MDI GRADE 7

SCHOOL DISTRICT & COMMUNITY REPORT

2018/2019

HUMAN EARLY LEARNING PARTNERSHIP | UBC

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INTRODUCTION TO THE MDI

WHY THE MIDDLE YEARS MATTER

Experiences in the middle years, ages 6 to 12, 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 and Grade 7 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 7 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 at Home**
- ▪ **Frequency of Good Sleep**

- Body Image

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

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 (http://curriculum.gov.bc.ca/competencies).

Areas measured by the MDI reflect facets of the "Personal and Social Competency" domain of BC's Redesigned 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.

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 2018/19 MDI Data Trends
In 2018/19, 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. Improvements were also made to our online data capture and reporting system, and the 'Number of Important Adults at School' question appeared differently as compared to previous years. **We strongly recommend you read our** Data Trends Summary (http://bit.ly/data-trends-mdi) **for more information as you interpret your MDI data this year.**

HOW THE RESULTS ARE REPORTED

School district data in this report includes all children who participated within the public school district in 2018/2019. School district data is compared to the **average for all districts**, which includes children from all participating public school districts and any independent schools.

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
5	Southeast Kootenay	390	87%
6	Rocky Mountain	210	88%
10	Arrow Lakes	28	75%
19	Revelstoke	75	91%
20	Kootenay-Columbia	235	79%
23	Central Okanagan	1375	81%
33	Chilliwack	914	87%
35	Langley	1336	87%
37	Delta	991	82%
38	Richmond	1290	83%
40	New Westminster	423	87%
42	Maple Ridge Pitt Meadows	992	87%
43	Coquitlam	1979	85%
46	Sunshine Coast	197	75%
51	Boundary	93	87%
52	Prince Rupert	110	72%
53	Okanagan Similkameen	165	85%
60	Peace River North	325	79%

#	School District	# of Children	Participation Rate
61	Victoria	499	35%
67	Okanagan Skaha	376	85%
70	Alberni	237	85%
71	Comox Valley	495	83%
78	Fraser Cascade	103	79%
83	North Okanagan-Shuswap	440	90%
84	Vancouver Island West	22	78%
85	Vancouver Island North	100	91%
91	Nechako Lakes	174	70%
93	Conseil Scolaire Francophone de la Colombie-Britannique	384	79%
	Independent Schools	68	
	Total	**14026**	

2018/2019 RESULTS FOR VICTORIA

DEMOGRAPHICS

Population		Gender Identity	
Total Sample	499	Boys	55%
Participation Rate	35%	Girls	44%
		In another way	2%

> **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

Aboriginal	1%	Cantonese	3%
English	93%	French	7%
Hindi	1%	Japanese	2%
Korean	2%	Mandarin	5%
Other	8%	Punjabi	2%
Spanish	2%	Filipino/Tagalog	4%
Vietnamese	0%		

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 7 population that participated in the MDI survey this year.

Gender Identity: Children are asked to describe themselves 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.

Aboriginal Languages: If a child selects "Aboriginal" as a language spoken in the home, they are then asked to identify, if possible, the specific language. Aboriginal 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 MDI Field Guide (http://www.discovermdi.ca/understanding-the-mdi/mdi-data/data-primer/) .

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.
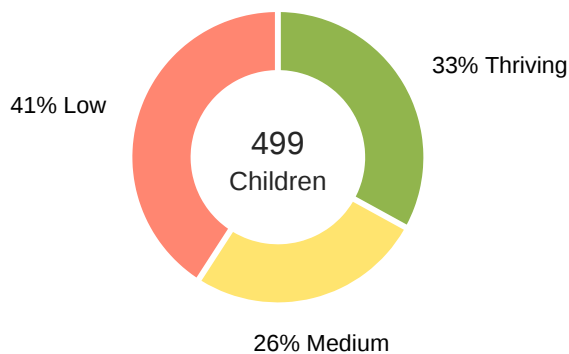
Medium Well-Being
Children who score in the high range on fewer than 4 of the 5 measures of well-being, and have no low-range scores.
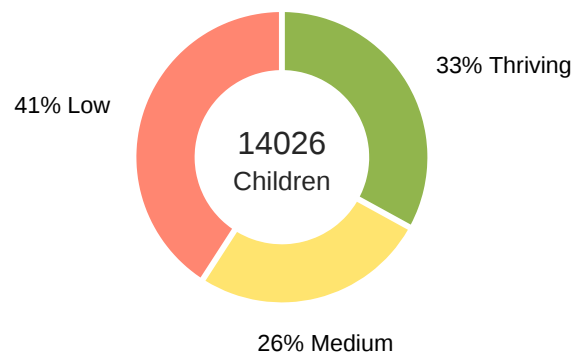
Low Well-Being
Children who score in the low range on at least 1 of the 5 measures of well-being.

VICTORIA

41% Low

33% Thriving

499 Children

26% Medium

ALL PARTICIPATING DISTRICTS

41% Low

33% Thriving

14026 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
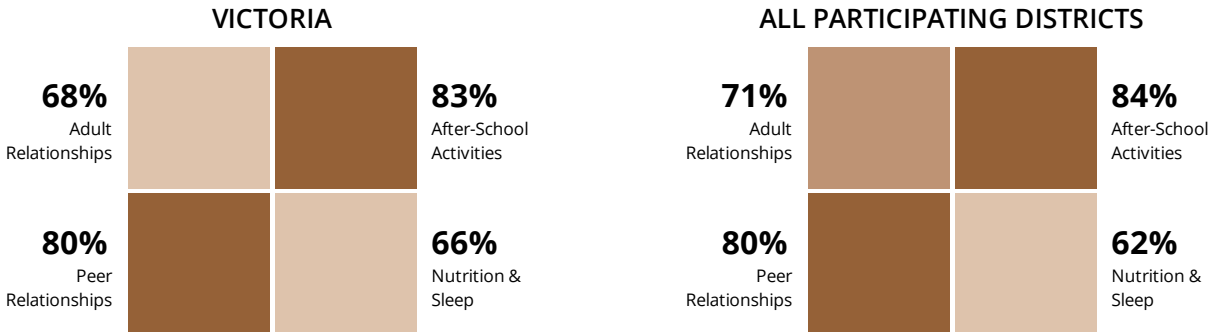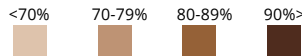Friendship Intimacy

NUTRITION & SLEEP
Eating Breakfast
Meals with Adults at Home
Frequency of Good Sleep

AFTER-SCHOOL ACTIVITIES
Organized Activities

Percentage of children reporting the presence of an asset

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

VICTORIA

68%
Adult Relationships

83%
After-School Activities

80%
Peer Relationships

66%
Nutrition & Sleep

ALL PARTICIPATING DISTRICTS

71%
Adult Relationships

84%
After-School Activities

80%
Peer Relationships

62%
Nutrition & Sleep

⬚ SOCIAL & EMOTIONAL DEVELOPMENT

The development of social and emotional skills, including empathy, optimism and self-esteem, are important for supporting positive mental health during middle childhood and at all ages to follow. These skills help children understand and manage their emotions, build and maintain positive relationships, and regulate their own behaviour. Opportunities to develop social and emotional skills can be created in many supportive environments: at school with teachers and peers, in the home with elders, family or caregivers, and during after-school programs with community members.

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

RESULTS FOR VICTORIA

| 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."
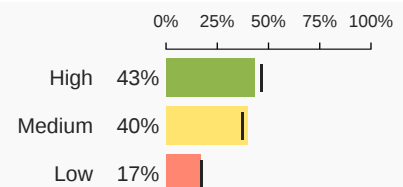
		0% 25% 50% 75% 100%
High	44%	
Medium	34%	
Low	22%	
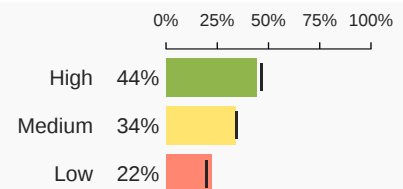
EMPATHY

Empathy is the experience of understanding and sharing the feelings of others. e.g., "I care about the feelings of others."
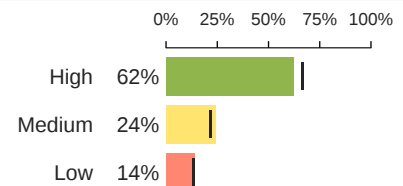
		0% 25% 50% 75% 100%
High	80%	
Medium	17%	
Low	3%	
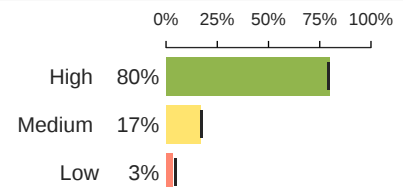
PROSOCIAL BEHAVIOUR

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

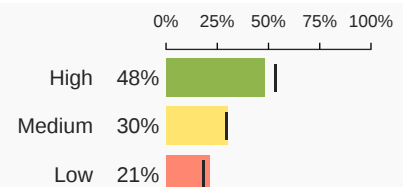|		0% 25% 50% 75% 100%
High	43%	
Medium	40%	
Low	17%	

SELF-ESTEEM

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

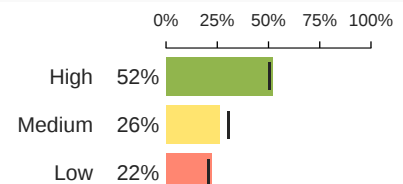|		0% 25% 50% 75% 100%
High	62%	
Medium	24%	
Low	14%	

HAPPINESS

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

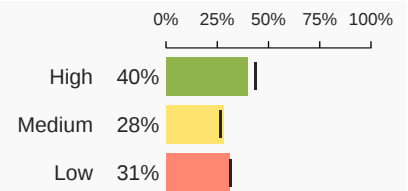|		0% 25% 50% 75% 100%
High	48%	
Medium	30%	
Low	21%	

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	52%	
Medium	26%	
Low	22%	

ABSENCE OF WORRIES

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

|	
High	40%
Medium	28%
Low	31%

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."

High	54%
Medium	35%
Low	12%
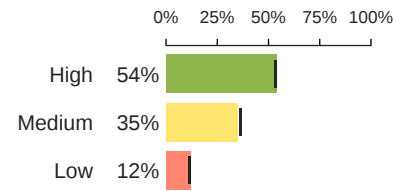
SELF REGULATION (SHORT-TERM)

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."

High	46%
Medium	33%
Low	21%
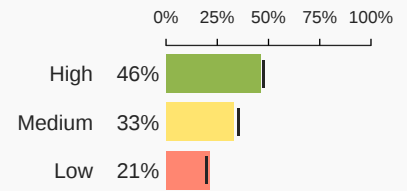
RESPONSIBLE DECISION-MAKING

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."

High	70%
Medium	25%
Low	5%
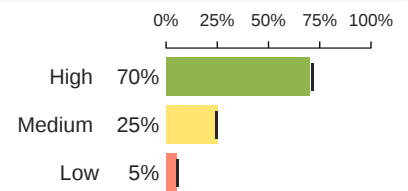
SELF-AWARENESS

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."

High	50%
Medium	37%
Low	13%
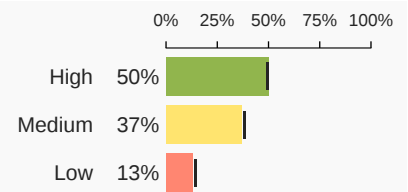
PERSEVERANCE

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."

High	34%
Medium	33%
Low	33%
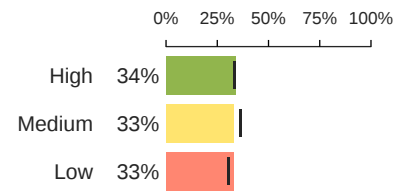
ASSERTIVENESS

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."

High	64%
Medium	30%
Low	6%
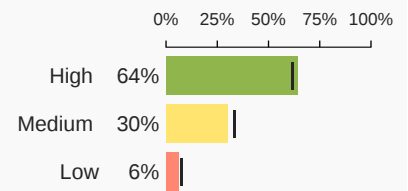
CITIZENSHIP AND SOCIAL RESPONSIBILITY

I believe I can make a difference in the world

Disagree a lot	10%
Disagree a little	12%
Don't agree or disagree	24%
Agree a little	30%
Agree a lot	24%

I try to make the world a better place

Disagree a lot	5%
Disagree a little	6%
Don't agree or disagree	19%
Agree a little	38%
Agree a lot	32%

HAVE YOU EVER VOLUNTEERED?		ARE YOU CURRENTLY VOLUNTEERING?		DO YOU PLAN TO VOLUNTEER IN THE FUTURE?	
65%	35%	14%	86%	73%	27%
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 children who displayed the highest self-report measures of empathy and mental health (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 life. Children who report feeling healthy are more likely to be engaged in school, have a feeling of connectedness with their teachers, and are less likely to be bullied or bully others. Children benefit from guidance and opportunities that support the development of healthy habits, which they can carry forward into adolescence and adulthood. These habits include regular physical activity, quality sleep and healthy, social meals.
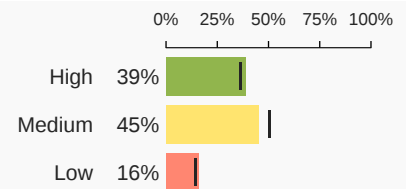
Detailed information on the MDI survey questions and response scales for Physical Health and Well-Being are available in the MDI Field Guide (http://www.discovermdi.ca/understanding-the-mdi/dimensions/physical-health-well-being).

RESULTS FOR VICTORIA

| Average for all districts

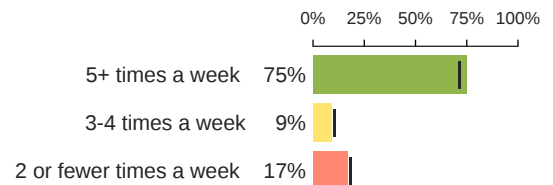### GENERAL HEALTH

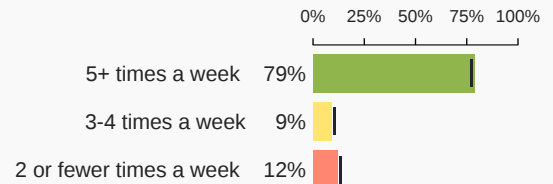Children are asked, "In general, how would you describe your health?"

