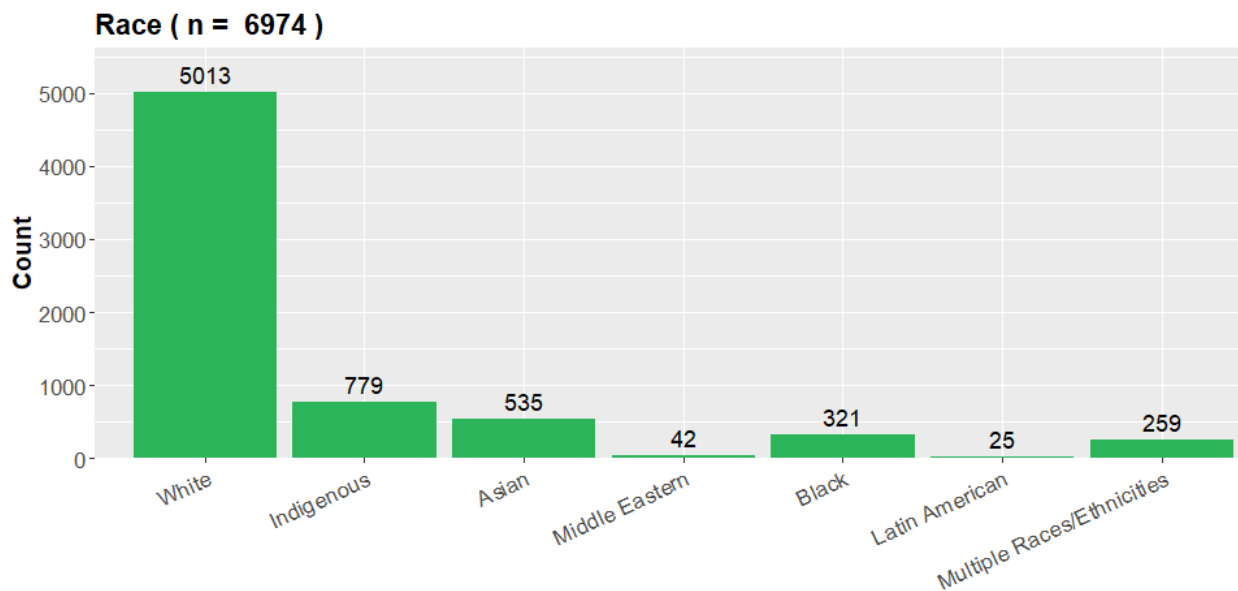
Culture and Identity

As of April 2019, the population in Saskatchewan was estimated to be 1,169,131.⁵² In the 2016 Canadian Census, 15.0% of Saskatchewan's population identified as First Nations, Métis, and Inuit, while immigrants and non-permanent residents accounted for 9.6% of Saskatchewan's population. The number of new international immigrants in Saskatchewan almost doubled from 2010 to 2016.⁶

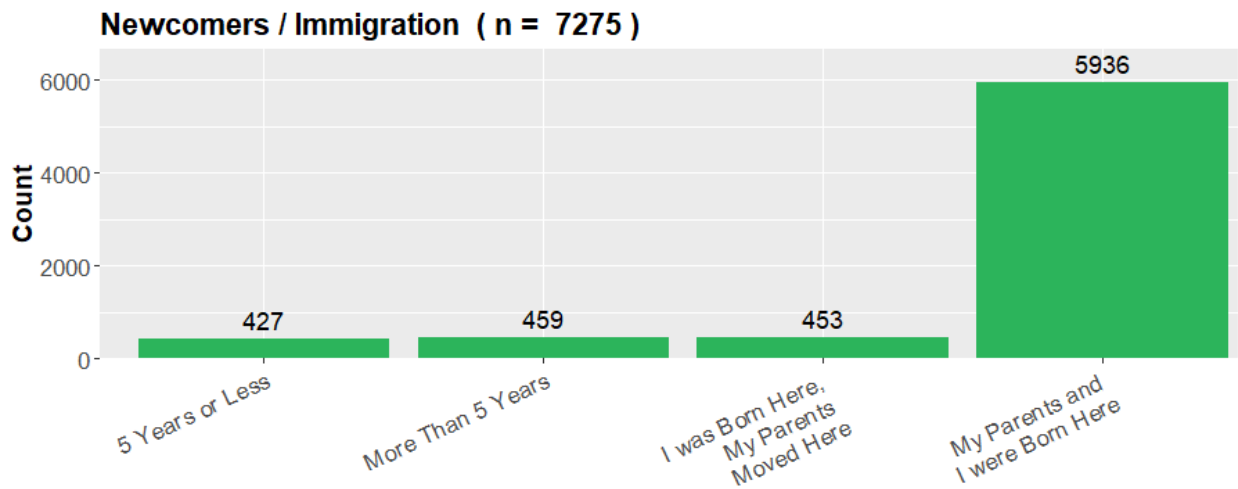
Immigration and ethnic diversity statistics are important to consider as the health of immigrant students can be influenced by various factors including: country of origin, personal experiences, low socio-economic status, cultural considerations, racial discrimination, role changes and identity crises, and social isolation.⁵ Additionally, there are significant differences in the health of First Nations, Métis, and Inuit Peoples in Canada compared to non-Indigenous Canadians.⁶

SAYCW revised its survey to ask more culture and identity questions that give youth a strong voice. These questions help many youth to express themselves and to feel heard, especially minority and at-risk youth. Asking these questions allows SAYCW to identify these youth and to determine how their experiences lead to positive and negative health and well-being outcomes.

Race: How do you usually describe yourself?



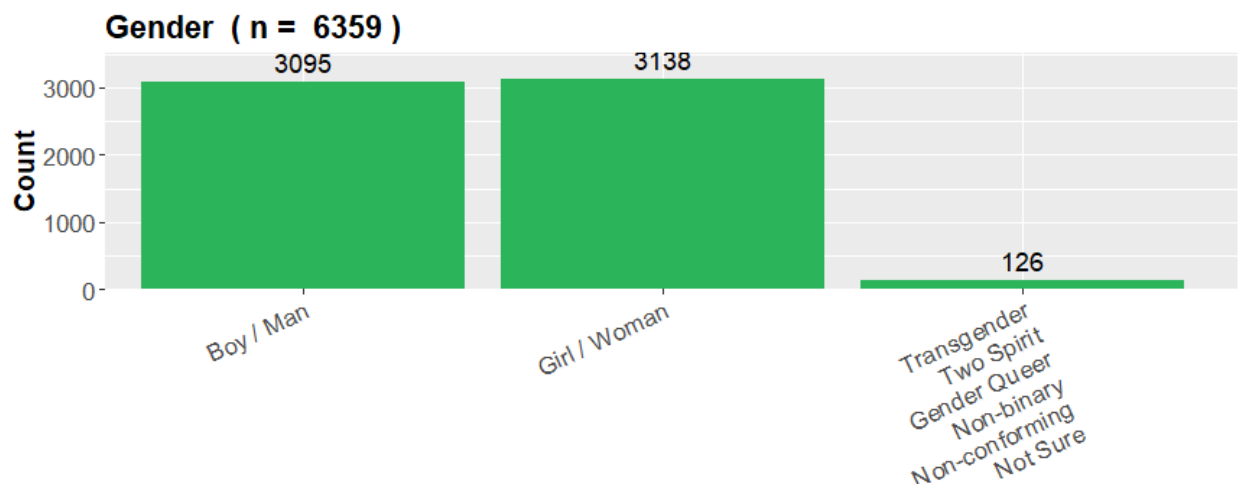
Newcomers / Immigration: How long have you and your family lived in Canada?



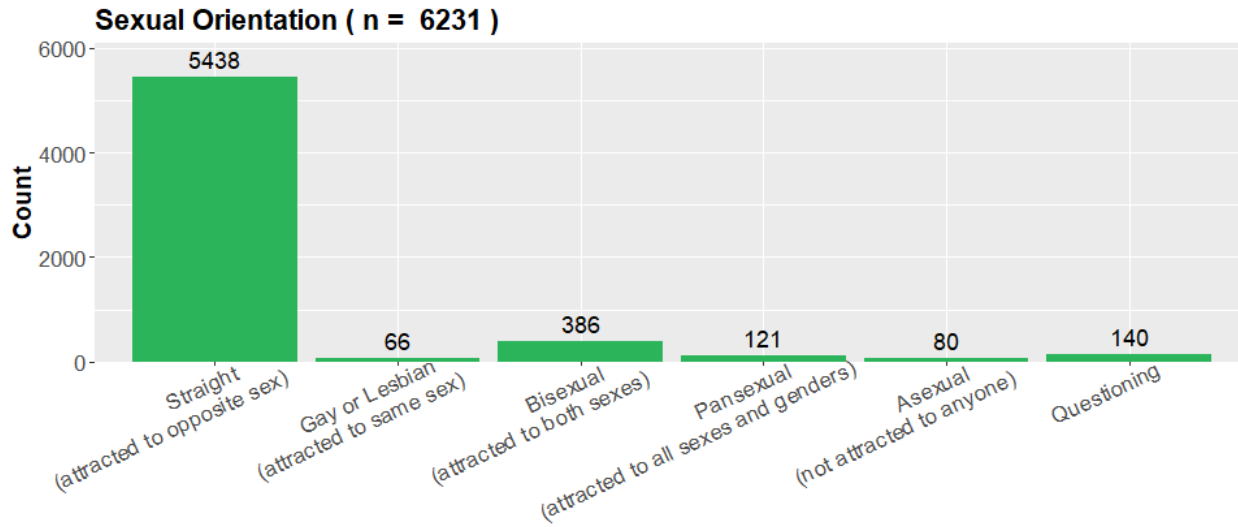
Based on prior research, gay, lesbian, bisexual, transgender, and two-spirit (LGBTQ2S) students experience significantly higher rates of bullying and harassment in schools, including homophobic and transphobic comments; verbal, physical, and sexual harassment; and report a lower sense of safety at school.^{11,12} As reported in our Province-Wide Findings section, students in our province who identified as LGBTQ2S were significantly more likely to report experiencing bullying, as well as depressive symptoms, participate in self-harm, and in suicidal behaviours.

Gender is not the same as biological sex. Gender identity refers to one's sense of self as male, female, or transgender.⁸ Sexual orientation refers to the sex/gender of those to whom one is physically and emotionally attracted to in relation to their own identity.^{9,10}

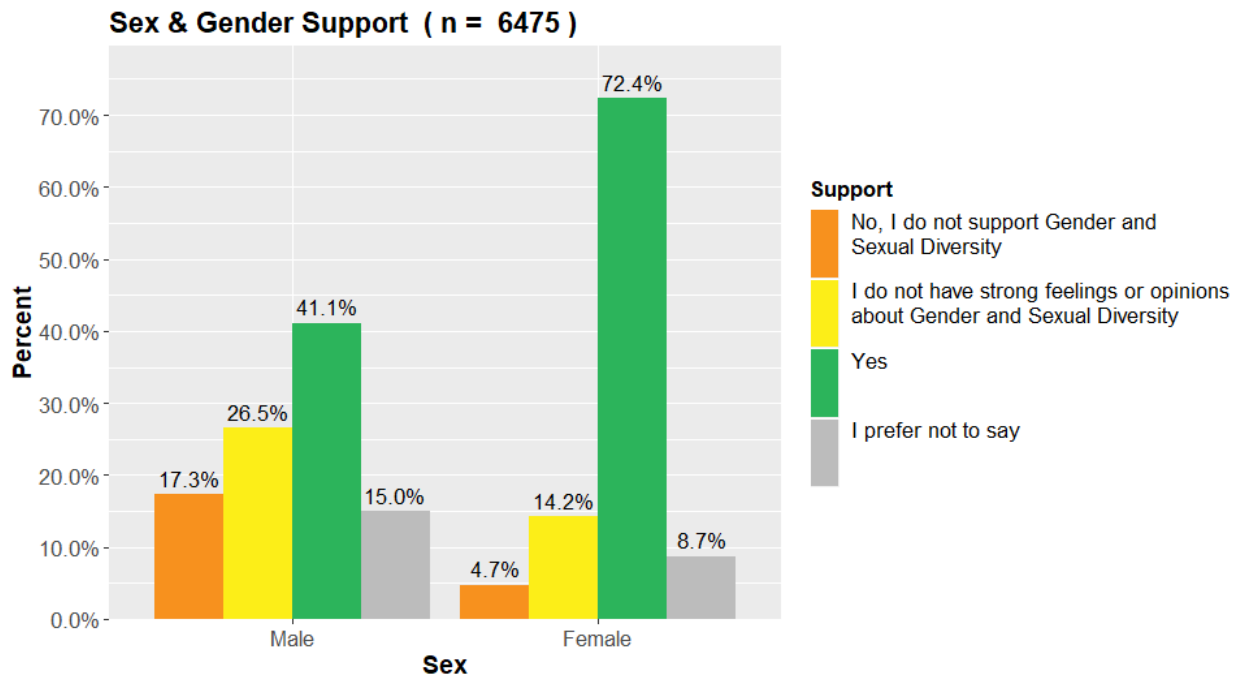
Gender: How do you describe your gender?



Sexual Orientation: How do you describe your sexual orientation?

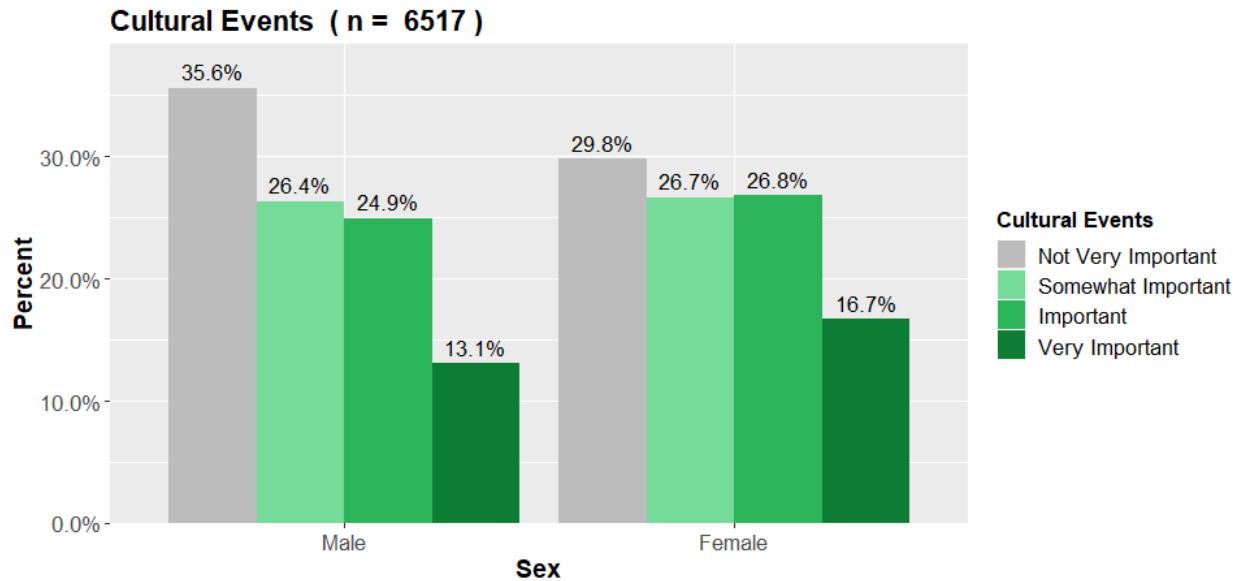


Sex & Gender Support: Are you supportive of people who are gender and sexually diverse?

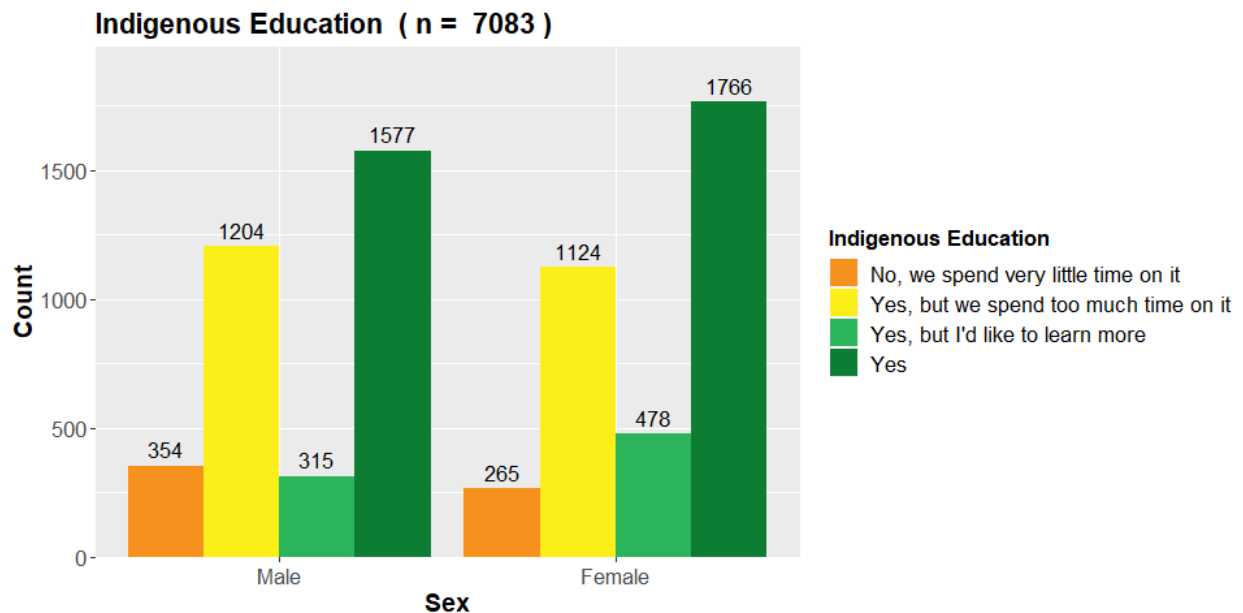


Based on input from field-/topic-experts, SAYCW included two final questions about culture in this section (as well as two cultural questions about traditional meals and hunting/fishing in the Food and Nutrition section). These questions are not based on research literature as much as the practical experience and insight that teachers and other community stakeholders shared with SAYCW.

Cultural Events: How important are traditional cultural events in your life?



Indigenous Education: My school has helped me to understand the contributions and perspectives of First Nations and Métis Peoples.





Next Steps for Health Promotion Action

NEWCOMERS / IMMIGRANTS

Multicultural Council of Saskatchewan (MCoS) – resources for celebrating Multi-Cultural Week and access to a MCoS education coordinator who provides training and education activities on cultural diversity, intercultural communications, anti-racism, and equality. <http://mcos.ca/>

Caring for Kids New to Canada – a health promotion resource for children new to Canada, including a focus on adolescent health, with lists of community resources in Saskatchewan for immigrant and refugee youth. <https://www.kidsnewtocanada.ca/health-promotion>

GENDER AND SEXUAL DIVERSITY

Saskatchewan Ministry of Education’s Deepening the Discussion: Gender and Sexual Diversity – professional learning resource to help school divisions, teachers, and education professionals better understand and support students who are gender and/or sexually diverse. It provides teaching resources and information for administrators. It is also available in French. <https://www.saskatchewan.ca/government/education-and-child-care-facility-administration/services-for-school-administrators/student-wellness-and-wellbeing/gender-and-sexual-diversity>

OUT Saskatoon – resources on how to create a Safe Space for students who feel unwelcome or unsafe based on their sexual orientation, race/ethnicity, gender identity or expression, cultural background, religious affiliation, physical or mental ability, age, and/or sex. They also offer classroom presentations to help address homophobia, transphobia, and other issues that impact LGBTQ2S students. https://www.outsaskatoon.ca/safe_space

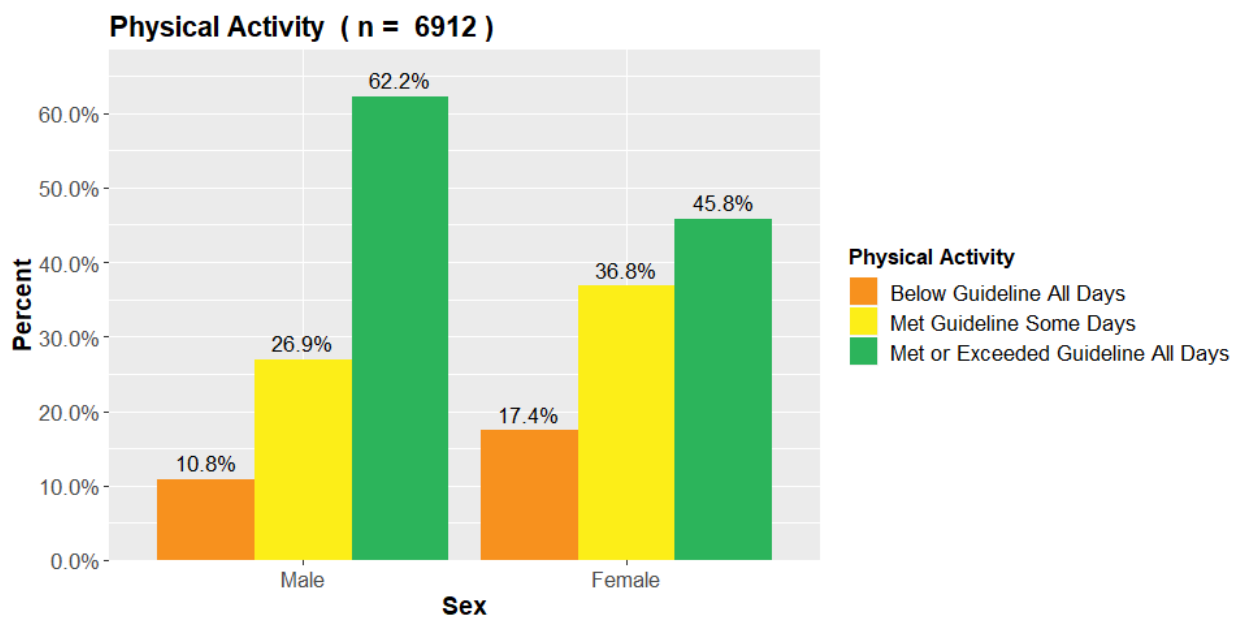
Physical Activity

There is significant evidence to support the importance of daily physical activity on academic performance, absenteeism, and social connectedness.¹⁴ As reported in the Province-Wide Findings section, higher levels of physical activity were significantly associated with higher self-reported academic performance.

The Canadian Physical Activity Guidelines recommend that youth ages 12 to 17 years should accumulate at least 60 minutes of moderate to vigorous intensity physical activity daily. Being active for at least 60 minutes daily has been found to help teens in many facets of their lives, including improving their health, doing better in school, being happier, and learning new skills.^{15,16}

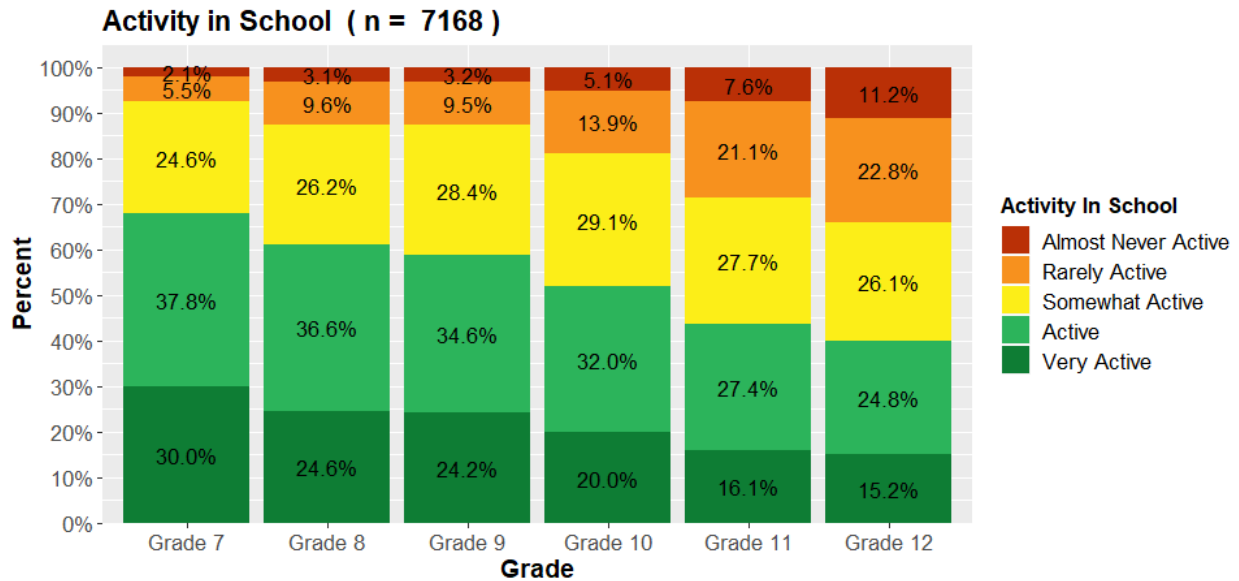
In SAYCW's 2015 survey, there was evidence that repeating very similar questions caused fatigue, and possibly less reliable data from students. As such, rather than asking students how active they were each day of the week, the 2019 survey asked students about Physical Activity on Weekdays, Saturdays, and Sundays. This change was especially justified because students' responses in 2015 were extremely similar across Monday to Friday. However, the change likely resulted in an over-estimation of physical activity because all students who stated that they did an hour or more of physical activity per Weekday received credit for attaining the guideline, even though they might have been active for less than an hour on at least one of those Weekdays.

Moderate & Vigorous Physical Activity: How many minutes to hours of moderate/vigorous physical activity did you do last week? Include all activities before, during, and after school.



As reported in the Province-Wide Findings section, 70% of students who were more active during school met national physical activity standards, compared to only 37% of students who were less active during school.

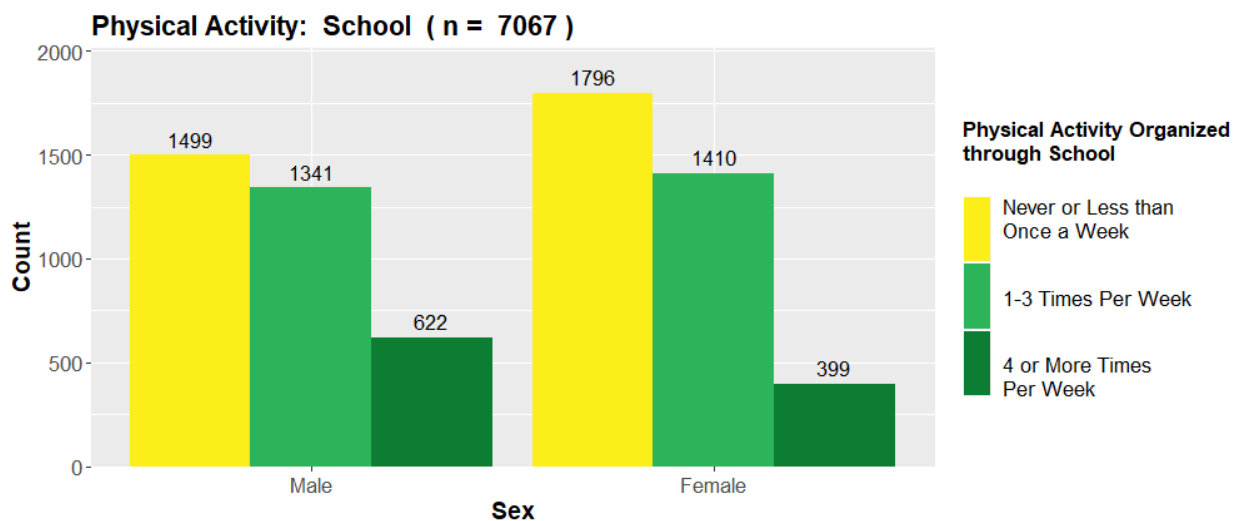
Activity in School: How physically active are you during school (including recess, breaks, lunch, and in class, but not school sports)?

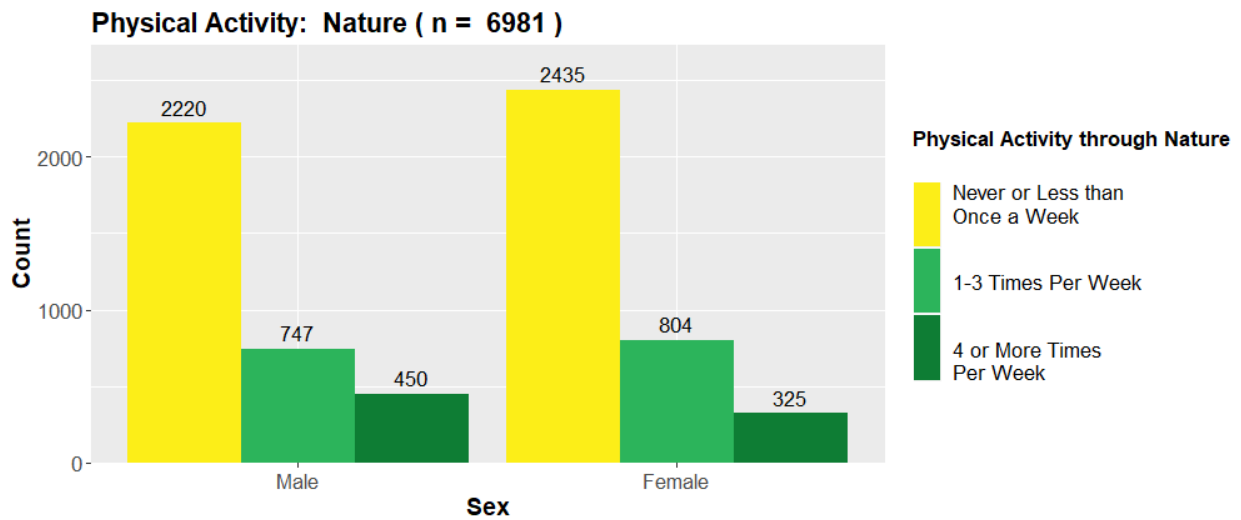
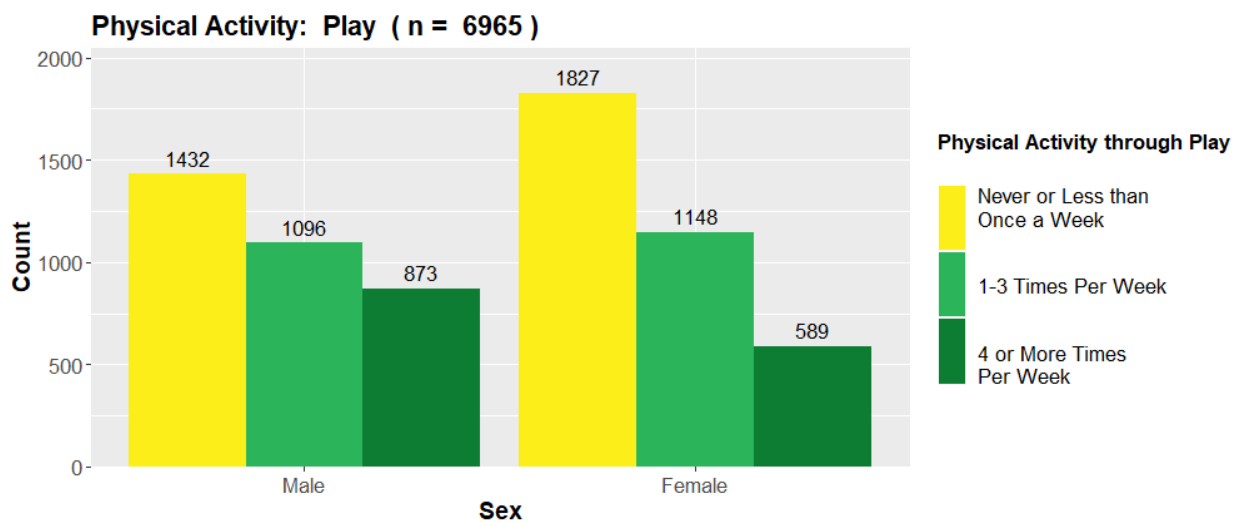
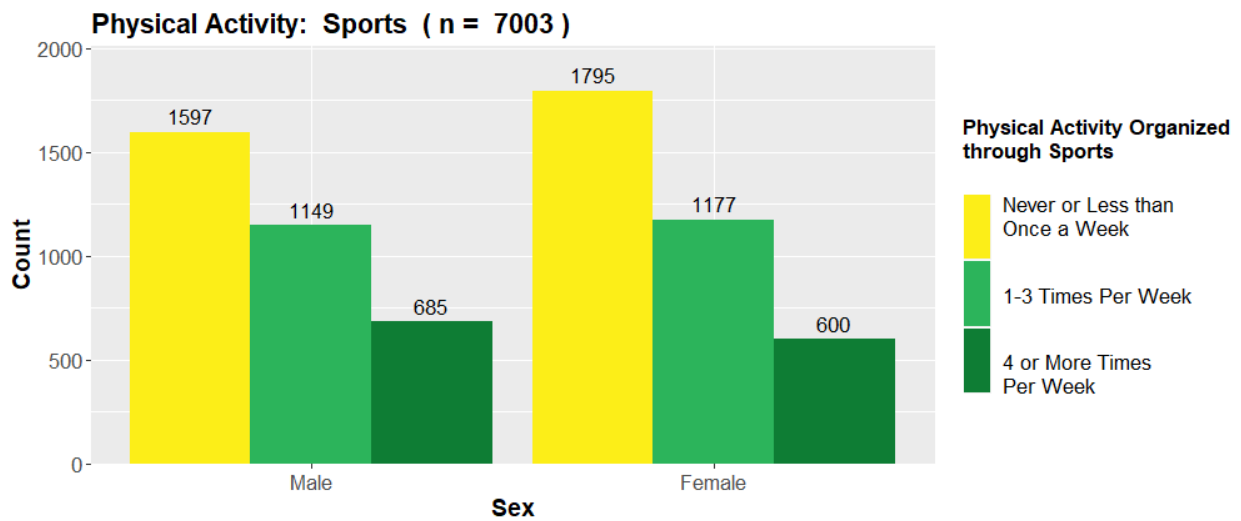


Students were asked how active they were across four types of activities: School Sport, Organized Sport Outside of School, Play, and Nature-based Activity.

Types of Physical Activity: How often do you participate in physical activities or sports:

- Organized by your school, that occur outside of class time (ex. intramurals, dance clubs, school team sports, etc.)?
- Organized outside of your school with a coach (ex. hockey, soccer, figure skating, dance, etc.)?
- Without a coach or instructor present (ex. biking, skateboarding, skipping, road hockey, etc.)?
- In nature (ex. hiking, mountain biking, kayaking, geocaching, skiing, etc.)?





Barriers to Students' Physical Activity

Research shows a decline in physical activity levels during adolescence, particularly among girls.^{53,54} Students were asked what made it difficult for them to be physically active. As seen in the Province-Wide Findings section, the least active youth reported more frequently than active youth that being afraid of being teased, lacking skills, and not enjoying it were barriers to them being physically active.

Physical Activity Barriers: What stops you from being more physically active?

Physical Activity Barriers - Students who DID NOT MEET Guidelines

Response	Count
Nothing stops me	788 (9.7%)
Other responsibilities (ex. work, family)	1024 (12.6%)
It's hard to find time to be physically active	1028 (12.7%)
I am not good at sports and physical activities	692 (8.5%)
The activities available do not interest me	684 (8.4%)
I am afraid of being teased when I participate	744 (9.2%)
I do not like being physically active	603 (7.4%)
I don't have the equipment	431 (5.3%)
I do not have a place to be active	341 (4.2%)
It costs too much	357 (4.4%)
It's hard to get to activities	269 (3.3%)
My friends are not active	229 (2.8%)
My family is not active	359 (4.4%)
Medical reasons	240 (3%)
Chronic pain (lasting 3 months or longer)	200 (2.5%)
I do not think physical activity is important	72 (0.9%)
It's not safe to be active in my neighbourhood	40 (0.5%)

Physical Activity Barriers - Students who MET OR EXCEEDED Guidelines

Response	Count
Nothing stops me	1681 (24.1%)
Other responsibilities (ex. work, family)	1162 (16.7%)
It's hard to find time to be physically active	824 (11.8%)
I am not good at sports and physical activities	460 (6.6%)
The activities available do not interest me	390 (5.6%)
I am afraid of being teased when I participate	327 (4.7%)
I do not like being physically active	185 (2.7%)

Response	Count
I don't have the equipment	364 (5.2%)
I do not have a place to be active	217 (3.1%)
It costs too much	291 (4.2%)
It's hard to get to activities	221 (3.2%)
My friends are not active	157 (2.3%)
My family is not active	183 (2.6%)
Medical reasons	222 (3.2%)
Chronic pain (lasting 3 months or longer)	208 (3%)
I do not think physical activity is important	32 (0.5%)
It's not safe to be active in my neighbourhood	39 (0.6%)

Facilitators to Students' Physical Activity

Having friends that are physically active increases youth participation in physical activity.⁵⁵ Youth are also more likely to report more intense physical activity when in the company of peers or close friends.⁵⁶

Physical Activity Supports: What helps you to be physically active?

Physical Activity Supports - Students who DID NOT MEET Guidelines

Response	Count
It's fun	1510 (15.1%)
Desire to be fit and healthy	1445 (14.5%)
Being with friends	1467 (14.7%)
I want to be part of a team	999 (10%)
Family support	996 (10%)
I like competition	711 (7.1%)
Support from friends	806 (8.1%)
Desire to look a certain way	811 (8.1%)
School programs	632 (6.3%)
Community programs	243 (2.4%)
Nothing helps	371 (3.7%)

Physical Activity Supports - Students who MET OR EXCEEDED Guidelines

Response	Count
It's fun	2500 (16.3%)
Desire to be fit and healthy	2101 (13.7%)
Being with friends	2046 (13.3%)
I want to be part of a team	1947 (12.7%)
Family support	1618 (10.5%)
I like competition	1418 (9.2%)
Support from friends	1282 (8.3%)
Desire to look a certain way	888 (5.8%)
School programs	910 (5.9%)
Community programs	503 (3.3%)
Nothing helps	142 (0.9%)



Next Steps for Health Promotion Action

PHYSICAL ACTIVITY

Saskatchewan Physical Education Association – provides resources and materials on physical literacy to use with students. <https://www.speaonline.ca/resources.html>

Becoming an “In Motion” School – a health promotion program developed to encourage students to participate in daily physical activity. The program provides schools with resources and teachers with in-service opportunities. <http://www.in-motion.ca/pages/content/how-to-become-an-in-motion-school>

Saskatchewan Ministry of Education’s Inspiring Movement: Play Well, Learn Well, Live Well – a policy framework and guidelines that promote active living and daily physical activity amongst students. <https://www.saskatchewan.ca/government/education-and-child-care-facility-administration/services-for-school-administrators/student-wellness-and-wellbeing/physical-activity>

Saskatchewan Government and Participaction – build your best day is an online, interactive resource that helps youth to understand how activity and sleep relate to health, and to create actionable plans. <https://www.saskatchewan.ca/government/education-and-child-care-facility-administration/services-for-school-administrators/student-wellness-and-wellbeing/physical-activity#participaction-build-your-best-day>

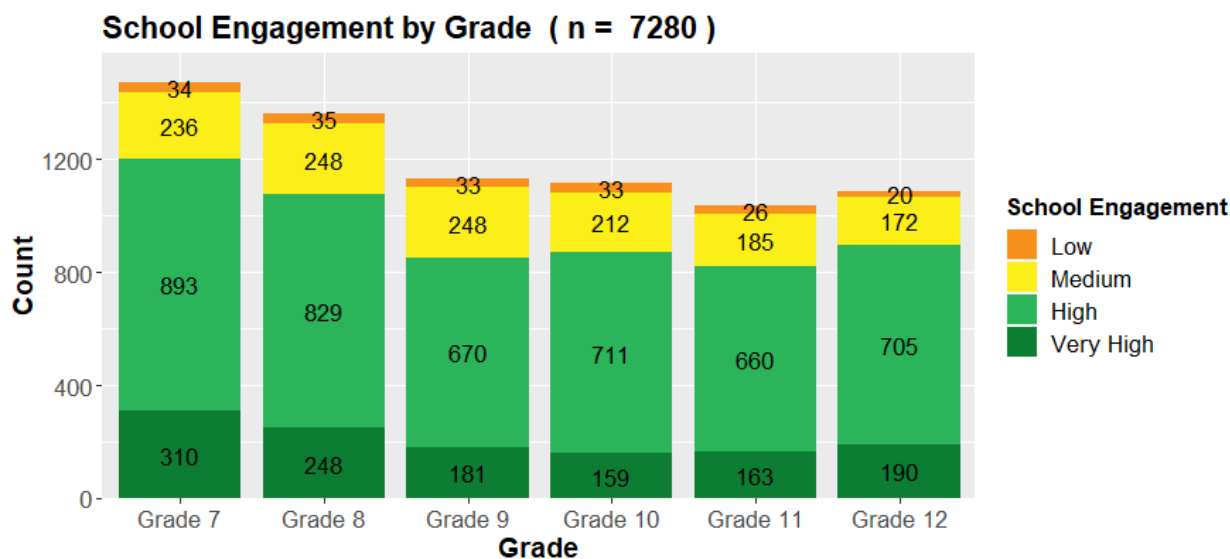
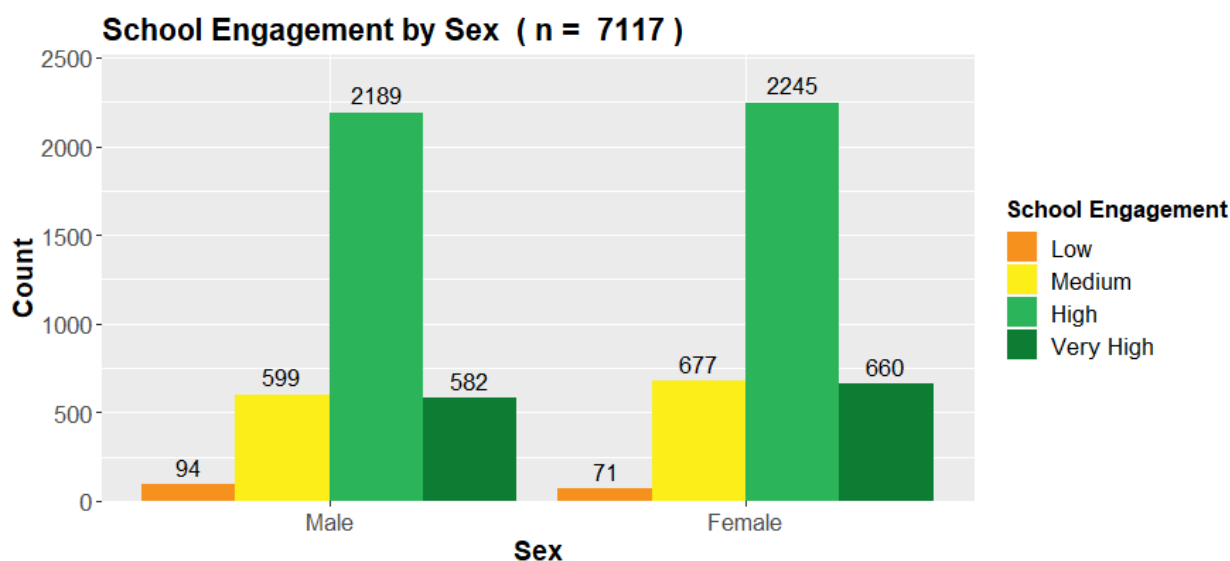
School Engagement and Academic Performance

School Engagement

School engagement is linked to academic achievement as measured by both school grades and standardized test scores.⁵⁷ Additionally, it is linked with lower dropout rates and higher resiliency. When highly-engaged students receive low or failing grades, they tend to work harder to improve their performance rather than skip class or give up on school.⁵⁷

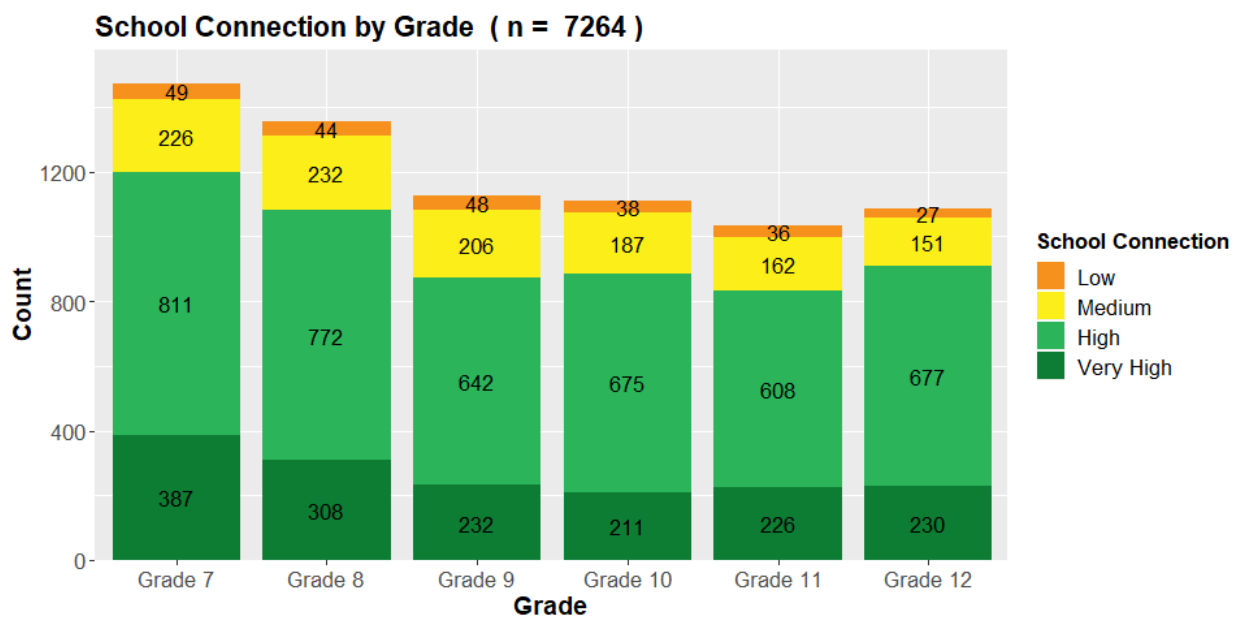
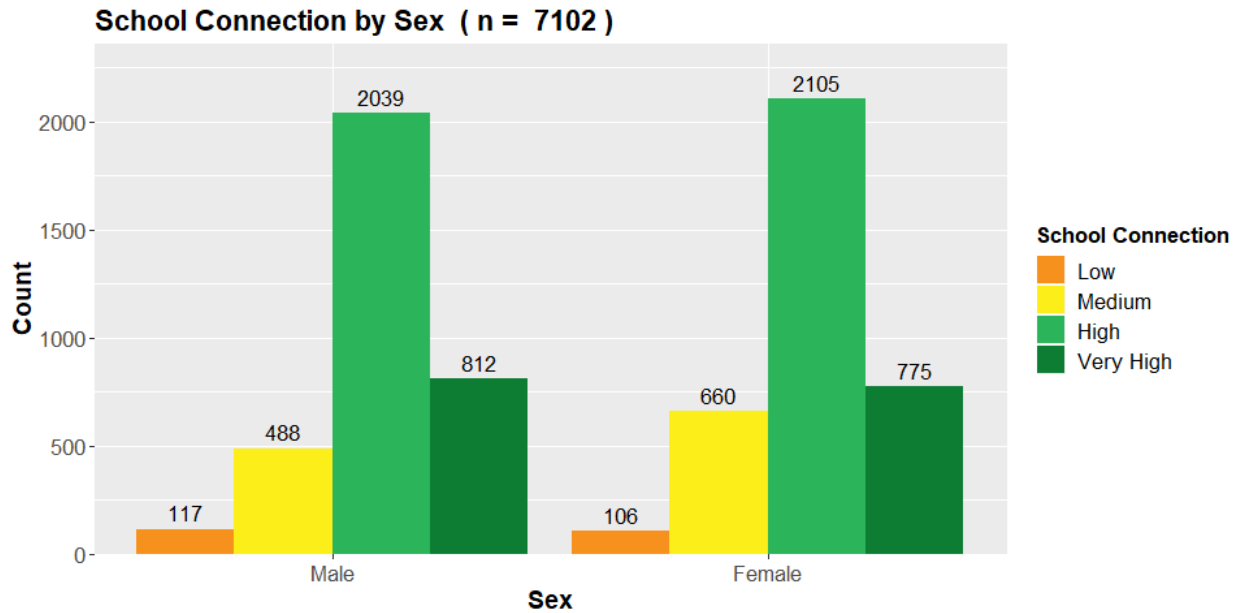
Students were asked to report how strongly they agreed or disagreed with five statements. An overall score of "School Engagement" was developed by combining responses across these questions.

School Engagement: This is an aggregate of five questions: I feel motivated to do well in school; I feel I belong in this school; I feel safe at my school; At my school, there is an adult who I trust; I find it difficult to stay focused during class or at school because I am bored.



Like School Engagement, School Connection was developed from a combination of statements. The purpose of this aggregated variable was to tease out part of the overall School Engagement factor.

School Connection: This is an aggregate of three questions: I feel I belong in this school; I feel safe at my school; At my school, there is an adult who I trust. Raw descriptions for each of these separate questions are provided in Section 4.

