SCHOOL DISTRICT 46 | **SUNSHINE COAST**

SCHOOL DISTRICT & COMMUNITY REPORT

2020/2021

HUMAN **EARLY LEARNING** PARTNERSHIP   UBC

ACKNOWLEDGEMENTS

ABOUT THE HUMAN EARLY LEARNING PARTNERSHIP

The Human Early Learning Partnership (HELP) is an interdisciplinary research institute based at the School of Population and Public Health, Faculty of Medicine, at the University of British Columbia. HELP's unique partnership brings together researchers and practitioners from across BC, Canada and internationally to address complex child development issues. HELP's research projects explore how different environments and experiences contribute to health and social inequities in children's development over their life course.

The institute was founded by Drs. Clyde Hertzman and Hillel Goelman in 1999. Clyde's vision for HELP was to advance knowledge about child development and importantly, to apply this knowledge in communities. This report, and the work of HELP over two decades, would not have been possible without his vision and passion.

To learn more please visit our website at earlylearning.ubc.ca (http://earlylearning.ubc.ca/) .

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INTRODUCTION TO THE MDI

WHY THE MIDDLE YEARS MATTER

Experiences in the middle years, especially between the ages of 10 to 13, have critical and long lasting effects. They are powerful predictors of adolescent adjustment and future success. During this time, children are experiencing significant cognitive, social and emotional changes that establish their lifelong identity and set the stage for adolescence and adulthood. The overall health and well-being of children in their middle years affects their ability to concentrate and learn, develop and maintain friendships and make thoughtful decisions.

During the late middle childhood years (also referred to as early adolescence), children have an increased awareness of themselves and others. During middle childhood they are developing ideas about how they may or may not "fit in" to their social and academic environments (Rubin et al., 2006). These ideas have the power to either promote health and academic achievement or lead to negative outcomes such as depression and anxiety in adulthood (Jacobs et al., 2008). Although middle childhood is a time of risk, it is also a time of opportunity. There is mounting evidence to suggest that positive relationships to adults and peers during this critical time act to increase a child's resiliency and school and life success.

WHAT IS THE MIDDLE YEARS DEVELOPMENT INSTRUMENT?

The Middle Years Development Instrument (MDI) is a self-report questionnaire that asks children in Grade 4 to Grade 8 about their thoughts, feelings and experiences in school and in the community. It is a unique and comprehensive questionnaire that helps us gain a deeper understanding of how children are doing at this stage in their lives. Researchers working at the Human Early Learning Partnership (HELP) are using results to learn more about children's social-emotional health and well-being. In addition, the MDI is being used across sectors to support collaboration and inform policy and practice.

The MDI uses a strengths-based approach to assess five areas of development that are strongly linked to well-being, health and academic achievement. In addition, the MDI focuses on highlighting the promotive and protective factors and assets that are known to support and optimize development in middle childhood. These areas are: *Social and Emotional Development, Physical Health and Well-Being, Connectedness, Use of After-School Time* and *School Experiences*. Each of these dimensions is made up of several measures. Each measure is made up of one or more individual questions.

Combining select measures from the MDI helps us paint a more comprehensive portrait of children's overall well-being and the assets that contribute to their healthy development. The results for key MDI measures are summarized by two indices: The Well-Being Index and the Assets Index.

The following illustrates the relationship between MDI dimensions and measures, and highlights which measures contribute to the Well-Being and Assets Indices.

MDI DIMENSIONS & MEASURES

> ○ **A measure in the Well-Being Index**
> ■ **A measure in the Assets Index**
> * A measure in the Grade 6, 7 and 8 MDI only

SOCIAL & EMOTIONAL DEVELOPMENT

Measures

○ **Optimism**
Empathy
Prosocial Behaviour
○ **Self-Esteem**
○ **Happiness**

○ **Absence of Sadness**
Absence of Worries
Self-Regulation (Short-Term)
Self-Regulation (Long-Term)
* Responsible Decision-Making

* Self-Awareness
* Perseverance
* Assertiveness
* Citizenship/Social Responsibility

PHYSICAL HEALTH AND WELL-BEING

Measures

○ **General Health**
■ **Eating Breakfast**
■ **Meals with Adults in Your Family**
Food

■ **Frequency of Good Sleep**
Help-Seeking for Emotional Well-Being

Transportation To and From School

CONNECTEDNESS

Measures

■ **Adults at School**
■ **Adults in the Neighbourhood**

■ **Adults at Home**
■ **Peer Belonging**
■ **Friendship Intimacy**

Important Adults

USE OF AFTER-SCHOOL TIME

Measures

■ **Organized Activities**
  ○ Educational Lessons or Activities

○ Youth Organizations
○ Sports
○ Music or Arts

How Children Spend their Time
After-school People/Places
Children's Wishes and Barriers

SCHOOL EXPERIENCES

Measures

Academic Self-Concept
School Climate

School Belonging
Motivation

Future Goals
Victimization and Bullying

For more information on all of the measures, including questions, response options and scoring for the MDI results found in this report, please refer to the MDI Companion Guide (https://www.discovermdi.ca/resources/mdi-companion-guide/). For additional resources visit, the Discover MDI Field Guide (https://www.discovermdi.ca/category/mdi-essentials/).

CONNECTING THE MDI WITH THE PERSONAL AND SOCIAL COMPETENCIES OF THE BC CURRICULUM

Your MDI data provide a unique approach to understanding children's social and emotional development and well-being in relation to the BC Ministry of Education's Personal and Social Competencies (https://curriculum.gov.bc.ca/competencies).

Areas measured by the MDI reflect facets of the "Personal and Social Competency" domain of BC's Curriculum, providing valuable information for understanding children's growth and progress within this core competency. The MDI questions provide an opportunity for students to self-assess and reflect on their social and personal competency, including reflecting on MDI concepts, questions and results.

PS PERSONAL & SOCIAL COMPETENCIES

Positive Personal & Cultural Identity

Related MDI Measures:

- Connectedness to Adults at Home, School and Community
- Peer Belonging
- Friendship Intimacy
- Empathy
- School Belonging
- School Climate
- Self-Esteem
- Academic Self-Concept
- Importance of Grades
- Friends & Learning
- Self-Awareness
- Perseverance
- Responsible Decision-Making

Personal Awareness & Responsibility

Related MDI Measures:

- Academic Self-Concept
- Self-Esteem
- Self-Regulation
- General Health
- Optimism
- Self-Awareness
- Perseverance
- Responsible Decision-Making
- Assertiveness
- Use of After-School Time

Social Responsibility

Related MDI Measures:

- Citizenship and Social Responsibility
- Prosocial Behaviour
- Empathy
- School Climate
- Connectedness to Adults at School
- Connectedness to Peers
- Self-Regulation
- Assertiveness

ABOUT THIS REPORT

Important Message about 2020-2021 MDI Results

In 2018-2019, MDI data collection was moved from November to January/February in response to requests from MDI school districts, and this may have had an influence on a range of MDI measures. Please don't hesitate to contact the MDI team at mdi@help.ubc.ca if you have any questions about your MDI results.

HOW THE RESULTS ARE REPORTED

School district data in this report includes all children who participated within the public school district in 2020/2021. Administration of the MDI took place between the months of January to mid-March 2021.

School district data is compared to the **average for all districts**, which includes children from all participating public school districts. Districts with large populations contribute more in computing the **average for all districts** than districts with smaller populations. Results for large districts tend to be closer to the average for all districts. Please see the table below for a list of participating districts, and note that the average is based on participating districts and **does not** represent all school districts in the entire province.

Where school districts or neighbourhoods contain fewer than 35 children, the results are suppressed. The data in this report have been rounded. Many questions on the MDI allow children to provide multiple responses. Totals for some measures and questions may not equal 100%.

#	School District	# of Children	Participation Rate
33	Chilliwack	841	77%
34	Abbotsford	1,282	87%
35	Langley	756	45%
37	Delta	1,175	85%
38	Richmond	1,398	82%
43	Coquitlam	2,131	81%
46	Sunshine Coast	177	75%
48	Sea to Sky	302	84%
52	Prince Rupert	59	42%
75	Mission	318	67%
78	Fraser-Cascade	86	59%
83	North Okanagan-Shuswap	406	80%
	Total	**8,931**	

UNDERSTANDING MDI DATA

The **MDI Companion Guide** provides information on all of the measures, including questions, response options and scoring, for the MDI results found in this report. The guide is available to download here (https://www.discovermdi.ca/resources/mdi-companion-guide/) .

For more information on the MDI, including answers to common questions such as, what is the MDI; why use the MDI and how to use the MDI, visit the Discover MDI Field Guide (https://www.discovermdi.ca/) .

2020/2021 RESULTS FOR SUNSHINE COAST

DEMOGRAPHICS

Population		Gender Identity	
Total Sample	177	Boys	53%
Participation Rate	75%	Girls	45%
Children completing MDI at school	100%	In Another Way	5%
Children completing MDI at home	0%		

A note on how we are asking about gender identity

In the 2017/18 school year, for the first time, children were able to describe *themselves* through choices that included: "boy," "girl" or "in another way."

Following a review of the responses, this question was refined in the 2018/19 school year to instruct children to describe their *gender* as "boy," "girl" or, if they see themselves "in another way," to describe their gender using their own words. This question may continue to evolve.

Languages Spoken at Home

First Nations, Inuit or Métis	0%	Mandarin	2%
Cantonese	0%	Punjabi	1%
English	94%	Spanish	2%
French	5%	Filipino/Tagalog	2%
Hindi	0%	Vietnamese	2%
Japanese	0%	Other	6%
Korean	1%		

Total Sample: Refers to the total number (#) of children represented in this report. Children are included in the sample if they complete a question and the data are reported.

Participation Rate: Refers to the percentage of the Grade 8 population that participated in the MDI survey this year. In 2020/21, due to the global pandemic and in response to requests from school districts, boards and/or associations, the MDI was administered to a small percentage of children at home or in remote settings.

Gender Identity: Children are asked to describe their gender as "Boy," "Girl" or "In another way." Children may choose not to answer the question at all. Children are able to select more than one response and therefore, in some cases, percentages may not add to 100%. Data are suppressed where fewer than 5 children selected the response.

Languages Spoken at Home: Children are able to select more than one language spoken at home.

First Nations, Inuit or Métis Languages: If a child selects "First Nations, Inuit or Métis" as a language spoken in the home, they are then asked to identify, if possible, the specific language. First Nations, Inuit or Métis language data are not publicly available.

Other: A limited selection of languages is offered on the MDI questionnaire. The "Other" category gives children an opportunity to enter their own response(s).

WELL-BEING & ASSETS INDICES

Combining select measures from the MDI helps us paint a more comprehensive portrait of children's overall well-being and the assets that contribute to their healthy development. The results for key MDI measures are summarized by two indices. This section of the report focuses on results for the Well-Being Index and the Assets Index. Learn more about the important relationship between individual measures, the well-being index and the assets index in the Discover MDI Field Guide (https://www.discovermdi.ca/intro-to-mdi-dimensions-and-indices/) .

WELL-BEING INDEX

The Well-Being Index combines MDI measures relating to children's physical health and social and emotional development that are of critical importance during the middle years. These are: Optimism, Happiness, Self-Esteem, Absence of Sadness and General Health.

Scores from these five measures are combined and reported by three categories of well-being, providing a holistic summary of children's mental and physical health.

MEASURES

Optimism
Happiness
Self-Esteem
Absence of Sadness
General Health

High Well-Being (Thriving)
Children who score in the high range on at least 4 of the 5 measures of well-being and have no low-range scores.
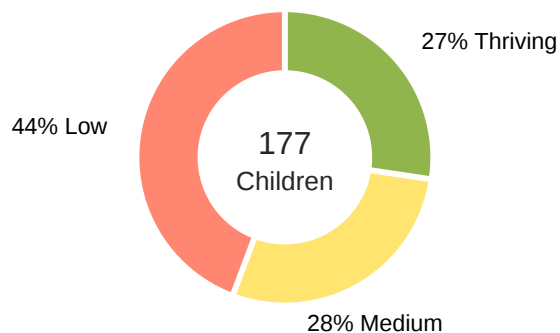
Medium Well-Being
Children who score in the high range on fewer than 4 of the 5 measures of well-being, and have no low-range scores.

