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Normative Stress in Adolescence

Master's thesis in Health Science

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Article I A Theoretical Introduction to Normative Stress in
Adolescence

Article II Norwegian Adolescents Experience of Stress over a Period
of 10 Years

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Acknowledgements

This master's thesis is inspired by the broadening focus on health in society today, and especially the focus on stress and its' implications. It is impossible to go a day without meeting the subject stress in one form or another; from the media to personal experience to witnessing it among others. This combined with adolescence is a huge and interesting subject. The adolescents are the future and their mental wellbeing is essential for the world to keep a healthy development.

My greatest gratitude goes to my supervisor Associate Professor Unni Karin Moksnes for guiding me through this enormous research field and thesis, and giving me constructive criticism and motivation throughout the process. And a great gratitude goes to Professor Geir Arild Espnes for his contribution in the development of the idea behind this thesis.

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Cecilie S. Jersin

Summary

This master's thesis overall aim was to investigate the normative stressors adolescents' experience during adolescence, and to investigate the theoretical and empirical background on adolescence and normative stress. This thesis contains a theoretical introduction with descriptions of adolescence, mental health and psychological stress, and a discussion focusing on some of the normative stressors' adolescents experience in three different arenas of their life; school, family and peer groups. Then there is a quantitative investigation of three different cross-sectional surveys to see if there are any substantial differences between the levels of stress experienced by Norwegian adolescents over a period of 10 years, from 2006 to 2016.

The results from the quantitative analyses showed a significant difference between sex and perceived level of stress, where girls scored higher on stress levels than boys. The analyses also showed a slight difference between the age groups and stress levels, indicating that older adolescents experienced more stress. But in the regression analyses the sex and age differences gave some doubt concerning the strength and significance of these differences in these datasets. Further the analyses gave indication that depression are the variable with most explained variance on perceived stress levels among adolescents, and that anxiety also mediate in the dynamic relationships between stress and mental health.

Sammendrag

Denne masteroppgavens overordnede mål var å undersøke de normative stressorene ungdommer opplever i ungdomstida, og å undersøke den teoretiske og empiriske bakgrunnen på ungdomstid og normativ stress. Denne oppgaven inneholder en teoretisk introduksjon med beskrivelse av ungdomstid, mental helse og psykologisk stress, og til slutt en diskusjon rundt noen av de normative stressorene ungdommer opplever på tre forskjellige arenaer i deres liv; skole, familie og venner. Så kommer en kvantitativ undersøkelse av tre forskjellige tverrsnittsundersøkelser for å se om det er noen betydelige forskjeller på stressnivå hos ungdom over en 10 års periode, fra 2006 til 2016.

Resultatene fra de kvantitative analysene viste en signifikant forskjell mellom kjønn og opplevelse av stress, der jenter skårer høyere på stress-skalaen enn gutter. Analysene viste også en liten forskjell mellom aldersgruppene og opplevelsen av stress, noe som indikerer at eldre ungdom opplever mer stress. Men i regresjonsanalysene ga kjønns- og aldersforskjeller noe tvil rundt styrken og signifikansen til disse forskjellene i datasettene. Videre viste analysene at depresjon var den variabelen med mest forklart varians på opplevelsen av stress blant ungdom, og angst spilte også en liten rolle i det dynamiske forholdet mellom stress og mental helse.

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Main Introduction

This master's thesis is divided in two connected articles. The overall aim of this thesis was to investigate the normative stressors adolescents' experience during adolescence, and to investigate the theoretical and empirical background on adolescence and normative stress. One of the most rapid developmental periods in life is adolescence, and there are possibilities for both negative and positive development. The knowledge surrounding what affects normal adolescents' life is essential for a healthy development and wellbeing among adolescents. During adolescence it is important to establish a good basis for positive mental health development; positive mental health is associated with positive social relations, the development of a healthy lifestyle, and reduced risk for psychiatric disorders and adverse socioeconomic outcomes later in life. Stress is a known risk factor for mental health problems, and it is important to have knowledge about the normative stressors in adolescence to prevent mental health problems at an early stage, and promote mental wellbeing. The normative stressors adolescents experience during adolescence are many, so to limit the article the focus became on three important arenas of adolescents' life where they spend a great deal of time; school, family and peer groups.

Article I is a theoretical article presenting theories behind adolescence, mental health, psychological stress, and some of the normative stressors adolescent experience in daily life. The aim of this article was to give an understanding of the nature of the adolescent period and to present the understanding of stress and stressors in a psychological perspective, and to present the theoretical and empirical background of normative stress experienced in adolescence. The method used in this article was literature search, and the databases were mainly Google Scholar, Scopus, and Web of Science. The article discusses the normative stressors on the three arenas of the adolescents' life; family, school, and peer groups, in relation to stress and mental health, with a focus on depression and anxiety.

Article II is an empirical article that presents the findings of how Norwegian adolescents' experiences stress in daily life over a period of 10 years, by using three different cross-sectional samples based on the survey "Oppvekst i bygder". The aim of this article was to investigate the relationship between sex and age differences in stress levels in three different cross-sectional surveys among adolescents aged 13 to 18 years old, and to investigate the relationship between age, sex, symptoms of anxiety, and symptoms of depression with self-perceived stress among adolescents from two of these three cohorts, 2006 and 2016 respectively. The method used in this article was statistical analyses conducted using SPSS version 25. The participants, procedure, measurements, and statistical analyses

are thoroughly described in the article. The results contain bivariate analyses, correlation analyses, and linear multiple regression analyses. In article II, stress is seen in connection with mental health problems to look closer at their relationship. A common assumption is that stress predicts mental health problems, but since the focus in this master's thesis is stress I've chosen to test the other way around to see if mental health problems can predict stress. This article provides an updated glance at the dynamic and reciprocal relationship between stress and mental health among Norwegian adolescents.

Both articles were referenced and written using the style guidelines described in the Publication Manual of the American Psychological Association (APA, 6th edition), the articles were also written with a possible submission to the *Journal of Adolescence* in mind.

Article I

A Theoretical Introduction to Normative Stress in Adolescence

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Abstract

This article investigated the theoretical and empirical background on adolescence, mental health and wellbeing, and psychological stress. The focus was adolescents' experience of normative stressors in daily life, and how this relates to their mental health and stress levels. The article discusses normative stressors adolescents experience in three arenas of their daily life; school, family, and peer groups, in relation to mental health and stress. A literature search, in mainly Google Scholar, Scopus, and Web of Science, was conducted to collect the data for this study. Adolescence is a life phase filled with great possibilities, opportunities and challenges, and this period is especially vulnerable for mental health problems, and research shows that mental health problems often emerge during early adolescence. Stress is seen as an important factor related to mental health, and the normative stress in adolescents' daily life is important to take seriously to prevent at an early stage for mental health problems and risk behaviour later in life, and promote mental wellbeing to ensure a good and healthy life.

Keywords: adolescence, stress, mental health, normative stressors

Mental wellbeing is integral to population's health and contributes to the prosperity and functioning in the whole society. This is especially important for children and adolescents since establishing a good mental health from the start will minimize the risk of illness and risk behaviour later in life, which is important for the individual's ability to function in society (Harding et al., 2019). A good mental health contributes to many aspects of life, and the importance of mental wellbeing is crucial in achieving a good and productive life.

The Western world has seen a shift from a focus on illness and diseases to a much broader focus on the many aspects' health brings along, including health promotion (Lindström & Eriksson, 2015; Nettleton, 2013). One of United Nations (UN) 17 sustainable development goals is Good Health and Well-being. UN see it as essential that good health and mental wellbeing is a part of 16 other goals to achieve a better and more sustainable future for all by 2030 (United Nations, 2015). World Health Organization (WHO) has a mental health action plan 2013 – 2020, which states that: “Mental well-being is a fundamental component of WHO's definition of health. Good mental health enables people to realize their potential, cope with the normal stresses of life, work productively, and contribute to their communities” (WHO, 2013, p. 5).

The white paper “Folkehelsemeldingen – mestring og muligheter” (Helse- og omsorgsdepartementet, 2015) shows how the Norwegian government intends to implement mental health, wellbeing and interdisciplinary collaboration in the public health work. Also, in 2017 the Norwegian government presented a strategy for good mental health, called “mestre hele livet” (Helse- og omsorgsdepartementet, 2017). This strategy is in line with the recommendations of WHO's mental health action plan 2013 – 2020 and UN's sustainable development goals, and is a comprehensive strategy towards including good mental health and wellbeing in all aspects of life, with a particularly focus on health promotion and preventive work in the early stages of life (Helse- og omsorgsdepartementet, 2017).

Adolescence is a transitional period of life, with great potential for positive development, but it is also a vulnerable time of life, especially because of the many and rapid changes and transitions occurring during this life period (Compas & Reeslund, 2009; Harding et al., 2019). Bakken (2018) explains how the adolescents today are overall satisfied with their families, friends, the school they attend and their local community. The majority have good physical and mental health and have positive thoughts about their future. Although adolescents are relatively healthy, it is still estimated that there are 10-20 % children and adolescents worldwide who encounter mental disorders (Susman & Dorn, 2009; WHO, 2017), and mental illness often emerges in late childhood or early adolescence, where half of all

mental health problems begin by the age of 14 (WHO, 2017). Among the adolescents in Norway, both Norwegian Institute of Public Health (NIPH; 2018) and Ungdata (Bakken, 2018) report an increase in the number of teenage girls receiving a diagnosis, most commonly anxiety and depression. And around 5 % of all children and adolescent aged 0-17 is treated in mental health care for children and adolescents (NIPH, 2015).

There is found associations between unhealthy lifestyle factors, such as smoking, substances use and juvenile delinquency, and symptoms of anxiety and depression (Skrove, Romundstad & Indredavik, 2013). Previous research shows that stress can be a component for development of mental health problems (Grant, Compas, Stuhlmacher, Thurm, McMahon & Halpert, 2003; Grant, Compas, Thurm, McMahon & Gipson, 2004; Moksnes & Espnes, 2016; Suldo, Shaunessy & Hardesty, 2008; WHO, 2013). Grant et al. (2004) refers to 53 studies, ranging from the year 1987 to 1999, who found that stressful events predicted increases in symptoms of mental illness problems over time. This seen together with the fact that many mental health problems start at a young age, the research on normative stress among adolescents can help bring light on the challenging period, and help adolescents cope with adolescence in a healthy way and as far as possible steer clear of mental health problems and unhealthy lifestyles.

A normal adolescent, with no particularly disease, illness or traumatising past, will face stress during adolescence. A part of growing up is to get life experiences from broken friendships to heartbreaks to difficulties understanding the curriculum. These experiences, or normative stressors, will bring different levels of stress in adolescents and they will be affected differently. Stress is not something only adults, people under severe pressure or in abnormal situations experience, but everyday normative stressors are present in every life stage.

This article will present the nature of the adolescent period, mental health and wellbeing, and the conceptualization of stress, and then connect these topics and discuss around adolescence and the arenas where adolescents' experience normative stress.

Aims

Stress is a known risk factor for mental health problems, and it is important to have knowledge about the normative stressors in adolescence to prevent mental health problems at an early stage, and promote mental wellbeing (Compas & Reeslund, 2009; Harding et al., 2019). The more we know about the stressors of adolescent's life, the easier it is to implement incentives to make their lives more satisfying and comprehending, and shield for mental

disorders later in life. The aims of this theoretical introduction were (1) to give an understanding of the nature of the adolescent period and to present the understanding of stress and stressors in a psychological perspective, and (2) to present the theoretical and empirical background of normative stress experienced in adolescence.

Method – Search for Literature

This theoretical article has used both structured and unstructured literature search. The first literature search was done in Oria to see if the library had any handbooks on stress or adolescents, the search words used there was “handbook” combined with respectively “stress” and “adolescent”. From these results, two books were chosen, and the chapters most relevant to respectively normative stressors and adolescence as a developmental period were chosen.

Another search was done by searching in different databases, mainly Google Scholar, Scopus and Web of Science. At first, the search words were “stress” “adolescent”, but since this gave 2 550 000 results (per 12.09.18) in Google Scholar and 71 035 results in Scopus, the search was limited with “daily stress”, “normative stressors”, and “domains of stressors”, each of them combined with “adolescen*”. The literature concerning mental health and wellbeing were found using the search words “mental health” and “adolescen*”. This gave of course many results, and these were limited by combining it with “depression”, “anxiety”, “school”, “family” and “peer groups”. The articles were chosen based on headlines, key words, abstract and introduction. Since the focus was the psychological aspect of normative stressors many articles were excluded based on headlines, for example headlines indicating that they had a more medical or trauma focus. From here, many articles were found based on reference list and citations in the selected articles and chapters.

Based on the search results, adolescence and stress is an enormous research field and it is close to impossible to locate all evidence related to this article.

Theoretical and Empirical Background

The Adolescent Period

The term adolescence dates back to the fifteenth century and is derived from the Latin word *adolescere* which means to grow up or to grow into maturity/adulthood. Santrock (2008, pp. 16-17) defines adolescence “as the period of transition between childhood and adulthood that involves biological, cognitive, and socioemotional changes”. The concept of adolescence dates back to Plato and Aristotle 300 years B.C. Still it took many years before this period of

life became a scientific area of interest, which was first in 1904 with the publication of G. Stanley Hall's two-volume work on adolescence. Here he presented adolescence as a period of storm and stress, and Hall had a typical biological point of view concerning adolescence. The hormonal changes of puberty led to upheaval, both for the adolescent and those around him or her (Steinberg, 2011), and the adolescent had unpredictable behaviour and switched from kind to unpleasant in seconds (Santrock, 2008). Since then the development of the field was slow and consisted of mostly descriptive and atheoretical research until the 1970s when the interest of the field accelerated (Lerner & Steinberg, 2009). As the research on adolescent development began to proliferate in the 1970s, the advancing of the positive youth development also began, which focused on the strengths of the adolescents, and the positive outcomes and qualities the adolescent can develop, rather than to correct, cure, or treat them (Lerner, Phelps, Forman & Bowers, 2009; Lerner & Steinberg, 2009).

Across all societies, adolescence is a period of growing up, and changing from the immature childhood to the mature adulthood (Steinberg, 2011). Adolescence is a comprehensive concept and term; including the biological changes during puberty, and the social, emotional, cognitive, and psychological changes. This includes changes in behaviour, values, self-image, social role redefinitions, intellectual development, gains in social and psychological autonomy, which all characterizes the transition from childhood to adulthood in most societies (Byrne, Davenport & Mazanov, 2007; McNamara, 2000; Santrock, 2008; Susman & Dorn, 2009; Steinberg, 2011). The biological, cognitive and socioemotional changes during adolescence ranges from developing sexual functions to abstract thinking to independence (Santrock, 2008).

Adolescence today, lasts from around the age of 10 to around the age of 20. Before, adolescence was synonymous with the teenage years (age 13-19), but during the 20th century the adolescent period lengthened, both because the physical maturity starts earlier and because many adolescents delay entering adulthood with work and marriage until their mid-20s. The age span defining adolescence is highly dependent on what boundaries are set. Some theorist sees the onset and completion of puberty as the start and ending of adolescence, while others define adolescence as the years in high school, others again are more interested in the cognitive evolvment, and there is also the cultural view where a ceremonial rite of passage is defining when the child has become an adult (Steinberg, 2011). Since there is a big difference between a 10-year-old and a 20-year-old adolescent, it is normal to divide adolescence in three passages: early adolescence (about ages 10-13), middle adolescence (about ages 14-17), and late adolescence (about ages 18-21; Steinberg, 2011). The age span defining adolescence

is not definitive; there are individual and cultural differences (Santrock, 2008; Steinberg, 2011).

Adolescence is one of the most rapid transitions humans go through in the different developmental periods, only infancy has the same degree of changes (McNamara, 2000). It is a transitional period of life when everything is in motion and the body is “under reconstruction”. Young people do not always have the right resources to cope with these rapid changes, and the result of that can be adolescent stress, mental health problems and/or risk behaviour in adulthood (Byrne et al., 2007; Grant et al., 2003; Grant et al., 2004; McNamara, 2000; Moksnes & Espnes, 2011; Steinberg, 2011; Suldo et al., 2008).

Mental Health and Mental Wellbeing

As WHO (2013, p. 6) states: “No health without mental health”; health is no longer only about the absence of disease or infirmity, but the holistic whole including a state of complete physical, mental and social wellbeing (Espnes & Smedslund, 2009; Lindström & Eriksson, 2015; Ryan & Deci, 2001; WHO, 2013). The mental health is a massive area of research, and according to WHO (2013) mental health is seen as a state of wellbeing where the individual realizes its own abilities, can cope with normal daily life stress, can work productively and can contribute to their community. A good mental health ensures the capability to manage thoughts and emotions, build social relationships and have a positive sense of own identity. Wellbeing is similar to good mental health, and it refers to optimal psychological functioning and experience. Wellbeing consists of two perspectives; the hedonic and the eudaimonic. The hedonic perspective is about the subjective experience of happiness and life satisfaction. The eudaimonic perspective is more objective and focuses on positive psychological functioning, good relationships with others, and self-realisation (Harding et al., 2019; Ryan & Deci, 2001).

Good mental health and wellbeing among adolescents is a highly important subject and is associated with positive social relations and the development of a healthy lifestyle. Poor mental health during adolescence can be associated with school dropout, family dysfunction, juvenile delinquency, substance use, risky sexual behaviour, intentional and unintentional injuries, psychiatric disorders, adverse socioeconomics outcomes, and suicide (Fergusson & Woodward, 2002; Harding et al., 2019). In 2007, the third leading cause of death among adolescents (12 – 17 years old) in USA was suicide (Clements-Nolle & Rivera, 2013).

The most “common” mental health problems among Norwegian adolescents are

anxiety and depression (Bakken, 2018; NIPH, 2018; Skrove et al., 2013). Anxiety and depression disorders are often studied together because they are closely related conditions (Skrove et al., 2013). The Young-HUNT study from Norway showed that 13 % of the adolescents reported symptoms of anxiety and depression, where the girls had a significant higher prevalence than boys (respectively 19 % and 6 %) and the prevalence increased with age. They also reported that their results are in line with previous studies (Fergusson & Woodward, 2002; Skrove et al., 2013).

Mental health and stress are connected in a complex way; stress among adolescents can cause internalized problems and symptoms of disorders such as anxiety, depression, and/or headaches or externalized symptoms such as behaviour and conduct problems (Steinberg, 2011). NIPH (2018) reports that mental illness develops in a complex mixture of biological conditions, stress, and available support. According to Eriksen, Sletten, Bakken and von Soest (2017) the adolescents in the national survey Ungdata, connects their mental health problems with stress, especially the stressors they experience at school, such as pressure for achievement.

Conceptualization of Stress

Stress is a well-known phenomenon today, with almost as many interpretations as humans on earth; everyone has their own definition and feeling of stress because everyone has experienced it. The focus in this article will not be on the common-sense definitions, but on the psychological perspective of stress. The first known observations on the emotional state's impact stress have on the physiology dates back to Galen (129 – 200 AD), a roman medical doctor who saw how the pulse of a young woman increased when they mention a dancer's name. Galen then concluded that her physical disease symptoms were a result of her unconscious love for the dancer (Espnes & Smedslund, 2009; Moksnes & Espnes, 2016). The word stress dates to the 14th century, but it was first in 1932 with Walter Cannon and in 1936 when Hans Selye used the term and his following work, the expansion of the psychological term stress we know today began (Espnes & Smedslund, 2009; Lazarus & Folkman, 1984; McNamara, 2000). The definition of stress used in this article is from 1984 and still one of the most used definitions on psychological stress, known as the transactional model: "Psychological stress is a particular relationship between the person and the environment that is appraised by the person as taxing or exceeding his or her resources and endangering his or her well being" (Lazarus & Folkman, 1984, p. 19). Later definitions of stress correspond with this interpretation (Aldwin, 2007; Suldo et al., 2008). In other words; when an individual

meets a problem that cannot be resolved by the resources they inhabit it can become a stressful situation. The important factor in this definition is the individual's appraisal and responses to stressors and stress, and that these are depended on their own perception of the stressful event (Hess, Shannon & Galzier, 2016; McNamara, 2000; Moksnes & Espnes, 2011). Stress occurs when there is an imbalance between the demands from the environment, both external and/or internal, and the ability to cope with it (Aldwin, 2007). Stress can be seen as a dynamic, ongoing, and changing process mediated by the cognitive appraisals, which are flexible (McNamara, 2000).