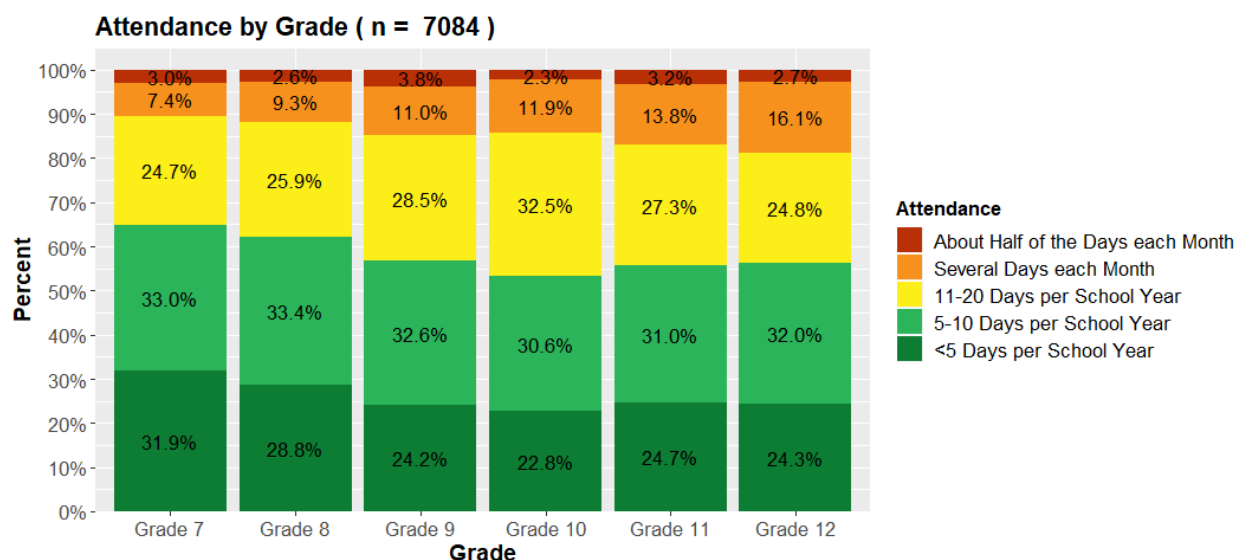
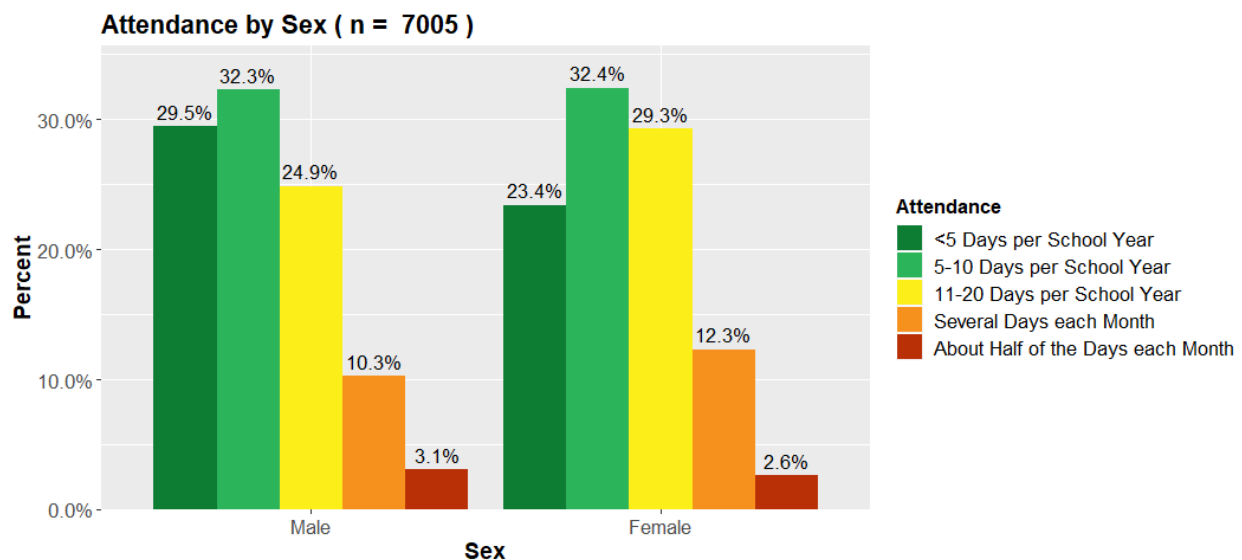


School Attendance

Supporting prior research on the positive link between school attendance and academic achievement,⁵⁸ better attendance was associated with higher self-reported academic performance amongst students in Saskatchewan (see Province-Wide Findings section).

SAYCW appreciates that self-reported attendance is not as accurate as the records that schools maintain. However, by including this question on the survey, SAYCW is able to explore connections between self-reported attendance and other items from the survey. Students who reported missing more than 10 days of school per year, several days per month, or about half of the days they could attend, were asked why they were missing school.

Attendance: How often do you miss days in school?



Reasons for Absences: If you miss school more than 10 days per year, why?

Reasons for Absences - Students with Low Absenteeism

Response	Count
Sickness	1413 (36.4%)
Injury	472 (12.2%)
Pain	153 (3.9%)
Bored	172 (4.4%)
Trouble	50 (1.3%)
Work	94 (2.4%)
Transport	157 (4%)
Extracurricular	778 (20%)
Family	511 (13.2%)
Bullying	83 (2.1%)

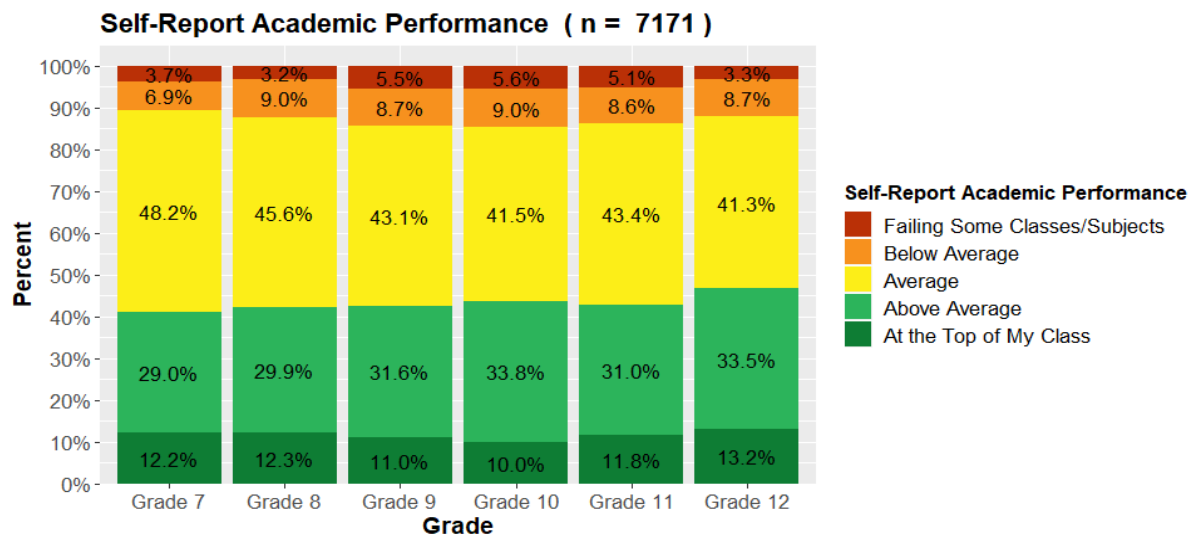
Reasons for Absences - Students with High Absenteeism

Response	Count
Sickness	631 (32%)
Injury	203 (10.3%)
Pain	113 (5.7%)
Bored	221 (11.2%)
Trouble	56 (2.8%)
Work	76 (3.9%)
Transport	130 (6.6%)
Extracurricular	236 (12%)
Family	224 (11.4%)
Bullying	82 (4.2%)

Self-Reported Academic Performance

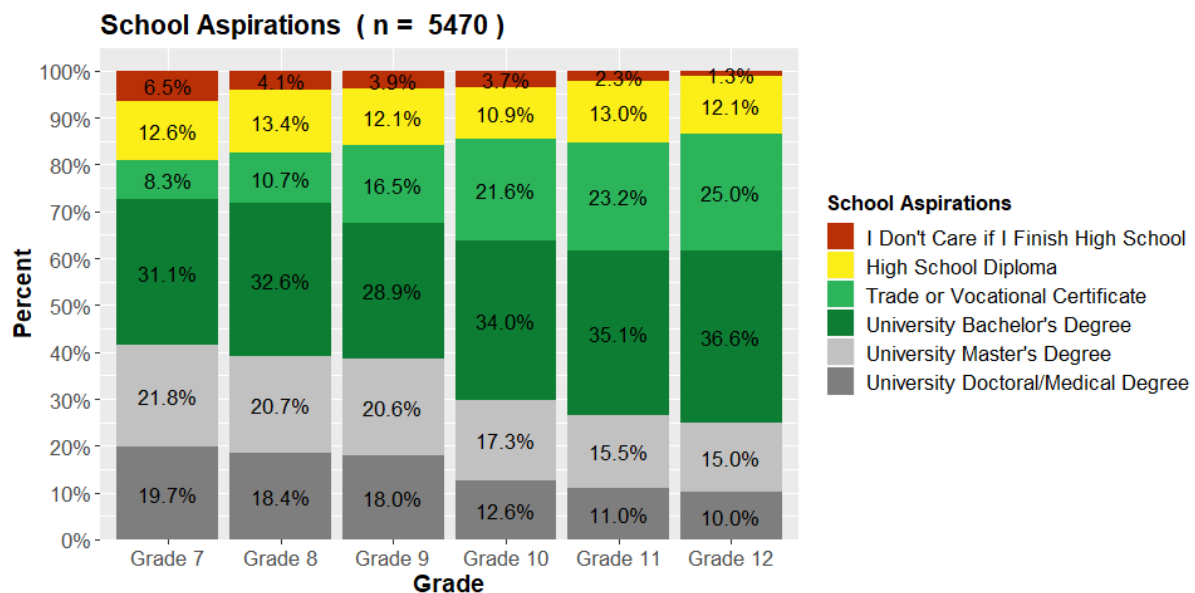
In order to protect students' anonymity, the survey did not ask for identifiable information, including anything that could connect their survey to health or school records. As such, like attendance, this report relies on self-reported academic performance estimates. SAYCW understands that there are limitations to the reliability and accuracy of such estimates, but feel that relative scores do help to identify factors that have the greatest impact on academic performance.

Academic Performance: How well do you think you are doing in school (in terms of your grades or report card)?



Education leaders and SAYCW partners suggested that the 2019 survey explore students' academic aspirations. Not only does this question differentiate students with university and trade aspirations (where there are significant male-female differences), but it helps schools to identify grades/ages where students are more likely to develop academic and professional goals, and less likely to say that they "don't know."

School Aspiration: What is the highest level of school that you want to get (what are your future education plans)?

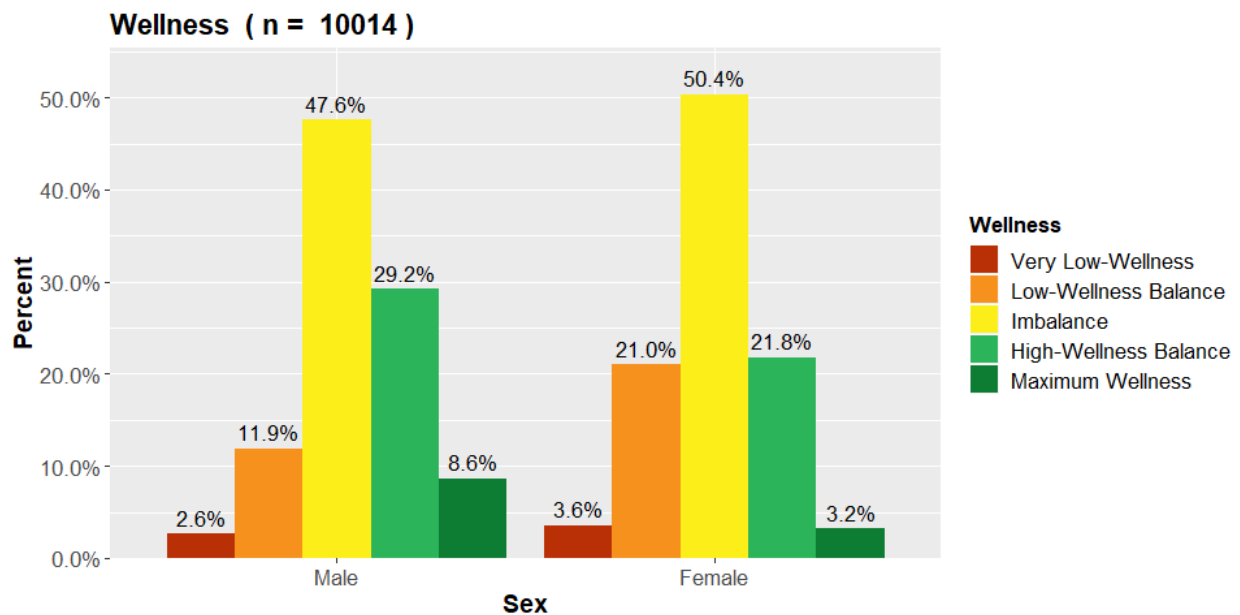


Mental Health

Both teachers and students rated mental health as the most important topic in the survey. That data is described in Section 1 of this report. Mental illness can have a devastating impact on youth, and can affect many aspects of life, including relationships with family and friends, academic performance, general self-esteem, and feelings of self-worth.²⁹ Students shared information regarding mental health and wellness, depressive symptoms, self-harm, and suicide.

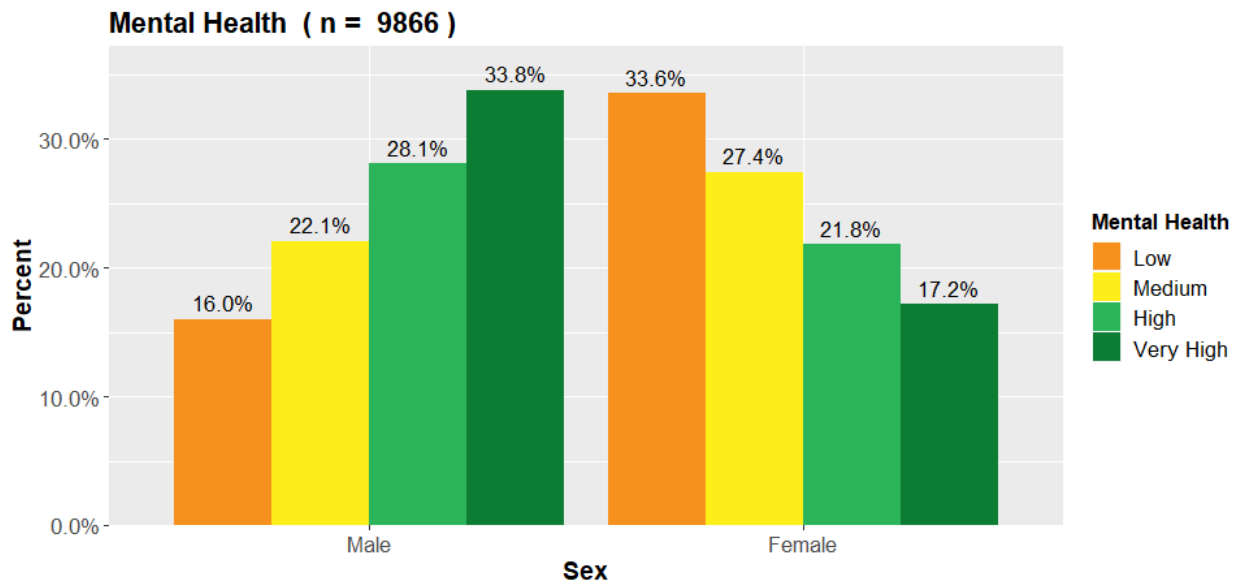
A new interesting question in the Mental Health section of the survey assesses Wellness – which is the balance of physical, mental, emotional, and spiritual well-being. Students rated these four dimensions on 4-point Likert scales from none, to some, to most, to all of the time. Because the connections and relationships between the four dimensions are more important than each dimension is on its own, data from these questions were re-scored into a single variable with five possible outcomes: Very Low-Wellness; Low-Wellness Balance; Imbalance; High-Wellness Balance; and Maximum Wellness.

Wellness: How often do you feel that you are in balance in the four aspects of your life? (Physical, Emotional, Mental, Spiritual)



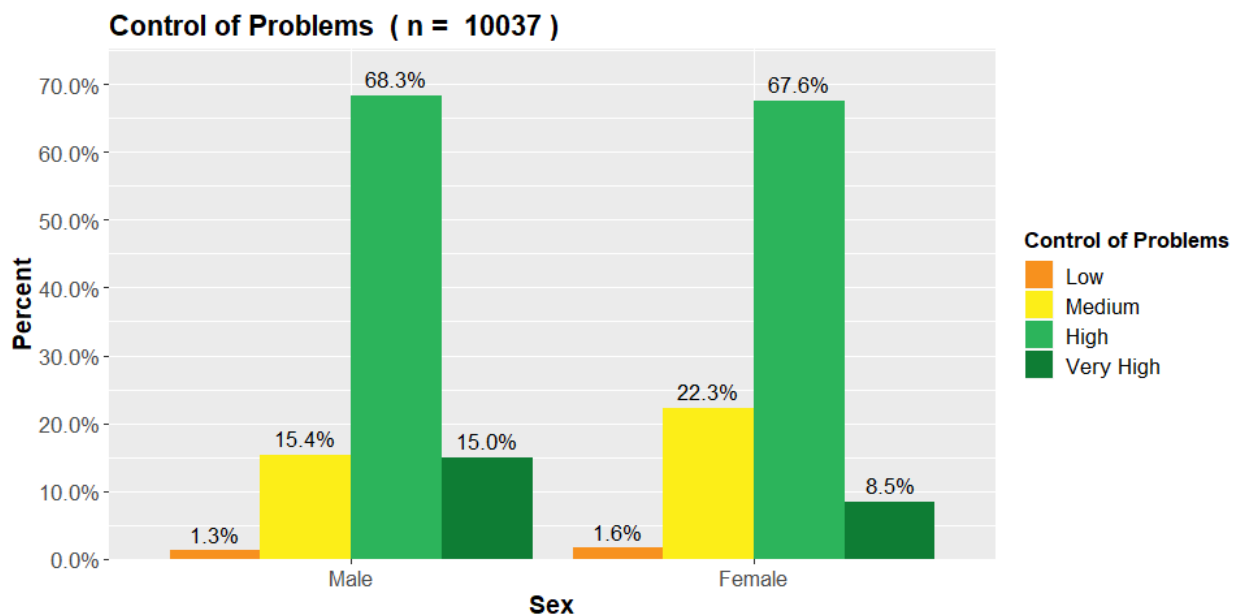
Students were asked to report how strongly they agreed or disagreed with ten statements about Control of Problems, Worry, Self-Esteem, and High Expectations. The specific questions are available from the survey on the SAYCW website, and raw descriptions for each of these separate questions are provided in Section 4.

Mental Health (Composite Score): This variable combines the scores on three themes described above: Control of Problems, Worry, and Self-Esteem.



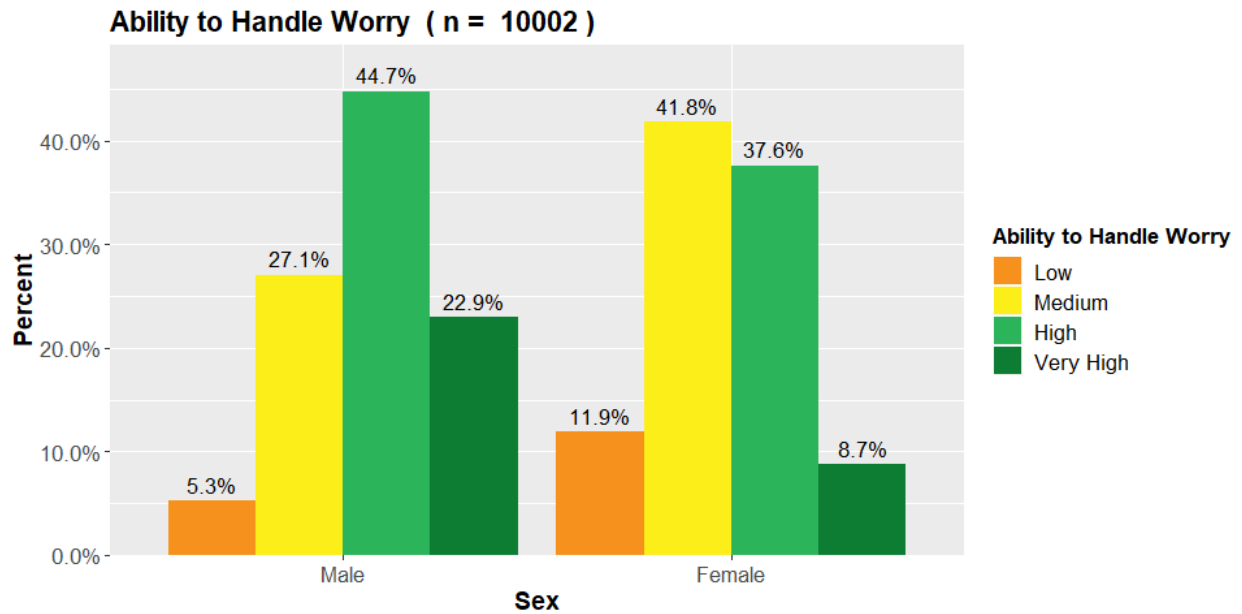
Control of Problems: Below is a list of statements dealing with your life and feelings over the past year (12 months). Please indicate how strongly you agree or disagree with each statement.

- I can solve problems when I have them
- I can do just about anything I really set my mind to
- What happens to me in the future mostly depends on me



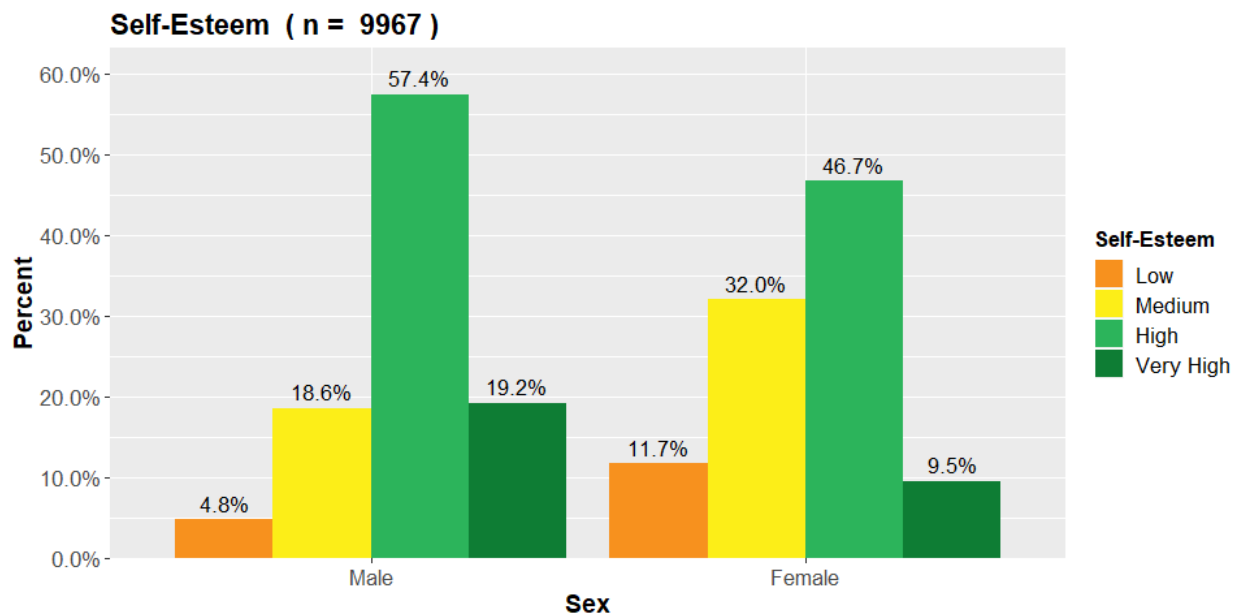
Ability to Handle Worry: Below is a list of statements dealing with your life and feelings over the past year (12 months). Please indicate how strongly you agree or disagree with each statement. **Note:** Scores for these questions were reversed-scored to calculate a students' ability to handle worry.

- I often have trouble falling asleep because I worry about things
- I often worry what other people at school think of me
- I often worry about bad things happening now or in the future (ex., a tornado, a loved one getting hurt, failing an exam)



Self-Esteem: Below is a list of statements dealing with your life and feelings over the past year (12 months). Please indicate how strongly you agree or disagree with each statement.

- On the whole, I am satisfied with myself
- I feel that I have a number of good qualities
- I take a positive attitude toward myself



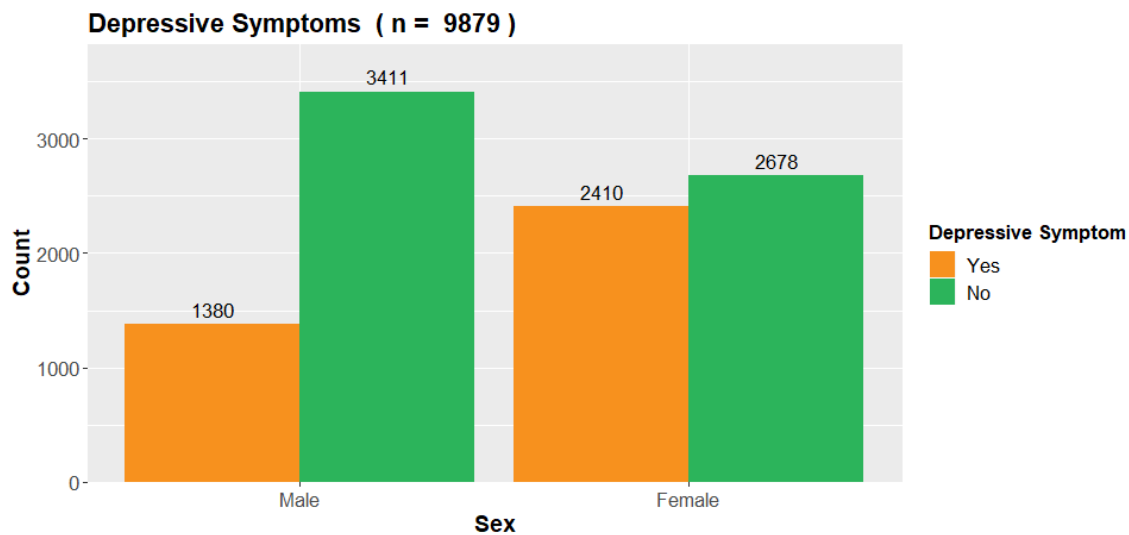
Symptoms of Feeling Depressed

Feelings of constant sadness and hopelessness in youth are associated with academic deficits, suicidal thoughts and behaviours, and drug and alcohol abuse.³⁰ Students were asked if during the last 12 months they ever felt so sad or hopeless almost every day for two weeks that they stopped some regular activities (ex., going to school, extra-curricular activities, hanging out with friends).

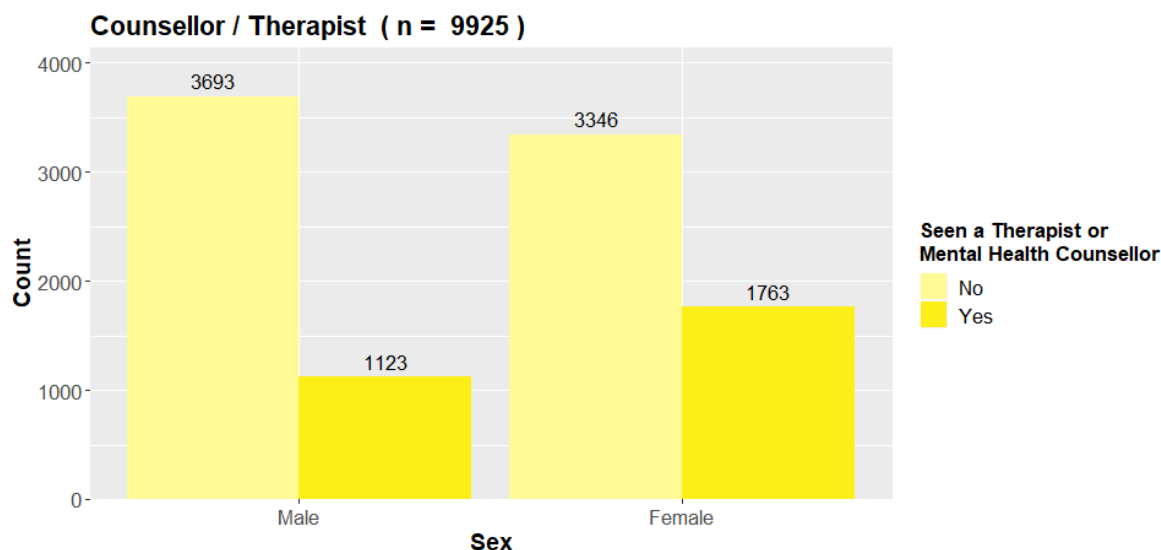
Please note that this is not a diagnostic or screening tool for depression. It is likely that students who answered 'yes' have experienced mood-related problems; however, a thorough clinical screening would be required for specific diagnoses. This is why SAYCW differentiates between "feeling depressed" and does not describe these students as "suffering from depression."

Both Feeling Depressed and Seeing a Counsellor/Therapist are personal, medical questions. As such, SAYCW makes extra efforts to protect the anonymity of students, and provides limited breakdown of these data by other variables.

Depressive Symptoms: During the past year (12 months), did you ever feel so sad or hopeless almost every day for 2 weeks that you stopped doing some typical activities (ex., going to school, extra-curricular activities, hanging out with friends, etc.)?



Counsellor / Therapist: Have you ever seen a therapist or a mental health counsellor?



Bullying

Bullying affects youths' physical and mental health, the way they interact with others, and their school experience.²⁶ Bullying can lead to anxiety, depression, self-harming, or other risky behaviours.²⁶ Additionally, those affected by bullying are at an increased risk of poor academic performance, poor attitudes towards school, low grades, and absenteeism.²⁶ At least 1 in 3 adolescent students in Canada have reported being bullied recently.⁵⁹

As reported in the Province-Wide Findings section, 59.8% of students reported experiencing bullying within the last year. Experiencing higher rates of bullying was associated with an increased likelihood of students self-reporting depressive symptoms, self-harming, and suicidal behaviours. Experiencing bullying was also associated with lower school engagement amongst students, specifically feeling less safe at school, less belonging, and less motivated to do well in school.

Bullying: How many times in the past year (12 months) has anyone done any of the following TO YOU? We asked about the following forms of bullying:

- Bullied you using words or gestures (threatening, teasing, taunting or picking on you)
- Bullied you using physical force (grabbing, slapping, punching, pushing, kicking, tripping, etc.)
- Bullied you about your race, culture, body shape, size, or appearance
- Bullied you by intentionally leaving you out of an activity / group, embarrassing you, or spreading rumours about you
- Bullied, ridiculed, taunted, or picked on you using the Internet or social media (Facebook, Twitter, etc.)

Note. The following three forms of bullying are sensitive and described in Section 4 only:

- Bullied you about your sexual orientation or gender identity
- Made you feel unsafe or uncomfortable when you were in contact with them over the Internet (ex., made inappropriate requests for information, photos, videos, etc.)
- Shared private information, pictures, or videos of you without your permission (that made you feel unsafe or uncomfortable).

Bullying Type	Never	Less than Once a Month	Once a Month	Several Times a Month	Several Times a Week	Everyday
Verbal	0	1976	947	855	515	311
Appearance	6771	1458	734	527	355	232
Physical	7944	1010	417	326	176	176
Social	6447	1610	784	597	330	285
Social Media	8150	901	391	272	150	187

Research shows, and several education experts advised, that bullying not only affects youth who are bullied, but also bystanders.⁶⁰ Youth who see peers being bullied are often anxious and even scared that it will happen to them. Bystanders often change their behaviours to protect themselves from being bullied.⁵⁹ However, bystanders can be a school's front line in the effort to protect students. Bystanders can provide adults with information and they can intervene either with the bully, the victim, or both. Therefore, all students can play a positive role in schools' efforts to reduce bullying and improve safety. Questions about bystander bullying were added to the 2019 survey accordingly.

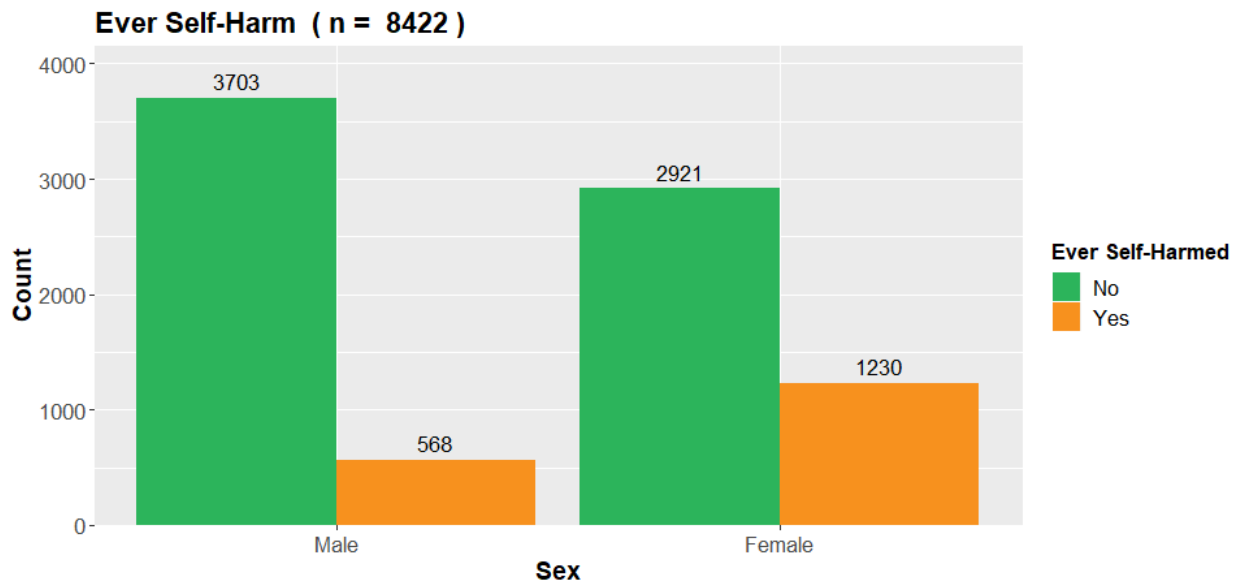
Bystanders and Bullying: Have you ever seen someone else be bullied and you...

Response	0	Count
Stopped the bully	6567 (16.2%)	3279 (22.3%)
Supported the victim	6689 (16.5%)	3149 (21.5%)
Told an adult	7368 (18.2%)	2463 (16.8%)
Did not do anything	7895 (19.4%)	1931 (13.2%)
Changed my behaviour	9021 (22.2%)	797 (5.4%)
I have never seen bullying	3055 (7.5%)	3055 (20.8%)

Self-Harm

Self-injury behaviours usually start between 13 and 15 years of age, and happen most often in teenagers and young adults.³¹⁻³⁴ Many mental health professionals believe that in most cases, youth use self-harm behaviours to cope with stress, anxiety, depression, and anger.³⁵

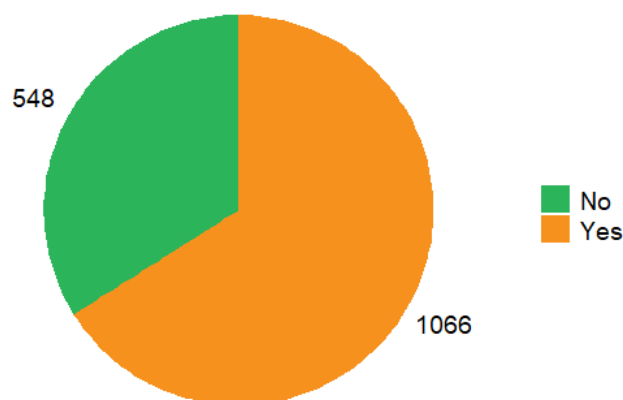
Self-Harm Ever: Have you ever harmed yourself in a way that was deliberate but not intended to take your life?



Note: The information below is from students who said 'Yes' I've ever self-harmed.

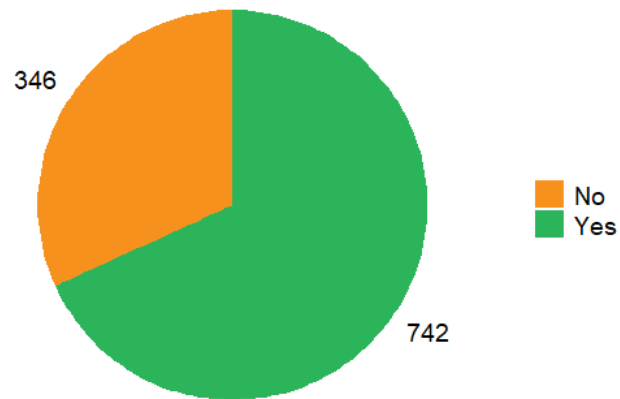
Self-Harm (past 12 months): Have you harmed yourself in the past 12 months (intentional self-harm)?

Self-Harm in Past 12 Months (n = 1614)



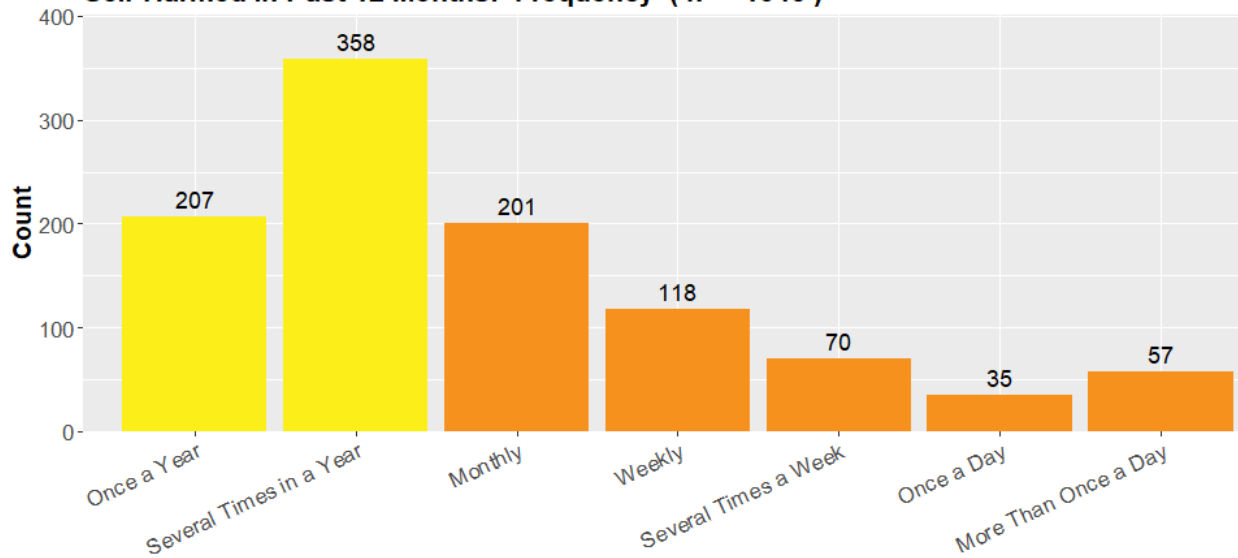
Self-Harm Support: Do you know where to get help to stop harming yourself?

Self-Harm Support (n = 1088)



Self-Harm (past 12 months): Have you harmed yourself in the past 12 months (intentional self-harm)?
How often do you intentionally harm yourself?

Self-Harmed in Past 12 Months: Frequency (n = 1046)

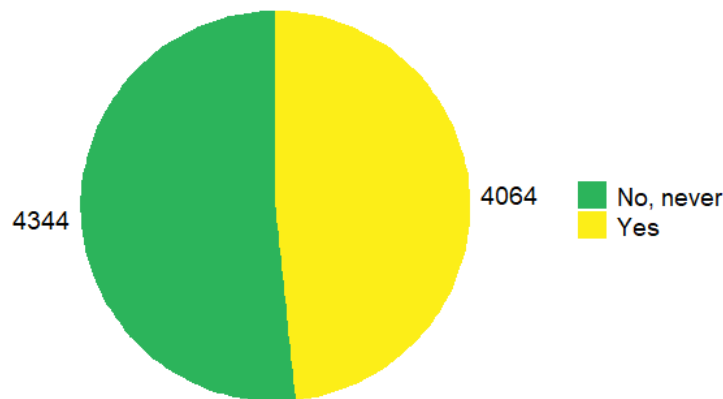


Suicide

In Canada, suicide is the second leading cause of death amongst individuals ages 15 to 34, second only to accidents.⁶¹ Amongst youth specifically, suicide accounts for almost a quarter (23%) of all deaths of 15 to 19-year-olds in Canada.⁶¹

Know Someone who Died by Suicide: Has anyone you've known died by suicide?

Know Someone who Died by Suicide (n = 8408)

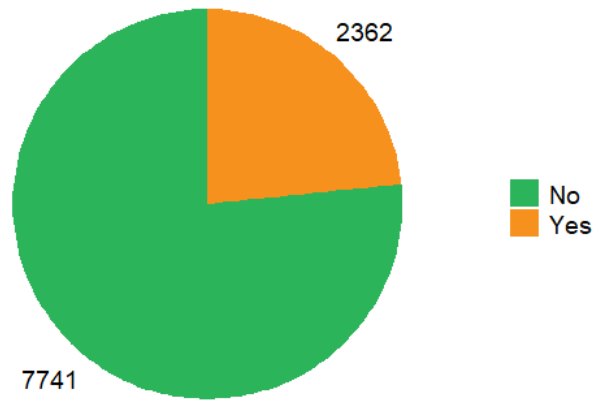


To protect the anonymity of participants, only broad, school-level data are provided below. If a student reported 'yes' that they have considered suicide, they were asked if they had ever planned a suicide attempt, attempted suicide once, or attempted suicide more than once. Please note that responses for planning and attempting suicide only include students who have considered death by suicide. Students self-reported the following suicide information.

Considering, Planning, and Attempting Suicide: In the past 12 months:

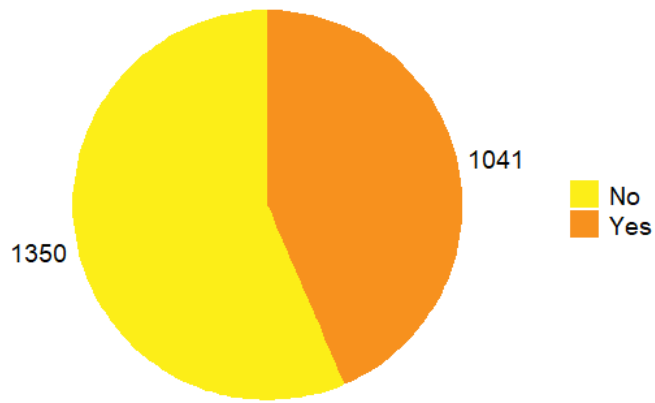
- Have you considered attempting suicide?
- Have you planned a suicide attempt?
- How many times did you attempt suicide?

Considered Suicide (n = 10103)

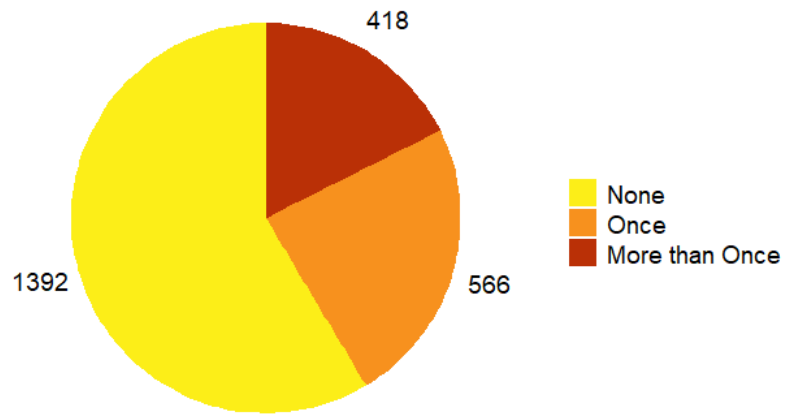


Note: The information below is from students who said 'Yes' I've considered.

Planned to Die by Suicide (n = 2391)



Attempted Suicide (n = 2376)





Next Steps for Health Promotion Action

MENTAL HEALTH

Comprehensive School Community Health – the Saskatchewan Government provides an overview and links to additional information about Comprehensive School Community Health, a nationally recognized approach to improve mental health and well-being in Canadian schools.

<https://www.saskatchewan.ca/government/education-and-child-care-facility-administration/services-for-school-administrators/student-wellness-and-wellbeing/comprehensive-school-community-health>

Pan-Canadian Joint Consortium for School Health’s Positive Mental Health Toolkit – a toolkit designed to promote positive mental health perspectives and practices in the school context, derived from evidence-informed practices; and is linked with a partner document entitled, Schools as a Setting for Promoting Positive Mental Health: Better Practices and Perspectives (JCSH, 2014).

<http://www.jcshpositivementalhealthtoolkit.com/>

Teach Resiliency – a program developed by Physical and Health Education (PHE) Canada; through a website designed for teachers that promotes belonging, healthy spaces, building resiliency in youth, and mental health literacy. <https://www.TeachResiliency.ca>

Teen Mental Health.org’s Mental Health High School Curriculum Guide – a free curriculum resource used to improve both teacher and student mental health literacy. The goal is to support understanding of how to optimize and maintain good mental health, mental disorders and their treatments; and how to decrease stigma and enhance help-seeking efficacy. <http://teenmentalhealth.org/schoolmhl/school-mental-health-literacy/mental-health-high-school-curriculum-guide/about-the-guide/>

Canadian Mental Health Association’s Mental Health Week – resources including a school toolkit which has supports for teaching different topics related to mental health (e.g., social and emotional learning, positive body image, anti-bullying), along with specific classroom activities.

<https://mentalhealthweek.ca/> and <https://cmha.ca/youth>

Mental Health Commission of Canada’s Peer Support Guidelines – advocates for the use of peer support to offer hope and encouragement, and to connect youth and families with those facing similar challenges to them. They offer peer support guidelines to assist in implementing such approaches.

https://www.mentalhealthcommission.ca/sites/default/files/peer_support_guidelines.pdf.pdf

First Nations Mental Wellness Continuum (FNMWC) – a national framework that addresses mental wellness amongst First Nations peoples in Canada. <https://thunderbirdpf.org/first-nations-mental-wellness-continuum-framework/>



Next Steps for Health Promotion Action

ANTI-BULLYING

The Bully Project – anti-bullying resources for teachers developed by the Canadian Mental Health Association. <http://www.thebullyproject.com/>

PREVnet, Promoting Relationships & Eliminating Violence Network – resources and guides for teachers and parents to help them identify and address bullying across different age ranges and populations, including adolescents and LGBTQ2S youth. <https://www.prevnet.ca/> Saskatchewan Ministry of Education’s Action Plan to Address Bullying and Cyberbullying – resources for educators, schools, youth, and communities. <https://www.saskatchewan.ca/residents/education-and-learning/anti-bullying>

Bullying and Harassment Prevention by the Canadian Red Cross – anti-bullying resources and courses for educators, child and youth service organizations, parents, youth, and Indigenous communities. <https://www.redcross.ca/how-we-help/violence-bullying-and-abuse-prevention/educators/bullying-and-harassment-prevention>



Next Steps for Health Promotion Action

SELF-INJURY & ANXIETY

Self-Injury Outreach and Support – provides information and resources about self-injury for professionals, as well as individuals who self-injure and those who have recovered.

<http://www.sioutreach.org/>

Anxiety Canada, Anxiety in Youth – a youth resource about understanding and managing anxiety including Mind Shift, a smartphone app designed to help teens and youth cope with anxiety.

<https://play.google.com/store/apps/details?id=com.bstro.MindShift&hl=en>

Stop, Breathe & Think – a smartphone app to help users deepen their awareness of their feelings, and to settle and manage their emotions and reactions. Includes ways to integrate into the classroom, extracurricular activities, etc.

<https://play.google.com/store/apps/details?id=org.stopbreathethink.app&hl=en>

SUICIDE

Kids Help Phone – a long-standing resource for youth in Saskatchewan. They can now connect with youth through text messaging by texting CONNECT to 686868. <https://kidshelpphone.ca/>

Canadian Association for Suicide Prevention – provides information and resources to reduce the suicide rate and minimize the harmful consequences of suicidal behaviour. Includes awareness, prevention, coping, grieving, and advocacy resources. <https://suicideprevention.ca/>

Living Works – a world leader in suicide prevention training including the Applied Suicide Intervention Skills Training (ASIST). <https://www.livingworks.net/>

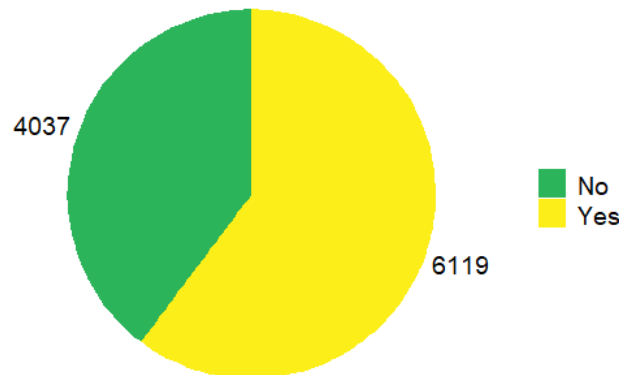
Honouring Life Network – a source for aboriginal (sic) youth suicide prevention resources. This website helps to connect youth and provides resources. <http://www.honouringlife.ca>

Risk & Injury

Youth in Canada ages 12 to 19 have the greatest risk for sustaining an injury with their likelihood of injury twice as large as all other age groups.⁶² Additionally, Statistics Canada has reported an increase in youth injuries over the past decade, with a larger increase amongst girls than boys.⁶²

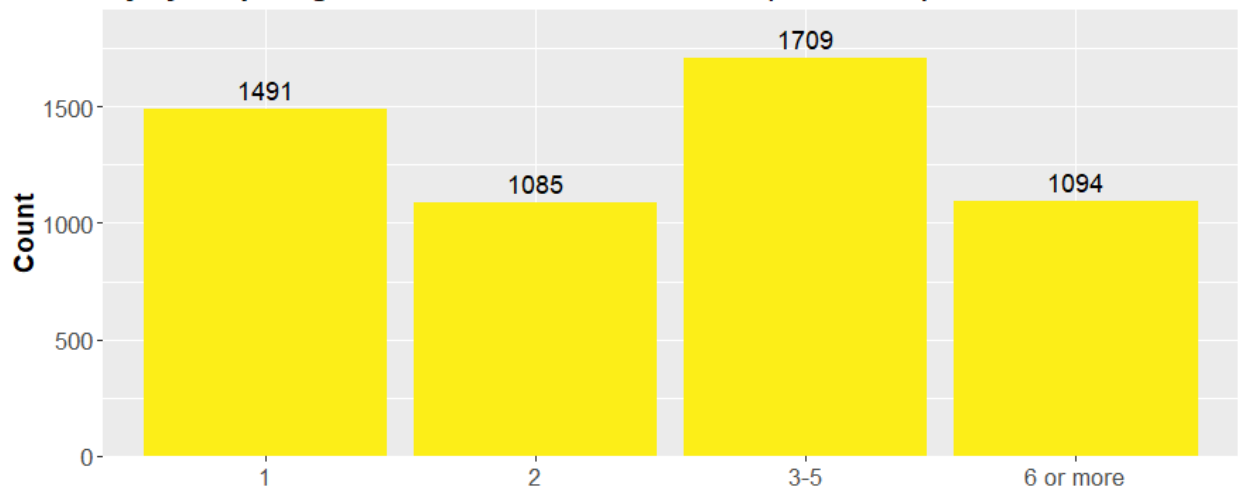
Injury in the Past 12 Months: Have you been injured in the past 12 months?

Injury in Past 12 Months (n = 10156)



Injury-related Visits to a Healthcare Professional: During the past 12 months, how many times did you visit a healthcare professional for an injury (this includes family doctors, walk-in/medi-clinics, physiotherapists, and emergency rooms)?

