Additional File 1

Content

Methods

Technical platform for data collection, storage and analysis

Data collection, storage and analysis were performed on the TSD (Tjenester for Sensitive Data) facilities, owned by the University of Oslo, operated and developed by the TSD service group at the University of Oslo IT-Department (UiO IT). The TSD service is designed for storing and post-processing sensitive data in compliance with the European GDPR as well as the Norwegian "Personal Data Act" and "Health Research Act". We collected data by inviting students and teachers to complete web-based questionnaires at school, using "Nettskjema", a digital survey system developed and managed by the University of Oslo. Responses from the questionnaires were securely encrypted and sent directly to TSD.

R packages used in our analyses

We used R v. 4.2.3 (R Core Team 2023) and the following R packages: car v. 3.1.1 (Fox and Weisberg 2019), careless v. 1.2.2 (Yentes and Wilhelm 2023), consort v. 1.2.2 (Dayim 2024), effsize v. 0.8.1 (Torchiano 2020), grid v. 4.2.3 (R Core Team 2023), gt v. 0.8.0 (Iannone et al. 2022), Hmisc v. 5.1.3 (Harrell Jr 2024), knitr v. 1.42 (Xie

2014, 2015, 2023), labelled v. 2.10.0 (Larmarange 2022), likert v. 1.3.5 (Bryer and Speerschneider 2016), patchwork v. 1.3.0 (Pedersen 2024), psych v. 2.5.3 (William Revelle 2025), rio v. 1.1.1 (Chan et al. 2023), rmarkdown v. 2.21 (Xie, Allaire, and Grolemund 2018; Xie, Dervieux, and Riederer 2020; Allaire et al. 2023), table1 v. 1.4.3 (Rich 2023), and tidyverse v. 2.0.0 (Wickham et al. 2019).

Overview of implementation measures

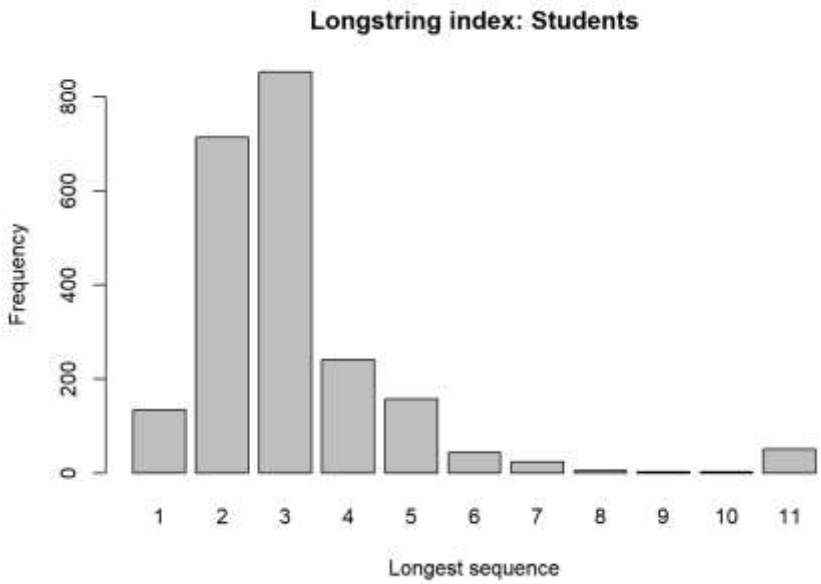
Implementation outcome	**Student questionnaire items**	**Teacher questionnaire items**
User satisfaction	I enjoyed learning about 5Ways@School. The teaching was easy to understand. The teaching was boring. The teaching was interesting. There were too few activities. There were too many activities. The teaching made me sad, afraid, or angry. The teaching made me happy. I learned something new, that I can make use of. I will practise more of the five ways in the future. I think all students should learn about the five ways.	I was well motivated to teach the 5Ways@School. I enjoyed teaching the 5Ways@School Teaching life skills through the 5Ways@School is a natural part of my job as a teacher. I got sufficient information and/or training before I started teaching the 5Ways@School. There were too few activities. There were too many activities. I think that the 5Ways@School should be part of the ordinary school curriculum. I think the students learned something new and useful.
Fidelity		I followed the teaching manual to a high degree. I completed all the six lessons in the 5Ways@School. I had to abbreviate one or more lesson(s).
N/A		Which of the five elements in the 5Ways@School do you think was easiest for you to teach? Which of the five elements in the 5Ways@School do you think was most challenging for you to teach? Which of the five elements in the 5Ways@School do you think was most useful for the students?

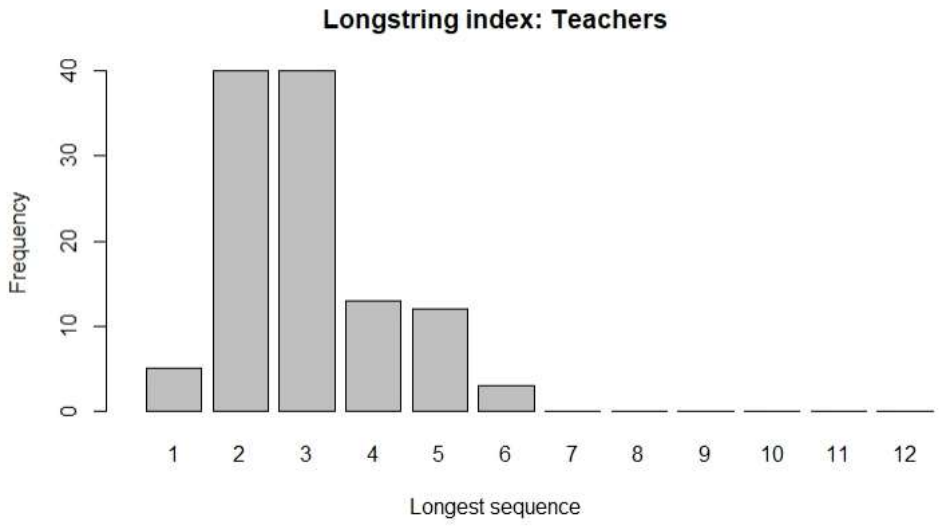
		What challenges did you experience when you taught the 5Ways@School? Could you give us some advice on how to improve the 5Ways@School teaching material?

