MIDDLE YEARS DEVELOPMENT INSTRUMENT (MDI)

2024  Waterloo Catholic District School Board

School Climate Survey for students between grade 4 and 12
Understanding Our Lives:
The Middle Years Development Instrument Survey

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

Here are some things to know before getting started:

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

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

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

Please answer each question the best you can.
Thank you for your help!

Would you like to take this survey?

☐ No    ☐ Yes

You clicked "No". To exit the survey click "Exit survey" below.

☐ Continue survey  ☐ Exit survey

Quick review before you start (check all boxes to confirm)

☐ I understand this survey does not count for school marks
☐ I understand I can stop doing this survey at any time
☐ I understand that I can skip a question
☐ I understand my response is anonymous (no name or email is attached to my answer)
BEGINNING OF DEMOGRAPHICS

Teachers are asked to read the Demographic Section of the survey and the instructions with sample questions aloud to their students.

Please tell us a little about yourself.

Please select your current grade below:

☐ Grade 4  ☐ Grade 5  ☐ Grade 6  ☐ Grade 7  ☐ Grade 8  ☐ Another:

Which of these adults do you live with most of the time? (Check all adults you live with.)

☐ Mother  ☐ Father  ☐ Stepfather  ☐ Stepmother  ☐ Grandmother
☐ Grandfather  ☐ Two mothers  ☐ Two fathers  ☐ Part time with each parent
☐ Foster parent(s) or caregiver(s)
☐ Other adults (please write in the space, for example, aunt, uncle, mom’s boyfriend or girlfriend, dad’s boyfriend or girlfriend):

How many brothers and sisters do you have?

☐ 0  ☐ 1  ☐ 2  ☐ 3  ☐ 4  ☐ 5  ☐ 6  ☐ 7 or more

Grade 4-8 version ONLY

What is your gender at birth?

☐ Boy  ☐ Girl

Grade 9-12 version ONLY

What is your assigned sex at birth?

☐ Male  ☐ Female  ☐ Another:

An option to withdraw occurs at the end of each block.
All of your family members might not be First Nations, Inuit or Métis, but maybe some of them are. We want to know about YOU.

Do you identify as First Nations, Métis, and/or Inuit? If yes, select all that apply.

- [ ] No
- [ ] Yes, First Nations
- [ ] Yes, Métis
- [ ] Yes, Inuit
- [ ] I am not sure
- [ ] I do not understand this question
- [ ] I prefer not to answer

Please share your Nation here:

This text box will appear if a student selects “First Nations.” Refer to the list at the back of this guide if a student asks for assistance. For example: “Squamish” or “Tsleil-Waututh”.
Which RACIAL CATEGORY best describes you? (Select all that apply)

Note this question asks Which racial group(s) best describes how you see yourself? If you have more than one background, select all that apply.

☐ Black (African, Afro-Caribbean, African-Canadian descent)

☐ East/Southeast Asian (Chinese, Korean, Japanese, Taiwanese descent; Filipino, Vietnamese, Cambodian, Thai, Indonesian, other Southeast Asian descent)

☐ Indigenous (First Nations, Métis, Inuk/Inuit)

☐ Latino (Latin American, Hispanic descent)

☐ Middle Eastern (Arab, Persian, West Asian descent, e.g. Afghan, Egyptian, Iranian, Lebanese, Kurdish, etc.)

☐ South Asian (South Asian descent, e.g. East Indian, Pakistani, Bangladeshi, Sri Lankan, Indo-Caribbean, etc.)

☐ White (e.g., English, Italian, German, European descent)

☐ Another race category:

☐ I am not sure

☐ I do not understand this question

☐ I prefer not to answer

Which First Nations, Inuit or Métis language?

What is the first language you LEARNED at home? (You can check more than one if you need to.)