Injury Requiring Healthcare in Past 12 Months (n = 5379)

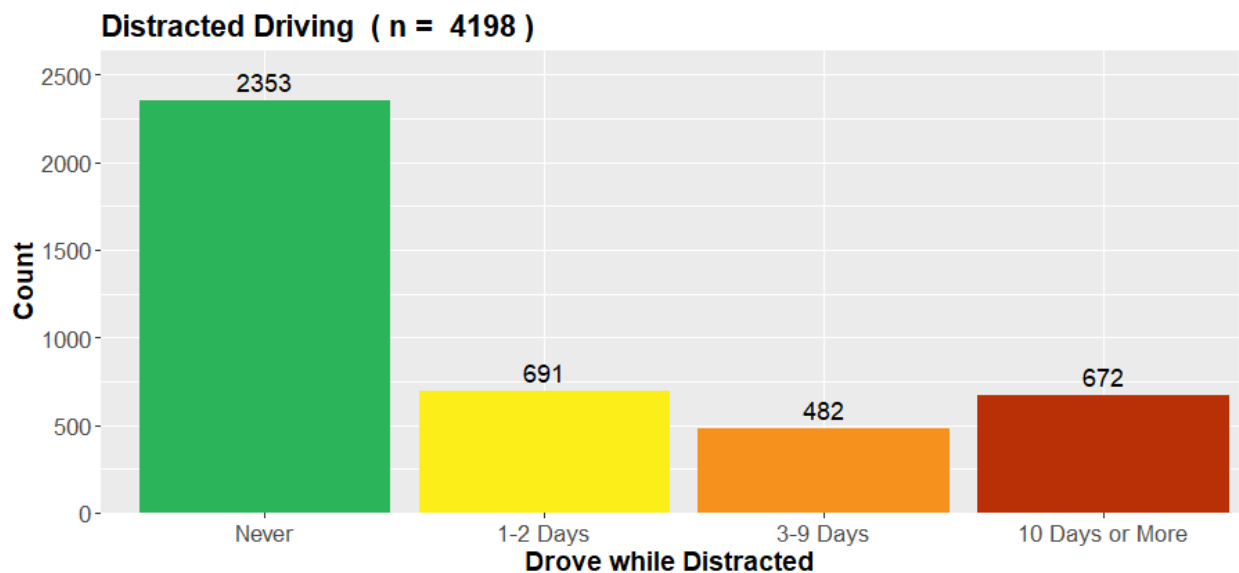


Driving Safety

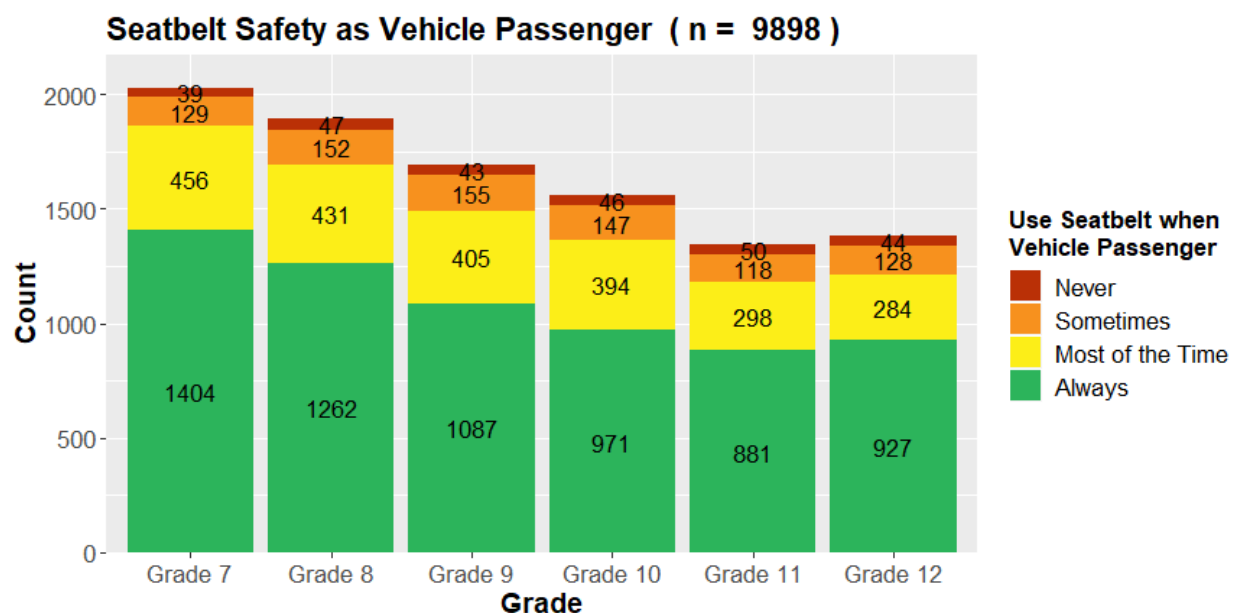
In Canada, distracted driving is a leading cause of fatality in car crashes, behind only speeding and impaired driving.⁶³ Amongst youth, however, distracted driving has surpassed impaired driving as the leading cause of motor vehicle death.⁶⁴

Please note that some of the questions below applied to drivers/driving, and others to passengers. Also note that questions about students being impaired drivers themselves are presented in the Substance Use section.

Driving Safety – Distraction: [Only students with Driver’s Licenses or Learner’s Permits should do this question] During the past 30 days, on how many days did you text, e-mail, watch an accident, or do something else that distracted you while driving a car or other vehicle?

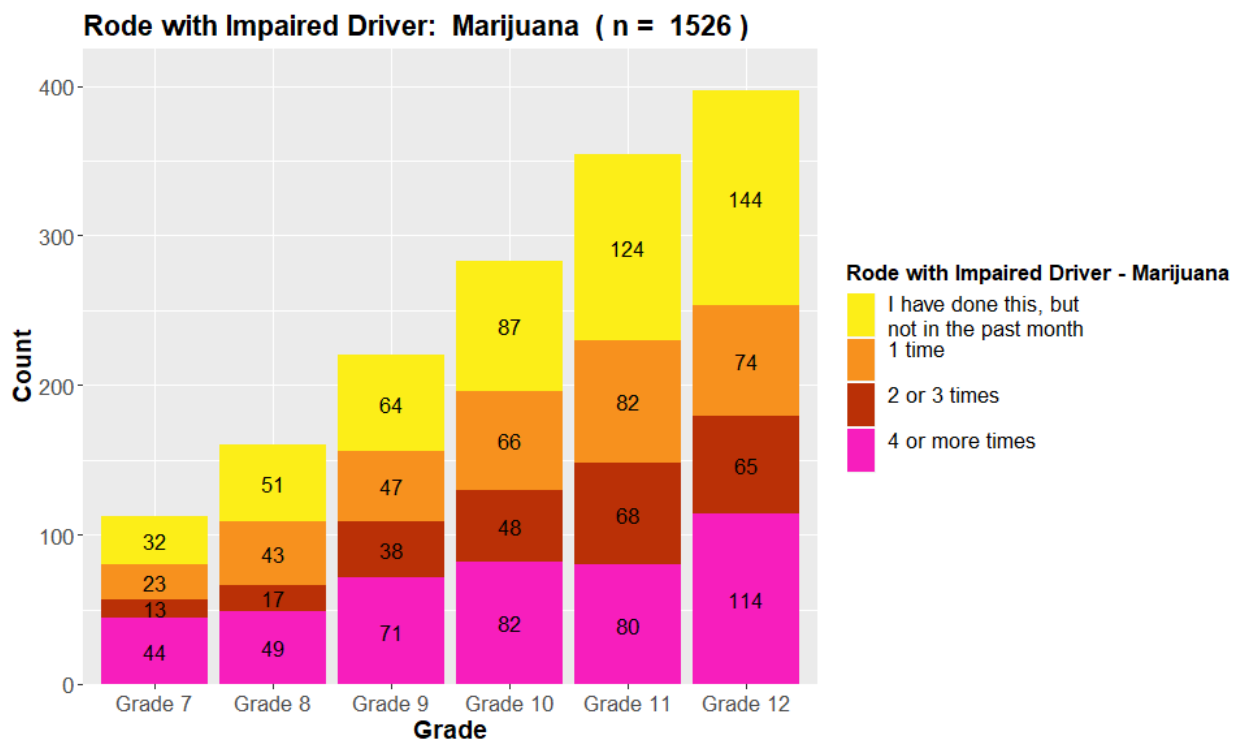
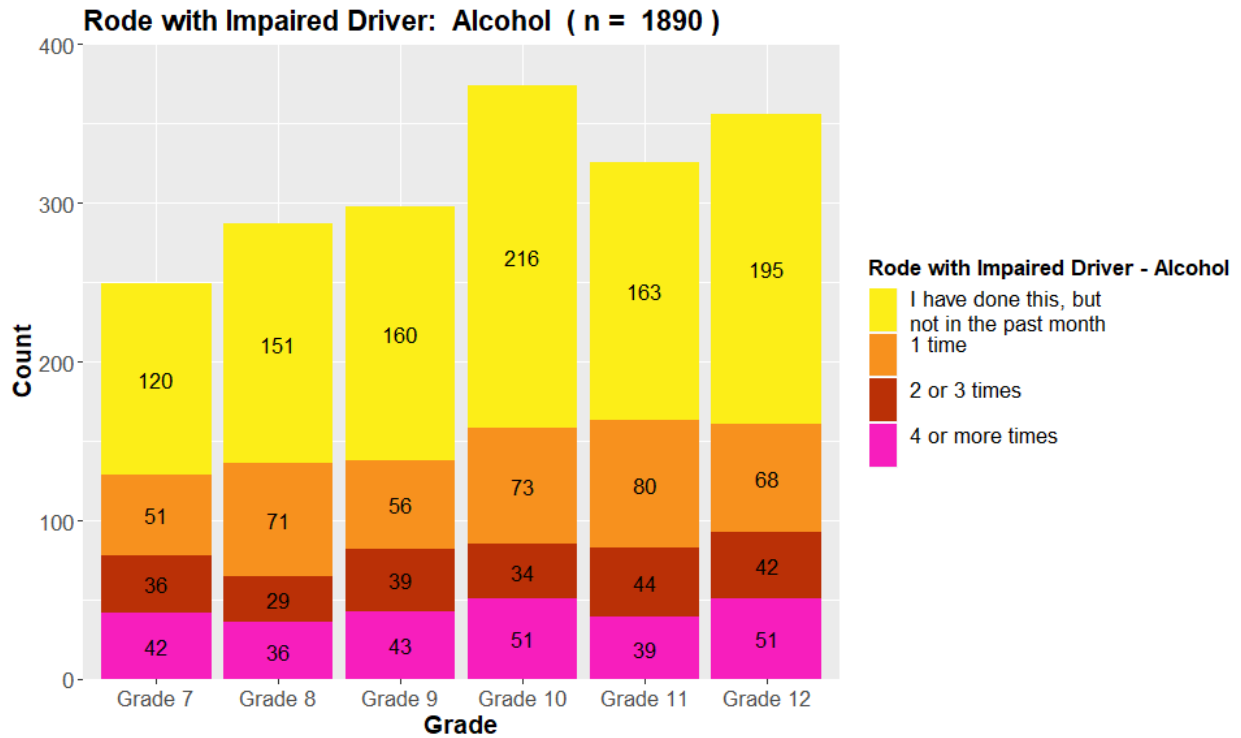


Passenger Safety – Seatbelt: How often do you wear a seatbelt when riding in a car driven by someone else?

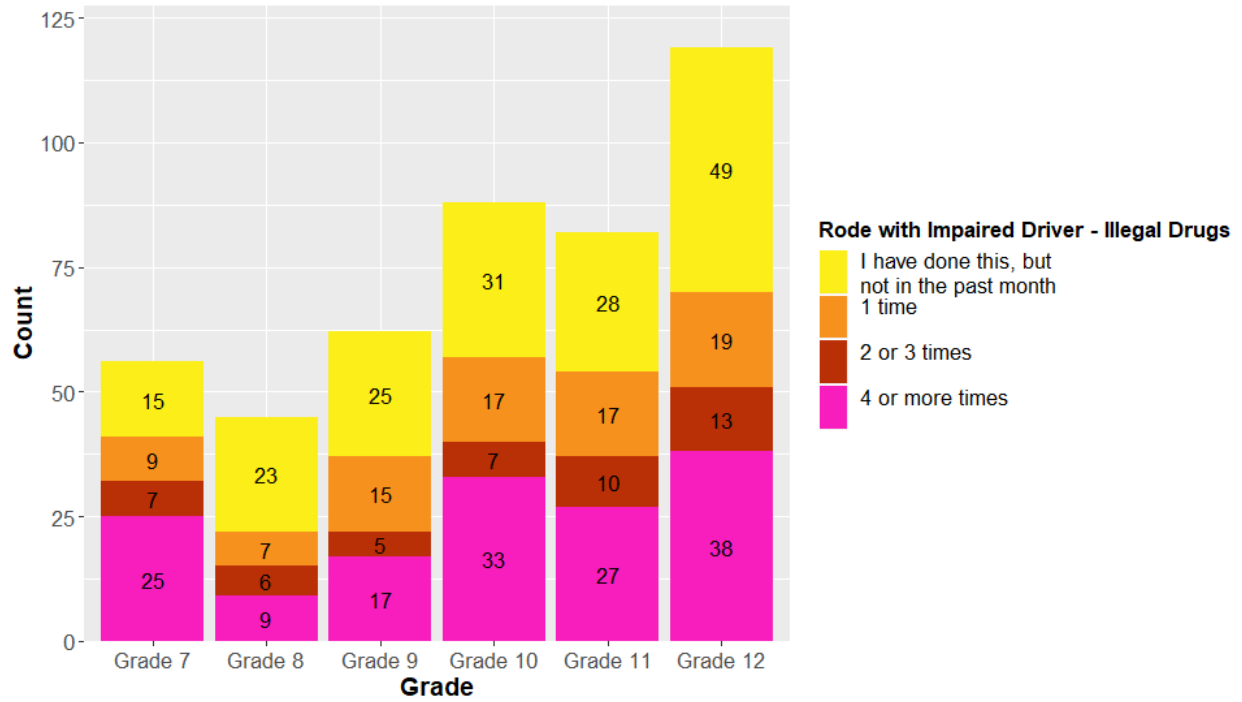


Passenger with Impaired Driver: During the past month (30 days), how many times did you ride in a car or other vehicle driven by someone else who had been:

- Drinking alcohol?
- Using marijuana/cannabis?
- Using illegal drugs (not including marijuana)?



Rode with Impaired Driver: Illegal Drugs (n = 452)



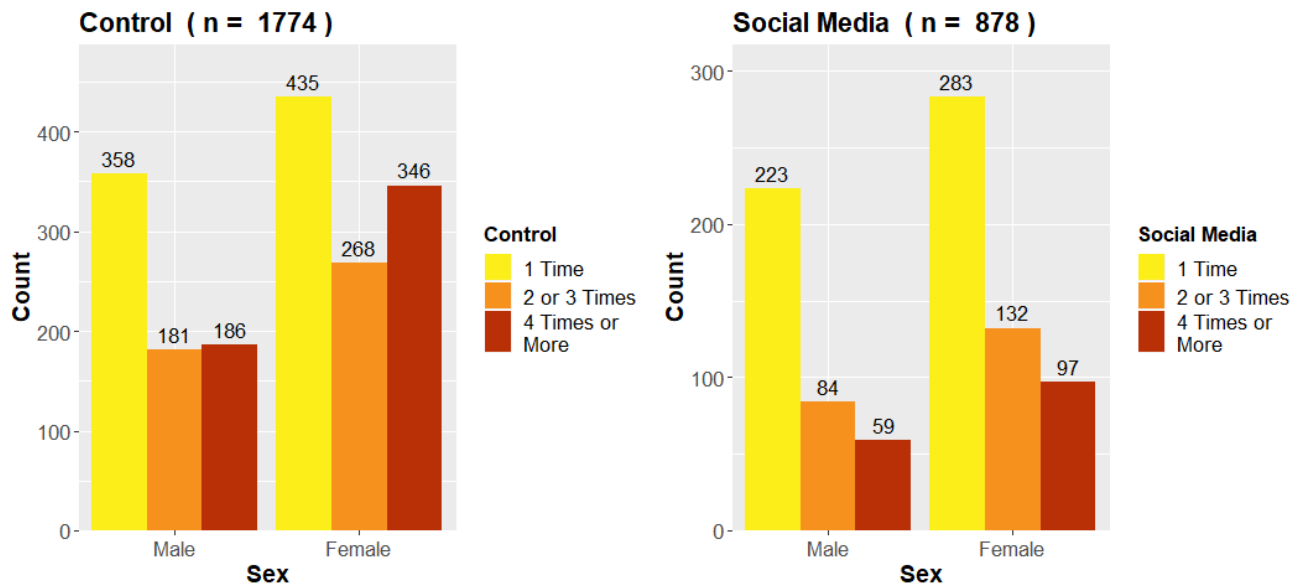
Violence & Unhealthy Relationships

As reported in the Province-Wide Findings section, students who experienced dating violence were more likely to self-report depressive symptoms, self-harm, and/or suicidal consideration. As those analyses also showed, male and female students differ more in the type of dating violence that they experience than in the amount of violence they face.

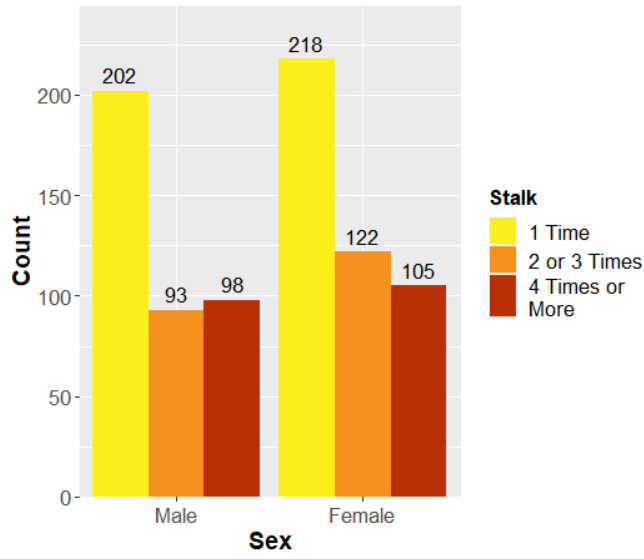
Note: The information below is from students who said 'Yes' I've dated or gone out with someone.

Dating Violence and Control: Did someone you were dating or going out with ever do the following things to you:

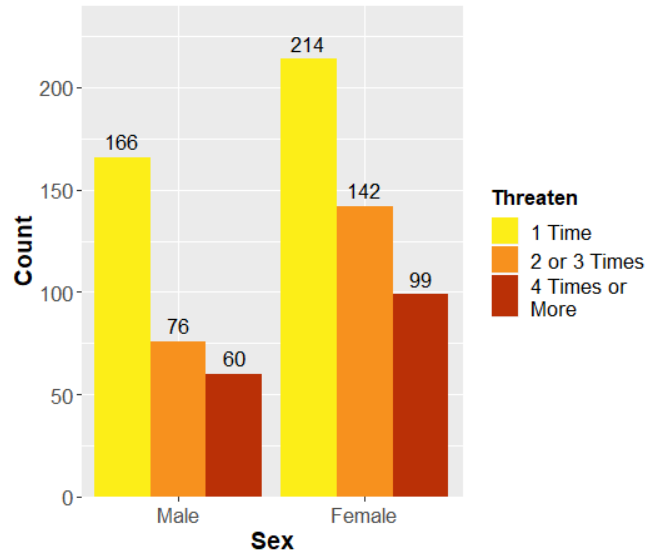
- Use social media to hurt or shame you?
- Threatened you?
- Try to control what you did or who you hung out with?
- Stalk you?
- Push, hit, choke, or kick you?
- Injure you with a weapon or object?



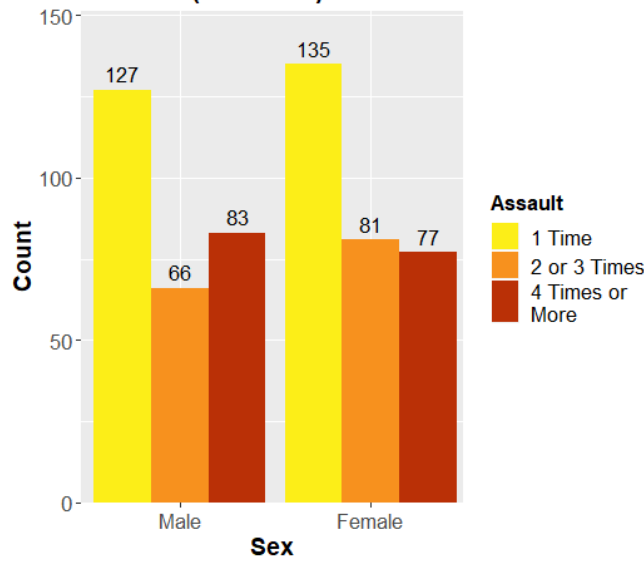
Stalk (n = 838)



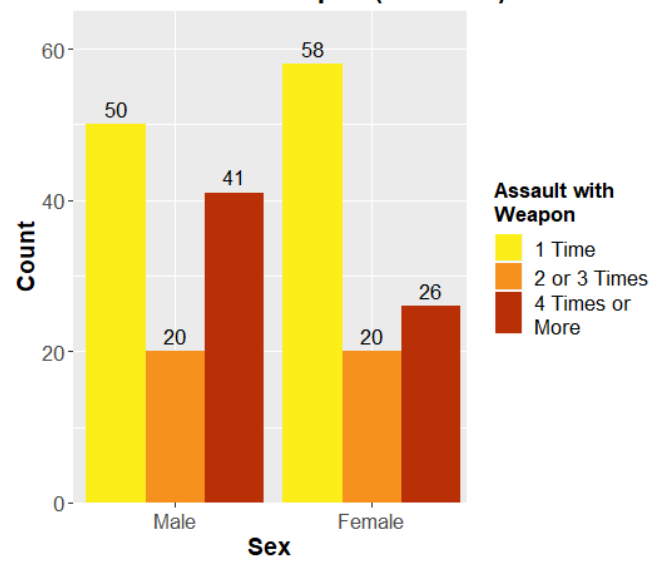
Threaten (n = 757)



Assault (n = 569)

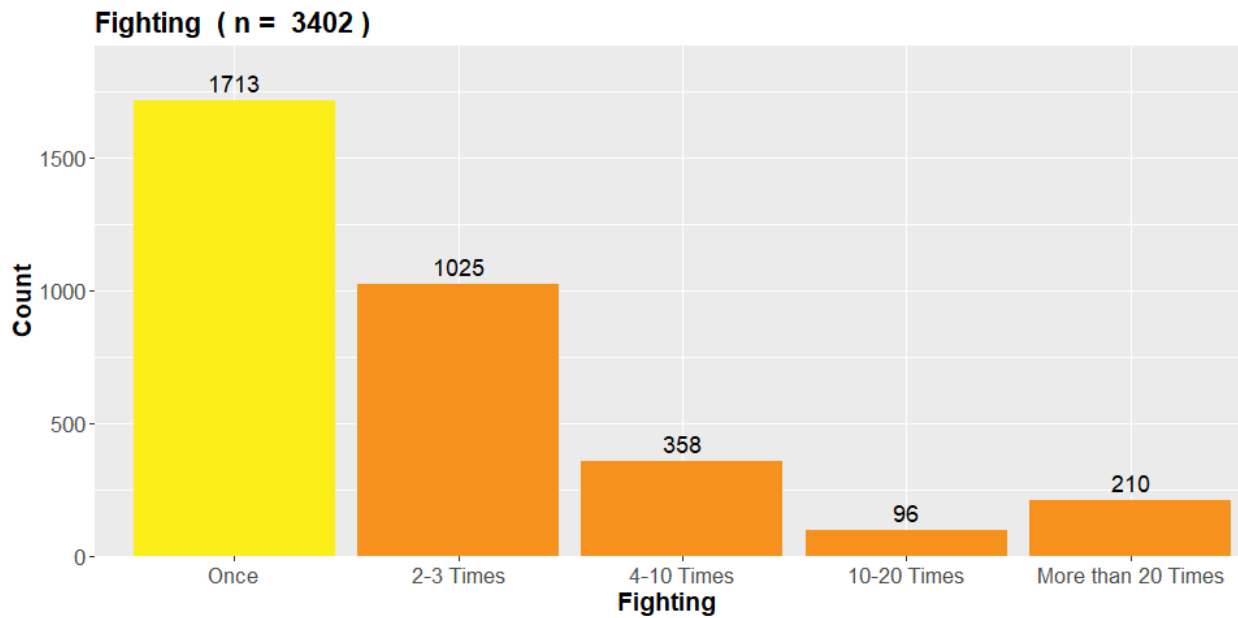


Assault with a Weapon (n = 215)



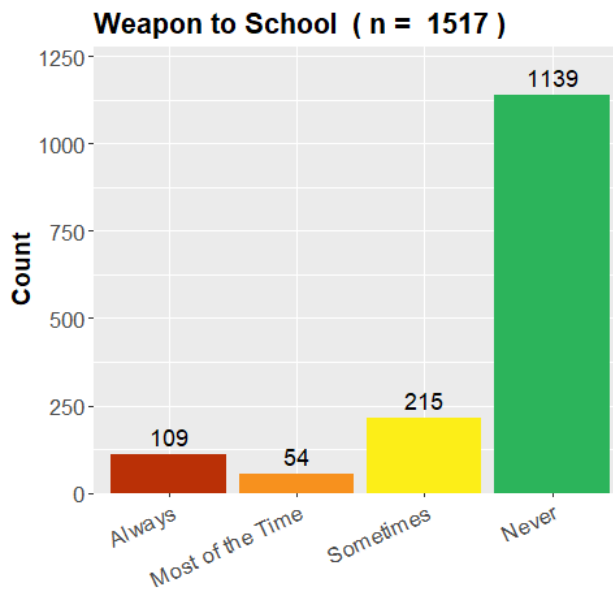
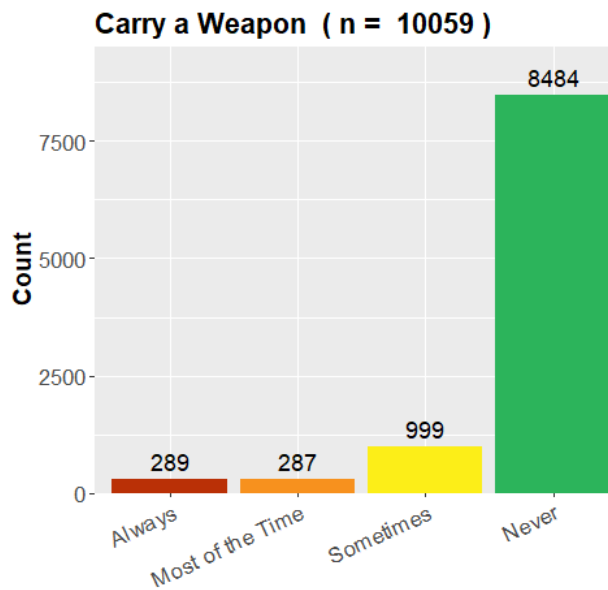
Based on input SAYCW received from law enforcement and education experts, violence and crime seem to be increasing in many parts of the province, and seem to be affecting youth at younger ages.

Fighting: During the past 12 months, how many times were you in a physical fight?



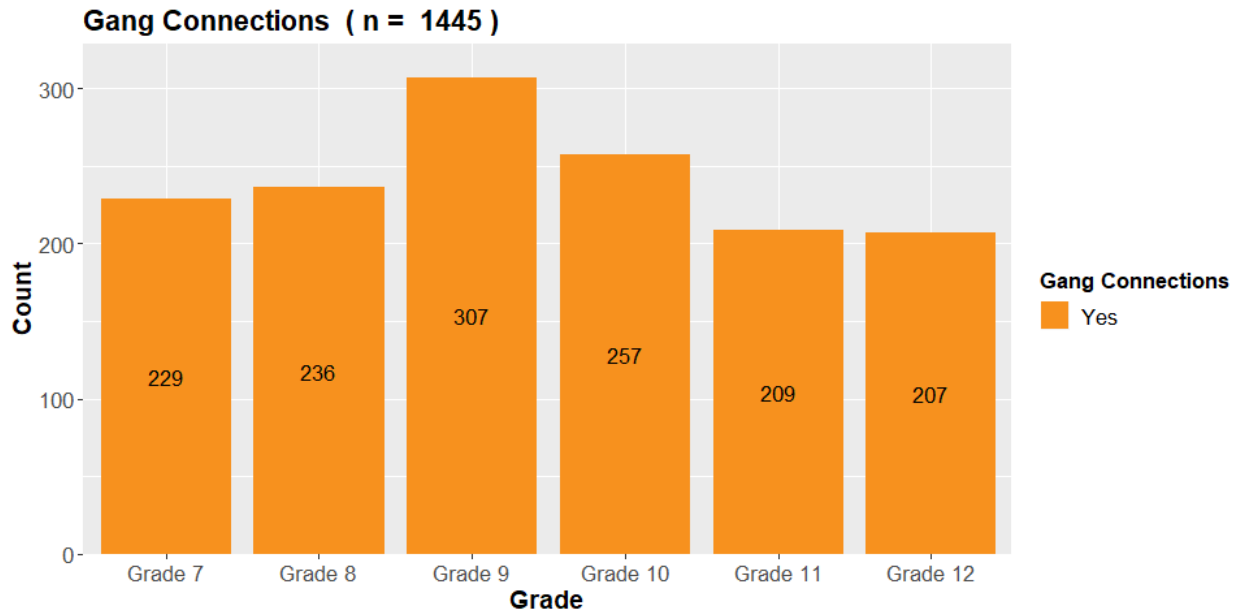
Carrying a Weapon: During the past 6 months:

- How often did you carry a weapon such as a gun, knife, or club (excluding for hunting, fishing, or work purposes)?
- How often have you taken a weapon to school in the past 6 months?

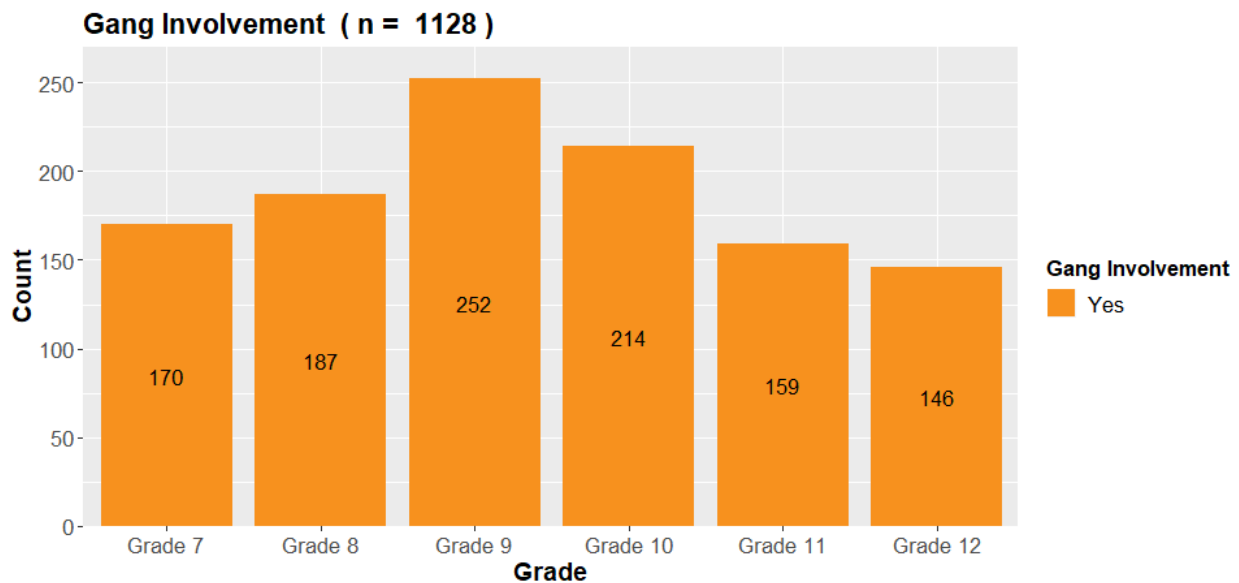


To simplify this section, six response options from one question were combined into two aggregated variables. *Gang Connection* was developed from two response options about family and friend connections with gangs. *Gang Involvement* was developed from three response options assessing future, present, or past gang affiliation.

Gang Connection: I have a friend who is in a gang; I have a family member who is in a gang.



Gang Involvement: I am not in a gang, but it is possible that I could join one day; I am in a gang; I was in a gang but not anymore.





Next Steps for Health Promotion Action

INJURY PREVENTION

Injury Prevention – safety and injury prevention strategies and resources on a variety of activities for children and youth from the Saskatchewan Prevention Institute. <https://skprevention.ca/safety/>

Brain Injury – an educational guide titled “Understanding Brain Injury in Adolescence” for teachers, coaches, and parents on concussion prevention, management, and recovery for teens. <http://teenmentalhealth.org/product/brain-injury-adolescence/>

Parachute – provides information about concussion, prevention, and related return to play/school considerations. <https://parachute.ca/en/injury-topics/>

DRIVING SAFETY

Distracted Driving – lesson plans on distracted driving for grades 11 and 12, as well information on the “Leave the Phone Alone” campaign. <http://www.rcmp-grc.gc.ca/cycp-cpcj/dd-dv/dd-dv-res-eng.htm>

Driver Safety – information, resources, and activity guides to utilize during Parachute Canada’s Yearly National Teen Driver Safety Week. <https://parachute.ca/en/program/national-teen-driver-safety-week/>

HEALTHY RELATIONSHIPS

Dating Violence – information on types of abuse, warning signs, cycles of violence, and resources for youth who are victims. <http://www.rcmp-grc.gc.ca/cycp-cpcj/violence/dv-vf/index-eng.htm>

Saskatchewan Prevention Institute’s Healthy Relationships Resources – tips for parents, teachers, and students about how youth can build healthy relationships, including dating relationships. Their website provides links to booklets and other resources. <https://skprevention.ca/?s=healthy+relationships>

Healthy Relationships, The Fourth R – a consortium of researchers and professionals dedicated to promoting healthy adolescent relationships and reducing risk behaviours. They develop and evaluate programs, resources, and training materials for educators and other front-line professionals who work with youth. <https://youthrelationships.org/>

Gang Prevention – information about gangs and addressing myths about them, resources including “Teens Against Gangs” videos, and strategies for prevention and exiting a gang. <https://www.gangprevention.ca/youth/resources>

Substance Use

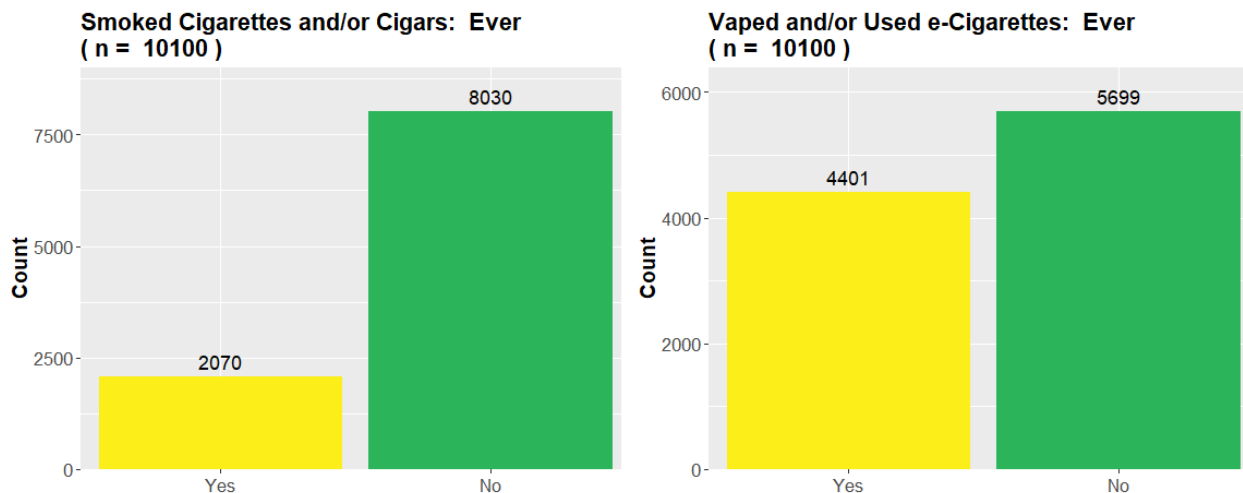
Smoking and Vaping

Abstaining from smoking is associated with a lower likelihood of trying alcohol and marijuana, and a decreased risk of developing chronic diseases, especially lung cancer.⁶⁵⁻⁶⁸ Youth are more vulnerable than adults to the consequences of nicotine and subsequent addiction. Those who start smoking before 18 years of age are more likely to become established smokers and are less likely to quit.^{69,70}

Ceremonial tobacco is an essential part of Indigenous culture and has been used for ritual, prayer, healing, and giving thanks for thousands of years. Ceremonial tobacco is different from commercial tobacco as it is not mixed with products that are harmful and highly addictive,^{71,72} and therefore is not included in the Survey response options.

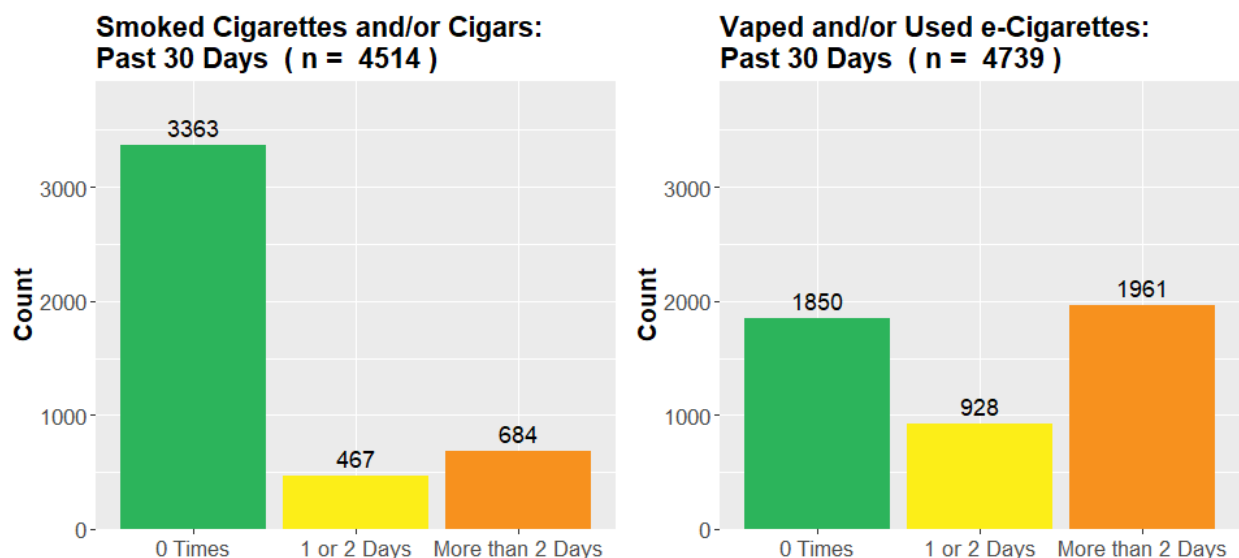
Electronic cigarettes (e-cigarettes) and vaping have become increasingly popular amongst youth. Vaping behaviours of students are especially important as reports of vaping-related deaths are now being reported within the medical community.³⁷ As reported in the Province-Wide Findings section, almost half (45.2%) of students reported ever trying vaping or e-cigarettes. In contrast, a little more than a quarter of students (27.9%) reported ever tried smoking cigarettes or cigars.

Ever Smoke: Have you ever tried e-cigarette, tobacco, or vaping products, even just once? Response options included: I have not tried any of these things; Electronic cigarette (e-cig or e-cigarette); Cigarettes; Cigars, little cigars, or cigarillos; Vaping; and Other (ex., water-pipe, hookah, chew, pipe tobacco, blunt wraps, bidis, etc.)



SAYCW encourages educators, parents, and practitioners to not only focus on “ever” using a substance, which indicates exposure to a negative health behaviour, but also on “30 day” use, which indicates more recent use and perhaps active and continuous substance use.

30 Day Smoking: How often in the last 30 days, did you use any of the following products? Students who have ever smoked were asked about the frequency of using products from the previous list over the past month.



SAYCW’s expert stakeholders shared that adults often do not realize that one of the biggest health threats from vaping is that nearly anything can be vaped. Youth typically vape flavoured pods, but might also vape nicotine, cannabis, or a variety of other substances. In addition to the data reported below, 220 students across the province provided approximately 55 different examples of other substances that they vape. Included among these were illicit drugs and oils that can permanently harm the lungs.

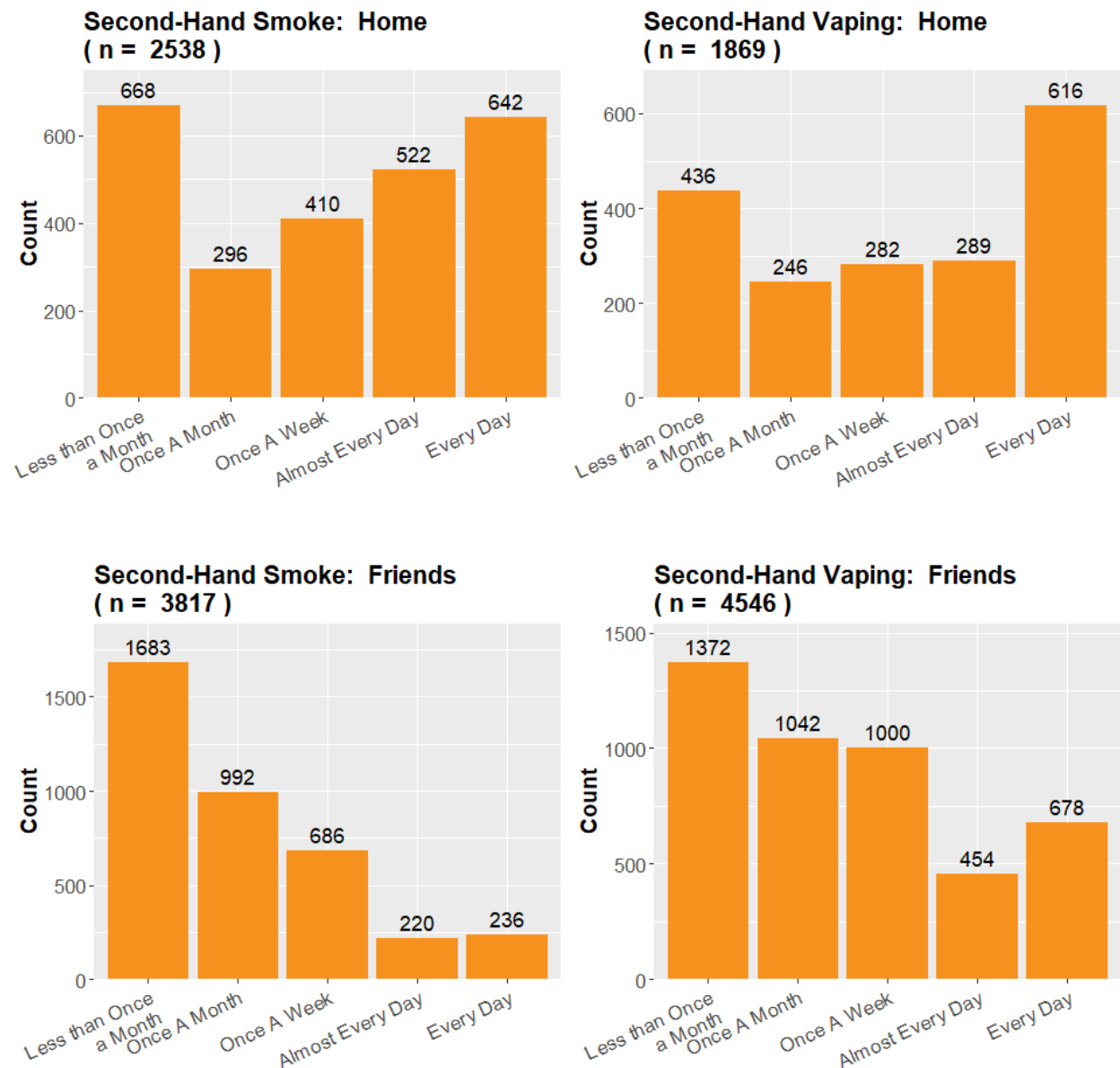
Vaping What?: If you vape, what are you vaping?

Response	Count
I have never tried vaping	352 (7.1%)
I have vaped a couple times	2031 (40.7%)
I vape nicotine	2147 (43%)
I vape marijuana	461 (9.2%)

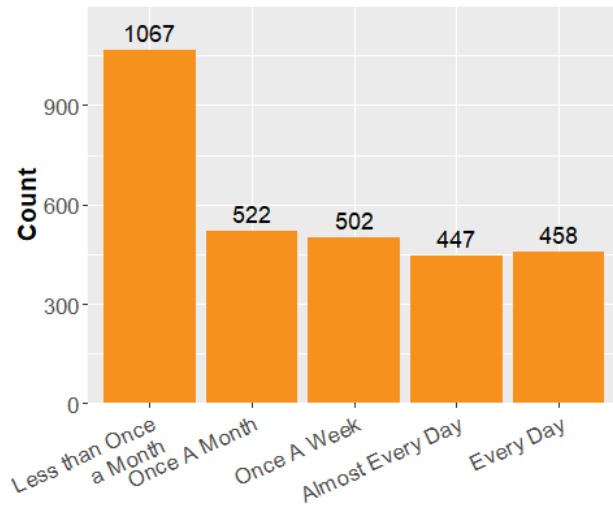
Second-hand smoke is what those who smoke breathe out and/or is the smoke from a burning cigarette, pipe or cigar.⁷³ Second-hand smoke exposure in youth is associated with asthma, altered lung function and growth, infections, cardiovascular effects, sleep difficulties, increased cancer risk, and a higher likelihood of starting smoking themselves.^{73,74} Because of this last factor, SAYCW asked students about exposure to second-hand smoke and vaping at home, at a friend’s house/party, in a vehicle, and near school grounds.

Second-Hand Smoke: How often are you exposed to second-hand smoke in the following places?

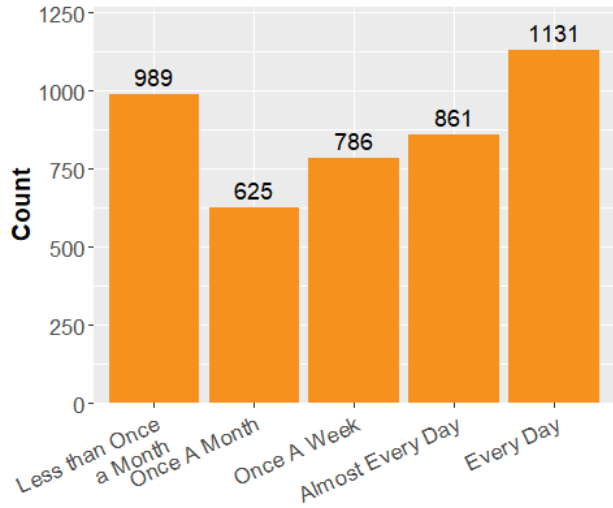
Second-Hand Vaping: How often are you exposed to vaping in the following places?



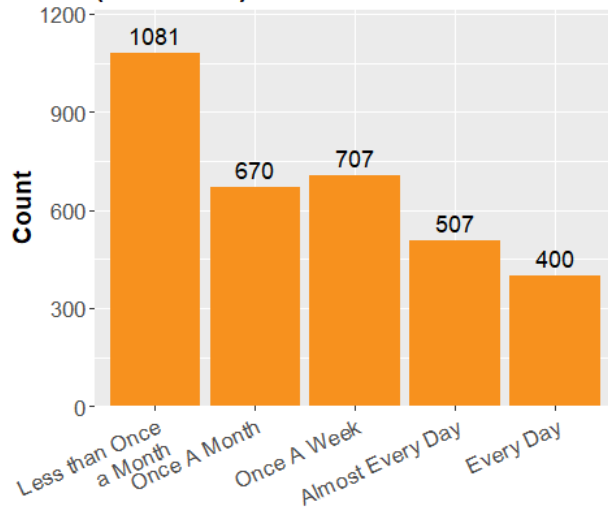
Second-Hand Smoke: School
(n = 2996)



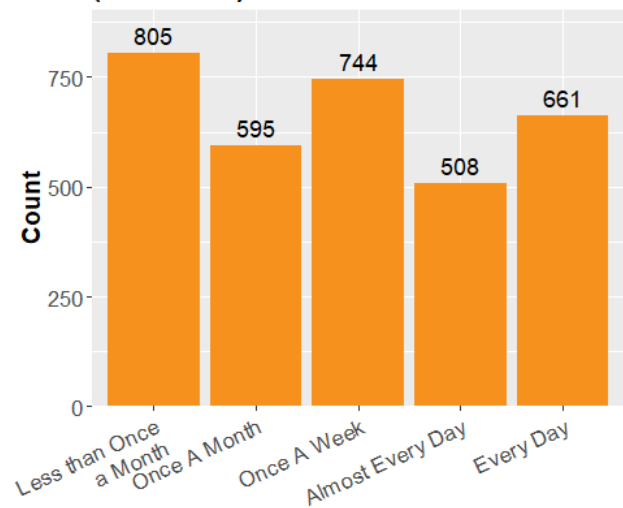
Second-Hand Vaping: School
(n = 4392)



Second-Hand Smoke: Vehicle
(n = 3365)



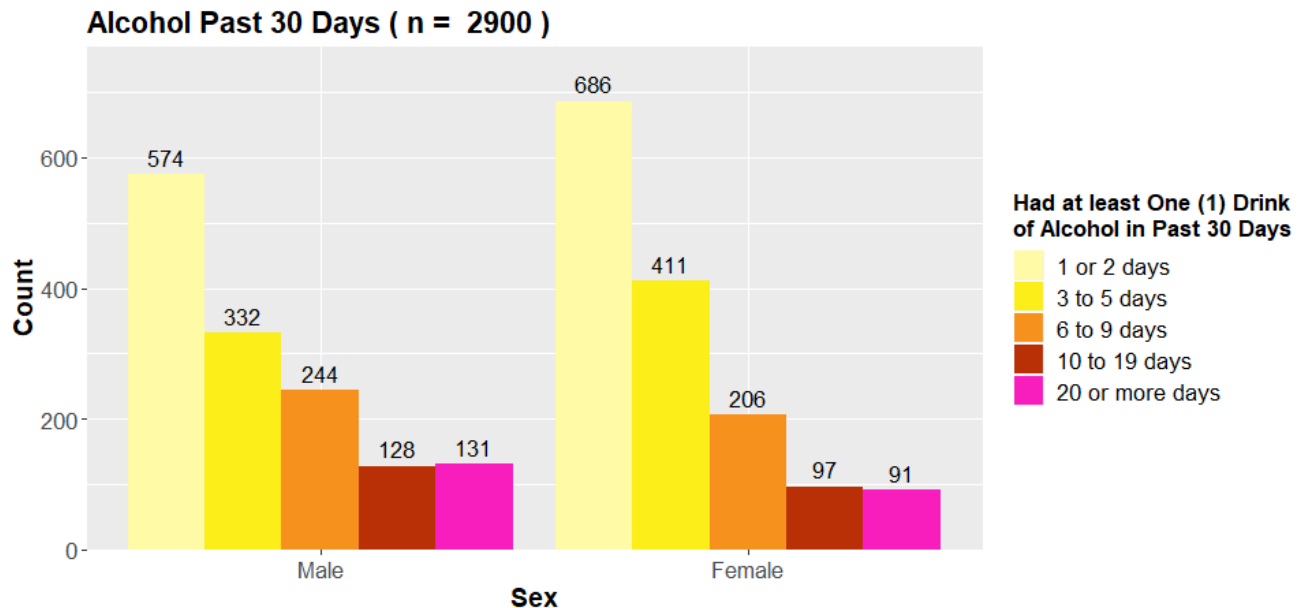
Second-Hand Vaping: Vehicle
(n = 3313)



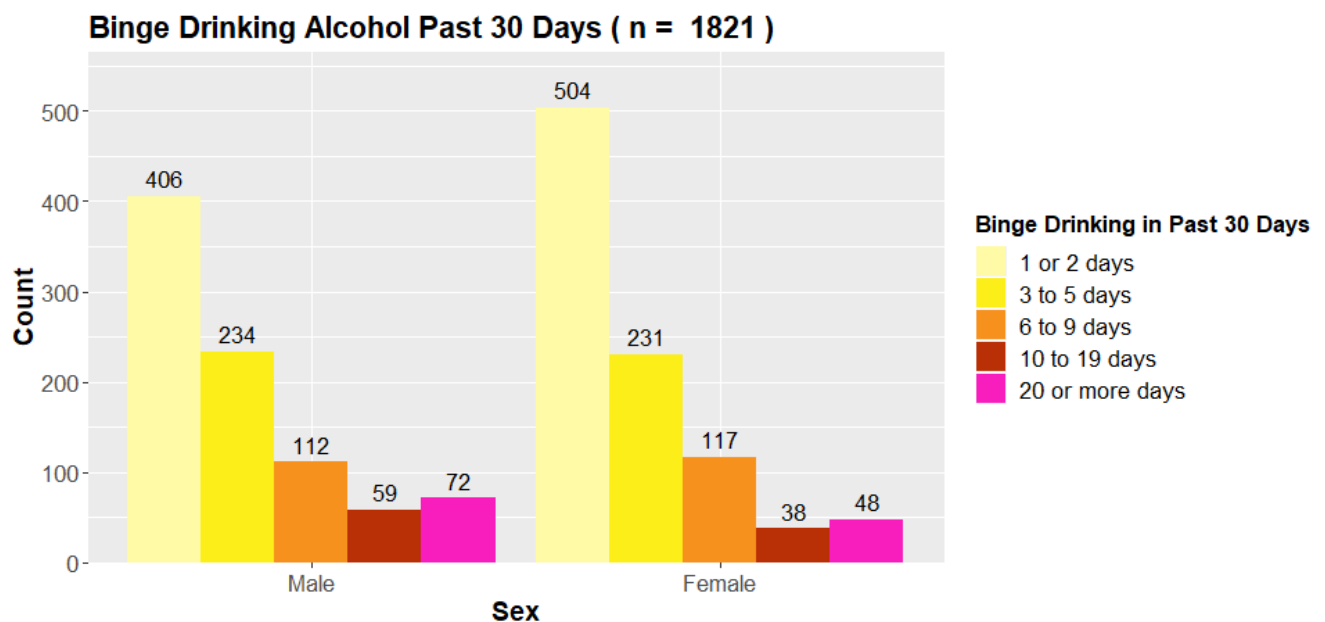
Drinking Alcohol

Youth are more likely than adults to engage in risky alcohol use, as well as experience greater harms from that use.⁷⁵ Alcohol use amongst adolescents has also been found to negatively affect academic performance.^{76,77} Heavy drinking is defined as consumption of five or more drinks for males, and four or more drinks for females, in one event/occasion.⁷⁸ Risks and consequences associated with heavy drinking include injury, violence, alcohol poisoning, death, and unplanned or unwanted sexual experiences, including sexual assault.⁷⁸

Drinking – 30 Days: During the past month (30 days), how many days did you have at least one (1) drink of alcohol?



