

# **New Brunswick Student Wellness Survey 2015-2016**



**Results for:**  
**Grades 6-8 Students**  
**Grades 9-12 Students**  
**Grades 6-12 Students**



**New Brunswick** | **Conseil de la santé**  
**Health Council** | **du Nouveau-Brunswick**

Engage. Evaluate. Inform. Recommend.  
Engager. Évaluer. Informer. Recommander.



**The New Brunswick Student Wellness Survey: Feedback Report** provides highlights of major findings related to key provincial indicators that are considered crucial for monitoring student wellness behaviours and for developing a culture of well-being in our province.

**For more information on this report, please contact:**

Michelina Mancuso,  
Executive Director of Performance Measurement  
Michelina.mancuso@nbhc.ca

Michel Arsenault,  
Research Analyst  
Michel.arsenault@nbhc.ca

**New Brunswick Health Council**

Pavillion J.-Raymond-Frenette  
100 des Aboiteaux Street, Suite 2200  
Moncton, New Brunswick  
Canada E1A 7R1  
Tel: 1-877-225-2521  
Fax: 506-869-6282

**The New Brunswick Student Wellness Survey (NBSWS)** is a provincial initiative of the Department of Social Development – Wellness Branch, in partnership with the Department of Education and Early Childhood Development and the New Brunswick Health Council (NBHC). The purpose of the survey is to examine the health and wellness attitudes and behaviours of students. The data was collected from 38,573 grades 6-12 students across 183 public schools in New Brunswick. All numbers listed in the tables are presented as a percentage of students, unless otherwise stated.

# TABLE OF CONTENTS

## 4 INTRODUCTION

About the New Brunswick Student Wellness Survey  
Why Student Wellness is Important to Academic Development  
A comprehensive approach to school health  
This year's Grades 6-12 feedback report

## 8 CONTEXT

## 10 LEARNING

## 11 SOCIAL AND EMOTIONAL DEVELOPMENT

## 15 PARTICIPATION AND ENGAGEMENT

## 16 HEALTHY LIFESTYLE

## 20 SAFETY

## 21 HEALTH STATUS

## 22 BIBLIOGRAPHY

# INTRODUCTION

## About the New Brunswick Student Wellness Survey

The New Brunswick Student Wellness Survey (NBSWS) was initiated in 2006-2007 as a provincial initiative through the Wellness Strategy to collect and analyze data and to mobilize knowledge around the well-being and behaviours of children and youth in the province. These surveys have followed a 3-year cycle as illustrated in the table below.

SURVEY	GRADES	SURVEY COMPLETED BY	SURVEY PERIOD
Student wellness survey	Grades 6 to 12	Students	2006-2007 2009-2010 2012-2013 2015-2016
Elementary student wellness survey	Kindergarten to Grade 5	<b>Student version:</b> Students in Grades 4 and 5 <b>Family version:</b> Parents of students in Kindergarten to Grade 5	2007-2008 2010-2011 2013-2014 2016-2017 (to come)

This survey provides the foundation for New Brunswick's Wellness Strategy 2014-2021, The Heart of our Future, which aims to enhance quality of life for all. Two key outcomes were identified in New Brunswicks' Wellness Strategy:

- Healthy and resilient people
- Healthy and resilient environments

The NBSWS has evolved to become simpler yet more comprehensive. The questions in the survey address six key themes: learning, social and emotional development, participation and engagement, healthy lifestyles, safety, and health status. These themes touch on topics like students perceptions about learning, healthy eating, physical activity, tobacco-free living, substance use, mental fitness and resilience, volunteering, participation in activities, and injuries.

## Why Student Wellness is Important to Academic Development

The relationship between wellness and education is a two-way mutually supportive one. Research has observed a negative correlation between risky health behaviours and health status and education (academic achievement and performance) (Suhrcke & de Paz Nieves, 2011). While risk factors contribute to the development or worsening of undesirable health conditions, protective factors are the opposite. For example, healthy eating is a protective factor for obesity (and other conditions), while smoking is a risk factor for lung cancer (and other conditions). To maintain health and well-being of students, it is essential to not only better manage risk factors, but also to foster protective factors. In fact, focusing on protective factors can help to effectively manage risk factors and reduce the development of health conditions, thus improving conditions for healthy learning and academic performance.

