IMPORTANT REMINDERS!

1. Prior to starting the survey, please read the Student Assent on the next page aloud to your students! Students must be given the opportunity to decline and not complete the survey. Students can withdraw anytime by clicking the Withdraw from this survey button at the bottom of every page.

2. Each student has their own login ID and password assigned to them. Students need to know that their answers are confidential, so that they will feel more comfortable answering the questions honestly. It is critical that they know this is not a test, and that there are no right or wrong answers.

3. The “Tell us About Yourself” section at the beginning of the survey can be challenging for some students. Please read this section aloud to make sure everybody understands. You know your students best and if you are concerned about their reading level, we suggest you read all of the survey questions aloud to your students.

4. The MDI takes about one to two classroom periods to complete. The “Activities” section is a natural place to break.

Thank you!
STUDENT ASSENT SCRIPT

Understanding Our Lives: The Middle Years Development Instrument Survey

We would like to learn more about the lives of elementary school children in Canada, and the best way to do that is to ask YOU about your life in school and outside of school. It has been a long time since we were your age, so we need you to be our “teachers”, so that we can learn more about the lives of children today in Canada. To learn about children your age, we would like to ask you some questions about how you think and feel about things in your life and about what you like to do.

Here are some things to know before getting started:

1. This is not a test! There are no right or wrong answers. Some people think or feel one thing and other people think or feel something else. We want to know what you think and how you feel. Your answers are VERY IMPORTANT and will help improve activities and programs for children your age.

2. It is your choice to fill out the survey. You can choose not to participate at any time before, during or after you complete the survey and you will not get in trouble or lose marks. You can withdraw from the survey at any time by clicking on the “Withdraw from this survey” button on the bottom of every page.

3. It is important for you to know that ALL OF YOUR ANSWERS that you put in this survey will be confidential (private) and will not be shared with your teacher, principal, parents, or your friends.

Please answer each question the best you can.

Thank you for your help!

HUMAN EARLY LEARNING PARTNERSHIP

Instruct students to click on “Start Survey” to begin.
Quick review before you start (check the boxes to confirm):

- I understand this survey does not count for school marks
- I understand I can stop doing the survey at any time
- I understand this is confidential

Students can click the check boxes to confirm they understand the Assent Script.

Clicking “Next” saves student responses and moves to the next page.

Please read the Demographic Section of the survey and the instructions with sample questions aloud to your students. After completing the first section they should be able to continue the survey on their own, although some might still need your assistance. You know your students best, and if you are concerned about their reading level, we suggest you read all of the questions aloud to your students.

If your students have headphones, they can click on this icon to hear the question read aloud.
These questions can be challenging for some students. Please read Questions 1 to 11 aloud to make sure everybody understands.

If students ask about “in another way”, provide a simple matter-of-fact response, congruent with language your school and school district have been teaching, such as non-binary, gender non-conforming, or two-spirit.

Alternatively, a possible response is, “Some people feel like a boy or a girl inside, so they can check one of those boxes. But others may feel differently and want to describe their gender another way – such as sometimes I feel like both, or I feel like neither a boy nor a girl, or I am not sure.”
Aboriginal people in Canada are sometimes called First Nations, Native Indian, Inuit, or Métis. All of your family members might not be Aboriginal but maybe some of them are. Sometimes Aboriginal people only have one parent or grandparent who is Aboriginal. We want to know about YOU.

Are you Aboriginal?
If so, please answer YES.

This text box will appear if a student selects “First Nations.” Refer to the list at the back of this guide for common answers to this question if a student asks for assistance. For example: “Cree” or “Halq’emeyhem”.

If a student selects “Aboriginal Language” or “Other”, they can type in the language. Refer to the list at the back of this guide for common answers to this question if a student asks for assistance.
7. Which language(s) do you **speak** at home? (You can check more than one if you need to.)