High	39%
Medium	45%
Low	16%

EATING BREAKFAST

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

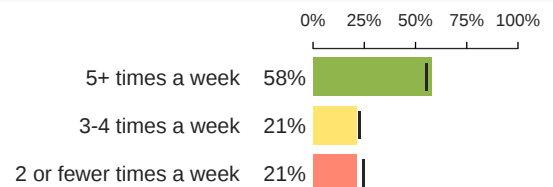|	
5+ times a week	75%
3-4 times a week	9%
2 or fewer times a week	17%

MEALS WITH ADULTS AT HOME

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

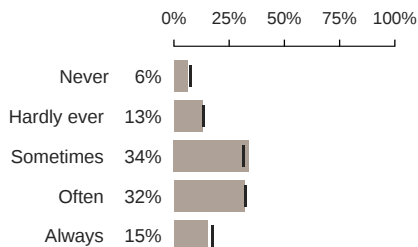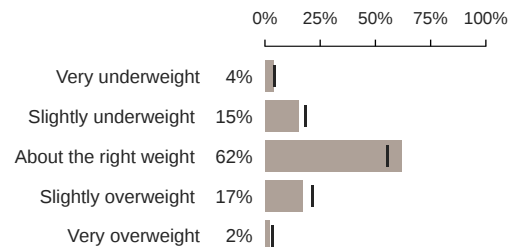|	
5+ times a week	79%
3-4 times a week	9%
2 or fewer times a week	12%

FREQUENCY OF GOOD SLEEP

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

5+ times a week	58%
3-4 times a week	21%
2 or fewer times a week	21%

HOW OFTEN DO YOU LIKE THE WAY YOU LOOK?

Never	6%
Hardly ever	13%
Sometimes	34%
Often	32%
Always	15%

HOW DO YOU RATE YOUR BODY WEIGHT?

Very underweight	4%
Slightly underweight	15%
About the right weight	62%
Slightly overweight	17%
Very overweight	2%

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

12%	44%	25%	9%	10%
Before 9 pm	9 pm - 10 pm	10 pm - 11 pm	11 pm - 12 am	After 12 am
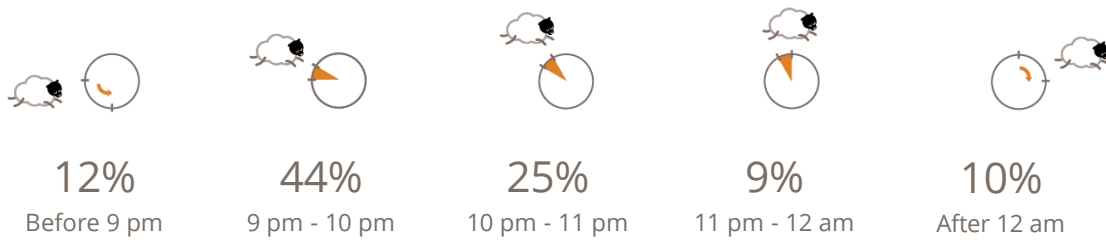
HOW OFTEN DO YOU EAT FOOD LIKE POP, CANDY, POTATO CHIPS, OR SOMETHING ELSE?

30%	50%	21%
Never-Once/week	2-4 times/week	5+ times/week
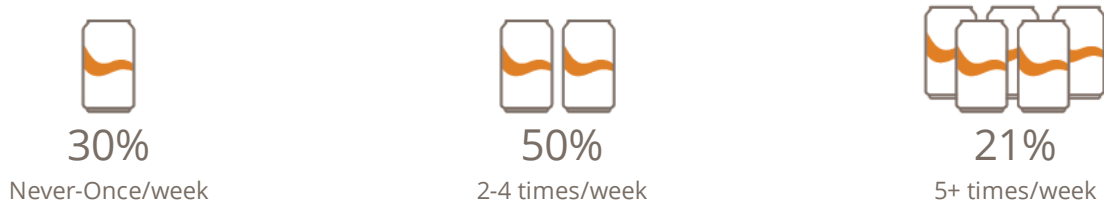
DO YOU HAVE A PHYSICAL OR HEALTH CONDITION THAT KEEPS YOU FROM DOING SOME THINGS OTHER KIDS YOUR AGE DO?

For example, school activities, sports, or getting together with friends. (Children can select all of the options that apply.)

No health condition	83%
Yes, a physical disability	1%
Yes, a long-term illness	5%
Yes, overweight	3%
Yes, something else	9%

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).

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).

Middle childhood is an important time in which children form lasting viewpoints about their bodies as they become increasingly self-aware and self-conscious, comparing themselves to others. Having a healthy body image is strongly linked to healthy self-esteem in both boys and girls (van den Berg et al., 2010).

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).

CONNECTEDNESS

Strong and supportive social connections play an important role in children's healthy development. Close relationships and a sense of belonging with adults and peers at home, in school, and in the community, can promote positive mental health and minimize risks that may be present in children's lives.

Having one adult, such as a parent or auntie, an elder or a coach, who cares about them, listens to them and believes in them can make a powerful difference in a child's life. For children, connectedness to extended family, community, as well as land, language, and culture also play an important role in encouraging a strong and healthy sense of identity.

Detailed information on the MDI survey questions and response scales for Connectedness is available in the MDI Field Guide (http://discovermdi.ca/making-sense/connectedness) .

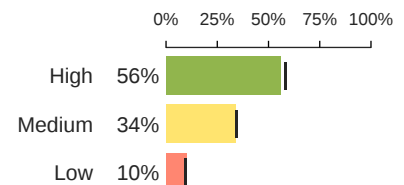### RESULTS FOR VICTORIA

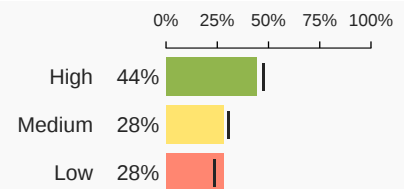| Average for all districts

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."
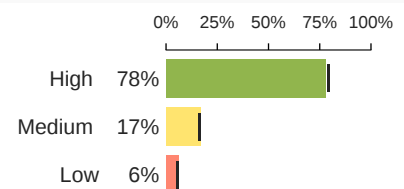
	0% 25% 50% 75% 100%
High	56%
Medium	34%
Low	10%

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."

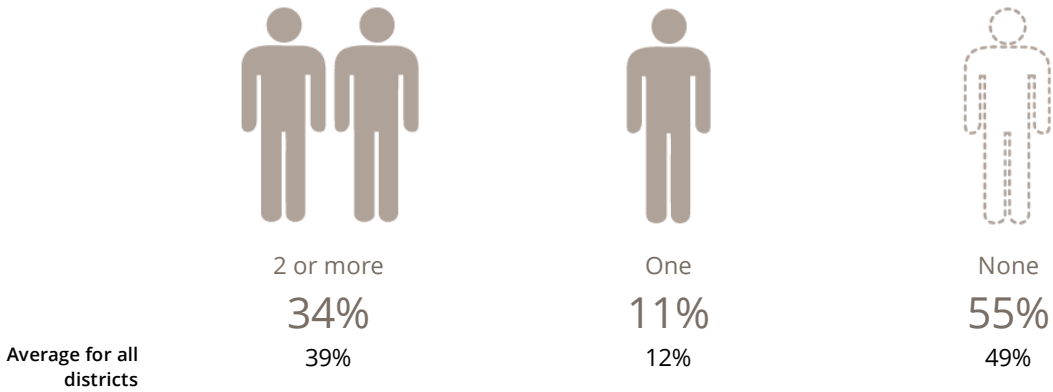|	0% 25% 50% 75% 100%
High	44%
Medium	28%
Low	28%

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."

	0% 25% 50% 75% 100%
High	78%
Medium	17%
Low	6%

NUMBER OF IMPORTANT ADULTS AT SCHOOL

	2 or more	One	None
	34%	**11%**	**55%**
Average for all districts	39%	12%	49%

In 2018/19, the 'Number of Important Adults at School' question appeared differently on the online questionnaire as compared to previous years. MDI data collection was also moved from November to January/February, which may have had an influence on the responses to this question. **We strongly recommend you read our** Data Trends Summary (http://bit.ly/data-trends-mdi) **for more information as you interpret your MDI data this year.**
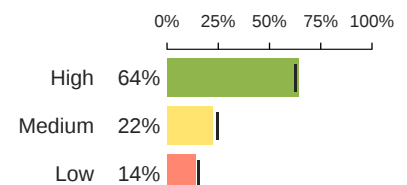
WHAT MAKES AN ADULT IMPORTANT TO YOU?

(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.	75%	75%
I can share personal things and private feelings with this person.	25%	73%
This person likes me the way I am.	54%	84%
This person encourages me to pursue my goals and future plans.	53%	79%
I get to do a lot of fun things with this person or because of this person.	44%	76%
The person is like who I want to be when I am an adult.	20%	45%
The person is always fair to me and others.	59%	70%
The person stands up for me and others when we need it.	33%	67%
The person lets me make decisions for myself.	53%	73%

CONNECTEDNESS WITH PEERS

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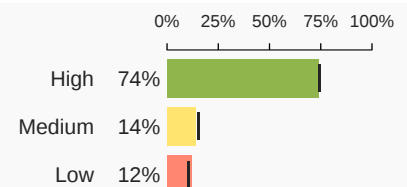
Measures children's feelings of belonging to a social group. e.g., "When I am with other kids my age, I feel I belong."

High	64%
Medium	22%
Low	14%

FRIENDSHIP INTIMACY

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

High	74%
Medium	14%
Low	12%

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 (Viega 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

Participation in activities after school provides important developmental experiences for children in their middle years. These activities create a variety of opportunities for children to build relationship skills and gain competencies. Research has consistently found that children who are engaged in after-school activities are more likely to experience greater academic and social success.

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

RESULTS FOR VICTORIA

| 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	74%
Once a week	9%
Never	17%
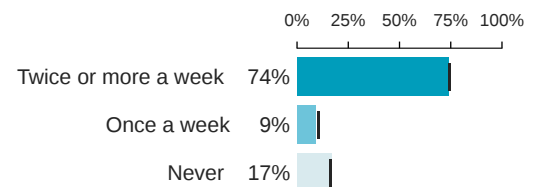
EDUCATIONAL LESSONS OR ACTIVITIES

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

Twice or more a week	13%
Once a week	10%
Never	77%
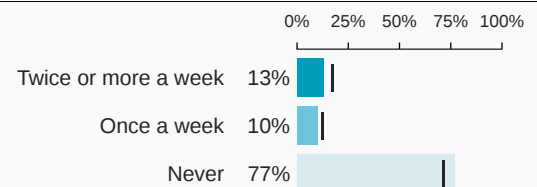
MUSIC OR ART LESSONS

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

Twice or more a week	23%
Once a week	18%
Never	59%
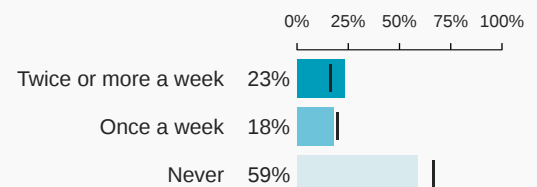
YOUTH ORGANIZATIONS

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

Twice or more a week	4%
Once a week	8%
Never	87%
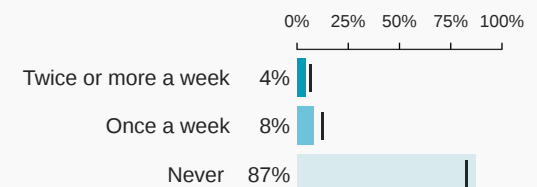
INDIVIDUAL SPORTS (WITH A COACH OR INSTRUCTOR)

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

Twice or more a week	24%
Once a week	15%
Never	61%
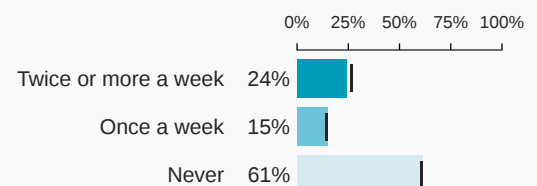
TEAM SPORTS (WITH A COACH OR INSTRUCTOR)

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

Twice or more a week	41%
Once a week	11%
Never	49%
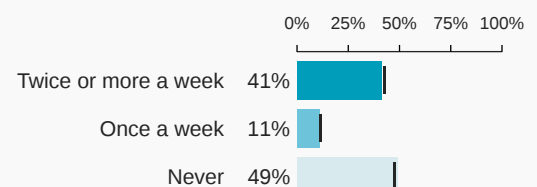
HOW CHILDREN SPEND THEIR TIME

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

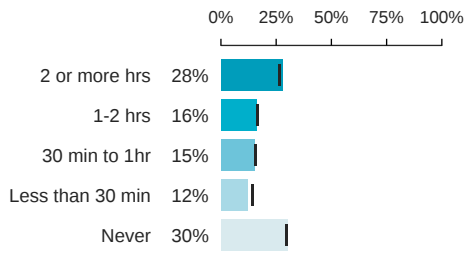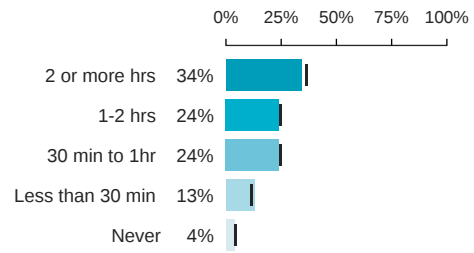Percentage of children who reported:
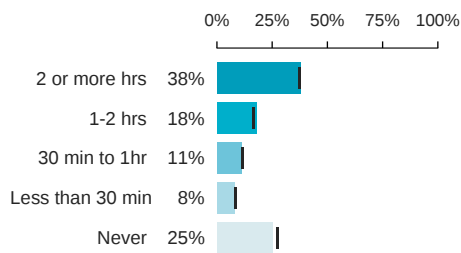
COMPUTER USE & TV

VIDEO OR COMPUTER GAMES

2 or more hrs	28%
1-2 hrs	16%
30 min to 1hr	15%
Less than 30 min	12%
Never	30%

WATCH TV, NETFLIX, YOUTUBE OR SOMETHING ELSE

2 or more hrs	34%
1-2 hrs	24%
30 min to 1hr	24%
Less than 30 min	13%
Never	4%

SOCIALIZING WITH FRIENDS

HANG OUT WITH FRIENDS

2 or more hrs	38%
1-2 hrs	18%
30 min to 1hr	11%
Less than 30 min	8%
Never	25%

USE A PHONE OR INTERNET TO TEXT OR CHAT WITH FRIENDS

2 or more hrs	18%
1-2 hrs	14%
30 min to 1hr	16%
Less than 30 min	21%
Never	30%
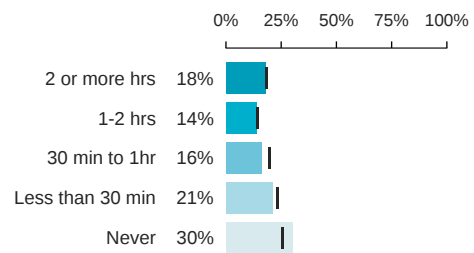
READING & HOMEWORK