The information contained in this report is provided to assist with the prioritization, development and implementation of initiatives that promote wellness attitudes and behaviours among students. When such reports are broadly shared with health and wellness stakeholders and service providers, as well as parents, district-level personnel, and business, non-profit and civic leaders, etc., new partnerships and supports can be secured.

The NBSWS reports provide a unique opportunity to reinforce the importance of wellness to student learning. Current research provides evidence of positive associations among various aspects of wellness and measures of students' academic readiness, engagement and success. For example:

**HEALTHY EATING:** Eating breakfast every day can help improve concentration, and increase students' potential to learn (Public Health Agency of Canada, 2009). Body mass is an important indicator of scholastic achievement, attendance, behaviour and physical fitness (Shore, Sachs, Lidicker, Brett, Wright, & Libonati, 2008).

**PHYSICAL ACTIVITY:** Active and healthy students have increased levels of concentration, relaxation and focus. Participation in physical activity is positively related to academic performance in young people (Singh, Uijtdewilligen, Twisk, J.W.R., van Mechelen, & Chinapaw, 2012).

**TOBACCO USE:** There is an association between tobacco use and low academic achievement and motivation in students; students who use tobacco tend to have lower academic grades than their peers (Morrison & Peterson, 2010). "Adolescents who do well in school are less likely to smoke." There is an association between academic achievement and rates of smoking initiation (Morin, Rodriguez, Fallu, Maiano, & Janosz, 2012).

**MENTAL FITNESS:** The satisfaction of mental fitness needs (competence, relatedness and autonomy) in the educational context has been associated with a range of positive personal and academic outcomes, including enhanced academic self-esteem and engagement, increased scholastic confidence and performance, and decreased likelihood of dropping out of school (Morrison & Peterson, 2010).

### **A Comprehensive Approach to School Health**

The Joint Consortium for School Health (JCSH) promotes the Comprehensive School Health Framework to address both the academic development and wellness of students. The framework emphasizes the need for planning and implementing whole school approaches that incorporate key wellness perspectives and practices across four domains:

- Social and physical environment
- Teaching and learning
- Healthy school policy
- Partnerships and services

To learn more about the Comprehensive School Health Framework and the Joint Consortium for School Health, please visit [www.jcsh-cces.ca](http://www.jcsh-cces.ca).

This report is a valuable source of information for planning initiatives using a Comprehensive School Health Framework. The survey outcomes detailed in the report may assist in identifying areas of strength on which to build, as well as priority wellness areas that require further attention or promotion.

**Students** can use the results to:

- Relate the results to curriculum concepts being taught in the classroom
- Engage in dialogue about the results to seek solutions and create student-driven action plans
- Participate in planning activities for programs like the School Wellness Grant
- Organize a school-based action team or student wellness club
- Help organize new initiatives (e.g., start an intramural program, hold a health fair, create a video, develop a presentation, or explore health behaviours of another country)
- Share and use the data in class, at home and in the community

**Parents and communities** can use the results to:

- Plan activities with students, staff, community members and the Parent School Support Committee (PSSC) or Home and School Association (HSA)
- Model healthy behaviours and support the adoption of healthy behaviours
- Share their skills, talents and expertise to support the school and the community
- Work with community groups to help address identified issues

**School staff** can use the results to:

- Communicate outcomes with students and staff and the Parent School Support Committee (PSSC) or Home and School Association (HSA)
- Incorporate wellness objectives into School Improvement Plans
- Develop class assignments and activities
- Engage students in planning and delivering wellness activities
- Create opportunities for staff to model healthy behaviours
- Support requests for funding (e.g., School Wellness Grant program)
- Support the development, monitoring and implementation of healthy school policies
- Enhance delivery of services or programs for students (e.g., counselling, breakfast program)
- Form new partnerships with parents and the wider community to take collective action
- Implement and evaluate actions to promote wellness

### **This year's Grades 6-12 feedback report**

In 2015-2016, over 38,000 students from 183 public schools participated in the survey, as compared to over 35,000 students from 177 schools in the 2012-2013 survey. Each participating school receives a personalized school feedback report.

Wherever possible, icons are used to describe the nature of the indicators (whether they describe individual, family, school, or community characteristics), and whether the indicators touch on risk or protective factors.