- Aboriginal Language
- English
- Cantonese
- Filipino/Tagalog
- French
- Hindi
- Japanese
- Korean
- Mandarin
- Punjabi
- Spanish
- Vietnamese
- Other

Which Aboriginal language?

Other:

---

8. Were you born in Canada?  

- No
- Yes
- Don't Know

---

9. Was your mother (or step mother, second parent, guardian) born in Canada?  

- No
- Yes
- Don't Know
- Not applicable

---

10. Was your father (or step father, second parent, guardian) born in Canada?  

- No
- Yes
- Don't Know
- Not applicable

---

11. How difficult is it for you to read in English?  

- Very hard
- Hard
- Easy
- Very easy
Please read the INSTRUCTIONS and sample questions aloud to make sure everybody understands.

11% complete

INSTRUCTIONS

If you do not understand a question, please raise your hand and ask for help.

Make sure you understand the question and the answer options before you answer.

Here are sample questions for practice.

These questions ask you how much you agree or disagree with the statement.

I don't like to eat pizza.

Disagree a lot

Disagree a little

Don't agree or disagree

Agree a little

Agree a lot

I like to eat carrots.

Disagree a lot

Disagree a little

Don’t agree or disagree

Agree a little

Agree a lot
Students can complete the remaining questions on their own and can ask for assistance as needed. You can read all the questions aloud if you are concerned with the reading level of your students.
6. I start most days thinking I will have a good day.

7. In general, I like being the way I am.

8. Overall, I have a lot to be proud of.

9. A lot of things about me are good.
<table>
<thead>
<tr>
<th>Question</th>
<th>Disagree a lot</th>
<th>Disagree a little</th>
<th>Don't agree or disagree</th>
<th>Agree a little</th>
<th>Agree a lot</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. I feel unhappy a lot of the time.</td>
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<tr>
<td>11. I feel upset about things.</td>
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<td>12. I feel that I do things wrong a lot.</td>
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<tr>
<td>13. I worry about what other kids might be saying about me.</td>
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<tr>
<td>14. I worry a lot that other people might not like me.</td>
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<tr>
<td>15. I worry about being teased.</td>
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</tbody>
</table>
16. In most ways my life is close to the way I would want it to be.

17. The things in my life are excellent.

18. I am happy with my life.

19. So far I have gotten the important things I want in life.

20. If I could live my life over, I would have it the same way.
Since the start of this school year, how often did you do this?

<table>
<thead>
<tr>
<th>Question</th>
<th>Frequency Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>21. I cheered someone up who was feeling sad.</td>
<td>Not at all this school year</td>
</tr>
<tr>
<td>22. I helped someone who was being picked on.</td>
<td>Not at all this school year</td>
</tr>
<tr>
<td>23. I helped someone who was hurt.</td>
<td>Not at all this school year</td>
</tr>
</tbody>
</table>
24. Are there any adults who are **IMPORTANT TO YOU** at your **school**?

   No   Yes

If you answered 'Yes' to the question above, we would like you to put in the initial (the first letter in the person's first or last name) for **ALL** of the adults who are **important to you** at your **school**. For example, if your teacher's name is Mr. Reed, you can just type an 'R' in the space, or if your supervision aide's name is Jane, you can just type in the letter 'J' in the space. You do not have to fill in all six spaces.

Person 1

Person 2

Person 3

Person 4

Person 5

Person 6
How true is each statement for you?

At my **school**, there is a teacher or another adult...

25. ... who really cares about me.
   - Not at all true
   - A little true
   - Pretty much true
   - Very much true

26. ... who believes that I will be a success.
   - Not at all true
   - A little true
   - Pretty much true
   - Very much true

27. ... who listens to me when I have something to say.
   - Not at all true
   - A little true
   - Pretty much true
   - Very much true

Previous  Next
The next four questions are about your parents (or guardians) or other adults who live in your home. Parents can be biological parents, adoptive parents, step-parents, same-sex parents, or foster parents.

In my home, there is a parent or another adult...