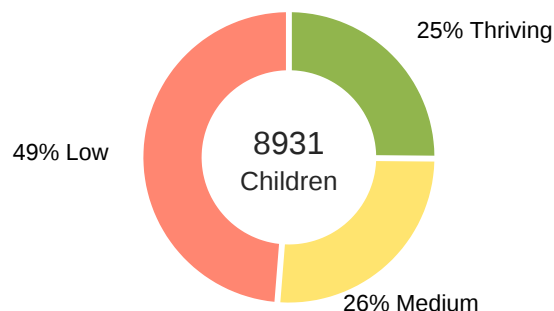**Low Well-Being**
Children who score in the low range on at least 1 of the 5 measures of well-being.

SUNSHINE COAST

27% Thriving
44% Low
177 Children
28% Medium

ALL PARTICIPATING DISTRICTS

25% Thriving
49% Low
8931 Children
26% Medium

The Assets Index combines MDI 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.

Note: School Experiences are also considered to be an asset that contribute to children's well-being; however, this asset is not reported as part of the Assets Index to prevent the ranking of individual schools or sites. Please refer to the School Climate and Bullying and Victimization measures for data related to this asset.

ADULT RELATIONSHIPS
Adults at School
Adults in the Neighbourhood
Adults at Home

PEER RELATIONSHIPS
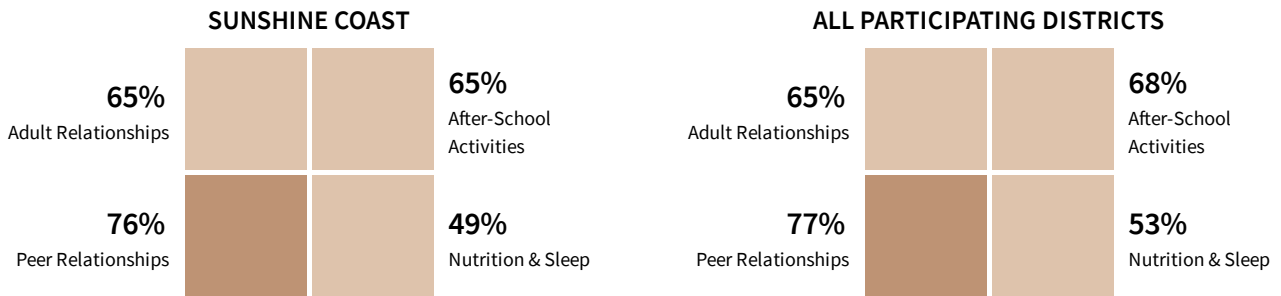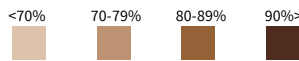Peer Belonging
Friendship Intimacy

NUTRITION & SLEEP
Eating Breakfast
Meals with Adults in Your Family
Frequency of Good Sleep

AFTER-SCHOOL ACTIVITIES
Organized Activities

Percentage of children reporting the presence of an asset

| <70% | 70-79% | 80-89% | 90%> |

SUNSHINE COAST

| 65% Adult Relationships | | | 65% After-School Activities |
| 76% Peer Relationships | | | 49% Nutrition & Sleep |

ALL PARTICIPATING DISTRICTS

| 65% Adult Relationships | | | 68% After-School Activities |
| 77% Peer Relationships | | | 53% Nutrition & Sleep |

SOCIAL & EMOTIONAL DEVELOPMENT

Social and emotional competence is integral to children's social and emotional development and includes the ability to understand and manage emotions, develop caring and empathy for others, establish positive relationships, make responsible decisions, and handle challenging situations effectively (Weissberg et al., 2015). Promoting children's social and emotional competence is critical for their successful development across the lifespan (Jones et al., 2015). For example, social and emotional competence is associated with greater motivation and success in school (Mahoney et al., 2020), as well as positive outcomes later in life, such as earning a college degree, finding stable employment, engaging in a healthy lifestyle, and psychological well-being (Domitrovich et al., 2017). Social and emotional competencies can be best promoted when children experience supportive environments across multiple contexts - at school with teachers and peers, in the home with elders, family, or caregivers, and in after-school programs with peers and community members.

Detailed information on the MDI survey questions and response scales for Social and Emotional Development are available in the Discover MDI Field Guide (https://www.discovermdi.ca/social-emotional-development/).

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RESULTS FOR SUNSHINE COAST

| Average for all Districts

OPTIMISM

Optimism refers to the mindset of having positive expectations for the future. e.g., "I have more good times than bad times."
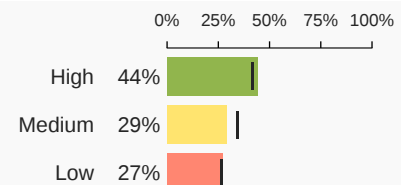
	0%	25%	50%	75%	100%
High	36%				
Medium	36%				
Low	28%				
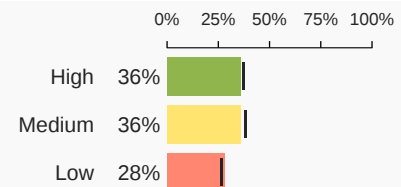
EMPATHY

Empathy is the experience of understanding and sharing the feelings of others. e.g., "I care about the feelings of others."
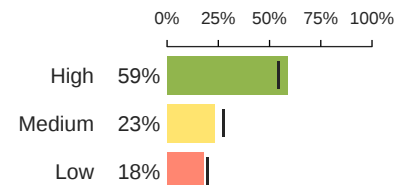
	0%	25%	50%	75%	100%
High	78%				
Medium	16%				
Low	6%				
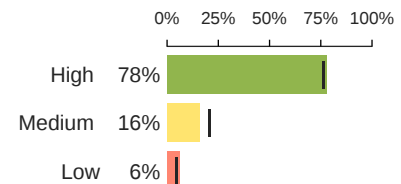
PROSOCIAL BEHAVIOUR

Prosocial behaviour refers to actions that benefit others. e.g., "I helped someone who was hurt."

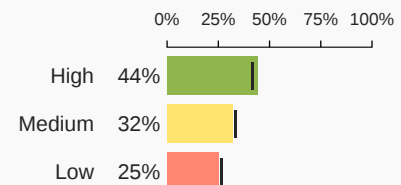|	0%	25%	50%	75%	100%
High	44%				
Medium	29%				
Low	27%				

SELF-ESTEEM

Self-esteem refers to a person's sense of self-worth. e.g., "A lot of things about me are good."

	0%	25%	50%	75%	100%
High	59%				
Medium	23%				
Low	18%				

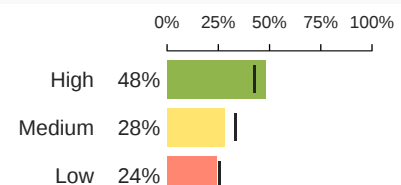### HAPPINESS

Happiness refers to how content or satisfied children are with their lives. e.g., "I am happy with my life."

	0%	25%	50%	75%	100%
High	44%				
Medium	32%				
Low	25%				

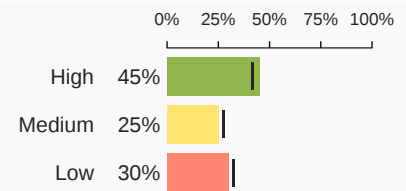### ABSENCE OF SADNESS

Sadness measures the beginning symptoms of depression. e.g., "I feel unhappy a lot of the time."

|	0%	25%	50%	75%	100%
High	48%				
Medium	28%				
Low	24%				

ABSENCE OF WORRIES

Worries measure the beginning symptoms of anxiety. e.g., "I worry a lot that other people might not like me."

|	0% 25% 50% 75% 100%
High	45%
Medium	25%
Low	30%

SELF-REGULATION (LONG-TERM)

Long-term self-regulation requires adapting present behaviour to achieve a goal in the future. e.g., "If something isn't going according to my plans, I change my actions to try and reach my goal."

|	0% 25% 50% 75% 100%
High	53%
Medium	33%
Low	14%
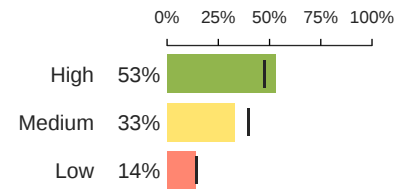
SELF-REGULATION (SHORT-TERM)

Short-term self-regulation is about impulse control. It requires adapting behaviour or emotions to meet an immediate goal. e.g., "I can calm myself down when I'm excited or upset."

|	0% 25% 50% 75% 100%
High	39%
Medium	40%
Low	21%
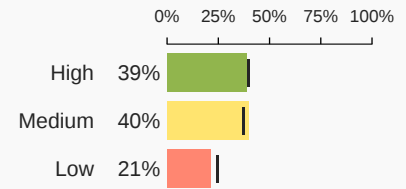
RESPONSIBLE DECISION-MAKING

Responsible decision-making is about understanding the consequences of one's actions and making good choices about personal behaviour. e.g., "When I make a decision, I think about what might happen afterward."

|	0% 25% 50% 75% 100%
High	67%
Medium	24%
Low	8%
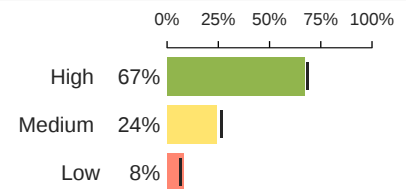
SELF-AWARENESS

Self-awareness is the ability to recognize one's emotions and thoughts while understanding their influence on behaviour. e.g., "When I'm upset, I notice how I am feeling before I take action."

	0% 25% 50% 75% 100%
High	45%
Medium	39%
Low	16%
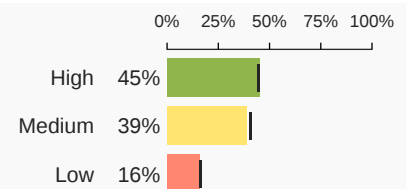
PERSEVERANCE

Perseverance refers to determination. It means putting in persistent effort to achieve goals, even in the face of setbacks. e.g., "Once I make a plan to get something done, I stick to it."

	0% 25% 50% 75% 100%
High	28%
Medium	39%
Low	33%
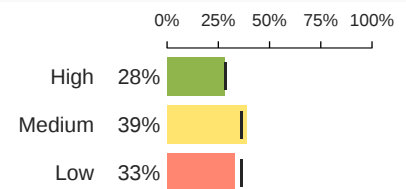
ASSERTIVENESS

Assertiveness means communicating a personal point of view. It includes the ability to stand up for oneself. e.g., "If I disagree with a friend, I tell them."

	0% 25% 50% 75% 100%
High	63%
Medium	28%
Low	9%
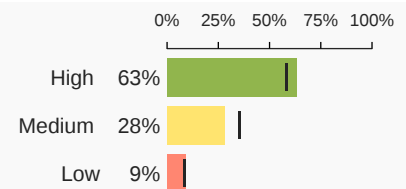
CITIZENSHIP AND SOCIAL RESPONSIBILITY

I believe I can make a difference in the world

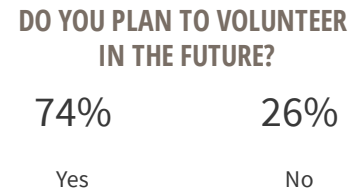|	
Disagree a lot	16%
Disagree a little	11%
Don't agree or disagree	24%
Agree a little	27%
Agree a lot	22%

I try to make the world a better place

Disagree a lot	6%
Disagree a little	7%
Don't agree or disagree	28%
Agree a little	34%
Agree a lot	25%

HAVE YOU EVER VOLUNTEERED?		ARE YOU CURRENTLY VOLUNTEERING?		DO YOU PLAN TO VOLUNTEER IN THE FUTURE?	
70%	30%	8%	92%	74%	26%
Yes	No	Yes	No	Yes	No

RESEARCH HIGHLIGHTS
SOCIAL AND EMOTIONAL DEVELOPMENT

Social and emotional competencies include children's ability to recognize, understand, and effectively respond to emotions, manage stress and be optimistic. They also include showing concern for others, sustaining healthy relationships and making effective personal and social decisions (Weissberg, Durlak, Domitrovitch, & Gullota, 2015).

Middle childhood is an important time for promoting self-regulation and problem-solving strategies to help children persevere in the face of obstacles and setbacks. Related skills and strategies learned during middle childhood tend to stick with children throughout the rest of their lives (Skinner et al., 2016).

