



# Status of Mental Health, Addictions and Substance Use Health among Ottawa Students during the COVID-19 Pandemic

Results from the Ontario Student Drug Use and Health Survey, 2021

Ottawa Public Health

February 22, 2023

If the content of this report impacts you in a negative way, please speak to your health care provider or call the Mental Health Crisis Line at **613-722-6914** (Ottawa) or **1-866-996-0991** (outside Ottawa).

# Acknowledgements

- Ottawa Public Health respectfully acknowledges that the City of Ottawa is located on unceded Algonquin Anishinabe territory. The peoples of the Anishinabe Algonquin Nation have lived on this territory for millennia. Their culture and presence have nurtured and continue to nurture this land. We honour the peoples and land of the Anishinabe Algonquin Nation and all First Nations, Inuit and Métis peoples, their ancestors, and their Elders and their valuable past and present contributions to this land. We also recognize the impact and legacy of settler colonialism and ongoing systemic racism on First Nations, Inuit and Métis people, and we pay tribute to the survivors of residential schools, their families, communities and to the children who never came home.
- **This report was written by:**
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- **Thank you to our Ottawa Public Health peer reviewers and contributors:**
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- The data contents and interpretations in this publication from the Ontario Student Drug Use and Health Survey, conducted by the Centre for Addiction and Mental Health and administered by the Institute for Social Research, York University are solely the responsibility of the authors and do not necessarily represent the official view of the Centre for Addiction and Mental Health.
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- For copies of this report, please visit [ottawapublichealth.ca](https://ottawapublichealth.ca)
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# Key Findings

- Ottawa students in grades 7-12 reported significantly poorer mental health and emotional wellness in 2021 compared to 2019 (pre-COVID-19 pandemic). Students also reported increases in psychological distress, self-harm, and thoughts about attempting suicide.
- Two in five Ottawa students reported fair or poor mental health (44%) as well as wanting to talk to someone but not knowing where to turn (42%), and one third reported that their ability to handle an unexpected crisis or difficult family or friend problem was fair or poor.
- Poor mental health and well-being, thoughts about attempting suicide, and self-harm behaviours were more prevalent amongst students in grades 9-12, of socioeconomic disadvantage, and identifying as 2SLGBTQQA+.
- A third of students reported that the COVID-19 pandemic negatively impacted their mental health, especially females and those in grades 9-12. Females were also significantly more likely to report difficulty with online learning from home during the pandemic.
- Alcohol and cannabis continue to be the most frequently used substances. Past year substance use in 2021 was largely unchanged from 2019, with the exceptions of vaping and binge drinking which decreased, the latter specifically among grade 9-12 students.
- Grade 9-12 students were significantly more likely to report use of alcohol (42%), cannabis (21%\*), tobacco cigarettes (4%\*) and vapes (12%\*) than those in grades 7-8. However, grade 7-8 students were just as likely to report non-medical opioid use as those in grades 9-12 (10%).
- Past year alcohol use was more prevalent amongst socioeconomically disadvantaged students and those who identified as non-racialized.
- One in 10\* students in grades 9-12 reported using cannabis in the past year in order to cope with a mental health issue.
- One in 10\* grade 7-12 students reported online gambling in the past year.
- Nearly three quarters of students reported more than 2 hours of daily recreational screen time in the past year (significantly lower than in 2019, 77%), with more students in grades 9-12 and those of socioeconomic disadvantage reporting this behaviour compared to their counterparts.
- Differences in the mode of delivery of the 2021 OSDUHS (online, at-home) compared to previous cycles (on paper, in school) may have impacted how students responded to the questions and therefore how comparable the findings are between survey years. Also, the lower response rate for this cycle means that the findings of this report may not be fully representative of all Ottawa students.

\*Interpret with caution, coefficient of variation high (CV 16.5 to 33.3)

# Ontario Student Drug Use and Health Survey

## Methodology

- The Ontario Student Drug Use and Health Survey (OSDUHS) has been conducted since 1977 by the Centre for Addiction and Mental Health (CAMH) and is administered every 2 years to Ontario students in grades 7-12.
- An Ottawa specific sample of about 1,000 youth has been collected in each of the 2009, 2011, 2013, 2017, 2019, and 2021 surveys.
- Pre-pandemic ( $\leq 2019$ ) versions of the survey were administered in person during school time, using pencil and paper. Due to the COVID-19 pandemic, the 2021 version was administered online and completed by students at the time and place of their convenience.
- It takes about 30 minutes to complete the survey. In Ottawa, the survey is offered to students in both English and French.
- To select the population to sample population to survey, stratified cluster sampling was used, with school as the sampling unit. All four publicly funded school boards in Ottawa were included in the sampling; private schools were excluded. Prior to 2021, classes were randomly selected within grades. For 2021, entire grades within a selected school were approached, and students in special education or ESL classes were included.
- Survey weights have been applied to the population of Ottawa to adjust for the sample probability of selection, nonresponse and regional and demographic characteristics in relation to the population of students enrolled in the public education system.
- In 2021, 17 Ottawa schools with grade 7-8 students and 11 Ottawa schools with grade 9-12 students were surveyed of which 413 and 530 students, respectively, responded.

# Priority Indicators

Positive mental health promotion across the population is a key part of fostering and maintaining a healthy and resilient community. It is also integral in preventing the onset or worsening of mental illness, addictions and problems occurring with substance use and enhancing recovery from illness.

This report includes the following indicators, selected for their importance in understanding the mental health, addictions and substance use health status of Ottawa students in grades 7-12, particularly in the context of the COVID-19 pandemic, where the community experienced widespread closures and re-openings of businesses, schools and institutions, as well as social isolation, uncertainty and anxiety. Where possible, these indicators have been examined by subgroups so to better understand those who may be at greater risk for poor mental health, addictions and substance use health.

## **1. Mental Health**

- a) Mental health and emotional well-being**
- b) COVID-19 pandemic experience**
- c) Psychological distress**
- d) Thoughts about attempting suicide**
- e) Self-harm**
- f) Concerns about eating, weight or body shape**

## **2. Addictions and Substance Use Health**

- a) Past year substance use**
- b) Frequency of grade 9-12 substance use**
- c) Cannabis use modalities and reasons**
- d) Online gambling**
- e) Recreational screen time**

# Data Analysis

- This report presents 2021 priority indicator estimates for Ottawa and by sociodemographic subgroups including sex, grade, ethno-racial identity, gender identity, sexual orientation, socioeconomic advantage/disadvantage, and whether the student and their parents were born in Canada.
- For some of the sociodemographic data, individual response categories were aggregated to the most meaningful and feasible groupings considering both relevance and sample size.
  - Ethno-racial identity: the subgroups presented in the report are non-racialized (e.g., students identifying as White European or White North American) and racialized (e.g., students who identified as one of East Asian, South Asian, Southeast Asian, Black African, Black Caribbean, Black North American, First Nations, Indian Caribbean, Indigenous/Aboriginal, Inuit, Latin American, Métis, Middle Eastern, or Mixed Heritage).
  - Sexual orientation: the subgroups presented are heterosexual/straight and 2SLGBTQQIA+ which includes students who identified as one of asexual, bisexual, gay, lesbian, queer, questioning/not sure, two-spirit, or not listed.
  - Gender identity: the subgroups presented are man/boy, woman/girl, and other identity which includes students who identified as one of transgender, two-spirit, non-binary (fluid/queer), questioning/not sure, or not listed.
  - Socioeconomic advantage/disadvantage: students responded based on their perception of where on a scale from 1 (worst off) to 10 (best off) their family fits regarding how much money they have, how much education they have received, and whether they hold a more desirable or higher paying job compared to those with little education, no job or a lesser paying job. Students who responded <7 were grouped as socioeconomically (SE) disadvantaged while those responding 7+ were grouped as SE advantaged.
- Unless otherwise indicated, most indicators in the report were asked of all grade 7-12 students. Notable exceptions include patterns of use of some substances, as well as gender identity and sexual orientation which were asked of grade 9-12 students only.

# Data Analysis

- Comparisons of indicator estimates by various subgroups were performed, where sample size allowed, as well as between 2019 and 2021 survey cycles, where indicators were collected in both and using the same question structure. Sample estimates are reported as population-based weighted percentages (%) and displayed where available.
- Confidence intervals (95%) on indicator estimates are shown on some of the graphs in this report using error bars. A confidence interval indicates the amount of uncertainty associated with a sample estimate. A 95% confidence interval means that if the population were sampled repeatedly using the same methodology, the true population parameter would be contained within the interval 95% of the time. Wider confidence intervals indicate greater uncertainty.
- Indicator estimates for some subgroups are suppressed where the sample size of respondents in either the numerator or denominator was very small and the coefficient of variation (CV) was high ( $CV > 33.3\%$ ). Estimates denoted with an asterisk (\*) should be interpreted with caution given the CV is in a moderately high range (16.5 to 33.3).
- Significance testing was conducted using Chi-square testing at a significance level of  $p < 0.05$ . Findings that were statistically significant are noted; however, due to a small sample size, comparisons that are not statistically significantly different but were notably different ( $\geq 5\%$  difference in estimates) are also highlighted in the report.
  - Tests of significance by subgroups excluded missing data, however indicator estimates by subgroup reflect the proportion of all responses including those with missing data.

# Considerations for Interpretation

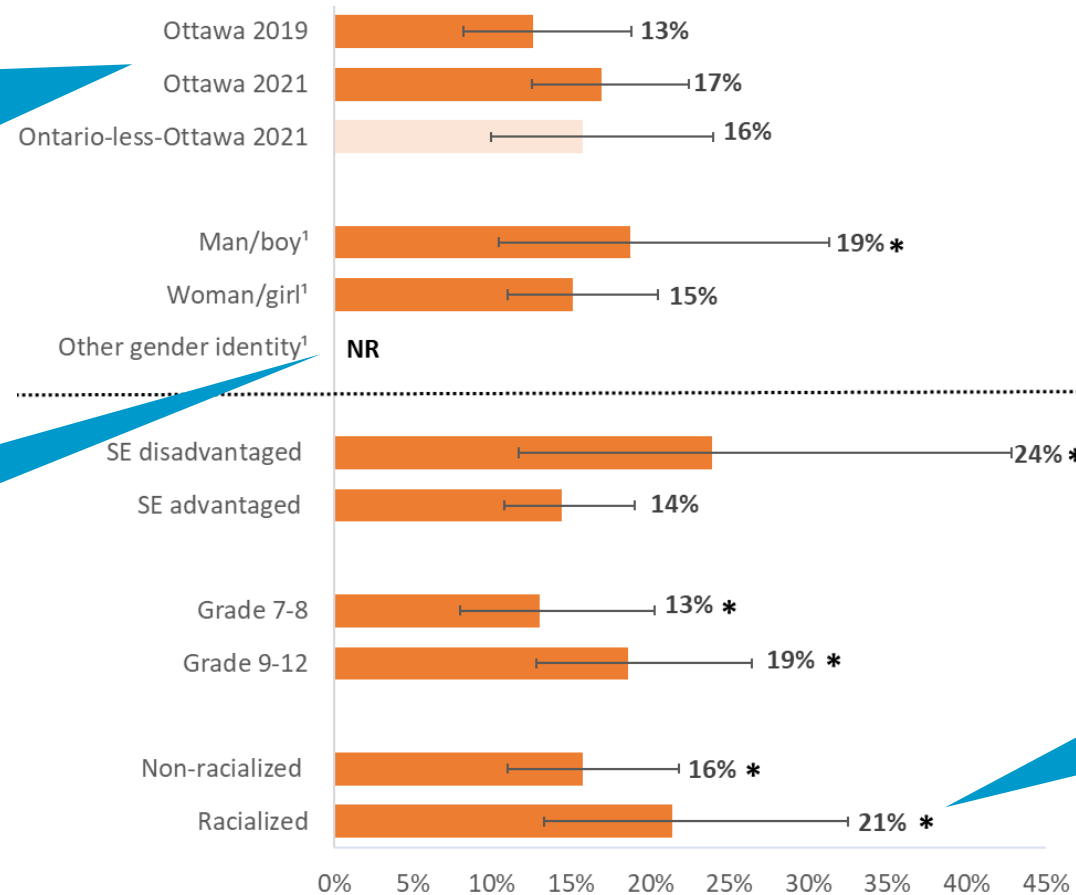
- Findings comparing estimates between the 2019 and 2021 cycles of the OSDUHS should be interpreted with caution given the methodological differences in survey administration (in-person paper-based in 2019 vs. online most likely at home in 2021) and in the response rates between these two cycles.
- Specifically in Ottawa, differences in the promotion of the OSDUHS between school boards resulted in much lower response rates from some of the boards. As result, this may impact the representativeness of the data for all Ottawa students.
- All data are based on self-report. The students may have felt it more socially desirable report certain answers, depending on the questions and whether they completed the survey online at home in 2021 as compared to in-person at school in 2019. Typically, survey respondents are more likely to underreport undesirable, unhealthy or illegal behaviours but this may have been influenced differently when completing the survey at home as compared to at school.
- Given that some groups such as students attending private schools, as well as youth not attending school (e.g., those in treatment, incarcerated, etc.) were excluded from the study, the results may not be generalizable to all youth of a similar age.



# Tips for Reviewing Figures

- Many of the visuals in this report show weighted estimates (%) comparing two timepoints (2019 vs. 2021) and across subgroups. These are shown as bar graphs. When viewing these bar graphs, note that:

Overall estimates for Ottawa 2019, Ottawa 2021, and Ontario-less-Ottawa 2021 (if available and if not displayed on a previous graph) are always listed at the top of the graph.



The horizontal dashed line divides subgroups into those which are statistically different ( $p \leq 0.05$ ; above dashed line) and those which are notably different ( $\geq 5\%$  difference in estimates; below dashed line).

