

FACILITATOR GUIDE & INSTRUCTIONS

workshop one: exploring data

workshop one: exploring data

In Workshop One, participants will increase their understanding of the Middle Years Development Instrument (MDI), middle childhood and the skills and assets that support well-being. They will explore MDI data (school or community results) and through a series of inquiry activities and small group discussion, they will identify the ways they are currently contributing to children's well-being and new ideas they'd like to explore.

agenda

Workshop One requires approximately 2-3 hours in total. If you don't have time to complete the full workshop, it can be split into two sessions as suggested below.

Session 1 Activities* (80 mins)

1. Welcome & Introductions (15 mins)
2. MDI Core Ideas & Connections (20 mins)
3. Exploring the Data (45 mins)

Break (10 mins)

Session 2 Activities* (70 mins)

4. Wisdom Circles (35 mins)
5. Action Approaches (10 mins)
6. Opening the Door to Opportunity (25 mins)

materials

- Flip chart
- Markers, pens
- Sticky notes - 2 colours
- MDI Community and/or School Reports - you will need the dimensions pages:
 - Social Emotional Development
 - Physical Health & Well-Being
 - Connectedness
 - After-School Activities
 - School Experiences

Provided in workshop package:

- Data station signage
- MDI Journal
- MDI Quicksheets
- Exploring the Data Worksheet or Exploring the Data Worksheet for Educators (for use in school workshop)
- MDI Making Meaning Cards

Optional:

- Workshop 1 presentation slide deck, including the agenda and any additional instructions (be sure you have access to a computer and/or projector to display the presentation)
- MDI and the BC Core Competencies Factsheet (for use in school workshop)
- Name tags

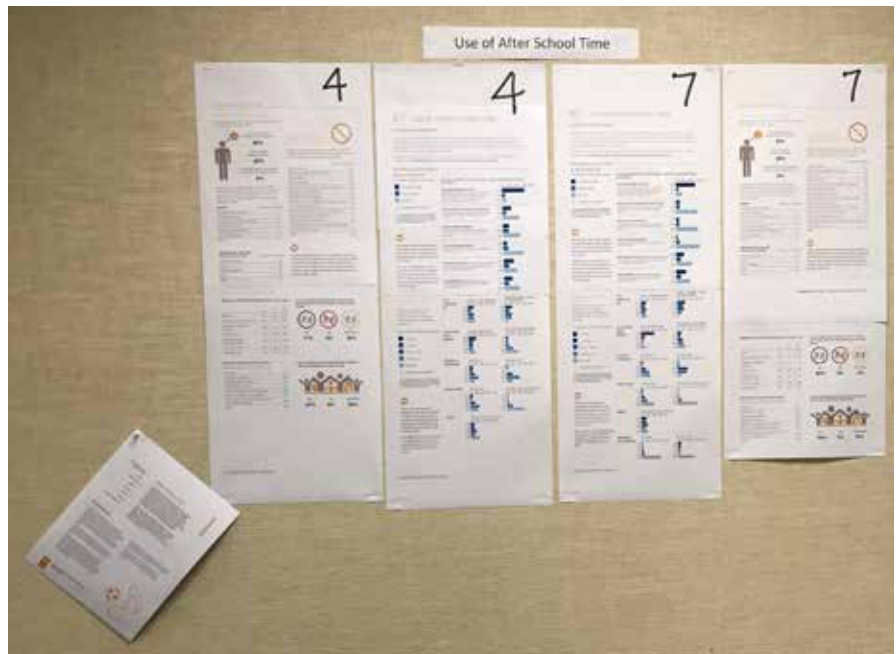
Preparation - Before the Workshop

SET-UP THE ROOM

Decide how you'd like to set-up the room for this workshop. You may choose to create work groups centered around tables or you may want to conduct the activities standing. Ensure any technical equipment such as the computer and projector (if using presentation slides) are connected and functioning properly.