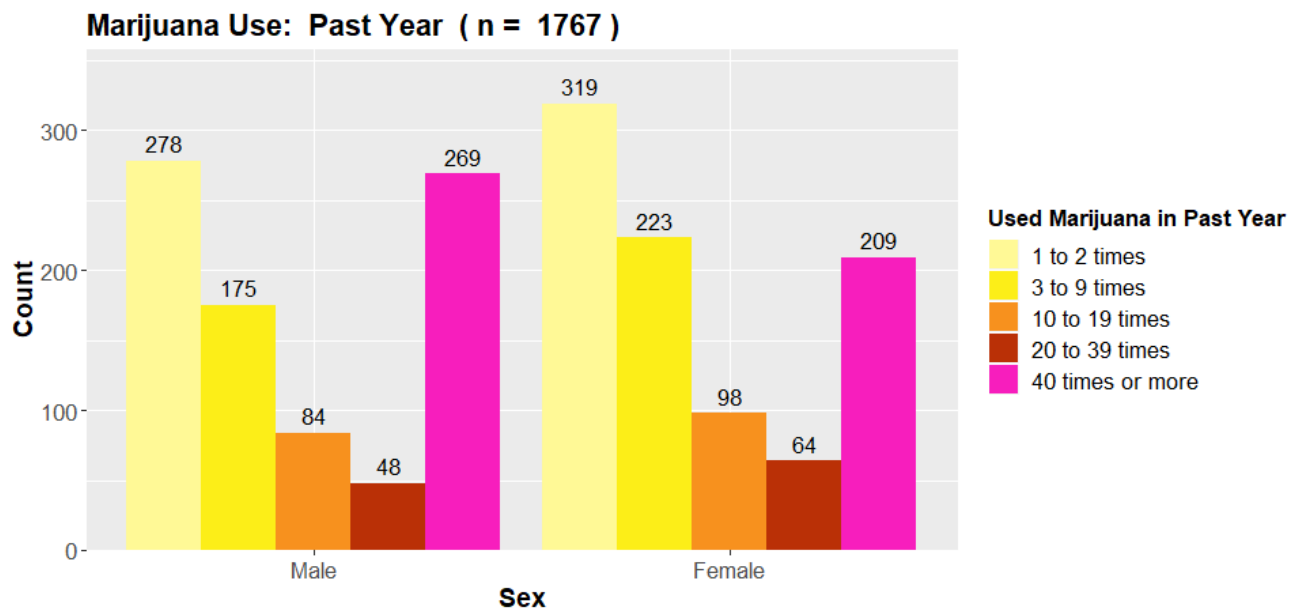
Binge Drinking: For males: During the past month (30 days), how many days did you have five or more drinks of alcohol in one event/occasion? For females: During the past month (30 days), how many days did you have four or more drinks of alcohol in one event/occasion?



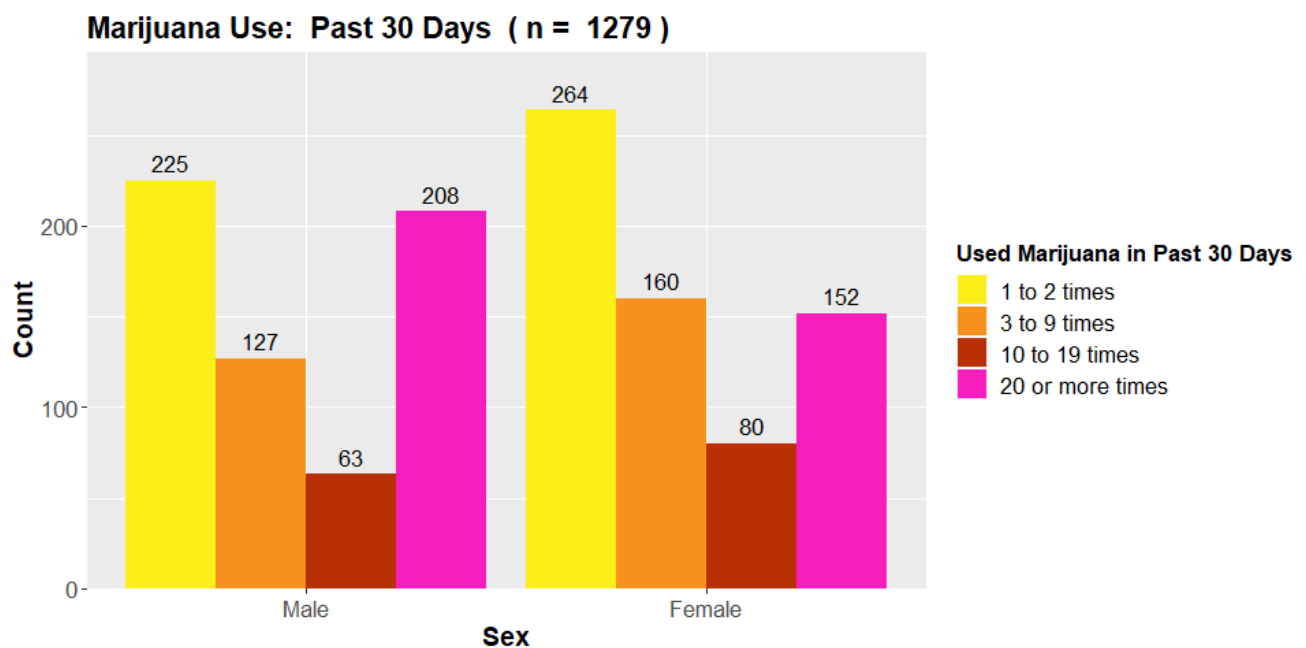
Cannabis and Other Drug Use

Drug use is associated with a number of physical, mental, social, and economic consequences for youth.^{79,80} Adolescent drug use is associated with poor academic performance, school absenteeism, and early school dropout.⁸¹⁻⁸⁴ Students who delay alcohol and substance use are more likely to experience healthy brain development, attain greater academic achievement, exhibit lower risk of alcohol dependency, and participate in youth and school activities.^{75,85,86} Marijuana (or cannabis) is the most widely used drug by youth in Canada.⁸⁷ While cannabis use is legal in Canada, it is not legal for individuals 18 years or younger to use.⁸⁸

Cannabis / Marijuana – Year: In the past year (12 months), how many times have you used marijuana/hashish (also called grass, pot, weed)?

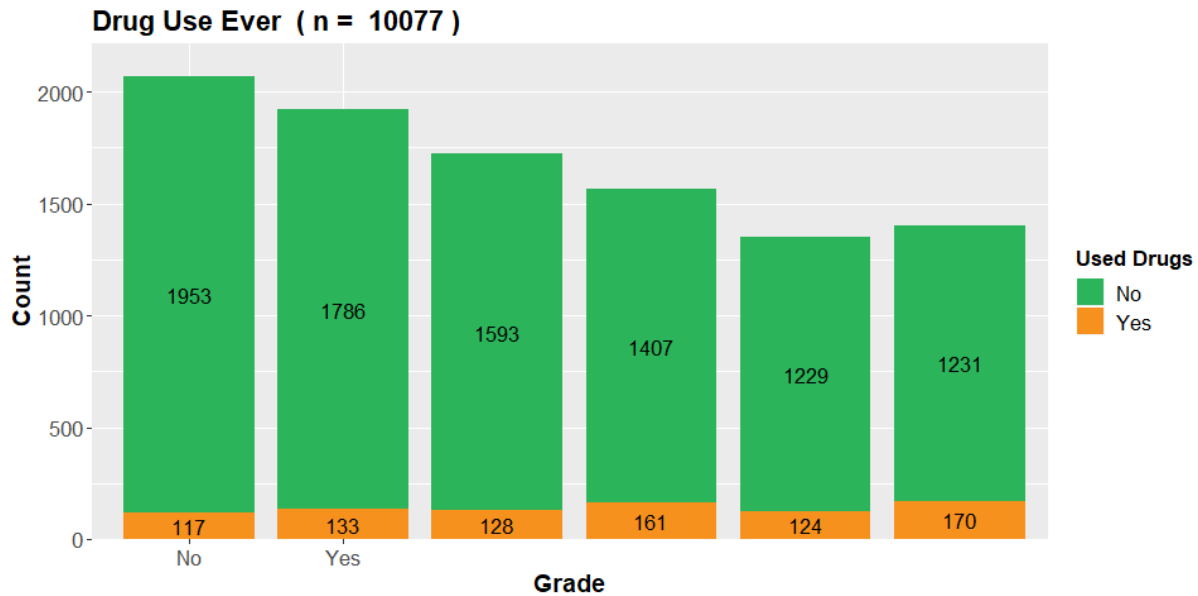


Cannabis / Marijuana – Month: In the past month (30 days), how many times have you used marijuana/hashish?



Law enforcement and education experts explained that, since the first survey in 2015, the frequency and variety of drug use has changed. Therefore, fentanyl, GHP, and inhalants were added to the survey in 2019. Because of how personal and sensitive this information is, and in an effort to protect students' anonymity while informing schools, only school-wide numbers are shared in this section.

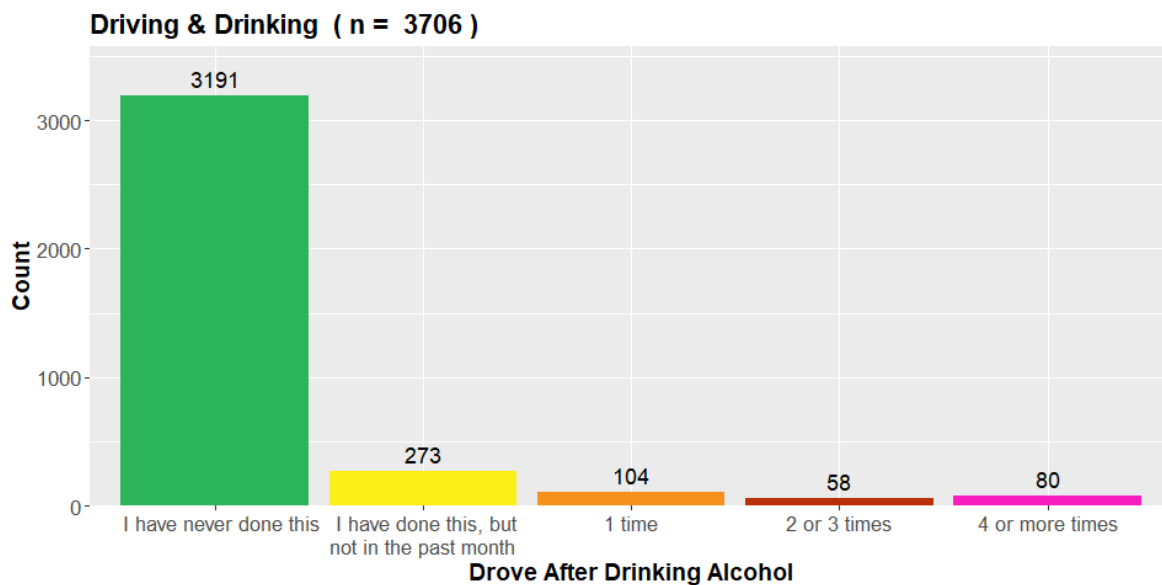
Drug Use (Ever): Have you ever used any kind of drugs, including abusing prescription drugs, but not including marijuana?



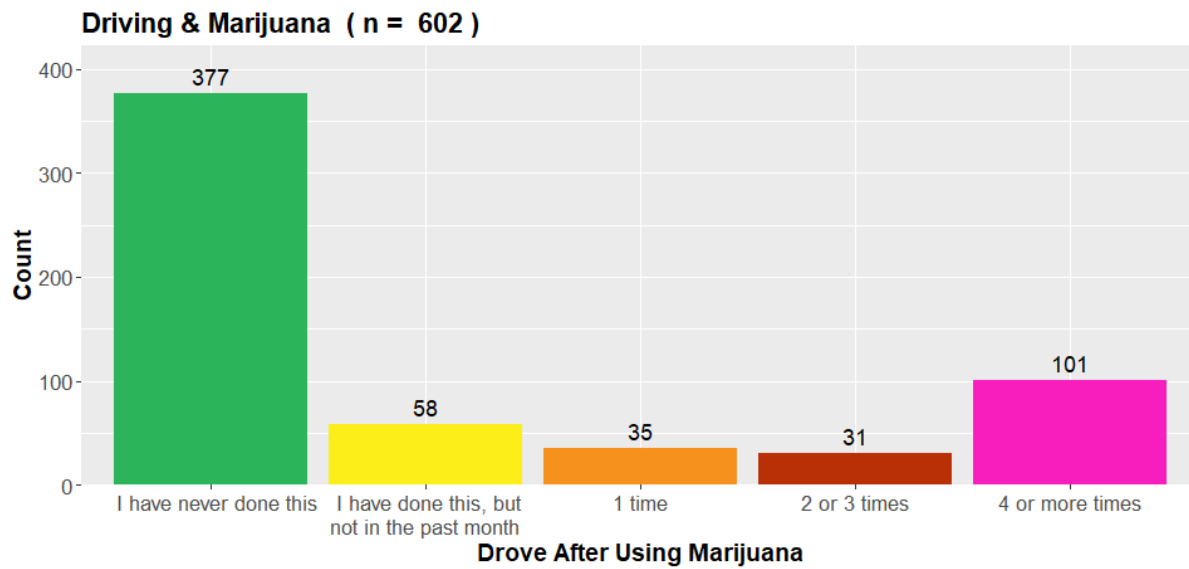
Driving While Under the Influence

Being in a motor vehicle crash is a leading cause of death amongst individuals ages 16 to 25.⁸⁹ Alcohol and/or drug use was a factor in more than half of those crashes. The survey asked students who were age-eligible to drive if they had driven under the influence of alcohol, cannabis, and drugs in the past 30 days.

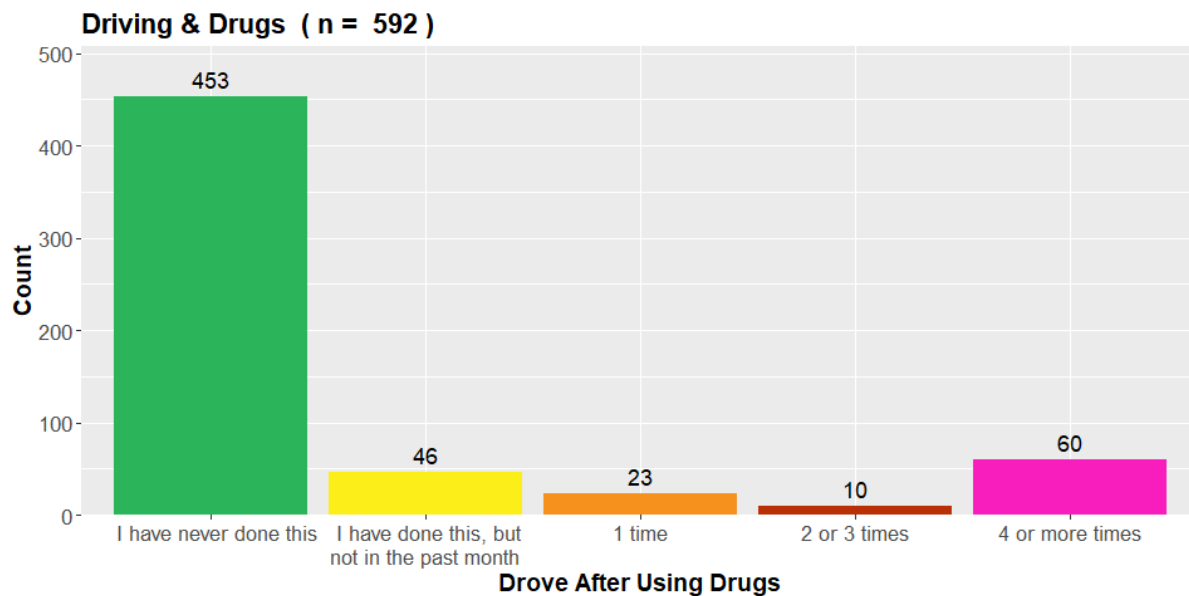
Driving & Alcohol: During the past month (30 days), how many times did you drive a car or other vehicle after you had been drinking alcohol?



Driving & Cannabis: During the past month (30 days), how many times did you drive a car or other vehicle after you had been using marijuana/cannabis?



Driving & Drugs: During the past month (30 days,) how many times did you drive a car or other vehicle after you had been using illegal drugs (not including marijuana)?





Next Steps for Health Promotion Action

SMOKING & VAPING

The Real Cost – a quiz to help youth explore the negative impacts of smoking on their lives, with strategies and resources to help them quit. <https://therealcost.betobaccofree.hhs.gov/taking-control.html>

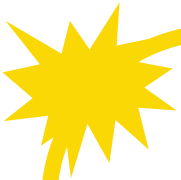
Break It Off – youth resource to help teens quit with strategies to resist urges, alternatives for dealing with stress or other triggering situations, understanding slip-ups, ways to track their progress, and ways to share their achievements. <https://breakitoff.ca/>

Quit4Life – a facilitator’s guide to a 10-week, four-step program designed to help youth who want to quit smoking. A Quit4Life handbook for youth is also included. <https://www.canada.ca/en/health-canada/services/health-concerns/reports-publications/tobacco/quit4life-guide-program-facilitators.html>

My Journey with Tobacco: Youth Tobacco Cessation Toolkit, Facilitator’s Guide – a guide with ideas on designing and facilitating tobacco cessation programming for urban Indigenous youth. It also presents a series of activities that could be used with youth to help them on their journey to quit smoking or chewing tobacco. http://nafc.ca/wp-content/uploads/2015/07/FacilitatorsGuide_Final_EN_WebReady.pdf

Know Tobacco School Resource Guide – a health education resource guide for students in Grades 6 to 8. <https://sk.lung.ca/protect-your-lungs/school-zone/teachers/tobacco-6-8-resource-guide>

Vaping Resources for Schools – resources including toolkits for school staff. These resources are provided by the Joint consortium for School Health in Canada. <http://www.jcsh-cces.ca/images/upload/Vaping%20Resource%20for%20Schools.JCSH.2019.pdf>



Next Steps for Health Promotion Action

ALCOHOL & DRUGS

Saskatchewan Prevention Institute's Youth Action for Prevention (YAP) Program – youth-focused prevention initiative that engages youth to create positive changes in their lives and communities. The YAP program facilitates peer-to-peer prevention by providing skills, resources, and support to participants through resources and projects tailored to their needs. Funding is available through their Youth-led Health Community Grants Program. <https://skprevention.ca/alcohol/youth-action-for-prevention/>

Canadian Centre on Substance Abuse and Addiction's Talking Pot with Youth: A Cannabis Communication Guide for Youth Allies – information on the effects of cannabis use during adolescence and a guide for teachers, coaches, and other youth allies on how to talk to youth about cannabis. <https://www.ccsa.ca/research-cannabis#youth-and-cannabis>

Drug Free Kids Canada – prevention and intervention guides and resources for addressing youth alcohol and drug use. <https://www.drugfreekidscanada.org/>

Driver Safety: What is Impaired? – information, resources and activity guides to utilize during Parachute Canada's yearly National Teen Driver Safety Week. <https://parachute.ca/en/program/national-teen-driver-safety-week/>

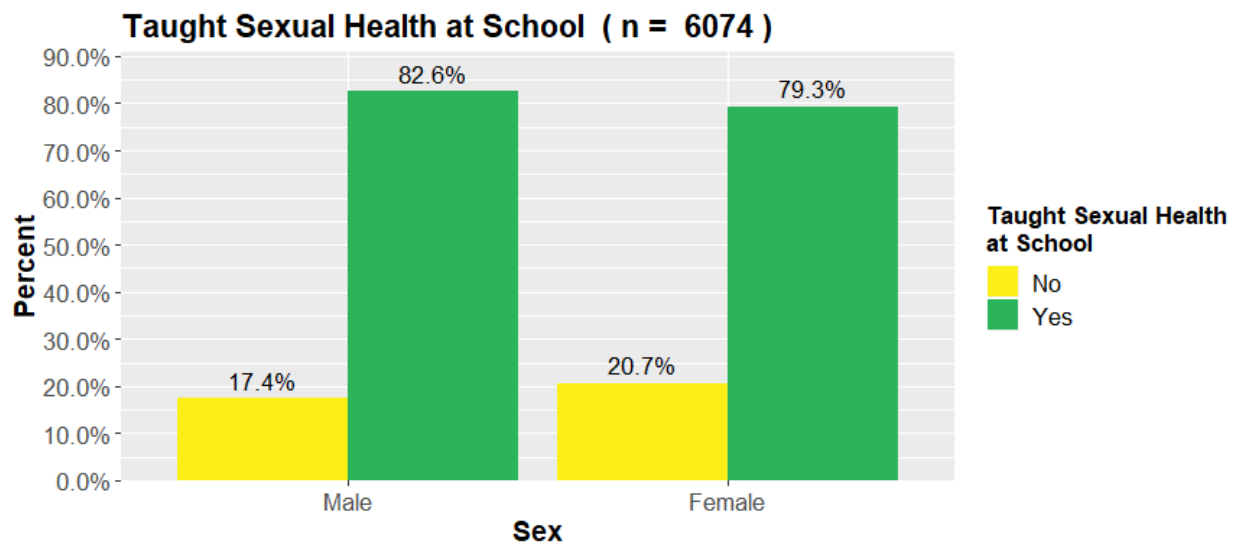
Royal Canadian Mounted Police (RCMP) – lesson plans, handouts, and video resources about impaired driving for educators to use in their classrooms. <http://www.rcmp-grc.gc.ca/cycp-cpcj/id-cfa/index-eng.htm>

Sexual Health

Sexual health is a vital component of both personal and public health according to the Public Health Agency of Canada.⁹⁰

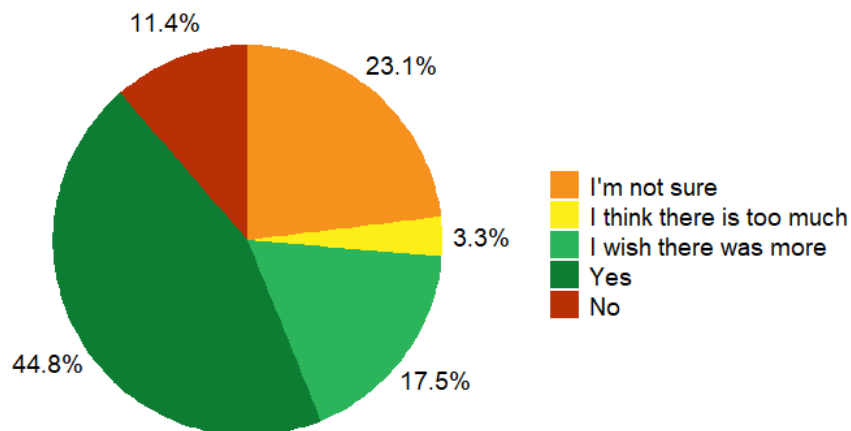
Studies have found that students who received comprehensive sexual health education, beyond an abstinence-only model, have a later age of first sexual activity, an increased likelihood of using contraceptives when they do have sex, and a reduced likelihood of teen pregnancy.⁹¹⁻⁹³

Sexual Education: Have you been taught sexual health education at school?



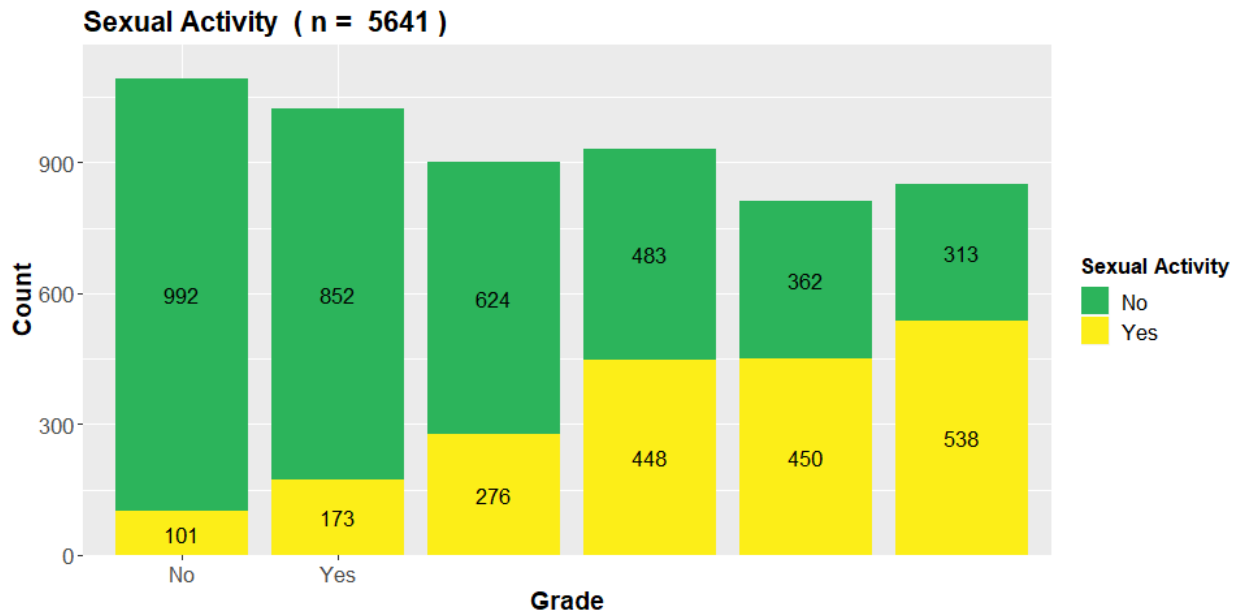
Sexual Health Education Satisfaction: Are you satisfied with the sexual health education that you have received at school so far?

Sex Ed Satisfaction (n = 6126)



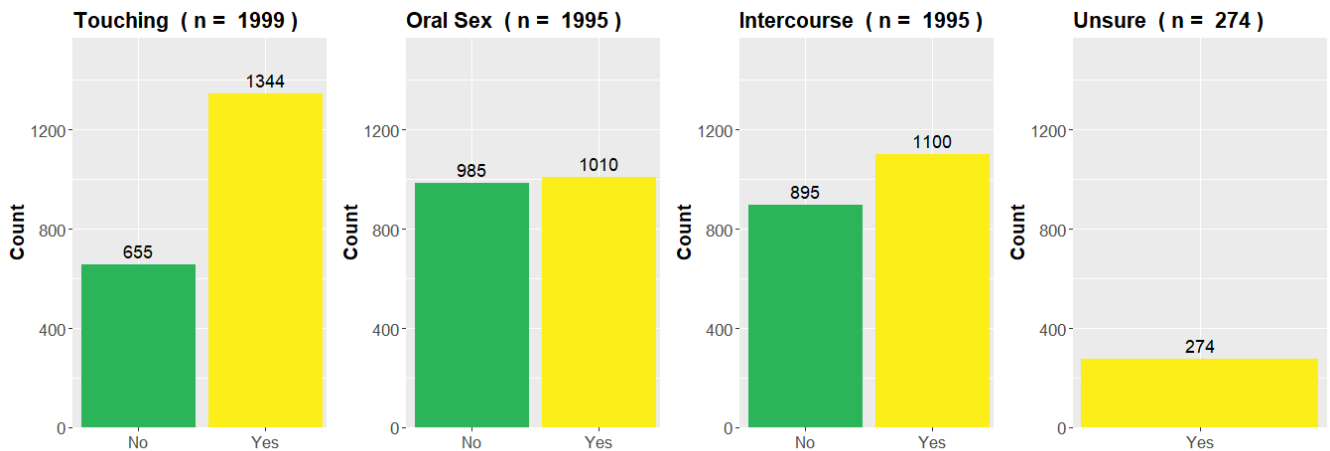
Due to these survey items being personal and sensitive in nature, SAYCW makes extra effort to protect the anonymity of students by only providing broad school or division counts. Asking these questions and having this data also allows SAYCW to identify groups of students and factors that are related to high-risk behaviours, as well as factors that might reduce those risks for students.

Sexual Activity: Have you participated in any sexual activities (including touching, fondling, oral sex or intercourse)?



Note: The information below is from students who said 'Yes' I've participated in sexual activities.

Sexual Activity – Type: What kind of sexual activities have you participated in?



Like dating violence, unwanted sexual activity is a new theme included in the 2019 survey. The survey presents three types of unwanted sexual activity: Pressured, Impaired, and Forced. Based on previous analyses of risk-factors reported to many schools, it appears that unwanted sexual activity (especially Impaired and Forced) is relevant for all grades across the province.

SAYCW anticipates that our partner schools can use information like this to explain to parents and others who are uncomfortable with the personal nature of some questions, that SAYCW, its survey, and its reports are always focused on youth health, risks, and protections. Unwanted sexual activity questions give students a voice to share risk and violence data that connects with depression, suicide, and other negative outcomes.⁹⁴ As reported in the Province-Wide Findings section, experiencing unwanted sexual activity was associated with an increased likelihood of students self-reporting depressive symptoms and self-harming.

Note: The information below is from students who said 'Yes' I've participated in sexual activities.

Unwanted Sexual Activity: Have you participated in any sexual activities when you didn't want to (including touching, fondling, oral sex, or intercourse)?

Unwanted Sexual Activity - MALE STUDENTS

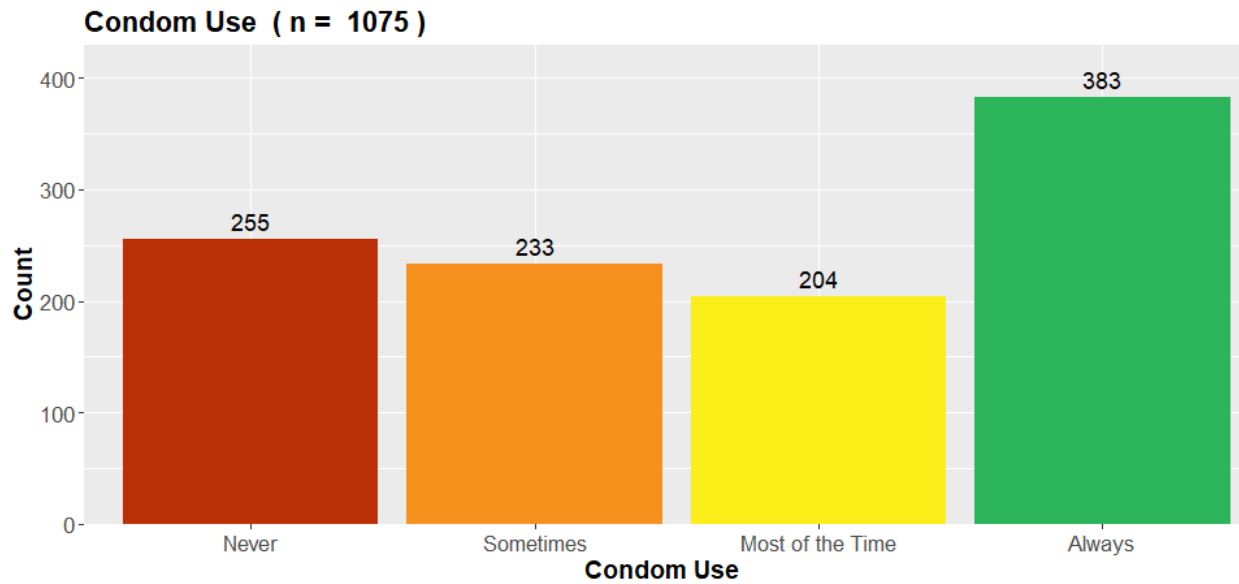
Response	Count
Pressured	890 (25.1%)
Impaired	904 (25.5%)
Forced	869 (24.5%)
Unsure	886 (25%)

Unwanted Sexual Activity - FEMALE STUDENTS

Response	Count
Pressured	770 (27.3%)
Impaired	707 (25%)
Forced	703 (24.9%)
Unsure	643 (22.8%)

Condom use is the most effective safe sex practice for preventing sexually transmitted infections (STIs).⁹⁵ In Canada, there has been a recent increase in STIs, with health experts citing a decrease in condom use as a key reason for the increase.⁹⁶

Condom Use: When you have sex (including oral sex and intercourse) how often do you use condoms?





Next Steps for Health Promotion Action

SEXUAL HEALTH

Saskatchewan Prevention Institute's Sexual and Reproductive Health Program – various resources on sexual health for youth, caregivers, educators, and other professionals (booklets, guides, posters, fact sheets), a smart phone app youth can utilize to make healthy decisions (Keep It Safe Saskatchewan KIS-SK), and grant opportunities for students. Apply to their Youth-led Health Community Grants Program to promote sexual health education. <https://skprevention.ca/sexual-health/>

Sex & U – resources for sexual and reproductive health designed especially for youth. This website is an initiative of the Society of Obstetricians and Gynaecologists of Canada. <https://www.sexandu.ca/>

Teaching Sexual Health – resources for parents and teachers, including: lesson plans, videos, tips for parents talking with their child, and information by topic and by age. <https://teachingsexualhealth.ca/>

The Nemours Foundation – provides information articles geared towards teen audiences on a multitude of sexual health topics. <https://kidshealth.org/en/teens/sexual-health/?WT.ac=t-nav-sexual-health>

Sexual Assault Services of Saskatchewan – provides information on sexual assault centres and services across Saskatchewan. <http://sassk.ca/about-us/>

Food & Nutrition

Eating patterns are established early in life and have an impact on lifelong health.⁹⁷ Healthy eating during childhood contributes to optimal health and cognitive development, improved academic performance, better school attendance, healthy eating habits in adulthood, and reduced risk of developing chronic diseases later in life, such as heart disease, cancer, and diabetes.⁹⁷⁻¹⁰¹ For many of the questions in this section, more detailed breakdowns of the data are available in Section 4.

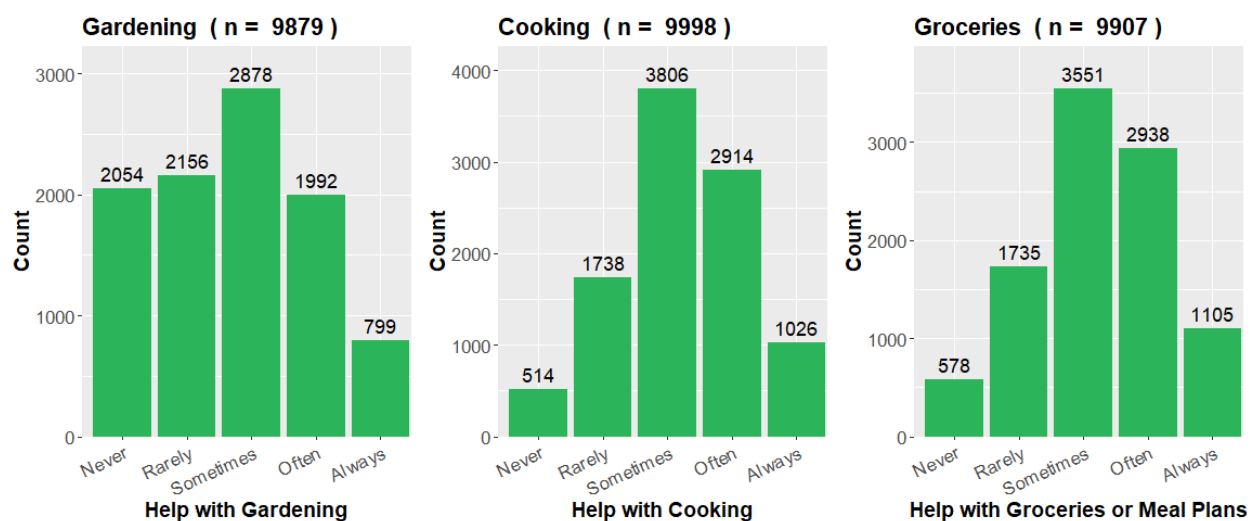
Food Literacy

Food literacy has been found to play an important role in children's eating patterns.¹⁰² SAYCW's partners and experts in Nutrition encouraged the addition of three food literacy questions about cooking, groceries, and gardening. As reported in the Province-Wide Findings section, Saskatchewan students who helped with vegetable or fruit gardening at home, at school, on a farm, or in their community were 30% more likely to meet the vegetable and fruit consumption guidelines from Canada's Food Guide.

Food Literacy – Gardening: I have helped with fruit or vegetable gardening (at home, a farm, school, or in the community).

Food Literacy – Cooking: I help to make meals (more than just snacks or breakfast cereal).

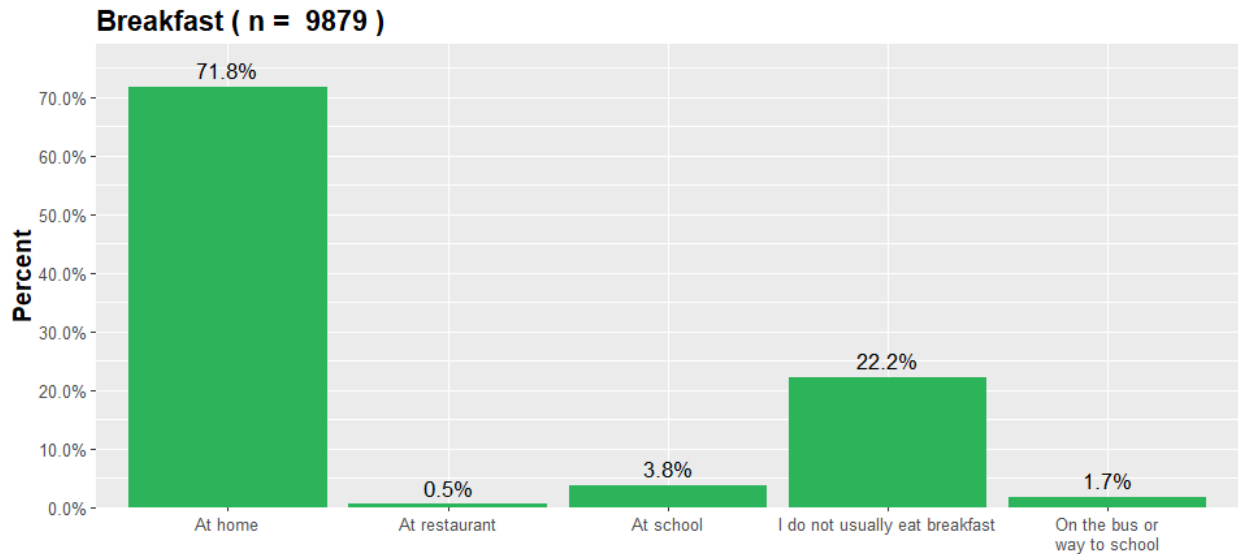
Food Literacy – Groceries: I help to shop for groceries and/or help to make meal plans.



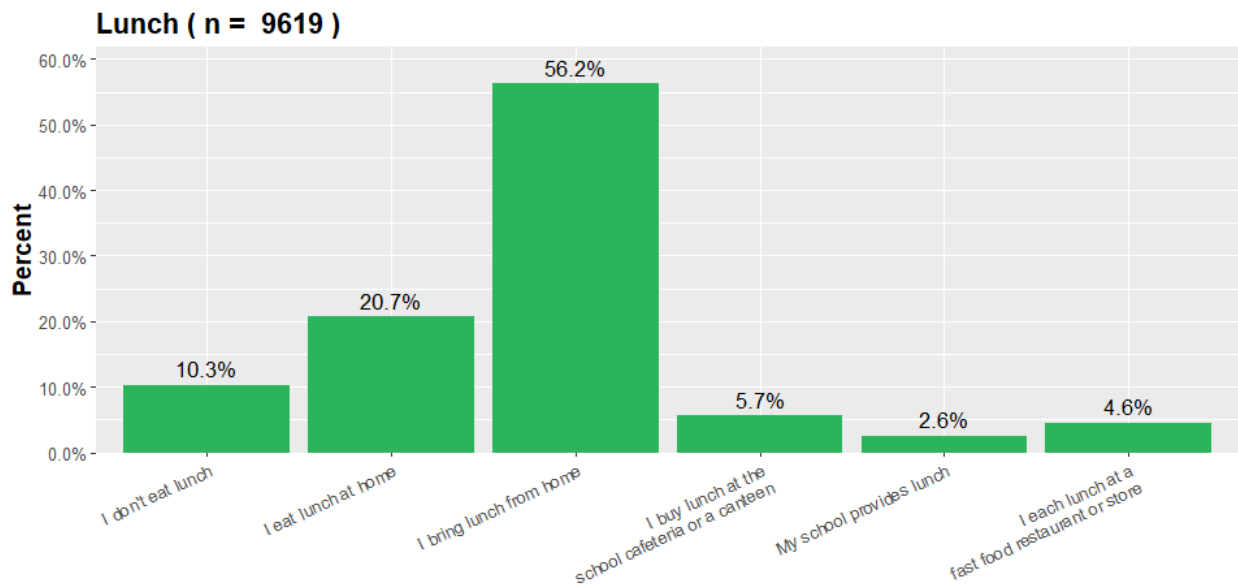
Meal Habits

Eating breakfast, at home or school, is associated with improvements in youth's memory, concentration levels, problem-solving abilities and creative thinking; it reduces hunger and helps to maintain a healthy weight.¹⁰³ Additionally, a Canadian study found that regularly having dinner with their family not only promotes better eating behaviours and physical health for youth, but also better cognitive, emotional, and social competencies.¹⁰⁴

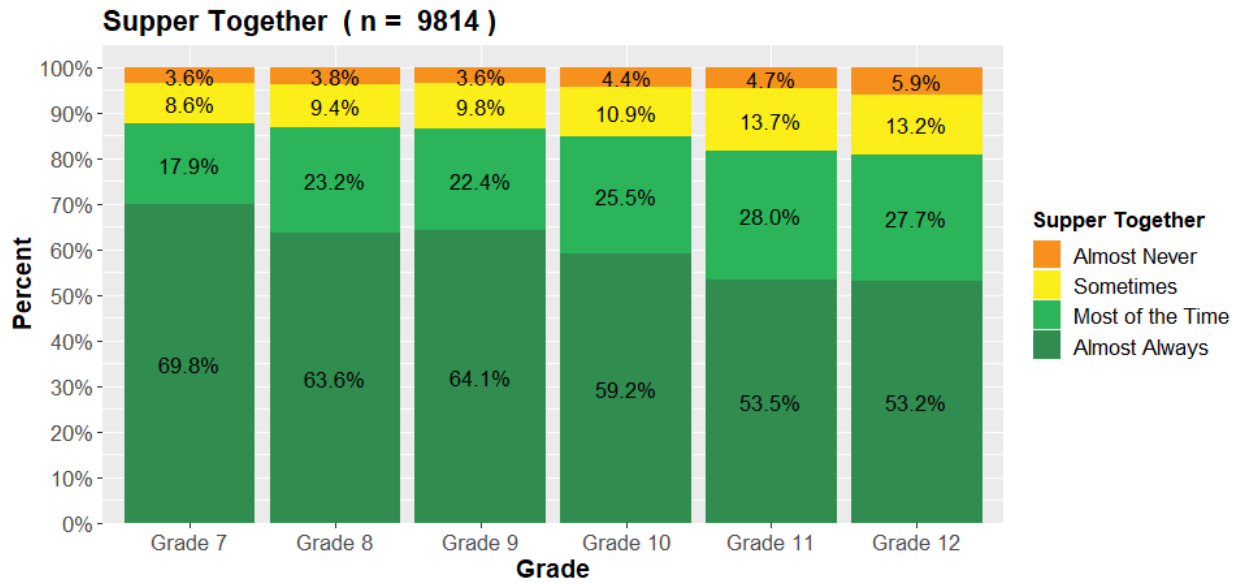
Breakfast: Where do you usually eat breakfast?



Lunch: For lunch on school days, do you usually:



Supper: How many days a week do you usually eat dinner (the evening meal) with the people you live with?

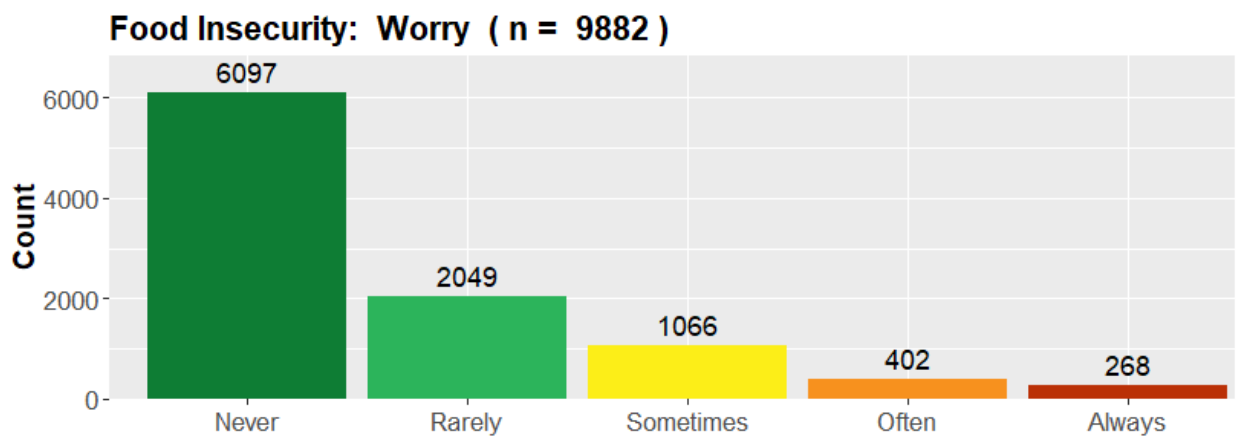


Food Insecurity

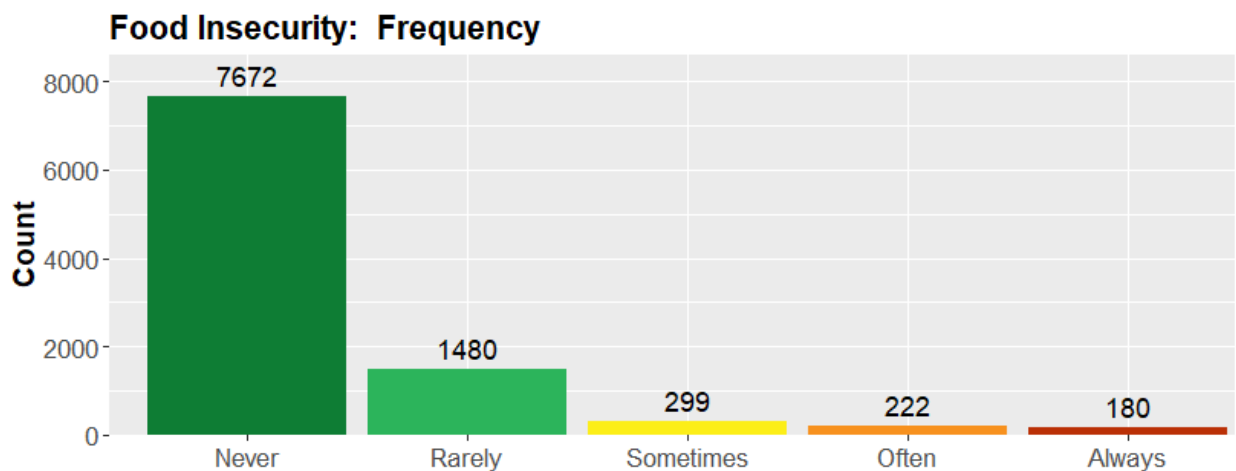
Food insecurity exists when one or more members within a household do not have access to the quantity or variety of food that they need due to lack of money.¹⁸ Food insecurity can be harmful to children’s healthy growth and development. Living in a food-insecure environment can pose many health risks for children, due to lower consumption of vegetables and fruit, milk products, and other important sources of vitamins and minerals.¹⁸

Researchers have found that people who experience food insecurity also tend to report: poor or fair health, an inability to perform key activities due to health problems, multiple chronic conditions, major depression, and/or a perceived lack of social support.^{18,19,105} Food insecurity has also been linked with poorer school attendance, attention in class, and academic performance amongst students.^{19,106}

Food Insecurity – Worry: Do you ever worry about running out of food, or not having enough food for you and your family/household?