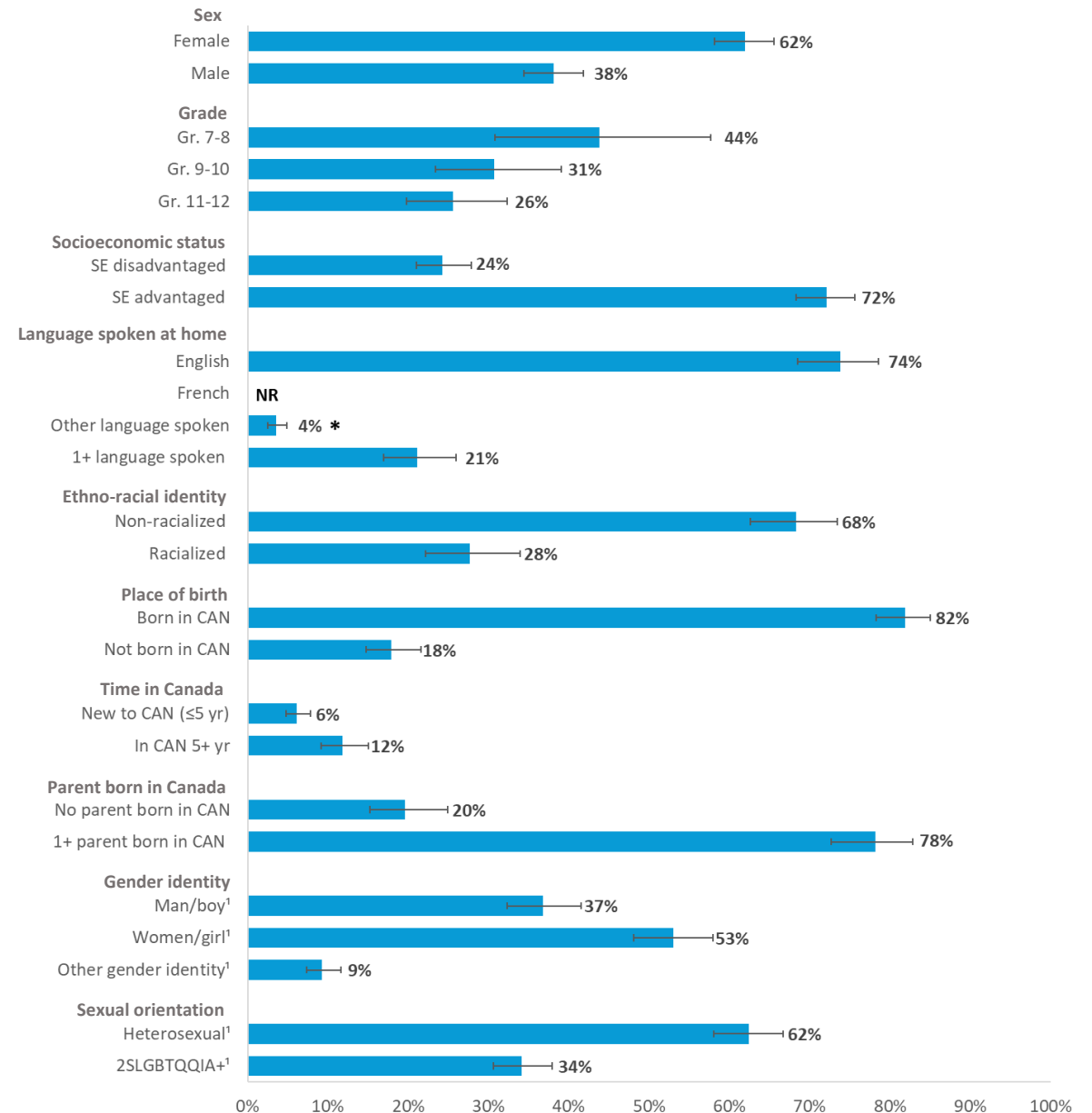
NR flags data that has been suppressed due to extremely high sampling variability (CV > 33.3)

Asterisks (\*) flag data that need to be interpreted with caution due to high sampling variability (CV 16.5 – 33.3).

# Painting a Picture of Ottawa Students

## Overall

- Most students identified as socioeconomically advantaged, non-racialized, heterosexual, Canadian-born, and speaking only English at home.
- Students who responded in 2021 were similar to those who responded in 2019 with respect to their grade, socioeconomic status, whether they were born in Canada, and their time spent in Canada.
- Significantly more females responded to the 2021 survey compared to 2019 (62% vs. 56%, respectively).



**Figure 1. Percent (unweighted) of Ottawa students (grades 7-12) who responded to the OSDUHS survey in 2021, by subgroup.**

\*Interpret with caution, coefficient of variation high (CV 16.5 to 33.3)

NR = estimate not reportable (CV > 33.3)

<sup>1</sup>. Gr. 9-12 students only

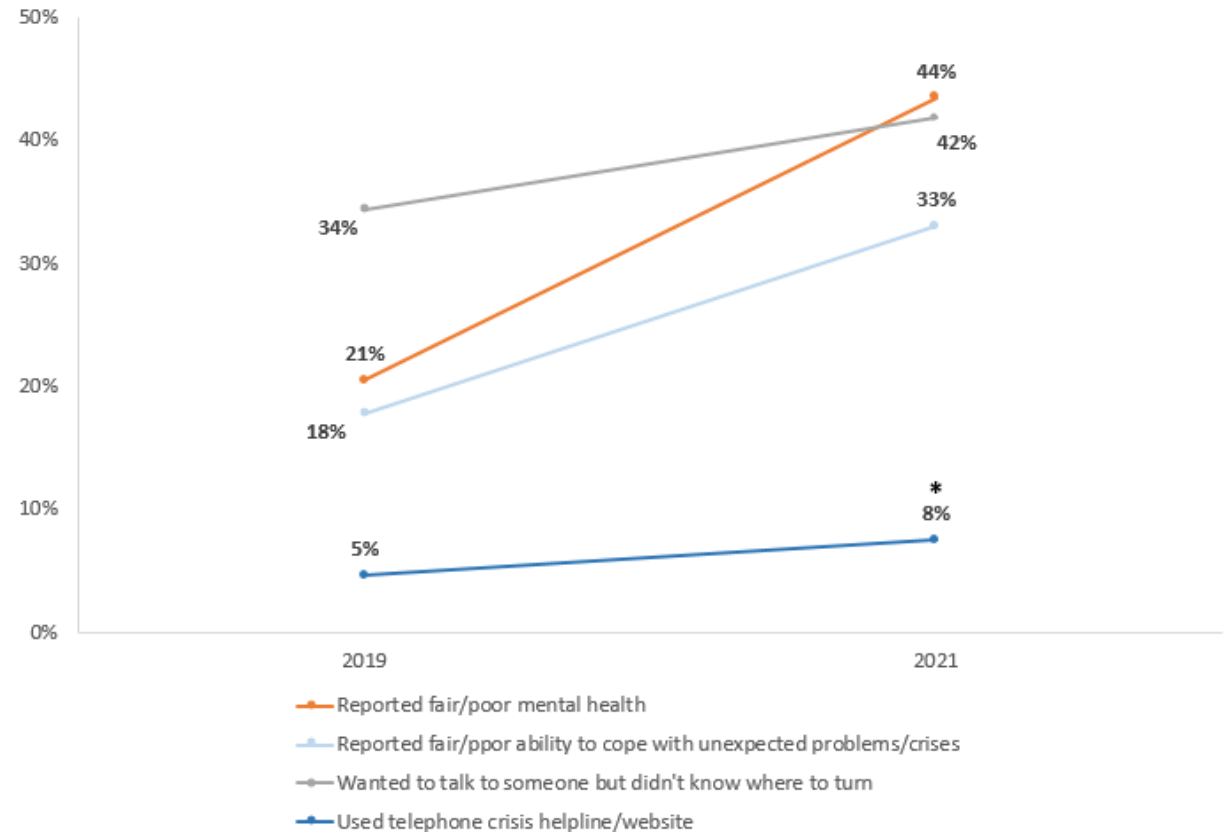
# Changes in Mental Health and Emotional Well-being

## About these indicators

Students were asked to rate their mental and emotional health, as well as their perceived ability to cope with unexpected problems/crises. They were also asked if in the past 12 months they had ever used a telephone crisis helpline/website or had wanted to talk to someone but didn't know where to go for help.

## Overall findings

- The mental health and emotional well-being of Ottawa students in grades 7-12 has significantly worsened since 2019, particularly with respect to self-rated mental health and ability to cope with problems or crises.
- Almost half of students (44%) reported fair/poor mental health; this is more than twice as many students compared to 2019.
- A third of students (33%) reported fair/poor ability to cope with unexpected problems or crises in 2021, up from one in five (18%) in 2019.



**Figure 2. Differences between 2019 and 2021 with respect to how Ottawa students (grades 7-12) responded to mental health and emotional well-being indicators.**

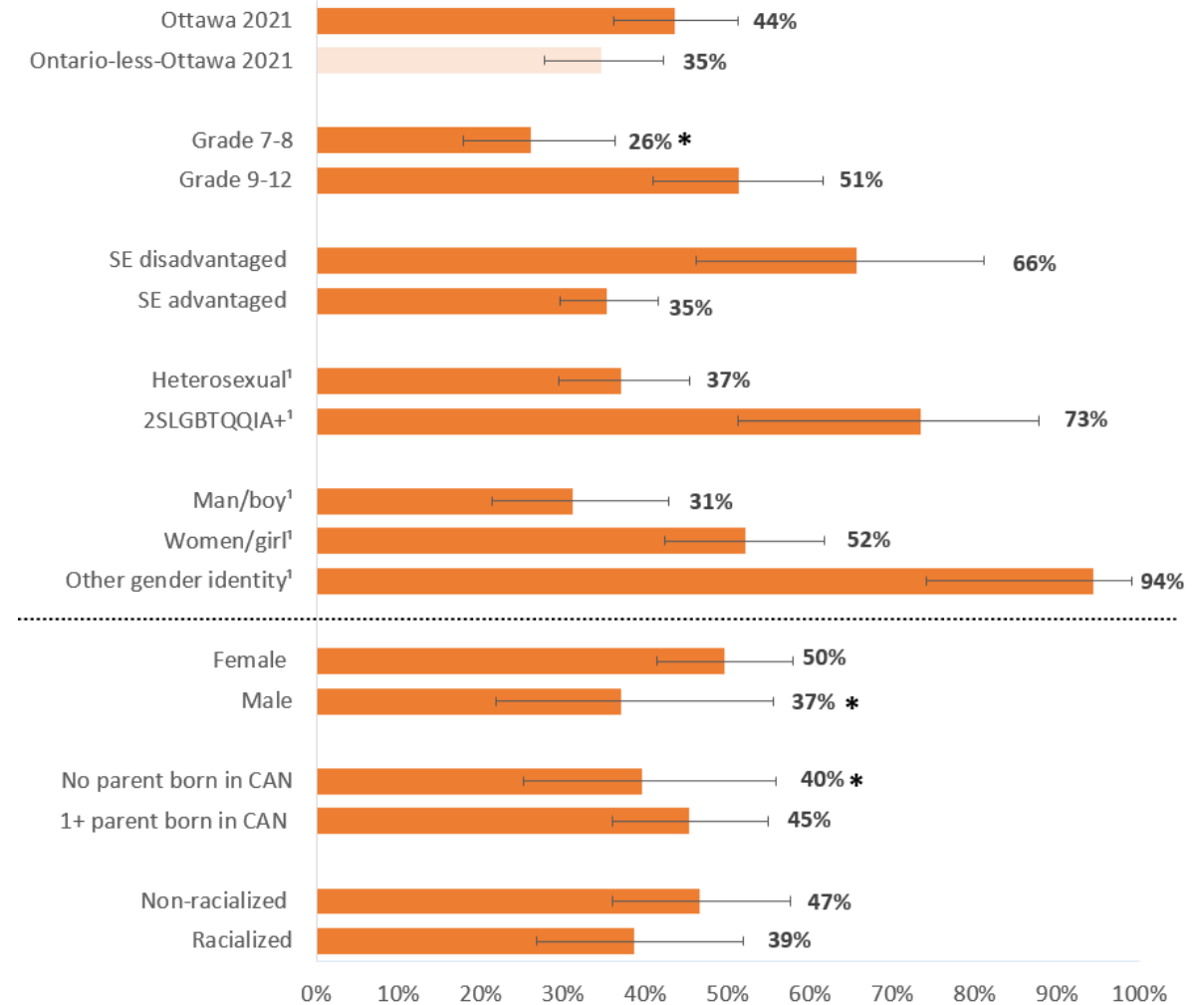
\*Interpret with caution, coefficient of variation high (CV 16.5 to 33.3)

# Mental or Emotional Health

## Students reporting fair or poor mental health

### Overall findings

- Almost half (44%) of student rated their mental or emotional health as fair or poor.
- Significant differences were observed among many subgroups of students:
  - Grades 9-12 vs. grades 7-8 (51% vs. 26%\*)
  - Socioeconomically disadvantaged vs. socioeconomically advantaged (66% vs. 35%)
  - Identifying as 2SLGBTQQIA+ vs. heterosexual (73% vs. 37%)
  - Identifying with another gender identity vs. man/boy vs. woman/girl (94% vs. 31% vs. 52%)
- Other notable, but not statistically significant, differences across subgroups of students:
  - Female vs. male (50% vs. 37%\*)
  - At least one parent born in Canada vs. no parents born in Canada (45% vs. 40%\*)
  - Identifying as non-racialized vs. racialized (46% vs. 39%)



**Figure 3. Percent of students (grades 7-12) who rated their mental or emotional health as fair or poor, by subgroup.**

\*Interpret with caution, coefficient of variation high (CV 16.5 to 33.3)

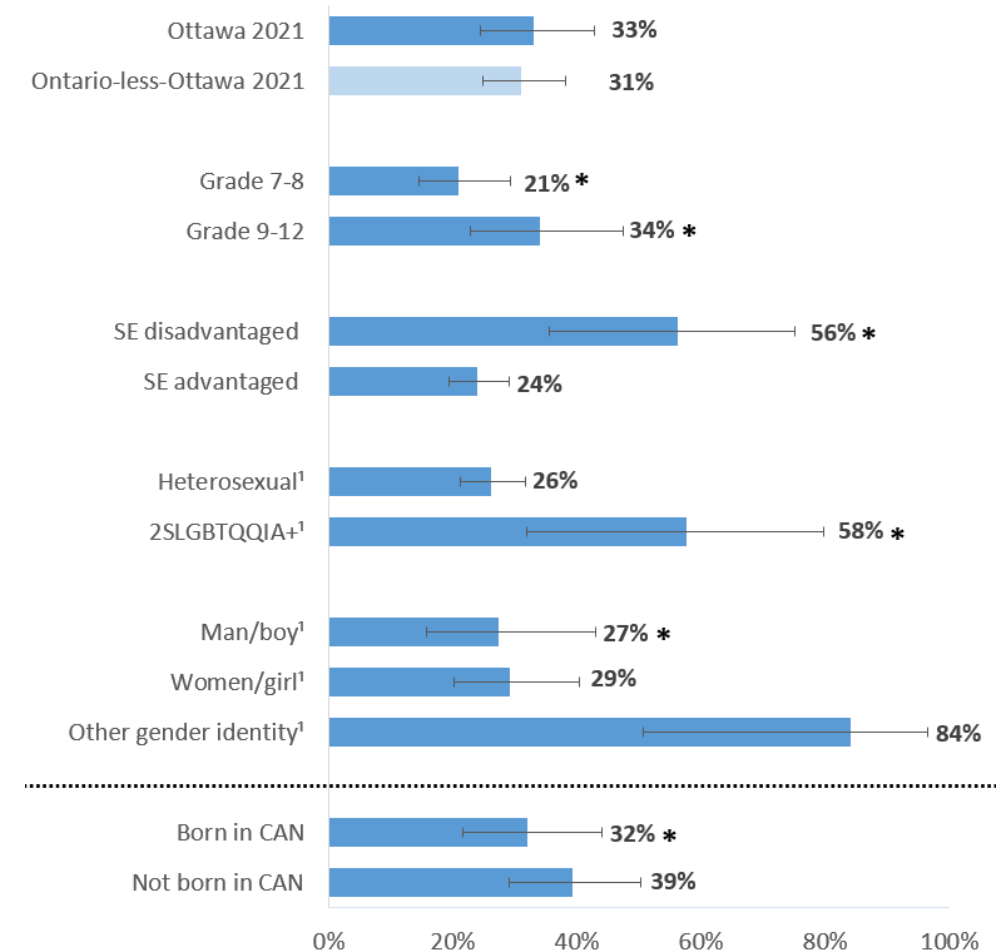
<sup>1</sup> Gr. 9-12 students only

# Ability to Cope with Unexpected Problems or Crises

## Students reporting fair or poor ability to cope

### Overall findings

- One in three (33%) students reported a fair or poor ability to cope with unexpected and difficult problems, such as family or personal crises.
- Significant differences were observed among many subgroups of students:
  - Grades 9-12 vs. 7-8 (34%\* vs. 21%)
  - Socioeconomically disadvantaged vs. socioeconomically advantaged (56%\* vs. 24%)
  - Identifying as 2SLGBTQIA+ vs. heterosexual (58%\* vs. 26%)
  - Identifying with another gender identity vs. man/boy vs. woman/girl (84% vs. 27%\* vs. 29%)
- More students not born in Canada (39%) compared to students born in Canada (32%\*) reported a fair or poor ability to cope with crises; although not statistically significant.



