

The Student Health Survey in 2006/07 and 2008/09

A Comprehensive Report



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Background

In 2006, a Saskatoon Health Region study compared the health status and outcomes of residents of certain low-income neighbourhoods¹ in Saskatoon to certain affluent neighbourhoods, as well as to the rest of Saskatoon.¹ This study found that low-income residents experienced significantly worse health outcomes compared to other residents in the areas of: mental health disorders, suicide attempts, injuries and poisonings, diabetes, coronary heart disease, chronic obstructive pulmonary disorder, chlamydia, gonorrhoea, hepatitis C, teen births, low birth weight, infant mortality, and all cause mortality.¹

Community consultations were initiated to share the findings of this study and to gather perspectives on next steps. The consultations revealed that if there were interventions the interventions should: begin with children, have a strong relationship between community residents and schools, be located in the schools, and should not only address health care needs, but also include recreational activities.² A telephone survey with 5000 Saskatoon residents also determined that the majority of residents supported interventions among children.³ It was decided that children in the middle years of school (grades 5 to grade 8) would be chosen for assessment and intervention. Children in these grades often have the best chance of a positive response to interventions and at these ages most children will still be in school.⁴

Prior to the implementation of an intervention, there was a need to establish baseline levels of health status in children in grades 5 to 8 in Saskatoon schools. To support this endeavour, a Canadian Institute of Health Research grant titled “Reducing Health Disparities and Promoting Equity for Vulnerable Populations – Interdisciplinary Capacity Enhancement Grant” was obtained. This grant funding supported the administration of a cross-sectional survey with children in grades 5 to 8 in Saskatoon entitled the Student Health Survey.

The goals of the Student Health Survey are:

- To provide information to Saskatoon Health Region (SHR), our partners, and the public about the overall health status of children (grades 5-8) in Saskatoon.
- To provide evidence that will influence policy and practice in SHR and externally.
- To support the identification, implementation, and evaluation of interventions aimed at addressing health issues among children in Saskatoon.

¹ Neighbourhoods included: Confederation Suburban Centre, Meadowgreen, Pleasant Hill, Westmount, Riversdale, and King George.

Introduction

Student Health Survey 2006/2007

In the winter of the 2006/2007 school year, the first Student Health Survey was administered. Both the Saskatoon Public School Division and the Greater Saskatoon Catholic School Division participated in the survey with a total of 76 elementary schools that took part. The 2006/2007 Student Health Survey contained 106 questions that measured general health, mental health, risk behaviours (smoking, drinking, and drug use), nutrition, socioeconomic status, and school-related variables (Table 1). The full survey can be found in Appendix A.

When possible, scales that had been used in other studies were selected for inclusion in the survey, so that the psychometric properties of each scale would be available with complete references. For example, questions related to school, peer groups/friendship, leisure activities, social support, risk behaviours, self-perceived health status, physical health, and emotional health were originally found in the National Longitudinal Survey for Children and Youth (NLSCY) developed by Statistics Canada.⁵

Table 1 Student Health Survey 2006/2007 Survey Topics

Demographics

- Age
- Grade
- Gender
- Cultural Status
- Living Arrangements

Socioeconomic Status

- Occupation
 - Father's
 - Mother's
- Education
 - Father's
 - Mother's
- School Location

School

- Attitudes towards
- How well doing in
- Attendance
 - Skipped
 - Suspended

Peer Groups/Friendships

- Have friends
- Get along with others

- Feel like an outsider

Social Support

- Availability of
- Relationship to

Leisure Activities

- Hours watching T.V., video, games
- Involvement in art, drama, crafts
- Reading for fun – frequency

Physical Activity

- Exercise – duration, frequency, intensity
- Team sports, individual sports, individual activities

Risk Behaviours

- Smoke Cigarettes
- Drink Alcohol
- Marijuana Use

Self-Perceived Health Status

- Self Rated Health
- Self Rated Mental Health

Physical Health

- Height, Weight, BMI
- Selected Health Problems – Last 6 Months

Nutrition

- Went Hungry – Last 30 Days
- Fruit and Vegetable Servings

Emotional Health

- Self-Esteem
- Depressed Mood
- Anxiety
- Pro-Social Behaviours
- Suicide Ideation

Change Orientation

- Contemplating changing health behaviours
- Availability of resources to change
- Stage of Change
- Planned Behavioural Change
 - Knowledge
 - Motivation
 - Skills
 - Access/Barriers/Resources

Student Health Survey 2008/2009

In the fall/winter of the 2008/2009 school year, the second Student Health Survey was administered. Again, both the Saskatoon Public School Division and the Greater Saskatoon Catholic School Division participated. A total of 76 elementary schools were included in the sample. The 2008/2009 survey contained 114 questions, which primarily focused on physical activity, mental health, and bullying. The survey also included questions that measured: demographics, socioeconomic status, and relationship with parents (Table 2).

The scales and questions used in the 2008/2009 Student Health Survey were obtained from a variety of sources. The survey can be found in Appendix B. Questions related to general health status, emotional health (with the exception of the reasons for depression), and peer group/friendship originated from the NLSCY. Questions pertaining to parent relationships were from the Health Behaviour in School-Aged Children (HBSC) survey developed by the World Health Organization.⁶ Physical activity measures were from the SHAPES Physical Activity Questionnaire developed at the University of Waterloo.⁷ Physical activity stages and bullying questions were drawn from the Safe School Survey.^{8,9}

Table 2 Student Health Survey 2008/2009 Survey Topics

Demographics

- Age
- Gender
- Grade
- Cultural Status
- Living Arrangements

Socioeconomic Status

- Occupation
 - Father's
 - Mother's
- Education
 - Father's
 - Mother's
- School Location

Parent Relationship

- Parent Expectations
- Home Life

Physical Activity

- Exercise – duration, frequency, intensity
- Team sports, individual sports
- Physical Education Classes
- Environmental Factors
- Family Support
- Peer Support

Physical Health

- Height, Weight, BMI

Self-Perceived Health Status

- Self Rated Health
- Self Rated Mental Health

Emotional Health

- Self-Esteem
- Depressed Mood
- Reasons for Depression
- Suicide Ideation

Peer Groups/Friendships

- Have friends
- Get along with others
- Feel like an outsider

Bullying

- Frequency of bullying
- Location of bullying
- Action taken when last seen/heard bullying

Methods

Sample

2006/2007 Student Health Survey. Every student in grades 5-8 in Saskatoon was asked to complete our survey in February of 2007. There were 9958 children registered in these grades. In total, 4093 students in grades 5-8 took part in the survey (response rate of 41.1%).

2008/2009 Student Health Survey. For the second Student Health Survey, every student in grades 5-8 in Saskatoon was asked to complete our survey in September of 2008. There were 9370 children registered in these grades. In total, 4200 students in grades 5-8 took part in the survey (response rate of 44.8%).

Consent

A four stage informed consent protocol was employed. Written consent was obtained from both School Divisions. Verbal consent was obtained from the Principal of each school. If these consents were obtained, written informed consent was obtained from parents. If the parent approved, written informed consent was obtained from each child prior to starting the survey. Although the four stage informed consent policy ensured that the children were protected, this extensive consent protocol most likely resulted in lower participation rates.

Procedure

Once consent was obtained, a research assistant delivered the surveys to each school. The classroom teacher administered the survey. Students were asked to provide written informed consent that they understood the study, its voluntary nature and were willing to participate. Students that did not have parental consent and/or did not wish to complete the survey were asked to continue with their regular school work. Each student was given an envelope with their survey to place and seal it in after they were finished. Upon completion of the surveys, the school then contacted the research assistant to pick up the surveys.

Data Cleaning

The first step of data cleaning was done through descriptive analysis. A frequency data run of each variable was performed and checked for obvious keying errors and system missing variables. The second step of data cleaning was a random check. Using SPSS, approximately 10% of the participants were randomly selected for a check of their responses. The researchers pulled all the selected participants' paper copies of the survey and visually checked each of their responses for possible errors. Of the 4200 participants, 411 surveys (9.8%) were visually checked for accuracy. Results of the random visual check confirmed that the data was entered accurately with no major issues.

Data Analysis

Descriptive analysis was completed by generating frequencies. Z-scores were used to determine significant differences between groups when the variable was categorical; t-scores were used to determine significant differences between groups when the variable was continuous. Rate ratios and their confidence intervals were also used to compare significant differences between 2006/2007 and 2008/2009 Student Health Survey results.

Results

2006/2007 Student Health Survey

Demographics

The majority of the students that participated in the Student Health Survey were Caucasian (80.2%), went to a public school (60.3%), and lived in a two parent household (77.9%). It was also reported that the majority of parents were University graduates (58.7% of fathers; 65.0% of mothers), which could be due either to an overestimation of parental education levels by students or our sample was skewed towards students that come from families with higher levels of education. This should be considered when interpreting results. The demographics of the participants are detailed in Table 3.

Schools were grouped according to the neighbourhood in which they were located. Neighbourhood income designations were determined with Statistic Canada's Low-Income Cut-Off (LICO). Neighbourhoods were divided into three categories; 1) low-income neighbourhoods, 2) affluent neighbourhoods, and 3) the rest of Saskatoon (Figure 1). According to the 2006/2007 Student Health Survey, 84.9% of students attended school in a middle income neighbourhood (referred to as 'rest of Saskatoon' in Figure 1 below).

Figure 1 Neighbourhood Groupings in Saskatoon, SK

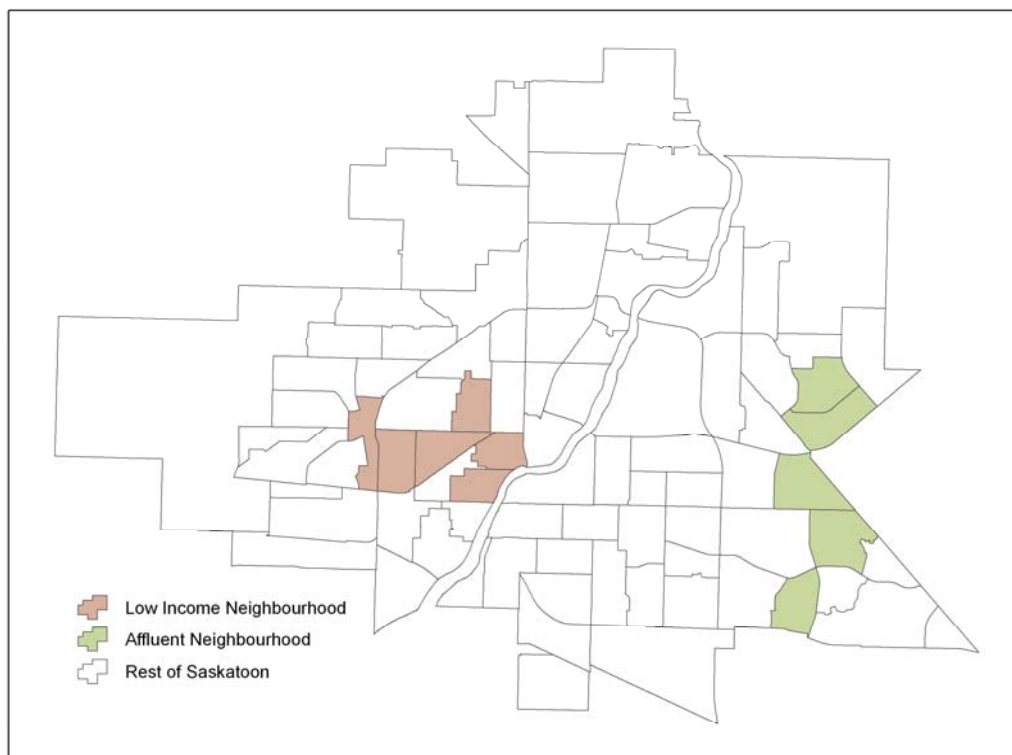


Table 3 Demographics of 2006/2007 Student Health Survey Respondents		
Indicator	n	Percentage (%)
Age		
10 and under	369	9.4%
11	1287	32.7%
12	993	25.2%
13 and above	1290	32.7%
Grade		
Grade 5	1078	28.1%
Grade 6	969	25.2%
Grade 7	925	24.1%
Grade 8	869	22.6%
Sex		
Male	1903	47.2%
Female	2131	52.8%
Cultural status		
Caucasian	3170	80.2%
Aboriginal	324	8.2%
Other	457	11.6%
Neighbourhood income		
Affluent	509	12.4%
Low	107	2.6%
Rest of Saskatoon (middle)	3477	84.9%
School type		
Public school	2467	60.3%
Catholic school	1626	39.7%
Living situation		
Both parents	3124	77.9%
Single parent	696	17.4%
Other living arrangement	191	4.8%
Father occupation		
Professional/management	1097	32.6%
Clerical/sales/service	712	21.2%
Manual/construction/transport/farmer	969	28.8%
Homemaker	9	0.3%
Student	27	0.8%
Unemployed	48	1.4%
Retired	12	0.4%
Other	486	14.5%
Mother occupation		
Professional/management	1338	38.7%
Clerical/sales/service	1248	36.1%
Manual/construction/transport/farmer	91	2.6%
Homemaker	272	7.9%
Student	79	2.3%
Unemployed	95	2.8%
Retired	5	0.1%
Other	326	9.4%

Indicator	n	Percentage (%)
Father education		
Less than high school	252	7.4%
High school graduate	1159	33.9%
University graduate	2006	58.7%
Mother education		
Less than high school	164	4.6%
High school graduate	1080	30.4%
University graduate	2311	65.0%

Behaviours

Questions related to behaviours included: skipping school, being suspended from school, reading for fun, TV watching, physical activity, smoking, drinking alcohol, drug use, and fruit and vegetable servings eaten.