READ FOR FUN

2 or more hrs	10%
1-2 hrs	13%
30 min to 1hr	24%
Less than 30 min	27%
Never	26%

DO HOMEWORK

2 or more hrs	8%
1-2 hrs	12%
30 min to 1hr	30%
Less than 30 min	28%
Never	22%

ARTS & MUSIC

ARTS & CRAFTS

2 or more hrs	5%
1-2 hrs	6%
30 min to 1hr	13%
Less than 30 min	24%
Never	52%
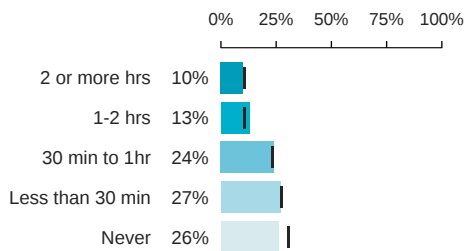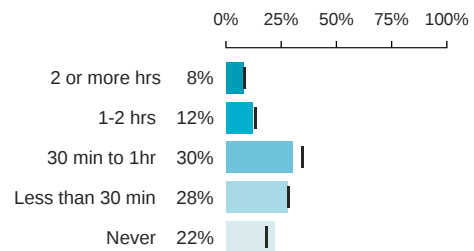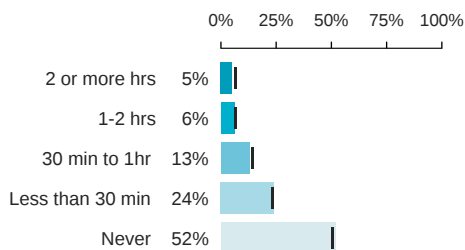
PRACTICE A MUSICAL INSTRUMENT

2 or more hrs	8%
1-2 hrs	6%
30 min to 1hr	16%
Less than 30 min	20%
Never	50%
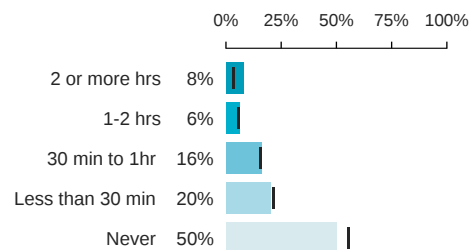
SPORTS

PLAY SPORTS OR EXERCISE FOR FUN

2 or more hrs	20%
1-2 hrs	22%
30 min to 1hr	25%
Less than 30 min	15%
Never	17%
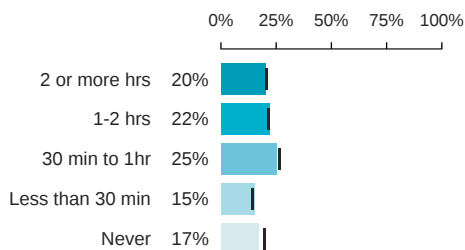
WORKING & VOLUNTEERING

VOLUNTEER
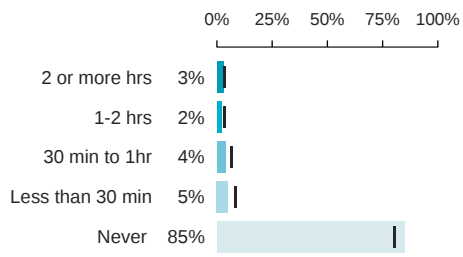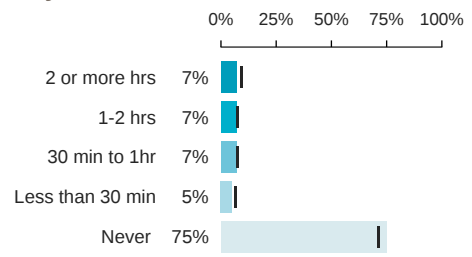
	0%	25%	50%	75%	100%
2 or more hrs	3%				
1-2 hrs	2%				
30 min to 1hr	4%				
Less than 30 min	5%				
Never	85%				

WORK AT A JOB

	0%	25%	50%	75%	100%
2 or more hrs	7%				
1-2 hrs	7%				
30 min to 1hr	7%				
Less than 30 min	5%				
Never	75%				

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

78%

I wish I could do additional activities

26%

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 students)
Computer/Video Games/TV	11
Friends and playing	20
Physical and/or outdoor activities	50
Music and arts	16
Time with family at home	2
Work related activities/volunteering	3
Free time/relaxing	8
Other	3

WHERE WOULD YOU LIKE THIS ACTIVITY TO BE?

	(Number of students)
Community Centre	32
Home	41
Park or Playground	22
School	24
Other	43

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 students)
I have no barriers	220
I have to go straight home after school	84
I am too busy	112
It costs too much	54
The schedule does not fit the times I can attend	136
My parents do not approve	34
I don't know what's available	47
I need to take care of siblings or do things at home	29
It is too difficult to get there	53
None of my friends are interested or want to go	100
The activity that I want is not offered	53
I have too much homework to do	66
I am afraid I will not be good enough in that activity	57
It is not safe for me to go	10
Other	51

AFTER-SCHOOL PEOPLE AND PLACES

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

	Never	1x /week	2x +/week
Home	2%	5%	92%
Stay at school for an activity	57%	14%	29%
After-school program or child care	84%	4%	12%
Friend's house	37%	36%	27%
Park/playground/community centre	55%	25%	20%
The mall or stores	60%	27%	13%
Someplace else	54%	28%	18%

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

(Children can select all of the options that apply)

By myself	49%
Friends about my age	54%
Younger brothers/sisters	34%
Older brothers/sisters	28%
Mother (or stepmother/foster mother)	59%
Father (or stepfather/foster father)	46%
Other adult (for example, elder, aunt or uncle, coach, babysitter)	11%
Grandparent(s)	9%
Other	10%

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

83%	6%	11%
Yes	No	Don't know

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

74%	8%	18%
Yes	No	Don't know

RESEARCH HIGHLIGHTS
USE OF AFTER-SCHOOL TIME

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 school experiences are important for their personal well-being and academic success. When children have positive experiences at school they are more likely to believe they have a valued role in the school, feel more engaged in class and achieve higher academic performance. Understanding children's school experiences improves our ability to 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 MDI Field Guide (http://discovermdi.ca/making-sense/school-experiences).

RESULTS FOR VICTORIA

| 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."

|	0%	25%	50%	75%	100%
High	75%				
Medium	17%				
Low	8%				
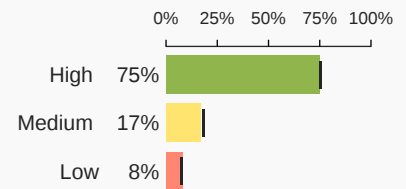
SCHOOL CLIMATE

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."

	0%	25%	50%	75%	100%
High	49%				
Medium	33%				
Low	18%				
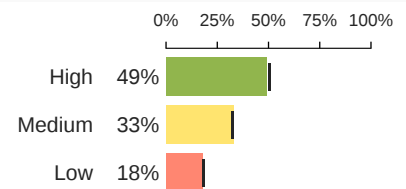
SCHOOL BELONGING

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."

	0%	25%	50%	75%	100%
High	46%				
Medium	31%				
Low	22%				
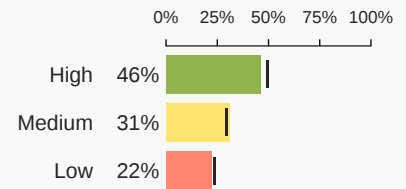
Percentage of children who feel it is **very important** to:

66% make friends

61% get good grades

54% learn new things

I plan to graduate from high school.

96% Yes **4%** No

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

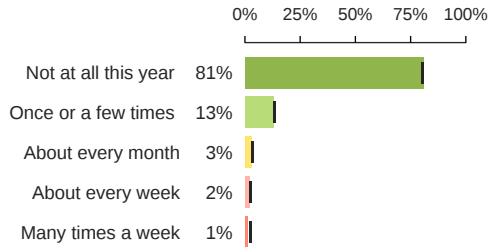When I grow up, I have goals and plans for the future.

72%

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

80%

I plan to graduate from college, university, or some other training after high school.
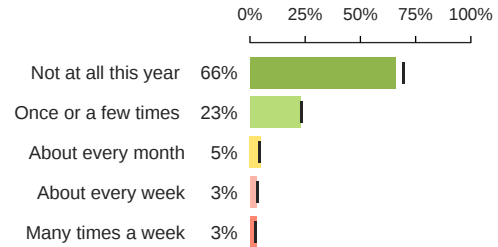
92% Yes **8%** No

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?":
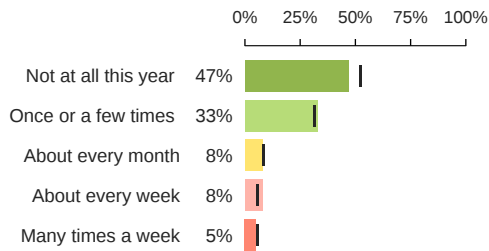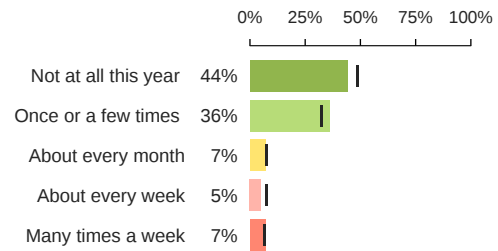
CYBER

		0% 25% 50% 75% 100%
Not at all this year	81%	
Once or a few times	13%	
About every month	3%	
About every week	2%	
Many times a week	1%	

PHYSICAL

		0% 25% 50% 75% 100%
Not at all this year	66%	
Once or a few times	23%	
About every month	5%	
About every week	3%	
Many times a week	3%	

SOCIAL

		0% 25% 50% 75% 100%
Not at all this year	47%	
Once or a few times	33%	
About every month	8%	
About every week	8%	
Many times a week	5%	

VERBAL

		0% 25% 50% 75% 100%
Not at all this year	44%	
Once or a few times	36%	
About every month	7%	
About every week	5%	
Many times a week	7%	

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

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 RESULTS

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 MDI Field Guide can help walk you through how to read the results (http://www.discovermdi.ca/understanding-the-mdi/mdi-data/) and provide background information during your meaning-making process.

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 control or influence over? How will you make change? We suggest narrowing your efforts to one or two key focus areas for improvement. The MDI Field Guide provides in depth information on the MDI and its dimensions and measures (http://www.discovermdi.ca/understanding-the-mdi/mdi-101/) or access a full list of research publications (http://www.discovermdi.ca/mdi-references/) to help you start this process.

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 MDI Field Guide for tips and tools to widen the conversation and to think critically about the data together (http://www.discovermdi.ca/making-change/sharing/).

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 Field Guide's 'Making Change Workshops' support school (http://www.discovermdi.ca/making-change/school/) and community change-makers (http://www.discovermdi.ca/making-change/community/) 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 Approaches to Making Change (http://www.discovermdi.ca/making-change).

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 our Tools page (http://www.discovermdi.ca/resources/).

BE INSPIRED AND CONNECT WITH OTHERS

Innovation happens when people build on ideas, rather than simply duplicating them. Discover MDI provides opportunities to connect with seasoned MDI Champions (http://www.discovermdi.ca/connect/mdi-champions/) – check out their advice and submit your burning questions, explore the growing collection of MDI examples, stories, and downloadable tools (http://www.discovermdi.ca/resources/), and access training opportunities and webinars (http://www.discovermdi.ca/connect/events-training/). 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:
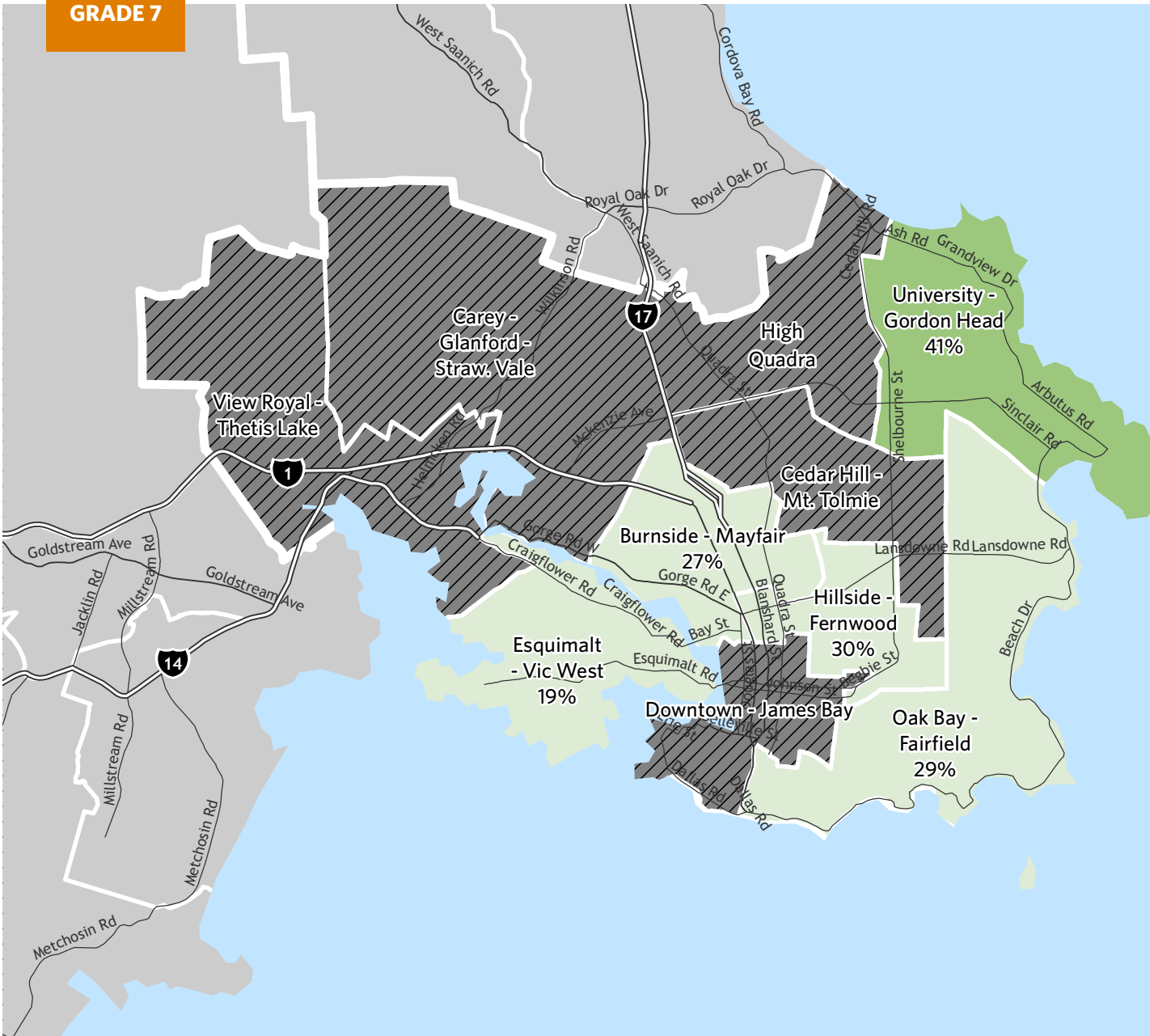
Neighbourhood Maps

- 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 and independent 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.

