

# New Brunswick Student Wellness Survey

Grades 6-12  
2015-2016



## Results for LGBTQ Students (Lesbian, Gay, Bisexual, Transgender and Queer)



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

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

New Brunswick  
Nouveau-Brunswick

**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.



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

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



# TABLE OF CONTENTS

<b>4</b>	<b>INTRODUCTION</b>
	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
<b>8</b>	<b>CONTEXT</b>
<b>10</b>	<b>LEARNING</b>
<b>11</b>	<b>SOCIAL AND EMOTIONAL DEVELOPMENT</b>
<b>15</b>	<b>PARTICIPATION AND ENGAGEMENT</b>
<b>16</b>	<b>HEALTHY LIFESTYLE</b>
<b>20</b>	<b>SAFETY</b>
<b>21</b>	<b>HEALTH STATUS</b>
<b>22</b>	<b>BIBLIOGRAPHY</b>

# 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**



**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 exceptionalities 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.



Results for LGBTQ Students  
(Lesbian, Gay, Bisexual, Transgender and Queer)

CONTEXT

	Number of students	LGBTQ %	New Brunswick %
<b>Do you identify yourself as...</b>			
Female		57	49
Male		35	49
Gender independent		8	1
<b>How old are you today?</b>			
10 years or younger		0	0
11		0	10
12		14	13
13		15	13
14		15	13
15		16	14
16		17	15
17		16	15
18		6	4
19 years or older		1	1
<b>What grade are you in?</b>			
6		0	13
7		18	14
8		15	14
9		16	14
10		16	15
11		17	16
12		17	15
<b>What language do you usually speak at home?</b>			
English		78	72
French		17	24
An indigenous language		1	0
Another language		4	3
<b>What language do you speak most often, when not at home or in school?</b>			
English		81	74
French		16	25
An indigenous language		1	0
Another language		2	1



Individual



Family



School



Community



Protective



Risk



Results for LGBTQ Students  
(Lesbian, Gay, Bisexual, Transgender and Queer)

CONTEXT

	LGBTQ %	New Brunswick %
Number of students	4,162	38,573
<b>People living in Canada come from many different cultural and racial backgrounds. Are you...? (Mark all that apply)</b>		
White	86	90
Black	3	3
Aboriginal (First Nation, Métis, Inuit)	9	6
Asian (Korean, Chinese, Japanese, other)	5	4
Other (Latin American, Arab, other)	8	6
<b>Immigrant status</b>		
Immigrant	6	6
<b>Which of the following best describes you?</b>		
Heterosexual (straight)	0	85
Gay or lesbian	11	2
Bisexual	34	5
Other	17	3
Not sure	38	6
<b>Reporting going to school or to bed hungry because there is not enough food at home</b>		
Often and always	10	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	32	19
Autism/Asperger Syndrome	4	2
Behaviour	3	2
Blind and Low vision	2	1
Deaf and Hard-of-Hearing	2	1
Attention Deficit Hyperactivity Disorder (ADHD) or Attention Deficit Disorder (ADD)	11	7
Intellectual Disability	1	0
Language/Speech Impairment	3	1
Learning Disability	7	5
Physical Disability	2	1
Mental Health Disability	8	2
Gifted	3	2
Other	3	2



Individual

Family

School

Community

Protective

Risk

Results for LGBTQ Students  
(Lesbian, Gay, Bisexual, Transgender and Queer)

LEARNING

	LGBTQ %	New Brunswick %
Number of students	4,162	38,573



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

None	18	16
Less than 1 hour a day	42	47
1 to 2 hours a day	29	30
More than 2 but less than 5 hours a day	8	7
5 or more hours a day	2	1



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

None	32	42
Less than 1 hour a day	30	34
1 to 2 hours a day	22	16
More than 2 but less than 5 hours a day	10	6
5 or more hours a day	6	3



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

Strongly agree or Agree	71	81
-------------------------	----	----



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

Getting good grades	89	94
Making friends	76	87
Participating in school activities outside of class	47	58
Getting to class on time	79	86
Learning new things	83	89
Expressing my opinion in class	60	67
Getting involved in the student council or other similar groups	34	37
Learning about my culture/heritage (e.g., Francophone, First Nations, Irish)	54	58



Individual



Family



School



Community








Protective



Risk

Results for LGBTQ Students  
(Lesbian, Gay, Bisexual, Transgender and Queer)