Food Insecurity – Frequency: How often have you experienced being hungry because there was not enough food at home or money to buy food?

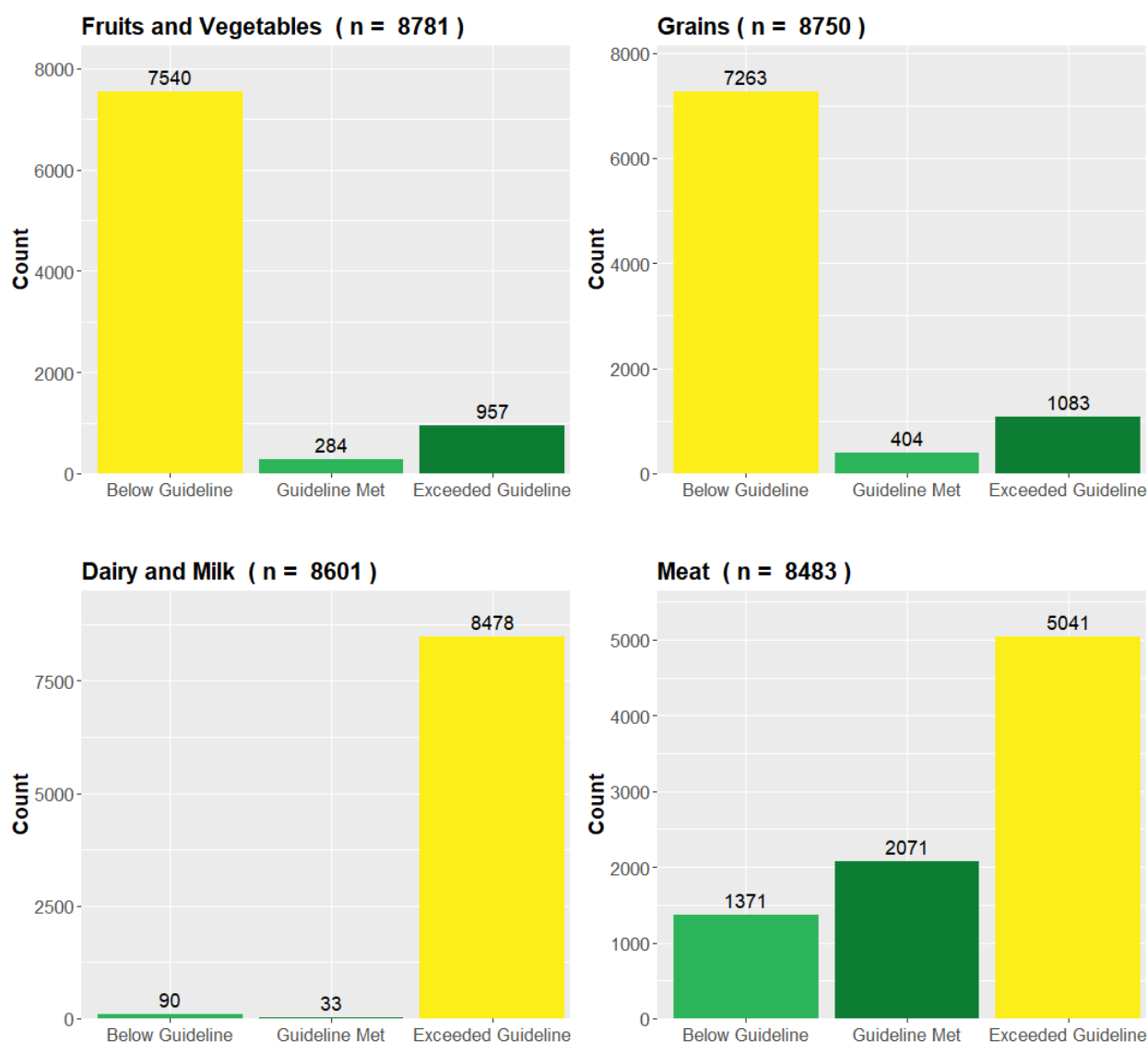


Food Intake

Students were asked the number of servings they consumed of certain foods or drink within the past 24 hours. The survey is self-reported, and responses for these types of surveys can be subject to error due to being based on memory and social desirability. Thus, consumption of certain foods and beverages may be over or under reported.¹⁰⁷ However, to help improve the accuracy of students' recall, examples of portion sizes were included in the questions along with practical visual examples (e.g., a baseball is a cup, a puck is a half-cup). It must be noted that the new Canada Food Guide focuses on proportioning your plate for each food group, and will release serving sizes at a later date. At the time of this report, the prior recommended serving sizes were used for analyses.

In an effort to simplify the presentation of results in Section 3, simple results for four food groups are presented. More detailed results for each of the eight food types in the 24-hour recall are presented in Section 4.

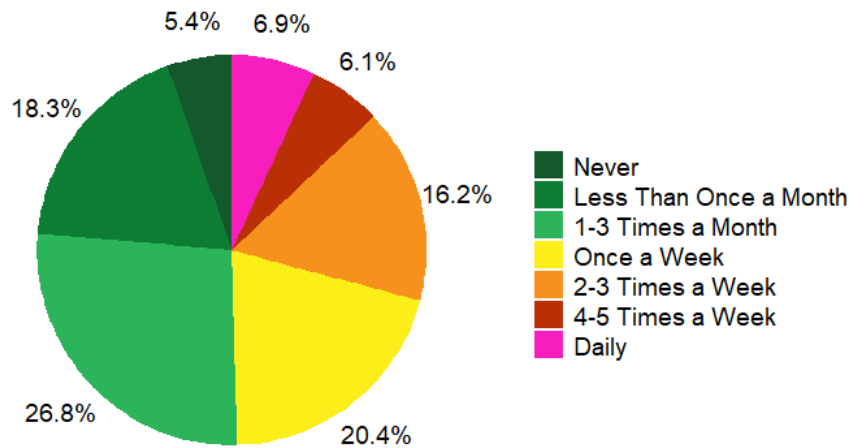
Food Intake – 24 Hours: Use the chart below to describe what you ate yesterday. Please include everything from the time you woke up to the time you went to bed, including what you had at home, school, and elsewhere.



Sugar sweetened beverages such as fruit drinks, sports drinks, soft drinks, and energy drinks are unlike other food and beverages as they offer no nutritional benefits and are only linked to health risks,¹⁰⁸ Sugar sweetened beverages intake has been linked to increased risk of heart diseases,^{109,110} hypertension, diabetes, and cancer.¹¹¹ Students were asked how frequently they consumed sugary beverages and energy drinks.

Food Frequency – Typical – Sugar Sweetened Beverages: How often do you typically consume sugary beverages?

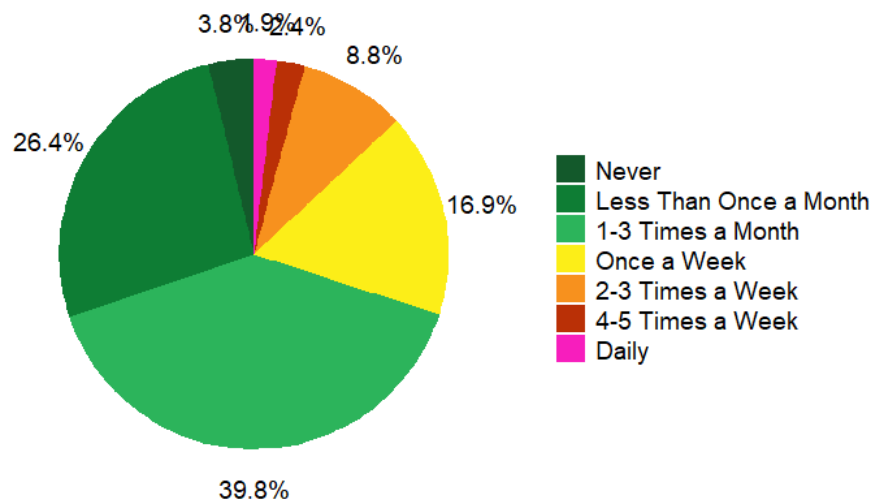
Sugar Sweetened Beverages (n = 9175)



Fast and pre-prepared/instant food items often do not follow recommended portion sizes, are of poor nutritional quality, and tend to be higher in fat, sodium, sugar, and calories.¹¹² Access to fast and pre-prepared/instant foods and beverages at school, near schools, in convenience stores, and at recreational facilities also increases youth's intake.^{113,114}

Food Frequency – Typical – Fast/Prepared Food: How often do you typically eat fast food/ready to cook food, sugary/salty snacks, protein bars, meal replacement bars, or shakes?

Fast / Prepared Food (n = 9223)





Next Steps for Health Promotion Action

CURRICULUM SUPPORTS

Saskatchewan Health Authority's School Nutrition Support – a section on their website that has curriculum support documents for educators, activities and ideas for schools for Nutrition Month, nutrition posters, a toolkit for educators, and information on the Great Big Crunch! Program to promote food literacy. <http://www.rqhealth.ca/department/health-promotion/nutrition-and-healthy-eating>

World Cancer Research Fund – a website with information, recommendations, research findings, practical recommendations, and interactive models that educate about cancer and related food/nutrition considerations, such as limiting the consumption of sugar sweetened drinks. <https://www.wcrf.org/dietandcancer/recommendations/limit-sugar-sweetened-drinks>

CLASSROOM ACTIVITIES

Agriculture in the Classroom Saskatchewan – a charity that has developed food chemistry activities for Grade 10-12 students that connect kids with agriculture through experiential and curriculum-based programs. In addition, they have a Saskatchewan Seed Kit that contains 14 types of seeds commonly grown in Saskatchewan, classification charts, and lesson plans. <https://aitc.sk.ca/>

The Big Crunch, in recognition of World Food Day (October 16 annually) – is a coordinated event where students all bite into a carrot in unison at 11 a.m. that day. Resources are provided for schools to participate in nutrition promotion activities throughout the week by exploring the “journey of the carrot” from seed to garden to plate. Rural Saskatchewan Educator Resource Package and Registration – http://www.rqhealth.ca/service-lines/master/files/9277090_8_The%20Big%20Crunch%202019%20Educator%20Pkg%20Rural.pdf
Saskatoon Resources and Registration: <https://www.chep.org/program/the-big-crunch/>

Classroom Idea – helps interested students establish a food advocacy group that makes their voices and concerns heard on the issues of food insecurity. See the Toronto Youth Policy Council as an example: <https://www.facebook.com/TorontoYOUTHFoodPolicyCouncil/>

SCHOOL GARDENS

Little Green Thumbs – an indoor gardening program that provides students the opportunity to produce food co-operatively, while learning about nutrition, environmental stewardship, sustainable food systems, and community interdependence. <http://www.littlegreenthumbs.org/>

Food Regina – a list of school gardening resources, including information about outdoor/indoor gardens and available grants for schools. <https://foodregina.ca/>



Section 4

Descriptive Data Tables

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Section 4 may appear to be long to some. This final section of your report is intended to provide comprehensive and detailed tables for nearly every question of the survey – including many questions that were not reported in Section 3. If there are specific topics or questions that a reader is more interested in, this section is intended to provide that data.

Tables in this section come in three sizes. Small tables provide number counts, percentages, or typically both, for school-wide data with no additional breakdown. Medium tables describe responses to questions across Sex (males and females) and Grade. Large tables are the most detailed: breaking down Grades by Sex, allowing teachers to differentiate between Grade 8 males and females, for example. The most detailed tables are provided whenever possible unless: (1) the medium tables provide clearer results; or (2) the sensitivity of the question required SAYCW to provide more general breakdowns that protect students' identities. Please note that sensitive questions are denoted with asterisks (*): sensitive and identifiable questions with fewer than six responses are described as having "1-5*" responses.

Readers may find some responses to be suspicious. Please note that no students' responses were altered or removed. As described in Section 1, only about 1% of responses were identified to be suspicious, and only one student in a thousand provided consistently suspicious responses. In some cases, there might be results in this report that are suspicious. For example, responses about the frequency of drug use (Table 1.7c) often show higher counts for "40+ times" across all types of drugs. These responses are suspicious, but they do not mean that the report is meaningless or that a substantial number of students were joking around. SAYCW is confident that schools can use these suspicious responses at the most extreme amount of use to get a clear picture of the drug issue by separating suspicious responses from the entire response count.

Though not provided often, some tables include descriptive statistics rather than simple number counts and/or percentages. SAYCW hopes that this brief reminder of what each descriptive statistic means will help readers. A *mean* is an average—sum of all scores divided by the number of scores—and is strongly influenced by extreme scores. A *median* is the middle value if you were to rank the responses from lowest to highest. If a mean was 2.3 and median was 2.0 it would suggest that most students were below the 2.3 average and that a small number of students had very high scores that pulled the mean above the median. A *mode* is the most popular response. It is a great statistic to explore food recall data, for example. *Standard deviation* describes how much variance there is from the mean. A higher deviation means that student responses varied more for that question.

SAYCW welcomes all participating schools, divisions, and authorities to request follow-up analyses. SAYCW's Research Officers can break down questions to provide more detail, connect different questions to explore issues that are important to you, provide analyses for grant applications, or provide any other analysis that will help students, schools, and communities.

Summary

Mock School Authority

The total number of survey participants was: 10574

Schools within Authority

Number of Participants in each School

Mock School Authority	Count	Proportion (%)
Gordie Howe High School	2,112	20.0%
Allen Sapp High School	1,173	11.1%
Sandra Schmirler Elementary School	491	4.6%
Joni Mitchell Community School	403	3.8%
Gordon Tootoosis High School	1,438	13.6%
Maria Campbell Comprehensive School	1,112	10.5%
Perry Bellegarde Comprehensive School	1,238	11.7%
Ray Hnatyshyn Community School	361	3.4%
Sarah Ramsland Elementary School	1,321	12.5%
Hayley Wickenheiser High School	925	8.7%
Total Responses: 10574		
Total Missing Responses: 0		

A) About You...

A.1) Age

How old are you today?

Age	Count	Proportion (%)
11 or younger	65	0.6%
12	1,451	14%
13	1,969	18.9%
14	1,812	17.4%
15	1,698	16.3%
16	1,415	13.6%
17	1,341	12.9%
18	539	5.2%
19 or older	107	1%
Total Responses: 10397		
Total Missing Responses: 175		

How old are you today?

Age	11 or younger	12	13	14	15	16	17	18	19 or older
Male	34 (0.7%)	677 (13.5%)	933 (18.6%)	885 (17.7%)	838 (16.7%)	679 (13.5%)	646 (12.9%)	271 (5.4%)	49 (1%)
Female	27 (0.5%)	754 (14.5%)	1006 (19.3%)	904 (17.4%)	832 (16%)	709 (13.6%)	676 (13%)	253 (4.9%)	42 (0.8%)
Total Responses: 10397									
Total Missing Responses: 175									

A.2) Residence

Where do you live most of the time?

Residence	Count	Proportion (%)
City/ Town/ Hamlet	7,800	76.2%
Acreage	512	5%
Farm	1,360	13.3%
Reserve	564	5.5%
Total Responses: 10236		
Total Missing Responses: 336		

Where do you live most of the time?

Residence	City/ Town/ Hamlet	Acreage	Farm	Reserve
Male	3750 (75.8%)	253 (5.1%)	689 (13.9%)	256 (5.2%)
Female	3942 (76.9%)	251 (4.9%)	648 (12.6%)	283 (5.5%)
Total Responses: 10236				
Total Missing Responses: 336				

A.3) Travel To School

How do you usually get to and from school?

	Count	Proportion (%)
Walk	1,630	22.2%
Jog, bike, skateboard or other	279	3.8%
School bus	2,465	33.5%
I drive	1,282	17.4%
Others drive	1,574	21.4%
Public bus	98	1.3%
Taxi	24	0.3%
Total Responses: 7352		
Total Missing Responses: 3220		

How do you usually get to and from school?

	Walk	Jog, bike, skateboard or other	School bus	I drive	Others drive	Public bus	Taxi
Male	790 (22.2%)	201 (5.6%)	1176 (33%)	635 (17.8%)	696 (19.5%)	53 (1.5%)	10 (0.3%)
Female	808 (22%)	75 (2%)	1252 (34.1%)	624 (17%)	859 (23.4%)	43 (1.2%)	8 (0.2%)
Grade 7	386 (25.9%)	100 (6.7%)	650 (43.6%)	22 (1.5%)	317 (21.3%)	12 (0.8%)	3 (0.2%)
Grade 8	412 (29.6%)	83 (6%)	552 (39.6%)	21 (1.5%)	310 (22.2%)	10 (0.7%)	6 (0.4%)
Grade 9	291 (25.2%)	44 (3.8%)	458 (39.6%)	22 (1.9%)	304 (26.3%)	34 (2.9%)	4 (0.3%)
Grade 10	224 (19.8%)	35 (3.1%)	392 (34.7%)	129 (11.4%)	328 (29%)	18 (1.6%)	4 (0.4%)
Grade 11	159 (15.2%)	8 (0.8%)	220 (21%)	481 (45.9%)	169 (16.1%)	8 (0.8%)	4 (0.4%)
Grade 12	157 (14.2%)	7 (0.6%)	181 (16.3%)	601 (54.2%)	145 (13.1%)	16 (1.4%)	2 (0.2%)
Total Responses: 7352							
Total Missing Responses: 3220							

A.4) Travel Time

How long does it take to get to school from where you live?

Travel Time	Count	Proportion (%)
1 – 10 minutes	4,207	57.3%
11 – 20 minutes	1,500	20.4%
21 – 30 minutes	827	11.3%
31 – 60 minutes	580	7.9%
1 – 1.5 hours	171	2.3%
More than 1.5 hours	53	0.7%
Total Responses: 7338		
Total Missing Responses: 3234		

How long does it take to get to school from where you live?

	1 – 10 minutes	11 – 20 minutes	21 – 30 minutes	31 – 60 minutes	1 – 1.5 hours	More than 1.5 hours
Male	2027 (57.1%)	733 (20.6%)	390 (11%)	298 (8.4%)	81 (2.3%)	22 (0.6%)
Female	2120 (57.8%)	750 (20.5%)	427 (11.6%)	272 (7.4%)	83 (2.3%)	15 (0.4%)
Grade 7	824 (55.2%)	311 (20.8%)	190 (12.7%)	119 (8%)	38 (2.5%)	10 (0.7%)
Grade 8	818 (58.8%)	272 (19.6%)	140 (10.1%)	124 (8.9%)	32 (2.3%)	5 (0.4%)
Grade 9	589 (51%)	256 (22.1%)	148 (12.8%)	114 (9.9%)	40 (3.5%)	9 (0.8%)
Grade 10	607 (54%)	244 (21.7%)	143 (12.7%)	97 (8.6%)	25 (2.2%)	8 (0.7%)
Grade 11	664 (63.4%)	201 (19.2%)	101 (9.6%)	56 (5.3%)	18 (1.7%)	8 (0.8%)
Grade 12	694 (62.8%)	214 (19.4%)	101 (9.1%)	68 (6.2%)	18 (1.6%)	10 (0.9%)
Total Responses: 7338						
Total Missing Responses: 3234						

A.5) Sex

What sex were you at birth?

	Male	Female	Intersex/ Missing
Grade 7	1029 (47.6%)	1090 (50.4%)	43 (2%)
Grade 8	972 (48.6%)	1003 (50.1%)	27 (1.3%)
Grade 9	893 (49%)	897 (49.2%)	34 (1.9%)
Grade 10	804 (49.3%)	805 (49.3%)	23 (1.4%)
Grade 11	670 (47.5%)	712 (50.5%)	29 (2.1%)
Grade 12	704 (48.2%)	720 (49.2%)	38 (2.6%)
Total Responses: 10572			Total Missing Responses: 0

A.6) Employment/Work

A.6a) Employment/Work – Overall

Are you currently working (during this school year)?

Response	Count
No	2905
I do odd jobs and chores (mowing lawn, babysitting, paper/flyer delivery, etc.)	2778
I work part-time on weekend	799
I work part-time before school	83
I work part-time after school	1247
I work part-time during school	107

A.6b) Employment/Work – Work Hours per week

Are you currently working (during this school year)?

Response	Count
I work about 20 hours per week	419
I work about 40 hours per week	129

A.6c) Employment/Work – Type of Work

Are you currently working (during this school year)?

Response	Count
Chores Only	2452
Weekends Only	356
Work Weekdays Only	899
Work All Week	443

B) General Health...

B.1) Perceived Health

In general, how do you describe your health?

	Very Unhealthy	Fair	Good	Very Good	Excellent
Male	85 (1.7%)	613 (12.1%)	1874 (37.1%)	1775 (35.2%)	701 (13.9%)
Female	91 (1.7%)	858 (16.5%)	2108 (40.4%)	1674 (32.1%)	482 (9.2%)
Grade 7	31 (1.4%)	249 (11.6%)	822 (38.3%)	735 (34.3%)	307 (14.3%)
Grade 8	30 (1.5%)	244 (12.3%)	810 (40.7%)	676 (34%)	231 (11.6%)
Grade 9	31 (1.7%)	279 (15.4%)	679 (37.5%)	598 (33.1%)	222 (12.3%)
Grade 10	37 (2.3%)	263 (16.3%)	599 (37%)	536 (33.1%)	183 (11.3%)
Grade 11	46 (3.3%)	231 (16.5%)	537 (38.4%)	460 (32.9%)	124 (8.9%)
Grade 12	40 (2.8%)	223 (15.4%)	574 (39.6%)	462 (31.9%)	149 (10.3%)
Total Responses: 10445					Total Missing Responses: 127

B.2) Chronic Pain

Have you ever suffered chronic pain?

Chronic Pain	Count	Proportion (%)
No	5,950	58.3%
Yes, but not in the past 12 months	1,284	12.6%
Yes, I have in the past 12 months	2,967	29.1%
Total Responses: 10201		
Total Missing Responses: 371		

Have you ever suffered chronic pain?

	No	Yes, but not in the past 12 months	Yes, I have in the past 12 months
Male	3132 (63.6%)	609 (12.4%)	1184 (24%)
Female	2738 (53.6%)	659 (12.9%)	1710 (33.5%)
Grade 7	1291 (61.2%)	290 (13.7%)	530 (25.1%)
Grade 8	1133 (59%)	242 (12.6%)	545 (28.4%)
Grade 9	1010 (56.6%)	237 (13.3%)	537 (30.1%)
Grade 10	891 (55.9%)	190 (11.9%)	514 (32.2%)
Grade 11	770 (57.1%)	163 (12.1%)	415 (30.8%)
Grade 12	838 (59.3%)	158 (11.2%)	417 (29.5%)
Total Responses: 10201			
Total Missing Responses: 371			

B.3) Body Image

B.3a) Body Image – Overall (Males and Females)

What best describes how you feel about your body? Overall

Response	Count
Awesome, I love my body	2284 (18%)
It's okay, I feel pretty good about it	3628 (28.5%)
So-so, don't love it or hate it	2842 (22.4%)
I don't care about the way it looks, but appreciate it for the things it can do	1265 (10%)
I am too small	618 (4.9%)
I am too big	1040 (8.2%)
I just hate my body	1034 (8.1%)

B.3b) Body Image – Females

What best describes how you feel about your body? Females

Response	Count
Awesome, I love my body	696 (10.6%)
It's okay, I feel pretty good about it	1679 (25.6%)
So-so, don't love it or hate it	1811 (27.7%)
I don't care about the way it looks, but appreciate it for the things it can do	530 (8.1%)
I am too small	287 (4.4%)
I am too big	707 (10.8%)
I just hate my body	837 (12.8%)

B.3c) Body Image – Males

What best describes how you feel about your body? Males

Response	Count
Awesome, I love my body	1536 (25.9%)
It's okay, I feel pretty good about it	1904 (32.1%)
So-so, don't love it or hate it	1001 (16.9%)
I don't care about the way it looks, but appreciate it for the things it can do	709 (11.9%)
I am too small	308 (5.2%)
I am too big	306 (5.2%)
I just hate my body	170 (2.9%)

B.4) Body Perception

Body Perception

	Negative	Neutral/Mixed	Positive
Male	581 (11.5%)	1578 (31.3%)	2876 (57.1%)
Female	1399 (26.9%)	1983 (38.1%)	1817 (34.9%)
Total Responses: 10409			
Total Missing Responses: 163			

Body Perception

Grade	Male			Female		
	Negative	Neutral/Mixed	Positive	Negative	Neutral/Mixed	Positive
Grade 7	113 (11.1%)	318 (31.1%)	591 (57.8%)	250 (23.2%)	416 (38.6%)	412 (38.2%)
Grade 8	113 (11.7%)	308 (31.9%)	546 (56.5%)	294 (29.6%)	381 (38.4%)	317 (32%)
Grade 9	99 (11.2%)	282 (31.9%)	503 (56.9%)	273 (30.7%)	349 (39.3%)	266 (30%)
Grade 10	94 (11.8%)	235 (29.6%)	465 (58.6%)	220 (27.4%)	321 (40%)	262 (32.6%)
Grade 11	81 (12.2%)	211 (31.9%)	370 (55.9%)	189 (26.7%)	251 (35.5%)	268 (37.9%)
Grade 12	81 (11.8%)	217 (31.6%)	389 (56.6%)	169 (23.6%)	261 (36.5%)	285 (39.9%)
Total Responses: 10234						
Total Missing Responses: 100						

B.5) Screen Time

B.5a) Screen Time – Weekdays

Screen time hours per day during Weekday (Monday to Thursday)?

Grade	Male				Female			
	mean	standard deviation	median	mode	mean	standard deviation	median	mode
Grade 7	4.3	2.0	4	3	4.5	2.2	4	3
Grade 8	4.8	2.1	4	4	4.9	2.2	5	4
Grade 9	5.1	2.1	5	4	5.1	2.0	5	5
Grade 10	5.2	2.1	5	4	5.1	1.9	5	4
Grade 11	5.0	2.1	5	4	5.3	2.1	5	4
Grade 12	5.1	2.1	5	4	5.0	2.0	5	4
Total Responses: 10173								
Total Missing Responses: 161								

B.5b) Screen Time - Fridays

Screen time hours on a Friday?

Grade	Male				Female			
	mean	standard deviation	median	mode	mean	standard deviation	median	mode
Grade 7	5.2	2.5	5	4	5.2	2.5	5	4
Grade 8	5.8	2.4	6	5	5.7	2.4	5	4
Grade 9	6.0	2.5	6	6	5.9	2.3	6	5
Grade 10	5.8	2.4	6	5	5.7	2.2	5	5
Grade 11	5.7	2.5	5	4	5.9	2.3	6	5
Grade 12	5.6	2.5	5	4	5.4	2.2	5	5
Total Responses: 10132								
Total Missing Responses: 202								

B.5c) Screen Time - Weekends

Screen time hours per day during the Weekend?

Grade	Male				Female			
	mean	standard deviation	median	mode	mean	standard deviation	median	mode
Grade 7	6.2	2.7	6	10	6.0	2.7	6	10
Grade 8	6.6	2.7	7	10	6.4	2.6	6	10
Grade 9	6.7	2.7	7	10	6.9	2.4	7	10

Grade	Male				Female			
	mean	standard deviation	median	mode	mean	standard deviation	median	mode
Grade 10	6.7	2.5	7	10	6.6	2.3	6	6
Grade 11	6.6	2.7	7	10	6.7	2.4	7	10
Grade 12	6.4	2.6	6	10	6.2	2.3	6	5

Total Responses: 9897
Total Missing Responses: 437

B.6) Sleep

B.6a) Sleep - Overall

How many hours of sleep do you get per night?

Response	7 hours or less	8 hours	9 hours	10 hours	11 hours	More than 11 hours
Weekday (Sunday-Thursday)	4070 (39.1%)	3706 (35.6%)	1652 (15.9%)	722 (6.9%)	187 (1.8%)	84 (0.8%)
Weekend (Friday-Saturday)	2993 (29%)	2069 (20.1%)	2026 (19.6%)	1849 (17.9%)	657 (6.4%)	719 (7%)

B.6b) Sleep - During the Week

How many hours of sleep do you get per night during the weekday

	7 hours or less	8 hours	9 hours	10 hours	11 hours	More than 11 hours
Male	1764 (35%)	1838 (36.5%)	879 (17.5%)	403 (8%)	101 (2%)	51 (1%)
Female	2214 (42.5%)	1828 (35.1%)	750 (14.4%)	313 (6%)	86 (1.6%)	23 (0.4%)
Grade 7	463 (21.6%)	708 (33%)	518 (24.1%)	321 (15%)	103 (4.8%)	32 (1.5%)
Grade 8	608 (30.6%)	754 (38%)	397 (20%)	174 (8.8%)	38 (1.9%)	14 (0.7%)
Grade 9	763 (42.3%)	649 (36%)	255 (14.1%)	100 (5.5%)	24 (1.3%)	14 (0.8%)
Grade 10	714 (44.2%)	615 (38.1%)	216 (13.4%)	55 (3.4%)	12 (0.7%)	4 (0.2%)
Grade 11	717 (51.4%)	488 (35%)	142 (10.2%)	34 (2.4%)	3 (0.2%)	12 (0.9%)
Grade 12	791 (55%)	479 (33.3%)	121 (8.4%)	35 (2.4%)	6 (0.4%)	6 (0.4%)

Total Responses: 10421
Total Missing Responses: 151

B.6c) Sleep - During the Weekend

How many hours of sleep do you get per night during the weekend

	7 hours or less	8 hours	9 hours	10 hours	11 hours	More than 11 hours
Male	1453 (29.2%)	996 (20%)	888 (17.8%)	932 (18.7%)	335 (6.7%)	377 (7.6%)
Female	1464 (28.4%)	1053 (20.4%)	1116 (21.6%)	894 (17.3%)	312 (6%)	324 (6.3%)
Grade 7	593 (28.1%)	413 (19.6%)	389 (18.5%)	369 (17.5%)	163 (7.7%)	180 (8.5%)
Grade 8	596 (30.3%)	377 (19.2%)	371 (18.9%)	356 (18.1%)	139 (7.1%)	127 (6.5%)
Grade 9	505 (28.2%)	341 (19.1%)	316 (17.7%)	350 (19.6%)	125 (7%)	152 (8.5%)
Grade 10	450 (28.1%)	291 (18.1%)	352 (21.9%)	295 (18.4%)	94 (5.9%)	122 (7.6%)
Grade 11	407 (29.5%)	292 (21.1%)	297 (21.5%)	237 (17.1%)	75 (5.4%)	74 (5.4%)
Grade 12	428 (30%)	350 (24.5%)	292 (20.4%)	238 (16.7%)	59 (4.1%)	62 (4.3%)

Total Responses: 10313
Total Missing Responses: 259

B.7) Sleep Trouble

How often do you have trouble going to sleep or staying asleep?

Grade	Male				Female			
	Never	Sometimes	Often	Always	Never	Sometimes	Often	Always
Grade 7	203 (19.9%)	548 (53.7%)	182 (17.8%)	87 (8.5%)	110 (10.2%)	577 (53.3%)	261 (24.1%)	134 (12.4%)
Grade 8	204 (21.2%)	534 (55.6%)	151 (15.7%)	72 (7.5%)	142 (14.2%)	487 (48.7%)	228 (22.8%)	142 (14.2%)
Grade 9	210 (23.7%)	461 (52%)	150 (16.9%)	65 (7.3%)	107 (12%)	436 (48.9%)	220 (24.7%)	128 (14.4%)
Grade 10	187 (23.5%)	400 (50.3%)	150 (18.8%)	59 (7.4%)	112 (14.1%)	402 (50.4%)	192 (24.1%)	91 (11.4%)
Grade 11	170 (25.8%)	306 (46.4%)	132 (20%)	52 (7.9%)	105 (14.8%)	346 (48.8%)	163 (23%)	95 (13.4%)
Grade 12	146 (21.2%)	364 (52.8%)	126 (18.3%)	54 (7.8%)	96 (13.4%)	371 (51.6%)	181 (25.2%)	71 (9.9%)

Total Responses: 10243
Total Missing Responses: 91

B.8) Tired/ School Focus

How often do you find it difficult to stay focused during class or at school because you are tired?

School Focus/Tired	Count	Proportion (%)
Almost Never	1,862	18.1%
Sometimes	5,702	55.4%
Often	2,012	19.5%
Almost Always	719	7%

Total Responses: 10295

Total Missing Responses: 277

How often do you find it difficult to stay focused during class or at school because you are tired?

Grade	Male				Female			
	Almost Never	Sometimes	Often	Almost Always	Almost Never	Sometimes	Often	Almost Always
Grade 7	248 (24.5%)	552 (54.6%)	169 (16.7%)	42 (4.2%)	273 (25.6%)	574 (53.8%)	164 (15.4%)	56 (5.2%)
Grade 8	228 (23.9%)	542 (56.9%)	142 (14.9%)	41 (4.3%)	206 (20.9%)	543 (55%)	174 (17.6%)	65 (6.6%)
Grade 9	183 (20.9%)	478 (54.6%)	149 (17%)	65 (7.4%)	111 (12.6%)	491 (55.8%)	202 (23%)	76 (8.6%)
Grade 10	123 (15.6%)	457 (57.9%)	152 (19.3%)	57 (7.2%)	90 (11.4%)	451 (57.2%)	188 (23.8%)	60 (7.6%)
Grade 11	112 (17.3%)	386 (59.5%)	106 (16.3%)	45 (6.9%)	74 (10.6%)	366 (52.5%)	193 (27.7%)	64 (9.2%)
Grade 12	114 (16.6%)	375 (54.6%)	152 (22.1%)	46 (6.7%)	68 (9.6%)	406 (57.4%)	179 (25.3%)	54 (7.6%)

Total Responses: 10125

Total Missing Responses: 209

B.9) Dental Health

How many times do you brush your teeth in one day?

Brushing Teeth	Never	Not every day of the week	Once a day	More than once a month
Male	110 (2.2%)	521 (10.4%)	2155 (43%)	2227 (44.4%)
Female	33 (0.6%)	307 (5.9%)	1393 (26.9%)	3447 (66.5%)
Grade 7	37 (1.7%)	215 (10.1%)	728 (34.2%)	1148 (53.9%)
Grade 8	28 (1.4%)	167 (8.5%)	685 (34.7%)	1096 (55.5%)
Grade 9	35 (2%)	129 (7.2%)	623 (34.7%)	1006 (56.1%)
Grade 10	34 (2.1%)	111 (6.9%)	569 (35.4%)	894 (55.6%)
Grade 11	23 (1.7%)	100 (7.2%)	515 (37%)	755 (54.2%)
Grade 12	23 (1.6%)	110 (7.7%)	467 (32.7%)	830 (58%)

Total Responses: 10362

Total Missing Responses: 210

B.10) Dental Visits *

About how long has it been since you last visited a dentist? Include visits to dental specialists such as Orthodontists?

	6 months or less	7-12 months	1-2 years	2-3 years	3-5 years	5+ years	I have never visited a dentist
Male	2973 (59.6%)	986 (19.8%)	514 (10.3%)	173 (3.5%)	147 (2.9%)	107 (2.1%)	86 (1.7%)
Female	3471 (66.9%)	908 (17.5%)	395 (7.6%)	120 (2.3%)	119 (2.3%)	78 (1.5%)	98 (1.9%)

Total Responses: 10343

Total Missing Responses: 229

About how long has it been since you last visited a dentist? Include visits to dental specialists such as Orthodontists?

	6 months or less	7-12 months	1-2 years	2-3 years	3-5 years	5+ years	I have never visited a dentist
Male	2973	986	514	173	147	107	86
Female	3471	908	395	120	119	78	98
Grade 7	1375	389	171	53	41	30	62
Grade 8	1284	333	174	60	46	30	29
Grade 9	1147	305	167	50	58	30	36

	6 months or less	7-12 months	1-2 years	2-3 years	3-5 years	5+ years	I have never visited a dentist
Grade 10	1006	311	139	50	46	34	28
Grade 11	833	279	138	33	44	30	31
Grade 12	868	280	127	52	42	38	29

Total Responses: 10343

Total Missing Responses: 229

About how long has it been since you last visited a dentist? Include visits to dental specialists such as Orthodontists?

	6 months or less	7-12 months	1-2 years	2-3 years	3-5 years	5+ years	I have never visited a dentist
Male	2973 (59.6%)	986 (19.8%)	514 (10.3%)	173 (3.5%)	147 (2.9%)	107 (2.1%)	86 (1.7%)
Female	3471 (66.9%)	908 (17.5%)	395 (7.6%)	120 (2.3%)	119 (2.3%)	78 (1.5%)	98 (1.9%)
Grade 7	1375 (64.8%)	389 (18.3%)	171 (8.1%)	53 (2.5%)	41 (1.9%)	30 (1.4%)	62 (2.9%)
Grade 8	1284 (65.6%)	333 (17%)	174 (8.9%)	60 (3.1%)	46 (2.4%)	30 (1.5%)	29 (1.5%)
Grade 9	1147 (64%)	305 (17%)	167 (9.3%)	50 (2.8%)	58 (3.2%)	30 (1.7%)	36 (2%)
Grade 10	1006 (62.3%)	311 (19.3%)	139 (8.6%)	50 (3.1%)	46 (2.9%)	34 (2.1%)	28 (1.7%)
Grade 11	833 (60%)	279 (20.1%)	138 (9.9%)	33 (2.4%)	44 (3.2%)	30 (2.2%)	31 (2.2%)
Grade 12	868 (60.4%)	280 (19.5%)	127 (8.8%)	52 (3.6%)	42 (2.9%)	38 (2.6%)	29 (2%)

Total Responses: 10343

Total Missing Responses: 229

B.11) Dental Pain *

How often during the last 12 months have you experienced painful aching of your teeth or gums (not including pain from braces, tongue or cheek bites)?

	Count	Proportion (%)
Never	4,283	41.3%
Rarely	4,194	40.5%
Sometimes	1,419	13.7%
Often	341	3.3%
Almost always	128	1.2%

Total Responses: 10365

Total Missing Responses: 207

How often during the last 12 months have you experienced painful aching of your teeth or gums (not including pain from braces, tongue or cheek bites)?

	Never	Rarely	Sometimes	Often	Almost always
Grade 7	846 (39.7%)	902 (42.3%)	287 (13.5%)	68 (3.2%)	28 (1.3%)
Grade 8	804 (40.9%)	854 (43.4%)	231 (11.7%)	60 (3%)	19 (1%)
Grade 9	802 (44.5%)	701 (38.9%)	227 (12.6%)	55 (3.1%)	16 (0.9%)
Grade 10	656 (40.7%)	663 (41.2%)	227 (14.1%)	45 (2.8%)	19 (1.2%)
Grade 11	565 (40.7%)	535 (38.5%)	217 (15.6%)	52 (3.7%)	19 (1.4%)
Grade 12	599 (41.9%)	527 (36.8%)	224 (15.7%)	55 (3.8%)	26 (1.8%)

Total Responses: 10365

Total Missing Responses: 207

How often during the last 12 months have you experienced painful aching of your teeth or gums (not including pain from braces, tongue or cheek bites)?

	Never	Rarely	Sometimes	Often	Almost always
Male	2208 (44.2%)	2059 (41.2%)	557 (11.1%)	137 (2.7%)	37 (0.7%)
Female	2015 (38.8%)	2081 (40.1%)	834 (16.1%)	198 (3.8%)	65 (1.3%)
Grade 7	846 (39.7%)	902 (42.3%)	287 (13.5%)	68 (3.2%)	28 (1.3%)
Grade 8	804 (40.9%)	854 (43.4%)	231 (11.7%)	60 (3%)	19 (1%)
Grade 9	802 (44.5%)	701 (38.9%)	227 (12.6%)	55 (3.1%)	16 (0.9%)
Grade 10	656 (40.7%)	663 (41.2%)	227 (14.1%)	45 (2.8%)	19 (1.2%)
Grade 11	565 (40.7%)	535 (38.5%)	217 (15.6%)	52 (3.7%)	19 (1.4%)
Grade 12	599 (41.9%)	527 (36.8%)	224 (15.7%)	55 (3.8%)	26 (1.8%)

Total Responses: 10365

Total Missing Responses: 207

How often during the last 12 months have you experienced painful aching of your teeth or gums (not including pain from braces, tongue or cheek bites)?

	Never	Rarely	Sometimes	Often	Almost always
Male	2208	2059	557	137	37
Female	2015	2081	834	198	65
Grade 7	846	902	287	68	28
Grade 8	804	854	231	60	19
Grade 9	802	701	227	55	16
Grade 10	656	663	227	45	19
Grade 11	565	535	217	52	19
Grade 12	599	527	224	55	26
Total Responses: 10365					
Total Missing Responses: 207					

C) Family, Friends, and Community

C.1) Community Support

C.1a) Community Support - Overall *Community*

Response	Strongly Disagree	Disagree	Agree	Strongly Agree
I feel safe in my community	274 (2.6%)	818 (7.9%)	6352 (61.1%)	2958 (28.4%)
I trust the people in my community	430 (4.2%)	2014 (19.4%)	6129 (59.2%)	1785 (17.2%)
I feel involved in my community	651 (6.3%)	2736 (26.4%)	5397 (52.2%)	1562 (15.1%)

C.1b) Community Support - Safe *I feel safe in my community*

Grade	Male				Female			
	Strongly Disagree	Disagree	Agree	Strongly Agree	Strongly Disagree	Disagree	Agree	Strongly Agree
Grade 7	29 (2.8%)	54 (5.3%)	586 (57.5%)	351 (34.4%)	26 (2.4%)	81 (7.5%)	678 (62.8%)	295 (27.3%)
Grade 8	25 (2.6%)	70 (7.3%)	560 (58.1%)	309 (32.1%)	22 (2.2%)	81 (8.1%)	646 (64.7%)	249 (24.9%)
Grade 9	24 (2.7%)	61 (6.9%)	490 (55.7%)	305 (34.7%)	11 (1.2%)	90 (10.1%)	617 (69.4%)	171 (19.2%)
Grade 10	20 (2.5%)	55 (6.9%)	445 (56%)	274 (34.5%)	11 (1.4%)	51 (6.4%)	572 (71.4%)	167 (20.8%)
Grade 11	25 (3.8%)	48 (7.3%)	355 (53.8%)	232 (35.2%)	13 (1.8%)	83 (11.7%)	463 (65.2%)	151 (21.3%)
Grade 12	17 (2.5%)	49 (7.2%)	388 (56.6%)	231 (33.7%)	8 (1.1%)	72 (10.1%)	465 (64.9%)	171 (23.9%)
Total Responses: 10231								
Total Missing Responses: 103								

C.1c) Community Support - Trust *I trust the people in my community*

Grade	Male				Female			
	Strongly Disagree	Disagree	Agree	Strongly Agree	Strongly Disagree	Disagree	Agree	Strongly Agree
Grade 7	34 (3.4%)	129 (12.8%)	633 (62.6%)	215 (21.3%)	35 (3.2%)	197 (18.3%)	667 (61.8%)	180 (16.7%)
Grade 8	33 (3.5%)	151 (15.8%)	584 (61.1%)	188 (19.7%)	33 (3.3%)	200 (20.1%)	618 (62%)	145 (14.6%)
Grade 9	33 (3.8%)	139 (15.8%)	506 (57.7%)	199 (22.7%)	29 (3.3%)	208 (23.5%)	554 (62.5%)	95 (10.7%)
Grade 10	37 (4.7%)	135 (17.1%)	459 (58%)	160 (20.2%)	25 (3.1%)	193 (24.2%)	489 (61.4%)	89 (11.2%)
Grade 11	35 (5.3%)	124 (18.8%)	362 (54.8%)	140 (21.2%)	39 (5.5%)	185 (26.1%)	391 (55.1%)	95 (13.4%)
Grade 12	35 (5.1%)	147 (21.5%)	361 (52.7%)	142 (20.7%)	22 (3.1%)	163 (23%)	421 (59.4%)	103 (14.5%)
Total Responses: 10190								
Total Missing Responses: 144								

C.1d) Community Support - Involvement

I feel involved in my community

Grade	Male				Female			
	Strongly Disagree	Disagree	Agree	Strongly Agree	Strongly Disagree	Disagree	Agree	Strongly Agree
Grade 7	49 (4.8%)	225 (22.2%)	547 (53.9%)	194 (19.1%)	62 (5.8%)	255 (23.8%)	598 (55.7%)	158 (14.7%)
Grade 8	60 (6.3%)	215 (22.6%)	519 (54.5%)	158 (16.6%)	50 (5%)	291 (29.2%)	522 (52.5%)	132 (13.3%)
Grade 9	51 (5.8%)	208 (23.7%)	464 (53%)	153 (17.5%)	44 (5%)	281 (31.7%)	461 (52%)	100 (11.3%)
Grade 10	55 (7%)	205 (25.9%)	397 (50.2%)	134 (16.9%)	49 (6.2%)	226 (28.4%)	442 (55.5%)	79 (9.9%)
Grade 11	47 (7.2%)	169 (25.8%)	328 (50%)	112 (17.1%)	44 (6.2%)	223 (31.7%)	358 (50.9%)	79 (11.2%)
Grade 12	55 (8%)	194 (28.3%)	317 (46.3%)	119 (17.4%)	41 (5.8%)	204 (28.7%)	358 (50.4%)	108 (15.2%)
Total Responses: 10173								
Total Missing Responses: 161								

C.2) Mentor

If I need help in school or in life, I can talk to an adult who cares about me (a mentor, elder, coach, health counsellor or other adult) not including a parent/caregiver

Grade	Male			Female		
	Yes, I do	No, but I wish that I had	No, I do not	Yes, I do	No, but I wish that I had	No, I do not
Grade 7	710 (71.2%)	85 (8.5%)	202 (20.3%)	745 (69.7%)	148 (13.8%)	176 (16.5%)
Grade 8	661 (69.7%)	93 (9.8%)	195 (20.5%)	690 (69.8%)	134 (13.5%)	165 (16.7%)
Grade 9	601 (68.9%)	92 (10.6%)	179 (20.5%)	599 (68%)	142 (16.1%)	140 (15.9%)
Grade 10	549 (70%)	79 (10.1%)	156 (19.9%)	581 (73.5%)	102 (12.9%)	108 (13.7%)
Grade 11	467 (72.1%)	64 (9.9%)	117 (18.1%)	533 (75.4%)	79 (11.2%)	95 (13.4%)
Grade 12	485 (71.6%)	72 (10.6%)	120 (17.7%)	572 (80.1%)	69 (9.7%)	73 (10.2%)
Total Responses: 10111						
Total Missing Responses: 223						

C.3) Friends Support

C.3a) Friends Support - Easy to make friends

It is easy for me to make friends

Grade	Male				Female			
	Strongly Disagree	Disagree	Agree	Strongly Agree	Strongly Disagree	Disagree	Agree	Strongly Agree
Grade 7	65 (6.4%)	144 (14.2%)	490 (48.4%)	313 (30.9%)	124 (11.6%)	239 (22.3%)	485 (45.2%)	225 (21%)
Grade 8	55 (5.8%)	157 (16.4%)	455 (47.6%)	289 (30.2%)	125 (12.6%)	233 (23.4%)	457 (45.9%)	180 (18.1%)
Grade 9	50 (5.7%)	126 (14.3%)	414 (47.1%)	289 (32.9%)	98 (11.1%)	196 (22.2%)	405 (45.9%)	184 (20.8%)
Grade 10	53 (6.7%)	96 (12.2%)	408 (51.6%)	233 (29.5%)	82 (10.3%)	180 (22.6%)	373 (46.9%)	160 (20.1%)
Grade 11	51 (7.7%)	95 (14.4%)	311 (47.1%)	203 (30.8%)	72 (10.3%)	165 (23.5%)	325 (46.3%)	140 (19.9%)
Grade 12	39 (5.7%)	108 (15.8%)	346 (50.7%)	190 (27.8%)	53 (7.5%)	160 (22.5%)	341 (48%)	156 (22%)
Total Responses: 10170								
Total Missing Responses: 164								

C.3b) Friends Support - Close Friends

I have at least one close friend that I can share things with

Grade	Male				Female			
	Strongly Disagree	Disagree	Agree	Strongly Agree	Strongly Disagree	Disagree	Agree	Strongly Agree
Grade 7	50 (5%)	61 (6%)	345 (34.2%)	554 (54.9%)	56 (5.2%)	55 (5.1%)	275 (25.5%)	692 (64.2%)
Grade 8	50 (5.2%)	68 (7.1%)	318 (33.2%)	522 (54.5%)	36 (3.6%)	52 (5.2%)	307 (30.8%)	602 (60.4%)
Grade 9	29 (3.3%)	51 (5.8%)	304 (34.8%)	489 (56%)	25 (2.8%)	52 (5.9%)	279 (31.5%)	529 (59.8%)
Grade 10	34 (4.3%)	55 (7%)	270 (34.2%)	431 (54.6%)	25 (3.1%)	33 (4.2%)	240 (30.2%)	496 (62.5%)
Grade 11	25 (3.8%)	43 (6.6%)	240 (36.7%)	346 (52.9%)	29 (4.1%)	38 (5.4%)	237 (33.5%)	404 (57.1%)
Grade 12	26 (3.8%)	41 (6.1%)	261 (38.6%)	349 (51.6%)	17 (2.4%)	46 (6.4%)	252 (35.2%)	400 (55.9%)
Total Responses: 10173								
Total Missing Responses: 161								

C.4) Dating

Have you ever dated or gone out with someone?