### **Legend**



Individual



Family



School



Community



Protective



Risk

**It's important to keep in mind that:**

- The questionnaire used in the survey this year underwent changes (some questions were removed or amended, other questions were added). Questions were validated for trending, but due to possible variations in response rates and changes in methodology or definitions, caution always needs to be exercised when attempting to compare the results of the Student Wellness Survey 2015-2016 with previous years' results.
- In order to give schools enough time and flexibility to administer the survey, the time frame was over a 7 months period (November 2015 to May 2016). As a result, the responses to some questions (e.g. modes of commuting to and from school) might have been influenced by seasonality.

**THE NEW BRUNSWICK STUDENT WELLNESS SURVEY DATA IN ACTION**

The results of the New Brunswick Student Wellness Survey are shared through various means:






1. School feedback report provided to each participating school with numerous indicators showing the school's results in comparison to the New Brunswick average
2. Educational districts data: Detailed data files with all the information shared in the School Feedback Report disaggregated by the seven education districts
3. Special groups reports: Disaggregation of the indicators by groups of interest:
  - i. Anglophone and Francophone sectors
  - ii. Gender/ sex analysis
  - iii. Students who self-identified as aboriginal
  - iv. Immigrants
  - v. LGBTQ (Lesbian, gay, bisexual, transgender and queer)
  - vi. Students with learning exceptionality or special needs
  - vii. Alternative Learning Centers
  - viii. First Nations schools
  - ix. Students with food insecurity (reflection of lower economic status)
4. "At a glance" provincial summary report:

Provincial reports on the health and well-being of New Brunswick children and youth (e.g. the Children and Youth Rights and Well-being Snapshots) have used this data to monitor the status and needs of this age group. As a result, a governmental committee was established addressing "Harm Prevention" and the group relies on indicators generated from the Student Wellness Survey.

At a more local level, key indicators from the NBSWS were embedded within the "My Community at a Glance" community profiles produced by the New Brunswick Health Council, and that provided important information for local governments, Non-Government Organizations (NGOs), and Regional Health Authorities (RHAs) as they plan for services and projects to support community needs.



## CONTEXT

	Grades 6-8 %	Grades 9-12 %	Grades 6-12 %
Number of students	17,588	20,985	38,573
 <b>Do you identify yourself as...</b>			
Female	49	49	49
Male	50	49	49
Gender independent	1	2	1
 <b>How old are you today?</b>			
10 years or younger	0	0	0
11	26	0	10
12	33	0	13
13	33	0	13
14	7	17	13
15	0	24	14
16	0	26	15
17	0	25	15
18	0	7	4
19 years or older	0	1	1
 <b>What grade are you in?</b>			
6	33	0	13
7	34	0	14
8	34	0	14
9	0	24	14
10	0	25	15
11	0	26	16
12	0	26	15
 <b>What language do you usually speak at home?</b>			
English	72	71	72
French	25	24	24
An indigenous language	0	1	0
Another language	3	4	3
 <b>What language do you speak most often, when not at home or in school?</b>			
English	72	75	74
French	27	23	25
An indigenous language	0	0	0
Another language	1	2	1



Individual



Family



School



Community



Protective



Risk



## CONTEXT

	Grades 6-8 %	Grades 9-12 %	Grades 6-12 %
Number of students	17,588	20,985	38,573
<b>People living in Canada come from many different cultural and racial backgrounds. Are you...? (Mark all that apply)</b>			
White	91	90	90
Black	2	3	3
Aboriginal (First Nation, Métis, Inuit)	5	6	6
Asian (Korean, Chinese, Japanese, other)	3	4	4
Other (Latin American, Arab, other)	7	5	6
<b>Immigrant status</b>			
Immigrant	5	6	6
<b>Which of the following best describes you?</b>			
Heterosexual (straight)	84	86	85
Gay or lesbian	1	2	2
Bisexual	4	5	5
Other	3	2	3
Not sure	9	4	6
<b>Reporting going to school or to bed hungry because there is not enough food at home</b>			
Often and always	5	5	5
<b>If you have been diagnosed with a learning exceptionality or special education need</b>			
I have been diagnosed with a learning exceptionality or special education need	18	20	19
Autism/Asperger Syndrome	1	2	2
Behaviour	2	1	2
Blind and Low vision	1	1	1
Deaf and Hard-of-Hearing	1	1	1
Attention Deficit Hyperactivity Disorder (ADHD) or Attention Deficit Disorder (ADD)	6	8	7
Intellectual Disability	0	0	0
Language/Speech Impairment	1	1	1
Learning Disability	4	5	5
Physical Disability	1	1	1
Mental Health Disability	1	3	2
Gifted	1	2	2
Other	2	2	2