Note that these data are aggregated based on children's home postal codes, not by where they go to school. Where neighbourhoods contain fewer than 35 children, the results are suppressed.

University - Gordon Head 41%

Carey - Glanford - Straw. Vale

High Quadra

View Royal - Thetis Lake

Cedar Hill - Mt. Tolmie

Burnside - Mayfair 27%

Hillside - Fernwood 30%

Esquimalt - Vic West 19%

Downtown - James Bay

Oak Bay - Fairfield 29%

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%
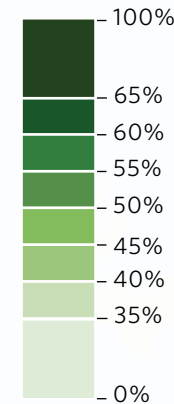
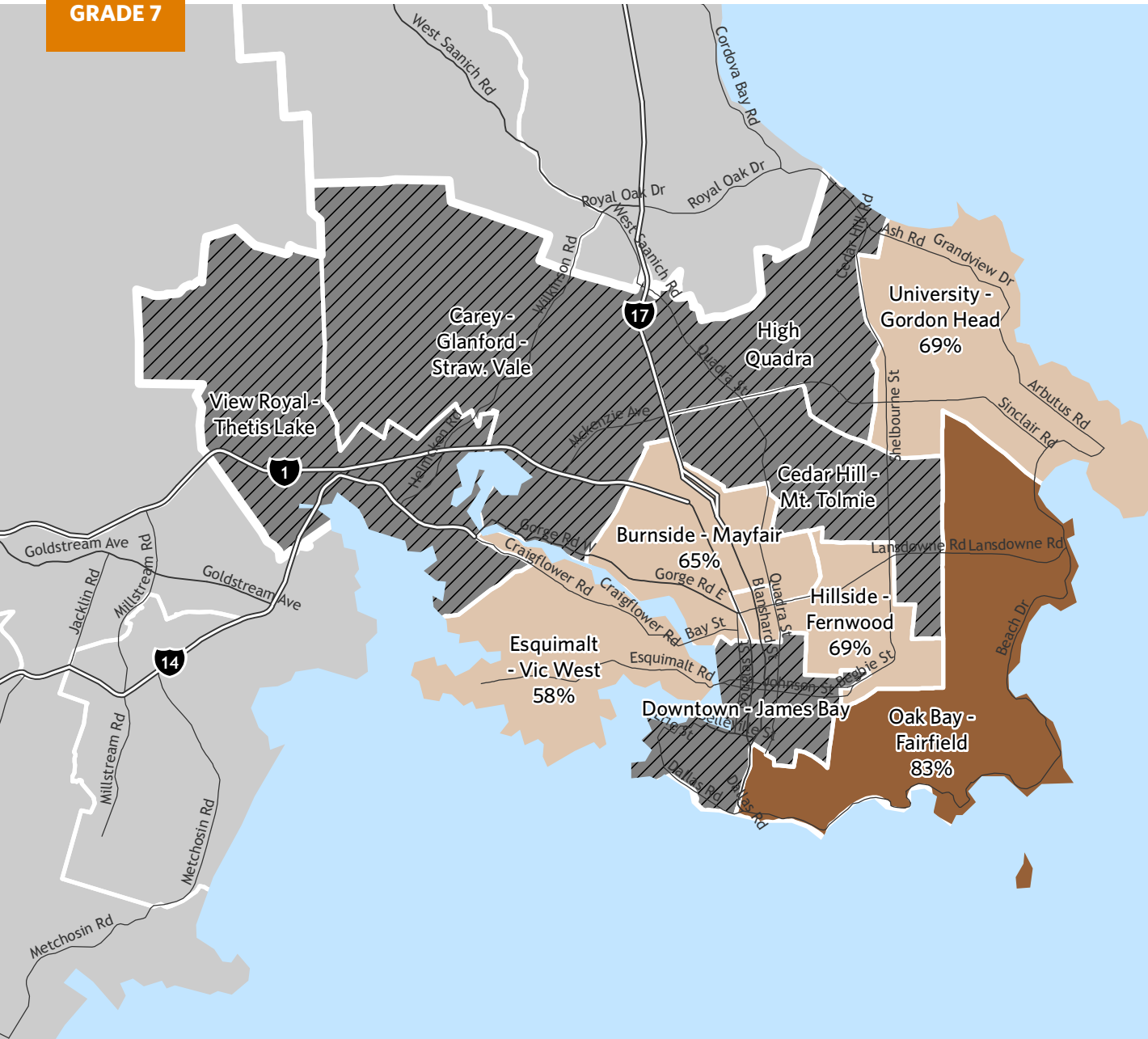SD 61
33%

All Participating Districts*
33%

Data Suppressed (<35 students)

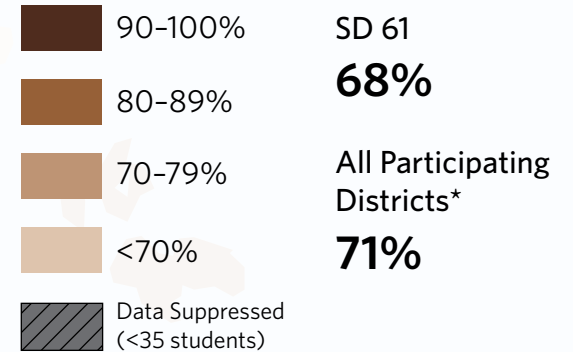*See page 6 for a list of participating school districts in 2018/19.

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

HUMAN EARLY LEARNING PARTNERSHIP

UBC

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.
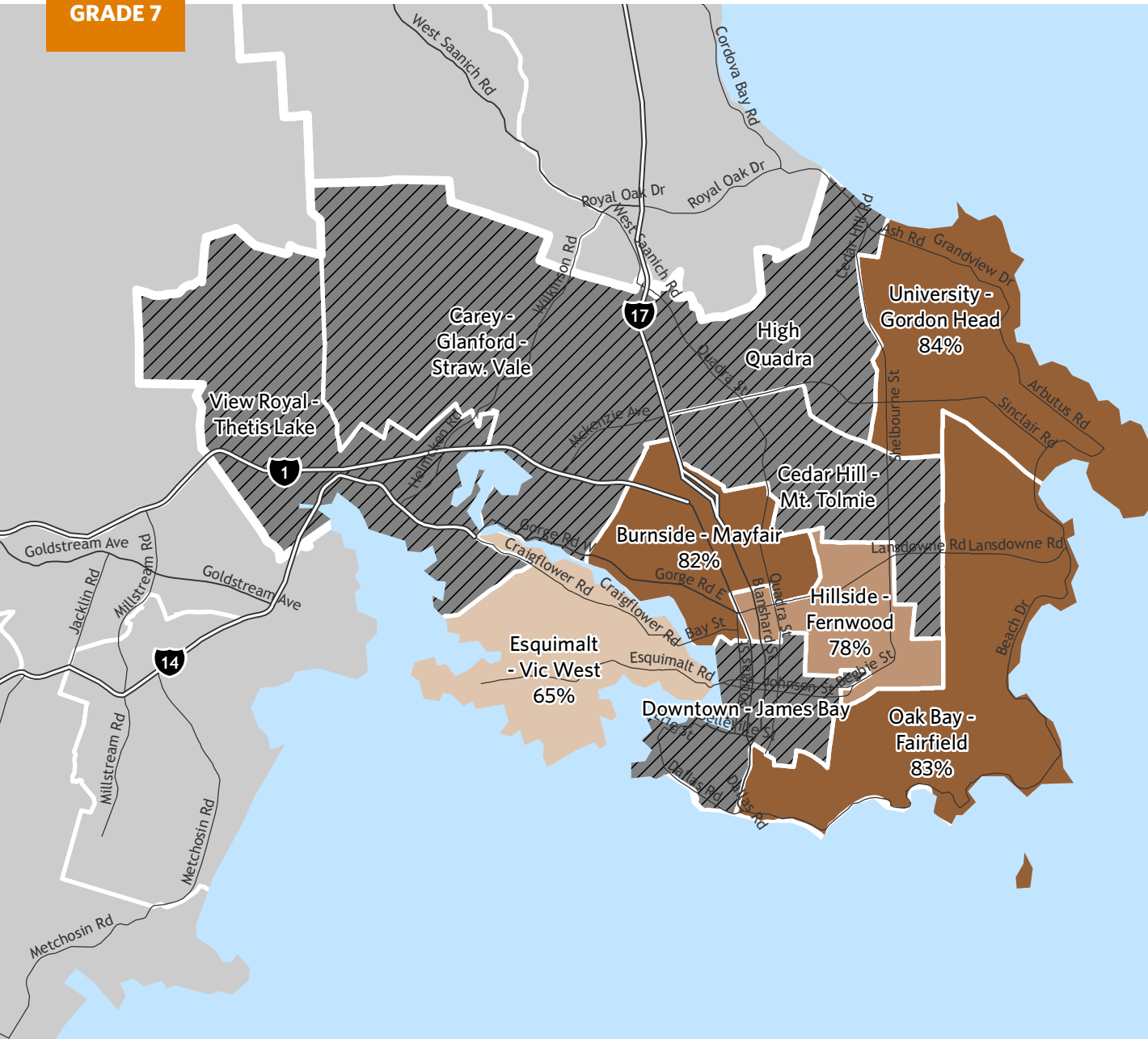
Percentage of children reporting the presence of the adult relationship asset

■ 90–100%	**SD 61**
■ 80–89%	**68%**
■ 70–79%	
■ <70%	**All Participating Districts***
▨ Data Suppressed (<35 students)	**71%**

*See page 6 for a list of participating school districts in 2018/19.

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

Map labels:

- University - Gordon Head 69%
- Carey - Glanford - Straw. Vale
- High Quadra
- View Royal - Thetis Lake
- Cedar Hill - Mt. Tolmie
- Burnside - Mayfair 65%
- Hillside - Fernwood 69%
- Esquimalt - Vic West 58%
- Downtown - James Bay
- Oak Bay - Fairfield 83%

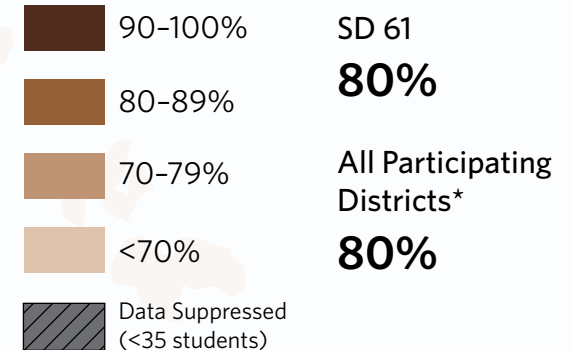**HUMAN EARLY LEARNING PARTNERSHIP**

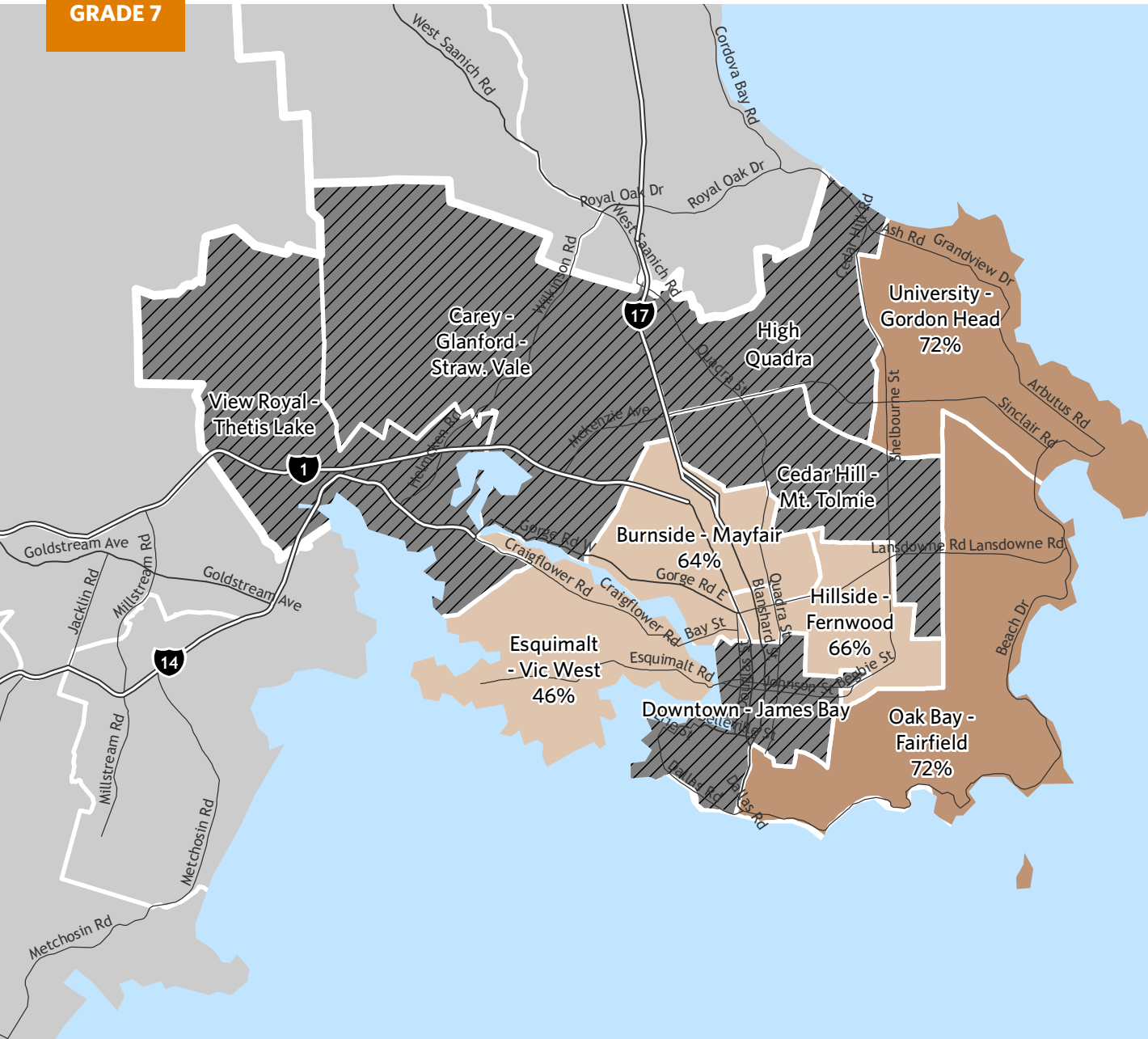**UBC**

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%	SD 61 **80%**
80–89%	
70–79%	All Participating Districts* **80%**
<70%	
Data Suppressed (<35 students)	

*See page 6 for a list of participating school districts in 2018/19.