☐ First Nations, Inuit or Métis language

☐ English

☐ French

☐ Albanian

☐ Amharic

☐ Arabic

☐ Armenian

☐ Bengali

☐ Bosnian

☐ Chinese (including Mandarin & Cantonese)

☐ Croatian

☐ Dutch

☐ Filipino (including Tagalog & Pilipino)

☐ German

☐ Greek

☐ Gujarati

☐ Hindi

☐ Hungarian

☐ Italian

☐ Korean

☐ Kurdish

☐ Malayalam

☐ Lao

☐ Pashto

☐ Persian (Farsi)

☐ Polish

☐ Portuguese

☐ Punjabi (Panjabi)

☐ Romanian

☐ Russian

☐ Serbian

☐ Spanish

☐ Somali

☐ Tamil

☐ Tigrinya

☐ Turkish

☐ Ukrainian

☐ Urdu

☐ Vietnamese

☐ A language or languages not listed above

Which First Nations, Inuit or Métis language?
Grade 7-12 version ONLY
Were YOU born in Canada?
- No
- Yes
- Don’t know
- Not applicable

Was your MOTHER (or stepmother, second parent, guardian) born in Canada?
- No
- Yes
- Don’t know
- Not applicable

Was your FATHER (or stepfather, second parent, guardian) born in Canada?
- No
- Yes
- Don’t know
- Not applicable

How difficult is it for you to read in English?
- Very hard
- Hard
- Easy
- Very Easy

INSTRUCTIONS AND SAMPLE QUESTIONS will be read aloud to ensure students understand. The sample questions give students practice with both positive and negative questions.

INSTRUCTIONS & SAMPLE QUESTIONS
If you do not understand a question, please raise your hand and ask for help. Make sure you understand the question and how to mark your answer before you answer.

Here are sample questions for practice. These questions ask you how much you agree or disagree with the statement.

I like to eat carrots
- Disagree a lot
- Disagree a little
- Don’t agree or disagree
- Agree a little
- Agree a lot

I don’t like to eat pizza
- Disagree a lot
- Disagree a little
- Don’t agree or disagree
- Agree a little
- Agree a lot

END OF DEMOGRAPHICS
MDI BEGINS

Let's start now!
Remember, there are no right or wrong answers!

I feel sorry for other kids who don’t have the things that I have.

<table>
<thead>
<tr>
<th>Disagree a lot</th>
<th>Disagree a little</th>
<th>Don’t agree or disagree</th>
<th>Agree a little</th>
<th>Agree a lot</th>
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When I see someone being treated mean it bothers me.

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<th>Disagree a lot</th>
<th>Disagree a little</th>
<th>Don’t agree or disagree</th>
<th>Agree a little</th>
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I am a person who cares about the feelings of others.

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<th>Disagree a lot</th>
<th>Disagree a little</th>
<th>Don’t agree or disagree</th>
<th>Agree a little</th>
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I have more good times than bad times.

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<tr>
<th>Disagree a lot</th>
<th>Disagree a little</th>
<th>Don’t agree or disagree</th>
<th>Agree a little</th>
<th>Agree a lot</th>
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I believe more good things than bad things will happen to me.

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<th>Disagree a lot</th>
<th>Disagree a little</th>
<th>Don’t agree or disagree</th>
<th>Agree a little</th>
<th>Agree a lot</th>
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I start most days thinking I will have a good day.

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<tr>
<th>Disagree a lot</th>
<th>Disagree a little</th>
<th>Don’t agree or disagree</th>
<th>Agree a little</th>
<th>Agree a lot</th>
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In general, I like being the way I am.

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<thead>
<tr>
<th>Disagree a lot</th>
<th>Disagree a little</th>
<th>Don’t agree or disagree</th>
<th>Agree a little</th>
<th>Agree a lot</th>
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Overall, I have a lot to be proud of.

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<thead>
<tr>
<th>Disagree a lot</th>
<th>Disagree a little</th>
<th>Don’t agree or disagree</th>
<th>Agree a little</th>
<th>Agree a lot</th>
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</table>
A lot of things about me are good.

I feel unhappy a lot of the time.

I feel upset about things.

I feel that I do things wrong a lot.

I worry about what other kids might be saying about me.

I worry a lot that other people might not like me.

I worry about being teased.

In most ways my life is close to the way I would want it to be.

The things in my life are excellent.
I am happy with my life.

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

If I could live my life over, I would have it the same way.

Since the start of the school year, how often did you do this?

I cheered someone up who was feeling sad.

I helped someone who was being picked on.

I helped someone who was hurt.

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

Person 1

Person 2

How true is each statement for you?