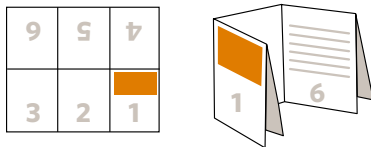
PREPARATION FOR ACTIVITY 2: MDI CORE IDEAS & CONNECTIONS

- Download all relevant materials for this activity (see materials list on p. 5).
- Prepare data station signage by printing and cutting out each dimension sign. These will be displayed above the corresponding report data pages.
- Print out the sections of the MDI report related to each dimension.
- Distinguish between grade 4 and grade 7 data with labels if using both.
- Print out a copy of each dimension's Quicksheet as a reference.
- Set-up the data station similar to the image below.



tip:

This is how to fold the MDI Journals:



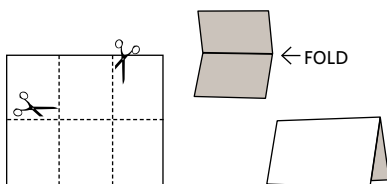
- Prepare the MDI Journals by pre-folding them (see tip on how to fold the journals).
- Have writing utensils on hand in case participants did not bring one of their own

PREPARATION FOR ACTIVITY 3: EXPLORING THE DATA

- Download and print “Exploring the Data Worksheets” or if you are conducting a school workshop, download and print “Exploring the Data Worksheets for Educators”

tip:

This is how to cut and fold the MDI Making Meaning cards:



PREPARATION FOR ACTIVITY 4: MAKING MEANING WITH WISDOM CIRCLES

- Download and print the “Making Meaning Cards.” Prepare the cards by cutting and folding them (see the tip on how to fold and cut the cards).
- In addition to verbally sharing the Guidelines for a Wisdom Circle Participants, consider printing out a copy for each group to use as reference or display the guidelines on a presentation slide.

NOTES

1. Welcome & Introductions

MATERIALS

- Optional: Workshop 1 presentation slide deck
- Optional: Name tags



TIME: 15 MINS

IN THIS ACTIVITY, YOU WILL:

- ✓ Explain the goals of the session
- ✓ Emphasize participation and cooperation

STEP 1: WELCOME

Empower the room and set the context by describing *why* this particular group of people was brought together in the room. Encourage participants that together change is possible.

For example: “We have a real range of expertise and experience in the room including different perspectives on how our systems works and where we can make a difference”

Acknowledge and recognize other good work and different data sources available.

For example: “We have done the EDI and _____ and now it’s time to add MDI conversations to that. We know we need evidence to inform what we do.”

STEP 2: INTRODUCTIONS

Begin with introductions (customized to who is in the room and how well they know each other). A simple and quick round robin introduction works well here, as people will be up and out of their chairs in the next activity.

Share the agenda with participants. A slide of the agenda is available in the Workshop 1 presentation slide deck. The presentation slide deck also contains additional introduction slides that may be useful in setting the tone for action-oriented conversations. This includes slides on the workshop goals and hopes. The slide deck may be modified to suit your needs.

NOTES

tip:

Use the NOTES section at the end of each activity to customize your workshop or record any thoughts and observations you may have during the facilitation of each activity. What went well? What can be improved next time?

2. MDI Core Ideas & Connections



TIME: 20 MINS

IN THIS ACTIVITY, YOU WILL

- ✓ Acquaint participants with MDI dimensions
- ✓ Build a personal connection to the data using the MDI Journal

MATERIALS

- Data Station signage
- MDI Report pages ([download link](#))
- MDI Quicksheets ([download link](#))
- MDI Journal
- Optional: a copy of the MDI and BC Core Competencies factsheet ([download link](#))
- Optional: Workshop 1 presentation slide deck

tip:

Allow approximately 10 minutes for Step 1. If the group is very familiar with the data already, it may go quicker!

Give participants a 1-minute warning before ending each activity.

tip:

If you don't have a space that allows for standing and mingling, do a round robin standing in a circle or sitting around one large group table. Have people introduce themselves, the dimension they picked and why.

STEP 1: INTRODUCING THE 5 DATA STATIONS

Call attention to the 5 Data Stations and introduce and define each of the MDI dimensions. Provide a few examples from each dimension to help people become familiar.

Ask: Which Well-Being Dimension measured by the MDI, are you most curious about or connected to?

Instruct people to do a quick, surface review of the dimensions and use the MDI Journal to explore each station. For each dimension, jot down a result that interests you - consider strengths, challenges and things you are curious about.

STEP 2: CHOOSING A DIMENSION

Challenge people to choose and circle just **ONE** dimension on their MDI Journal that is the *most* intriguing to them. Ask people to stay standing up and mingle around the room. The goal is to talk to at least 3 or 4 other people. Instruct them to:

- Take turns quickly introducing yourself and why you picked the one MDI dimension you did. What has you curious or connected to this dimension? What is your personal experience with this dimension?
- Thank the person for their sharing and move onto the next person!