Detection of careless or insufficient effort (C/IE) responding

As recommended by Curran (2016), we used several different techniques to investigate potential C/IE responding. We did not exclude any participant data based on one single C/IE test but rather based on strongly deviating values on two or more tests.

First, we computed the **longstring index**, which is a participant's longest string of identical responses. For example, a participant whose responses are 3, 4, 3, 3, 3, 3, 1, 2 on nine subsequent items would have a longstring index of 4, since there is a string of four identical responses (3, 3, 3, 3). The greater the length of the longstring index, the more suspicious of C/IE responding. As a rule of thumb, Curran recommends classifying responders as C/IE responders when a string of identical responses is equal to or greater than half the length of the total scale. However, the threshold value should be adjusted based on the number of items in the instrument and the degree of similarity among the items. In our study, the items were relatively few (11 student items and 12 teacher items), and several items were highly correlated. We therefore chose to use even stricter thresholds for identical responses in a row: 7 out of 11 items for students and 8 out of 12 items for teachers. The figures below show the longstring values for students and teachers, respectively.





We then calculated the **intra-individual response variability (IRV)**, defined as the «standard deviation of responses across a set of consecutive item responses for an individual» (Dunn et al., 2018). While the longstring index detects individuals who have identical responses to a long sequence of items, the IRV detects individuals with low variability in their responses (e.g., 4, 5, 4, 5, 4, 5). We chose a strict IRV threshold of < 0.5, which would detect extremely low variability.

Multivariate outliers were investigated using Mahalanobis Distance (D^2), which is a technique for identifying participants whose "total" responses deviate strongly from the other participants (Curran, 2016). Negative worded items were reversed and three items with low item-total correlations were excluded. We chose a strict threshold (alpha = 0.001 = 0.1%), which identified 26 students and one teacher to be further inspected.

Response time is an often-used indicator of C/IE responding, since thoughtful responding to questionnaire items requires a minimum of time to read each item and select a response. In line with Curran (2016), we chose a mean value of 2 seconds per item as a threshold for "too fast" responding.

As shown in the table below, 68 students met two or more criteria for C/IE responding, while none of the teachers did. We consequently removed data from these 68 students before we ran the analyses that are presented in our paper.

Potential C/IE responders

Numbers and percentage above threshold values

	Group	
	Students	**Teachers**
Longstring	84 (3.8%)	0 (0.0%)
Intra-individual response variability (IRV)	103 (4.8%)	2 (1.8%)
Mahalanobis distance	26 (1.2%)	1 (0.9%)
Response time < 2 sec/item	15 (0.7%)	0 (0.0%)
> 1 C/IE indicator above threshold	68 (3.1%)	0 (0.0%)

Thematic analysis: coding and theme development process

Two questions in the teacher survey were responded to in free text: "What challenges did you experience when you taught the 5Ways@School?", and "Could you give us some advice on how to improve the 5Ways@School teaching material?". These free-text responses were analysed using reflexive thematic analysis, following the six-phase approach outlined by Braun and Clarke (2022):

1. **Familiarization with the data**

   All responses were read multiple times to gain a deep understanding of the content. Initial notes were taken to capture early impressions and potential patterns. Some initial impressions: The teachers felt that the teaching programme was poor, childish, involved too much screen time, and too few activities. Furthermore, they felt that it was imposed on them, that it was poorly integrated into their teaching schedule and their other instructional responsibilities.

2. **Generating initial codes**

   Data were coded inductively using a semantic approach, focusing on explicit content. Data were first transferred to a Word document in which coding was performed using Thematic analysis coding management macro v2.1 by Duncan Ross Babbage and Gareth Terry, available from https://osf.io/us7ey. Each meaningful segment of text was assigned one or more descriptive codes, which were transferred to an Excel document. Coding of the data were performed twice, as suggested by Braun and Clarke (2022, p. 70).

3. **Searching for themes**

   Codes were reviewed and grouped into potential themes based on conceptual similarity. This involved

clustering related codes and identifying overarching patterns across responses. Potential themes emerged; screen use, quality, activities, age appropriateness, anchoring, imposed, planning, time pressure, rigid structure, little variation, mismatch between the teaching programme and the students' level of maturity.

4. **Reviewing themes**

   Themes were refined by checking them against the coded data and the entire dataset to ensure coherence and distinctiveness. Some themes were merged, split, or discarded during this phase. Ragnhild Bang Nes and Åshild Lappegard Hauge gave feedback on the theme development.

5. **Defining and naming themes**

   Each theme was clearly defined to capture its essence and scope. Descriptive names were assigned to reflect the central organizing concept of each theme.

6. **Producing the report**

   Themes were presented in order of how many respondents each theme represented, illustrated with representative quotes and integrated into the broader narrative of the study. As the quantitative data showed clear differences between the teachers at the lower secondary and upper secondary levels in their assessments, I examined how the teachers' qualitative feedback was distributed between these two groups.