At my school, there is a teacher or another adult ...
... who really cares about me.

<table>
<thead>
<tr>
<th>Not at all true</th>
<th>A little true</th>
<th>Pretty much true</th>
<th>Very much true</th>
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... who believes that I will be a success.

<table>
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<th>Not at all true</th>
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<th>Very much true</th>
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... who listens to me when I have something to say.

<table>
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<tr>
<th>Not at all true</th>
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<th>Pretty much true</th>
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The next four questions are about your parents (or guardians) or other adults who live in your home.

Parents can be biological parents, adoptive parents, stepparents, same-sex parents, or foster parents.

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

... who believes that I will be a success.

<table>
<thead>
<tr>
<th>Not at all true</th>
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...who I can talk to about my problems.

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<th>Pretty much true</th>
<th>Very much true</th>
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</table>
I care about what my parents (or guardians) think of me.

<table>
<thead>
<tr>
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<th>Pretty much true</th>
<th>Very much true</th>
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</table>

The next four questions are about adults in your neighbourhood/community.

In my neighbourhood/community (not from your school or family), there is an adult...

... who really cares about me.

<table>
<thead>
<tr>
<th>Not at all true</th>
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<th>Very much true</th>
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</table>

Are there places in your neighbourhood/community that provide programs for kids your age, like sports (for example, swimming, soccer, hockey), art, dance, music classes and other clubs and activities?

<table>
<thead>
<tr>
<th>No</th>
<th>Yes</th>
<th>Don't know</th>
</tr>
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<tr>
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</tbody>
</table>

Are there safe places in your neighbourhood/community where you feel comfortable to hang out with friends, like playgrounds, parks, or community centres?

<table>
<thead>
<tr>
<th>No</th>
<th>Yes</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
Please answer the following questions about you and your friend(s) and your school.

I feel part of a group of friends that do things together.

- Disagree a lot
- Disagree a little
- Don't agree or disagree
- Agree a little
- Agree a lot

I feel that I usually fit in with other kids around me.

- Disagree a lot
- Disagree a little
- Don't agree or disagree
- Agree a little
- Agree a lot

When I am with other kids my age, I feel I belong.

- Disagree a lot
- Disagree a little
- Don't agree or disagree
- Agree a little
- Agree a lot

I have at least one really good friend I can talk to when something is bothering me.

- Disagree a lot
- Disagree a little
- Don't agree or disagree
- Agree a little
- Agree a lot

I have a friend I can tell everything to.

- Disagree a lot
- Disagree a little
- Don't agree or disagree
- Agree a little
- Agree a lot

There is somebody my age who really understands me.

- Disagree a lot
- Disagree a little
- Don't agree or disagree
- Agree a little
- Agree a lot

I am certain I can learn the skills taught in school this year.

- Disagree a lot
- Disagree a little
- Don't agree or disagree
- Agree a little
- Agree a lot

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

- Disagree a lot
- Disagree a little
- Don't agree or disagree
- Agree a little
- Agree a lot
Even if the work in school is hard, I can learn it.

Teachers and students treat each other with respect in this school.

People care about each other in this school.

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

I feel like I belong in this school.

I feel like I am important to this school.

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

<table>
<thead>
<tr>
<th></th>
<th>Not important at all</th>
<th>Not very important</th>
<th>Somewhat important</th>
<th>Very important</th>
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<tbody>
<tr>
<td>a) Make friends?</td>
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<tr>
<td>b) Get good grades?</td>
<td></td>
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<tr>
<td>c) Learn new things?</td>
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**Important Definition: Bully**

There are a lot of different ways to bully someone, but a bully has some advantage (stronger, more popular, or something else), wants to hurt the other person (it's not an accident), and does so repeatedly (over and over again) and unfairly. Sometimes a group of students will bully another student.

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

Please answer the questions honestly.

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

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

<table>
<thead>
<tr>
<th></th>
<th>Not at all this school year</th>
<th>Once or a few times</th>
<th>About every month</th>
<th>About every week</th>
<th>Many times a week</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Not at all this school year</th>
<th>Once or a few times</th>
<th>About every month</th>
<th>About every week</th>
<th>Many times a week</th>
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</thead>
</table>
Social bullying (for example, someone left you out, excluded you, gossiped and spread rumours about you, or made you look foolish).

