



THE #BEEWELL SURVEY SHORT



CONTENT

Development of the #BeeWell Survey	3
Development of the Short #BeeWell Survey	4
Demographic Information	5
1) Domains of Wellbeing	6
1.1) Meaning, Purpose and Control	6
1.2) Understanding Yourself	6
1.3) Emotions	7
2) Drivers of Wellbeing	8
2.1) Health and Routines	8
2.2) Hobbies and Entertainment	9
2.3) Relationships	10
3) References	11
3.1) Domains of Wellbeing	11
3.2) Drivers of Wellbeing	11
Acknowledgements	12



DEVELOPMENT OF THE #BEEWELL SURVEY

Over the course of 5 months, more than 150 young people were engaged in a series of workshops across Greater Manchester to understand what wellbeing means to them, what factors influence their wellbeing, and what makes them thrive.

These workshops, conducted in 15 Pathfinder schools, were combined with inputs from a Questionnaire Advisory Group of mental health professionals, healthcare representatives, education experts, parents, teachers, and young people, amongst others, to inform the themes covered by the #BeeWell Survey. With young peoples' perspectives integral to our approach, #BeeWell has utilised an alliance of school workshops, professional knowledge and academic literature to develop an effective tool for monitoring the wellbeing of young people and the factors that influence their wellbeing.

The #BeeWell Survey: Domains and Drivers of Wellbeing

The items and scales used in the #BeeWell Survey were mapped along a range of academic literature, existing programmes, and UK cohort studies to arrive at a shortlist of options. These were then presented to and verified by an alliance of young people, expert consultants, and researchers, to arrive at our final survey.

The #BeeWell Survey is divided into two sections that together encompass the different aspects of wellbeing that matter most to young people. These are the Domains of Wellbeing and the Drivers of Wellbeing. The final items and scales in the survey were chosen, in collaboration with our Questionnaire Advisory Group, to reflect and measure these key aspects of wellbeing. Consideration was given to psychometrics as well as ease of reading and accessibility, in order to ensure that the questionnaire was appropriate for secondary school students. The full #BeeWell Survey can be found [here](#).



DEVELOPMENT OF THE SHORT #BEEWELL SURVEY

To ensure #BeeWell remains as inclusive as possible, the #BeeWell team worked with pupils and staff in non-mainstream settings to co-design a short version of the #BeeWell Survey that would be more accessible to young people in such settings. Pupils in non-mainstream schools advised the team as to which domains and drivers of wellbeing should be prioritised for inclusion in the short version. The domains selected by these young people were self-esteem, emotion regulation, and positive affect. The drivers of wellbeing that they selected were physical health, sleep, free time, relationships with parents/carers, friendships and social support, and two items pertaining to participation in arts, culture and entertainment (sports/exercise, and creative hobbies). To these items/measures, the #BeeWell team added an item on life satisfaction, and two demographic questions on gender and sexuality. The Short #BeeWell Survey contains 32 items in total.

Staff in the above schools advised on accessibility adaptations. In particular, they noted that visual anchors should be used to augment the response options on all survey items. The #BeeWell team provided a range of options for these anchors, and staff advised on which they felt were most well suited to particular items.

This document

The purpose of this booklet is to share the Short #BeeWell Survey items and does not reflect how the survey will be presented to young people. The online version (powered by Qualtrics) contains introductory and instructional materials covering assent confirmation, right to withdraw, anonymity and confidentiality, and signposting of sources of support.



Demographic Information



Gender and sexuality

In this section of the survey, you will be asked questions about your gender and sexuality. If you do not want to answer a question, you can skip it.

Gender identity¹

Items	Response format
Are you:	One from: Girl (including trans girl) Boy (including trans boy) Non-binary I describe myself in another way Prefer not to say

Sexual orientation¹

Items	Response format
What best describes you?	Bi/pansexual Gay/lesbian Heterosexual/straight I describe myself in another way Prefer not to say



1) Domains of Wellbeing



1.1) Meaning, Purpose and Control

Your Life

In this part of the survey, you will be asked a question about how satisfied you are with your life. Remember, if you do not want to answer a question, you can skip it.

Life Satisfaction² (Office for National Statistics)

Items	0 = Not at all 10 = Completely										
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall, how satisfied are you with your life nowadays?	0	1	2	3	4	5	6	7	8	9	10

1.2) Understanding Yourself

Your Self

In this part of the survey, you will be asked questions about how you think and feel about yourself. This includes questions about your self-esteem, how well you manage your emotions, and your experience of positive feelings. Remember, if you do not want to answer a question, you can skip it.

Self-Esteem³ (Rosenberg Self-Esteem Scale)

Items	Response format			
On the whole, I am satisfied with myself.	Strongly agree	Agree	Disagree	Strongly disagree
I feel that I have a number of good qualities.	Strongly agree	Agree	Disagree	Strongly disagree
I am able to do things as well as most other people.	Strongly agree	Agree	Disagree	Strongly disagree
I am a person of value.	Strongly agree	Agree	Disagree	Strongly disagree
I feel good about myself.	Strongly agree	Agree	Disagree	Strongly disagree



Emotion Regulation⁴ (Trait Emotional Intelligence Questionnaire - Adolescent Short Form)

Items	1 = Completely disagree			7 = Completely agree			
	👎👎👎	👎👎	👎	👉	👍	👍👍	👍👍👍
I find it hard to control my feelings.	1	2	3	4	5	6	7
I change my mind often.	1	2	3	4	5	6	7
I'm able to deal with stress.	1	2	3	4	5	6	7
I can control my anger when I want to.	1	2	3	4	5	6	7
Sometimes, I get involved in things later I wish I could get out of.	1	2	3	4	5	6	7
I try to control my thoughts and not worry too much about things.	1	2	3	4	5	6	7

1.3) Emotions

Your Feelings

In this part of the survey, you will be asked questions about your feelings. Remember, if you do not want to answer a question, you can skip it.