Results

Supplementary Tables

Characteristics of students participating in the collection of implementation data

	Girl (N=1147)	Boy (N=1039)	Other/prefer not to answer (N=40)	Overall (N=2226)
Grade				
5	197 (17.2%)	175 (16.8%)	5 (12.5%)	377 (16.9%)
6	224 (19.5%)	190 (18.3%)	3 (7.5%)	417 (18.7%)
7	195 (17.0%)	202 (19.4%)	10 (25.0%)	407 (18.3%)
8	185 (16.1%)	161 (15.5%)	4 (10.0%)	350 (15.7%)
9	192 (16.7%)	163 (15.7%)	8 (20.0%)	363 (16.3%)
10	154 (13.4%)	148 (14.2%)	10 (25.0%)	312 (14.0%)

Distribution of missing values per respondent

Number of missing values	Number of respondents	
	Students	*Teachers*
0	2125	61
1	81	35
2	8	10
3	2	4
4	2	2
5	1	1
8	1	0
9	1	0
10	1	0
11	5	0

User satisfaction mean scores among students

	5 (N=371)	6 (N=412)	7 (N=403)	8 (N=337)	9 (N=345)	10 (N=290)	Overall (N=2158)
mean_score							
Mean (SD)	2.73 (0.687)	2.77 (0.670)	2.47 (0.670)	2.36 (0.706)	2.35 (0.713)	2.40 (0.707)	2.53 (0.711)
Median [Min, Max]	2.75 [1.00, 4.00]	2.86 [1.00, 4.00]	2.50 [1.00, 4.00]	2.40 [1.00, 4.00]	2.38 [1.00, 4.00]	2.50 [1.00, 4.00]	2.57 [1.00, 4.00]
Missing	20 (5.4%)	18 (4.4%)	17 (4.2%)	15 (4.5%)	9 (2.6%)	20 (6.9%)	99 (4.6%)

Supplementary Table: User satisfaction mean scores among teachers

	5 (N=19)	6 (N=17)	7 (N=15)	8 (N=23)	9 (N=13)	10 (N=26)	Overall (N=113)
mean_score							
Mean (SD)	2.86 (0.456)	2.83 (0.569)	2.91 (0.506)	2.24 (0.622)	1.77 (0.931)	2.30 (0.790)	2.48 (0.752)
Median [Min, Max]	2.71 [2.17, 3.71]	3.00 [1.33, 3.71]	2.83 [2.17, 3.71]	2.29 [1.00, 3.43]	1.50 [1.00, 3.71]	2.39 [1.00, 3.86]	2.57 [1.00, 3.86]