Individual



Family



School



Community



Protective



Risk

## LEARNING

	Grades 6-8 %	Grades 9-12 %	Grades 6-12 %
Number of students	17,588	20,985	38,573

**On average, about how many hours a day do you spend doing homework?**

None	14	17	16
Less than 1 hour a day	55	41	47
1 to 2 hours a day	27	31	30
More than 2 but less than 5 hours a day	4	8	7
5 or more hours a day	1	2	1

**On average, about how many hours a day do you spend reading for fun?**

None	31	49	42
Less than 1 hour a day	39	30	34
1 to 2 hours a day	19	14	16
More than 2 but less than 5 hours a day	7	4	6
5 or more hours a day	3	2	3

**I feel my learning needs are met at my school**

Strongly agree or Agree	88	77	81
-------------------------	----	----	----

**How important are each of the following to you? ( Very Important or Important)**

Getting good grades	96	92	94
Making friends	92	84	87
Participating in school activities outside of class	69	52	58
Getting to class on time	91	82	86
Learning new things	91	88	89
Expressing my opinion in class	75	61	67
Getting involved in the student council or other similar groups	47	30	37
Learning about my culture/heritage (e.g., Francophone, First Nations, Irish)	69	50	58



Individual



Family



School



Community



Protective



Risk

## SOCIAL AND EMOTIONAL DEVELOPMENT

Grades 6-8 %

Grades 9-12 %

Grades 6-12 %

## MENTAL FITNESS

Number of students

17,588

20,985

38,573



## Levels of mental fitness

High	31	21	25
Moderate	52	56	54
Low	18	23	21



## Mental fitness needs

High level of autonomy	69	69	69
High level of competence	82	74	77
High level of relatedness	84	76	79

## LIFE DOMAINS OF MENTAL FITNESS



## Satisfaction of family-related mental fitness needs

High level of satisfaction of family-related mental fitness needs	85	76	80
I feel free to express myself at home*	60	52	55
I feel like I have a choice about when and how to do my household chores*	35	31	33
I feel I do things well at home*	53	41	45
I feel my parents think that I am good at things*	67	52	58
My parents like me and care about me*	83	70	76
I like to spend time with my parents*	62	40	49



## Satisfaction of friends-related mental fitness needs

High level of satisfaction of friends-related mental fitness needs	84	82	82
I feel free to express myself with my friends*	56	54	54
I feel I have a choice about which activities to do with my friends*	50	44	47
I feel I do things well when I am with my friends*	53	43	47
I feel my friends think I am good at things*	50	40	44
My friends like me and care about me*	56	49	52
I like to spend time with my friends*	74	62	67



## Satisfaction of school-related mental fitness needs

High level of satisfaction of school-related mental fitness needs	63	56	59
I feel free to express myself at school*	31	25	27
I feel I have a choice about when and how to do my schoolwork*	37	38	38
I feel I do things well at school*	44	33	37
I feel my teachers think I am good at things*	41	29	34
My teachers like me and care about me*	40	28	33
I like to be with my teachers*	27	16	20

\*Really true for me



Individual



Family



School



Community



Protective



Risk

## SOCIAL AND EMOTIONAL DEVELOPMENT



## SCHOOL CONNECTEDNESS

Number of students

Grades 6-8 %

Grades 9-12 %

Grades 6-12 %

17,588

20,985

38,573

## School connectedness

Strong level of school connectedness	94	91	92
I feel close to people at my school *	87	76	81
I feel I am part of my school *	86	76	80
I am happy to be at my school *	80	71	75
I feel the teachers at my school treat me fairly *	84	82	83
I feel safe in my school *	88	84	86

\* Strongly agree and Agree



## PRO-SOCIAL BEHAVIOURS

## Pro-social behaviours

Strong level of pro-social behaviours	85	86	86
I often do favours for people without being asked **	70	73	72
I often lend things to people without being asked **	58	58	58
I often help people without being asked **	74	75	74
I often compliment people without being asked **	71	73	72
I often share things with people without being asked **	69	69	69

\*\* Students reporting 4, 5 or 6 on a scale from 1 to 6, where 1 is "definitely not like me" and 6 is "definitely like me"



