
Online well-being measurement tool



ConnectTEEN project

Let's talk about life Foundation

Poland

Created by: Lucyna Kicińska, Jolanta Palma



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Online well-being measurement tool

PURPOSE OF THE TOOL

To assess the mental, emotional, social, and physical well-being of adolescents, considering mainly the subjective perceptions of young people

Measurement areas

- I. Emotional well-being: mood, stress, anxiety, depression
- II. Social well-being: peer and family relationships
- III. Physical well-being: physical activity, sleep, health
- IV. School well-being: satisfaction with school, relationships with teachers
- V. Self-esteem: sense of self-worth

Methodology: Cantril ladder

Cantril Ladder is a method for measuring subjective well-being (how people evaluate the quality of their lives). It was created by American sociologist Hadley Cantril in 1965. It is used worldwide in research on quality of life and happiness levels, such as in the World Happiness Report published by the UN and the Health Behaviour in School-aged Children by WHO. It's a quick and simple method that provides a general idea of how people perceive their lives at a given moment.

Imagine a ladder with 11 rungs, where:

- 0 represents the worst possible life you can imagine,
 - 10 represents the best possible life you can imagine.
- The respondent simply chooses the rung that best represents their current situation.

What does this method measure?

- Overall life satisfaction,
- Level of happiness,
- Future outlook (sometimes people are also asked to assess their life in the future, e.g., in 5 years).

Assessment

Timeframe: general + past week (noted in specific questions)

General scoring + *areas scoring** - for the class/group and individual

General results (average for the class/group or at least 1-2 individual result(s) in the group):

- 0-4: immediate need for educational intervention
- 5-7: need for monitoring (next assessment after 7-14 days, if the result is the same or “worse” that indicates the immediate need for educational intervention)
- 8-10: all is fine (next assessment in 4-8 months)

**within the project partners will use only general scoring*

QUESTIONNAIRE

Introduction:

This questionnaire is designed to assess your mental, emotional, social, and physical well-being. It focuses on how you feel and what you think about your own life and experiences — there are no right or wrong answers.

We're especially interested in your own perspective. Some questions ask about your general well-being, while others refer specifically to the past week — you'll see this clearly marked in each question.

This questionnaire is designed to assess your mental, emotional, social, and physical well-being. It focuses on your own point of view — how you feel and what you think about your life. Some questions are about your general feelings, and others focus on how you felt over the past week — this will be clearly shown in each question.

Your answers will help estimate the overall well-being of students in your class. Based on the results, your class might be offered activities to help strengthen relationships and improve everyone's well-being.

In some cases, the questionnaire might be repeated — for example, after two weeks or even six months. Your teacher will let you know if and when that happens, after reviewing the results.

💡 Talking about mood and well-being can sometimes bring up uncomfortable feelings. Please remember: you're not alone. You can always talk to your school counselor, psychologist, a trusted adult, or reach out to an anonymous support line if you need to.

🔑 The questionnaire is anonymous, which means no one will know which answers are yours. However, we'll ask you to create a personal code — this will help us compare the answers of students if you take the questionnaire again in the future.

Thank you for your honesty and participation ❤️

Emotional well-being

1. How often have you felt sad in the past week?
(scale 0-10, 0: never, 10: always)
2. How often have you felt stressed in the past week?
(scale 0-10, 0: never, 10: always)
3. How often have you felt anxiety in the past week?
(scale 0-10, 0: never, 10: always)
4. How often have you felt helpless in the past week?
(scale 0-10, 0: never, 10: always)
5. How often have you felt lonely in the past week?
(scale 0-10, 0: never, 10: always)

Social well-being

1. To what extent do you feel you can count on the support of your family members?
(0: not at all, 10: fully)
2. To what extent do you feel you can count on the support of your classmates?
(0: not at all, 10: fully)
3. To what extent do you feel you can count on your peers outside the classroom?
(0: not at all, 10: fully)
4. To what extent do you feel important to the people in your family?
(0: not at all, 10: fully)
5. To what extent do you feel important to your classmates?
(0: not at all, 10: fully)
6. To what extent do you feel important to your peers outside the classroom?
(0: not at all, 10: fully)
7. How would you rate your relationships with your family members over the past week on a scale of 0 to 10?
(0: lowest rating, 10: highest rating).
8. How would you rate your relationships with your classmates over the past week on a scale of 0 to 10?
(0: lowest rating, 10: highest rating).
9. How would you rate your relationships with your peers outside the classroom over the past week on a scale of 0 to 10?
(0: lowest rating, 10: highest rating).