**Figure 4. Percent of students (grades 7-12) who rated their ability to cope with unexpected problems or crises as fair or poor, by subgroup.**

\*Interpret with caution, coefficient of variation high (CV 16.5 to 33.3)

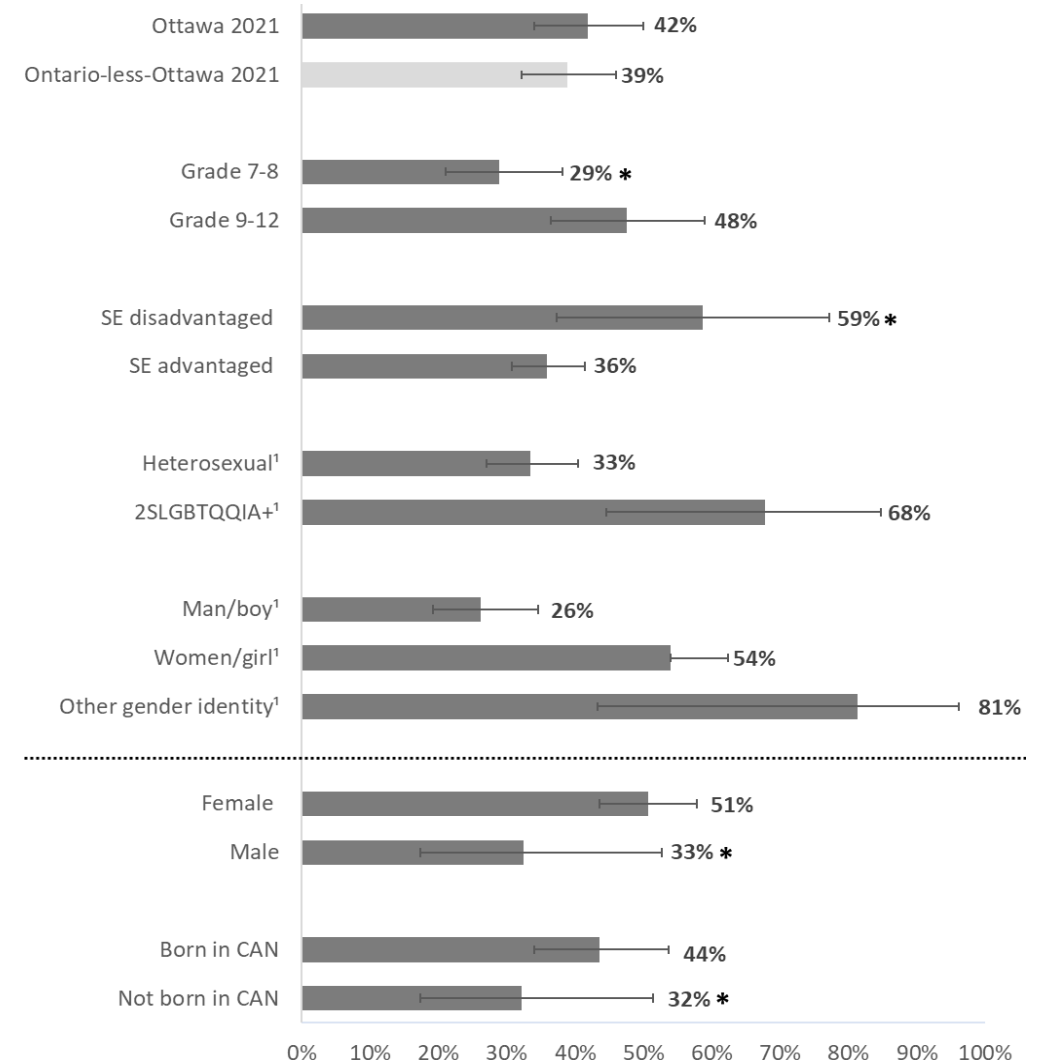
<sup>1</sup>Gr. 9-12 students only

# Wanted to Talk to Someone

Students wanting to talk to someone in the past year, but not knowing where to turn

## Overall findings

- About two out of five (42%) students reported wanting to talk to someone in the past year but did not know where to turn.
- Significant differences were observed among many subgroups of students:
  - Grades 9-12 vs. grade 7-8 (48% vs. 29%\*)
  - Socioeconomically disadvantaged vs. socioeconomically advantaged (59%\* vs. 36%)
  - Identifying as 2SLGBTQQIA+ vs. heterosexual (68% vs. 33%)
  - Identifying as a man/boy vs. woman/girl vs. another gender identity (26% vs. 54% vs. 81%)
- More females (51%) compared to males (32%\*) and students born in Canada (44%) compared to those not born in Canada (32%\*) reported that they wanted to talk to someone but did not know where to turn; although, these differences were not statistically significant.



**Figure 5. Percent of students (grades 7-12) who wanted to talk to someone in the past 12 months but did not know where to turn, by subgroup.**

\*Interpret with caution, coefficient of variation high (CV 16.5 to 33.3)

<sup>1</sup> Gr. 9-12 students only

# Telephone Crisis Helpline or Websites

Students reporting using crisis helpline or websites in the past year

## Overall findings

- About one in twelve (8%\*) Ottawa students reported using a crisis helpline or website in the past year; a small but non-significant increase compared to 2019 (5%).
- A similar proportion of students in Ontario reported using a crisis helpline or website (9%\*).
- Data for student subgroups were suppressed due to high sampling variability (CV > 33.3).

8%\*

Used a crisis helpline or  
website in the past year

\*Interpret with caution, coefficient of variation high (CV 16.5 to 33.3)

# COVID-19 Pandemic Experience

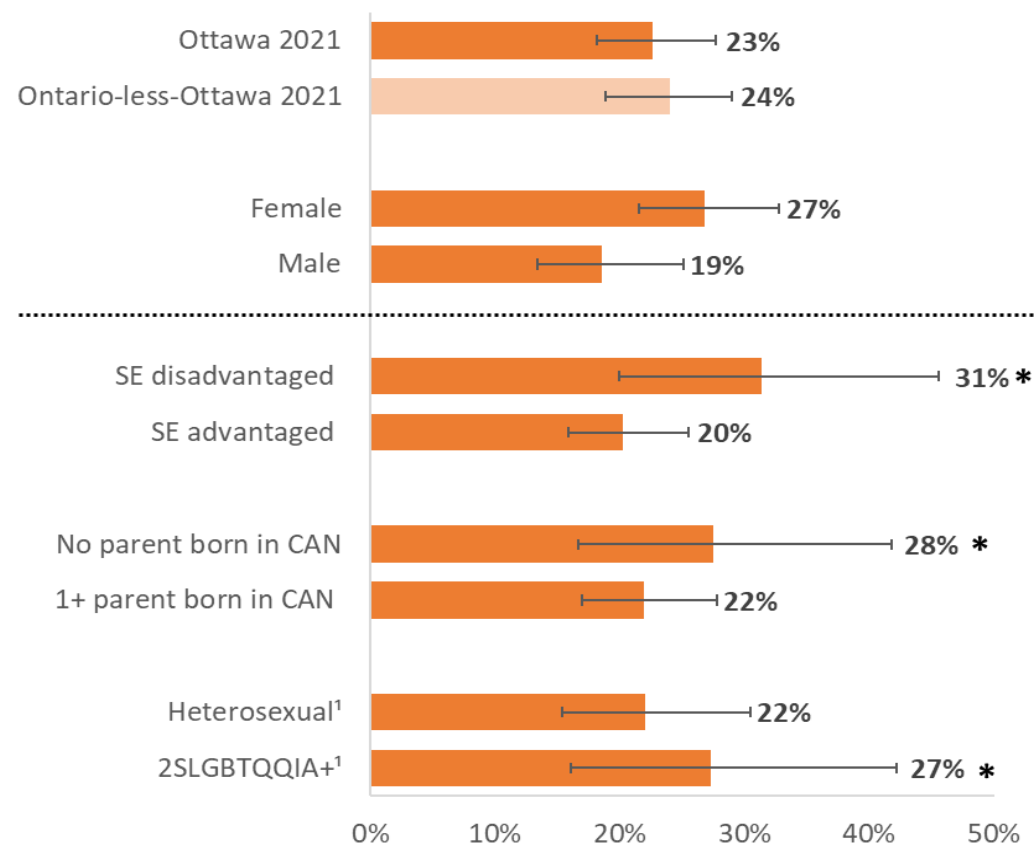
Students reporting that **online learning from home** during the pandemic was extremely or very difficult

## About this indicator

Students were asked to rate how difficult they found learning online from home during the COVID-19 pandemic.

## Overall findings

- About a quarter (23%) of students found it extremely or very difficult to learn online during the pandemic.
- Significantly more females (27%) compared to males (19%) reported substantial difficulties with online learning at home.
- Other notable, but not statistically significant, differences across subgroups of students:
  - Socioeconomically disadvantaged vs. socioeconomically advantaged (31%\* vs. 20%)
  - No parents born in Canada vs. at least one parent born in Canada (28%\* vs. 22%)
  - Identifying as 2SLGBTQQIA+ vs. heterosexual (27%\* vs. 22%)



**Figure 6. Percent of students (grades 7-12) who found it extremely or very difficult to learn online from home during the COVID-19 pandemic, by subgroup.**

\*Interpret with caution, coefficient of variation high (CV 16.5 to 33.3)



# COVID-19 Pandemic Experience

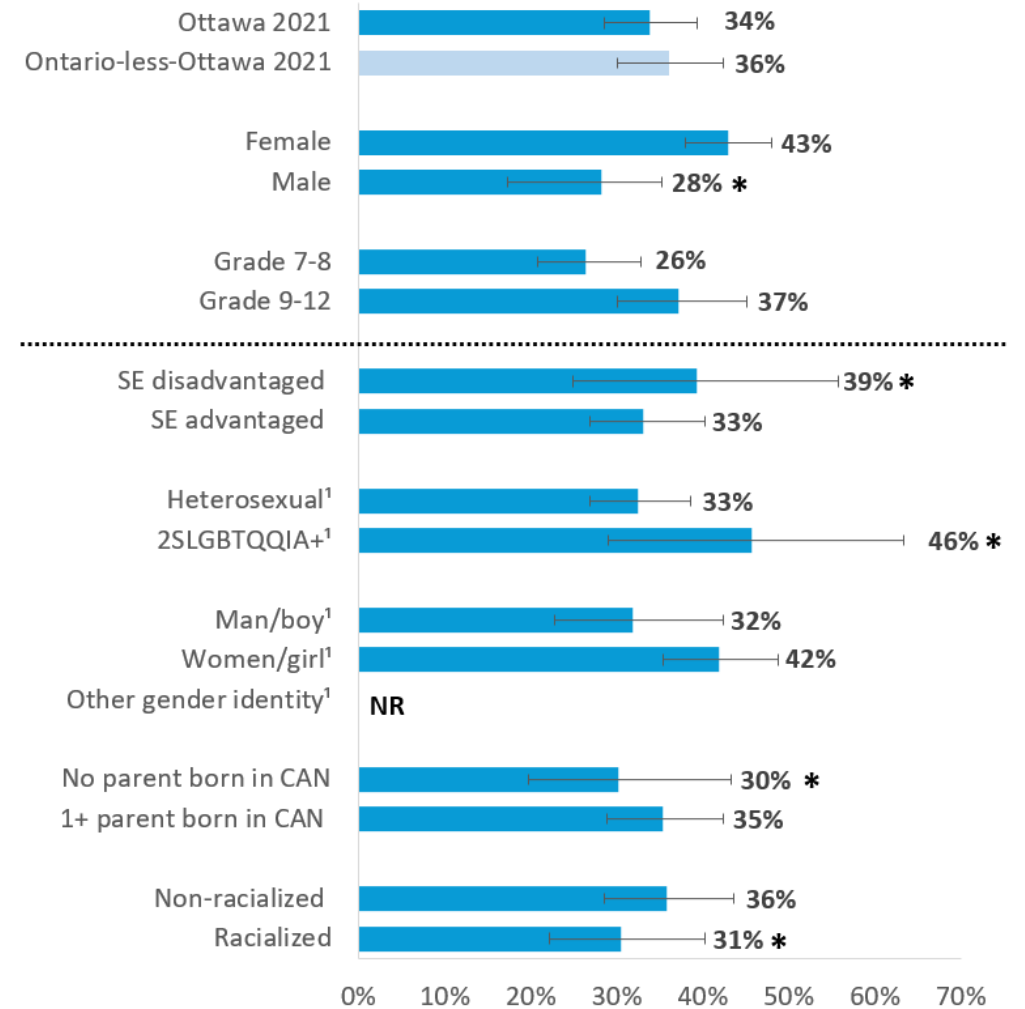
Students reporting the pandemic extremely or very much negatively affected their mental health

## About this indicator

Students were asked to rate how much they pandemic negatively affected their mental health.

