



GLOBHL
Global Health Literacy
Research Network

Digital Health Literacy in Schools Study

Sub-study

Digital Health Literacy of School Educators
(GLOBHL: School Educators)

School educators survey questionnaire (DHL-EQ)
Questionnaire and scale documentation

Version 1.0
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Background

The GLOBHL Digital Health Literacy in Schools Study is comprised of two surveys to examine digital health literacy in the school setting, focusing on students and educators (teachers and school staff). The present scale documentation is based on the GLOBHL: School Educators sub-study and introduces the “Digital Health Literacy of School Educators Survey Questionnaire” (DHL-EQ). In Germany, the survey was conducted in 2022/2023 (Dadaczynski & Okan 2023; Rangnow et al., 2024; Stauch et al., 2025). The main objective of the educator study is to investigate digital health literacy of teaching and non-teaching school staff. The following sections will lay out the background of the study and its research questions.

Health literacy in a digitalized world

The proliferation of digital technologies, media platforms and information modalities has increased exponentially over the years, driven in particular by the COVID-19 pandemic. The rapid rise of the internet and social media has significantly changed the way information is disseminated and received on a global scale. The internet provides the benefit of fast and convenient access to a vast amount of information, while also enabling communication with healthcare professionals through various media platforms, including social networking sites, messaging apps, and video streaming services (Chen and Wang 2021). Although the internet has significantly broadened access to diverse information and effective health interventions, it also presents challenges due to the heterogeneity and frequently unregulated nature of its sources. The capacity for individuals to share and post information online without prior verification can result in an overabundance of content with varying levels of quality, thereby facilitating the potential dissemination of misinformation (Zarocostas et al. 2020; Purnat et al., 2023). Dealing appropriately with information diversity and heterogeneity requires skills that are referred to as health literacy in the context of health promotion, prevention and health care. Digital health literacy can be seen as a domain-specific concept of health literacy and describes the skills required to access, understand, appraise, and use health information and services via digital sources. It enables people to respond to changing media and digital environments and to take action on both, the digital and commercial, determinants of health. Based on Van der Vaart and Drossaert (2017), digital health literacy comprises seven sub-dimensions that can be linked to the three domains of health literacy (functional, critical and interactive) recommended by Nutbeam (2000) (see figure 1). It also has close ties to the German digital and media literacy curriculum, as the original seven dimensions of the digital health literacy model overlap with core competencies addressed by digital and media literacy.

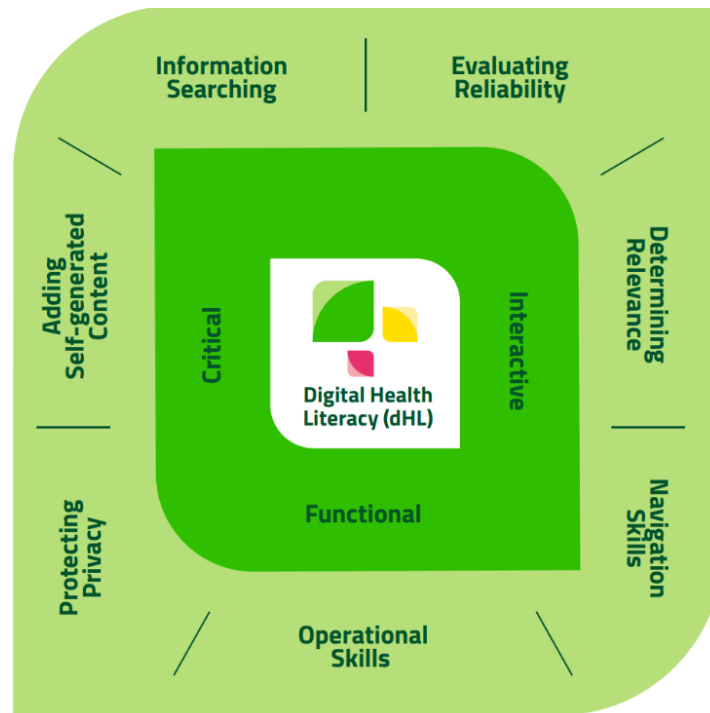


Figure 1: Conceptual framework of digital health literacy in schools (Dadaczynski & Okan, 2023)

Health of school staff and school health promotion during the pandemic

The global COVID-19 pandemic was accompanied by increased workloads for teachers, which have been repeatedly documented in the literature. The results of a qualitative study indicate that elementary school teachers experienced stressors related to their professional roles, concerns about student well-being, and frustrations with administration and other organisations related to pandemic safety measures (Robinson et al., 2023). Reviews have been able to map the negative impact of the pandemic on teachers' wellbeing and mental health (Katsarou et al., 2023, Ozamiz-Etxebarria et al., 2021). The focus here is primarily on teachers, while non-teaching school staff have hardly been the subject of research to date. In addition, studies on mental health predominate, while physical health and health behaviours related to the COVID-19 pandemic and post-pandemic have hardly been studied.

Finally, it has been argued that, especially in times of crisis, schools must create an environment that maintains and promotes the health of all people. This requires a whole-school approach such as the Health Promoting School (Brivio et al., 2021; Sormunen et al., 2022; Velasco et al., 2022). However, the implementation status of school health promotion and its influencing factors during the pandemic have been barely examined during post pandemic times. Findings from Germany revealed a low level of implementation for aspects of teaching, learning, and working conditions as well as for participation and cooperation with community stakeholders during the pandemic (Dadaczynski et al., 2022).

Research questions

Based on the background provided, GLOBHL: School Educators addressed the following research questions

- What is the state of digital health literacy among teaching and non-teaching school staff?
- What sociodemographic and school-related factors are associated with school staffs' digital health literacy?
- What is the state of digital health literacy teaching schools?

- How can physical and mental health and health behaviour of teaching and non-teaching school staff be characterised and can sociodemographic and school-related differences be identified?
- What is the association of digital health literacy with health behaviour, physical and mental health of teaching and non-teaching school staff?
- How can the health information-seeking behaviour of teaching and non-teaching school staff be characterized and can sociodemographic and school-related differences be identified?
- What is the status of implementation of school-based health promotion and what differences can be identified by individual and school-related factors?

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Questionnaire

Digital health literacy of school educators School educators survey questionnaire (DHL-EQ)

Dear teachers,

In recent years, digitization has advanced significantly, and in the area of health, information is increasingly being provided and consumed in digital formats. As a result, the ability to access, understand, assess, and apply health information is becoming increasingly important for mastering health challenges in everyday life.

However, it is not yet known whether these skills, also known as digital health literacy, have already found its way into schools and what needs do schools have concerning this important topic.

We would like to invite you to participate in our study on digital health literacy. In addition to digital health literacy, our study also investigates information and media behaviour, health behaviour, and further health topics.

Completing the questionnaire takes about 20-25 minutes. Participation in the survey is of course voluntary and anonymous, i.e., we cannot draw any conclusions about your person. You are also free to quit the survey or skip single questions at any time. In addition, it is possible to temporarily pause the survey and continue it at a later point in time by clicking on the survey link again.

Thank you for your support!

Your project team from [\[Please include your institute or name here\]](#)

Why do we collect and process your data?

With your participation, you will be making an important contribution to shedding more light on a field that has hardly been explored to date. The results of this survey are to be used to provide schools with concrete support in implementing (digital) health literacy measures (e.g., as part of your existing work in the area of media literacy). The data will be processed anonymously and exclusively by qualified staff of [\[Please include your institute or name here\]](#) for research purposes.

How can you contact us?

The study team can be reached at the following e-mail address:

[\[Please include your contact details here\]](#)

1 Sociodemographic information and school characteristic

1	Please indicate your biological sex. Are you ...							
	<input type="checkbox"/> Male		<input type="checkbox"/> Female		<input type="checkbox"/> Intergender			
2	Please indicate how much you feel like a woman/man.							
	Female	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Male
3	How old are you?							
	I am ____ years old.							
4	In what country were you born?							
	<input type="checkbox"/> Germany		<input type="checkbox"/> Other country, namely _____			<input type="checkbox"/> Not specified		
5	In what country was your father born?							
	<input type="checkbox"/> Germany		<input type="checkbox"/> Other country, namely _____			<input type="checkbox"/> Not specified		
6	In what country was your mother born?							
	<input type="checkbox"/> Germany		<input type="checkbox"/> Other country, namely _____			<input type="checkbox"/> Not specified		
7	Please indicate in which federal state / province you work.							
	<input type="checkbox"/> Please adapt to the country of the study							
8	What is your current position at your school?							
	School principal							<input type="checkbox"/>
	Member of the school leadership board							<input type="checkbox"/>
	Teacher (without previously mentioned leadership function)							<input type="checkbox"/>
	Other pedagogical staff (e.g., school social worker, school psychologist, etc.)							<input type="checkbox"/>
9	What is your current employment status?							
	<input type="checkbox"/> Full-time		<input type="checkbox"/> Part-time, contractual weekly working hours (hours per week)					

10	How many hours do you currently work on average per week, including overtime? Please also include times outside of regular school hours, e.g., weekends and evenings.							
	Number of working hours (incl. overtime): _____							
11	Please indicate the type of school in which you work mainly. If you are employed in more than one type of school, please indicate the type of school in which you are mainly employed.							