Remind groups to switch partners!

After approximately 10 minutes, call the group's attention and transition into the next activity.

NOTES

3. Exploring the Data

MATERIALS

- For community workshop: Exploring the Data Worksheets
- For school workshop: Exploring the Data Worksheet For Educators
- Flip chart
- Optional: Workshop 1 presentation slide deck



TIME: 45 mins

IN THIS ACTIVITY, YOU WILL:

- ✓ Form small groups to take a closer look at the MDI Dimensions
- ✓ Identify key strengths, challenges, and questions for each dimension using the Exploring the Data worksheet.



TIME: 20 mins

tip:

It is fine if there isn't a group formed for every dimension. Fewer groups at this stage will help get to a common focus easier. People's commitment to action is strongest where they have connection.

school workshop tip:

There is a special version of the Exploring the Data Worksheets if your group is primarily BC educators to allow them to explore the connections and possibilities with the BC Curricular Competencies.



TIME: 10 mins

STEP 1: CHOOSING A DATA STATION

Ask participants to move to the Data Station they chose in the previous activity. Tell people that they will get a chance to share/talk about more than just this one dimension when we get to wisdom circles, but for this deep-dive step, they need to choose just one to start.

Note: *At this point people may want to change their dimension choice and pick a different one (e.g. somebody may have shared a different perspective and a new curiosity emerged for them).*

Once settled at their station, give participants 20 minutes to review the MDI report, chart and maps related to the group's chosen MDI dimension. Provide groups with the Exploring the Data Worksheet to guide and make notes of their dialogue. Encourage them to capture the entire group's insights.

STEP 2: EXPLORING STRENGTHS & STRETCHES

After 20 minutes, gather the attention of the group. Explain that the goal of the activity is for each small group to agree on a final list of:

- 1 or 2 strengths that emerged—too often we focus on what isn't working. We want to know what IS working too!
- 1 or 2 challenges or stretches.
- 1 or 2 curiosities—your questions and things you are wondering about.

Give the small groups 10 minutes to compile their final list on the worksheet.



TIME: 10-15 mins

STEP 3: SHARING THE FINDINGS

After 10 minutes, reconvene in a large group. Help people feel informed about the other dimensions by sharing small group findings.

Each group will take turns reporting out the key strengths, stretches and things to learn more about. Have each group post up their Exploring the Data Worksheet at the front of the room. Allow about 10-15 minutes for sharing.

Note any similarities and connections between the dimensions. Ask the large group if they notice any patterns or commonalities in the strengths, stretches and curiosities.



TIME: 10 mins

BREAK

Provide a 10-minute stretch break or if you are splitting this workshop into two parts, end the session here.

NOTES

Lined area for taking notes, consisting of approximately 20 horizontal lines.

4. Wisdom Circles

MATERIALS

- MDI Meaning Making Cards
- Flip chart
- Optional: Workshop 1 presentation slide deck



TIME: 35 mins

IN THIS ACTIVITY, YOU WILL:

- ✓ Challenge participants to adopt new perspectives and think more deeply about well-being using MDI Meaning Making Cards
- ✓ Get participants comfortable with complexity by sharing the takeaways from Wisdom Circles

tip:

In addition to sharing the wisdom circle guidelines verbally, you may want to consider printing the guidelines out as reference for each group or display the guidelines using the Workshop 1 presentation slide deck.

STEP 1: SETTING THE STAGE FOR A WISDOM CIRCLE

Form new small groups of approximately 3–7 people for wisdom circles. Encourage people to switch up their groups and talk with different people from the previous activity. Have people pull together chairs to create a circle (no tables) and introduce the activity by describing the intent and general guidelines for wisdom circles.



WHAT IS A WISDOM CIRCLE?

- A circle is a safe, respectful place to engage and learn.
- It's an opportunity to explore and understand what is meaningful to you and others in connection with the discoveries you have made with the MDI data.
- In a wisdom circle, it is a place where every person around the circle contributes.
- It's where we exercise our diversity.

GUIDELINES FOR WISDOM CIRCLE PARTICIPANTS

- Practice active listening.
- Bring curiosity and an open mind.
- Appreciate differences among people and their experiences (seasoned and new).
- Learn from each other.
- Remember, there are no right or wrong answers.
- There is not one leader in a circle—it is a shared experience. Take turns helping to facilitate the conversation.
- Take notes if it is helpful (not required).
- Jump in! Contribute!