## Overall findings

- About one in three (34%) students felt that their mental health had been extremely or very much impacted by the pandemic.
- Significantly more females compared to males (43% vs. 28%\*) and students in grades 9-12 compared to 7-8 (37% vs. 26%) reported that the pandemic had a substantial impact on their mental health.
- Other notable, but not statistically significant, differences across subgroups of students:
  - Socioeconomically disadvantaged vs. socioeconomically advantaged (39%\* vs. 33%)
  - Identifying as 2SLGBTQQIA+ vs. heterosexual (46%\* vs. 33%)
  - Identifying with another gender identity vs. man/boy vs. woman/girl (NR vs. 32% vs. 42%)
  - At least one parent born in Canada vs. no parents born in Canada (35% vs. 30%\*)
  - Identifying as non-racialized vs. racialized (36% vs. 31%\*)



**Figure 7. Percent of students (grades 7-12) who the COVID-19 pandemic extremely or very much negatively affected their mental health, by subgroup.**

\*Interpret with caution, coefficient of variation high (CV 16.5 to 33.3)

NR = estimate not reportable (CV > 33.3)

<sup>1</sup>Gr. 9-12 students only

# Psychological Distress

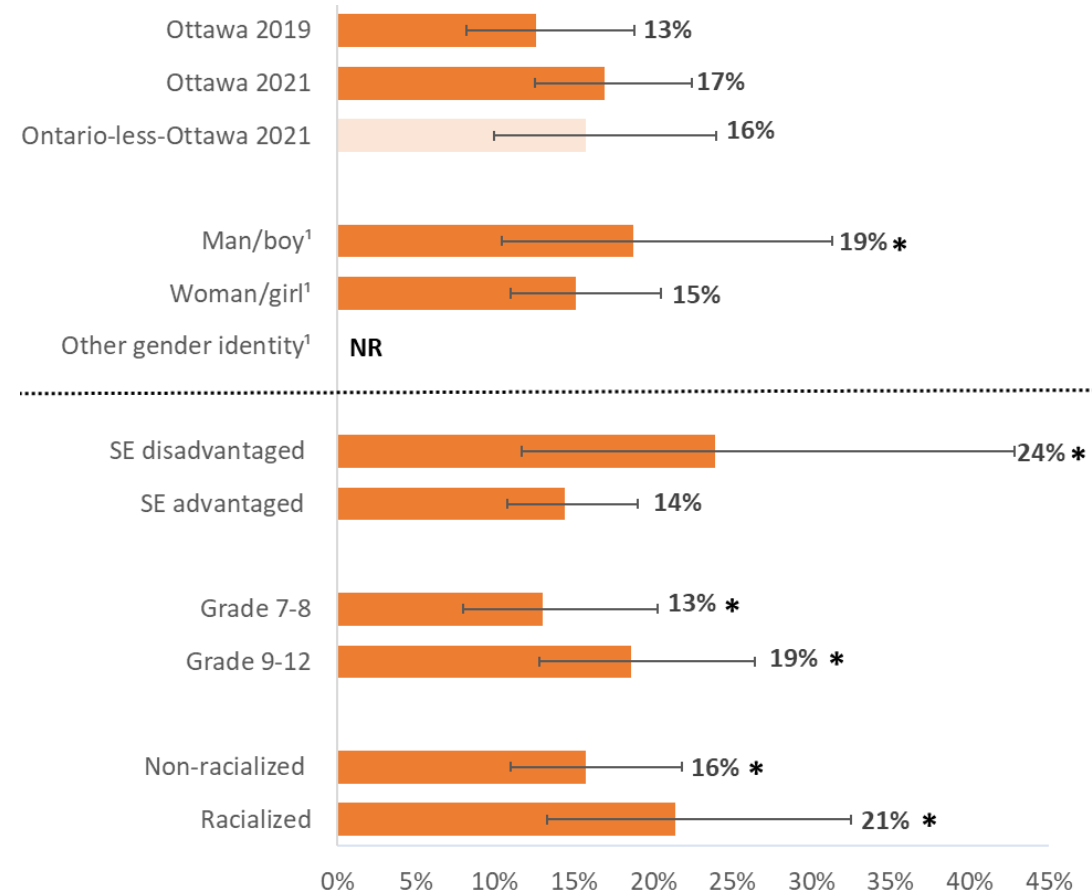
## Students who felt **hopeless** most or all the time in the past month

### About this indicator

As a part of a 6-item screening tool assessing psychological distress, students were asked how often they felt hopeless in the past 4 weeks.

### Overall findings

- About one in six (17%) students reported feeling hopeless most or all the time in the past month.
- Significantly more students identifying as men/boys compared to women/girls and with other gender identities (19% vs. 15% vs. NR) reported feeling hopeless.
- More students in grades 9-12 (19%\*) compared to 7-8 (13%\*), those socioeconomically disadvantaged compared to advantaged (24%\* vs. 14%), and those identifying as racialized (21%\*) compared to non-racialized (16%\*) reported feeling hopeless; although not statistically significant.



**Figure 8. Percent of students (grades 7-12) who felt hopeless most or all the time in the past 4 weeks, by subgroup.**

\*Interpret with caution, coefficient of variation high (CV 16.5 to 33.3)

NR = estimate not reportable (CV > 33.3)

<sup>1</sup>Gr. 9-12 students only

# Psychological Distress

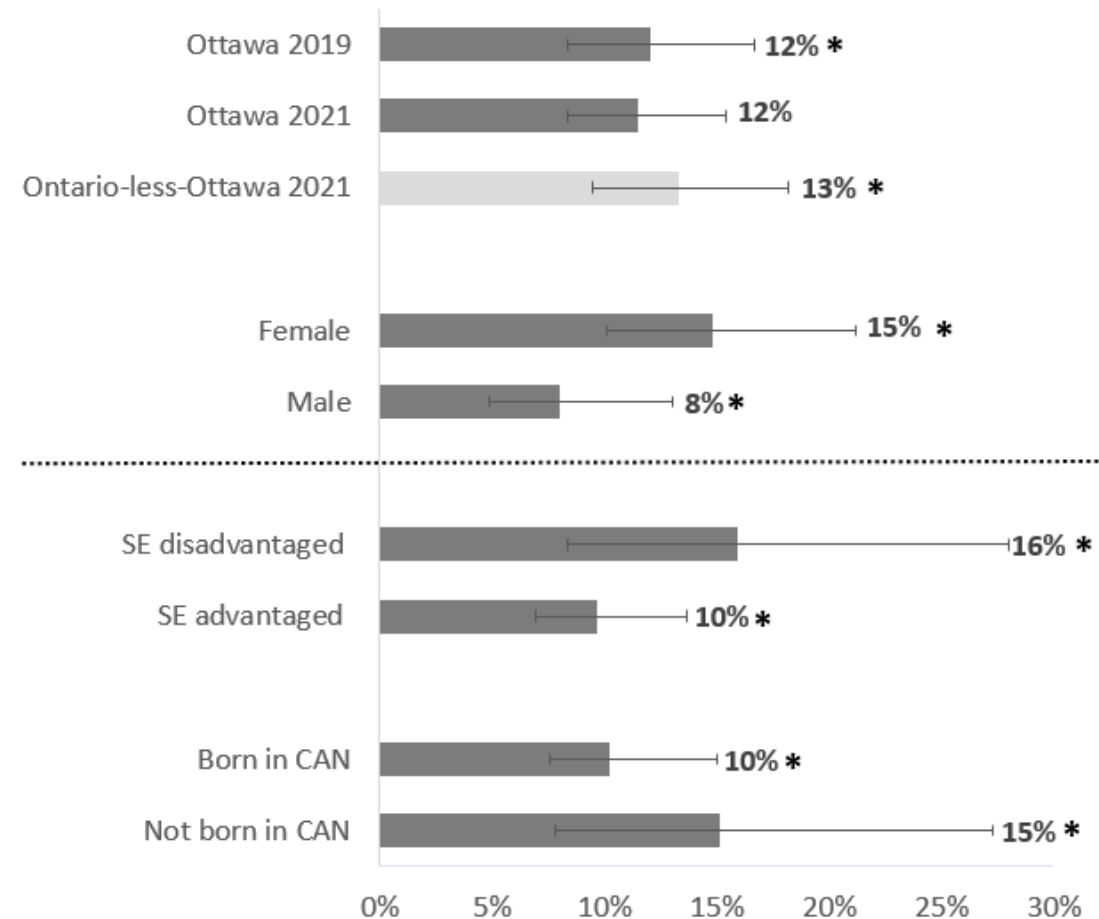
Students who felt **depressed** most or all the time in the past month

## About this indicator

As a part of a 6-item screening tool assessing psychological distress, students were asked how often they felt depressed in the past 4 weeks.

## Overall findings

- About one in eight (12%) students reported feeling depressed most or all the time in the past month; similar to 2019.
- Significantly more females (15%\*) compared to males (8%\*) reported feeling depressed.
- More students who were not born in Canada (15%\*) compared to those born in Canada (10%\*) and students of socioeconomic disadvantage (16%\*) compared to those of socioeconomic advantage (10%\*) also reported feeling depressed most or all the time; although not statistically significant.



**Figure 9. Percent of students (grades 7-12) who felt depressed most or all the time in the past 4 weeks, by subgroup.**

\*Interpret with caution, coefficient of variation high (CV 16.5 to 33.3)

# Psychological Distress

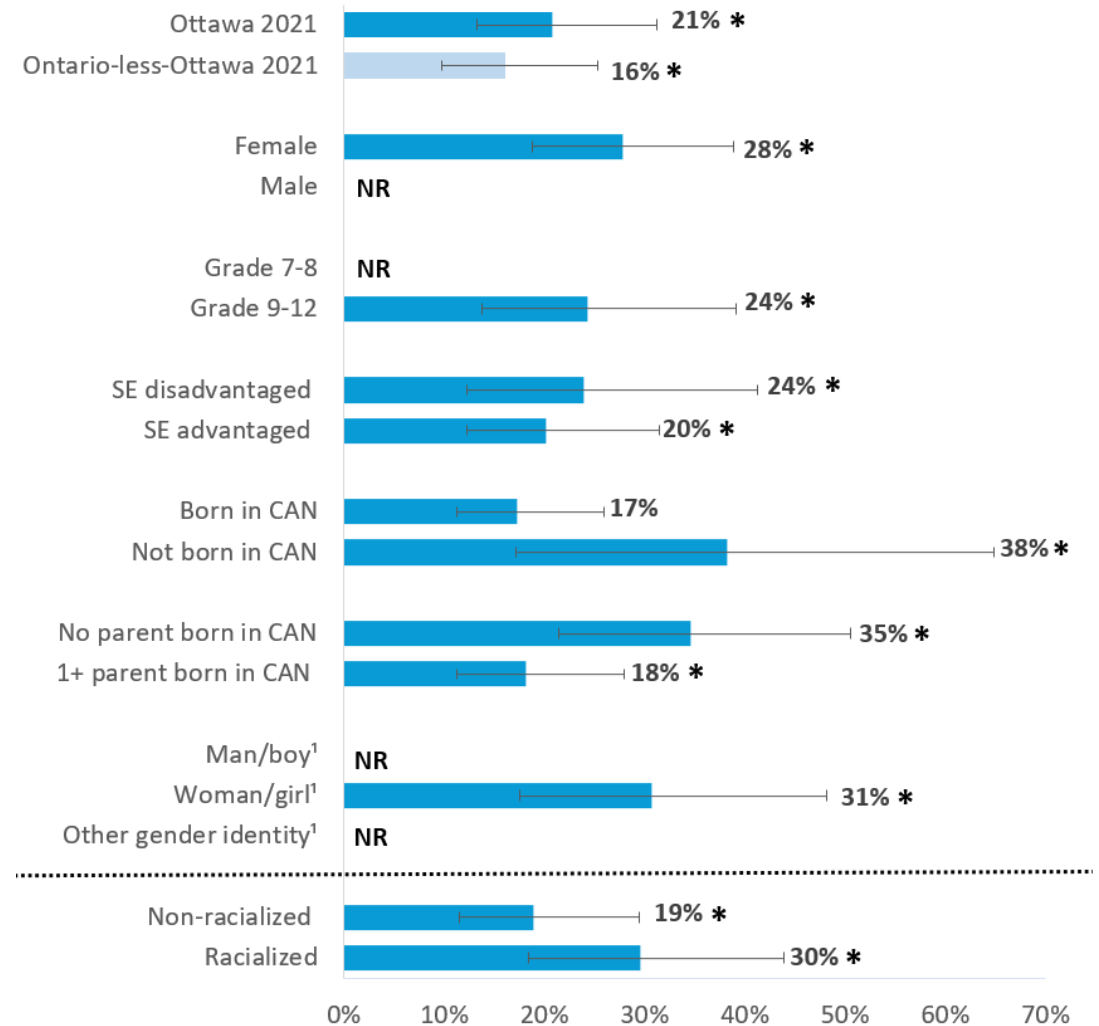
## Students who felt lonely often or always

### About this indicator

New in 2021, students were asked how often they felt lonely. There was no timeframe (e.g., in the past month) attached to this question.

### Overall findings

- About one in five (21%\*) students reported often or always feeling lonely.
- Many statistically significant differences were observed among subgroups of students:
  - Female vs. male (28%\* vs. NR)
  - Grade 9-12 vs. grade 7-8 (24%\* vs. NR)
  - Socioeconomically disadvantaged vs. socioeconomically advantaged (24%\* vs. 20%\*)
  - Born in Canada vs. not born in Canada (38%\* vs. 17%)
  - No parents born in Canada vs. at least one parent born in Canada (35%\* vs. 18%\*)
  - Identifying as woman/girl vs. man/boy vs. another gender identity (31%\* vs. NR vs. NR)
- Although not statistically significant, more students identifying as racialized compared to non-racialized reported feeling lonely often or always (30%\* vs. 19%\*).