	<input type="checkbox"/>	Please adapt to the country of the study
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12	How many students attend your school?
Please indicate the number of students: _____	

13	Is your school in a social hotspot?
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know	

2 Health information seeking behaviour

14	In the following, we are interested in whether and how you search for information related to health . The focus here is on internet-based sources of information. By this, we mean not only traditional websites but also social media and apps - in other words, all digital sources. We understand the topic of health to include all kinds of issues: In addition to the early detection and management of illness, this includes information on how health can be maintained or promoted (e.g. nutrition, exercise, fitness, preventive services).
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14a	For whom and how often have you searched for health-related information on the internet in the <u>last 12 months</u> ?																												
	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 35%;"></th> <th style="width: 10%; text-align: center;">Very frequently</th> <th style="width: 10%; text-align: center;">Frequently</th> <th style="width: 10%; text-align: center;">Occasionally</th> <th style="width: 10%; text-align: center;">Rarely</th> <th style="width: 10%; text-align: center;">Very rarely</th> <th style="width: 10%; text-align: center;">Never</th> </tr> </thead> <tbody> <tr> <td>For myself</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>For others (in a private context)</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>For others (in the context of school)</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </tbody> </table>		Very frequently	Frequently	Occasionally	Rarely	Very rarely	Never	For myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	For others (in a private context)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	For others (in the context of school)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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For others (in the context of school)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																							

Item 14b: Filter question, only appears if "For others (in the context of school)" is not specified as "never" for item 14a.

14b	Why and how often have you searched for health-related information on the internet in the <u>last 12 months</u> for school matters?																																										
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To initiate prevention and health promotion activities among the staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other, namely: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15	How often do you use the following internet-based sources and offers? This refers to any kind of use, both in a private context and in a school context.					
		Every day	At least 1x per week	At least 1x per month	Less than 1x per month	Never
	Health Information at Wikipedia and similar online-encyclopaedias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Websites of health insurance companies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Health portals [e.g., please insert a country-specific example]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Website from doctors, hospitals, rehabilitation, or care facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Guidebook-communities with health-related content [e.g., please insert a country-specific example]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Online/Internet pharmacies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Health forums and communities specifically on health and disease topics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Comparison portals to search for doctors, hospitals and nursing homes [e.g., please insert a country-specific example]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Social media with health-related content (e.g., Facebook, Instagram, Twitter, YouTube, TikTok)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Blogs on health topics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Websites of non-profit health organisations, independent patient or self-help organisations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Digital devices for tracking health-related indicators (e.g., blood glucose meter, pedometer, fitness tracker)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Health apps on your smartphone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Messenger services (e.g., WhatsApp, Signal, Threema) [please adapt to the country of the study]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Tools for digital interaction with healthcare providers (e.g., video consultation or written communication via email)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3 Digital health literacy

16	<p>Following questions are about how easy or difficult it is for you to deal with health-related information.</p> <p>Health-related information refer to all kinds of topics and information, e.g., on early detection and management of disease or on how to maintain or promote health (e.g., nutrition, exercise, fitness).</p>
----	--

16a	When you search the Internet for health-related information, how easy or difficult is it for you to...				
		Very easy	Easy	Difficult	Very difficult
...	use the keyboard of a computer, tablet or smartphone (e.g., to type words)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...	use the mouse (e.g., to put the cursor in the right field or to click)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...	use the buttons or links and hyperlinks on web-sites?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16b	When you search the Internet for health-related information, how often does it happen that...				
		Never	Rarely	Some- times	Often
...	you lose track of where you are on a website or the Internet?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...	you do not know how to return to a previous page?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...	you click on something and get to see something different than you expected?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16c	When you search the Internet for health-related information, how easy or difficult is it for you to...				
		Very easy	Easy	Difficult	Very difficult
...	make a choice from all the information you find?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...	use the proper words or search query to find the information you are looking for?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...	find the exact information you are looking for?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16d	When typing a health-related message (e.g., to your doctor, on a forum, or on social media such as Facebook or Twitter), how easy or difficult is it for you to... If you do not write, publish, or comment on health-related messages or postings on the internet (e.g., email, messenger services, forums, or social media), please leave these questions unanswered.				
		Very easy	Easy	Difficult	Very difficult
	... clearly formulate your question or health-related worry?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

... express your opinion, thoughts, or feelings in writing?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... write your message as such, for people to understand exactly what you mean?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16e	When you search the Internet for health-related information, how easy or difficult is it for you to...				
		Very easy	Easy	Difficult	Very difficult
	... decide whether the information is reliable or not?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	... decide whether the information is written with commercial interests (e.g., by people trying to sell a product)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	... check different websites to see whether they provide the same information?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16f	When you post a message on a public forum or social media, how often... If you do not write, publish, or comment on messages or postings about health in public forums or social media, please leave these questions unanswered.				
		Very easy	Easy	Difficult	Very difficult
	... decide whether the information is reliable or not?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	... decide whether the information is written with commercial interests (e.g., by people trying to sell a product)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	... check different websites to see whether they provide the same information?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16g	When you post a message on a public forum or social media, how often... If you do not write, publish, or comment on messages or postings about health in public forums or social media, please leave these questions unanswered.				
		Never	Rarely	Sometimes	Often
	... do you find it difficult to judge who can read along?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	... do you find it difficult to determine, how the safety of your private data is guaranteed by the media provider?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	... do you find it difficult to determine, who has access to your data?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	... do you (intentionally or unintentionally) share your own private information (e.g., name or address)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	... do you (intentionally or unintentionally) share someone else's private information?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4 Media concept and equipment at school

17	Now we are interested in your opinion of the IT and media equipment at your school, the availability of a media concept as well as your individual media use.
----	---

17a	Does your school use a specific media concept and action plan that regulates the use of digital media (e.g. equipment, software) as well as the teaching of digital education and literacy?
-----	---

Yes, following the [please include national or regional media literacy concept from the country of the study]	<input type="checkbox"/>
Yes, following the [please include a second national or regional media literacy curriculum from the country of the study]	<input type="checkbox"/>
Yes, namely: _____	<input type="checkbox"/>
Not in place	<input type="checkbox"/>

17b	How often do you use digital media for the following purposes? Please think about your typical school week.
-----	--

	Every day	At least once a week	At least once a month	Less than once a month	Never
At school while teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
At school for other school purposes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Out of school for school-related purposes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Out of school for non-school-related purpose	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17c	To what extent do you agree with the following statements about the use of digital media in teaching at your school? Please select one response per row.
-----	---

	Strongly disagree	Disagree	Agree	Strongly agree
The use of digital media in the classroom has priority.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The IT equipment (e.g., computers) of my school is sufficient.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The computers at our school are up to date.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is sufficient access to digital learning materials (e.g., to learning programmes or apps) at my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My school has good internet access (e.g., fast and robust).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

There is enough time to prepare lessons in which digital media are used.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There are enough opportunities for me to acquire skills in the use of digital media.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is sufficient technical support for the maintenance of IT equipment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is sufficient support regarding the use of digital media for teaching and learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There are enough computer workplaces at school for teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The IT equipment is in line with the school's pedagogical goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5 School-based digital health literacy

18	Now we would like to know whether and to what extent pupils at your school learn how to deal proficiently with (digital) information on the topic of health. It is less about whether you personally address the following aspects, e.g., in the classroom, but rather about how important these topics are at your school.				
	At our school, the pupils learn...				
		Strongly disagree	Disagree	Agree	Strongly agree
	... basic technical skills to search the internet for health-related information (e.g., use a computer keyboard, mouse, or links on websites).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	... to create a health-related message on the internet (e.g., in an e-mail, forum or social media) in such a way that other people understand exactly what is meant.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	... to navigate on the internet in such a way that they can adequately search for and find health-related information (e.g., navigate between different websites).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	... how to protect their health-related data and that of others on the internet (e.g., unintentional or intentional sharing and passing on private information).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	... how to find information about their health issues on the internet in an effective way (e.g., choosing proper search terms, making a selection from all the information).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	... how they can use and apply the health-related information they find on the internet in their everyday lives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

...	how to critically evaluate the quality of health-related information from the internet (e.g., how to determine whether the information pursues commercial interests).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-----	---	--------------------------	--------------------------	--------------------------	--------------------------

6 Health Literacy

19	It is not always easy to get understandable, reliable, and useful information on health-related topics. With the following questions we would like to find out which tasks related to handling health information are more or less easy or difficult. On a scale from very easy to very difficult, how easy would you say it is...				
		Very difficult	Difficult	Easy	Very easy
...	to find out where to get professional help when you are ill? (e.g., doctor, nurse, pharmacist, psychologist)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...	understand information about what to do in a medical emergency?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...	to judge the advantages and disadvantages of different treatment options?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...	to act on advice from your doctor or pharmacist?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...	to find information on how to handle mental health problems? (e.g., stress, depression or anxiety)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...	to understand information about recommended health screenings or examinations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...	to judge if information on unhealthy habits, such as smoking, low physical activity or drinking too much alcohol, are reliable?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...	to decide how you can protect yourself from illness using information from the mass media? (e.g., Newspapers, TV or Internet)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...	to find information on healthy lifestyles such as physical exercise, healthy food or nutrition?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...	to understand advice concerning your health from family or friends?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...	to judge how your housing conditions may affect your health and well-being?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...	to make decisions to improve your health and well-being?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7 Managing health information competently