Supplementary Table: User satisfaction among students, by school grade

	5 (N=371)	6 (N=412)	7 (N=403)	8 (N=337)	9 (N=345)	10 (N=290)	Overall (N=2158)
I enjoyed learning about 5Ways@School							
Totally agree	62 (16.7%)	77 (18.7%)	43 (10.7%)	41 (12.2%)	39 (11.3%)	30 (10.3%)	292 (13.5%)
Partly agree	143 (38.5%)	180 (43.7%)	154 (38.2%)	123 (36.5%)	127 (36.8%)	107 (36.9%)	834 (38.6%)
Partly disagree	70 (18.9%)	87 (21.1%)	108 (26.8%)	77 (22.8%)	94 (27.2%)	68 (23.4%)	504 (23.4%)
Totally disagree	67 (18.1%)	37 (9.0%)	75 (18.6%)	77 (22.8%)	76 (22.0%)	61 (21.0%)	393 (18.2%)
Prefer not to answer	27 (7.3%)	29 (7.0%)	21 (5.2%)	17 (5.0%)	7 (2.0%)	20 (6.9%)	121 (5.6%)
Missing	2 (0.5%)	2 (0.5%)	2 (0.5%)	2 (0.6%)	2 (0.6%)	4 (1.4%)	14 (0.6%)
I learned something new, that I can make use of							
Totally agree	107 (28.8%)	109 (26.5%)	53 (13.2%)	51 (15.1%)	34 (9.9%)	32 (11.0%)	386 (17.9%)
Partly agree	133 (35.8%)	169 (41.0%)	156 (38.7%)	105 (31.2%)	109 (31.6%)	102 (35.2%)	774 (35.9%)
Partly disagree	65 (17.5%)	76 (18.4%)	107 (26.6%)	87 (25.8%)	98 (28.4%)	69 (23.8%)	502 (23.3%)
Totally disagree	43 (11.6%)	35 (8.5%)	70 (17.4%)	76 (22.6%)	92 (26.7%)	67 (23.1%)	383 (17.7%)
Prefer not to answer	22 (5.9%)	22 (5.3%)	17 (4.2%)	18 (5.3%)	9 (2.6%)	16 (5.5%)	104 (4.8%)
Missing	1 (0.3%)	1 (0.2%)	0 (0%)	0 (0%)	3 (0.9%)	4 (1.4%)	9 (0.4%)
The teaching was easy to understand							
Totally agree	110 (29.6%)	140 (34.0%)	150 (37.2%)	124 (36.8%)	121 (35.1%)	119 (41.0%)	764 (35.4%)
Partly agree	152 (41.0%)	170 (41.3%)	144 (35.7%)	126 (37.4%)	131 (38.0%)	95 (32.8%)	818 (37.9%)
Partly disagree	67 (18.1%)	67 (16.3%)	72 (17.9%)	53 (15.7%)	52 (15.1%)	35 (12.1%)	346 (16.0%)
Totally disagree	19 (5.1%)	15 (3.6%)	18 (4.5%)	19 (5.6%)	29 (8.4%)	20 (6.9%)	120 (5.6%)
Prefer not to answer	21 (5.7%)	18 (4.4%)	18 (4.5%)	14 (4.2%)	9 (2.6%)	16 (5.5%)	96 (4.4%)
Missing	2 (0.5%)	2 (0.5%)	1 (0.2%)	1 (0.3%)	3 (0.9%)	5 (1.7%)	14 (0.6%)
The teaching was boring							
Totally agree	77 (20.8%)	78 (18.9%)	123 (30.5%)	119 (35.3%)	119 (34.5%)	93 (32.1%)	609 (28.2%)
Partly agree	140 (37.7%)	164 (39.8%)	164 (40.7%)	131 (38.9%)	126 (36.5%)	116 (40.0%)	841 (39.0%)
Partly disagree	71 (19.1%)	88 (21.4%)	75 (18.6%)	50 (14.8%)	66 (19.1%)	39 (13.4%)	389 (18.0%)
Totally disagree	58 (15.6%)	61 (14.8%)	27 (6.7%)	22 (6.5%)	25 (7.2%)	18 (6.2%)	211 (9.8%)
Prefer not to answer	25 (6.7%)	19 (4.6%)	14 (3.5%)	15 (4.5%)	7 (2.0%)	17 (5.9%)	97 (4.5%)
Missing	0 (0%)	2 (0.5%)	0 (0%)	0 (0%)	2 (0.6%)	7 (2.4%)	11 (0.5%)
The teaching was interesting							
Totally agree	58 (15.6%)	58 (14.1%)	32 (7.9%)	22 (6.5%)	19 (5.5%)	22 (7.6%)	211 (9.8%)
Partly agree	137 (36.9%)	159 (38.6%)	113 (28.0%)	91 (27.0%)	111 (32.2%)	82 (28.3%)	693 (32.1%)
Partly disagree	85 (22.9%)	121 (29.4%)	146 (36.2%)	112 (33.2%)	110 (31.9%)	100 (34.5%)	674 (31.2%)
Totally disagree	67 (18.1%)	54 (13.1%)	90 (22.3%)	93 (27.6%)	95 (27.5%)	61 (21.0%)	460 (21.3%)
Prefer not to answer	23 (6.2%)	16 (3.9%)	19 (4.7%)	18 (5.3%)	8 (2.3%)	16 (5.5%)	100 (4.6%)
Missing	1 (0.3%)	4 (1.0%)	3 (0.7%)	1 (0.3%)	2 (0.6%)	9 (3.1%)	20 (0.9%)
There were too few activities							
Totally agree	102 (27.5%)	124 (30.1%)	144 (35.7%)	102 (30.3%)	130 (37.7%)	100 (34.5%)	702 (32.5%)
Partly agree	116 (31.3%)	139 (33.7%)	136 (33.7%)	108 (32.0%)	104 (30.1%)	95 (32.8%)	698 (32.3%)