<table>
<thead>
<tr>
<th>Not at all this school year</th>
<th>Once or a few times</th>
<th>About every month</th>
<th>About every week</th>
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Cyberbullying (for example, someone used the computer or text messages to exclude, threaten, embarrass you, or to hurt your feelings).

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<tr>
<th>Not at all this school year</th>
<th>Once or a few times</th>
<th>About every month</th>
<th>About every week</th>
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The next questions ask about your health.

Sometimes children your age may feel that these kinds of questions are uncomfortable to answer. Remember you are helping us to learn more about the health of children your age in Canada.

Your responses are private, please do not write any names in the text boxes.

In general, how would you describe your health?

<table>
<thead>
<tr>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent</th>
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Who would you talk to if you were feeling sad, stressed, or worried? (Check ALL that are true for you)

- An adult at school (for example, a teacher, school counselor, or another adult at school)
- My friend(s)
- A family member (for example, a parent, grandparent, aunt/uncle, older sibling or cousin, or another adult that lives with me)
- I would not know who to talk to
- An adult in my community (for example, a coach, an older after-school program staff, or another adult in my community)
- I would prefer to handle it on my own
- A health professional (for example, a doctor, nurse, or a counselor)
- I would talk to someone else (someone not on this list)
How do you usually get TO school?

☐ Car  ☐ School Bus  ☐ Public transportation (public bus, train or ferry)  ☐ Walk
☐ Cycle, skateboard, scooter or rollerblade  ☐ Something else (please describe):

How do you usually get home FROM school?

☐ Car  ☐ School Bus  ☐ Public transportation (public bus, train or ferry)  ☐ Walk
☐ Cycle, skateboard, scooter or rollerblade  ☐ Something else (please describe):

If you could choose, how would you WISH to get TO and FROM school?

☐ Car  ☐ School Bus  ☐ Public transportation (public bus, train or ferry)  ☐ Walk
☐ Cycle, skateboard, scooter or rollerblade  ☐ Something else (please describe):

How often do you eat breakfast?

Never  ☐ Once a week  ☐ 2 times a week  ☐ 3 times a week  ☐ 4 times a week  ☐ 5 times a week  ☐ 6 times a week  ☐ Every day

How often do your parents of other adult family members eat meals with you?

Never  ☐ Once a week  ☐ 2 times a week  ☐ 3 times a week  ☐ 4 times a week  ☐ 5 times a week  ☐ 6 times a week  ☐ Every day

How often do you eat food like pop, candy, potato chips, or something else?

Never  ☐ Once a week  ☐ 2 times a week  ☐ 3 times a week  ☐ 4 times a week  ☐ 5 times a week  ☐ 6 times a week  ☐ Every day

How often do you get a good night's sleep?

Never  ☐ Once a week  ☐ 2 times a week  ☐ 3 times a week  ☐ 4 times a week  ☐ 5 times a week  ☐ 6 times a week  ☐ Every day
What time do you usually go to bed during the weekdays?

- [ ] Before 9:00pm
- [ ] Between 9:00pm and 10:00pm
- [ ] Between 10:00pm and 11:00pm
- [ ] Between 11:00pm and midnight
- [ ] After 12:00am/midnight

This point in the survey is a natural place to take a 2 min break.

ABOUT MY AFTER SCHOOL TIME

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

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

How many days a week do you go to these places from after school to dinner time (about 3:00pm to 6:00pm)?

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

a) I go home.

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

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

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

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

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

Students will be reminded to refrain from using names of people in the open-ended text boxes.
d) I go to a friend’s house.

<table>
<thead>
<tr>
<th>Never</th>
<th>Once a week</th>
<th>Twice a week</th>
<th>3 times a week</th>
<th>4 times a week</th>
<th>5 times a week (every day)</th>
</tr>
</thead>
<tbody>
<tr>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td></td>
</tr>
</tbody>
</table>


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

<table>
<thead>
<tr>
<th>Never</th>
<th>Once a week</th>
<th>Twice a week</th>
<th>3 times a week</th>
<th>4 times a week</th>
<th>5 times a week (every day)</th>
</tr>
</thead>
<tbody>
<tr>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td></td>
</tr>
</tbody>
</table>


f) I hang out at the mall or stores.