20	<p>Imagine that teaching competent use of digital and analog health-related information takes on a higher priority at your school (e.g., in class, but also outside of class).</p> <p>When we talk about competent usage of health-related information, we mean the ability to search for and find information, but also to evaluate it and use it in everyday life. This involves both digital information (e.g. websites, social media) and analog information (e.g. brochures, newspapers, radio) on health topics.</p>
----	--

20a	If the teaching of competent use of digital and analogue health-related information were addressed in the classroom, I think that...				
		Strongly disagree	Disagree	Agree	Strongly Agree
	... it helps pupils to develop a healthy lifestyle.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	... it improves pupils' ability to assess the reliability of health-related information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	... this contributes to preparing pupils for an increasingly digital life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	... the topic of health can be well integrated within the context of media literacy in schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

20b	To what extent do you agree with the following statements about the teaching of digital and analogue health-related information at your school?				
		Strongly disagree	Disagree	Agree	Strongly Agree
	It is personally very important to me to teach pupils in school how to competently use health-related information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I think schools should do more to teach pupils to be competent with health-related information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I think it is important that the learning conditions at my school are designed to allow for the promotion of competent use of health-related information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I think it is important that the teaching of competent use of health-related information is a mandatory part of the curriculum (e.g., as part of media literacy education).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

20c	Please rate the following statements.				
		Strongly disagree	Disagree	Agree	Strongly Agree
	I am not sure if I have enough knowledge to teach pupils skills of competent use of health-related information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I am not sure if I have the methodological and didactic skills to teach pupils how to use health-related information competently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I am not sure if I get enough support from the colleagues to teach pupils how to use health-related information competently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am not sure how to integrate the teaching of competent use of health-related information into the existing curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

20d	Please rate the following statements.				
		Strongly disagree	Disagree	Agree	Strongly Agree
	I intend to teach pupils in the classroom how competently to use health-related information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I intend to support the design of the teaching and learning conditions in my school to enable the teaching of skills in using health-related information of pupils.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I intend to support my colleagues in their efforts to promote using health-related information competently (e.g., in the classroom).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8 School health promotion

21	In this section, we would like to know to what extent health currently plays a role at your school. Please mark the response option which expresses your opinion the best. At our school...				
		Strongly disagree	Disagree	Agree	Strongly Agree
	... health promotion is a topic in our school development group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	... health promotion and health goals are anchored in the mission statement and programme.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	...health plays an important role in the organisation of lessons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	... maintaining and promoting the health of all members plays an important role (e.g., pupils, teachers).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	...health-promoting aspects play an important role in the creation of working and learning conditions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	...pupils are supported in the development of health-promoting behaviours.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

...teachers are supported in dealing with stressful situations in a constructive way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...we collaborate with external institutions in the implementation of health-promoting activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...teachers are made aware of health-related topics such as exercise or self-management.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...further training on health-related topics takes place regularly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... legal guardians (e.g. parents) are involved in the planning and design of health promotion activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... aspects of health promotion are addressed in various school subjects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9 Health action and behaviour

22	This section is about your everyday health actions. We have some questions about your lifestyle and climate and environment-related behaviors. If you are not sure at any time, please tick the answer that is most likely to apply.
----	--

22a	The following is about what you personally do for your health. Please indicate to what extent the following aspects apply to you.				
		Strongly disagree	Disagree	Agree	Strongly Agree
	I make sure I get enough physical activity and sports.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I regularly make use of medical check-ups (e.g. check-ups, screenings).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I make sure I get enough sleep.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I pay attention to a balanced and healthy nutrition.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I use tobacco products. (invert)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I pay attention to signs of possible health problems (e.g., taking blood pressure, pulse, observing moles, palpating the breast).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I have more than two alcoholic drinks a day. (invert)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I make sure I get enough rest and relaxation in my free time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I pay attention to a healthy body weight.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

22b	Now we would like to know how you assess climate change.	
	Yes	No
	Do you believe climate change exists?	<input type="checkbox"/>
	Do you believe that climate change and other environmental and climatic changes are caused by human behaviour?	<input type="checkbox"/>

22c	What do you think: How strong are the effects that human induced climate and environmental changes (e.g., climate change, changes in ecosystems due to toxic substances or novel substances such as plastics) can have on your own health?			
	No effects	Low effects	Moderate effects	Strong effects
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

22d	In the following we would like to learn something about your climate and environmental behaviour. Please indicate how much the following statements apply to you.				
	Strongly disagree	Disagree	Agree	Strongly Agree	
	In everyday life, I prefer to travel by bike or on foot rather than by car.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I prefer travelling by train instead of driving by car or flying.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	My diet is mainly meat and fish free.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	In everyday life, I try to save water and electricity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I participate in climate and environmental protection activities in my city (e.g., waste collection campaigns, demonstrations).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I am involved in an organisation that promotes climate and environmental protection.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I talk to other people about climate and environmental protection.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10 Physical and mental health status

23	Finally, we are interested in your health and general well-being.
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23a	How is your health in general?				
	Very good	Good	Fair	Bad	Very bad
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

23b	Do you have a chronic disease or a long-lasting health problem? Chronic illnesses are long-term illnesses that require constant treatment and monitoring, e. g. diabetes or heart diseases.	
	Yes	No
	<input type="checkbox"/>	<input type="checkbox"/>

Item 23c: Filter question, appears only if "Yes" is specified for item 23b.

23c	To what extent are you impaired by your chronic illness in activities of normal everyday life? This refers to impairments that last or are expected to last <u>at least 6 months</u> .
-----	---

Strongly impaired	<input type="checkbox"/>
Moderately impaired	<input type="checkbox"/>
Not at all impaired	<input type="checkbox"/>
Don't know	<input type="checkbox"/>

23d	How often did it happen in the last school year that you... Please consider your working hours excluding holiday periods.					
		Very often	Often	Sometimes	Rarely	Very rarely/ never
	... showed up at work despite being sick?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	... worked despite heavy symptoms of sickness (e.g. pain, chills, fever)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	... worked the full workday despite being sick?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	... dragged yourself to work even though you were sick?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

23e	The following statements concern your well-being during the last two weeks. Please indicate for each of the five statements which is closest to how you have been feeling over the last two weeks. Over the last two weeks...						
		At no time	Some of the time	Less than half of the time	More than half of the time	Most of the time	All of the time
	... I have felt cheerful and in good spirits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	... I have felt calm and relaxed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	... I have felt active and vigorous.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	... I woke up feeling fresh and rested.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	... My daily life has been filled with things that interest me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

24	You did it! Thank you very much for your participation.
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Scale documentation

Digital health literacy of school educators School educators survey questionnaire (DHL-EQ)

Overview of topics: scales and item count

Areas	Scales	Item count	Total
Sociodemographic information and school characteristic	Sex	1	13
	Gender identity	1	
	Age	1	
	Country of birth	1	
	Country of birth father	1	
	Country of birth mother	1	
	Federal State	1	
	Position	1	
	Employment	1	
	Working hours	1	
	Type of school	1	
	Number of students	1	
	Social hotspot	1	
Health-related information-seeking behaviour	Surrogate health information seeking (TG)	3	25
	Surrogate health information seeking (M)	7	
	Online sources	15	
Digital health literacy	Operational skills	3	23
	Navigation skills	3	
	Information searching	3	
	Adding self-generated content	3	
	Evaluating reliability	3	
	Determining relevance	3	
	Protecting privacy	5	
Media concept and equipment at school	Media concept	1	16
	Frequency of digital media use	4	
	Evaluation of the school's IT equipment	11	
School-based digital health literacy	School-based digital health literacy	7	7
Health literacy	Health Literacy	12	12
Managing health information competently	Teaching beliefs	4	15
	Teaching attitudes	4	
	Teaching competencies	4	
	Teaching intentions	3	
School health promotion	School health promotion	12	12
Health action and behaviour	Health action	9	19
	Climate change	2	
	Climate change and health	1	
	Climate and environmental action	7	
Physical and mental health status	General health	1	12
	Chronic disease	1	
	Impairment by health problems	1	
	Presentism	4	
	Well-being	5	
Total:			154

1 Sociodemographic information and school characteristic

1.1 Sex

Label	Item
Gender	Please indicate your biological sex.
Response options:	[1] Male, [2] Female, [3] Intergender
Source:	Self-developed

1.2 Gender identity

Label	Item
GenderIdent (gender identity)	Please indicate how much you feel like a woman/man.
Response options:	6-step response options with end poles [1] woman to [6] man
Source:	Präventionsradar, IFT Nord, unpublished item based on: <ul style="list-style-type: none"> Döring, N. (2013). Zur Operationalisierung von Geschlecht im Fragebogen: Probleme und Lösungsansätze aus Sicht von Mess-, Umfrage-, Gender- und Queer-Theorie. <i>Gender</i>, 02/2013, 94-113.
Remarks/ Adaptations:	Position of the end poles swapped. (i.e., left pole=female, right pole=male)

1.3 Age

Label	Item
Age	How old are you?
Response options:	I am [free text, numerical value] years old.
Source:	Self-developed

1.4 Country of birth

Label	Item
Mig1 (migration)	In what country where you born?
Response options:	[1] Germany [please insert the country of the study here] [2] Other country, namely [free text] [Coding: Mig1_t], [3] No answer
Source:	Self-developed based on: §4 MighEV: <ul style="list-style-type: none"> Federal Ministry of Justice (n.D.). <i>Verordnung zur Erhebung der Merkmale</i>

	des Migrationshintergrundes (Migrationshintergrund-Erhebungsverordnung - MighEV). Online available at: https://tinyurl.com/555kza9a . (last access: 25 July 2023). [please use your own source when appropriate]
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1.5 Country of birth father