## SCHOOL OPPOSITIONAL BEHAVIOUR

## Oppositional behaviours

High level of oppositional behaviours	9	19	15
I cut classes or skip school ***	5	18	13
I make other people do what I want ***	7	16	12
I disobey my parents ***	12	19	16
I talk back to my teachers ***	10	15	13
I get into fights ***	9	9	9
I often say mean things to people to get what I want ***	3	6	5
I take things that are not mine from home, school or elsewhere ***	3	5	4

\*\*\* Students reporting 3, 4, 5 or 6 on a scale of 1 to 6, where 1 is "definitely not like me" and 6 is "definitely like me"



Individual



Family



School



Community



Protective



Risk

## SOCIAL AND EMOTIONAL DEVELOPMENT

Grades 6-8 %

Grades 9-12 %

Grades 6-12 %

## BULLYING AND VICTIMIZATION

Number of students

17,588

20,985

38,573



## In the past couple of months, I have been bullied

At least once

57

49

52



## Ways in which I have been bullied at least once

Physical attacks (e.g., getting beaten up, pushed, or kicked)

17

9

12

Verbal attacks (e.g., called mean names, was made fun of, or teased in a hurtful way, threatened, telling lies or having rumours spread about you)

42

35

38

Cyber-attacks (e.g., by phone, being sent mean text messages or having rumours spread about you on the internet or by email)

15

18

17

Had someone steal from me or damage my things

20

14

16

Exclusion (being left out of things on purpose, or excluded from group of friends, or completely ignored)

34

30

32

I was bullied with mean comments about my race/religion/personal features

16

14

15

Other students made sexual jokes, comments, or gestures to me

18

18

18



## In the past couple of months, I have bullied

At least once

24

26

25



## Ways I bullied others:

Physical attacks (e.g., beat up, pushed, or kicked)

7

6

6

Verbal attacks (e.g., called another student mean names, made fun of, or teased in a hurtful way, threatened, told lies or spread rumours)

16

18

17

Cyber-attacks (e.g., by phone, sending mean text messages or spreading rumours about students on the internet or by email)

5

8

6

Stole from or damage someone else's things

3

4

4

Exclusion (left someone out of things on purpose, or excluded them from a group of friends, or completely ignored them)

10

12

11

I bullied with mean comments about someone's race/religion/personal features

3

6

5

Made sexual jokes, comments, or gestures towards someone

5

8

7



## The last time I saw or heard another student being bullied, I ...

I ignored it

16

27

22

I told my parents about it

26

18

22

I told my teacher about it

26

11

18

I told my principal or vice-principal about it

13

6

9

I told an adult at the school about it

16

8

11

I joined in the bullying

1

2

1



## If a student complains to an adult at school about bullying, something is done about it

Often and always

52

40

45



Individual



Family



School



Community



Protective



Risk

## SOCIAL AND EMOTIONAL DEVELOPMENT



## RESILIENCE

Number of students

Grades 6-8 %

Grades 9-12 %

Grades 6-12 %

17,588

20,985

38,573

## Resilience

Resilience score (Mean score, scale from 12 to 60 points)

51

48

49

Resilience (High and moderate level)

79

69

73



## Resilience factors



I am able to solve problems without harming myself or others (for example by using drugs and/or being violent)\*

59

52

55



I know where to go in my community to get help \*

38

22

28



Getting an education is important to me \*

68

62

65



I try to finish what I start \*

54

45

49



I have people I look up to \*

55

43

48



My parent(s)/caregiver(s) know a lot about me \*

68

47

56



My family stands by me during difficult times \*

64

49

55

My friends stand by me during difficult times \*

51

43

46



I have opportunities to develop skills that will be useful later in life (like job skills and skills to care for others)\*

53

39

45



I am treated fairly in my community \*

48

33

39



I feel I belong(ed) at my school \*

41

25

31



I enjoy my cultural and family traditions \*

63

41

50

\*describes me a lot



## Are you aware of the LINK program?

No

59

56

57

Yes, I am aware of the LINK program, but I have never used it

39

43

42

Yes, I have used the LINK program

2

1

1

## SENSE OF COMMUNITY



## Sense of community



Sense of community (Mean score, scale from 5 to 25)

20

19

19



People say 'hello' and often stop to talk to each other in the street \*

65

66

66



It is safe for younger children to play outside during the day \*

86

83

84



You can trust people around here \*

72

65

68



There are good places to spend your free time (e.g., recreation centres, parks, shopping centres)\*