Stress relates to the occurrence of psychiatric symptomatology of clinical significance, including depression and risk of suicide, and girls are more exposed than boys. Stress in adolescents can directly affect the health, or indirectly through health risk behaviour (Byrne et al., 2007). Stress is associated with several risk behaviour, like physical inactivity, risk of obesity, heavy alcohol use and cigarette smoking. Stress is also associated with many health issues (Espnes & Smedslund, 2009; Grant et al., 2003; Moksnes, Byrne, Mazanov & Espnes, 2010; WHO, 2013). But stress in itself is not harmful; it is rather the way each individual cope with it, and the individual and environmental resources they have to help them get through (Espnes & Smedslund, 2009; Moksnes, Byrne et al., 2010; Moksnes & Espnes, 2011).

Stress is a comprehensive concept, and McNamara (2000) and Suldo et al. (2008) explain three different models stress can be interpreted within: the medical, the environmental and the psychological model. Stress in the medical model focuses on the individual in a state of distress as a response to an environmental precipitant, and physiological symptoms like high blood pressure, or the levels/presence of hormones and neurotransmitters will occur. The environmental model interprets stress as external to the individual, like threats of immediate harm or bad environmental conditions. Neither medical models nor environmental models can conceptualize why individuals are not affected the same way by the same stressors. Similar to the way Lazarus and Folkman define stress, the psychological model focuses on the concept of perceived stress, a mix of both the previous models and the cognitive, emotional and behavioural response. Perceived stress refers to the interactions between external stress, the physiological symptoms of the body, and the individual response to the interaction. And stress occurs when an external event causes physiological and cognitive distress that exceeds the emotional and behavioural ability to cope with the situation (Suldo et al., 2008). The way stress is dealt with is essential to achieve a good mental health, and stress handled in a healthy way will lead to more positive resources that can be used in later life experiences (Lindström & Eriksson, 2015).

Stress is often used in a negative term, but there are also some positive sides. In the 1990s the stress research started to look more at stress-related resilience and the positive sides such as the processes under stressful situations that contribute to maintenance of the wellbeing and the processes that contributes to the recovery in the aftermath. These ideas originated from the emerging area of positive psychology with Seligman and Csikszentmihalyi in front (Folkman, 2011; Ryan & Deci, 2001).

Coping. Stress and coping go hand in hand; individuals who encounter stress will in one way or another try to cope with it, since stress is an uncomfortable state to remain in. Coping is defined as: “constantly changing cognitive and behavioural efforts to manage specific external and/or internal demands that are appraised as taxing or exceeding the resources of the person” (Lazarus & Folkman, 1984, p. 141). In other words, coping is a process-oriented action to handle external or internal demands that at first sight might be interpreted to exceed the resources the individual possesses, and to mitigate the harmful effects of stress (Folkman, 2011; Santrock, 2008). The coping process is influenced by the individual’s subjective appraisal of the situation, and the process responds dynamically to the demands (McNamara, 2000; Moksnes & Espnes, 2016).

According to Lazarus and Folkman (1984) the point about coping is to either regulate the emotional response (emotion-focused coping), or change or alienate the problem that is stressful (problem-focused coping). When it comes to what exactly constitutes a coping strategy and how many there are, the field has not come to a consensus. Some examples of coping strategies are: problem-solving, support seeking, avoidance, distraction, positive cognitive restructuring, social withdrawal, rumination, helplessness, praying, benefit-finding, meaning-making, and emotional coping (Aldwin, 2011).

The resilience towards stress is different in every individual, and can be divided in three sets of factors; first, how many stressors one encounter at the same time. Research shows that adolescents who faces two stressors at the same time is more than twice as likely to experience psychological problems than someone who only experiences one of the two stressors; second, internal and external resources, for example high self-esteem or social support respectively, shield against negative response to stressors; and third, the effect of the coping strategies, some choose more effective strategies (Compas & Reeslund, 2009; Moksnes & Haugan, 2015; Steinberg, 2011).

Gender differences. Research shows that girls experience higher levels of stress than boys (McNamara, 2000). A Swedish study on 304 first-year high school students showed

that almost every second girl and every fifth boy experienced stress to a high degree (Schraml, Perski, Grossi, & Simonsson-Sarnecki, 2011). In a Norwegian study with 1239 adolescents aging 13 to 18 years, they found that girls reported higher levels on five of seven stressor domains. They also found that boys reported higher levels of sense of coherence and life satisfaction, which both can work as buffers for perceived stress (Moksnes & Haugan, 2015). In a similar study a few years earlier, they found that girls scored significantly higher than boys on mean score when it came to all the seven stressor domains (Moksnes, Moljord, Espnes & Byrne, 2010).

Stressors

Stressful life events and situations that cause stress or other external or internal stressful stimuli are called stressors. Everyone is exposed to stressors, both when it comes to daily troubles and more traumatising events (Moksnes, Byrne et al., 2010). Grant et al. (2003) separates stress and stressor by defining stress as "... an inclusive term that refers not only to the environmental stressors themselves but also to the range of processes set in motion by exposure to environmental stressors." (p. 449). Stressors are defined as "Environmental events or chronic conditions that objectively threaten the physical and/or psychological health or well-being of individuals of a particular age in a particular society." (p. 449). Stress is an umbrella term, including stressors and the biological and psychological processes that occur when stressors are encountered (Hess et al., 2016; Grant et al., 2004). According to Hess et al. (2016), Grants et al. definition on stressors refers to the individual's biological and psychological responses to the demands made by their environment, perceptions and relationships.

In adolescence it is mainly three types of stressors experienced, that is: normative events, non-normative events and daily hassles (Suldo et al., 2008). In this article the focus is on daily hassles and normative events. The difference between normative and non-normative events is the timeframe and who is affected. Almost all adolescents face normative events within a relatively predictable timeframe, but the non-normative events happen often to a smaller group, and in a less predictable timeframe (Suldo et al., 2008). Normative stressors include events such as transition from secondary school to high school, academically demands and pubertal development (Grant et al., 2003; Suldo et al., 2008). Non-normative events include e.g. death of a close relative, divorce, and natural disasters. Daily hassles are recognized as minor and frustrating events typically of daily interactions between individuals and their environment (McNamara, 2000; Moksnes & Espnes, 2016). This can be academic

pressure or disagreements in the home (McNamara, 2000; Suldo et al., 2008). In this article, both normative stressors and daily hassles will be mentioned as normative stressors. Grant et al. (2003) also points out “a fourth” category of stressors, the chronic stressors. This can be the experience of excessive crowding or noisy low-income neighbourhood, which will be a constant stressor and hard to do something about.

Normative stressors in adolescence. Adolescents will experience many different normative stressors, and to limit the field this article will take base in the previous research literature to give some examples of normal stressors in normal adolescents’ life. McNamara (2000) refers to Frydenberg (1997) who found many normative stressors among students, such as physical appearance, school grades, employment, relationships, vocational and educational plans, personal health, self-esteem, parents’ physical and mental health, dating and sexual relationships. McNamara herself divides common sources of stress into: developmental task, puberty, transitions and relationships. Under relationships she mentions family, peers, school, exams, and sexuality. Lau (2002) looked closer at several normative and non-normative stressors children and adolescents could experience during adolescence. These were: life events within family (such as birth of a sibling, death of a parent, and separated or divorced parents), parental psychopathology and domestic violence, excessive family mobility, economic deprivation, self-care children due to parents’ over-working, life transition, school pressure, peer problems, the notion that winning is everything, the hurried child, and chronic illnesses and hospitalization. In two Norwegian studies they found seven domains of stressors among adolescents (Oppvekst i Bygder; Moksnes, Løhre, Lillefjell, Byrne & Haugan, 2016; Moksnes, Moljord et al., 2010), these were: Stress of teacher interaction, stress of school attendance, stress of school/leisure conflict, stress of school performance, stress of home life, stress of peer pressure and stress of romantic relationships. Steinberg (2011) looks at the context of adolescence and chooses to divide it into four groups: families, peer groups, schools, and work, leisure and mass media. In the national survey Ungdata, Eriksen et al. (2017) found especially three arenas that stood out as sources of stress; these were school, body image, and social media.

A common denominator of the normative stressors mentioned in previous research is that they can be divided in three arena’s of adolescents’ life; School, family and peer groups. Leisure time is also a possible arena where adolescents will experience normative stressors, but to limit this paper the subject is not discussed and rather included under peer groups since many adolescents spend their leisure time with peers (Steinberg, 2011).

School life. School is a major part of adolescents' life, and in Norway it is mandatory school from the age of 6 to the age of 15. High school is not mandatory, but highly recommended and free, and the percentage of 16- to 18-years-old enrolled in high school is 92.3 % (SSB, 2018a), and the percentage completing high school in Norway is up to 74.5 % (SSB, 2018b). Even in sub-Saharan Africa, one of the poorest parts in the world, adolescents go to school, almost two thirds of 10- to 14-year-olds and 40-50 % of 15- to 19-year-olds are enrolled in schools (Steinberg, 2011). The time adolescents' use in school is estimated to be around 7000 hours for the typical American student between the age of 11 and 18, and this does not count the time used on homework or school-related activities outside school.

The immediate environment of the school and classroom is, according to Steinberg (2011), the most important school-related influences on both learning and psychosocial development during adolescence. The elements surrounding the organization of the school, like school and class sizes, age grouping, ethnic composition and tracking (ability grouping), all have effects on the students, but still not as much as the classroom climate, where the teacher-student interaction plays a great part. The teacher needs to be supportive and demanding at the same time, and find the balance point so the adolescent can thrive both academically and psychologically. A study by Harding et al. (2019) found evidence indicated that the teacher's good mental wellbeing and low depressive symptoms was associated with better student wellbeing.

Family. Adolescence is not necessarily a period of high conflict within the families, but it is a period of change and reorganization in family relationships and the daily interactions. Peer groups get more attention and become a greater part of adolescents' life (Steinberg, 2011). The cognitive development of adolescents makes them more capable of abstract thinking and the way they experience justice and moral changes, which will affect the family dynamics and previously established equilibrium (Santrock, 2008; Steinberg, 2011). The younger the adolescent or child is, the more they tend to take what the parents say as legitimate, they have no reason to discuss. The older they get, they start to see issues as a personal choice and therefore something their parents does not have a saying in, but the parents still see it as a matter of right or wrong, for instance tidiness of the room, parents often say it needs to be tidy, but adolescent sees it as his/hers room and therefore a personal choice if it should be tidy or not (Steinberg, 2011).

Family does not always consist of just the parents; the siblings are specifically important concerning learning about social interactions. The adolescent learns behavioural

patterns and social interactions through their interaction with their siblings, which is brought on to their friendships and peer groups. And the other way around; adolescents' interactions with their friends will affect their interaction with their siblings. A good relationship with siblings can contribute to academic competence, sociability and self-worth, and serve as a buffer against other stressors experienced (Steinberg, 2011). Waite, Shanahan, Calkins, Keane and O'Brien (2011) found in their study that sibling warmth (e.g. affection, nurturance, or emotional support) worked as a protective factor from symptoms of depression for family-wide events (e.g. loss of a grandparent or parental job loss), but not as much for adolescents' personal and siblings' personal life events (e.g. lost close friend or breakup).

Peer groups. A peer group is a group of individuals who are approximately the same age. According to Steinberg (2011) research shows that American and European students spend twice as much time each week with their peers than with their parents or other adults, and this is without counting the hours they spend together in school.

It is possible to look at peer relations organized as a clique; a small, tightly knit group of 2-12 individuals, mainly 5 or 6, and of the same sex and age. This group is important for adolescents to learn social skills, such as how to be a good friend, how to communicate, how to enjoy someone's company, how to break off friendships when it is no longer satisfying and, in some cases, how to be a good leader. The peers also have a crucial role in the development of autonomy, identity, intimacy, sexuality and achievement. As the youth becomes older, the clique, or peer group, have less influence. The younger the adolescent is, the more important the clique is for self-definition, but as the cognitive abilities develop, adolescents become more secure in their identity and is less reliant on their peers (Steinberg, 2011).

Discussion

The aims of this theoretical introduction were (1) to give an understanding of the nature of the adolescent period and to present the understanding of stress and stressors in a psychological perspective, and (2) to present the theoretical and empirical background of normative stress experienced in adolescence. According to Aldwin (2011) there is a fairly large literature on stressors in children and adolescents, but the main focus has been on non-normative traumas such as child abuse, sexual abuse, domestic violence and war, so there is a need for more focus on the normative stressors almost every adolescent may experience during adolescence. Here, the adolescent period will be seen up against mental health and normative stress in the three arenas of the adolescents' life presented earlier.

School Life

According to McNamara (2000) the stakes for performance and achieving in school is higher than before. The declining employment opportunities can lead to pressure towards achievements at school and adolescents competing more against their peers (Steinberg, 2011). If we also consider the history of schools; school was for privileged and rich people when it first was introduced, but today everybody is expected to get an education because it is hard to get a job without it (Steinberg, 2011). And with the competition around well-paid jobs, and jobs in general, the stakes for achievement at school is high and can generate stress. Steinberg (p. 201, 2011) refers to National Center for Education Statistics, which shows statistics over various reasons why students say they attend school, and almost 100 % says “education is important for getting a job later on”, a close second is “My parents expect me to succeed”. According to Eriksen et al. (2017), the adolescents in Ungdata tend to connect their mental health problems to stress, especially stress related to school, school-pressure and the concern about future educational and carrier opportunities. Steinberg (2011) points out that not only has the school year become longer, but the students spend more years in school than previous. More and more of the adolescent life circle around school and education, and the increasing pressure they feel towards attendance and performance is only natural, because even though they spend more time at school, the day still consists of only 24 hours.

The interaction between adolescents in the classroom needs to be characterized by cooperation, not competition. The pressure towards achievement in school, and on a higher level: the policies towards better results in school and the stakes for achievement will for all adolescents be a potential stressor in school, the need to always try better and be better. The policies towards constantly better results in school and the increasing number of unemployed stands in a contradictory to the mental health action plan (WHO, 2013) and the public health work, where the focus is to achieve good mental health and wellbeing for all. More pressure in school can be a healthy push towards achieving greater results, but if the pressure is appraised as taxing or exceeding the adolescents’ educational abilities and is perceived to be impossible, the pressure can lead to stress (Lau, 2002). Results from Ungdata showed that the adolescents blamed school for the stress they experienced, and the researchers found that mental health problems, especially depression, and school related stress had strong connections among adolescents. The study also finds clear sex differences concerning school related stress, where 66 % of the girls, compared to 45 % of the boys, reported that they often or very often feel exhausted because of school work (Eriksen et al., 2017).

School plays an important role in defining adolescents’ social life, the development of

interpersonal relationships, and in shaping the psychosocial development (Steinberg, 2011). Family and peer groups are arenas of adolescents' life which is not controlled by society in the same way schools are, schools are environments designed to serve a purpose (Steinberg, 2011), while family and peer groups do not have reforms and directions they must follow. This means that society has great possibilities in implementing policies in schools to ensure a focus on a healthy development, both mentally and physically, and coping towards normative stressors.

In 2016 the Norwegian government implemented "fraværsgrense", which can translate to "limit of absence". If the students are absent more than 10 % of the tuition in a class, they will not pass. This leads to even more pressure surrounding school attendance, and the future evaluation of "fraværsgrrensa" will show if the outcomes are mostly positive or negative. A first thought will be that students show up sick, but the limit will also prevent truancy and force the students to take school seriously, it's no longer enough to "just" get an E, they have to actually meet in class to get the E. The Norwegian government still takes care of the health and mental health of the adolescents by letting those with documented illness and mental illness have other demands to pass the different classes. But this rule can exclude those students who experience different normative stressors, but do not have the capacity or resources to find the right coping mechanisms. Normative stressors are seen as stressors "everybody" go through and should be able to cope with, but when this is not the case, which can be because of many things such as cumulative effect or family background, they can end up not fitting in the healthy group or the sick group. They do not have a state of wellbeing where they can cope with normal daily life stress and show up to school and work productively, and they are not "sick enough" to get facilitation.

Family

An unhealthy relationship between the adolescent and the parents, usually characterized by conflict, increased emotional distance, and non-responsiveness, increases the likelihood of risk behaviour (Sales & Irwin, 2013). According to McNamara (2000) family stressors are supposed to exert a stronger negative effect on adolescents' health than school or peer-related stressors. McNamara (2000) does not mention a specific reason why, but one reason can be that family is something most individuals have a very close relation to, they have grown up and been thought a lot by the family, and with such close attachment comes also great influence. A part of adolescence is finding out who they are and who they want to be, the adolescent seeks increased autonomy, both physically and psychologically, and

sometimes this can come in conflict with the beliefs and culture of the parents and family. This conflict can be particularly tough and generate more stress because of the close relationship (Lau, 2002; McElhaney, Allen, Stephenson & Hare, 2009; McNamara, 2000; Steinberg, 2011). Steinberg (2011) points out that the generation gap is not about disagreement concerning basic core values, such as religion, work, education, but rather a generation gap when it comes to personal taste, like music taste, clothing and leisure activity. And this is not in contrast with the autonomy process the adolescents go through, but rather shows that adolescents go through a period of life when they try to find themselves and the outcome in the end is often similar to the parents' beliefs.

The process of attachment and autonomy during adolescence is important for further development. If adolescents experience a secure and healthy attachment and autonomy process, they will be better equipped to handle stress and other situations that require independence and coping (McElhaney et al., 2009). Families have an impact in shaping and regulating adolescents' responses to stress and stressors, emotions, and behavioural patterns (McNamara, 2000). The interaction between heredity, such as personality, and environment will affect the ways individuals cope, interpret, and behave. Normative stressors at home will therefore play a huge part of the adolescents' appraisals and responses to stress later in life, both at school, in peer groups and in the family, since coping is a learned behaviour. If the adolescents do not experience any stressors they will not learn how to cope, but if they experience too much stressors in the home life it is not sure they will have enough resources to cope, the golden middle way is a key element.

Peer Groups

The peer group is important for social development; adolescents who are rejected by their peers are at a greater risk for psychological and behavioural problems, such as academic failure, conduct problems and depression (Steinberg, 2011). A wholesome peer group who is providing social support is effective as a buffer for mental health problems and will help with coping when stressors are experienced (Compas & Reeslund, 2009; Frison & Eggermont, 2015; McNamara, 2000), but a peer group can also be stressful in itself. The exclusion from a peer group or the experience of a gap between your own beliefs and the groups' beliefs can be stressful. Poor peer relationships can act as chronic stressors that are related to feelings of loneliness, alienation, and general dissatisfaction with one's social relationships. Excluded or unpopular adolescents do not get the social competence needed and they can therefore experience serious adjustment issues, and they are at a risk for high school dropout, juvenile

delinquency, and developing adult psychopathology, such as alcohol abuse or depression (Lau, 2002). Social support amongst peers will help against the stressors experienced in the family, while family support can mitigate the stress experienced in relation to peer groups and school (McNamara, 2000).

A study in Wales (Morgan et al., 2019) reported that 1 in 6 young people never or rarely spend time with their friends throughout the summer months. Further they raised concern towards the fact that loneliness can precede depression and that social relationships and support serves a protective role for wellbeing and mental health. The peer group is important for adolescents' mental wellbeing, both in school and outside of school. Morgan et al. (2019) also found evidence indicating that internalising symptoms (depression and anxiety) increased with the time spend with friends. They explained this correlation with the relatively high sample size, and that their previous research had shown that the time spend with friends can positively or negatively predict mental health and wellbeing partially dependent on the family dynamic and if it occurs in the context of supportive family relationships or not.

Conclusion

The first aim of this article was to give an understanding of the nature of the adolescent period and to present the understanding of stress and stressors in a psychological perspective. This paper is also meant as a theoretical introduction to some of the normative stressors' adolescents can experience in the three arenas of their daily life; school, family, and peer groups. Both adolescence and stress are comprehensive concepts, and the search of literature gives a pinpoint to how huge the stress field is.