**Figure 10. Percent of students (grades 7-12) who reported feeling lonely often or always, by subgroup.**

\*Interpret with caution, coefficient of variation high (CV 16.5 to 33.3)

# Thoughts About Attempting Suicide

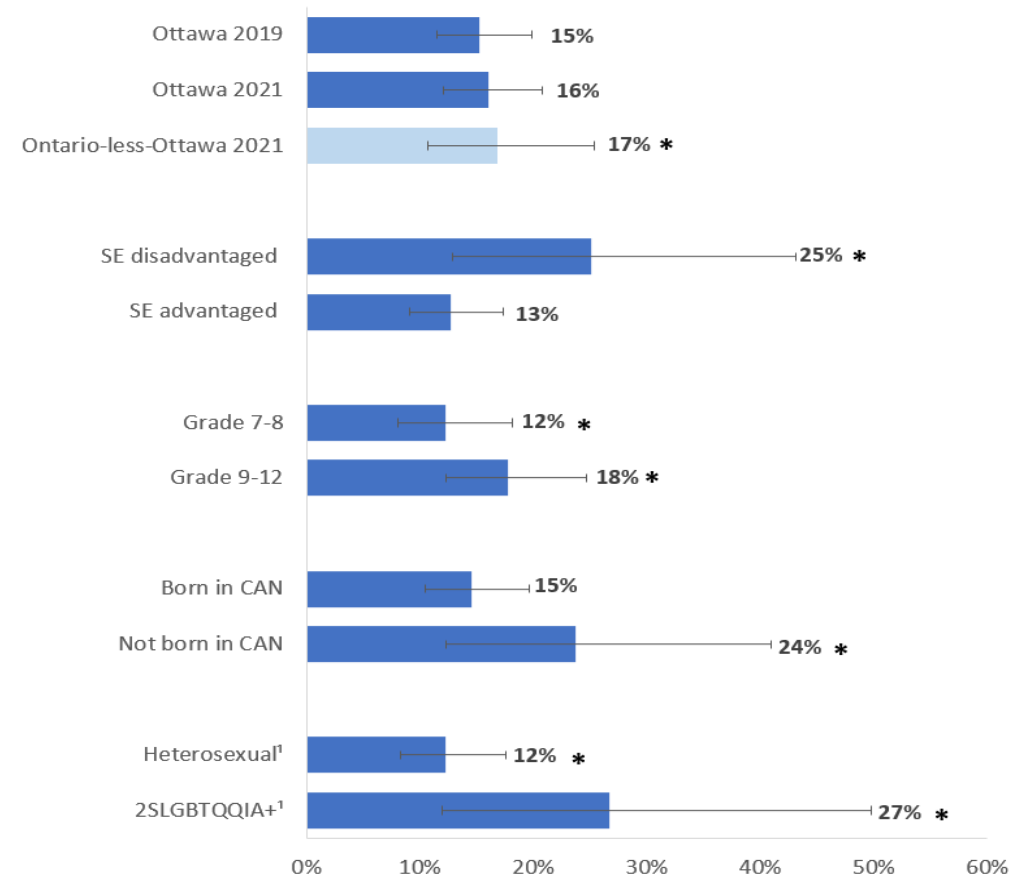
Students who seriously considered attempting suicide in the past year

## About this indicator

Students were asked if they had seriously considered attempting suicide in the past 12 months.

## Overall findings

- About one in six (16%) students considered attempting suicide in the past year.
- Although not statistically significant, more students reported that they had considered suicide in the past year if they identified as:
  - Socioeconomically disadvantaged vs. socioeconomically advantaged (25% vs. 13%)
  - Grades 9-12 vs. grades 7-8 (18%\* vs. 12%\*)
  - Not born in Canada vs. born in Canada (24%\* vs. 14%)
  - Identifying as 2SLGBTQQA+ vs. heterosexual (27%\* vs. 12%\*)



**Figure 11. Percent of students (grades 7-12) who considered attempting suicide in the past 12 months, by subgroup.**

\*Interpret with caution, coefficient of variation high (CV 16.5 to 33.3)

<sup>1</sup>Gr. 9-12 students only

# Self-harm

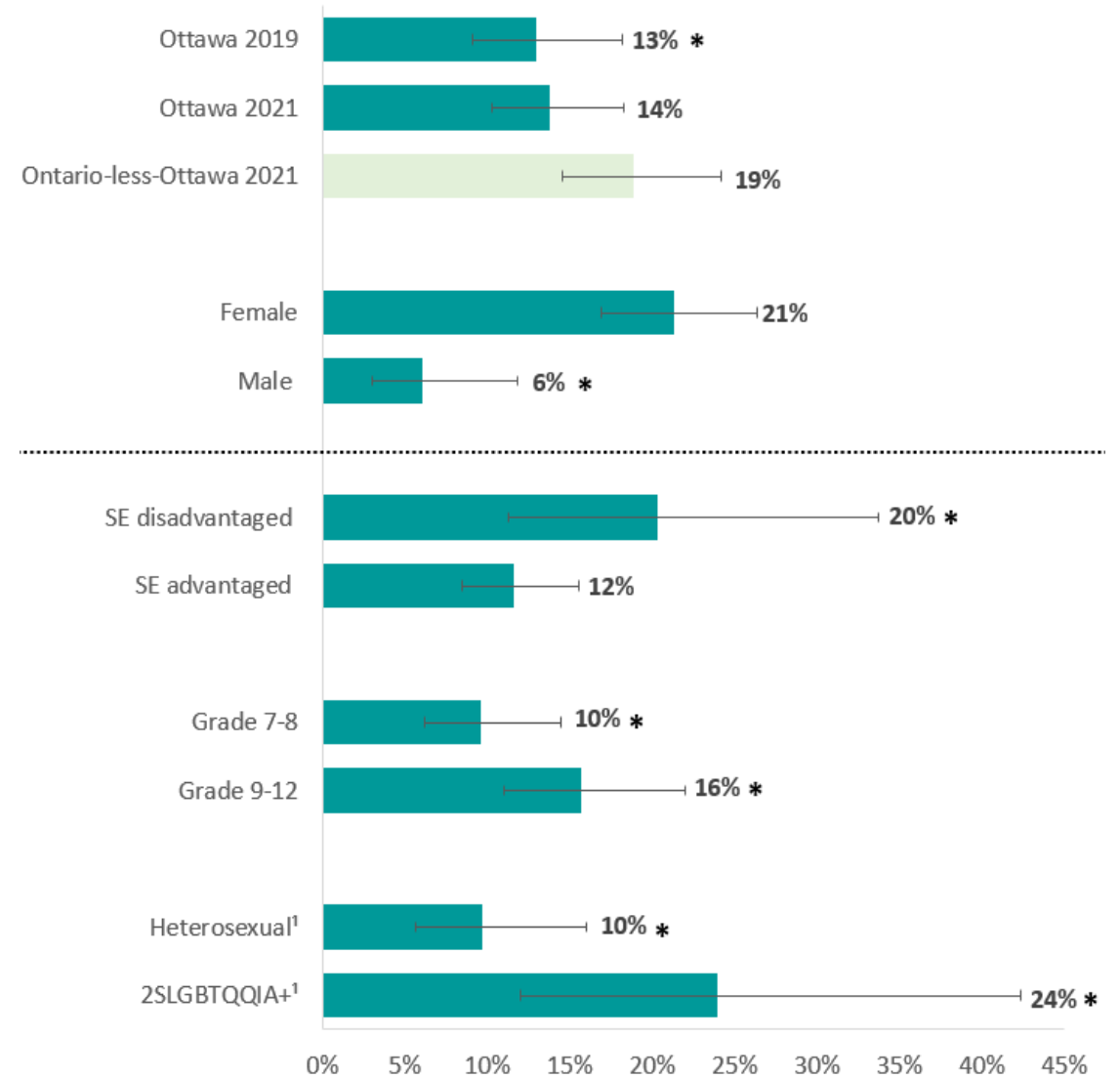
## Students who self-harmed in the past year

### About this indicator

Students were asked if, in the past 12 months, they had done something on purpose to hurt themselves without wanting to die, such as cutting or burning.

### Overall findings

- About one in seven (14%) Ottawa students self-harmed in the past year.
- Significantly more females (21%) compared to males (6%\*) reported self-harm in the past year.
- Although not statistically significant, more students reported that they had self-harmed in the past year if they were:
  - Socioeconomically disadvantaged vs. socioeconomically advantaged (20%\* vs. 12%)
  - In grades 9-12 vs. grades 7-8 (16%\* vs. 10%\*)
  - Identifying as 2SLGBTQQIA+ vs. heterosexual (24%\* vs. 10%\*)



**Figure 12. Percent of students (grades 7-12) who self-harmed in the past 12 months, by subgroup.**

\*Interpret with caution, coefficient of variation high (CV 16.5 to 33.3)

<sup>1</sup>Gr. 9-12 students only

# Concerns about Eating, Weight or Body Shape

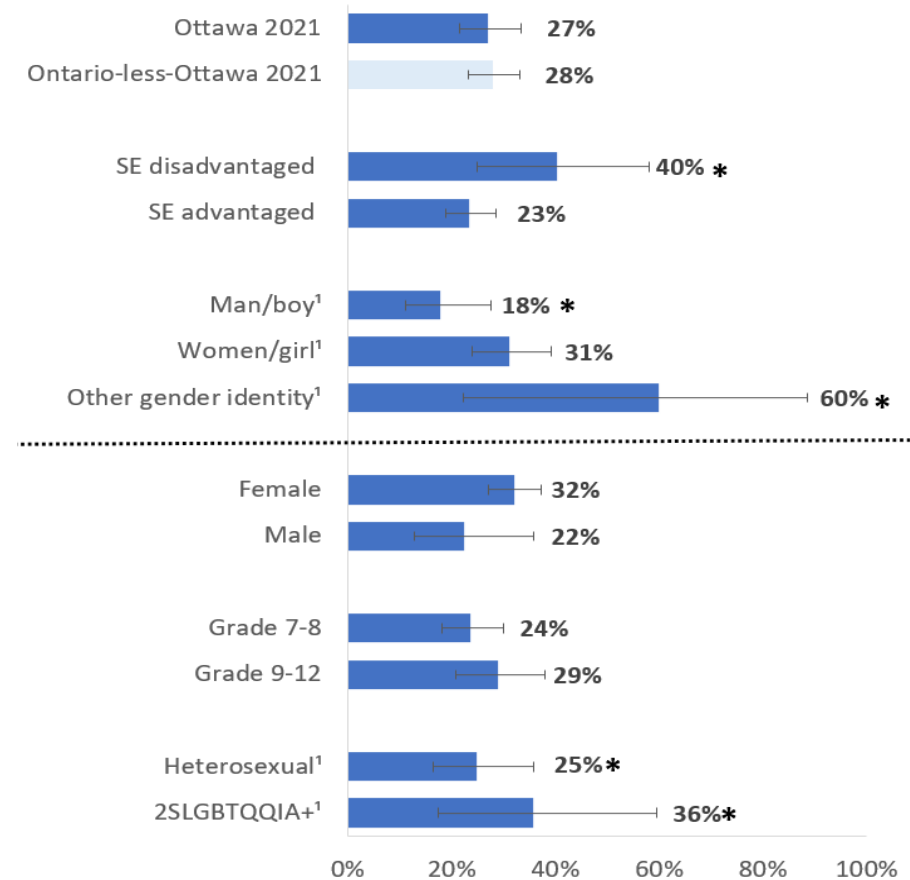
Students who often or always couldn't stop or control how much they ate in the past month

## About this indicator

New in 2021, students were asked how often in the past 4 weeks they couldn't stop eating or controlling how much they ate.

## Overall findings

- Over a quarter (27%) of students often or always couldn't control how much they ate in the past month.
- Statistically significant differences observed among subgroups of students:
  - Socioeconomically disadvantaged vs. socioeconomically advantaged (40%\* vs. 23%)
  - Identifying with another gender identity vs. woman/girl vs. man/boy (60% vs. 31% vs. 18%\*)
- Although not statistically significant, more students reported that they couldn't stop or control how much they ate if they were:
  - Female vs. male (32% vs. 22%)
  - Grades 9-12 vs. grades 7-8 (29% vs. 24%)
  - Identifying as 2SLGBTQQIA+ vs. heterosexual (36%\* vs 25%\*)



**Figure 13. Percent of students (grades 7-12) who often or always couldn't stop or control how much they ate in the past 4 weeks, by subgroup.**

\*Interpret with caution, coefficient of variation high (CV 16.5 to 33.3 )

<sup>1</sup> Gr. 9-12 students only

# Concerns about Eating, Weight or Body Shape

Students who often or always worried about weight or body shape in the past month

## About this indicator

New in 2021, students were asked how often in the past 4 weeks they had worried so much about their weight that they couldn't get it out of their mind.

## Overall findings

- A quarter (25%) of students often or always worried about their weight/body shape in the past month.
- Statistically significant differences were observed among many subgroups of students:
  - Female vs. male (33% vs. 18%)
  - Grades 9-12 vs. grades 7-8 (29% vs. 17%)
  - Socioeconomically disadvantaged vs. socioeconomically advantaged (45%\* vs. 19%)
  - Identifying as 2SLGBTQQIA+ vs. heterosexual (36%\* vs. 25%\*)
  - Identifying with another gender identity vs. man/boy or woman/girl (58% vs. 16% vs. 35%)
- More students with parents not born in Canada (30%\*) reported concerns with weight or body shape compared to students with at least one parent born in Canada (25%), but the difference was not statistically significant.

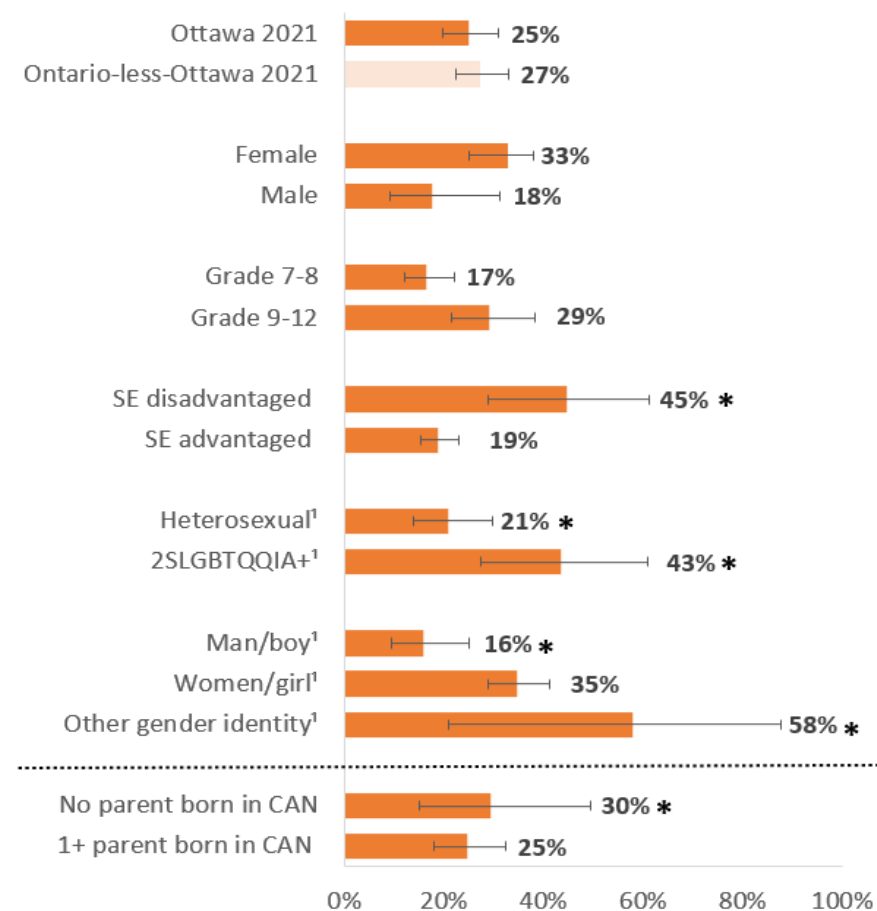


Figure 14. Percent of students (grades 7-12) who often or always worried about their weight or body shape in the past 4 weeks, by subgroup.