**SOCIAL AND EMOTIONAL DEVELOPMENT**

		LGBTQ %	New Brunswick %
		Number of students	4,162
			38,573
<b>MENTAL FITNESS</b>			
<b>P</b>		<b>Levels of mental fitness</b>	
		High	13
		Moderate	48
		Low	38
			25
			54
			21
<b>P</b>		<b>Mental fitness needs</b>	
		High level of autonomy	52
		High level of competence	60
		High level of relatedness	65
			69
			77
			79
<b>LIFE DOMAINS OF MENTAL FITNESS</b>			
<b>P</b>		<b>Satisfaction of family-related mental fitness needs</b>	
		High level of satisfaction of family-related mental fitness needs	61
		I feel free to express myself at home*	39
		I feel like I have a choice about when and how to do my household chores*	26
		I feel I do things well at home*	30
		I feel my parents think that I am good at things*	41
		My parents like me and care about me*	59
		I like to spend time with my parents*	34
			80
			55
			33
			45
			58
			76
			49
<b>P</b>		<b>Satisfaction of friends-related mental fitness needs</b>	
		High level of satisfaction of friends-related mental fitness needs	70
		I feel free to express myself with my friends*	46
		I feel I have a choice about which activities to do with my friends*	36
		I feel I do things well when I am with my friends*	36
		I feel my friends think I am good at things*	33
		My friends like me and care about me*	43
		I like to spend time with my friends*	56
			82
			54
			47
			47
			44
			52
			67
<b>P</b>		<b>Satisfaction of school-related mental fitness needs</b>	
		High level of satisfaction of school-related mental fitness needs	45
		I feel free to express myself at school*	19
		I feel I have a choice about when and how to do my schoolwork*	31
		I feel I do things well at school*	26
		I feel my teachers think I am good at things*	24
		My teachers like me and care about me*	26
		I like to be with my teachers*	17
			59
			27
			38
			37
			34
			33
			20

\*Really true for me



Individual



Family



School



Community



Protective



Risk

Results for LGBTQ Students  
(Lesbian, Gay, Bisexual, Transgender and Queer)

SOCIAL AND EMOTIONAL DEVELOPMENT

	LGBTQ %	New Brunswick %
Number of students	4,162	38,573



SCHOOL CONNECTEDNESS

School connectedness

Strong level of school connectedness	84	92
I feel close to people at my school *	66	81
I feel I am part of my school *	65	80
I am happy to be at my school *	61	75
I feel the teachers at my school treat me fairly *	78	83
I feel safe in my school *	75	86

\* Strongly agree and Agree



PRO-SOCIAL BEHAVIOURS

Pro-social behaviours

Strong level of pro-social behaviours	82	86
I often do favours for people without being asked **	66	72
I often lend things to people without being asked **	54	58
I often help people without being asked**	70	74
I often compliment people without being asked **	70	72
I often share things with people without being asked **	64	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	24	15
I cut classes or skip school ***	20	13
I make other people do what I want ***	18	12
I disobey my parents ***	26	16
I talk back to my teachers ***	18	13
I get into fights ***	14	9
I often say mean things to people to get what I want ***	10	5
I take things that are not mine from home, school or elsewhere ***	9	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

Results for LGBTQ Students  
(Lesbian, Gay, Bisexual, Transgender and Queer)

**SOCIAL AND EMOTIONAL DEVELOPMENT**

		LGBTQ %	New Brunswick %
		Number of students	4,162
			38,573
<b>BULLYING AND VICTIMIZATION</b>			
		<b>In the past couple of months, I have been bullied</b>	
		At least once	64
			52
		<b>Ways in which I have been bullied at least once</b>	
		Physical attacks (e.g., getting beaten up, pushed, or kicked)	18
		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)	49
		Cyber-attacks (e.g., by phone, being sent mean text messages or having rumours spread about you on the internet or by email)	29
		Had someone steal from me or damage my things	24
		Exclusion (being left out of things on purpose, or excluded from group of friends, or completely ignored)	44
		I was bullied with mean comments about my race/religion/personal features	27
		Other students made sexual jokes, comments, or gestures to me	32
		<b>In the past couple of months, I have bullied</b>	
		At least once	32
			25
		<b>Ways I bullied others:</b>	
		Physical attacks (e.g., beat up, pushed, or kicked)	10
		Verbal attacks (e.g., called another student mean names, made fun of, or teased in a hurtful way, threatened, told lies or spread rumours)	23
		Cyber-attacks (e.g., by phone, sending mean text messages or spreading rumours about students on the internet or by email)	12
		Stole from or damage someone else's things	9
		Exclusion (left someone out of things on purpose, or excluded them from a group of friends, or completely ignored them)	18
		I bullied with mean comments about someone's race/religion/personal features	9
		Made sexual jokes, comments, or gestures towards someone	11
		<b>The last time I saw or heard another student being bullied, I ...</b>	
		I ignored it	22
		I told my parents about it	20
		I told my teacher about it	17
		I told my principal or vice-principal about it	10
		I told an adult at the school about it	12
		I joined in the bullying	2
		<b>If a student complains to an adult at school about bullying, something is done about it</b>	
		Often and always	34
			45