A Vancouver-based study asked Grade 10 children to volunteer 1-1.5 hours per week with elementary school children. After 10 weeks researchers found participants had significantly decreased their risk for cardiovascular disease. The greatest health benefits were seen in adolescents who displayed the highest self-report measures of empathy (Schreier, Schonert-Reichl, & Chen, 2013).

PHYSICAL HEALTH & WELL-BEING

Promoting children's physical health and well-being in the middle years lays the foundation for a healthy lifestyle. Physical health outcomes are not uniquely controlled by genetics. They can also be influenced by external factors such as family relationships, connections with peers, and larger economic and social conditions (Hertzman, C., & Boyce. T., 2010). Children who feel healthy are more likely to be engaged in school, feel a connection to their teachers, perform better academically, and are less likely to be bullied or bully others (Forrest et al., 2013). Being physically active also promotes children's mental health (Moeijes et al., 2018). Children benefit from guidance and opportunities that support the development of healthy habits - such as regular physical activity, quality sleep and healthy meals - that they can carry forward into adolescence and adulthood.

Detailed information on the MDI survey questions and response scales for Physical Health and Well-Being are available in the Discover MDI Field Guide (https://www.discovermdi.ca/physical-health-well-being/) .

RESULTS FOR SUNSHINE COAST

| Average for all Districts

GENERAL HEALTH

Children are asked, "In general, how would you describe your health?"

High	32%
Medium	48%
Low	20%
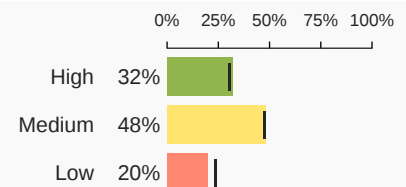
EATING BREAKFAST

Children are asked, "How often do you eat breakfast?"

5+ times a week	58%
3-4 times a week	16%
2 or fewer times a week	26%
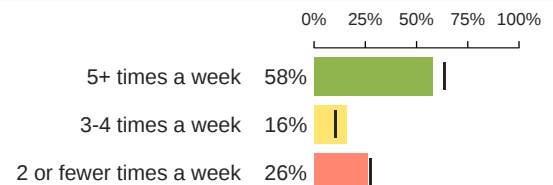
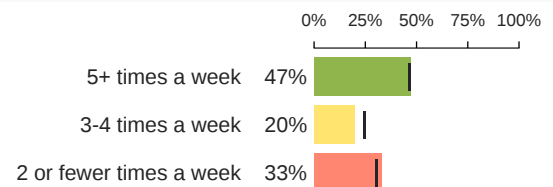### MEALS WITH ADULTS IN YOUR FAMILY

Children are asked, "How often do your parents or other adult family members eat meals with you?"

5+ times a week	67%
3-4 times a week	15%
2 or fewer times a week	19%
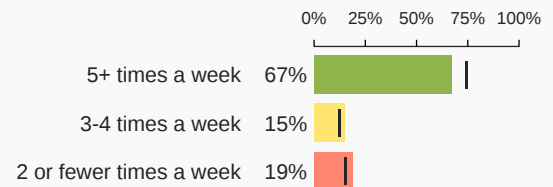
FREQUENCY OF GOOD SLEEP

Children are asked, "How often do you get a good night's sleep?"

5+ times a week	47%
3-4 times a week	20%
2 or fewer times a week	33%

WHAT TIME DO YOU USUALLY GO TO BED DURING THE WEEKDAYS?

5%	21%	33%	27%	14%
Before 9 pm	9 pm - 10 pm	10 pm - 11 pm	11 pm - 12 am	After 12 am
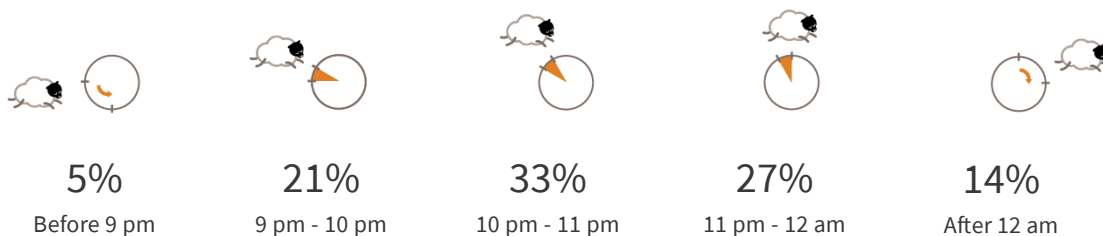
HOW OFTEN DO YOU EAT FOOD LIKE POP, CANDY, POTATO CHIPS, OR SOMETHING ELSE?

22%	56%	22%
Never-Once/week	2-4 times/week	5+ times/week

HELP-SEEKING FOR EMOTIONAL WELL-BEING

WHO WOULD YOU TALK TO IF YOU WERE FEELING SAD, STRESSED, OR WORRIED?

Examples provided include a teacher, school counselor, parent, grandparent, older sibling or cousin, elder, after-school program staff, doctor, nurse etc. (Children can select all of the options that apply; therefore, percentages may not total 100%.)

An adult at school	13%
A family member	60%
An adult in my community	10%
A health professional	14%
My friend(s)	63%
Don't know who to talk to	12%
Prefer to handle it on my own	38%
Talk to someone else (someone not on this list)	3%

TRANSPORTATION TO AND FROM SCHOOL

Children are asked, "How do you usually get to school?"; "How do you usually get home from school?" and "If you could choose, how would you wish to get to and from school?"

	To School	From School	Wish
Car	49%	32%	44%
School bus	29%	33%	19%
Public transportation (public bus, train or ferry)	1%	1%	2%
Walk	17%	30%	21%
Cycle, skateboard, scooter or rollerblade	2%	2%	10%
Something else	1%	2%	5%

RESEARCH HIGHLIGHTS
PHYSICAL HEALTH & WELL-BEING

Eating meals together as a family often is related to increased self-esteem and school success, and decreased chance of eating disorders, substance abuse, violent behaviour and symptoms of depression (Harrison et al., 2015).

Seeking help for emotional support from appropriate and effective resources, such as school adults, parents and family members, health professional, and counsellors, can help promote positive mental health and resilience, and serve as a protective factor for mental illness (Rickwood et al., 2005; Xu et al., 2018).

Children ages 5 to 13 need 9–11 hours of uninterrupted sleep a night (Hirshkowitz et al., 2015). When children do not get enough sleep they are more likely to have troubles at school, be involved in family disagreements and display symptoms of depression (Smaldone, Honig, & Byrne, 2007).

Because of changes in the brain that take place around the time of puberty, children are more strongly attracted to junk foods that contain high amounts of fat and sugar than adults (Reichelt, 2016).

CONNECTEDNESS

Belonging is a fundamental need for everyone. Feeling a sense of connectedness to family, peers, school, and community is one of the most important assets for a child's well-being, health, and success in life (Masten, 2018; Thomson et al., 2018). Research shows that children with positive peer relationships feel better about themselves, experience greater mental health, are more prosocial, and perform better academically (Wentzel, 1998). A single caring adult, be it a family member, coach, teacher, an elder, or a neighbour, can positively influence a child's life and promote resilience (Werner, 2004). Children's life satisfaction is related to their sense of belonging with peers and their supportive relationships with adults even more so than family income or personal health (Gadermann et al., 2015; Oberle et al., 2014). This is true across cultures (Emerson et al., 2018). For children, connectedness to land, language, and culture also can play an important role in encouraging a strong and healthy sense of identity (First Nations Information Governance Centre, 2016).

Detailed information on the MDI survey questions and response scales for Connectedness is available in the Discover MDI Field Guide (https://www.discovermdi.ca/connectedness/).
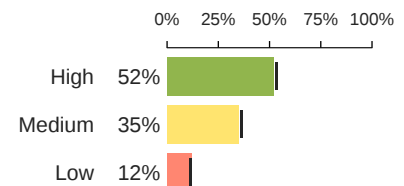

RESULTS FOR SUNSHINE COAST

| Average for all Districts

CONNECTEDNESS WITH ADULTS

ADULTS AT SCHOOL

Assesses the quality of relationships children have with the adults they interact with at school. e.g., "At my school there is an adult who believes I will be a success."

|	
High	52%
Medium	35%
Low	12%

ADULTS IN THE NEIGHBOURHOOD/COMMUNITY

Assesses the quality of relationships children have with the adults they interact with in their neighbourhood or community. e.g., "In my neighbourhood/community there is an adult who really cares about me."

High	46%
Medium	30%
Low	25%
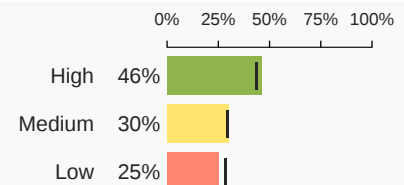
ADULTS AT HOME

Assesses the quality of relationships children have with the adults in their home. e.g., "In my home there is a parent or other adult who listens to me when I have something to say."

High	70%
Medium	21%
Low	9%
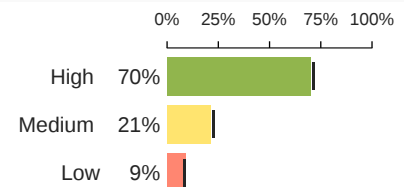
NUMBER OF IMPORTANT ADULTS AT SCHOOL

	2 or more	One	None
	37%	6%	58%
Average for all Districts	34%	12%	54%

WHAT MAKES AN ADULT IMPORTANT TO YOU?

(Children can select all the options that apply)

|	At School	At Home
This person teaches me how to do things that I don't know.	71%	70%
I can share personal things and private feelings with this person.	22%	69%
This person likes me the way I am.	52%	83%
This person encourages me to pursue my goals and future plans.	58%	83%
I get to do a lot of fun things with this person or because of this person.	41%	71%
The person is like who I want to be when I am an adult.	16%	41%
The person is always fair to me and others.	51%	62%
The person stands up for me and others when we need it.	26%	60%
The person lets me make decisions for myself.	47%	73%

CONNECTEDNESS WITH PEERS

PEER BELONGING

Measures children's feelings of belonging to a social group. e.g., "When I am with other kids my age, I feel I belong."

High	57%
Medium	27%
Low	16%
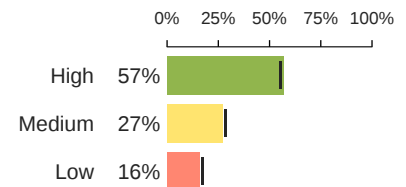
FRIENDSHIP INTIMACY

Assesses the quality of relationships children have with their peers. e.g., "I have a friend I can tell everything to."

High	69%
Medium	15%
Low	16%
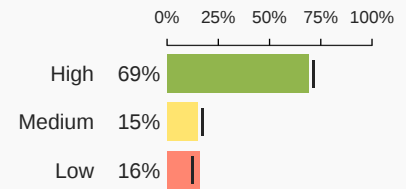
RESEARCH HIGHLIGHTS
CONNECTEDNESS

Children who do not feel part of a group or feel cast out by their own group are at risk of anxiety and depression. They are also at higher risk of low school attendance and future school drop-out (Veiga et al., 2014).

Social competencies and friendship-building skills can buffer children against bullying, anxiety and depression (Guhn et al., 2013).

Strong social connections in adolescence are a better predictor of well-being in adulthood than their academic achievement (Olsson, 2013).

For younger students during elementary and middle school years, a nurturing and caring relationship with a classroom teacher is vital. Connections with warm and accepting teachers enhance emotional well-being, increase motivation, engagement and success in school for children in early adolescence. They are also buffers for children who are experiencing mental health problems (Oberle, 2018).

USE OF AFTER-SCHOOL TIME

Children's involvement in activities outside of school hours exposes them to important social environments. After-school activities, such as art and music classes, sports leagues, and community groups provide distinct experiences that help children to build relationship and social and emotional skills (Vandell et al., 2020). Children who participate in structured extracurricular activities experience school success and are less likely to drop out of school (Thouin et al., 2020). Data from the MDI helps to fill a gap in the research on children's participation in activities during the "critical hours" (from 3 pm to 6 pm) when children are most often left unsupervised (Schonert-Reichl et al., 2013).

Detailed information on the MDI survey questions and response scales for Use of After-School Time is available in the Discover MDI Field Guide (https://www.discovermdi.ca/use-of-after-school-time/) .


