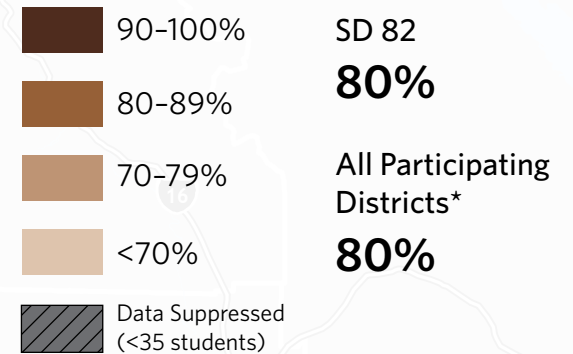


AFTER-SCHOOL ACTIVITIES

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



*See page 7 for a list of participating school districts in 2021/22.

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

NEIGHBOURHOOD DATA TABLE

WELL-BEING INDEX

ASSETS INDEX

Percentage of children experiencing:

Percentage of children reporting the presence of these assets in their lives:

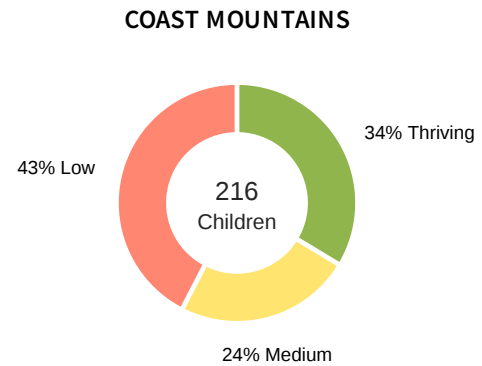
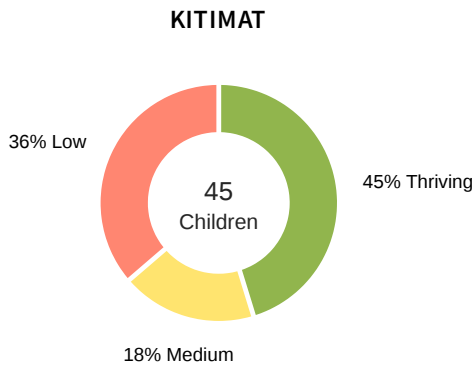


Neighbourhood	Number of Children	Thriving	Medium to High Well-being	Low Well-being	Adult Relationship	Peer Relationship	Nutrition & Sleep	After-school Activities
Hazeltons - Terrace	21				<i>Suppressed</i>			
Kitimat	45	45%	18%	36%	80%	78%	67%	68%
Terrace	149	30%	26%	44%	80%	78%	58%	84%
Coast Mountains (82)	216	34%	24%	43%	81%	77%	60%	80%
All Participating Districts	9194	34%	28%	38%	77%	78%	65%	80%

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.



WELL-BEING INDEX

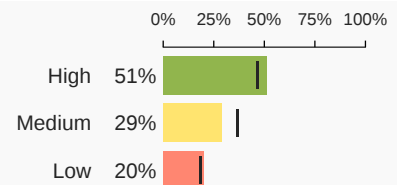


MEASURES COMPRISING THE WELL-BEING INDEX

| School District Average

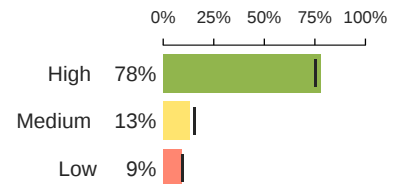
OPTIMISM

Optimism refers to the mindset of having positive expectations for the future. e.g., "I have more good times than bad times."