Skipping School and Being Suspended from School. The majority of the students had never skipped school and had never been suspended from school (92.2% and 94.4%, respectively).

Reading for Fun Outside of School. Over 30% of students reported that they read everyday for fun, while 14.6% of students reported almost never reading for fun outside of school (Table 4).

TV Watching. The majority of the students reported that they watched TV or played video games two hours or less a day (55.0%). However, 43.3% of students reported that they watched TV or played video games three or more hours (Table 4). The Media Awareness and the Canadian Paediatric Society (2003) reported that children who watch four or more hours of TV a day are at greater risk for obesity than those that only watch less than two hours of TV a day.¹⁰

Physical Activity. If the student reported that they had participated in a sport or activity 5-7 days per week, spent more than an hour doing that activity or sport, and performed the activity or sport somewhat hard or more, the student met the criteria for being physically active.ⁱⁱ Based on this criterion, only 9.2% of students met the criteria for being physically active (Table 4).

Smoking. The majority of the students reported that they had never tried smoking (96.4%), while 3.6% of the students reported that they had tried smoking (Table 4).

Drinking. 15.4% of students reported that they had tried alcohol, and 6.4% of those who had tried alcohol before indicated that they had been drunk (Table 4). When asked at what age they had been drunk for the first time, 4.5% reported being drunk for the first time at 10 years old or younger (Table 4).

Drugs. The majority of the students reported that they had never tried marijuana (95.4%), and 4.6% reported that they had tried marijuana (Table 4).

ⁱⁱ Criteria was based on the Canadian Physical Activity Guide for Children and Youth which states that children should be performing at least 90 minutes of moderate to vigorous physical activity every day.

Fruit and Vegetable Servings. The majority of the students reported that they ate fruits and vegetables less than six times per day (Table 4). The Canadian Food Guide suggests that children ages 9 to 13 years old should consume six servings of fruits and vegetables per day.¹¹

Table 4 Behaviour Variables of 2006/2007 Student Health Survey Respondents		
Indicator	n	Percentage (%)
Skipped school		
Never	3749	92.2%
One or more times	315	7.8%
Suspended from school		
Never	3817	94.4%
One or more times	228	5.6%
Reading for fun		
Everyday	1299	32.0%
Once a week or less	2174	53.5%
Almost never	592	14.6%
TV watching		
I don't watch TV or play video games	70	1.7%
Two hours or less	2229	55.0%
Three or more hours	1756	43.3%
Physical activity		
Meets criteria	364	9.2%
Does not meet criteria	3610	90.8%
Smoking		
Has tried	147	3.6%
Has not tried	3890	96.4%
Drinking		
Has tried	622	15.4%
Has not tried	3418	84.6%
Has been drunk		
Yes	263	6.4%
No	3830	93.6%
Age when drunk for the first time		
Age 10 and under	67	24.5%
Age 11 to 15	207	75.5%
Marijuana use		
Has tried	184	4.6%
Has not tried	3836	95.4%
Fruits and vegetable servings		
Less than six times per day	2355	58.7%
Six or more times per day	1660	41.3%

Social Variables

Questions related to social variables included: friends' behaviours, a friendship scale, whom the students can talk to other than friends, how much students liked school, how well students did in school, and extracurricular activities.

Friends' Behaviours. Only 1.3% of students reported that most or all of their friends smoked cigarettes; 3.6% of students reported that most or all of their friends drank alcohol; 1.2% of students reported that most or all of their friends broke the law by stealing, hurting someone or damaging property; 3.2% of students reported that most or all of their friends had tried marijuana; 70.4% of students reported that most or all of their friends exercised regularly; and 77.2% of students reported that most or all of their friends ate fruits and vegetables regularly (Table 5).

Friendship Scale. Two questions comprised the friendship scale on the 2006/2007 Student Health Survey: "*I have many friends*" and "*I get along easily with others my age*". Each question had five response categories, which were scored from 0 to 4. Total friendship scale scores ranged from 0-8 (with zero indicating a student reported having no friends). In 2006/2007, the average score on the friendship scale was 6.8 (n=4044).

Having Someone to Talk to. Students were asked if they had someone other than their close friends to talk to about themselves or their problems. The majority of the students reported that they did have someone to talk to about themselves or their problems (81.4%). When asked what that person's relationship was to them, 39.0% said it was a parent or guardian, followed closely by a relative (24.5%; Table 5).

School. Almost a quarter of the students reported that they did not like school very much or that they hated school (23.6%), while 68.9% of students reported that they thought they were doing very well or well in their school work (Table 5).

Activities. The majority of the students reported they had participated in sports or done a physical activity without a coach or instructor five times or more in the past 12 months (73.4%). The majority of students also reported that they had participated in a sport or physical activity with a coach or instructor five times or more in the past 12 months (68.9%). Only 45.0% of students reported that they had taken part in dance, gymnastics, karate or other group lessons five times or more in the past 12 months, while 37.5% of students reported that they had taken part in art, drama or music groups, clubs or lessons five times or more in the past 12 months. When asked if they had participated in clubs or groups such as Guides, Scouts or 4-H club, only 23.5% said they had participated five times or more in the past 12 months, while 48.6% reported that they had done a hobby or a craft five times or more in the past 12 months (Table 5).

Table 5 Social Variables of 2006/2007 Student Health Survey Respondents		
Indicator	n	Percentage (%)
Friends who smoke cigarettes		
None	3596	88.5%
A few	412	10.1%
Most/all	53	1.3%
Friends who drink alcohol		
None	3208	79.2%
A few	699	17.3%
Most/all	145	3.6%
Friends who break the law		
None	3405	84.3%
A few	586	14.5%
Most/all	50	1.2%
Friends who smoke marijuana		
None	3499	87.2%
A few	385	9.6%
Most/all	130	3.2%
Friends who exercise regularly		
None	211	5.2%
A few	980	24.3%
Most/all	2835	70.4%
Friends who eat fruits and vegetables		
None	142	3.5%
A few	776	19.2%
Most/all	3119	77.2%
Having someone to talk to		
Yes	3090	81.4%
No	704	18.6%
What is their relationship to you?		
Parent or guardian	2758	39.0%
Relative	1733	24.5%
Teacher	880	12.4%
Coach or leader	434	6.1%
Health care worker	355	5.0%
Other	913	12.9%
How do you feel about school?		
I like school very much/quite a bit/a lot	3104	76.4%
I don't like school very much/I hate school	961	23.6%
How well do you think you are doing in your school work?		
Very well/well	2804	68.9%
Average	1096	26.9%
Poorly/very poorly	168	4.1%
Played sport/physical activity without a coach or instructor		
Never	210	5.2%
One to 4 times	870	21.4%
5 times or more	2984	73.4%

Table 5 Social Variables of 2006/2007 Student Health Survey Respondents continued		
Indicator	n	Percentage (%)
Played sport/physical activity with a coach or instructor		
Never	435	10.7%
One to 4 times	827	20.4%
5 times or more	2800	68.9%
Taken part in group lessons		
Never	1071	26.4%
One to 4 times	1156	28.5%
5 times or more	1823	45.0%
Taken part in arts and culture		
Never	1157	28.7%
One to 4 times	1366	33.8%
5 times or more	1512	37.5%
Taken part in clubs or groups		
Never	1933	47.9%
One to 4 times	1144	28.4%
5 times or more	961	23.8%
Hobby or craft		
Never	445	11.0%
One to 4 times	1839	40.4%
5 times or more	1972	48.6%

Health

Questions related to students' health included: self-reported health and mental health, body mass index (BMI), general health complaints, hunger, and self-reported diabetes.

Self-Reported Health. Over three quarters of students reported that their health was excellent/very good (78.2%), while 3.4% of the students reported that their health was fair/poor (Table 6).

Self-Reported Mental Health. The majority of the students reported that their mental health was excellent/very good (80.6%), while 4.5% reported that their mental health was fair/poor (Table 6).

Body Mass Index (BMI). To calculate students' BMI, students were asked to provide their height and weight on the questionnaire. The Centres for Disease Control and Prevention Body Mass Index for Age Percentiles Charts for boys and girls 2-20 years were used to determine the students' BMI by age.¹² Overall, 18.2% of the respondents were found to be overweight/obese (Table 6).

Self-Reported Diabetes. 1.6% of students reported they had diabetes (Table 6).

Health Complaints. Students were asked to report the frequency of experiencing several health complaints. The list included: headaches, stomach aches, backaches, difficulties getting to sleep, injuries, and breathing problems. The majority of students reported that they experienced headaches in the past six months from once a month to about once a week in frequency (48.7%), and this was also the case for stomach aches (51.5%). For backaches and breathing problems, the majority of students reported that they experienced backaches and breathing problems seldom or never (63.0% and 82.3%, respectively). When asked about the frequency of having difficulties getting to sleep, the majority of the students reported that this happened seldom or never, followed closely by about once a month/about once a week (39.7% and 37.3%, respectively).

Hunger. Students were asked to report how often in the past 30 days had they gone hungry because there was not enough food. The majority of the students reported that this occurred rarely/never (89.1%), while 3.1% reported that it occurred most of the time or always (Table 6).

Table 6 Health Variables of 2006/2007 Student Health Survey Respondents		
Indicator	n	Percentage (%)
Self-report health		
Excellent/very good	3166	78.2%
Good	743	18.4%
Fair/poor	139	3.4%
Self-report mental health		
Excellent/very good	3216	80.6%
Good	596	14.9%
Fair/poor	179	4.5%
Body mass index		
Normal weight	2867	81.8%
Overweight/obese	640	18.2%
Diabetes		
Yes	65	1.6%
No	3917	98.4%
Headaches		
Seldom or never	1586	39.5%
About once a month/about once a week	1957	48.7%
More than once a week/most days	472	11.8%
Stomach aches		
Seldom or never	1657	41.5%
About once a month/about once a week	2057	51.5%
More than once a week/most days	278	7.0%
Backaches		
Seldom or never	2510	63.0%
About once a month/about once a week	1158	29.1%
More than once a week/most days	313	7.9%
Difficulties getting to sleep		
Seldom or never	1590	39.7%
About once a month/about once a week	1494	37.3%
More than once a week/most days	919	23.0%
Injuries		
Seldom or never	1818	45.9%
About once a month/about once a week	1794	45.3%
More than once a week/most days	345	8.7%
Breathing problems		
Seldom or never	3259	82.3%
About once a month/about once a week	546	13.8%
More than once a week/most days	153	3.9%
Being hungry		
Rarely/never	3581	89.1%
Sometimes	314	7.8%
Most of the time/always	126	3.1%

Mental Health

Questions related to mental health included: feeling like an outsider at school, bullying, self-esteem, anxiety, depressed mood, and suicide ideation.