\*Interpret with caution, coefficient of variation high (CV 16.5 to 33.3)

<sup>1</sup> Gr. 9-12 students only



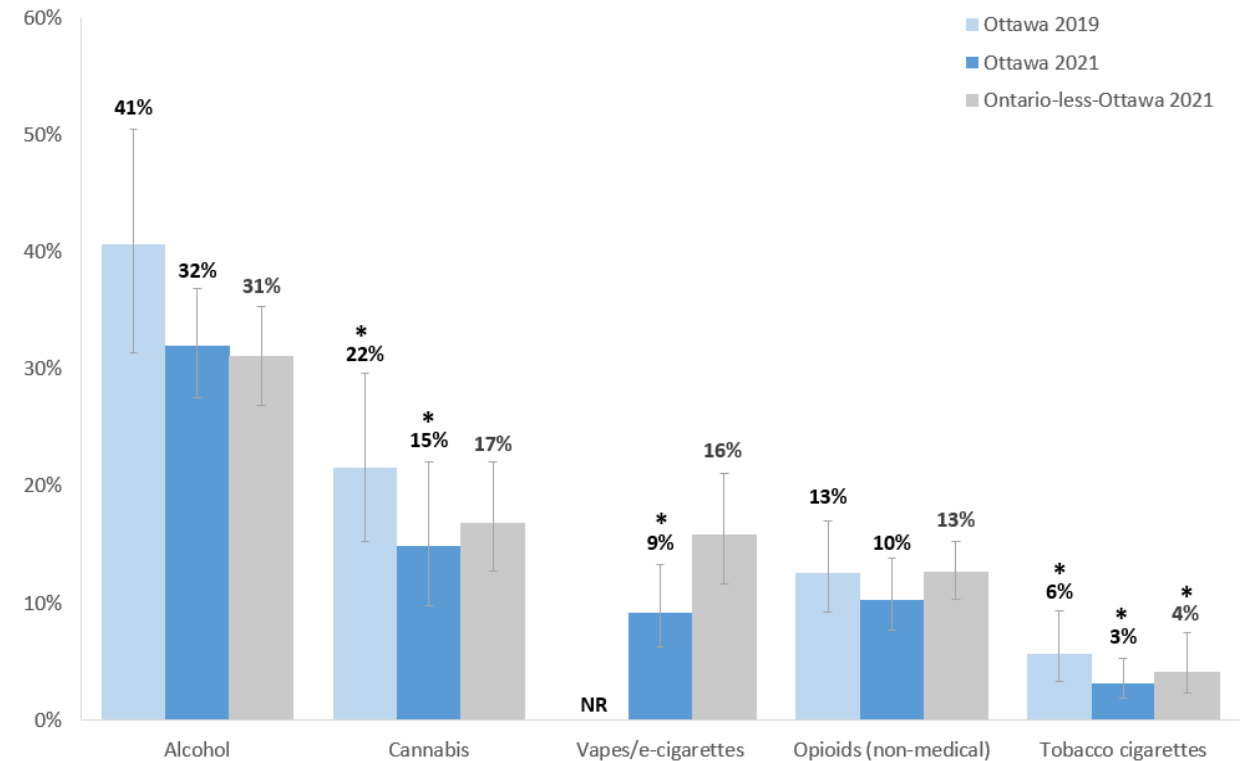
# Past Year Substance Use

## About this indicator

Students were asked what frequency they use various substances, if at all, in the past 12 months. Use was defined as any frequency of use but excluded those who had only a puff or sip (of tobacco cigarettes, vapes or alcohol) once just to try it.

## Overall findings

- Alcohol and cannabis were the substances used most by Ottawa students in the past year.
- Past year use of vapes/e-cigarettes decreased from 2019.
- Significantly fewer Ottawa students reported use of vapes/e-cigarettes compared to the rest of Ontario (9%\* vs. 16%).
- Opioids (non-medical) were the only substance for which a similar number of grade 7-8 students compared to grade 9-12 reported its use.
- Significantly fewer males than females used vapes/e-cigarettes (7%\* vs. 12%). Although not significantly different, more males than females consumed cannabis (18% vs. 12%).
- Significantly more students with one or more parent born in Canada compared to students with no parents born in Canada reported use of alcohol and cannabis; more students also reported use of opioids, but this was not significantly different.



**Figure 15. Percent of students (grades 7-12) who reported using substances in the last 12 months, by substance consumed and year of response.**

\*Interpret with caution, coefficient of variation high (CV 16.5 to 33.3)

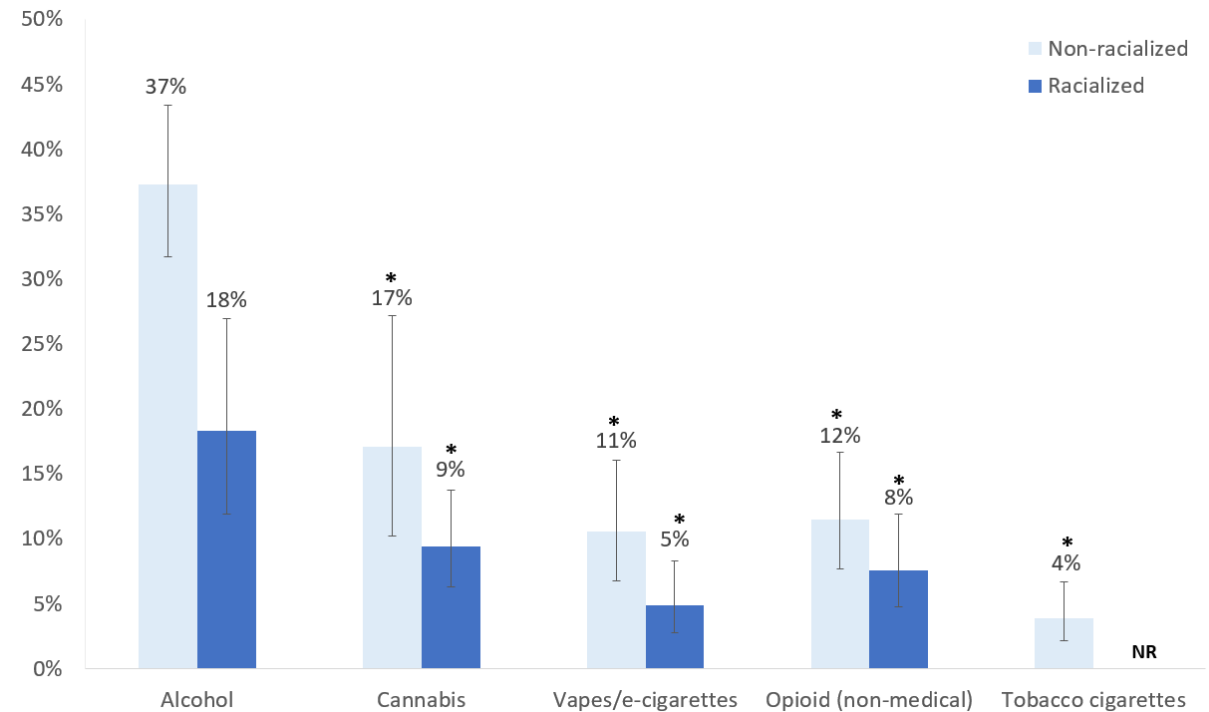
NR = estimate not reportable (CV > 33.3)

# Past Year Substance Use

## Differences across socioeconomic status and ethno-racial identity

### Overall findings

- Significantly more students identifying as non-racialized compared to racialized reported use alcohol (37% vs. 18%) and vapes/e-cigarettes (11%\* vs. 5%\*).
- Although not statistically significant, more students of socioeconomic disadvantage compared to those of socioeconomic advantage reported use of alcohol (37%\* vs. 31%), and more students identifying as non-racialized compared to racialized students reported use of cannabis (17%\* vs. 9%\*).



**Figure 16. Percent of Ottawa students (grades 7-12) who reported using substances in the past 12 months, by ethno-racial identity.**

\*Interpret with caution, coefficient of variation high (CV 16.5 to 33.3)

NR = estimate not reportable (CV > 33.3)

# Frequency of Substance Use among Grade 9-12 Students

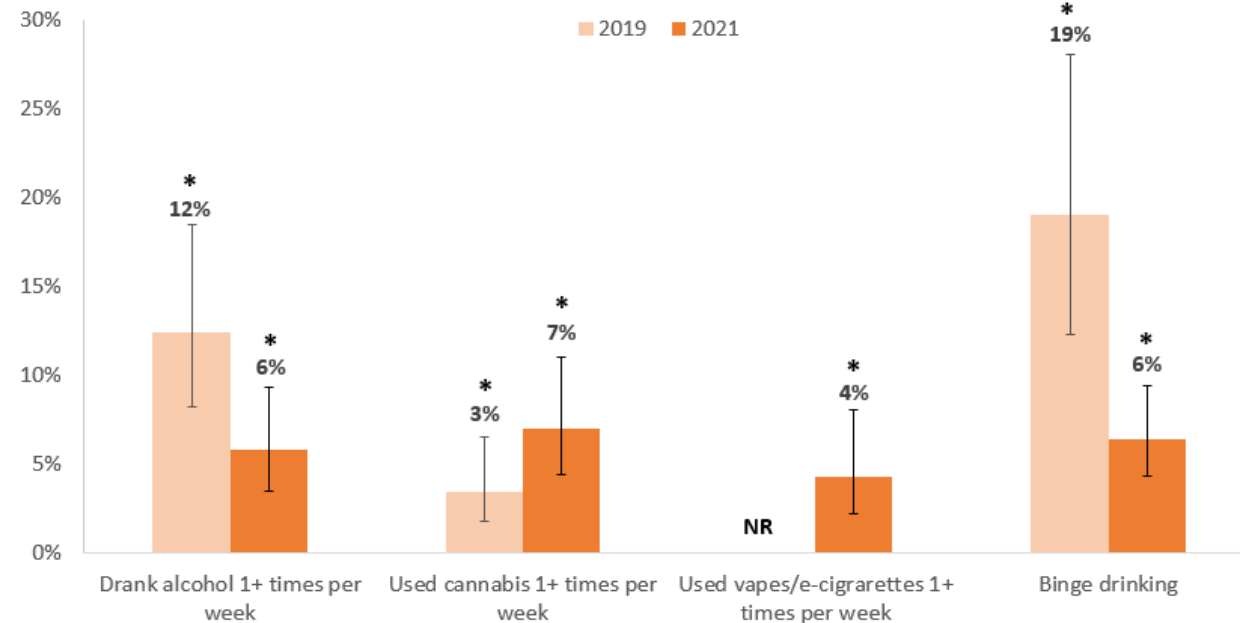
## About these indicators

All students were asked about the frequency of their use of alcohol, cannabis, and vapes/e-cigarettes (new in 2021) in the past 4 weeks as well as whether they engaged in binge drinking (consumed 4+ drinks for females or 5+ drinks for males on one occasion) in the past 4 weeks. Results for grade 9-12 students only are reported here.

Grade 9-12 students only were asked about their use of illicit substances in the past 12 months as well as problems occurring with substance use according to the CRAFFT screener.

## Overall findings

- The most common substance used by high school students in the past year were alcohol (42%), cannabis (21%\*), and vapes/e-cigarettes (12%\*).
- Estimates for past year use of illicit substances such as mushrooms, LSD, cocaine, ecstasy, methamphetamine, heroin, and fentanyl were not reportable.
- Significantly fewer students in 2021 reported binge drinking in the past month compared to in 2019 (6%\* vs. 19%\*).
- About one out of six (16%\*) of Ontario high school students reported using substances to relax, feel better, or fit in, in the past year (estimates not reportable for Ottawa).



**Figure 17. Percent of Ottawa students (grades 9-12) who reported using substances in the past 4 weeks, by substance consumed and year of response.**

\*Interpret with caution, coefficient of variation high (CV 16.5 to 33.3)

NR = estimate not reportable (CV > 33.3)

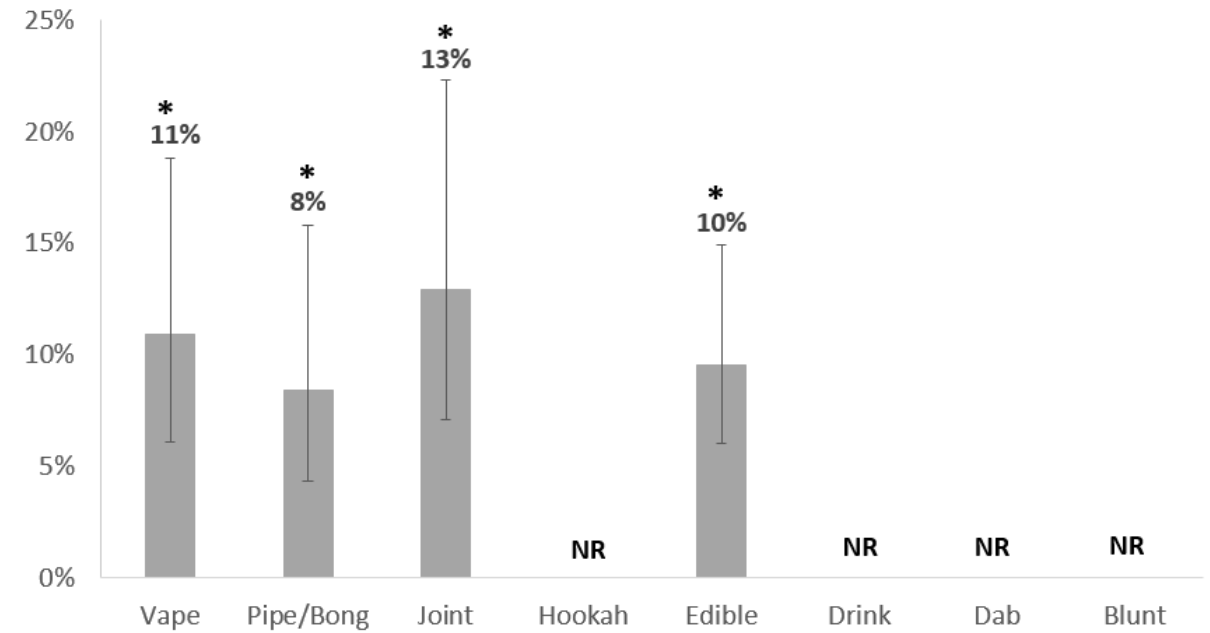
# Cannabis Use Modalities and Reasons

## About this indicator

Students in Gr. 9-12 were asked about the ways they used cannabis in the past 12 months (e.g., joint, blunt, pipe or bong, hookah, dab, drink). New in 2021, some additional modes of cannabis use were included: in a vaping device (e.g., vape pen, e-cigarette, vaporizer, mod) or eaten in a food (e.g., brownie, cookie, candy). Also new in 2021, grade 9-12 students were asked whether in the past 12 months they used cannabis for medical (e.g., manage pain, nausea) or mental health (e.g., relieve anxiety, depression) reasons.