74

57

64



I could ask for help or a favour from neighbours \*

75

69

71



Most people around here would try to take advantage of you if they got the chance \*

19

22

21

\*Strongly agree and agree



Individual



Family



School



Community



Protective



Risk

## PARTICIPATION AND ENGAGEMENT

## EXTRACURRICULAR ACTIVITIES

Number of students

Grades 6-8 %	Grades 9-12 %	Grades 6-12 %
17,588	20,985	38,573



## Participation in activities or groups inside school

Participating in activities or groups inside school	55	45	49
A sports team (e.g., volleyball, hockey, soccer)	28	24	25
An individual sport (e.g., running, cycling, skating)	9	6	7
Volunteer work	10	11	11
Arts groups (e.g., music, dance, drama)	13	9	11
Student Clubs or Groups (e.g., peer helper, yearbook, TADD, gay-straight alliance)	9	12	11
Science or Technology (e.g., science fairs, school website)	11	2	6
Church or other religious/spiritual group	3	2	3
Other activities or groups (e.g., chess, math, debate)	13	8	10



## Participation in activities or groups outside school

Participating in activities or groups outside school	57	47	51
A sports team (e.g., volleyball, hockey, soccer)	32	22	26
An individual sport (e.g., running, cycling, skating)	17	13	15
Volunteer work	9	15	13
Arts groups (e.g., music, dance, drama)	12	7	9
Community groups (e.g., scouts, girl guides, 4-H, cadets)	6	4	5
Church or other religious/spiritual group	14	8	10
Other activities or groups (e.g., chess, math, debate)	8	5	6

## VOLUNTEERING



## Taking part in volunteer activities (outside of school requirements and without being paid) in the last 12 months

Taking part in any of the following volunteer activities (outside of school requirements and without being paid) in the last 12 months	75	72	74
Supporting a cause (e.g. food bank, UNICEF, Operation Christmas Child)	28	28	28
Fund raising (e.g. charity, school trips)	42	38	39
Helping in my community (e.g. coaching sports, helping at Sunday School, volunteering at hospital)	28	33	31
Helping neighbours or relatives (e.g. cutting grass, babysitting, shovelling snow)	59	56	57
Doing other organized volunteer activity	33	36	35

## JOBS



## Having a part-time job outside of school

Yes	15	42	31
-----	----	----	----



## When do you usually work at your part-time job?

I do not have a part-time job	85	58	69
Weekends	9	33	23
Weekdays	6	25	17
School Vacations	6	18	13





## HEALTHY LIFESTYLES

		Grades 6-8 %	Grades 9-12 %	Grades 6-12 %
HEALTHY EATING		17,588	20,985	38,573
Number of students				
	<b>Fruit and vegetable consumption the day before the survey</b>			
	5 servings or more	49	44	46
	<b>Drinking milk the day before the survey</b>			
	At least 2 servings of milk	48	45	46
	<b>Unhealthy food the day before the survey</b>			
	Consumption of unhealthy food options (e.g. fries, chips, candy, chocolates, donuts, etc.)	87	85	86
	Consumption of sweetened non-nutritious beverages (e.g. punch, pop, energy drinks, sports drinks, etc.)	59	58	58
	Consumption of high-energy drinks	6	10	8
	<b>Eating habits</b>			
	Eating an evening meal together with family, friend(s) or guardian(s) every day	60	43	50
	Eating breakfast daily	55	39	46
	<b>Eating at a fast food place or restaurant in the last 7 days</b>			
	At least once	53	68	62
	3 times or more	7	17	13
	<b>Eating meals while watching television in the last 7 days</b>			
	At least once	67	68	68
	3 times or more	38	41	40
	<b>Reasons for skipping breakfast</b>			
	I don't have time for breakfast	18	30	25
	The bus comes too early	10	12	12
	I sleep in	8	15	12
	I'm not hungry in the morning	22	26	24
	I feel sick when I eat breakfast	8	15	12
	I'm trying to lose weight	4	5	4
	There is nothing to eat at home	3	4	4
	<b>The variety of food offered at school (cafeteria, hot lunch, vending machines, and canteen)</b>			
	Thinking that there is not enough variety	20	29	26