Outsider at School. The majority of students reported that they rarely or never felt like an outsider at school (68.7%); however, 9.1% reported that they felt this way all of the time or most of the time (Table 7).

Bullying. Over half of the students (52.3%) reported that they had been either threatened at school, on the school bus, or elsewhere one or more times in the past 12 months (Table 7).

Self-Esteem. To determine self-esteem, a four question scale was used. Each question had five response categories, which were scored from 0 to 4. Total self-esteem scores ranged from 0-16 (with zero indicating no self-esteem). In 2006/2007, the average self-esteem score was 13.2 (n=3990).

Anxiety. To determine anxiety, a seven question scale was used. Each question contained four response categories, which were scored from 0 to 4. Total anxiety scores ranged from 0-21 (with zero indicating no anxiety). In 2006/2007, the average anxiety score was 2.96 (n=3841).

Depressed Mood. To determine depressed mood of students, the CES-D-12 was used.¹³ The CES-D-12 includes 12 questions, each of which contains four response categories. In order for the lowest score value to be zero, the value of each question was reduced by one when calculating the score. The final score was derived by totalling the values of all items with non-missing values. Answer categories were reversed for the questions that have negative loading. The total score range is 0 to 36, where a score between 0-11 indicates minimal depressed mood, a score between 12-20 indicates moderate depressed mood, and a score between 21-36 indicates severe depressed mood symptoms. The majority of students reported minimal depressed mood symptoms (79.2%), while 3.9% of students reported severe depressed mood symptoms (Table 7).

Suicide Ideation. 8.9% of students reported that they had seriously considered suicide in the past 12 months (Table 7). Students were provided with the Kid's Help Phone number on the survey, so they could access counselling services if they needed someone to talk to. It should be noted that the Student Health Survey is not designed to be a clinical and/or diagnostic tool.

Table 7 Mental Health Variables of 2006/2007 Student Health Survey Respondents		
Variables	n	Percentage (%)
Felt like an outsider at school		
All of the time/most of the time	371	9.1%
Some of the time	899	22.1%
Rarely/never	2791	68.7%
Bullying		
Yes	2096	52.3%
No	1914	47.7%
Depressed Mood		
Minimal	3095	79.2%
Moderate	662	16.9%
Severe	152	3.9%
Suicide Ideation		
Yes	349	8.9%
No	3582	91.1%

Neighbourhood Comparisons

Neighbourhood comparisons were completed with 2006/2007 Student Health Survey results to determine the presence of significant health disparities in Saskatoon. As noted earlier, the school location was divided into three categories; 1) low-income neighbourhoods, 2) affluent neighbourhoods, and 3) the rest of Saskatoon (or middle income). School location was used as a proxy to determine neighbourhood income. Comparisons were completed for behaviour variables, social variables, health variables, and mental health variables. Overall, 2.6% of the sample attended a school in the low-income neighbourhoods, 12.4% attended a school in the affluent neighbourhoods, and 84.9% of the sample went to schools that were located in the rest of Saskatoon. For the purposes of this report, comparisons between the low-income neighbourhoods and the affluent neighbourhoods are reported.

Behaviours

Students from low-income neighbourhood schools were significantly more likely than students who attended an affluent neighbourhood school to have skipped school one or more times, been suspended from school one or more times, watched television or played video games for three or more hours per day, tried smoking, tried drinking, been drunk, and tried marijuana (Table 8).

Indicator	Low-income Neighbourhoods	Affluent Neighbourhoods	Z-Score	P-value
Skipped school – one or more times	32.7% (21.9-43.5)	4.9% (3.0-6.9)	8.78*	<.0001
Suspend from school – one or more times	10.5% (4.3-16.7)	1.6% (0.5-2.7)	4.78*	<.0001
Reading – almost never	16.8% (9.1-24.6)	13.2% (10.1-16.4)	0.97	0.166
TV watching – three or more hours	55.1% (41.1-69.2)	38.7% (33.3-44.1)	3.14*	0.008
Physical activity – meets criteria	6.9% (1.8-11.9)	12.2% (9.2-15.3)	-1.56	0.05
Smoking – have tried	27.5% (17.3-37.6)	2.2% (0.9-3.5)	9.48*	<.0001
Drinking – have tried	38.2% (26.2-50.2)	10.5% (7.7-13.3)	7.13*	<.0001
Have been drunk – yes	29.0% (18.8-39.2)	3.3% (1.8-4.9)	8.99*	<.0001
Marijuana – have tried	35.3% (23.8-46.8)	1.8% (0.6-3.0)	11.76*	<.0001
Fruits and vegetables servings – less than six	65.7% (50.0-81.4)	59.2% (52.5-65.9)	1.22	.1112

Social Variables

Students who attended schools in low-income neighbourhoods were significantly more likely than students who attended schools in affluent neighbourhoods to report their friends drank alcohol; more likely to report their friends broke the law by stealing, hurting someone or damaging property; more likely to report their friends smoked marijuana; less likely to report their friends exercised regularly; less likely to report their friends ate fruits and vegetables regularly; more likely to have few friends and not get along with others their age; more likely to report doing poor/very poor in their school work; less likely to have participated in a sport or activity with a coach or instructor; less likely to have participated in group lessons; and less likely to have participated in clubs or groups (Table 9).

Table 9 Self-report Social Variables by Neighbourhood Income				
Indicator	Low-income Neighbourhoods	Affluent Neighbourhoods	T-Score	P-Value
Friendship scale – average score	6.1	7.1	-5.05*	<.0001
Indicator	Low-income Neighbourhoods	Affluent Neighbourhoods	Z-Score	P-Value
Friends smoking – most/all	14.4% (7.1-21.7)	0.2% (-0.2-0.6)	8.25*	<.0001
Friends drinking – most/all	12.4% (5.7-19.1)	1.4% (0.4-2.4)	5.75*	<.0001
Friends break law – most/all	11.0% (4.5-17.5)	1.0% (0.1-1.9)	5.69*	<.0001
Friends smoke marijuana – most/all	20.2% (11.3-29.1)	2.0% (0.8-3.2)	7.59*	<.0001
Friends exercise – most/all	42.0% (29.3-54.7)	82.1% (47.2-90.0)	-8.51*	<.0001
Friends eat fruits and vegetables- most/all	45.2% (32.3-58.1)	83.5% (75.6-91.5)	-8.46*	<.0001
Have someone to talk to – no	19.4% (10.7-28.1)	14.6% (11.2-18.0)	-13.60*	<.0001
Liking school – I don't like school very much/I hate school	23.4% (14.2-32.5)	23.1% (18.9-27.3)	0.05	.5199
How well do you think you are doing in your school work – poorly/very poorly	12.1% (5.5-18.8)	2.8% (1.3-4.2)	4.30*	<.0001
Played sports or activity with a coach – never	21.7% (12.8-30.6)	5.1% (3.2-7.1)	4.76*	<.0001
Played sports or activity without a coach - never	8.5% (2.9-14.0)	4.7% (2.8-6.6)	1.56	0.05
Taken part in group lessons – never	39.6% (27.6-51.6)	21.8% (17.7-25.9)	3.86*	0.0001
Taken part in arts and culture – never	34.6% (23.4-45.7)	24.5% (20.1-28.8)	2.16*	0.015
Taken part in clubs or groups - never	60.7% (46.0-75.5)	40.9% (35.3-46.5)	3.75*	0.0001
Hobbies or crafts – never	14.3% (7.1-21.5)	9.7% (7.0-12.4)	1.41	0.07

* significant at p<.05

Health Variables

Students that attended schools in low-income neighbourhood were significantly more likely to report fair or poor general health, fair or poor mental health, and were more likely to report difficulties sleeping more than once a week or most days compared to students who attended schools in affluent neighbourhoods (Table 10).

Indicator	Low-income Neighbourhoods	Affluent Neighbourhoods	Z-Score	P-value
Self-report health – fair/poor	14.3% (7.1-21.5)	1.8% (0.6-3.0)	5.97*	<.0001
Self-report mental health – fair/poor	12.5% (5.7-19.3)	1.4% (0.4-2.5)	5.71*	<.0001
Body mass index – overweigh/obese	23.5% (12.0-35.1)	13.9% (10.5-17.4)	2.05*	0.02
Diabetes – yes	1.0% (-1.0-3.0)	2.2% (0.9-3.6)	-0.79	0.21
Headache – more than once a week/most days	14.6% (7.2-21.9)	9.8% (7.1-12.6)	1.42	0.08
Stomach ache – more than once a week/most days	8.0% (2.5-13.5)	3.8% (2.1-5.5)	1.84*	0.03
Backache – more than once a week/most days	9.1% (3.2-15.0)	5.0% (3.1-7.0)	1.59	0.06
Difficulties getting to sleep – more than once a week/most days	32.0% (21.1 – 43.0)	17.0% (13.4-20.7)	3.49*	0.0002
Injuries – more than once a week/most days	11.0% (4.5-17.5)	7.9% (5.5-10.4)	1.00	0.16
Breathing problems – more than once a week/most days	4.9% (0.6-9.2)	2.8% (1.3-4.3)	1.09	0.14
Hungry because there was not enough food – most of the time/always	2.0% (-0.8-4.7)	2.2% (0.9-3.5)	-0.15	0.44

*significant at $p < .05$

Mental Health Variables

Students that attended schools in low-income neighbourhoods were significantly more likely to report that they felt like an outsider (or left out of things) at school most of the time/all of the time, were more likely to report that they had been bullied, were more likely to have low self-esteem, were more likely to have high anxiety, were more likely to have moderate or severe depressed mood, and were more likely to report that they had seriously considered suicide in the past 12 months compared to students that attended schools in the affluent neighbourhoods in Saskatoon (Table 11).

Indicator	Low-income Neighbourhoods	Affluent Neighbourhoods	T-Score	P-Value
Self-esteem – average score	11.6	13.7	-5.30*	<.0001
Anxiety – average score	3.8	2.2	3.25*	0.002
Indicator	Low-income Neighbourhoods	Affluent Neighbourhoods	Z-Score	P-Value
Felt like an outsider at school – all of the time/most of the time	10.4% (4.2-16.5)	4.1% (2.4-5.9)	2.62*	0.004
Bullying – yes	69.2% (53.2-85.2)	42.6% (36.9-48.3)	4.95*	<.0001
Depressed mood – moderate/severe	29.7% (18.5-40.9)	12.4% (9.2-15.6)	4.18*	<.0001
Suicide ideation – yes	16.3% (8.3-24.3)	5.0% (3.1-7.0)	4.03*	<.0001

* significant at $p < .05$

2006/2007 Covered Population Analysis

To determine how representative the sample of grade 5 to 8 students captured in the Student Health Survey was in comparison to the overall Covered Population of grade 5 to 8 students at that time, the proportion of the survey sample for each group was compared with the proportion from the overall Covered Population. The Covered Population refers to every person in Saskatchewan that is registered for provincial health coverage.

Age in years	Student Health Survey		2007 Covered Population		Z score	p value
	n	Percentage (%)	n	Percentage (%)		
10	369	9.4	2613	24.3	19.9*	<.0001
11	1287	32.7	2591	24.1	10.48*	<.0001
12	993	25.2	2760	25.6	0.55	0.2912
13	1290	32.7	2797	26.0	8.1*	<.0001
Total	3939		10761			

* = The two proportions are significantly different from each other

	Student Health Survey		2007 Covered Population			
Sex	n	Percentage (%)	n	Percentage (%)	Z score	p value
Male	1903	47.2	5478	50.9	4.04*	<.0001
Female	2131	52.8	5283	49.1	4.04*	<.0001
Total	4034		10761			

* = The two proportions are significantly different from each other

	Student Health Survey		2007 Covered Population			
Cultural Status	n	Percentage (%)	n	Percentage (%)	Z score	p value
Caucasian/Other (Non-RIS)	3627	91.8	9423	87.6	7.17*	<.0001
Aboriginal (RIS)	324	8.2	1338	12.4	7.17*	<.0001
Total	3951		10761			

* = The two proportions are significantly different from each other

NOTE: The two groups above are not directly comparable since the Covered Population only captured those with Registered Indian Status (RIS), whereas the Student Health Survey includes Métis and Inuit under Aboriginal status.