Grade	Male		Female	
	Yes	No	Yes	No
Grade 7	339 (36%)	602 (64%)	371 (35.7%)	668 (64.3%)
Grade 8	421 (46.8%)	478 (53.2%)	452 (46.9%)	511 (53.1%)
Grade 9	467 (56.8%)	355 (43.2%)	502 (59%)	349 (41%)
Grade 10	494 (65.4%)	261 (34.6%)	479 (60.9%)	307 (39.1%)
Grade 11	415 (65.6%)	218 (34.4%)	472 (69.3%)	209 (30.7%)
Grade 12	454 (68%)	214 (32%)	526 (74.9%)	176 (25.1%)
Total Responses: 9767				
Total Missing Responses: 567				

C.5) Family

C.5a) Family - Safe *

I feel safe in my home

Family Safe	Count	Proportion (%)
Strongly Disagree	226	2.2%
Disagree	315	3%
Agree	3,895	37.5%
Strongly Agree	5,941	57.3%
Total Responses: 10377		
Total Missing Responses: 195		

I feel safe in my home

	Strongly Disagree	Disagree	Agree	Strongly Agree
Male	100 (2%)	109 (2.2%)	1756 (35%)	3047 (60.8%)
Female	93 (1.8%)	195 (3.8%)	2083 (40.1%)	2824 (54.4%)
Grade 7	59 (2.8%)	63 (3%)	712 (33.4%)	1300 (60.9%)
Grade 8	51 (2.6%)	69 (3.5%)	751 (38%)	1103 (55.9%)
Grade 9	28 (1.6%)	61 (3.4%)	676 (37.6%)	1033 (57.5%)
Grade 10	24 (1.5%)	40 (2.5%)	642 (39.9%)	905 (56.2%)
Grade 11	36 (2.6%)	49 (3.5%)	531 (38.1%)	776 (55.7%)
Grade 12	28 (2%)	31 (2.2%)	564 (39.5%)	806 (56.4%)
Total Responses: 10377				
Total Missing Responses: 195				

I feel safe in my home

	Strongly Disagree	Disagree	Agree	Strongly Agree
Male	100	109	1756	3047
Female	93	195	2083	2824
Grade 7	59	63	712	1300
Grade 8	51	69	751	1103
Grade 9	28	61	676	1033
Grade 10	24	40	642	905
Grade 11	36	49	531	776
Grade 12	28	31	564	806
Total Responses: 10377				
Total Missing Responses: 195				

C.5b) Family - Support

I feel my family supports me

Family Support	Count	Proportion (%)
Strongly Disagree	226	2.2%
Disagree	315	3%
Agree	3,895	37.5%
Strongly Agree	5,941	57.3%

Total Responses: 10377

Total Missing Responses: 195

I feel my family supports me

	Strongly Disagree	Disagree	Agree	Strongly Agree
Male	100 (2%)	109 (2.2%)	1756 (35%)	3047 (60.8%)
Female	93 (1.8%)	195 (3.8%)	2083 (40.1%)	2824 (54.4%)
Grade 7	59 (2.8%)	63 (3%)	712 (33.4%)	1300 (60.9%)
Grade 8	51 (2.6%)	69 (3.5%)	751 (38%)	1103 (55.9%)
Grade 9	28 (1.6%)	61 (3.4%)	676 (37.6%)	1033 (57.5%)
Grade 10	24 (1.5%)	40 (2.5%)	642 (39.9%)	905 (56.2%)
Grade 11	36 (2.6%)	49 (3.5%)	531 (38.1%)	776 (55.7%)
Grade 12	28 (2%)	31 (2.2%)	564 (39.5%)	806 (56.4%)

Total Responses: 10377

Total Missing Responses: 195

C.5c) Family - Proud

I feel my parents/caregivers are proud of me

Family Proud	Count	Proportion (%)
Strongly Disagree	394	3.8%
Disagree	951	9.2%
Agree	4,260	41.3%
Strongly Agree	4,717	45.7%

Total Responses: 10322

Total Missing Responses: 250

I feel my parents/caregivers are proud of me

	Strongly Disagree	Disagree	Agree	Strongly Agree
Male	148 (3%)	385 (7.7%)	2095 (42%)	2363 (47.3%)
Female	205 (4%)	544 (10.5%)	2117 (41%)	2300 (44.5%)
Grade 7	78 (3.7%)	178 (8.4%)	786 (37%)	1081 (50.9%)
Grade 8	72 (3.7%)	191 (9.7%)	800 (40.7%)	904 (46%)
Grade 9	66 (3.7%)	170 (9.5%)	758 (42.5%)	791 (44.3%)
Grade 10	57 (3.6%)	155 (9.7%)	694 (43.4%)	692 (43.3%)
Grade 11	66 (4.8%)	142 (10.2%)	576 (41.6%)	602 (43.4%)
Grade 12	54 (3.8%)	109 (7.7%)	625 (43.9%)	636 (44.7%)

Total Responses: 10322

Total Missing Responses: 250

C.6) Parents Involvement

How involved in your education are your parents?

Grade	Male				Female			
	Not very involved	Moderately involved	Very involved	Too involved	Not very involved	Moderately involved	Very involved	Too involved
Grade 7	64 (6.4%)	368 (36.7%)	479 (47.8%)	92 (9.2%)	73 (6.8%)	380 (35.5%)	534 (49.9%)	84 (7.8%)
Grade 8	47 (5%)	422 (44.6%)	402 (42.4%)	76 (8%)	73 (7.4%)	411 (41.7%)	434 (44.1%)	67 (6.8%)
Grade 9	56 (6.5%)	365 (42.3%)	359 (41.6%)	83 (9.6%)	74 (8.4%)	371 (42.2%)	368 (41.9%)	66 (7.5%)
Grade 10	66 (8.4%)	360 (45.9%)	280 (35.7%)	78 (9.9%)	60 (7.6%)	342 (43.2%)	346 (43.7%)	43 (5.4%)
Grade 11	51 (7.9%)	293 (45.1%)	244 (37.6%)	61 (9.4%)	54 (7.7%)	316 (44.9%)	281 (39.9%)	53 (7.5%)
Grade 12	82 (12%)	318 (46.7%)	229 (33.6%)	52 (7.6%)	65 (9.1%)	291 (40.7%)	317 (44.3%)	42 (5.9%)

Total Responses: 10104

Total Missing Responses: 230

C.7) Parents

Who do you live with most of the time (not including your brothers or sisters)?

Response	Count
Biological Mother & Father	9921 (65.5%)
Biological Mother	2431 (16%)
Adoptive Mother	127 (0.8%)
Step-Mother	233 (1.5%)
Biological Father	990 (6.5%)
Adoptive Father	116 (0.8%)
Step-Father	582 (3.8%)
Grandparent(s)	426 (2.8%)
Aunt/Uncle/Cousins	209 (1.4%)
Boyfriend/Girlfriend/Spouse	113 (0.7%)

C.8) Siblings

Including yourself, how many children live in your household? Include all kids under 18 years old who live in the household at least half of the time.

Number of children in household	Count	Proportion (%)
1	4,286	50.4%
2	2,373	27.9%
3	979	11.5%
4	869	10.2%
Total Responses: 8507		
Total Missing Responses: 2065		

C.9) Parent Education

What is the highest level of school that your parent/caregiver has completed?

Education	Count	Proportion (%)
Did not complete high school	491	4.8%
High School	1,874	18.2%
Trade or vocational certificate	1,171	11.4%
A Bachelor's Degree	3,133	30.4%
A Master's or Doctorate Degree	1,101	10.7%
I'm not sure	2,534	24.6%
Total Responses: 10304		
Total Missing Responses: 268		

What is the highest level of school that your parent/caregiver has completed?

	Did not complete high school	High School	Trade or vocational certificate	A Bachelor's Degree	A Master's or Doctorate Degree	I'm not sure
Male	222 (4.5%)	880 (17.7%)	570 (11.5%)	1385 (27.9%)	551 (11.1%)	1362 (27.4%)
Female	237 (4.6%)	962 (18.6%)	585 (11.3%)	1715 (33.2%)	537 (10.4%)	1132 (21.9%)
Grade 7	96 (4.6%)	308 (14.7%)	138 (6.6%)	530 (25.3%)	258 (12.3%)	767 (36.6%)
Grade 8	81 (4.1%)	312 (15.9%)	159 (8.1%)	568 (29%)	236 (12%)	606 (30.9%)
Grade 9	86 (4.8%)	302 (16.9%)	203 (11.3%)	546 (30.5%)	188 (10.5%)	466 (26%)
Grade 10	76 (4.7%)	293 (18.3%)	209 (13%)	558 (34.8%)	167 (10.4%)	302 (18.8%)
Grade 11	76 (5.5%)	311 (22.5%)	205 (14.8%)	455 (32.9%)	136 (9.8%)	199 (14.4%)
Grade 12	75 (5.2%)	341 (23.8%)	254 (17.8%)	469 (32.8%)	112 (7.8%)	179 (12.5%)
Total Responses: 10304						
Total Missing Responses: 268						

D) Culture and Identify

D.1) Culture Events

How important are traditional cultural events in your life?

	Count	Proportion (%)
Not very important	2,158	30.3%
Somewhat important	1,748	24.5%
Important	1,722	24.2%
Very important	990	13.9%
I don't know	503	7.1%

Total Responses: 7121
Total Missing Responses: 3451

How important are traditional cultural events in your life?

	Not very important	Somewhat important	Important	Very important	I don't know
Male	1131 (33.1%)	837 (24.5%)	792 (23.2%)	416 (12.2%)	238 (7%)
Female	996 (27.7%)	891 (24.8%)	896 (24.9%)	558 (15.5%)	258 (7.2%)
Grade 7	308 (21.6%)	374 (26.3%)	390 (27.4%)	193 (13.6%)	158 (11.1%)
Grade 8	335 (24.8%)	349 (25.8%)	331 (24.5%)	224 (16.6%)	112 (8.3%)
Grade 9	339 (30.4%)	267 (23.9%)	274 (24.6%)	166 (14.9%)	69 (6.2%)
Grade 10	378 (34.4%)	267 (24.3%)	248 (22.6%)	137 (12.5%)	69 (6.3%)
Grade 11	387 (37.7%)	239 (23.3%)	227 (22.1%)	126 (12.3%)	48 (4.7%)
Grade 12	405 (37.7%)	242 (22.5%)	245 (22.8%)	140 (13%)	43 (4%)

Total Responses: 7121
Total Missing Responses: 3451

D.2) Indigenous Education

My school has helped me to understand the contributions and perspectives of First Nations and Metis Peoples

Grade	Male				Female			
	Yes	Yes, but I'd like to learn more	Yes, but we spend too much time on it	No, we spend very little time on it	Yes	Yes, but I'd like to learn more	Yes, but we spend too much time on it	No, we spend very little time on it
Grade 7	373 (55.1%)	70 (10.3%)	184 (27.2%)	50 (7.4%)	406 (53.6%)	91 (12%)	206 (27.2%)	54 (7.1%)
Grade 8	316 (49.2%)	62 (9.7%)	221 (34.4%)	43 (6.7%)	349 (49.8%)	101 (14.4%)	224 (32%)	27 (3.9%)
Grade 9	258 (45.4%)	42 (7.4%)	203 (35.7%)	65 (11.4%)	240 (43.7%)	59 (10.7%)	206 (37.5%)	44 (8%)
Grade 10	207 (37.8%)	51 (9.3%)	214 (39.1%)	75 (13.7%)	245 (44.7%)	62 (11.3%)	182 (33.2%)	59 (10.8%)
Grade 11	179 (36.4%)	40 (8.1%)	199 (40.4%)	74 (15%)	232 (45%)	73 (14.2%)	155 (30.1%)	55 (10.7%)
Grade 12	236 (46.4%)	47 (9.2%)	182 (35.8%)	44 (8.6%)	285 (51.7%)	90 (16.3%)	150 (27.2%)	26 (4.7%)

Total Responses: 7083
Total Missing Responses: 3251

D.3) Language

Which language(s) do you understand?

Response	Count
English	7115
French	1146
First Nations	0
Michif	50
Spanish	344

D.4) Race

How do you usually describe yourself?

	White	Indigenous	Asian	Middle Eastern	Black	Latin American	Multiple Race/Ethnicity
Male	2422 (72.8%)	349 (10.5%)	260 (7.8%)	12 (0.4%)	165 (5%)	12 (0.4%)	108 (3.2%)
Female	2541 (71.7%)	412 (11.6%)	264 (7.4%)	29 (0.8%)	142 (4%)	12 (0.3%)	144 (4.1%)
Grade 7	1045 (74.9%)	127 (9.1%)	101 (7.2%)	11 (0.8%)	58 (4.2%)	6 (0.4%)	47 (3.4%)
Grade 8	946 (71.9%)	145 (11%)	106 (8.1%)	14 (1.1%)	52 (4%)	7 (0.5%)	45 (3.4%)
Grade 9	743 (67.7%)	137 (12.5%)	98 (8.9%)	9 (0.8%)	50 (4.6%)	5 (0.5%)	55 (5%)
Grade 10	780 (72.4%)	136 (12.6%)	73 (6.8%)	2 (0.2%)	38 (3.5%)	0 (0%)	49 (4.5%)
Grade 11	723 (71.9%)	115 (11.4%)	71 (7.1%)	1 (0.1%)	57 (5.7%)	4 (0.4%)	35 (3.5%)
Grade 12	764 (72.4%)	116 (11%)	86 (8.2%)	5 (0.5%)	53 (5%)	3 (0.3%)	28 (2.7%)
Total Responses: 6974							
Total Missing Responses: 3598							

D.5) Newcomers / Immigration

How long have you and your family lived in Canada?

	5 years or less	We moved here more than 5 years ago	I was born here, my parents moved here	My parents and I were born here
Male	208 (5.9%)	224 (6.4%)	224 (6.4%)	2845 (81.3%)
Female	205 (5.6%)	223 (6.1%)	215 (5.9%)	3011 (82.4%)
Grade 7	86 (5.8%)	103 (7%)	146 (9.9%)	1143 (77.3%)
Grade 8	77 (5.6%)	94 (6.8%)	102 (7.4%)	1104 (80.2%)
Grade 9	85 (7.4%)	71 (6.2%)	55 (4.8%)	932 (81.5%)
Grade 10	52 (4.7%)	52 (4.7%)	53 (4.7%)	959 (85.9%)
Grade 11	55 (5.3%)	67 (6.5%)	54 (5.2%)	862 (83%)
Grade 12	69 (6.3%)	71 (6.5%)	39 (3.6%)	910 (83.6%)
Total Responses: 7275				
Total Missing Responses: 3297				

D.6) Gender *

How do you describe your gender?

	Count	Proportion (%)
Boy/Man	3,095	48.7%
Girl/Woman	3,138	49.3%
Non-Binary/ Not Sure/ Other	126	2%
Total Responses: 6359		
Total Missing Responses: 4213		

D.7) Sexual Orientation *

How do you describe your sexual orientation?

	Count	Proportion (%)
Straight	5,437	87.3%
Gay or Lesbian	66	1.1%
Bisexual	386	6.2%
Pansexual	121	1.9%
Asexual	80	1.3%
Questioning	140	2.2%
Total Responses: 6230		
Total Missing Responses: 4342		

D.8) Sex & Gender Support

Are you supportive of people who are gender and sexually diverse?

Grade	Male					Female				
	Yes, and I participate in a group/event(s)	Yes, but I do not participate in a group/event(s)	I do not have strong feelings / opinions	No, I do not support	I prefer not to say	Yes, and I participate in a group/event(s)	Yes, but I do not participate in a group/event(s)	I do not have strong feelings / opinions	No, I do not support	I prefer not to say
Grade 7	68 (11.2%)	230 (38%)	125 (20.6%)	65 (10.7%)	118 (19.5%)	98 (14.9%)	369 (56.2%)	62 (9.4%)	38 (5.8%)	90 (13.7%)
Grade 8	31 (5.6%)	195 (35.2%)	160 (28.9%)	83 (15%)	85 (15.3%)	99 (16%)	341 (55.2%)	79 (12.8%)	23 (3.7%)	76 (12.3%)
Grade 9	31 (5.8%)	197 (36.9%)	144 (27%)	90 (16.9%)	72 (13.5%)	76 (14.5%)	297 (56.7%)	92 (17.6%)	29 (5.5%)	30 (5.7%)
Grade 10	30 (5.9%)	160 (31.4%)	131 (25.7%)	112 (22%)	77 (15.1%)	62 (12.2%)	300 (59.1%)	93 (18.3%)	23 (4.5%)	30 (5.9%)
Grade 11	34 (7.4%)	126 (27.4%)	133 (28.9%)	106 (23%)	61 (13.3%)	88 (18.4%)	261 (54.5%)	66 (13.8%)	28 (5.8%)	36 (7.5%)
Grade 12	23 (4.7%)	172 (35.5%)	142 (29.3%)	88 (18.1%)	60 (12.4%)	73 (14.1%)	326 (63.1%)	79 (15.3%)	16 (3.1%)	23 (4.4%)
Total Responses: 6475										
Total Missing Responses: 3859										

E) Physical Activity

E.1) Physical Activity

E.1a) Physical Activity - School

How often do you participate in physical activities or sports... organized by your school, that occur outside of class time (ex. intramurals, dance clubs, school team sports, etc.)?

Grade	Male				Female			
	Never	Less than once a week	1-3 times per week	4 or more times per week	Never	Less than once a week	1-3 times per week	4 or more times per week
Grade 7	166 (24.1%)	105 (15.3%)	279 (40.6%)	138 (20.1%)	177 (23.4%)	128 (16.9%)	357 (47.2%)	94 (12.4%)
Grade 8	157 (24.3%)	95 (14.7%)	282 (43.7%)	112 (17.3%)	174 (25.1%)	135 (19.5%)	308 (44.4%)	77 (11.1%)
Grade 9	135 (24%)	92 (16.4%)	224 (39.9%)	111 (19.8%)	138 (25.3%)	95 (17.4%)	243 (44.6%)	69 (12.7%)
Grade 10	145 (26.7%)	80 (14.7%)	220 (40.4%)	99 (18.2%)	196 (35.8%)	81 (14.8%)	199 (36.4%)	71 (13%)
Grade 11	169 (34.1%)	70 (14.1%)	165 (33.3%)	91 (18.4%)	230 (45.2%)	87 (17.1%)	162 (31.8%)	30 (5.9%)
Grade 12	197 (38.4%)	82 (16%)	164 (32%)	70 (13.6%)	268 (49.1%)	81 (14.8%)	140 (25.6%)	57 (10.4%)
Total Responses: 7067								
Total Missing Responses: 3267								

E.1b) Physical Activity - Sport

How often do you participate in physical activities or sports... organized outside of your school with a coach (ex. hockey, soccer, figure skating, dance, etc.)?

Grade	Male				Female			
	Never	Less than once a week	1-3 times per week	4 or more times per week	Never	Less than once a week	1-3 times per week	4 or more times per week
Grade 7	187 (27.6%)	66 (9.7%)	242 (35.7%)	183 (27%)	215 (28.7%)	97 (13%)	277 (37%)	159 (21.3%)
Grade 8	215 (33.6%)	68 (10.6%)	225 (35.2%)	132 (20.6%)	236 (34.4%)	78 (11.4%)	240 (34.9%)	133 (19.4%)
Grade 9	222 (39.9%)	59 (10.6%)	167 (30%)	108 (19.4%)	185 (34.2%)	67 (12.4%)	189 (34.9%)	100 (18.5%)

Grade	Male				Female			
	Never	Less than once a week	1-3 times per week	4 or more times per week	Never	Less than once a week	1-3 times per week	4 or more times per week
Grade 10	178 (33%)	70 (13%)	198 (36.7%)	93 (17.3%)	219 (40%)	64 (11.7%)	170 (31%)	95 (17.3%)
Grade 11	198 (39.9%)	51 (10.3%)	152 (30.6%)	95 (19.2%)	243 (48.3%)	62 (12.3%)	146 (29%)	52 (10.3%)
Grade 12	211 (41.6%)	65 (12.8%)	158 (31.2%)	73 (14.4%)	262 (48.8%)	61 (11.4%)	154 (28.7%)	60 (11.2%)

Total Responses: 7003
Total Missing Responses: 3331

E.1c) Physical Activity - Play

How often do you participate in physical activities or sports without a coach or instructor present (ex. biking, skateboarding, skipping, road hockey, etc.)?

Grade	Male				Female			
	Never	Less than once a week	1-3 times per week	4 or more times per week	Never	Less than once a week	1-3 times per week	4 or more times per week
Grade 7	107 (15.9%)	133 (19.8%)	211 (31.4%)	221 (32.9%)	130 (17.5%)	196 (26.3%)	261 (35.1%)	157 (21.1%)
Grade 8	127 (20.1%)	115 (18.2%)	217 (34.3%)	174 (27.5%)	140 (20.4%)	188 (27.4%)	217 (31.6%)	141 (20.6%)
Grade 9	121 (22%)	96 (17.4%)	174 (31.6%)	160 (29%)	103 (19.2%)	159 (29.6%)	176 (32.8%)	99 (18.4%)
Grade 10	116 (21.7%)	93 (17.4%)	193 (36.1%)	133 (24.9%)	124 (22.8%)	159 (29.2%)	186 (34.2%)	75 (13.8%)
Grade 11	130 (26.6%)	112 (22.9%)	147 (30.1%)	100 (20.4%)	151 (29.8%)	147 (29.1%)	147 (29.1%)	61 (12.1%)
Grade 12	160 (31.6%)	114 (22.5%)	149 (29.4%)	84 (16.6%)	179 (33.2%)	144 (26.7%)	161 (29.9%)	55 (10.2%)

Total Responses: 6965
Total Missing Responses: 3369

E.1d) Physical Activity - Nature

How often do you participate in physical activities or sports...in nature (ex. hiking, mountain biking, kayaking, geocaching, skiing, etc.)?

Grade	Male				Female			
	Never	Less than once a week	1-3 times per week	4 or more times per week	Never	Less than once a week	1-3 times per week	4 or more times per week
Grade 7	205 (30.4%)	232 (34.4%)	136 (20.2%)	101 (15%)	222 (29.8%)	261 (35.1%)	169 (22.7%)	92 (12.4%)
Grade 8	217 (34.2%)	196 (30.9%)	141 (22.2%)	80 (12.6%)	215 (31.4%)	256 (37.4%)	157 (22.9%)	57 (8.3%)
Grade 9	177 (31.7%)	182 (32.6%)	114 (20.4%)	85 (15.2%)	171 (31.7%)	193 (35.8%)	115 (21.3%)	60 (11.1%)
Grade 10	171 (31.8%)	172 (32%)	116 (21.6%)	78 (14.5%)	166 (30.6%)	214 (39.5%)	124 (22.9%)	38 (7%)
Grade 11	168 (34.1%)	157 (31.8%)	111 (22.5%)	57 (11.6%)	160 (31.5%)	186 (36.6%)	122 (24%)	40 (7.9%)
Grade 12	175 (34.5%)	156 (30.8%)	127 (25%)	49 (9.7%)	197 (36.6%)	189 (35.1%)	115 (21.4%)	37 (6.9%)

Total Responses: 6981
Total Missing Responses: 3353

E.2) Moderate & Vigorous Physical Activity

How many minutes to hours of moderate/vigorous physical activity did you do last week.
Include all activities before, during, and after school

Grade	Male							Female						
	<3 Hours	3-6.9 Hours	7-13.9 Hours	14-20.9 Hours	21-27.9 Hours	28-34.9 Hours	35+ Hours	<3 Hours	3-6.9 Hours	7-13.9 Hours	14-20.9 Hours	21-27.9 Hours	28-34.9 Hours	35+ Hours
Grade 7	27 (4.2%)	58 (9%)	163 (25.2%)	141 (21.8%)	105 (16.2%)	75 (11.6%)	79 (12.2%)	43 (6%)	116 (16.2%)	166 (23.2%)	160 (22.4%)	108 (15.1%)	68 (9.5%)	53 (7.4%)
Grade 8	37 (6.1%)	62 (10.2%)	137 (22.6%)	137 (22.6%)	104 (17.1%)	73 (12%)	57 (9.4%)	54 (8.2%)	108 (16.4%)	162 (24.6%)	149 (22.6%)	79 (12%)	55 (8.3%)	52 (7.9%)
Grade 9	27 (5.1%)	68 (12.8%)	122 (22.9%)	119 (22.3%)	78 (14.6%)	49 (9.2%)	70 (13.1%)	46 (8.8%)	74 (14.1%)	127 (24.3%)	98 (18.7%)	75 (14.3%)	61 (11.7%)	42 (8%)
Grade 10	29 (5.5%)	52 (9.9%)	119 (22.7%)	113 (21.6%)	84 (16%)	59 (11.3%)	68 (13%)	63 (11.9%)	83 (15.7%)	134 (25.3%)	109 (20.6%)	61 (11.5%)	35 (6.6%)	45 (8.5%)
Grade 11	51 (10.9%)	44 (9.4%)	122 (26%)	90 (19.1%)	68 (14.5%)	47 (10%)	48 (10.2%)	75 (15.4%)	87 (17.9%)	136 (28%)	95 (19.5%)	47 (9.7%)	25 (5.1%)	21 (4.3%)
Grade 12	53 (10.8%)	60 (12.2%)	112 (22.8%)	111 (22.6%)	77 (15.7%)	41 (8.4%)	37 (7.5%)	107 (20.2%)	90 (17%)	124 (23.4%)	113 (21.4%)	54 (10.2%)	26 (4.9%)	15 (2.8%)
Total Responses: 6735														
Total Missing Responses: 3599														

E.3) Physical Activity Supports

E.3a) Physical Activity Supports - Overall

What helps you to be physically active? Overall

Response	No Response	Count
It's fun	3007 (42.4%)	4085 (57.6%)
Desire to be fit and healthy	3487 (49.2%)	3605 (50.8%)
Being with friends	3501 (49.4%)	3591 (50.6%)
I want to be part of a team	4099 (57.8%)	2993 (42.2%)
Family support	4424 (62.4%)	2668 (37.6%)
I like competition	4935 (69.6%)	2157 (30.4%)
Support from friends	4963 (70%)	2129 (30%)
Desire to look a certain way	5361 (75.6%)	1731 (24.4%)
School programs	5525 (77.9%)	1567 (22.1%)
Community programs	6334 (89.3%)	758 (10.7%)
Nothing helps	6541 (92.2%)	551 (7.8%)

E.3b) Physical Activity Supports - For Students who did not meet Activity Guidelines

What helps you to be physically active? Students who did not meet Activity Guidelines

Response	No Response	Count
It's fun	3007 (42.4%)	4085 (57.6%)
Desire to be fit and healthy	3487 (49.2%)	3605 (50.8%)
Being with friends	3501 (49.4%)	3591 (50.6%)
I want to be part of a team	4099 (57.8%)	2993 (42.2%)
Family support	4424 (62.4%)	2668 (37.6%)
I like competition	4935 (69.6%)	2157 (30.4%)
Support from friends	4963 (70%)	2129 (30%)
Desire to look a certain way	5361 (75.6%)	1731 (24.4%)
School programs	5525 (77.9%)	1567 (22.1%)
Community programs	6334 (89.3%)	758 (10.7%)
Nothing helps	6541 (92.2%)	551 (7.8%)

E.3c) Physical Activity Supports - For Students who met/exceed Activity Guidelines

What helps you to be physically active? Students who met/exceed Activity Guidelines

Response	No Response	Count
It's fun	1208 (32.6%)	2500 (67.4%)
Desire to be fit and healthy	1607 (43.3%)	2101 (56.7%)
Being with friends	1662 (44.8%)	2046 (55.2%)
I want to be part of a team	1761 (47.5%)	1947 (52.5%)
Family support	2090 (56.4%)	1618 (43.6%)
I like competition	2290 (61.8%)	1418 (38.2%)
Support from friends	2426 (65.4%)	1282 (34.6%)
Desire to look a certain way	2820 (76.1%)	888 (23.9%)
School programs	2798 (75.5%)	910 (24.5%)
Community programs	3205 (86.4%)	503 (13.6%)
Nothing helps	3566 (96.2%)	142 (3.8%)

E.4) Physical Activity Barriers

E.4a) Physical Activity Barriers - Overall

What stops you from being more physically active? Overall

Response	No Response	Count
Nothing stops me	4569 (64.1%)	2559 (35.9%)
Other responsibilities (ex. work, family)	4876 (68.8%)	2216 (31.2%)
It's hard to find time to be physically active	5207 (73.4%)	1885 (26.6%)
I am not good at sports and physical activities	5914 (83.4%)	1178 (16.6%)
The activities available do not interest me	5983 (84.4%)	1109 (15.6%)
I am afraid of being teased when I participate	5996 (84.5%)	1096 (15.5%)
I do not like being physically active	6275 (88.5%)	817 (11.5%)
I don't have the equipment	6279 (88.5%)	813 (11.5%)
I do not have a place to be active	6515 (91.9%)	577 (8.1%)
It costs too much	6430 (90.7%)	663 (9.3%)
It's hard to get to activities	6586 (92.9%)	506 (7.1%)
My friends are not active	6693 (94.4%)	399 (5.6%)
My family is not active	6534 (92.1%)	558 (7.9%)
Medical reasons	6619 (93.3%)	473 (6.7%)
Chronic pain (lasting 3 months or longer)	6723 (94.1%)	419 (5.9%)
I do not think physical activity is important	6983 (98.5%)	109 (1.5%)
It's not safe to be active in my neighbourhood	7010 (98.8%)	82 (1.2%)

E.4b) Physical Activity Barriers - For Students who did not meet Activity Guidelines

What stops you from being more physically active? Student who did not meet Activity Guidelines

Response	No Response	Count
Nothing stops me	2410 (75.4%)	788 (24.6%)
Other responsibilities (ex. work, family)	2161 (67.8%)	1024 (32.2%)
It's hard to find time to be physically active	2157 (67.7%)	1028 (32.3%)
I am not good at sports and physical activities	2493 (78.3%)	692 (21.7%)
The activities available do not interest me	2501 (78.5%)	684 (21.5%)
I am afraid of being teased when I participate	2441 (76.6%)	744 (23.4%)
I do not like being physically active	2582 (81.1%)	603 (18.9%)
I don't have the equipment	2754 (86.5%)	431 (13.5%)
I do not have a place to be active	2844 (89.3%)	341 (10.7%)
It costs too much	2828 (88.8%)	357 (11.2%)

Response	No Response	Count
It's hard to get to activities	2916 (91.6%)	269 (8.4%)
My friends are not active	2956 (92.8%)	229 (7.2%)
My family is not active	2826 (88.7%)	359 (11.3%)
Medical reasons	2945 (92.5%)	240 (7.5%)
Chronic pain (lasting 3 months or longer)	2986 (93.7%)	200 (6.3%)
I do not think physical activity is important	3113 (97.7%)	72 (2.3%)
It's not safe to be active in my neighbourhood	3145 (98.7%)	40 (1.3%)

E.4c) Physical Activity Barriers - For Students who met/exceed Activity Guidelines

What stops you from being more physically active? Student who met/exceed Activity Guidelines

Response	No Response	Count
Nothing stops me	2047 (54.9%)	1681 (45.1%)
Other responsibilities (ex. work, family)	2546 (68.7%)	1162 (31.3%)
It's hard to find time to be physically active	2884 (77.8%)	824 (22.2%)
I am not good at sports and physical activities	3248 (87.6%)	460 (12.4%)
The activities available do not interest me	3318 (89.5%)	390 (10.5%)
I am afraid of being teased when I participate	3381 (91.2%)	327 (8.8%)
I do not like being physically active	3523 (95%)	185 (5%)
I don't have the equipment	3344 (90.2%)	364 (9.8%)
I do not have a place to be active	3491 (94.1%)	217 (5.9%)
It costs too much	3417 (92.2%)	291 (7.8%)
It's hard to get to activities	3487 (94%)	221 (6%)
My friends are not active	3551 (95.8%)	157 (4.2%)
My family is not active	3525 (95.1%)	183 (4.9%)
Medical reasons	3486 (94%)	222 (6%)
Chronic pain (lasting 3 months or longer)	3501 (94.4%)	208 (5.6%)
I do not think physical activity is important	3676 (99.1%)	32 (0.9%)
It's not safe to be active in my neighbourhood	3669 (98.9%)	39 (1.1%)

F) School Engagement & Support

F.1) School Motivation

I feel motivated to do well in school

Grade	Male				Female			
	Strongly Disagree	Disagree	Agree	Strongly Agree	Strongly Disagree	Disagree	Agree	Strongly Agree
Grade 7	24 (3.5%)	65 (9.6%)	406 (59.8%)	184 (27.1%)	15 (2%)	65 (8.6%)	430 (56.7%)	249 (32.8%)
Grade 8	22 (3.5%)	75 (11.8%)	376 (59%)	164 (25.7%)	25 (3.6%)	77 (11%)	368 (52.4%)	232 (33%)
Grade 9	26 (4.7%)	64 (11.5%)	323 (57.9%)	145 (26%)	19 (3.5%)	80 (14.6%)	280 (51%)	170 (31%)
Grade 10	26 (4.8%)	76 (13.9%)	331 (60.5%)	114 (20.8%)	18 (3.3%)	64 (11.7%)	274 (50.2%)	190 (34.8%)
Grade 11	23 (4.6%)	72 (14.4%)	287 (57.4%)	118 (23.6%)	15 (2.9%)	64 (12.5%)	262 (51.2%)	171 (33.4%)
Grade 12	24 (4.7%)	78 (15.3%)	304 (59.7%)	103 (20.2%)	7 (1.3%)	48 (8.6%)	302 (54.3%)	199 (35.8%)
Total Responses: 7081								
Total Missing Responses: 3253								

F.2) School Belonging

I feel I belong in this school

Grade	Male				Female			
	Strongly Disagree	Disagree	Agree	Strongly Agree	Strongly Disagree	Disagree	Agree	Strongly Agree
Grade 7	41 (6.1%)	91 (13.4%)	366 (54.1%)	179 (26.4%)	44 (5.8%)	151 (19.9%)	390 (51.3%)	175 (23%)
Grade 8	36 (5.7%)	103 (16.2%)	347 (54.7%)	148 (23.3%)	69 (9.9%)	138 (19.9%)	350 (50.4%)	137 (19.7%)
Grade 9	40 (7.2%)	93 (16.6%)	291 (52.1%)	135 (24.2%)	49 (9%)	145 (26.5%)	252 (46.1%)	101 (18.5%)
Grade 10	40 (7.4%)	82 (15.1%)	319 (58.6%)	103 (18.9%)	31 (5.7%)	122 (22.5%)	295 (54.3%)	95 (17.5%)
Grade 11	26 (5.2%)	83 (16.6%)	289 (57.9%)	101 (20.2%)	36 (7.1%)	94 (18.5%)	283 (55.7%)	95 (18.7%)
Grade 12	35 (6.9%)	82 (16.1%)	299 (58.7%)	93 (18.3%)	32 (5.8%)	90 (16.3%)	315 (57.1%)	115 (20.8%)
Total Responses: 7052								
Total Missing Responses: 3282								

F.3) School Safe

I feel safe at my school

Grade	Male				Female			
	Strongly Disagree	Disagree	Agree	Strongly Agree	Strongly Disagree	Disagree	Agree	Strongly Agree
Grade 7	30 (4.4%)	55 (8.1%)	377 (55.7%)	215 (31.8%)	28 (3.7%)	99 (13.1%)	407 (53.8%)	223 (29.5%)
Grade 8	30 (4.7%)	63 (9.9%)	353 (55.7%)	188 (29.7%)	38 (5.5%)	99 (14.2%)	379 (54.5%)	180 (25.9%)
Grade 9	33 (6%)	63 (11.4%)	286 (51.8%)	170 (30.8%)	23 (4.3%)	93 (17.3%)	309 (57.5%)	112 (20.9%)
Grade 10	30 (5.5%)	53 (9.7%)	335 (61.6%)	126 (23.2%)	20 (3.7%)	72 (13.3%)	327 (60.3%)	123 (22.7%)
Grade 11	21 (4.2%)	45 (9.1%)	289 (58.3%)	141 (28.4%)	22 (4.4%)	65 (12.9%)	293 (58.3%)	123 (24.5%)
Grade 12	20 (4%)	33 (6.5%)	325 (64.5%)	126 (25%)	18 (3.3%)	37 (6.8%)	347 (63.6%)	144 (26.4%)
Total Responses: 7015								
Total Missing Responses: 3319								

F.4) Trusted School Adult

At my school, there is an adult who I trust

Grade	Male				Female			
	Strongly Disagree	Disagree	Agree	Strongly Agree	Strongly Disagree	Disagree	Agree	Strongly Agree
Grade 7	46 (6.8%)	93 (13.7%)	311 (45.9%)	228 (33.6%)	51 (6.7%)	121 (16%)	342 (45.2%)	242 (32%)
Grade 8	39 (6.2%)	97 (15.3%)	303 (47.9%)	193 (30.5%)	58 (8.3%)	133 (19%)	307 (43.9%)	201 (28.8%)
Grade 9	59 (10.7%)	78 (14.2%)	253 (46%)	160 (29.1%)	44 (8.3%)	119 (22.3%)	233 (43.7%)	137 (25.7%)
Grade 10	50 (9.3%)	80 (14.8%)	277 (51.4%)	132 (24.5%)	41 (7.7%)	95 (17.8%)	263 (49.2%)	136 (25.4%)
Grade 11	41 (8.4%)	75 (15.3%)	236 (48.1%)	139 (28.3%)	32 (6.4%)	80 (15.9%)	259 (51.6%)	131 (26.1%)
Grade 12	32 (6.4%)	80 (16%)	252 (50.3%)	137 (27.3%)	34 (6.2%)	65 (11.9%)	291 (53.5%)	154 (28.3%)
Total Responses: 6987								
Total Missing Responses: 3347								

F.5) Bored

I find it difficult to stay focused during class or at school because I am bored.

Grade	Male				Female			
	Never	Sometimes	Often	Always	Never	Sometimes	Often	Always
Grade 7	106 (15.7%)	303 (44.9%)	170 (25.2%)	96 (14.2%)	152 (20.3%)	329 (43.9%)	185 (24.7%)	84 (11.2%)
Grade 8	78 (12.3%)	298 (47.2%)	176 (27.8%)	80 (12.7%)	108 (15.7%)	321 (46.7%)	156 (22.7%)	103 (15%)
Grade 9	68 (12.3%)	224 (40.6%)	170 (30.8%)	90 (16.3%)	78 (14.3%)	213 (39.1%)	162 (29.7%)	92 (16.9%)
Grade 10	46 (8.5%)	221 (40.7%)	164 (30.2%)	112 (20.6%)	47 (8.8%)	277 (51.6%)	141 (26.3%)	72 (13.4%)
Grade 11	44 (9%)	227 (46.2%)	141 (28.7%)	79 (16.1%)	53 (10.5%)	245 (48.3%)	147 (29%)	62 (12.2%)
Grade 12	51 (10.1%)	234 (46.4%)	131 (26%)	88 (17.5%)	62 (11.2%)	302 (54.6%)	134 (24.2%)	55 (9.9%)
Total Responses: 7004								
Total Missing Responses: 3330								

F.6) Reasons for Absences

F.6a) Reasons for Absences - Overall

If you miss school more than 10 days per year, why? Overall

Response	Count
Sickness	2046
Injury	675
Pain	266
Bored	393
Trouble	106
Work	170
Transport	287
Extracurricular	1015
Family	736
Bullying	165

F.6b) Reasons for Absences - Students who miss 10-20 Days per year

If you miss school more than 10 days per year, why? Students who miss 10-20 Days per year

Response	Count
Sickness	1389
Injury	460
Pain	153
Bored	168
Trouble	46
Work	91
Transport	153
Extracurricular	775
Family	507
Bullying	78

F.6c) Reasons for Absences - Students who miss 20+ Days per year

If you miss school more than 10 days per year, why? Students who miss 20+ Days per year

Response	Count
Sickness	631
Injury	203
Pain	113
Bored	221
Trouble	56
Work	76
Transport	130
Extracurricular	236
Family	224
Bullying	82

F.7) School Aspirations

What is the highest level of school that you want to get (what are your future plans in terms of education)?

	I don't care if I finish High School	High School Diploma	Trade or Vocational certificate	University Bachelor's Degree	University Master's Degree	University Doctoral/Medical Degree	I am not sure
Male	131 (3.8%)	403 (11.7%)	662 (19.2%)	777 (22.6%)	388 (11.3%)	230 (6.7%)	850 (24.7%)
Female	60 (1.6%)	267 (7.3%)	268 (7.4%)	1016 (27.9%)	621 (17.1%)	584 (16.1%)	821 (22.6%)
Grade 7	67 (4.6%)	129 (8.9%)	85 (5.8%)	318 (21.9%)	223 (15.3%)	202 (13.9%)	431 (29.6%)

	I don't care if I finish High School	High School Diploma	Trade or Vocational certificate	University Bachelor's Degree	University Master's Degree	University Doctoral/Medical Degree	I am not sure	
Grade 8	40 (2.9%)	130 (9.5%)	104 (7.6%)	316 (23.1%)	201 (14.7%)	178 (13%)	397 (29.1%)	
Grade 9	33 (3%)	102 (9.1%)	139 (12.4%)	244 (21.8%)	174 (15.6%)	152 (13.6%)	273 (24.4%)	
Grade 10	31 (2.8%)	92 (8.3%)	182 (16.5%)	287 (26%)	146 (13.2%)	106 (9.6%)	261 (23.6%)	
Grade 11	19 (1.8%)	108 (10.5%)	193 (18.8%)	292 (28.4%)	129 (12.5%)	92 (8.9%)	196 (19%)	
Grade 12	12 (1.1%)	116 (10.7%)	239 (22%)	350 (32.3%)	143 (13.2%)	96 (8.8%)	129 (11.9%)	
Total Responses: 7194								
Total Missing Responses: 3378								

G) Mental Health

G.1) Wellness

G.1a) Wellness - Physical

How often do you feel that you are in balance in the four aspects of your life? Physical

Grade	Male				Female			
	None of the time	Some of the time	Most of the time	All of the time	None of the time	Some of the time	Most of the time	All of the time
Grade 7	57 (5.8%)	206 (20.8%)	470 (47.4%)	258 (26%)	80 (7.5%)	300 (28.2%)	467 (43.9%)	216 (20.3%)
Grade 8	53 (5.7%)	188 (20.1%)	469 (50.2%)	224 (24%)	86 (8.8%)	311 (31.8%)	435 (44.4%)	147 (15%)
Grade 9	35 (4.1%)	147 (17.4%)	433 (51.3%)	229 (27.1%)	68 (7.8%)	309 (35.5%)	374 (43%)	119 (13.7%)
Grade 10	33 (4.3%)	155 (20.3%)	370 (48.4%)	207 (27.1%)	74 (9.3%)	258 (32.5%)	369 (46.5%)	93 (11.7%)
Grade 11	35 (5.5%)	169 (26.3%)	275 (42.8%)	163 (25.4%)	59 (8.4%)	276 (39.5%)	289 (41.3%)	75 (10.7%)
Grade 12	39 (5.8%)	183 (27%)	306 (45.1%)	150 (22.1%)	68 (9.7%)	268 (38.2%)	294 (41.9%)	72 (10.3%)
Total Responses: 9989								
Total Missing Responses: 345								

G.1b) Wellness - Emotional

How often do you feel that you are in balance in the four aspects of your life? Emotional

Grade	Male				Female			
	None of the time	Some of the time	Most of the time	All of the time	None of the time	Some of the time	Most of the time	All of the time
Grade 7	89 (9.1%)	282 (28.8%)	440 (44.9%)	168 (17.2%)	101 (9.6%)	395 (37.4%)	439 (41.6%)	121 (11.5%)
Grade 8	87 (9.4%)	281 (30.3%)	407 (43.9%)	152 (16.4%)	136 (13.9%)	379 (38.9%)	381 (39.1%)	79 (8.1%)
Grade 9	62 (7.4%)	207 (24.7%)	401 (47.9%)	168 (20%)	137 (15.8%)	366 (42.1%)	288 (33.1%)	78 (9%)
Grade 10	74 (9.7%)	237 (31.1%)	331 (43.4%)	121 (15.9%)	100 (12.6%)	347 (43.8%)	274 (34.6%)	72 (9.1%)
Grade 11	52 (8.1%)	199 (31.1%)	274 (42.9%)	114 (17.8%)	95 (13.6%)	307 (44.1%)	246 (35.3%)	48 (6.9%)
Grade 12	62 (9.2%)	217 (32.2%)	295 (43.8%)	99 (14.7%)	95 (13.5%)	280 (39.8%)	270 (38.4%)	59 (8.4%)
Total Responses: 9939								
Total Missing Responses: 395								

G.1c) Wellness - Mental

How often do you feel that you are in balance in the four aspects of your life? Mental

Grade	Male				Female			
	None of the time	Some of the time	Most of the time	All of the time	None of the time	Some of the time	Most of the time	All of the time
Grade 7	90 (9.2%)	217 (22.2%)	458 (46.8%)	214 (21.9%)	124 (11.7%)	354 (33.5%)	405 (38.3%)	174 (16.5%)
Grade 8	75 (8.1%)	246 (26.7%)	421 (45.7%)	180 (19.5%)	149 (15.3%)	350 (35.9%)	357 (36.6%)	120 (12.3%)
Grade 9	55 (6.6%)	205 (24.6%)	380 (45.5%)	195 (23.4%)	146 (16.9%)	334 (38.7%)	290 (33.6%)	94 (10.9%)

Grade	Male				Female				
	None of the time	Some of the time	Most of the time	All of the time	None of the time	Some of the time	Most of the time	All of the time	
Grade 10	75 (9.8%)	202 (26.4%)	335 (43.8%)	152 (19.9%)	127 (16%)	315 (39.7%)	275 (34.7%)	76 (9.6%)	
Grade 11	54 (8.5%)	174 (27.4%)	255 (40.1%)	153 (24.1%)	111 (16%)	259 (37.4%)	265 (38.2%)	58 (8.4%)	
Grade 12	67 (10%)	193 (28.7%)	289 (42.9%)	124 (18.4%)	89 (12.7%)	271 (38.8%)	265 (37.9%)	74 (10.6%)	
Total Responses: 9918								Total Missing Responses: 416	

G.1d) Wellness - Spiritual

How often do you feel that you are in balance in the four aspects of your life? Spiritual

Grade	Male				Female				
	None of the time	Some of the time	Most of the time	All of the time	None of the time	Some of the time	Most of the time	All of the time	
Grade 7	150 (15.5%)	231 (23.9%)	400 (41.4%)	185 (19.2%)	160 (15.5%)	354 (34.2%)	373 (36%)	148 (14.3%)	
Grade 8	166 (18.2%)	267 (29.2%)	331 (36.3%)	149 (16.3%)	164 (17.1%)	310 (32.3%)	362 (37.7%)	123 (12.8%)	
Grade 9	132 (15.9%)	214 (25.8%)	311 (37.4%)	174 (20.9%)	174 (20.4%)	295 (34.5%)	298 (34.9%)	87 (10.2%)	
Grade 10	138 (18.2%)	211 (27.9%)	262 (34.6%)	146 (19.3%)	139 (17.7%)	286 (36.4%)	271 (34.5%)	90 (11.5%)	
Grade 11	126 (19.9%)	167 (26.4%)	220 (34.8%)	120 (19%)	119 (17.4%)	272 (39.7%)	239 (34.9%)	55 (8%)	
Grade 12	137 (20.5%)	194 (29.1%)	214 (32.1%)	122 (18.3%)	135 (19.4%)	240 (34.5%)	245 (35.2%)	76 (10.9%)	
Total Responses: 9810								Total Missing Responses: 524	

G.2) Mental Health - Control

G.2a) Mental Health - Control Problems

I can solve problems when I have them

Grade	Male				Female				
	Strongly Disagree	Disagree	Agree	Strongly Agree	Strongly Disagree	Disagree	Agree	Strongly Agree	
Grade 7	13 (1.3%)	78 (7.9%)	701 (70.8%)	198 (20%)	26 (2.4%)	126 (11.8%)	768 (71.9%)	148 (13.9%)	
Grade 8	21 (2.2%)	61 (6.5%)	648 (69.2%)	207 (22.1%)	23 (2.3%)	126 (12.8%)	692 (70.2%)	145 (14.7%)	
Grade 9	19 (2.2%)	50 (5.9%)	562 (66.4%)	215 (25.4%)	25 (2.9%)	114 (13.1%)	610 (70%)	122 (14%)	
Grade 10	13 (1.7%)	45 (5.9%)	518 (67.9%)	187 (24.5%)	11 (1.4%)	101 (12.8%)	576 (72.7%)	104 (13.1%)	
Grade 11	15 (2.3%)	43 (6.7%)	410 (63.6%)	177 (27.4%)	16 (2.3%)	66 (9.4%)	521 (74.4%)	97 (13.9%)	
Grade 12	8 (1.2%)	40 (5.9%)	449 (66.2%)	181 (26.7%)	8 (1.1%)	82 (11.7%)	502 (71.4%)	111 (15.8%)	
Total Responses: 10009								Total Missing Responses: 325	

G.2b) Mental Health - Control Efficacy

I can do just about anything I really set my mind to

Grade	Male				Female				
	Strongly Disagree	Disagree	Agree	Strongly Agree	Strongly Disagree	Disagree	Agree	Strongly Agree	
Grade 7	26 (2.6%)	148 (15%)	561 (57%)	250 (25.4%)	39 (3.7%)	214 (20.1%)	567 (53.1%)	247 (23.1%)	
Grade 8	14 (1.5%)	135 (14.6%)	521 (56.2%)	257 (27.7%)	38 (3.9%)	167 (17%)	586 (59.5%)	194 (19.7%)	
Grade 9	17 (2%)	96 (11.3%)	458 (54.1%)	275 (32.5%)	26 (3%)	178 (20.4%)	485 (55.5%)	185 (21.2%)	
Grade 10	14 (1.8%)	91 (12%)	437 (57.5%)	218 (28.7%)	20 (2.5%)	121 (15.2%)	482 (60.7%)	171 (21.5%)	
Grade 11	16 (2.5%)	64 (10%)	372 (57.9%)	190 (29.6%)	18 (2.6%)	105 (15.1%)	421 (60.5%)	152 (21.8%)	
Grade 12	5 (0.7%)	64 (9.5%)	397 (58.6%)	211 (31.2%)	13 (1.9%)	88 (12.6%)	431 (61.9%)	164 (23.6%)	
Total Responses: 9979								Total Missing Responses: 355	

G.2c) Mental Health - Control Future

What happens to me in the future mostly depends on me

Grade	Male				Female			
	Strongly Disagree	Disagree	Agree	Strongly Agree	Strongly Disagree	Disagree	Agree	Strongly Agree
Grade 7	21 (2.1%)	75 (7.6%)	555 (56.5%)	331 (33.7%)	17 (1.6%)	93 (8.9%)	623 (59.4%)	316 (30.1%)
Grade 8	9 (1%)	51 (5.5%)	526 (56.8%)	340 (36.7%)	12 (1.2%)	74 (7.6%)	557 (56.9%)	336 (34.3%)
Grade 9	16 (1.9%)	41 (4.9%)	441 (52.3%)	346 (41%)	8 (0.9%)	58 (6.7%)	515 (59.4%)	286 (33%)
Grade 10	7 (0.9%)	45 (5.9%)	406 (53.4%)	302 (39.7%)	9 (1.1%)	42 (5.3%)	452 (56.9%)	292 (36.7%)
Grade 11	11 (1.7%)	36 (5.6%)	337 (52.5%)	258 (40.2%)	8 (1.1%)	37 (5.3%)	408 (58.6%)	243 (34.9%)
Grade 12	8 (1.2%)	32 (4.8%)	346 (51.6%)	285 (42.5%)	1 (0.1%)	23 (3.3%)	424 (60.6%)	252 (36%)
Total Responses: 9941								
Total Missing Responses: 393								