RESULTS FOR SUNSHINE COAST

| Average for all Districts

AFTER-SCHOOL ACTIVITIES

Children were asked, "During the last week after school (from 3 pm - 6 pm), how many days did you participate in?":

ANY ORGANIZED ACTIVITY

Children who participated in any after-school activity that was structured and supervised by an adult (e.g., educational lessons, youth organizations, music or art lessons and sports practice).

Twice or more a week	55%
Once a week	10%
Never	36%
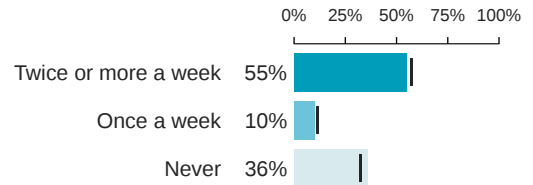
EDUCATIONAL LESSONS OR ACTIVITIES

For example: Tutoring, attending a math school, foreign language lessons, or some other academic related activity.

Twice or more a week	12%
Once a week	6%
Never	82%
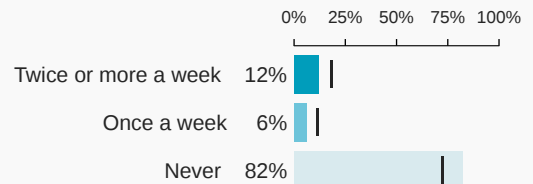
MUSIC OR ART LESSONS

For example: Drawing or painting classes, musical instrument lessons or some other activity related to music or art.

|	
Twice or more a week	12%
Once a week	10%
Never	78%
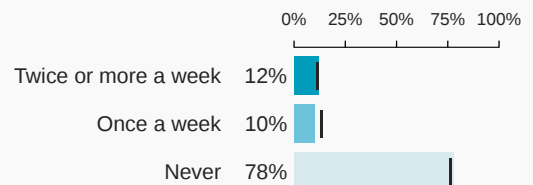
YOUTH ORGANIZATIONS

For example: Scouts, Girl Guides, Boys and Girls Clubs, or some other group organization.

|	
Twice or more a week	2%
Once a week	4%
Never	94%
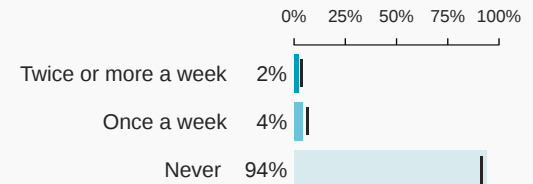
INDIVIDUAL SPORTS (WITH A COACH OR INSTRUCTOR)

For example: Swimming, dance, gymnastics, ice skating, tennis or another individual sport.

Twice or more a week	18%
Once a week	4%
Never	79%
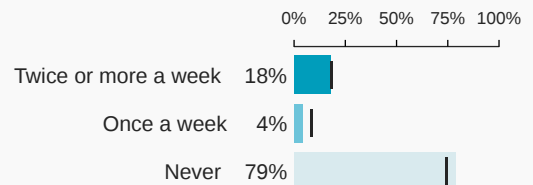
TEAM SPORTS (WITH A COACH OR INSTRUCTOR)

For example: Basketball, hockey, soccer, football, or another team sport.

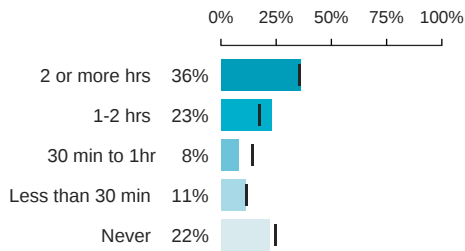|	
Twice or more a week	32%
Once a week	8%
Never	60%
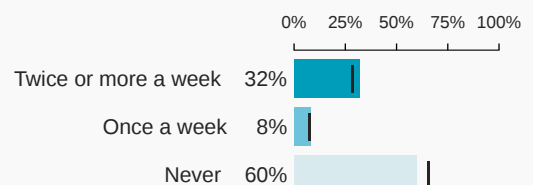
HOW CHILDREN SPEND THEIR TIME

Children were asked how they spend their time during the after-school hours of 3 pm - 6 pm:

Percentage of children who reported:
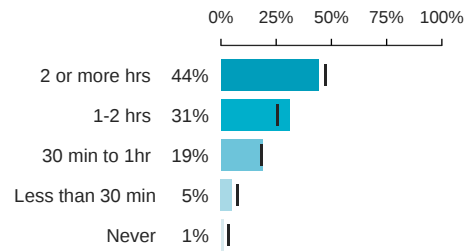
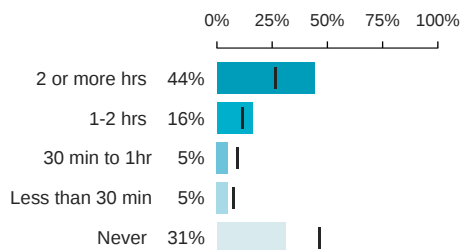## COMPUTER USE & TV

VIDEO OR COMPUTER GAMES

		0%	25%	50%	75%	100%
2 or more hrs	36%					
1-2 hrs	23%					
30 min to 1hr	8%					
Less than 30 min	11%					
Never	22%					

WATCH TV, NETFLIX, YOUTUBE OR SOMETHING ELSE

		0%	25%	50%	75%	100%
2 or more hrs	44%					
1-2 hrs	31%					
30 min to 1hr	19%					
Less than 30 min	5%					
Never	1%					

SOCIALIZING WITH FRIENDS

HANG OUT WITH FRIENDS IN PERSON

		0%	25%	50%	75%	100%
2 or more hrs	44%					
1-2 hrs	16%					
30 min to 1hr	5%					
Less than 30 min	5%					
Never	31%					

USE A PHONE OR INTERNET TO TEXT OR CHAT WITH FRIENDS

		0%	25%	50%	75%	100%
2 or more hrs	36%					
1-2 hrs	21%					
30 min to 1hr	14%					
Less than 30 min	16%					
Never	13%					
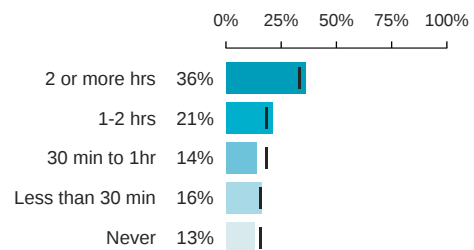
READING & HOMEWORK

READ FOR FUN

		0%	25%	50%	75%	100%
2 or more hrs	8%					
1-2 hrs	5%					
30 min to 1hr	10%					
Less than 30 min	27%					
Never	51%					

DO HOMEWORK

		0%	25%	50%	75%	100%
2 or more hrs	3%					
1-2 hrs	8%					
30 min to 1hr	29%					
Less than 30 min	34%					
Never	26%					

ARTS & MUSIC

ARTS & CRAFTS

		0%	25%	50%	75%	100%
2 or more hrs	8%					
1-2 hrs	5%					
30 min to 1hr	13%					
Less than 30 min	19%					
Never	55%					
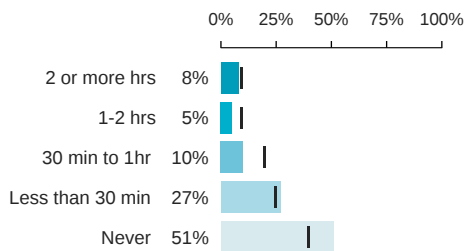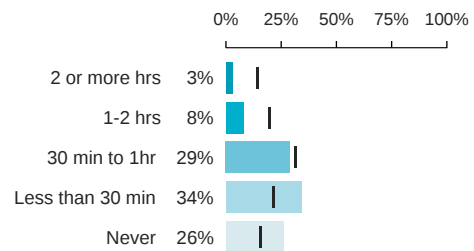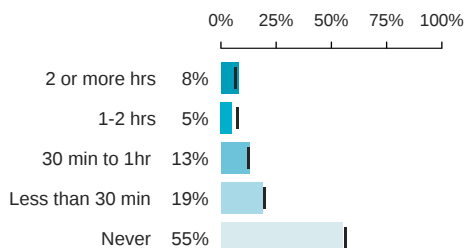
PRACTICE A MUSICAL INSTRUMENT

		0%	25%	50%	75%	100%
2 or more hrs	3%					
1-2 hrs	2%					
30 min to 1hr	6%					
Less than 30 min	8%					
Never	80%					
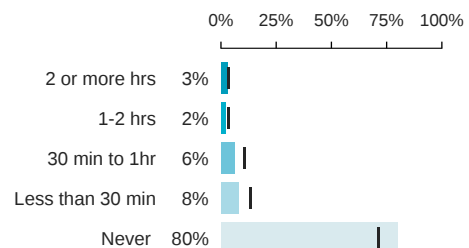
SPORTS

PLAY SPORTS OR EXERCISE FOR FUN

	0% 25% 50% 75% 100%
2 or more hrs	20%
1-2 hrs	20%
30 min to 1hr	24%
Less than 30 min	10%
Never	27%
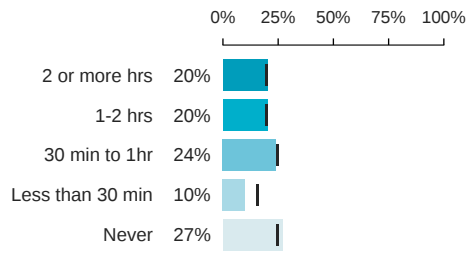
WORKING & VOLUNTEERING

VOLUNTEER
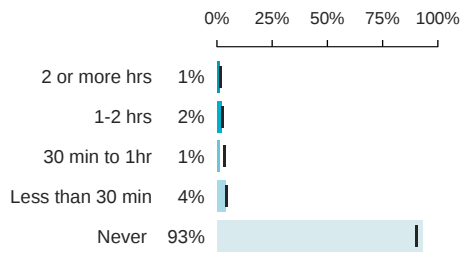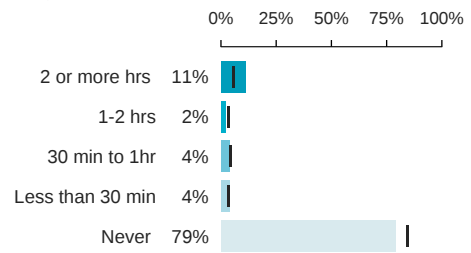
	0% 25% 50% 75% 100%
2 or more hrs	1%
1-2 hrs	2%
30 min to 1hr	1%
Less than 30 min	4%
Never	93%

WORK AT A JOB

	0% 25% 50% 75% 100%
2 or more hrs	11%
1-2 hrs	2%
30 min to 1hr	4%
Less than 30 min	4%
Never	79%

WHAT CHILDREN WISH TO BE DOING

Children were asked what they want to be doing during the after-school hours of 3 pm - 6 pm:

I am already doing the activities I want to be doing

73%

I wish I could do additional activities

30%

I am doing some of the activities I want, but I wish I could do more

3%

Children who answered that they wish to be doing additional activities were asked to identify one activity they wish they could do and where they would like to do it. Note: responses are grouped into categories for reporting purposes.

WISHES

	(Number of Children)
Physical and/or outdoor activities	26
Friends and playing	10
Music and fine arts	4
Other	2
Free time/relaxing	1
Work related activities/volunteering	1
Computer/Video Games/TV	1
Time with family at home	0
Learning new things	0

WHERE WOULD YOU LIKE THIS ACTIVITY TO BE?

	(Number of Children)
Other	27
School	18
Community Centre	9
Park or Playground	9
Home	9

PERCEIVED BARRIERS TO PARTICIPATING IN DESIRED AFTER-SCHOOL ACTIVITIES

Children were asked what prevents them from doing the activities they wish to be doing after school (3 pm - 6 pm):

	(Number of Children)
I have no barriers	88
The activity that I want is not offered	32
I am afraid I will not be good enough in that activity	25
Other	23
I have to go straight home after school	22
None of my friends are interested or want to go	20
I am too busy	19
I don't know what's available	18
My parents do not approve	17
It costs too much	16
It is too difficult to get there	15
The schedule does not fit the times I can attend	14
I have too much homework to do	12
I need to take care of siblings or do things at home	11
It is not safe for me to go	2

AFTER-SCHOOL PEOPLE AND PLACES

WHERE DO YOU GO AFTER SCHOOL? (FROM 3 PM - 6 PM)

	Never	1x /week	2x +/week
Home	2%	4%	94%
Stay at school for an activity	69%	8%	23%
After-school program or child care	90%	4%	6%
Friend's house	48%	32%	20%
Park/playground/community centre	63%	17%	20%
The mall or stores	51%	28%	20%
Someplace else	58%	23%	19%

WHO ARE YOU WITH AFTER SCHOOL? (FROM 3 PM - 6 PM)

(Children can select all of the options that apply)

By myself	57%
Friends about my age	61%
Younger brothers/sisters	40%
Older brothers/sisters	25%
Mother (or stepmother/foster mother)	61%
Father (or stepfather/foster father)	53%
Other adult (for example, elder, aunt or uncle, coach, babysitter)	5%
Grandparent(s)	8%
Other	6%

IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE SAFE PLACES WHERE YOU FEEL COMFORTABLE HANGING OUT WITH FRIENDS:

81%	4%	15%
Yes	No	Don't know

IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE PLACES THAT PROVIDE PROGRAMS FOR KIDS YOUR AGE:

70%	6%	24%
Yes	No	Don't know

Participation in after-school programs can result in greater connectedness to school and success in school as well as decreased negative behaviours (Durlak et al., 2010).