	Student Health Survey		2007 Covered Population			
Neighbourhood Income	n	Percentage (%)	n	Percentage (%)	Z score	p value
Affluent	509	12.4	1434	13.6	1.92*	0.0274
Low-income	107	2.6	841	8.0	11.7*	<.0001
Rest of Saskatoon	3477	84.9	8242	78.4	8.97*	<.0001
Total	4093		10517			

* = The two proportions are significantly different from each other

As shown in the tables above, the 2006/2007 Student Health Survey samples did significantly differ from the Covered Population in some respects (e.g., fewer younger children participated, slightly different male/female ratio, fewer children from low-income neighbourhoods participated, etc.). This could introduce bias in terms of overrepresentation of females, underrepresentation of young children, etc. However, practically speaking, these differences were minimal in most cases. As such, these potential biases were not large enough to raise concerns about using this data for informing program priority decisions and setting a broad baseline for our community.

2008/2009 Student Health Survey

Demographics

Overall, the majority of the participants in the 2008/2009 Student Health Survey were Caucasian (78.2%), attended a school in a middle income neighbourhoods (78.7%), went to a public school (58.0%), and lived with both parents (73.1%). Similar to results from 2006/2007, the majority of students reported that their parents were University graduates (60.7% of fathers; 66.1% of mothers), which again could be due either to an overestimation of parental education levels by students or our sample was skewed towards students that come from families with higher levels of education. This should be considered when interpreting results. The demographics of the participants are detailed in Table 16.

Table 16 Demographics of 2008/2009 Student Health Survey Respondents		
Indicator	n	Percentage (%)
Age		
10 and under	902	21.6%
11	1046	25.1%
12	1125	27.0%
13 and above	1096	26.3%
Grade		
Grade 5	974	23.3%
Grade 6	1062	25.4%
Grade 7	1153	27.6%
Grade 8	985	23.6%
Sex		
Male	2040	48.8%
Female	2140	51.2%
Cultural status		
Caucasian	3223	78.2%
Aboriginal	424	10.3%
Other	474	11.5%
Neighbourhood income		
Affluent	732	17.4%
Low-income	164	3.9%
Rest of Saskatoon	3304	78.7%
School type		
Public school	2437	58.0%
Catholic school	1763	42.0%
Student Mobility		
One school	3752	91.4%
Two or more schools	354	8.6%
Living situation		
Both parents	3056	73.1%
Single parent	945	22.6%
Other living arrangement	177	4.2%
Father have a job		
Yes	3813	93.9%
No	248	6.1%
Mother have a job		
Yes	3532	85.6%
No	593	14.4%

Table 16 Demographics of 2008/2009 Student Health Survey Respondents continued		
Indicator	n	Percentage (%)
Father occupation ¹⁴		
Management occupations	395	9.4%
Business, finance, and administration	154	3.7%
Natural and applied science and related occupation	301	7.2%
Health occupations	168	4.0%
Occupations in social science, education, government service, religion	234	5.6%
Occupations in art, culture, recreation, sport	44	1.0%
Sales and service occupations	434	10.3%
Trades, transport and equipment, operators and related occupations	698	16.6%
Occupations unique to primary industry	73	1.7%
Occupations unique to processing, manufacturing, and utilities	44	1.0%
Mother occupation ¹⁴		
Management occupations	193	4.6%
Business, finance, and administration	392	9.3%
Natural and applied science and related occupation	72	1.7%
Health occupations	523	12.5%
Occupations in social science, education, government service, religion	472	11.2%
Occupations in art, culture, recreation, sport	86	2.0%
Sales and service occupations	536	12.8%
Trades, transport and equipment, operators and related occupations	49	1.2%
Occupations unique to primary industry	6	0.1%
Occupations unique to processing, manufacturing, and utilities	11	0.3%
Father education		
Less than high school	196	5.8%
High school graduate	829	24.4%
Some college or university	311	9.2%
University graduate	2061	60.7%
Mother education		
Less than high school	126	3.5%
High school graduate	713	20.0%
Some college or university	370	10.4%
University graduate	2358	66.1%

Physical Activity

Frequency of Physical Activity. To determine frequency of physical activity, students were asked how many minutes of hard and moderate physical activity they did on each of the past seven days. A total amount of time was determined by adding the amount of time reported on each of the last 7 days. The amount of kilocalories expended per kilogram of body weight per day (KKD) is the sum of the KKD expended in hard and moderate physical activity divided by the number of days per week (7 days). If the total KKD was less than 3, then the student was considered to be Inactive. If the total KKD was greater than or equal to 3 but less than 8, then the student was considered to be Moderately Active. If the total KKD was greater than or equal to 8, then the student was considered to be Optimally Active.¹⁵ Results revealed that the majority of students were considered moderately active (72.5%), while only 7.7% of students were considered optimally active (Table 17).

Gym Class. Students were asked to report the frequency of their physical education program (or gym class) at their school. The majority of students reported that they had gym class 2 or 3 days a week (50.3%; Table 17).

Body Mass Index. To calculate students' BMI, participants were asked to provide their height and weight on the questionnaire. The Centres for Disease Control and Prevention Body Mass Index for Age Percentiles Charts for boys and girls 2-20 years were used to determine the students' BMI by age.¹² The 2008/2009 Student Health Survey revealed that 20.7% of students were overweight/obese (Table 17).

Siblings' Support for Physical Activity. Results revealed that 38.9% of students said that their siblings never encouraged them to do sports or physical activities, followed closely by 35.3% who said that their siblings encouraged them in this regard between 1 to 4 days a week. When asked if their siblings participated in physical activities or sports with them, 47.3% said that their sibling participates in physical activities or sports with them 1 to 4 days a week (Table 17).

Environmental Support for Physical Activity. Four questions were asked of students regarding their environmental support for physical activity. Each question had four response categories, which were scored from 0 to 3 (Note: one question was reverse coded). Total Environmental Support scores ranged from 0 to 12 (with 0 indicating no environmental support for physical activity), with an average score of 10.0 (n= 4110).

Family Support for Physical Activity. Four questions were asked regarding family support for physical activity. Each question had five response categories, which were scored from 0 to 4. Total Family Support scores ranged from 0 to 16 (with 0 indicating no family support). In 2008/2009, the average score was 8.0 (n=4005).

Peer Support for Physical Activity. Students were asked five questions to determine the amount of support their friends or peers provided for physical activity. Each question had five response categories, which were scored from 0 to 4 (Note: one question was reverse coded). Total Peer Support scores ranged from 0 to 20 (with 0 indicating no peer support), with an average score of 10.2 (n=3989).

Activities. Results revealed that 40.8% students had taken part in a sport or done a physical activity without a coach four or more times a week. 35.3% of students reported that they participated in a physical activity or sport with a coach four or more times per week. However, only 21.1% of students reported taking part in dance, gymnastics, karate, or other group lessons four or more times per week.

Table 17 Physical Activity Variables of 2008/2009 Student Health Survey		
Indicator	n	Percentage (%)
Physical Activity		
Inactive	820	19.9%
Moderately active	2990	72.5%
Optimally active	316	7.7%
Gym Class		
One day or less	62	1.5%
2 or 3 days	2054	50.3%
4 or 5 days	1812	44.4%
More than 5 days	154	3.8%
Body Mass Index		
Normal	2933	79.3%
Overweight/obese	764	20.7%
Sibling(s) encourage physical activity		
Never	1600	38.9%
1-4 days	1454	35.3%
5-7 days	736	17.9%
I have no brother(s) and/or sister(s)	323	7.9%
Sibling(s) do physical activities		
Never	1013	24.7%
1-4 days	1938	47.3%
5-7 days	826	20.2%
I have no brother(s) and/or sister(s)	471	7.9%
Activities without a coach		
Never	235	5.7%
Less than once a week	498	12.2%
1 to 3 times a week	1690	41.3%
4 or more times a week	1670	40.8%
Activities with a coach		
Never	650	15.9%
Less than once a week	358	8.7%
1 to 3 times a week	1639	40.0%
4 or more times a week	1446	35.3%
Taken group lessons		
Never	1190	29.3%
Less than once a week	483	11.9%
1 to 3 times a week	1536	37.8%
4 or more times a week	856	21.1%

Bullying

Questions related to bullying included: the frequency of physical, verbal, social, and electronic bullying; why students thought they were being left out or treated badly; where bullying happens the most; and what students did when they saw or heard another student being bullied. A definition of bullying was provided on the survey: "*there are many ways to bully someone. A bully wants to hurt the other person (it's not an accident). A bully does or says the same thing over and over again. Bullying is UNFAIR. Sometimes a group of student bully another student.*"

Physical Bullying. Overall, 4.4% of students reported that they had been physically bullied every week or many times per week in the past four weeks (Table 18).

Verbal Bullying. There were 12.1% of students that reported they had been verbally bullied every week or many times per week in the past four weeks (Table 18).

Social Bullying. 8.5% of students said that they had been socially bullied every week or many times per week in the past four weeks (Table 18).

Electronic Bullying. 2.9% of students reported that they had been bullied electronically every week or many times per week in the past four weeks (Table 18).

Bullying Composite. In order to determine the overall frequency of bullying (any type) every week/many times per week in the past four weeks, a bullying composite was derived. Overall, 17.4% of students reported that they had been physically, verbally, socially, or electronically bullied every week or many times per week in the past four weeks (Table 18).

Reasons for Being Left Out or Treated Badly. Students were provided with fourteen reasons as to why they may have been left out or treated badly by other students. The largest proportion of students reported that they had been left out or treated badly every week or many times a week because of the way they looked, their height or body shape (18.5%), followed closely by because of their weight (15.5%; Table 18).

Where Bullying Happens the Most. Students were asked to report where they thought bullying occurred the most. Students thought that bullying happened the most in the outdoor area around school (16.6%; Table 18).

What Did You do the Last Time that You Saw or Heard Another Student Being Bullied. Students were asked what they did the last time they saw or heard another student being bullied. 13.1% of students indicated that they helped the person being bullied, while 13.0% of students indicated that they told another student about it (Table 18).

Table 18 Bullying Variables of 2008/2009 Student Health Survey

Indicator	n	Percentage (%)
Physical bullying in past four weeks		
Never	3075	75.9%
Once or twice a week	796	19.7%
Every week/many times per week	179	4.4%
Verbal bullying in past four weeks		
Never	2267	56.1%
Once or twice a week	1287	31.8%
Every week/many times per week	487	12.1%
Social bullying in past four weeks		
Never	2761	68.4%
Once or twice a week	932	23.1%
Every week/many times per week	345	8.5%
Electronic bullying in past four weeks		
Never	3595	89.1%
Once or twice a week	322	8.0%
Every week/many times per week	117	2.9%
Bullying composite in past four weeks		
Did not report being bullied (any type) every week/many times per week	3325	82.6%
Reported being bullied (any type) every week/many times per week	698	17.4%
Reasons for being left out or treated badly – every week/many times per week		
Because of your religion	29	2.7%
Because of the colour of your skin	36	3.4%
Because of the country you or your family came from	31	2.9%
Because of a physical disability	44	4.1%
Because of a mental disability	42	3.9%
Because of another disability (such as a learning disability)	38	3.5%
Because you are a boy or a girl	48	4.5%
Because you do well in school	99	9.2%
Because school is hard for you	78	7.3%
Because of your weight	167	15.5%
Because of the way that you look, your height or body shape	199	18.5%
Because of how you dress	98	9.1%
Because of how little money you have	59	5.5%
Because of your physical weakness	106	9.9%

Indicator	n	Percentage (%)
Where does bullying happen the most		
Classrooms	1328	9.5%
Hallways	1584	11.4%
Library	277	2.0%
Computer Room	329	2.4%
Gym	957	6.9%
Change rooms	1150	8.2%
Washrooms	1042	7.5%
On the school bus	748	5.4%
Lunch or eating area	1076	7.7%
On the way to and from school	1048	7.5%
Coatroom	273	2.0%
Outdoor areas around school	2314	16.6%
Mall or stores	729	5.2%
On the computer or cell phone	1086	7.8%
What did you do the last time you saw or heard another student being bullied		
I ignored it	778	8.2%
I told my parents about it	1012	10.7%
I told my brother/sister about it	485	5.1%
I told an adult at school about it	963	10.2%
I told an adult outside of school about it	377	4.0%
I told another student about it	1233	13.0%
At the time, I helped the person being bullied	1246	13.1%
Later on, I helped the person being bullied	680	7.2%
I stood and watched	324	3.4%
I joined in with the bullying	88	0.9%
I got someone to stop it	872	9.2%
I got back at the bully later	297	3.1%
I have not seen or heard another student being bullied	1125	11.9%

Mental Health

Mental health questions on the 2008/2009 Student Health Survey included: self-report health and mental health, self-esteem, depressed mood, reasons for depression, suicide ideation, parent relationship, friendship scale, feeling like an outsider at school, skipping school, and being suspended from school.

