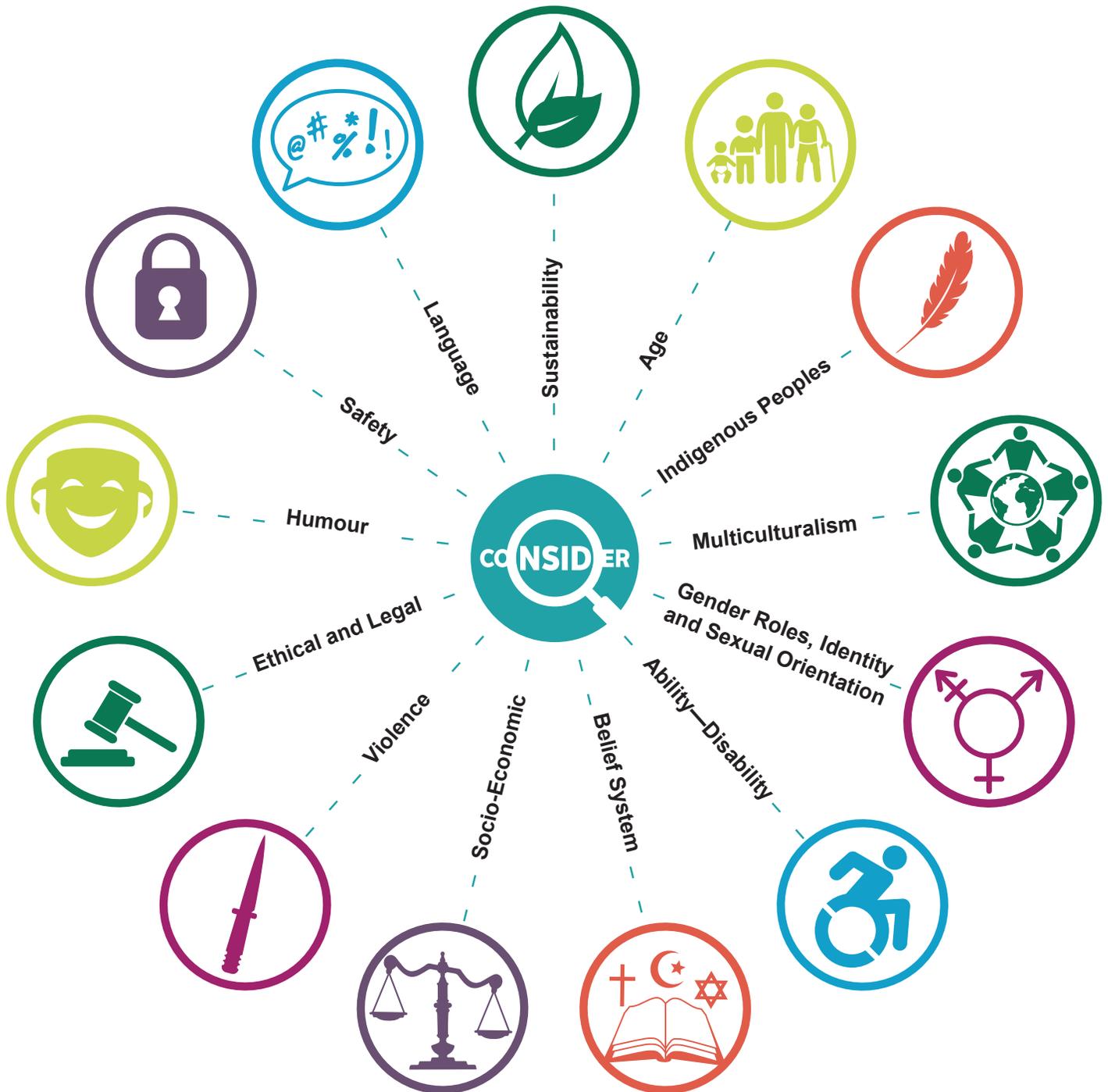


## 13 Social Considerations for K–12 Education



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Criterion	Rationale/What to look for
<p><b>Ability— Disability</b></p> 	<p>This criterion examines how a resource reflects ability and disability.</p> <p><b>What to look for</b></p> <p>Representation of experiences and perspectives of individuals and groups:</p> <ul style="list-style-type: none"> <li>• Along the continuum of ability-disability</li> <li>• That are realistic and accurate</li> <li>• Where the emphasis is on ability and contribution</li> </ul>
<p><b>Age</b></p> 	<p>This criterion examines how a resource enhances understanding about different age groups and cross-generational relations.</p> <p><b>What to look for</b></p> <p>Representation of individuals and groups:</p> <ul style="list-style-type: none"> <li>• At various ages and stages of life</li> <li>• That are realistic and avoid stereotypes</li> </ul>
<p><b>Belief System</b></p> 	<p>This criterion examines how a resource presents information related to philosophy, religion, and political ideology.</p> <p><b>What to look for</b></p> <p>Topics of philosophy, religion, and political ideology are presented with:</p> <ul style="list-style-type: none"> <li>• A clear purpose and provide opportunity for critical thinking</li> <li>• A clear distinction between fact and opinion and do not advocate one belief system over another</li> <li>• Respect for personal traits, circumstances, attitudes, and actions of adherents of various belief systems</li> <li>• No generalizations, exaggerations, or prejudices</li> </ul>
<p><b>Ethical and Legal</b></p> 	<p>This criterion examines how a resource presents issues that may be subject to legal or ethical debate.</p> <p><b>What to look for</b></p> <p>Issues that may be subject to legal or ethical debate:</p> <ul style="list-style-type: none"> <li>• Are presented with a clear purpose</li> <li>• Provide opportunity for critical thinking</li> <li>• Make a clear distinction between fact and opinion</li> <li>• Provide opportunity for expanded understanding of alternative points of view</li> <li>• Provide accurate and current data</li> </ul>