Adolescence is a life phase filled with possibilities, challenges and opportunities, and during adolescence it is important to establish a good basis for positive mental health development; positive mental health is associated with positive social relations, the development of a healthy lifestyle, and reduced risk for psychiatric disorders and adverse socioeconomic outcomes later in life. Stress is a known risk factor for mental health problems, and it is important to have knowledge about the normative stressors in adolescence to prevent mental health problems at an early stage, and promote mental wellbeing (Compas & Reeslund, 2009; Harding et al., 2019). A part of WHO's (2013) definition on mental health is that it is a state of wellbeing where the individual can cope with normal daily life stress. This highlights the reciprocal influence stress and mental health has; stress influence the

mental health of an individual. often in a negative direction, but mental health can also influence how stress is experienced and met. When adolescents experience stressors, a well-established mental wellbeing will lead to a much healthier way to cope with the stressors, and the three different arenas discussed in this article can be a buffer against stress and learn adolescents coping mechanisms, but the arenas can also promote stress if they are not healthy for the adolescents, for example if the school pressure is too high, the family life is characterized with conflict, or the adolescent is excluded from the peer group.

The second aim of this article was to present the theoretical and empirical background of normative stress experienced in adolescence. Several studies have found a connection between stress and mental health problems (Grant et al., 2003; Grant et al., 2004; Moksnes & Espnes, 2016; Suldo et al., 2008; WHO, 2013), and as shown in the discussion, the normative stress adolescents experience in their daily life have a connection to their mental health. And the more we know about the stressors of adolescent's life, the easier it is to implement incentives to make their lives more satisfying and comprehending, and shield for mental disorder later in life. Adolescence is one of the most rapid transitions humans go through, and school, family and peer groups have both a mitigating and heightening effect on mental health and stressors adolescents' experiences. This is by no means a comprehensive article about these three arenas and the normative stressors the adolescents can experience here, but rather an overlook over some of the key topics concerning adolescence and school, family and peer groups.

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Article II

Norwegian Adolescents Experience of Stress over a Period of 10 Years

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Author note

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Abstract

The amount of studies investigating the stress levels among adolescents over a longer period of time is few. The aims of this study were to investigate Norwegian adolescents' experience of normative stress in their daily life over a decade, from 2006 to 2016, based on three cross-sectional samples of adolescents. The aim was also to investigate the association between stress and the two mental health components; anxiety and depression. This study was based on three different cohorts from the cross-sectional study "Oppvekst i bygder" ($N_{2006}=1508$, $N_{2011}=1239$ and $N_{2016}=1209$). The participants were Norwegian adolescents aged 13 to 18 years. The method used included descriptive statistics, bivariate correlations, and linear multiple regression analyses. The initial results from the bivariate analyses showed that girls reported higher levels of stress than boys in all three datasets, and Cohen effect size value indicated a small to moderate sex mean differences in stress levels ($d_{2006}=.41$, $d_{2011}=.48$ and $d_{2016}=.48$). The one-way ANOVA showed that stress and age had a significant difference of means in the sample from 2016, while the results in 2006 and 2011 were non-significant. The two regression models testing the relationship between age, sex, anxiety, and depression in association with stress from the datasets in 2006 and 2016, explained for 33 % ($R^2_{2006}=.33$) and 35 % ($R^2_{2016}=.35$) of the variance in stress. Depression had the strongest uniquely contribution in explaining variance in stress levels ($\beta_{2006}=.44$ and $\beta_{2016}=.49$) holding all other variables constant. The results indicated that the perceived level of stress is relatively stable over time and age groups, for both girls and boys, and that mental health influences stress levels among Norwegian adolescents, but no causal conclusion was possible.

Keywords: adolescence, stress, normative stressors, psychological stress, mental health

Adolescence is a life phase recognized by rapid transitions, both mentally and physically. Adolescence is defined “as the period of transition between childhood and adulthood that involves biological, cognitive, and socioemotional changes” (Santrock, 2008, pp. 16-17). Adolescence is characterized by the biological change’s puberty brings along, and social, emotional, cognitive, and psychological changes. This includes changes in behaviour, values, self-image, social role redefinitions, intellectual development, gains in social and psychological autonomy, abstract thinking, and increasing independence (Byrne, Davenport & Mazanov, 2007; McNamara, 2000; Santrock, 2008; Steinberg, 2011; Susman & Dorn, 2009). Today the period is considered to range from around the age of 10 to around the age of 20, and there are individual and cultural differences in reference to how the adolescent life period is understood and how long it lasts (Santrock, 2008; Steinberg, 2011).

Adolescence is a period with great potential for positive development, but also a particularly vulnerable time for mental illness and risk behaviour because of the multiple and rapid changes in a relative short period of time (Compas & Reeslund, 2009). Mental health is according to World Health Organization (WHO; 2013) defined as a state of wellbeing where the individual realizes their own abilities, can cope with normal daily life stress, can work productively and can contribute to their society. A good mental health ensures the individual’s capability to manage thoughts and emotions, build social relationships and have a positive sense of own identity. The concept mental health is enormous and complex, it includes many components and related factors; such as stress, depression, eating disorders, happiness, loneliness, life satisfaction, productivity, and suicide and so on. The focus in this study will be on the stress component and how the mental health problems anxiety and depression affects stress levels in adolescents. Several studies have found a connection between stress and mental health problems (Grant, Compas, Stuhlmacher, Thurm, McMahon & Halpert, 2003; Grant, Compas, Thurm, McMahon & Gipson, 2004; Moksnes & Espnes, 2016; Suldo, Shaunessy & Hardesty, 2008; WHO, 2013). In a literature review, Grant et al. (2004) looked at 60 studies, where 53 studies found significant effect that stressful events predicted increases in symptoms of mental illness over time.

Evidence from the national survey Ungdata (Bakken, 2018) and Norwegian Institute of Public Health (NIPH; 2018) indicate that the Norwegian adolescent overall have a good mental and physical health, and are satisfied with their families, friends, school, and local community. Although most adolescents are healthy, according to WHO (2017) mental illness often emerges in late childhood or early adolescence, and worldwide it is estimated that 10-20 % children and adolescents encounter disorders (Susman & Dorn, 2009; WHO, 2017).

Around 5 % of the Norwegian children and adolescents aged 0 – 17 years old are treated in mental health care for children and adolescent, and there is evidence towards an increase in the number of teenage girls receiving a mental illness diagnosis, most commonly anxiety and depression (Bakken, 2018; NIPH, 2018). The tendency in Ungdata (Eriksen, Sletten, Bakken & von Soest, 2017), since they started the measurements in 2010, is that the amount of self-reported mental health problems is increasing, especially among girls. There were 53 % of the girls and 26 % of the boys in a study by Eriksen et al. (2017) who reported to be bothered a lot by mental health problems.

According to Eriksen et al. (2017), the adolescents in the Ungdata study tend to connect their mental health problems to stress, especially stress related to school and school-pressure. NIPH (2018) reports that mental illness develops in a complex mixture of biological conditions, stress, and available support. In this study on the other hand, stress will be interpreted as the dependent variable, and anxiety and depression will work as independent variables. The reason for this is that stress and mental health have a reciprocal relationship, and stress can be both a predictor for mental illness and a consequence of mental illness, but since the focus in this study is on the stress levels adolescents' experience, it was more interesting to investigate if mental health problems have an impact on stress.

In this study stress is interpreted and understood within psychological terms, known as the transactional model, where stress is defined as "... a particular relationship between the person and the environment that is appraised by the person as taxing or exceeding his or her resources and endangering his or her well being" (Lazarus & Folkman, 1984, p. 19). The individual perception of the problem/stressful situation is the key element; different people will appraise situations differently, and a stressful situation for one individual does not have to be stressful for others; this is all dependent on the individual's ability to cope and previous life experiences (Hess, Shannon & Galzier, 2016; McNamara, 2000; Moksnes & Espnes, 2011). Further, stress experience is an ongoing and dynamic process mediated by the cognitive appraisals, which are flexible (McNamara, 2000).

Stress is an umbrella term including understanding sources of stressors and the biological and psychological events that occur when stressors are recognized as experienced. Stressors are stressful life events and situations that cause stress or other external or internal stressful stimuli (Moksnes, Byrne, Mazanov & Espnes, 2010). Stressors refer to the individuals' biological and psychological responses to the demands made by their environment, perceptions and relationships (Hess et al., 2016). There are mainly four types of stressors; normative, non-normative, daily hassles, and chronic stressors (Suldo et al., 2008).

Normative stressors happen to almost everybody within a relatively predictable timeframe, while the non-normative stressors happen to a smaller group and in a less predictable timeframe. Examples of normative stressors during adolescence are transitions from secondary school to high school, and pubertal development. Examples of non-normative stressors are the death of a close relative, and natural disasters (Grant et al., 2003; Suldo et al., 2008). Daily hassles are minor and frustrating events typically of daily interactions between individuals and their environment, such as academic pressure or disagreement in the home environment (McNamara, 2000; Moksnes & Espnes, 2016; Suldo et al., 2008). The chronic stressors are constant stressors, typically about the environment in adolescents' daily life, that are hard to change, such as excessive crowding or noisy low-income neighbourhood (Grant et al., 2003). The focus in this study is on normative stressors and daily hassles. A typical normative stressor in adolescents' life is school (Eriksen et al., 2017; Lau, 2002; McNamara, 2000; Steinberg, 2011). In the Ungdata survey in Norway, school was the main reason the adolescents gave for their experience of stress.

Research on stress in different developmental periods, such as childhood, adolescence, adulthood and old age, is easy to find today (Folkman, 2011). The less researched field is studies investigating stress over a specific time period in one of these developmental periods, to see if the experience of stress is relatively similar across years. In reference to the rapid changes we see in society it is interesting to investigate if these changes affect the individuals' perception of stress levels, or if humans are adaptable to most new situations and stress can be seen as a stable phenomenon. This study will investigate how Norwegian adolescents' experiences stress in daily life over a period of 10 years, by using three different cohorts of cross-sectional samples based on the survey "Oppvekst i bygder". A cohort is understood as a group of individuals who share the same characteristics, such as those born in the same time frame.

Main Aims

The main aims of this study were (1) to investigate the relationship between sex and age differences in stress levels in three different cross-sectional samples of adolescents aged 13 to 18 years old, and (2) to investigate the relationship between age, sex, symptoms of anxiety, and symptoms of depression with self-perceived stress among adolescents from two different cohorts, 2006 and 2016 respectively.

Method

Participants

All participants were adolescents from rural municipalities in mid-Norway and were students in public lower and secondary schools. The age limit in this study was set to be between 13 years old and 18 years old in reference to that is the typical age range for students in public lower and secondary schools in Norway.

2006. In the 2006 survey there were a total of 2341 students from six different municipalities invited to participate. Totally 1862 students responded, which gave a response rate of 79.5 %. When the adolescents under 13 years old and over 18 years old were excluded the total study sample became $N=1508$, where 769 (51 %) were girls and 735 (48.7 %) were boys (four did not answer what sex they were). The mean age for the whole sample was 14.86 ($SD\pm 1.5$). For girls it was 14.95 ($SD\pm 1.55$) and 14.76 ($SD\pm 1.46$) for boys.

2011. In the survey from 2011 a total of 1924 students from five different municipalities were invited to participate, where there was ten lower schools and two secondary schools. Totally 1289 students responded on the survey, which gave a response rate of 67 %. After the age limit was set, the total study sample consisted of $N=1239$ responses, where 634 (51.2 %) were girls and 603 (48.7 %) were boys (two students did not answer the sex question). The total sample had a mean age of 15 ($SD\pm 1.63$). The mean age for the girls was 15.02 ($SD\pm 1.63$), and for the boys it was 14.99 ($SD\pm 1.63$).

2016. A total of 1906 students from six different municipalities were invited to respond on the survey in 2016. Of the participating schools, five were lower schools and three were secondary schools. The amount who responded on the survey was 1282, which gave a response rate of 67.3 %. When participants under 13 years old and over 18 years old were excluded, the total data set consisted of $N=1209$ responses, where 572 (47.7 %) were girls and 628 (52.3 %) were boys (nine did not specify their sex). The mean age for the total sample was 15.55 ($SD\pm 1.55$). For girls, the mean age was 15.5 ($SD\pm 1.57$), and for boys it was 15.55 ($SD\pm 1.53$).

Procedures

“Oppvekst i bygder” from 2011 and 2016, was approved by the Regional Committees for Medical Research Ethics (REK; approval number 2011/1655 and 2016/1165) and The Norwegian Centre for Research Data (NSD). For the survey from 2006 it was applied to NSD

for approval to collect data, but not REK. Before the data collection started, an information letter was sent to all the students and to the parents of those under 16 years of age. In this letter they received information about the purpose of the study, anonymity, voluntary participation, confidentiality of the answers provided, and the possibility to withdraw from the study before the anonymisation process was completed. Written consent from the parents was needed for those under the age of 16, while those older than 16 consented by answering the questionnaire. With help from teachers, the questionnaire was handed out and answered in whole class groups during a regular school hour of 45 minutes during the fall of the respective years. Non-responses were either because the students were not at school the day of the data collection, or a non-willingness to participate.

Measurements

Stress was measured using the Norwegian version of The Adolescent Stress Questionnaire (ASQ-N). Both the original version and the Norwegian version have been developed and validated since it was first introduced in the 1990s (Byrne et al., 2007; Moksnes, Byrne et al., 2010; Moksnes & Espnes, 2011). The questionnaire used in 2006 included the 58-item version concerning common adolescent stressors (Byrne et al., 2007). In 2011 and 2016 a shorter 30-item version of the questionnaire was used, so the 28 items from 2006 that did not match the items in 2011 and 2016 were excluded to have the same items in all datasets. The items were rated on a 5-point Likert scale: 1 (not at all stressful or irrelevant to me) to 5 (very stressful), and higher mean scores indicate higher levels of stress. Examples of some items are: how stressful is it "... to keep up with schoolwork?" and "... to argue with siblings?". In the ASQ-N there are found to be seven domains of stressors; Stress of teacher interaction, stress of school attendance, stress of school/leisure conflict, stress of school performance, stress of home life, stress of peer pressure and stress of romantic relationships (Moksnes, Løhre, Lillefjell, Byrne & Haugan, 2016; Moksnes, Moljord, Espnes & Byrne, 2010). Cronbach's α for the 30-items instruments in the present study was $\alpha_{2006}=.94$, $\alpha_{2011}=.81$, and $\alpha_{2016}=.94$. This reflects a satisfactory internal consistency in the three datasets.

Symptoms of anxiety were measured using the Spielberg State-Trait Anxiety Inventory (STAI; Spielberg, 1983). This 20-item scale measures "state anxiety". The items from the questionnaire from 2006 are rated on a 4-point Likert scale ranging from 1 (not at all) to 4 (very much so). While the questionnaire from 2016 uses a 5-point Likert scale, ranging from 1 (not at all) to 5 (all the time). Higher mean scores indicate higher symptom level of anxiety. Examples of some items are: "I feel tense", and "I am confused" (Barnes, Harp & Jung, 2002;

Byrne et al., 2007; Moksnes & Espnes, 2011). Cronbach's α for the instrument in the present study was $\alpha_{2006}=.91$ and $\alpha_{2016}=.90$. This reflects a satisfactory internal consistency in the two datasets. The anxiety scale for 2011 was not included due to that the dataset did not contain enough data.

Symptoms of depression were measured using a scale suitable for measuring of non-clinical symptoms of depression (Byrne et al., 2007). The 15-item questionnaire measures the adolescents' level of current depressive mood. The items are rated on a 5-point Likert scale, ranging from 1 (never) to 5 (always), where higher mean scores indicate higher symptom level of depression. Some examples of items are: "I have felt sad or unhappy", and "I have had concentration difficulties". Cronbach's α for the instrument in the present study was $\alpha_{2006}=.94$ and $\alpha_{2016}=.94$. This reflects a satisfactory internal consistency in the two datasets. The dataset from 2011 did not contain enough data to include this scale.

Demographics included in this study were sex and age, and these are described earlier.

Statistical Analysis

The statistical analyses were conducted using SPSS, version 25. The three cross-sectional datasets were analysed separately, but the results are evaluated in combination. All datasets were set to be filtered by the age 13 to 18 years old. The analyses were conducted using pairwise deletion to include as many respondents as possible (Pallant, 2007), and this leads to different levels of sample sizes included in the analyses dependent on the analysis and variables needed. Cronbach's alpha coefficients were examined prior to the analyses to determine the internal consistency of the scales. These were satisfactory, so no items were removed from the scales. The statistical analyses included descriptive statistics, where the means and standard deviation (SD) for the scales was presented. An independent samples t-test was used to compare sex mean differences, and effect size were calculated using Cohen's d . A one-way ANOVA was used to examine mean differences within the age groups, with a Bonferroni post hoc test. Pearson's product moment correlation was used to investigate bivariate associations between age, stress, anxiety, and depression. A linear multiple regression analysis was conducted to investigate the relation between the independent variables age, sex, anxiety, and depression, and the dependent variable stress.

The assumptions for conducting a multiple regression was partially violated (Allison, 1999; Field, 2013). Anxiety and depression in the 2016 dataset had a strong correlation, indicating a concern for multicollinearity. The cut off values for multicollinearity are disputed, Field (2013) says correlations over .8 or .9, while Pallant (2007) indicated that

considerations are needed before including two variables with a bivariate correlation of .7 or stronger. The strongest correlation in this study was between anxiety and depression in the dataset from 2016 ($r=.746$). But the VIF-test did not indicate a violation on the multicollinearity assumption, so the variables were included. There was evidence indicating heteroscedasticity, meaning the standard errors need to be interpreted with great caution. As the descriptive analyses showed, the stress-scales were not perfectly normally distributed. According to Pallant (2007) the risk for this to make a substantive difference in the analysis is reduced with large sample sizes, usually 200+ cases. There was a few outliers in all datasets, but several tests indicated it was safe to include them in the analyses; the 5 % trimmed mean (Stress₂₀₀₆=2.23 (M=2.27), Stress₂₀₁₁=2.26 (M=2.27) and Stress₂₀₁₆=1.90 (M=1.95)) did not differ too much from the original mean, and by inspecting the Mahalanobis distances there were ten outliers identified in the dataset from 2006 and three in the dataset from 2016. The number of standard residuals with values above 3.0 or below -3.0 were seven (2006) and nine (2016), but by crosschecking with the value for Cook's Distance to see if these cases have any inappropriate influence, the results indicate that the values can be included in further analyses. The level of significance was set at $p \leq .05$.

Results

Descriptive Analyses

Table 1 present the mean scores for sex and age groups on the stress-scales. The result showed a slight decline across the three samples in stress in both girls and boys, and at a total level. The mean score represents the value "a little stressful". An independent samples t-test was conducted to test for sex mean differences on the stress-scale, where the results indicated a difference in mean between the sexes ($p \leq .001$). Further, Cohen effect size value indicated a small to moderate sex mean differences on stress-level ($d_{2006}=.41$, $d_{2011}=.48$ and $d_{2016}=.48$). The age variable showed that both girls and boys had relatively stable scores on the stress-scale independent of their age. A one-way ANOVA was used to test the age mean differences on stress levels. The result showed that the sample from 2016 had a significant difference in stress levels between ages, while the samples from 2006 and 2011 were non-significant. When testing for the effect size, calculated by using eta squared, only .4 % ($\eta^2=.004$) of the variability in stress was encountered for by age in the sample from 2006, where the results barely were non-significant. In the sample from 2011, where the results were non-significant, only .2 % ($\eta^2=.002$) of the variance was encountered for by age. The sample from 2016 had

1.4 % ($\eta^2=.014$) of the variance in stress encountered for by age.

Table 1

Mean±SD Values on Stress-scale for Boys and Girls Divided in Age Groups for 2006, 2011 and 2016

	Age Groups	Stress 2006 (N=1424)	Stress 2011 (N=1167)	Stress 2016 (N=729)
Girls	13 - 14	2.43±.88	2.33±.44	1.95±.71
	15 - 16	2.53±.84	2.45±.42	2.17±.73
	17 - 18	2.26±.77	2.33±.39	2.23±.71
	Total	2.43±.85	2.37±.42	2.11±.72
Boys	13 - 14	2.13±.80	2.17±.43	1.72±.63
	15 - 16	2.09±.70	2.14±.42	1.88±.71
	17 - 18	2.02±.82	2.19±.45	1.74±.59
	Total	2.10±.77	2.16±.43	1.79±.65
Total		2.27±.83	2.27±.44	1.95±.71
Range		1-5	1-5	1-5
t (p-value)		7.71 (.000)	8.35 (.000)	6.43 (.000)
F (p-value)		2.96 (.052)	1.30 (.274)	5.22 (.006)
Skewness		.592	.473	.939
Kurtosis		-.176	.187	.442

Correlation Analyses

Table 2 shows the correlation analyses, where the dataset from 2006 is above the diagonal, and the dataset from 2016 is below the diagonal. The correlations were significant, except the age variable in the dataset from 2006 that only has a slight significant correlation with depression, which indicated that depression increases with age. The dataset from 2016

confirms this. In this correlation analysis, all correlations were significant, but the correlations with age were relatively weak. Pearson's r up to .20 indicates a weak covariance, .30 to .40 indicates a strong covariance, and a Pearson's r over .50 is a very strong covariance (Johannessen, 2009). The correlation analyses showed that stress, anxiety, and depression correlated positively with each other, indicating that increased scores on one of them leads to increased scores on the others. Since the data from 2011 did not contain enough information, this correlation analysis could not be conducted. But the results from 2006 and 2016 give an indication on the development and tendency.