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

HUMAN **EARLY LEARNING** PARTNERSHIP

UBC

Map labels

View Royal - Thetis Lake

Carey - Glanford - Straw. Vale

High Quadra

University - Gordon Head 84%

Cedar Hill - Mt. Tolmie

Burnside - Mayfair 82%

Hillside - Fernwood 78%

Esquimalt - Vic West 65%

Downtown - James Bay

Oak Bay - Fairfield 83%

NUTRITION & SLEEP

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

West Saanich Rd

Cordova Bay Rd

Royal Oak Dr

Royal Oak Dr

West Saanich Rd

17

Carey - Glanford - Straw. Vale

Ash Rd   Grandview Dr

University - Gordon Head 72%

Arbutus Rd

High Quadra

Sinclair Rd

View Royal - Thetis Lake

Shelbourne St

1

McKenzie Ave

Helmcken Rd

Cedar Hill - Mt. Tolmie

Goldstream Ave

Jacklin Rd

Millstream Rd

Goldstream Ave

Gorge Rd W

Craigflower Rd

Burnside - Mayfair 64%

Gorge Rd E

Bay St

Blanshard St

Quadra St

Lansdowne Rd   Lansdowne Rd

Beach Dr

14

Esquimalt - Vic West 46%

Esquimalt Rd

Craigflower Rd

Hillside - Fernwood 66%

Cook St

Millstream Rd

Downtown - James Bay

Dallas Rd

Douglas Rd

Oak Bay - Fairfield 72%

Metchosin Rd

Metchosin Rd

Percentage of children reporting the presence of the nutrition and sleep asset
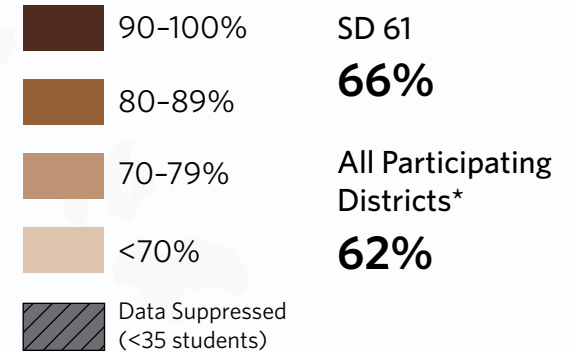
■ 90–100%	**SD 61**
■ 80–89%	**66%**
■ 70–79%	**All Participating Districts***
■ <70%	**62%**
▨ Data Suppressed (<35 students)	

*See page 6 for a list of participating school districts in 2018/19.

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

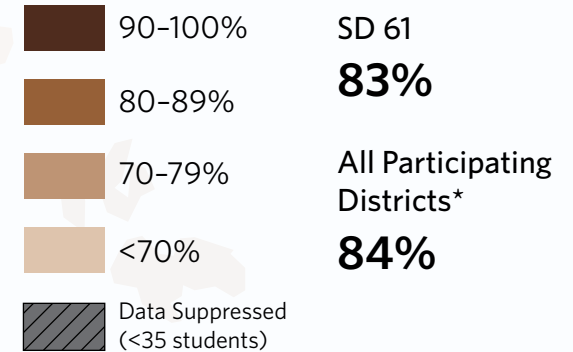**HUMAN EARLY LEARNING PARTNERSHIP**

UBC
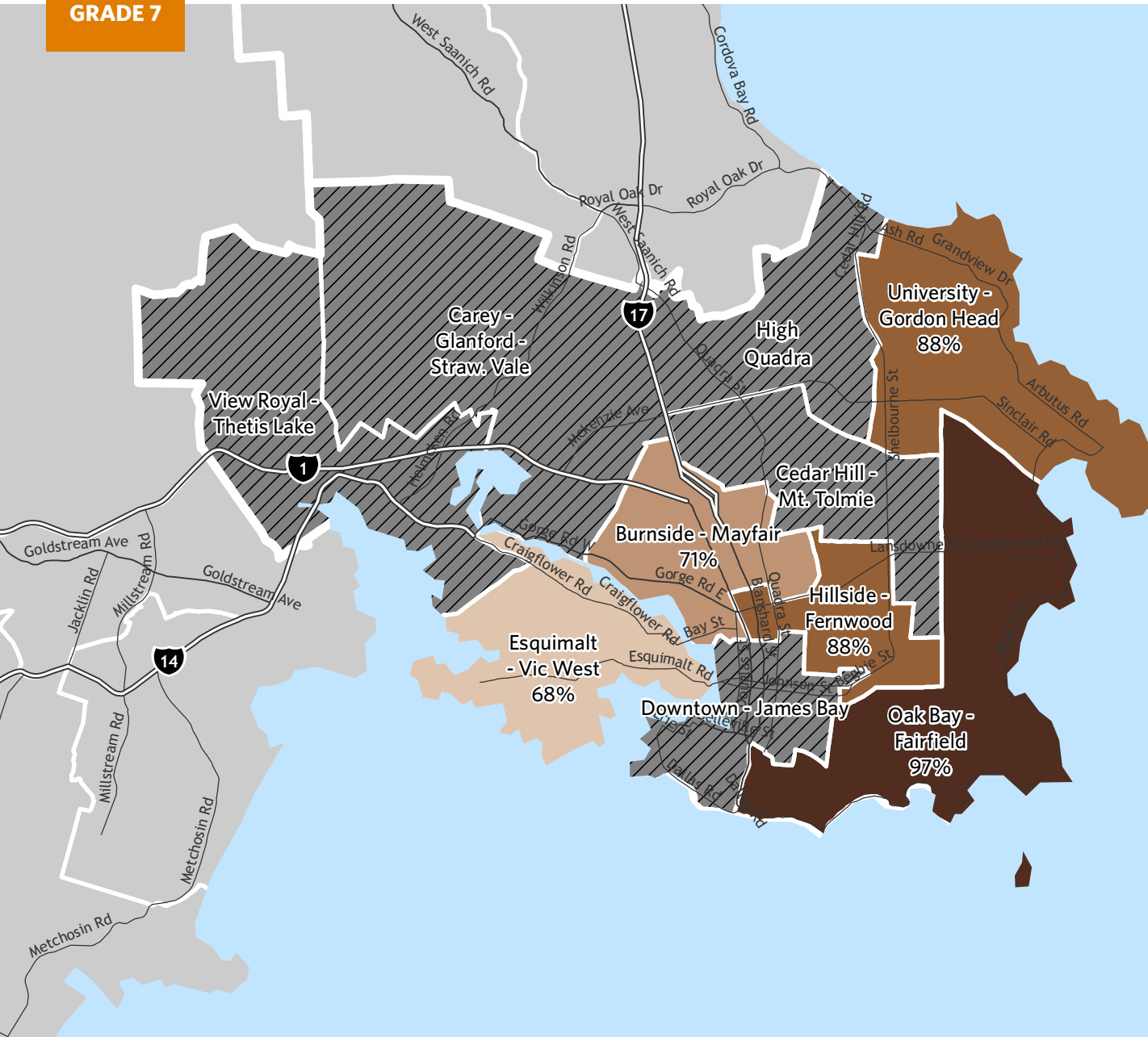
AFTER-SCHOOL ACTIVITIES

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

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

90–100%	**SD 61**
80–89%	**83%**
70–79%	
<70%	**All Participating Districts***
Data Suppressed (<35 students)	**84%**

*See page 6 for a list of participating school districts in 2018/19.

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

Map labels:
- Carey - Glanford - Straw. Vale
- View Royal - Thetis Lake
- High Quadra
- University - Gordon Head 88%
- Cedar Hill - Mt. Tolmie
- Burnside - Mayfair 71%
- Hillside - Fernwood 88%
- Esquimalt - Vic West 68%
- Downtown - James Bay
- Oak Bay - Fairfield 97%

HUMAN **EARLY LEARNING** PARTNERSHIP   UBC

NEIGHBOURHOOD DATA TABLE

Neighbourhood	Number of Children	WELL-BEING INDEX — Percentage of children experiencing:			ASSETS INDEX — Percentage of children reporting the presence of these assets in their lives:			
		Thriving	Medium to High Well-Being	Low Well-Being	Adult Relationships	Peer Relationships	Nutrition & Sleep	After-School Activities
Burnside - Mayfair	41	27	35	38	65	82	64	71
Carey - Glanford - Straw. Vale	16							
Cedar Hill - Mt. Tolmie	27							
Downtown - James Bay	6							
Esquimalt - Vic West	81	19	19	62	58	65	46	68
High Quadra	20							
Hillside - Fernwood	72	30	24	46	69	78	66	88
Oak Bay - Fairfield	36	29	50	21	83	83	72	97
University - Gordon Head	189	41	23	36	69	84	72	88
View Royal - Thetis Lake	34							
Victoria	**499**	**33**	**26**	**41**	**68**	**80**	**66**	**83**
All Participating Districts	**14,026**	**33**	**26**	**41**	**71**	**80**	**62**	**84**

Note: Neighbourhood data are aggregated using children's home postal code. School district data are aggregated by where children attend school. 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.
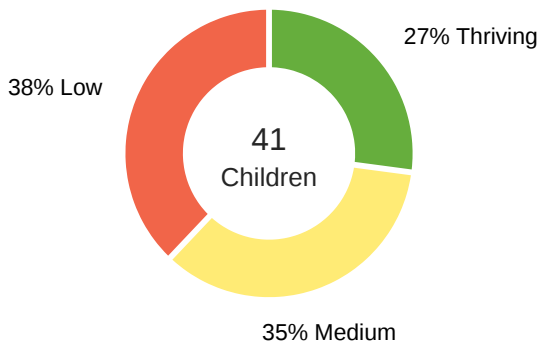
NEIGHBOURHOOD PROFILE
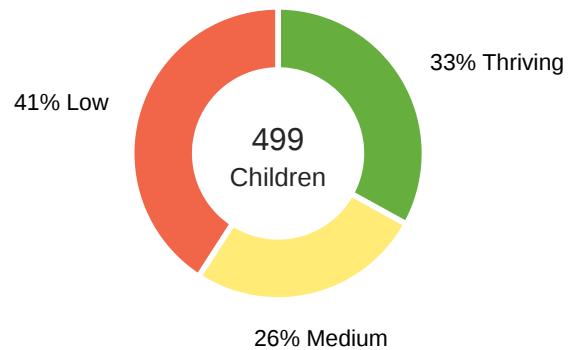
BURNSIDE - MAYFAIR

VICTORIA

NUMBER OF CHILDREN: 41

WELL-BEING INDEX

BURNSIDE - MAYFAIR

27% Thriving
38% Low
35% Medium

41 Children

VICTORIA
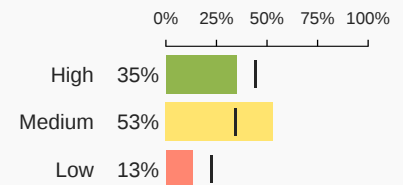
33% Thriving
41% Low
26% Medium

499 Children

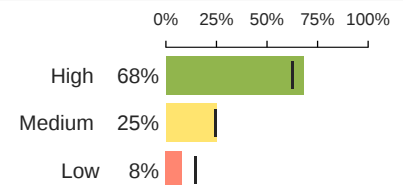## MEASURES COMPRISING THE WELL-BEING INDEX

| 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."
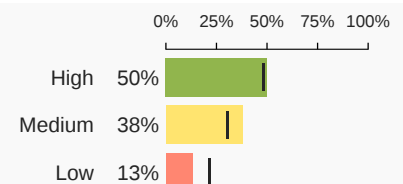
High	35%
Medium	53%
Low	13%

SELF-ESTEEM

Self-esteem refers to a person's sense of self-worth. e.g., "A lot of things about me are good."
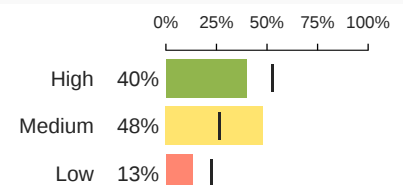
High	68%
Medium	25%
Low	8%

HAPPINESS

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

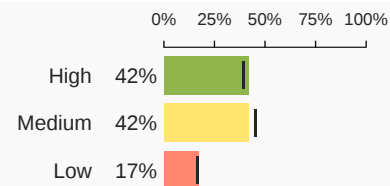|	
High	50%
Medium	38%
Low	13%

ABSENCE OF SADNESS

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

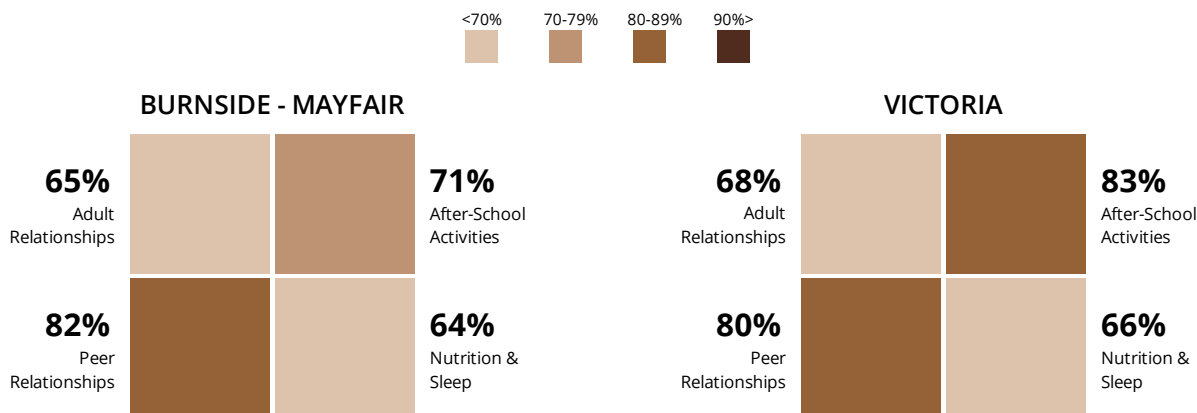|	
High	40%
Medium	48%
Low	13%

GENERAL HEALTH

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

High	42%	
Medium	42%	
Low	17%	

ASSETS INDEX

Percentage of children reporting the presence of an asset

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

BURNSIDE - MAYFAIR

65% Adult Relationships	71% After-School Activities
82% Peer Relationships	64% Nutrition & Sleep

VICTORIA

68% Adult Relationships	83% After-School Activities
80% Peer Relationships	66% Nutrition & Sleep

MEASURES COMPRISING THE ASSETS INDEX
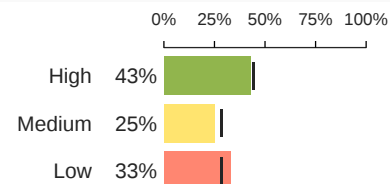
ADULT RELATIONSHIPS

| School District Average

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."
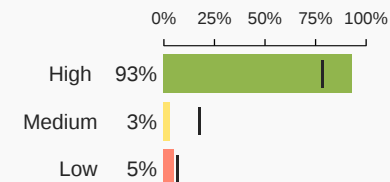
High	60%	
Medium	35%	
Low	5%	

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."

