

## Students will be able to:

explore ideas for moving to action based on MDI

prioritize and decide on the best solution

## IDEAS FOR ACTION (PART 2)

This lesson plan focuses on developing and prioritizing ideas for action based on MDI data explored in Part 1.

### Ideas For Action Lesson Plan Outline

#### TIME

- 50 minutes (fast pacing)
- 80 minutes (more time for discussion)

#### REFERENCES & LINKS

- Discover MDI - [discovermdi.ca](http://discovermdi.ca)

#### MATERIALS

- Your MDI reports: School District Reports - [earlylearning.ubc.ca/maps/mdj/nh/#mdiReports](http://earlylearning.ubc.ca/maps/mdj/nh/#mdiReports)
- School reports may also be available.
- Post-it notes (optional)
- Presentation slides

#### NOTES:

- This lesson plan can work with School Reports or School District Reports.
- School reports are not available where fewer than 5 students have participated to protect confidentiality. If you have a smaller school population (fewer than 20 students in the Grade), we recommend working with the School District Reports

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#### Preparation

Decide how you will present the chart or graph of the area/measure that your students decided to focus on in the last lesson (e.g., print up copies of the MDI report with that measure, create a powerpoint slide, draw it on the board, etc.)

#### Lesson Plan Outline

##### **Welcome & Review (5 mins)**

If necessary (i.e. if doing this as a multi-day activity) review the first lesson.

Remind students of the topic(s) that they voted to focus on. Since not all students will have seen the results for the measure/area of focus, as a class, look at the results for that measure/that area of focus.

Let students know that, as a class, we are going to come up with ideas for how to improve the problem area that we selected last time.

As a class brainstorm, ideas for what might be causing the problem/the MDI results to be low in this area.

- For example, if focusing on sleep, ask why do you think kids your age aren't getting enough sleep or going to bed too late. Post ideas generated where all students can see them such as on the whiteboard.

##### **Students brainstorm ideas for solutions (10 min)**

Let students know that we are going to be brainstorming things we can do to help improve the MDI results in the area we have selected.

Split students into small groups.

Review guidelines for Brainstorming (Slide 17).

Have students brainstorm activities they could do to improve the problem area in small groups

- Example activities: Letter writing campaign, awareness campaign (presentation to other students or parents), presentation to school/community leadership, sharing ideas between schools.

Have students record their ideas on post it notes, or have the group select a note taker to record the ideas.

Students will be able to:

interpret and discuss MDI data

read and interpret graphs

### **Deciding on a solution:**

#### **Prioritizing Possibilities (10 min)**

Have students use the sorting square to prioritize their ideas. Using SLIDE 18 as an example, sort activities/solutions brainstormed in previous step into four categories: (1) will make a big difference and easy to do, (2) will make a big difference and hard to do, (3) won't make a big difference and hard to do (4) won't make a big difference, but easy to do.

Note: If needed, before splitting into small groups, elicit ideas from the group about what causes an idea to make a big difference or small difference and what makes it easy vs. hard to do using one or two of the students' ideas as an example. Sort the one or two student ideas together as a class.

#### **Decide on an activity:**

##### **Small group discussion: (5 min) SLIDE 19**

- Are there any 'will make a big difference and easy' to do activities that emerged?
- Which idea is best and do you want to present to the class?
- Let students know they will be sharing their idea with the class.

##### **In the larger group: (15 min)**

Small groups present best ideas back to large groups.

Vote on the solution your class thinks is best. Two rounds of voting might be helpful. After the first round of voting, pick the top two vote getters. In the second round, students choose between these two options.

##### **Next Steps (5 min)**

Depending on how much time you want to spend with your class on the project we suggest the following options for next steps:

- Share your idea with school district leadership.
- Write a letter or do a presentation to the appropriate person/group:
- Before writing the letter, it may be helpful to discuss "Who has influence over changes/improvements to this area/topic (e.g., self, family, school, community, city/town)."
- Work together to design a presentation, write a letter, or email to present your idea to the person or group that has influence in this area.
- If feasible, execute your idea together as a class:
- Note we have not designed specific toolkits to plan and implement the projects. There are a number of toolkits online, but a few that might be useful are:
  - » Youth Changing the World - Youth Service Project Toolkit: <http://cdn.worldslargestlesson.globalgoals.org/2016/06/YouthChangingtheWorldToolkit2.pdf>
  - » UBC HELP's project planning toolkit: [http://www.discovermdi.ca/wp-content/uploads/2018/01/Action\\_Planning\\_Workbook.pdf](http://www.discovermdi.ca/wp-content/uploads/2018/01/Action_Planning_Workbook.pdf)

#### **Wrap Up:**

If you are going to implement the project, preview the next steps that you will take.

