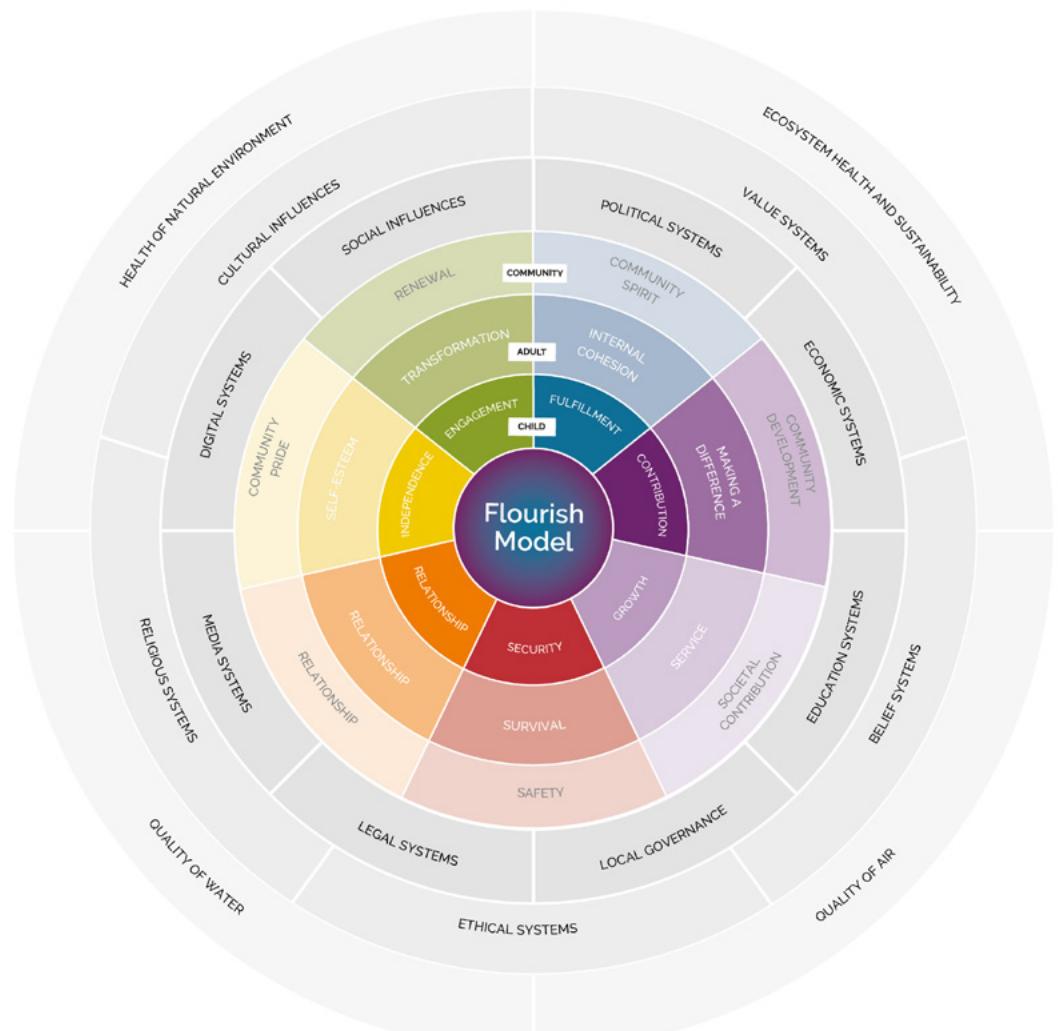


Flourish Project a comparative study of wellbeing indicators across sectors

November 2022

This informal research study examines a range of frameworks being used across the world through the ecological lens of the seven levels of the Flourish Model. It is being updated on a regular basis to inform the ongoing development of the project.



Flourish Model Core Domains and Descriptors

SECURITY Physical Security and Health (PSH)

RELATIONSHIP Relational Wellbeing (RW)

INDEPENDENCE Personal Resilience/Self-esteem (RSE)

ENGAGEMENT Positive Involvement and Functioning (PIF)

FULFILMENT Positive Integration and Expression (PIE)

CONTRIBUTION Social Connection and Self-worth (SCW)

GROWTH Meaning, Purpose and Vitality (MPV)

Level 1 SECURITY Physical Security and Health (PSH)

Includes shelter and support, health of the environment, nutrition, quality of sleep, movement and exercise, access to nature trusting the world, being in touch with your body, sensory-awareness, self-knowledge and regulation

Fears and Limitations: the world is unpredictable and therefore dangerous/unsafe, I am not safe enough, I am not well enough, I do not trust things to be ok, I need to always be vigilant, I do not have enough, helplessness

Optimised Adult Qualities: the ability to understand and structure the environment to maximise health and learning possibilities, the adoption of tools and techniques to optimise sensory awareness/being in touch with the body, the ability to understand the importance of spending time in nature, the ability to self-regulate, staying grounded in what is physically possible

Level 2 RELATIONSHIP Relational Wellbeing (RW)

Includes connection, love, affection, nurturing, understanding, oracy, dignity, respect family, peers, school, neighbourhood, self-image, love, affection, dignity, integrity, respect, fun, humour, trust, co-operation, listening, communication, empathy, respect for diversity

Fears and Limitations: Judgement, Bullying, Abuse, Abandonment, Humiliation, I don't understand or trust other people, other people don't understand me, I am different, I don't fit in, I will get it wrong, I will be seen as stupid, I will be made to feel bad about myself, I am not good enough, people who are different from me are threatening/dangerous, I need to protect myself, I need to show others that I am strong/ok

Optimised Adult Qualities: trusting self and others, being able to express and receive love and affection, being an effective communicator, expressing emotions appropriately, recognising emotions in self and others, understanding the causes and consequences of emotions in self and others, using authentic words and actions, the ability to listen to others, the ability to be open to different points of view, the ability to be non-judgemental, the ability to nurture relationships built upon inclusion, acceptance, cooperation and trust

Level 3 INDEPENDENCE Resilience and Self- esteem (RSE)

Includes personal agency, self-direction, goal-setting, overcoming challenge and difficulty, resilience, perseverance, self-regulation, empowerment, mastery, achievement, self-esteem, self-confidence, curiosity, problem-solving, risk-taking, perseverance, overcoming challenges, learning from failure, courage, resilience, authenticity, self-worth, intrinsic-motivation, self-development, self-efficacy, personal mastery, self-organisation, adaptability, self-direction