<table>
<thead>
<tr>
<th>Never</th>
<th>Once a week</th>
<th>Twice a week</th>
<th>3 times a week</th>
<th>4 times a week</th>
<th>5 times a week (every day)</th>
</tr>
</thead>
<tbody>
<tr>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td></td>
</tr>
</tbody>
</table>


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

<table>
<thead>
<tr>
<th>Never</th>
<th>Once a week</th>
<th>Twice a week</th>
<th>3 times a week</th>
<th>4 times a week</th>
<th>5 times a week (every day)</th>
</tr>
</thead>
<tbody>
<tr>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td></td>
</tr>
</tbody>
</table>


The next questions are about activities that are organized.

That is, the questions are about activities that **ARE** planned and supervised by a teacher, instructor, adult, coach or volunteer.

We would like to know what you did after school last week.

---

During last week from **after school to dinner time** (about 3:00pm to 6:00pm), how many days did you participate in:

<table>
<thead>
<tr>
<th>Never</th>
<th>Once a week</th>
<th>Twice a week</th>
<th>3 times a week</th>
<th>4 times a week</th>
<th>5 times a week (every day)</th>
</tr>
</thead>
</table>

a) Educational lessons or activities (for example, tutoring, math, language school, or something else)?

<table>
<thead>
<tr>
<th>Never</th>
<th>Once a week</th>
<th>Twice a week</th>
<th>3 times a week</th>
<th>4 times a week</th>
<th>5 times a week (every day)</th>
</tr>
</thead>
<tbody>
<tr>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td></td>
</tr>
</tbody>
</table>


b) Art or music lessons (for example, drawing, painting, playing a musical instrument, or something else)?

<table>
<thead>
<tr>
<th>Never</th>
<th>Once a week</th>
<th>Twice a week</th>
<th>3 times a week</th>
<th>4 times a week</th>
<th>5 times a week (every day)</th>
</tr>
</thead>
<tbody>
<tr>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td></td>
</tr>
</tbody>
</table>
c) Youth organizations (for example, Scouts, Girl Guides, Boys and Girls Clubs, After School Care, or something else)?

<table>
<thead>
<tr>
<th>Never</th>
<th>Once a week</th>
<th>Twice a week</th>
<th>3 times a week</th>
<th>4 times a week</th>
<th>5 times a week (every day)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>


<table>
<thead>
<tr>
<th>Never</th>
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<th>4 times a week</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>


d) Individual sports with a coach or instructor (for example, swimming, dance, gymnastics, tennis, skating, or something else)?

<table>
<thead>
<tr>
<th>Never</th>
<th>Once a week</th>
<th>Twice a week</th>
<th>3 times a week</th>
<th>4 times a week</th>
<th>5 times a week (every day)</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>


<table>
<thead>
<tr>
<th>Never</th>
<th>Once a week</th>
<th>Twice a week</th>
<th>3 times a week</th>
<th>4 times a week</th>
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<tr>
<td></td>
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</tbody>
</table>


e) Team sports with a coach or instructor (for example, basketball, hockey, soccer, football, or something else)?

<table>
<thead>
<tr>
<th>Never</th>
<th>Once a week</th>
<th>Twice a week</th>
<th>3 times a week</th>
<th>4 times a week</th>
<th>5 times a week (every day)</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>


The next questions ask you about other activities that you might do after school.

That is, these questions are about activities that **are not** planned and usually not supervised by a teacher, instructor, adult, coach, or volunteer.

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

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

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

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

b)... do homework?

<table>
<thead>
<tr>
<th>I did not do this activity</th>
<th>Less than 30 minutes</th>
<th>30 minutes to 1 hour</th>
<th>1-2 hours</th>
<th>2 or more hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity</td>
<td>Grade 7-12 version ONLY</td>
<td>Grade 7-12 version ONLY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>--------------------------</td>
<td>-------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) watch TV, Netflix, YouTube, streaming videos, or something else?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) play video or computer games (for example, Play Station, Wii, Xbox, multiplayer online games, or something else)?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e) read for fun?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f) practice a musical instrument (for example, drums, clarinet, violin, or something else)?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g) do arts &amp; crafts (for example, painting, drawing, or something else)?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h) hang out with friends in person?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i) hang out with friends on the phone, tablet or computer?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>j) volunteer (either at school or in the community)?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>k) work at a job (for example, babysitting, mowing the lawn, paper route)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Think about what you want to do on school days from after school to dinner time (about 3:00pm to 6:00pm).