Label	Item
Mig2 (migration)	In what country was your father born?
Response options:	[1] Germany [please insert the country of the study here] [2] Other country, namely [free text] [Coding: Mig2_t] [3] No answer
Source:	Self-developed based on §4 MighEV: <ul style="list-style-type: none"> Federal Ministry of Justice (n.d.). <i>Verordnung zur Erhebung der Merkmale des Migrationshintergrundes (Migrationshintergrund-Erhebungsverordnung - MighEV)</i>. Online available at: https://tinyurl.com/555kza9a. (last access: 25 July 2023). [please use your own source when appropriate]

1.6 Country of birth mother

Label	Item
Mig3 (migration)	In what country was your mother born?
Response options:	[[1] Germany [please insert the country of the study here] [2] Other country, namely [free text] [Coding: Mig2_t] [3] No answer
Source:	Self-developed based on §4 MighEV: <ul style="list-style-type: none"> Federal Ministry of Justice (n.d.). <i>Verordnung zur Erhebung der Merkmale des Migrationshintergrundes (Migrationshintergrund-Erhebungsverordnung - MighEV)</i>. Online available at: https://tinyurl.com/555kza9a. (last access: 25 July 2023). [please use your own source when appropriate]

1.7 Federal state

Label	Item
FS (federal state)	Please indicate in which federal state you work. [please adapt to the country of the study]
Response options:	[please adapt to the country of the study]
Source:	Self-developed

1.8 Position

Label	Item
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Pos (position)	What is your current position at your school?
Response options:	[1] School principal [2] Member of the school leadership board [3] Teacher (without previously mentioned leadership function) [4] Other pedagogical staff (e.g., school social worker, school psychologist, etc.) [please adapt to country of study]
Source:	Self-developed based on: <ul style="list-style-type: none"> Dadaczynski, K., Okan, O., & Messer, M. (2021). <i>COVID-19 Health Literacy School Principals Survey (COVID-HL: School Principal). Questionnaire and Scale Documentation Version 1</i>. Bielefeld/Fulda: Bielefeld University, Interdisciplinary Centre for Health Literacy Research and Fulda University of Applied Sciences, Public Health Centre.
Remarks/ Adaptations:	<ul style="list-style-type: none"> Response option 3 and 4 were added

1.9 Employment

Label	Item
EP (employment)	What is your current employment status?
Response options:	[1] Full-time, [2] Part-time, contractual weekly working hours (hours per week): [free text] [Coding: EP_t]
Source:	Self-developed based on: <ul style="list-style-type: none"> Dadaczynski, K., Okan, O., & Messer, M. (2021). <i>COVID-19 Health Literacy School Principals Survey (COVID-HL: School Principal). Questionnaire and Scale Documentation Version 1</i>. Bielefeld/Fulda: Bielefeld University, Interdisciplinary Centre for Health Literacy Research and Fulda University of Applied Sciences, Public Health Centre.

1.10 Working hours

Label	Item
WH (working hours)	How many hours do you currently work on average per week, including overtime? Please also include times outside of regular school hours, e.g., weekends and evenings.
Response options:	Number of working hours (incl. overtime) [free text, numerical] [Coding: WH_t]
Source:	Self-developed based on: <ul style="list-style-type: none"> Dadaczynski, K., Okan, O., & Messer, M. (2021). <i>COVID-19 Health Literacy Schulleitungsstudie (COVID-HL: Schulleitung). Fragebogen und Skalendokumentation Version 1</i>. Bielefeld/Fulda: Universität Bielefeld, Interdisziplinäres Zentrum für Gesundheitskompetenz und Public Health Zentrum Fulda (PHZF) an der Hochschule Fulda.

1.11 Type of school

Label	Item
Stype (school type)	Please indicate the type of school in which you work mainly. Instruction: If you are employed in more than one type of school, please indicate the type of school in which you are mainly employed.
Response options:	[please adapt to the country of the study by including primary and secondary schools]
Source:	Self-developed based on: <ul style="list-style-type: none"> Schwanenberg, J., Klein, E. D., & Walpuski, M. (2018). <i>Wie erfolgreich fühlen sich Schulleitungen und welche Unterstützungsbedürfnisse haben sie? Ergebnisse aus dem Projekt Schulleitungsmonitor</i>. SHIP Working Paper Reihe, No. 03. Essen: Universität Duisburg-Essen. DOI: 10.17185/dupublico/47202.

1.12 Number of students

Label	Item
NS (number of students)	How many students attend your school? Instruction: Please indicate the number of students
Response options:	Free text (numerical value) [Coding: NS_n]
Source:	<ul style="list-style-type: none"> Dadaczynski, K., Okan, O., & Messer, M. (2021). <i>COVID-19 Health Literacy Schulleitungsstudie (COVID-HL: Schulleitung). Fragebogen und Skalendokumentation Version 1</i>. Bielefeld/Fulda: Universität Bielefeld, Interdisziplinäres Zentrum für Gesundheitskompetenz und Public Health Zentrum Fulda (PHZF) an der Hochschule Fulda.

1.13 Social hotspot

Label	Item
SH (social hotspot)	Is your school in a social hotspot?
Response options:	[1] Yes, [2] No, [3] Don't know
Source:	<ul style="list-style-type: none"> Pietsch, M., & Tulowitzki, P. & Cramer, C. (2022). Principals between exploitation and exploration: Results of a nationwide study on ambidexterity of school leaders. <i>Educ. Manag. Adm. & Leadersh.</i>, 50(4), 574-592.

2 Health-related information seeking behaviour

2.1 Surrogate health information seeking (target group)

Label	Item
ISA (information search addressees)	For whom and how often have you searched for health-related information on the internet in the <u>last 12 months</u> ? (filter question for question 2.2)

Label	Item
ISA1	For myself
ISA2	For others (in a private context)
ISA3	For others (in the context of school) (trigger filter if <6)

Response options:	[1] Very frequently, [2] Frequently, [3] Occasionally, [4] Rarely, [5] Very rarely, [6] Never
Source:	Self-developed based on: <ul style="list-style-type: none"> Reifegerste, D., Bachl, M., & Baumann, E. (2017). Surrogate health information seeking in Europe: Influence of source type and social network variables. <i>Int. J. Med. Inform.</i>, 103, 7-14.

2.2 Surrogate health information seeking (motives)

Label	Item
ISM (information search motives)	Why and how often have you searched for health-related information on the internet in the last 12 months for school matters?

Label	Item
ISM1	To better understand colleagues' health and resulting needs.
ISM2	To better understand pupils' health and resulting needs.
ISM3	To feel more confident in dealing with pupils who are ill.
ISM4	To address prevention and health promotion topics in class.
ISM5	To organise a project/ project days on health topics.
ISM6	To initiate prevention and health promotion activities among the staff.
ISM7	Other, namely: (free text) [Coding: ISM_t]

Response options:	[1] Very frequently, [2] Frequently, [3] Occasionally, [4] Rarely, [5] Very rarely, [6] Never
Source:	Self-developed based on: <ul style="list-style-type: none"> Reifegerste, D., Bachl, M., & Baumann, E. (2017). Surrogate health information seeking in Europe: Influence of source type and social network variables. <i>Int. J. Med. Inform.</i>, 103, 7-14.
Remarks/ adaptations:	<ul style="list-style-type: none"> Filter question, if ISA „For others (in the context of school“ < 6 („never“) was selected.

2.3 Online sources

Label	Item
SR (sources)	How often do you use the following internet-based sources and offers? Instruction: This refers to any kind of use, both in a private context and in a school context.

Label	Item
SR1	Health Information at Wikipedia and similar online-encyclopaedias
SR2	Websites of health insurance companies
SR3	Health portals [e.g., please insert a country specific example]
SR4	Website from doctors, hospitals, rehabilitation, or care facilities
SR5	Guidebook-communities with health-related content [e.g., please insert a country specific example]
SR6	Online/Internet pharmacies
SR7	Health forums and communities specifically on health and disease topics
SR8	Comparison portals to search for doctors, hospitals and nursing homes [e.g., please insert a country specific example]
SR9	Social media with health-related content (e.g., Facebook, Instagram, Twitter, YouTube, TikTok)
SR10	Blogs on health topics
SR11	Websites of non-profit health organisations, independent patient or self-help organisations
SR12	Digital devices for tracking health-related indicators (e.g., blood glucose meter, pedometer, fitness tracker)
SR13	Health apps on your smartphone
SR14	Messenger-Services (e.g., WhatsApp, Signal, Threema) [please adapt to the country of the study]
SR15	Tools for digital interaction with healthcare providers (e.g., video consultation or written communication via email)

Response options:	[1] Every day, [2] At least 1x per week [3] At least 1x per month, [4] Less than 1x per month, [5] Never
Source:	<ul style="list-style-type: none"> Marstedt, G. (2018). <i>Das Internet: Auch Ihr Ratgeber für Gesundheitsfragen? Bevölkerungsumfrage zur Suche von Gesundheitsinformationen im Internet und zur Reaktion der Ärzte</i>. Gütersloh: Bertelsmann. Schaeffer, D., Berens, E.-M., Gille, S., Griesse, L., Klinger, J., de Sombre, S., Vogt, D., & Hurrelmann, K. (2021). <i>Gesundheitskompetenz der Bevölkerung in Deutschland – vor und während der Corona Pandemie: Ergebnisse des HLS-GER 2</i>. Bielefeld: Interdisziplinäres Zentrum für Gesundheitskompetenzforschung (IZGK), Universität Bielefeld. https://doi.org/10.4119/unibi/2950305.
Remarks/ adaptations:	<ul style="list-style-type: none"> Response option adapted (original: [1] Daily, [2] Weekly, [3] Less then weekly, [4] Never) Instruction and wording of single items has been adapted

3 Digital health literacy

3.1 Subscale: Operational skills

Label	Item
OS (operational skills)	When you search the Internet for health-related information, how easy or difficult is it for you to...