28. ... who believes that I will be a success.
   - Not at all true
   - A little true
   - Pretty much true
   - Very much true

29. ... who listens to me when I have something to say.
   - Not at all true
   - A little true
   - Pretty much true
   - Very much true

30. ... who I can talk to about my problems.
   - Not at all true
   - A little true
   - Pretty much true
   - Very much true

31. I care about what my parents (or guardians) think of me.
   - Not at all true
   - A little true
   - Pretty much true
   - Very much true
In my neighbourhood/community (not from your school or family), there is an adult...

32. ... who really cares about me.
   - Not at all true
   - A little true
   - Pretty much true
   - Very much true

33. ... who believes that I will be a success.
   - Not at all true
   - A little true
   - Pretty much true
   - Very much true

34. ... who listens to me when I have something to say.
   - Not at all true
   - A little true
   - Pretty much true
   - Very much true

35. Are there places in your neighbourhood/community that provide programs for kids your age, like sports (for example, swimming, soccer, hockey), art, dance, music classes, and other clubs and activities?
   - No
   - Yes
   - Don't know

36. Are there safe places in your neighbourhood/community where you feel comfortable to hang out with friends, like playgrounds, parks, or community centres?
   - No
   - Yes
   - Don't know
Please answer the following questions about you and your friend(s) and your school.

37. I feel part of a group of friends that do things together.
   - Disagree a lot
   - Disagree a little
   - Don't agree or disagree
   - Agree a little
   - Agree a lot

38. I feel that I usually fit in with other kids around me.
   - Disagree a lot
   - Disagree a little
   - Don't agree or disagree
   - Agree a little
   - Agree a lot

39. When I am with other kids my age, I feel I belong.
   - Disagree a lot
   - Disagree a little
   - Don't agree or disagree
   - Agree a little
   - Agree a lot

40. I have at least one really good friend I can talk to when something is bothering me.
   - Disagree a lot
   - Disagree a little
   - Don't agree or disagree
   - Agree a little
   - Agree a lot

41. I have a friend I can tell everything to.
   - Disagree a lot
   - Disagree a little
   - Don’t agree or disagree
   - Agree a little
   - Agree a lot

42. There is somebody my age who really understands me.
   - Disagree a lot
   - Disagree a little
   - Don’t agree or disagree
   - Agree a little
   - Agree a lot
43. I am certain I can learn the skills taught in school this year.

44. If I have enough time, I can do a good job on all my school work.

45. Even if the work in school is hard, I can learn it.
46. Teachers and students treat each other with respect in this school.

47. People care about each other in this school.

48. Students in this school help each other, even if they are not friends.

49. I feel like I belong in this school.

50. I feel like I am important to this school.

51. When I grow up, I have goals and plans for the future.
52. How important is it to you to do the following in school:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Not important at all</th>
<th>Not very important</th>
<th>Somewhat important</th>
<th>Very important</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Make friends?</td>
<td></td>
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<tr>
<td>b) Get good grades?</td>
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<tr>
<td>c) Learn new things?</td>
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</table>
Important definition: Bully - There are a lot of different ways to bully someone, but a bully has some advantage (stronger, more popular, or something else), wants to hurt the other person (it’s not an accident), and does so repeatedly (over and over again) and unfairly. Sometimes a group of students will bully another student.

The next four questions might make you feel uncomfortable, but it is important for us to know. Please answer the questions honestly.

This school year, how often have you been bullied by other students in the following ways?

53. Physical bullying (for example, someone hit, shoved, or kicked you, spat at you, beat you up, or damaged or took your things without permission).

54. Verbal bullying (for example, someone called you names, teased, embarrassed, threatened you, or made you do things you didn’t want to do).

55. Social bullying (for example, someone left you out, excluded you, gossiped and spread rumors about you, or made you look foolish).