## Overall findings

- The most common modes of cannabis use in the past year among high school students were smoking a joint (13%\*), vaping (11%\*) or consuming an edible (10%\*).
- 5%\* of students reported using cannabis to manage pain nausea or another medical issue in the past year.
- Nearly one in 10 students (9%\*) reported using cannabis to cope with a mental health issue in the past year.



**Figure 18. Percent of Ottawa students (grades 9-12) who reported cannabis use in the past 12 months, by mode of use.**

\*Interpret with caution, coefficient of variation high (CV 16.5 to 33.3)

NR = estimate not reportable (CV > 33.3)

# Past Year Online Gambling

## About this indicator

Students were asked how often, if at all, they bet money on any online game (e.g., online poker, sports lottery) in the past 12 months. A frequency of one or more times was considered an online bet.

Note: This question was asked differently in 2019 compared to 2021. In 2019, youth reported how frequently they bet on each type of online game listed. The online game types were then grouped together during data analysis. For the 2021 survey, the online game types were already grouped together in the question asked. As a result, 2021 and 2019 data could not be compared.

## Overall findings

- Nearly 1 in 10 Ottawa students (9%\*) in grades 7-12 bet money on online games in the past year.
- Compared to the rest of Ontario (14%\*), fewer Ottawa students reported online gambling in 2021; although not statistically significantly different.
- Data for subgroups were suppressed due to high sampling variability (CV > 33.3).

9%\*

Bet money online on any  
game in the past year

\*Interpret with caution, coefficient of variation high (CV 16.5 to 33.3)

# Recreational Screen Time

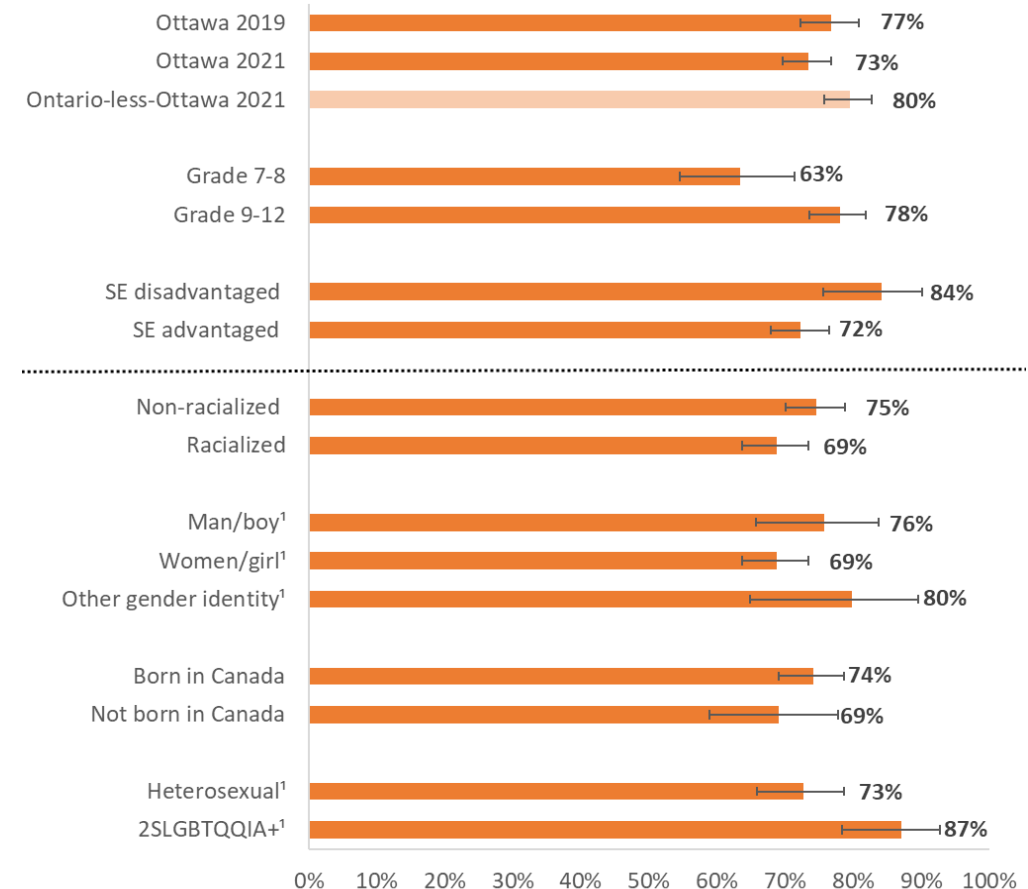
## Students who engaged in more than 2 hours daily of recreational screen time

### About this indicator

Students were asked about the average number of hours per day, in the past 7 days, they spent watching TV/movies/videos, playing video games, texting, messaging, posting, or surfing the Internet in their free time. This included time on any type of screen (e.g., smartphone, tablet, computer).

### Overall findings

- Almost three quarters (73%) of students reported engaging in more than 2 hours of recreational screen time each day; a significant decrease compared to 2019.
- Statistically significant differences were observed among many subgroups of students:
  - Grades 9-12 vs. grades 7-8 (78% vs. 63%)
  - Socioeconomically disadvantaged vs. socioeconomically advantaged (84% vs. 72%)
- Other notable, but not statistically significant, differences across subgroups of students:
  - Identifying as non-racialized vs. racialized (75% vs. 69%)
  - Identifying with another gender identity vs. woman/girl vs. man/boy (80% vs. 69% vs. 76%)
  - Born in Canada vs. not born in Canada (74% vs. 69%)
  - Identifying as 2SLGBTQQIA+ (87%) vs. heterosexual (87% vs. 73%)



**Figure 19. Percent of students (grades 7-12) who reported more than two hours of daily recreational screen time, in the past 7 days, by subgroup.**

<sup>1</sup> Gr. 9-12 students only

# APPENDIX

# Data Tables

**Table A1. Percentage of students reporting fair or poor mental health**

Population	Percent	95% Lower CI	95% Upper CI	Significance
Ottawa 2019	21%	15%	27%	p<0.05
Ottawa 2021	44%	36%	51%	
Ontario-less-Ottawa 2021	35%	28%	42%	
Female	50%	41%	58%	
Male*	37%	22%	56%	
Grades 7-8*	26%	18%	36%	
Grades 9-12	51%	41%	62%	p<0.05
Born in Canada	44%	35%	53%	
Not born in Canada	42%	36%	49%	
SE disadvantaged	66%	46%	81%	
SE advantaged	35%	30%	42%	p<0.05
No parent born in CAN*	40%	25%	56%	
1+ parent born in CAN	45%	36%	55%	
Non-racialized	47%	36%	58%	
Racialized	39%	27%	52%	
Heterosexual <sup>1</sup>	37%	30%	45%	
2SLGBTQQIA+ <sup>1</sup>	73%	51%	88%	p<0.05
Man/boy <sup>1</sup>	31%	21%	43%	
Women/girl <sup>1</sup>	52%	42%	62%	
Other gender identity <sup>1</sup>	94%	74%	99%	p<0.05

\*Interpret with caution, coefficient of variation high (CV 16.5 to 33.3)

<sup>1</sup>. Gr. 9-12 students only

**Table A2. Percentage of students reporting fair or poor ability to cope with unexpected problems or crises**

Population	Percent	95% Lower CI	95% Upper CI	Significance
Ottawa 2019	18%	14%	22%	p<0.05
Ottawa 2021	33%	24%	43%	
Ontario-less-Ottawa 2021	31%	25%	38%	
Female	31%	24%	39%	
Male*	35%	13%	55%	
Grades 7-8*	21%	15%	29%	
Grades 9-12*	34%	23%	47%	p<0.05
Born in Canada*	32%	22%	44%	
Not born in Canada	39%	29%	50%	
SE disadvantaged*	56%	36%	75%	
SE advantaged	24%	20%	29%	p<0.05
No parent born in CAN*	41%	25%	60%	
1+ parent born in CAN*	32%	22%	44%	
Non-racialized*	34%	23%	47%	
Racialized*	34%	21%	49%	
Heterosexual <sup>1</sup>	26%	21%	32%	
2SLGBTQQIA+ <sup>1*</sup>	58%	32%	80%	p<0.05
Man/boy <sup>1*</sup>	27%	16%	43%	
Women/girl <sup>1</sup>	29%	20%	41%	
Other gender identity <sup>1</sup>	84%	51%	97%	p<0.05



**Table A3. Percentage of students wanting to talk to someone, but did not know where to turn in the past 12 months**

Population	Percent	95% Lower CI	95% Upper CI	Significance
Ottawa 2019	34%	28%	42%	
Ottawa 2021	42%	34%	50%	
Ontario-less-Ottawa 2021	39%	32%	46%	
Female	51%	44%	58%	
Male*	33%	17%	53%	
Grades 7-8*	29%	21%	38%	
Grades 9-12	48%	36%	59%	p<0.05
Born in Canada	44%	34%	54%	
Not born in Canada	32%	17%	51%	
SE disadvantaged*	59%	37%	77%	
SE advantaged	36%	31%	41%	p<0.05
No parent born in CAN	44%	31%	57%	
1+ parent born in CAN*	42%	32%	53%	
Non-racialized	43%	32%	55%	
Racialized	40%	31%	49%	
Heterosexual <sup>1</sup>	33%	27%	40%	
2SLGBTQIA+ <sup>1</sup>	68%	45%	85%	p<0.05
Man/boy <sup>1</sup>	26%	19%	35%	
Women/girl <sup>1</sup>	54%	54%	62%	
Other gender identity <sup>1</sup>	81%	43%	96%	p<0.05

**Table A4. Percentage of students who found it extremely or very difficult to learn online from home during COVID-19 pandemic**

Population	Percent	95% Lower CI	95% Upper CI	Significance
Ottawa 2019	NA	NA	NA	
Ottawa 2021	23%	18%	28%	
Ontario-less-Ottawa 2021	24%	19%	29%	
Female	27%	22%	33%	
Male	19%	13%	25%	p<0.05
Grades 7-8	20%	15%	27%	
Grades 9-12	24%	18%	31%	
Born in Canada	23%	18%	29%	
Not born in Canada*	22%	15%	32%	
SE disadvantaged*	31%	20%	46%	
SE advantaged	20%	16%	26%	
No parent born in CAN*	28%	17%	42%	
1+ parent born in CAN	22%	17%	28%	
Non-racialized	22%	16%	29%	
Racialized*	24%	16%	34%	
Heterosexual <sup>1</sup>	22%	15%	31%	
2SLGBTQIA+ <sup>1*</sup>	27%	16%	42%	
Man/boy <sup>1</sup>	24%	17%	32%	
Women/girl <sup>1</sup>	23%	16%	33%	
Other gender identity <sup>1</sup>	NR	NR	NR	

NA = not applicable; question was not asked in 2019

NR = estimate not reportable (CV > 33.3)

\*Interpret with caution, coefficient of variation high (CV 16.5 to 33.3)

<sup>1</sup>. Gr. 9-12 students only

**Table A5. Percentage of students reporting the COVID-19 pandemic extremely or very much negatively affected mental health**

Population	Percent	95% Lower CI	95% Upper CI	Significance
Ottawa 2019	NA	NA	NA	
Ottawa 2021	34%	29%	39%	
Ontario-less-Ottawa 2021	36%	30%	42%	
Female	43%	38%	48%	
Male*	28%	17%	35%	p<0.05
Grades 7-8	26%	21%	33%	
Grades 9-12	37%	30%	45%	p<0.05
Born in Canada	34%	27%	41%	
Not born in Canada	35%	28%	43%	
SE disadvantaged*	39%	25%	56%	
SE advantaged	33%	27%	40%	
No parent born in CAN*	30%	20%	43%	
1+ parent born in CAN	35%	29%	42%	
Non-racialized	36%	29%	44%	
Racialized*	31%	22%	40%	
Heterosexual <sup>1</sup>	33%	27%	39%	
2SLGBTQQIA+ <sup>1*</sup>	46%	29%	63%	
Man/boy <sup>1</sup>	32%	23%	42%	
Women/girl <sup>1</sup>	42%	35%	49%	
Other gender identity <sup>1</sup>	NR	NR	NR	

NA = not applicable; question was not asked in 2019

NR = estimate not reportable (CV > 33.3)

\*Interpret with caution, coefficient of variation high (CV 16.5 to 33.3)

<sup>1</sup>. Gr. 9-12 students only

**Table A6. Percentage of students who felt hopeless most or all the time in the past 4 weeks**

Population	Percent	95% Lower CI	95% Upper CI	Significance
Ottawa 2019*	13%	8%	19%	
Ottawa 2021	17%	13%	22%	
Ontario-less-Ottawa 2021*	16%	10%	24%	
Female	19%	14%	24%	
Male*	15%	9%	25%	
Grades 7-8*	13%	8%	20%	
Grades 9-12*	19%	13%	26%	
Born in Canada*	17%	12%	23%	
Not born in Canada*	18%	10%	30%	
SE disadvantaged*	24%	12%	43%	
SE advantaged	14%	11%	19%	
No parent born in CAN*	18%	10%	30%	
1+ parent born in CAN	17%	12%	23%	
Non-racialized*	16%	11%	22%	
Racialized*	21%	13%	33%	
Heterosexual <sup>1*</sup>	17%	10%	28%	
2SLGBTQQIA+ <sup>1*</sup>	21%	10%	39%	
Man/boy <sup>1*</sup>	19%	10%	31%	
Women/girl <sup>1</sup>	15%	11%	21%	
Other gender identity <sup>1</sup>	NR	NR	NR	p<0.05

**Table A7. Percentage of students who felt depressed most or all the time in the past 4 weeks**

Population	Percent	95% Lower CI	95% Upper CI	Significance
Ottawa 2019*	12%	8%	17%	
Ottawa 2021	12%	8%	15%	
Ontario-less-Ottawa 2021*	13%	10%	18%	
Female*	15%	10%	21%	
Male*	8%	5%	13%	p<0.05
Grades 7-8*	10%	6%	18%	
Grades 9-12*	12%	8%	17%	
Born in Canada*	10%	8%	15%	
Not born in Canada*	15%	8%	27%	
SE disadvantaged*	16%	8%	28%	
SE advantaged*	10%	7%	14%	
No parent born in CAN	NR	NR	NR	
1+ parent born in CAN*	11%	8%	16%	
Non-racialized*	12%	7%	17%	
Racialized*	12%	6%	23%	
Heterosexual <sup>1*</sup>	10%	7%	16%	
2SLGBTQQIA+ <sup>1</sup>	NR	NR	NR	
Man/boy <sup>1*</sup>	11%	7%	18%	
Women/girl <sup>1*</sup>	12%	8%	19%	
Other gender identity <sup>1</sup>	NR	NR	NR	

