


MDi Getting to Know the MDI

LESSON PLAN	OBJECTIVE(S) Students will:	MATERIALS	ALIGNMENT 
1 WHAT IS THE MDI?	<ul style="list-style-type: none"> ✓ Recall MDI dimensions ✓ Identify key features of the MDI's survey design 	<ul style="list-style-type: none"> ✓ 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	<ul style="list-style-type: none"> ✓ Recall categories of assets ✓ Recognize link between assets and well-being 	<ul style="list-style-type: none"> ✓ Exploring Assets lesson slides ✓ Exploring Assets lesson handout(s) 	BC Curriculum Social & Emotional Development Core Competencies Communication & Collaboration
3 EXAMINING MDI DATA	<ul style="list-style-type: none"> ✓ Read and interpret bar graphs ✓ Compare results to average results 	<ul style="list-style-type: none"> ✓ 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:

- ✓ Read and interpret bar graphs.
- ✓ Compare school/district results to average results.

MATERIALS

- ✓ Examining MDI Data, Lesson 3 slides
- ✓ Examining MDI Data, Lesson 3 handout
- ✓ MDI School or District Report (see Preparation)



TIME: 40 - 45 MINS

Summary

In this lesson, students will be able to read a bar graph from MDI data and understand how the graph can compare school and district results to schools across the province.

Preparation

- » Review Lesson 3 slides and customize for your students/school
- » Copy Lesson 3 handout, 1 per student
- » For Activity 2, decide if you will have students examine your school report data, your district data, or another BC district's data. Download the report of your choice, then print one copy of the results for each dimension.

Guidance

- » This lesson will work best if it is preceded by Lessons 1 and 2. If you want to use your school or district data for Activity 2, then deliver this data after you have the results.

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

RESOURCES**Read more about MDI data and reports:**

<https://discovermdi.ca/mdo-data-and-reports/>


Access public MDI reports for all participating BC school districts:

<https://earlylearning.ubc.ca/reports/?tool=mdi#reports-tools-tabs>

INTRODUCTION

⌚ TIME: 5 MINS

Introduction MDi




What is the MDI?
Why is it important?
How is the MDI different from a test in school?

Ask students: ☞

» You've been learning about the MDI. Try to recall: What is the MDI? Why is it important? How is the MDI different from a test in school?

Give students time to think, then invite them to share their ideas.

Introduction MDi




Self-Report Survey for Children in Grades 4 to 8

Tell students: ☞

Connect students' ideas to a description for the MDI.

» The MDI is a survey completed by students (that's what makes it a self-report... teachers or other adults are not filling out surveys about their students). Students in Grades 4 through 8 complete the MDI during class time, under supervision of an educator such as a teacher, counsellor, or principal.

Introduction MDi



Why is it important?

Tell students: ☞

Connect students' ideas to the following points about why the MDI is important:

- » The questions on the MDI are designed to ask children to think about the positive aspects of their lives and provides them the opportunity to share these reflections with adults, often for the first time.
- » The MDI is not a rating tool or a report card.
- » Information from the MDI can help schools and communities understand where their students are already strong and point the way to growing even stronger.
- » The MDI can help us understand areas that have great significance in children's lives, beyond schoolwork and academics.
- » By reviewing and sharing MDI results with children, teachers, principals, and other people who make decisions at school and in the community, they can better understand the opinions and concerns of their children and decision-makers are better prepared to move toward actions that will create supportive environments where children can thrive.

Introduction MDi



MDI data support action & change

Remind students: ☞

» It's important to remember that the skills and habits that are measured by the MDI are things that can be learned and strengthened during middle childhood and early adolescence. Programs and practices that target social and emotional skills and relationships skills in the middle years can really make a difference now and in future. The assets that help improve well-being in the middle years are also actionable. So, examining MDI data can help support action and change for you, your peers, and your school community.

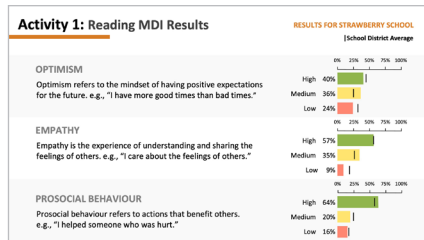
Introduce today's lesson: ☞

» Today we're going to examine some MDI data.

ACTIVITY 1

⌚ TIME: 10 MINS

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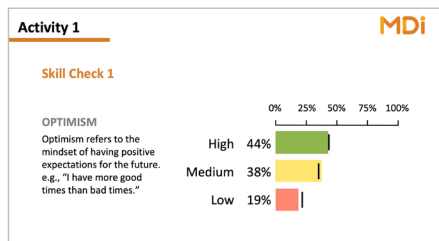


Tell students: 🗨️

» MDI data are presented as bar graphs. Here's an example from an imaginary school called Strawberry School. The bar graphs show the percentage of Strawberry School students in high, medium, and low categories for each measure. Notice the black line. It shows the district average so you can see where the school results are in comparison to their district's results.

Explain further: 🗨️

» You may also see results presented as tables and infographics.

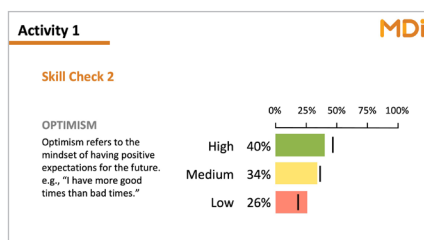


Introduce the activity: ✎️

» We're going to check your graph reading skills!

