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 7 students?

Grade 7: Student Profile
Students are: ▪ developing the ability to think abstractly ▪ starting to grappling with moral and ethical questions ▪ developing more sophisticated moral reasoning; they can consider possible exceptions to laws and rules ▪ aware of social divisions ▪ able to understand characters' intentions and multiple storylines ▪ able to understand longer stories with moral lessons ▪ able to learn from positive role models and negative role models who suffer consequences ▪ handle representations of mildly scary situations but still experience bad dreams ▪ intensely upset by depictions of sexual assault or the threat of sexual assault ▪ able to empathize with a variety of situations presented in texts ▪ inspired by acts of heroism, kindness, and achievement ▪ able to handle psychologically complex issues, like loss, rejection, separation, and disappointment ▪ swayed by unsupported opinion and one-sided arguments ▪ feeling compelled to conform to gender norms and can be intolerant of differences ▪ finding it challenging to understand situations that are nuanced ▪ more likely to increase aggressive behaviours when exposed to violence in texts ▪ more likely to rebel by using "forbidden" language such as swearing and may copy language found in texts Students need: ▪ content that shows diverse experiences and people, and portrayals of history and the future ▪ support identifying themes or messages

What is developmentally appropriate for grade 7?

The information below is intended to provide guidance to teachers in the selection of resources for grade 7. 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:	X 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.*	▪ portray relational aggression in ways that allow for discussion of its harmful effects and ways young people can cope with relational aggression ▪ discuss the real-world harm of violence for the survivor and the aggressor ▪ provide historical context for violence experienced by historically racialized and marginalized groups ▪ portray the harm of bullying	▪ contain scenes of torture, physical abuse, gratuitous violence, or sexualized violence that are graphic ▪ use violence as entertainment ▪ glorify or romanticize the use of violence
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 stereotypes as being harmful for individuals, communities and society ▪ provide opportunities to deconstruct stereotypes and their effects historically or today ▪ provide historical context for the development and perpetuation of stereotypes ▪ feature diverse characters as the central character (seen and heard in the text) ▪ contain authentic representations and storylines to help break down stereotypes and misunderstandings ▪ include representations of boys and men expressing emotions in constructive ways	▪ use stereotypical representations of people ▪ depict discriminatory behavoir without showing its harm ▪ contain tokenistic representations of groups ▪ include superficial portrayals of groups

	✔ Use resources that:	✘ Avoid resources that:
	- include representations of girls and women voicing their own needs - contain positive representations of different groups and content that offers insight into the conditions they experience - depict positive, healthy, supportive and fulfilling cross-gender friendships and relationships	
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.*	- portray the harm of substance misuse for the individual and others - discuss healthy eating and self-image - emphasize body positivity - address common misconceptions and stereotypes related to body image - focus on nutrients, cooking, and the love of whole, unprocessed, or minimally processed foods - encourage open dialogue 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, including humorous depictions of actions associated with being high or drunk - discuss eating disorders - labeling foods as 'good' and 'bad' - discuss dieting, calories, weight, etc. - disparage people in bigger bodies and 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

	✓ Use resources that:	✗ Avoid resources that:
		▪ 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
Language Use *Language use refers to the presence of derogatory terms or profanities.*	▪ include respectful and accurate language to describe differences ▪ use appropriate and context-specific language to discuss identities (e.g. race, class, gender expression, ability, etc.), relationships, bodies, etc. ▪	▪ include racial and other kinds of slurs or hate speech ▪ portray characters using put-downs, and other kinds of insults without showing their harm, or as a form of humour/entertainment ▪ 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 ▪ include swearing beyond mild profanity

	✔ Use resources that:	✗ Avoid resources that:
Sexual Content *Sexual content refers to any material, images, or information that depicts romantic relationships and sexual behaviour.*	▪ portray dating and kissing between same-age peers ▪ portray the effects of using poor judgement ▪ provide examples of healthy and responsible sexual behaviours ▪ provide accurate information about sexual health and healthy relationships ▪ discuss the importance of consent and healthy relationships	▪ portray sexual behaviour that is more advanced including nudity and simulated sexual behaviours ▪ include disrespectful portrayals of individuals as sexual objects or sexual aggressors ▪ use sexualized stereotypes for humour or entertainment ▪ portray unhealthy behaviours without showing harm for the survivor or the aggressor ▪ pair sexual activity and violence for entertainment ▪ portray constant pursuit of sexual partners or treat sexual encounters as humorous
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.*	▪ build on concepts of respect and inclusivity ▪ introduce more comprehensive discussions about puberty, anatomy, and human reproduction, including the basics of sexual orientation and gender identity ▪ reinforce that everyone has a gender identity and sexual orientation ▪ provide positive, affirming representations of diverse gender identities and sexual orientations ▪ show that worth does not come from adhering to societal gender norms e.g., physical appearance (female characters) or physical strength (male characters) ▪ show role models who possess masculine and feminine traits and interests	▪ include 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.*	▪ introduce accurate information about the causes of climate change ▪ reinforce the interconnectiveness of living beings and nonliving things ▪ include strategies and actions students can take to promote sustainable practices ▪ include examples of mitigation and adaptation strategies being adopted in response to climate change ▪ validate feelings of climate anxiety and provide strategies to manage feelings of anxiety	▪ 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.*	▪ present non-abusive emotional conflict with a resolution ▪ present mildly frightening scenarios with a resolution	▪ present real-world scenarios in ways that sensationalize events to evoke anxiety or fear in the audience