Self-Report Health. Three quarters of the students reported that their health was excellent/very good, while 4.8% indicated that their health was fair/poor (Table 19).

Self-Report Mental Health. Almost three quarters of students indicated their mental health status was excellent/very good (74.3%), while 6.3% indicated their mental health status was fair/poor (Table 19).

Friendship Scale. Two questions comprised the friendship scale. Each question had five response categories, which were scored from 0 to 4. Total friendship scale scores ranged from 0 to 8 (with zero indicating a student having no friends). In 2008/2009, the average score on the friendship scale was 6.9 (n=4070).

Skipped School and Suspended from School. The majority of students reported that they had never skipped school and had never been suspended from school (92.0% and 94.3%, respectively; Table 19).

Outsider at School. Over three quarters of the students reported that they rarely/never feel like an outsider at school, while 8.4% reported that they feel this way all of the time/most of the time (Table 19).

Parent Relationship. The parenting relationship scale is an eight question scale that examines the relationship of the students with their parents. Each question had five response categories, which were scored from 0 to 4. Total parent relationship scores ranged from 0 to 32 (with zero indicating no parent relationship), with an average score of 23.0 (n=3820).

Self-Esteem. To determine self-esteem, a four question scale was used. Each question had five response categories, which were scored from 0 to 4. Total self-esteem scores ranged from 0-16 (with zero indicating no self-esteem), with an average score of 13.0 (n=4134).

Depressed Mood. To determine depressed mood of students, the CES-D-12 was used again.¹³ The same method of scoring the depressed mood scale used in 2006/2007 was used again in 2008/2009. The majority of students reported minimal depressed mood (77.9%), but there were 4.2% that reported severe depressed mood (Table 19).

Reasons for Depression. Two of the seven sub-scales of the reasons for depression scale were used in 2008/2009.¹⁶ For the childhood factors sub-scale, four questions were used (e.g., my family treated me poorly as a child) and each question had four response categories, which were scored from 0 to 3. Total scores for childhood reasons for depression ranged from 0 to 12 (with 0 indicating childhood factors were not a reason for depression), with an average score of 1.5 (n=3862). For the interpersonal conflict sub-scale, six questions were used (e.g., other people don't like me). Each question had four response categories, which were scored from 0 to 3. Total scores for interpersonal conflict reasons for depression ranged from 0 to 18 (with 0 indicating interpersonal conflict was not a reason for depression), with an average score of 3.1 (n=3792).

Suicide Ideation. 7.9% of students reported that they had seriously considered suicide in the past 12 months (Table 19).

Table 19 Mental Health Variables of 2008/2009 Student Health Survey		
Indicator	n	Percentage (%)
Self-report health		
Excellent/ very good	3107	75.2%
Good	829	20.1%
Fair/poor	198	4.8%
Self-report mental health		
Excellent/very good	3042	74.3%
Good	795	19.4%
Fair/poor	257	6.3%
Skipped school		
Never	3753	92.0%
One or more times	326	8.0%
Suspended from school		
Never	3842	94.3%
One or more times	232	5.6%
Outsider at school		
All of the time/most of the time	343	8.4%
Sometimes	621	15.2%
Rarely/never	3111	76.3%
Depressed mood		
Minimal	3085	77.9%
Moderate	708	17.9%
Severe	165	4.2%
Suicide Ideation		
Yes	313	7.9%
No	3632	92.1%

Neighbourhood Comparisons

Similar to the 2006/2007 results, neighbourhood comparisons were conducted with the 2008/2009 Student Health Survey results. The neighbourhood categories are the same (low-income, affluent, and rest of Saskatoon or middle income). Overall, 3.9% of students attended a school that was located in a low-income neighbourhood, 17.4% of students attended a school in an affluent neighbourhood, and 78.7% of students attended a school that was located in a middle income neighbourhood.

Physical Activity Variables

Students that attended a school located in a low-income neighbourhood were significantly more likely to attend gym class once a week or less, have no close friends that exercised regularly, be overweight/obese, have low environmental support for physical activity, have low family support for physical activity, have low peer support for physical activity, have never participated in a sport or physical activity without a coach, have never participated in a sport or physical activity with a coach, and have never taken group lessons compared to students that attended a school located in an affluent neighbourhood (Table 20).

Bullying Variables

Students that attended a school located in a low-income neighbourhood were significantly more likely to report being physically, verbally, socially, and electronically bullied every week or many times per week in the past four weeks compared to students that attended a school located in an affluent neighbourhood (Table 21).

Mental Health Variables

Students that went to a school located in a low-income neighbourhood were significantly more likely to report fair/poor general health, have skipped school one or more times, have been suspended from school one or more times, felt like an outsider at school all of the time or most of the time, have low self-esteem, have a poor relationship with their parents, have few friends and do not get along with others their age, have moderate/severe depressed mood, report childhood reasons as reasons for their depression, report interpersonal conflict as reasons for their depression, and have seriously considered suicide in the past twelve months compared to students that attended a school located in an affluent neighbourhood (Table 22).

Table 20 Self-Report Physical Activity Variables by Neighbourhood Income				
Indicator	Low-income Neighbourhoods	Affluent Neighbourhoods	Z-Score	P-Value
Frequency of physical activity – optimally active	5.7% (2.0-9.5)	10.7% (8.3-13.1)	-1.89*	0.03
Gym class – one day or less	4.7% (1.2-8.1)	1.0% (0.3-1.7)	3.25*	0.0006
Number of friends that exercise – none	10.5% (5.5-15.5)	2.0% (0.9-3.0)	5.24*	<.0001
Body mass index – overweight/obese	26.0% (17.1-34.8)	17.1% (14.0-20.3)	2.35*	<.0001
Sibling encourage physical activity – never	40.9% (30.9-50.8)	39.1% (34.5-43.7)	0.408	0.34
Siblings do physical activity with you – never	23.1% (15.7-30.6)	21.5% (18.1-24.9)	0.453	0.33
Activities without a coach – never	10.9% (5.7-16.1)	4.1% (2.6-5.6)	3.42*	0.0003
Activities with a coach-never	30.1% (21.5-38.7)	9.0% (6.8-11.3)	7.13*	<.0001
Taken part in group lessons – never	43.5% (33.1-53.9)	24.2% (20.6-27.9)	4.84*	<.0001
Indicator	Low-income Neighbourhoods	Affluent Neighbourhoods	T-Score	P-Value
Environmental support – average score	8.3	10.5	-10.76*	<.0001
Family support – average score	6.7	8.9	-6.15*	<.0001
Peer support – average score	10.0	10.9	-2.29*	0.023

*significant at $p < .05$

Table 21 Self-Report Bullying Variables by Neighbourhood Income				
Indicator	Low-income Neighbourhoods	Affluent Neighbourhoods	Z-Score	P-Value
Physical bullying – every week/many times per week	7.5% (3.1-11.9)	2.3% (1.2-3.4)	3.27*	0.0005
Verbal bullying – every week/many times per week	18.4% (11.4-25.3)	7.7% (5.7-9.8)	3.98*	<.0001
Social bullying- every week/many times per week	12.2% (6.6-17.9)	5.7% (3.9-7.5)	2.84*	0.0023
Electronic bullying – every week/many times per week	7.5% (3.1-12.0)	1.7% (0.7-2.7)	3.94*	<.0001

*significant at p<.05

Table 22 Self-Report Mental Health Variables by Neighbourhood Income				
Indicator	Low-income Neighbourhoods	Affluent Neighbourhoods	T-Score	P-value
Self-esteem – average score	11.6	13.5	-5.61*	<.0001
Parent relationship – average score	21.2	24.0	-6.34*	<.0001
Friendship scale – average score	6.1	7.1	-5.70*	<.0001
Childhood reason for depression – average score	2.8	1.0	6.00*	<.0001
Interpersonal conflict reason for depression – average score	4.4	2.7	4.44*	<.0001
Indicator	Low-income Neighbourhoods	Affluent Neighbourhoods	Z-Score	P-value
General health – fair/poor	8.2% (3.8-12.7)	3.7% (2.3-5.1)	2.46*	0.007
General mental health – fair/poor	8.6% (3.9-13.3)	4.3% (2.8-5.8)	2.19*	0.01
Skipped school – one or more times	40.2% (30.5-50.0)	6.7% (4.8-8.6)	11.61*	<.0001
Suspended from school – one or more times	29.9% (21.5-38.2)	4.9% (3.3-6.5)	9.86*	<.0001
Outsider at school – all of the time/most of the time	10.9% (5.6-16.2)	5.1% (3.4-6.7)	2.68*	0.004
Depressed mood – moderate/severe	34.8% (24.9-44.6)	12.9% (10.2-15.5)	6.33*	<.0001
Suicide ideation - yes	17.5% (10.6-24.3)	4.2% (2.7-5.7)	1.40	0.08

*significant at p<.05

2008/2009 Covered Population Analysis

Similar to the 2006/2007 results, the proportion of the survey sample in different sub-groups was compared to the proportion from the Covered Population to determine how representative the sample was in 2008/2009.

Table 23 Student Health Survey Versus Covered Population By Age						
	Student Health Survey		2008 Covered Population			
Age in years	n	Percentage (%)	n	Percentage (%)	Z score	p value
10	902	21.6	2489	23.6	2.58*	0.0049
11	1046	25.1	2648	25.1	Proportions are the same	
12	1125	27	2634	25	2.49*	0.0064
13	1096	26.3	2766	26.3	Proportions are the same	
Total	4169		10537			

* = The two proportions are significantly different from each other

Table 24 Student Health Survey Versus Covered Population By Sex						
	Student Health Survey		2008 Covered Population			
Sex	n	Percentage (%)	n	Percentage (%)	Z score	p value
Male	2040	48.8	5432	51.6	3.0*	0.0013
Female	2140	51.2	5105	48.4	3.0*	0.0013
Total	4180		10537			

* = The two proportions are significantly different from each other

Table 25 Student Health Survey Versus Covered Population By Cultural Status						
	Student Health Survey		2008 Covered Population			
Cultural Status	n	Percentage (%)	n	Percentage (%)	Z score	p value
Caucasian/Other (Non-RIS)	3696	89.7	9251	87.8	3.24*	0.0006
Aboriginal (RIS)	424	10.3	1286	12.2	3.24*	0.0006
Total	4120		10537			

* = The two proportions are significantly different from each other

	Student Health Survey		2008 Covered Population			
Neighbourhood Income	n	Percentage (%)	n	Percentage (%)	Z score	p value
Affluent	732	17.4	1364	13.2	6.49*	<.0001
Low-income	164	3.9	882	8.6	9.8*	<.0001
Rest of Saskatoon	3304	78.7	8049	78.2	0.649	0.2578
Total	4200		10295			

* = The two proportions are significantly different from each other

Similar to the 2006/2007 results, the 2008/2009 sample did significantly differ from the Covered Population in some respects (e.g., slightly different male/female ratio, fewer children from low-income neighbourhoods participated, etc.). Again, these potential biases were not large enough to raise concerns about using this data to inform programming decisions.

2006/2007 and 2008/2009 Student Health Survey Comparisons

There were several variables that were consistent from the 2006/2007 Student Health Survey to the 2008/2009 Student Health Survey. These consistent variables were tested to determine if significant changes had occurred from year to the next.