Table 2

Correlations Between Age, Stress, Anxiety, and Depression, 2006 & 2016

	Age	Stress	Anxiety	Depression
Age	-	-.035	-.036	.065*
Stress	.128**	-	.439**	.549**
Anxiety	.095*	.475**	-	.625**
Depression	.126**	.581**	.746**	-

Note. * $p \leq .05$. ** $p \leq .01$. Above the diagonal: 2006; below the diagonal: 2016.

Multiple Regression Analyses

Two models with linear multiple regression analyses were conducted based on the datasets from 2006 and 2016 to test the associations between the independent variables of age, sex, anxiety, and depression, with the dependent variable stress. Table 3 presents the results of the two models from the linear multiple regression analyses. The models explained respectively 33 % and 35 % of the variance in stress, the results in both models were fairly similar. Age ($\beta_{2006} = -.06$) and sex ($\beta_{2006} = -.09$) had a significant negative association with stress in the model with the dataset from 2006, while in 2016 both these variables were non-significant. The negative association between sex and stress indicated that girls experienced higher stress levels than boys. Anxiety had a significant positive association with stress ($\beta_{2006} = .15$) in the model from 2006, and barely a significant positive association in the model from 2016 ($\beta_{2016} = .09$). Depression had the strongest unique contribution ($\beta_{2006} = .44$ and $\beta_{2016} = .49$) in explaining stress holding all other independent variables constant. The

standardized beta coefficients had the same direction on almost all independent variables; age is the only variable changing direction.

Table 3

Summary of the Linear Regression Analysis for Variables Associated with Stress

	Stress 2006					Stress 2016				
	<i>B</i>	<i>SE B</i>	β (<i>p</i>)	<i>F</i>	<i>R</i> ²	<i>B</i>	<i>SE B</i>	β (<i>p</i>)	<i>F</i>	<i>R</i> ²
Constant	1.48	.20		166.93***	.33	.43	.23		94.70***	.35
Age	-.04	.01	-.06 (.004)			.03	.01	.06 (.053)		
Sex	-.15	.04	-.09 (.000)			-.08	.05	-.05 (.089)		
Anxiety	.24	.04	.15 (.000)			.11	.05	.09 (.045)		
Depression	.45	.03	.44 (.000)			.42	.04	.49 (.000)		

Note. *** $p \leq .001$. Sex: value 0, girls; value 1, boys

Discussion

This study investigated the development and relations between age, sex, anxiety, and depression with stress across three different cross-sectional surveys. The results indicated that stress seems to be a stable phenomenon across age groups and across different cohorts of adolescents. Girls reported slightly higher scores on perceived stress than boys in all three datasets. The correlation analyses showed that anxiety and depression correlated positively with stress. This has been found in previous research and gives reliability to the stress-scale (Byrne et al., 2007; Moksnes, Byrne et al., 2010; Moksnes & Lazarewicz, 2017). The results from the regression analyses indicated that stress is influenced by the variables age, sex, anxiety, and depression, but there are still 67 % and 65 % of the variance in stress not being explained by these variables. The results also showed that all these variables are quite stable in the samples in reference to the strengths of the associations; the influences the independent

variables have on stress is very similar in 2006 and in 2016, indicating that the adolescents in 2006 had the same perception of stress as those in 2016.

The first aim of this study was to investigate the relationship between sex and age differences in stress levels in three different cross-sectional surveys among adolescents. The results concerning stress and sex were consistent with previous research; girls report higher levels of stress than boys (Evans et al., 2015; NIPH, 2018; Moksnes, Moljord, et al., 2010; Schraml, Perski, Grossi & Simonsson-Sarnecki, 2011; Seiffge-Krenke, Aunola & Nurmi, 2009). The levels of stress were relatively stable across all samples; for both girls and boys, and both sexes had a slight decline in stress levels from 2006 to 2016. This could be because the adolescents answering in 2016 actually experienced less stress, or because they interpreted the questions differently, or because the ASQ-N has become outdated and no longer cover the important sources of stressors in adolescents' life. In the regression analysis for the dataset from 2016, sex is not significant in explaining the variance in stress, which stands in contrast to the results from the independent t-test which implied that there was a significant sex mean differences in the stress levels. This sudden change can be because the differences in mean are too small to be significant when the other variables are controlled for. Since the differences between these three datasets not were tested, it is not possible to make any conclusions about the significant difference these sex mean values constitute between each other.

The sex differences in perceived stress and mental health are often explained with basis in the gender roles and gender expectations. Boys have a tendency for resolving conflicts through external behaviour (acting out, substance abuse etc.), while girls have a tendency for resolving conflicts internally (depression, stress etc.) and through social support seeking (Afifi, 2007; Galaif, Sussman, Chou & Wills, 2003). This indicates that girls may be more open about their problems among their peers and social support networks, which also can lead them to be more honest answering the questionnaire. NIPH (2018) reports that boys receive mental health problems, or qualify for a psychiatric diagnosis, before they are 12 years old and the most common disorders are ADHD, concentration difficulties, and behaviour disorders. While after the age of 12, the girls are the ones who qualify for mental health problems, most commonly depression and anxiety. One reason for this is that behavioural problems have an earlier onset than mental illness, but also because the children/young adolescents do not have a developed language to explain their troubles with.

As stated in the introduction, mental health problems often emerge during late childhood or early adolescence (NIPH, 2018; WHO, 2017). In this study the descriptive analyses between age and stress showed barely a slight increase in stress levels with higher

age in all the three datasets. Only the result from 2016 was significant when investigating the age mean differences on stress levels. Further, the means plot from all three datasets showed an increase in stress levels from the first age group (13-14) to the second age group (15-16) where they reach a peak, and then a decline in the stress levels towards the last age group (17-18). This is consistent with what Seiffge-Krenke et al. (2009) found in their longitudinal study. They found evidence implying that adolescents experience less stress towards late adolescence and the level of stress started to decrease at age 15. The results from this study are partly consistent with the results Bakken (2018) found concerning the tendencies of mental health problems increasing during secondary school. Evans et al. (2015) found evidence indicating that older children had some higher symptoms of depression than children in younger age groups. The correlation analyses and multiple regression analyses showed some interesting results; age and stress had a non-significant negative correlation in 2006, and a significant positive correlation in 2016. While the regression analyses indicated that age had a significant association with stress in 2006, age was precisely non-significant ($p=.053$) in 2016. This could be a result of the relative weak correlations found between age and stress, and therefore it gives different results when several variables are controlled for. And it shows that the level of significance is important to report with exact numbers so that the variables that are almost significant are not dismissed totally, such as age. Also, here it is not possible to make any conclusions about the development over years because of the three different cross-sectional studies.

The second aim of this study was to investigate the relationship between age, sex, symptoms of anxiety, and symptoms of depression with self-perceived stress among adolescents from two different cohorts, respectively from the surveys in 2006 and 2016. There is no foundation to imply that stress is the only dependent factor, the significant correlations between stress, age, anxiety, and depression does not say anything about the causal relationship. But since the subject in this study is stress and the mental health factors that associate to it, it is interesting to test this way to investigate what stress can be influenced by. As the bivariate correlation showed, stress correlated significantly with all these variables, except age in the dataset from 2006. This indicates that all these variables affect the stress levels; however, it is also possible that the association are reciprocal since the design of the present study is cross-sectional, and does not say anything about the causal effect.

The linear regression analyses showed that both models were significant, but they only explained 33 % ($R^2_{2006}=.33$) and 35 % ($R^2_{2016}=.35$) of the variance in stress, which means there are still a lot of the variance in stress being explained by other variables not tested in this

study. Age and sex were not significant in the model for the dataset from 2016. These results showed that the total variance and standardised coefficients beta (β) in both models are quite similar, indicating that the adolescents in 2006 and 2016 had the same perception about the associations between age, sex, anxiety, and depression, and stress, and that the results are stable. These two regression models share much of the same results, but in 2016 only depression and anxiety were significant. In 2006, the variance in stress was explained by age, sex, anxiety, and depression, while in 2016 the variance in stress was explained by anxiety and depression, indicating that age and sex is not as strong contributors to stress as depression and anxiety.

Depression is clearly the variable that explained most of the variance in stress in these two models ($\beta_{2006}=.44$ and $\beta_{2016}=.49$). The part correlation coefficients for depression in 2006 and 2016 was respectively .33 and .32, indicating that depression uniquely explains 11 % and 10 % of the variance in stress scores. In comparison, anxiety only uniquely explains 1 % (.12) and .4 % (.06) of the variance in stress. The findings are in line with the study of Moksnes and Lazarewicz (2017) which found positive significant associations between stress and symptoms of depression and anxiety. The present findings are also in line with the study of Evans et al. (2015), which found that stressful events significantly predicted children's depressive symptoms over time. While Galaif et al., (2003) reported the other way around; depression predicted more perceived stress.

According to Bakken (2018) and McNamara (2000), today's adolescents experience an increasing high pressure towards performing and achieving, and this pressure can easily shift from being a source of good spirits to a source of negative stressors. As Schraml et al. (2011) reports: stress-related problems among Swedish adolescents are increasing, especially for girls. Considering the relatively similar population it is reasonable to assume much of the same results among Norwegian adolescents, and Eriksen et al. (2017) found evidence indicating an increase in the amount of self-reported mental health problems for Norwegian adolescents. The interesting factor is to see if the increase in stress and mental health problems is because of external factors such as more pressure towards achievements or if it can be internal factors such as attribution.

Social media is another external factor contributing to adolescents' mental health problems and stress levels (Eriksen et al., 2017; O'Reilly, Dogra, Whiteman, Hughes, Eruyar & Reilly, 2018; Woods & Scott, 2016). Frison and Eggermont (2015) looked closer at the relationships among daily stress (i.e., school- and family-related stress), social support seeking through Facebook, perceived social support through Facebook, and depressed mood

among adolescents. The results indicated that when they experienced support through Facebook their depressed mood decreased, but when they did not receive support, their depressed mood increased. Eriksen et al. (2017) found in their study a complex relation between adolescents and social media. Social media was not a single reason for the pressure they experience surrounding looks and clothes, but rather a reinforcing intermediary, and they found an association between social media and depressive symptoms. The adolescents were aware of the influence social media has, but they were not interested in removing this stressor, because that would mean to throw out their social life. Social media was not included as a stressor in this study, but as previous research shows the field is huge and in need of more attention.

Although no causal conclusions can be made, the associations found between age, sex, anxiety, and depression with stress in two different cohorts, can bring insight in adolescents' experience of stress over a decade, and should be researched further.

Strengths and Limitations

The strengths of this study are first the relatively large sample size in all the three datasets ($N_{2006}=1508$, $N_{2011}=1239$, and $N_{2016}=1209$) and the high response rate. Second, the use of validated instruments with satisfied internal consistency strengthens the results validity. Third, the study brings a little insight on psychological and normative stress across different cohorts of adolescents.

There are also some limitations of this study. The first is that the study bases on three different cross-sectional studies, not a longitudinal study. This makes it difficult to analyse the relations between all these three datasets and make causal conclusions. The second limitation is the use of questionnaire; this leads the data to be based on self-reported data, which can be biased. But the use of questionnaire is not all negative; it makes it possible to reach out to more participants and therefore include a larger sample size, which again is positive for the generalization and increases the validity (Ringdal, 2013). Another limitation concerning the use of ASQ-N is that the instrument may not capture all the relevant stressors in adolescence, such as social media. The third limitation is that some of the assumptions to conduct a multiple regression were violated. Because of a slight multicollinearity the results need to be interpreted with caution in case they measure the same aspects, and the lack of a normal distribution makes the results more unsecure to generalize. The outliers were included in the analyses after thorough research, but it is important to have in mind that these outliers can be

a weakness when conducting multiple regression analyses (Allison, 1999; Field, 2013; Pallant, 2007).

Conclusion and Implication for Further Research

The results from this study showed that the experience of stress is relatively stable across cohorts of adolescents. The adolescents in 2006 reported slightly higher mean stress levels than the adolescents in 2016, and the relationships between age, sex, anxiety, and depression in association with stress were overall stable with the same values. This stands in contrast to the development seen in the Ungdata survey, where they have seen an increase in the amount of self-reported mental health problems (Eriksen et al., 2017), and the Swedish study of Schraml et al. (2011) where they reported higher levels of stress-related problems among adolescents. Even though this study did not test the significance in-between the datasets, the results are still comparable to a certain extent since it is the exact same questionnaires and measurements used.

The results indicate a connection between mental health and stress, as so many others have found, but this study also showed that the association between mental health problems and stress can go the other way around; mental health can affect stress levels. As shown in the linear multiple regression analyses; depression was a clear contributor to the variance in experienced stress levels among adolescents, and seen in connection with the previous research that indicates a connection between stress and mental health, it is reasonable to assume that depression and stress have a reciprocal relationship and are affected by each other and interacts comprehensively.

Today the discussion about adolescents and social media is especially interesting, and as shown shortly in the discussion, the subject is complex and comprehensive and in need of more attention, especially concerning social media in relation to stress and mental health. Further research is either way needed on the field concerning normative stress over time among adolescents; a longitudinal study could be useful to see at what age adolescents experience most stressors in, and to be able to make causal conclusions.

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Main Conclusion

This master's thesis investigated the normative stressors adolescents' experience during adolescence in two connected, scientific articles. Article I was a theoretical introduction to theories behind adolescence, mental health, psychological stress, and it contained a discussion focusing on the normative stressors' adolescents experience in three different arenas of their life; school, family and peer groups. Article II was an empirical article investigating three different cross-sectional surveys to see if there are any substantial differences between the levels of stress experienced by Norwegian adolescents over a period of 10 years, from 2006 to 2016.

The goal has not been to portray adolescence as a negative period of life filled with storm and stress, and emerging mental illness, but rather to give a picture of the challenges the adolescents' face in their daily life that can easily be taken for granted, but that is important to be aware of to ensure a healthy development. It is important that we are aware of the possibilities in the arenas adolescents spend their time and therefore where they have a chance to build the resources needed later in life. Connected, these two articles show that even though adolescence is a rapid transition and a life phase filled with challenges and opportunities, the level of stress is quite stable across time; adolescents' in 2006 have much of the same results concerning stress levels as those in 2016. The arenas discussed in article I is important arenas for adolescents', and will continue to give both learning and challenges to the adolescents for them to build up the resources and experiences needed for a healthy development and life satisfaction. And social media is continuing to make its entrance and become a larger part of the adolescents' life, and one interesting factor is if this will affect some of the other significant arenas of adolescents' life. These two articles show that adolescence is complex and gives great opportunities for positive development if the surroundings are healthy and positive reinforcers, and that the perception of stress and mental health are relatively similar among adolescents in 2006 and 2016.

When planning and implementing individual and structural incentives and measurements in health promoting towards adolescents it is important to take in consideration the complexity of the arenas in adolescents' daily life, and the reciprocal relation between mental health and stress.

Appendix A: "Oppvekst i bygder" Questionnaire 2006

10.15 Zelly

Etrol v for en kandidat i under
 Etrol v a - hjerer under
 NU - Norges teknisk-naturvitenskapelig universitet

①

OPPVEKST I BYGDER

Takk for at du vil delta i denne undersøkelsen. Ingen vil få se eller vite hva du har svart.

Les spørsmålene i tur og orden. Det er ingen "riktige" eller "gale" svar. Riktige svar for deg, er det **du** mener.

Prov å besvare **alle** spørsmålene. **Ikke** bruk for lang tid på noen spørsmål.

Slik gjør du:
 I de fleste spørsmålene blir du spurt om å sette et **x** i den ruten som passer best for deg:
 Spørsmål: Liker du å svømme? Sett bare et **x**. Ja Nei

Dersom du endrer mening, skraver ruten du satte krysset i og sett et kryss i neste rute:
 Ja Nei

1 Er du jente eller gutt? Jente Gutt

Hvilken klasse går du i? 7. 8. 9. 10. Vgs.

2 Når er du født? *Skriv inn fødselsdatoen i rutene under. (f.ek. Oktober 1992 blir 10 - 92)*

Min fødselsdato er →

Måned	Ar
016	511

FRITIDSAKTIVITETER

3 Her er ting som unge mennesker gjør i fritiden. Hvor ofte gjør du disse tingene? Et **x** for hver linje.

	To eller flere dager i uken	Omtrent en dag i uka	1-3 dager i måned	Sjelden eller aldri
Gjør en hobby eller spiller musikkinstrument	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bruker datamaskin	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hører på musikk	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Snakker med venner på telefon	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sender mobilmeldinger	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leser bøker, magasiner eller aviser	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Har venner på besøk	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Er mye hjemme, og gjør ingenting spesielt	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sammen med venner ute (gate, vei, plass...)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Er på besøk hos venner	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spiser "ute" sammen med venner (kaffe...)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drar til sentrum for å kikke i butikker	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Går på kino, konserter eller fester	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Drar for å danse f.eks diskotek	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

10
10.11

OM DEG OG DIN FAMILIE

4. Hvor ofte gjør du følgende ting sammen med din familie? Sett bare et x for hver linje.

	To eller flere dager i uken	Omtrent en dag i uka	1-3 dager i måneden	Sjelden eller aldri
Gjør husarbeid eller annet arbeid hjemme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Sitter med familien og snakker om ting	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Går ut og gjør morsomme ting sammen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
På tur eller sportslige aktiviteter sammen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ser på tv eller video sammen	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gjør fritidsaktiviteter sammen hjemme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

TANKER OG FØLELSER

5. Her er ulike ting unge mennesker har sagt om seg selv. Når du tenker på dine egne følelser, er du enig eller uenig? Sett bare et x for hver linje.

	Svært enig	Enig	Uenig	Svært uenig
Jeg er bekymret for huden min (akne, kviser...)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg har en veltrent kropp	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg liker ikke kroppen min (figur/bygning/fysikk)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jeg synes jeg ser bra ut	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg ønsker å se annerledes ut i framtiden enn jeg gjør nå	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jeg er fornøyd med meg selv og mine evner	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg er lett å like	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg har liten tro på meg selv	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Det er noen bra ting med min personlighet	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg tenker på meg selv som en mislykket person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Jeg liker meg selv	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg ønsker ofte at jeg var en annen person	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jeg synes det er pinlig å være sammen med andre	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Jeg er fornøyd sånn som jeg er	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Det er mange ting med meg selv som jeg ønsker å forandre	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jeg har hatt vanskelig for å falle i søvn eller sove i det siste	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg har vært for trøtt til å gjøre ting den siste måneden	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jeg har følt meg uheldig eller trist den siste måneden	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg har følt håpløshet for framtiden den siste måneden	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg har følt meg nervøs eller anspent den siste måneden	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg har manglet tro på meg selv den siste måneden	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jeg har bekymret meg for mye om ting i det siste	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg har hatt dårlig matlyst den siste måneden	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Det har vært vanskelig å være sammen med andre	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jeg har hatt vanskelig for å konsentrere meg	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

OM HVOR DU BOR

6. Her er noe unge mennesker har sagt om sitt hjemsted. Når du tenker på dine egne følelser, hvor enig er du? Sett bare et x for hver linje.

	Svært enig	Enig	Uenig	Svært uenig
Det er ikke trygt å gå ut om kvelden	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Det er ikke nok å gjøre for unge mennesker	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Folk sladrer om alt mulig	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Politiet er strenge ovenfor unge mennesker	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Unge mennesker drikker for mye	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Det er for få møtesteder for unge mennesker	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ungdomsgjenger er et problem her	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Det er for lite frihet til å være slik en ønsker	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Unge mennesker bruker narkotika	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
For få butikker som selger det du ønsker	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mobbing og angrep på unge mennesker	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mangler transport for å komme dit du ønsker	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Det er et fint sted for barn å vokse opp	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Det er ingen ting å gjøre her for unge mennesker	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Det vil bli vanskelig å finne en passende jobb her	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Det er et fint sted å bo for unge mennesker som meg	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Framtiden ser bra ut for unge mennesker som bor her	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Det er vanskelig å være seg selv her,	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Her har folk meninger om hvordan andre bør oppføre	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Vil du flytte herfra når du er ferdig med å gå på skole? Sett et x for hver linje.