Partly disagree	71 (19.1%)	81 (19.7%)	73 (18.1%)	63 (18.7%)	57 (16.5%)	43 (14.8%)	388 (18.0%)
Totally disagree	47 (12.7%)	43 (10.4%)	23 (5.7%)	38 (11.3%)	34 (9.9%)	23 (7.9%)	208 (9.6%)
Prefer not to answer	33 (8.9%)	23 (5.6%)	24 (6.0%)	24 (7.1%)	17 (4.9%)	23 (7.9%)	144 (6.7%)
Missing	2 (0.5%)	2 (0.5%)	3 (0.7%)	2 (0.6%)	3 (0.9%)	6 (2.1%)	18 (0.8%)
There were too many activities							
Totally agree	23 (6.2%)	14 (3.4%)	11 (2.7%)	15 (4.5%)	21 (6.1%)	12 (4.1%)	96 (4.4%)
Partly agree	24 (6.5%)	37 (9.0%)	25 (6.2%)	30 (8.9%)	24 (7.0%)	20 (6.9%)	160 (7.4%)
Partly disagree	85 (22.9%)	110 (26.7%)	121 (30.0%)	96 (28.5%)	99 (28.7%)	98 (33.8%)	609 (28.2%)
Totally disagree	197 (53.1%)	220 (53.4%)	217 (53.8%)	169 (50.1%)	179 (51.9%)	130 (44.8%)	1112 (51.5%)
Prefer not to answer	39 (10.5%)	24 (5.8%)	28 (6.9%)	26 (7.7%)	19 (5.5%)	23 (7.9%)	159 (7.4%)
Missing	3 (0.8%)	7 (1.7%)	1 (0.2%)	1 (0.3%)	3 (0.9%)	7 (2.4%)	22 (1.0%)
The teaching made me sad, afraid, or angry							
Totally agree	12 (3.2%)	13 (3.2%)	12 (3.0%)	15 (4.5%)	10 (2.9%)	14 (4.8%)	76 (3.5%)
Partly agree	22 (5.9%)	33 (8.0%)	26 (6.5%)	21 (6.2%)	15 (4.3%)	22 (7.6%)	139 (6.4%)
Partly disagree	35 (9.4%)	48 (11.7%)	45 (11.2%)	30 (8.9%)	43 (12.5%)	35 (12.1%)	236 (10.9%)
Totally disagree	248 (66.8%)	278 (67.5%)	287 (71.2%)	243 (72.1%)	250 (72.5%)	181 (62.4%)	1487 (68.9%)
Prefer not to answer	54 (14.6%)	35 (8.5%)	33 (8.2%)	26 (7.7%)	23 (6.7%)	31 (10.7%)	202 (9.4%)
Missing	0 (0%)	5 (1.2%)	0 (0%)	2 (0.6%)	4 (1.2%)	7 (2.4%)	18 (0.8%)
The teaching made me happy							
Totally agree	51 (13.7%)	49 (11.9%)	30 (7.4%)	13 (3.9%)	21 (6.1%)	20 (6.9%)	184 (8.5%)
Partly agree	137 (36.9%)	155 (37.6%)	117 (29.0%)	95 (28.2%)	97 (28.1%)	71 (24.5%)	672 (31.1%)
Partly disagree	73 (19.7%)	94 (22.8%)	127 (31.5%)	81 (24.0%)	85 (24.6%)	74 (25.5%)	534 (24.7%)
Totally disagree	51 (13.7%)	65 (15.8%)	88 (21.8%)	113 (33.5%)	110 (31.9%)	87 (30.0%)	514 (23.8%)
Prefer not to answer	56 (15.1%)	45 (10.9%)	39 (9.7%)	32 (9.5%)	29 (8.4%)	31 (10.7%)	232 (10.8%)
Missing	3 (0.8%)	4 (1.0%)	2 (0.5%)	3 (0.9%)	3 (0.9%)	7 (2.4%)	22 (1.0%)
I will practise more of the five ways in the future							
Totally agree	93 (25.1%)	93 (22.6%)	54 (13.4%)	38 (11.3%)	32 (9.3%)	29 (10.0%)	339 (15.7%)
Partly agree	131 (35.3%)	162 (39.3%)	154 (38.2%)	101 (30.0%)	124 (35.9%)	97 (33.4%)	769 (35.6%)
Partly disagree	63 (17.0%)	87 (21.1%)	91 (22.6%)	95 (28.2%)	76 (22.0%)	60 (20.7%)	472 (21.9%)
Totally disagree	25 (6.7%)	30 (7.3%)	71 (17.6%)	69 (20.5%)	90 (26.1%)	67 (23.1%)	352 (16.3%)
Prefer not to answer	55 (14.8%)	36 (8.7%)	31 (7.7%)	29 (8.6%)	19 (5.5%)	30 (10.3%)	200 (9.3%)
Missing	4 (1.1%)	4 (1.0%)	2 (0.5%)	5 (1.5%)	4 (1.2%)	7 (2.4%)	26 (1.2%)
I think all students should learn about the five ways							
Totally agree	124 (33.4%)	160 (38.8%)	96 (23.8%)	59 (17.5%)	71 (20.6%)	56 (19.3%)	566 (26.2%)
Partly agree	122 (32.9%)	123 (29.9%)	148 (36.7%)	115 (34.1%)	114 (33.0%)	100 (34.5%)	722 (33.5%)
Partly disagree	33 (8.9%)	57 (13.8%)	75 (18.6%)	60 (17.8%)	76 (22.0%)	46 (15.9%)	347 (16.1%)
Totally disagree	35 (9.4%)	32 (7.8%)	51 (12.7%)	61 (18.1%)	53 (15.4%)	53 (18.3%)	285 (13.2%)
Prefer not to answer	54 (14.6%)	36 (8.7%)	31 (7.7%)	39 (11.6%)	26 (7.5%)	28 (9.7%)	214 (9.9%)
Missing	3 (0.8%)	4 (1.0%)	2 (0.5%)	3 (0.9%)	5 (1.4%)	7 (2.4%)	24 (1.1%)

