MDi Getting to Know the MDI

LESSON PLAN	OBJECTIVE(S) Students will:	MATERIALS	ALIGNMENT $\stackrel{\longrightarrow}{\leftarrow}$
WHAT IS THE MDI?	 ✓ Recall MDI dimensions ✓ Identify key features of the MDI's survey design 	✓ What is the MDI? lesson slides✓ What is the MDI? lesson handout(s)	BC Curriculum Social & Emotional Development Core Competencies Communication & Collaboration
2 EXPLORING ASSETS	 ✓ Recall categories of assets ✓ Recognize link between assets and well-being 	✓ Exploring Assets lesson slides✓ Exploring Assets lesson handout(s)	BC Curriculum Social & Emotional Development Core Competencies Communication & Collaboration
EXAMINING MDI DATA	✓ Read and interpret bar graphs✓ Compare results to average results	 ✓ Examining MDI Data lesson slides ✓ Examining MDI Data lesson handout(s) ✓ Sample School Reports (or your School or District Report) 	BC Curriculum Social & Emotional Development Core Competencies Communication & Collaboration



OBJECTIVES

Students will be able to:

- ✓ Identify the five key features of the MDI's survey design.
- ✓ Recall one or more of the dimensions measured in the MDI.

MATERIALS

- ✓ What is the MDI? Lesson 1 slides
- ✓ What is the MDI? Lesson 1 handouts

ALIGNMENT ←



BC Curriculum

Social and Emotional Development: The MDI measures aspects of children's social and emotional development that align with the BC Ministry of Education's K-12 curriculum

Core Competencies

Communication & Collaboration: students practice communicating findings and ideas through group work and presentations

VOCABULARY 😉



Population-based survey: a survey that collects and reports data at a group-level, not individual, and looks for patterns across a community

Dimension: an area or category measured in the MDI survey that is related to well-being

() TIME: 35 - 40 MINS

Summary

In this lesson, students are introduced to the Middle Years Development Instrument (MDI) survey including the dimensions it measures and five key features of its survey design.

Preparation

- » Review Lesson 1 slides and customize for your students/school
- » Copy Lesson 1 handouts, one per student

Guidance

- » You can deliver this lesson any time of year, but it may be helpful to deliver it either before or after your students take the MDI survey.
- » You can break this lesson into two parts by doing the Introduction and Activity 1 during one class period, and then Activity 2 and the Wrap-Up during another class period.
- » The Notes sections in the lesson slides contain further guidance for delivery and suggestions to expand on each topic.

RESOURCES

MDI Overview page:

https://earlylearning.ubc.ca/monitoring-system/mdi/mdioverview/

Grade 6-8 Survey Questionnaire:

https://earlylearning.ubc.ca/app/uploads/2024/11/BC-MDI-Grade-678-Questionnaire-24-25.pdf



INTRODUCTION

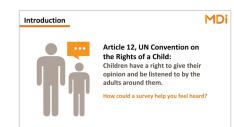




Ask students: 🗩

- » In what ways are you asked to give your opinions about how you're doing?
- » Do you feel your opinions are listened to by the adults around you? Why or why not?

Give students time to think. Invite a few students to share their ideas.



Tell students: 텯

» Article 12 of the United Nations Convention on the Rights of a Child describes their right to give their opinion and be listened to by the adults around them.

Ask students: 텯



» How could a survey help you feel heard?



Tell students: 🗩



- » Hearing directly from youth about their life, their experiences, and how they're doing is important!
- » Today you're going to learn about one way we're listening to your opinions about these important topics with the Middle Years Development Instrument or MDI.

ACTIVITY 1



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Tell students: 🗩

- » There are five key features of the MDI's survey design that make it a great way to learn your opinions.
- » First, it's a self-report survey. That means it's completed by YOU!



Tell students: 🗩



- » Second, the MDI's questions focus on strengths and the positive aspects of your lives.
- » They give you a chance to think about these and share your reflections with adults, often for the first time.



Tell students: 🗩



- » Third, the MDI is a population-based survey.
- » That means it provides data on groups, not individuals. It helps us see patterns across a school community or district.

ACTIVITY 1



TIME: 10 - 15 MINS



Tell students: 텯

- » Fourth, the skills and habits measured by the MDI are things that you can learn and strengthen right now.
- » So, what we learn from the MDI data helps us take action and make changes to support your learning and development.



Tell students: 🗩



- » Children's voices matter. So, the fifth and most important feature of the MDI's survey design is that it listens to children's voice.
- » It helps us get good information on child well-being that would be hard to access otherwise. And it gives you a say in how your school and community make changes to support you.



Activity 1 handout:



Read the directions to students:

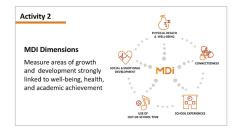


- Distribute the Lesson 1: Activity 1 handout, one per student.
- Give students 5-7 mins. to complete the activity. Students who finish quickly can add details about each feature to their list.
- Animate in the list of five key features and have students check their work.
- Go over the results as a class, asking for volunteers and then ask all students to add to the details on their own sheet.

ACTIVITY 2



TIME: 15 - 20 MINS



Tell students: 🗩

- » The MDI measures five areas or dimensions of growth and development that are strongly linked to well-being.
- » MDI Dimensions:
 - 1. Physical Health and Well-Being
 - 2. Connectedness
 - 3. School Experiences
 - 4. Use of Out-of-School Time
 - 5. Social & Emotional Development



Activity 2 handout:



Read the directions to students:



- Have students number off from 1-5. Have all 1s gather in one area, all 2s, etc. until everyone is in one of the five dimension groups.
- Give students 5 mins. to work together to add examples of skills, experiences, and so on, that support growth and development in their dimension to the graphic organizer on their handouts.
- If time allows, have students from each jigsaw group share their examples with the whole group.
- Have students move into five jigsaw groups, with one student from each dimension group represented (i.e., each group has a group 1 person, group 2 person, and so on).
- Give students 5 mins. for each group member to share examples from their dimension with the rest of the group. Make sure students take notes to fill out the graphic organizer on their handout.
- If time allows, have students from each jigsaw group share their examples with the whole group.



Tell students: 🗩



» This table shows what topics are measured in each dimension. Compare this with the examples you and your groups came up with. How are they the same? How are they different?

Give students time to compare and think, then invite students to share their ideas. If students are finding the language challenging, show them items from the survey that are in child-friendly language.

Extension: +

Have students rank dimensions and/or examples within each dimension from most to least important to them personally or socially.



WRAP-UP





Tell students: 텯

- » Today you learned about the Middle Years Development Instrument, or MDI, including its five key survey design features and the dimensions of growth and development it measures.
- » The MDI is a great way for you to share your opinions about your life and experiences with adults so we can take action to make this school and community one where you can thrive.

Invite students to complete the exit ticket before they transition to the next activity:

Have students state out loud or record one or more of the dimensions measured in the MDI.

Activity 1 - MDI Survey Design Features

S	urvey Design Feature	Description
1		
2		
3		
4		
5		

Activity 2 – MDI Dimensions



Physical Health & Well-Being



Connectedness



School Experiences



Use of Out-of-School Time



Social & Emotional Development