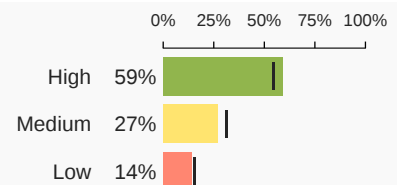
SELF-ESTEEM

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



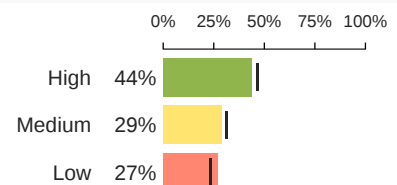
HAPPINESS

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



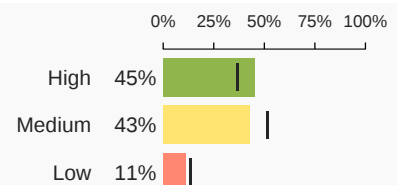
ABSENCE OF SADNESS

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



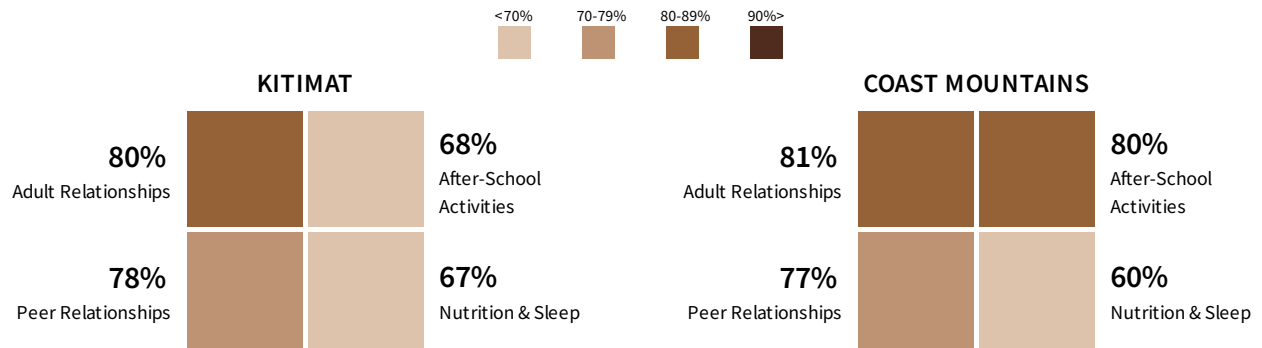
GENERAL HEALTH

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



ASSETS INDEX

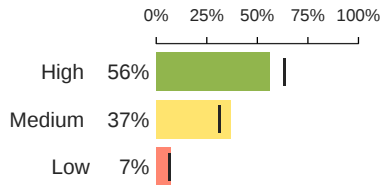
Percentage of children reporting the presence of an asset



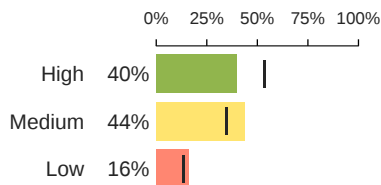
MEASURES COMPRISING THE ASSETS INDEX

ADULT RELATIONSHIPS

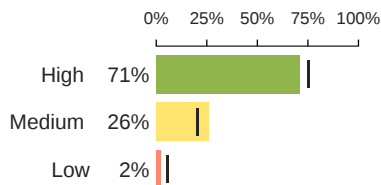
Adults at School



Adults in the Neighbourhood/Community

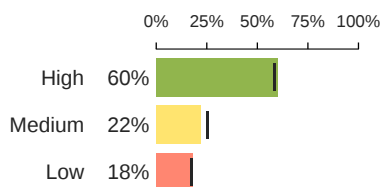


Adults at Home

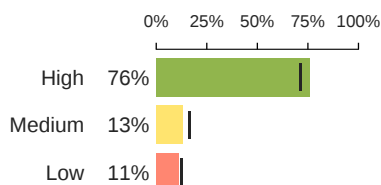


PEER RELATIONSHIPS

Peer Belonging

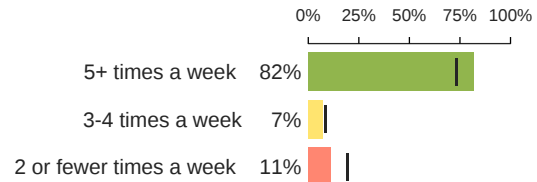


Friendship Intimacy

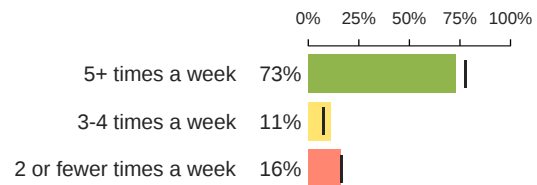


NUTRITION AND SLEEP

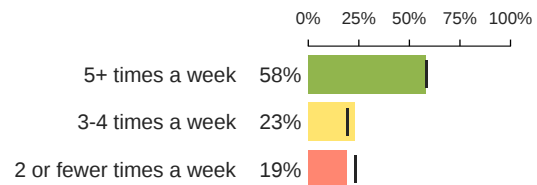
Eating Breakfast



Meals with Adults in Your Family

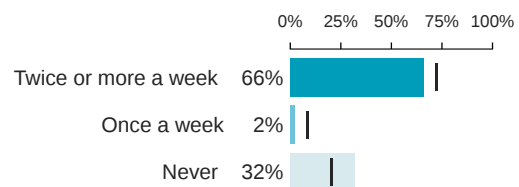


Frequency of Good Sleep



AFTER-SCHOOL ACTIVITIES

Any Organized Activity



| 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

71%

I wish I could do additional activities

33%

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

5%

TOP WISHES

(Number of students)

Computer/Video Games/TV	8
Friends and playing	6
Physical and/or outdoor activities	4

TOP BARRIERS

(Number of students)

I have to go straight home after school	18
I am too busy	10
I don't know what's available	10

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	74%	7%	19%
Art or music lessons	69%	10%	21%
Youth organizations	90%	5%	5%
Individual sports with a coach or instructor	54%	10%	37%
Team sports with a coach or instructor	62%	7%	31%



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

64%

Yes

11%

No

24%

Don't know

COMMUNITY BELONGING & SAFETY

IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE ADULTS WHO:

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



30%

Really care about me.