Supplementary Table: User satisfaction among students, by gender

	Girl (N=1122)	Boy (N=996)	Other/prefer not to answer (N=40)	Overall (N=2158)
I enjoyed learning about 5Ways@School				
Totally agree	139 (12.4%)	147 (14.8%)	6 (15.0%)	292 (13.5%)
Partly agree	466 (41.5%)	358 (35.9%)	10 (25.0%)	834 (38.6%)
Partly disagree	266 (23.7%)	231 (23.2%)	7 (17.5%)	504 (23.4%)
Totally disagree	199 (17.7%)	186 (18.7%)	8 (20.0%)	393 (18.2%)
Prefer not to answer	43 (3.8%)	69 (6.9%)	9 (22.5%)	121 (5.6%)
Missing	9 (0.8%)	5 (0.5%)	0 (0%)	14 (0.6%)
I learned something new, that I can make use of				
Totally agree	186 (16.6%)	194 (19.5%)	6 (15.0%)	386 (17.9%)
Partly agree	427 (38.1%)	337 (33.8%)	10 (25.0%)	774 (35.9%)
Partly disagree	282 (25.1%)	214 (21.5%)	6 (15.0%)	502 (23.3%)
Totally disagree	180 (16.0%)	194 (19.5%)	9 (22.5%)	383 (17.7%)
Prefer not to answer	43 (3.8%)	52 (5.2%)	9 (22.5%)	104 (4.8%)
Missing	4 (0.4%)	5 (0.5%)	0 (0%)	9 (0.4%)
The teaching was easy to understand				
Totally agree	405 (36.1%)	344 (34.5%)	15 (37.5%)	764 (35.4%)
Partly agree	425 (37.9%)	384 (38.6%)	9 (22.5%)	818 (37.9%)
Partly disagree	186 (16.6%)	154 (15.5%)	6 (15.0%)	346 (16.0%)
Totally disagree	64 (5.7%)	54 (5.4%)	2 (5.0%)	120 (5.6%)
Prefer not to answer	34 (3.0%)	54 (5.4%)	8 (20.0%)	96 (4.4%)
Missing	8 (0.7%)	6 (0.6%)	0 (0%)	14 (0.6%)
The teaching was boring				
Totally agree	314 (28.0%)	286 (28.7%)	9 (22.5%)	609 (28.2%)
Partly agree	469 (41.8%)	360 (36.1%)	12 (30.0%)	841 (39.0%)
Partly disagree	195 (17.4%)	188 (18.9%)	6 (15.0%)	389 (18.0%)
Totally disagree	105 (9.4%)	101 (10.1%)	5 (12.5%)	211 (9.8%)
Prefer not to answer	33 (2.9%)	56 (5.6%)	8 (20.0%)	97 (4.5%)
Missing	6 (0.5%)	5 (0.5%)	0 (0%)	11 (0.5%)
The teaching was interesting				
Totally agree	92 (8.2%)	114 (11.4%)	5 (12.5%)	211 (9.8%)
Partly agree	383 (34.1%)	299 (30.0%)	11 (27.5%)	693 (32.1%)
Partly disagree	356 (31.7%)	310 (31.1%)	8 (20.0%)	674 (31.2%)
Totally disagree	241 (21.5%)	210 (21.1%)	9 (22.5%)	460 (21.3%)
Prefer not to answer	39 (3.5%)	54 (5.4%)	7 (17.5%)	100 (4.6%)
Missing	11 (1.0%)	9 (0.9%)	0 (0%)	20 (0.9%)
There were too few activities				
Totally agree	356 (31.7%)	337 (33.8%)	9 (22.5%)	702 (32.5%)
Partly agree	376 (33.5%)	309 (31.0%)	13 (32.5%)	698 (32.3%)
Partly disagree	205 (18.3%)	180 (18.1%)	3 (7.5%)	388 (18.0%)
Totally disagree	113 (10.1%)	90 (9.0%)	5 (12.5%)	208 (9.6%)
Prefer not to answer	62 (5.5%)	72 (7.2%)	10 (25.0%)	144 (6.7%)
Missing	10 (0.9%)	8 (0.8%)	0 (0%)	18 (0.8%)
There were too many activities				
Totally agree	39 (3.5%)	52 (5.2%)	5 (12.5%)	96 (4.4%)
Partly agree	81 (7.2%)	78 (7.8%)	1 (2.5%)	160 (7.4%)
Partly disagree	341 (30.4%)	257 (25.8%)	11 (27.5%)	609 (28.2%)
Totally disagree	576 (51.3%)	522 (52.4%)	14 (35.0%)	1112 (51.5%)
Prefer not to answer	73 (6.5%)	78 (7.8%)	8 (20.0%)	159 (7.4%)
Missing	12 (1.1%)	9 (0.9%)	1 (2.5%)	22 (1.0%)
The teaching made me sad, afraid, or angry				
Totally agree	35 (3.1%)	38 (3.8%)	3 (7.5%)	76 (3.5%)
Partly agree	81 (7.2%)	56 (5.6%)	2 (5.0%)	139 (6.4%)
Partly disagree	132 (11.8%)	100 (10.0%)	4 (10.0%)	236 (10.9%)
Totally disagree	777 (69.3%)	689 (69.2%)	21 (52.5%)	1487 (68.9%)
Prefer not to answer	86 (7.7%)	106 (10.6%)	10 (25.0%)	202 (9.4%)
Missing	11 (1.0%)	7 (0.7%)	0 (0%)	18 (0.8%)
The teaching made me happy				
Totally agree	93 (8.3%)	88 (8.8%)	3 (7.5%)	184 (8.5%)
Partly agree	358 (31.9%)	307 (30.8%)	7 (17.5%)	672 (31.1%)
Partly disagree	293 (26.1%)	232 (23.3%)	9 (22.5%)	534 (24.7%)
Totally disagree	260 (23.2%)	244 (24.5%)	10 (25.0%)	514 (23.8%)
Prefer not to answer	110 (9.8%)	111 (11.1%)	11 (27.5%)	232 (10.8%)
Missing	8 (0.7%)	14 (1.4%)	0 (0%)	22 (1.0%)
I will practise more of the five ways in the future				
Totally agree	175 (15.6%)	158 (15.9%)	6 (15.0%)	339 (15.7%)
Partly agree	407 (36.3%)	356 (35.7%)	6 (15.0%)	769 (35.6%)
Partly disagree	258 (23.0%)	203 (20.4%)	11 (27.5%)	472 (21.9%)
Totally disagree	181 (16.1%)	166 (16.7%)	5 (12.5%)	352 (16.3%)
Prefer not to answer	87 (7.8%)	101 (10.1%)	12 (30.0%)	200 (9.3%)
Missing	14 (1.2%)	12 (1.2%)	0 (0%)	26 (1.2%)
I think all students should learn about the five ways				
Totally agree	299 (26.6%)	258 (25.9%)	9 (22.5%)	566 (26.2%)
Partly agree	402 (35.8%)	312 (31.3%)	8 (20.0%)	722 (33.5%)
Partly disagree	180 (16.0%)	160 (16.1%)	7 (17.5%)	347 (16.1%)
Totally disagree	126 (11.2%)	154 (15.5%)	5 (12.5%)	285 (13.2%)
Prefer not to answer	101 (9.0%)	102 (10.2%)	11 (27.5%)	214 (9.9%)
Missing	14 (1.2%)	10 (1.0%)	0 (0%)	24 (1.1%)