Criterion	Rationale/What to look for
<p><b>Gender Roles, Identity, and, Sexual Orientation</b></p> 	<p>This criterion examines how a resource reflects the experiences, perspectives, and contributions of individuals and groups.</p> <p><b>What to look for</b></p> <p>Representation of individuals and groups:</p> <ul style="list-style-type: none"> <li>• In various roles and relationships</li> <li>• Across the full range of gender identity and sexual orientation</li> <li>• Whose contributions are emphasized</li> <li>• That reflect diversity and avoid stereotypes</li> <li>• That are inclusive and respectful</li> <li>• Free from abusive and derogatory references</li> </ul>
<p><b>Humour</b></p> 	<p>This criterion examines how humour is used in a resource to engage student interest in a particular topic.</p> <p><b>What to look for</b></p> <p>Humour that:</p> <ul style="list-style-type: none"> <li>• Engages student interest in the subject</li> <li>• Is used in a positive, non-denigrating manner</li> <li>• Is age appropriate</li> <li>• Contributes to the overall effectiveness of the material presented</li> </ul>
<p><b>Indigenous Peoples (First Nations, Metis, and Inuit)</b></p> 	<p>This criterion examines how a resource reflects the diversity of culture, experiences, perspectives, and contributions of Indigenous Peoples within British Columbia and Canadian society.</p> <p><b>What to look for</b></p> <p>Representation of First Nations, Metis, and Inuit:</p> <ul style="list-style-type: none"> <li>• In historical and contemporary contexts</li> <li>• That are accurate and non-denigrating</li> <li>• Recognizing the diversity of cultures present among Indigenous Peoples</li> <li>• Free from generalization and stereotype</li> <li>• Free from tokenism—“generic” or “romanticized”</li> </ul>

Criterion	Rationale/What to look for
<p><b>Language</b></p> 	<p>This criterion examines how the language used contributes to or detracts from audience engagement and instructional effectiveness.</p> <p><b>What to look for</b></p> <p>The language used:</p> <ul style="list-style-type: none"> <li>• Contributes to audience engagement and instructional effectiveness</li> <li>• Is age appropriate</li> <li>• Does not overuse specific language for effect or language that has limited meaning (e.g., extensive use of slang and vernacular)</li> <li>• Is not disrespectful, discourteous, or defamatory</li> </ul>
<p><b>Multiculturalism</b></p> 	<p>This criterion examines how a resource reflects the experiences, perspectives, and contributions of diverse individuals and groups that make up British Columbian and Canadian society.</p> <p><b>What to look for</b></p> <p>Representations reflect cultural diversity:</p> <ul style="list-style-type: none"> <li>• That are respectful and culturally accurate (language, dialect, custom, dress, diet, roles, etc.)</li> <li>• Where similarities and differences within and among cultures and ethno-specific groups are recognized</li> <li>• Free from generalizations and stereotypes</li> <li>• Free from exoticism or tokenism</li> </ul>
<p><b>Safety</b></p> 	<p>This criterion examines whether a resource complies with legal/ community/societal standards of safe practice and common sense.</p> <p><b>What to look for</b></p> <p>Representations of safety or safe practices that:</p> <ul style="list-style-type: none"> <li>• Reflect legal and community/societal standards of safe practice and common sense</li> <li>• Provide opportunities for students to understand the importance of safe practices</li> <li>• Provide opportunities for students to develop understanding of personal responsibility as it relates to the safety of self and others</li> <li>• Model safe practice and common sense</li> <li>• Include directions/instructions for safe equipment use and materials handling</li> </ul>

Criterion	Rationale/What to look for
<p><b>Socio-Economic</b></p> 	<p>This criterion examines how a resource reflects a continuum of the realities of day-to-day life in Canadian society.</p> <p><b>What to look for</b></p> <p>The full range of day-to-day life in British Columbian and Canadian society are represented with:</p> <ul style="list-style-type: none"> <li>• Accuracy and respect of the socio-economic realities of British Columbian students</li> <li>• Complexity of the socio-economic make-up of British Columbian and Canadian society</li> </ul>
<p><b>Sustainability</b></p> 	<p>This criterion examines how a resource provides understanding of alternate points of view concerning environmental and economic development and the impacts of consumer choices on the natural world.</p> <p><b>What to look for</b></p> <ul style="list-style-type: none"> <li>• Presents humans as one of many species in the natural environment, supports an awareness of environmental issues, and promotes a culture of conservation</li> <li>• Represents accurately how the natural environment can influence development of human society</li> <li>• Provides examples showing global implications of local actions</li> </ul>
<p><b>Violence</b></p> 	<p>This criterion examines references to violence, tension, and graphic imagery included in a resource.</p> <p><b>What to look for</b></p> <p>Any representation of violence, tension, and graphic imagery:</p> <ul style="list-style-type: none"> <li>• Has a clear purpose and supports instruction</li> <li>• Considers the age and maturity of intended audience in terms of the level and degree of explicitness</li> <li>• Provides opportunities for modelling effective problem-solving and conflict resolution strategies</li> <li>• Provides opportunities for students to develop compassion and empathy</li> </ul>