Individual



Family



School



Community














Protective



Risk

Results for LGBTQ Students  
(Lesbian, Gay, Bisexual, Transgender and Queer)

SOCIAL AND EMOTIONAL DEVELOPMENT

		LGBTQ %	New Brunswick %
		Number of students	4,162
			38,573
<b>RESILIENCE</b>			
<b>P</b>	<b>Resilience</b>		
	Resilience score (Mean score, scale from 12 to 60 points)	44	49
	Resilience (High and moderate level)	51	73
<b>P</b>	<b>Resilience factors</b>		
	I am able to solve problems without harming myself or others (for example by using drugs and/or being violent)*	40	55
	I know where to go in my community to get help *	20	28
	Getting an education is important to me *	53	65
	I try to finish what I start *	35	49
	I have people I look up to *	36	48
	My parent(s)/caregiver(s) know a lot about me *	35	56
	My family stands by me during difficult times *	35	55
	My friends stand by me during difficult times *	36	46
	I have opportunities to develop skills that will be useful later in life (like job skills and skills to care for others)*	30	45
	I am treated fairly in my community *	23	39
	I feel I belong(ed) at my school *	19	31
	I enjoy my cultural and family traditions *	34	50
*describes me a lot			
<b>P</b>	<b>Are you aware of the LINK program?</b>		
	No	58	57
	Yes, I am aware of the LINK program, but I have never used it	40	42
	Yes, I have used the LINK program	3	1
<b>SENSE OF COMMUNITY</b>			
<b>P</b>	<b>Sense of community</b>		
	Sense of community (Mean score, scale from 5 to 25)	18	19
<b>P</b>	People say 'hello' and often stop to talk to each other in the street *	56	66
<b>P</b>	It is safe for younger children to play outside during the day*	76	84
<b>P</b>	You can trust people around here *	56	68
<b>P</b>	There are good places to spend your free time (e.g, recreation centres, parks, shopping centres) *	55	64
<b>P</b>	I could ask for help or a favour from neighbours *	58	71
<b>R</b>	Most people around here would try to take advantage of you if they got the chance *	24	21
*Strongly agree and agree			



Results for LGBTQ Students  
(Lesbian, Gay, Bisexual, Transgender and Queer)

**PARTICIPATION AND ENGAGEMENT**

	LGBTQ %	New Brunswick %
Number of students	4,162	38,573

**EXTRACURRICULAR ACTIVITIES**



**Participation in activities or groups inside school**

Participating in activities or groups inside school	51	49
A sports team (e.g., volleyball, hockey, soccer)	17	25
An individual sport (e.g., running, cycling, skating)	5	7
Volunteer work	11	11
Arts groups (e.g., music, dance, drama)	16	11
Student Clubs or Groups (e.g., peer helper, yearbook, TADD, gay-straight alliance)	17	11
Science or Technology (e.g., science fairs, school website)	5	6
Church or other religious/spiritual group	3	3
Other activities or groups (e.g., chess, math, debate)	11	10



**Participation in activities or groups outside school**

Participating in activities or groups outside school	48	51
A sports team (e.g., volleyball, hockey, soccer)	16	26
An individual sport (e.g., running, cycling, skating)	11	15
Volunteer work	14	13
Arts groups (e.g., music, dance, drama)	11	9
Community groups (e.g., scouts, girl guides, 4-H, cadets)	7	5
Church or other religious/spiritual group	9	10
Other activities or groups (e.g., chess, math, debate)	7	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	70	74
Supporting a cause (e.g. food bank, UNICEF, Operation Christmas Child)	31	28
Fund raising (e.g. charity, school trips)	37	39
Helping in my community (e.g. coaching sports, helping at Sunday School, volunteering at hospital)	29	31
Helping neighbours or relatives (e.g. cutting grass, babysitting, shovelling snow)	51	57
Doing other organized volunteer activity	34	35