56. Cyberbullying (for example, someone used the computer or text messages to exclude, threaten, embarrass you, or to hurt your feelings).
The next questions ask about your physical health. Sometimes children your age may feel that these kinds of questions are uncomfortable to answer. Remember you are helping us to learn more about the health of children your age in Canada.

57. In general, how would you describe your health? Poor  Fair  Good  Excellent

58. Do you have a physical or health condition that keeps you from doing some things other kids your age do? (For example, school activities, sports, or getting together with friends).
   - No
   - Yes, a physical disability (for example, deafness, cerebral palsy, wheelchair, or something else)
   - Yes, a long term illness (for example, diabetes, asthma, or something else)
   - Yes, overweight
   - Yes, something else

Please specify:

59. How do you rate your body weight? Very underweight  Slightly underweight  About the right weight  Slightly overweight  Very overweight

60. How often do you like the way you look? Never  Hardly ever  Sometimes  Often  Always
<table>
<thead>
<tr>
<th>Question</th>
<th>Never</th>
<th>Once a week</th>
<th>2 times a week</th>
<th>3 times a week</th>
<th>4 times a week</th>
<th>5 times a week</th>
<th>6 times a week</th>
<th>Every day</th>
</tr>
</thead>
<tbody>
<tr>
<td>61. How often do you eat breakfast?</td>
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<td>62. How often do your parents or other adult family members eat meals with you?</td>
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<td>63. How often do you eat food like pop, candy, potato chips, or something else?</td>
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<td>64. How often do you get a good night’s sleep?</td>
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<tr>
<td>65. What time do you usually go to bed during the weekdays?</td>
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</table>

This point in the survey is a natural place to break.
ABOUT MY AFTER SCHOOL TIME

66. On school days, who are you usually with for most of the time from after school to dinner time (about 3:00 pm to 6:00 pm)? (Please check all of the people you are with after school.)

- [ ] By myself
- [ ] Friend(s) about my age
- [ ] Mother (or stepmother, foster mother)
- [ ] Father (or stepfather, foster father)
- [ ] Younger brothers/sisters
- [ ] Older brothers/sisters
- [ ] Grandparent(s)
- [ ] Other adult(s) (for example, elder, aunt or uncle, coach, babysitter)
- [x] Other

Other (describe): 

Please remind your students to refrain from using names of people in the open-ended text boxes.
67. How many days a week do you go to these places from after school to dinner time (about 3:00 pm to 6:00 pm)?

a) I go home.

- Never
- Once a week
- Twice a week
- 3 times a week
- 4 times a week
- 5 times a week (every day)

b) I stay at school to participate in after school activities (for example, sports, tutoring, clubs).

- Never
- Once a week
- Twice a week
- 3 times a week
- 4 times a week
- 5 times a week (every day)

c) I go to an after school program/daycare (in my school or someplace else).

- Never
- Once a week
- Twice a week
- 3 times a week
- 4 times a week
- 5 times a week (every day)

d) I go to a friend's house.

- Never
- Once a week
- Twice a week
- 3 times a week
- 4 times a week
- 5 times a week (every day)

e) I go to a park, playground, or community centre.

- Never
- Once a week
- Twice a week
- 3 times a week
- 4 times a week
- 5 times a week (every day)

f) I hang out at the mall or stores.

- Never
- Once a week
- Twice a week
- 3 times a week
- 4 times a week
- 5 times a week (every day)

g) I go someplace else, for example, a family member's home, or other places.

- Never
- Once a week
- Twice a week
- 3 times a week
- 4 times a week
- 5 times a week (every day)
Suggested clarification: “These questions are trying to ask you what you do during a normal week. If last week was different than normal – maybe you were sick or couldn’t go to your regular activities – please answer the questions thinking of the most recent typical week for yourself.”
The next questions ask you about other activities that you might do after school. That is, these questions are about activities that are not planned and usually not supervised by a teacher, instructor, adult, coach, or volunteer.