Label	Item
OS1	... use the keyboard of a computer, tablet or smartphone (e.g., to type words)?
OS2	... use the mouse (e.g., to put the cursor in the right field or to click)?
OS3	... use the buttons or links and hyperlinks on websites?
Response options:	[1] Very difficult, [2] Difficult, [3] Easy, [4] Very easy
Source:	<ul style="list-style-type: none"> Van Der Vaart, R., & Drossaert, C. (2017). Development of the digital health literacy instrument: measuring a broad spectrum of health 1.0 and health 2.0 skills. <i>J. Med. Internet Res.</i>, 19(1), e6709. Dadaczynski, K., Okan, O., Messer, M., & Rathmann, K. (2020). Digitale Gesundheitskompetenz von Studierenden in Deutschland [Digital health literacy of university students in Germany. Results of a nationwide online study]. <i>Ergebnisse einer bundesweiten Online-Befragung</i>. Online available at: https://fuldok.hs-fulda.de/opus4/843. (last access: 07 August 2023).
Remarks/ adaptations:	<ul style="list-style-type: none"> The terms “tablets and smartphone” have been added in item 1.
Psychometric quality:	<ul style="list-style-type: none"> Validity: Principal component analysis was performed to determine content validity. Correlation analyses were used to determine the construct validity. Reliability: $\alpha=0.57$ to 0.68 (protecting privacy, T1, T2) to $\alpha=0.89$ to 0.91 (determining relevance, T1, T2)
Subscales:	<ul style="list-style-type: none"> Operational skills Navigation skills Information searching Evaluating reliability Determining relevance Adding content Protecting privacy
Analysis:	<ul style="list-style-type: none"> Each item was scored on a 4-point scale, with response options ranging from “very easy” to “very difficult” and from “never” to “often.” Scores were reversed, so that a higher score represented a higher level of digital health literacy. Subscores are calculated for each skill by using the mean of the 3 items on every skill. A total score is calculated by using the total mean, for which answers on at least 18 items were necessary.

3.2 Subscale: Navigation skills

Label	Item
NAV (navigation)	When you search the Internet for health-related information, how often does it happen that...

Label	Item
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NAV1	... you lose track of where you are on a website or the Internet?
NAV2	... you do not know how to return to a previous page?
NAV3	... you click on something and get to see something different than you expected?

Response options:	[4] Never, [3] Rarely, [2] Sometimes, [1] Often
Source:	<ul style="list-style-type: none"> Van Der Vaart, R., & Drossaert, C. (2017). Development of the digital health literacy instrument: measuring a broad spectrum of health 1.0 and health 2.0 skills. <i>J. Med. Internet Res.</i>, 19(1), e6709. Dadaczynski, K., Okan, O., Messer, M., & Rathmann, K. (2020). Digitale Gesundheitskompetenz von Studierenden in Deutschland [Digital health literacy of university students in Germany. Results of a nationwide online study]. Ergebnisse einer bundesweiten Online-Befragung. Online available at: https://fuldok.hs-fulda.de/opus4/843. (last access: 07 August 2023).
Psychometric quality:	<ul style="list-style-type: none"> see 3.1
Subscales:	<ul style="list-style-type: none"> see 3.1
Analysis:	<ul style="list-style-type: none"> see 3.1

3.3 Subscale: Information searching

Label	Instruction
IS (information search)	When you search the Internet for health-related information, how easy or difficult is it for you to...

Label	Item
IS1	... make a choice from all the information you find?
IS2	... use the proper words or search query to find the information you are looking for?
IS3	... find the exact information you are looking for?

Response options:	[1] Very difficult, [2] Difficult, [3] Easy, [4] Very easy
Source:	<ul style="list-style-type: none"> Van Der Vaart, R., & Drossaert, C. (2017). Development of the digital health literacy instrument: measuring a broad spectrum of health 1.0 and health 2.0 skills. <i>J. Med. Internet Res.</i>, 19(1), e6709. Dadaczynski, K., Okan, O., Messer, M., & Rathmann, K. (2020). Digitale Gesundheitskompetenz von Studierenden in Deutschland [Digital health literacy of university students in Germany. Results of a nationwide online study]. Ergebnisse einer bundesweiten Online-Befragung. Online available at: https://fuldok.hs-fulda.de/opus4/843. (last access: 07 August 2023).
Psychometric quality:	<ul style="list-style-type: none"> see 3.1
Subscales:	<ul style="list-style-type: none"> see 3.1

Analysis:	<ul style="list-style-type: none"> see 3.1
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3.4 Subscale: Adding self-generated content

Label	Instruction
SC (self-generated content)	<p>When typing a health-related message (e.g., to your doctor, on a forum, or on social media such as Facebook or Twitter), how easy or difficult is it for you to...</p> <p>Instruction: If you do not write, publish, or comment on health-related messages or postings on the internet (e.g., email, messenger services, forums, or social media), please leave these questions unanswered.</p>

Label	Item
SC1	... clearly formulate your question or health-related worry?
SC2	... express your opinion, thoughts, or feelings in writing?
SC3	... write your message as such, for people to understand exactly what you mean?

Response options:	[1] Very difficult, [2] Difficult, [3] Easy, [4] Very easy
Source:	<ul style="list-style-type: none"> Van Der Vaart, R., & Drossaert, C. (2017). Development of the digital health literacy instrument: measuring a broad spectrum of health 1.0 and health 2.0 skills. <i>J. Med. Internet Res.</i>, 19(1), e6709. Dadaczynski, K., Okan, O., Messer, M., & Rathmann, K. (2020). Digitale Gesundheitskompetenz von Studierenden in Deutschland [Digital health literacy of university students in Germany. Results of a nationwide online study]. <i>Ergebnisse einer bundesweiten Online-Befragung</i>. Online available at: https://fuldok.hs-fulda.de/opus4/843. (last access: 07 August 2023).
Remarks/ adaptations:	<ul style="list-style-type: none"> Additions were made to the question and the instruction (e.g. within the brackets)
Psychometric quality:	<ul style="list-style-type: none"> see 3.1
Subscales:	<ul style="list-style-type: none"> see 3.1
Analysis:	<ul style="list-style-type: none"> see 3.1

3.5 Subscale: Evaluating reliability

Label	Instruction
ER (evaluating reliability)	When you search the Internet for health-related information, how easy or difficult is it for you to...

Label	Item
ER1	... decide whether the information is reliable or not?
ER2	... decide whether the information is written with commercial interests (e.g., by people trying to sell a product)?

ER3	... check different websites to see whether they provide the same information?
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Response options:	[1] Very difficult, [2] Difficult, [3] Easy, [4] Very easy
Source:	<ul style="list-style-type: none"> Van Der Vaart, R., & Drossaert, C. (2017). Development of the digital health literacy instrument: measuring a broad spectrum of health 1.0 and health 2.0 skills. <i>J. Med. Internet Res.</i>, 19(1), e6709. Dadaczynski, K., Okan, O., Messer, M., & Rathmann, K. (2020). Digitale Gesundheitskompetenz von Studierenden in Deutschland. Ergebnisse einer bundesweiten Online-Befragung [Digital health literacy of university students in Germany. Results of a nationwide online study]. Online available at: https://fuldok.hs-fulda.de/opus4/843. (last access: 07 August 2023).
Psychometric quality:	<ul style="list-style-type: none"> See 3.1
Subscales:	<ul style="list-style-type: none"> See 3.1
Analysis:	<ul style="list-style-type: none"> See 3.1

3.6 Subscale: Determining relevance

Label	Instruction
DR (determining relevance)	When you search the Internet for health-related information, how easy or difficult is it for you to...

Label	Item
DR1	... use the information you found to make decisions about your health (e.g., on nutrition, medication or to decide whether to ask a doctor's opinion)?
DR2	... apply the information you found in your daily life?
DR3	... decide if the information you found is applicable to you?

Response options:	[1] Very difficult, [2] Difficult, [3] Easy, [4] Very easy
Source:	<ul style="list-style-type: none"> Van Der Vaart, R., & Drossaert, C. (2017). Development of the digital health literacy instrument: measuring a broad spectrum of health 1.0 and health 2.0 skills. <i>J. Med. Internet Res.</i>, 19(1), e6709. Übersetzte Form nach: Dadaczynski, K., Okan, O., Messer, M., & Rathmann, K. (2020). Digitale Gesundheitskompetenz von Studierenden in Deutschland. Ergebnisse einer bundesweiten Online-Befragung [Digital health literacy of university students in Germany. Results of a nationwide online study]. Online available at: https://fuldok.hs-fulda.de/opus4/843. (last access: 07 August 2023).
Psychometric quality:	<ul style="list-style-type: none"> See 3.1
Subscales:	<ul style="list-style-type: none"> See 3.1
Analysis:	<ul style="list-style-type: none"> See 3.1

3.7 Subscale: Protecting privacy

Label	Instruction
PP (protecting privacy)	When you post a message on a public forum or social media, how often... Instruction: If you do not write, publish, or comment on messages or postings about health in public forums or social media, please leave these questions unanswered.

