

## Students will be able to:

- define and identify assets
- analyze findings of their school's and neighbourhood's MDI results

## ASSETS

Assets are resources present in kids' lives such as supportive relationships and enriching activities. Assets are developed by families, school, communities, and kids themselves. Assets help kids be happy, healthy, and do well in life. The MDI looks at 4 specific assets: Adult Relationships, Peer Relationships, Nutrition & Sleep, and After-School Activities.

### MATERIALS

- Extension activity: Assets, Well-being & Resilience Quicksheet

### REFERENCES & LINKS

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

## Introduction Activity

- ✓ Grade 4
- ✓ Grade 7

Introduce the term Asset by reading the description above. Discuss the following question with the class:

- Why do you think these particular assets are important for kids?

### Extension activity:

Give students the MDI Quicksheet on *Assets, Well-being & Resilience*. Have them read and highlight what stands out to them as important information about assets before introduction of the topic.

Have them share in small groups what they highlighted, then share with the class before beginning the discussion.

### MATERIALS

- Local MDI results
- MDI Data Summary - Assets worksheet
- Your MDI Results worksheet
- Extension activity: Your MDI Results - Extension worksheet

### REFERENCES & LINKS

- Discover MDI - [discovermdi.ca](https://discovermdi.ca)
- MDI reports - [earlylearning.ubc.ca/maps/mdj/nh/#mdjReports](https://earlylearning.ubc.ca/maps/mdj/nh/#mdjReports)

## Share Your MDI Results

- ✓ Grade 4
- ✓ Grade 7

Using the *MDI Data Summary* worksheet, record the results from your school's and neighbourhood's asset index. Project or hand-out these results. Explain to students how to read the results.

In pairs or small groups, have students answer the questions in *Your MDI Results* worksheet. Then as a class, discuss the findings.

**Optional:** As a class, create a simple goal that students can attend to at school to help the school strengthen the identified asset.

### Extension activity: Peer Interviews

Have students interview their peers asking the question in *Your MDI Results - Extension* worksheet before engaging in the class discussion.

# WORKSHEET

# MDI DATA SUMMARY - ASSETS

Class \_\_\_\_\_

School/Neighbourhood/Community \_\_\_\_\_

Grade 4

Grade 7

## ASSET INDEX

The Assets Index combines measures that highlight four key assets that help to promote children’s positive development and well-being. Assets are positive experiences, relationships or behaviours present in children’s lives. Assets are considered *actionable*, meaning that schools and communities can focus their efforts in these areas to create the conditions and contexts where children can thrive.

School Experiences are also considered to be an asset that contributes to childrens’ well-being. The School Experiences asset is not reported as part of the Assets Index to prevent the ranking of individual schools or districts. Please refer to the School Climate and Bullying and Victimization measures for data related to this asset. For more information on School Experiences visit [discovermdi.ca/making-sense/school-experiences/](https://discovermdi.ca/making-sense/school-experiences/)

### Measures

#### ADULT RELATIONSHIPS

- Adults at School
- Adults in the Neighbourhood
- Adults at Home

#### PEER RELATIONSHIPS

- Peer Belonging
- Friendship Intimacy

#### AFTER-SCHOOL ACTIVITIES

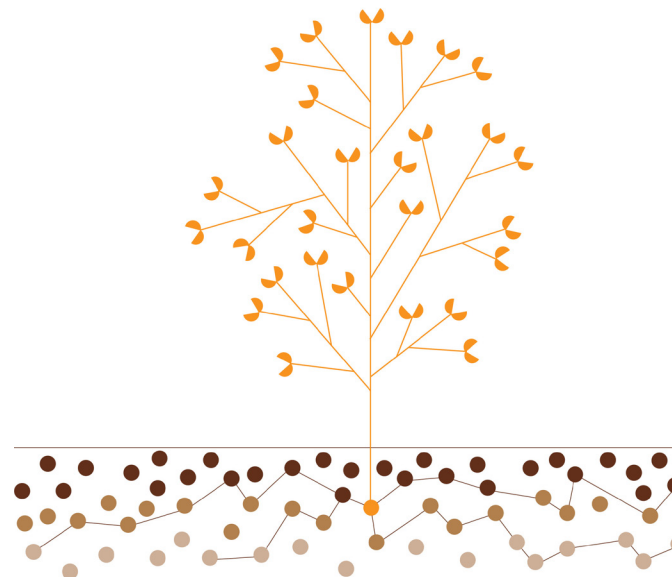
- Organized Activities

#### NUTRITION & SLEEP

- Eating Breakfast
- Meals with Adults at Home
- Frequency of Good Sleep

## ASSET INDEX RESULTS

Results:	Neighbourhood (%)	District (%)
Adult Relationships (%)	_____	_____
Peer Relationships (%)	_____	_____
Nutrition & Sleep (%)	_____	_____
After-School Activities (%)	_____	_____



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

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

## Questions to discuss

1. **Which asset in our community or neighbourhood is the strongest?**

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2. **What are some things happening at our school that help kids build this asset?**

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3. **Which asset is the least strong at our school?**

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4. **What are somethings our school could do better to help build this asset?**

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

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

## Questions to discuss

5. **Did you know that having an adult in your life who is not your parents is one of the most important assets for your success and well-being? What are some ways we can help kids feel connected to adults in our school?**

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6. **Make a list of all the adults in your life you feel connected to. What if you don't feel connected to adults at school? Who can you talk to?**

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7. **What are things that you can do on personal level to further develop assets in your life?**

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

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

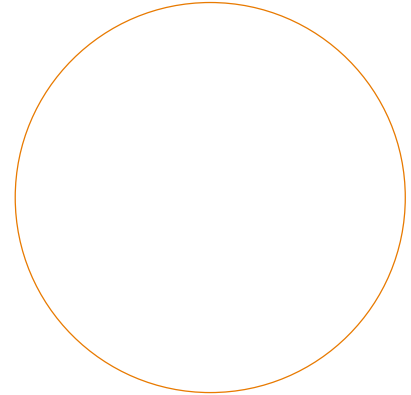
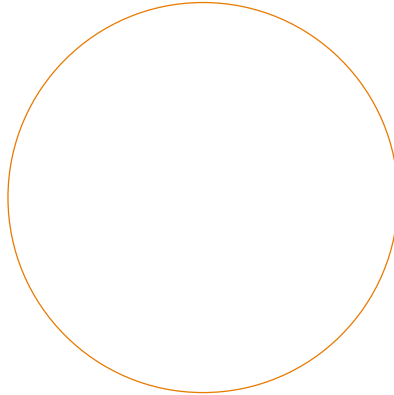
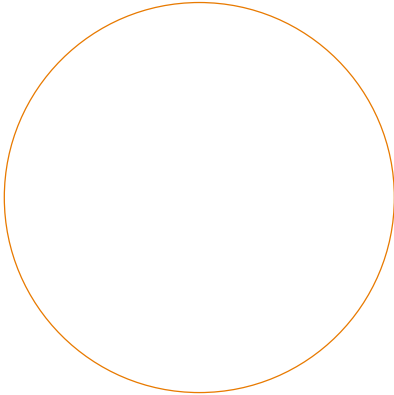
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Date: \_\_\_\_\_

# 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