

Strathcona County



Strathcona County Youth Survey 2005

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EXECUTIVE SUMMARY

This survey was undertaken by Family and Community Services at the recommendation of the FCS Advisory Committee to get feedback on behaviors, attitudes and events experienced by young people living in Strathcona County. The questionnaire used in this study was designed internally within Strathcona County to measure, from the youth's personal perspectives: growing up in the community; their interpretation of family dynamics, school experiences; and their views toward tobacco, drugs, alcohol and sex.

A total of 323 youth from grades 6, 8 and 11 who attended school in Sherwood Park and Rural Strathcona during April 2005 took part in the survey. The data was collected in March and April 2005. An independent researcher from Matrix Research Ltd. was contracted to collect the data on behalf of Strathcona County.

The data obtained from this study provides an initial foundation for measuring lifestyle issues among youth here in Strathcona County. In future years, Family and Community Services plans to do follow-ups to this study using many of the same questions to measure trends and changes of youth that live in Strathcona County.

The main trends emerging from this study were as follows:

- The number of hours spent on the internet for non-school use increases as the age of the student increases. Overall, the percentage of students who were on the internet for 8 or more hours a week were 19.4% of grade 6 students, 44.6% of grade 8 students and 50.9% of grade 11 students.
- Youth feel relatively safe within County neighborhoods – This perception of safety increases as the age of the youth increases, especially for males. Considerably more males in grades 8 and 11 feel safe walking alone in their neighborhood after dark compared to females in the same grades.
- Students' perceptions of the County as a "caring community" drop as the age of the youth increases.
- Students' perceptions of their parents and family are very positive throughout all grades, though it is strongest among Grade 6 students. While positive, it was found that one item - *parents help me succeed in school* – drops to 62.1% agreement by Grade 11 students compared to 86.7% of Grade 6 students.
- The majority of students in all grades indicated that their parents have established guidelines for behavior and boundaries as to what they can and cannot do. The one exception to this is with respect to parents' monitoring of internet use, as only 39.8% of Grade 6 students and 34.6% of Grade 8 students indicated this was done. This figure drops to 9.9% among Grade 11 students.

- Students generally had positive perceptions of themselves, and all grades believed that it was *important to do well in school*. Overall, the percentage of students willing to *take responsibility for their actions* increases as the age of the student increases, though it was also found that considerably more females made themselves accountable compared to males.
- *Bullying* is an issue affecting students in all grades, but particularly in those in Grade 8. This was with respect to instances of being bullied, seeing someone else being bullied, or personally picking on someone else. Bullying issues were experienced by both males and females. These findings reinforced the perceptions on bullying that were noted by adults within Strathcona County from an earlier survey conducted by the County in 2002.
- Knowledge of sexual issues was something that generally increased as the age of the student increased. Fewer students in Grade 6 knew what STDs were compared to older students, but a strong majority of students across all grades felt it was important to use protection against STDs (89.9% of males and 91.4% of females). However, the percentage of males and females who felt it was important to use birth control was lower (68.3% of males and 71.6% of females).
- Perceptions of *it being important not to drink alcohol* decreased sharply as students grew older. Furthermore, the percentage of student who indicated that they *occasionally drank alcohol with friends* increased as the age of the student increased. However, only a small percentage of students across all grades indicated that *they felt pressured to try alcohol*. From a gender perspective, approximately equal percentages of males and females *admitted to occasionally drinking alcohol*, slightly more males than females *felt pressured to try alcohol*, and considerably more females than males *thought it was important not to drink alcohol*.
- Most students, regardless of age, *believe it is important not to use tobacco*, and very few students regardless of age indicated that they *used tobacco products every day*.
- *Gambling for money* was a behavior that was virtually non-existent among Grade 6 students. However, this behavior was done by approximately equal percentages of Grade 8 (35.9%) and Grade 11 students (41.4%). The extent of how often this was done and the amount of money risked is, however, unknown at this time.
- Illegal drug use is another issue that impacts youth, and this survey found that its presence is more prevalent among junior and senior high school students. Perceptions of *it being important not to use illegal drugs* drops as the age of the student increases, though *experimentation with drugs such as crystal meth* had its highest report among junior high school students. A perception that *illegal drugs are easy to obtain* increases as the age of the student increases.

- There are healthy percentages of students across all age groups who *exercise* regularly and are involved in *worthwhile extra-curricular activities* (sports, drama, clubs, etc.). Less than half of students, however, indicated that they read for pleasure 3 or more hours a week.
- While only a minority of Grade 6 students felt they had anger management problems (5.6%), it was found that 21.5% of Grade 8 students and 15.3% of Grade 11 students had anger problems. Only a small percentage of students in each grade admit to *cutting or hurting themselves*.
- Generally, students across all grades valued their friends, and as they grew older, were able to *say no to their friends for things that they felt were wrong*. Perceptions that *their parents liked their friends* increased as the age of the student increased. It was also found that as students grew older, turning to their parents for advice or information decreased, while reliance on their friends increased. Using the Internet as a source for information and advice also increased substantially as youth grew older.

I. INTRODUCTION AND PURPOSE OF THE STUDY

In April 2004, the Family and Community Services Department of Strathcona County in consultation with the Family and Community Services Advisory Committee initiated an in-depth study of behaviors and attitudes of youth between the ages of 12 and 17 who reside in Strathcona County. The basis for this survey was to establish a benchmark pertaining to issues within the following areas:

- Growing up in the community;
- Family dynamics;
- Bullying issues;
- Issues associated with tobacco use, drugs, alcohol and sex; and
- Peer group issues.

In future years, Family and Community Services plans to do follow-ups to this study using many of the same questions in order to measure trends and changes of lifestyles of youth who live in Strathcona County.

As such, obtaining primary data from residents will provide the Family and Community Services Department of Strathcona County with information that will enable County officials to make decisions that accurately reflect the perspectives and attitudes of youth. The intent of the department will be to share these findings with other local schools, agencies, and associations that also provide programs for youth living in the County. This report will provide a comprehensive review of all steps undertaken in the development and implementation of the survey, as well as a detailed summary of the results.

We wish to thank Elk Island Public Schools, in particular Mr. Brian Carbol, Associate Superintendent of Instructional Services and the participating school principals for their assistance in this undertaking.

A review of the methodology associated in the development and implementation of the survey can be found in the next section of this report.

II. METHODOLOGY

The Questionnaire

The questionnaire used in this study was an original design created by Family and Community Services and refined by Corporate Planning and Matrix Research Inc. The Strathcona County Youth Council tested the survey and provided valuable input for changes. The final version of two questionnaires¹ were reviewed by the manager of Family and Community Services, members of the Family and Community Social Services Advisory Committee and the Associate Superintendent of Instructional Services for Elk Island Public Schools. Copies of the questionnaires can be found in Appendix A.

Sampling Design and Data Collection Procedure

The sample frame used in this study were grade 6, 8 and 11 students attending public schools throughout Strathcona County who were in. Principals of public schools selected at random by FCS were contacted directly and asked if students from the above noted grades could be asked to take part in the study. If the principal agreed, the next step was to obtain permission from the parents of the students. Although this selection process took a great deal of time to implement, it was worthwhile given that some of the questions were potentially sensitive to some individuals. A 95% confidence interval was established for this study, which is standard for any public opinion study that utilizes a random sample of residents.

The sample frame consisted of 323 youth attending school in Sherwood Park and rural parts of Strathcona County. The breakdown by grade was as follows:

- 107 students were in Grade 6;
- 104 students were in Grade 8; and
- 112 students were in Grade 11.

¹ While each questionnaire contained the same items, the wording in the questionnaire developed for Grade 6 students was simplified using meaningful words appropriate for youth aged 12-13 years.

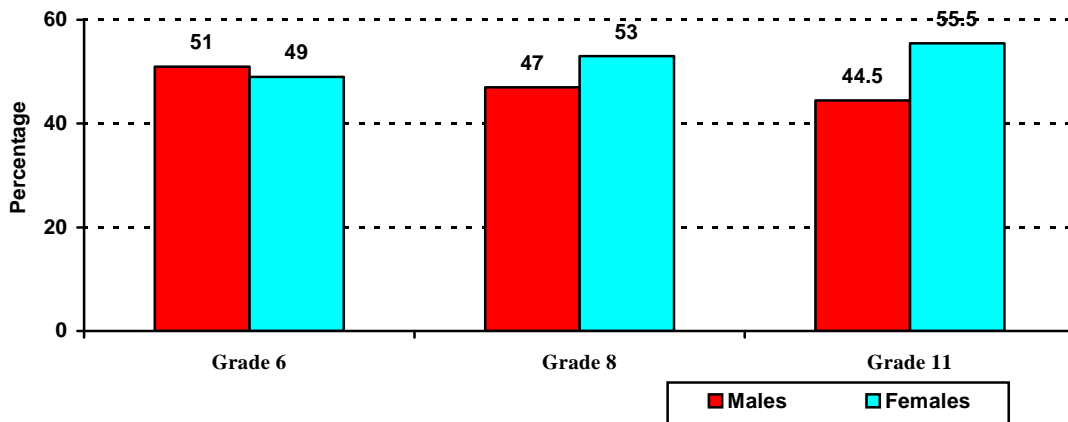
The sample frame provided overall results² accurate to within $\pm 5.3\%$, 19 times out of 20, as it pertains to youth between the ages of 12 and 17 living in the County

The data for this study was collected by Mary Jane Kreisel of Matrix Research Ltd. Students from selected classes were given the survey to complete during a 15 minute period in their classroom, following detailed instructions provided by Ms. Kreisel. Ms. Kreisel also answered any questions that students might have had while they were completing the survey. The surveys were implemented between March 15th and April 15th 2005. The data was analyzed by Strathcona County's Corporate Planning Secretariat using SPSS for Windows.