Fears and Limitations: I am not going to be able to understand what is needed, I can't do it, I will fail, it will make me feel bad about myself, I will look stupid, I need to rely on others, there's no point trying, I am not clever enough, self-blame, shame

Optimised Adult Qualities: the ability to self-organise, the ability to problem-solve and overcome challenges, adaptability, patience and perseverance, courage and authenticity, recognising the value of failure, acknowledging human imperfection, self-confidence

Level 4 ENGAGEMENT Positive involvement and functioning (PIF)

Includes novelty, curiosity, challenge creativity, adaptation, innovation, entrepreneurship interest, concentration, study, playfulness, flow, creativity, innovation, entrepreneurship creative-thinking, technology-embracing, focus, planning, strategy, boundary-spanning, efficacy-building, playful leadership, curiosity, challenge, openness, accountability

Fears and Limitations: this has no relevance to my life, it is boring, I can't see the point, other people can do this better than me, nothing interests or excites me about this

Optimised Adult Qualities: playfulness, openness, humour, creative-thinking, innovation and entrepreneurship, testing boundaries, leadership, accountability

Level 5 FULFILMENT Positive Integration and expression (PIE)

Includes personal achievement, individuality, self-expression, self-worth, individual meaning and purpose, success as optimising personal skills and capacities cohesion, self-expression, individuality, personal achievement, personal value authenticity, self-responsibility, achievement, excellence, peak performance, professionalism, presence, power, working to the edge of your skills and capacities

Fears and Limitations: it's too risky, I will be seen and judged, I don't want to be blamed if it goes wrong, my ideas and activities have little or no value, I will fail

Optimised Adult Qualities: individuality, integrity, self-expression, self-responsibility, professionalism, presence, power, flow, joy

Level 6 CONTRIBUTION Social Connection and Self-Worth (SCW)

Sense of connection, participation, inclusion, equity, rights, having a voice, social sense of meaning and purpose, caring, responsibility, generosity, tolerance, inclusion, understanding where you fit, success as being able to contribute to the whole participation, significance, community involvement, social media, kindness, generosity, humility, giving, service, self-responsibility, personal impact, global citizenship, making a difference, compassion, humour, cooperation, collaboration, team-development, team-learning, community, interpersonal agility, systems-thinking, celebrating diversity, cultural responsiveness, advocacy, diplomacy

Fears and Limitations: I have nothing of worth to contribute, no-one cares about my thoughts, ideas and opinions, there's no point in trying to change the system, it's better to stay quiet/hidden, I have little or no value, I am invisible

Optimised Adult Qualities: active cooperation, deep-listening, systems-thinking, generosity, the ability to model inclusion and respect for others, the ability to express care and compassion, the desire to achieve the best outcomes for all, the ability to foster creativity and innovation in others

7. Level GROWTH Meaning, Purpose and Vitality (MPV)

Self-reflection, Life goals, Faith, Hope, Love, Compassion, Future Generations Clear goals, simplicity, vision, mission, continuous development, ecological stewardship, wisdom

includes inner development, love of learning, celebrating unique skills and capacities, heart/soul fulfilment and expression, valuing challenge and difficulty, life meaning and purpose, understanding others, compassion, connection to nature, safeguarding the planet, success as becoming a caring global citizen

Fears and Limitations: my life has no meaning/purpose, it is hopeless, what's the point of it all, the unknown is dangerous, nothing will ever change, there's no point in hoping for anything better, there's no point in learning anything new, I don't care about the wellbeing of others.

Optimised Adult Qualities: a recognition of the joy of life-long learning, the ability to see the big picture, a personal sense of meaning and purpose, promoting the environmental conditions for mutual growth, demonstrating a commitment to life-long learning and positive ongoing change and transformation, the development of a sense of personal simplicity, contentment and joy, the ability to positively impact the lives of others, envisioning infinite potential/possibilities



Global Wellbeing Frameworks as of Nov 2021

Harvard Flourishing Measure, Flourishing at School, Adolescence Resilience Questionnaire (ARQ), NZ Wellbeing Scale, NEF Five Ways to Wellbeing, Scottish GIRFEC Scale, Gwent Wellbeing Scale, Stirling Wellbeing Scale, Warwick Edinburgh Wellbeing Scale, GL Pass Data, Anna Freud Centre, CASMAC Measures of Character, Self-Transcendence Measures, Prosocial, BeeWell, Third Path, ARACY Wellbeing Wheel

Level 1 SECURITY Physical Security and Health (PSH)

Harvard Flourishing Measure

In general, how would you rate your physical health?

How would you rate your own overall mental health?

How often do you worry about safety, food or housing?

How often do you worry about being able to meet normal monthly living expenses? (adult)

Flourishing at School/PERMA

Nutrition: Regular consumption of healthy food and beverages (e.g. About how many serves of vegetables do you eat each day? (1 serve = ½ cup or the size of a computer mouse)

Exercise: Regular amount of aerobic, resistance and incidental exercise performed (e.g. About how often do you engage in high intensity exercise for at least 30 minutes (e.g. running, cycling, swimming, basketball, netball etc.)?)

Sleep: Regularly obtaining a sufficient amount of good quality sleep (e.g. About how long do you sleep most nights?).

Adolescent Resilience Questionnaire

I try to live a healthy life

My family understands my needs

My family is a safe place when things are falling apart

My family provides me with emotional support

I can be honest with my family about how I feel

I don't feel loved by my family

There is someone in my family that I can talk to about anything

If I have a problem, there is someone in my family that I can talk to

My friends are caring and supportive

If I have a problem, there is a friend that I can talk to

I have a friend that I can trust with my private thoughts and feelings

My teachers are caring and supportive

I have a teacher that I feel looks out for me

There is an adult at the school that I feel I could talk to if I had a personal problem

I get bullied or teased at school
I feel safe at school
I hate going to school
I like my neighbourhood
I like the people in my neighbourhood
I trust the people in my neighbourhood
I feel isolated in my neighbourhood
The people in my neighbourhood go out of their way to help
The people in my neighbourhood look out for each other
The people in my neighbourhood look out for me
People in my neighbourhood know me personally
There is an adult in my neighbourhood that I could talk to if I had to

NZ Wellbeing Scale

Students strongly agree that they feel safe at school.

Students report occasional instances of threats and force being used against them.

Students report a high incidence of threats and force being used against them. They also report a high incidence of being hit, pushed or hurt on purpose

Students strongly agree that they feel safe when going to and from school.