	Ja	Usikker	Nei
Bo i det området jeg gjør nå, hvis jeg kan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flytte herfra for noen år, også komme tilbake	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Flytte herfra, og aldri komme tilbake	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

DU OG DINE VENNER

8. Hvem er du sammen med i fritiden? Hvor mye tid du tilbringer med disse. Et x for hver linje.

	Ikke noe tid	Litt tid	Mye tid
Alene for deg selv	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sammen med en bestevenn	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sammen med min familie	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sammen med en gjeng venner	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Samme med fast kjæreste	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. Dette har unge mennesker sagt om hva som kreves for å være populær. Hvor enig er du? Et x for hver linje.

	Svært enig	Enig	Uenig	Svært uenig
Være lik vennene i kler, språk,...	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Være vennlig, hjelpsom, gå overens med andre	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Være pen/ tiltrekkende/ sot	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Være seg selv, være individuell	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Være pålitelig, ærlig	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ha penger som man kan bruke	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ha god fysikk/kroppbygning/kroppsfigur	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Være moteriktig	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ha sans for humor, være glad og fornøyd	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. Dette har unge mennesker sagt om venner. Hvor enig er du? Et x for hver linje.

	Svært enig	Enig	Uenig	Svært uenig
Noen av mine venner kan være litt "ville"	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jeg har en venn jeg kan gå til om jeg behøver det	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mine venner og jeg krangler mye	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Noen ganger føler jeg meg "utafor"	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jeg stoler på at mine venner gir meg støtte	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg synes det er vanskelig å få venner	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mine venner liker å høre mine meninger om ting	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg har ikke mange venner	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mine venner er flinke til å hjelpe meg når jeg har problemer	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mine venner påvirker meg til å gjøre ting jeg angret etterpå	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mange av mine venner er eldre enn meg	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ingen av mine venner er eldre enn meg	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Det er viktig å bli likt av andre ungdommer	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. Dette har unge mennesker sagt om skolen. Hvor enig er du? Et x for hver linje.

	Svært enig	Enig	Uenig	Svært uenig
Jeg lærer interessante og nyttige ting på skolen	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg blir lei av lærere som forteller hva jeg skal gjøre	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg trives på skolen	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lærerne behandler meg ofte som et lite barn	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jeg jobber hardt på skolen	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lærerne er interesserte og hjelpsomme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg har blitt plaget/mobbet av andre elever på skolen	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jeg synes skolearbeidet er lett	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Noen ganger føler jeg meg forbigått i ting på skolen	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg er glad når jeg kan være borte fra skolen	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

12. Dette har unge mennesker sagt om framtiden. Hvor viktig er dette for deg? *Et x for hver linje.*

	Svært viktig	Viktig	Ikke viktig
Begynne å jobbe så fort jeg kan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Få en egen familie	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Være i god form, trene regelmessig	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flytte vekk herfra	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Vite hvordan man skal omgås andre mennesker	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gå på diskotek, bar/pub eller klubb	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Flytte hjemmefra, få en plass for meg selv	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ta vare på miljøet, landsbygda	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Være pen (utseende, klær, ...)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gå på høyskole eller universitet	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ha venner å være sammen med	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ha det gøy mens jeg er ung	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Tjene penger	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Være forelsket, være i et fast forhold	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hjelpe til med å forbedre ting på det stedet hvor jeg bor	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

13. Hva vil du gjøre når du er ferdig med skolen? *Sett bare et x for hver linje.*

	Svært sannsynlig	Sannsynlig	Usannsynlig	Svært usannsynlig
Bli student (høgskole, universitet)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arbeidsledig (for en stund)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jobbe uten å studere på forhånd	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

OM FRITID

14. Hvor ofte deltar du i følgende organiserte aktiviteter? *Sett bare et x for hver linje.*

	To eller flere dager i uken	Omtrent en dag i uka	1-3 dager i måneden	Sjelden eller aldri
Norsk folkehjelp, Røde Kors eller lignende	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Speider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kristelig gruppe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Aerobic eller dansegruppe	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Musikk, kunst, teater eller dramagruppe	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Skole-/Musikkorps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Fritidsklubb	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Politisk parti	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Miljøorganisasjon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Idrettslag	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Annen klubb/org	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

OM FYSISK AKTIVITET OG IDRETT

15. Hvor mange dager i uka er du så aktiv at du blir andpusten eller svett? *Sett bare et x.*

Aldri En dag i uka 2 - 3 dager 4 - 5 dager 6 - 7 dager

16. Når du tenker på de fire siste ukene, hvor ofte deltok du i idrett/sport eller fysisk aktivitet hardt nok til at du puslet fort, svettet eller at hjertet banket fort i 20 minutter? *Sett bare et x.*

De fleste dager i uken To eller tre dager i uken Omtrent en dag i uken Mindre enn en dag i uken Aldri

17. Hvor ofte trener du i fritida (utenom skole)? *Sett ett kryss for hver linje.*

	5-7 dager i uka	2-4 dager i uka	1 dag i uka	Sjelden	Aldri
Trener utenom idrettslag	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trener/konkurrerer i idrettslag	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

18. Dette har noen unge mennesker sagt om fysisk aktivitet og trening. Hvor enig er du? *Et x for hver linje.*

	Svært enig	Enig	Uenig	Svært uenig
Jeg er i svært god form	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg trener ikke	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Jeg trener for å holde meg i god form	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg trener for å være sammen med venner	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg trener for å bli flink i idrett	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jeg trener når jeg ikke har annet å gjøre	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg er i dårlig form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

19. Hvor flink er du i idrett? *Sett bare et x.*

Jeg er en flink utøver Jeg er middels flink De fleste er flinkere enn meg

20. Driver vennene dine med idrett? *Sett bare et x.*

Ja, de fleste Ja, noen få Nei, ingen

21. Driver du, har du sluttet eller har du aldri drevet med noen av disse idrettene (i idrettslag). *Et x for hver linje*

	Har aldri drevet	Har sluttet	Deltar
Håndball	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Fotball	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ski (langrenn/alpint)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Frilidrett	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Orientering	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Annet	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Hvis du ikke deltar i idrett, skal du gå til spørsmål 25

22. Her er noe unge mennesker har sagt om hvorfor de deltar i idrett. Hvor enig er du? *Et x for hver linje.*

	Svært enig	Enig	Uenig	Svært uenig
Jeg er en flink idrettsutøver	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Det er et godt miljø	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mine venner deltar	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg liker idretten	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg kommer i god form	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

23. Hvor flink er du i den idrettsgrenen du er flinkest i? *Sett bare et x.*

Blant de beste i landet	Omtrent som de andre	Dårligere enn de fleste
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

24. Konkurrerer du i den idrettsgrenen du er flinkest i. *Kun et x*

Nei	Lokale konkurranser	Konkurranser andre steder i Trøndelag	Nasjonale konkurranser
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

25. Har du, eller har du hatt noen verv i idrettslag? *Sett et eller to x.*

Nei	Ja, som trener	Ja, annet enn trener
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

26. Mange unge slutter å delta i idrett. Hvor viktig er disse grunnene til at de slutter. *Et x for hver linje*

	Svært viktig	Viktig	Lite viktig	Ikke viktig
Trening og konkurranser tar for mye tid	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
De er ikke flinke nok	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trenerne bestemmer for mye	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vennene deres driver ikke med idrett	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Miljøet er for dårlig	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Får ikke nok oppmerksomhet fra trener	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

27. Hvis du har sluttet med idrett. Hvor viktig er disse grunnene til at du sluttet. *Et x for hver linje*

	Svært viktig	Viktig	Lite viktig	Ikke viktig
Trening og konkurranser tok for mye tid	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg var ikke flinke nok	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trenerne bestemte for mye	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Vennene mine drev ikke med idrett	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Miljøet var for dårlig	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Fikk ikke nok oppmerksomhet fra trener	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

28. Kryss av for hvordan du trives. Sett bare et x for hver linje.

	Svært godt	Godt	Middels	Dårlig	Svært dårlig
X På trening	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I konkurranser	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
På skolen	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hjemme	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
En vanlig dag	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

29. Nedenfor er det satt opp ulike påstander. Er du enig eller uenig i påstandene? Et x for hver linje.

	Helt enig	Litt enig	Litt uenig	Helt uenig	Vet ikke
Fritidstilbudet er viktig for hvor godt du trives i kommunen	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organiserte aktiviteter er bedre enn å finne på ting sjøl	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Voksne blander seg for mye opp i hva ungdom gjør	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fritidsaktivitetene bør foregå der hvor du bor	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
De unge bør bestemme mer i din kommune	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mange av mine venner drikker alkohol	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg har følt press om å drikke alkohol	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Voksne bør skape et godt fritidstilbud for unge	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Det blir stilt for store krav til de unge	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg er frivillig til å flytte for å få et bedre fritidstilbud	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Voksne bestemmer for mye i idretten	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vennskap med andre er viktigere enn å vinne	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
De unge burde bestemme mer i idretten	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Det jeg gjør får stor betydning for min helse senere i livet	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fysisk aktivitet er viktig for min helse som voksen	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg trives bedre på fritida nå, enn hva jeg gjorde i fjor	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

30. Hvor ofte gjør du følgende utenom skole og arbeid (på fritida)? Sett ett kryss for hver linje.

	5-7 dager i uka	2-4 dager i uka	1 dag i uka	Sjelden	Aldri
Tilskuer på idrettsarrangement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ser sport på fjernsyn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Leser sport på internett	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Prater med andre om sport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Røyker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Snuser	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Drikker alkohol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

OM DEG OG DIN HELSE

31. Hvordan har helsen din generelt/totalt vært i løpet av det siste året? Sett ett x.

	Utmerket	Svært bra	Bra/Godt	Fin	Dårlig
X	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 32 Alle sammen gjør ting som kan være uheldig (ikke bra) for deres helse. Gjør du ting som du tror kan være uheldig for deg (selv om det bare er av og til)?
Dersom du gjør det, skriv opp en eller to av tingene på linjene under.

≈ _____

Ikke skriv her

- 33 Mennesker har ulike oppfatninger om hvordan ting virkelig påvirker deres helse. Er du enig eller uenig med dem? Sett bare et x for hver linje.

Helsen avhenger mye av ...	Svært enig	Enig	Uenig	Svært uenig
Hva du er født med, og hvor sterk kroppen din er fra starten	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hvor mye penger du har, være velstående	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ting du gjør, trening, hva du spiser	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hvor du bor, og dine nære omgivelser	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Være regelmessig hos en flink lege/doktor	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Din mentale tilstand, være glad og fornøyd	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ha en familie eller venner som bryr seg om deg	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
God helse er ofte bare flaks	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Du behøver egentlig ikke bekymre deg for mye om helsen når du er ung	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 34 Når du tenker på de siste fire ukene, har du hatt noen av disse tingene?
Sett et x i ALLE rutene som passer for deg.

	Ja, jeg har hatt dette
Hatt astma eller pipende bryst	<input type="checkbox"/>
Vært forkjølet eller hatt influensa	<input checked="" type="checkbox"/>
Følt meg nervøs, bekymret eller redd	<input checked="" type="checkbox"/>
Hatt hodepine eller migrene	<input checked="" type="checkbox"/>
Hatt smerter i armer, føtter eller ryggen	<input type="checkbox"/>
Følt meg ensom	<input checked="" type="checkbox"/>
Hatt svimmelhetsanfall eller har besvimt	<input type="checkbox"/>
Hatt magesmerter/vondt i magen	<input type="checkbox"/>
Følt meg trist, ulykkelig eller nedfor	<input checked="" type="checkbox"/>
Vært allergisk eller hatt feber	<input type="checkbox"/>
Vært irritabel eller i dårlig humør	<input checked="" type="checkbox"/>
Hatt kviser, utslett eller andre hudproblemer	<input checked="" type="checkbox"/>

35. Har du noen langvarige sykdommer eller handicap? (med langvarig mener vi noe som har plaget deg i en stund, eller som plager deg av og til). Sett et x i den ruten som passer best.

Nei

Ja

Dersom du svarer JA, skriv kort om sykdommen eller handicapet på linjene under

≈ _____

Ikke skriv her

INFORMASJON OM HELSE

36. Hvem får du informasjon om hva som er viktig for helsen din? Du kan sette flere x

- | | |
|------------------------|-------------------------------------|
| Foreldre | <input type="checkbox"/> |
| Lærere | <input checked="" type="checkbox"/> |
| Helsesøster | <input type="checkbox"/> |
| Lege | <input checked="" type="checkbox"/> |
| Venner | <input checked="" type="checkbox"/> |
| TV, Ukeblad, Internett | <input checked="" type="checkbox"/> |

37. Hvilke av følgende ting har du hatt helse undervisning/informasjon om? Og hvilken av disse tingene ønsker du mere informasjon om? Sett et x i **ALLE** rutene som passer.

43	<i>Helt k.</i>	Ja, jeg har hatt undervisning om dette	Ja, jeg vil gjerne vite mer om dette
Mat og kosthold		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Røyking		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Hvordan mestre/greie skolearbeid og eksamen		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Alkoholrikning		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Trening		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Narkotika		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Seksualundervisning og prevensjon		<input checked="" type="checkbox"/>	<input type="checkbox"/>
AIDS		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Førstehjelp		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Hvordan mestre/greie problemer og følelser		<input type="checkbox"/>	<input type="checkbox"/>
Stress		<input type="checkbox"/>	<input type="checkbox"/>

38. Er du enig eller uenig i disse påstandene. Sett bare et x for hver linje/påstand.

	Helt enig	Litt enig	Vet ikke	Litt uenig	Helt uenig
Jeg blir lettere syk enn andre mennesker på min alder	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Jeg har like god helse som andre på min alder som jeg kjenner	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

39. Hvor stor del av tiden har din helse påvirket dine sosiale aktiviteter (som f.eks å besøke venner, slektninger osv.) i løpet av de fire siste ukene? Sett bare et x.

- | | |
|----------------------|-------------------------------------|
| Hele tiden | <input type="checkbox"/> |
| Mesteparten av tiden | <input type="checkbox"/> |
| Noen ganger | <input type="checkbox"/> |
| Sjelden | <input type="checkbox"/> |
| Aldri | <input checked="" type="checkbox"/> |

Følge opp spørsmål?

SPØRSMÅL OM STRESS (ASQ-N)

Her kommer noen utsagn om ting eller situasjoner som du kan oppleve stressende. Vær snill og fortell oss hvor stressende hver av disse tingene eller situasjonene har vært for deg i løpet av **det siste året**.

Vær snill og svar på alle utsagnene/spørsmålene.

1 – Ikke stressende i det hele tatt

2 – Litt stressende

3 – Moderat stressende

4 – Ganske stressende

5 – Veldig stressende

	1	2	3	4	5
• 1. Uenigheter mellom deg og faren din	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• 2. Å ikke bli tatt alvorlig	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• 3. Å stå opp tidlig om morgenen	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• 4. Å ha lite eller ingen kontroll over ditt eget liv	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• 5. Å være nødt til å lese ting du ikke forstår	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• 6. Lærere som forventer for mye av deg	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• 7. Bekymringer om framtida di	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• 8. Å bli ertet for ikke å passe inn	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• 9. Å henge med i skolearbeidet	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• 10. Arbeidsgiveren forventer for mye av deg	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• 11. Å måtte ta mer familiansvar når du blir eldre	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• 12. Vanskeligheter med noen skolefag	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• 13. Å adlyde uviktige regler hjemme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• 14. Å måtte konsentrere seg for lenge av gangen i løpet av skoletida	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• 15. Utilstrekkelige skoleressurser	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• 16. Å måtte lese ting du ikke er interessert i	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• 17. Å bli oversett eller avvist av en person du har lyst til å gå ut sammen med	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• 18. Uenigheter mellom deg og lærerne dine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• 19. Ikke nok tid til å ha det gøy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• 20. Presse deg selv for å nå målene dine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• 21. Uenigheter med brødrene og søstrene dine	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• 22. Press om å jobbe for å tjene penger	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• 23. Ikke nok tid til fritidsaktiviteter	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• 24. For mye hjemmelekse	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• 25. Ikke nok tilbakemelding på skolearbeidet tidsnok til at det er hjelp i det	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1–Ikke stressende i det hele tatt 2–Litt stressende 3–Moderat stressende 4–Ganske stressende 5–Veldig stressende

	1	2	3	4	5
26. Ikke nok tid til aktiviteter utenom skoletid	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Å få forholdet til kjæresten til å fungere	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Å bli bedømt av vennene dine	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Uenigheter mellom foreldrene dine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
30. Forandringer i fysisk utseende ved å vokse	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Krangling hjemme	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. Press for å passe inn blant jevnaldrende	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. Obligatorisk oppmøte på skolen	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. Å måtte ta avgjørelser om framtidig arbeid eller utdanning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
35. Å bo hjemme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
36. Fornøyd med hvordan du ser ut	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. Uenigheter mellom deg og mora di	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
38. Ikke nok penger til å kjøpe de tingene du vil ha	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. Å gå på skolen	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. Ikke nok tid til kjæresten din	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41. Lærere som erter deg for hvordan du ser ut	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42. Å måtte adlyde uviktige regler på skolen	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43. Press i forhold til skolearbeid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
44. Mangel på tillit fra voksne	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45. Å ikke bli hørt på av lærere	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46. Foreldre som forventer for mye av deg	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47. Å måtte ta mer økonomisk ansvar ettersom du blir eldre	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
48. Mangel på forståelse fra foreldre	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
49. Foreldre som erter deg for hvordan du ser ut	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50. Arbeid som virker inn på skole og sosiale aktiviteter	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51. Ikke nok penger til å kjøpe de tingene du trenger	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52. Å komme overens med kjæresten din	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
53. Mangel på frihet	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
54. Jevnaldrende som erter deg for hvordan du ser ut	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55. Mangel på respekt fra lærere	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
56. Uenigheter mellom deg og dine jevnaldrende	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
57. Å komme overens med lærerne dine	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58. Å slå opp med kjæresten	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Under kommer noen utsagn som folk har brukt for å beskrive seg selv. Kryss av for hvert utsagn i den ruten som best beskriver hvordan du føler deg **akkurat nå**, altså, **i dette øyeblikket**. Det er ingen riktige eller gale svar. Ikke bruk for mye tid på hvert utsagn, men gi det svaret som beskriver dine nåværende følelser best.

		Ikke i det hele tatt	Litt	Til en viss grad	Veldig mye
sm	1. Jeg føler meg rolig	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
sm	2. Jeg føler meg trygg	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	3. Jeg er anspent	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	4. Jeg føler at jeg er under press	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
sm	5. Jeg føler meg vel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	6. Jeg føler meg oppskaket	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	7. Jeg er for tiden bekymret over mulige uhell	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
sm	8. Jeg er fornøyd	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	9. Jeg føler meg skremt	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
sm	10. Jeg føler meg bra	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
sm	11. Jeg har selvtillit	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	12. Jeg føler meg nervøs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	13. Jeg er skvetten	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	14. Jeg føler at jeg ikke kan ta avgjørelser	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
sm	15. Jeg er avslappet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
sm	16. Jeg føler meg tilfreds	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	17. Jeg er bekymret	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	18. Jeg føler meg forvirra	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
sm	19. Jeg føler meg stabil	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
sm	20. Jeg føler jeg har det behagelig	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

SPØRSMÅL OM FØLELSER SOM GJELDER SISTE UKA

Instruksjoner: Vennløst les hvert utsagn nøye og velg ut det alternativet som best beskriver hvordan du har følt deg i løpet av den siste uka inkludert i dag. Sett ett x i for hvert utsagn

	Aldri	Nesten aldri	Noen ganger	Veldig ofte	Alltid
1. Jeg har følt meg trist eller ulykkelig	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Jeg føler meg på gråten	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Jeg føler skyld uten å vite hvorfor	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Jeg har mistet interessen for ting som har vært viktige for meg før	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Jeg har ikke likt aktiviteter som jeg gjorde før	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Jeg har følt meg engstelig, rastløs eller irritable	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Jeg har mistet troen på meg selv eller undervurderer meg selv	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Jeg har hatt konsentrasjonsvansker	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Jeg har hatt vanskelig for å ta avgjørelser	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Jeg har følt det som om jeg har mislykkes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Jeg har følt at ting alltid går galt, uansett hvor hardt jeg prøver	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Jeg har hatt søvnforstyrrelser – sovet mer eller mindre enn vanlig, eller hatt avbrudd i søvnen	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Appetitten min har vært unormal – jeg har spist mer eller mindre	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Jeg har følt at det krever større innsats å gjøre ting	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Jeg har følt meg trøtt eller har hatt veldig lite energi	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SPØRSMÅL OM SELVOPPFATNING

Instruksjon: Når det gjelder disse utsagnene, sett en ring rundt det svaret som stemmer for deg.