**JOBS**



**Having a part-time job outside of school**

Yes	28	31
-----	----	----



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

I do not have a part-time job	72	69
Weekends	21	23
Weekdays	16	17
School Vacations	11	13



Individual



Family



School



Community



Protective












Risk



Results for LGBTQ Students  
(Lesbian, Gay, Bisexual, Transgender and Queer)

HEALTHY LIFESTYLES

		Number of students	LGBTQ %	New Brunswick %
<b>HEALTHY EATING</b>				
<b>P</b>		<b>Fruit and vegetable consumption the day before the survey</b>		
			4,162	38,573
		5 servings or more	44	46
<b>P</b>		<b>Drinking milk the day before the survey</b>		
		At least 2 servings of milk	41	46
<b>R</b>		<b>Unhealthy food the day before the survey</b>		
		Consumption of unhealthy food options (e.g. fries, chips, candy, chocolates, donuts, etc.)	85	86
		Consumption of sweetened non-nutritious beverages (e.g. punch, pop, energy drinks, sports drinks, etc.)	59	58
		Consumption of high-energy drinks	13	8
<b>P</b>		<b>Eating habits</b>		
		Eating an evening meal together with family, friend(s) or guardian(s) every day	43	50
		Eating breakfast daily	35	46
<b>R</b>		<b>Eating at a fast food place or restaurant in the last 7 days</b>		
		At least once	61	62
		3 times or more	15	13
<b>R</b>		<b>Eating meals while watching television in the last 7 days</b>		
		At least once	66	68
		3 times or more	42	40
<b>R</b>		<b>Reasons for skipping breakfast</b>		
		I don't have time for breakfast	29	25
		The bus comes too early	12	12
		I sleep in	15	12
		I'm not hungry in the morning	30	24
		I feel sick when I eat breakfast	19	12
		I'm trying to lose weight	10	4
		There is nothing to eat at home	7	4
<b>R</b>		<b>The variety of food offered at school (cafeteria, hot lunch, vending machines, and canteen)</b>		
		Thinking that there is not enough variety	25	26



Results for LGBTQ Students  
(Lesbian, Gay, Bisexual, Transgender and Queer)

HEALTHY LIFESTYLES



HEALTHY EATING

	LGBTQ %	New Brunswick %
Number of students	4,162	38,573

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

A breakfast program	52	51
A fruit and vegetable snack program	13	15
Healthy foods sold at sporting events or special food events (e.g., dances and movie nights)	11	14
Healthy foods or non-food items sold for fundraising	14	14
Healthy foods offered in vending machines and at canteens	19	18
Healthy foods offered at cafeteria or in hot lunch program	41	43
Information in your cafeteria about how to make healthier food choices	12	12
Lower prices for healthier foods	5	5
School staff (teachers, custodians) show a positive attitude towards healthy living and health-related issues	33	34

PHYSICAL ACTIVITY



Physical activity

Students meeting the guideline on 60 min of Moderate or Vigorous Physical Activity (MVPA) daily	15	22
Students who spend more than 2 hours per day of screen time	72	63



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

Actively (e.g., walk, bike, skateboard)	9	7
Inactively (e.g., Car, bus, public transit)	74	77
Mixed (actively and inactively)	17	16



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

0 classes	50	43
1 class	8	8
2 classes	16	20
3 classes	10	12
4 classes	4	5
5 classes	11	13

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

Yes	29	40
None offered	5	4



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

Yes	25	37
None offered	3	2



Individual



Family



School



Community



Protective



Risk

Results for LGBTQ Students  
(Lesbian, Gay, Bisexual, Transgender and Queer)

HEALTHY LIFESTYLES

	LGBTQ %	New Brunswick %
Number of students	4,162	38,573



SLEEP

Sleep		
Sleeping 8 hours or more every night	28	39

SMOKING



Has tried smoking		
All grades	31	23
Grade 6	15	3
Grade 7	8	6
Grade 8	17	11
Grade 9	30	21
Grade 10	33	29
Grade 11	46	38
Grade 12	53	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)	30	22



Current smokers		
Daily or occasional	18	11
Daily	7	4



Alternative smoking products		
I have tried alternative smoking products	36	28
Smoking little cigars or cigarillos (plain or flavoured)	19	15
Smoking cigars (not including little cigars or cigarillos, plain or flavoured)	13	11
Smoking roll-your-own cigarettes (tobacco only, in rolling papers)	13	7
Smoking bidis (little cigarettes hand-rolled in leaves, tied with string at the ends, and may come in different flavours)	4	2
Using smokeless tobacco (chewing tobacco, pinch, snuff, or snus)	6	5
Using nicotine patches, nicotine gum, nicotine lozenges, or nicotine inhalers	5	2
Using a water pipe (hookah) to smoke shisha (herbal or tobacco)	11	7
Using blunt wraps (a tube made of tobacco used to roll cigarette tobacco)	7	5
Using e-cigarettes (electronic cigarettes, vape)	27	22