G.3) Mental Health - Expectations

I often set high expectations for myself and then feel bad if I don't meet them

Grade	Male				Female			
	Strongly Disagree	Disagree	Agree	Strongly Agree	Strongly Disagree	Disagree	Agree	Strongly Agree
Grade 7	82 (8.4%)	301 (30.8%)	424 (43.4%)	171 (17.5%)	55 (5.2%)	295 (28%)	420 (39.8%)	284 (26.9%)
Grade 8	58 (6.3%)	301 (32.5%)	403 (43.6%)	163 (17.6%)	30 (3.1%)	216 (22%)	423 (43.1%)	312 (31.8%)
Grade 9	50 (6%)	264 (31.4%)	350 (41.7%)	176 (21%)	40 (4.6%)	189 (21.7%)	361 (41.4%)	281 (32.3%)
Grade 10	38 (5%)	221 (29.1%)	320 (42.1%)	181 (23.8%)	24 (3%)	120 (15.2%)	351 (44.4%)	296 (37.4%)
Grade 11	36 (5.7%)	169 (26.6%)	293 (46.1%)	138 (21.7%)	27 (3.9%)	128 (18.4%)	302 (43.5%)	237 (34.1%)
Grade 12	39 (5.8%)	193 (28.6%)	302 (44.8%)	140 (20.8%)	8 (1.1%)	148 (21.1%)	334 (47.6%)	211 (30.1%)
Total Responses: 9934								
Total Missing Responses: 400								

G.4) Mental Health - Worry

G.4a) Mental Health - Worry Sleep

I often have trouble falling asleep because I worry about things

Grade	Male				Female			
	Strongly Disagree	Disagree	Agree	Strongly Agree	Strongly Disagree	Disagree	Agree	Strongly Agree
Grade 7	247 (25.2%)	336 (34.2%)	254 (25.9%)	145 (14.8%)	127 (12%)	308 (29.1%)	367 (34.7%)	256 (24.2%)
Grade 8	223 (24%)	335 (36.1%)	253 (27.3%)	117 (12.6%)	80 (8.2%)	294 (30%)	326 (33.3%)	279 (28.5%)
Grade 9	214 (25.4%)	292 (34.6%)	238 (28.2%)	100 (11.8%)	70 (8%)	257 (29.4%)	288 (32.9%)	260 (29.7%)
Grade 10	157 (20.7%)	258 (34.1%)	220 (29.1%)	122 (16.1%)	66 (8.3%)	233 (29.5%)	283 (35.8%)	209 (26.4%)
Grade 11	103 (16.1%)	223 (34.9%)	207 (32.4%)	106 (16.6%)	75 (10.8%)	198 (28.4%)	258 (37.1%)	165 (23.7%)
Grade 12	122 (18%)	244 (36.1%)	207 (30.6%)	103 (15.2%)	65 (9.3%)	206 (29.3%)	254 (36.2%)	177 (25.2%)
Total Responses: 9956								
Total Missing Responses: 378								

G.4b) Mental Health - Worry Others

I often worry what other people at school think of me

Grade	Male				Female			
	Strongly Disagree	Disagree	Agree	Strongly Agree	Strongly Disagree	Disagree	Agree	Strongly Agree
Grade 7	235 (24.1%)	351 (36%)	256 (26.3%)	132 (13.6%)	108 (10.2%)	268 (25.4%)	387 (36.7%)	292 (27.7%)
Grade 8	206 (22.3%)	326 (35.2%)	258 (27.9%)	135 (14.6%)	83 (8.5%)	218 (22.3%)	376 (38.5%)	300 (30.7%)
Grade 9	196 (23.2%)	281 (33.3%)	259 (30.7%)	108 (12.8%)	74 (8.5%)	198 (22.7%)	332 (38.1%)	268 (30.7%)
Grade 10	171 (22.5%)	255 (33.6%)	216 (28.5%)	117 (15.4%)	76 (9.6%)	191 (24.2%)	306 (38.8%)	215 (27.3%)
Grade 11	120 (18.9%)	223 (35.1%)	217 (34.2%)	75 (11.8%)	71 (10.3%)	207 (29.9%)	264 (38.2%)	150 (21.7%)
Grade 12	159 (23.7%)	234 (34.9%)	195 (29.1%)	82 (12.2%)	109 (15.5%)	213 (30.4%)	258 (36.8%)	121 (17.3%)
Total Responses: 9922								
Total Missing Responses: 412								

G.4c) Mental Health - Worry Bad Things

I often worry about bad things happening now or in the future (ex., a tornado, a loved one getting hurt, failing an exam)

Grade	Male				Female			
	Strongly Disagree	Disagree	Agree	Strongly Agree	Strongly Disagree	Disagree	Agree	Strongly Agree
Grade 7	154 (15.7%)	271 (27.7%)	359 (36.7%)	194 (19.8%)	82 (7.8%)	224 (21.3%)	406 (38.6%)	341 (32.4%)
Grade 8	158 (17.1%)	289 (31.3%)	326 (35.3%)	150 (16.3%)	60 (6.2%)	199 (20.4%)	385 (39.5%)	331 (33.9%)
Grade 9	163 (19.5%)	241 (28.8%)	304 (36.3%)	129 (15.4%)	57 (6.6%)	162 (18.8%)	357 (41.4%)	287 (33.3%)
Grade 10	133 (17.5%)	197 (26%)	297 (39.2%)	131 (17.3%)	37 (4.7%)	161 (20.3%)	345 (43.6%)	249 (31.4%)
Grade 11	101 (15.9%)	172 (27%)	261 (41%)	103 (16.2%)	56 (8.1%)	146 (21%)	300 (43.2%)	192 (27.7%)
Grade 12	123 (18.4%)	220 (32.9%)	227 (34%)	98 (14.7%)	61 (8.8%)	168 (24.1%)	281 (40.3%)	187 (26.8%)
Total Responses: 9904								
Total Missing Responses: 430								

G.5) Mental Health - Esteem

G.5a) Mental Health - Esteem Satisfied

On the whole, I am satisfied with myself

Grade	Male				Female			
	Strongly Disagree	Disagree	Agree	Strongly Agree	Strongly Disagree	Disagree	Agree	Strongly Agree
Grade 7	42 (4.4%)	114 (11.8%)	555 (57.5%)	254 (26.3%)	115 (11%)	237 (22.7%)	514 (49.3%)	176 (16.9%)
Grade 8	42 (4.7%)	134 (15%)	490 (54.9%)	227 (25.4%)	132 (13.7%)	267 (27.7%)	443 (46%)	122 (12.7%)
Grade 9	34 (4.1%)	114 (13.6%)	444 (53%)	246 (29.4%)	107 (12.4%)	255 (29.6%)	418 (48.5%)	82 (9.5%)
Grade 10	40 (5.3%)	93 (12.4%)	411 (54.8%)	206 (27.5%)	90 (11.5%)	213 (27.2%)	392 (50.1%)	87 (11.1%)
Grade 11	39 (6.3%)	87 (14.1%)	338 (54.7%)	154 (24.9%)	60 (8.8%)	161 (23.7%)	382 (56.3%)	75 (11.1%)
Grade 12	29 (4.3%)	103 (15.4%)	388 (58.2%)	147 (22%)	59 (8.7%)	149 (21.9%)	364 (53.5%)	108 (15.9%)
Total Responses: 9764								
Total Missing Responses: 570								

G.5b) Mental Health - Esteem Good Qualities

I feel that I have a number of good qualities

Grade	Male				Female			
	Strongly Disagree	Disagree	Agree	Strongly Agree	Strongly Disagree	Disagree	Agree	Strongly Agree
Grade 7	34 (3.5%)	78 (8%)	576 (59.3%)	284 (29.2%)	79 (7.6%)	178 (17%)	542 (51.9%)	245 (23.5%)
Grade 8	33 (3.6%)	100 (10.9%)	517 (56.3%)	268 (29.2%)	79 (8.1%)	215 (22.2%)	501 (51.6%)	175 (18%)
Grade 9	29 (3.5%)	86 (10.3%)	461 (55.1%)	260 (31.1%)	83 (9.6%)	173 (20%)	495 (57.1%)	116 (13.4%)
Grade 10	29 (3.9%)	63 (8.4%)	445 (59.2%)	215 (28.6%)	51 (6.5%)	134 (17.1%)	471 (60.2%)	127 (16.2%)
Grade 11	25 (3.9%)	63 (9.9%)	362 (56.7%)	188 (29.5%)	48 (7%)	103 (15%)	430 (62.5%)	107 (15.6%)
Grade 12	18 (2.7%)	71 (10.6%)	409 (61%)	173 (25.8%)	31 (4.5%)	95 (13.7%)	436 (62.8%)	132 (19%)
Total Responses: 9862								
Total Missing Responses: 472								

G.5c) Mental Health - Esteem Attitude

I take a positive attitude toward myself

Grade	Male				Female			
	Strongly Disagree	Disagree	Agree	Strongly Agree	Strongly Disagree	Disagree	Agree	Strongly Agree
Grade 7	41 (4.3%)	122 (12.8%)	542 (57.1%)	245 (25.8%)	122 (11.9%)	193 (18.8%)	517 (50.3%)	195 (19%)
Grade 8	43 (4.9%)	128 (14.5%)	466 (52.7%)	248 (28%)	130 (13.8%)	261 (27.6%)	427 (45.2%)	126 (13.3%)
Grade 9	38 (4.6%)	108 (13%)	448 (53.9%)	237 (28.5%)	105 (12.4%)	238 (28%)	404 (47.6%)	102 (12%)
Grade 10	41 (5.5%)	93 (12.6%)	408 (55.1%)	199 (26.9%)	78 (10.1%)	201 (26%)	387 (50.1%)	107 (13.8%)
Grade 11	31 (5.1%)	86 (14.1%)	313 (51.3%)	180 (29.5%)	68 (10.2%)	140 (21.1%)	368 (55.4%)	88 (13.3%)
Grade 12	32 (4.8%)	89 (13.5%)	389 (58.9%)	151 (22.8%)	49 (7.3%)	168 (25%)	347 (51.6%)	108 (16.1%)
Total Responses: 9632								
Total Missing Responses: 702								

G.6) Bullying

G.6a) Bullying - Overall *

How you experienced the following in the past year (12 months) has anyone done any of the following TO YOU:

Bullying Type	Never	Yes
Verbal	5504	4604
Appearance	6771	3306
LGBTQ2S	8900	1137
Physical	7944	2105
Social	6447	3606
Social Media	8150	1901
Inappropriate contact online	8047	1994
Shared private information without permission	8286	1713

G.6b) Bullying - Verbal

Bullied you using words or gestures (threatening, teasing, taunting or picking on you)

	Never	Less than once a month	About once a month	About once a week	Almost every day	Every day
Male	2802 (58%)	883 (18.3%)	412 (8.5%)	349 (7.2%)	232 (4.8%)	157 (3.2%)
Female	2624 (51.3%)	1070 (20.9%)	521 (10.2%)	496 (9.7%)	277 (5.4%)	127 (2.5%)
Grade 7	1055 (50.8%)	417 (20.1%)	199 (9.6%)	201 (9.7%)	129 (6.2%)	74 (3.6%)
Grade 8	962 (49.8%)	395 (20.4%)	214 (11.1%)	176 (9.1%)	122 (6.3%)	64 (3.3%)
Grade 9	911 (52.4%)	342 (19.7%)	146 (8.4%)	179 (10.3%)	104 (6%)	55 (3.2%)
Grade 10	846 (53.6%)	325 (20.6%)	153 (9.7%)	126 (8%)	76 (4.8%)	51 (3.2%)
Grade 11	812 (60.3%)	236 (17.5%)	123 (9.1%)	87 (6.5%)	52 (3.9%)	36 (2.7%)
Grade 12	907 (64.7%)	253 (18%)	107 (7.6%)	81 (5.8%)	29 (2.1%)	25 (1.8%)

Total Responses: 10108

Total Missing Responses: 464

G.6c) Bullying - Appearance

Bullied you about your race, culture, body shape, size, or appearance

	Never	Less than once a month	About once a month	About once a week	Almost every day	Every day
Male	3340 (69.4%)	612 (12.7%)	334 (6.9%)	231 (4.8%)	173 (3.6%)	126 (2.6%)
Female	3347 (65.6%)	827 (16.2%)	396 (7.8%)	282 (5.5%)	178 (3.5%)	75 (1.5%)
Grade 7	1365 (66%)	297 (14.4%)	145 (7%)	115 (5.6%)	92 (4.4%)	54 (2.6%)
Grade 8	1249 (64.8%)	281 (14.6%)	164 (8.5%)	108 (5.6%)	74 (3.8%)	50 (2.6%)
Grade 9	1087 (62.8%)	282 (16.3%)	131 (7.6%)	106 (6.1%)	83 (4.8%)	41 (2.4%)
Grade 10	1037 (65.9%)	248 (15.8%)	118 (7.5%)	81 (5.1%)	48 (3%)	42 (2.7%)
Grade 11	943 (70.1%)	179 (13.3%)	99 (7.4%)	71 (5.3%)	31 (2.3%)	23 (1.7%)
Grade 12	1071 (76.8%)	164 (11.8%)	73 (5.2%)	43 (3.1%)	25 (1.8%)	19 (1.4%)

Total Responses: 10077

Total Missing Responses: 495

G.6d) Bullying - LGBTQ2S *

Bullied you about your sexual orientation or gender identity

	Count	Proportion (%)
Never	8,900	88.7%
Less than once a month	489	4.9%
About once a month	250	2.5%
About once a week	164	1.6%
Almost every day	98	1%
Every day	136	1.4%

Total Responses: 10037

Total Missing Responses: 535

Bullied you about your sexual orientation or gender identity

	Never	Less than once a month	About once a month	About once a week	Almost every day	Every day
Male	4219 (88%)	244 (5.1%)	142 (3%)	77 (1.6%)	51 (1.1%)	64 (1.3%)
Female	4579 (90%)	235 (4.6%)	103 (2%)	79 (1.6%)	45 (0.9%)	44 (0.9%)
Grade 7	1808 (87.6%)	119 (5.8%)	48 (2.3%)	39 (1.9%)	20 (1%)	29 (1.4%)
Grade 8	1706 (88.9%)	86 (4.5%)	47 (2.4%)	35 (1.8%)	21 (1.1%)	24 (1.3%)
Grade 9	1548 (89.6%)	72 (4.2%)	44 (2.5%)	30 (1.7%)	14 (0.8%)	19 (1.1%)
Grade 10	1383 (88.6%)	80 (5.1%)	38 (2.4%)	20 (1.3%)	15 (1%)	25 (1.6%)
Grade 11	1163 (87%)	75 (5.6%)	42 (3.1%)	23 (1.7%)	13 (1%)	21 (1.6%)
Grade 12	1261 (90.5%)	54 (3.9%)	31 (2.2%)	17 (1.2%)	15 (1.1%)	15 (1.1%)
Total Responses: 10037						
Total Missing Responses: 535						

G.6e) Bullying - Physical

Bullied you using physical force (grabbing, slapping, punching, pushing, kicking, tripping, etc.)

	Never	Less than once a month	About once a month	About once a week	Almost every day	Every day
Male	3678 (76.4%)	521 (10.8%)	236 (4.9%)	178 (3.7%)	102 (2.1%)	98 (2%)
Female	4175 (82.2%)	473 (9.3%)	172 (3.4%)	140 (2.8%)	69 (1.4%)	53 (1%)
Grade 7	1515 (73.4%)	265 (12.8%)	111 (5.4%)	82 (4%)	49 (2.4%)	42 (2%)
Grade 8	1442 (75.1%)	227 (11.8%)	93 (4.8%)	73 (3.8%)	43 (2.2%)	41 (2.1%)
Grade 9	1357 (78.6%)	175 (10.1%)	73 (4.2%)	64 (3.7%)	33 (1.9%)	24 (1.4%)
Grade 10	1268 (80.9%)	145 (9.3%)	61 (3.9%)	44 (2.8%)	21 (1.3%)	28 (1.8%)
Grade 11	1127 (84%)	103 (7.7%)	50 (3.7%)	30 (2.2%)	12 (0.9%)	20 (1.5%)
Grade 12	1214 (87.2%)	87 (6.2%)	25 (1.8%)	32 (2.3%)	17 (1.2%)	18 (1.3%)
Total Responses: 10049						
Total Missing Responses: 523						

G.6f) Bullying - Social

Bullied you by intentionally leaving you out of an activity / group, embarrassing you, or spreading rumours about you

	Never	Less than once a month	About once a month	About once a week	Almost every day	Every day
Male	3480 (72.4%)	609 (12.7%)	295 (6.1%)	191 (4%)	122 (2.5%)	111 (2.3%)
Female	2882 (56.6%)	989 (19.4%)	476 (9.4%)	393 (7.7%)	203 (4%)	147 (2.9%)
Grade 7	1236 (60%)	339 (16.4%)	199 (9.7%)	136 (6.6%)	82 (4%)	69 (3.3%)
Grade 8	1185 (61.6%)	340 (17.7%)	144 (7.5%)	132 (6.9%)	62 (3.2%)	61 (3.2%)
Grade 9	1093 (63.3%)	256 (14.8%)	146 (8.5%)	117 (6.8%)	71 (4.1%)	44 (2.5%)
Grade 10	1026 (65.4%)	260 (16.6%)	101 (6.4%)	91 (5.8%)	41 (2.6%)	51 (3.2%)
Grade 11	900 (67.1%)	199 (14.8%)	100 (7.5%)	78 (5.8%)	37 (2.8%)	27 (2%)
Grade 12	992 (71.3%)	205 (14.7%)	92 (6.6%)	41 (2.9%)	36 (2.6%)	26 (1.9%)
Total Responses: 10053						
Total Missing Responses: 519						

G.6g) Bullying - Social Media

Bullied, ridiculed, taunted or picked on you using the Internet or social media (Facebook, Twitter, etc.)

	Never	Less than once a month	About once a month	About once a week	Almost every day	Every day
Male	4031 (83.8%)	372 (7.7%)	160 (3.3%)	114 (2.4%)	54 (1.1%)	80 (1.7%)
Female	4018 (79%)	523 (10.3%)	221 (4.3%)	154 (3%)	94 (1.8%)	77 (1.5%)
Grade 7	1670 (80.8%)	190 (9.2%)	74 (3.6%)	62 (3%)	35 (1.7%)	37 (1.8%)
Grade 8	1537 (80%)	195 (10.2%)	76 (4%)	52 (2.7%)	23 (1.2%)	38 (2%)
Grade 9	1377 (79.9%)	150 (8.7%)	74 (4.3%)	57 (3.3%)	28 (1.6%)	38 (2.2%)
Grade 10	1260 (80.4%)	156 (9.9%)	58 (3.7%)	33 (2.1%)	30 (1.9%)	31 (2%)
Grade 11	1089 (81.2%)	112 (8.4%)	65 (4.8%)	36 (2.7%)	16 (1.2%)	23 (1.7%)
Grade 12	1190 (85.5%)	96 (6.9%)	40 (2.9%)	32 (2.3%)	18 (1.3%)	16 (1.1%)
Total Responses: 10051						
Total Missing Responses: 521						

G.6h) Bullying - Uncomfortable Contact *

Made you feel unsafe or uncomfortable when you were in contact with them over the Internet (ex. made inappropriate requests for information, photos, videos, etc.)

	Count	Proportion (%)
Never	8,047	80.1%
Less than once a month	941	9.4%
About once a month	403	4%
About once a week	288	2.9%
Almost every day	167	1.7%
Every day	195	1.9%

Total Responses: 10041

Total Missing Responses: 531

Made you feel unsafe or uncomfortable when you were in contact with them over the Internet (ex. made inappropriate requests for information, photos, videos, etc.)

	Never	Less than once a month	About once a month	About once a week	Almost every day	Every day
Male	4106 (85.4%)	364 (7.6%)	141 (2.9%)	72 (1.5%)	51 (1.1%)	74 (1.5%)
Female	3840 (75.7%)	563 (11.1%)	255 (5%)	209 (4.1%)	112 (2.2%)	94 (1.9%)
Grade 7	1686 (81.8%)	187 (9.1%)	84 (4.1%)	39 (1.9%)	24 (1.2%)	40 (1.9%)
Grade 8	1511 (78.9%)	192 (10%)	75 (3.9%)	61 (3.2%)	40 (2.1%)	37 (1.9%)
Grade 9	1344 (78.1%)	161 (9.4%)	77 (4.5%)	69 (4%)	38 (2.2%)	32 (1.9%)
Grade 10	1231 (78.4%)	165 (10.5%)	61 (3.9%)	50 (3.2%)	30 (1.9%)	34 (2.2%)
Grade 11	1076 (80.4%)	126 (9.4%)	57 (4.3%)	38 (2.8%)	13 (1%)	29 (2.2%)
Grade 12	1174 (84%)	104 (7.4%)	47 (3.4%)	31 (2.2%)	21 (1.5%)	20 (1.4%)

Total Responses: 10041

Total Missing Responses: 531

G.6i) Bullying - Private Sharing *

Shared private information, pictures, or videos of you without your permission (that made you feel unsafe or uncomfortable)

	Count	Proportion (%)
Never	8,286	82.9%
Less than once a month	892	8.9%
About once a month	330	3.3%
About once a week	221	2.2%
Almost every day	108	1.1%
Every day	162	1.6%

Total Responses: 9999

Total Missing Responses: 573

Shared private information, pictures, or videos of you without your permission (that made you feel unsafe or uncomfortable)

	Never	Less than once a month	About once a month	About once a week	Almost every day	Every day
Male	4074 (85.2%)	351 (7.3%)	145 (3%)	93 (1.9%)	38 (0.8%)	79 (1.7%)
Female	4111 (81.2%)	528 (10.4%)	176 (3.5%)	121 (2.4%)	68 (1.3%)	57 (1.1%)
Grade 7	1736 (84.8%)	143 (7%)	72 (3.5%)	42 (2.1%)	21 (1%)	34 (1.7%)
Grade 8	1564 (81.8%)	200 (10.5%)	56 (2.9%)	49 (2.6%)	19 (1%)	25 (1.3%)
Grade 9	1376 (80.1%)	164 (9.5%)	65 (3.8%)	60 (3.5%)	24 (1.4%)	29 (1.7%)
Grade 10	1266 (81.1%)	163 (10.4%)	50 (3.2%)	33 (2.1%)	17 (1.1%)	32 (2%)
Grade 11	1118 (83.9%)	113 (8.5%)	48 (3.6%)	19 (1.4%)	11 (0.8%)	23 (1.7%)
Grade 12	1197 (86.2%)	106 (7.6%)	38 (2.7%)	18 (1.3%)	14 (1%)	16 (1.2%)

Total Responses: 9999

Total Missing Responses: 573

G.7) Bullying Bystander

G.7a) Bullying Bystander - Overall

Have you ever seen someone else be bullied and you...

Response	Count
Stopped the bully	3279
Supported the victim	3149
Told an adult	2463
Did not do anything	1931
Changed my behavior	797
Joined the bullying	327
I have never seen bullying	306

G.7b) Bully Bystander - Stopped

Have you ever seen someone else be bullied and you... Stopped the bully

	Count
Male	1615
Female	1617
Grade 7	693
Grade 8	627
Grade 9	535
Grade 10	498
Grade 11	441
Grade 12	474
Total Responses: 9847	

Total Missing Responses: 725

G.7c) Bully Bystander - Supported the victim

Have you ever seen someone else be bullied and you... Supported the victim

	Count
Male	1320
Female	1803
Grade 7	601
Grade 8	582
Grade 9	534
Grade 10	522
Grade 11	459
Grade 12	441
Total Responses: 9839	

Total Missing Responses: 733

G.7d) Bully Bystander - Told an adult

Have you ever seen someone else be bullied and you... Told an Adult

	Count
Male	945
Female	1492
Grade 7	639
Grade 8	525
Grade 9	402
Grade 10	348
Grade 11	272
Grade 12	268
Total Responses: 9832	

Total Missing Responses: 740

G.7e) Bully Bystander - Did not do anything

Have you ever seen someone else be bullied and you... Did not do anything

	Count
Male	1030
Female	872
Grade 7	272
Grade 8	339
Grade 9	374
Grade 10	358
Grade 11	297
Grade 12	286

Total Responses: 9827

Total Missing Responses: 745

G.7f) Bully Bystander - Changed your behaviour

Have you ever seen someone else be bullied and you... Changed my behavior

	Count
Male	341
Female	443
Grade 7	136
Grade 8	147
Grade 9	133
Grade 10	149
Grade 11	126
Grade 12	102

Total Responses: 9819

Total Missing Responses: 753

G.7g) Bully Bystander - Joined the bullying *

Have you ever seen someone else be bullied and you... Joined the bullying

	Count
Yes	327

Total Responses: 9811

Total Missing Responses: 761

Have you ever seen someone else be bullied and you... Joined the bullying

	Count
Male	227
Female	73
Grade 7	48
Grade 8	48
Grade 9	60
Grade 10	54
Grade 11	57
Grade 12	58

Total Responses: 9811

Total Missing Responses: 761

G.7h) Bully Bystander - I have never seen anyone be bullied

Have you ever seen someone else be bullied and you... I have never seen someone be bullied

	Count
Male	1505
Female	1514
Grade 7	655
Grade 8	572
Grade 9	495

	Count
Grade 10	458
Grade 11	403
Grade 12	459
Total Responses: 9842	
Total Missing Responses: 730	

H) Risk & Injury

H.1) Injury

H.1a) Injury - Fall

During the past 12 months, select the ways you have been injured? Falling

Response	Count
No, I was not injured this way	2785
Yes, but I didn't have to see a healthcare professional	2151
Yes, and I saw a healthcare professional	626
Yes, I had to stop regular activities for a while	701

H.1b) Injury - Assault

During the past 12 months, select the ways you have been injured? Assault

Response	Count
No, I was not injured this way	5456
Yes, but I didn't have to see a healthcare professional	341
Yes, and I saw a healthcare professional	4
Yes, I had to stop regular activities for a while	88

H.1c) Injury - Vehicle

During the past 12 months, select the ways you have been injured? Vehicle

Response	Count
No, I was not injured this way	5313
Yes, but I didn't have to see a healthcare professional	320
Yes, and I saw a healthcare professional	13
Yes, I had to stop regular activities for a while	128

H.1d) Injury - Sport/ Recreation

During the past 12 months, select the ways you have been injured? Sport Recreation

Response	Count
No, I was not injured this way	1447
Yes, but I didn't have to see a healthcare professional	2137
Yes, and I saw a healthcare professional	1629
Yes, I had to stop regular activities for a while	1371

H.2) Helmet Safety

How often do you wear a helmet when you ride a bicycle, skateboard, ski, snowboard, or do other recreational activities where a helmet should be worn?

	I do not do any of these types of activities	I rarely wear a helmet	I sometimes wear a helmet	I wear a helmet most of the time	I always wear a helmet
Male	1370 (33.4%)	919 (22.4%)	624 (15.2%)	640 (15.6%)	551 (13.4%)
Female	1269 (30.5%)	963 (23.1%)	713 (17.1%)	674 (16.2%)	542 (13%)
Grade 7	419 (23.2%)	393 (21.8%)	290 (16.1%)	333 (18.5%)	369 (20.5%)
Grade 8	478 (28.7%)	394 (23.6%)	290 (17.4%)	271 (16.2%)	235 (14.1%)
Grade 9	524 (35.9%)	350 (24%)	231 (15.8%)	208 (14.2%)	148 (10.1%)

	I do not do any of these types of activities	I rarely wear a helmet	I sometimes wear a helmet	I wear a helmet most of the time	I always wear a helmet
Grade 10	462 (34.7%)	302 (22.7%)	229 (17.2%)	208 (15.6%)	132 (9.9%)
Grade 11	414 (39.1%)	223 (21%)	165 (15.6%)	154 (14.5%)	104 (9.8%)
Grade 12	388 (37.6%)	239 (23.2%)	141 (13.7%)	150 (14.5%)	113 (11%)
Total Responses: 8391					
Total Missing Responses: 2181					

I) Substance Use

I.1) Tried Smoking

I.1a) Tried Smoking - Never vs Tried

Have you ever tried e-cigarette, tobacco, or vaping products, even just once?

	Count	Proportion (%)
Never Smoked	5,317	79.1%
Have tried Smoking	1,409	20.9%
Total Responses: 6726		
Total Missing Responses: 3846		

Have you ever tried e-cigarette, tobacco, or vaping products, even just once?

	Never Smoked	Have tried Smoking
Male	2548 (76.5%)	782 (23.5%)
Female	2719 (82.6%)	571 (17.4%)
Grade 7	1633 (95.1%)	84 (4.9%)
Grade 8	1260 (89.9%)	141 (10.1%)
Grade 9	876 (80.8%)	208 (19.2%)
Grade 10	638 (70.3%)	270 (29.7%)
Grade 11	479 (63.3%)	278 (36.7%)
Grade 12	415 (49.6%)	421 (50.4%)
Total Responses: 6726		
Total Missing Responses: 3846		

I.1b) Tried Smoking - Overall

Have you ever tried e-cigarette, tobacco, or vaping products, even just once?

Response	Count
Never	5317 (53.2%)
Cigarette	1920 (19.2%)
Cigar	1019 (10.2%)
Vape	4243 (42.5%)
E-cigarette	1409 (14.1%)

I.1c) Tried Smoking - Cigarettes

Have you ever tried e-cigarette, tobacco, or vaping products, even just once? ... Cigarettes

	Cigarettes
Male	859
Female	1005
Grade 7	97
Grade 8	186
Grade 9	257
Grade 10	411
Grade 11	433
Grade 12	523
Total Responses: 1920	
Total Missing Responses: 8652	

I.1d) Tried Smoking - Cigars, little cigars, or cigarillos

Have you ever tried e-cigarette, tobacco, or vaping products, even just once? ... Cigars

	Cigars
Male	622
Female	351
Grade 7	32
Grade 8	62
Grade 9	108
Grade 10	208
Grade 11	254
Grade 12	349
Total Responses: 1019	
Total Missing Responses: 9553	

I.1e) Tried Smoking - Vaping

Have you ever tried e-cigarette, tobacco, or vaping products, even just once? ... Vaping

	Vaping
Male	2009
Female	2134
Grade 7	345
Grade 8	580
Grade 9	767
Grade 10	857
Grade 11	783
Grade 12	885
Total Responses: 4243	
Total Missing Responses: 6329	

I.1f) Tried Smoking - Electronic Cigarette (E-cigarette)

Have you ever tried e-cigarette, tobacco, or vaping products, even just once? ... E-Cigarette

	E-cigarette
Male	782
Female	571
Grade 7	84
Grade 8	141
Grade 9	208
Grade 10	270
Grade 11	278
Grade 12	421
Total Responses: 1409	
Total Missing Responses: 9163	

I.2) Smoking in the last 30 days?

I.2a) Smoking in the last 30 days? - Cigarettes

How often in the last 30 days, did you use any of the following products?... Cigarettes

	Count	Proportion (%)
Not in the last 30 days	3,429	76.8%
1-2 days	393	8.8%
3-9 days	150	3.4%
10-19 days	97	2.2%
20-29 days	69	1.5%
Everyday	326	7.3%
Total Responses: 4464		
Total Missing Responses: 6108		

How often in the last 30 days, did you use any of the following products?... Cigarettes

	Not in the last 30 days	1-2 days	3-9 days	10-19 days	20-29 days	Everyday
Male	1630 (77.4%)	192 (9.1%)	73 (3.5%)	52 (2.5%)	31 (1.5%)	127 (6%)
Female	1743 (77.3%)	193 (8.6%)	70 (3.1%)	42 (1.9%)	36 (1.6%)	172 (7.6%)
Grade 7	315 (84.2%)	21 (5.6%)	5 (1.3%)	3 (0.8%)	5 (1.3%)	25 (6.7%)
Grade 8	503 (83.7%)	42 (7%)	16 (2.7%)	5 (0.8%)	8 (1.3%)	27 (4.5%)
Grade 9	619 (80.7%)	52 (6.8%)	17 (2.2%)	23 (3%)	12 (1.6%)	44 (5.7%)
Grade 10	678 (74.8%)	82 (9%)	43 (4.7%)	19 (2.1%)	15 (1.7%)	70 (7.7%)
Grade 11	614 (72.7%)	101 (12%)	30 (3.6%)	21 (2.5%)	16 (1.9%)	63 (7.5%)
Grade 12	682 (72.2%)	94 (10%)	39 (4.1%)	25 (2.6%)	13 (1.4%)	91 (9.6%)
Total Responses: 4464						
Total Missing Responses: 6108						

I.2b) Smoking in the last 30 days? - Cigars

How often in the last 30 days, did you use any of the following products?... Cigars

	Count	Proportion (%)
Not in the last 30 days	3,868	88.9%
1-2 days	255	5.9%
3-9 days	81	1.9%
10-19 days	38	0.9%
20-29 days	23	0.5%
Everyday	88	2%
Total Responses: 4353		
Total Missing Responses: 6219		

How often in the last 30 days, did you use any of the following products?... Cigars

	Not in the last 30 days	1-2 days	3-9 days	10-19 days	20-29 days	Everyday
Male	1740 (84.8%)	170 (8.3%)	58 (2.8%)	26 (1.3%)	15 (0.7%)	44 (2.1%)
Female	2064 (94%)	80 (3.6%)	18 (0.8%)	8 (0.4%)	6 (0.3%)	20 (0.9%)
Grade 7	330 (91.4%)	9 (2.5%)	4 (1.1%)	0 (0%)	2 (0.6%)	16 (4.4%)
Grade 8	551 (94.2%)	17 (2.9%)	5 (0.9%)	4 (0.7%)	0 (0%)	8 (1.4%)
Grade 9	688 (92%)	25 (3.3%)	11 (1.5%)	9 (1.2%)	7 (0.9%)	8 (1.1%)
Grade 10	775 (88.3%)	56 (6.4%)	21 (2.4%)	5 (0.6%)	5 (0.6%)	16 (1.8%)
Grade 11	718 (87.7%)	55 (6.7%)	16 (2%)	7 (0.9%)	6 (0.7%)	17 (2.1%)
Grade 12	783 (83.6%)	93 (9.9%)	24 (2.6%)	13 (1.4%)	3 (0.3%)	21 (2.2%)
Total Responses: 4353						
Total Missing Responses: 6219						

I.2c) Smoking in the last 30 days? - Vaping

How often in the last 30 days, did you use any of the following products?... Vaping

	Count	Proportion (%)
Not in the last 30 days	1,840	39.4%
1-2 days	921	19.7%
3-9 days	483	10.3%
10-19 days	335	7.2%
20-29 days	234	5%
Everyday	860	18.4%
Total Responses: 4673		
Total Missing Responses: 5899		

How often in the last 30 days, did you use any of the following products?... Vaping

	Not in the last 30 days	1-2 days	3-9 days	10-19 days	20-29 days	Everyday
Male	865 (39.1%)	397 (17.9%)	200 (9%)	142 (6.4%)	111 (5%)	497 (22.5%)
Female	941 (40.1%)	502 (21.4%)	274 (11.7%)	184 (7.8%)	120 (5.1%)	328 (14%)
Grade 7	246 (60.1%)	70 (17.1%)	32 (7.8%)	14 (3.4%)	14 (3.4%)	33 (8.1%)
Grade 8	338 (51.5%)	129 (19.7%)	57 (8.7%)	44 (6.7%)	23 (3.5%)	65 (9.9%)
Grade 9	290 (35.3%)	183 (22.3%)	92 (11.2%)	68 (8.3%)	49 (6%)	140 (17%)

	Not in the last 30 days	1-2 days	3-9 days	10-19 days	20-29 days	Everyday
Grade 10	310 (33.2%)	193 (20.7%)	121 (13%)	67 (7.2%)	59 (6.3%)	183 (19.6%)
Grade 11	281 (32.6%)	150 (17.4%)	98 (11.4%)	67 (7.8%)	50 (5.8%)	217 (25.1%)
Grade 12	364 (37.8%)	187 (19.4%)	82 (8.5%)	74 (7.7%)	38 (3.9%)	219 (22.7%)
Total Responses: 4673						
Total Missing Responses: 5899						

I.2d) Smoking in the last 30 days? - Electronic Cigarette

How often in the last 30 days, did you use any of the following products?... E-cigarette

	Count	Proportion (%)
Not in the last 30 days	3,663	81.1%
1-2 days	258	5.7%
3-9 days	121	2.7%
10-19 days	77	1.7%
20-29 days	44	1%
Everyday	354	7.8%
Total Responses: 4517		
Total Missing Responses: 6055		

How often in the last 30 days, did you use any of the following products?... E-cigarette

	Not in the last 30 days	1-2 days	3-9 days	10-19 days	20-29 days	Everyday
Male	1641 (76.5%)	134 (6.2%)	59 (2.8%)	48 (2.2%)	24 (1.1%)	239 (11.1%)
Female	1959 (86.6%)	118 (5.2%)	58 (2.6%)	25 (1.1%)	18 (0.8%)	85 (3.8%)
Grade 7	335 (87%)	18 (4.7%)	6 (1.6%)	4 (1%)	4 (1%)	18 (4.7%)
Grade 8	538 (87.3%)	29 (4.7%)	20 (3.2%)	9 (1.5%)	4 (0.6%)	16 (2.6%)
Grade 9	656 (83.7%)	39 (5%)	17 (2.2%)	14 (1.8%)	10 (1.3%)	48 (6.1%)
Grade 10	732 (80.9%)	56 (6.2%)	26 (2.9%)	13 (1.4%)	7 (0.8%)	71 (7.8%)
Grade 11	657 (77.8%)	52 (6.2%)	27 (3.2%)	16 (1.9%)	11 (1.3%)	82 (9.7%)
Grade 12	726 (75.9%)	61 (6.4%)	25 (2.6%)	21 (2.2%)	8 (0.8%)	116 (12.1%)
Total Responses: 4517						
Total Missing Responses: 6055						

I.3) Second-Hand Smoke

I.3a) Second-Hand Smoke - Overall

How often are you exposed to second-hand smoke in the following places?

Response	Never	Less than once a month	About once a month	About once a week	Almost everyday
My Home	7400 (79.6%)	668 (7.2%)	296 (3.2%)	410 (4.4%)	522 (5.6%)
Friends	6102 (63%)	1683 (17.4%)	992 (10.2%)	686 (7.1%)	220 (2.3%)
Vehicles	6536 (68.8%)	1081 (11.4%)	670 (7.1%)	707 (7.4%)	507 (5.3%)
Around School	6821 (72.9%)	1067 (11.4%)	522 (5.6%)	502 (5.4%)	447 (4.8%)

I.3b) Second-Hand Smoke - My Home

Second-Hand Smoke - My Home

	Never	Less than once a month	About once a month	About once a week	Almost everyday
Male	3616 (80.3%)	332 (7.4%)	133 (3%)	198 (4.4%)	226 (5%)
Female	3690 (79.2%)	322 (6.9%)	156 (3.3%)	204 (4.4%)	288 (6.2%)
Grade 7	1586 (82.1%)	136 (7%)	64 (3.3%)	68 (3.5%)	77 (4%)
Grade 8	1402 (78.2%)	141 (7.9%)	75 (4.2%)	80 (4.5%)	95 (5.3%)
Grade 9	1229 (78.1%)	110 (7%)	51 (3.2%)	87 (5.5%)	96 (6.1%)
Grade 10	1137 (79.1%)	107 (7.4%)	36 (2.5%)	69 (4.8%)	88 (6.1%)
Grade 11	991 (79.9%)	82 (6.6%)	39 (3.1%)	48 (3.9%)	80 (6.5%)
Grade 12	1022 (79.9%)	89 (7%)	30 (2.3%)	56 (4.4%)	82 (6.4%)
Total Responses: 9296					
Total Missing Responses: 1276					

I.3c) Second-Hand Smoke - Friend

Second-Hand Smoke - A friend's house, private gathering, or party

	Never	Less than once a month	About once a month	About once a week	Almost everyday
Male	3070 (66.6%)	737 (16%)	401 (8.7%)	309 (6.7%)	96 (2.1%)
Female	2953 (59.8%)	922 (18.7%)	579 (11.7%)	364 (7.4%)	118 (2.4%)
Grade 7	1617 (80.7%)	232 (11.6%)	78 (3.9%)	51 (2.5%)	25 (1.2%)
Grade 8	1351 (71.8%)	296 (15.7%)	128 (6.8%)	76 (4%)	31 (1.6%)
Grade 9	1072 (65.3%)	269 (16.4%)	165 (10.1%)	97 (5.9%)	38 (2.3%)
Grade 10	789 (52.8%)	305 (20.4%)	214 (14.3%)	144 (9.6%)	43 (2.9%)
Grade 11	654 (50.6%)	246 (19%)	200 (15.5%)	152 (11.8%)	41 (3.2%)
Grade 12	592 (44.6%)	329 (24.8%)	202 (15.2%)	163 (12.3%)	41 (3.1%)

Total Responses: 9683

Total Missing Responses: 889

I.3d) Second-Hand Smoke - Vehicles

Second-Hand Smoke - Vehicle

	Never	Less than once a month	About once a month	About once a week	Almost everyday
Male	3193 (70.1%)	484 (10.6%)	315 (6.9%)	347 (7.6%)	214 (4.7%)
Female	3255 (67.6%)	578 (12%)	346 (7.2%)	351 (7.3%)	284 (5.9%)
Grade 7	1562 (79.4%)	187 (9.5%)	85 (4.3%)	85 (4.3%)	48 (2.4%)
Grade 8	1372 (74.4%)	189 (10.2%)	98 (5.3%)	103 (5.6%)	82 (4.4%)
Grade 9	1115 (68.8%)	173 (10.7%)	109 (6.7%)	139 (8.6%)	85 (5.2%)
Grade 10	937 (63.7%)	192 (13.1%)	128 (8.7%)	122 (8.3%)	92 (6.3%)
Grade 11	746 (59.4%)	176 (14%)	120 (9.6%)	111 (8.8%)	103 (8.2%)
Grade 12	777 (59.8%)	160 (12.3%)	125 (9.6%)	143 (11%)	94 (7.2%)

Total Responses: 9501

Total Missing Responses: 1071

I.3e) Second-Hand Smoke - School

Second-Hand Smoke - Near my school grounds

	Never	Less than once a month	About once a month	About once a week	Almost everyday
Male	3352 (75.1%)	494 (11.1%)	217 (4.9%)	215 (4.8%)	188 (4.2%)
Female	3379 (70.9%)	559 (11.7%)	296 (6.2%)	275 (5.8%)	254 (5.3%)
Grade 7	1697 (86.3%)	139 (7.1%)	58 (3%)	36 (1.8%)	36 (1.8%)
Grade 8	1465 (80%)	180 (9.8%)	81 (4.4%)	65 (3.5%)	40 (2.2%)
Grade 9	1040 (66.9%)	213 (13.7%)	92 (5.9%)	109 (7%)	101 (6.5%)
Grade 10	935 (65.1%)	204 (14.2%)	111 (7.7%)	108 (7.5%)	79 (5.5%)
Grade 11	808 (64.5%)	145 (11.6%)	99 (7.9%)	89 (7.1%)	112 (8.9%)
Grade 12	845 (66.2%)	183 (14.3%)	80 (6.3%)	92 (7.2%)	77 (6%)

Total Responses: 9359

Total Missing Responses: 1213

I.4) Second-Hand Vape

I.4a) Second-Hand Vape - Overall

How often are you exposed to second-hand Vape in the following places?

Response	Never	Less than once a month	About once a month	About once a week	Almost everyday
My Home	8040 (86.5%)	436 (4.7%)	246 (2.6%)	282 (3%)	289 (3.1%)
Friends	5361 (58.1%)	1372 (14.9%)	1042 (11.3%)	1000 (10.8%)	454 (4.9%)
Vehicles	6545 (71.2%)	805 (8.8%)	595 (6.5%)	744 (8.1%)	508 (5.5%)
Around School	5443 (62.5%)	989 (11.4%)	625 (7.2%)	786 (9%)	861 (9.9%)

I.4b) Second-Hand Vape - My Home

Second-Hand Vape - My Home

	Never	Less than once a month	About once a month	About once a week	Almost everyday
Male	3869 (87.5%)	188 (4.3%)	98 (2.2%)	129 (2.9%)	136 (3.1%)
Female	4076 (85.9%)	238 (5%)	139 (2.9%)	147 (3.1%)	147 (3.1%)
Grade 7	1772 (89.9%)	80 (4.1%)	42 (2.1%)	45 (2.3%)	33 (1.7%)
Grade 8	1596 (87.6%)	84 (4.6%)	53 (2.9%)	39 (2.1%)	50 (2.7%)
Grade 9	1362 (86.5%)	67 (4.3%)	44 (2.8%)	52 (3.3%)	50 (3.2%)
Grade 10	1215 (84.5%)	79 (5.5%)	42 (2.9%)	55 (3.8%)	47 (3.3%)
Grade 11	1019 (83.9%)	59 (4.9%)	34 (2.8%)	44 (3.6%)	59 (4.9%)
Grade 12	1045 (85%)	62 (5%)	29 (2.4%)	46 (3.7%)	48 (3.9%)

Total Responses: 9293

Total Missing Responses: 1279

I.4c) Second-Hand Vape - Friend

Second-Hand Vape - A friend's house, private gathering, or party

	Never	Less than once a month	About once a month	About once a week	Almost everyday
Male	2663 (61.2%)	576 (13.2%)	446 (10.3%)	443 (10.2%)	223 (5.1%)
Female	2632 (55.4%)	778 (16.4%)	577 (12.1%)	543 (11.4%)	225 (4.7%)
Grade 7	1648 (83.1%)	189 (9.5%)	73 (3.7%)	43 (2.2%)	30 (1.5%)
Grade 8	1261 (68.5%)	272 (14.8%)	165 (9%)	102 (5.5%)	41 (2.2%)
Grade 9	856 (54.9%)	243 (15.6%)	190 (12.2%)	189 (12.1%)	81 (5.2%)
Grade 10	644 (46.2%)	233 (16.7%)	219 (15.7%)	211 (15.1%)	86 (6.2%)
Grade 11	497 (41.5%)	189 (15.8%)	180 (15%)	228 (19%)	103 (8.6%)
Grade 12	430 (35.3%)	240 (19.7%)	209 (17.2%)	226 (18.6%)	113 (9.3%)

Total Responses: 9229

Total Missing Responses: 1343

I.4d) Second-Hand Vape - Vehicles

Second-Hand Vape - Vehicle

	Never	Less than once a month	About once a month	About once a week	Almost everyday
Male	3149 (72.7%)	364 (8.4%)	242 (5.6%)	352 (8.1%)	225 (5.2%)
Female	3311 (69.8%)	433 (9.1%)	337 (7.1%)	382 (8.1%)	279 (5.9%)
Grade 7	1759 (88.8%)	90 (4.5%)	51 (2.6%)	55 (2.8%)	26 (1.3%)
Grade 8	1550 (84.3%)	112 (6.1%)	75 (4.1%)	60 (3.3%)	42 (2.3%)
Grade 9	1148 (73%)	141 (9%)	95 (6%)	122 (7.8%)	67 (4.3%)
Grade 10	862 (61.2%)	164 (11.6%)	142 (10.1%)	156 (11.1%)	84 (6%)
Grade 11	619 (53.1%)	127 (10.9%)	110 (9.4%)	164 (14.1%)	145 (12.4%)
Grade 12	578 (48.5%)	168 (14.1%)	118 (9.9%)	185 (15.5%)	143 (12%)

Total Responses: 9197

Total Missing Responses: 1375

I.4e) Second-Hand Vape - School

Second-Hand Vape - Near my school grounds

	Never	Less than once a month	About once a month	About once a week	Almost everyday
Male	2669 (65.5%)	403 (9.9%)	253 (6.2%)	371 (9.1%)	377 (9.3%)
Female	2691 (59.7%)	568 (12.6%)	363 (8.1%)	405 (9%)	478 (10.6%)
Grade 7	1625 (83.1%)	154 (7.9%)	72 (3.7%)	54 (2.8%)	51 (2.6%)
Grade 8	1311 (73.1%)	205 (11.4%)	109 (6.1%)	94 (5.2%)	74 (4.1%)
Grade 9	674 (48.8%)	189 (13.7%)	132 (9.6%)	174 (12.6%)	212 (15.4%)
Grade 10	629 (48.4%)	190 (14.6%)	131 (10.1%)	172 (13.2%)	177 (13.6%)
Grade 11	584 (53.1%)	105 (9.6%)	104 (9.5%)	131 (11.9%)	175 (15.9%)
Grade 12	590 (51.8%)	142 (12.5%)	76 (6.7%)	158 (13.9%)	172 (15.1%)

Total Responses: 8704

Total Missing Responses: 1868

I.5) Drinking last 30 days *

During the past month (30 days), how many days did you have at least one (1) drink of alcohol?

	Count	Proportion (%)
Never had alcohol ever	4,373	44.1%
Not in the past month	2,564	25.9%
1-2 days	1,277	12.9%
3-5 days	756	7.6%
6-9 days	460	4.6%
10-19 days	228	2.3%
20+ days	250	2.5%
Total Responses: 9908		
Total Missing Responses: 664		

During the past month (30 days), how many days did you have at least one (1) drink of alcohol?

	Never had alcohol ever	Not in the past month	1-2 days	3-5 days	6-9 days	10-19 days	20+ days
Male	2134 (45.2%)	1181 (25%)	574 (12.2%)	332 (7%)	244 (5.2%)	128 (2.7%)	131 (2.8%)
Female	2187 (43.5%)	1348 (26.8%)	686 (13.6%)	411 (8.2%)	206 (4.1%)	97 (1.9%)	91 (1.8%)
Grade 7	1427 (70.7%)	428 (21.2%)	83 (4.1%)	19 (0.9%)	18 (0.9%)	4 (0.2%)	39 (1.9%)
Grade 8	1065 (56.3%)	550 (29.1%)	137 (7.2%)	47 (2.5%)	37 (2%)	25 (1.3%)	29 (1.5%)
Grade 9	742 (43.9%)	483 (28.6%)	233 (13.8%)	105 (6.2%)	57 (3.4%)	31 (1.8%)	38 (2.2%)
Grade 10	485 (31.4%)	412 (26.6%)	273 (17.7%)	184 (11.9%)	95 (6.1%)	58 (3.8%)	39 (2.5%)
Grade 11	341 (25.4%)	352 (26.3%)	251 (18.7%)	183 (13.7%)	119 (8.9%)	49 (3.7%)	45 (3.4%)
Grade 12	290 (21%)	330 (23.9%)	296 (21.4%)	217 (15.7%)	132 (9.5%)	60 (4.3%)	58 (4.2%)
Total Responses: 9908							
Total Missing Responses: 664							

During the past month (30 days), how many days did you have at least one (1) drink of alcohol?

	Never had a drink ever	Not in the last 30 days	1-5 days	6-20+ days
Male	2134 (45.2%)	1181 (25%)	906 (19.2%)	503 (10.6%)
Female	2187 (43.5%)	1348 (26.8%)	1097 (21.8%)	394 (7.8%)
Grade 7	1427 (70.7%)	428 (21.2%)	102 (5.1%)	61 (3%)
Grade 8	1065 (56.3%)	550 (29.1%)	184 (9.7%)	91 (4.8%)
Grade 9	742 (43.9%)	483 (28.6%)	338 (20%)	126 (7.5%)
Grade 10	485 (31.4%)	412 (26.6%)	457 (29.6%)	192 (12.4%)
Grade 11	341 (25.4%)	352 (26.3%)	434 (32.4%)	213 (15.9%)
Grade 12	290 (21%)	330 (23.9%)	513 (37.1%)	250 (18.1%)
Total Responses: 9908				
Total Missing Responses: 664				

I.6) Cannabis / Marijuana

I.6a) Cannabis / Marijuana - Past Year *

In the past year (12 months), how many times have you used Marijuana/hashish (also called grass, pot, weed)?