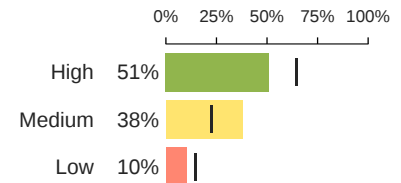|		
High	43%	
Medium	25%	
Low	33%	

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."

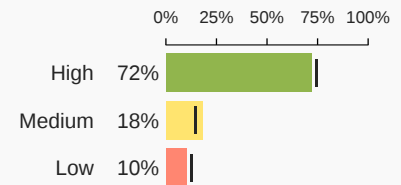|		
High	93%	
Medium	3%	
Low	5%	

PEER RELATIONSHIPS

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."
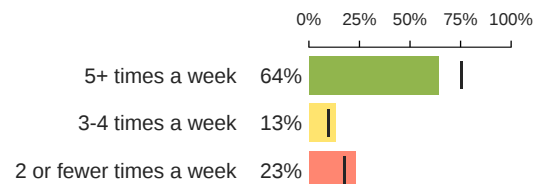
	0%	25%	50%	75%	100%
High	51%				
Medium	38%				
Low	10%				

FRIENDSHIP INTIMACY

Assesses the quality of relationships children have with their peers. e.g., "I have a friend I can tell everything to."
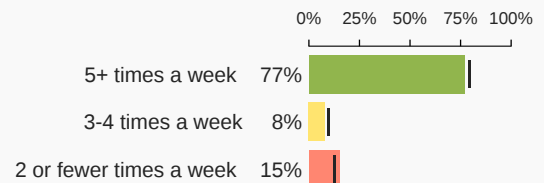
	0%	25%	50%	75%	100%
High	72%				
Medium	18%				
Low	10%				

NUTRITION AND SLEEP

EATING BREAKFAST

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

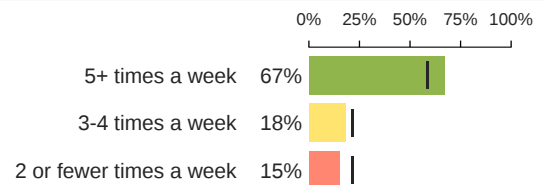|	0%	25%	50%	75%	100%
5+ times a week	64%				
3-4 times a week	13%				
2 or fewer times a week	23%				

MEALS WITH ADULTS AT HOME

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

	0%	25%	50%	75%	100%
5+ times a week	77%				
3-4 times a week	8%				
2 or fewer times a week	15%				

FREQUENCY OF GOOD SLEEP

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

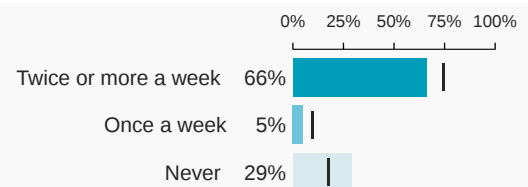|	0%	25%	50%	75%	100%
5+ times a week	67%				
3-4 times a week	18%				
2 or fewer times a week	15%				

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)

	0%	25%	50%	75%	100%
Twice or more a week	66%				
Once a week	5%				
Never	29%				

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 3 pm - 6 pm:

I am already doing the activities I want to be doing

84%

I wish I could do additional activities

22%

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

5%

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 students)
Computer/Video Games/TV	0
Friends and playing	0
Physical and/or outdoor activities	2
Music and arts	0
Time with family at home	0
Work related activities/volunteering	0
Free time/relaxing	1
Other	0

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 students)
I have no barriers	22
I have to go straight home after school	9
I am too busy	5
It costs too much	8
The schedule does not fit the times I can attend	10
My parents do not approve	0
I don't know what's available	6
I need to take care of siblings or do things at home	3
It is too difficult to get there	6
None of my friends are interested or want to go	6
The activity that I want is not offered	2
I have too much homework to do	5
I am afraid I will not be good enough in that activity	3
It is not safe for me to go	2
Other	3

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	85%	5%	10%
Art or music lessons	63%	11%	26%
Youth organizations	87%	5%	8%
Individual sports with a coach or instructor	67%	26%	8%
Team sports with a coach or instructor	58%	13%	29%

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

64%	10%	26%
Yes	No	Don't know

COMMUNITY BELONGING & SAFETY

IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE ADULTS WHO:

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

28%	25%	25%
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:

80%	10%	10%
Yes	No	Don't know

ESQUIMALT - VIC WEST

VICTORIA

NUMBER OF CHILDREN: 81

MDI GRADE 7

WELL-BEING INDEX

ESQUIMALT - VIC WEST

19% Thriving

81 Children

62% Low

19% Medium

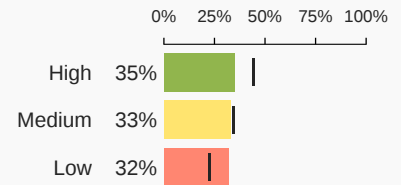### VICTORIA

33% Thriving

499 Children

41% Low

26% Medium

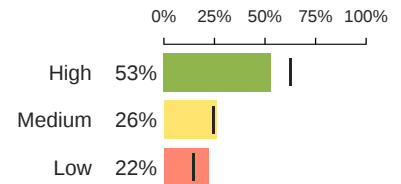### MEASURES COMPRISING THE WELL-BEING INDEX

| 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."
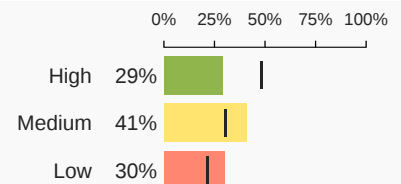
High	35%
Medium	33%
Low	32%

SELF-ESTEEM

Self-esteem refers to a person's sense of self-worth. e.g., "A lot of things about me are good."
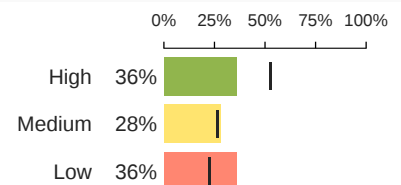
High	53%
Medium	26%
Low	22%

HAPPINESS

Happiness refers to how content or satisfied children are with their lives. e.g., "I am happy with my life."
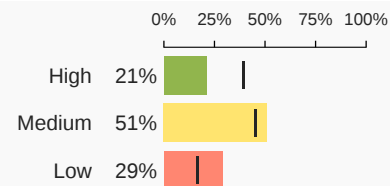
High	29%
Medium	41%
Low	30%

ABSENCE OF SADNESS

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

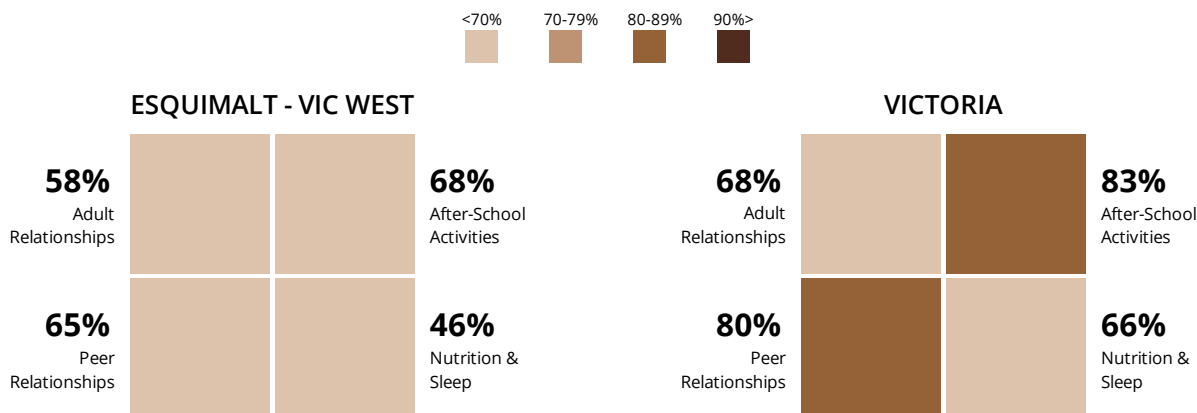|	
High	36%
Medium	28%
Low	36%

GENERAL HEALTH

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

		0% 25% 50% 75% 100%
High	21%	
Medium	51%	
Low	29%	

ASSETS INDEX

Percentage of children reporting the presence of an asset

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

ESQUIMALT - VIC WEST

58% Adult Relationships

68% After-School Activities

65% Peer Relationships

46% Nutrition & Sleep

VICTORIA

68% Adult Relationships

83% After-School Activities

80% Peer Relationships
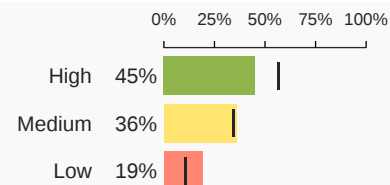
66% Nutrition & Sleep

MEASURES COMPRISING THE ASSETS INDEX

ADULT RELATIONSHIPS
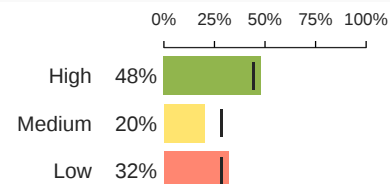
| School District Average

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."

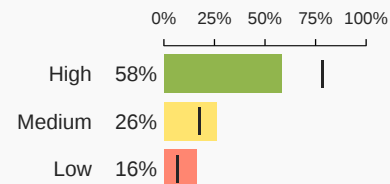|		0% 25% 50% 75% 100%
High	45%	
Medium	36%	
Low	19%	

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."

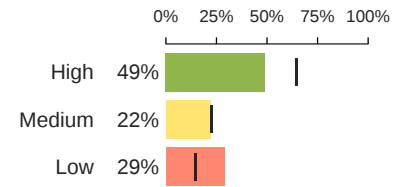|		0% 25% 50% 75% 100%
High	48%	
Medium	20%	
Low	32%	

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."

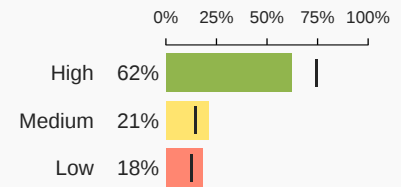|		0% 25% 50% 75% 100%
High	58%	
Medium	26%	
Low	16%	

PEER RELATIONSHIPS

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."
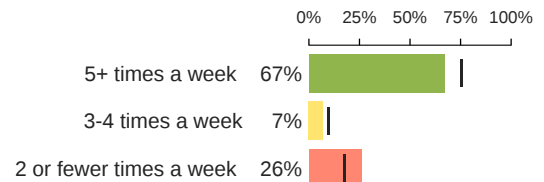
		0%	25%	50%	75%	100%
High	49%					
Medium	22%					
Low	29%					

FRIENDSHIP INTIMACY

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

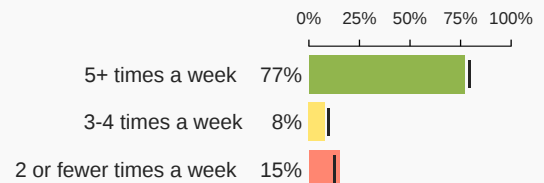|		0%	25%	50%	75%	100%
High	62%					
Medium	21%					
Low	18%					

NUTRITION AND SLEEP

EATING BREAKFAST

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

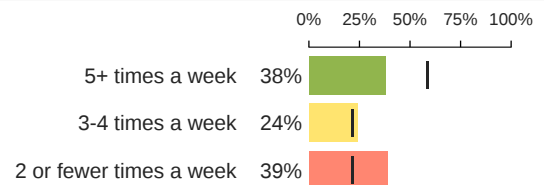|		0%	25%	50%	75%	100%
5+ times a week	67%					
3-4 times a week	7%					
2 or fewer times a week	26%					

MEALS WITH ADULTS AT HOME

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

		0%	25%	50%	75%	100%
5+ times a week	77%					
3-4 times a week	8%					
2 or fewer times a week	15%					

FREQUENCY OF GOOD SLEEP

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

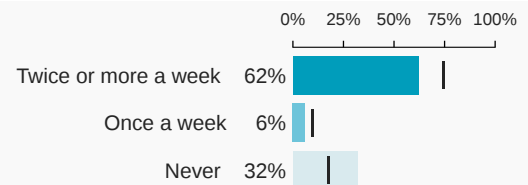|		0%	25%	50%	75%	100%
5+ times a week	38%					
3-4 times a week	24%					
2 or fewer times a week	39%					

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)

		0%	25%	50%	75%	100%
Twice or more a week	62%					
Once a week	6%					
Never	32%					

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 3 pm - 6 pm:

I am already doing the activities I want to be doing

63%

I wish I could do additional activities

43%

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

6%

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 students)
Computer/Video Games/TV	0
Friends and playing	0
Physical and/or outdoor activities	9
Music and arts	6
Time with family at home	0
Work related activities/volunteering	0
Free time/relaxing	3
Other	0