Individual



Family



School



Community



Protective






Risk

Results for LGBTQ Students  
(Lesbian, Gay, Bisexual, Transgender and Queer)



HEALTHY LIFESTYLES

	LGBTQ %	New Brunswick %
Number of students	4,162	38,573

SMOKING

	LGBTQ %	New Brunswick %
<b>R</b> <b>Smoking environment</b>		
 Having at least one person at home who smokes	23	16
 Having at least one parent (or step-parent or guardian) who smokes	48	39
 Having at least one sibling who smokes	22	16
Having at least one friend who smokes	35	26
Was in a car with someone who was smoking cigarettes in the 7 days prior to the survey (one or more days)	27	21
<b>Rules about smoking in your home</b>		
<b>P</b> No one is allowed to smoke in my home	73	80
<b>R</b> Only special guests are allowed to smoke in my home	3	2
<b>R</b> People are allowed to smoke only in certain areas in my home	16	12
<b>R</b> People are allowed to smoke anywhere in my home	9	5
<b>P</b> <b>Whether school has a clear set of rules about smoking for students to follow</b>		
Yes (among students who answered "yes" or "no")	84	88
I don't know	30	30
<b>P</b> <b>The smoking rules at the school</b>		
Reporting that students do get into trouble if they are caught breaking the smoking rules at this school	58	63

ALCOHOL AND DRUGS

<b>R</b> <b>Consumption of alcohol</b>		
 Has ever had a drink of alcohol that is more than just a sip	38	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	22	25
Heavy drinking: 5 or more drinks at one time, at least once a month in the past 12 months	15	17
<b>R</b> <b>Using marijuana or cannabis (a joint, pot, weed, hash)</b>		
 Has ever used or tried marijuana or cannabis (a joint, pot, weed, hash...)	30	24
Average age at which grade 12 students first used or tried marijuana (years)	14	15
<b>R</b> <b>Using marijuana or cannabis (a joint, pot, weed, hash) in the past 12 months</b>		
Used	25	19
Everyday	6	3



Individual



Family



School



Community



Protective








Risk

Results for LGBTQ Students  
(Lesbian, Gay, Bisexual, Transgender and Queer)



SAFETY



		LGBTQ %	New Brunswick %
	Number of students	4,162	38,573



**INJURIES**

		LGBTQ %	New Brunswick %
	<b>Injuries</b>		
	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	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	18	17
	Wearing a helmet when you rode a bicycle during the past 12 months (always)	30	30
	Has been injured and had to be treated by a doctor or nurse during the past 12 months	29	30

**SEXUAL ABUSE**

		LGBTQ %	New Brunswick %
 	<b>Students who reported being sexually violated</b>		
	All students	18	10
	Male	13	7
	Female	19	12









		LGBTQ %	New Brunswick %
 	<b>Students who reported being exposed to dating violence in the past 12 months</b>		
	All students	27	16
	Male	22	12
	Female	27	19

		LGBTQ %	New Brunswick %
 	<b>Do you know when you are legally able to consent to sexual activity? (yes)</b>		
	Male	55	68
	Female	64	63



Results for LGBTQ Students  
(Lesbian, Gay, Bisexual, Transgender and Queer)

HEALTH STATUS

		LGBTQ %	New Brunswick %
		Number of students	4,162
			38,573
<b>HEALTHY WEIGHTS</b>			
		<b>Weights</b>	
		Healthy weight	59
		Underweight	7
		<b>Overweight or obese</b>	
		Male	33
		Female	34
<b>SELF RATED HEALTH AND WELL-BEING</b>			
		<b>Perceived health and well-being</b>	
		Reporting that health is "very good" or "excellent"	48
		Rating of life satisfaction (Mean score, scale from 0 to 10)	6
<b>Level of life satisfaction (scale from 0 to 10, where 0 is the "worst life possible" and 10 is the "best life possible")</b>			
		Score: 0-5	32
		Score: 6-7	31
		Score: 8-9	28
		Score: 10	9
		<b>Depression or anxiety</b>	
		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	55
		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	55



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.