User satisfaction and fidelity among teachers

	5 (N=19)	6 (N=17)	7 (N=15)	8 (N=23)	9 (N=13)	10 (N=26)	Overall (N=113)
I was well motivated to teach the 5Ways@School							
Totally agree	9 (47.4%)	6 (35.3%)	6 (40.0%)	3 (13.0%)	1 (7.7%)	3 (11.5%)	28 (24.8%)
Partly agree	8 (42.1%)	7 (41.2%)	7 (46.7%)	9 (39.1%)	3 (23.1%)	14 (53.8%)	48 (42.5%)
Partly disagree	2 (10.5%)	2 (11.8%)	1 (6.7%)	7 (30.4%)	4 (30.8%)	4 (15.4%)	20 (17.7%)
Totally disagree	0 (0%)	2 (11.8%)	0 (0%)	4 (17.4%)	5 (38.5%)	5 (19.2%)	16 (14.2%)
Prefer not to answer	0 (0%)	0 (0%)	1 (6.7%)	0 (0%)	0 (0%)	0 (0%)	1 (0.9%)
I enjoyed teaching the 5Ways@School,							
Totally agree	3 (15.8%)	3 (17.6%)	4 (26.7%)	1 (4.3%)	1 (7.7%)	1 (3.8%)	13 (11.5%)
Partly agree	6 (31.6%)	9 (52.9%)	7 (46.7%)	4 (17.4%)	2 (15.4%)	12 (46.2%)	40 (35.4%)
Partly disagree	8 (42.1%)	2 (11.8%)	4 (26.7%)	10 (43.5%)	1 (7.7%)	5 (19.2%)	30 (26.5%)
Totally disagree	1 (5.3%)	2 (11.8%)	0 (0%)	7 (30.4%)	9 (69.2%)	8 (30.8%)	27 (23.9%)
Prefer not to answer	1 (5.3%)	1 (5.9%)	0 (0%)	1 (4.3%)	0 (0%)	0 (0%)	3 (2.7%)
Teaching life skills through the 5Ways@School is a natural part of my job as a teacher							
Totally agree	6 (31.6%)	6 (35.3%)	6 (40.0%)	7 (30.4%)	2 (15.4%)	1 (3.8%)	28 (24.8%)
Partly agree	6 (31.6%)	8 (47.1%)	6 (40.0%)	2 (8.7%)	0 (0%)	12 (46.2%)	34 (30.1%)
Partly disagree	5 (26.3%)	2 (11.8%)	3 (20.0%)	9 (39.1%)	3 (23.1%)	6 (23.1%)	28 (24.8%)
Totally disagree	2 (10.5%)	1 (5.9%)	0 (0%)	4 (17.4%)	7 (53.8%)	6 (23.1%)	20 (17.7%)
Prefer not to answer	0 (0%)	0 (0%)	0 (0%)	1 (4.3%)	1 (7.7%)	1 (3.8%)	3 (2.7%)
I got sufficient information and/or training before I started teaching the 5Ways@School							
Totally agree	3 (15.8%)	3 (17.6%)	5 (33.3%)	6 (26.1%)	1 (7.7%)	5 (19.2%)	23 (20.4%)
Partly agree	11 (57.9%)	4 (23.5%)	4 (26.7%)	9 (39.1%)	2 (15.4%)	12 (46.2%)	42 (37.2%)
Partly disagree	4 (21.1%)	10 (58.8%)	4 (26.7%)	5 (21.7%)	2 (15.4%)	3 (11.5%)	28 (24.8%)
Totally disagree	0 (0%)	0 (0%)	2 (13.3%)	3 (13.0%)	7 (53.8%)	6 (23.1%)	18 (15.9%)
Prefer not to answer	1 (5.3%)	0 (0%)	0 (0%)	0 (0%)	1 (7.7%)	0 (0%)	2 (1.8%)
I think the students learned something new and useful							
Totally agree	3 (15.8%)	0 (0%)	0 (0%)	0 (0%)	2 (15.4%)	2 (7.7%)	7 (6.2%)
Partly agree	9 (47.4%)	13 (76.5%)	12 (80.0%)	6 (26.1%)	1 (7.7%)	6 (23.1%)	47 (41.6%)
Partly disagree	6 (31.6%)	4 (23.5%)	3 (20.0%)	11 (47.8%)	5 (38.5%)	12 (46.2%)	41 (36.3%)
Totally disagree	1 (5.3%)	0 (0%)	0 (0%)	6 (26.1%)	5 (38.5%)	5 (19.2%)	17 (15.0%)
Prefer not to answer	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (3.8%)	1 (0.9%)
There were too few activities in the 5Ways@School							
Totally agree	6 (31.6%)	5 (29.4%)	8 (53.3%)	16 (69.6%)	9 (69.2%)	12 (46.2%)	56 (49.6%)
Partly agree	6 (31.6%)	5 (29.4%)	5 (33.3%)	3 (13.0%)	3 (23.1%)	7 (26.9%)	29 (25.7%)
Partly disagree	5 (26.3%)	3 (17.6%)	2 (13.3%)	1 (4.3%)	1 (7.7%)	3 (11.5%)	15 (13.3%)
Totally disagree	1 (5.3%)	3 (17.6%)	0 (0%)	2 (8.7%)	0 (0%)	2 (7.7%)	8 (7.1%)
Prefer not to answer	1 (5.3%)	1 (5.9%)	0 (0%)	1 (4.3%)	0 (0%)	2 (7.7%)	5 (4.4%)
There were too many activities in the 5Ways@School							
Totally agree	0 (0%)	1 (5.9%)	0 (0%)	0 (0%)	0 (0%)	2 (7.7%)	3 (2.7%)
Partly agree	0 (0%)	3 (17.6%)	0 (0%)	0 (0%)	1 (7.7%)	0 (0%)	4 (3.5%)
Partly disagree	9 (47.4%)	4 (23.5%)	4 (26.7%)	2 (8.7%)	1 (7.7%)	8 (30.8%)	28 (24.8%)
Totally disagree	9 (47.4%)	8 (47.1%)	10 (66.7%)	20 (87.0%)	11 (84.6%)	14 (53.8%)	72 (63.7%)
Prefer not to answer	1 (5.3%)	1 (5.9%)	1 (6.7%)	1 (4.3%)	0 (0%)	2 (7.7%)	6 (5.3%)
I followed the teaching manual to a high degree							
Totally agree	12 (63.2%)	6 (35.3%)	9 (60.0%)	14 (60.9%)	6 (46.2%)	17 (65.4%)	64 (56.6%)
Partly agree	7 (36.8%)	8 (47.1%)	4 (26.7%)	7 (30.4%)	6 (46.2%)	5 (19.2%)	37 (32.7%)
Partly disagree	0 (0%)	2 (11.8%)	2 (13.3%)	1 (4.3%)	1 (7.7%)	3 (11.5%)	9 (8.0%)
Totally disagree	0 (0%)	0 (0%)	0 (0%)	1 (4.3%)	0 (0%)	0 (0%)	1 (0.9%)
Prefer not to answer	0 (0%)	1 (5.9%)	0 (0%)	0 (0%)	0 (0%)	1 (3.8%)	2 (1.8%)
I completed all the six lessons in the 5Ways@School							
Totally agree	17 (89.5%)	12 (70.6%)	13 (86.7%)	15 (65.2%)	7 (53.8%)	12 (46.2%)	76 (67.3%)
Partly agree	2 (10.5%)	3 (17.6%)	1 (6.7%)	3 (13.0%)	3 (23.1%)	5 (19.2%)	17 (15.0%)
Partly disagree	0 (0%)	1 (5.9%)	0 (0%)	2 (8.7%)	0 (0%)	3 (11.5%)	6 (5.3%)
Totally disagree	0 (0%)	1 (5.9%)	0 (0%)	2 (8.7%)	2 (15.4%)	3 (11.5%)	8 (7.1%)
Prefer not to answer	0 (0%)	0 (0%)	1 (6.7%)	1 (4.3%)	1 (7.7%)	3 (11.5%)	6 (5.3%)
I had to abbreviate one or more lesson(s)							
Totally agree	4 (21.1%)	4 (23.5%)	2 (13.3%)	2 (8.7%)	3 (23.1%)	4 (15.4%)	19 (16.8%)
Partly agree	6 (31.6%)	7 (41.2%)	5 (33.3%)	9 (39.1%)	3 (23.1%)	10 (38.5%)	40 (35.4%)
Partly disagree	2 (10.5%)	4 (23.5%)	3 (20.0%)	3 (13.0%)	2 (15.4%)	3 (11.5%)	17 (15.0%)
Totally disagree	7 (36.8%)	1 (5.9%)	5 (33.3%)	9 (39.1%)	5 (38.5%)	6 (23.1%)	33 (29.2%)
Prefer not to answer	0 (0%)	1 (5.9%)	0 (0%)	0 (0%)	0 (0%)	3 (11.5%)	4 (3.5%)
I think that the 5Ways@School should be part of the ordinary school curriculum in 5th to 7th grade							
Totally agree	2 (10.5%)	3 (17.6%)	1 (6.7%)	2 (8.7%)	2 (15.4%)	3 (11.5%)	13 (11.5%)
Partly agree	5 (26.3%)	9 (52.9%)	6 (40.0%)	5 (21.7%)	0 (0%)	5 (19.2%)	30 (26.5%)
Partly disagree	9 (47.4%)	4 (23.5%)	4 (26.7%)	6 (26.1%)	0 (0%)	5 (19.2%)	28 (24.8%)
Totally disagree	2 (10.5%)	1 (5.9%)	2 (13.3%)	6 (26.1%)	5 (38.5%)	6 (23.1%)	22 (19.5%)
Prefer not to answer	1 (5.3%)	0 (0%)	2 (13.3%)	4 (17.4%)	6 (46.2%)	7 (26.9%)	20 (17.7%)
I think that the 5Ways@School should be part of the ordinary school curriculum in 8th to 10th grade							
Totally agree	4 (21.1%)	3 (17.6%)	0 (0%)	0 (0%)	2 (15.4%)	1 (3.8%)	10 (8.8%)
Partly agree	4 (21.1%)	4 (23.5%)	4 (26.7%)	5 (21.7%)	0 (0%)	4 (15.4%)	21 (18.6%)
Partly disagree	2 (10.5%)	1 (5.9%)	1 (6.7%)	7 (30.4%)	2 (15.4%)	5 (19.2%)	18 (15.9%)
Totally disagree	0 (0%)	2 (11.8%)	0 (0%)	11 (47.8%)	8 (61.5%)	13 (50.0%)	34 (30.1%)
Prefer not to answer	9 (47.4%)	7 (41.2%)	10 (66.7%)	0 (0%)	1 (7.7%)	3 (11.5%)	30 (26.5%)