Who Took Part in the Survey – Demographic Highlights

This section of the report presents a brief overview of the type of students who responded to the survey. Demographics were minimal in this study and were limited to the grade of student and gender. A breakdown of gender for each grade is depicted in Figure 1. It can be seen that there was good mix of males and females in each grade.

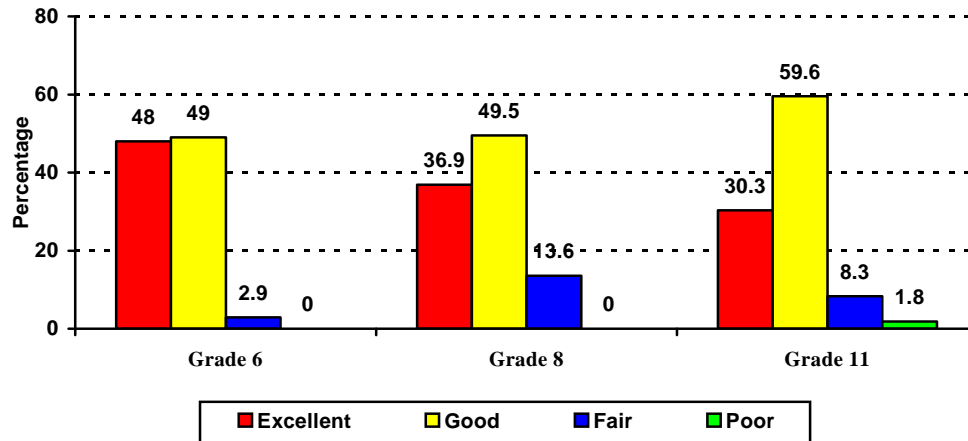
FIGURE 1
Gender Breakdown by Grade – 2005 Study Results



² The $\pm 4.35\%$ is the *margin of error* associated with this study and refers to the potential percentage spread that exists within answers to particular questions. This means that an answer could be up to 4.35% higher or lower than what is reported.

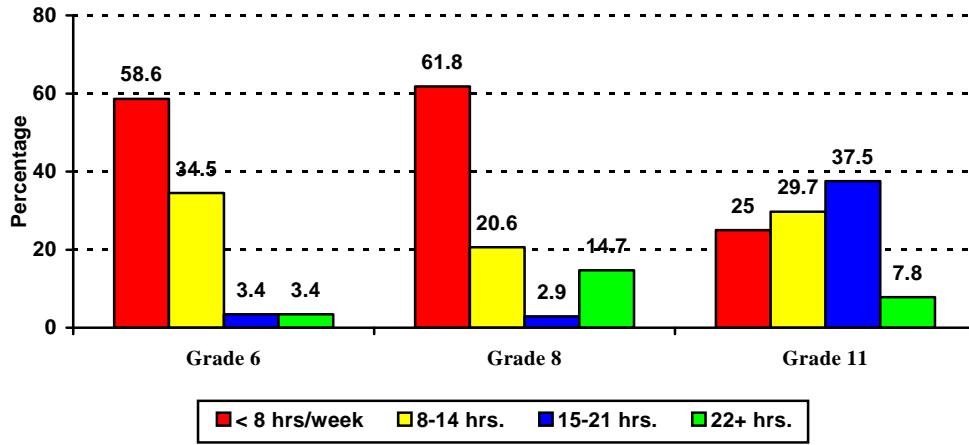
Students in each grade were asked to answer some general questions about lifestyle. Figure 2 shows a breakdown of how youth rated their health in each grade. It can be seen that older students were more critical of their current health than younger students, even though the majority of students consider themselves to still be in good health.

FIGURE 2
Self-Ratings of Health by Grade – 2005 Study Results



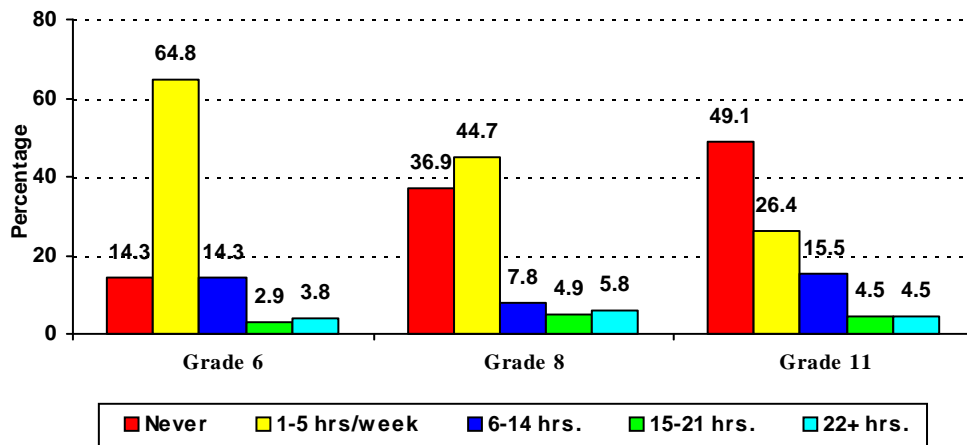
Overall, the amount of time students worked at a part time job increased as the age of the students increased. Overall, 29.7% of grade 6 students had a part-time job, while 33.3% of grade 8 students and 58.7% of grade 11 students had part-time jobs. The part-time jobs that grade 6 students had were usually paid chores or baby-sitting. A breakdown of the hours spend on part time work by grade is shown in Figure 3. It can be seen that the majority of students in Grade 6 and Grade 8 involved in part-time work are working less than 8 hours a week, while Grade 11 students are working more hours, though very few are working 22 or more hours a week.

FIGURE 3
Weekly Hours Spent on a Part-time Job by Grade – 2005 Study Results



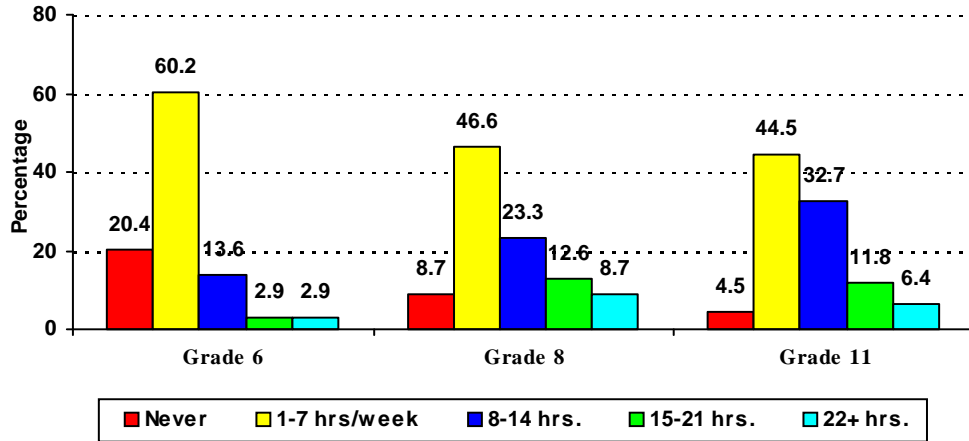
Students were also asked to indicate the amount of time that they spent weekly playing video games, watching television and being on the Internet for non-school use. It can be seen in Figure 4 that the majority of kids in Grades 6 and 8 are playing five hours or less. It can also be seen that the percentage of kids who stated that they do not play video games at all increases as the age of the child increases.

FIGURE 4
Weekly Hours Spent Playing Video Games by Grade – 2005 Study Results



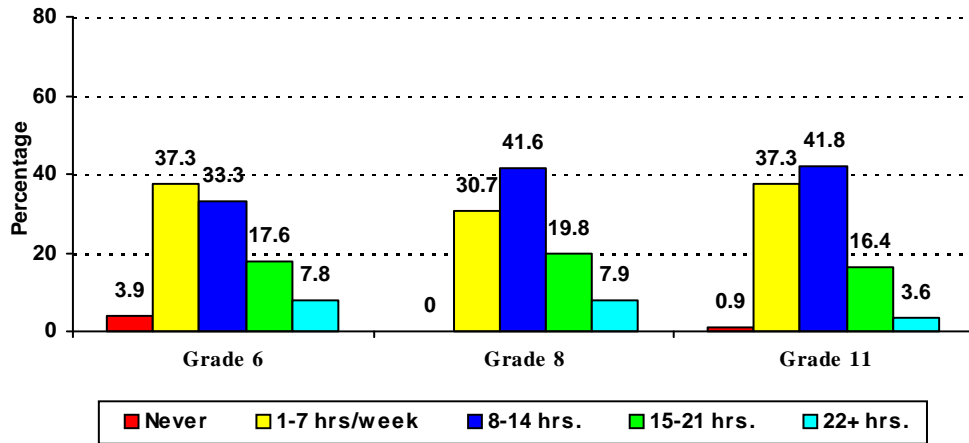
It can be seen in Figure 5 that the hours spent on the Internet for non-school use increases dramatically as the age of the child increases.

FIGURE 5
Weekly Hours Spent Playing on the Internet for Non-School Use by Grade – 2005 Study Results



It can be seen in Figure 6 that the majority of kids, regardless of age, estimate that they watch between 1 and 14 hours of TV a week.

