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 3 and 4 students?

Grades 3 and 4: Student Profile
Students are: ▪ able to reason and solve problems on their own ▪ able to follow more complex storylines and are beginning to understand moral shades of grey ▪ learning to understand manipulation and intention ▪ continuing to develop their ability to understand the perspectives of others, including others' emotions ▪ developing strong and increasingly complex gender stereotypes Students need: ▪ relatively simple narratives without complex narrative techniques, like flashbacks ▪ help identifying subtle themes or messages in longer narratives ▪ discussions of historical figures who have overcome adversity and/or injustice

What is developmentally appropriate for Grades 3 and 4?

The information below is intended to provide guidance to teachers in the selection of resources for grades 3 and 4. Resources need to be reviewed by the teacher to ensure it is developmentally appropriate for their students' learning needs. Where a category does not appear in earlier grades that does appear in later grades, it is not developmentally appropriate (e.g. violence). 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:
Healthy Relationships *Healthy relationships involve individuals feeling respected, supported, and valued. They are characterized by open communication, trust, and a mutual commitment to each other's well-being and happiness. In healthy relationships, conflicts are resolved constructively, so that both parties can grow and thrive together.*	▪ include some scenes of emotional conflict - such as the loss of a pet or parents and divorce - but there should be some resolution ▪ positive examples of appropriate behaviour ▪ affection between partners (hugging, holding hands) ▪ talk about what healthy relationships look like, emphasizing communication, consent, and mutual respect	▪ include violent or aggressive behaviour that children may imitate, particularly if it involves a likable character, is rewarded in some way, or is humorous ▪ show violence as a way to solve problems ▪ violence that involves lots of blood ▪ violence or coercion in the context of sexuality ▪ depict disrespectful or humorous portrayals of characters as sexual objects or as sexual aggressors
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.*	▪ portray diverse characters in positive ways ▪ feature diverse characters as the central character (seen and heard in the text) ▪ feature diverse role models in many different careers and prominent roles ▪ contain authentic representations and storylines to help break down stereotypes and misunderstandings ▪ portray characters that have a variety of interests that are not tied to traditional gender roles	▪ reinforce stereotypes or discriminatory behaviour ▪ depict negative behaviours without the harm they cause ▪ rely on stereotypes for humour

	✓ Use resources that:	✗ Avoid resources that:
	- depict characters who are instrumental to the storyline for what they do versus what they look like - show female characters who are not sexualized and male characters who resolve conflict without violence - encourage students to be respectful and inclusive of differences - contain content that shows diverse experiences, encourages them to think about other people's lives, or teaches them about different times or places - discuss the harmful nature of stereotypes and how they do not reflect the reality of people's experiences	
Safe and Healthy Behaviour *Safe and healthy behaviour refers to actions and choices that prioritize physical and emotional well-being while avoiding harm or risks.*	- discuss outcomes of healthy behaviours - introduce the concept of eating a variety of food and body positivity - teach students different kinds of food - importance of food to the social and emotional well-being of people, families and communities	- contain any depictions of risky stunts - portray risky or unhealthy behaviours without the harm they cause as glamorous or funny - portray risky or unhealthy behaviours without discussions of outcomes - label foods as 'good' and 'bad' - compare or shame people's bodies
Language Use *Language use refers to the presence of derogatory terms or profanities.*	- include respectful and accurate language to describe differences	- include any instances of racial or other kinds of slurs, hate speech - contain lots of put-downs and insults meant to be humorous

	✅ Use resources that:	❌ Avoid resources that:
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.*	▪ basic concepts of gender and sexual orientation starting in grade 4, for instance, gender is how people identify as boys, girls, both, or neither while sexual orientation relates to who someone is attracted to ▪ teach the importance of respecting everyone's gender identity and sexual orientation starting in grade 4 ▪ show a variety of family structures	▪ depict stereotypical representations of gender identity and sexual orientation ▪ include examples of disrespectful behaviour towards a person's gender identity and/or sexual orientation
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*	▪ explain what climate change is in simple terms, for instance, the Earth's climate is getting warmer and changing ▪ introduce the idea that human activities, like burning fossil fuels and deforestation, contribute to climate change ▪ encourage positive actions, like reducing waste, saving energy, and planting trees, and empower them to make a difference ▪ emphasize that people are working together to find solutions	▪ instil fear for the future or a sense of guilt ▪ focus on the impacts of climate change ▪ portray climate change as false
Scariness *Scariness is a quality or attribute associated with something that induces fear, anxiety, or a sense of dread in individuals.*	▪ include mild fantasy and adventure elements, like talking animals or magical worlds, which can have a hint of excitement without being overly scary ▪ depict stories with gentle supernatural elements, like friendly ghosts or magical creatures, as long as the tone remains positive	▪ contain realistic content like current news content, particularly images, associated with child abductions, mass shootings, or indiscriminate violence

	✓ Use resources that:	X Avoid resources that:
	▪ include stories that address real-life challenges, like overcoming fears, making new friends, or solving simple mysteries ▪ incorporate humor to balance any scary elements	