

Social Considerations Rationale

Criteria	Rationale/What to look for
Age	<p>This criterion is intended to examine how a resource enhances understanding about different age groups and cross-generational relations.</p> <p>What to look for: Representation of individuals and groups at various stages along the continuum of life; portrayals are realistic and avoid stereotype.</p>
Gender Roles, Identity and Sexual Orientation	<p>This criterion is intended to examine how a resource reflects the experiences, perspectives and contributions of individuals and groups.</p> <p>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.</p> <ul style="list-style-type: none"> • inclusion and respectful portrayal • free from abusive and derogatory references
Indigenous Peoples (First Nations, Metis, and Inuit)	<p>This criterion is intended to examine how a resource reflects the diversity of culture, experiences, perspectives and contributions of Indigenous Peoples within British Columbia/Canadian society.</p> <p>What to look for: Representation of First Nations, Metis, and Inuit; portrayals, both in historical and contemporary contexts, are accurate, non-denigrating; recognition of the diversity of cultures present among Indigenous Peoples.</p> <ul style="list-style-type: none"> • free from generalization and stereotype • free from tokenism; 'generic' and/or 'romanticized' portrayal
Multiculturalism	<p>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.</p> <p>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.</p> <ul style="list-style-type: none"> • free from generalization and stereotype • free from 'exotic' and/or token portrayal
Ability - Disability	<p>This criterion is intended to examine how a resource reflects ability and disability.</p> <p>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.</p> <ul style="list-style-type: none"> • representation of both ability and disability

Belief System	<p>This criterion is intended to examine how a resource presents information related to philosophy, religion and/or political ideology.</p> <p>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.</p> <ul style="list-style-type: none"> • representation of personal traits, circumstances, attitudes, actions of adherents of various belief systems are respectful • free from generalization, exaggeration, prejudice
Socio-Economic	<p>This criterion is intended to examine how a resource reflects a continuum of the realities of day-to-day life in Canadian society.</p> <p>What to look for: Representation reflects the full range of realities of day-to-day life in British Columbian/Canadian society; respects the socioeconomic realities of British Columbian students.</p> <ul style="list-style-type: none"> • reflects the complexity of the socio-economic make-up of British Columbian/Canadian society • representations are accurate and realistic
Violence	<p>This criterion is intended to examine references to violence, tension, and/or graphic imagery that may be included in a resource.</p> <p>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.</p>
Ethical and Legal	<p>This criterion is intended to examine how a resource presents issues that may be subject to legal or ethical debate.</p> <p>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.</p>
Humour	<p>This criterion is intended to examine how humour is used in a resource to engage student interest in a particular topic.</p> <p>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.</p> <ul style="list-style-type: none"> • contributes to the overall effectiveness of the material presented

Safety	<p>This criterion is intended to examine whether a resource complies with legal/community/societal standards of safe practice and common sense.</p> <p>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.</p>
Language	<p>This criterion is intended to examine how language used contributes to or detracts from audience engagement and/or instructional effectiveness.</p> <p>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</p>