Ask students the following questions. Answers are in parentheses: 🗨️

- » What percentage of students at this school are VERY optimistic? (44%)
- » How does that compare to the average for the district? (It is very close to the district average.)
- » What percentage of students at this school are not very optimistic at all (or pessimistic)? (19% have low optimism.)
- » Look at all three bar graphs together. Would you say that, in general, students at this school are more optimistic, less optimistic, or about the same as other students in the district? (The students at this school are very close to the average for the district, though there might be slightly higher percentage of students in medium and fewer in low compared to the rest of the district.)

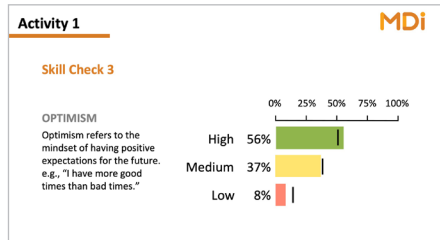


Tell students: 🗨️

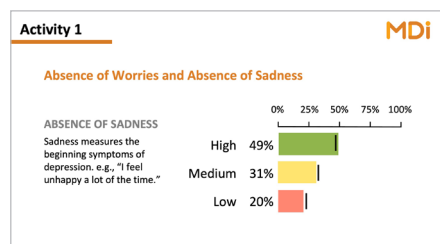
» Let's look at a different school. Look at all three bar graphs together. Would you say that, in general, students at this school are more optimistic, less optimistic, or about the same as other students in the district? (The students at this school, in general, are less optimistic than other students. There is a lower percentage of students in the high category and more students in the low category.)

ACTIVITY 1

⌚ TIME: 10 MINS

**Tell students:** 🗨️

» Here's one more example. Look at all three bar graphs together. Would you say that, in general, students at this school are more optimistic, less optimistic, or about the same as other students in the district? (The students at this school, in general, are more optimistic. There are more than average percentage of students in the high category and fewer students in the low category.)


**Tell students:** 🗨️

» There are two measures which can be a bit confusing: "Absence of Sadness" and "Absence of Worries." While it's typical to be sad from time to time and have some worries, too much sadness or too many worries can have a negative effect. The wording on these measures is a bit confusing. 'Absence' is like being 'absent' meaning it is missing. So, if sadness is missing, it means the students are doing alright or are happy most of the time. That means for these slides green still means doing well, and red still means that the area is lower than we'd like.

Ask students: 🗨️

» So, what percentage of students are quite sad or sad a lot of the time here? (20%)


ACTIVITY 2

 TIME: 20 - 25 MINS

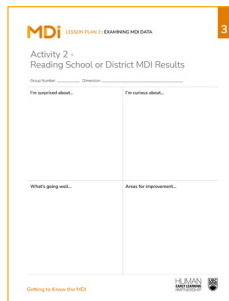
Activity 2

Directions

- Number off by 5s.
- Gather in small groups with your number groups.
- Each group has the results for one dimension.
- Examine the results.
- Discuss your impressions.
- Record your ideas on your handout.



Activity 2
handout:



The handout is titled 'MDi LESSON PLAN 3 : EXAMINING MDI DATA' and 'Activity 2 - Reading School or District MDI Results'. It includes fields for 'Group Number', 'Dimension', 'I'm surprised about...', 'I'm curious about...', 'What's going well...', and 'Areas for improvement...'. It also features the MDi logo and the text 'Getting to Know the MDi'.

Do activity with students: 


» Now you're going to explore the MDI results for [school or district report].

- Have students count off by 5s and gather in small groups according to their numbers.
- Give each group the results for one dimension of the five dimensions and one copy each of the Lesson 3: Activity 2 Handout.
- Have students examine and discuss the results for 10-15 mins.
- Students can record their impressions on their handouts.

Activity 2

Class Discussion

- What were some of the things you were surprised about/curious about?
- Were you surprised/curious about some of the same things or different things as others in your group?
- What do you think the school/district is doing well?
- What do you think the areas of improvement are for the school/district?



Have a class discussion: 

Have students return to their seats.

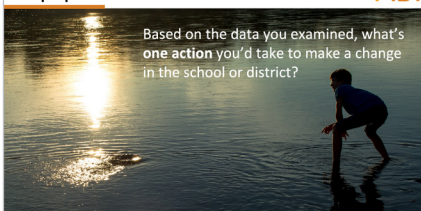
Discussion topics:

- » What were some of the things you were surprised about/curious about?
- » Were you surprised/curious about some of the same things or different things as others in your group?
- » What do you think the school/district is doing well?
- » What do you think the areas of improvement are for the school/district?


WRAP-UP

 TIME: 5 MINS

Wrap-Up MDi



Based on the data you examined, what's **one action** you'd take to make a change in the school or district?

Tell students: » *Today you practiced reading and interpreting MDI results.***Ask students:** 

Based on the data you examined, what's one action you'd take to make a change in the school or district?

Activity 2 - Reading School or District MDI Results

Group Number: _____ Dimension: _____

I'm surprised about...

I'm curious about...

What's going well...

Areas for improvement...