Quiet reflection time and daydreaming is just as essential to brain health and development as active and focused activities (Immordino-Yang, 2012).

Children who demonstrate a lack of self-control and problem solving skills may experience the greatest benefit from activities such as music, arts and sports that help to develop these skills (Diamond, 2014).

A study examining the experiences of children in Grades 1–5 who participated in after-school programs found that children who participated in high-quality, structured after-school programs had increased social-emotional skills, in addition to fewer conduct problems and higher social self-control and assertion (Wade, 2015).

Challenging and enjoyable after-school activities can improve youth's ability to reason and problem solve, exercise choice and discipline and be creative and flexible, which are strong predictors of academic, career, and life success (Diamond, 2014).

SCHOOL EXPERIENCES

Children's sense of safety and belonging at school has been shown to foster their school success in many ways. When children have positive experiences at school, they are more likely to feel they belong within their school, feel more motivated and engaged, and have higher academic achievement (Wang & Degol, 2016). Children who feel a sense of connection and belonging to school are also less likely to engage in high-risk behaviours (Eccles & Roeser, 2011). Understanding children's school experiences improves the ability to both create and cultivate school environments that are safe, caring, and supportive.

Detailed information on the MDI survey questions and response scales for School Experiences are available in the Discover MDI Field Guide (https://www.discovermdi.ca/school-experiences/).

## RESULTS FOR SUNSHINE COAST

| Average for all Districts

ACADEMIC SELF CONCEPT

Children's beliefs about their academic ability, including their perceptions of themselves as students and how interested and confident they feel in school. e.g., "I am certain I can learn the skills taught in school this year."

|	
High	71%
Medium	20%
Low	9%
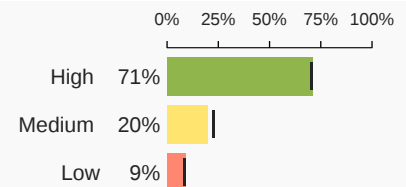
SCHOOL CLIMATE

The overall tone of the school environment, including the way teachers and students interact and how students treat each other. e.g., "People care about each other in this school."

High	39%
Medium	36%
Low	25%
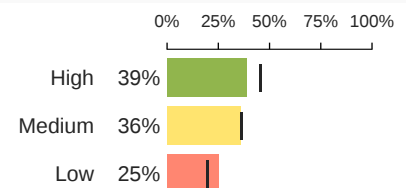
SCHOOL BELONGING

School belonging is the degree to which children feel connected and valued at their school. e.g., "I feel like I am important to this school."

High	37%
Medium	38%
Low	24%
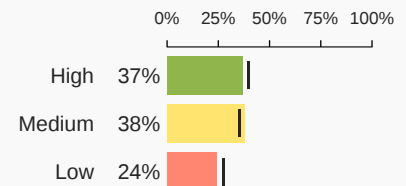
Percentage of children who feel it is **very important** to:

56%
make friends

56%
get good grades

49%
learn new things

I plan to graduate from high school.

98% Yes   **2%** No

I plan to graduate from college, university, or some other training after high school.

90% Yes   **10%** No

Percentage of children who **agree a little** or **agree a lot** that:

When I grow up, I have goals and plans for the future.
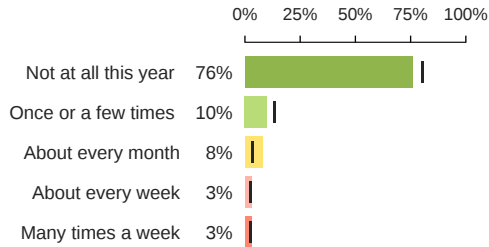
76%

I feel I have important things to do in the future.
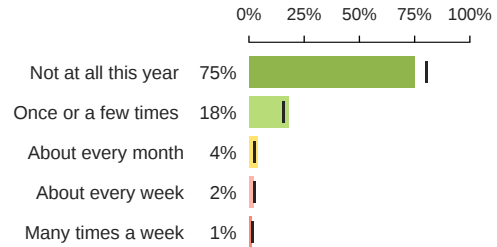
73%

VICTIMIZATION AND BULLYING AT SCHOOL

Children are asked: "During this school year, how often have you been bullied by other students in the following ways?":
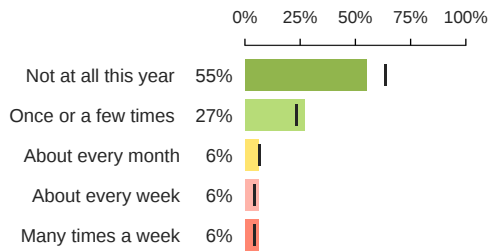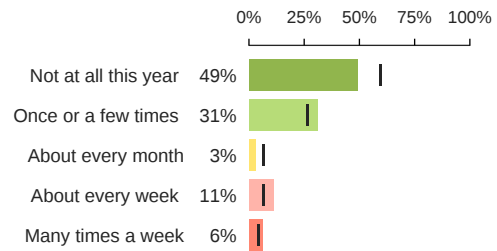
CYBER

	0% 25% 50% 75% 100%
Not at all this year	76%
Once or a few times	10%
About every month	8%
About every week	3%
Many times a week	3%

PHYSICAL

	0% 25% 50% 75% 100%
Not at all this year	75%
Once or a few times	18%
About every month	4%
About every week	2%
Many times a week	1%

SOCIAL

	0% 25% 50% 75% 100%
Not at all this year	55%
Once or a few times	27%
About every month	6%
About every week	6%
Many times a week	6%

VERBAL

	0% 25% 50% 75% 100%
Not at all this year	49%
Once or a few times	31%
About every month	3%
About every week	11%
Many times a week	6%

RESEARCH HIGHLIGHTS
SCHOOL EXPERIENCES

Children's perception of kindness within a school is a consistent indicator of a positive school climate. Students who see kind behaviours in students, teachers and staff also describe their school environments as being safe and encouraging places to learn. As children transition from Grade 4 to Grade 8, perceptions of kindness in schools decrease (Binfet, Gadermann & Schonert-Reichl, 2016).

Feelings of belonging are associated with lower emotional distress, the reduction of negative behaviours (such as bullying and mental health issues) and are associated to rates of higher resilience later in life (van Harmelen et al., 2016).

Children and youth who demonstrate empathy are less likely to bully others and are more likely to defend against bullying. Research shows that specific empathy skills differ between those who bully, are victimized, defend or are bystanders. Focusing on developing children's understanding of what others feel results both in less bullying and more defending behaviours (van Noorden et al, 2015).

MOVING TO ACTION WITH DISCOVERMDI.CA

MDI data can support planning, foster collaboration and inform action across schools, organizations and communities. There are many opportunities for working with your MDI results and there are examples of successful initiatives from across the province to learn from.

We encourage you to take time to visit **Discover MDI: A Field Guide to Well-Being in Middle Childhood** at discovermdi.ca, an online resource where you can access information and research on the many aspects of well-being in middle childhood, resources and tools for understanding and sharing MDI data and to connect with MDI Champions who are working on similar issues in their schools and communities. Here are some key resources and tools to get you started:

UNDERSTAND YOUR MDI DATA

MDI reports provide information with both detail and depth into the social and emotional lives of children. Approach the results with a lens of curiosity, inquiry and appreciation. The Discover MDI Field Guide can walk you through how to read and interpret your MDI data (https://www.discovermdi.ca/exploring-mdi-data/) . It also provides background research to support further understanding of the MDI data.

CHOOSING A FOCUS: THINK BIG, START SMALL

It may be overwhelming to consider the many opportunities for change presented in the MDI data. Where will your focus be? What results do you have some influence over? How will you make change? For example, if you are interested in the area of social and emotional development, the Discover MDI Field Guide provides in-depth information on the MDI and its dimensions and measures (https://www.discovermdi.ca/intro-to-mdi-dimensions-and-indices/) , including the measures of social and emotional development (https://www.discovermdi.ca/social-emotional-development/) .

ENGAGING OTHERS

Increasing local dialogue on the importance of child well-being in the middle years is an excellent way to start improving outcomes for children. Once you are ready, review your MDI report with multiple audiences: children, parents and elders, caregivers and teachers, school administrators, after-school programmers, local early/middle childhood committees, local government and other community stakeholders. Visit the Discover MDI Field Guide for tips and tools to widen the conversation and to think critically about the data together (https://www.discovermdi.ca/sharing-mdi-data/) .

MAKING CHANGE

The MDI provides opportunities to weave together data and local knowledge to create a change process that reflects the unique context of your school, district or community. The Discover MDI Field Guide's 'Making Change Workshops' support school and community change-makers through the process of facilitating exploration of MDI data, creating action teams and turning ideas into concrete plans. There are full facilitation guides for each workshop, paired with worksheets and companion slide decks. Explore workshop resources (https://www.discovermdi.ca/workshops/) .

SHARING DATA WITH CHILDREN

Do the results surprise you or raise further questions? Conversations with children will help explore and clarify results in these areas. Sharing data with children will provide them with an opportunity to share their perspectives and ideas on how to create environments and interactions that help them thrive. If you are wondering how to involve children of all ages and their families in exploring these results, explore MDI essential resources (https://www.discovermdi.ca/category/mdi-essentials/) .

BE INSPIRED AND CONNECT WITH OTHERS

Innovation happens when people build on ideas, rather than simply duplicating them. The Discover MDI Field Guide provides opportunities to learn from seasoned MDI Champions – check out their stories and learn from their approaches, (https://www.discovermdi.ca/making-change-with-the-mdi/) explore the collection of downloadable tools (https://www.discovermdi.ca/category/mdi-essentials/) and find upcoming training and learning opportunities (https://www.discovermdi.ca/category/news-and-events/) . Be inspired, edit, adapt or create new!

If you have any additional questions about the MDI project, please visit our website at earlylearning.ubc.ca/mdi or contact the MDI team at mdi@help.ubc.ca.

NEIGHBOURHOOD RESULTS

Neighbourhoods have unique characteristics that provide important context for interpreting MDI results. Understanding neighbourhood-level differences within a school district or community is essential when considering actions to support children's well-being. The neighbourhood results section includes:

Neighbourhood Maps

- Well-Being Index Map: representing the percentage of children who are "thriving."
- Assets Index Maps: representing the percentage of children reporting the presence of each of the four assets of the Assets Index: Adult Relationships, Peer Relationships, Nutrition and Sleep, and After-School Activities.

Neighbourhood Data Table – A summary table of the Well-Being Index and Assets Index data.

Neighbourhood Profiles – A summary of MDI data based on the neighbourhoods in which children live, including children from all participating public schools. Results are provided for the Well-Being Index, the Assets Index and a selection of questions related to after-school time and community belonging and safety.

Please note that neighbourhood data are reported based on children's home postal codes and include all children who live within the school district boundaries. Where neighbourhoods contain fewer than 35 children, the results are suppressed.