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 students)
I have no barriers	29
I have to go straight home after school	15
I am too busy	11
It costs too much	12
The schedule does not fit the times I can attend	13
My parents do not approve	5
I don't know what's available	10
I need to take care of siblings or do things at home	2
It is too difficult to get there	6
None of my friends are interested or want to go	14
The activity that I want is not offered	9
I have too much homework to do	7
I am afraid I will not be good enough in that activity	11
It is not safe for me to go	1
Other	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	83%	9%	9%
Art or music lessons	64%	21%	14%
Youth organizations	88%	6%	6%
Individual sports with a coach or instructor	70%	7%	23%
Team sports with a coach or instructor	56%	12%	32%

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

72%	7%	22%
Yes	No	Don't know

COMMUNITY BELONGING & SAFETY

IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE ADULTS WHO:

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

17%	23%	15%
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:

72%	9%	19%
Yes	No	Don't know

HILLSIDE - FERNWOOD

VICTORIA

NUMBER OF CHILDREN: 72

WELL-BEING INDEX

HILLSIDE - FERNWOOD

72 Children

30% Thriving
46% Low
24% Medium

VICTORIA

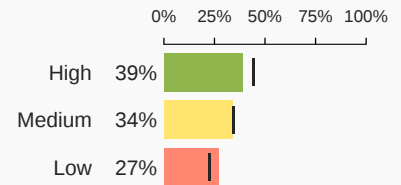499 Children

33% Thriving
41% Low
26% Medium

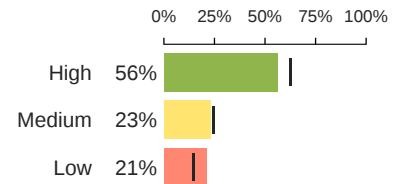## MEASURES COMPRISING THE WELL-BEING INDEX

| 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."
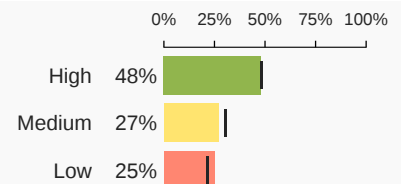
High	39%
Medium	34%
Low	27%

SELF-ESTEEM

Self-esteem refers to a person's sense of self-worth. e.g., "A lot of things about me are good."
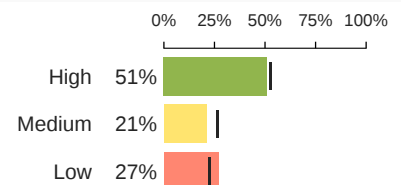
High	56%
Medium	23%
Low	21%

HAPPINESS

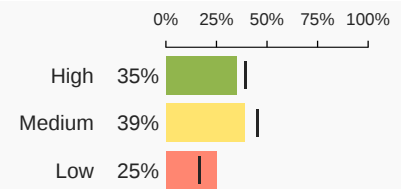Happiness refers to how content or satisfied children are with their lives. e.g., "I am happy with my life."

High	48%
Medium	27%
Low	25%

ABSENCE OF SADNESS

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

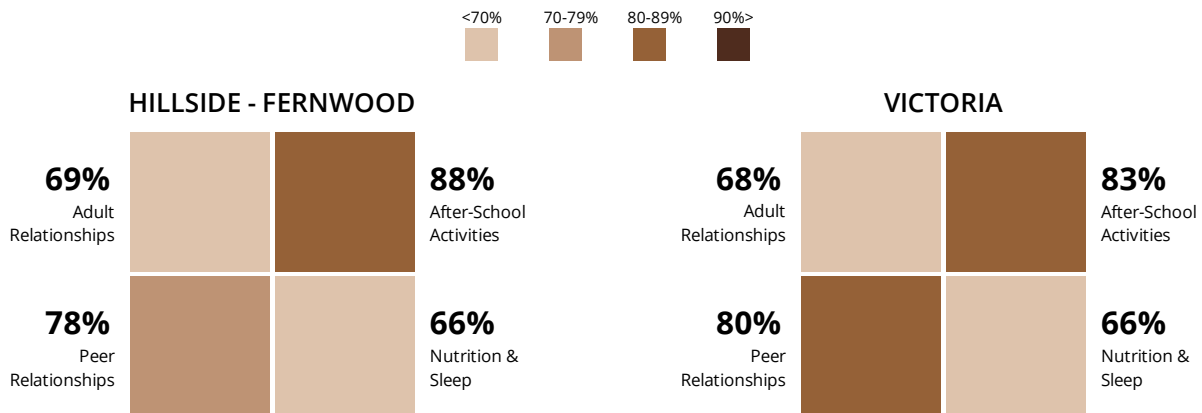|	
High	51%
Medium	21%
Low	27%

GENERAL HEALTH

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

		0% 25% 50% 75% 100%
High	35%	
Medium	39%	
Low	25%	

ASSETS INDEX

Percentage of children reporting the presence of an asset

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

HILLSIDE - FERNWOOD

69% Adult Relationships

88% After-School Activities

78% Peer Relationships

66% Nutrition & Sleep

VICTORIA

68% Adult Relationships

83% After-School Activities

80% Peer Relationships
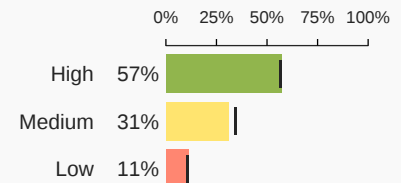
66% Nutrition & Sleep

MEASURES COMPRISING THE ASSETS INDEX

ADULT RELATIONSHIPS
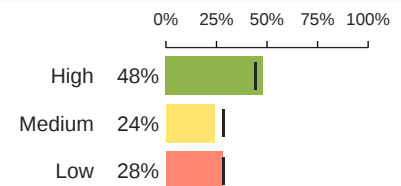
| School District Average

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."

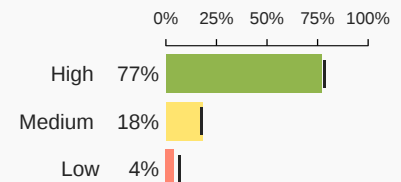|		0% 25% 50% 75% 100%
High	57%	
Medium	31%	
Low	11%	

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."

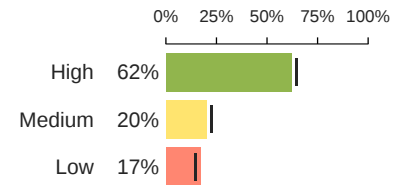|		0% 25% 50% 75% 100%
High	48%	
Medium	24%	
Low	28%	

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."

		0% 25% 50% 75% 100%
High	77%	
Medium	18%	
Low	4%	

PEER RELATIONSHIPS
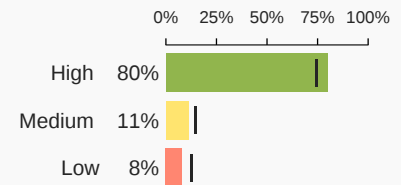
PEER BELONGING

Measures children's feelings of belonging to a social group. e.g., "When I am with other kids my age, I feel I belong."
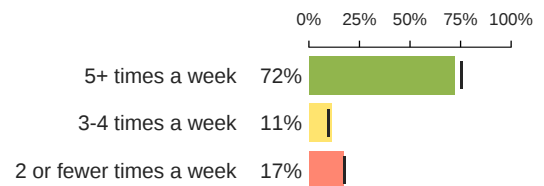
	0%	25%	50%	75%	100%
High	62%				
Medium	20%				
Low	17%				

FRIENDSHIP INTIMACY

Assesses the quality of relationships children have with their peers. e.g., "I have a friend I can tell everything to."
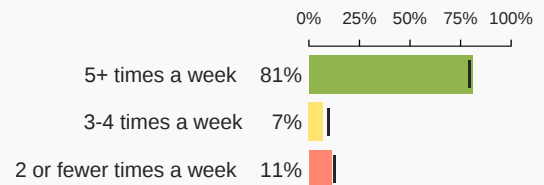
	0%	25%	50%	75%	100%
High	80%				
Medium	11%				
Low	8%				

NUTRITION AND SLEEP

EATING BREAKFAST

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

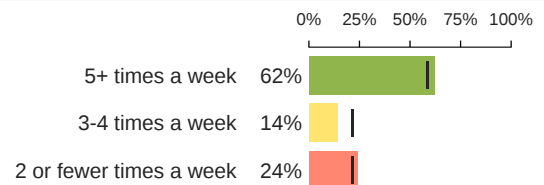|	0%	25%	50%	75%	100%
5+ times a week	72%				
3-4 times a week	11%				
2 or fewer times a week	17%				

MEALS WITH ADULTS AT HOME

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

	0%	25%	50%	75%	100%
5+ times a week	81%				
3-4 times a week	7%				
2 or fewer times a week	11%				

FREQUENCY OF GOOD SLEEP

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

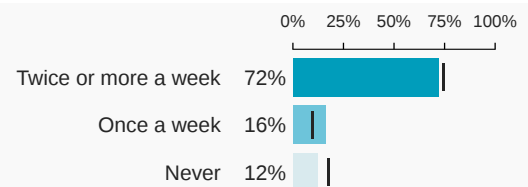|	0%	25%	50%	75%	100%
5+ times a week	62%				
3-4 times a week	14%				
2 or fewer times a week	24%				

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)

	0%	25%	50%	75%	100%
Twice or more a week	72%				
Once a week	16%				
Never	12%				

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 3 pm - 6 pm:

I am already doing the activities I want to be doing

76%

I wish I could do additional activities

27%

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 students)
Computer/Video Games/TV	0
Friends and playing	0
Physical and/or outdoor activities	15
Music and arts	2
Time with family at home	0
Work related activities/volunteering	0
Free time/relaxing	0
Other	0

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 students)
I have no barriers	36
I have to go straight home after school	13
I am too busy	14
It costs too much	11
The schedule does not fit the times I can attend	20
My parents do not approve	5
I don't know what's available	7
I need to take care of siblings or do things at home	5
It is too difficult to get there	4
None of my friends are interested or want to go	16
The activity that I want is not offered	6
I have too much homework to do	13
I am afraid I will not be good enough in that activity	8
It is not safe for me to go	0
Other	9

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	77%	11%	11%
Art or music lessons	51%	16%	33%
Youth organizations	87%	10%	3%
Individual sports with a coach or instructor	61%	13%	26%
Team sports with a coach or instructor	46%	14%	39%

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

73%	6%	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")

28%	30%	27%
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%	7%	8%
Yes	No	Don't know

WELL-BEING INDEX

OAK BAY - FAIRFIELD

21% Low
29% Thriving

36 Children

50% Medium

VICTORIA

41% Low
33% Thriving

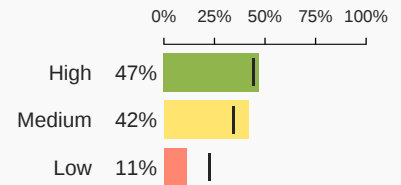**499 Children**

26% Medium

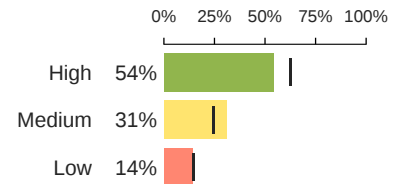## MEASURES COMPRISING THE WELL-BEING INDEX

| 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."
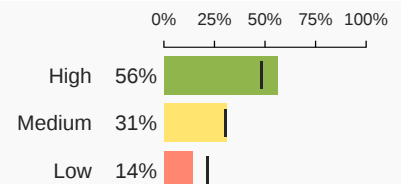
High	47%
Medium	42%
Low	11%

SELF-ESTEEM

Self-esteem refers to a person's sense of self-worth. e.g., "A lot of things about me are good."
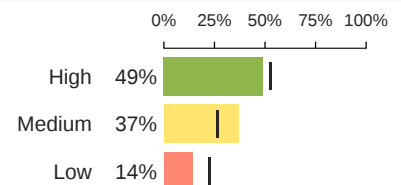
High	54%
Medium	31%
Low	14%

HAPPINESS

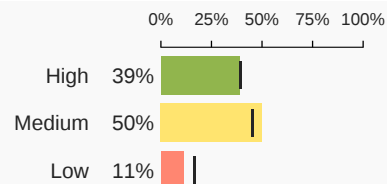Happiness refers to how content or satisfied children are with their lives. e.g., "I am happy with my life."

High	56%
Medium	31%
Low	14%

ABSENCE OF SADNESS

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

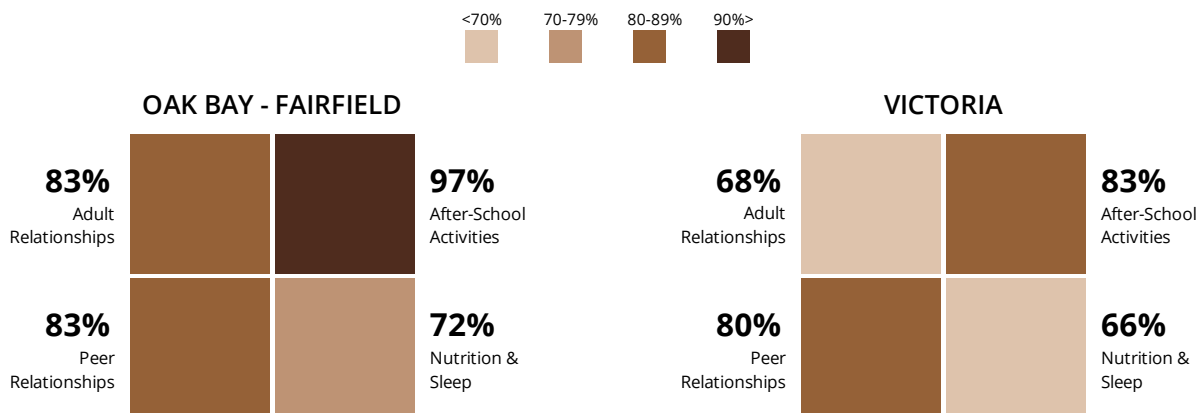|	
High	49%
Medium	37%
Low	14%

GENERAL HEALTH

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

		0% 25% 50% 75% 100%
High	39%	
Medium	50%	
Low	11%	

ASSETS INDEX

Percentage of children reporting the presence of an asset

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

OAK BAY - FAIRFIELD

83% Adult Relationships

97% After-School Activities

83% Peer Relationships

72% Nutrition & Sleep

VICTORIA

68% Adult Relationships

83% After-School Activities

80% Peer Relationships
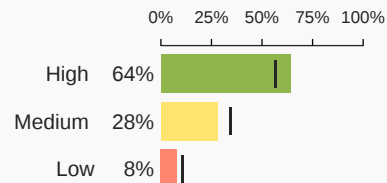
66% Nutrition & Sleep

MEASURES COMPRISING THE ASSETS INDEX

ADULT RELATIONSHIPS
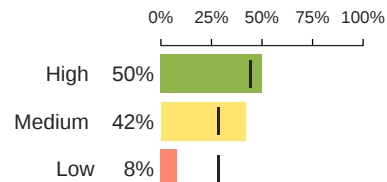
| School District Average

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."