FIGURE 6
Weekly Hours Spent Watching TV by Grade – 2005 Study Results



III. RESEARCH RESULTS

Overall, the majority of the survey asked students to rate 51 questions associated with seven subject areas that impact today's youth. All students in each grade were asked the same questions, though the wording of some of the items was simplified for the Grade 6 group, along with the reduced scale. Each question was assessed by the Grade 8 and 11 students using a five-point Likert scale (Strongly Disagree to Strongly Agree), while the Grade 6 students assessed the items with a three-point Likert scale (Agree – Disagree).

Youth's Assessment of Their Community

Table 1 presents a comparison by grade of the four items associated with Strathcona County's youth assessment of their community.

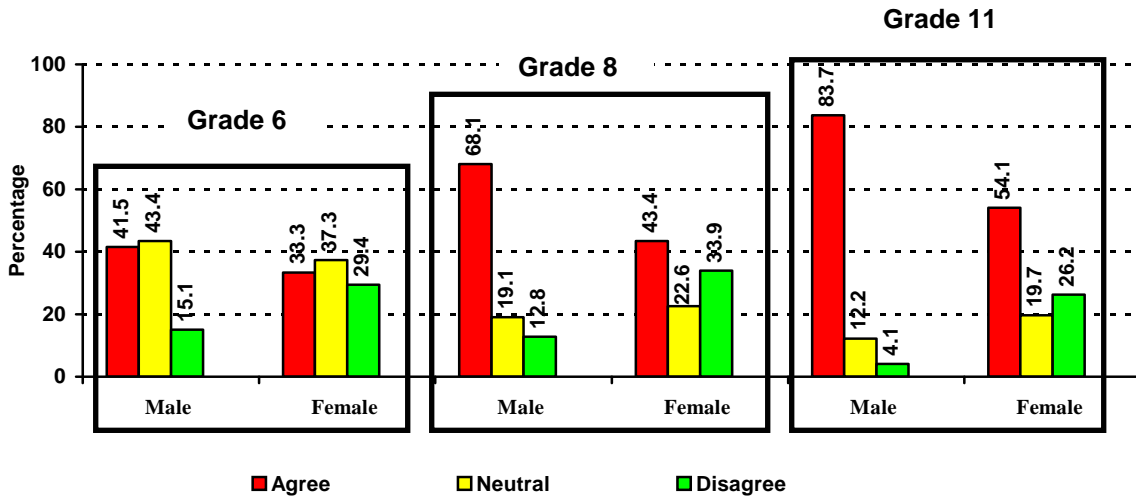
TABLE 1
Perception of Community – 2005 Study Results

	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
Feel safe walking alone in neighborhood after dark					
Grade 6 Students ³	21.5%		39.3%	39.3%	
Grade 8 Students	9.7%	14.6%	21.4%	23.3%	31.1%
Grade 11 Students	5.4%	10.8%	16.2%	33.3%	34.2%
Have adult role models in my life that I look up to					
Grade 6 Students	2.8%		13.1%	84.1%	
Grade 8 Students	1.9%	7.8%	9.7%	32.0%	48.5%
Grade 11 Students	2.7%	7.2%	18.0%	40.5%	31.5%
Know where to go when I need help					
Grade 6 Students	3.7%		11.2%	85.0%	
Grade 8 Students	1.9%	7.8%	12.6%	41.7%	35.9%
Grade 11 Students	3.6%	2.7%	20.7%	49.5%	23.4%
Live in a very caring community					
Grade 6 Students	6.6%		26.4%	67.0%	
Grade 8 Students	3.9%	7.8%	32.0%	35.9%	20.4%
Grade 11 Students	2.7%	12.6%	41.4%	35.1%	8.1%

³ The Grade 6 students rated these items with a 3-point scale compared to the Grade 8 & 11 students who used a 5 point scale.

There are some interesting trends that can be seen in Table 1. Overall, a perception of safety in the neighborhood after dark *increases* as the child grows older. On the positive side, this perception demonstrates that older youth are feeling fairly comfortable being out later in the evening, as compared to younger students. However, once gender is taken into account, it can be seen in Figure 7 that males feel much more comfortable in the neighborhood after dark compared to females, and that the gap between gender widens with age.

FIGURE 7
Perceptions of Safety in the Neighborhood After Dark by Gender within Grades
2005 Study Results



There are other notable trends that can be seen in Table 1. It can be seen that the majority of students indicated that *they have adult role models in their life that they look up to*, though it can be seen that the percentage who agreed with this statement dropped slightly as the age of the student increased. For the older grades, a combined agree/strongly agree score showed that 72% of Grade 11 students felt this way, compared to 80.5% of Grade 8 students and 84.1% of Grade 6 students. It can also be seen that the percentage of older students who strongly felt this way dropped between Grade 8 and Grade 11. Similar patterns were also seen for the item *I know where to go when I need help*.

Finally, it can be seen in Table 1 that agreement with the statement *I live in a very caring community* drops considerably as the age of the student increases. Overall 67% of Grade 6 students felt this way, compared with 56.3% of Grade 8 students and 43.2% of Grade 11 students. Gender was not a factor within grades for this item – in other words, the percentage of students in each grade who agreed or disagreed with this statement was similar between males and females.

Youth's Assessment of Their Parents and Family

Tables 2 through 4 present a comparison by grade of 12 items associated with the students' perception of their parents and their family. It can be seen in Table 2 that there was a solid agreement among students in all grades pertaining to the support that their parents give to them in terms of *encouragement to do the best they can, being their for the students when needed and providing lots of support*.

TABLE 2
Perception of Parents and Family – 2005 Study Results

	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
Parents encourage me to do the best I can					
Grade 6 Students	1.9%		2.8%	95.3%	
Grade 8 Students	1.0%	1.0%	2.9%	21.4%	73.8%
Grade 11 Students	0.9%	0.9%	8.1%	28.8%	61.3%
Family provides me with lots of support					
Grade 6 Students	3.7%		14.0%	82.2%	
Grade 8 Students	1.0%	1.0%	11.8%	29.4%	56.9%
Grade 11 Students	3.6%	3.6%	16.2%	36.0%	40.5%
Know my parents are there for me when I need them					
Grade 6 Students	1.9%		5.7%	92.5%	
Grade 8 Students	1.0%	1.9%	8.7%	32.0%	56.3%
Grade 11 Students	0.9%	2.7%	12.6%	31.5%	52.3%
Parents help me succeed in school					
Grade 6 Students	1.9%		11.4%	86.7%	
Grade 8 Students	1.0%	4.9%	16.5%	30.1%	47.6%
Grade 11 Students	4.5%	7.2%	26.1%	33.3%	28.8%

Although strong, the percentage of agreement among students with *respect* to the item -- *parents help me succeed in school* -- drops as the age of the student increases. Overall, agreement with this item is quite high among Grade 6 students (86.7%), and drops slightly among Grade 8 students (77.7%) and drops significantly among Grade 11 students (62.1%).

It can be seen in Table 3 that the parents of students in all grades are establishing clear parameters pertaining to *wanting to know where the students are when they are not at home*. There is solid agreement among students in all grades that their parents *have clear rules about what the students can and cannot do*. There is also a strong perception among students in all grades with respect to *trust between themselves and their parents*, with 78.5% of Grade 6, 80.6% of Grade 8 and 80.2% of Grade 11 students feeling this way.

TABLE 3
Perception of Guidelines & Boundaries Established by Parents - 2005 Study Results

	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
Parents want to know where I am when I'm not at home					
Grade 6 Students	2.8%		2.8%	94.4%	
Grade 8 Students	1.0%	2.9%	9.7%	22.3%	64.1%
Grade 11 Students	1.8%	3.6%	8.1%	42.3%	44.1%
Parents have clear rules about what I can and cannot do					
Grade 6 Students	0.9%		15.9%	83.2%	
Grade 8 Students	1.9%	1.9%	18.4%	39.8%	37.9%
Grade 11 Students	1.8%	6.3%	25.2%	35.1%	31.5%
Parents know they can trust me to do the right thing					
Grade 6 Students	1.9%		19.6%	78.5%	
Grade 8 Students	2.9%	3.9%	12.6%	44.7%	35.9%
Grade 11 Students	0.9%	5.4%	13.5%	51.4%	28.8%
My parents watch how much I am on the internet					
Grade 6 Students	22.3%		37.9%	39.8%	
Grade 8 Students	17.8%	18.8%	28.7%	17.8%	16.8%
Grade 11 Students	29.7%	29.7%	30.6%	9.0%	0.9%

Internet monitoring by parents drops dramatically as the age of the student increases. Almost 40% of Grade 6 students indicated that this was done in their household, compared to 34.6% of Grade 8 students and just fewer than 10% of Grade 11 students.

It can be seen in Table 4 that there is some consistency for students being able to *talk to parents about serious issues or concerns* across all grades. However, it is important to note that the percentage of agreement with this aspect of the parent/student relationship is lower compared to other items in this category. Agreement was highest among Grade 8 students (58.2%), and just over half of Grade 6 and Grade 11 students felt this way.