	Count	Proportion (%)
0 times	8,123	81.6%
1-9 times	1,010	10.1%
10+ times	824	8.3%
Total Responses: 9957		
Total Missing Responses: 615		

In the past year (12 months), how many times have you used Marijuana/hashish (also called grass, pot, weed)?

	0 times	1-9 times	10+ times
Male	3899 (82%)	453 (9.5%)	401 (8.4%)
Female	4122 (81.9%)	542 (10.8%)	371 (7.4%)
Grade 7	1948 (94.6%)	61 (3%)	50 (2.4%)
Grade 8	1717 (90.9%)	103 (5.5%)	68 (3.6%)
Grade 9	1436 (84.1%)	151 (8.8%)	120 (7%)
Grade 10	1196 (76.7%)	207 (13.3%)	157 (10.1%)
Grade 11	903 (67.9%)	235 (17.7%)	191 (14.4%)
Grade 12	894 (65.2%)	247 (18%)	231 (16.8%)
			Total Responses: 9957
			Total Missing Responses: 615

I.6b) Cannabis / Marijuana - Past Month *

In the past month (30 days), how many times have you used Marijuana/hashish (also called grass, pot, weed)?

	Count	Proportion (%)
0 times	8,573	86.5%
1-9 times	791	8%
10+ times	544	5.5%
		Total Responses: 9908
		Total Missing Responses: 664

In the past month (30 days), how many times have you used Marijuana/hashish (also called grass, pot, weed)?

	0 times	1-9 times	10+ times
Male	4108 (86.8%)	352 (7.4%)	271 (5.7%)
Female	4356 (86.9%)	424 (8.5%)	232 (4.6%)
Grade 7	1965 (95.7%)	52 (2.5%)	36 (1.8%)
Grade 8	1761 (93.5%)	78 (4.1%)	44 (2.3%)
Grade 9	1488 (87.8%)	124 (7.3%)	83 (4.9%)
Grade 10	1284 (82.8%)	167 (10.8%)	100 (6.4%)
Grade 11	1018 (77%)	177 (13.4%)	127 (9.6%)
Grade 12	1024 (75.1%)	188 (13.8%)	151 (11.1%)
			Total Responses: 9908
			Total Missing Responses: 664

I.7) Drug Use

I.7a) Drug Use - Ever *

Have you ever used any kind of drugs, including abusing prescription drugs, but not including marijuana?

	Count	Proportion (%)
Yes	842	8.4%
No	9,235	91.6%
		Total Responses: 10077
		Total Missing Responses: 495

Have you ever used any kind of drugs, including abusing prescription drugs, but not including marijuana?

	Yes	No
Male	387 (8%)	4437 (92%)
Female	401 (7.9%)	4680 (92.1%)
Grade 7	117 (5.7%)	1953 (94.3%)
Grade 8	133 (6.9%)	1786 (93.1%)
Grade 9	128 (7.4%)	1593 (92.6%)
Grade 10	161 (10.3%)	1407 (89.7%)
Grade 11	124 (9.2%)	1229 (90.8%)
Grade 12	170 (12.1%)	1231 (87.9%)

Total Responses: 10077

Total Missing Responses: 495

Have you ever used any kind of drugs, including abusing prescription drugs, but not including marijuana?

Grade	Male		Female	
	Yes	No	Yes	No
Grade 7	48 (4.9%)	928 (95.1%)	61 (5.7%)	1001 (94.3%)
Grade 8	63 (6.8%)	861 (93.2%)	63 (6.5%)	910 (93.5%)
Grade 9	46 (5.5%)	790 (94.5%)	75 (8.8%)	780 (91.2%)
Grade 10	78 (10.2%)	687 (89.8%)	79 (10%)	708 (90%)
Grade 11	64 (10%)	573 (90%)	53 (7.6%)	642 (92.4%)
Grade 12	87 (12.9%)	585 (87.1%)	68 (9.8%)	629 (90.2%)

Total Responses: 9905

Total Missing Responses: 429

J) Sexual Health

J.1) Sex Education Satisfaction

Are you satisfied with the sexual health education that you have received at school so far?

Grade	Male					Female				
	Yes	I wish there was more	I think there is too much	No	I'm not sure	Yes	I wish there was more	I think there is too much	No	I'm not sure
Grade 7	223 (39.9%)	72 (12.9%)	21 (3.8%)	75 (13.4%)	168 (30.1%)	198 (31.6%)	92 (14.7%)	32 (5.1%)	73 (11.6%)	232 (37%)
Grade 8	264 (47.4%)	82 (14.7%)	18 (3.2%)	53 (9.5%)	140 (25.1%)	212 (36.1%)	109 (18.5%)	21 (3.6%)	65 (11.1%)	181 (30.8%)
Grade 9	256 (53.8%)	83 (17.4%)	22 (4.6%)	31 (6.5%)	84 (17.6%)	206 (43.9%)	89 (19%)	10 (2.1%)	54 (11.5%)	110 (23.5%)
Grade 10	272 (54.9%)	75 (15.2%)	13 (2.6%)	49 (9.9%)	86 (17.4%)	218 (46%)	100 (21.1%)	10 (2.1%)	45 (9.5%)	101 (21.3%)
Grade 11	239 (55.5%)	72 (16.7%)	14 (3.2%)	41 (9.5%)	65 (15.1%)	198 (45%)	90 (20.5%)	10 (2.3%)	67 (15.2%)	75 (17%)
Grade 12	225 (52.9%)	72 (16.9%)	16 (3.8%)	42 (9.9%)	70 (16.5%)	185 (40%)	120 (26%)	9 (1.9%)	78 (16.9%)	70 (15.2%)

Total Responses: 6024

Total Missing Responses: 4310

J.2) Sex Participation *

Have you participated in any sexual activities (including touching, fondling, oral sex or intercourse)?

	Count	Proportion (%)
Yes	1,994	35.3%
No	3,647	64.7%

Total Responses: 5641

Total Missing Responses: 4931

Have you participated in any sexual activities (including touching, fondling, oral sex or intercourse)?

	Yes	No
Male	1012 (36.9%)	1733 (63.1%)
Female	940 (33.5%)	1863 (66.5%)
Grade 7	101 (9.2%)	992 (90.8%)
Grade 8	173 (16.9%)	852 (83.1%)
Grade 9	276 (30.7%)	624 (69.3%)
Grade 10	448 (48.1%)	483 (51.9%)
Grade 11	450 (55.4%)	362 (44.6%)
Grade 12	538 (63.2%)	313 (36.8%)
Total Responses: 5641		
Total Missing Responses: 4931		

J.3) Sex Activity

J.3a) Sex Activity - Overall *

What kind of sexual activities have you participated in?

Response	Count (%)
Touching or fondling	1344 (36.1%)
Oral sex	1010 (27.1%)
Sexual Intercourse	1100 (29.5%)
I'm not sure	274 (7.3%)

K) Food & Nutrition

K.1) Food Literacy

K.1a) Food Literacy - Overall

Food Literacy - Overall

Response	Never	Rarely	Sometimes	Often	Always
Cooking	514 (5.1%)	1738 (17.4%)	3806 (38.1%)	2914 (29.1%)	1026 (10.3%)
Groceries	578 (5.8%)	1735 (17.5%)	3551 (35.8%)	2938 (29.7%)	1105 (11.2%)
Gardening	2054 (20.8%)	2156 (21.8%)	2878 (29.1%)	1992 (20.2%)	799 (8.1%)

K.1b) Food Literacy - Cooking

I help to make meals (more than just snacks or breakfast cereal).

Grade	Male					Female				
	Never	Rarely	Sometimes	Often	Always	Never	Rarely	Sometimes	Often	Always
Grade 7	76 (7.8%)	178 (18.4%)	367 (37.9%)	263 (27.1%)	85 (8.8%)	36 (3.4%)	152 (14.4%)	433 (41%)	328 (31.1%)	106 (10%)
Grade 8	50 (5.5%)	197 (21.5%)	356 (38.9%)	245 (26.8%)	67 (7.3%)	37 (3.8%)	136 (13.9%)	369 (37.8%)	309 (31.7%)	125 (12.8%)
Grade 9	50 (6.1%)	152 (18.4%)	305 (37%)	253 (30.7%)	65 (7.9%)	28 (3.3%)	133 (15.6%)	315 (36.9%)	292 (34.2%)	85 (10%)
Grade 10	44 (5.9%)	148 (19.7%)	283 (37.6%)	219 (29.1%)	58 (7.7%)	28 (3.6%)	109 (13.9%)	293 (37.2%)	253 (32.1%)	104 (13.2%)
Grade 11	40 (6.3%)	150 (23.8%)	240 (38%)	136 (21.6%)	65 (10.3%)	27 (3.9%)	97 (14.1%)	281 (40.8%)	201 (29.2%)	82 (11.9%)
Grade 12	45 (6.8%)	135 (20.5%)	243 (36.9%)	167 (25.4%)	68 (10.3%)	27 (3.9%)	111 (15.9%)	272 (38.9%)	206 (29.5%)	83 (11.9%)
Total Responses: 9832										
Total Missing Responses: 502										

K.1c) Food Literacy - Groceries

I help to shop for groceries and/or help to make meal plans

Grade	Male					Female				
	Never	Rarely	Sometimes	Often	Always	Never	Rarely	Sometimes	Often	Always
Grade 7	76 (8%)	191 (20%)	375 (39.3%)	233 (24.4%)	80 (8.4%)	42 (4%)	146 (13.9%)	357 (33.9%)	366 (34.8%)	141 (13.4%)
Grade 8	79 (8.7%)	186 (20.6%)	336 (37.2%)	235 (26%)	68 (7.5%)	32 (3.3%)	140 (14.4%)	338 (34.8%)	334 (34.4%)	127 (13.1%)
Grade 9	55 (6.7%)	186 (22.8%)	277 (33.9%)	211 (25.9%)	87 (10.7%)	40 (4.7%)	104 (12.3%)	286 (33.8%)	287 (33.9%)	129 (15.2%)
Grade 10	44 (5.9%)	168 (22.5%)	287 (38.4%)	193 (25.8%)	56 (7.5%)	22 (2.8%)	98 (12.6%)	270 (34.6%)	278 (35.6%)	112 (14.4%)
Grade 11	61 (9.7%)	120 (19.2%)	245 (39.1%)	157 (25.1%)	43 (6.9%)	26 (3.8%)	103 (15.1%)	231 (33.9%)	236 (34.6%)	86 (12.6%)
Grade 12	54 (8.3%)	136 (20.9%)	251 (38.5%)	155 (23.8%)	56 (8.6%)	21 (3%)	117 (16.9%)	245 (35.5%)	214 (31%)	94 (13.6%)
Total Responses: 9747										
Total Missing Responses: 587										

K.1d) Food Literacy - Gardening

I have helped with fruit or vegetable gardening (at home, a farm, school, or in the community).

Grade	Male					Female				
	Never	Rarely	Sometimes	Often	Always	Never	Rarely	Sometimes	Often	Always
Grade 7	211 (22.1%)	200 (21%)	253 (26.5%)	206 (21.6%)	83 (8.7%)	159 (15.3%)	203 (19.6%)	320 (30.8%)	246 (23.7%)	110 (10.6%)
Grade 8	201 (22.1%)	221 (24.3%)	263 (29%)	162 (17.8%)	61 (6.7%)	181 (18.9%)	164 (17.1%)	301 (31.5%)	224 (23.4%)	87 (9.1%)
Grade 9	190 (23.3%)	198 (24.3%)	225 (27.6%)	129 (15.8%)	73 (9%)	146 (17.3%)	187 (22.1%)	247 (29.2%)	193 (22.8%)	72 (8.5%)
Grade 10	177 (23.8%)	170 (22.8%)	204 (27.4%)	144 (19.4%)	49 (6.6%)	148 (19%)	178 (22.8%)	232 (29.8%)	170 (21.8%)	51 (6.5%)
Grade 11	150 (24.1%)	132 (21.2%)	192 (30.9%)	100 (16.1%)	48 (7.7%)	143 (20.9%)	144 (21.1%)	210 (30.7%)	145 (21.2%)	41 (6%)
Grade 12	175 (26.6%)	146 (22.2%)	180 (27.4%)	108 (16.4%)	48 (7.3%)	119 (17.2%)	176 (25.5%)	207 (30%)	133 (19.3%)	55 (8%)
Total Responses: 9715										
Total Missing Responses: 619										

K.2) Breakfast

Where do you usually eat breakfast?

Grade	Male					Female				
	At home	At school	At a restaurant	On the bus or way to school	I do not usually eat breakfast	At home	At school	At a restaurant	On the bus or way to school	I do not usually eat breakfast
Grade 7	811 (85.9%)	29 (3.1%)	7 (0.7%)	8 (0.8%)	89 (9.4%)	785 (75.5%)	33 (3.2%)	1 (0.1%)	11 (1.1%)	210 (20.2%)
Grade 8	767 (84.6%)	25 (2.8%)	3 (0.3%)	7 (0.8%)	105 (11.6%)	676 (70.2%)	37 (3.8%)	0 (0%)	10 (1%)	240 (24.9%)
Grade 9	666 (80.9%)	23 (2.8%)	6 (0.7%)	8 (1%)	120 (14.6%)	515 (61.2%)	28 (3.3%)	0 (0%)	25 (3%)	274 (32.5%)
Grade 10	565 (76%)	24 (3.2%)	10 (1.3%)	15 (2%)	129 (17.4%)	526 (67.2%)	31 (4%)	1 (0.1%)	21 (2.7%)	204 (26.1%)
Grade 11	423 (67.6%)	26 (4.2%)	6 (1%)	11 (1.8%)	160 (25.6%)	418 (61%)	41 (6%)	1 (0.1%)	17 (2.5%)	208 (30.4%)
Grade 12	426 (66%)	27 (4.2%)	3 (0.5%)	10 (1.6%)	179 (27.8%)	394 (56.4%)	40 (5.7%)	9 (1.3%)	20 (2.9%)	235 (33.7%)
Total Responses: 9722										
Total Missing Responses: 612										

K.3) Why Not Eat Breakfast

What is the main reason you do not eat breakfast?

	I do eat breakfast (Paper Version)	I do not have time for breakfast	I am not hungry in the morning	I feel sick when I eat breakfast	There is not enough food in my home	No one makes breakfast for me
Male	12 (1.6%)	316 (42.8%)	309 (41.9%)	64 (8.7%)	15 (2%)	22 (3%)
Female	6 (0.5%)	458 (34.9%)	498 (37.9%)	307 (23.4%)	29 (2.2%)	15 (1.1%)
Grade 7	3 (1.1%)	110 (38.9%)	121 (42.8%)	41 (14.5%)	5 (1.8%)	3 (1.1%)
Grade 8	1 (0.3%)	107 (33.4%)	148 (46.2%)	47 (14.7%)	6 (1.9%)	11 (3.4%)
Grade 9	0 (0%)	132 (35.3%)	148 (39.6%)	66 (17.6%)	14 (3.7%)	14 (3.7%)

	I do eat breakfast (Paper Version)	I do not have time for breakfast	I am not hungry in the morning	I feel sick when I eat breakfast	There is not enough food in my home	No one makes breakfast for me
Grade 10	2 (0.6%)	125 (38.5%)	124 (38.2%)	66 (20.3%)	7 (2.2%)	1 (0.3%)
Grade 11	6 (1.7%)	142 (39.1%)	125 (34.4%)	72 (19.8%)	10 (2.8%)	8 (2.2%)
Grade 12	5 (1.2%)	165 (40.4%)	150 (36.8%)	79 (19.4%)	4 (1%)	5 (1.2%)

Total Responses: 2081
Total Missing Responses: 8491

K.4) Lunch

For lunch on school days, do you usually:

	I don't eat lunch	I eat lunch at home	I bring lunch from home	I buy lunch at the school cafeteria or a canteen	My school provides lunch	I eat lunch at a fast food restaurant or store
Male	389 (8.4%)	1029 (22.3%)	2514 (54.6%)	289 (6.3%)	112 (2.4%)	273 (5.9%)
Female	564 (11.6%)	931 (19.2%)	2830 (58.2%)	247 (5.1%)	133 (2.7%)	154 (3.2%)
Grade 7	112 (5.8%)	302 (15.6%)	1387 (71.5%)	60 (3.1%)	60 (3.1%)	18 (0.9%)
Grade 8	151 (8.3%)	303 (16.7%)	1234 (67.8%)	50 (2.7%)	68 (3.7%)	13 (0.7%)
Grade 9	244 (14.7%)	229 (13.8%)	910 (54.7%)	160 (9.6%)	35 (2.1%)	87 (5.2%)
Grade 10	169 (11.2%)	269 (17.9%)	829 (55%)	133 (8.8%)	24 (1.6%)	83 (5.5%)
Grade 11	165 (12.7%)	373 (28.6%)	555 (42.6%)	72 (5.5%)	33 (2.5%)	105 (8.1%)
Grade 12	144 (10.7%)	502 (37.3%)	471 (35%)	66 (4.9%)	31 (2.3%)	131 (9.7%)

Total Responses: 9619
Total Missing Responses: 953

K.5) Family Supper

How many days a week do you usually eat dinner (the evening meal) with the people you live with?

Grade	Male				Female			
	Almost Never	Sometimes	Most of the Time	Almost Always	Almost Never	Sometimes	Most of the Time	Almost Always
Grade 7	23 (2.4%)	70 (7.4%)	151 (16%)	699 (74.1%)	43 (4.1%)	99 (9.5%)	206 (19.8%)	690 (66.5%)
Grade 8	35 (3.9%)	55 (6.1%)	206 (22.8%)	607 (67.2%)	33 (3.4%)	120 (12.4%)	227 (23.5%)	586 (60.7%)
Grade 9	29 (3.5%)	59 (7.2%)	146 (17.8%)	584 (71.4%)	31 (3.7%)	101 (12%)	222 (26.5%)	485 (57.8%)
Grade 10	33 (4.5%)	70 (9.5%)	166 (22.6%)	465 (63.4%)	32 (4.1%)	96 (12.2%)	221 (28.2%)	435 (55.5%)
Grade 11	30 (4.8%)	70 (11.2%)	147 (23.6%)	377 (60.4%)	30 (4.4%)	106 (15.5%)	222 (32.4%)	327 (47.7%)
Grade 12	39 (6%)	75 (11.5%)	171 (26.3%)	365 (56.2%)	38 (5.5%)	102 (14.7%)	197 (28.4%)	356 (51.4%)

Total Responses: 9702
Total Missing Responses: 632

K.6) Food Insecurity – Worry

Do you ever worry about running out of food, or not having enough food for you and your family/household?

Grade	Male					Female				
	Never	Rarely	Sometimes	Often	Always	Never	Rarely	Sometimes	Often	Always
Grade 7	577 (60.5%)	201 (21.1%)	115 (12.1%)	37 (3.9%)	23 (2.4%)	618 (59%)	241 (23%)	119 (11.4%)	35 (3.3%)	34 (3.2%)
Grade 8	560 (61.7%)	205 (22.6%)	91 (10%)	39 (4.3%)	13 (1.4%)	579 (60%)	203 (21%)	116 (12%)	44 (4.6%)	23 (2.4%)
Grade 9	514 (63%)	159 (19.5%)	92 (11.3%)	32 (3.9%)	19 (2.3%)	486 (57.7%)	189 (22.4%)	98 (11.6%)	46 (5.5%)	24 (2.8%)
Grade 10	457 (62.2%)	151 (20.5%)	74 (10.1%)	32 (4.4%)	21 (2.9%)	490 (62.7%)	157 (20.1%)	78 (10%)	36 (4.6%)	20 (2.6%)
Grade 11	410 (65.6%)	110 (17.6%)	64 (10.2%)	24 (3.8%)	17 (2.7%)	424 (61.7%)	149 (21.7%)	68 (9.9%)	22 (3.2%)	24 (3.5%)
Grade 12	422 (65%)	130 (20%)	57 (8.8%)	19 (2.9%)	21 (3.2%)	473 (68.4%)	111 (16%)	66 (9.5%)	29 (4.2%)	13 (1.9%)

Total Responses: 9726
Total Missing Responses: 608

K.7) Food Insecurity – Frequency *

How often have you experienced being hungry because there was not enough food at home or money to buy food?

	Count	Proportion (%)
Never	6,097	61.7%
Rarely	2,049	20.7%
Sometimes	1,066	10.8%
Often	402	4.1%
Always	268	2.7%

Total Responses: 9882

Total Missing Responses: 690

How often have you experienced being hungry because there was not enough food at home or money to buy food?

	Never	Rarely	Sometimes	Often	Always
Male	2947 (62.7%)	960 (20.4%)	494 (10.5%)	184 (3.9%)	115 (2.4%)
Female	3076 (61.2%)	1054 (21%)	546 (10.9%)	212 (4.2%)	138 (2.7%)
Grade 7	1213 (59.8%)	447 (22%)	237 (11.7%)	72 (3.5%)	61 (3%)
Grade 8	1149 (60.6%)	412 (21.7%)	211 (11.1%)	85 (4.5%)	38 (2%)
Grade 9	1012 (60%)	355 (21.1%)	194 (11.5%)	80 (4.7%)	45 (2.7%)
Grade 10	953 (62.3%)	313 (20.5%)	154 (10.1%)	69 (4.5%)	41 (2.7%)
Grade 11	842 (63.2%)	263 (19.7%)	137 (10.3%)	46 (3.5%)	44 (3.3%)
Grade 12	907 (66.3%)	245 (17.9%)	128 (9.4%)	49 (3.6%)	38 (2.8%)

Total Responses: 9882

Total Missing Responses: 690

K.8) Food Insecurity – Coping *

How do you or your family cope when this happens?

Response	Count
My parent/caregiver skips meals or eats less	371
My brothers and sisters eat less	140
I skip meals or eat less	768
I make sure that others in the house eat before I do	487
Cut down on the variety of foods usually eaten	430
Borrow money	249
Ask for help from relatives	252
Ask for help from friends	143
Ask for help from a social worker/government office	61
Get food from a food bank (emergency food program)	113
Get food from school	138

K.9) Food Intake Servings (Last 24 Hours)

K.9a) Food Intake Servings (Last 24 Hours) - Overall

Food Intake Last 24 Hours (Descriptive Statistics)

Group	mean	standard deviation	median	mode
Milk	7.3	2.0	8	9
Other Dairy	1.7	1.7	1	1
Fruit & Vegetables	3.7	3.3	3	2
Meat	2.7	1.8	2	2
Meat Alternative	1.4	1.7	1	0
Grains	3.9	3.1	3	2
Whole Grains	1.4	1.1	1	1

Food Intake Last 24 Hours (In Servings)

Response	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Water	258 (2.8%)	733 (8.1%)	1003 (11.1%)	1171 (12.9%)	1288 (14.2%)	1110 (12.2%)	807 (8.9%)	441 (4.9%)	811 (8.9%)	221 (2.4%)	510 (5.6%)	63 (0.7%)	112 (1.2%)	47 (0.5%)	48 (0.5%)	36 (0.4%)	60 (0.7%)	354 (3.9%)
Milk	214 (1.7%)	80 (0.6%)	76 (0.6%)	124 (1%) (1.8%)	223 (1.8%)	417 (3.3%)	828 (6.5%)	1829 (14.4%)	2536 (20%)	2543 (20.1%)	214 (1.7%)	80 (0.6%)	76 (0.6%)	124 (1%)	223 (1.8%)	417 (3.3%)	828 (6.5%)	1829 (14.4%)
Other Dairy	1998 (11.6%)	2778 (16.1%)	2014 (11.7%)	925 (5.4%)	467 (2.7%)	225 (1.3%)	89 (0.5%)	39 (0.2%)	28 (0.2%)	144 (0.8%)	1998 (11.6%)	2778 (16.1%)	2014 (11.7%)	925 (5.4%)	467 (2.7%)	225 (1.3%)	89 (0.5%)	39 (0.2%)
Fruits & Vegetables	759 (8.6%)	1346 (15.2%)	1796 (20.3%)	1493 (16.9%)	1098 (12.4%)	738 (8.3%)	432 (4.9%)	265 (3%) (2.3%)	207 (2.3%)	124 (1.4%)	190 (2.1%)	56 (0.6%)	57 (0.6%)	44 (0.5%)	34 (0.4%)	26 (0.3%)	25 (0.3%)	168 (1.9%)
Meat	590 (2.9%)	1700 (8.5%)	2569 (12.8%)	1728 (8.6%)	998 (5%) (2.7%)	533 (2.7%)	237 (1.2%)	511 (2.6%)	590 (2.9%)	1700 (8.5%)	2569 (12.8%)	1728 (8.6%)	998 (5%) (2.7%)	533 (2.7%)	237 (1.2%)	511 (2.6%)	590 (2.9%)	1700 (8.5%)
Meal Alternative	3514 (15.4%)	2039 (9%)	1323 (5.8%)	741 (3.3%)	392 (1.7%)	234 (1%) (0.5%)	118 (0.5%)	246 (1.1%)	3514 (15.4%)	2039 (9%)	1323 (5.8%)	741 (3.3%)	392 (1.7%)	234 (1%)	118 (0.5%)	246 (1.1%)	3514 (15.4%)	2039 (9%)
Grains	362 (3.5%)	1108 (10.8%)	2001 (19.4%)	1651 (16%)	1250 (12.1%)	734 (7.1%)	514 (5%)	257 (2.5%)	208 (2%) (1.2%)	122 (1.2%)	175 (1.7%)	53 (0.5%)	56 (0.5%)	33 (0.3%)	52 (0.5%)	248 (2.4%)	362 (3.5%)	1108 (10.8%)
Whole Grain	2076 (5.3%)	2618 (6.7%)	2227 (5.7%)	1728 (4.4%)	2076 (5.3%)	2618 (6.7%)	2227 (5.7%)	1728 (4.4%)	2076 (5.3%)	2618 (6.7%)	2227 (5.7%)	1728 (4.4%)	2076 (5.3%)	2618 (6.7%)	2227 (5.7%)	1728 (4.4%)	2076 (5.3%)	2618 (6.7%)

K.9b) Food Intake Servings (Last 24 Hours) - Water Water (Descriptive Statistics)

	mean	standard deviation	median	mode
Male	5.7	4.0	5	4
Female	5.1	3.6	4	4
Grade 7	5.3	3.9	4	3
Grade 8	5.4	3.9	4	4
Grade 9	5.5	3.8	5	4
Grade 10	5.4	3.7	5	3
Grade 11	5.4	3.9	4	4
Grade 12	5.7	3.9	5	4

Total Responses: 9073

Total Missing Responses: 1499

Water (Servings)

	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Male	123	325	452	520	576	540	400	207	389	102	270	34	57	27	30	23	35	206
Female	125	397	539	635	698	562	402	226	409	112	233	29	54	18	17	12	22	128
Grade 7	57	163	199	254	251	232	155	89	128	39	106	14	19	11	8	5	9	74
Grade 8	40	151	200	229	238	203	162	80	149	32	83	8	25	9	8	6	8	78
Grade 9	47	114	172	194	226	182	139	80	158	40	92	13	12	8	11	6	11	55
Grade 10	35	115	158	201	192	174	129	74	126	45	88	5	18	7	6	8	10	45
Grade 11	33	96	150	154	191	149	97	62	107	27	61	16	18	10	6	7	12	42
Grade 12	45	91	123	133	187	167	124	54	139	36	76	7	20	2	8	4	8	58

Total Responses: 9073

Total Missing Responses: 1499

K.9c) Food Intake Servings (Last 24 Hours) - Milk Milk (Descriptive Statistics)

	mean	standard deviation	median	mode
Male	6.9	2.1	7	8
Female	7.7	1.7	8	9
Grade 7	7.2	1.9	8	8
Grade 8	7.3	1.9	8	8
Grade 9	7.2	1.9	8	8
Grade 10	7.3	1.9	8	9
Grade 11	7.3	2.0	8	9
Grade 12	7.3	2.0	8	9

Total Responses: 8870

Total Missing Responses: 1702

Milk (Servings)

	0	1	2	3	4	5	6	7	8	9
Male	132	50	47	81	154	273	478	1030	1112	883
Female	59	28	28	37	66	138	334	782	1396	1627
Grade 7	53	10	7	20	50	80	186	389	506	478
Grade 8	39	12	14	22	36	81	159	356	494	463
Grade 9	34	15	17	25	42	67	146	325	476	388
Grade 10	23	14	13	21	41	82	125	290	373	417
Grade 11	28	14	12	20	31	45	106	232	325	384
Grade 12	35	13	13	15	22	59	102	229	357	406
Total Responses: 8870										
Total Missing Responses: 1702										

K.9d) Food Intake Servings (Last 24 Hours) - Other Dairy

Other Dairy (Descriptive Statistics)

	mean	standard deviation	median	mode
Male	1.9	1.8	1	1
Female	1.5	1.5	1	1
Grade 7	1.8	1.7	1	1
Grade 8	1.8	1.8	1	1
Grade 9	1.7	1.6	1	1
Grade 10	1.7	1.7	1	1
Grade 11	1.6	1.6	1	1
Grade 12	1.6	1.8	1	1
Total Responses: 8707				
Total Missing Responses: 1865				

Other Dairy (Servings)

	0	1	2	3	4	5	6	7	8	9
Male	889	1224	973	479	260	132	61	25	15	88
Female	1075	1529	1017	437	198	86	27	12	12	36
Grade 7	371	533	439	197	101	49	17	15	6	26
Grade 8	393	498	353	192	105	42	19	7	5	31
Grade 9	339	474	357	165	81	40	17	2	4	21
Grade 10	301	485	311	148	69	36	15	6	5	22
Grade 11	286	381	270	112	55	34	11	4	4	15
Grade 12	301	398	277	107	54	24	10	4	4	28
Total Responses: 8707										
Total Missing Responses: 1865										

K.9e) Food Intake Servings (Last 24 Hours) - Fruits & Vegetables

Fruits & Vegetables (Descriptive Statistics)

	mean	standard deviation	median	mode
Male	3.8	3.6	3.0	2
Female	3.5	3.0	3.0	2
Grade 7	4.2	3.6	3.0	2
Grade 8	3.8	3.5	3.0	2
Grade 9	3.6	3.3	3.0	2
Grade 10	3.4	2.9	3.0	2
Grade 11	3.4	3.2	3.0	2
Grade 12	3.4	3.3	2.5	2
Total Responses: 8858				
Total Missing Responses: 1714				

Fruits & Vegetables (Servings)

	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Male	388	622	838	694	502	322	211	140	101	64	108	27	33	23	14	14	15	104
Female	349	718	938	789	584	408	213	123	101	54	76	28	23	21	18	11	8	48
Grade 7	124	203	313	291	235	186	101	70	54	36	51	14	19	16	5	7	3	44
Grade 8	136	271	311	266	223	132	67	54	37	25	39	19	15	13	10	6	6	30
Grade 9	130	241	301	279	174	128	75	48	37	13	34	9	7	5	6	5	8	24
Grade 10	102	238	308	253	163	116	77	33	33	24	24	5	5	5	2	3	2	17
Grade 11	128	198	259	207	152	79	58	31	19	12	25	1	7	4	6	2	3	20
Grade 12	136	188	300	195	147	94	53	28	26	14	15	7	3	1	4	3	3	31

Total Responses: 8858

Total Missing Responses: 1714

K.9f) Food Intake Servings (Last 24 Hours) - Meat

Meat (Descriptive Statistics)

	mean	standard deviation	median	mode
Male	3.1	1.8	3	2
Female	2.2	1.5	2	2
Grade 7	2.6	1.7	2	2
Grade 8	2.7	1.8	2	2
Grade 9	2.7	1.8	2	2
Grade 10	2.7	1.7	2	2
Grade 11	2.7	1.7	2	2
Grade 12	2.6	1.7	2	2

Total Responses: 8866

Total Missing Responses: 1706

Meat (Servings)

	0	1	2	3	4	5	6	7
Male	181	539	1080	925	637	368	154	353
Female	391	1142	1465	787	348	156	78	131
Grade 7	132	362	498	362	183	99	45	93
Grade 8	110	315	466	325	202	115	48	92
Grade 9	101	291	402	299	190	85	47	100
Grade 10	75	263	428	284	169	80	31	86
Grade 11	79	230	364	226	135	70	31	71
Grade 12	89	233	404	225	118	81	34	65

Total Responses: 8866

Total Missing Responses: 1706

K.9g) Food Intake Servings (Last 24 Hours) - Meat Alternative

Meat Alternative (Descriptive Statistics)

	mean	standard deviation	median	mode
Male	1.6	1.9	1	0
Female	1.1	1.5	1	0
Grade 7	1.6	1.8	1	0
Grade 8	1.4	1.7	1	0
Grade 9	1.4	1.7	1	0
Grade 10	1.4	1.7	1	0
Grade 11	1.3	1.7	1	0
Grade 12	1.2	1.7	1	0

Total Responses: 8607

Total Missing Responses: 1965

Meat Alternative (Servings)

	0	1	2	3	4	5	6	7
Male	1499	887	713	394	227	152	81	156
Female	1970	1142	593	334	152	78	29	72
Grade 7	628	419	275	185	90	57	28	57
Grade 8	657	395	264	142	67	37	17	45
Grade 9	586	348	236	130	63	50	27	35
Grade 10	560	341	207	105	59	39	19	41
Grade 11	505	256	179	86	61	25	16	31
Grade 12	567	276	157	91	47	25	11	32
Total Responses: 8607								
Total Missing Responses: 1965								

K.9h) Food Intake Servings (Last 24 Hours) - Grains Grains (Descriptive Statistics)

	mean	standard deviation	median	mode
Male	4.4	3.4	3	2
Female	3.4	2.6	3	2
Grade 7	4.0	3.3	3	2
Grade 8	3.8	3.2	3	2
Grade 9	4.0	3.1	3	2
Grade 10	3.9	3.1	3	2
Grade 11	3.7	2.9	3	2
Grade 12	3.8	3.1	3	2
Total Responses: 8824				
Total Missing Responses: 1748				

Grains (Servings)

	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Male	158	418	854	743	573	413	303	151	132	77	101	32	32	12	38	174
Female	184	671	1133	895	666	317	207	99	69	44	70	19	22	17	14	55
Grade 7	67	222	365	335	238	157	99	64	43	30	38	7	8	8	14	58
Grade 8	76	226	383	293	219	147	91	51	40	29	26	11	7	6	10	51
Grade 9	46	191	345	267	224	130	95	39	32	23	35	6	12	5	14	39
Grade 10	65	159	314	289	202	115	85	25	42	15	31	15	11	3	7	36
Grade 11	53	143	288	221	193	94	66	36	28	8	24	10	7	6	4	25
Grade 12	54	161	301	240	170	90	77	40	22	16	20	4	11	4	3	36
Total Responses: 8824																
Total Missing Responses: 1748																

K.9i) Food Intake Servings (Last 24 Hours) - Whole Grains

Whole Grain - Were any of the grain products you had whole grain? (Servings)

	None were	Less than half were	Half were	Most were
Male	937	1250	1104	863
Female	1107	1329	1097	829
Grade 7	374	528	476	328
Grade 8	364	518	411	305
Grade 9	353	451	393	291
Grade 10	349	391	366	284
Grade 11	304	364	263	265
Grade 12	328	353	310	253
Total Responses: 8649				
Total Missing Responses: 1923				

K.10) Food Guidelines last 24 Hours

K.10a) Food Guidelines last 24 Hours - Dairy

Following Dairy Guidelines (Last 24 Hours)

	Below Guidelines	Meet Guidelines	Above Guidelines
Male	51 (1.2%)	23 (0.6%)	4030 (98.2%)
Female	36 (0.8%)	10 (0.2%)	4321 (98.9%)
Grade 7	19 (1.1%)	4 (0.2%)	1712 (98.7%)
Grade 8	14 (0.9%)	8 (0.5%)	1608 (98.7%)
Grade 9	14 (0.9%)	7 (0.5%)	1469 (98.6%)
Grade 10	13 (1%)	7 (0.5%)	1347 (98.5%)
Grade 11	14 (1.2%)	3 (0.3%)	1136 (98.5%)
Grade 12	13 (1.1%)	4 (0.3%)	1178 (98.6%)

Total Responses: 8601

Total Missing Responses: 1971

K.10b) Food Guidelines last 24 Hours - Meat

Following Meat Guidelines (Last 24 Hours)

	Below Guidelines	Meet Guidelines	Above Guidelines
Male	663 (16.2%)	789 (19.3%)	2634 (64.5%)
Female	702 (16.2%)	1273 (29.3%)	2368 (54.5%)
Grade 7	68 (4%)	512 (29.8%)	1139 (66.3%)
Grade 8	174 (10.8%)	421 (26.1%)	1018 (63.1%)
Grade 9	308 (21.3%)	304 (21%)	837 (57.8%)
Grade 10	276 (20.4%)	295 (21.8%)	784 (57.9%)
Grade 11	254 (22.3%)	249 (21.9%)	635 (55.8%)
Grade 12	288 (24.5%)	281 (23.9%)	608 (51.7%)

Total Responses: 8483

Total Missing Responses: 2089

K.10c) Food Guidelines last 24 Hours - Grain

Following Grain Guidelines (Last 24 Hours)

	Below Guidelines	Meet Guidelines	Above Guidelines
Male	3361 (79.8%)	194 (4.6%)	656 (15.6%)
Female	3866 (86.3%)	207 (4.6%)	409 (9.1%)
Grade 7	1382 (79.2%)	96 (5.5%)	268 (15.3%)
Grade 8	1364 (82%)	80 (4.8%)	219 (13.2%)
Grade 9	1247 (83.8%)	65 (4.4%)	176 (11.8%)
Grade 10	1184 (84.3%)	52 (3.7%)	168 (12%)
Grade 11	1017 (85.4%)	50 (4.2%)	124 (10.4%)
Grade 12	1046 (85.4%)	59 (4.8%)	120 (9.8%)

Total Responses: 8750

Total Missing Responses: 1822

K.10d) Food Guidelines last 24 Hours - Fruits and Vegetables

Following Fruits & Vegetables Guidelines (Last 24 Hours)

	Below Guidelines	Meet Guidelines	Above Guidelines
Male	3584 (84.9%)	137 (3.2%)	499 (11.8%)
Female	3927 (87.1%)	143 (3.2%)	440 (9.8%)
Grade 7	1348 (76.3%)	102 (5.8%)	316 (17.9%)
Grade 8	1374 (82.9%)	61 (3.7%)	222 (13.4%)
Grade 9	1341 (88.9%)	41 (2.7%)	127 (8.4%)
Grade 10	1266 (90.4%)	32 (2.3%)	102 (7.3%)
Grade 11	1076 (90.1%)	27 (2.3%)	91 (7.6%)
Grade 12	1112 (91%)	20 (1.6%)	90 (7.4%)

Total Responses: 8781

Total Missing Responses: 1791

K.11) Food Frequency

K.11a) Food Frequency – Overall

How often do you eat each food?

Response	Never	Less than once a month	1-3 times a month	Once a week	2-3 times a week	4-5 times a week	Daily
Traditional Foods	3521 (22.8%)	1505 (11.8%)	1047 (7.4%)	586 (7.1%)	518 (7.7%)	438 (15.1%)	825 (25.2%)
Natural Caught Foods	2384 (15.4%)	1864 (14.6%)	1487 (10.5%)	994 (12.1%)	1106 (16.4%)	648 (22.3%)	647 (19.8%)
Sea Food	2501 (16.2%)	2725 (21.3%)	2619 (18.5%)	779 (9.5%)	399 (5.9%)	80 (2.7%)	92 (2.8%)
Snacks	258 (1.7%)	1029 (8.1%)	2137 (15.1%)	2034 (24.7%)	2160 (32%)	861 (29.6%)	727 (22.2%)
Fast Food	346 (2.2%)	2439 (19.1%)	3672 (25.9%)	1562 (19%)	815 (12.1%)	217 (7.5%)	172 (5.3%)
Sugary Drinks	493 (3.2%)	1679 (13.1%)	2456 (17.3%)	1872 (22.8%)	1483 (22%)	556 (19.1%)	636 (19.4%)
Energy Drinks	5961 (38.5%)	1535 (12%)	769 (5.4%)	392 (4.8%)	263 (3.9%)	110 (3.8%)	171 (5.2%)

K.11b) Food Frequency – Traditional Foods

Traditional Foods

	Never	Less than once a month	1-3 times a month	Once a week	2-3 times a week	4-5 times a week	Daily
Male	1641 (41.2%)	670 (16.8%)	498 (12.5%)	307 (7.7%)	271 (6.8%)	231 (5.8%)	368 (9.2%)
Female	1831 (42.3%)	815 (18.8%)	536 (12.4%)	274 (6.3%)	237 (5.5%)	201 (4.6%)	434 (10%)
Grade 7	705 (40.4%)	345 (19.8%)	220 (12.6%)	113 (6.5%)	94 (5.4%)	95 (5.4%)	173 (9.9%)
Grade 8	648 (39.5%)	279 (17%)	235 (14.3%)	107 (6.5%)	119 (7.2%)	78 (4.8%)	176 (10.7%)
Grade 9	551 (39.2%)	260 (18.5%)	156 (11.1%)	92 (6.5%)	103 (7.3%)	81 (5.8%)	162 (11.5%)
Grade 10	570 (43.3%)	213 (16.2%)	168 (12.8%)	100 (7.6%)	73 (5.5%)	82 (6.2%)	111 (8.4%)
Grade 11	486 (43.6%)	205 (18.4%)	122 (10.9%)	86 (7.7%)	65 (5.8%)	47 (4.2%)	104 (9.3%)
Grade 12	554 (46.7%)	196 (16.5%)	139 (11.7%)	84 (7.1%)	63 (5.3%)	53 (4.5%)	97 (8.2%)

Total Responses: 8440

Total Missing Responses: 2132

K.11c) Food Frequency – Natural Caught

Natural Caught Foods

	Never	Less than once a month	1-3 times a month	Once a week	2-3 times a week	4-5 times a week	Daily
Male	996 (23%)	829 (19.1%)	706 (16.3%)	504 (11.6%)	614 (14.2%)	359 (8.3%)	328 (7.6%)
Female	1345 (28.9%)	1014 (21.8%)	765 (16.4%)	477 (10.2%)	480 (10.3%)	281 (6%)	299 (6.4%)
Grade 7	425 (22.8%)	385 (20.7%)	330 (17.7%)	220 (11.8%)	216 (11.6%)	142 (7.6%)	146 (7.8%)
Grade 8	478 (27.3%)	350 (20%)	288 (16.4%)	180 (10.3%)	211 (12%)	124 (7.1%)	122 (7%)
Grade 9	427 (27.6%)	328 (21.2%)	247 (16%)	148 (9.6%)	187 (12.1%)	108 (7%)	100 (6.5%)
Grade 10	365 (25.4%)	288 (20%)	231 (16.1%)	170 (11.8%)	167 (11.6%)	109 (7.6%)	107 (7.4%)
Grade 11	339 (27.8%)	246 (20.2%)	180 (14.8%)	141 (11.6%)	147 (12.1%)	82 (6.7%)	83 (6.8%)
Grade 12	340 (26.5%)	260 (20.3%)	208 (16.2%)	131 (10.2%)	173 (13.5%)	81 (6.3%)	88 (6.9%)

Total Responses: 9130

Total Missing Responses: 1442

K.11d) Food Frequency – Sea Food

Sea Food

	Never	Less than once a month	1-3 times a month	Once a week	2-3 times a week	4-5 times a week	Daily
Male	996 (22.9%)	1249 (28.7%)	1361 (31.3%)	436 (10%)	213 (4.9%)	48 (1.1%)	52 (1.2%)
Female	1459 (31%)	1445 (30.7%)	1231 (26.2%)	327 (7%)	179 (3.8%)	30 (0.6%)	29 (0.6%)
Grade 7	545 (28.9%)	607 (32.2%)	486 (25.8%)	134 (7.1%)	88 (4.7%)	15 (0.8%)	9 (0.5%)
Grade 8	493 (27.8%)	537 (30.3%)	514 (29%)	144 (8.1%)	56 (3.2%)	16 (0.9%)	14 (0.8%)
Grade 9	445 (28.7%)	441 (28.4%)	455 (29.3%)	117 (7.5%)	72 (4.6%)	11 (0.7%)	10 (0.6%)
Grade 10	338 (23.5%)	439 (30.6%)	435 (30.3%)	137 (9.5%)	54 (3.8%)	16 (1.1%)	17 (1.2%)
Grade 11	343 (27.9%)	363 (29.6%)	330 (26.9%)	105 (8.6%)	60 (4.9%)	10 (0.8%)	17 (1.4%)
Grade 12	328 (25.5%)	320 (24.8%)	397 (30.8%)	138 (10.7%)	69 (5.4%)	12 (0.9%)	24 (1.9%)

Total Responses: 9195

Total Missing Responses: 1377

K.11e) Food Frequency – Snacks

Snacks

	Never	Less than once a month	1-3 times a month	Once a week	2-3 times a week	4-5 times a week	Daily	
Male	135 (3.1%)	484 (11.1%)	987 (22.6%)	941 (21.6%)	1049 (24%)	420 (9.6%)	347 (8%)	
Female	111 (2.4%)	529 (11.2%)	1119 (23.8%)	1075 (22.9%)	1089 (23.2%)	425 (9%)	355 (7.5%)	
Grade 7	53 (2.8%)	251 (13.3%)	477 (25.3%)	431 (22.8%)	411 (21.8%)	132 (7%)	134 (7.1%)	
Grade 8	53 (3%)	222 (12.5%)	432 (24.4%)	372 (21%)	378 (21.3%)	159 (9%)	156 (8.8%)	
Grade 9	55 (3.5%)	172 (11.1%)	354 (22.8%)	336 (21.6%)	373 (24%)	140 (9%)	124 (8%)	
Grade 10	26 (1.8%)	136 (9.4%)	325 (22.6%)	346 (24%)	348 (24.1%)	147 (10.2%)	113 (7.8%)	
Grade 11	30 (2.4%)	115 (9.3%)	277 (22.5%)	283 (23%)	301 (24.5%)	132 (10.7%)	93 (7.6%)	
Grade 12	41 (3.2%)	127 (9.9%)	267 (20.7%)	261 (20.3%)	340 (26.4%)	148 (11.5%)	103 (8%)	
Total Responses: 9206								
Total Missing Responses: 1366								

K.11f) Food Frequency – Fast Food

Fast Food

	Never	Less than once a month	1-3 times a month	Once a week	2-3 times a week	4-5 times a week	Daily	
Male	169 (3.9%)	1073 (24.5%)	1720 (39.3%)	794 (18.2%)	408 (9.3%)	112 (2.6%)	98 (2.2%)	
Female	167 (3.5%)	1336 (28.4%)	1915 (40.6%)	746 (15.8%)	394 (8.4%)	99 (2.1%)	54 (1.1%)	
Grade 7	90 (4.8%)	594 (31.5%)	748 (39.7%)	271 (14.4%)	114 (6.1%)	36 (1.9%)	31 (1.6%)	
Grade 8	73 (4.1%)	522 (29.3%)	760 (42.6%)	266 (14.9%)	113 (6.3%)	21 (1.2%)	29 (1.6%)	
Grade 9	69 (4.4%)	423 (27.1%)	619 (39.6%)	243 (15.5%)	144 (9.2%)	39 (2.5%)	26 (1.7%)	
Grade 10	28 (1.9%)	348 (24.1%)	607 (42.1%)	266 (18.4%)	143 (9.9%)	26 (1.8%)	24 (1.7%)	
Grade 11	41 (3.3%)	274 (22.2%)	466 (37.8%)	251 (20.4%)	130 (10.6%)	42 (3.4%)	28 (2.3%)	
Grade 12	45 (3.5%)	270 (21%)	461 (35.8%)	255 (19.8%)	169 (13.1%)	53 (4.1%)	33 (2.6%)	
Total Responses: 9223								
Total Missing Responses: 1349								

K.11g) Food Frequency – Sugary Drinks

Sugary Drinks

	Never	Less than once a month	1-3 times a month	Once a week	2-3 times a week	4-5 times a week	Daily	
Male	177 (4.1%)	595 (13.7%)	1075 (24.7%)	993 (22.8%)	815 (18.7%)	337 (7.7%)	357 (8.2%)	
Female	303 (6.5%)	1066 (22.7%)	1355 (28.9%)	855 (18.2%)	644 (13.7%)	211 (4.5%)	252 (5.4%)	
Grade 7	80 (4.3%)	401 (21.3%)	599 (31.9%)	373 (19.8%)	247 (13.1%)	89 (4.7%)	91 (4.8%)	
Grade 8	71 (4%)	355 (20.2%)	507 (28.8%)	352 (20%)	286 (16.2%)	84 (4.8%)	106 (6%)	
Grade 9	98 (6.3%)	264 (17%)	419 (27%)	314 (20.2%)	239 (15.4%)	101 (6.5%)	118 (7.6%)	
Grade 10	74 (5.1%)	235 (16.3%)	361 (25.1%)	333 (23.1%)	231 (16.1%)	90 (6.3%)	115 (8%)	
Grade 11	70 (5.7%)	199 (16.2%)	290 (23.6%)	245 (20%)	237 (19.3%)	100 (8.1%)	86 (7%)	
Grade 12	99 (7.7%)	220 (17.2%)	277 (21.6%)	246 (19.2%)	234 (18.3%)	89 (6.9%)	117 (9.1%)	
Total Responses: 9175								
Total Missing Responses: 1397								

K.11h) Food Frequency – Energy Drinks

Energy Drinks

	Never	Less than once a month	1-3 times a month	Once a week	2-3 times a week	4-5 times a week	Daily	
Male	2507 (57.4%)	810 (18.5%)	468 (10.7%)	253 (5.8%)	170 (3.9%)	67 (1.5%)	92 (2.1%)	
Female	3389 (72.3%)	705 (15%)	286 (6.1%)	131 (2.8%)	87 (1.9%)	39 (0.8%)	52 (1.1%)	
Grade 7	1367 (72.9%)	288 (15.4%)	111 (5.9%)	43 (2.3%)	33 (1.8%)	12 (0.6%)	22 (1.2%)	
Grade 8	1219 (68.8%)	286 (16.1%)	131 (7.4%)	61 (3.4%)	30 (1.7%)	14 (0.8%)	30 (1.7%)	
Grade 9	980 (62.8%)	280 (17.9%)	129 (8.3%)	74 (4.7%)	53 (3.4%)	15 (1%)	30 (1.9%)	
Grade 10	878 (60.9%)	261 (18.1%)	138 (9.6%)	72 (5%)	49 (3.4%)	20 (1.4%)	24 (1.7%)	
Grade 11	725 (58.9%)	210 (17.1%)	132 (10.7%)	70 (5.7%)	48 (3.9%)	18 (1.5%)	28 (2.3%)	
Grade 12	776 (60.3%)	202 (15.7%)	125 (9.7%)	69 (5.4%)	49 (3.8%)	31 (2.4%)	34 (2.6%)	
Total Responses: 9201								
Total Missing Responses: 1371								



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