There is agreement that people get on with each other in their community, and that students feel safe going to and from school.

Students disagree that they feel safe going to and from school.

There is strong agreement that students know how to ask a teacher or other students for help if they are having a problem with another student.

There is agreement that the school buildings and grounds are looked after.

There is disagreement that the school buildings and grounds are looked after

Students agree that they feel safe at school.

There is agreement that teachers get on well with students from different cultures and backgrounds and that students are encouraged to get on with students from different cultures or backgrounds.

Students agree that behaviours like hitting or bullying are not OK at school.

However, they disagree that teachers are interested in their culture or family background, or that they are asked for ideas about how to get on better with each other.

There is disagreement that everyone knows the school rules about behaviour.

Students do not feel that everyone believes the school values are important, nor that everyone knows what to do if someone is being hurt or bullied.

Students agree that they always stand up for others who are being hassled. If they are having a problem

with another student, they agree that they feel they can ask for a teacher's help and know how to ask other students for help.

Students agree that if other students are hassling them they know how to ignore it or walk away. They also agree that they look after new students at school.

There is disagreement that students always stand up for those who are being hassled, that students include others who are being left out, and that students treat each other with respect.

Students do not feel safe at school, and do not feel they belong or are accepted for who they are.

Students have a strong sense of belonging and being accepted, and there is a strong belief that the school values are important. "Everyone" knows the school rules about behaviour, and everyone knows what to do if someone is being hurt or bullied.

Students agree that they are taught what to do if they are being hassled or bullied, that teachers will always take action if someone is being hit or bullied, and that teachers often praise students for helping each other.

NEF Five Ways to Wellbeing

Be Active

Scottish GIRFEC Scale

SAFE: Protected from abuse, neglect or harm at home school and in the community

I know how I can keep myself safe and who I can ask to help me

HEALTHY: Having the highest stainable standards of physical and mental health, access to suitable healthcare and support in learning how to make healthy and safe choices

I eat a balanced diet, exercise, clean my teeth, wash my body and have friends

ACTIVE: Having opportunities to take part in activities such as play, recreation and sport, which contribute to healthy growth and development, both at home and in the community.

I can exercise, play, dance, take part in games and go on outdoor adventures

Gwent Wellbeing Scale

(Student)

I feel safe at this school

I feel I can trust this school

There are safe places I can go in this school when I need to

(Parent) I feel I can trust this school

(Teacher) I feel safe at this school

Stirling Wellbeing Scale

I've been feeling calm (positive emotional state)

I've been feeling relaxed (positive emotional state)

I think lots of people care about me (positive emotional state)

Warwick Edinburgh Wellbeing Scale

I've been feeling relaxed

GL PASS Data

I worry about getting my work right

Anna Freud Centre

I have problems sleeping

I wake up in the night

I am shy

I feel scared

I worry when I am at school

I get very angry

I am calm

When I need help. I can find someone to talk to

I know where to go for help if I have a problem

Away from school there is an adult who I can trust (student resilience)

Are there students at school who would 1) explain the rules of the game if you did not know them? 2) help you if you hurt yourself? 3) make you feel better if someone is bothering you? 4) help you if other students are being mean to you? (student resilience)

Prosocial

Being able to develop healthy bodies and minds

BeeWell

In general, would you say your physical health is excellent/very good/good/fair/poor (Health and Routines)

How many days in a usual week are you physically active? Remember, we are interested in things that make you hot, sweaty and/or breathe faster (Health and Routines)

Is the amount of sleep you normally get enough for you to feel awake and concentrate on your schoolwork during the day? (Health and Routines)

How many times a week do you usually eat fruits and vegetables (Health and Routines)

How many times a week do you usually eat sweets, chocolate, crisps, have fizzy drinks? (Health and Routines)

I feel scared (emotions)

I have problems sleeping (Emotions)

I wake up in the night (Emotions)

I feel safe in the area where I live (Environment and Safety)

How happy are you with the home that you currently live in? (Environment and Society)

The Third Path

Safety: Students need to feel emotionally safe in order to learn and grow

ARACY Wellbeing Wheel

Safety and Physical Health, Material Wellbeing

Sense of safety, Safe Behaviour, Physical health, Feels provided for

Harvard Flourishing Measure

I am content with my friendships and relationships
My relationships are as satisfying as I would want them to be

Flourishing at School/PERMA

Having relationships with family and friends that are enjoyable and based on mutual trust (e.g. My friends and I trust each other).

Adolescent Resilience Questionnaire

Individual

I easily get frustrated with people
I worry about what other people are thinking about me
I find it hard to express myself to others
If I have a problem, I know there is someone I can talk to
If I can't handle something I can find help
I make friends easily
I have a hard time getting along with others
I enjoy meeting new people
I find it easy to talk to people
I feel confident that I will have a romantic relationship
I get a buzz out of meeting new people
I am patient with people who can't do things as well as I can
I get frustrated when people make mistakes
I am easily frustrated with people
I expect people to live up to my standards
People come to me with their problems
I can express my opinions when I am in a group
I feel pressured to do things because my friends do them
I am a good listener
I listen carefully to my friends when they have problems
People who know me think that I am understanding
I am forgiving of other people
I feel alone in the world
I can understand how other people feel when they talk with me about their problems
I feel I am misunderstood
I think about what things might be like for other people
I feel shy around people

Family

My family understands my needs
My family is caring
My family listens to me
I feel close to my family
I can be honest with my family about how I feel
My family puts me down
If I have a problem there is someone in my family that I can talk to
There is someone in my family that I feel very close to

We do things together as a family
My family listens to me
People in my family expect too much from me
I can be honest with my family about how I feel
People in my family are too busy to pay attention to me
I don't feel loved by my family
There is someone in my family that I can talk about anything
My mum or dad is over-protective of me

Peer Group

I have fun with my friends
My friends like doing the same things as me
My friends leave me out of things
I have a group of friends that I keep in touch with
My friends are caring and supportive
The amount of time that I spend with my friends is (Too little/enough/too much)
I have a friend that I feel close to
When I am down I have friends who cheer me up
I have a group of friends that I keep in touch with regularly
I have a friend I can trust with my private thoughts and feelings
I have friends who make me laugh
I enjoy being around people my age
I get to spend enough time with my friends
I feel confident around people my age
I feel left out of things
I wish I had more friends I felt close to
I find it hard making friends
My friends get me into trouble

School

My teachers are caring and supportive
I have a teacher that looks out for me
My teachers expect too much of me
There is an adult in the school I could talk to if I had a personal problem
I get bullied or teased at school
My teachers are caring and supportive of me
Teachers in my school are caring

Neighbourhood

I like the people in my neighbourhood
People in my neighbourhood go out of their way to help
People in my neighbourhood are caring
There is an adult in my neighbourhood that I could talk to if I had a personal problem
The people in my neighbourhood look out for me
The people in my neighbourhood look out for one another
People in my neighbourhood know me personally

NZ Wellbeing Scale

1) Student Culture

Students report a high incidence (weekly or daily basis) of other students telling lies and/or spreading

rumours about them. They also report instances of other students using cell phones or the internet to be mean or spread rumours about them.