TABLE 4
Other Perceptions of Parents and Family – 2005 Study Results

	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
Can talk to parents about any serious issues or concerns					
Grade 6 Students	7.5%		41.1%	51.4%	
Grade 8 Students	5.8%	12.6%	23.3%	41.7%	16.5%
Grade 11 Students	7.2%	10.8%	27.0%	39.6%	15.3%
Know some adults other than parents for advice & support					
Grade 6 Students	7.5%		15.9%	76.6%	
Grade 8 Students	11.7%	7.8%	9.7%	33.0%	37.9%
Grade 11 Students	3.6%	9.9%	20.7%	36.0%	29.7%
Parents spend enough time with me					
Grade 6 Students	7.5%		25.2%	67.3%	
Grade 8 Students	1.0%	4.9%	15.5%	35.9%	42.7%
Grade 11 Students	1.8%	5.4%	15.3%	42.3%	35.1%
Have enough money to buy same clothes/activities as friends					
Grade 6 Students	25.2%		35.5%	39.3%	
Grade 8 Students	6.9%	7.9%	15.8%	29.7%	39.6%
Grade 11 Students	3.6%	10.8%	21.6%	31.5%	32.4%

It can also be seen from Table 4 that a solid percentage of students across all grades indicated that *they felt their parents spent enough time with them*, and that they *knew adults other than their parents that they could turn to for advice and support*. With respect to *having enough money to buy the same clothes/activities as friends*, it can be seen that agreement with this was higher among Grade 8 (69.3%) and Grade 11 students (63.9%) than it was among Grade 6 students (39.3%). The lower level of agreement among Grade 6 students may be a reflection of these students being more dependent on their parents for trends/fashions than older students, who may be earning their own money for this.

Youth's Assessment of Self and Others

Table 5 presents a comparison by grade of 5 items associated with the students' assessment of their self. Almost students, regardless of grade, were adamant that *it was important to do well in school*. There was also a strong agreement across all grades for students who felt *positive about my future*, though it should be noted that between 15 and 24% of students were somewhat ambivalent about this. The majority of students across all grades indicated that they could *stand up for what I believe*, and it should be noted that the level of agreement with this item increased as the age of the student increased.

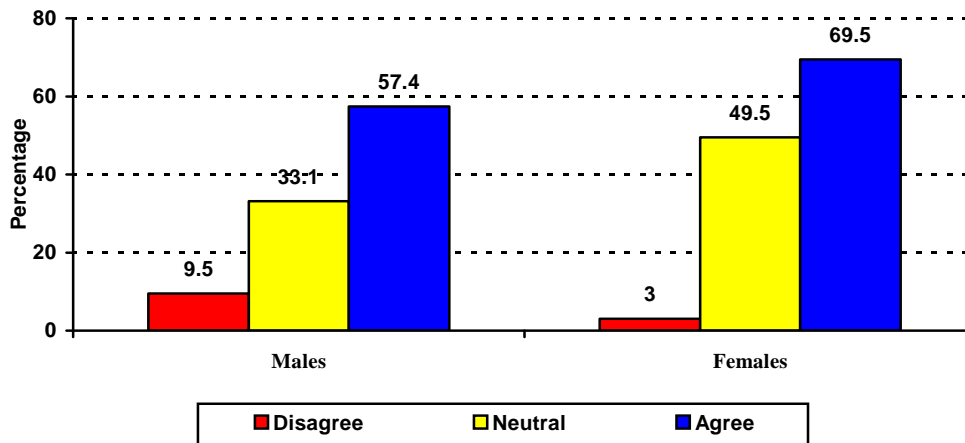
TABLE 5
Assessment of Self – 2005 Study Results

	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
It is important to do well in school					
Grade 6 Students	0.9%		3.7%	95.3%	
Grade 8 Students	1.0%	0.0%	13.7%	31.4%	53.9%
Grade 11 Students	0.9%	0.9%	9.0%	38.7%	50.5%
Feel positive about my future					
Grade 6 Students	0.9%		23.4%	75.7%	
Grade 8 Students	1.0%	4.9%	15.5%	40.8%	37.9%
Grade 11 Students	1.8%	3.6%	18.0%	43.2%	33.3%
Can stand up for what I believe					
Grade 6 Students	1.9%		24.3%	73.8%	
Grade 8 Students	1.0%	1.9%	15.5%	45.6%	35.9%
Grade 11 Students	0.9%	0.9%	13.5%	44.1%	40.5%
Can get transportation as necessary					
Grade 6 Students	2.8%		29.2%	67.9%	
Grade 8 Students	1.9%	2.9%	14.6%	38.8%	41.7%
Grade 11 Students	2.7%	6.3%	9.0%	51.4%	30.6%
Take responsibility for actions when getting into trouble					
Grade 6 Students	2.9%		41.9%	55.2%	
Grade 8 Students	3.9%	9.7%	22.3%	46.6%	17.5%
Grade 11 Students	0.0%	3.6%	25.2%	50.5%	20.7%

Students across all grades seemed to be able to *get transportation as necessary*, and that the level of agreement with this item increased as the age of the student increased.

The item in this table that received the lowest level of agreement among students was *taking responsibility for their actions when they got into trouble*. However, the level of agreement with this did increase as the age of the student increased. In terms of gender, it can be seen in Figure 8 that females were more willing to take responsibility for their actions when they got into trouble than males.

FIGURE 8
**Willing to Take Responsibility for Actions when Getting into Trouble by Gender:
2005 Study Results**



In another section of the questionnaire, all students were asked to indicate, in their own words, the one thing they would change in their life if they could. A list of top ten frequently mentioned possibilities is shown in Table 6. A certain percentage of students *wouldn't change anything*, though this attitude shrinks as the students grow older. Among elementary students, the next most prominent concepts would be to have *less conflict with parents or family members*, *have more money*, or *get better marks/grades in school*. *Getting better grades* increases in prominence as the students grow older. It can also be seen that among older students, *changing one's physical appearance* was mentioned more often than it was among younger students.

TABLE 6
“If I could change one thing in my life....”
2005 Study Results

	Grade 6	Grade 8	Grade 11
Wouldn't change anything	21.3%	15.5%	10.9%
Less conflict with my parents / family members	8.5%	3.1%	4.4%
Would have more money	8.5%	5.2%	7.6%
Better marks /grades in school	7.5%	8.3%	16.3%
My physical appearance	5.3%	14.4%	12.0%
Not have my parents split up/get divorced	5.3%	3.1%	4.3%
Not have my parents smoke/drink so much	4.3%	---	---
Have more friends/better social life	3.2%	4.1%	2.2%
Not do bad things that I now regret	3.2%	1.0%	1.1%
More exercise	2.1%	5.2%	5.4%

Table 7 presents a comparison by grade of 5 items associated with the students' assessment and interaction with others. Almost all students, regardless of grade, *believed that it was important to help others*. It can be seen, however, that the agreement with this eroded as the students grew older.

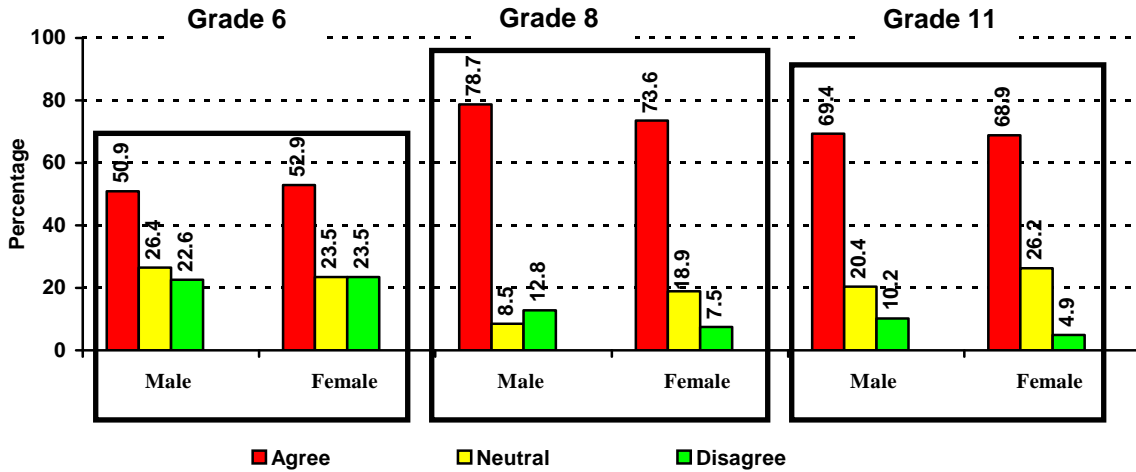
TABLE 7
Assessment and Interaction with Others – 2005 Study Results

	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
Believe it is important to help others					
Grade 6 Students	0.0%		17.1%	82.9%	
Grade 8 Students	2.0%	1.0%	16.7%	48.0%	32.4%
Grade 11 Students	0.9%	2.7%	20.7%	45.9%	29.7%
Past 12 months, have seen people bullied at my school					
Grade 6 Students	24.3%		25.2%	50.5%	
Grade 8 Students	1.9%	7.8%	13.6%	30.1%	46.6%
Grade 11 Students	0.0%	7.2%	23.4%	36.0%	33.3%
I have been bullied by someone at least once in past year					
Grade 6 Students	45.8%		14.0%	40.2%	
Grade 8 Students	25.2%	16.5%	12.6%	21.4%	24.3%
Grade 11 Students	22.7%	23.6%	25.5%	16.4%	11.8%
Picked on someone at least once in the past 12 months					
Grade 6 Students	44.9%		28.0%	27.1%	
Grade 8 Students	4.9%	13.6%	30.1%	32.0%	19.4%
Grade 11 Students	5.4%	15.3%	27.0%	36.0%	16.2%
Worry about what other people think of me					
Grade 6 Students	35.5%		43.0%	21.5%	
Grade 8 Students	12.9%	13.9%	30.7%	25.7%	16.8%
Grade 11 Students	9.0%	24.3%	27.9%	28.8%	9.9%

There were three items associated with bullying that students were asked to rate. With respect to students seeing someone being bullied within the last 12 months, just over half of elementary students agreed with this. Moreover, it can also be seen that this