69. During last week from after school to dinner time (about 3:00 pm to 6:00 pm), how much time did you spend doing the following activities on a normal day?

a) ... sports and/or exercise for fun (for example, playing outside, biking, skating, sledding, shooting hoops, swimming, yoga, dancing, or something else)?

b) ... do homework?

c) ... watch TV, Netflix, YouTube, streaming videos, or something else?

d) ... play video or computer games (for example, Play Station, Wii, Xbox, multiplayer online games, or something else)?
e) ... read for fun?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Less than 30 minutes</th>
<th>30 minutes to 1 hour</th>
<th>1-2 hours</th>
<th>2 or more hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>I did not do this activity</td>
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<tr>
<td>Less than 30 minutes</td>
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<tr>
<td>2 or more hours</td>
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</tbody>
</table>

f) ... practice a musical instrument (for example, drums, clarinet, violin, or something else)?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Less than 30 minutes</th>
<th>30 minutes to 1 hour</th>
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<tr>
<td>2 or more hours</td>
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</table>

g) ... do arts & crafts (for example, painting, drawing, or something else)?

<table>
<thead>
<tr>
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<tr>
<td>2 or more hours</td>
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</table>

h) ... hang out with friends in person?

<table>
<thead>
<tr>
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<th>1-2 hours</th>
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<td>2 or more hours</td>
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</table>

i) ... hang out with friends on the phone, tablet or computer?

<table>
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<td>1-2 hours</td>
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<tr>
<td>2 or more hours</td>
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</table>

j) ... volunteer (either at school or in the community)?

<table>
<thead>
<tr>
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</tr>
</tbody>
</table>

k) ... work at a job (for example, babysitting, mowing the lawn, paper route)?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Less than 30 minutes</th>
<th>30 minutes to 1 hour</th>
<th>1-2 hours</th>
<th>2 or more hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>I did not do this activity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 30 minutes</td>
<td></td>
<td></td>
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<tr>
<td>30 minutes to 1 hour</td>
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<tr>
<td>1-2 hours</td>
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<tr>
<td>2 or more hours</td>
<td></td>
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</tr>
</tbody>
</table>
70. Think about what you want to do on SCHOOL DAYS from after school to dinner time (about 3:00 pm to 6:00 pm).

- I am already doing the activities I want to be doing.
- I wish I could do additional activities.

Please list one activity you wish you could do:

Where would you like this activity to be?
- School
- Home
- Park or playground
- Community centre
- Other

Other (describe)

If a student selects that they wish to do additional activities, they can list an activity and where they would like it to be.

Please remind your students to refrain from using names of people in the open-ended text boxes.
71. What stops you from participating in the activities that you want to participate in after school? (Check all of the things that stop you.)

- Nothing stops me.
- I have to go straight home after school.
- It is too difficult to get there.
- The activity that I want is not offered.
- The schedule does not fit the times that I can attend.
- It’s not safe for me to go.
- I have too much homework to do.
- My parents do not approve.
- It costs too much.
- I need to take care of brothers or sisters or do other things at home.
- I am afraid I will not be good enough in that activity.
- I’m too busy.
- I don’t know what is available.
- None of my friends are interested or want to go.
- Other

Please describe

Please remind your students to refrain from using names of people in the open-ended text boxes.
72. What makes an adult in your school important to you? Please check all the responses that are most important to you.

☐ This person teaches me how to do things that I don’t know.
☐ I can share personal things and private feelings with this person.
☐ This person likes me the way I am.
☐ This person encourages me to pursue my goals and future plans.
☐ I get to do a lot of fun things with this person or because of this person.
☐ This person is like who I want to be when I am an adult.
☐ This person is always fair to me and others.
☐ This person stands up for me and others when we need it.
☐ This person lets me make decisions for myself.
73. What makes an adult in your home important to you? This could be a parent (or guardian) or other adult who lives in your home. Please check all the responses that are most important to you.