MDi GRADE 8
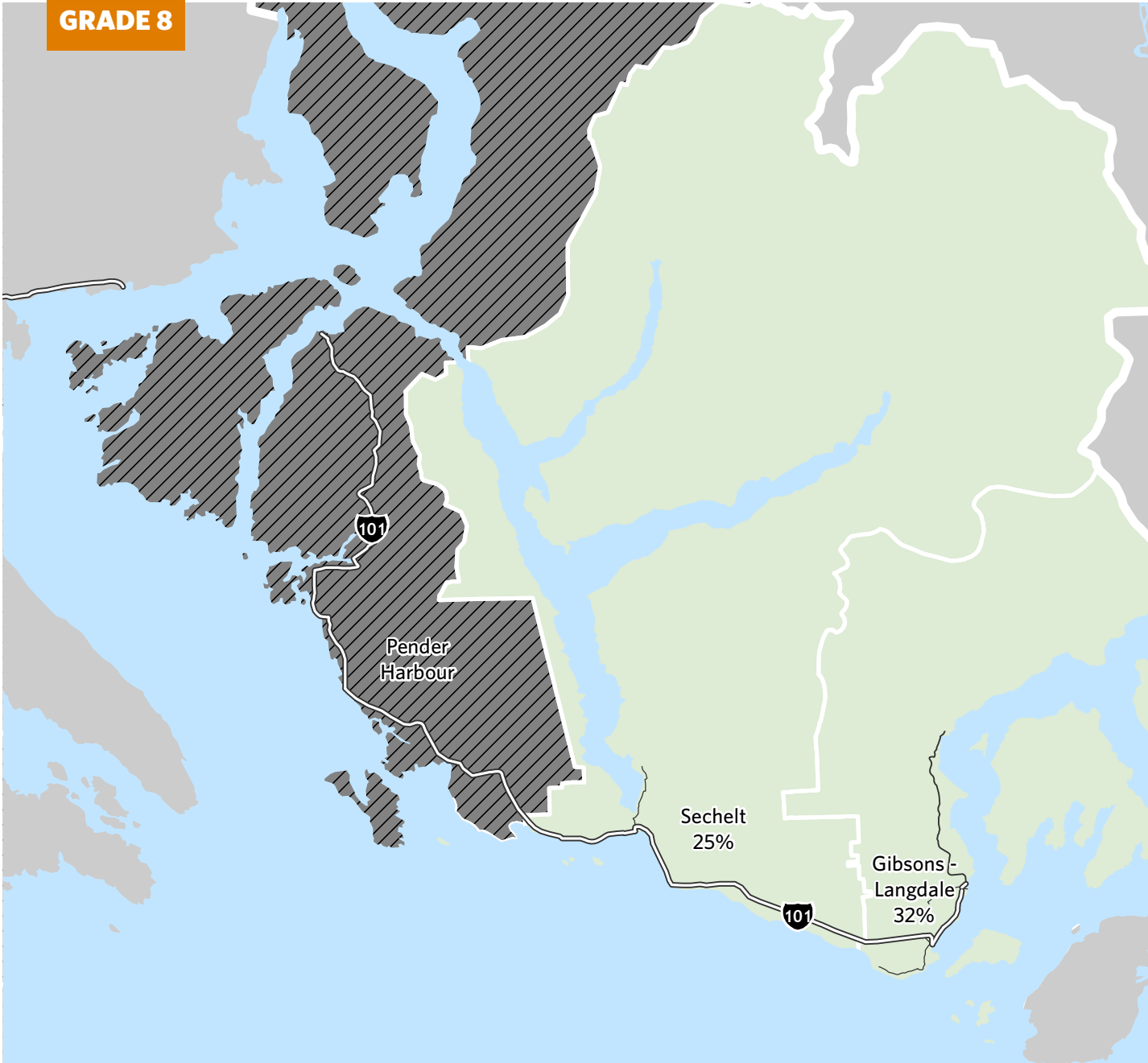
WELL-BEING INDEX

The MDI Well-Being Index is a composite score of 5 measures that are of critical importance during the middle years. Children who score in the high range on at least 4 of the 5 measures of well-being and have no low-range scores are considered to be "thriving."
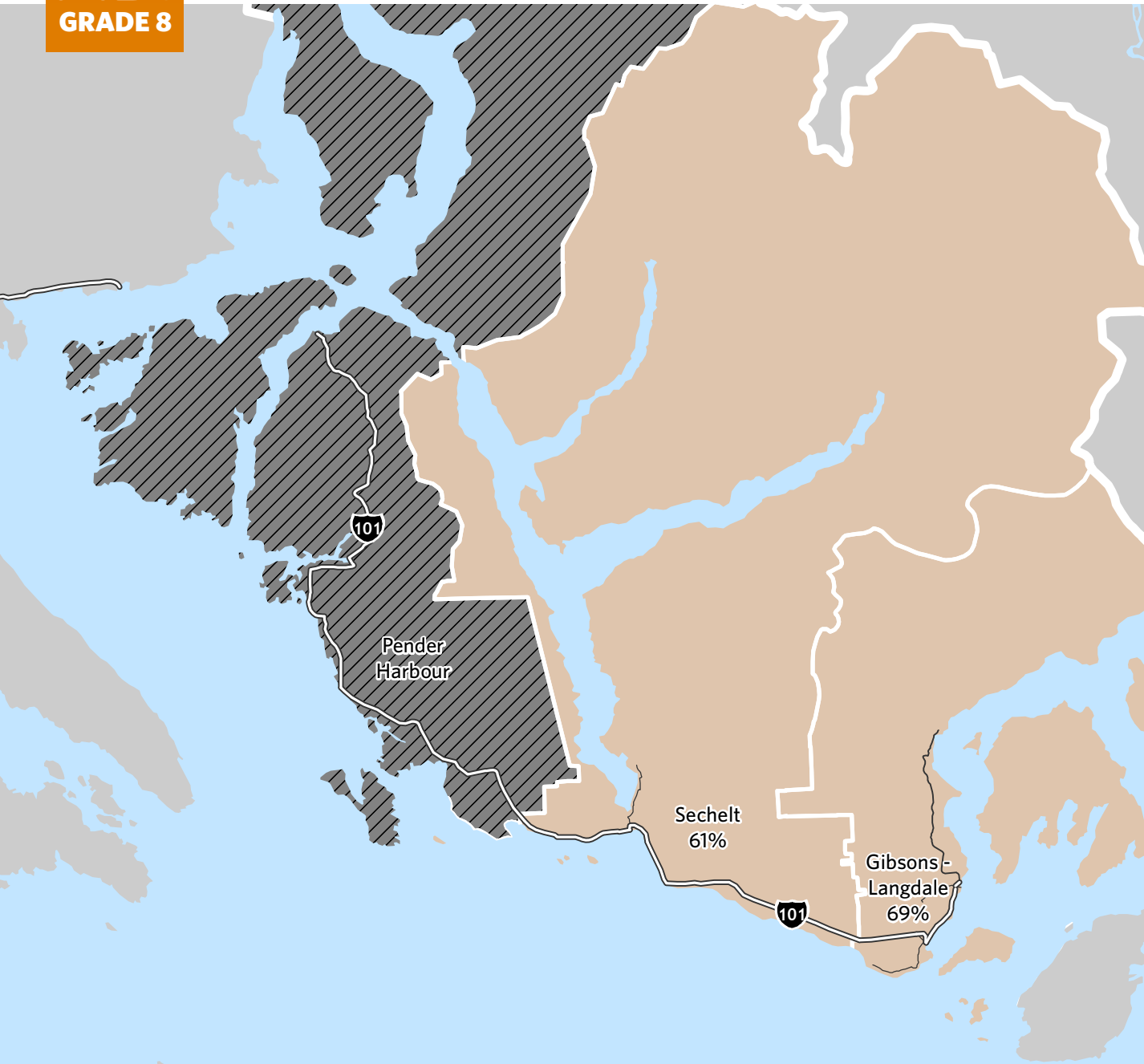
Percentage of Children Thriving

- 100%
- 65%
- 60%
- 55%
- 50%
- 45%
- 40%
- 35%
- 0%
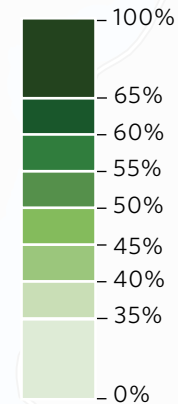
SD 46
27%

All Participating Districts*
25%

Data Suppressed (<35 students)

*See page 7 for a list of participating school districts in 2020/21.

Note: Data are mapped using home postal codes, not by where children attend school.

Pender Harbour

Sechelt
25%

Gibsons - Langdale
32%

HUMAN EARLY LEARNING PARTNERSHIP

UBC

MDi GRADE 8

ADULT RELATIONSHIPS

Children's health and well-being are directly related to the presence of adult relationships at home, at school and in their neighbourhood or community.

Percentage of children reporting the presence of the adult relationship asset
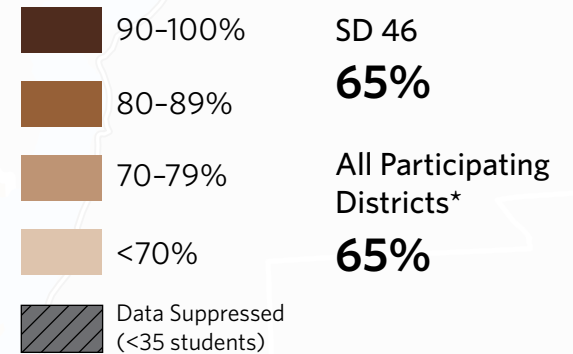
90–100%

80–89%

70–79%

<70%

Data Suppressed (<35 students)

SD 46
65%

All Participating Districts*
65%

*See page 7 for a list of participating school districts in 2020/21.

Note: Data are mapped using home postal codes, not by where children attend school.

Pender Harbour

Sechelt
61%

Gibsons - Langdale
69%

HUMAN EARLY LEARNING PARTNERSHIP

UBC
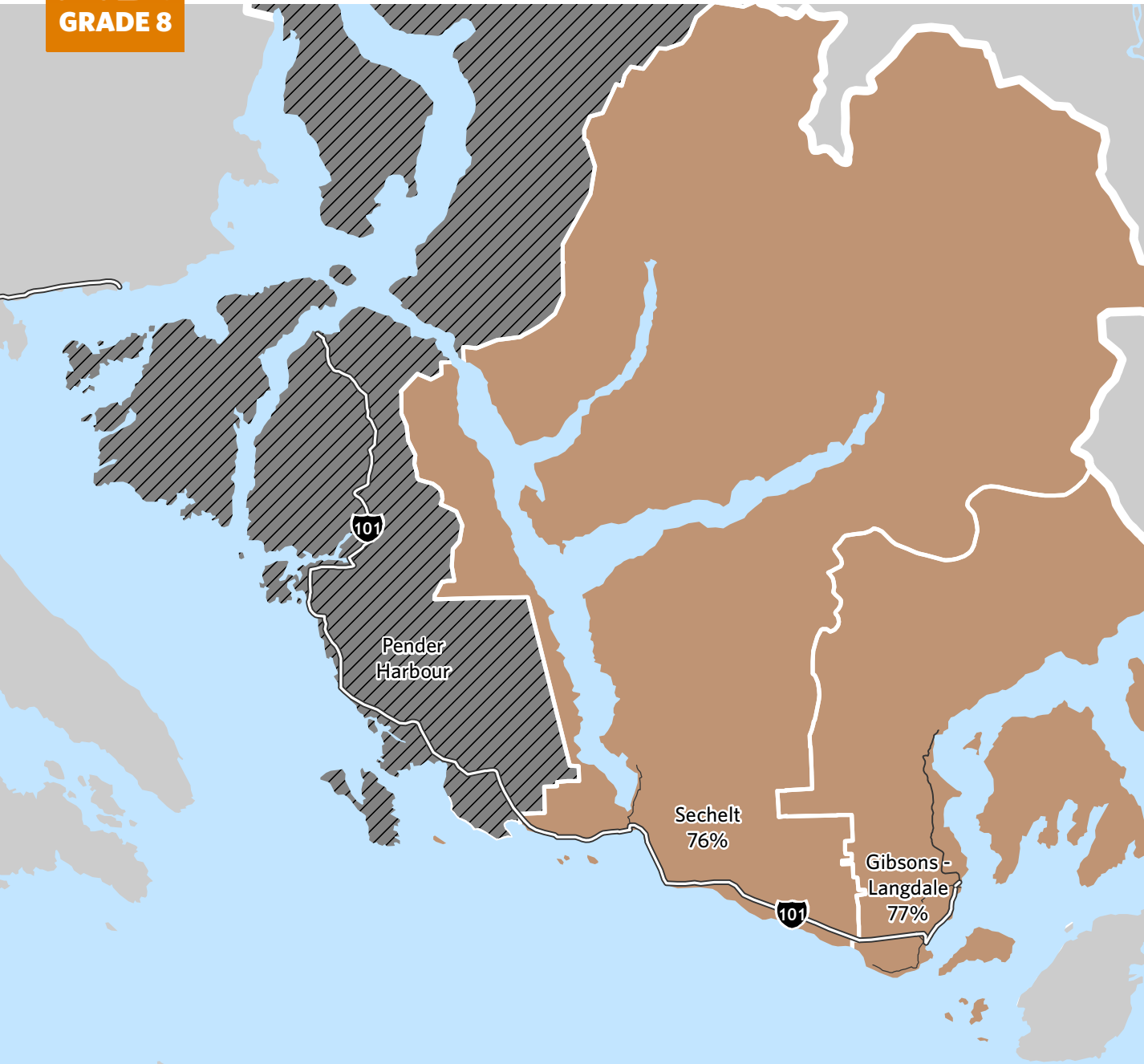
PEER RELATIONSHIPS

Children's health and well-being are directly related to feeling a sense of belonging with their peers and having close or intimate friendships.