Demographics

From the 2006/2007 Student Health Survey to the 2008/2009 Student Health Survey, there were a few significant changes in terms of demographics. First, there was a significant increase in the percentage of participants that were age 10 and under, but a significant decrease in the percentage of students that were 11 years old. From 2006/2007 to 2008/2009, there was a decrease in the number of students in grade 5 that took part in the survey, but no change for any of the other grades (Table 28). All other demographic variables were not significantly different from 2006/2007 to 2008/2009.

Health

No significant changes were found for BMI, self-report health, or self-report mental health from 2006/2007 to 2008/2009 (Table 29).

Mental health

From 2006/2007 to 2008/2009, there was a significant decrease in the average self-esteem score. There was also a significant decrease in the frequency of students reporting that they felt like an outsider at school some of the time (Table 30).

Table 27 Self-Report Demographic Variables by Survey Year			
Indicator	2006/2007	2008/2009	Rate Ratio (95% CI)
Gender			
Male	47.2% (45.1-49.3)	48.8% (46.7-50.9)	1.0 (0.9-1.0)
Female	52.8% (50.6-55.1)	51.2% (49.0-53.4)	1.0 (1.0-1.1)
Age			
10 and under	9.4% (8.4-10.3)	21.6% (20.2-23.0)	2.3 (2.1-2.6)*
11	32.7% (30.9-34.5)	25.1% (23.6-26.6)	1.3 (1.2-1.4)*
12	25.2% (23.6-26.8)	27.0% (25.4-28.6)	0.9 (0.8-1.0)
13 and above	32.7% (31.0-34.5)	26.3% (24.7-27.8)	1.0 (1.0-1.1)
Grade			
Grade 5	28.1% (26.4-29.7)	23.3% (21.9-24.8)	1.2 (1.1-1.3)*
Grade 6	25.2% (23.6-26.8)	25.4% (23.9-27.0)	1.0 (0.9-1.1)
Grade 7	24.1% (22.5-25.6)	27.6% (26.0-29.2)	0.9 (0.8-1.0)
Grade 8	22.6% (21.1-24.1)	23.6% (22.1-25.1)	1.0 (0.9-1.1)
School neighbourhood			
Low-income	2.6% (2.1-3.1)	3.9% (3.3-4.5)	0.7 (0.5-0.9)*
Affluent	12.4% (11.4-13.5)	17.4% (16.2-18.7)	1.1 (1.0-1.1)
Rest of Saskatoon	84.9% (82.1-87.8)	78.7% (76.0-81.3)	0.7 (0.6-0.8)*
School type			
Public school	60.3% (57.9-62.7)	58.0% (55.7-60.3)	1.0 (1.0-1.1)
Catholic school	39.7% (37.8-41.7)	42.0% (40.0-43.9)	1.0 (0.9-1.0)
Cultural status			
Caucasian	80.2% (77.4-83.0)	78.2% (75.5-80.9)	1.0 (1.0-1.1)
Aboriginal	8.2% (7.3-9.1)	10.3% (9.3-11.3)	0.8 (0.7-0.9)*
Other	11.6% (10.5-12.6)	11.5% (10.5-12.5)	1.0 (0.9-1.1)

*significant at p<.05

Table 28 Self-Report Health Variables by Survey Year			
Indicator	2006/2007	2008/2009	Rate Ratio (95% CI)
Body mass index			
Normal weight	81.8% (78.8-84.7)	79.3% (76.5-82.2)	1.0 (1.0-1.1)
Overweight/obese	18.2% (16.8-19.7)	20.7% (19.2-22.1)	0.9 (0.8-0.1.0)
Self-report health			
Excellent/very good	78.2% (75.5-80.9)	75.2% (72.5-77.8)	1.0 (1.0-1.1)
Good	18.4% (17.0-19.7)	20.1% (18.7-21.4)	0.9 (0.8-1.0)
Fair/poor	3.4% (2.9-4.0)	4.8% (4.1-5.5)	0.7 (0.6-0.9)*
Self-report mental health			
Excellent/very good	80.6% (77.8-83.4)	74.3% (71.7-76.9)	1.1 (1.0-1.1)
Good	14.9% (13.7-16.1)	19.4% (18.1-20.8)	0.8 (0.7-0.9)*
Fair/poor	4.5% (3.8-5.1)	6.3% (5.5-7.0)	0.7 (0.6-0.9)*

*significant at p<.05

Table 29 Self-Report Mental Health Variables by Survey Year			
Indicator	2006/2007	2008/2009	Rate Ratio (95% CI)
Feeling like an outsider			
All of the time/most of the time	9.1% (8.2-10.1)	8.4% (7.5-9.3)	1.1 (0.9-1.3)
Some of the time	22.1% (20.7-23.6)	15.2% (14.0-16.4)	1.5 (1.3-1.6)*
Rarely/never	68.7% (66.2-71.3)	76.3% (73.7-79.0)	0.9 (0.9-1.0)
Skipped school			
Never	92.2% (89.3-95.2)	89.4% (88.3-94.1)	1.0 (1.0-1.1)
One or more times	7.8% (6.9-8.6)	10.6% (9.8-11.9)	0.7 (0.6-0.8)
Suspended from school			
Never	94.4% (91.4-97.4)	91.5% (88.6-94.4)	1.0 (1.0-1.1)
One or more times	5.6% (4.9-6.4)	8.5% (7.6-9.4)	0.7 (0.6-0.8)
Depressed mood			
Minimal	79.2% (76.4-82.0)	77.9% (77.1-82.8)	1.0 (0.9-1.1)
Moderate/severe	20.8% (19.4-22.3)	22.1% (21.1-24.1)	1.1(1.0-1.1)
Suicide ideation			
Yes	8.9% (7.9-9.8)	7.9% (7.1-8.8)	1.1 (1.0-1.3)
No	91.1% (88.1-94.1)	92.1% (89.1-95.1)	1.0 (0.9-1.0)
Indicator	2006/2007	2008/2009	T-Test (p value)
Self-esteem Average score	13.2	13.0	3.37 (0.001)*
Friendship Scale Average score	6.8	6.9	-0.68 (0.496)

*significant at p<.05

From Evidence to Action

The 2006/2007 Student Health Survey was instrumental for informing Saskatoon Health Region and educational stakeholders about the health disparity that exists among Saskatoon's children, based on where they attended school. This information has led to Saskatoon Health Region, the Saskatoon Public School Division, and the Greater Saskatoon Catholic School Division making important changes to address health disparity. For example, the 2006/2007 Student Health Survey findings resulted in:

- Saskatoon Health Region, in partnership with the Greater Saskatoon Catholic School Division, the Saskatoon Public School Division, and the University of Saskatchewan opened two paediatric clinics located directly in low-income schools for students and the surrounding community to access.
- Saskatoon Health Region dedicated the time of six Public Health Nurses in six of Saskatoon's low-income neighbourhood schools. These Public Health Nurses are part of Saskatoon Health Region's Building Health Equity Program, which works towards addressing health issues and disparities in some of Saskatoon's lowest income neighbourhoods.
- Saskatoon Health Region allocated funding to ten schools (located in certain low-income neighborhoods) to develop and enhance after-school programming.
- Saskatoon Health Region disseminated the findings of the Student Health Survey to each participating school, which led to individual schools using the results to develop new programming (e.g., physical activity promotion programs, anti-bullying programs, etc.).

Building upon these initial changes, the 2008/2009 Student Health Survey results prompted further changes, including:

- Saskatoon Health Region introduced a physical activity promotion program in five of Saskatoon's schools that are located in the low-income neighborhoods.
- Saskatoon Health Region introduced a mental health program in five of Saskatoon's schools that are located in the low-income neighborhoods.
- The selection of 20 complex need schools to participate in Saskatoon Health Region's Health Promoting Schools Program.

Finally, the first two rounds of the Student Health Survey informed the development of the 2010/2011 Student Health Survey. The third round of the Student Health Survey revisits many of the same issues that were explored in the first two rounds, including: mental health, bullying, physical activity, nutrition, smoking and drinking.

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Appendix A – 2006/2007 Student Health Survey

Student Health Survey

You are being asked to participate in a research project. This is not part of your regular class work and is therefore optional.

This is a survey with questions about you, your family, friends, how you feel and what you like to do. Your answers will help the Saskatoon Health Region plan programs and services for young people like yourself. The survey will take about 20 minutes to complete.

This is not a test and there are no right or wrong answers. You can choose whether or not to fill out this questionnaire. If you need help with any questions, you may ask your teacher. We encourage you to answer each question but you are free to not answer any question that makes you feel uncomfortable. No one will be upset or angry with you if you do not complete the survey.

When you answer these questions, fill in the circle o like this ●

Remember that the KIDS HELP PHONE is available to help you any time if you feel like you would like to talk to someone about a problem. 1-(800) 668-6868

The Saskatoon Health Region will keep your individual answers PRIVATE. No one from your home or your school will see what you write. Your answers will not be shared with other children, their parents, or your teachers.

THANK YOU FOR YOUR HELP!

I understand the study. I understand that participation is voluntary. I agree to participate.

(sign your name here)

Should you wish to discuss this health survey in more detail, you may contact Dr. Mark Lemstra at any time at the Saskatoon Health Region at 655-4449. As well, you may contact the Ethics Office at 966-2084.

Name: _____
(Print)

How old are you: 11 12 13
 14 15 16

What grade are you in: Grade 5
 Grade 6
 Grade 7

What is your gender:
 Male Female

What is the name of your school:

(Print)

What is your cultural status:
 White
 Aboriginal
 Other

Who do you live with:
 Both my mother and father
 Mother only
 Father only
 Guardian
 Other

What is your father's occupation?

(Print)

What is your mother's occupation?

(Print)

What is your father's education level:
 Less than high school graduate
 High school graduate
 University graduate

What is your mother's education level:
 Less than high school graduate
 High school graduate
 University graduate

Section A: Friends and Family

	False	Mostly False	Sometimes true/ Sometimes false	Mostly True	True
A1. I have many friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A2. I get along easily with others my age	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A3. How many of your close friends do the following:					
	None	A few	Most	All	
a. smoke cigarettes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
b. drink alcohol?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
c. break the law by stealing, hurting someone or damaging property?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
d. tried marijuana?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
e. exercise regularly?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
f. eat fruits and vegetables regularly?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

A4. Other than your close friends, do you have anyone else in particular you can talk to about yourself or other problems?

Yes (go to question A5)



No (go to question A6)



A5. What is their relationship to you? (Mark everyone you feel you can talk to about yourself or your problems).

- Parent or Guardian
- Relative
- Teacher
- Coach or leader
- Health care worker
- Other

A6. In the past 6 months, how well have you gotten along with other young people such as **friends** or **classmates**?

- Very well, no problems
- Quite well, hardly any problems
- Pretty well, some problems
- Not too well, many problems
- Not well at all, constant problems

Section B: School

B1. How do you feel about school?

- I like school very much
- I like school quite a bit
- I like school a lot
- I don't like school very much
- I hate school

B2. How well do you think you are doing in your school work?

- Very well
- Well
- Average
- Poorly
- Very Poorly

B3. How often do you feel like an outsider (or left out of things) at school?
 All of the time Most of the time Some of the time Rarely Never

B4. Since the beginning of this school year, how many times have you...

	Never	Once or twice	3 or 4 more	5 times or more
a. skipped a day of school without permission?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. been suspended from school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section C: About Me

C1. Choose the answer that best describes how you feel.

	False	Mostly False	Sometimes true/ Sometimes false	Mostly true	True
a. In general, I like the way I am	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Overall I have a lot to be proud of	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. A lot of things about me are good	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I like the way I look	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

C2. In general I am happy with how things are for me in my life right now.
 Strongly agree Disagree Agree Strongly agree

C3. The next five years look good to me.
 Strongly agree Disagree Agree Strongly agree

C4. In the past 12 months, how many times did someone threaten to hurt you but not actually hurt you?

	Never	Once or twice	3 or 4 times	5 or more times
a. While at school or on the school bus?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Elsewhere?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

C5. In the past 12 months, how many times did someone physically attack you or assault you?

	Never	Once or twice	3 or 4 times	5 or more times
a. While at school or on the school bus?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Elsewhere?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section D: Activities

D1. In the past 12 months how often have you...