Students report a high incidence of name calling and hurtful teasing. They also report (with varying degrees of frequency) that other students take or break their belongings.

Students report that there are incidences of being called 'gay' as a put down and being hassled or put down by other students because they learn in a different way or because they come from a particular culture or family background. Students also report instances of sexual insults, and/or being touched in ways that make them feel uncomfortable.

Students report a high incidence of other students leaving them out or ignoring them on purpose.

Students often experience other students telling lies or spreading rumours about them.

Students also report that being bullied by other students is common.

Name calling, put downs, and malicious teasing are reported as common occurrences.

Other occasional aggressive behaviours experienced by students include being hit, pushed, or hurt on purpose; having lies and/or rumours spread about them; being bullied by other students; and being ignored or left out on purpose.

Students report some instances (monthly) of being put down, called names, or teased.

They also report very occasional instances of lies and rumours being spread about them by other students.

Students say they are never hit, pushed, or hurt on purpose, and are never bullied by other students.
Students report very occasional instances of name-calling and/or teasing.

Students say they never experience being left out or ignored on purpose; nor do they experience other students telling lies or spreading rumours about them

2) Community Partnerships

Students strongly agree that their teachers and parents work together.

Students strongly agree that their parents, family, and whānau feel welcome at school, and that there is mutual respect between parents and teachers.

Students have a strong sense that people in their community get on together.

Students strongly agree that they have a supportive adult outside school if they are upset.

Students agree that teachers and parents work together.

Students agree that their parents, family, and whānau feel welcome at school.

Students agree they have access to a supportive adult outside school if they are upset.

Students agree that their parents and teachers respect each other.

Students disagree that their teachers and parents work together.

Students disagree that their parents, family, and whānau feel welcome at school.

Students disagree that people get on with each other in their community, and do not believe there is an adult outside school who they can go to if upset.

Students disagree that their parents and teachers respect each other.

3) Pro-Social Student Culture and Strategies

Students strongly agree that they treat each other with respect and are good at listening to each other's views and ideas.

Students strongly agree that they include others who are being left out or ignored, and always stand up for others if someone is hassling them. They also strongly agree that they are able say how they feel if they need to, and treat other students with respect.

Students strongly agree that they look after new students at school.

Students agree that they treat each other with respect and agree that they include other students who are being left out or ignored.

Students agree that they are good at listening to each other's views and ideas, and that they treat teachers with respect. They agree that they can say how they are feeling when they need to and can stand up for themselves in a calm way.

There is disagreement that students treat teachers with respect.

Students disagree that they are good at listening to each other's views and ideas.

Students disagree that if other students are hassling them they know how to ignore them or walk away. Students disagree that new students are looked after by others.

4) School-wide climate and practices

Students strongly agree that teachers and students care about each other, and that successes are celebrated at school.

Students strongly agree that teachers get on well with students from different cultures, as well as being encouraged themselves to get on with students from different cultures.

Students agree that teachers are interested in their culture or family background.

Students strongly agree that behaviours like hitting or bullying are not OK at school. They agree that students get on well with other students from different cultures, that everyone knows what to do if someone is being hurt or bullied, and that teachers and students care about each other.

Students report a sense of belonging and acceptance for who they are. They report students' successes are celebrated at school.

Students disagree that teachers and students care about each other, and disagree that students from

different cultures get on with each other.

Students disagree that they are encouraged to get on with students from different cultures or backgrounds, and also disagree that teachers get on well with students from different cultures and backgrounds.

5) Teaching and Learning

Students strongly agree that teachers make learning interesting and that they are taught what to say or do if they are being hassled or bullied by other students.

They also strongly agree that teachers provide consistent role models, and that teachers praise students for helping each other.

Students strongly agree that they are taught that it's OK to be different from other students, and that they are taught what behaviours are OK and not OK.

Students strongly agree that teachers treat each other with respect, that teachers always take action if someone is being hit or bullied, and that teachers think that all students can do well.

Students agree that they are taught how to manage their feelings. They also agree that teachers make learning interesting.

Students agree that teachers are consistent role models and treat students fairly. Students also agree that they are taught to think about other' feelings, and that teachers care about how they feel.

Students agree that they are taught it's OK to be different from other students, and they are taught what behaviours are, and are not, OK.

They also agree that teachers think all students can do well, and that teachers treat each other with respect.

Students disagree that teachers make learning interesting.

Students disagree that they are taught to manage their feelings, or what to say or do if students are hassling or bullying them.

Students disagree that teachers provide good role models, treat students fairly, care about how students feel, or praise students for helping each other.

Students disagree that they are taught to think about others' feelings, or taught that it's OK to be different from other students. Students also disagree that teachers will always take action if someone is being hit or bullied, or think that all students can do well.

Students disagree that teachers treat each other with respect.

Students disagree that they are taught what behaviours are acceptable and what behaviours are not.