Percentage of children reporting the presence of the peer relationship asset

90–100%	
80–89%	
70–79%	
<70%	

SD 46
76%

All Participating Districts*
77%

Data Suppressed (<35 students)

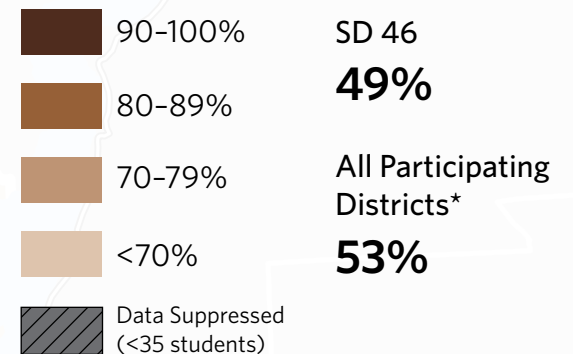*See page 7 for a list of participating school districts in 2020/21.

Note: Data are mapped using home postal codes, not by where children attend school.

Pender Harbour

Sechelt
76%

Gibsons - Langdale
77%

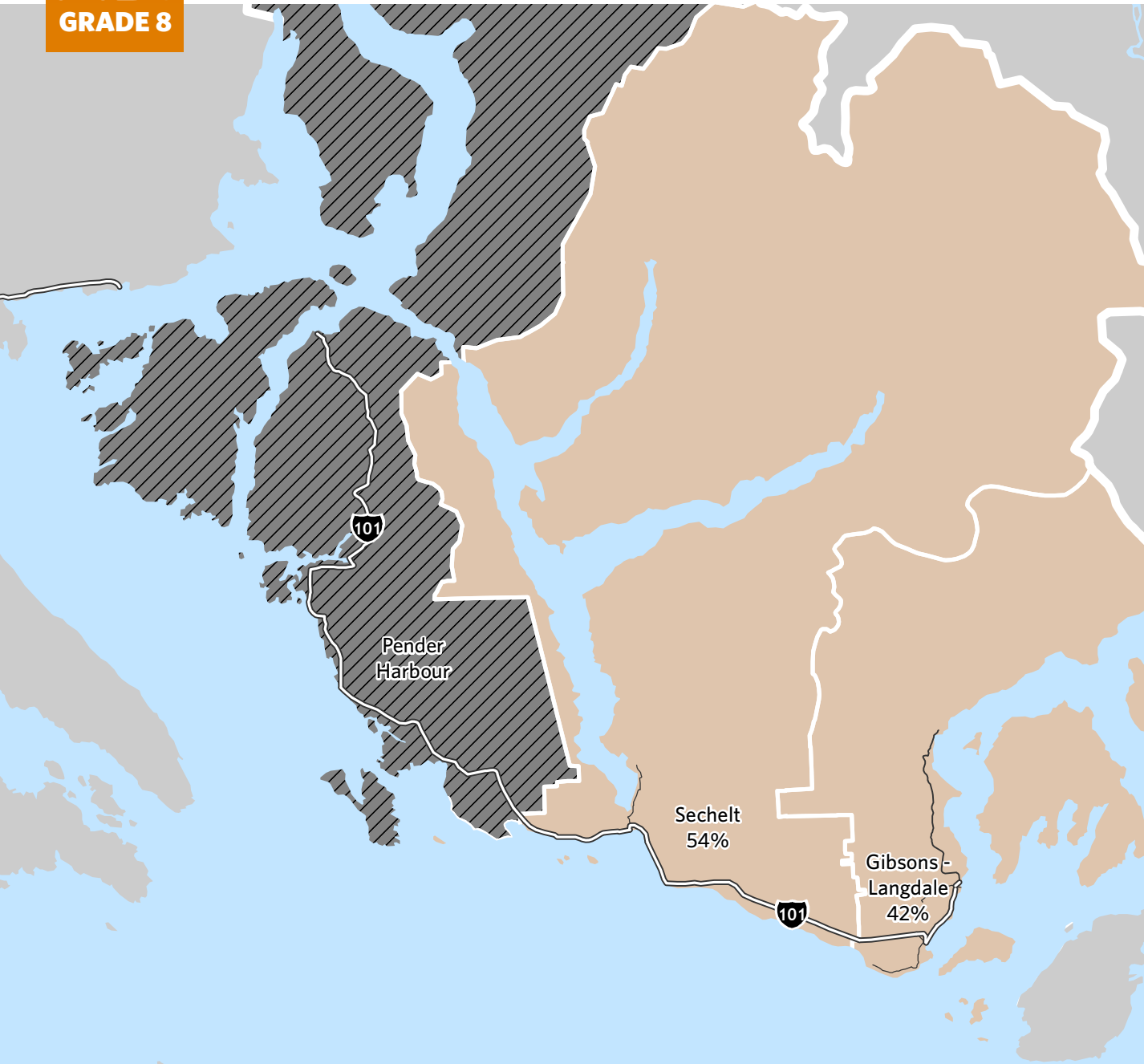HUMAN EARLY LEARNING PARTNERSHIP

UBC

NUTRITION & SLEEP

Children's health and well-being are directly related to their nutrition and sleeping habits.

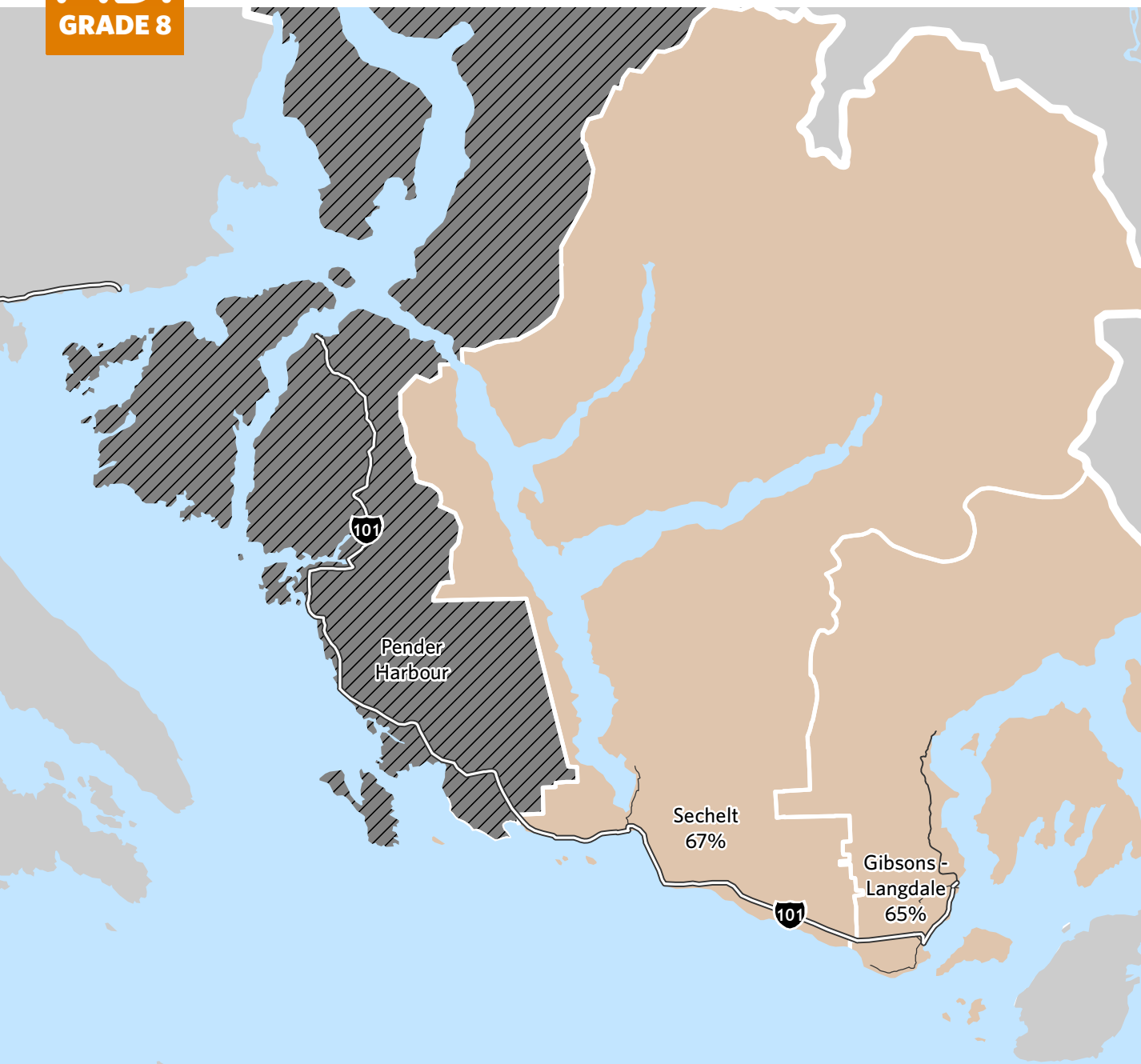Percentage of children reporting the presence of the nutrition and sleep asset

90–100%	
80–89%	
70–79%	
<70%	
Data Suppressed (<35 students)	

SD 46
49%

All Participating Districts*
53%

*See page 7 for a list of participating school districts in 2020/21.

Note: Data are mapped using home postal codes, not by where children attend school.

Pender Harbour

Sechelt
54%

Gibsons - Langdale
42%

HUMAN EARLY LEARNING PARTNERSHIP

UBC

MDi GRADE 8

AFTER-SCHOOL ACTIVITIES

Children's health and well-being are directly related to the positive activities they participate in during the after-school hours of 3-6 pm.

Percentage of children reporting the presence of the after-school activity asset

90–100%	
80–89%	
70–79%	
<70%	

Data Suppressed (<35 students)

SD 46
65%

All Participating Districts*
68%

*See page 7 for a list of participating school districts in 2020/21.

Note: Data are mapped using home postal codes, not by where children attend school.