STEP 2: STRUCTURING THE DIALOGUE WITH MDI MAKING MEANING CARDS

Provide each circle with a set of MDI Making Meaning Cards. These cards contain the following questions to structure the dialogue:

- *Choose one strength and explore possible causes: Why might this be strong? Follow up with more “whys” to get to the root.*
- *Choose one challenge and explore possible causes: Why might this be a stretch? Follow up with more “whys” to get to the root.*
- *Share a story that connects with the MDI results. It could be an experience, something that confirms the results or something that contradicts them.*
- *Adopt the perspective of a child in Grade 4 or Grade 7, then explain why this dimension/these measures are important to you/them.*
- *Write your own question here: _____*

To start, a person in each circle will choose a random “MAKING MEANING” card to spark the conversation. The group is invited to discuss and answer the question. When ready, have a new person draw another card. Use the prompts from the cards to deepen the group’s insights and allow for discussions that are practical and supportive.

Participants may write down any questions or notes on the blank side of the cards that they would like to share during the debrief at the end of this activity.

Repeat the exercise until time is called. There is no need to go through all the cards. If any card does not feel relevant, skip it and draw again.

To conclude this activity, gather as a large group and debrief. Go around the room inviting people to share an insight they are taking away from their Wisdom Circle.

Ensure you have a flip chart handy to record key ideas, themes and thoughts as they are shared. You may want to consider asking for a volunteer to help record while you focus on facilitating the conversation.

NOTES

5. Action Approaches

MATERIALS

- Optional: Workshop 1 presentation slide deck



TIME: 10 mins

tip:

As a facilitator, you may want to do some background reading about ways to influence child well-being. Use www.discovermdi.ca as a tool to enrich your understanding of child well-being in the middle years.

tool tip:

The “Key Messages on How to Influence Well-Being” may be found on the Workshop 1 presentation slide deck.



TIME: 15 mins

IN THIS ACTIVITY, YOU WILL:

- ✓ Explore two approaches to change: Skills and Assets

STEP 1: EXPLORING SKILLS & ASSETS

Ask: *How do we influence well-being?*

Share the following key messages verbally or visually using the Workshop 1 presentation slide deck to help answer this question. Emphasize that both approaches to improving well-being are important and needed.

KEY MESSAGES ON HOW TO INFLUENCE WELL-BEING

1. The MDI uses a strengths-based approach to assess five areas of development that are strongly linked to children’s well-being, health and academic achievement.
2. There are 2 action approaches that influence well-being.
 - a. **Teach social and emotional skills to support healthy habits**
 - Improving social and emotional “fitness”— similar to improving physical fitness, well-being is improved by learning and practicing social and emotional skills.
 - Skills and habits that foster well-being are **malleable**—which means they can be learned and strengthened not only in early childhood, but in middle childhood as well.
 - Research continues to identify programs and practices that target social-emotional and relationship-building skills that demonstrate positive, long-term outcomes for children.
 - b. **Increase relationship and environmental assets**
 - As the number of assets increases, children are more likely to report higher well-being.
 - Assets that support middle years well-being are **actionable**— which means that we can intentionally build relationships with children, provide them with enriching after-school programs, and cultivate classroom and school environments that make every student feel like they belong.

Invite people to turn to their neighbour and share one example of each approach that they currently participate in or have had some experience with.



TIME: 5 mins

STEP 2: CONNECTING IDEAS TO INCREASE ASSETS

Now that the group has explored more about skills, habits and assets, refer back to the notes captured on the flip chart from the Wisdom Circle activity and try to identify examples that might be related to building skills and habits and examples that might help increase assets.

NOTES

6. Opening the Door for Opportunities

MATERIALS

- 2 colours of sticky notes
- Optional: Workshop 1 presentation slide deck



TIME: 25 mins

IN THIS ACTIVITY, YOU WILL:

- ✓ Build an inventory of actions participants are already taking to improve well-being
- ✓ Identify new areas of learning and action the group is interested in tackling next

STEP 1: GETTING READY TO TAKE ACTION

What can we do together? Where do we go from here?

At this stage, the group is transitioning from exploration to taking action.