Physical well-being

1. How often in the past week did you wake up feeling well-rested?
(scale 0-10, 0: never, 10: always)
2. How often in the past week did you have trouble falling asleep or waking up during the night?
(scale 0-10, 0: always 10: never*)
3. How many times in the past week did you engage in physical activity lasting at least 30 minutes?
(scale 0-7: 0: never, 7: each day)^[1.1]
4. How would you rate the quality of your diet/eating habit^[1.2] in the past week?
(0: not fitted to my needs, poor, not satisfying, 10: totally fitted to my needs, satisfying and nutritious)

5. How would you rate on a scale from 0 to 10 the time you had in the past week to take care of your personal hygiene?
(0: lowest scoring, 10: highest scoring).
6. How would you rate on a scale from 0 to 10 the energy you had in the past week to take care of your personal hygiene?
(0: lowest scoring, 10: highest scoring)
7. How would you rate your overall physical well-being in the past week?
(scale 0–10, 0: lowest scoring, 10: highest scoring)
8. How would you rate the amount of time you spend using screen-based devices (cell phone, computer, tablet, laptop etc.) in a typical week on a scale from 0 to 10?
(0: very little time, 10: a lot of time)

School well-being

1. To what extent do you feel safe at school?
(scale 0-10, 0: not at all, 10: totally)
2. To what extent do you feel you can count on the support of teachers when it comes to your academic problems?
(scale 0-10, 0: never, 10: always)
3. To what extent do you feel you can count on the support of teachers when it comes to your personal problems?
(scale 0-10, 0: never, 10: always)
4. To what extent do you feel like you are a part of your school/community?
(scale 0-10, 0: not at all 10: totally)
5. Rate on a scale of 0-10 how satisfied in general you are with the school you attend to.
(0: not satisfied at all, 10: totally satisfied)
6. Rate on a scale of 0-10 how satisfied in general you are with your school marks.
(0: not satisfied at all, 10: totally satisfied)
7. Rate your level of satisfaction with your interactions with teachers over the past week.
(scale 0-10, 0: not satisfied at all, 10: totally satisfied)
8. Rate your level of satisfaction with your interactions with your class teacher over the past week.
(scale 0-10, 0: not satisfied at all, 10: totally satisfied)

Self-esteem well-being

1. To what extent do you like what you see in the mirror?
(scale 0-10, 0: not at all, 10: totally)
2. How often in the last week have you thought that others, such as your peers, are doing better than you?
(scale 0-10, 0: never, 10: always)
3. How often in the last week have you had the thought that your life is pointless?
(scale 0-10, 0: never, 10: always)
4. To what extent are you satisfied with who you are?
(scale 0-10, 0: not satisfied at all, 10: totally satisfied)
5. To what extent do you like how you look in the photos?
(scale 0-10, 0: not at all, 10: totally)

6. How often do you worry about how others will receive you?
(scale 0-10, 0: never, 10: always)
7. How often do you compare yourself to your peers?
(scale 0-10, 0: never, 10: always)
8. How often do you compare yourself to influencers or people on social media?
(scale 0-10, 0: never, 10: always)

GUIDE FOR FACILITATORS

Facilitators will receive a short guide on how to use the tool, including:

- The holistic models of children's and adolescents' well-being and the questions selected based on it.
- **How the IT tool calculates the overall score** and recommendations based on it
- **Information to share with participants** before conducting the assessment
- **Basic emotional first aid**, i.e., how to respond if any concerning or unusual student behaviors are observed during or after the survey.

The teachers/persons conducting the well-being assessment inform the classes about:

- **The purpose of the survey** (to assess well-being in the group and adjust educational activities accordingly)
- **The anonymity of the survey**
- **The method of response coding and its purpose** (to track potential changes in well-being over time).
- **Proposed coding method:** The first two letters of the mother's maiden name + birth day + the first two letters of the second name. If a person does not have a second name, they enter "XX".

The facilitator emphasizes that if the survey causes any unpleasant emotions, or if someone feels afterward that they would like to talk about their difficulties or concerns about a classmate, they can reach out to specific individuals (such as the school psychologist, counselor, or a helpline).

Message to the participants displayed at the end of the assessment

After completing the survey, a message will appear with a thank-you note, information that the results will be presented soon by the class teacher or school counselor (facilitator), and that educational activities in the class will be planned based on these results.

Additionally, a message will be displayed stating that if anyone felt uncomfortable while filling out the survey, became aware of certain issues, or was reminded of problems they are facing, they can seek support by talking to the school counselor or psychologist or by calling a helpline.

TIMELINE

March 10th, 2025: Partners to review the questionnaire with local professionals and provide feedback to ZWJR.

March 31st – April 9th, 2025: ZWJR to develop and distribute the second version of the questionnaire.

April 10th – April 27th, 2025: Partners to conduct consultations with their respective SCWs.

April 28th, 2025: ZWJR to share the final (third) version of the questionnaire/tool.

PARTNERS

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