Pender Harbour

Sechelt
67%

Gibsons - Langdale
65%

HUMAN EARLY LEARNING PARTNERSHIP

UBC

NEIGHBOURHOOD DATA TABLE

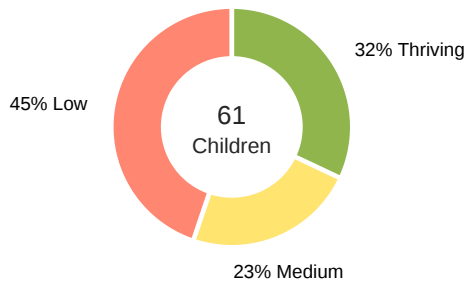|		WELL-BEING INDEX			ASSETS INDEX			
		Percentage of children experiencing:			Percentage of children reporting the presence of these assets in their lives:			
Neighbourhood	Number of Children	Thriving	Medium to High Well-Being	Low Well-Being	Adult Relationships	Peer Relationships	Nutrition & Sleep	After-School Activities
Gibsons - Langdale	61	32%	23%	45%	69%	77%	42%	65%
Pender Harbour	19							
Sechelt	97	25%	30%	45%	61%	76%	54%	67%
Sunshine Coast (SD46)	**177**	**27%**	**28%**	**44%**	**65%**	**76%**	**49%**	**65%**
All Participating Districts	**8,931**	**25%**	**26%**	**49%**	**65%**	**77%**	**53%**	**68%**

Note: Neighbourhood data are reported based on children's home postal codes and include all children who live within the school district boundaries. Therefore, the number of children in all neighbourhoods may not equal the total school district count. MDI results are suppressed where there are fewer than 35 children.
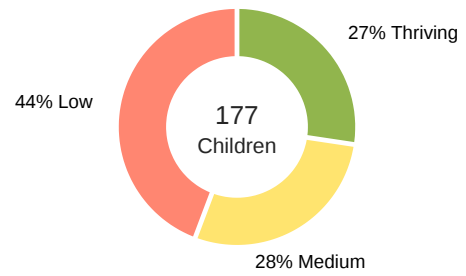
GIBSONS - LANGDALE

SUNSHINE COAST

NUMBER OF CHILDREN: 61

WELL-BEING INDEX

GIBSONS - LANGDALE

32% Thriving
45% Low
23% Medium
61 Children

SUNSHINE COAST

27% Thriving
44% Low
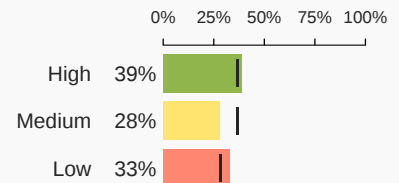28% Medium
177 Children

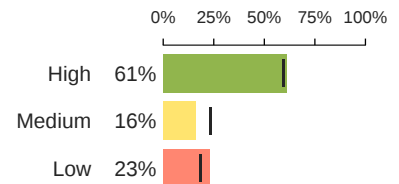### MEASURES COMPRISING THE WELL-BEING INDEX

| School District Average

OPTIMISM

Optimism refers to the mindset of having positive expectations for the future. e.g., "I have more good times than bad times."
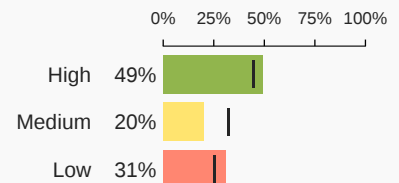
		0% 25% 50% 75% 100%
High	39%	
Medium	28%	
Low	33%	

SELF-ESTEEM

Self-esteem refers to a person's sense of self-worth. e.g., "A lot of things about me are good."

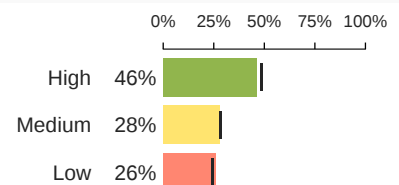|		0% 25% 50% 75% 100%
High	61%	
Medium	16%	
Low	23%	

HAPPINESS

Happiness refers to how content or satisfied children are with their lives. e.g., "I am happy with my life."

		0% 25% 50% 75% 100%
High	49%	
Medium	20%	
Low	31%	

ABSENCE OF SADNESS

Sadness measures the beginning symptoms of depression. e.g., "I feel unhappy a lot of the time."

		0% 25% 50% 75% 100%
High	46%	
Medium	28%	
Low	26%	

GENERAL HEALTH

Children are asked, "In general, how would you describe your health?"

		0% 25% 50% 75% 100%
High	32%	
Medium	45%	
Low	23%	

ASSETS INDEX

Percentage of children reporting the presence of an asset

<70%   70-79%   80-89%   90%>

GIBSONS - LANGDALE

69% Adult Relationships

65% After-School Activities

77% Peer Relationships

42% Nutrition & Sleep

SUNSHINE COAST

65% Adult Relationships

65% After-School Activities

76% Peer Relationships

49% Nutrition & Sleep

MEASURES COMPRISING THE ASSETS INDEX

ADULT RELATIONSHIPS

Adults at School

	0% 25% 50% 75% 100%
High	53%
Medium	34%
Low	12%

Adults in the Neighbourhood/Community

	0% 25% 50% 75% 100%
High	51%
Medium	27%
Low	22%

Adults at Home

	0% 25% 50% 75% 100%
High	69%
Medium	25%
Low	7%

PEER RELATIONSHIPS

Peer Belonging

	0% 25% 50% 75% 100%
High	60%
Medium	27%
Low	13%

Friendship Intimacy

	0% 25% 50% 75% 100%
High	72%
Medium	11%
Low	16%

NUTRITION AND SLEEP

Eating Breakfast

	0% 25% 50% 75% 100%
5+ times a week	49%
3-4 times a week	19%
2 or fewer times a week	32%

Meals with Adults in Your Family

	0% 25% 50% 75% 100%
5+ times a week	72%
3-4 times a week	8%
2 or fewer times a week	20%

Frequency of Good Sleep

	0% 25% 50% 75% 100%
5+ times a week	47%
3-4 times a week	17%
2 or fewer times a week	37%

AFTER-SCHOOL ACTIVITIES

Any Organized Activity

	0% 25% 50% 75% 100%
Twice or more a week	52%
Once a week	13%
Never	35%

| School District Average

USE OF AFTER-SCHOOL TIME

WHAT CHILDREN WISH TO BE DOING

Children were asked what they want to be doing during the after-school hours of 3pm-6pm:

I am already doing the activities I want to be doing

83%

I wish I could do additional activities

21%

I am doing some of the activities I want, but I wish I could do more

3%

TOP WISHES

	(Number of students)
Physical and/or outdoor activities	5
Friends and playing	3
Other	1

TOP BARRIERS

	(Number of students)
Other	10
I have to go straight home after school	8
It costs too much	7

AFTER-SCHOOL ACTIVITIES

Children were asked, "During last week AFTER SCHOOL (from 3 pm - 6 pm), how many days did you participate in":

	Not at all	1x /week	2x +/week
Educational lessons or activities	87%	3%	10%
Art or music lessons	75%	19%	7%
Youth organizations	92%	7%	2%
Individual sports with a coach or instructor	80%	3%	17%
Team sports with a coach or instructor	57%	5%	38%

IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE PLACES THAT PROVIDE PROGRAMS FOR KIDS YOUR AGE:

74%	5%	21%
Yes	No	Don't know

COMMUNITY BELONGING & SAFETY

IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE ADULTS WHO:

(Percentage of children who responded "very much true")

31%	28%	29%
Really care about me.	Believe that I will be a success.	Listen to me when I have something to say.

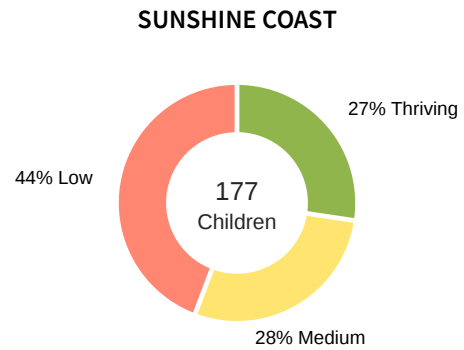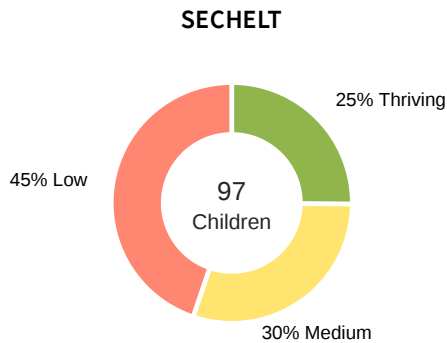**IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE SAFE PLACES WHERE YOU FEEL COMFORTABLE HANGING OUT WITH FRIENDS:**

85%	0%	15%
Yes	No	Don't know

8 MDi GRADE 8

SECHELT
SUNSHINE COAST
NUMBER OF CHILDREN: 97

WELL-BEING INDEX

SECHELT

25% Thriving
45% Low
97 Children
30% Medium

SUNSHINE COAST
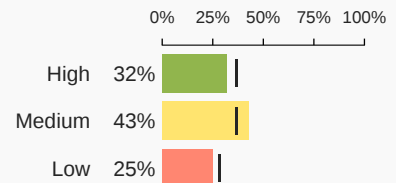
27% Thriving
44% Low
177 Children
28% Medium

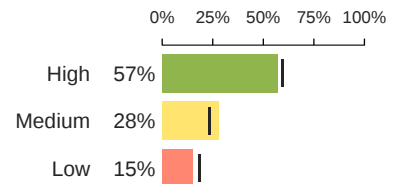## MEASURES COMPRISING THE WELL-BEING INDEX

| School District Average

OPTIMISM

Optimism refers to the mindset of having positive expectations for the future. e.g., "I have more good times than bad times."
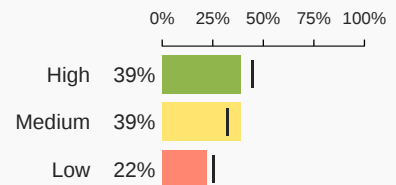
	0%	25%	50%	75%	100%
High	32%				
Medium	43%				
Low	25%				

SELF-ESTEEM

Self-esteem refers to a person's sense of self-worth. e.g., "A lot of things about me are good."

	0%	25%	50%	75%	100%
High	57%				
Medium	28%				
Low	15%				

HAPPINESS

Happiness refers to how content or satisfied children are with their lives. e.g., "I am happy with my life."

	0%	25%	50%	75%	100%
High	39%				
Medium	39%				
Low	22%				

ABSENCE OF SADNESS

Sadness measures the beginning symptoms of depression. e.g., "I feel unhappy a lot of the time."

	0%	25%	50%	75%	100%
High	47%				
Medium	27%				
Low	26%				

GENERAL HEALTH

Children are asked, "In general, how would you describe your health?"

	0%	25%	50%	75%	100%
High	31%				
Medium	48%				
Low	20%				

ASSETS INDEX

Percentage of children reporting the presence of an asset

<70%   70-79%   80-89%   90%>

SECHELT

61% Adult Relationships

67% After-School Activities

76% Peer Relationships

54% Nutrition & Sleep

SUNSHINE COAST

65% Adult Relationships

65% After-School Activities

76% Peer Relationships

49% Nutrition & Sleep

MEASURES COMPRISING THE ASSETS INDEX

ADULT RELATIONSHIPS

Adults at School

High	47%
Medium	38%
Low	15%

Adults in the Neighbourhood/Community

High	38%
Medium	34%
Low	27%

Adults at Home

High	72%
Medium	18%
Low	11%

PEER RELATIONSHIPS

Peer Belonging

High	60%
Medium	25%
Low	15%

Friendship Intimacy

High	65%
Medium	18%
Low	17%

NUTRITION AND SLEEP

Eating Breakfast

5+ times a week	64%
3-4 times a week	12%
2 or fewer times a week	24%

Meals with Adults in Your Family

5+ times a week	67%
3-4 times a week	18%
2 or fewer times a week	15%

Frequency of Good Sleep

5+ times a week	49%
3-4 times a week	24%
2 or fewer times a week	26%

AFTER-SCHOOL ACTIVITIES

Any Organized Activity

Twice or more a week	62%
Once a week	4%
Never	34%

| School District Average

USE OF AFTER-SCHOOL TIME

WHAT CHILDREN WISH TO BE DOING

Children were asked what they want to be doing during the after-school hours of 3pm-6pm:

I am already doing the activities I want to be doing

67%

I wish I could do additional activities

37%

I am doing some of the activities I want, but I wish I could do more

3%

TOP WISHES

	(Number of students)
Physical and/or outdoor activities	18
Friends and playing	7
Music and fine arts	2

TOP BARRIERS

	(Number of students)
The activity that I want is not offered	22
I am afraid I will not be good enough in that activity	17
I am too busy	12

AFTER-SCHOOL ACTIVITIES

Children were asked, "During last week AFTER SCHOOL (from 3 pm - 6 pm), how many days did you participate in":

	Not at all	1x /week	2x +/week
Educational lessons or activities	79%	9%	13%
Art or music lessons	77%	5%	18%
Youth organizations	96%	2%	2%
Individual sports with a coach or instructor	77%	3%	19%
Team sports with a coach or instructor	59%	9%	32%

IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE PLACES THAT PROVIDE PROGRAMS FOR KIDS YOUR AGE:

72%	5%	23%
Yes	No	Don't know

COMMUNITY BELONGING & SAFETY

IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE ADULTS WHO:

(Percentage of children who responded "very much true")

23%	24%	23%
Really care about me.	Believe that I will be a success.	Listen to me when I have something to say.

IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE SAFE PLACES WHERE YOU FEEL COMFORTABLE HANGING OUT WITH FRIENDS:

83%	4%	13%
Yes	No	Don't know

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CONNECTEDNESS

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