Label	Item
PP1	... do you find it difficult to judge who can read along?
PP2	... do you find it difficult to determine, how the safety of your private data is guaranteed by the media provider?
PP3	... do you find it difficult to determine, who has access to your data?
PP4	... do you (intentionally or unintentionally) share your own private information (e.g., name or address)?
PP5	... do you (intentionally or unintentionally) share some else's private information?

Response options:	[1] Often, [2] Sometimes, [3] Rarely [4] Never
Source:	<ul style="list-style-type: none"> Van Der Vaart, R., & Drossaert, C. (2017). Development of the digital health literacy instrument: measuring a broad spectrum of health 1.0 and health 2.0 skills. <i>J. Med. Internet Res.</i>, 19(1), e6709. Dadaczynski, K., Okan, O., Messer, M., & Rathmann, K. (2020). Digitale Gesundheitskompetenz von Studierenden in Deutschland. Ergebnisse einer bundesweiten Online-Befragung [Digital health literacy of university students in Germany. Results of a nationwide online study]. Online available at: https://fuldok.hs-fulda.de/opus4/843. (last access: 07 August 2023).
Remarks/adaptions:	<ul style="list-style-type: none"> PP2 and PP3 were added as new items (self-developed)
Psychometric quality:	<ul style="list-style-type: none"> See 3.1
Subscales:	<ul style="list-style-type: none"> See 3.1
Analysis:	<ul style="list-style-type: none"> See 3.1

4 Media concept and equipment at school

4.1 Media concept

Label	Item
MS (media strategy)	Does your school use a specific media concept and action plan that regulates the use of digital media (e.g. equipment, software) as well as the teaching of digital education and literacy?

Response options:	[1] Yes, following the [please include national or regional media literacy concept from the country of the study] [2] Yes, following the [please include a second national or regional media literacy curriculum from the country of the study] [3] Yes, namely: [free text] [Coding: MS_t] [4] Not in place
Source:	<ul style="list-style-type: none"> Dadaczynski, K., Okan, O., & Messer, M. (2021). <i>COVID-19 Health Literacy School Principals Survey (COVID-HL: School Principal). Questionnaire and Scale Documentation Version 1</i>. Bielefeld/Fulda: Bielefeld University, Interdisciplinary Centre for Health Literacy Research and Fulda University of Applied Sciences, Public Health Centre.

4.2 Frequency of digital media use

Label	Instruction
UDM (use of digital media)	How often do you use digital media for the following purposes? Instruction: Please think about your typical school week.

Label	Item
UDM1	At school while teaching
UDM2	At school for other school purposes
UDM3	Out of school for school related purposes
UDM4	Out of school for non-school related purpose

Response options:	[1] Every day, [2] At least once a week, [3] At least once a month, [4] Less than once a month, [5] Never
Source:	<ul style="list-style-type: none"> Vennemann, M., Eickelmann, B., Labusch, A., & Drossel, K. (2021). <i>ICILS 2018 Deutschland. Dokumentation der Erhebungsinstrumente der zweiten Computer and Information Literacy Study</i>. Münster; New York: Waxmann.
Remarks/ adaptations:	<ul style="list-style-type: none"> Response options were adapted: Numbers were given as a numeric value and for answer option [2] and [3] the part “...but not every day/week” was omitted.

4.3 Evaluation of the school’s IT equipment

Label	Instruction
IT (information technology)	To what extent do you agree with the following statements about the use of digital media in teaching at your school? Instruction: Please select one response per row.

Label	Item
IT1	The use of digital media in the classroom has priority.
IT2	The IT equipment (e.g., computers) of my school is sufficient.
IT3	The computers at our school are up to date.
IT4	There is sufficient access to digital learning materials (e.g., to learning programmes or apps) at my school.
IT5	My school has a good internet access (e.g., fast and robust).

IT6	There is enough time to prepare lessons in which digital media are used.
IT7	There are enough opportunities for me to acquire skills in the use of digital media.
IT8	There is sufficient technical support for the maintenance of IT equipment.
IT9	There is sufficient support regarding the use of digital media for teaching and learning.
IT10	There are enough computer workplaces at school for teachers.
IT11	The IT equipment is in line with the school's pedagogical goals.

Response options:	[1] Strongly disagree, [2] Disagree, [3] Agree, [4] Strongly agree
Source:	<ul style="list-style-type: none"> Vennemann, M., Eickelmann, B., Labusch, A., & Drossel, K. (2021). <i>ICILS 2018 Deutschland. Dokumentation der Erhebungsinstrumente der zweiten Computer and Information Literacy Study</i>. Münster; New York: Waxmann.

5 School-based digital health literacy

Label	Instruction
SDHL (school based digital health literacy)	<p>Now we would like to know whether and to what extent pupils at your school learn how to deal proficiently with (digital) information on the topic of health. It is less about whether you personally address the following aspects, e.g., in the classroom, but rather of how important these topics are at your school.</p> <p>At our school, the pupils learn...</p>

Label	Item
SDHL1	... basic technical skills to search the internet for health-related information (e.g., use a computer keyboard, mouse, or links on websites).
SDHL2	... to create a health-related message on the internet (e.g., in an e-mail, forum or social media) in such a way that other people understand exactly what is meant.
SDHL3	... to navigate on the internet in such a way that they can adequately search for and find health-related information (e.g., navigate between different websites).
SDHL4	... how to protect their health-related data and that of others on the internet (e.g., unintentional or intentional sharing and passing on private information).
SDHL5	... how to find information about their health issues on the internet in an effective way (e.g., choosing proper search terms, making a selection from all the information).
SDHL6	... how they can use and apply the health-related information they find on the internet in their everyday lives.
SDHL7	... how to critically evaluate the quality of health-related information from the internet (e.g., how to determine whether the information pursues commercial interests).

Response options:	[1] Strongly disagree, [2] Disagree, [3] Agree, [4] Strongly agree
Source:	Self-developed based on the dimensions of the Digital Health Literacy Instrument (see section 3)

6 Health literacy

Label	Instruction
HL (health literacy)	<p>It is not always easy to get understandable, reliable, and useful information on health-related topics. With the following questions we would like to find out which tasks related to handling health information are more or less easy or difficult.</p> <p>On a scale from very easy to very difficult, how easy would you say it is...</p>

Label	Item
HL1	... to find out where to get professional help when you are ill? (e.g., doctor, nurse, pharmacist, psychologist)
HL2	... to understand information about what to do in a medical emergency?
HL3	... to judge the advantages and disadvantages of different treatment options?
HL4	... to act on advice from your doctor or pharmacist?
HL5	... to find information on how to handle mental health problems? (e.g., stress, depression or anxiety)
HL6	... to understand information about recommended health screenings or examinations?
HL7	... to judge if information on unhealthy habits, such as smoking, low physical activity or drinking too much alcohol, are reliable?
HL8	... to decide how you can protect yourself from illness using information from the mass media? (e.g., Newspapers, TV or Internet)
HL9	... to find information on healthy lifestyles such as physical exercise, healthy food or nutrition?
HL10	... to understand advice concerning your health from family or friends?
HL11	... to judge how your housing conditions may affect your health and well-being?
HL12	... to make decisions to improve your health and well-being?

Response options:	[1] Very difficult, [2] Difficult, [3] Easy, [4] Very easy
Source:	<ul style="list-style-type: none"> Bielefeld University for HLS19 (2020). <i>HLS19-Q12-DE_German – The German instrument for measuring health literacy in the general population</i>. M-POHL. Bielefeld.
Psychometric quality:	<ul style="list-style-type: none"> Cronbach's alpha: .73 (Germany) Single-Factor Confirmatory Factor Analysis: SRMSR: .07; RMSEA: .04; CFI: .97 Rasch Partial Credit Model (PCM): The results of the PCM and Rasch models are based on the 12 polytomous (4 levels: very easy, easy, difficult, very difficult) HLS19 items. When testing data against the PCM for each country, the HLS19-Q12 displays good overall data-model fit in Austria, Denmark, Germany, Israel, Italy, Norway, Slovakia, and Switzerland. Content and face validity: By using the theory-based matrix of the comprehensive model of multi-dimensional general HL for its operationalization, the content and face validity of the HLS19 -Q12 is ensured.

