Supplementary material

Supplementary Table 1. Multidimensional health scale.

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| Items | 5-Likert scale |
| What do you think of your current health status? | ● Three dimensions and each containing one question.  ● Each question ranges from 1 for “strongly disagree” to 5 for “strongly agree.  ● The higher the score, the more health. |
| Do you feel energetic? |
| Are you full of hope for your future life? |

Supplementary Table 2. Health promotion behavior scale.

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| Items | | 5-Likert scale: |
| 1. Exercise behavior | | ● There are a total of six dimensions, each containing five questions.  ● Each question ranges from 1 for “strongly disagree” to 5 for “strongly agree.”  ● Each question score varies between 1 and 5.  ● Each dimension score varies between 5 and 25.  ● The higher the score, the more health promotion behaviors. |
|  | Following a well-designed exercise plan. |
| At least three intense (sweating) exercises per week (for more than 20 minutes). |
| Doing physical exercise from daily life (such as taking a walk after meals, taking fewer cars, and walking more). |
| Participating in some entertainment activities (such as swimming, dancing, cycling). |
| I measure my pulse during or after exercise. |
| 2. Dietary and nutritional behavior | |
|  | Eating breakfast every day. |
| Eating rice, noodles, and grains every day. |
| Eating meat, poultry, fish, dried beans, eggs, and nuts every day. |
| Eating fiber rich foods every day (such as fruits, vegetables, *etc.*). |
| Reading the labels of packaged food, check the production date, shelf life, and precautions. |
| 3. Health responsibility behavior | |
|  | When coughing or sneezing, it will cover the mouth and nose. |
| Seeking timely medical attention for health issues and seeking guidance and advice if necessary. |
| Reading or watching books or TV programs that promoting health, and learn about health knowledge and skills. |
| Participating in health education activities. |
| Self-checking your body at least once a month. |
| 4. Interpersonal relationship behavior | |
|  | Proactively helping those in need and provide care, love, and warmth. |
| Maintaining meaningful interpersonal relationships. |
| Making time to engage in activities or discuss with family and friends. |
| Actively communicating or confide in others when facing troubles. |
| Willing to praise others for their success. |
| 5. Stress management behavior | |
|  | Finding some time every day to relax yourself. |
| Being able to accept things in life that one cannot change |
| I will pay attention to my emotional fluctuations and actively adjust. |
| Searching for suitable methods to relieve stress. |
| Thinking of something happy before bedtime. |
| 6. Life appreciation behavior | |
|  | Believing that one’s life is purposeful and constantly striving for it. |
| Feeling one actively growing and changing. |
| Knowing what is important to you in life. |
| Willing to accept new experiences or challenges. |
| Full of expectations for the future. |

Supplementary Table 3. Teacher’s evaluation of student health promotion behavior scale.

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| Items | 5- Likert scale |
| How are the middle-school students in your class performing in exercise behavior? | ● Five dimensions and each containing one question.  ● Each question ranges from 1 for “very poor” to 5 for “excellent”. |
| How are the middle-school students in your class performing in dietary and nutritional behavior? |
| How are the middle-school students in your class performing in health responsibility behavior? |
| How are the middle-school students in your class performing in interpersonal relationship? |
| How are the middle-school students in your class performing in stress management? |
| How are the students in your class performing in life appreciation? |