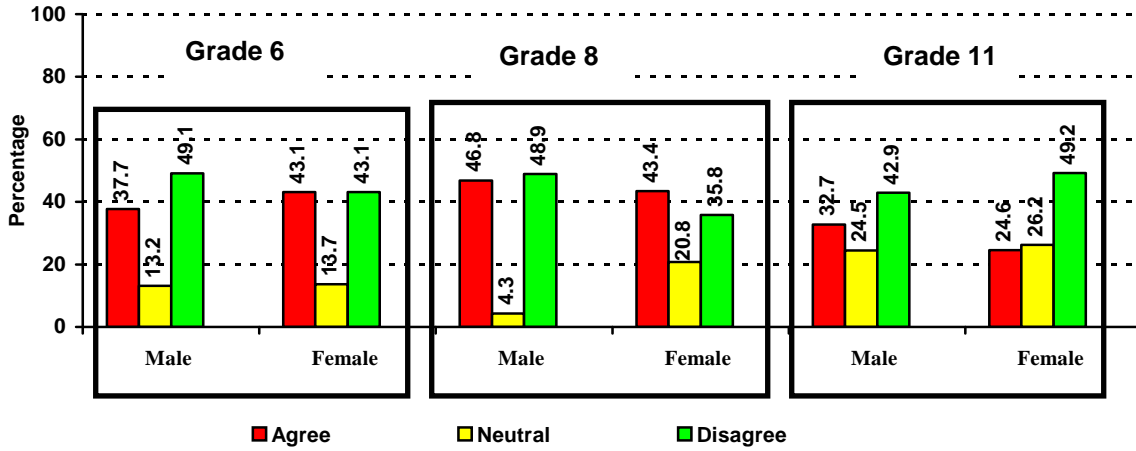
figure increased among older students, particularly in junior high schools (76.7% either agreed or strongly agreed) and senior high schools (69.3% either agreed or strongly agreed). A breakdown by gender for each grade is shown in Figure 9. It can be seen that the observations increase sharply by both males and females from Grade 6 to Grade 8, and remain high among Grade 11 students in both genders.

FIGURE 9
Perceptions of Seeing Someone Being Bullied by Gender within Grades
2005 Study Results



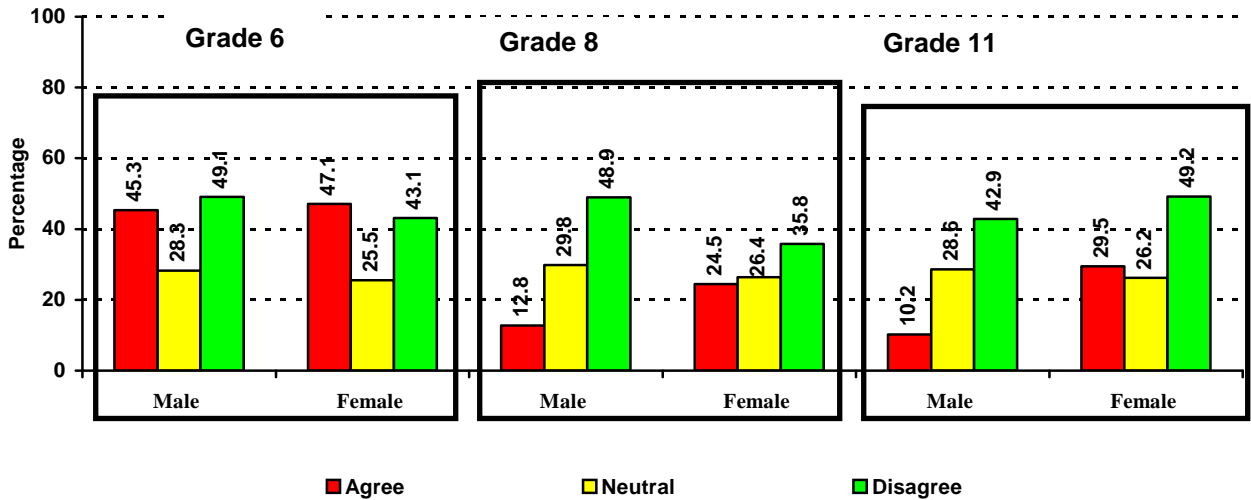
In terms of personal experiences where the respondent was a victim, 40.2% of elementary school students indicated that they had been bullied within the past 12 months. This figure increased to almost 46% of junior high school students, and dropped to about 28% of senior high school students. A breakdown by gender for each grade is shown in Figure 10.

FIGURE 10
Perceptions of Being Bullied by Someone by Gender within Grades
2005 Study Results



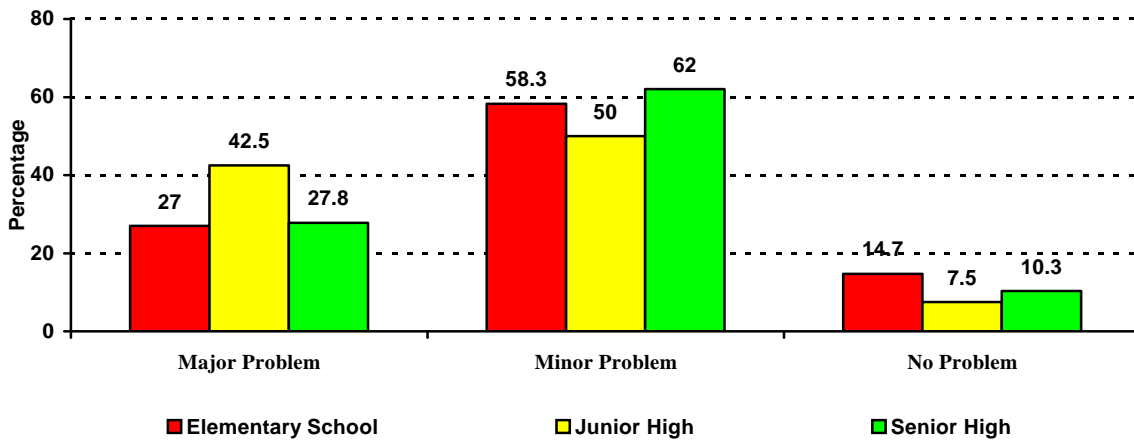
On the other side of the coin, just over 27% of elementary school students admitted that they had bullied someone else within the past 12 months. This figure increased to 51.4% among junior high school students and 52.2% among senior high school students. A breakdown by gender for each grade is shown in Figure 11

FIGURE 11
Students who Admitted to Picking on Someone Else by Gender within Grades
2005 Study Results



It should be noted that the issue of bullying was previously queried among adults in an earlier 2002 study conducted by Strathcona County. A breakdown of perceptions of bullying that adults felt existed (or not existed) in elementary, junior high and high schools in the County is depicted in Figure 12. It can be seen that most adults felt that bullying was a problem in all school levels (particularly in junior high schools).

FIGURE 12
Extent of Bullying Problem within Schools (From Adults' Perspective)
Results From the 2002 Health & Lifestyle Checkup Study



For the most part, it can be seen in Table 7 that only 21.5% of elementary students *worried about what others thought of them*. However, this percentage increased to 42.5% among junior high school students and dropped slightly back to 38.7% for senior high school students.

Youth's Knowledge of Sexual Issues

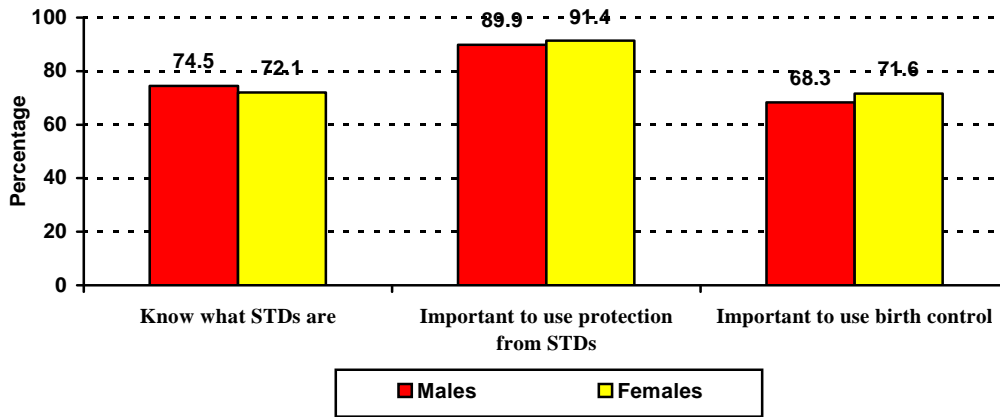
Table 8 presents a comparison by grade of 3 items associated with the students' perceptions of sexual issues. Almost all students, regardless of grade, *believed that it was important to use protection against STD*, and it was generally accepted among students of the importance of using birth control. It can also be seen that the majority of students in Grade 8 onwards know what STDs were.

TABLE 8
Perception of Sexual Issues – 2005 Study Results

	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
Important to use protection against STDs					
Grade 6 Students	0.0%		14.4%	85.6%	
Grade 8 Students	1.0%	1.9%	7.8%	19.4%	69.9%
Grade 11 Students	1.8%	0.9%	1.8%	19.8%	75.7%
Important to use birth control					
Grade 6 Students	5.1%		31.3%	63.6%	
Grade 8 Students	5.9%	6.9%	26.7%	14.9%	45.5%
Grade 11 Students	4.5%	1.8%	11.7%	30.6%	51.4%
Know what STDs are					
Grade 6 Students	40.2%		20.6%	39.3%	
Grade 8 Students	1.9%	1.0%	13.6%	36.9%	46.6%
Grade 11 Students	0.0%	0.0%	3.6%	27.9%	68.5%

Figure 13 shows the agreement level with the students’ perceptions of sexual issues on the basis of gender. It can be seen that about three quarters of students, regardless of gender knew what STDs were, and a generally equal percentage of males and females *believed that it was important to use protection against STD*. It can be seen, however, that considerably fewer students, especially males, agreed with the importance of using birth control.