If you are not going to implement a project, but shared your idea with district administration, brainstorm ways that they might be able to keep the idea moving forward outside of class or during the next school year.

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**WORKSHEET**

## THE MDI: PRIORITIZING POSSIBILITIES

Name(s): \_\_\_\_\_

Date: \_\_\_\_\_

# Ideas Sorting Square

<b>Will make a difference and easy to do..</b>	<b>Will make a big difference and hard to do..</b>
<b>Won't make a big difference and hard to do..</b>	<b>Won't make a big difference, but easy to do..</b>

Grade: \_\_\_\_\_

Topic: \_\_\_\_\_

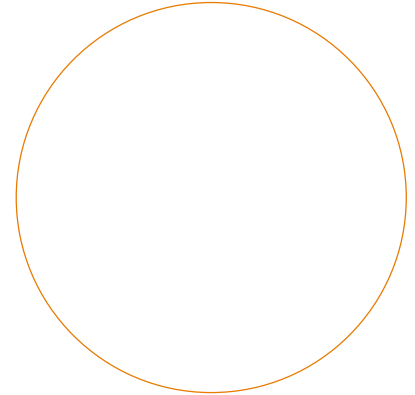
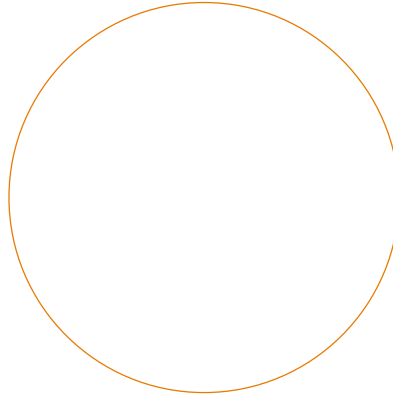
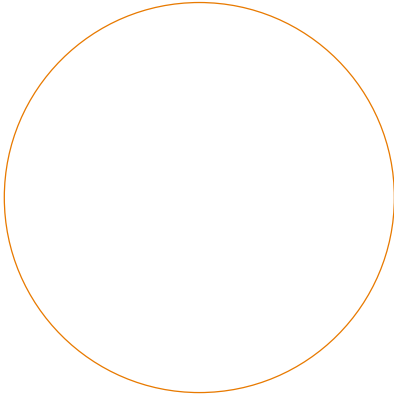
Name: \_\_\_\_\_

Date: \_\_\_\_\_

## big ideas

### GUIDING QUESTIONS

(Fill in based on the lesson being taught through your selected curriculum)



### SEL GUIDING IDEAS

(Fill in based on SEL needs of the class)

## curriculum

### CORE COMPETENCIES APPLICATION AREAS

(Check all that apply after adapting for your curriculum)

#### COMMUNICATION

1. Connect and engage with others (to share and develop ideas)
2. Acquire, interpret and present information (includes inquiries)
3. Collaborate to plan, carry out and review constructions and activities
4. Explain/recount and reflect on experiences and accomplishments

#### THINKING

##### Creative Thinking

1. Novelty and value
2. Generating ideas
3. Developing ideas

##### Critical Thinking

1. Analyze and critique
2. Question and investigate
3. Develop and design

#### PERSONAL & SOCIAL AWARENESS

##### Positive Personal & Cultural Identity

1. Relationships and cultural contexts
2. Personal values and choices
3. Personal strengths and abilities

##### Positive Personal & Cultural Identity

1. Self-determination
2. Self-regulation
3. Well-being

##### Positive Personal & Cultural Identity

1. Contributing to community & caring for the environment
2. Solving problems in peaceful ways
3. Valuing diversity
4. Building relationships

### CURRICULAR COMPETENCIES