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

**Please list one activity you wish you could do:**

This text box will appear if a student selects “I wish I could do additional activities”.

**Where would you like this activity to be?**

- [ ] School
- [ ] Home
- [ ] Park or playground
- [ ] Community Centre
- [ ] Other

**What stops you from participating in the activities that you want to participate in after school? (Check all of the things that stop you.)**

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

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

<table>
<thead>
<tr>
<th>Response</th>
<th>Grade 7-12 version ONLY</th>
</tr>
</thead>
<tbody>
<tr>
<td>This person teaches me how to do things that I don't know.</td>
<td>This person teaches me how to do things that I don't know.</td>
</tr>
<tr>
<td>I can share personal things and private feelings with this person.</td>
<td>I can share personal things and private feelings with this person.</td>
</tr>
<tr>
<td>This person likes me the way I am.</td>
<td>This person likes me the way I am.</td>
</tr>
<tr>
<td>This person encourages me to pursue my goals and future plans.</td>
<td>This person encourages me to pursue my goals and future plans.</td>
</tr>
<tr>
<td>This person lets me make decisions for myself.</td>
<td>This person lets me make decisions for myself.</td>
</tr>
<tr>
<td>This person is like who I want to be when I am an adult.</td>
<td>This person is like who I want to be when I am an adult.</td>
</tr>
<tr>
<td>This person is always fair to me and others.</td>
<td>This person is always fair to me and others.</td>
</tr>
<tr>
<td>This person stands up for me and others when we need it.</td>
<td>This person stands up for me and others when we need it.</td>
</tr>
<tr>
<td>I get to do a lot of fun things with this person or because of this person.</td>
<td>I get to do a lot of fun things with this person or because of this person.</td>
</tr>
</tbody>
</table>
What makes an adult in your home important to you? This could be a parent (or guardian) or other adult who lives in your home. Please check all the responses that are most important to you.

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

Please answer how often these statements are true for you.

Once I make a plan to get something done, I stick to it.

- Almost never
- Sometimes
- Often
- Very often
- Almost always

I keep at my schoolwork until I am done with it.

- Almost never
- Sometimes
- Often
- Very often
- Almost always

I finish whatever I begin.

- Almost never
- Sometimes
- Often
- Very often
- Almost always

I am a hard worker.

- Almost never
- Sometimes
- Often
- Very often
- Almost always

I feel a sense of accomplishment from what I do.

- Almost never
- Sometimes
- Often
- Very often
- Almost always
I plan to graduate from high school.

<table>
<thead>
<tr>
<th>No</th>
<th>Yes</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>No</th>
<th>Yes</th>
</tr>
</thead>
</table>

The next few questions are about volunteering.

Volunteering is offering to do something for someone else without being paid. This may include volunteering with a church/religious group, in your school, or in your community (for example, at the library, animal shelter, senior’s home, or community centre).

Have you ever volunteered?

<table>
<thead>
<tr>
<th>No</th>
<th>Yes</th>
</tr>
</thead>
</table>

Are you currently volunteering?

<table>
<thead>
<tr>
<th>No</th>
<th>Yes</th>
</tr>
</thead>
</table>

Do you plan on volunteering in the future?

<table>
<thead>
<tr>
<th>No</th>
<th>Yes</th>
</tr>
</thead>
</table>

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

Remember, there are no right or wrong answers.

If I disagree with a friend, I tell them.

<table>
<thead>
<tr>
<th>Disagree a lot</th>
<th>Disagree a little</th>
<th>Don’t agree or disagree</th>
<th>Agree a little</th>
<th>Agree a lot</th>
</tr>
</thead>
</table>

If I have a reason, I will change my mind.