Individual



Family



School



Community



Protective



Risk

## HEALTHY LIFESTYLES

## HEALTHY EATING

Number of students

Grades 6-8 %

Grades 9-12 %

Grades 6-12 %



## Having noticed any of the following in school in the last 12 months

A breakfast program	50	51	51
A fruit and vegetable snack program	16	14	15
Healthy foods sold at sporting events or special food events (e.g., dances and movie nights)	18	11	14
Healthy foods or non-food items sold for fundraising	16	13	14
Healthy foods offered in vending machines and at canteens	17	18	18
Healthy foods offered at cafeteria or in hot lunch program	46	40	43
Information in your cafeteria about how to make healthier food choices	14	10	12
Lower prices for healthier foods	8	3	5
School staff (teachers, custodians) show a positive attitude towards healthy living and health-related issues	43	27	34

## PHYSICAL ACTIVITY



## Physical activity

Students meeting the guideline on 60 min of Moderate or Vigorous Physical Activity (MVPA) daily	27	18	22
Students who spend more than 2 hours per day of screen time	53	70	63



## Commuting to and from school (Results might have been influenced by seasonality)

Actively (e.g., walk, bike, skateboard)	9	6	7
Inactively (e.g., Car, bus, public transit)	72	81	77
Mixed (actively and inactively)	19	13	16



## Number of Physical Education classes in the last 5 school days at school

0 classes	6	68	43
1 class	14	4	8
2 classes	46	3	20
3 classes	23	4	12
4 classes	6	4	5
5 classes	6	18	13

## Participation in before school, noon hour, or after school physical activities organized by your school (e.g. intramural, non-competitive physical activities)

Yes	53	31	40
None offered	4	4	4

## Participation in competitive school sports teams that compete against other schools (e.g. junior varsity or varsity sports)

Yes	40	35	37
None offered	4	2	2



Individual



Family



School



Community



Protective



Risk

## HEALTHY LIFESTYLES

## SLEEP

Number of students

Grades 6-8 %

Grades 9-12 %

Grades 6-12 %



## Sleep

Sleeping 8 hours or more every night

57

26

39

## SMOKING



## Has tried smoking

All grades

7

33

23

Grade 6

3

-

3

Grade 7

6

-

6

Grade 8

11

-

11

Grade 9

-

21

21

Grade 10

-

29

29

Grade 11

-

38

38

Grade 12

-

43

43



## Smoking habits

Average age at which grade 12 students tried cigarettes for the first time (years)

-

14

14

Students that are susceptible to smoking (among students who had never tried smoking)

20

24

22



## Current smokers

Daily or occasional

3

17

11

Daily

1

7

4



## Alternative smoking products

I have tried alternative smoking products

10

40

28

Smoking little cigars or cigarillos (plain or flavoured)

3

22

15

Smoking cigars (not including little cigars or cigarillos, plain or flavoured)

2

16

11

Smoking roll-your-own cigarettes (tobacco only, in rolling papers)

2

11

7

Smoking bidis (little cigarettes hand-rolled in leaves, tied with string at the ends, and may come in different flavours)

1

3

2

Using smokeless tobacco (chewing tobacco, pinch, snuff, or snus)

1

8

5

Using nicotine patches, nicotine gum, nicotine lozenges, or nicotine inhalers

1

3

2

Using a water pipe (hookah) to smoke shisha (herbal or tobacco)

2

11

7

Using blunt wraps (a tube made of tobacco used to roll cigarette tobacco)

1

7

5

Using e-cigarettes (electronic cigarettes, vape)

7

31

22



Individual



Family



School



Community



Protective



Risk

## HEALTHY LIFESTYLES

HEALTHY LIFESTYLES

Grades 6-8 %

Grades 9-12 %

Grades 6-12 %

SMOKING

Number of students

17,588

20,985

38,573

R

Smoking environment

Having at least one person at home who smokes

15

17

16

Having at least one parent (or step-parent or guardian) who smokes

38

39

39

Having at least one sibling who smokes

11

20

16

Having at least one friend who smokes

9

38

26

Was in a car with someone who was smoking cigarettes in the 7 days prior to the survey (one or more days)

12

27

21

Rules about smoking in your home

No one is allowed to smoke in my home

80

81

80

Only special guests are allowed to smoke in my home

3

2

2

People are allowed to smoke only in certain areas in my home

13

11

12

People are allowed to smoke anywhere in my home

4

6

5

Whether school has a clear set of rules about smoking for students to follow

Yes (among students who answered “yes” or no”)

87

89

88

I don’t know

40

23

30

The smoking rules at the school

Reporting that students do get into trouble if they are caught breaking the smoking rules at this school

73

59

63

ALCOHOL AND DRUGS

Consumption of alcohol

Has ever had a drink of alcohol that is more than just a sip

10

55

40

Average age at which grade 12 students drank alcohol that was more than a sip (years)

-

14

14

Drinking once a month or more in the last 12 months

5

33

25

Heavy drinking: 5 or more drinks at one time, at least once a month in the past 12 months

2

24

17

Using marijuana or cannabis (a joint, pot, weed, hash)

Has ever used or tried marijuana or cannabis (a joint, pot, weed, hash...)