	Sterkt uenig	Uenig	Enig	Sterkt enig	
1 I det store og hele er jeg fornøyd med meg selv	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
2 Av og til synes jeg ikke at jeg er god i noe i det hele tatt	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
3 Jeg føler jeg har flere gode egenskaper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	3
4 Jeg er i stand til å gjøre ting like bra som de fleste andre folk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	4
5 Jeg føler at jeg ikke har mye å være stolt av	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5
6 Til tider føler jeg meg absolutt ubrukelig	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6
7 Jeg føler at jeg er en person som er verdt noe, i alle fall på lik linje med andre.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	7
8 Jeg skulle ønske jeg hadde mer selvrespekt	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8
9 Alt i alt har jeg en tendens til å føle meg mislykket	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9
10 Jeg har en positiv holdning til meg selv	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	10

HVOR LYKkelig ER DU

Hvor lykkelig/glad eller ulykkelig har du vært i løpet av den siste uken. Sett bare et x.

- | | |
|---|-------------------------------------|
| Ekstremt lykkelig (Følelse av begeistring) | <input type="checkbox"/> |
| Veldig lykkelig (Føler meg virkelig bra og oppstemt) | <input type="checkbox"/> |
| Ganske lykkelig (Føler meg bra) | <input type="checkbox"/> |
| Middels lykkelig (Føler meg rimelig bra og munter) | <input type="checkbox"/> |
| Litt lykkelig (Akkurat litt mere enn nøytral) | <input checked="" type="checkbox"/> |
| Nøytral/Midt i mellom | <input type="checkbox"/> |
| Litt ulykkelig (Akkurat litt mere enn nøytral) | <input type="checkbox"/> |
| Middels ulykkelig (Føler meg litt "nedfor") | <input type="checkbox"/> |
| Ganske ulykkelig (Føler meg ganske deprimert) | <input type="checkbox"/> |
| Veldig ulykkelig (Føler meg veldig deprimert) | <input type="checkbox"/> |
| Ekstremt ulykkelig (Totalt deprimert og "nedfor") | <input type="checkbox"/> |
-

ANDRE KOMMENTARER

Hvis det er noe annet du ønsker å si om deg selv eller miljøet ditt, så skriv det gjerne på linjene nedenfor.

.....

.....

.....

TUSEN TAKK FOR AT DU HAR DELTATT I DENNE UNDERSØKELSEN.
Sjekk at du har husket å fylle ut alle spørsmålene og at du ikke har utelatt noen av sidene.

Appendix B: "Oppvekst i bygder" Questionnaire 2011

NTNU Samfunnsforskning AS – Senter for idrettsforskning



OPPVEKST I BYGDER – Hovedskjema

Takk for at du vil delta i denne undersøkelsen. Ingen vil få se eller vite hva du har svart.

Les spørsmålene i tur og orden. Det er ingen "riktige" eller "gale" svar. Riktige svar for deg, er det du mener.

Prøv å besvare alle spørsmålene. Ikke bruk for lang tid på noen spørsmål.

Slik gjør du:

I de fleste spørsmålene blir du spurt om å sette et x i den ruten som passer best for deg:

Spørsmål: Liker du å svømme? Sett bare et x. Ja Nei

Dersom du endrer mening, skraver ruten du satte krysset i og sett et kryss i neste rute:

Ja Nei

1. Er du jente eller gutt? Jente Gutt

2. Hvilken klasse går du i? 8. 9. 10. Vgs.

3. Når er du født? Skriv inn fødselsdatoen i rutene under: (f.eks. Oktober 1997 blir 10 – 97)

Min fødselsdato er →

Måned	År		

FRITIDSAKTIVITETER

4. Her er ting som unge mennesker gjør i fritiden. Hvor ofte gjør du disse tingene? Et x for hver linje.

	Aldri	Sjelden	Omtrent en dag i uka	2 – 3 dager i uka	4 – 7 dager i uka
Spiller musikkinstrument	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bruker datamaskin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hører på musikk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leser bøker, magasiner eller aviser	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Har venner på besøk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Er hjemme uten å gjøre noe spesielt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gjør husarbeid eller annet arbeid hjemme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sitter med familien og snakker om ting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sammen med venner ute (gate, vei o.l.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Er på besøk hos venner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spiser "ute" med venner (kafe o.l.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drar til sentrum for å kikke i butikker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Går på kino, konserter o.l.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drar for å danse (f.eks. diskotek)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Hvor ofte deltar du i følgende organiserte aktiviteter? Sett bare et x for hver linje.

	Aldri	Sjelden	Omtrent en dag i uka	2 – 3 dager i uka	4 – 7 dager i uka
Norsk folkehjelp, Røde Kors og lignende	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kristelig gruppe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Aerobic eller dansegruppe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Musikk, kunst , teater eller dramagruppe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Skole-/Musikkorps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fritidsklubb	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Politisk parti	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Miljøorganisasjon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Idrettslag	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Annen klubb/org	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OM HVOR DU BOR

6. Her er noe unge mennesker har sagt om sitt hjemsted. Hvor enig er du for ditt hjemsted?

Sett bare et x for hver linje.

	Svært enig	Enig	Uenig	Svært uenig
Det er ikke trygt å gå ut om kvelden	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Det er ikke nok å gjøre for unge mennesker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Folk sladrer om alt mulig	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Politiet er strenge ovenfor unge mennesker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unge mennesker drikker for mye	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Det er for få møtesteder for unge mennesker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ungdomsgjenger er et problem her	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Det er for lite frihet til å være slik en ønsker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unge mennesker bruker narkotika	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dårlig tilbud i butikkene	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mobbing og angrep på unge mennesker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mangler transport for å komme dit du ønsker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Det er et fint sted for barn å vokse opp	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Det er ingen ting å gjøre her for unge mennesker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Det vil bli vanskelig å finne en passende jobb her	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Det er et fint sted å bo for unge mennesker som meg	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Framtiden ser bra ut for unge mennesker som bor her	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Det er vanskelig å være seg selv her	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg ønsker å bo i dette området i framtiden	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg ønsker å flytte bort for noen år, for så å flytte tilbake	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg ønsker å flytte herfra, og aldri flytte tilbake	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OM Å VÆRE UNGDOM

7. Dette har unge mennesker sagt om hva som kreves for å være populær. Hvor enig er du? *Et x for hver linje.*

	Svært enig	Enig	Uenig	Svært uenig
Være lik vennene i klær, språk,...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Være vennlig, hjelpsom, gå overens med andre	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Være pen/ tiltrekkende/ søt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Være seg selv, være individuell	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Være pålitelig, ærlig	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ha god fysikk/kroppbygning/kroppsfigur	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Være moteriktig	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ha sans for humor, være glad og fornøyd	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Dette har unge mennesker sagt om skolen. Hvor enig er du? *Et x for hver linje.*

	Svært enig	Enig	Uenig	Svært uenig
Jeg lærer interessante og nyttige ting på skolen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg blir lei av lærere som forteller hva jeg skal gjøre	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg trives på skolen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg jobber hardt på skolen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lærerne er interesserte og hjelpsomme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg har blitt plaget/mobbet av andre elever på skolen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg synes skolearbeidet er lett	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg er glad når jeg kan være borte fra skolen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. Dette har unge mennesker sagt om framtiden. Hvor enig er du? *Et x for hver linje.*

	Svært enig	Enig	Uenig	Svært uenig
Begynne å jobbe så fort jeg kan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Være i god form, trene regelmessig	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ta vare på miljøet, landsbygda	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Være pen (utseende, klær, ...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ha venner å være sammen med	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ha det gøy mens jeg er ung	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tjene penger	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hjelpe til med å forbedre ting på det stedet hvor jeg bor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg vil studere når jeg er ferdig med videregående skole	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg vil begynne å jobbe så fort som mulig	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OM FYSISK AKTIVITET OG IDRETT

10. Hvor mange dager i uka er du så aktiv at du blir andpusten eller svett? *Sett bare et x.*

Aldri Sjelden Omtrent en dag 2 - 3 dager 4 - 7 dager

11. Når du tenker på de fire siste ukene, hvor ofte deltok du i idrett/sport eller fysisk aktivitet hardt nok til at du pustet fort, svettet eller at hertet banket fort i 20 minutter? *Sett bare et x.*

Aldri Mindre enn en dag i uken Omtrent en dag i uken To eller tre dager i uken De fleste dager i uken

12. Hvor ofte trener du på følgende måter (i sesongen)? Sett et kryss for hver linje.

	Aldri	Sjelden	Omtrent en dag i uka	2 - 3 dager i uka	4 - 7 dager i uka
Trener/konkurrerer i idrettslag	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trener utenom idrettslag	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trener i treningsstudio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dansetrening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Går på ski (langrenn)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sykler	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jogger	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fotturer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trener på andre måter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. Dette har noen unge mennesker sagt om fysisk aktivitet og trening. Hvor enig er du? *Et x for hver linje.*

	Svært enig	Enig	Uenig	Svært uenig
Jeg er i svært god form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg trener ikke	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg trener for å holde meg i god form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg trener fordi utseendet er viktig for meg	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg trener for å være sammen med venner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg trener for å bli flink i idrett	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg trener når jeg ikke har annet å gjøre	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg er i dårlig form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
De fleste vennene mine driver med idrett	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. Driver du, har du sluttet eller har du aldri drevet med noen av disse idrettene (i idrettslag).
Et x for hver linje

	Har aldri drevet	Har sluttet	Deltar
Håndball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fotball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ski (langrenn/alpint)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Annet; hvilken: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Annet; hvilken: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. Konkurrerer du i den idrettsgrenen du er flinkest i. *Kun et x*

Nei	Lokale konkurranser	Konkurranser andre steder i Trøndelag	Nasjonale konkurranser
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16. Her er noe unge mennesker har sagt om hvorfor de deltar i idrett. Hvor enig er du? *Et x for hver linje.*

	Svært enig	Enig	Uenig	Svært uenig
Jeg er en flink idrettsutøver	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Det er et godt miljø	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mine venner deltar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg liker idretten	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg kommer i god form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OM Å SLUTTE MED IDRETT

17. Mange unge slutter med idrett. Hvor viktig tror du disse grunnene er til at de sluttet. *Et x for hver linje.*

	Svært viktig	Viktig	Lite viktig	Ikke viktig
Trening og konkurranser tar for mye tid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
De er ikke flinke nok	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trenerne bestemmer for mye	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vennene deres driver ikke med idrett	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Miljøet er for dårlig	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Får ikke nok oppmerksomhet fra trener	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18. Hvis du har sluttet med idrett. Hvor viktig er disse grunnene til at du sluttet. *Et x for hver linje*

	Svært viktig	Viktig	Lite viktig	Ikke viktig
Trening og konkurranser tok for mye tid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg var ikke flinke nok	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trenerne bestemte for mye	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vennene mine drev ikke med idrett	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Miljøet var for dårlig	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fikk ikke nok oppmerksomhet fra trener	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

LITT FORSKJELLIG

19. Kryss av for hvordan du trives. Sett bare et x for hver linje.

	Svært godt	Godt	Middels	Dårlig	Svært dårlig
På trening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I idrettskonkurranser	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hjemme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I teoretiske timer på skolen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I kroppsøvingstimen på skolen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I friminuttene på skolen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
En vanlig dag	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

20. Hvor ofte gjør du følgende? Sett ett kryss for hver linje

	Aldri	Sjelden	1 dag i uka	2-4 dager i uka	5-7 dager i uka
Røyker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Snuser	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drikker alkohol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spiser frokost	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spiser skolemåltid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spiser middag	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

21. Nedenfor er det satt opp ulike påstander. Er du enig eller uenig i påstandene? Et x for hver linje.

	Svært enig	Enig	Uenig	Svært uenig
Fritidstilbudet er viktig for hvor godt du trives i kommunen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organiserte aktiviteter er bedre enn å finne på ting sjøl	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Voksne blander seg for mye opp i hva ungdom gjør	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
De unge bør bestemme mer i din kommune	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mange av mine venner drikker alkohol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg har følt press om å drikke alkohol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Det blir stilt for store krav til de unge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg er frivillig til å flytte for å få et bedre fritidstilbud	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Voksne bestemmer for mye i idretten	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vennskap med andre er viktigere enn å vinne	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
De unge burde bestemme mer i idretten	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fysisk aktivitet er viktig for min helse som voksen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg trives bedre på fritida nå, enn hva jeg gjorde i fjor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg er flink i idrett	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg er en flink elev	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg er fornøyd med meg selv	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg likte å svare på dette spørreskjemaet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OM DEG OG DIN HELSE

TANKER OG FØLELSER

22. Her er ulike ting unge mennesker har sagt om seg selv. Når du tenker på dine egne følelser, er du enig eller uenig? Sett bare et x for hver linje.

	Svært enig	Enig	Uenig	Svært uenig
Jeg er bekymret for huden min (akne, kviser..)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg har en vel trent kropp	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg liker ikke kroppen min (figur/bygning/fysikk)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg synes jeg ser bra ut	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg ønsker å se annerledes ut i framtiden enn jeg gjør nå	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg er fornøyd med meg selv og mine evner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg er lett å like	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg har liten tro på meg selv	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Det er noen bra ting med min personlighet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg tenker på meg selv som en mislykket person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg liker meg selv	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg ønsker ofte at jeg var en annen person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg synes det er pinlig å være sammen med andre	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg er fornøyd sånn som jeg er	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Det er mange ting med meg selv som jeg ønsker å forandre	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg har hatt vanskelig for å falle i søvn eller sove i det siste	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg har vært for trøtt til å gjøre ting den siste måneden	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg har følt meg ulykkelig eller trist den siste måneden	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg har følt håpløshet for framtiden den siste måneden	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg har følt meg nervøs eller anspent den siste måneden	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg har manglet tro på meg selv den siste måneden	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg har bekymret meg for mye om ting i det siste	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg har hatt dårlig matlyst den siste måneden	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Det har vært vanskelig å være sammen med	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

andre

Jeg har hatt vanskelig for å konsentrere meg

23 Hvordan er helsa di nå? Sett ett x.

Svært bra

Meget bra

God

Ikke helt god

Dårlig

24 Når du tenker på de siste fire ukene, har du hatt noen av disse plagene?

Sett bare ett x for hver linje

	Ikke plaget	Litt plaget	Noakså plaget	Veldig plaget	Ikke aktuelt
Astma eller pipende bryst.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Forkjølelse eller influensa.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Følt meg nervøs, bekymret eller redd.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hodepine eller migrene.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Smarter i armer, føtter eller ryggen.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Følt meg ensom.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Svimmelhetsanfall eller har besvimt.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Magesmerter/vondt i magen.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Følt meg trist, ulykkelig eller nedfor.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Allergi eller feber.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vært irritabel eller i dårlig humør.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kviser, utslett eller andre hudproblemer.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

25. Har du noen langvarige sykdommer eller handikap? (med langvarig mener vi noe som har plaget deg i en stund, eller som plager deg av og til). Sett et x i den ruten som passer best.

Nei

Ja

26. Er du hemmet på noen av disse måtene? Sett ett kryss for hver linje

	Nei	Litt.....	Middels	Mye
Er bevegelseshemmet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Har nedsatt syn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Har nedsatt hørsel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hemmet pga. kroppslig sykdom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hemmet pga. psykiske plager	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

27. Hvor stor del av tiden har din helse påvirket dine sosiale aktiviteter (som f.eks å besøke venner, slektninger osv.) i løpet av de fire siste ukene? Sett bare et x.

Hele tiden	<input type="checkbox"/>
Mesteparten av tiden	<input type="checkbox"/>
Noen ganger	<input type="checkbox"/>
Sjelden	<input type="checkbox"/>
Aldri	<input type="checkbox"/>

INFORMASJON OM HELSE

28. Hvem får du informasjon om hva som er viktig for helsa di fra? Du kan sette flere x

Foreldre	<input type="checkbox"/>
Lærere	<input type="checkbox"/>
Helsesøster	<input type="checkbox"/>
Lege	<input type="checkbox"/>
Venner	<input type="checkbox"/>
TV, Internett, blader	<input type="checkbox"/>

29. Hvilke av følgende ting har du hatt helse undervisning/informasjon om? Og hvilken av disse tingene ønsker du mere informasjon om? Sett et x i ALLE rutene som passer.

	Nei, har ikke hatt tilstrekkelig undervisning/ informasjon om dette	Ja, har fått tilstrekkelig undervisning/ informasjon om dette	Jeg vil gjerne vite mer om dette
Mat og kosthold	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Røyking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hvordan mestre/greie skolearbeid og	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

eksamen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alkoholdrikking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Narkotika	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seksualundervisning og prevensjon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
AIDS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Førstehjelp	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hvordan mestre/greie problemer og følelser	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

30. Er du enig eller uenig i disse påstandene. Sett bare et x for hver linje påstand.

	Helt enig	Litt enig	Vet ikke	Litt uenig	Helt uenig
Jeg blir lettere syk enn andre mennesker på min alder	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg har like god helse som andre på min alder som jeg kjenner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

31. Hvor stor del av tiden har din helse påvirket dine sosiale aktiviteter (som f.eks å besøke venner, slektinger osv.) i løpet av de fire siste ukene? Sett bare et x.

- Hele tiden
- Mesteparten av tiden
- Noen ganger
- Sjelden
- Aldri

SPØRSMÅL OM STRESS

Her kommer en liste med ting eller situasjoner som du kan oppleve som stressende. Vær snill og fortell oss hvor stressende hver av disse tingene eller situasjonene har vært for deg i løpet av det siste året. Vennligst svar på alle utsagnene/spørsmålene. Sett bare ett kryss i ruten som passer for hvert utsagn.

NB: Hvis det er noe du ikke har opplevd, krysser du i rute nr. 1 (Ikke stressende).

Hvor stressende er ...	Ikke stressende	Litt stressende	Moderat stressende	Ganske stressende	Svært stressende
	1	2	3	4	5
1. ... uenigheter mellom deg og faren din?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. ... å stå opp tidlig om morgenen?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. ... å være nødt til å lære ting du ikke forstår?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 4. ... å ha lærere som forventer for mye av deg?..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. ... å bli ertet?..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. ... å ha vanskeligheter med noen skolefag?..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. ... å følge regler du er uenig i hjemme?..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. ... å måtte lese ting du ikke er interessert i?..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. ... å bli oversett eller avvist av en person du er
interessert i? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. ... å ikke ha nok tid til å ha det gøy? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. ... uenigheter med søsknene dine? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. ... å ikke ha nok tid til å drive med fritidsaktiviteter?..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. ... å ha for mye hjemmelekser?..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. ... å ikke få nok tilbakemelding på skolearbeidet tidsnok
til at det er hjelp i det?..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. ... å få forholdet til kjæresten til å fungere? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. ... å bli nedvurdert av vennene dine?..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. ... uenigheter mellom foreldrene dine?..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. ... å ha for mye fravær fra skolen? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. ... hvordan du ser ut?..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. ... uenigheter mellom deg og mora di? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. ... å gå på skolen?..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. ... å ikke ha nok tid til kjæresten din? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. ... lærere som ertet deg?..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 24. ... å adlyde regler du er uenig i på skolen?..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 25. ... å ikke bli hørt på av lærere?..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 26. ... å ikke komme overens med kjæresten din? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 27. ... mangel på respekt fra lærere?..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 28. ... uenigheter mellom deg og dine venner?..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 29. ... å ikke komme overens med lærerne dine?..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 30. ... å slå opp med kjæresten? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
-

SPØRSMÅL OM DINE FØLELSER AKKURAT NÅ

Under kommer noen utsagn som folk har brukt for å beskrive seg selv. Kryss av for hvert utsagn i den ruten som best beskriver hvordan du føler deg **akkurat nå**, altså, i **dette øyeblikket**. Det er ingen riktige eller gale svar. Ikke bruk for mye tid på hvert utsagn, men gi det svaret som beskriver dine nåværende følelser best.