	<ul style="list-style-type: none"> • Discriminant validity: The mean Pearson correlations of the HLS19 -Q12 with the HLS19 -Q47 long form was 0.93 (for 6 countries) and with the HLS19 -Q16 short form 0.92 (for 14 countries). • Concurrent predictive validity: A social gradient for the HLS19 -Q12 measure and expected associations with selected measures of health-related lifestyles, health indicators and use of health services were demonstrated - for details see chapters 6 to 9 in The HLS19 Consortium of the WHO Action Network M-POHL (2021). • Summarizing: The HLS19 -Q12 was validated for 4 modes of data collection (PAPI, CAPI, CATI, CAWI), for several languages, in large (mostly) national samples collected in most cases by multi-stage random sampling or quota sampling procedures and demonstrated good psychometric properties and validity.
Subscales:	<ul style="list-style-type: none"> • Access information relevant for health: HL1, HL5, HL9 • Understand information relevant for health: HL2, HL6, HL10 • Evaluate information relevant for health: HL3, HL7, HL11 • Use/apply information relevant for health: HL4, HL8, HL12
Analysis:	<ul style="list-style-type: none"> • Calculation of the score: The HLS19-Q12 score is calculated as the percentage (ranging from 0 to 100) of items with valid responses that were answered with “very easy” or “easy” provided that at least 80% of the items contain valid responses: (Number of “easy” or “very easy” responses/Number of valid responses) * 100 If less than 80% of the items contain valid responses, the score is set to “missing”. A higher score value signifies a higher level of general HL. • Interpretation of the score: Users should keep in mind that the HLS19-Q12 score by assessing difficulties of tasks measures the interaction of personal abilities and contextual factors related to the specific health system and the general situation of the respective country. • Measures for sub-dimensions of the score: Are possible, but not recommended due to few items and thus lower Cronbach’s alphas and lower correlations with respective sub-scales of the HLS19-Q47. • Calculation of categories: The following definitions of cut-off points for the categorial levels of the HLS19 - Q12 are used (as far as possible based on the HLS-EU study): <ul style="list-style-type: none"> ▪ Excellent: “very easy” ≥ 50 AND “very difficult” + “difficult” < 8.334. For “excellent”, the number of answers with “very easy” should be above $\frac{1}{2}$ and the answers for “very difficult” + “difficult” should be no more than $\frac{1}{12}$. ▪ Sufficient: “very easy” + “easy” > 83.33. For a level of “sufficient” HL, at least 10 out of the 12 items should be answered with “very easy” or “easy” and not more than 2 out of 12 with “very difficult” or “difficult”. ▪ Problematic: all respondents who are not in the groups “excellent”, “sufficient”, or “inadequate” (i.e., once the three other categories have been calculated). The level of “problematic” is the intersecting set of not “excellent”, not “sufficient” and not “inadequate”. ▪ Inadequate: “very easy” < 8.334 AND “very difficult” + “difficult” ≥ 50. For “inadequate”, the number of answers with “very difficult” +

	“difficult” should be above $\frac{1}{2}$ and for “very easy” should be no more than $\frac{1}{12}$.
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7 Managing health information competently

7.1 Teaching beliefs

Label	Instruction
TB (teaching beliefs)	If the teaching of competent use of digital and analogue health-related information were addressed in the classroom, I think that...

Label	Item
TB1	... it helps pupils to develop a healthy lifestyle.
TB2	... it improves pupils' ability to assess the reliability of health-related information.
TB3	... this contributes to preparing pupils for an increasingly digital life.
TB4	... the topic of health can be well integrated within the context of media literacy of schools

Response options:	[1] Strongly disagree, [2] Disagree, [3] Agree, [4] Strongly agree
Source:	Self-developed based on: <ul style="list-style-type: none"> Dadaczynski, K., Rathmann, K., Hering, T., & Okan, O. (2020). The role of school leaders' health literacy for the implementation of health promoting schools. <i>Int. J. Environ. Res. Public Health</i>, 17(6), 1855. Lai, H. R., Wu, D. M., Lee, P. H., & Jhang, Y. S. (2018). Health literacy teaching beliefs, attitudes, efficacy, and intentions of middle school health and physical education teachers. <i>J. Sch. Health</i>, 88(5), 350-358.
Subscales:	<ul style="list-style-type: none"> Teaching beliefs Teaching efficacy Teaching attitudes Teaching intentions (not used for this study)

7.2 Teaching attitudes

Label	Instruction
TA (teaching attitudes)	To what extent do you agree with the following statements about the teaching of digital and analogue health-related information at your school?

Label	Item
TA1	It is personally very important to me to teach pupils in school how to competently use health-related information.
TA2	I think schools should do more to teach pupils to be competent with health-related information.
TA3	I think it is important that the learning conditions at my school are designed to allow for the promotion of competent use of health-related information.

TA4	I think it is important that the teaching of competent use of health-related information is a mandatory part of the curriculum (e.g., as part of media literacy education).
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Response options:	[1] Strongly disagree, [2] Disagree, [3] Agree, [4] Strongly agree
Source:	Self-developed based on: <ul style="list-style-type: none"> Dadaczynski, K., Rathmann, K., Hering, T., & Okan, O. (2020). The role of school leaders' health literacy for the implementation of health promoting schools. <i>Int. J. Environ. Res. Public Health</i>, 17(6), 1855. Lai, H. R., Wu, D. M., Lee, P. H., & Jhang, Y. S. (2018). Health literacy teaching beliefs, attitudes, efficacy, and intentions of middle school health and physical education teachers. <i>J. Sch. Health</i>, 88(5), 350-358.
Subscales:	<ul style="list-style-type: none"> See 7.1

7.3 Teaching competencies

Label	Instruction
DC (didactic competence)	Please rate the following statements.

Label	Item
DC1	I am not sure if I have enough knowledge to teach pupils skills of competent use of health-related information.
DC2	I am not sure if I have the methodological and didactic skills to teach pupils how to use health-related information competently.
DC3	I am not sure if I get enough support from the colleagues to teach pupils how to use health-related information competently.
DC4	I am not sure how to integrate the teaching of competent use of health-related information into the existing curriculum.

Response options:	[1] Strongly disagree, [2] Disagree, [3] Agree, [4] Strongly agree
Source:	Self-developed based on: <ul style="list-style-type: none"> Dadaczynski, K., Rathmann, K., Hering, T., & Okan, O. (2020). The role of school leaders' health literacy for the implementation of health promoting schools. <i>Int. J. Environ. Res. Public Health</i>, 17(6), 1855.

7.4 Teaching intentions

Label	Instruction
IN (intention)	Please rate the following statements.

Label	Item
IN1	I intend to teach pupils in the classroom how competently to use health-related information.

IN2	I intend to support the design of the teaching and learning conditions in my school to enable the teaching of skills in using health-related information of pupils.
IN3	I intend to support my colleagues in their efforts to promote using health-related information competently (e.g., in the classroom).

Response options:	[1] Strongly disagree, [2] Disagree, [3] Agree, [4] Strongly agree
Source:	Self-developed based on: <ul style="list-style-type: none"> Pangert, B., & Schüpbach, H. (2011). Arbeitsbedingungen und Gesundheit von Führungskräften auf mittlerer und unterer Hierarchieebene. In: Badura, B., Ducki, A., Schröder, H., Klose, J. & Macco, K. (Hrsg.), Fehlzeiten-Report 2011: Führung und Gesundheit (pp. 71-79). Springer: Berlin, Heidelberg. Wilde, B., Dunkel, W., Hinrichs, S., & Menz, W. (2010). Gesundheit als Führungsaufgabe in ergebnisorientiert gesteuerten Arbeitssystemen. In: Badura, B., Schröder, H., Klose, J., & Macco, K. (Ed.), Fehlzeiten-Report 2009 (pp. 147-155). Springer: Berlin, Heidelberg.

8 School health promotion

Label	Instruction
SHP (school health promotion)	In this section, we would like to know to what extent health currently plays a role at your school. At our school... Instruction: Please mark the response option which expresses your opinion the best.

Label	Item
SHP1	... health promotion is a topic in our school development group.
SHP2	... health promotion and health goals are anchored in the mission statement and programme.
SHP3	... health plays an important role in the organisation of lessons.
SHP4	... maintaining and promoting the health of all members plays an important role (e.g., pupils, teachers).
SHP5	... health-promoting aspects play an important role in the creation of working and learning conditions.
SHP6	... pupils are supported in the development of health-promoting behaviours.
SHP7	... teachers are supported in dealing with stressful situations in a constructive way.
SHP8	... we collaborate with external institutions in the implementation of health-promoting activities.
SHP9	... teachers are made aware of health-related topics such as exercise or self-management.
SHP10	... further training on health-related topics takes place regularly.
SHP11	... legal guardians (e.g. parents) are involved in the planning and design of health promotion activities.
SHP12	... aspects of health promotion are addressed in various school subjects

Response options:	[1] Strongly disagree, [2] Disagree, [3] Agree, [4] Strongly agree
Source:	<ul style="list-style-type: none"> Dadaczynski, K., & Hering, T. (2021). Health promoting schools in Germany. Mapping the implementation of holistic strategies to tackle NCDs and promote health. <i>Int. J. Environ. Res. Public Health</i>, 18(5), 2623. Institut für Schulqualität der Länder Berlin und Brandenburg e. V. (ISQ) (2022). SelbstEvaluationsPortal Schule (SEP Schule). Das Modul Gesundheitsförderung für Lehrkräfte. Baustein 2: Schulinternes Curriculum. Online available at: https://sep-schule-bb-live.outermidia.net/de_DE/start/befragungsinhalte/gesundheit.html. (Last access: 03.08.2022).
Remarks/ adaptations:	<ul style="list-style-type: none"> SHP1-10 were taken from Dadaczynski & Hering (2021) SHP12 was taken from the scale „school curriculum“ of the self-assessment portal (SEP) Schule Berlin-Brandenburg. SHP11 was added (self-developed)
Psychometric quality:	<p>For SHP1-SHP10:</p> <ul style="list-style-type: none"> Principal component analysis (PCA) resulted in two factors of HPS implementation (F1: concrete HPS action, F2: capacity building for HPS) Cronbach alpha: Factor 1=0.83; Factor 2=0.87

9 Health and climate behaviour

9.1 Health behaviour

Label	Instruction
HB (health behaviour)	<p>The following is about what you personally do for your health.</p> <p>Instruction: Please indicate to what extent the following aspects apply to you.</p>

Label	Item
HB1	I make sure I get enough physical activity and sports.
HB2	I regularly make use of medical check-ups (e.g. check-ups, screenings).
HB3	I make sure I get enough sleep.
HB4	I pay attention to a balanced and healthy nutrition.
HB5	I use tobacco products. (invert)
HB6	I pay attention to signs of possible health problems (e.g., taking blood pressure, pulse, observing moles, palpating the breast).
HB7	I have more than two alcoholic drinks a day. (invert)
HB8	I make sure I get enough rest and relaxation in my free time.
HB9	I pay attention to a healthy body weight.