FIGURE 13
Percentage of Agreement on Sexual Issues by Gender – 2005 Results



Youth's Assessment of Substance Abuse and Gambling

Table 9 presents a comparison by grade of 3 items associated with the students' perceptions of alcohol use. It can be seen that the level of agreement with respect to a *belief that it was important not to drink alcohol* differed by the age of the student. Almost all of the elementary students (86.9%) agreed with this statement; however, the percentage of agreement dropped to just over 50% of junior high school students, and was shared by only 28.8% of senior high school students.

TABLE 9
Assessment of Alcohol Use – 2005 Study Results

	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
Believe it is important not to drink alcohol					
Grade 6 Students	7.5%		5.6%	86.9%	
Grade 8 Students	11.7%	16.5%	21.4%	13.6%	36.9%
Grade 11 Students	16.2%	22.5%	32.4%	9.0%	19.8%
Feel pressured to try alcohol					
Grade 6 Students	74.3%		14.3%	11.4%	
Grade 8 Students	45.6%	21.4%	16.5%	7.8%	8.7%
Grade 11 Students	36.9%	29.7%	20.7%	8.1%	4.5%
Occasionally drink alcohol with friends					
Grade 6 Students	90.6%		5.7%	3.8%	
Grade 8 Students	49.5%	12.6%	10.7%	13.6%	13.6%
Grade 11 Students	19.8%	10.8%	9.0%	36.0%	24.3%

Despite the relaxed attitude toward alcohol amongst older students, it can be seen that there were very few students across all grades who indicated that they *felt pressured to try alcohol*. The highest level of agreement came from junior high school students (16.5%), while just over 11% of elementary students and 12% of senior high school students felt pressured. It can also be seen that very few elementary students (3.8%) admitted to drinking alcohol with friends, though this statistic rose dramatically among junior high (27.2%) and senior high school students (60.3%).

Figure 14 shows the agreement level with the students' perceptions of alcohol use on the basis of gender. It can be seen that approximately the same percentage of males and females indicated that they *occasionally drank alcohol with friends*. *Pressure to try alcohol* was higher among males than females; furthermore, considerably more females felt it was *important not to drink alcohol* compared to males. A breakdown agreement of gender by level of schooling for each of these alcohol related issues is shown in Figures 15 through 17.

FIGURE 14
Percentage of Agreement on Alcohol Use by Gender – 2005 Results

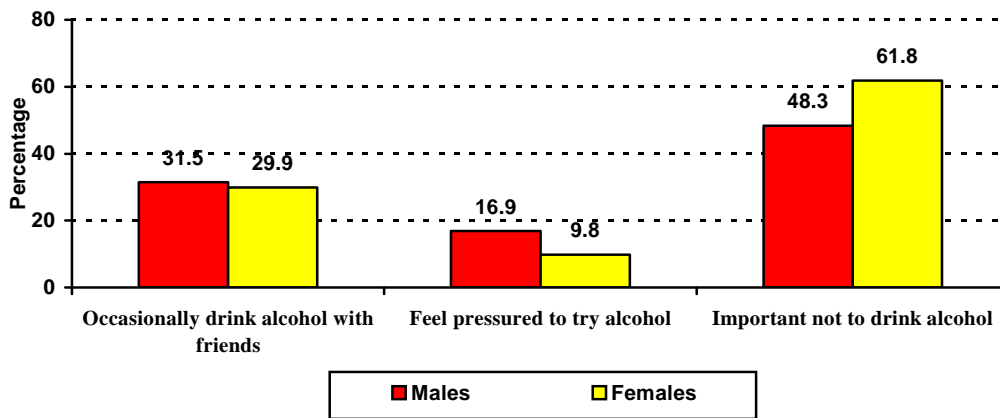


FIGURE 15
Students who occasionally drink alcohol with friends by gender within grades 2005 Study Results

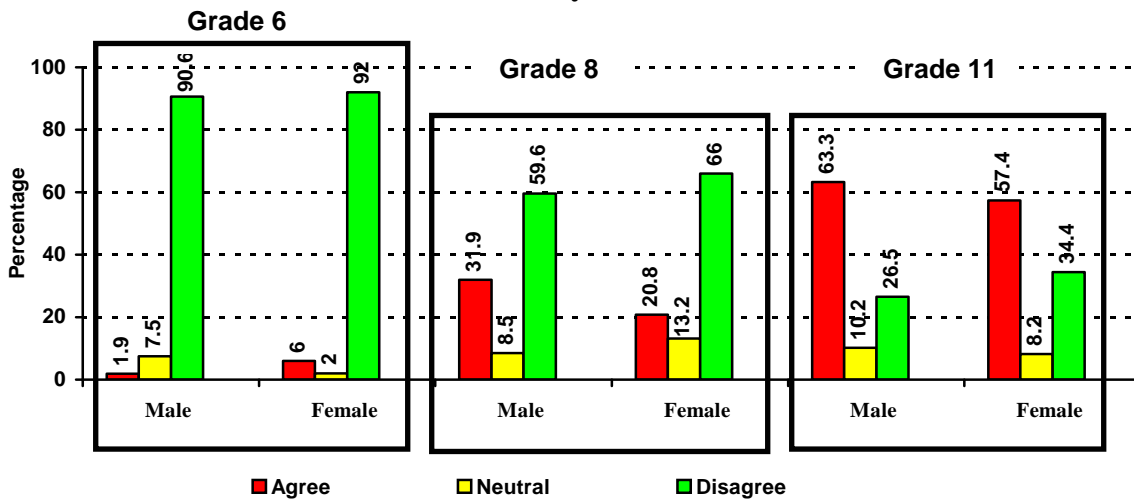


FIGURE 16
Students who feel pressured to try alcohol by gender within grades
2005 Study Results

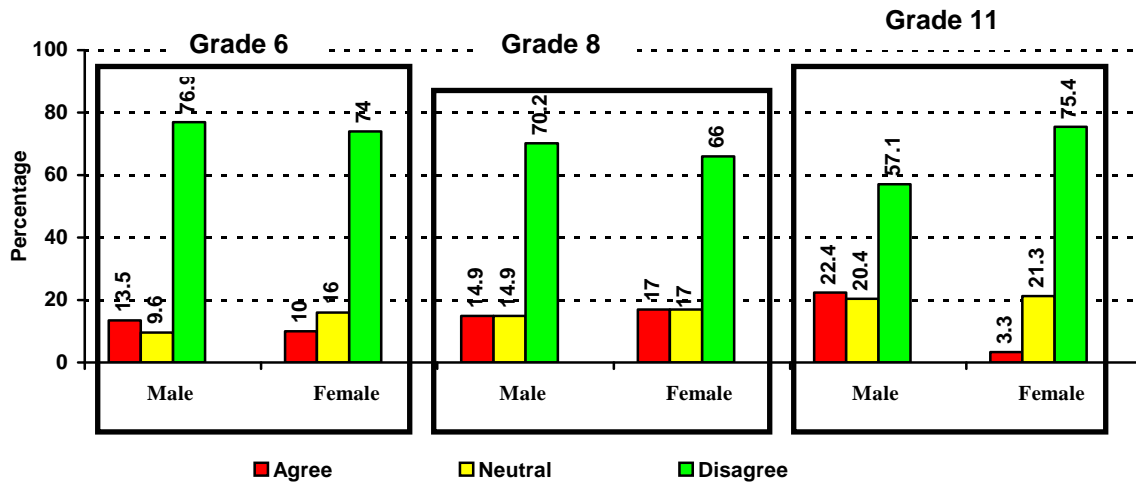


FIGURE 17
Students who believe it is important not to drink alcohol by gender within grades
2005 Study Results

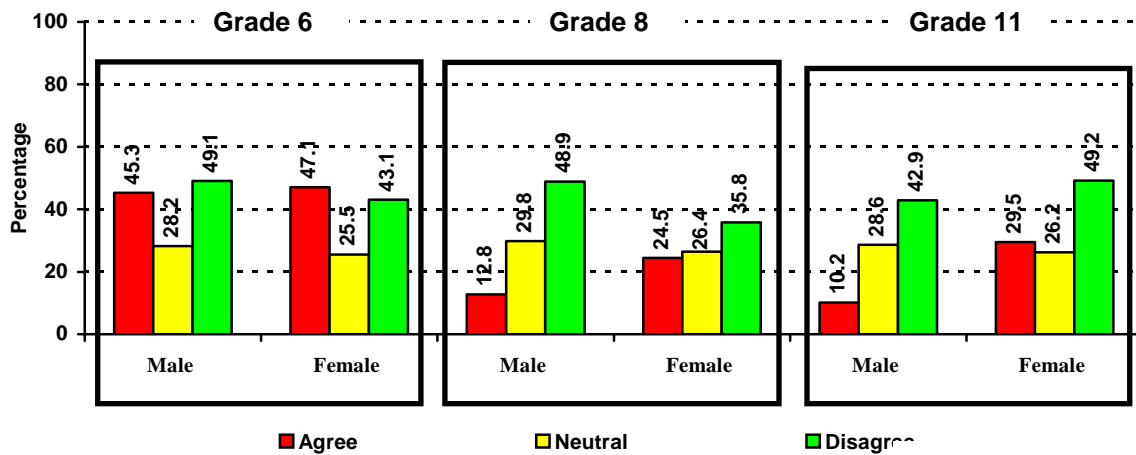


Table 10 presents a comparison by grade of 3 items associated with the students' perceptions of tobacco and gambling. It can be seen that the level of agreement with respect to a *belief that it was important not to use tobacco* was supported by the majority of students in all levels of school. Almost all of the elementary students (94.4%) and most of the junior high school students (85.5%) agreed with this statement; however, the percentage of agreement dropped to 73% among senior high school students. On a positive note, the majority of students, regardless of age, are not using tobacco products each day.