**Table A8. Percentage of students who felt lonely often or always**

Population	Percent	95% Lower CI	95% Upper CI	Significance
Ottawa 2019	NA	NA	NA	
Ottawa 2021*	21%	13%	31%	
Ontario-less-Ottawa 2021*	16%	10%	25%	
Female*	28%	19%	39%	
Male	NR	NR	NR	p<0.05
Grades 7-8	NR	NR	NR	
Grades 9-12*	24%	14%	39%	p<0.05
Born in Canada	17%	11%	26%	
Not born in Canada*	38%	17%	65%	p<0.05
SE disadvantaged*	24%	12%	41%	
SE advantaged*	20%	12%	32%	p<0.05
No parent born in CAN*	35%	21%	51%	
1+ parent born in CAN*	18%	11%	28%	p<0.05
Non-racialized*	19%	12%	29%	
Racialized*	30%	18%	44%	
Heterosexual <sup>1*</sup>	24%	11%	42%	
2SLGBTQQIA+ <sup>1*</sup>	25%	12%	47%	
Man/boy <sup>1</sup>	NR	NR	NR	
Women/girl <sup>1*</sup>	31%	18%	48%	
Other gender identity <sup>1</sup>	NR	NR	NR	p<0.05

NA = not applicable; question was not asked in 2019

NR = estimate not reportable (CV > 33.3)

Interpret with caution, coefficient of variation high (CV 16.5 to 33.3)

<sup>1</sup>. Gr. 9-12 students only

**Table A9. Percentage of students who seriously considered attempting suicide in the past 12 months**

Population	Percent	95% Lower CI	95% Upper CI	Significance
Ottawa 2019	15%	12%	20%	
Ottawa 2021	16%	12%	21%	
Ontario-less-Ottawa 2021*	17%	11%	25%	
Female	18%	13%	25%	
Male*	14%	8%	24%	
Grades 7-8*	12%	8%	18%	
Grades 9-12*	18%	12%	25%	
Born in Canada	15%	11%	20%	
Not born in Canada*	24%	12%	41%	
SE disadvantaged*	25%	13%	43%	
SE advantaged	13%	9%	17%	
No parent born in CAN	NR	NR	NR	
1+ parent born in CAN*	15%	10%	21%	
Non-racialized*	15%	10%	22%	
Racialized	NR	NR	NR	
Heterosexual <sup>1</sup> *	12%	8%	18%	
2SLGBTQQIA+ <sup>1</sup> *	27%	12%	50%	
Man/boy <sup>1</sup> *	21%	10%	37%	
Women/girl <sup>1</sup> *	17%	11%	25%	
Other gender identity <sup>1</sup>	NR	NR	NR	

NR = estimate not reportable (CV > 33.3)

\*Interpret with caution, coefficient of variation high (CV 16.5 to 33.3)

<sup>1</sup>. Gr. 9-12 students only

**Table A10. Percentage of students who self-harmed in the past 12 months**

Population	Percent	95% Lower CI	95% Upper CI	Significance
Ottawa 2019*	13%	9%	18%	
Ottawa 2021	14%	10%	18%	
Ontario-less-Ottawa 2021	19%	15%	24%	
Female	21%	17%	26%	
Male*	6%	3%	12%	p<0.05
Grades 7-8*	10%	6%	15%	
Grades 9-12*	16%	11%	22%	
Born in Canada	13%	10%	18%	
Not born in Canada*	17%	9%	31%	
SE disadvantaged*	20%	11%	34%	
SE advantaged	12%	9%	16%	
No parent born in CAN*	16%	8%	31%	
1+ parent born in CAN*	14%	9%	19%	
Non-racialized*	14%	9%	20%	
Racialized*	14%	8%	24%	
Heterosexual <sup>1</sup> *	10%	6%	16%	
2SLGBTQQIA+ <sup>1</sup> *	24%	12%	42%	
Man/boy <sup>1</sup>	NR	NR	NR	
Women/girl <sup>1</sup>	20%	14%	28%	
Other gender identity <sup>1</sup>	NR	NR	NR	

**Table A11. Percentage of students who not stop or control eating often or always in the past 4 weeks**

Population	Percent	95% Lower CI	95% Upper CI	Significance
Ottawa 2019	NA	NA	NA	
Ottawa 2021	27%	22%	33%	
Ontario-less-Ottawa 2021	28%	23%	33%	
Female	32%	27%	37%	
Male	22%	13%	36%	
Grades 7-8	24%	18%	30%	
Grades 9-12	29%	21%	38%	
Born in Canada	27%	20%	36%	
Not born in Canada	26%	20%	32%	
SE disadvantaged*	40%	25%	58%	
SE advantaged	23%	19%	29%	p<0.05
No parent born in CAN*	29%	19%	42%	
1+ parent born in CAN	27%	21%	35%	
Non-racialized	27%	20%	36%	
Racialized*	26%	17%	37%	
Heterosexual <sup>1*</sup>	25%	16%	36%	
2SLGBTQQIA+ <sup>1*</sup>	36%	17%	60%	
Man/boy <sup>1*</sup>	18%	11%	28%	
Women/girl <sup>1</sup>	31%	24%	39%	
Other gender identity <sup>1, *</sup>	60%	22%	89%	p<0.05

NA = not applicable; question was not asked in 2019

\*Interpret with caution, coefficient of variation high (CV 16.5 to 33.3)

<sup>1</sup>. Gr. 9-12 students only

**Table A12. Percentage of students who worried about weight or body shape often or always in the past 4 weeks**

Population	Percent	95% Lower CI	95% Upper CI	Significance
Ottawa 2019	NA	NA	NA	
Ottawa 2021	25%	20%	31%	
Ontario-less-Ottawa 2021	27%	23%	33%	
Female	33%	25%	38%	
Male	18%	9%	31%	p<0.05
Grades 7-8	17%	12%	22%	
Grades 9-12	29%	21%	38%	p<0.05
Born in Canada	26%	19%	33%	
Not born in Canada*	23%	16%	33%	
SE disadvantaged*	45%	29%	61%	
SE advantaged	19%	16%	23%	p<0.05
No parent born in CAN*	30%	15%	49%	
1+ parent born in CAN	25%	18%	32%	
Non-racialized	25%	18%	34%	
Racialized*	27%	17%	42%	
Heterosexual <sup>1*</sup>	21%	14%	30%	
2SLGBTQQIA+ <sup>1*</sup>	43%	27%	61%	p<0.05
Man/boy <sup>1*</sup>	16%	10%	25%	
Women/girl <sup>1</sup>	35%	29%	41%	
Other gender identity <sup>1, *</sup>	58%	21%	88%	p<0.05

**Table A13. Percentage of students who consumed alcohol (at least once) in the past 12 months**

Population	Percent	95% Lower CI	95% Upper CI	Significance
Ottawa 2019	41%	31%	51%	
Ottawa 2021	32%	28%	37%	
Ontario-less-Ottawa 2021	31%	27%	35%	
Female	30%	25%	36%	
Male	34%	25%	43%	
Grade 7-8*	10%	7%	14%	
Grade 9-12	42%	35%	50%	p<0.05
Born in Canada	33%	28%	40%	
Not born in Canada	27%	21%	33%	
SE disadvantaged*	37%	21%	55%	
SE advantaged	31%	27%	36%	
1+ parent born in CAN	36%	30%	41%	p<0.05
No parent born in CAN*	20%	12%	31%	
Non-racialized	37%	32%	43%	
Racialized	18%	12%	27%	p<0.05
Heterosexual <sup>1</sup>	42%	35%	49%	
2SLGBTQQIA+ <sup>1*</sup>	43%	26%	62%	
Man/boy <sup>1</sup>	37%	27%	49%	
Women/girl <sup>1</sup>	41%	33%	49%	
Other gender identity <sup>1, *</sup>	66%	30%	90%	

**Table A14. Percentage of students who used cannabis (at least once) in the past 12 months**

Population	Percent	95% Lower CI	95% Upper CI	Significance
Ottawa 2019*	22%	15%	30%	
Ottawa 2021*	15%	10%	22%	
Ontario-less-Ottawa 2021	17%	13%	22%	
Female	12%	9%	15%	
Male*	18%	9%	32%	
Grade 7-8	NR	NR	NR	
Grade 9-12*	21%	13%	33%	p<0.05
Born in Canada*	16%	10%	25%	
Not born in Canada	NR	NR	NR	
SE disadvantaged*	NR	NR	NR	
SE advantaged	12%	8%	18%	
1+ parent born in CAN*	17%	10%	26%	p<0.05
No parent born in CAN*	9%	6%	13%	
Non-racialized*	17%	10%	27%	
Racialized*	9%	6%	14%	
Heterosexual <sup>1</sup>	18%	12%	27%	
2SLGBTQQIA+ <sup>1</sup>	NR	NR	NR	
Man/boy <sup>1*</sup>	20%	12%	33%	
Women/girl <sup>1</sup>	17%	12%	23%	
Other gender identity <sup>1</sup>	NR	NR	NR	

NR = estimate not reportable (CV > 33.3)

\*Interpret with caution, coefficient of variation high (CV 16.5 to 33.3)

<sup>1</sup> Gr. 9-12 students only

**Table A15. Percentage of students who used vapes/e-cigarettes (at least once) in the past 12 months**

Population	Percent	95% Lower CI	95% Upper CI	Significance
Ottawa 2019	NR	NR	NR	
Ottawa 2021*	9%	6%	13%	p<0.05
Ontario-less-Ottawa 2021	16%	12%	21%	
Female	11%	9%	15%	
Male*	7%	4%	13%	p<0.05
Grades 7-8	NR	NR	NR	
Grades 9-12*	12%	8%	18%	p<0.05
Born in Canada*	10%	6%	15%	
Not born in Canada*	6%	4%	10%	
SE disadvantaged*	10%	7%	15%	
SE advantaged*	9%	6%	14%	
1+ parent born in CAN	10%	7%	15%	
No parent born in CAN	NR	NR	NR	
Non-racialized*	11%	7%	16%	
Racialized*	5%	3%	8%	p<0.05
Heterosexual <sup>1</sup> *	13%	8%	19%	
2SLGBTQQIA+ <sup>1</sup> *	12%	6%	23%	
Man/boy <sup>1</sup> *	12%	6%	21%	
Women/girl <sup>1</sup>	15%	11%	21%	
Other gender identity <sup>1</sup>	NR	NR	NR	

**Table A16. Percentage of students who used non-medical opioid (at least once) in the past 12 months**

Population	Percent	95% Lower CI	95% Upper CI	Significance
Ottawa 2019	13%	9%	17%	
Ottawa 2021	10%	8%	14%	p<0.05
Ontario-less-Ottawa 2021	13%	10%	15%	
Female	10%	8%	13%	
Male*	11%	6%	19%	
Grades 7-8*	10%	7%	15%	
Grades 9-12*	10%	7%	16%	
Born in Canada*	11%	7%	16%	
Not born in Canada*	8%	4%	15%	
SE disadvantaged*	13%	9%	18%	
SE advantaged*	10%	6%	16%	
1+ parent born in CAN*	12%	8%	16%	
No parent born in CAN*	6%	3%	11%	
Non-racialized*	12%	8%	17%	
Racialized*	8%	5%	12%	
Heterosexual <sup>1</sup>	9%	6%	12%	
2SLGBTQQIA+ <sup>1</sup>	NR	NR	NR	
Man/boy <sup>1</sup>	NR	NR	NR	
Women/girl <sup>1</sup>	11%	8%	14%	
Other gender identity <sup>1</sup>	NR	NR	NR	

NR = estimate not reportable (CV > 33.3)

\*Interpret with caution, coefficient of variation high (CV 16.5 to 33.3)

<sup>1</sup> Gr. 9-12 students only

**Table A17. Percentage of students who used tobacco cigarettes (at least once) in the past 12 months**

Population	Percent	95% Lower CI	95% Upper CI	Significance
Ottawa 2019*	6%	3%	9%	
Ottawa 2021*	3%	2%	5%	
Ontario-less-Ottawa 2021*	4%	2%	7%	
Female*	3%	2%	5%	
Male*	3%	2%	6%	
Grades 7-8	NR	NR	NR	
Grades 9-12*	4%	2%	7%	p<0.05
Born in Canada*	3%	2%	6%	
Not born in Canada	NR	NR	NR	
SE disadvantaged*	5%	3%	9%	
SE advantaged	NR	NR	NR	p<0.05
1+ parent born in CAN*	3%	2%	5%	
No parent born in CAN	NR	NR	NR	
Non-racialized*	4%	2%	7%	
Racialized	NR	NR	NR	
Heterosexual <sup>1</sup>	NR	NR	NR	
2SLGBTQQIA+ <sup>1</sup>	NR	NR	NR	
Man/boy <sup>1</sup> *	6%	3%	11%	
Women/girl <sup>1</sup> *	4%	2%	8%	
Other gender identity <sup>1</sup>	NR	NR	NR	

NR = estimate not reportable (CV > 33.3)

\*Interpret with caution, coefficient of variation high (CV 16.5 to 33.3)

<sup>1</sup> Gr. 9-12 students only

**Table A18. Percentage of students who engaged in more than 2 hours daily of recreational screen time, in the past 7 days**

Population	Percent	95% Lower CI	95% Upper CI	Significance
Ottawa 2019	77%	72%	81%	p<0.05
Ottawa 2021	73%	70%	77%	
Ontario-less-Ottawa 2021	80%	76%	83%	
Female	72%	66%	77%	
Male	74%	67%	81%	
Grades 7-8	63%	55%	71%	
Grades 9-12	78%	74%	82%	p<0.05
Born in Canada	74%	69%	79%	
Not born in Canada	69%	59%	78%	
SE disadvantaged	84%	76%	90%	
SE advantaged	72%	68%	76%	p<0.05
No parent born in CAN	74%	64%	82%	
1+ parent born in CAN	75%	70%	79%	
Non-racialized	75%	70%	79%	
Racialized	69%	64%	73%	
Heterosexual <sup>1</sup>	73%	66%	79%	
2SLGBTQQIA+ <sup>1</sup>	87%	78%	93%	
Man/boy <sup>1</sup>	76%	66%	84%	
Women/girl <sup>1</sup>	69%	64%	73%	
Other gender identity <sup>1</sup>	80%	65%	90%	