	Ikke i det hele tatt	Litt	Til en viss grad	Veldig mye
1. Jeg føler meg rolig	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Jeg føler meg trygg	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Jeg er anspent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Jeg føler at jeg er under press	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Jeg føler meg vel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Jeg føler meg oppskaket	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Jeg er for tiden bekymret over mulige uhell	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Jeg er fornøyd	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Jeg føler meg skremt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Jeg føler meg bra	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Jeg har selvtillit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Jeg føler meg nervøs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Jeg er skvetten	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Jeg føler at jeg ikke kan ta avgjørelser	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Jeg er avslappet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Jeg føler meg tilfreds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Jeg er bekymret	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Jeg føler meg forvirra	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Jeg føler meg stabil	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Jeg føler jeg har det behagelig	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SPØRSMÅL OM FØLELSER SOM GJELDER SISTE UKA

Instruksjoner: Vennligst les hvert utsagn nøye og velg ut det alternativet som best beskriver hvordan du har følt deg i løpet av den siste uka inkludert i dag. Sett ett x r for hvert utsagn

	Aldri	Nesten aldri	Noen ganger	Veldig ofte	Alltid
1. Jeg har følt meg trist eller ulykkelig	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Jeg føler meg på gråten	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Jeg føler skyld uten å vite hvorfor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Jeg har mistet interessen for ting som har vært viktige for meg før	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Jeg har ikke likt aktiviteter som jeg gjorde før	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Jeg har følt meg engstelig, rastløs eller irritabel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Jeg har mistet troen på meg selv eller undervurderer meg selv	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Jeg har hatt konsentrasjonsvansker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Jeg har hatt vanskelig for å ta avgjørelser	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Jeg har følt det som om jeg har mislykkes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Jeg har følt at ting alltid går galt, uansett hvor hardt jeg prøver	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Jeg har hatt søvnforstyrrelser – sovet mer eller mindre enn vanlig, eller hatt avbrudd i søvnen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Appetitten min har vært unormal – jeg har spist mer eller mindre	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Jeg har følt at det krever større innsats å gjøre ting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Jeg har følt meg trett eller har hatt veldig lite energi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SPØRSMÅL OM SELVOPPFATNING

Instruksjon: Når det gjelder disse utsagnene, sett en ring rundt det svaret som stemmer for deg.

	Sterkt uenig	Uenig	Enig	Sterkt enig
I det store og hele er jeg fornøyd med meg selv	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Av og til synes jeg ikke at jeg er god i noe i det hele tatt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg føler jeg har flere gode egenskaper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg er i stand til å gjøre ting like bra som de fleste andre folk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg føler at jeg ikke har mye å være stolt av	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Til tider føler jeg meg absolutt ubrukelig	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg føler at jeg er en person som er verdt noe, i alle fall på lik linje med andre.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg skulle ønske jeg hadde mer selvrespekt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alt i alt har jeg en tendens til å føle meg mislykket	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg har en positiv holdning til meg selv	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OPPLEVELSE AV SAMMENHENG

Her er en serie med spørsmål som omhandler ulike sider ved livet vårt. Hvert spørsmål har 7 svaralternativer. Vennligst kryss av for det tallet som best uttrykker det som passer for deg. Tallene 1 og 7 presenterer ytterpunktene. Hvis ordene til venstre for rute 1 er rett for deg, setter du kryss i rute nummer 1. Hvis ordene til høyre for rute 7 er rett for deg, krysser du i rute 7. Hvis du føler noe midt i mellom, setter du kryss i den ruta som passer best for deg. Vennligst sett bare ett kryss for hvert spørsmål.

1. Opplever du at du ikke bryr deg om det som skjer i omgivelsene dine?

Veldig sjelden eller aldri ¹ ² ³ ⁴ ⁵ ⁶ ⁷ Veldig ofte

2. Har du opplevd at du er blitt overrasket over oppførselen til personer du trodde du kjente godt?

Det har aldri hendt ¹ ² ³ ⁴ ⁵ ⁶ ⁷ Det hender alltid

3. Har det hendt at personer du stoler på har skuffet deg?

Det har aldri hendt ¹ ² ³ ⁴ ⁵ ⁶ ⁷ Det hender alltid

TILFREDSHET MED LIVET

Nedenfor står fem utsagn om tilfredshet med livet som et hele. Vis hvor godt eller dårlig hver av de fem påstandene stemmer for deg og ditt liv ved å sette en ring rundt det tallet som du synes stemmer best for deg. (Sett en ring for hvert spørsmål).

	Stemmer dårlig					Stemmer perfekt	
	1	2	3	4	5	6	7
På de fleste måter er livet mitt nær idealet mitt	1	2	3	4	5	6	7
Mine livsforhold er utmerkede	1	2	3	4	5	6	7
Jeg er tilfreds med livet mitt	1	2	3	4	5	6	7
Så langt har jeg fått de viktige tingene jeg ønsker i livet	1	2	3	4	5	6	7
Hvis jeg kunne leve livet på nytt, ville jeg nesten ikke forandret på noe	1	2	3	4	5	6	7

SPØRSMÅL OM HVORDAN DU HÅNDTERER VANSKELIGHETER OG STRESSENDE SITUASJONER

Nedenfor beskrives en situasjon og en del måter å takle den på. Merk av på skalaen til høyre hvordan hvert alternativ passer for deg. Sett ett x for hver linje.

Når du møter vanskeligheter eller føler deg stresset, hvor ofte gjør du følgende?

	Aldri	Sjelden	Noen	Oft	Vanligvis
		n	gange		is
			r		
1. Snakker med moren din om det som plager deg.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Jobber hardt med skolearbeid eller skoleprosjekter.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Snakker med en bror eller søster om hvordan du har det.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Spiller tv-/videospill, biljard, flipperspill, osv.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Engasjerer deg mer i aktiviteter på skolen.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Sover.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Handler, kjøper ting du liker.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Røyker.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Driver med anstrengende fysisk aktivitet (jogging, sykling, osv).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Blir sint og kjefter på folk.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Sier stygge ting til andre, er sarkastisk.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Prøver å diskutere med foreldrene dine og snakke ut, inngå kompromisser.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
.....					
13. Er sammen med en venn eller venninne.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Går på kino.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Banner.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Prøver å ta egne avgjørelser.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Gir andre skylden for det som skjer.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Avreagerer ved å klage til familiemedlemmer.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Snakker med en venn om hvordan du har det.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Er nær noen du bryr deg om.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Snakker med faren din om det som plager deg.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Sier hyggelige ting (gir varme hilsener) til andre.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Ser på tv.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 24. Drikker øl, vin,
sprit..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 25.
Spiser..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 26. Prøver å se det positive i en vanskelig
situasjon..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 27. Prøver å finne ut hvordan du skal takle problemene eller
spenningen, på egen
hånd..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 28.
Gråter..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 29. Avreagerer ved å klage til vennene
dine..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 30. Prøver å pleie vennskap eller få nye
venner..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 31. Prøver å hjelpe andre med å løse problemene
sine..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 32. Driver med en hobby (syk,
sykler)..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 33. Organiserer livet ditt og det du må
gjøre..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 34. Prøver å forbedre deg (komme i form, få bedre
karakterer,
osv)..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | | | | |

ANDRE KOMMENTARER

Hvis det er noe annet du ønsker å si om deg selv eller miljøet ditt, så skriv det gjerne på linjene nedenfor.

Ja.....
.....

....

....

TUSEN TAKK FOR AT DU HAR DELTATT I DENNE UNDERSØKELSEN.
Sjekk at du har husket å fylle ut alle spørsmålene og at du ikke har utelatt noen av sidene.

Appendix C: "Oppvekst i bygder" Questionnaire 2016

SPØRREUNDERSØKELSE OM OPPVEKST I BYGDER

Bakgrunn: Med dette inviterer vi deg til å delta i spørreundersøkelsen «Oppvekst i bygder». Undersøkelsen gjennomføres blant ungdommer i ungdomsskole og videregående skole i seks bygdekommuner i Sør-Trøndelag. Undersøkelsen gjennomføres ved NTNU Senter for helsefremmende forskning og Institutt for sosiologi og statsvitenskap, NTNU

Hva innebærer undersøkelsen? Vi ber deg om å svare på spørsmålene i spørreskjemaet individuelt i løpet av en skoletime. Spørsmålene handler om hvordan du opplever helsa di, om bruk av rusmidler, deltakelse i idrett og fysisk aktivitet, trivsel i nærmiljøet og fritidsaktiviteter. Alle som deltar i undersøkelsen er anonyme, og alle opplysninger behandles konfidensielt.

Mulige fordeler og ulemper: Å svare på spørreskjemaet har ingen kjente negative konsekvenser. Bidraget ditt som deltaker kan gi viktig kunnskap om ungdoms opplevelse av hverdagsliv, helse og trivsel i bygdekommuner. Har du likevel behov for å prate med noen om spørsmålene i undersøkelsen, kan du ta kontakt med helsesøster ved din skole.

Frivillig deltakelse: Det er frivillig å delta i undersøkelsen, og det er ikke en del av skolens undervisning. Hvis du ikke vil delta, har det ingen konsekvenser for deg, og du kan i stedet jobbe med skolearbeid og levere blankt spørreskjema. Elever over 16 år sier ja til å være med ved å levere utfylt spørreskjema. Elever under 16 år må ha skriftlig tillatelse fra foresatte for å være med. Siden deltakerne i denne undersøkelsen er anonyme, er det ikke mulig å trekke seg etter at skjemaet er levert inn.

Prosjektet er godkjent av Regional komité for medisinsk og helsefaglig forskningsetikk, Midt-Norge (REK). Av kontrollhensyn vil prosjektdata bli oppbevart i 5 år etter at sluttmelding er sendt til REK.

Takk for at du er villig til å delta i undersøkelsen!

Jan Erik Ingebrigtsen

Institutt for sosiologi og statsvitenskap / NTNU Samfunnsforskning AS, Senter for skole og idrettsfag, tlf. 73 59 17 67.

Geir Arild Espnes

Institutt for sosialt arbeid og helsevitenskap / NTNU Senter for helsefremmende forskning, tlf. 73 41 21 52.



LES DETTE FØR DU STARTER!	Skjemaet skal leses maskinelt. Vennligst følg disse reglene: <ul style="list-style-type: none">• Bruk svart/blå kulepenn. Skriv tydelig, og ikke utenfor feltene. Kryss av slik: <input checked="" type="checkbox"/>• Feilkryssinger kan strykes ved å fylle hele feltet. Kryss så i rett felt.• Sett bare ett kryss på hvert spørsmål om ikke annet er oppgitt.
--	---

A. BAKGRUNNSINFORMASJON

1. Er du jente eller gutt? ⇒ Jente.....₁ Gutt.....₂
2. Hvilken klasse går du i? ⇒ 8. kl.....₃ 9. kl.....₄ 10. kl.....₁₀ VGS1.....₁₁ VGS2.....₁₂ VGS3.....₁₃
3. I hvilken måned er du født, og i hvilket år? ⇒
- | | | |
|--|---|--|
| Januar..... <input type="checkbox"/> ₁ | Mai..... <input type="checkbox"/> ₅ | September..... <input type="checkbox"/> ₉ |
| Februar..... <input type="checkbox"/> ₂ | Juni..... <input type="checkbox"/> ₆ | Oktober..... <input type="checkbox"/> ₁₀ |
| Mars..... <input type="checkbox"/> ₃ | Juli..... <input type="checkbox"/> ₇ | November..... <input type="checkbox"/> ₁₁ |
| April..... <input type="checkbox"/> ₄ | August..... <input type="checkbox"/> ₈ | Desember..... <input type="checkbox"/> ₁₂ |
4. I hvilken kommune bor du? ⇒
- | | | |
|---|---|---|
| Oppdal..... <input type="checkbox"/> ₁ | Midtre Gauldal..... <input type="checkbox"/> ₃ | Osen..... <input type="checkbox"/> ₅ |
| Melhus..... <input type="checkbox"/> ₂ | Orkdal..... <input type="checkbox"/> ₄ | Roan..... <input type="checkbox"/> ₆ |
5. Hvor lenge har du bodd i denne kommunen? ⇒
- | | |
|---|---|
| Hele livet..... <input type="checkbox"/> ₁ | 5 – 10 år..... <input type="checkbox"/> ₃ |
| Over 10 år..... <input type="checkbox"/> ₂ | Under 5 år..... <input type="checkbox"/> ₄ |

Husk: Bare ett kryss på hvert spørsmål.

6. Hvor mange km unna skolen bor du? Vennligst oppgi avstanden i antall km med ett desimal. Vær nøye med å plassere tallene riktig før/etter komma! ⇒
7. Hvor bor du? ⇒ På gårdsbruk..... I rekkehus.....
I enebolig..... I leilighet.....
8. Har du eget rom? ⇒ Ja.....
Nei.....
9. Hva er dine foreldres/foresattes høyeste fullførte utdanning? ⇒
- | | | |
|---|--------------------------|--------------------------|
| | Mor | Far |
| | ♂ | ♂ |
| Grunnskole..... | <input type="checkbox"/> | <input type="checkbox"/> |
| Videregående skole..... | <input type="checkbox"/> | <input type="checkbox"/> |
| Høgskole/universitet, opptil 4 år..... | <input type="checkbox"/> | <input type="checkbox"/> |
| Høgskole/universitet, mer enn 4 år..... | <input type="checkbox"/> | <input type="checkbox"/> |
| Vet ikke..... | <input type="checkbox"/> | <input type="checkbox"/> |
- NE: Sett ett kryss for mor / kvinnelig foresatt, og ett for far / mannlig foresatt.
10. Hva er dine foreldres/foresattes yrkesmessige status? ⇒
- | | | |
|----------------------------|--------------------------|--------------------------|
| | Mor | Far |
| | ♂ | ♂ |
| I arbeid på heltid..... | <input type="checkbox"/> | <input type="checkbox"/> |
| I arbeid på deltid..... | <input type="checkbox"/> | <input type="checkbox"/> |
| Permittert/arbeidsløs..... | <input type="checkbox"/> | <input type="checkbox"/> |
| Hjemmeværende..... | <input type="checkbox"/> | <input type="checkbox"/> |
| Annet..... | <input type="checkbox"/> | <input type="checkbox"/> |
- NE: Sett ett kryss for mor / kvinnelig foresatt, og ett for far / mannlig foresatt.
11. Hvordan har familiens økonomi vært de siste to årene? ⇒
- NE: Her setter du bare ett kryss.
- | | |
|--|--------------------------|
| Vi har hatt dårlig råd hele tida..... | <input type="checkbox"/> |
| Vi har stort sett hatt dårlig råd..... | <input type="checkbox"/> |
| Vi har verken hatt dårlig råd eller god råd..... | <input type="checkbox"/> |
| Vi har stort sett hatt god råd..... | <input type="checkbox"/> |
| Vi har hatt god råd hele tida..... | <input type="checkbox"/> |

B. FRITIDSAKTIVITETER

Her er en del aktiviteter som unge mennesker driver med i fritiden. Hvor ofte gjør du hver av disse tingene? Ett kryss på hver linje.

	Aldri	Sjelden	Ca. én dag i uke	2-3 dager i uke	4-7 dager i uke
	1	2	3	4	5
1. Spiller musikkinstrument.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Herer på musikk.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Leser bøker, magasiner eller aviser.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Har venner på besøk.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Røyker.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Gjør husarbeid eller annet arbeid hjemme.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Sitter med familien og snakker om ting.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Er sammen med venner utendørs (på gata, veien e.l.).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Er på besøk hos venner.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Spiser «ute» med venner (på kafé e.l.).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Drar til sentrum for å kikke i butikker.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Går på kino, konserter eller fester.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Er ute for å danse (f.eks. på diskotek).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Drikker alkohol.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Snuser.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Undersøkelser gjennomføres
med bistand fra SSI/USU

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Før du fortsetter: Kontroller at du ikke har glemt noe på denne side.

Husk: Bare ett kryss på hvert spørsmål.

Hvor ofte gjør du hver av disse tingene? Ett kryss på hver linje.	Aldri	Sjelden	Ca. én dag i uke	2-3 dager i uke	4-7 dager i uke
16. Deltar i organisert fritidsaktivitet.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Spiller dataspill/mobilspill.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Er på sosiale medier (f.eks. Instagram, Snapchat).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Er «på nett» for øvrig (f.eks. surfing, streaming, Youtube, e-post, blogger).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C. FYSISK AKTIVITET OG IDRETT

1. Hvor mange av dagene i en vanlig uke er du så aktiv at du blir andpusten eller svett?.....	Aldri	Sjelden	Ca. én dag i uke	2-3 dager i uke	4-7 dager i uke
2. I løpet av de fire siste ukene, hvor ofte deltok du i idrett/ sport eller fysisk aktivitet hardt nok til at du pustet fort, svettet eller at hjertet banket fort i 20 minutter?.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Hvor ofte trener du i hver av disse sammenhengene? ⇨	Aldri	Sjelden	Ca. én dag i uke	2-3 dager i uke	4-7 dager i uke
1. Trener/konkurrerer i idrettslag.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Trener utenom idrettslag.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Trener i treningsstudio.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Hvor ofte trener du på følgende måter (i sesongen)? ⇨	Aldri	Sjelden	Ca. én dag i uke	2-3 dager i uke	4-7 dager i uke
1. Dansetrening.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Går på ski (langrenn).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Alpinski/snowboard.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Fotball.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Håndball.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Sykler.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Jogger.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Fotturer.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Trener på andre måter.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Hvor enig eller uenig er du i hvert av disse utsagnene om din egen trening og fysiske aktivitet? ⇨	Svært enig	Enig	Uenig	Svært uenig
1. Jeg er i svært god form.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Jeg trener ikke.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Jeg trener for å holde meg i god form.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Jeg trener for å være sammen med venner.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Jeg trener for å bli flink i idrett.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Jeg trener når jeg ikke har annet å gjøre.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Jeg er i dårlig form.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Fysisk aktivitet er viktig for helsa mi som voksen....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Vennskap er viktigere enn å vinne i idrett.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Jeg er flink i idrett.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Jeg trener fordi utseendet er viktig for meg.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Husk: Bare ett kryss på hvert spørsmål!

6. Deltar du, eller har du deltatt tidligere i disse idrettene i idrettslag? ⇨	Deltar ne 1	Deltok før, men har sluttet 2	Har aldri deltatt 3
1. Håndball.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Fotball.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Ski (langrenn og/eller alpint).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Annen idrett i idrettslag.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D. OM HJEMSTEDET DITT

Hvor enig eller uenig er du i disse utsagnene om hjemstedet ditt?
NB: Hvis du bor på hybel: Tenk på området rundt skolen.

	Svært enig 1	Enig 2	Uenig 3	Svært uenig 4
1. Dette er et fint sted for barn å vokse opp.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Fritidstilbudet er viktig for min trivsel.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Dette er et fint sted å bo for unge mennesker som meg.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Det er for få møtesteder for unge mennesker her.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Her sladrer folk om alt mulig.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Det er ikke nok å gjøre for unge mennesker her.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Dette stedet mangler transport for å komme dit jeg ønsker.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Det er ingen ting å gjøre her for unge mennesker.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Det er for lite frihet her på stedet til å være slik en ønsker.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Unge mennesker utsettes for mobbing og angrep her.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Det er vanskelig å være seg selv her.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Ungdomsgjenger er et problem her.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Det er ikke trygt å gå ut om kvelden her.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Mange av mine venner her på stedet drikker alkohol.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Unge mennesker drikker for mye her på stedet.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Jeg har følt press om å bruke narkotika her på stedet.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Jeg har vært nødt til å velge bort fritidsaktiviteter her på stedet av økonomiske grunner.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

E. OM SKOLEN

Hvor enig eller uenig er du generelt i disse utsagnene om skolen?
Husk: Bare ett kryss på hver linje.

