

## Topic Overview of the Four Questionnaire Forms for the 2025 OSDUHS

Grades 7 and 8 (ES)		Grades 9–12 (SS)	
Form A-ES	Form B-ES	Form A-SS	Form B-SS
<b>Demographics</b>			
grade, age, sex, <b>gender identity</b> , how long lived in Canada, language spoken at home, Indigenous identity, ethno-racial identity, health condition, perceived discrimination (general)		grade, age, sex, gender identity, sexual orientation, how long lived in Canada, language spoken at home, Indigenous identity, ethno-racial identity, health condition, perceived discrimination (general)	
<b>School Life</b>			
usual marks, school climate indicators, perceived discrimination at school due to identity		usual marks, school climate indicators, perceived discrimination at school due to identity	
<b>Family Life</b>			
parents born in Canada, talk to parent/guardian about problems, family subjective socio-economic status		parents born in Canada, talk to parent/guardian about problems, family subjective socio-economic status	
<b>Alcohol</b>			
first use, past year use, past month use, heavy episodic drinking	first use, past year use, past month use, heavy episodic drinking, usual source of alcohol	first use, past year use, past month use, heavy episodic drinking, alcohol problem screener	first use, past year use, past month use, heavy episodic drinking, usual source of alcohol
<b>Vaping Devices, Tobacco Cigarettes</b>			
first use of vaping device, past year use, vaping in past month, <b>quit attempts</b> , lifetime smoking, past year smoking,	first use of vaping device, past year use, vaping in past month, source of vaping device, <b>quit attempts</b> , lifetime smoking, past year smoking, first use of tobacco cigarettes, exposure to second-hand smoke	first use of vaping device, past year use, vaping in past month, <b>quit attempts</b> , lifetime smoking, past year smoking	first use of vaping device, past year use, vaping in past month, source of vaping device, <b>quit attempts</b> , lifetime smoking, past year smoking, first use of tobacco cigarettes, exposure to second-hand smoke
<b>Cannabis</b>			
first use, past year use, past month use	first use, past year use, past month use, usual source of cannabis, use cannabis with alcohol or tobacco	first use, past year use, past month use, edible use, use for mental health reason	first use, past year use, past month use, vaping cannabis, edible use, other modes of cannabis use, usual source of cannabis, use cannabis with tobacco, use for mental health reason, cannabis dependence screener
<b>Other Drug Use in the Past Year</b>			
cough/cold medication, prescription opioid pain relievers and usual source, prescription ADHD drugs	cough/cold medication, <b>nicotine pouches</b> , prescription opioid pain relievers and usual source, prescription ADHD drugs	cough/cold medication, prescription opioid pain relievers and usual source, prescription ADHD drugs, hallucinogens, cocaine, ecstasy, methamphetamine, heroin, fentanyl, prescription tranquilizers	cough/cold medication, <b>nicotine pouches</b> , prescription opioid pain relievers and usual source, prescription ADHD drugs, hallucinogens, cocaine, ecstasy, methamphetamine, heroin, fentanyl, prescription tranquilizers
<b>Driving Behaviours</b>			
		driver's licence, driving after drinking alcohol, driving after using cannabis	driver's licence, driving after drinking alcohol, driving after using cannabis
<b>Perceptions About Drugs</b>			
perception about someone with a substance use problem	perception about someone with a substance use problem, risk perceptions and availability (alcohol, tobacco cigarettes, vapes, cannabis, prescription opioids)	perception about someone with a substance use problem	perception about someone with a substance use problem, risk perceptions and availability (alcohol, tobacco cigarettes, vapes, cannabis, prescription opioids, <b>magic mushrooms/psilocybin</b> )

(continued...)

Grades 7 and 8 (ES)		Grades 9–12 (SS)	
Form A-ES	Form B-ES	Form A-SS	Form B-SS
<b>Physical Health</b>			
access to primary health care, self-rated health, physical activity, concussion, sedentary behaviour, hours of sleep on school night, healthy eating, disordered eating	access to primary health care, self-rated health, physical activity, concussion, sedentary behaviour, hours of sleep on school night, healthy eating, body image, disordered eating	access to primary health care, self-rated health, physical activity, concussion, sedentary behaviour, hours of sleep on school night, healthy eating, disordered eating	access to primary health care, self-rated health, physical activity, concussion, sedentary behaviour, hours of sleep on school night, healthy eating, body image, disordered eating
<b>Mental Health</b>			
self-rated mental health, psychological distress screeners (depression and anxiety), perceived stress, self-esteem, loneliness, suicidal ideation and attempt, self-harm, coping skills, opinions about climate change, knowledge and use of mental health support services at school, use of mental health support services outside of school, unmet need for mental health support, reasons did not seek mental health support, <b>perception about someone with a mental health problem</b>	psychological distress screeners (depression and anxiety), <b>perception about someone with a mental health problem</b>	self-rated mental health, psychological distress screeners (depression and anxiety), perceived stress, self-esteem, loneliness, suicidal ideation and attempt, self-harm, coping skills, opinions about climate change, knowledge and use of mental health support services at school, use of mental health support services outside of school, unmet need for mental health support, reasons did not seek mental health support, <b>perception about someone with a mental health problem</b>	psychological distress screeners (depression and anxiety), <b>perception about someone with a mental health problem</b>
<b>Bullying</b>			
bullying victimization and perpetration at school, cyberbullying victimization and perpetration		bullying victimization and perpetration at school, cyberbullying victimization and perpetration	
<b>Social Media Use, Video Gaming, and Gambling</b>			
social media use and problematic social media use	social media use, video gaming and problematic gaming, <b>spending money while playing video games</b> , gambling activities, <b>exposure to gambling advertising</b>	social media use and problematic social media use	social media use, video gaming and problematic gaming, <b>spending money while playing video games</b> , gambling activities, <b>exposure to gambling advertising</b>
questionnaire evaluation			

Notes: (1) **bolded text** in the table indicates a new topic in 2025; (2) in the two secondary school students (SS) questionnaire forms (Form A & Form B), a “-s” in the question number denotes that this question is for secondary school students only and is not in the elementary school students (ES) questionnaires; (3) all four forms will be translated into French for students in French language schools.