TABLE 10
Assessment of Tobacco Use & Gambling – 2005 Study Results

	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
Believe it is important not to use tobacco products					
Grade 6 Students	5.6%		0.0%	94.4%	
Grade 8 Students	4.9%	2.9%	6.8%	14.6%	70.9%
Grade 11 Students	6.3%	5.4%	15.3%	16.2%	56.8%
Use tobacco products every day					
Grade 6 Students	98.1%		1.0%	1.0%	
Grade 8 Students	90.3%	4.9%	3.9%	1.0%	0.0%
Grade 11 Students	78.4%	9.0%	5.4%	2.7%	4.5%
Have gambled for money					
Grade 6 Students	89.7%		4.7%	5.6%	
Grade 8 Students	44.7%	9.7%	9.7%	22.3%	13.6%
Grade 11 Students	34.2%	13.5%	10.8%	23.4%	18.0%

Gambling for money was something that seemed to increase as the age of the student increased. Almost all of the elementary students did not gamble for money (only 5.6% indicated that they did); however, the percentage of agreement increased to 35.9% among junior high students and to 41.4% among senior high school students.

Table 11 presents a comparison by grade of 6 items associated with the students' perceptions of drugs and drug use. Initially, the findings are positive, as 92.5% of elementary students and 85.3% of junior high students indicate that *it is important for them not to use illegal drugs*. However, this agreement drops to 73% among high school students.

TABLE 11
Assessment of Drugs and Drug Use – 2005 Study Results

	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
Important for me not to use illegal drugs					
Grade 6 Students	4.7%		2.8%	92.5%	
Grade 8 Students	5.9%	1.0%	7.8%	14.7%	70.6%
Grade 11 Students	3.6%	8.1%	15.3%	22.5%	50.5%
Never used hard drugs such as cocaine, crystal meth, crack					
Grade 6 Students	15.9%		0.0%	84.1%	
Grade 8 Students	22.5%	2.0%	3.9%	3.9%	67.6%
Grade 11 Students	6.3%	2.7%	2.7%	3.6%	84.7%
Know someone who has tried illegal drugs					
Grade 6 Students	68.2%		3.7%	28.0%	
Grade 8 Students	11.7%	6.8%	3.9%	21.4%	56.3%
Grade 11 Students	2.7%	2.7%	3.6%	27.9%	63.1%
Believe illegal drugs are easy to obtain					
Grade 6 Students	53.3%		29.5%	17.1%	
Grade 8 Students	13.6%	11.7%	25.2%	29.1%	20.4%
Grade 11 Students	0.9%	3.6%	18.9%	49.5%	27.0%
Feel pressured to try illegal drugs					
Grade 6 Students	77.4%		12.3%	10.4%	
Grade 8 Students	58.3%	15.5%	15.5%	4.9%	5.8%
Grade 11 Students	36.9%	38.7%	16.2%	7.2%	0.9%
Have friends who have problems with illegal drug use					
Grade 6 Students	91.6%		4.7%	3.7%	
Grade 8 Students	41.7%	14.6%	8.7%	13.6%	21.4%
Grade 11 Students	13.5%	25.2%	18.9%	25.2%	17.1%

It can also be seen that the majority of students across all grades have not used hard drugs, and only a small percentage of students admitted that they *felt pressured to try illegal drugs*. The percentage of students who *knew someone who has tried illegal drugs* and those who *have friends who have problems with illegal drug use* increases as the age of the student increases. Similarly, the percentage of students who believe that *illegal drugs are easy to obtain* increases with age, from 17.1% of elementary students, to 49.5% of junior high and 76.5% of senior high school students who feel this way.

Youth's Assessment of Mental and Physical Health Issues

TABLE 12
Assessment of Physical and Mental Health Issues – 2005 Study Results

	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
Spend time each week in sports/clubs/orgs/ or music/drama					
Grade 6 Students	14.0%		11.2%	74.8%	
Grade 8 Students	7.8%	6.8%	8.7%	17.5%	59.2%
Grade 11 Students	10.8%	16.2%	10.8%	18.9%	43.2%
Exercise regularly					
Grade 6 Students	0.0%		32.7%	67.3%	
Grade 8 Students	0.0%	1.9%	15.5%	37.9%	44.7%
Grade 11 Students	1.8%	9.9%	18.9%	38.7%	30.6%
Able to deal with anger/problems without violence					
Grade 6 Students	5.6%		43.9%	50.5%	
Grade 8 Students	8.8%	12.7%	29.4%	29.4%	19.6%
Grade 11 Students	6.3%	9.0%	23.4%	40.5%	20.7%
Read for pleasure 3 or more hours each week					
Grade 6 Students	24.5%		30.2%	45.3%	
Grade 8 Students	20.4%	17.5%	9.7%	29.1%	23.3%
Grade 11 Students	18.2%	27.3%	15.5%	20.0%	19.1%
Sometimes I try to cut or hurt myself					
Grade 6 Students	81.3%		14.0%	4.7%	
Grade 8 Students	70.9%	15.5%	6.8%	3.9%	2.9%
Grade 11 Students	73.9%	12.6%	3.6%	5.4%	4.5%

Table 12 presents a comparison by grade of 5 items associated with the students' perceptions of physical and mental health. Overall, there are a healthy number of students who indicated that they are *spending time each week with a sports team, club/organization or music/theatre lessons*. Overall, 74.8% of elementary students and 76.7% of junior high students are doing these types of activities. There is a drop among senior high school students, though the results showed that 62.1% of older students are staying involved. Regular exercise is done by a healthy percentage of students in all grades, with the highest percentage reported by junior high students (82.6%).

It appears that only a small percentage of students from each level of schooling admit to *cutting or hurting themselves*, though there is evidence that this type of behavior is occurring among youth. It also appears that most students are *able to deal with anger and other problems without resorting to violence*; however, there is a sizable percentage of students in each school level who are neutral on this issue, as well as 21.5% of junior high school and 15.3% of senior high school students who disagree with this statement.

Reading for pleasure 3 or more hours each week is an activity which is not being done by students as much as it should. The results from the study indicate that only 45.3% of elementary students and 52.4% of junior high students are engaging in this important activity, and that the percentage drops as students grow older (39.1% among senior high students).

A list of the most frequently mentioned activities that students like to do in their spare time is shown in Table 13. *Reading*, while a somewhat popular pastime among elementary students, dropped to third place overall among older students. *Playing sports* is an activity that is somewhat popular across all ages, and increases in prominence as the students grow older. *Being with friends* becomes the most important pastime as the age of the student increases. Computer games and video games are more prominent activities indicated by elementary students as opposed to junior high and high school students. *Playing outside* is an activity done only by elementary students, and was not mentioned by junior high or high school students.

TABLE 13
Top Spare Time Activities – 2005 Study Results

	Grade 6	Grade 8	Grade 11
Read	32.1%	20.6%	23.4%
Play sports	31.1%	38.2%	40.2%
Hang out/play with friends	17.9%	27.5%	43.9%
Computer games/Internet/MSN chat	15.1%	14.7%	1.9%
Play video games	14.2%	8.8%	9.3%
Play outside	14.2%	---	---
Watch TV	9.4%	9.8%	9.3%
Biking	7.5%	12.7%	3.7%
Drawing/doing art	6.6%	2.9%	4.7%
Skateboarding /rollerblading	5.7%	8.8%	1.9%

Youth's Assessment of Their Friends

Table 14 presents a comparison by grade of 5 items associated with the students' perceptions of their friends. It can be seen that a comfortable percentage of students in all levels of school feel that *they have enough friends*. It can also be seen that a strong percentage of students felt that they *can rely on their friends*, and that this perception is very strong among junior high (86.4%) and senior high students (82%). It is also positive to note that the majority of students felt that they were *able to say no to peers/friends for things that are wrong* (Grade 6 – 73.6%; Grade 8 – 72.6%; Grade 11 – 80.1%).

TABLE 14
Assessment of Friends – 2005 Study Results

	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
I feel I have enough friends					
Grade 6 Students	2.8%		23.4%	73.8%	
Grade 8 Students	0.0%	3.9%	2.9%	33.0%	60.2%
Grade 11 Students	2.7%	3.6%	12.6%	54.1%	27.0%
Able to say no to peers/friends for things that are wrong					
Grade 6 Students	3.8%		22.6%	73.6%	
Grade 8 Students	4.9%	9.8%	12.7%	31.4%	41.2%
Grade 11 Students	1.8%	2.7%	15.3%	45.0%	35.1%
Can rely on my friends					
Grade 6 Students	4.7%		28.0%	67.3%	
Grade 8 Students	1.9%	1.0%	10.7%	40.8%	45.6%
Grade 11 Students	0.9%	4.5%	12.6%	50.5%	31.5%
My Parents like my friends					
Grade 6 Students	5.6%		30.8%	63.6%	
Grade 8 Students	5.8%	3.9%	16.5%	39.8%	34.0%
Grade 11 Students	2.7%	4.5%	14.5%	46.4%	31.8%
My closest friends do well at school					
Grade 6 Students	6.5%		43.9%	49.5%	
Grade 8 Students	7.8%	6.8%	27.2%	40.8%	17.5%
Grade 11 Students	4.5%	9.9%	27.9%	43.2%	14.4%

It appears that for the most part, a majority of students, regardless of school level, indicate that *their parents like their friends*, and that this percentage increases as the age of the student increases. While the majority of students have indicated that *their closest friends do well at school*, there are still a sizable percentage of students who were more ambivalent about this.