	Never	Once or twice	3 or 4 times	5 or more times
a. played sports or done physical activities without a coach or instructor (e.g., biking, skateboarding, etc.)?	0	0	0	0
b. Played sports with a coach or instructor other than in gym class (swimming lessons, baseball, hockey, etc.)?	0	0	0	0
c. taken part in dance, gymnastics, karate, or other groups lessons, other than in gym class?	0	0	0	0
d. Taken part in art, drama, or music groups, clubs or lessons, other than in gym class?	0	0	0	0
e. Taken part in clubs or groups such as Guides or Scouts, 4-H club, community, church or other religious groups?	0	0	0	0
f. Done a hobby or craft (drawing, model building, etc.)?	0	0	0	0

D2. How often do you read for fun (not at school)?

- | | |
|--|--|
| <input type="radio"/> Everyday | <input type="radio"/> Less than once a month |
| <input type="radio"/> Once a week | <input type="radio"/> A few times a month |
| <input type="radio"/> A few times a week | <input type="radio"/> Almost never |

D3. On average, about how many hours per day do you watch TV or videos, or play video games?

- I don't watch TV or play video games
- Less than 1 hour a day
- 1-2 hours a day
- 3 to 4 hours a day
- 5 to 6 hours a day
- 7 or more hours a day

Section E: Physical Activity

E1. In the past three months, what physical activity or sport did you generally participate in the most?

E2. On average, how many times per week did you participate in this activity or sport?

- 1 to 2 times per week 3 to 4 times per week 5 to 7 times per week

E3. Each time you do this physical activity or sport, what is the average amount of time you spend doing it?

- 1 to 15 minutes
- 16 to 30 minutes
- 31 to 60 minutes
- More than one hour

E4. Please rate how hard you feel you do this activity or sport most of the time.

- No effort at all
- Very light
- Somewhat hard (still feel ok to continue)
- Very hard (very strenuous, feel very tired)
- Maximal exertion (could not do anymore)
- Extremely light
- Light
- Hard (heavy)
- Extremely hard (most strenuous exercise ever done)

Section F: Smoking, Drinking and Drugs

In this section we would like to ask you some questions about your experience with smoking, drinking and drugs.

Some of the questions will apply to you even if you have not smoked, had a drink or used drugs.

Please be as honest as you can – your answers are private and the Saskatoon Health Region will make sure no one will find out who filled out each questionnaire.

F1. Which of the following best describes your experience with smoking cigarettes:

- I have never smoked (go to question F4)
- I have only had a few puffs (Go to question F4)
- I do not smoke anymore (go to question F3)

OR

I smoke at least one smoke

- A few times a year
- About once or twice a month
- About 1 – 2 days a week
- About 3 - 5 days a week
- About 6 – 7 days a week

F2. On the days that you smoke, about how many cigarettes do you smoke? _____ (number of cigarettes).

F3. If you have smoked one or more cigarettes everyday for at least 7 days in a row, how old were you when you first did so? I was _____ years old I have never done this

The next questions are about drinking alcohol.

A drink of alcohol is, for example: One bottle of beer or One glass of wine or One shot of liquor.

F4. Which of the following best describes your experience with drinking alcohol:

- I have never had a drink of alcohol (go to question F9)
- I have only had a few sips (Go to question F9)
- I have only tried it once or twice (at least one drink)
- I do not drink alcohol anymore

OR

I drink at least one drink

- A few times a year
- About once or twice a month
- About 1 – 2 days a week
- About 3 - 5 days a week
- About 6 – 7 days a week

F5. How old were you when you first had a drink of alcohol? I was ____ years old.

F6. Have you ever been drunk? Yes No (go to question F9)

F7. How old were you when you were drunk for the first time? I was _____ years old.

F8. In the past 12 months, how often have you been drunk?

- Never
- A few times
- About once or twice a month
- About 1- 2 days a week
- About 3-5 days a week
- About 6 to 7 days a week

F9. Which of the following best describes your experience with using marijuana and cannabis products (also known as a joint, pot, grass or hash) **in the past 12 months**:

- I have never done it
- I have done it but not in the past 12 months

OR

In the past 12 months, I have used marijuana:

- A few times
- About once or twice a month
- About 1 – 2 days a week
- About 3 - 5 days a week
- About 6 – 7 days a week

F10. Some children are not physically active, some do not eat enough fruits and vegetables, while others smoke cigarettes, drink alcohol, or use drugs. Now think for a moment about yourself and your behaviours. Would you consider you are:

- Not thinking about changing your behaviours
- Thinking about changing but do not have a plan yet
- Making specific plan to change
- Have made changes recently
- Have made changes some time ago

Please answer a few more questions about making positive changes (for example exercising regularly, eating more fruits and vegetables, quitting smoking or quitting alcohol or drugs).

	Yes	No
Do you have enough information as to why you should make positive changes?	<input type="radio"/>	<input type="radio"/>
Do your friends want you to make positive changes?	<input type="radio"/>	<input type="radio"/>
Is it important for you to make positive changes?	<input type="radio"/>	<input type="radio"/>
Are you confident that you can make positive changes?	<input type="radio"/>	<input type="radio"/>
Do you have enough skills to make positive changes?	<input type="radio"/>	<input type="radio"/>
Does your school environment allow you and encourage you to make positive changes?	<input type="radio"/>	<input type="radio"/>
Are there barriers to you making positive changes?	<input type="radio"/>	<input type="radio"/>
Are there any risks to you making positive changes?	<input type="radio"/>	<input type="radio"/>

Section G: Health

G1. In general, would you say your health is:

- Excellent Very Good Good Fair Poor

G2. In general, would you say your mental health is:

- Excellent Very Good Good Fair Poor

G3. How tall are you? (please estimate if you are not sure)

_____feet _____inches OR _____meters _____centimetres

G4. How much do you weigh? (please estimate if you are not sure)

_____pounds OR _____kilograms

G5. During the past 6 months, how often have you had the following:

	Seldom or never	About once a month	About once a week	More than once a week	Most days
a. Headache	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Stomachache	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Backache	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Difficulties in getting to sleep	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Depression	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Anxiety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Injuries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Breathing problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

G6. Do you have diabetes? Yes No

G7. During the past 30 days, how often did you go hungry because there was not enough food?

- Never Rarely Sometimes Most of the time Always

G8. During the past 30 days, how many times per day did you usually eat fruit?

- I did not eat fruit during the past 30 days
- Less than one time per day
- 1 time per day
- 2 times per day
- 3 times per day
- 4 times per day
- 5 times or more per day

G8. During the past 30 days, how many times per day did you usually eat vegetables?

- I did not eat vegetables during the past 30 days
- Less than one time per day
- 1 time per day
- 2 times per day
- 3 times per day
- 4 times per day
- 5 times or more per day

Section H: Feelings and behaviours

PLEASE READ THE FOLLOWING STATEMENTS AND CHOOSE THE ANSWER THAT BEST DESCRIBES YOU.

H1. How often have you felt or behaved this way during the past week (7 days)?

	Rarely or none of the time (less than 1 day)	Some or little of the time (1 to 2 days)	Occasionally or a moderate amount of time (3 to 4 days)	Most or all of the time (5 to 7 days)
a) I did not feel like eating; my appetite was poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) I felt I could not shake off the blues even with help from my family and friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) I will try to help someone who has been hurt	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) I had trouble keeping my mind on what I was doing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) I felt depressed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) I felt that everything I did was an effort	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) I felt hopeful about the future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h) My sleep was restless	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i) I offer to help other kids (friend, brother or sister) who are having difficulties with a task	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j) I was happy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k) I felt lonely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- | | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| l) I enjoyed life | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| m) I had crying spells | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| n) I comfort a friend, brother or sister who is upset or crying | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| o) I felt people disliked me | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| p) I'm unhappy sad or depressed | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| q) I help other people my age (friends, brother or sister) who are feeling sick | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| r) I am not as happy as other children | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| s) I am too fearful or anxious | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| t) I am worried | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| u) I cry a lot | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| v) I am nervous, highstrung or tense | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| w) I have trouble enjoying myself | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

H2. In the past 12 months, did you seriously consider suicide? Yes No

When you finish this survey: Put the questionnaire in the envelope, seal it and return it to your teacher.

Thank You

Appendix B – 2008/2009 Student Health Survey

Student Health Survey (2008)

You are being asked to participate in a research project. This is not part of your regular class work and is therefore optional.

This is a survey with questions about your physical activity, health, depressed mood and bullying. Your answers will help the Saskatoon Health Region and the School Board plan programs and services for young people like yourself. The survey will take approximately 30 minutes to complete.

This is not a test and there are no right or wrong answers. You can choose whether or not to fill out the survey. If you need help with any question, you may ask your teacher. We encourage you to answer each question but you can skip any questions that make you feel uncomfortable. No one will be upset or angry if you do not complete the survey.

When you answer these questions, fill in the circle like this

Remember that the KIDS HELP PHONE is available to help you any time if you feel like you would like to talk to someone about a problem. **1-(800)-668-6868**

The Saskatoon Health Region will keep your individual answers PRIVATE.
No one from your home or your school will see what you write.
Your individual answers will not be shared with other children, parents, or teachers.

THANK YOU FOR YOUR HELP!

I understand the study. I understand that participation is voluntary. I agree to participate.

(Sign your name here)

Should you wish to discuss the survey in more detail, you may contact Mark Lemstra at any time at the Saskatoon Health Region at 655-4449. As well, you may contact the Ethics Office at the University of Saskatchewan at 966-2084.

Section A: Me and My Family

1. Name: _____
(Print)

2. What is your gender? o Male o Female

3. What grade are you in?
o Grade 5 o Grade 6 o Grade 7 o Grade 8

4. How old are you?
o 9 o 10 o 11 o 12 o 13 o 14
o 15

5. What is the name of your school?

(Print)

6. How many schools did you attend last year?
o 1 o 2 o 3 o 4 o 5 or more

7. What is your cultural status?
o White
o Aboriginal (First Nations, Métis)
o Other (i.e., Arab, Chinese, Latin American)

8. Who do you live with?
o Both my mother and father
o Mother only
o Father only
o Half with my mother, half with my father
o Guardian (grandparent(s), aunt, uncle)
o Other

9. Does your father have a job? o Yes o No

10. If yes, what is your father's occupation (or job)?

(Print)

11. Does your mother have a job? o Yes o No

12. If yes, what is your mother's occupation (or job)?

(Print)

13. What is your father's education level?
- Less than high school graduate
 - High school graduate
 - Some college or university but did not graduate
 - College or University graduate (examples., SIAST or University of Saskatchewan)

14. What is your mother's education level?
- Less than high school graduate
 - High school graduate
 - Some college or university but did not graduate
 - College or University graduate (examples., SIAST or University of Saskatchewan)

15. Please show how much you agree or disagree with the following statements. (*Please mark one circle for each line*).

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
a. My parents understand me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I have a happy home life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. My parents expect too much from me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. My parents trust me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I have a lot of arguments with my parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. There are times when I would like to leave home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. What my parents think of me is important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. My parents expect too much from me at school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section B: Physical Activities

Physical Activity is any activity that increases your heart rate and makes you get out of breath some of the time. Some examples of physical activity are running, brisk walking, rollerblading, biking, skateboarding, dancing, swimming, soccer, basketball, football and hockey.

Hard physical activities are jogging, team sports, fast dancing, jump rope and any other physical activities that increase your heart rate and make you breathe hard and sweat.

16. Mark how many minutes of **HARD** physical activity you did on each of the last 7 days. This includes physical activity during physical education class, lunch, recess, after school, evenings and spare time.