28%

Believe that I will be a success.



23%

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:

78%

Yes

0%

No

22%

Don't know



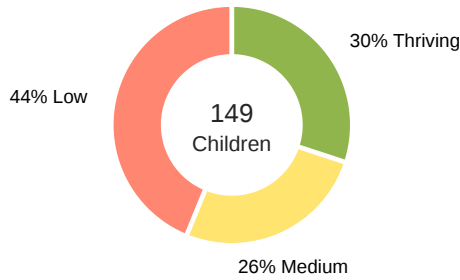
TERRACE

COAST MOUNTAINS

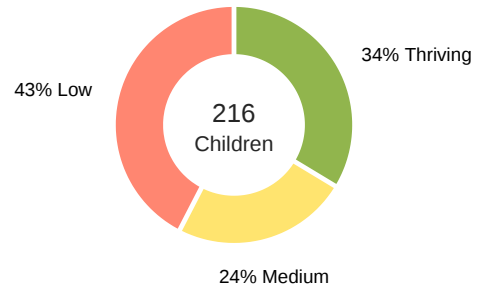
NUMBER OF CHILDREN: 149

WELL-BEING INDEX

TERRACE



COAST MOUNTAINS

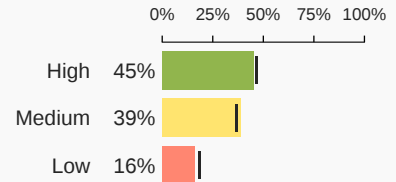


MEASURES COMPRISING THE WELL-BEING INDEX

| School District Average

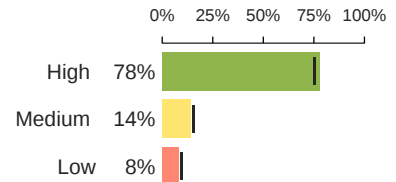
OPTIMISM

Optimism refers to the mindset of having positive expectations for the future. e.g., "I have more good times than bad times."



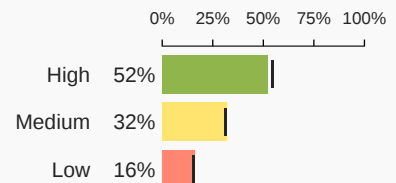
SELF-ESTEEM

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



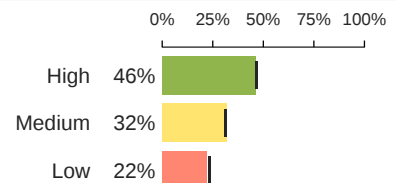
HAPPINESS

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



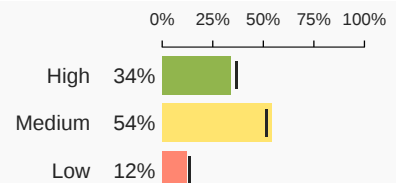
ABSENCE OF SADNESS

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



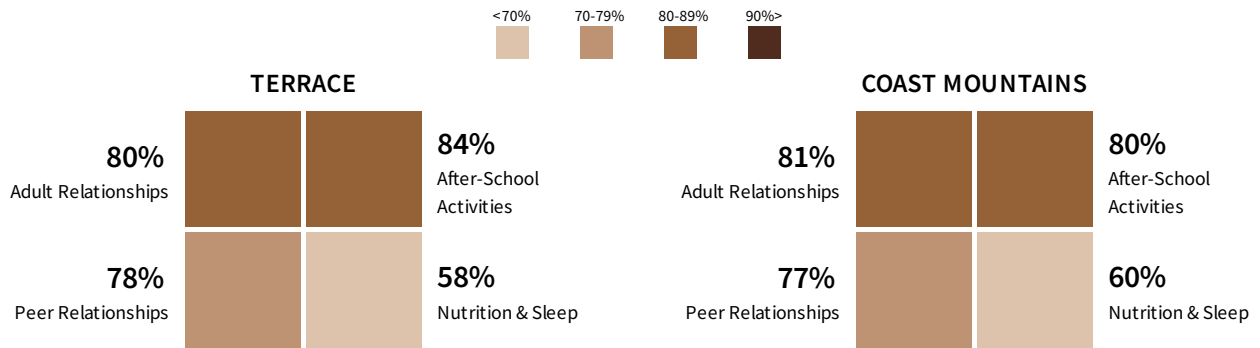
GENERAL HEALTH

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



ASSETS INDEX

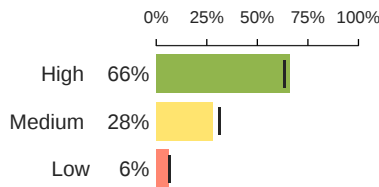
Percentage of children reporting the presence of an asset