☐ This person teaches me how to do things that I don't know.
☐ I can share personal things and private feelings with this person.
☐ This person likes me the way I am.
☐ This person encourages me to pursue my goals and future plans.
☐ I get to do a lot of fun things with this person or because of this person.
☐ This person is like who I want to be when I am an adult.
☐ This person is always fair to me and others.
☐ This person stands up for me and others when we need it.
☐ This person lets me make decisions for myself.
Please answer how often these statements are true for you.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Almost never</th>
<th>Sometimes</th>
<th>Often</th>
<th>Very often</th>
<th>Almost always</th>
</tr>
</thead>
<tbody>
<tr>
<td>74. Once I make a plan to get something done, I stick to it.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>75. I keep at my schoolwork until I am done with it.</td>
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<td></td>
</tr>
<tr>
<td>76. I finish whatever I begin.</td>
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<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>77. I am a hard worker.</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>78. I feel a sense of accomplishment from what I do.</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Statement</th>
<th>No</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>79. I plan to graduate from high school.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>80. I plan to graduate from college, university, or some other training after high school.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The next few questions are about volunteering. Volunteering is offering to do something for someone else without being paid. This may include volunteering with a church/religious group, in your school, or in your community (for example, at the library, animal shelter, senior's home, or community centre).

81. Have you ever volunteered?
   - No
   - Yes

82. Are you currently volunteering?
   - No
   - Yes

83. Do you plan on volunteering in the future?
   - No
   - Yes
These questions ask you how much you agree or disagree with the statement. Remember, there are no right or wrong answers.

84. If I disagree with a friend, I tell them.
   - Disagree a lot
   - Disagree a little
   - Don't agree or disagree
   - Agree a little
   - Agree a lot

85. If I have a reason, I will change my mind.
   - Disagree a lot
   - Disagree a little
   - Don't agree or disagree
   - Agree a little
   - Agree a lot

86. If I don't understand something, I will ask for an explanation.
   - Disagree a lot
   - Disagree a little
   - Don't agree or disagree
   - Agree a little
   - Agree a lot

87. When I make a decision, I think about what might happen afterward.
   - Disagree a lot
   - Disagree a little
   - Don't agree or disagree
   - Agree a little
   - Agree a lot

88. I take responsibility for my mistakes.
   - Disagree a lot
   - Disagree a little
   - Don't agree or disagree
   - Agree a little
   - Agree a lot

89. I can say 'no' when someone wants me to do things that are wrong or dangerous.
   - Disagree a lot
   - Disagree a little
   - Don't agree or disagree
   - Agree a little
   - Agree a lot
90. When I’m sad, I can usually start doing something that will make me feel better.

Disagree a lot  Disagree a little  Don’t agree or disagree  Agree a little  Agree a lot

91. After I’m interrupted or distracted, I can easily continue working where I left off.

Disagree a lot  Disagree a little  Don’t agree or disagree  Agree a little  Agree a lot

92. I can calm myself down when I’m excited or upset.

Disagree a lot  Disagree a little  Don’t agree or disagree  Agree a little  Agree a lot

93. If something isn’t going according to my plans, I change my actions to try and reach my goal.

Disagree a lot  Disagree a little  Don’t agree or disagree  Agree a little  Agree a lot

Previous  Next
94. When I have a serious disagreement with someone, I can talk calmly about it without losing control.

95. I work carefully when I know something will be tricky.

96. When I’m upset, I notice how I am feeling before I take action.

97. I am aware of how my moods affect the way I treat other people.

98. When difficult situations happen I can pause without immediately acting.
99. I believe I can make a difference in the world.

100. I try to make this world a better place.

101. I feel I have important things to do in the future in my life.
Students click to finish the survey and view the Student Help Page.

Student Help Page

Thank you for taking the MDI survey. Some of the questions on this survey may have made you think of problems you are having, maybe with other students.

Below is an option to ask for help.