A breakdown of the different sources that kids could use to get help is shown in Table 15. It can be seen that among the youngest students, the parents are the first resource that would be sought out. The next group of resources included friends, another family member, a counselor or teacher/coach or another adult. It can be seen that *friends* become the number one resource among older students, with parents being the second alternative. Among older students, making use of books or magazines or the internet become more important sources than was the case with elementary students.

TABLE 15
Who to Turn to for Advice or Information – 2005 Study Results

	Grade 6	Grade 8	Grade 11
Parents	90.5%	79.2%	73.1%
Friends	68.6%	87.1%	88.9%
Another family member	69.5%	62.4%	57.4%
Counselor	55.2%	29.7%	38.9%
Teacher/coach / Another adult	46.8%	22.8%	27.8%
Help Line	16.2%	17.8%	11.1%
Books/Magazines	15.2%	33.7%	28.7%
Internet	3.8%	32.7%	44.4%

IV. NEXT STEPS

1. The report will be shared with the partnering organization, The Community Alcohol and Drug Strategy Committee for their review and action and to member agencies of the Family and Community Services Advisory Committee including, the Elk Island Public School Board, Children and Family Services Neighborhood Center, Community Health Council, A Safe Place, Boys and Girls Club of Strathcona County and the Information and Volunteer Center.
2. Copies of the report will be sent to Elk Island Public Schools and in particular, to those schools who participated in the survey, and to the Youth Council, who pre-tested the survey and provided input.
3. The Family and Community Services Advisory Committee will meet in January to gather input from participating organizations and youth serving agencies. Priorities and gaps will be identified at that time and action steps developed.
4. Currently, two new bullying initiatives are underway in the County, Taking Action on Bullying, a joint initiative between the Province and Strathcona's Parent Link Center and the Prevention of Family Violence and Bullying Community Incentive Fund, a two year project funded by Alberta Children's Services. The former is a prevention/early intervention initiative partnering with OLPH School, which will use drama and the arts to provide interactive experiences in which students will learn cooperation, kindness and empathy, key skills in bullying prevention. The Incentive Fund will be used to inventory existing programs, develop linkages between relevant agencies, provide training to the public and professionals, develop best practices and protocols and develop strategies that emphasize collaboration.

APPENDIX A: THE QUESTIONNAIRE

Strathcona County Youth Survey

Please read each question carefully and answer each question honestly. Please do not put your name on this questionnaire. Feel free to ask us any questions you may have to the staff member.

Section A

We would like your help in finding out how you feel as a young person living in our community. We will use this information to find ways our community can improve to become a better place for you to grow up. It will also allow us to plan for programs or services to help youth with problems they may encounter. We would like to hear your views on each of the statements below. To do this, please follow these directions.

You will need to circle a number between 1 and 5 to indicate how you feel about each statement. **A score of 1 means you *Strongly Disagree with the statement* and 5 means you *Strongly Agree with the statement*. If you feel less strongly about a particular statement, you may wish to circle a 2 if you disagree or a 4 if you agree. If you feel your opinion is somewhere in the middle of agreeing and disagreeing, circle 3 (neutral).** Please circle only one number per statement. *There are no right or wrong answers. We are interested in what YOU think.*

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I feel positive about my future.	1	2	3	4	5
I talk to my parents about any serious issues or concerns that I have.	1	2	3	4	5
I take responsibility for my actions when I get into trouble.	1	2	3	4	5
I worry about what other people think about me.	1	2	3	4	5
My parents spend enough time with me.	1	2	3	4	5
I have gambled for money.	1	2	3	4	5
I have picked on someone at least once in the past 12 months.	1	2	3	4	5
I know what Sexually Transmitted Diseases (STDs) are.	1	2	3	4	5
My parents like my friends.	1	2	3	4	5
My parents encourage me to do the best I can.	1	2	3	4	5
I have never used hard drugs such as cocaine, crystal meth or crack.	1	2	3	4	5
I can stand up for what I believe.	1	2	3	4	5

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I feel pressured to try illegal drugs.	1	2	3	4	5
My parents know they can trust me to do the right thing.	1	2	3	4	5
I feel I have enough friends.	1	2	3	4	5
I occasionally drink alcohol with friends.	1	2	3	4	5
I feel safe walking alone in my neighbourhood after dark.	1	2	3	4	5
It is important for me to do well in school.	1	2	3	4	5
I believe it is important for me not to use illegal drugs.	1	2	3	4	5
My parents want to know where I am when I am not at home.	1	2	3	4	5
I am able to get transportation as necessary.	1	2	3	4	5
My parents monitor my Internet use.	1	2	3	4	5
I believe it is important to help others.	1	2	3	4	5
I feel pressured to try alcohol.	1	2	3	4	5
I live in a very caring community.	1	2	3	4	5
It is important to use birth control.	1	2	3	4	5
I have adult role models in my life that I look up to.	1	2	3	4	5
I can rely on my friends.	1	2	3	4	5
I exercise regularly.	1	2	3	4	5
I know some adults other than my parents that I can go to for advice and support.	1	2	3	4	5
It is important to use protection against STDs (sexually transmitted diseases).	1	2	3	4	5
I believe that it is important for me not to use tobacco products.	1	2	3	4	5
I have enough money to buy the same clothes and do the same activities as my friends.	1	2	3	4	5

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Sometimes I try to cut or hurt myself.	1	2	3	4	5
I have been bullied by someone at least once in the past 12 months.	1	2	3	4	5
I believe it is important for me not to drink alcohol.	1	2	3	4	5
My family provides me with lots of support.	1	2	3	4	5
I read for pleasure three or more hours each week.	1	2	3	4	5
My closest friends do well at school.	1	2	3	4	5
I know someone who has tried illegal drugs.	1	2	3	4	5
I know my parents are there for me when I need them.	1	2	3	4	5
I spend time each week in organized sports, clubs/ organizations, or taking lessons in music or theatre.	1	2	3	4	5
I know where to go when I need help.	1	2	3	4	5
I believe illegal drugs are easy to obtain.	1	2	3	4	5
My parents help me succeed in school.	1	2	3	4	5
In the past 12 months, I have seen people being bullied in my school.	1	2	3	4	5
I use tobacco products every day.	1	2	3	4	5
I am able to deal with my anger/problems without violence.	1	2	3	4	5
I am able to say “no” to my peers/friends when they want me to do something I think is wrong.	1	2	3	4	5
I have friends who have problems with illegal drug use.	1	2	3	4	5
My parents have clear rules about what I can and cannot do.	1	2	3	4	5

Section B

Please answer the following questions. There are no right or wrong answers.

1. There are different ways that teens can get information and advice on problems or issues. If you experienced something that disturbed you and felt that you needed help, what source(s) would you use? Please check as many sources that you think you might use:

1 <input type="checkbox"/> Counselor	6 <input type="checkbox"/> Help line
2 <input type="checkbox"/> Books	7 <input type="checkbox"/> The Internet
3 <input type="checkbox"/> A friend	8 <input type="checkbox"/> A Teacher
4 <input type="checkbox"/> A Parent	9 <input type="checkbox"/> Other: <i>Indicate:</i> _____
5 <input type="checkbox"/> Another family member	

2. In my spare time I like to _____.

3. If I could change one thing in my life it would be _____
_____.

4. I play video games on average:

1 <input type="checkbox"/> Never	4 <input type="checkbox"/> 15 – 21 hrs/week
2 <input type="checkbox"/> 1 – 5 hrs/week	5 <input type="checkbox"/> 22 + hrs/week
3 <input type="checkbox"/> 6 – 14 hrs/week	

5. I think my health is: 1 Excellent 2 Good 3 Fair 4 Poor

6. I am on the Internet for non-school use:

1 <input type="checkbox"/> Never	4 <input type="checkbox"/> 15 – 21 hrs/week
2 <input type="checkbox"/> Less than 8 hrs/week	5 <input type="checkbox"/> 22 + hrs/week
3 <input type="checkbox"/> 8 – 14 hrs/week	

7. Do you have a part-time job? 1 Yes 2 No (*skip to Q-8 below*)

8. If you answered “yes” to question 7, please indicate how many hours you work each week:

1 <input type="checkbox"/> Less than 8 hrs/week	2 <input type="checkbox"/> 8 – 14 hrs/week	3 <input type="checkbox"/> 15 – 21 hrs/week	4 <input type="checkbox"/> 22 + hrs/week
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9. I watch TV on average:

1 <input type="checkbox"/> Never	4 <input type="checkbox"/> 15 – 21 hrs/week
2 <input type="checkbox"/> Less than 8 hrs/week	5 <input type="checkbox"/> 22 + hrs/week
3 <input type="checkbox"/> 8 – 14 hrs/week	

10. Please check whether you are: 1 Male 2 Female

Thank You Very Much for Your Help.
Please hand in when you are finished.