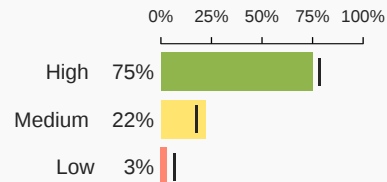|		0% 25% 50% 75% 100%
High	64%	
Medium	28%	
Low	8%	

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."

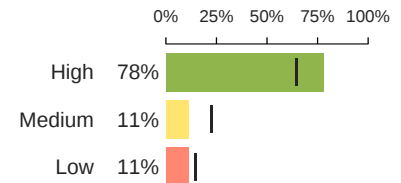|		0% 25% 50% 75% 100%
High	50%	
Medium	42%	
Low	8%	

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."

		0% 25% 50% 75% 100%
High	75%	
Medium	22%	
Low	3%	

PEER RELATIONSHIPS
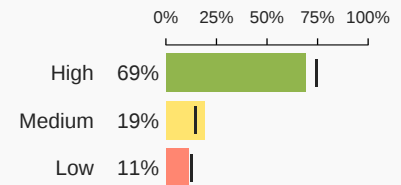
PEER BELONGING

Measures children's feelings of belonging to a social group. e.g., "When I am with other kids my age, I feel I belong."
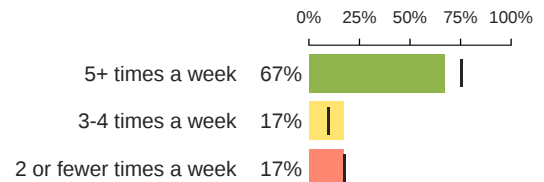
	0%	25%	50%	75%	100%
High	78%				
Medium	11%				
Low	11%				

FRIENDSHIP INTIMACY

Assesses the quality of relationships children have with their peers. e.g., "I have a friend I can tell everything to."
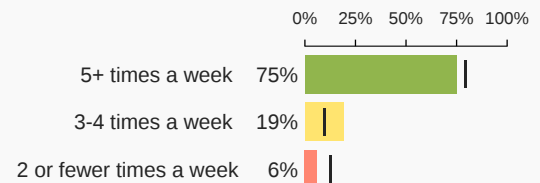
	0%	25%	50%	75%	100%
High	69%				
Medium	19%				
Low	11%				

NUTRITION AND SLEEP

EATING BREAKFAST

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

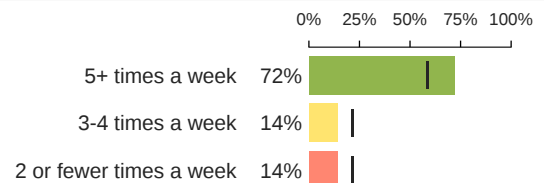|	0%	25%	50%	75%	100%
5+ times a week	67%				
3-4 times a week	17%				
2 or fewer times a week	17%				

MEALS WITH ADULTS AT HOME

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

	0%	25%	50%	75%	100%
5+ times a week	75%				
3-4 times a week	19%				
2 or fewer times a week	6%				

FREQUENCY OF GOOD SLEEP

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

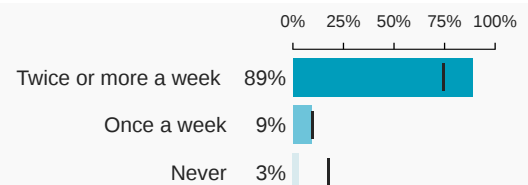|	0%	25%	50%	75%	100%
5+ times a week	72%				
3-4 times a week	14%				
2 or fewer times a week	14%				

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)

	0%	25%	50%	75%	100%
Twice or more a week	89%				
Once a week	9%				
Never	3%				

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 3 pm - 6 pm:

I am already doing the activities I want to be doing

91%

I wish I could do additional activities

11%

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 students)
Computer/Video Games/TV	0
Friends and playing	0
Physical and/or outdoor activities	2
Music and arts	2
Time with family at home	0
Work related activities/volunteering	0
Free time/relaxing	0
Other	0

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 students)
I have no barriers	15
I have to go straight home after school	4
I am too busy	12
It costs too much	2
The schedule does not fit the times I can attend	13
My parents do not approve	2
I don't know what's available	4
I need to take care of siblings or do things at home	0
It is too difficult to get there	6
None of my friends are interested or want to go	9
The activity that I want is not offered	4
I have too much homework to do	9
I am afraid I will not be good enough in that activity	2
It is not safe for me to go	1
Other	1

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%	12%	9%
Art or music lessons	34%	23%	43%
Youth organizations	86%	6%	9%
Individual sports with a coach or instructor	52%	21%	27%
Team sports with a coach or instructor	23%	11%	66%

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

83%	6%	11%
Yes	No	Don't know

COMMUNITY BELONGING & SAFETY

IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE ADULTS WHO:

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

19%	25%	33%
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:

92%	0%	8%
Yes	No	Don't know

NEIGHBOURHOOD PROFILE
UNIVERSITY - GORDON HEAD
VICTORIA

NUMBER OF CHILDREN: 189

WELL-BEING INDEX

UNIVERSITY - GORDON HEAD

36% Low
41% Thriving
189 Children
23% Medium

VICTORIA

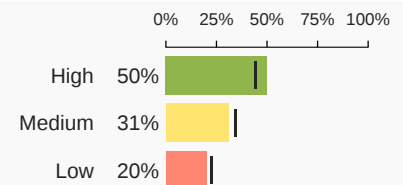41% Low
33% Thriving
499 Children
26% Medium

MEASURES COMPRISING THE WELL-BEING INDEX

| School District Average

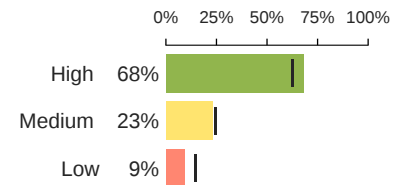**OPTIMISM**

Optimism refers to the mindset of having positive expectations for the future. e.g., "I have more good times than bad times."
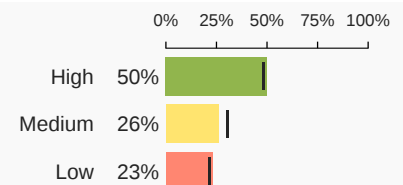
	0%	25%	50%	75%	100%
High	50%				
Medium	31%				
Low	20%				

SELF-ESTEEM

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

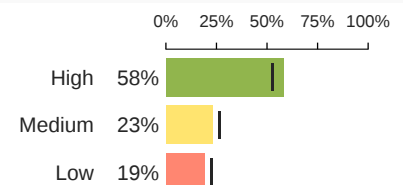|	0%	25%	50%	75%	100%
High	68%				
Medium	23%				
Low	9%				

HAPPINESS

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

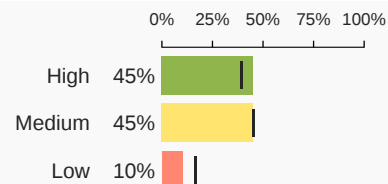|	0%	25%	50%	75%	100%
High	50%				
Medium	26%				
Low	23%				

ABSENCE OF SADNESS

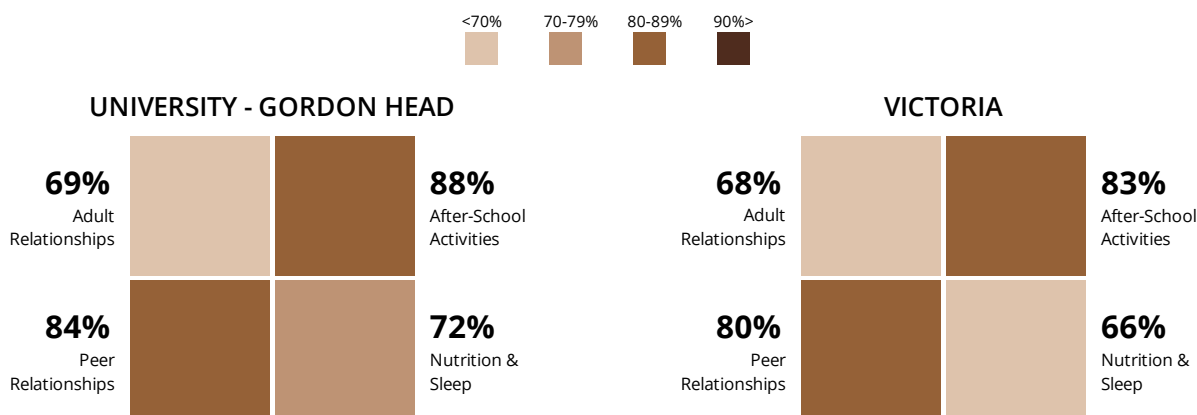Sadness measures the beginning symptoms of depression. e.g., "I feel unhappy a lot of the time."

	0%	25%	50%	75%	100%
High	58%				
Medium	23%				
Low	19%				

GENERAL HEALTH

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

		0% 25% 50% 75% 100%
High	45%	
Medium	45%	
Low	10%	

ASSETS INDEX

Percentage of children reporting the presence of an asset

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

UNIVERSITY - GORDON HEAD

| **69%** Adult Relationships | **88%** After-School Activities |
| **84%** Peer Relationships | **72%** Nutrition & Sleep |

VICTORIA

| **68%** Adult Relationships | **83%** After-School Activities |
| **80%** Peer Relationships | **66%** Nutrition & Sleep |

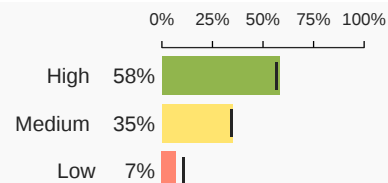## MEASURES COMPRISING THE ASSETS INDEX
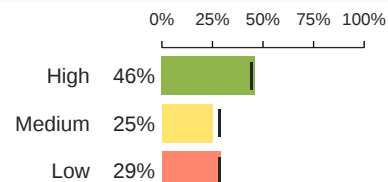
ADULT RELATIONSHIPS

| School District Average

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."
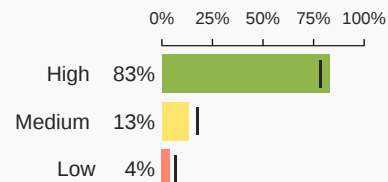
		0% 25% 50% 75% 100%
High	58%	
Medium	35%	
Low	7%	

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."

		0% 25% 50% 75% 100%
High	46%	
Medium	25%	
Low	29%	

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."

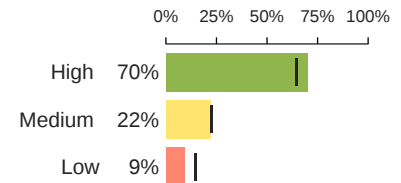|		0% 25% 50% 75% 100%
High	83%	
Medium	13%	
Low	4%	

PEER RELATIONSHIPS
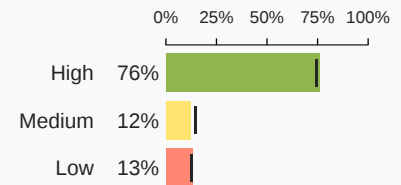
PEER BELONGING

Measures children's feelings of belonging to a social group. e.g., "When I am with other kids my age, I feel I belong."
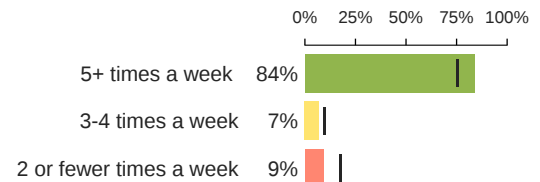
High	70%
Medium	22%
Low	9%

FRIENDSHIP INTIMACY

Assesses the quality of relationships children have with their peers. e.g., "I have a friend I can tell everything to."
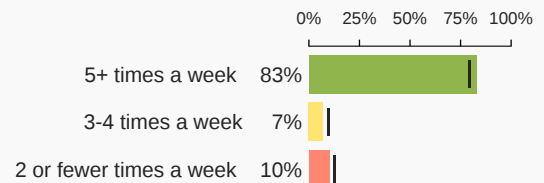
High	76%
Medium	12%
Low	13%

NUTRITION AND SLEEP

EATING BREAKFAST

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

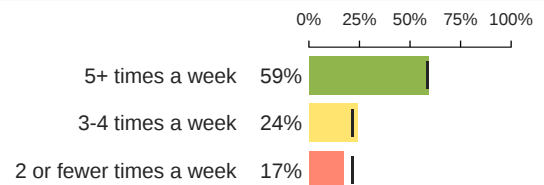|	
5+ times a week	84%
3-4 times a week	7%
2 or fewer times a week	9%

MEALS WITH ADULTS AT HOME

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

5+ times a week	83%
3-4 times a week	7%
2 or fewer times a week	10%

FREQUENCY OF GOOD SLEEP

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

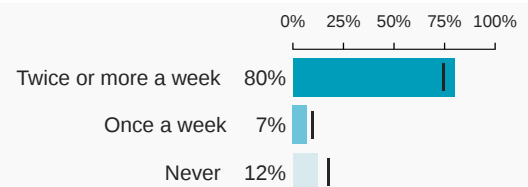|	
5+ times a week	59%
3-4 times a week	24%
2 or fewer times a week	17%

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	80%
Once a week	7%
Never	12%

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 3 pm - 6 pm:

I am already doing the activities I want to be doing

75%

I wish I could do additional activities

28%

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

4%

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 students)
Computer/Video Games/TV	0
Friends and playing	0
Physical and/or outdoor activities	20
Music and arts	8
Time with family at home	0
Work related activities/volunteering	3
Free time/relaxing	4
Other	3

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 students)
I have no barriers	84
I have to go straight home after school	28
I am too busy	47
It costs too much	14
The schedule does not fit the times I can attend	57
My parents do not approve	14
I don't know what's available	15
I need to take care of siblings or do things at home	12
It is too difficult to get there	20
None of my friends are interested or want to go	34
The activity that I want is not offered	25
I have too much homework to do	20
I am afraid I will not be good enough in that activity	26
It is not safe for me to go	5
Other	20

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	72%	13%	15%
Art or music lessons	60%	22%	17%
Youth organizations	88%	10%	2%
Individual sports with a coach or instructor	54%	18%	28%
Team sports with a coach or instructor	48%	10%	41%

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

81%	7%	12%
Yes	No	Don't know

COMMUNITY BELONGING & SAFETY

IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE ADULTS WHO:

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

26%	26%	25%
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:

87%	4%	8%
Yes	No	Don't know