Positive Affect⁵ (Positive and Negative Affect Scale)

Indicate to what extent you have felt this way during the past few weeks.

Items	Response format				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Joyful.	Very slightly or not at all	A little	Moderately	Quite a bit	Extremely
Cheerful.	Very slightly or not at all	A little	Moderately	Quite a bit	Extremely
Happy.	Very slightly or not at all	A little	Moderately	Quite a bit	Extremely
Lively.	Very slightly or not at all	A little	Moderately	Quite a bit	Extremely
Proud.	Very slightly or not at all	A little	Moderately	Quite a bit	Extremely



2) Drivers of Wellbeing

2.1) Health and Routines

Your Health and Routines

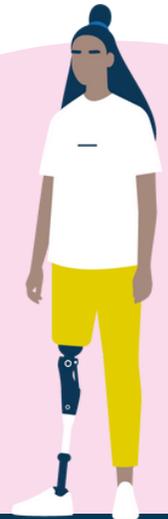
In this part of the survey, you will be asked questions about your health and routines. This includes questions about your physical health, and your sleep. Remember, if you do not want to answer a question, you can skip it.

Physical health⁶ (Understanding Society)

Items	Response format				
	👍👍👍	👍👍	👍	👉	👎
In general would you say your physical health is:	Excellent	Very good	Good	Fair	Poor

Sleep⁷ (Heath Behaviours in Schools Checklist)

Items	Response format	
	👍	👎
Is the amount of sleep you normally get enough for you to feel awake and concentrate on your school work during the day?	Yes	No



2.2) Hobbies and Entertainment



Your Free Time

In this part of the survey, you will be asked questions about your free time, and things you like to do outside of school. Remember, if you do not want to answer a question, you can skip it.

Free Time/Time Use⁸ (Original item)

Items	Response format				
How often can you do things that you like in your free time?	Almost always	Often	Sometimes	Not often	Almost never

Participation in arts, culture, and entertainment⁹

(Adapted from Millennium Cohort Study)

How often do you do the following activities when you are not at school? Please select one answer on every row.

Items	Response format					
Play sports, do exercise, or other physical activities, not in school?	Most days	At least once a week	At least once a month	Several times a year	Once a year or less	Never or almost never
Spend time on creative hobbies, not mentioned above?	Most days	At least once a week	At least once a month	Several times a year	Once a year or less	Never or almost never

2.3) Relationships



Your Relationships

In this part of the survey, you will be asked questions about your relationships with other people. This includes your parents or carers and your friends. Remember, if you do not want to answer a question, you can skip it.

Relationships with parents/carers¹⁰ (Student Resilience Survey)

At home there is an adult who:

Items	1 = Never					5 = Always				
Is interested in my schoolwork.	1	2	3	4	5					
Believes that I will be a success.	1	2	3	4	5					
Wants me to do my best.	1	2	3	4	5					
Listens to me when I have something to say.	1	2	3	4	5					

Friendships and social support¹¹ (Child and Youth Resilience Measure)

Items	1 = Never					5 = Always				
I get along with people around me.	Not at all	A little	Somewhat	Quite a bit	A lot					
People like to spend time with me.	Not at all	A little	Somewhat	Quite a bit	A lot					
I feel supported by my friends.	Not at all	A little	Somewhat	Quite a bit	A lot					
My friends care about me when times are hard (for example if I am sick or have done something wrong).	Not at all	A little	Somewhat	Quite a bit	A lot					



3) References

3.1) Domains of Wellbeing

- 1 - Developed in consultation with the #BeeWell Peer Reviewers and national LGBTQ+ organisations.
- 2- Item from the Office for National Statistics' personal wellbeing item bank. Further information available [here](#).
- 3 - Items from the Rosenberg Self-Esteem Scale (Rosenberg, 1965). Further information available [here](#).
- 4 - Items from the Trait Emotional Intelligence Questionnaire – Adolescent Short Form (Petrides, Sangareau, Furnham & Frederickson, 2006). Further information available [here](#).
- 5 - Items from the positive affect subscale of the Positive and Negative Affect Schedule: Child Version (Ebesutani et al, 2012). Further information available [here](#).

3.2) Drivers of Wellbeing

- 6 - Item from the Understanding Society Youth Questionnaire. Further information available [here](#).
- 7 - Item from the Health Behaviours in School-Aged Children survey. Further information available [here](#).
- 8 - Item developed in consultation with members of the Questionnaire Advisory Group and young people in Pathfinder schools.
- 9 - Items from Millennium Cohort Study survey. Further information available [here](#).
- 10 - Items from the family connection subscale of the Student Resilience Survey (Sun & Stewart, 2007). Further information available [here](#).
- 11 - Items from the Child and Youth Resilience Measure. Further information available [here](#).



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