	Svært enig 1	Enig 2	Uenig 3	Svært uenig 4
1. Jeg trives på skolen.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Jeg jobber hardt på skolen.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Jeg lærer interessante og nyttige ting på skolen.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Lærerne er interesserte og hjelpsomme.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Jeg er glad når jeg kan være borte fra skolen.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Jeg blir lei av lærere som forteller hva jeg skal gjøre.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Jeg synes skolearbeidet er lett.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Jeg har blitt plaget/mobbet av andre elever på skolen.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Undersøkelser gjennomføres
med samarbeid mellom NTNU

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Før du fortsetter: Kontroller at du ikke
har glemt noe på denne sida.

Husk: Bare ett kryss på hvert spørsmål.

F. TRIVSEL

- | | Svært godt
1 | Godt
2 | Middels
3 | Dårlig
4 | Svært dårlig
5 |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Hvor godt trives du på trening? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Hvor godt trives du i idrettskonkurranser? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Hvor godt trives du når du trener hardt fysisk? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Hvor godt trives du når du er hjemme? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Hvor godt trives du i teoritimer på skolen? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Hvor godt trives du i kroppøvingstimer på skolen? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Hvor godt trives du i friminuttene på skolen? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Hvor godt trives du i løpet av en vanlig dag? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

G. DINE TANKER OM FRAMTIDEN

Hvor enig eller uenig er du i disse utsagnene om tiden etter at du er ferdig på skolen?

- | | Svært enig
1 | Enig
2 | Uenig
3 | Svært uenig
4 |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Jeg ønsker å bo i dette området i fremtiden | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Jeg ønsker å flytte herfra for noen år, og så flytte tilbake hit | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Jeg ønsker å flytte herfra, og aldri flytte tilbake | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Jeg ønsker å ta vare på miljøet | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Jeg ønsker å studere etter videregående skole | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Jeg ønsker å være med på å forbedre miljøet der jeg bor | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Framtiden ser bra ut for unge mennesker her på stedet | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Jeg vil begynne å jobbe så fort jeg kan etter skolen | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Det vil bli vanskelig for meg å finne en passende jobb her | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

H. DU OG HELSA DI

- | | Svært dårlig
1 | Dårlig
2 | Verken god eller dårlig
3 | God
4 | Svært god
5 |
|--|---|--|--|---|---|
| 1. Hvordan har helsa di vært det siste året? ⇒ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Hvor får du viktig informasjon om helse? ⇒ | | | | | |
| NB: Her kan du sette flere kryss! | 1. Helsesøster <input type="checkbox"/> | 2. Lege <input type="checkbox"/> | 3. Lærere <input type="checkbox"/> | 4. Foresatte <input type="checkbox"/> | 5. Venner <input type="checkbox"/> |
| | | | | 6. Internett <input type="checkbox"/> | 7. TV <input type="checkbox"/> |
| | | | | | 8. Ukeblader <input type="checkbox"/> |
| | | | | | 9. Annet <input type="checkbox"/> |
| 3. Hvor ofte gjør du følgende? ⇒ | | | | | |
| | Aldri
1 | Sjelden
2 | En dag
i uke
3 | 2-4 dager
i uke
4 | 5-7 dager
i uke
5 |
| 1. Røyker | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Bruker snus | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Drikker alkohol | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Spiser frokost | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Spiser skolemåltid | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Spiser middag | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

K8-18
08-1

Utsagnene gir informasjon
til lærerne i TILT. 

5

Før du fortsetter: Kontroller at du ikke
har glemt noe på denne side.

Husk! Bare ett kryss på hvert spørsmål.

4. Her er fem utsagn om tilfredshet med livet som helhet. Hvor godt eller dårlig stemmer hvert utsagn for deg og ditt liv?
- | | Stemmer | | | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | dårlig | 1 | 2 | 3 | 4 | 5 | 6 | 7 | perfeid |
| 1. På de fleste måter er livet mitt nær idealet mitt..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Forholdene i livet mitt er utmerket..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Jeg er fornøyd med livet mitt..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Så langt har jeg oppnådd de viktige tingene jeg ønsker i livet..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Hvis jeg kunne leve livet på nytt, ville jeg nesten ikke forandret noe... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

I. «LYKKETERMOMETERET»

Hvor lykkelig/glad eller
ulykkelig har du vært
i løpet av den
siste uken?

Kryss av i bare én av boksene.

- | | | | |
|---|---|--------------------------|----|
| Ekstremt lykkelig (Følelse av begeistring) ----- | ⇒ | <input type="checkbox"/> | 10 |
| Veldig lykkelig (Føler meg virkelig bra og oppstemt) ---- | ⇒ | <input type="checkbox"/> | 9 |
| Ganske lykkelig (Føler meg bra) ----- | ⇒ | <input type="checkbox"/> | 8 |
| Nokså lykkelig (Føler meg rimelig bra og munter) ---- | ⇒ | <input type="checkbox"/> | 7 |
| Litt lykkelig (Akkurat litt mere enn nøytral) ----- | ⇒ | <input type="checkbox"/> | 6 |
| Nøytral/midt i mellom ----- | ⇒ | <input type="checkbox"/> | 5 |
| Litt ulykkelig (Akkurat litt mere enn nøytral) ----- | ⇒ | <input type="checkbox"/> | 4 |
| Nokså ulykkelig (Føler meg litt «nedfor») ----- | ⇒ | <input type="checkbox"/> | 3 |
| Ganske ulykkelig (Føler meg ganske deprimert) ----- | ⇒ | <input type="checkbox"/> | 2 |
| Veldig ulykkelig (Føler meg veldig deprimert) ----- | ⇒ | <input type="checkbox"/> | 1 |
| Ekstremt ulykkelig (Totalt deprimert og «nedfor») ----- | ⇒ | <input type="checkbox"/> | 0 |

J. HELSEPLAGER

Har du hatt noen av disse plagene i løpet av de 4 siste ukene?

- | | Ikke plaget | Litt plaget | Nokså plaget | Svært plaget | Ikke aktuelt |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Astma eller pipende bryst | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Forkjølelse eller influensa | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Følt deg nervøs, bekymret eller redd | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Hodepine eller migrene | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Smerter i armene, beina eller ryggen..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Følt deg ensom | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Svimmelhetsanfall eller har besvimt | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Magesmerter/vondt i magen | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Følt deg trist, ulykkelig eller nedfor | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Allergi..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Vært irritabel eller i dårlig humør..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Kviser, utslett eller andre hudproblemer | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

NB-16
29-4

Utskrevet gjennom
Medisinsk IT-T, ITHO

6

Før du fortsetter: Kontroller at du ikke
har glemt noe på denne side.

K. STRESS

1. Her er en liste med ting eller situasjoner du kanskje opplever som stressende. Hvor stressende har hver av disse tingene eller situasjonene vært for deg i løpet av det siste året?

NB: Hvis det er noe du ikke har opplevd, krysser du i rute nr. 1 (Ikke stressende).

Hvor stressende er (det)...	Ikke stressende ¹	Litt stressende ²	Moderat stressende ³	Ganske stressende ⁴	Svært stressende ⁵
1. ... uenigheter mellom deg og faren din?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. ... å stå opp tidlig om morgenen?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. ... å være nødt til å lære ting du ikke forstår?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. ... å ha lærere som forventer for mye av deg?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. ... å bli ertet?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. ... å ha vanskeligheter med noen skolefag?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. ... å følge regler du er uenig i hjemme?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. ... å måtte lese ting du ikke er interessert i?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. ... å bli oversett eller avvist av en person du er interessert i?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. ... å ikke ha nok tid til å ha det gøy?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. ... uenigheter med søsknene dine?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. ... å ikke ha nok tid til å drive med fritidsaktiviteter?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. ... å ha for mye hjemmelekser?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. ... å ikke få nok tilbakemelding på skolearbeidet tidsnok til at det er hjelp i det?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. ... å få forholdet til kjæresten til å fungere?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. ... å bli nedvurdert av vennene dine?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. ... uenigheter mellom foreldrene dine?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. ... å ha for mye fravær fra skolen?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. ... hvordan du ser ut?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. ... uenigheter mellom deg og mora di?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. ... å gå på skolen?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. ... å ikke ha nok tid til kjæresten din?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. ... lærere som ertes deg?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. ... å adlyde regler du er uenig i på skolen?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. ... å ikke bli hørt på av lærere?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. ... å ikke komme overens med kjæresten din?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. ... mangel på respekt fra lærere?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. ... uenigheter mellom deg og dine venner?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. ... å ikke komme overens med lærerne dine?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. ... å slå opp med kjæresten?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

L. PSYKISK VELVÆRE

Her er noen utsagn om følelser og tanker. Vennligst kryss av for det som best beskriver din opplevelse de siste 2 ukene.

	Ikke i det hele tatt 1	Sjelden 2	En del av tiden 3	Oftre 4	Hele tiden 5
1. Jeg har vært optimistisk med hensyn til fremtiden.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Jeg har følt meg nyttig	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Jeg har følt meg avslappet.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Jeg har følt interesse for andre mennesker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Jeg har hatt masse energi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Jeg har håndtert problemer godt.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Jeg har tenkt klart	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Jeg har vært fornøyd med meg selv	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Jeg har følt nærhet til andre mennesker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Jeg har følt meg selvsikker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Jeg har vært i stand til å ta beslutninger.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Jeg har følt meg elsket.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Jeg har vært interessert i nye ting.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Jeg har vært i godt humør.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

M. DINE FØLELSER AKKURAT NÅ

Vennligst kryss av for det som best beskriver hvordan du føler deg akkurat nå, i dette øyeblikket.

	Ikke i det hele tatt 1	Sjelden 2	En del av tiden 3	Oftre 4	Hele tiden 5
1. Jeg føler meg rolig	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Jeg føler meg trygg	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Jeg er anspent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Jeg føler at jeg er under press	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Jeg føler meg vel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Jeg føler meg oppskaket.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Jeg er bekymret for at noe uheldig kan skje	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Jeg er fornøyd.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Jeg føler meg skremt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Jeg føler meg bra.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Husk: Bare ett kryss på hvert spørsmål.

	Ikke i det hele tatt 1	Sjelden 2	En del av tiden 3	Oftre 4	Hele tiden 5
11. Jeg har selvtillit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Jeg føler meg nervøs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Jeg er skvetten	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Jeg føler meg ubesluttosom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Jeg er avslappet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Jeg føler meg tilfreds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Jeg er bekymret	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Jeg føler meg forvirret	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Jeg føler meg stabil	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Jeg føler at jeg har det behagelig	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

N. DINE FØLELSER DEN SISTE UKA

Vennligst kryss av for det som best beskriver hvordan du har følt deg den siste uka, inkludert i dag.

	Aldri 1	Nesten aldri 2	Noen ganger 3	Veldig ofte 4	Alltid 5
1. Jeg har følt meg trist eller ulykkelig	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Jeg har følt meg på gråten	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Jeg har følt skyld uten å vite hvorfor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Jeg har mistet interessen for ting som har vært viktige for meg før	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Jeg har ikke likt aktiviteter som jeg gjorde før	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Jeg har følt meg engstelig, rastløs eller irritable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Jeg har mistet troen på meg selv eller undervurderer meg selv	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Jeg har hatt konsentrasjonsvansker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Jeg har hatt vanskelig for å ta avgjørelser	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Jeg har følt det som om jeg har mislykkes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Jeg har følt at ting alltid går galt, uansett hvor hardt jeg prøver	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Jeg har hatt søvnforstyrrelser – sovnet mer eller mindre enn vanlig, eller hatt avbrudd i søvnen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Appetitten min har vært unormal – jeg har spist mer eller mindre	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Jeg har følt at det krever større innsats å gjøre ting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Jeg har følt meg trett eller har hatt veldig lite energi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

O. DIN SELVFØLELSE

Hvor enig eller uenig er du i hvert av disse utsagnene om din egen selvfølelse?

	Sterkt uenig	Uenig	Enig	Sterkt enig
1. I det store og hele er jeg fornøyd med meg selv.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Av og til synes jeg ikke at jeg er god i noe i det hele tatt.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Jeg føler jeg har flere gode egenskaper.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Jeg er i stand til å gjøre ting like bra som de fleste andre folk.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Jeg føler at jeg ikke har mye å være stolt av.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Til tider føler jeg meg absolutt ubrukelig.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Jeg føler at jeg er en person som er verdt noe, i alle fall på lik linje med andre.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Jeg skulle ønske jeg hadde mer selvrespekt.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Alt i alt har jeg en tendens til å føle meg mislykket.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Jeg har en positiv holdning til meg selv.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

P. OPPLEVELSE AV SAMMENHENG

Her er en serie med spørsmål som omhandler ulike sider ved livet vårt. Vennligst kryss av for det tallet som best uttrykker det som passer for deg.

- Opplever du at du ikke bryr deg om det som skjer i omgivelsene dine?

1 2 3 4 5 6 7

Veldig sjelden eller aldri Veldig ofte
- Har du opplevd at du er blitt overrasket over oppførselen til personer du trodde du kjente godt?

1 2 3 4 5 6 7

Det har aldri hendt Det hender alltid
- Har det hendt at personer du stoler på har skuffet deg?

1 2 3 4 5 6 7

Det har aldri hendt Det hender alltid
- Inntil nå har livet mitt ...

1 2 3 4 5 6 7

vært helt uten mål og mening hatt mål og mening
- Føler du deg urettferdig behandlet?

1 2 3 4 5 6 7

Veldig ofte Veldig sjelden eller aldri
- Opplever du ofte at du er i en uvant situasjon og at du er usikker på hva du skal gjøre?

1 2 3 4 5 6 7

Veldig ofte Veldig sjelden eller aldri
- Er dine dagligdagse aktiviteter en kilde til ...

1 2 3 4 5 6 7

glede og tilfredsstillelse? smerte og kjedsomhet?

Husk: Bare ett kryss på hvert spørsmål.

8. Har du veldig motstridende tanker og følelser?
Veldig ofte Veldig sjelden eller aldri
9. Skjer det at du har følelser som du helst ikke vil føle?
Veldig ofte Veldig sjelden eller aldri
10. Alle mennesker vil kunne føle seg som tapere iblant. Hvor ofte føler du deg slik?
Aldri Veldig ofte
11. Hvor ofte opplever du at du over- eller undervurderer betydningen av noe som skjer?
Du over- eller undervurderer det som skjer Du ser saken i rett sammenheng
12. Hvor ofte føler du at de tingene du gjør i hverdagen er meningsløse?
Veldig ofte Veldig sjelden eller aldri
13. Hvor ofte har du følelser du ikke er sikker på at du kan kontrollere?
Veldig ofte Veldig sjelden eller aldri

Q. RESSURSER OG MESTRING

Hvor enig eller uenig er du i hvert av disse utsagnene om hvordan du har hatt det den siste måneden, og om hvordan du har tenkt og følt om deg selv og om mennesker omkring deg som er viktige for deg.

- | | Helt enig
1 | Litt enig
2 | Middels
3 | Litt uenig
4 | Helt uenig
5 |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Jeg kommer i mål dersom jeg står på..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Jeg fungerer best når jeg lager meg klare mål..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Jeg har noen venner/familiemedlemmer som pleier å oppmuntre meg. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Jeg er fornøyd med livet mitt til nå | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. I familien min er vi enige om hva som er viktig i livet | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Jeg får lett andre til å trives sammen med meg | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Jeg vet hvordan jeg skal nå målene mine..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Jeg legger alltid en plan før jeg begynner med noe nytt..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Vennene mine holder alltid sammen..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Jeg trives godt i familien min..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Jeg har lett for å finne nye venner | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Når det er umulig for meg å forandre på ting, slutter jeg å gruble på dem..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Husk: Bare ett kryss på hvert spørsmål.

- | | Helt enig
1 | Litt enig
2 | Middels
3 | Litt uenig
4 | Helt uenig
5 |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 13. Jeg er flink til å organisere tiden min | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. Jeg har noen nære venner/familiemedlemmer som virkelig bryr seg om meg | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. I familien min er vi enige om det meste | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. Jeg er flink til å snakke med nye folk | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. Jeg føler jeg er dyktig..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. I familien min har vi regler som forenkler hverdagen | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. Jeg har alltid noen som kan hjelpe meg når jeg trenger det | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. Når jeg skal velge noe vet jeg oftest hva som blir riktig for meg | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. Familien min ser positivt på tiden framover selv om det skjer noe veldig leit | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. Jeg finner alltid noe artig å snakke om | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. Min tro på meg selv får meg gjennom vanskelige perioder..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 24. I familien min støtter vi opp om hverandre | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 25. Jeg finner alltid på noe trøstende å si til andre som er lei seg | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 26. I motgang har jeg en tendens til å finne noe bra jeg kan vokse på..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 27. I familien min liker vi å finne på ting sammen | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 28. Jeg har noen nære venner/familiemedlemmer som setter pris på egenskapene mine..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

R. MESTRINGSTRO

- | | Helt
galt
1 | Nokså
galt
2 | Nokså
riktig
3 | Helt
riktig
4 |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Jeg klarer alltid å løse vanskelige problemer hvis jeg prøver hardt nok | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Hvis noen motarbeider meg, så kan jeg finne måter og veier for å få det som jeg vil | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Det er lett for meg å holde fast på planene mine og nå målene mine..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Jeg føler meg trygg på at jeg ville kunne takle uventede hendelser på en effektiv måte..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Takket være ressursene mine så vet jeg hvordan jeg skal takle uventede situasjoner..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Jeg kan løse de fleste problemer hvis jeg går tilstrekkelig inn for det..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Jeg beholder roen når jeg møter vanskeligheter fordi jeg stoler på mestringsevnen min..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Når jeg møter et problem, så finner jeg vanligvis flere løsninger på det..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Hvis jeg er i knipe, så finner jeg vanligvis en løsning..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Samme hva som hender, så er jeg vanligvis i stand til å takle det..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Appendix D: Approval by the Regional Committees for Medical Research Ethics



Region:	Saksbehandler:	Telefon:	Vår dato:	Vår referanse:
REK midt	Ramunas Kazakauskas	73597510	27.08.2018	2016/1165/REK midt
			Deres dato:	Deres referanse:
			07.08.2018	

Vår referanse må oppgis ved alle henvendelser

Geir Arild Espnes
NTNU

2016/1165 Oppvekst i bygder 2016

Forskningsansvarlig: Norges teknisk-naturvitenskapelige universitet
Prosjektleder: Geir Arild Espnes

Vi viser til søknad om prosjektendring datert 07.08.2018 for ovennevnte forskningsprosjekt. Søknaden ble behandlet av sekretariatet for REK midt på fullmakt, med hjemmel i helseforskningsloven § 11 og forskrift om behandling av etikk og redelighet i forskning § 10.

Prosjektleder søker om å gjennomføre nye analyser av innsamlede prosjektdata for å undersøke om det er ulikheter i stressopplevelse, stressnivå og kilder til stress. Tre tidligere REK-vurderte og godkjente datasett skal benyttes. De nye analysene skal brukes i en masteroppgave. Prosjektleder søker i den forbindelse om å registrere en ny medarbeider: Cecilie S. Jersin.

Vurdering

REK midt har vurdert søknad om prosjektendring, og har ingen forskningsetiske innvendinger mot endringen av prosjektet. Dataene skal analyseres på gruppenivå og vil derfor ikke presentere personidentifiserbar informasjon. Hensynet til deltakernes velferd og integritet er fremdeles godt ivaretatt. Vi minner om at prosjektet må gjennomføres i henhold til tidligere vedtak i saken.

Vedtak

Regional komité for medisinsk og helsefaglig forskningsetikk Midt-Norge godkjenner søknad om prosjektendring.

Klageadgang

Du kan klage på komiteens vedtak, jf. helseforskningsloven § 10 og forvaltningsloven § 28 flg. Klagen sendes til REK midt. Klagefristen er tre uker fra du mottar dette brevet. Dersom vedtaket opprettholdes av REK midt, sendes klagen videre til Den nasjonale forskningsetiske komité for medisin og helsefag for endelig vurdering.

Med vennlig hilsen

Hilde Eikemo
Sekretariatsleder, PhD
REK midt

Ramunas Kazakauskas

Deres adresse:
Fakultet for medisin og
helsevitenskap Mauritz
Hansens gate 2, Øya helsehus

E-post: rek-midt@ih.ntnu.no
Web: <http://helseforskningsetikkom.no/>

All post og e-post som inngår i
saksbehandling, bes adressert til REK
midt og ikke til enkelte personer

Kindly address all mail and e-mails to
the Regional Ethics Committee, REK
midt, not to individual staff

rådgiver

Kopi til: *siri.forsmo@ntnu.no; rek-midt@mh.ntnu.no*