NEF Five Ways to Wellbeing

Connect

Scottish GIRFEC Scale

Nurtured: Having a nurturing place to live, in a family setting, with additional help if needed , or, where this not possible, in a suitable care setting

I have family, friends and a place where I know I belong

Gwent Wellbeing Scale

(Student)

There is at least one adult in this school that I can talk to if I have a problem

Pupils and staff at this school are willing to go out of their way to help someone

I feel I can talk to teachers about the things that are bothering me

Staff and pupils treat each other with respect at this school

Pupils at this school really care about each other

At this school adults care about the students and their families

At my school adults care about the pupils

(Parent/Carer)

There is at least one other adult in this school that I can talk to if I have a problem

Staff at this school are willing to go out of their way to help someone

I feel I can talk to staff at this school about the things that are bothering me

Teachers and pupils at this school treat each other with respect

The staff in this school are really interested in us as a family

At this school adults care about students and their families

People at this school are willing to out of their way to help someone

(Teacher)

There is at least one other adult in this school that I can talk to if I have a problem

Colleagues at this school are willing to go out of their way to help someone

I feel I can talk to colleagues at this school about the things that are bothering me

Staff and pupils at this school treat each other with respect

The senior leaders at this school are interested in me as a person, not just as a member of staff

At this school adults care about students and their families

People at this school are willing to out of their way to help someone

Stirling Wellbeing Scale

I like everyone I have met

I think lots of people care about me

I've been getting on well with people

Warwick Edinburgh Wellbeing Scale

I've been feeling interested in other people

I've been feeling close to other people

I've been feeling loved

GL PASS Data

This school is a friendly place

I like my teacher/s

I am lonely at school

My teacher notices when I work hard

Anna Freud Centre

I feel lonely
Nobody likes me

At home, there is an adult who is 1) interested in my schoolwork 2) wants me to do my best

At school there is an adult who really cares about me
Away from home there is an adult who really cares about me

Are there students at your school who would 1) choose you to be on their team 2) invite you to their home 3) share things with you 4) miss you if you weren't at school 5) pick you as a partner 6) tell you they're your friend 7) ask to join in when you are all alone 8) tell you secrets 9) tell you you're good at doing things

CASMAC Measures of Character

I often feel the pain of another human being
it is my belief that we need to care for suffering people without judging them
I often feel moved by compassion seeing people waste their lives in pursuing pleasures and money

Prosocial

Experiencing loving and values-based relationships

BeeWell

I am shy (Emotions)
Nobody likes me (Emotions)
I've been feeling close to other people (Understanding Yourself)
I feel that I belong/have belonged at my school (School)
At school there is an adult who is interested in my schoolwork (Relationships – School)
At school there is an adult who believes that I will be a success (Relationships – School)
At school there is an adult who wants me to do my best (Relationships - School)
At school there is an adult who listens to me when I have something to say (Relationships - School)
I get along with the people around me (Relationships - Friendship and Social Support)
People like to spend time with me (Relationships- Friendship and Social Support)
I feel supported by my friends (Relationships - Friendship and Social Support)
My friends care about me when times are hard [for example if I am sick or who or have done something wrong] (Relationships - Friendship and Social Support)
How often do you get physically bullied at school? By this we mean getting hit, pushed around, threatened, or having belongings stolen. (Relationships – Bullying)
How often do you get bullied in other ways at school? By this we mean getting called names, getting left out of games, or having nasty stories spread about you on purpose (Relationships – Bullying)
How often do you get cyber bullied? By this we mean someone sending you text or online messages about you, creating a website making fun of you, posting pictures that make you look bad online, or sharing them with others (Relationships – Bullying)
How often do people make you feel bad because of your race, skin colour or where you were born? (Relationship - Harmful or abusive relationships, interactions and experiences)
How often do people make you feel bad because of your gender? (Relationship - Harmful or abusive

relationships, interactions and experiences)

How often do people make you feel bad because of your sexual orientation? (Relationship - Harmful or abusive relationships, interactions and experiences)

How often do people make you feel bad because of your disability? (Relationship - Harmful or abusive relationships, interactions and experiences)

How often do people make you feel bad because of your religion/ faith? (Relationship - Harmful or abusive relationships, interactions and experiences)

How happy are you with the home that you currently live in? (Environment and Society) (Relationship - Harmful or abusive relationships, interactions and experiences)

Do You care for a family member who has an illness, disability, mental health condition, or drug/ alcohol dependency? (Environment and Society)

People around here support each other with their wellbeing (Environment and Society)

You can trust people around here (Environment and Society)

I could ask for help or a favour from neighbours around here (Environment and Society)

How often do you feel lonely? ((Relationship – Loneliness)

The Third Path

Belonging: Belonging comes from all the moments of connection with others

ARACY Wellbeing Wheel

Relationships: Sense of belonging/identity

Harvard Flourishing Measure

None

Flourishing at School/PERMA

Self-Efficacy: Belief in own ability be successful in pursuits despite challenge and adversity (e.g. I am confident to go after challenging goals).

Strengths Known: Awareness of individual strengths and gifting (e.g. I know my strengths well)

Goal setting: Frequently working towards specific, measurable and realistic goals (e.g. I work towards the goals I set myself).

Adolescent Resilience Questionnaire

Individual

I tend to think the worst is going to happen
I feel helpless when faced with a problem
If one approach to a problem doesn't work, I find it hard to think of other ideas
If something upsets me it effects how I feel about everything
When things go wrong I tend to give myself a hard time
I feel that I have little control
I have trouble explaining how I am feeling
If something is becoming a problem I tend to ignore it
I keep my problems to myself
If I have a problem I deal with it by myself
I am a private person when it comes to how I feel
I try to take a relaxed approach to things
If I get upset, I know how to make myself feel better
I try to make the best out of situations
Seeing the funny side of things tends to help me when things get bad
I understand why I feel the way I do
I take it easy on myself when I am not feeling well
I can stand up for myself when there is a problem
I enjoy spending time by myself
I feel confident doing things by myself
If I have a problem I can work it out
If I get upset, I know how to make myself feel better
I have ways of getting rid of bad feelings
I can stand up for myself when there is a problem
I understand why I feel the way I do
I use humour to make me feel better about problems
I push myself too hard to do what everyone else does
I feel helpless when faced with a problem
I find it hard to make important decisions
I carefully consider all my options before making decisions
Sometimes I just can't let go of bad feelings
I can't stop worrying about my problems
Why dwell on the bad things that happen
My feelings are out of my control

I find it difficult to cope when things change unexpectedly
When I make a mistake I feel that I am a hopeless person
I get wound up about things
I tend to get anxious in unfamiliar situations
I think things through carefully before making decisions
I slow down when things are going too fast
If I can't handle something I find help
I can change my feelings by changing the way I see things
I can change the way I feel by changing the way I think

Family

My family is over-protective of me

Peer

School

My teachers expect too much of me
My teachers provide me with extra help if I need it

Neighbourhood

New Zealand

Students strongly agree that they can stand up for themselves in a calm way, and that if other students are hassling them, they know how to ignore them or walk away.

Students disagree that if they have a problem with another student they know how to ask other students for help, and they also disagree that they can stand up for themselves in a calm way.

Students strongly agree that they are taught how to manage their own feelings, and think about others' feelings. They also strongly agree that are treated fairly by teachers, and that teachers care about how they feel.