Clicking the box below will send a private message to your teacher and principal who will follow up with you at a later date. If you would prefer not to talk to your teacher or principal, consider talking to a family member or your school counselor. It is important for adults to know what's going on so that they can help you or other students who may be having trouble.

Would you like to talk to your teacher or principal about a problem you are having?

No, everything's ok. Log me out  Yes, I would like help

Requests for help will be sent to your district email address, please follow your school’s protocol for assisting students.
## Common First Nation Names

<table>
<thead>
<tr>
<th>First Nation Name</th>
<th>Other Names</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blackfoot</td>
<td>Island Halkomelem &amp; Salish Straits</td>
</tr>
<tr>
<td>Chamainus</td>
<td>Kaska</td>
</tr>
<tr>
<td>Chehalis</td>
<td>Katzie</td>
</tr>
<tr>
<td>Chilliwak</td>
<td>Klahoose</td>
</tr>
<tr>
<td>Coast Salish</td>
<td>Ktunaxa</td>
</tr>
<tr>
<td>Coquitlam</td>
<td>Kwakwaka’wakw</td>
</tr>
<tr>
<td>Cowichan</td>
<td>Kwantlen</td>
</tr>
<tr>
<td>Cree</td>
<td>Leq’a:mel</td>
</tr>
<tr>
<td>Cree/Mohawk</td>
<td>Malahat</td>
</tr>
<tr>
<td>Dakehl</td>
<td>Matsqui</td>
</tr>
<tr>
<td>Dene-thah</td>
<td>Michif</td>
</tr>
<tr>
<td>Down River &amp; Island Halkomelem</td>
<td>Mohawk</td>
</tr>
<tr>
<td>Dunne-za</td>
<td>Musqueam</td>
</tr>
<tr>
<td>Gitxsan</td>
<td>Nakoda</td>
</tr>
<tr>
<td>Gwich’in</td>
<td>Nanaimo-Nanoose</td>
</tr>
<tr>
<td>Haida</td>
<td>Nicomekl</td>
</tr>
<tr>
<td>Haisla</td>
<td>Nisga’a</td>
</tr>
<tr>
<td>Halq’emeyhem</td>
<td>Nlaka’pamux</td>
</tr>
<tr>
<td>Heiltsuk</td>
<td>Nuu’chah’nulth</td>
</tr>
<tr>
<td>Homalco</td>
<td>Nuxalk</td>
</tr>
<tr>
<td>Inuit</td>
<td>Ojibway</td>
</tr>
<tr>
<td>Island Comox</td>
<td>Okanagan</td>
</tr>
<tr>
<td>Language</td>
<td>Other Name</td>
</tr>
<tr>
<td>----------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Oweekano</td>
<td>Sumas</td>
</tr>
<tr>
<td>Pentlatch</td>
<td>T'sou-ka</td>
</tr>
<tr>
<td>Qeqai</td>
<td>Tagish</td>
</tr>
<tr>
<td>Saanich</td>
<td>Tahltan/Inland Tlingit</td>
</tr>
<tr>
<td>Salteau</td>
<td>Tait</td>
</tr>
<tr>
<td>Sc'iw'ew</td>
<td>Tlingit</td>
</tr>
<tr>
<td>Scowlitz</td>
<td>Tsawassen</td>
</tr>
<tr>
<td>Sechelt</td>
<td>Tsihlqot'In</td>
</tr>
<tr>
<td>Secwepemc</td>
<td>Tsimshian</td>
</tr>
<tr>
<td>Sekani</td>
<td>Tsuu t'ina</td>
</tr>
<tr>
<td>Sliammon</td>
<td>Tutchone</td>
</tr>
<tr>
<td>Songhees</td>
<td>Upper Tanana</td>
</tr>
<tr>
<td>Squamish</td>
<td>Wet'suwet'en</td>
</tr>
<tr>
<td>Stl'atl'imc</td>
<td>Whoonocko-Skhayuks Hatzie</td>
</tr>
</tbody>
</table>