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:

- ✓ Recall the categories of assets (resources and influences) measured in the MDI.
- ✓ Recognize the link between assets and well-being.

MATERIALS

- ✓ Exploring Assets Lesson 2 slides
- ✓ Exploring Assets Lesson 2 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 😅



Assets: resources and influences present in children's lives that can provide positive experiences; developed by families, schools, communities, and kids themselves; helps kids be happy, healthy, and do well in life

() TIME: 30 - 40 MINS

Summary

In this lesson, students will learn more about the assets measured in the Middle Years Development Instrument (MDI) survey and consider how they're related to well-being. Through activities and videos, they'll be able to identify assets in themselves and others.

Preparation

- » Review Lesson 2 slides and customize for your students/school
- » Copy Lesson 2 handouts, 1 per student

Guidance

- » 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

Read more about the Assets Index:

https://discovermdi.ca/assets-index/





INTRODUCTION

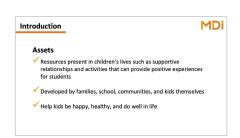




Ask students: 텯

» Last time 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. Today we're going to look more closely at what the survey measures and why. First, consider the word "assets." What are they?

Have students turn to the person next to them and share their definition of an asset. Invite students to share their ideas.



Tell students: 텯

» Read points on screen defining "assets."

Connect with points students offered in their definitions.

ACTIVITY 1





Tell students: 텯

» The MDI measures four key categories of assets: read each asset category and its sub-categories.



Tell students: 텯

» We're going to watch a short, animated film about a girl called Scarlett.

As you watch, try to identify the assets that are helping her through a challenging time.



Invite students to share: 🗐

Give students time to think about Scarlett's assets. Then invite them to share with the whole class.



Do activity with students:

- Read the directions to students.
- Distribute the Lesson 2: Activity 1 handout, one per student.
- Give students 4-6 mins. to complete the activity individually or in pairs/small groups.
- When most students have some ideas down, invite them to share their ideas with the whole class.
- Have students add ideas from the whole class to their handout.

Activity 1 handout:





ACTIVITY 2





Tell students: 텯

» Assets are linked to your well-being. The more assets young people have in their lives, the happier and healthier they'll be!

Watch Video:

Let's listen to one of the creators of the survey, Dr. Kim Schonert-Reichl, talk about how assets are related to well-being.

Activity 2 Directions Thinking again about your character, choose one specific asset you identified in each of the four categories. Add it to the "Assets" column on your handout. Reflect on how each asset contributes to their well-being. Write your ideas in the "Well-Being"

Activity 2 handout:



Do activity with students:

- Read the directions to students.
- Give students 4-6 mins. to complete the activity individually or in pairs/ small groups.
- When most students have some ideas down, invite them to share how their character's assets are related to their well-being with the whole class.

WRAP-UP





Tell students: 텯

» Today you learned more about the assets measured by the MDI and how they're related to well-being.

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

Have students state out loud or record a positive influence or asset in their life or in Scarlett's life from the video.

Activity 1 - Identifying Assets

Pick a character from your favourite book, novel, video game, or other media. Consider the assets they have and record them in the categories below.

Adult Relationships	Peer Relationships	
Nutrition & Sleep	Out-of-School Activities	
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Activity 2 – Linking Assets to Well-Being

Thinking again about your character, choose one specific asset you identified in each of the four categories. Add it to the "Assets" column on your handout. Reflect on how each asset contributes to their well-being. Write your ideas in the "Well-Being" column.

Assets	Well-Being
Adults Relationships	
Peer Relationships	
Nutrition & Sleep	
Out-of-School Activities	