Students disagree that they can say how they are feeling when they need to, or that they feel they can ask a teacher for help if they are having a problem with another student.

NEF Five Ways to Wellbeing

No measures

Children's Hope Scale

I think I am doing pretty well
I can think of many ways to get the things in life that are really important to me
When I have a problem I can think of lots of ways to solve it

Scottish GIRFEC Scale

Achievement: Being supported and guided in their learning and in the development of their skills, confidence and self-esteem

I have the chance to learn, practice to get better, win, work hard and be told how great I am

Gwent Wellbeing Scale

(Students)

The teachers in this school are interested in me as a person and not just a student

The teachers in this school recognise my strengths and do a good job at measuring what I am able to do

(Parents/Carers)

(Teachers)

Our school leaders let me do things my own way

Stirling Wellbeing Scale

I've been able to make choices easily

GL PASS Data

I can ask my teacher when I am stuck with my work

I know how to solve the problems in my schoolwork

Teachers explain things well

I can read well

I am on time for lessons

I like being at school

I like doing tests

When I get stuck with my work I can work out what to do next

Learning new things is easy for me

Learning is difficult (L)

I'm not good at solving problems (L)

I find schoolwork too difficult for me (L)

Warwick Edinburgh Wellbeing Scale

I've been dealing with problems well

I've been thinking clearly

I've been feeling confident

I've been able to make up my own mind about things

Anna Freud Centre

I can work out my problems

I can do most things if I try

I try to work out my problems by talking about them

I worry a lot (L)

I lose my temper (L)

I hit out when I am angry (L)

I break things on purpose (L)

CASMAC Measures of Character

I accept my limitations

I accept what cannot be changed

I never let obstacles or oppositions prevent me from doing what really matters

I have learned to live with suffering and make the best of it

I have learned to accept the world as it is

I am grateful that my inner resource is have increased as a result of overcoming adversities
I am grateful that every crisis represents an opportunity for me to grow

Self-Transcendence Measures

I enjoy the process of striving towards excellence in what matters

Prosocial

Being able to stay in touch with our core nature

BeeWell

I feel pressured in my life (Meaning, Purpose and Control)

I generally feel free to express my ideas and opinions (Meaning, Purpose and Control)

I feel like I am free to decide for myself how to live my life (Meaning, Purpose and Control)

in my daily life I often have to do what I am told (Meaning, Purpose and Control)

I feel I can pretty much be myself in daily situations (Meaning, Purpose and Control)

I have enough choice about how I spend my time (Meaning, Purpose and Control)

I've been feeling relaxed (Understanding Yourself)

I've been dealing with problems well (Understanding Yourself)

I've been thinking clearly (Understanding Yourself)

I've been able to make up my own mind about things (Understanding Yourself)

in the last month, how often have you felt that you are unable to control the important things in your life?
(Understanding yourself – Stress)

in the last month, how often have you felt difficulties were piling up so high that you could not overcome them?
(Understanding yourself – Coping)

in the last month, how often have you felt confident about your ability to handle your personal problems?
(Understanding yourself – Coping)

I find it hard to control my feelings (Understanding yourself – Emotional Regulation)

I'm able to deal with stress (Understanding yourself – Emotional Regulation)

I can control my anger when I want to (Understanding yourself – Emotional Regulation)

sometimes I get involved in things later I wish I could get out of (Understanding yourself – Emotional Regulation)

I try to control my thoughts and not worry too much about things (Understanding yourself – Emotional Regulation)

I worry when I am at school (Emotions - Your feelings)

I worry a lot (Emotions - your feelings)

I cry a lot (Emotions – Your feelings)

How often can you do things that you like In your free time? (Hobbies and Entertainment)

How happy are you with the home that you currently live in? (Environment and Society)

Do You care for a family member who has an illness, disability, mental health condition, or drug/ alcohol dependency? (Environment and Society)

There are good places to spend your free time (e.g leisure centres, parks, shops) (Environment and Society)

The Third Path

Mastery: A feeling of accomplishment is essential to help motivate students to continue to learn.

Regulation: Students need regulating relationships and supportive environment

ARACY Wellbeing Wheel

Learning and Development- Age-appropriate Development, Enjoyment of Learning
Mental Health and Emotional Wellbeing

Harvard Flourishing Measure

None

Flourishing at School/PERMA

Absorption: The frequency of activities performed in the previous week that completely absorbed the individual's attention (e.g. Time passed faster than I thought it did during the activity)

Balance: The frequency of activities performed in the previous week that had were appropriately challenging for the individual's skill level (e.g. What I had to do matched my skills well).

Adolescent Resilience Questionnaire

Individual

I find it difficult to cope when things change unexpectedly
I make quick decisions which I regret later
if something is becoming a problem I try to ignore it
if one approach to a problem doesn't work I find it hard

Family

Peer

School

I am bored in school
I try hard in school

Neighbourhood

NEF Five Ways to Wellbeing

Take Notice

Scottish GIRFEC Scale

As per Independence?

Gwent Wellbeing Scale

....

Stirling Wellbeing Scale

I can find lots of fun things to do

Warwick Edinburgh Wellbeing Scale

I've had energy to spare

GL PASS Data

I think carefully about my work
I can concentrate on my work in class
I think problem-solving is fun
My teachers expect me to work hard
I like having difficult work to do
I like having problems to solve
I like using my brain
Thinking carefully about your work helps you to do it better
I try to do my best in lessons
I am bored at school (L)
I can do my homework easily

Anna Freud Centre

No measures

Prosocial

Being provided with nurturing environments

BeeWell

I change my mind often (Understanding Yourself – Emotional Regulation)

On a normal weekday during term time, how much time do you spend on social media? For example, sites or apps like tick tock, Instagram and Snapchat (Hobbies and Entertainment – Use of Social Media)

How much of the time noted above do you spend doing things like chatting with others, and posting stories, pictures and videos? (Hobbies and Entertainment – Use of Social Media)

How much of the time noted above do you spend doing things like browsing feeds, profiles or scrolling through photos and stories? (Hobbies and Entertainment – Use of Social Media)

The Third Path

Engagement: Engagement is all about being able to fully open to learning, connected to others, able to take on complex challenges, and reach accurate conclusions.

ARACY Wellbeing Wheel

Learning and Development- Age-appropriate Development, Enjoyment of Learning, Mental health and Emotional Wellbeing

Harvard Flourishing Measure

Overall, how satisfied are you with life as a whole these days?