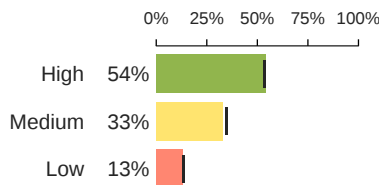
MEASURES COMPRISING THE ASSETS INDEX

ADULT RELATIONSHIPS

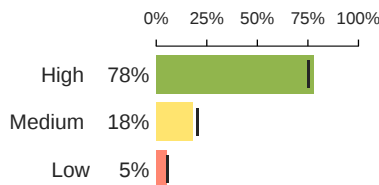
Adults at School



Adults in the Neighbourhood/Community

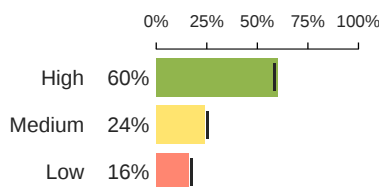


Adults at Home

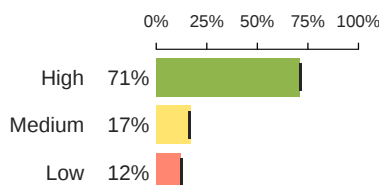


PEER RELATIONSHIPS

Peer Belonging

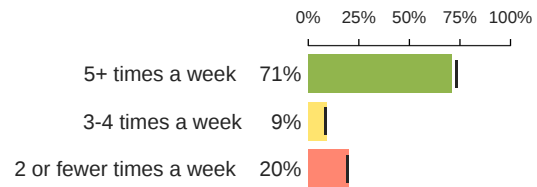


Friendship Intimacy

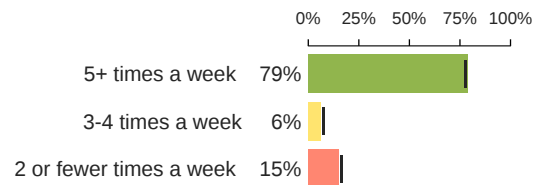


NUTRITION AND SLEEP

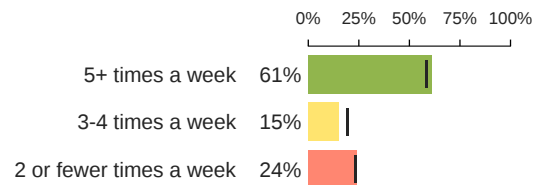
Eating Breakfast



Meals with Adults in Your Family

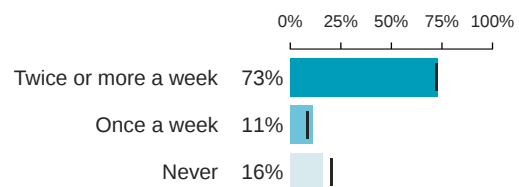


Frequency of Good Sleep



AFTER-SCHOOL ACTIVITIES

Any Organized Activity



| 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

78%

I wish I could do additional activities

33%

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

11%

TOP WISHES

(Number of students)

Physical and/or outdoor activities	42
Friends and playing	14
Music and fine arts	10

TOP BARRIERS

(Number of students)

I have to go straight home after school	45
I am too busy	28
Other	22

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	55%	9%	36%
Art or music lessons	51%	13%	36%
Youth organizations	74%	13%	13%
Individual sports with a coach or instructor	64%	12%	24%
Team sports with a coach or instructor	67%	6%	27%



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

55%

Yes

9%

No

36%

Don't know

COMMUNITY BELONGING & SAFETY

IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE ADULTS WHO:

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



36%

Really care about me.



30%

Believe that I will be a success.



29%

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:

69%

Yes

7%

No

23%

Don't know

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](https://www.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/) (<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/) (<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/) (<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/) (<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/) (<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/) (<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/), (<https://www.discovermdi.ca/making-change-with-the-mdi/>), explore the collection of [downloadable tools](https://www.discovermdi.ca/category/mdi-essentials/) (<https://www.discovermdi.ca/category/mdi-essentials/>) and [find upcoming training and learning opportunities](https://www.discovermdi.ca/category/news-and-events/) (<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.

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For all publications on the MDI including ones on reliability and validity visit, the [Discover MDI Field Guide](https://www.discovermdi.ca/references/) (<https://www.discovermdi.ca/references/>).