- | | | | | | |
|-----------|---------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|
| Monday | <input type="radio"/> 0 minutes | <input type="radio"/> 15 minutes | <input type="radio"/> 30 minutes | <input type="radio"/> 45 minutes | <input type="radio"/> 60 minutes |
| Tuesday | <input type="radio"/> 0 minutes | <input type="radio"/> 15 minutes | <input type="radio"/> 30 minutes | <input type="radio"/> 45 minutes | <input type="radio"/> 60 minutes |
| Wednesday | <input type="radio"/> 0 minutes | <input type="radio"/> 15 minutes | <input type="radio"/> 30 minutes | <input type="radio"/> 45 minutes | <input type="radio"/> 60 minutes |
| Thursday | <input type="radio"/> 0 minutes | <input type="radio"/> 15 minutes | <input type="radio"/> 30 minutes | <input type="radio"/> 45 minutes | <input type="radio"/> 60 minutes |
| Friday | <input type="radio"/> 0 minutes | <input type="radio"/> 15 minutes | <input type="radio"/> 30 minutes | <input type="radio"/> 45 minutes | <input type="radio"/> 60 minutes |
| Saturday | <input type="radio"/> 0 minutes | <input type="radio"/> 15 minutes | <input type="radio"/> 30 minutes | <input type="radio"/> 45 minutes | <input type="radio"/> 60 minutes |
| Sunday | <input type="radio"/> 0 minutes | <input type="radio"/> 15 minutes | <input type="radio"/> 30 minutes | <input type="radio"/> 45 minutes | <input type="radio"/> 60 minutes |

Moderate physical activities are lower intensity activities such as walking, biking to school and recreational swimming.

17. Mark how many minutes of **MODERATE** physical activity you did on each of the last 7 days. This includes physical activity during physical education class, lunch, recess, after school, evenings and spare time.

- | | | | | | |
|-----------|---------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|
| Monday | <input type="radio"/> 0 minutes | <input type="radio"/> 15 minutes | <input type="radio"/> 30 minutes | <input type="radio"/> 45 minutes | <input type="radio"/> 60 minutes |
| Tuesday | <input type="radio"/> 0 minutes | <input type="radio"/> 15 minutes | <input type="radio"/> 30 minutes | <input type="radio"/> 45 minutes | <input type="radio"/> 60 minutes |
| Wednesday | <input type="radio"/> 0 minutes | <input type="radio"/> 15 minutes | <input type="radio"/> 30 minutes | <input type="radio"/> 45 minutes | <input type="radio"/> 60 minutes |
| Thursday | <input type="radio"/> 0 minutes | <input type="radio"/> 15 minutes | <input type="radio"/> 30 minutes | <input type="radio"/> 45 minutes | <input type="radio"/> 60 minutes |
| Friday | <input type="radio"/> 0 minutes | <input type="radio"/> 15 minutes | <input type="radio"/> 30 minutes | <input type="radio"/> 45 minutes | <input type="radio"/> 60 minutes |
| Saturday | <input type="radio"/> 0 minutes | <input type="radio"/> 15 minutes | <input type="radio"/> 30 minutes | <input type="radio"/> 45 minutes | <input type="radio"/> 60 minutes |
| Sunday | <input type="radio"/> 0 minutes | <input type="radio"/> 15 minutes | <input type="radio"/> 30 minutes | <input type="radio"/> 45 minutes | <input type="radio"/> 60 minutes |

18. In an average week, when you are in school, on how many days do you go to physical education classes (or gym classes)?

_____ days per week

19. Your closest friends are the friends you like to spend the most time with. How many of your closest friends exercise regularly?

- None 1-2 friends 3-4 friends 5 or more friends

20. How tall are you? (please guess if you are not sure)

_____ feet _____ inches OR _____ metres _____ centimetres

21. How much do you weigh? (please guess if you are not sure)

_____ pounds OR _____ kilograms

22. During a typical week, how often:

	Never	1-2 days	3-4 days	5-6 days	Every day	I have no brother(s) and/or sister(s)
a) Do your brother(s) and/or sister(s) encourage you to do sports or physical activities?	0	0	0	0	0	0
b) Do your brother(s) and/or sister(s) do physical activity or play sports with you?	0	0	0	0	0	0

23. How much do you agree with the following statements?

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
a) At home there are enough supplies and pieces of sports equipment (like balls, bicycles, skates) to use for physical activity	0	0	0	0
b) It is difficult to walk or jog in my neighbourhood because of things like traffic, no sidewalks, gangs and so on	0	0	0	0
c) There are playgrounds, parks, or gyms, close to my home or that I can get to easily	0	0	0	0
d) It is safe to walk or jog in my neighbourhood during the day	0	0	0	0

24. During a typical week, how often has a member of your household (For example, your father, mother, brother, sister, relatives, or guardian)...

	Never	1-2 days	3-4 days	5-6 days	Every day
a) Watched you participate in physical activity or play sports?	0	0	0	0	0
b) Encouraged you to do sports or physical activity?	0	0	0	0	0
c) Provided transportation to a place where you can do physical activity?	0	0	0	0	0
d) Done a physical activity or played sports with you?	0	0	0	0	0

25. In the past 12 months how often have you...

	Never	Less than once a week	1 to 3 times a week	4 or more times a week
a. Played sports or done physical activities without a coach or instructor (e.g., biking, skateboarding, etc.)?	0	0	0	0
b. Played sports with a coach or instructor other than in gym class (e.g., swimming lessons, hockey, etc.)?	0	0	0	0
c. Taken part in dance, gymnastics, karate, or other group lessons, other than in gym class?	0	0	0	0

26. During a typical week, how often:

	Never	1-2 days	3-4 days	5-6 days	Every day
a) Do your friends encourage you to do sports or physical activities?	0	0	0	0	0
b) Do your friends do physical activity or play sports with you?	0	0	0	0	0
c) Do your friends or classmates tease you about not being good at physical activities or sports?	0	0	0	0	0
d) Do your friends ask you to walk or bike to school or to a friend's house?	0	0	0	0	0
e) Do your friends tell you that you are doing well in physical activities or sports?	0	0	0	0	0

27. What do you think your school can do to help kids your age become more physically active?

Section C: Health and Feelings

28. In general would you say your health is :

- Excellent
 Very good
 Good
 Fair
 Poor

29. In general, would you say your mental health is:

- Excellent
 Very good
 Good
 Fair
 Poor

30. Choose the answer that best describes how you feel:

	False	Mostly False	Sometimes True Sometimes False	Mostly True	True
a) In general, I like the way I am	0	0	0	0	0
b) Overall I have a lot to be proud of	0	0	0	0	0
c) A lot of things about me are good	0	0	0	0	0
d) I like the way I look	0	0	0	0	0

31. How often have you felt or behaved this way during the past week (7 days)?

	Rarely or none of the time (less than 1 day)	Some or little of the time (1 to 2 days)	Occasionally or a moderate amount of time (3 to 4 days)	Most or all of the time (5 to 7 days)
a) I did not feel like eating; my appetite was poor	0	0	0	0
b) I felt I could not shake off the blues even with help from my family and friends	0	0	0	0
c) I had trouble keeping my mind on what I was doing	0	0	0	0
d) I felt depressed	0	0	0	0
e) I felt that everything I did was an effort	0	0	0	0
f) I felt hopeful about the future	0	0	0	0
g) My sleep was restless	0	0	0	0
h) I was happy	0	0	0	0

How often have you felt or behaved this way during the past week (7 days)?

	Rarely or none of the time (less than 1 day)	Some or little of the time (1 to 2 days)	Occasionally or a moderate amount of time (3 to 4 days)	Most or all of the time (5 to 7 days)
i) I felt lonely	0	0	0	0
j) I enjoyed life	0	0	0	0
k) I had crying spells	0	0	0	0
l) I felt people disliked me	0	0	0	0

32. This section presents you with a number of reasons why you might be depressed (or sad). Each reason is given as a statement in the form of “When I am depressed (or sad) it is because...” followed by a specific reason. For each statement, consider whether or not this particular reason causes you to be depressed (or sad). If you are not currently depressed (or sad), think of a time in the past when you were depressed (or sad) and answer the questions according to what the reasons were at that time.

When I am depressed (or sad) it is because...	Definitely not a reason	Probably not a reason	Probably a reason	Definitely a reason
a) I don't feel loved	0	0	0	0
b) My family treated me poorly as a child	0	0	0	0
c) Other people isolate me	0	0	0	0
d) Of certain things that happened to me as a child	0	0	0	0
e) Other people criticize me	0	0	0	0
f) I haven't worked through things that happened to me as a child	0	0	0	0
g) I've had a difficult childhood	0	0	0	0
h) Other people don't like me	0	0	0	0
i) I can't make friends	0	0	0	0
j) People treat me poorly	0	0	0	0
k) People don't give me the respect I deserve	0	0	0	0

33. In the past 12 months, did you seriously consider suicide? Yes No

4. What do you think your school can do to help kids your age not be sad or depressed?

Section D: Bullying

This section asks about bullying. There are many ways to bully someone. A bully wants to hurt the other person (it's not an accident). A bully does or says the same thing over and over again. Bullying is UNFAIR. Sometimes a group of students will bully another student.

35. In the past 4 weeks at school, how often have you been bullied by other students...

	Never in 4 weeks	Once or twice	Every week	Many times a week
a) physically? Examples: hit, kicked, pushed, slapped, spat on or hurt in any physical way	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) verbally? Examples: said mean things to you, teased you, called you names, threatened you or tried to hurt your feelings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) socially? Examples: left you out on purpose, refused to play with you, said bad things behind your back, got other students to not like you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) electronically? Examples: used Internet, e-mail, phone or cellular phone text messages to threaten you or make you look bad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

36. Please answer the following statements about your friends and others your age.

	False	Mostly False	Sometimes True Sometimes False	Mostly True	True
a. I have many friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I get along easily with others my age	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

37. How often do you feel like an outsider (or left out of things) at school?

All the time Most of the time Some of the time Rarely Never

38. Since the beginning of the school year, how many times have you....

- a) skipped a day of school without permission?
 Never Once or twice 3 or 4 times 5 times or more
- b) been suspended from school?
 Never Once or twice 3 or 4 times 5 times or more

39. In the past 4 weeks at school, how often have you been left out or treated badly.....

	Never in 4 weeks	Once or twice	Every week	Many times a week
a) Because of your religion?	0	0	0	0
b) Because of the colour of your skin?	0	0	0	0
c) Because of the country you or your family came from?	0	0	0	0
d) Because of a physical disability?	0	0	0	0
e) Because of a mental disability?	0	0	0	0
f) Because of another disability (such as a learning disability)?	0	0	0	0
g) Because you are a boy or a girl?	0	0	0	0
h) Because you do well in school?	0	0	0	0
i) Because school is hard for you?	0	0	0	0
j) Because of your weight?	0	0	0	0
k) Because of the way you look, your height, or your body shape?	0	0	0	0
l) Because of how you dress?	0	0	0	0
m) Because of how little money you have?	0	0	0	0
n) Because of your physical weakness?	0	0	0	0

40. Where does bullying happen the most? (*Check as many as you want*)

- | | |
|--|--|
| <input type="checkbox"/> Classrooms | <input type="checkbox"/> On the school bus |
| <input type="checkbox"/> Hallways | <input type="checkbox"/> Lunch or eating area |
| <input type="checkbox"/> Library | <input type="checkbox"/> On the way to and from school |
| <input type="checkbox"/> Computer Room | <input type="checkbox"/> Coatroom |
| <input type="checkbox"/> Gym | <input type="checkbox"/> Outdoor areas around school |
| <input type="checkbox"/> Change Rooms | <input type="checkbox"/> Malls or stores |
| <input type="checkbox"/> Washrooms | <input type="checkbox"/> On the computer or cell phone |
| <input type="checkbox"/> Other places (please describe where): | |
-

41. Think of the last time that you saw or heard another student being bullied. What did you do? (*Check as many as you want*)

- I ignored it
- I told my parents about it
- I told my brother/sister about it
- I told an adult at school about it
- I told an adult outside of school about it (such as the babysitter, coach, neighbour, etc.)
- I told another student about it
- At the time, I helped the person being bullied
- Later on, I helped the person being bullied
- I stood and watched
- I joined in with the bullying
- I got someone to stop it
- I got back at the bully later
- I have not seen or heard another student being bullied

42. What do you think your school can do to prevent or reduce bullying?

Put the rest of the survey in the envelope and seal it. Then give it to your teacher.

If you would like help from someone who is not part of your school, you can call the Kids Help Phone at 1-800-668-6868 (FREE from a payphone, no money needed)

You can check out their website at: www.kidshelpphone.ca

THANK YOU FOR DOING THE SURVEY...

You are helping the Saskatoon Health Region and your School Board plan programs and services for young people like yourself.