Overall, to what extent do you feel the things you do in your life are worthwhile?

In general, how happy or unhappy do you usually feel?

I am always able to give up some happiness now for greater happiness later

Flourishing at School/PERMA

Positive Emotions: The extent certain positive emotions were experienced during the previous week (e.g. Gratitude – an attitude of appreciation where you acknowledge some benefit you have received).

Negative Emotions: The extent certain negative emotions were experienced during the previous week (e.g. Nervous – high-strung or jumpy, or feeling uneasy).

Accomplished: Satisfaction that comes from the accomplishment of meaningful goals (e.g. I do specific things regularly that give me a sense of accomplishment).

Adolescent Resilience Questionnaire

Individual

I am not happy unless things are perfect

I am confident that I can achieve what I set out to do

I feel confident that I can handle whatever comes my way

I feel good about myself I'm a person who can go with the flow

I think about new activities or projects I would like to try

I feel stronger because of the problems I have faced

Family

I enjoy spending time with my family

I do fun things with my family

I get to spend enough time with my family

My family helps me to believe in myself and my abilities

My parents trust me to look after myself

Peer

I have fun with my friends

My friends like doing the same things as me

I get to spend enough time with my friends

I feel confident around people my age

School

Doing well at school is important to me

My teachers notice when I am doing a good job and let me know about it

I am bored at school

Neighbourhood

NEF Five Ways to Wellbeing

All measures?

Children's Hope Scale

How well do you think you are doing compared to other kids your age?

Scottish GIRFEC Scale

As per Independence?

Gwent Wellbeing Scale

(Students)

People here notice when I'm good at something
The school enables me to feel good about myself

(Parents/Carers)

Feedback from this school enables me to feel like I am doing a good job as a parent
I feel this school truly cares about my child/children

(Teachers)

Our senior leaders make me feel like I am doing a good job
This school enables me to feel good about myself

Stirling Wellbeing Scale

I feel that I am good at some things (positive outlook)
I think there are many things I can be proud of (positive outlook)
I've been in a good mood (positive emotional state)
I've been cheerful about things (positive emotional state)

Warwick Edinburgh Wellbeing Scale

I've been feeling good about myself
I've been feeling cheerful

GL PASS Data

I enjoy doing hard schoolwork
I like doing schoolwork at home
My attendance at school is good
I think this is a good school
I like doing tests
I like having difficult work to do
I know how to be a good learner
I am happy when I am at school
I know the meaning of a lot of words
The work I have to do in class is too easy (L)

Anna Freud Centre

My life is going well
My life is just right
I have a good life
I have what I want in life
My life is better than most kids
I am unhappy (L)

I cry a lot (L)
I wish I had a different kind of life (L)
I would like to change many things in my life (L)

CASMAC Measures of Character

I am not afraid of failure and rejections in pursuing my ideals or dreams
I enjoy the process of striving towards excellence in what matters
I can find something meaningful or significant in everyday events
I can always transform negatives into positives through re framing of meaning
My life is full of hardships and suffering, but I can still count my blessings

Self-Transcendence Measures

I am more motivated by doing something meaningful than by the prospect of receiving external rewards

Prosocial

Being able to optimise our skills and capacities

BeeWell

Overall, how satisfied are you with your life nowadays? (Meaning, Purpose and Control – Life Satisfaction)
On the whole, I am satisfied with myself (Meaning, Purpose and Control – Life Satisfaction)

I feel that I have a number of good qualities I'm able to do things as well as most other people (Meaning, Purpose and Control – Life Satisfaction)

I'm a person of value (Meaning, Purpose and Control – Life Satisfaction)

I feel good about myself (Meaning, Purpose and Control – Life Satisfaction)

In the last month, how often have you felt that things were going your way? (Meaning, Purpose and Control – Life Satisfaction)

Indicate to what extent you have felt this way during the past four weeks – happy (Emotions – Positive Affect)

Indicate what extent have you felt this way during the past four weeks- proud (Emotions – Positive Affect)

Indicate what extent have you felt this way during the past four weeks- cheerful (Emotions – Positive Affect)

How often do you go to the cinema or theatre? (Hobbies and Entertainment)

How often do you go to watch live sport? (Hobbies/Ent.)

How often do you sing in a choir or play in a band or orchestra? (Hobbies/Ent.)

How often do you read for enjoyment i.e. not for school? (Hobbies/Ent.)

Often do you go to youth clubs, scouts, go guides or other organised activities? (Hobbies/Ent.)

How often do you go to museums or galleries, visit her historic place or stately home? (Hobbies/Ent.)

How often do you draw, paint or make things at school? (Hobbies/Ent.)

How often do you play games on a computer or games console, such as wii, Xbox or PlayStation? (Hobbies/Ent.)

How often do you play sports, do exercise, or other physical activities, when not in school? (Hobbies/Ent.)

Often you spend time on creative hobbies not mentioned above? (Hobbies/Ent.)

How happy are you with the marks you get to in school? (School – attainment)

The Third Path

Positivity: Every student has unseen potential, Positive feelings lead to optimal functioning.

ARACY Wellbeing Wheel

Mental and Emotional Wellbeing

Harvard Flourishing Measure

I always try to promote good in all circumstances, even in difficult and challenging situations

Flourishing at School/PERMA

Community: Belief in one's ability to have a positive impact on others (e.g. I see how I can make a difference in other people's lives).

Adolescent Resilience Questionnaire

Individual

I think about what things might be like for other people

Family

I have a say in family decisions

My family talks about problems we are having

Peer

My friends like doing the same things as me

I feel left out of things

My friends leave me out of things

School

I feel left out at school

I feel what I say counts at school

At school students help to decide and plan things like school activities and events

I get involved with school activities

I feel included by other students at school

I hate going to school

Neighbourhood

I am part of a social group in my neighbourhood which is not run by my school

The people in my neighbourhood look out for one another

Young people have a say in what happens in our neighbourhood

I get involved in social groups in my neighbourhood

I feel isolated in my neighbourhood

If I did something wrong people in my neighbourhood would find out

people in my neighbourhood keep to themselves

New Zealand

Students do not feel they have a say in what happens at school, and they disagree that student successes are celebrated.

Students strongly agree that they have a say in what happens at school, and that teachers are interested in their culture or family background.

Students strongly agree that teachers ask for their ideas about how they can get on better with each other. There is a strong belief that students from different cultures get on well.

Students agree that they are consulted about what happens at school.