Acknowledge that there is great wisdom in the room and that people are already doing impactful things when it comes to making a difference in the lives of kids. Examples may have been shared during the various group interactions. After spending time learning with and from each other, it is now time to move into exploring next step opportunities.

A visual of an open door offers a metaphor of collaborative action and inclusion. Ask people to take some solo time to reflect and process all the information they have taken in and begin the move towards taking action and where they personally and/or their organization is best situated.

Provide each person with 2 sticky notes, one of each colour. On each note, instruct them to respond to the following (depending on your audience):

SCHOOL WORKSHOP:

- Something that you are already doing that contributes to student well-being.
- An idea you would like to explore further

COMMUNITY WORKSHOP:

- Something you are already doing that contributes to improving well-being in middle childhood.
- An idea you are interested in exploring further through partnership and collaboration.

Give people 10-15 minutes to reflect on this and write on the sticky notes. If you can, get the ball rolling by sharing some examples from you/your organization.

tip:

The “Open Door” metaphor is one suggestion. Use the image provided in the Workshop 1 presentation slide deck or use an actual door to post stickies on, or sketch a door on a flip chart or simply visualize a door while completing the activity.

tip:

If your meeting is short on time, invite people to post their stickies as an “exit” ticket on their way out.

STEP 2: CONTRIBUTING IDEAS

Go around the room and invite people to contribute their sticky notes and share with the group what they say (briefly!). Ask people to include their name on the sticky note so that you can follow up later if appropriate.



NOTES

FOLLOW-UP AND NEXT STEPS

Close the workshop with clear information on follow-up communications and plans for the next session.

You will need the sticky notes generated in the “Opening the Door for Opportunities” activity to kick-off Workshop 2 so be sure to collect them at the end of the workshop.

In your follow-up communication, summarize the ideas that were shared with relevant contact information and/or use it as the basis for an invitation to continue working together.



Social & Emotional Development



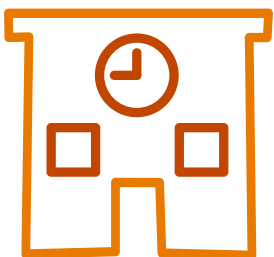
Physical Health & Well-Being



Connectedness



After-School Time



School Experiences



CONNECTEDNESS

Result:

Handwriting lines for the Connectedness section.

FOLD HERE



PHYSICAL HEALTH & WELL-BEING

Result:

Handwriting lines for the Physical Health & Well-being section.

FOLD HERE



SOCIAL & EMOTIONAL DEVELOPMENT

Result:

Handwriting lines for the Social & Emotional Development section.

USE OF AFTER-SCHOOL TIME

Result:

Handwriting lines for the Use of After-School Time section.

FOLD HERE

SCHOOL EXPERIENCES

Result:

Handwriting lines for the School Experiences section.

FOLD HERE

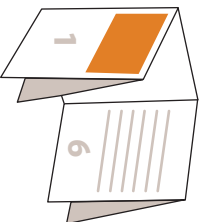
MDI JOURNAL

Step 1 Check out results from each dimension.

Step 2 Write down a result that interests you the most.

Step 3 Circle the **one** dimension that you want to explore more deeply today.

9	5	4
3	2	1



Dimension _____

- Grade 4 Grade 7

What do you see?

I'm surprised about...

I'm not surprised about...

Dimension _____

Grade 4 Grade 7

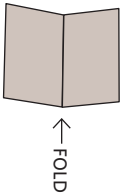
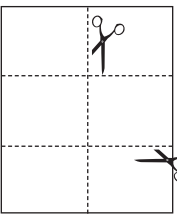
What do you see?

Strengths

Challenges

I don't understand/ I want to learn more about...

MAKING MEANING CARDS



MAKING
MEANING
MAKING

Share a story that connects with the MDI results. It could be an experience, something that confirms the results or something that contradicts them.

MDI

MAKING
MEANING
MAKING

Choose one strength and explore possible causes: Why might this be strong? Follow up with more "whys" to get to the root.

MDI

MAKING
MEANING
MAKING

Adopt the perspective of a child in Grade 4 or Grade 7, then explain why this dimension/ these measures are important to you/them.

MDI

MAKING
MEANING
MAKING

Choose one challenge and explore possible causes: Why might this be a stretch? Follow up with more "whys" to get to the root.

MDI

MAKING
MEANING
MAKING

Write your own question here:

MDI