

A Global Portrait of Social & Moral Health for Youth

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Section I.

**Below are descriptions of different kids.
Please indicate how much these kids are like you.**

CORRECT MARK:



These people...

Not like me at all
Mostly not like me
Somewhat like me
Mostly like me
Exactly like me

- | | | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. ...feel badly when others are in pain | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. ...feel responsible for helping those in need | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. ...try to be nice even to those who are not their friends | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. ...can forgive those who hurt them | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. ...never talk disrespectfully about teachers to other kids | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. ...believe it's important that everyone has a fair chance | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. ...sometimes cheat to win or get ahead | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. ...are respectful to others even if they do not agree with them | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. ...would give up watching their favorite TV show to study for a test | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. ...keep working to achieve difficult goals they care about | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11. ...can be counted on to do their part for any group they are members of | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12. ...do what they think is right even if others disagree | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Section II.

(A) In the left-hand column, please indicate how often you see (hear) the following happen in your school.

(B) In the right-hand column, please indicate how often you see (hear) the following in your home town/community

(A) In Your School

(B) In Your Home Town/Community

Write school name _____ Write community name _____

Practically never
A few times a year
A few times a month
A few times a week
Practically every day

Practically never
A few times a year
A few times a month
A few times a week
Practically every day

- | | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. ...someone gets drunk or high | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. ...someone verbally abuses or harasses another person | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. ...someone makes racist comments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. ...someone steals from another person | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. ...someone trashes public property | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. ...someone physically assaults another person | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Section III.

(A) In the left-hand column, please indicate whether you agree that each of the following statements is an accurate description of what happens in *your school*

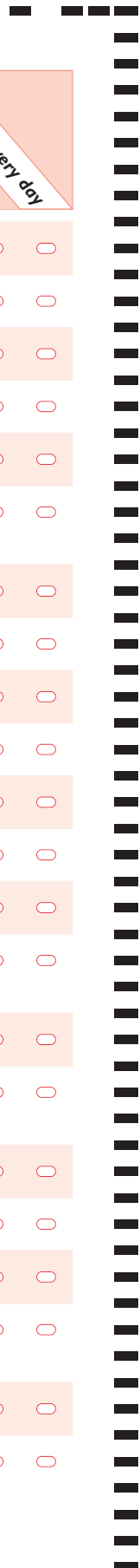
(B) In the right-hand column, please indicate whether you agree that each of the following statements is an accurate description of what happens in *your home town/community*

(A) In Your School

(B) In Your Home Town/Community

(A) In Your School					(B) In Your Home Town/Community					
Completely disagree	Somewhat disagree	Neither agree, nor disagree	Somewhat agree	Completely agree		Completely disagree	Somewhat disagree	Neither agree, nor disagree	Somewhat agree	Completely agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	1. Kids would help someone who is new here feel accepted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	2. Kids here do not talk to or include those who are different (for example, kids who belong to a different race, religion, or culture)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	3. Kids make fun of ideas that are different	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	4. Kids who are not part of the popular groups get picked on or excluded	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5. Kids are willing to share with others, even if they are not friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	6. If kids are in trouble, they can rely on others to help them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	7. Kids here only care about themselves	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	8. Kids would support you if you tried to do something good	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	9. Kids resolve conflicts without fighting, insults, or threats	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	10. Kids try to get their friends to follow the rules	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	11. Kids do not care if their friends cheat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	12. When kids see someone being picked on, they try to stop it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	13. Kids take an active role in helping solve school/community problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	14. Kids would try to stop their friends from spreading rumors or gossip about others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	15. When trying to solve a problem, kids are willing to consider everybody's opinion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	16. Kids believe that working together they can bring about change in their school or community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	17. There are adults to talk with about problems that are bothering you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	18. Adults are unfair in their treatment of kids	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	19. Adults go out of their way to help those who need extra help	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	20. Adults are willing to forgive you, if you make a mistake	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	21. If you knew that something dangerous was going to happen, you would go to an adult for help	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	22. Adults listen to the opinions of kids	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	23. Adults know kids and care about their interests (their friends, music, hobbies, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	24. Adults are fair in enforcing the rules	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	25. Parents are involved in your activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	26. Parents know your friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section IV.



Please indicate how often the following happened to you over the last year

	Practically never	A few times a year	A few times a month	Practically every day
1. I talked about moral values (such as honesty, respect, or responsibility) with a teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. An adult told me about the importance of good character	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I read a story that made me think about moral issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I was held accountable for my actions by an adult	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I worked together with other students to solve a problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I participated in some extra-curricular activity in my school (such as an arts or music club, a sport team, student council)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I saw an ad (bulletin board, commercial, mural, etc) that made me think about my values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. An adult talked to me about the importance of character in their life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I was praised for giving my best effort	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. I read a story that made me admire the good character of a person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. My friends stopped me from doing something bad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. I talked about moral values with a parent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. An adult listened carefully to my explanation of why I disagreed with them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. I considered different points of view when making a decision about a moral issue or dilemma	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. I saw a movie that made me admire the good character of a person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. I thought about how my parent, teacher, or coach would act before making an important decision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. I helped another student choose between doing what was right and what was wrong	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. I had a leadership role in my classroom, school, or in an extracurricular activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. I talked with an adult about the moral issues in a recent news story	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. I participated in some group or activity outside the school in my community/home town (such as Boy/Girl Scouts, sport team)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Before setting up rules, an adult asked for my input or opinion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. I participated in a service project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

CONTINUE ON NEXT PAGE.

Section V: Demographics

1. What school do you attend?

School code

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

2. What is your grade in school?

- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

3. Not counting this year, how many years have you attended this school?

- 0
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9

4. What is your gender?

- Male
- Female

5. What is your race/ethnicity? (mark all that apply)

- American Indian or Alaskan Native
- Asian
- Black (African American)
- Hispanic (Latino, Latina)
- Native Hawaiian or Pacific Islander
- White

6. Which one of the following best describes your family?

- I live with two parents (natural/biological or adopted)
- I live with two parents, one of whom is a step-parent
- I live in a one-parent family
- Sometimes I live with my mother and sometimes with my father
- I live with foster parents
- I live with my grandparents or other relatives (not my parents)
- Other

7. What is your home zip code?

0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

8. How many years have you lived in that community?

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

Section VI: Supplemental Items

Spanish version

If you received an additional page of questions, please mark your answers

1. 1 2 3 4 5

7. 1 2 3 4 5

13. 1 2 3 4 5

19. 1 2 3 4 5

2. 1 2 3 4 5

8. 1 2 3 4 5

14. 1 2 3 4 5

20. 1 2 3 4 5

3. 1 2 3 4 5

9. 1 2 3 4 5

15. 1 2 3 4 5

21. 1 2 3 4 5

4. 1 2 3 4 5

10. 1 2 3 4 5

16. 1 2 3 4 5

22. 1 2 3 4 5

5. 1 2 3 4 5

11. 1 2 3 4 5

17. 1 2 3 4 5

23. 1 2 3 4 5

6. 1 2 3 4 5

12. 1 2 3 4 5

18. 1 2 3 4 5

24. 1 2 3 4 5