Students agree that teachers ask for their ideas about how students can get on better with each other. They agree that everyone knows the school rules about behaviour, and that everyone thinks the schools values are important.

NEF Five Ways to Wellbeing

Connect, Give

Children's Hope Scale

Even when others want to quit, I know I can find ways to solve the problem

Scottish GIRFEC Scale

INCLUDED - having helped to overcome social, educational, physical and economic inequality tease and being accepted as part of the community in which they live and learn

I have family and friends. I get the chance to work together and take part in different things and my voice is heard

RESPECTED - having the opportunity, along with carers, to be heard and involved in decisions which affect them. I am listened to and my ideas valued. I also have the chance to get involved and make choices

RESPONSIBLE - Having opportunities and encouragement to play active and responsive roles in their schools and communities and, where necessary, having appropriate guidance and supervision and being involved in decisions that affect them

I can follow instructions, be a role model, help others and follow rules

Gwent Wellbeing Scale

(Student)

I feel a part of this school

This school is like a family

At this school it feels like the staff care about the whole school community

In my class students have a say in deciding what goes on

Adults at my school listen to their pupils

(Parent/Carer)

I feel a part of this school

This school is like a family

There is a parent forum here that can decide on some really important things

(Teacher)

At this schools it feels like families support one other

At this school it feels like the staff care about the whole school community

There are forums at this school that enable staff to contribute to important decisions about the school

Stirling Wellbeing Scale

I have always told the truth (social desirability)

I always share my sweets (social desirability)

Warwick Edinburgh Wellbeing Scale

I've been feeling useful

GL PASS Data

I think the rules in school are fair
I behave well in class
I like discussing things
I feel I belong in this school

Anna Freud Centre

I do things at home that make a difference (i.e. that make things better)
I help my family to make decisions
At school, I decide things like class activities or rules
I do things at school that makes things better (i.e. that make things better)

I do things to hurt people (L)
I feel bad when someone gets the feelings hurt
I try to understand what other people feel

At home there is an adult who listens to me when I have something to say
At school there is an adult who listens to me when I have something to say

CASMAC Measures of Character

I am not afraid to stand up for what is right, or to speak the truth, even if it may cost me personally
I have a habit of doing some kind deed to others in need of help

Self Transcendence Measures

What matters most to me in life is the contribution I make to society
I develop my full potential in order to give my best to benefit society

Prosocial

Being able to follow and fulfil our unique purpose

BeeWell

I've been feeling useful (Understanding Yourself)

The Third Path

Identity: School is important for student's exposure to a variety of ways of being, and for them to develop a strong sense of who they truly are.

ARACY Wellbeing Wheel

Relationships

Harvard Flourishing Measure

I understand my purpose in life

Flourishing at School/PERMA

Purpose: Having a sense of direction in life (e.g. I have a sense of direction in my life).

Adolescent Resilience Questionnaire

Individual

I like to think about why things happen the way they do
I try to find meaning in the things that happen to me
Even if it isn't clear to me I believe things happen for a reason
I feel hopeful about my life
I look for what I can learn from bad things that happen
My life has a sense of purpose
I make plans for the future
I can find positives even in bad situations
I worry about the future

Family

Peer

School

Neighbourhood

NEF Five Ways to Wellbeing

Keep Learning

Children's Hope Scale

I think the things I have done in the past will help me in the future

Scottish GIRFEC Scale

No clear measures?

Gwent Wellbeing Scale

(Student)

School is important for achieving my future goals

(Parent/Carer)

Opportunities to engage in family learning activities are enjoyable because I get better at something

This school supports us to develop and grow as a family

(Teacher)

Opportunities to engage in professional development are enjoyable because I get better at something
My role enables me to grow and develop as a person

Stirling Wellbeing Scale

I think good things will happen in my life (positive outlook)
I enjoy what each new day brings (positive emotional state)

Warwick Edinburgh Wellbeing Scale

I've been feeling optimistic about the future
I've been interested in new things

GL PASS Data

Working hard in school will help me in the future

Anna Freud Centre

I have goals and plans for the future
I think I will be successful when I grow up

At home there is an adult who believes that I will be a success
At school there is an adult that believes I will be a success
Away from school there is an adult who believes that I will be a success

Away from school I am a member of a club, sports team, church group or other group
I take lessons in music, arts, sports, or have a hobby

CASMAC Measures of Character

I can face an uncertain and difficult future with courage and faith
My life is meaningful because I live for something greater than myself
My suffering is more bearable when I believe that it is for my family, friends, and/or for a higher purpose
At my funeral, I want to be remembered as a decent human being who cared about others
No matter how painful the situation, life is still worth living
What really matters to me is to pursue a higher purpose or calling regardless of personal cost

Self-Transcendence Measures

My life is meaningful because I live for something greater than myself
My suffering is more bearable when I believe that it is for my family, friends, and/or for a higher purpose
At my funeral, I want to be remembered as a decent human being who cared about others
A worthy lifelong pursuit ought to have some intrinsic value—something that is good in its own right.
I focus on discovering the potential meaning in every situation
I devote my life to pursuing the ideals of beauty, goodness, and truth

Prosocial

Feeling part of a dynamically connected world

BeeWell

I am optimistic about my future (Meaning, Purpose and Control – Optimism)

I've been feeling optimistic about the future (Understanding Yourself – Your Self)

In uncertain times, I expect the best (Meaning, Purpose and Control – Optimism)

I think good things are going to happen to me (Meaning, Purpose and Control – Optimism)

I believe that things will work out, no matter how difficult they seem (Meaning, Purpose and Control – Optimism)

Indicate to what extent you have felt this way during the past few weeks- joyful (Emotions – positive affect)

indicate to what extent you felt this way during the past few weeks-lively (Emotions – positive affect)

How often do you do how often do you attend a religious service? (Hobbies and entertainment)

When I finish my education I will have the skills and knowledge I need to be prepared for life (Future)

if I do well with my education, I will have the same chance just as everyone else of getting a steady job (Future)

I have hope and feel optimistic about my future Future)

I feel my generation will generally have a better life than my grandparents' generation (Future)

I feel in control about future education, training and job prospects (Future)

How helpful has the careers education you have received at school been? (Future)

The Third Path

Meaning: Meaning is a powerful force for ongoing motivation and personal fulfilment.

ARACY Wellbeing Wheel



The Flourish Values Model is a new and powerful framework for understanding and mapping human values and wellbeing that promotes community engagement and whole-systems thinking.

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