<table>
<thead>
<tr>
<th>Disagree a lot</th>
<th>Disagree a little</th>
<th>Don’t agree or disagree</th>
<th>Agree a little</th>
<th>Agree a lot</th>
</tr>
</thead>
</table>
If I don’t understand something, I will ask for an explanation.

When I make a decision, I think about what might happen afterwards.

I take responsibility for my mistakes.

I can say 'no' when someone wants me to do things that are wrong or dangerous.

When I’m sad, I can usually start doing something that will make me feel better.

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

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

If something isn't going according to my plans, I change my actions to try and reach my goal.
When I have a serious disagreement with someone, I can talk calmly about it without losing control.

<table>
<thead>
<tr>
<th>Disagree a lot</th>
<th>Disagree a little</th>
<th>Don't agree or disagree</th>
<th>Agree a little</th>
<th>Agree a lot</th>
</tr>
</thead>
</table>

I work carefully when I know something will be tricky.

<table>
<thead>
<tr>
<th>Disagree a lot</th>
<th>Disagree a little</th>
<th>Don't agree or disagree</th>
<th>Agree a little</th>
<th>Agree a lot</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Disagree a lot</th>
<th>Disagree a little</th>
<th>Don't agree or disagree</th>
<th>Agree a little</th>
<th>Agree a lot</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Disagree a lot</th>
<th>Disagree a little</th>
<th>Don't agree or disagree</th>
<th>Agree a little</th>
<th>Agree a lot</th>
</tr>
</thead>
</table>

When difficult situations happen I can pause without immediately acting.

<table>
<thead>
<tr>
<th>Disagree a lot</th>
<th>Disagree a little</th>
<th>Don't agree or disagree</th>
<th>Agree a little</th>
<th>Agree a lot</th>
</tr>
</thead>
</table>

I believe I can make a difference in the world.

<table>
<thead>
<tr>
<th>Disagree a lot</th>
<th>Disagree a little</th>
<th>Don't agree or disagree</th>
<th>Agree a little</th>
<th>Agree a lot</th>
</tr>
</thead>
</table>

I try to make this world a better place.

<table>
<thead>
<tr>
<th>Disagree a lot</th>
<th>Disagree a little</th>
<th>Don't agree or disagree</th>
<th>Agree a little</th>
<th>Agree a lot</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Disagree a lot</th>
<th>Disagree a little</th>
<th>Don't agree or disagree</th>
<th>Agree a little</th>
<th>Agree a lot</th>
</tr>
</thead>
</table>

MDI ENDS
We all have mental health, just like we all have physical health. Mental health is a positive state of wellness and flourishing or thriving. When we are mentally healthy, we enjoy life, explore and take healthy risks, manage challenges, and find ways to contribute to the world around us. It is something we want for ourselves and the people we care about. Just like our physical health, our mental health changes – we all have times when we don’t feel mentally well. For more information click HERE.

If I needed support for my mental health, would I know who to go to and/or where to start?

☐ Yes  ☐ Sometimes  ☐ No

At school, students are:

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>Sometimes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>given time to pray and celebrate God in their lives.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>encouraged to communicate with others in a respectful and honest way.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>encouraged to use their creativity and imagination to solve problems and make decisions for the good of others.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>given time to learn about things they are interested in.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>given opportunities to work with others to achieve common goals and help others.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>encouraged to show care for their family, friends, and faith community.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>encouraged to act Christ-like in their responsibly and respectfulness towards themselves, others,</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
Student Help Page

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

Below is an option to ask for help.

Clicking the first box below will send you to another survey where you will be able to send a private message to your teacher or principal who will follow up with you. Your request for help will not be connected to your responses to the MDI.

If you prefer not to talk to your teacher or principal, consider talking to a family member or another trusted adult. It is important for adults to know what’s going on so they can help you or other students who may be having trouble. You can also call the Kids HELP phone at 1-800-668-6868.

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

- Yes, I would like to talk to my teacher or principal about a problem I am having
- No, I do not need to talk to someone

Thank-you for participating in the Middle Years Development Instrument (MDI).

Your voice matters!

For more information about the MDI survey, how the information will be used, and what happens next, please visit https://www.wcdsb.ca/school-climate-survey/

Any questions about this survey, please talk to your Teacher or school Principal.