5

32

24

Average age at which grade 12 students first used or tried marijuana (years)

-

15

15

Using marijuana or cannabis (a joint, pot, weed, hash) in the past 12 months

Used

4

26

19

Everyday

1

5

3



Individual



Family



School



Community



Protective



Risk

## SAFETY

## INJURIES

Number of students

Grades 6-8 %

Grades 9-12 %

Grades 6-12 %

17,588

20,985

38,573



## Injuries



Driving an off-road vehicle (e.g., snowmobile, ATV, dirt bike) after drinking alcohol, using marijuana, or other illegal drugs during the past 12 months

7

11

10



Riding in an on-road vehicle (e.g., car, van, truck) driven by someone who had been drinking alcohol, using marijuana, or other illegal drugs during the past 12 months

10

20

17



Wearing a helmet when you rode a bicycle during the past 12 months (always)

41

20

30



Has been injured and had to be treated by a doctor or nurse during the past 12 months

28

31

30

## SEXUAL ABUSE



## Students who reported being sexually violated

All students

4

13

10

Male

4

9

7

Female

4

16

12



## Students who reported being exposed to dating violence in the past 12 months

All students

7

20

16

Male

6

14

12

Female

8

23

19



## Do you know when you are legally able to consent to sexual activity? (yes)

Male

50

75

68

Female

43

72

63



Individual



Family



School



Community



Protective



Risk

## HEALTH STATUS

## HEALTHY WEIGHTS

Number of students

Grades 6-8 %

Grades 9-12 %

Grades 6-12 %

17,588

20,985

38,573

## Weights

Healthy weight

64

65

65

Underweight

8

6

7

## Overweight or obese

Male

31

33

32

Female

24

23

23

## SELF RATED HEALTH AND WELL-BEING

## Perceived health and well-being

Reporting that health is "very good" or "excellent"

74

60

66

Rating of life satisfaction (Mean score, scale from 0 to 10)

8

7

8

## Level of life satisfaction (scale from 0 to 10, where 0 is the "worst life possible" and 10 is the "best life possible")

Score: 0-5

12

16

15

Score: 6-7

23

31

28

Score: 8-9

45

42

43

Score: 10

20

11

14

## Depression or anxiety

Students reporting that during the past 12 months, they felt so sad or hopeless almost every day for two weeks or more in a row that they stopped doing some usual activities

23

36

31

Students reporting that during the past 12 months they felt nervous, anxious or on edge or were unable to stop or control worrying almost every day for two weeks or more in a row that they stopped doing some usual activities

24

39

33



Individual



Family



School



Community



Protective



Risk

# BIBLIOGRAPHY

Morin, A., Rodriguez, D., Fallu, J.-S., Maiano, C., & Janosz, M. (2012). Academic achievement and smoking initiation in adolescence : a general mixture analysis. *Addiction*, 107, 819-828.

Morrison, W., & Peterson, P. (2010). Schools as a setting for positive mental health: Better practices and perspectives. Retrieved from Joint Consortium for School Health.

Public Health Agency of Canada. (2009). Tracking heart disease and stroke in Canada.

Shore, S., Sachs, M., Lidicker, J., Brett, S., Wright, A., & Libonati, J. (2008). Decreased scholastic achievement in overweight middle school students. *Obesity*, 16(7), 1535-1538.

Singh, A., Uijtdewilligen, L., Twisk, J.W.R., J., van Mechelen, W., & Chinapaw, M. (2012). Physical activity and performance at school. A systematic review of the literature including a methodological quality assessment. *Arch Pediatr Adolesc Med*, 166(1), 49-55.

Suhrcke, M., & de Paz Nieves, C. (2011). The impact of health and health behaviours on educational outcomes in high-income countries: a review of the evidence. World Health Organization - Europe.