Response options:	[1] Strongly disagree, [2] Disagree, [3] Agree, [4] Strongly agree
Source:	<p>Self-developed based on:</p> <ul style="list-style-type: none"> Courtenay, W. H. (1998). <i>Health Risk Inventory: A 60 item instrument for measuring health beliefs and behaviors</i>. Berkeley, CA. Levant, R. F., Wimer, D. J., & Williams, C. M. (2011). An evaluation of the

	<p>Health Behavior Inventory 20 (HBI-20) and its relationships to masculinity and attitudes towards seeking psychological help among college men. <i>Psychol Men Masculinity</i>, 12(1), 26-41.</p> <ul style="list-style-type: none"> Levant, R. F., Alto, K. M., McKelvey, D., Pardo, S., Jadaszewski, S., Richmond, K., Keo-Meier, C., & Gerdes, Z. (2020). Development, variance composition, measurement invariance across five gender identity groups, and validity of the Health Behavior Inventory–Short Form. <i>Psychol. Men Masculinities</i>, 21(2), 177–189.
Remarks/ adaptations:	<ul style="list-style-type: none"> Please note that items HA5 and HA7 need to be inverted (reverse-scored) before calculating the scale.

9.2 Climate change

Label	Instruction
CC (climate change)	Now we would like to know how you assess climate change.

Label	Item
CC1	Do you believe climate change exists?
CC2	Do you believe that climate change and other environmental and climatic changes are caused by human behaviour?

Response options:	[1] Yes, [2] No
Source:	Self-developed

9.3 Climate change and health

Label	Item
CCH (climate change and health)	What do you think: How strong are the effects that human induced climate and environmental changes (e.g., climate change, changes in ecosystems due to toxic substances or novel substances such as plastics) can have on your own health?

Response options:	[1] No effects, [2] Low effects, [3] Moderate effects, [4] Strong effects
Source:	<p>Self-developed based on:</p> <ul style="list-style-type: none"> Reismann, L., Weber, A., Leitzmann, M., & Jochem, C. (2021). Climate-specific health literacy and medical advice: The potential for health co-benefits and climate change mitigation. An exploratory study. <i>The Journal of Climate Change and Health</i>, 4, 100072.

9.4 Climate and environmental action

Label	Instruction
CA (climate action)	In the following we would like to learn something about your climate and environmental behavior.

	Instruction: Please indicate how much the following statements apply to you.
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Label	Item
CA1	In everyday life, I prefer to travel by bike or on foot rather than by car.
CA2	I prefer travelling by train instead of driving by car or flying.
CA3	My diet is mainly meat and fish free.
CA4	In everyday life, I try to save water and electricity.
CA5	I participate in climate and environmental protection activities in my city (e.g., waste collection campaigns, demonstrations).
CA6	I am involved in an organisation that promotes climate and environmental protection.
CA7	I talk to other people about climate and environmental protection.

Response options:	[1] Strongly disagree, [2] Disagree, [3] Agree, [4] Strongly agree
Source:	Self-developed based on: <ul style="list-style-type: none"> Reismann, L., Weber, A., Leitzmann, M., & Jochem, C. (2021). Climate-specific health literacy and medical advice: The potential for health co-benefits and climate change mitigation. An exploratory study. <i>The Journal of Climate Change and Health</i>, 4, 100072. Krettenauer, T. (2017). Pro-environmental behavior and adolescent moral development. <i>J. Res. Adolesc.</i>, 27(3), 581-593.

10 Physical and mental health status

10.1 General health

Label	Item
GH (general health)	How is your health in general?

Response options:	[1] Very good, [2] Good, [3] Fair, [4] Bad, [5] Very bad
Source:	<ul style="list-style-type: none"> Lampert, T., Schmidtke, C., Borgmann, L.S., Poethko-Müller, C., & Kuntz, B. (2018). Subjektive Gesundheit bei Erwachsenen in Deutschland. <i>J. Health Monit.</i>, 3(2), 64–71.

10.2 Chronic disease

Label	Item
CD (chronic disease)	Do you have a chronic disease or a long-lasting health problem? Instruction: Chronic illnesses are long-term illnesses that require constant treatment and monitoring, e. g. diabetes or heart diseases. (filter question for 10.3)

Response options:	[1] Yes (trigger filter), [2] No
Source:	<ul style="list-style-type: none"> Robert Koch-Institut (2017). Fragebogen zur Studie „Gesundheit in Deutschland aktuell“: GEDA 2014/2015-EHIS. [Questionnaire for the study "German Health Update": GEDA 2014/2015-EHIS]. <i>J. Health Monit.</i>, 2(1), 105–135.

10.3 Impairment by health problems

Label	Item
IMPSTR (Impairment by health problems)	To what extent are you impaired by your chronic illness in activities of normal everyday life? Instruction: This refers to impairments that last or are expected to last <u>at least 6 months</u> .

Response options:	[1] Strongly impaired, [2] Moderately impaired, [3] Not at all impaired, [4] Don't know
Source:	<ul style="list-style-type: none"> Robert Koch-Institut (2017). Fragebogen zur Studie „Gesundheit in Deutschland aktuell“: GEDA 2014/2015-EHIS. [Questionnaire for the study "German Health Update": GEDA 2014/2015-EHIS]. <i>J. Health Monit.</i>, 2(1), 105–135.

10.4 Presentism

Label	Instruction
PR (presentism)	How often did it happen in the <u>last school year</u> that you... Instruction: Please consider your working hours excluding holiday periods.

Label	Item
PR1	... showed up at work despite being sick?
PR2	... worked despite heavy symptoms of sickness (e.g. pain, chills, fever)?
PR3	... worked the full workday despite being sick?
PR4	... dragged yourself to work even though you were sick?

Response options:	[1] Very often, [2] Often, [3] Sometimes, [4] Rarely, [5] Very rarely/never
Source:	<ul style="list-style-type: none"> Krause, A., Baeriswyl, S., Berset, M., Deci, N., Dettmers, J., Dorsemagen, C., Meier, W., Schraner, S., Stetter, B., & Straub, L. (2015). Selbstgefährdung als Indikator für Mängel bei der Gestaltung mobil-flexibler Arbeit: Zur Entwicklung eines Erhebungsinstruments. <i>Wirtschaftspsychologie</i>, 17(1), 49-59.
Note:	<ul style="list-style-type: none"> Wording adapted for item PR 3 („full workday“ instead of „full shift“) Addition to the instruction (“...excluding holiday periods”) to improve the fit with the school context
Psychometric quality:	<ul style="list-style-type: none"> Reliability: Cronbach's alpha: .94 Validity: Confirmatory factor analysis was performed to determine content validity. Correlation analyses were used to determine the construct validity.

Subscales:	Not included in this study: <ul style="list-style-type: none"> • Extensification of work • Intensification of work • Intake of recuperative substances • Intake of stimulant substances • Fake • Quality reduction • Evasion of safety and security standards
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10.5 Well-being

Label	Instruction
WHO	The following statements concern your well-being during the last two weeks. Instruction: Please indicate for each of the five statements which is closest to how you have been feeling over the last two weeks... Over the last two weeks...

Label	Item
WHO1	... I have felt cheerful and in good spirits.
WHO2	... I have felt calm and relaxed.
WHO3	... I have felt active and vigorous.
WHO4	... I woke up feeling fresh and rested.
WHO5	... my daily life has been filled with things that interest me.

Response options:	[0] At no time, [1] Some of the time, [2] Less than half of the time, [3] More than half of the time, [4] Most of the time, [5] All of the time
Source:	<ul style="list-style-type: none"> • Bech, P. (2004). Measuring the dimensions of psychological general well-being by the WHO-5. <i>QoL Newsletter</i>, 32, 15-16. • Topp, C. W., Østergaard, S. D., Søndergaard, S., & Bech, P. (2015). The WHO-5 Well-Being Index: a systematic review of the literature. <i>Psychother Psychosom</i>, 84(3), 167-176.
Psychometric quality:	<ul style="list-style-type: none"> • The WHO-5 has been found to have adequate validity in screening for depression and in measuring outcomes in clinical trials. Item response theory analyses in studies of younger persons and elderly persons indicate that the measure has good construct validity as a unidimensional scale measuring well-being in these populations.
Analysis:	<ul style="list-style-type: none"> • The total raw score, ranging from 0 to 25, is multiplied by 4 to give the final score, with 0 representing the worst imaginable well-being and 100 representing the best imaginable well-being. When WHO-5 is used for the screening of depression, a cut-off score of ≤ 50 is suggested.