Regression analyses

Factors associated with students' user satisfaction

To investigate whether grade level and gender predicted students' user satisfaction, a linear regression analysis was conducted. The dependent variable was the mean user satisfaction score, and the independent variables included categorical indicators for grade and gender. The overall model was statistically significant, $F(7, 2051) = 18.2$, $p < .001$, indicating that the predictors collectively explained a small but significant portion of the variance in satisfaction scores. The model explained approximately 6% of the variance in satisfaction scores (Multiple $R^2 = .0585$; Adjusted $R^2 = .0553$). Compared to the reference group (Grade 5), students in Grades 7, 8, 9, and 10 reported significantly lower satisfaction scores ($p < .001$ for all), whereas Grade 6 did not differ significantly. Gender was not associated with user satisfaction: students identifying as "Boy" ($\beta \approx 0.00$, $p = .96$) or "Other/prefer not to answer" ($\beta \approx 0.02$, $p = .89$) did not differ significantly from the reference group ("Girl").

Supplementary Table. Predictors of User Satisfaction by School Grade and Gender

Predictor	β	p
School Grade		
5th grade (reference)	—	—
6th grade	0.04	.38
7th grade	-0.25	< .001
8th grade	-0.37	< .001
9th grade	-0.37	< .001
10th grade	-0.33	< .001
Gender		
Girl (reference)	—	—
Boy	0.00	.96
Other / Prefer not to answer	0.02	.89

Note. β = unstandardized regression coefficient.

Grade-level differences in teachers' user satisfaction

A linear regression was conducted to examine whether teachers' user satisfaction scores varied by the grade level they taught. The model included grade level as a categorical predictor (reference category: 5th grade). The overall model was statistically significant, $F(5, 107) = 7.41$, $p < .001$, explaining approximately 22.2% of the variance in satisfaction scores (Adjusted $R^2 = .222$; Multiple $R^2 = .257$). Compared to 5th Grade, teachers of

Grades 8, 9, and 10 reported significantly lower satisfaction scores, while Grades 6 and 7 did not differ significantly.

Supplementary Table. Predictors of Teachers' User Satisfaction by Grade Level

Grade Level	β	p
5th grade (ref.)	—	—
6th grade	-0.03	.90
7th grade	0.05	.84
8th grade	-0.62	.003
9th grade	-1.09	< .001
10th grade	-0.56	.006

Note. β = unstandardized regression coefficient.

Associations between teachers' user satisfaction and fidelity

We examined whether teachers' satisfaction with the intervention predicted their fidelity to the intervention across three separate linear regression models. Fidelity was operationalized as (a) adherence to the teaching manual (Model 1), (b) completion of all six lessons (Model 2), and (c) abbreviation of one or more lessons (Model 3). Teacher satisfaction did not significantly predict any fidelity measure. Effect sizes were very small, and none of the models explained meaningful variance ($R^2 < .01$).

Supplementary Table. Linear Regression Predicting Fidelity from Teacher Satisfaction

Outcome Variable	β	95% CI	p	R^2
Manual adherence (Model 1)	0.01	[-0.16, 0.18]	.89	<.001
Completed all lessons (Model 2)	-0.01	[-0.25, 0.23]	.92	<.001
Abbreviated ≥1 lesson (Model 3)	0.13	[-0.16, 0.42]	.37	.007

Note. β = unstandardized regression coefficient. CI = confidence interval.

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