Social Considerations Rationale

Criteria	Rationale/What to look for
Age	This criterion is intended to examine how a resource enhances understanding about different age groups and cross-generational relations. **What to look for:** Representation of individuals and groups at various stages along the continuum of life; portrayals are realistic and avoid stereotype.
Gender Roles, Identity & Sexual Orientation	This criterion is intended to examine how a resource reflects the experiences, perspectives and contributions of individuals and groups. **What to look for:** Representation of individuals and groups in diverse roles and relationships; across the full range of gender identity and sexual orientation; contributions are emphasized; portrayals are non-denigrating, reflect diversity and avoid stereotype. • inclusion and respectful portrayal • free from abusive and derogatory references
Aboriginal Peoples (Indigenous, First Nations and Metis)	This criterion is intended to examine how a resource reflects the diversity of culture, experiences, perspectives and contributions of Aboriginal Peoples within British Columbia/ Canadian society. **What to look for**: Representation of Aboriginal peoples; portrayals, both in historical and contemporary contexts, are accurate, non-denigrating; recognition of the diversity of cultures present among Aboriginal peoples. • free from generalization and stereotype • free from tokenism; 'generic' and/or 'romanticized' portrayal
Multiculturalism	This criterion is intended to examine how a resource reflects the experiences, perspectives and contributions of diverse individuals and groups that make up British Columbia/ Canadian society. **What to look for**: Representations reflect cultural diversity; portrayals are respectful and culturally accurate e.g., language, dialect, custom, dress, diet, roles, etc.; similarities and differences within and among cultures and ethno-specific groups are recognized. • free from generalization and stereotype • free from 'exotic' and/or token portrayal
Ability - Disability	This criterion is intended to examine how a resource reflects ability and disability. **What to look for:** Representation of experiences and perspectives of individuals and groups along the continuum of ability-disability; portrayal is realistic and accurate; emphasis is on ability and contribution. • representation of both ability and disability

Belief System	This criterion is intended to examine how a resource presents information related to philosophy, religion and/or political ideology. **What to look for:** Topics of philosophy, religion and/or political ideology, when included, are presented with a clear purpose and provide opportunity for critical thinking; make a clear distinction between fact and opinion and do not advocate one belief system over another. • representation of personal traits, circumstances, attitudes, actions of adherents of various belief systems are respectful • free from generalization, exaggeration, prejudice
Socio- Economic	This criterion is intended to examine how a resource reflects a continuum of the realities of day-to-day life in Canadian society. **What to look for**: Representation reflects the full range of realities of day-to-day life in British Columbian/Canadian society; respects the socio-economic realities of British Columbian students. • reflects the complexity of the socio-economic make-up of British Columbian/Canadian society • representations are accurate and realistic
Violence	This criterion is intended to examine references to violence, tension, and/or graphic imagery that may be included in a resource. **What to look for**: Violence, tension, and graphic imagery, where included, has a clear purpose and supports instruction; level and degree of explicitness takes into account the age and maturity of intended audience; provides opportunities for modelling effective problem-solving and conflict resolution strategies; provides opportunities for students to develop compassion and empathy.
Ethical and Legal	This criterion is intended to examine how a resource presents issues that may be subject to legal or ethical debate. **What to look for**: Issues that may be subject to legal or ethical debate, when included, are presented with a clear purpose and provide opportunity for critical thinking; make a clear distinction between fact and opinion; provide opportunity for expanded understanding of alternative points of view; provide accurate and current data.
Humour	This criterion is intended to examine how humour is used in a resource to engage student interest in a particular topic. **What to look for:** Humour, if included, is used to engage student interest in the subject; is used in a positive, non- denigrating manner; is age appropriate. • contributes to the overall effectiveness of the material presented

Safety	This criterion is intended to examine whether a resource complies with legal/community/societal standards of safe practice and common sense.
	What to look for: Reflects legal and community/societal standards of safe practice and common sense; provides opportunities for students to understand the importance of safe practices; provides opportunities for students to develop understanding of personal responsibility as it relates to safety of self and others; models safe practice and common sense; includes directions/instructions for safe equipment use and materials handling.
Language	This criterion is intended to examine how language used contributes to or detracts from audience engagement and/or instructional effectiveness.
	What to look for: Language used contributes to audience engagement and/or instructional effectiveness; is age appropriate; does not overuse specific language for effect or language that has limited meaning, e.g. extensive use of slang and vernacular; is not disrespectful, discourteous, or defamatory