These are general guidelines for selecting resources based on the cognitive, social, and emotional development of students. Stages of development will vary by individual , and teachers should get to know their students before selecting resources.

Who are grade 10 to 12 students?

Grades 10, 11, and 12: Student Profile
Students are: • able to develop philosophical arguments • able to synthesize information and apply concepts across disciplines • developing firm, personal belief around moral issues • able to understand and contextualize violent acts including murder, sexual assault and hate crimes • still vulnerable to content that glamorize things like sexual activity, drinking, and acting out • able to understand civic engagement and their place and role in the world • intensely upset by depictions of sexual assault or the threat of sexual assault • more likely to "rebel" in their selection of topics and resources • able to understand the purpose a range of representations of sexual content in different genres Students need: • support with identifying and reflecting on subtle themes or messages, including gender stereotypes • content that shows diverse experiences and people, and portrayals of history and the future • exposure to complex social issues

What is developmentally appropriate for grades 10, 11, and 12?

The information below is intended to provide guidance to teachers in the selection of resources for grades 10, 11, and 12. Resources selected need to align with course outcomes and content needs to be reviewed by the teacher to ensure it is developmentally appropriate for their students' learning needs. Teachers should know their students; if they have students who have experienced trauma, it is important to use resources in a way that does not retraumatize or cause further harm.

	✔ Use resources that:	✘ Avoid resources that:
Violence and Conflict *Violence and conflict refer to any incidence of physical, emotional, or psychological harm, including aggression between individuals, gender-based violence, sexual violence, war, armed conflict, gang violence, domestic violence, mass casualty events, etc.*	▪ depict gender-based or sexualized violence only if the portrayal emphasizes the destructive effects ▪ include strategies for confronting or coping with the harm of violence ▪ provide opportunities to have more nuanced discussions about the ethics of choosing to take violent action ▪ provide context for historical uses of violence	▪ include content that contains scenes of torture, graphic, gratuitous or sexualized violence ▪ use violence as entertainment
Discrimination and Stereotypes *Discrimination refers to the unfair or unequal treatment of individuals or groups based on certain characteristics such as race, gender, age, or other factors. Stereotypes are oversimplified and generalized beliefs or ideas about people based on their perceived characteristics or group membership.*	▪ include representations of boys and men expressing emotions in constructive ways ▪ include representations of girls and women voicing their own needs ▪ show diverse interests and characteristics within and among social groups ▪ provide opportunities to think critically about the impacts of stereotypes and other demeaning representations ▪ provide opportunities to think critically about the historical development of common stereotypes and their impacts ▪ model positive, inclusive language and behaviours ▪ encourage students to critically question stereotypical portrayals of individuals or groups	▪ use stereotypical representations of people in a way that reinforces harmful social norms ▪ depict discriminatory behavior that does not show its harm

	✓ Use resources that:	✗ Avoid resources that:
Risky and Unhealthy Behaviours *Risky and unhealthy behaviors refer to actions and choices that have a detrimental impact on one's physical or mental health like smoking, substance misuse, suicide, self-harm, or disordered eating.*	▪ provide opportunities to discuss the effects of drinking, smoking, and substance misuse ▪ make clear the differences between realistic and glamourized portrayals of substance misuse ▪ discuss the impact of societal pressures on body image ▪ emphasize body positivity ▪ discuss the dangers of dieting ▪ focus on nutrients, cooking, and the love of whole, unprocessed, or minimally processed foods ▪ encourage open dialogues about mental health ▪ emphasize that suicide is preventable; although suicidal feelings are intense, they do pass and are treatable ▪ provide examples of people or characters who seek help when experiencing suicidal feelings ▪ use appropriate language, like a suicide, taken his/her/their life, ended his/her/their life, suicide attempt, person at risk of suicide	▪ depict substance misuse without showing its harm ▪ glamorize or romanticize substance misuse or addiction, including humorous depictions of actions associated with being high or drunk ▪ labeling foods as 'good' and 'bad' ▪ discuss dieting, calories, weight, etc. ▪ disparage people in bigger bodies or promote fat phobia ▪ include explicit details about the method of suicide ▪ discuss unusual methods of suicide ▪ allow students to identify with people or characters who die by suicide ▪ describe a suicide method is quick, easy, painless, or certain to result in death ▪ oversimplify the causes of suicide, particularly ones that suggest a single event "triggers" suicide ▪ contain aftermath-blame talk, like framing suicide as a selfish act that ruins the lives of loved ones ▪ glorify suicide by promoting the idea that suicide achieves results or that suicide is positive ▪ use inappropriate language like, commit suicide, suicide victim, suicide epidemic or wave, cry for help, a successful, unsuccessful or failed suicide attempt ▪ superficial examinations of suicide in the context of Indigenous experiences

	✓ Use resources that:	✗ Avoid resources that:
Language Use *Language use refers to the presence of derogatory terms or profanities.*	• include opportunities to discuss appropriate and inappropriate language use in different contexts	• include hate speech • use historical language associated with racialized groups, without having first discussed why the language is no longer used and is inappropriate in today's context
Sexual Content *Sexual content refers to any material, images, or information that depicts romantic relationships and sexual behaviour.*	• provide opportunities to discuss messages that are being delivered in representations of sexual content • portray healthy romantic relationships • discuss problems related to pressure or coercion to have sex , or present opportunities to critically evaluate those behaviours if they are presented as romantic or attractive	• present behaviours such as coercion, stalking, or exploitation as romantic or part of a loving relationship • pair sex and violence for entertainment • portray the pursuit of sexual partners as normalized or that treat sexual conquests as humorous • disrespectfully portray individuals as sexual objects or sexual aggressors
Gender Identity and Sexuality *Gender identity refers to a person's sense of their own gender.* *Sexuality refers to an individual's sexual orientation, which encompasses who they are attracted to romantically, emotionally, and/or sexually.*	• develop a deeper understanding of gender identity and sexual orientation • represent straight boys and men being kind and friendly to gender-diverse individuals • represent healthy, supportive, and fulfilling cross-gender friendships and relationships • provides a historical and cultural context for the 2SLGBTQ2IA+ community's achievements and struggles to promote empathy and understanding	• normalize homophobic or transphobic language, attitudes, or behaviours

	✓ Use resources that:	✗ Avoid resources that:
Climate Change *Climate change refers to long-term alteration in the average weather patterns of a region, including shifts in temperature, precipitation, and other climatic factors, largely driven by human activities. These changes can have far-reaching impacts on ecosystems, and lead to extreme weather events.*	▪ promote in-depth discussions about climate change, its societal implications, and mitigation and adaptation strategies ▪ include content about environmental justice, climate policies, and sustainable practices ▪ highlight the importance of global cooperation in responding to climate change ▪ validate feelings of climate anxiety and provide strategies to manage feelings of anxiety ▪ provide opportunities for students to engage in research or take action in response to climate change	▪ include inaccurate or misleading information about the causes of climate change, including presenting climate change as a myth ▪ depict effects of climate change in ways that are hopeless or intended to exploit the audience's emotional vulnerability
Scariness *Scariness is a quality or attribute associated with something that induces fear, anxiety, or a sense of dread in individuals.*	▪ include supernatural, horror, science fiction, and dystopian themes ▪ depict realistic but challenging experiences, such as those related to social issues, personal struggles or moral dilemmas	▪ present real-world scenarios in ways that sensationalize events to evoke anxiety or fear in the audience ▪