

# ***Guidelines for Recognizing Diversity and Promoting Respect***

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## **General Criteria**

**Note:** *Minority groups may consist of different age groups, men or women, various racial or ethnic groups, persons from different religious backgrounds, people with disabilities, people of various social and/or economic status or with various political and or belief systems.*

### **A. DO THE PROGRAM DOCUMENTS AND SUPPORTING MATERIALS CONTAIN EITHER IMPLICIT OR EXPLICIT STATEMENTS, EXAMPLES WHICH PROMOTE TOLERANCE, UNDERSTANDING AND RESPECT FOR INDIVIDUALS AND GROUPS?**

***Do the program and its supporting materials and learning resources:***

- present minority groups in a variety of professional or executive roles, vocations, or other gainful occupations?
- provide a balanced presentation of descriptions or depictions of people from various minorities involved in non-traditional activities?
- authentically portray minority groups within the setting and period of history presented?
- contain references to, or illustrations of, minority groups approximately evenly (in both number and importance), except as limited by accuracy or special purpose?
- present the achievements of minority groups as based on factors apart from their sex, culture, disability, or social and /or economic status.

### **B. DO THE PROGRAM DOCUMENTS AND SUPPORTING MATERIALS HELP EACH STUDENT TO NURTURE A PERSONAL POSITIVE SELF-IMAGE BY TAKING AN ESSENTIALLY POSITIVE APPROACH TO HUMAN SIMILARITIES AND DIFFERENCES?**

***Do the program and its supporting materials and learning resources:***

- present a fair proportion of both minority and majority persons in mentally active, creative and problem-solving roles?
- present a fair proportion of both minority and majority persons succeeding or failing in various circumstances?
- limit the depiction of minority groups only to the root culture or are depictions of these groups within the mainstream of Canadian life included?
- portray minority groups in such a way that members of the groups would approve of the way in which they are portrayed?
- include examples of minority heroes; and, if so, are they admired only for the same qualities that have made majority heroes famous and because what they have done has benefited the majority culture?

**C. DO THE PROGRAM DOCUMENTS AND SUPPORT MATERIALS CONVEY THAT HUMAN ENDEAVOUR AND ACHIEVEMENT MAY BE FOUND IN DIFFERENT WAYS IN ALL HUMAN GROUPS?**

***Do the program and its supporting materials and learning resources:***

- present the achievements and contributions of minority groups to life and culture in Canada or the world?
- identify, as role models, members of minority groups who are making important contributions to present day society?
- suggest that minority people can positively influence the society in which they live?
- accurately depict the contributions made by minority cultures, racial groups and people with disabilities?
- suggest that people from various social and/or economic and political groups of Canadian society can positively influence the society in which they live?

**D. DO THE PROGRAM DOCUMENTS AND SUPPORTING MATERIALS TAKE ADVANTAGE OF CONTENT AND STRATEGIES THAT CAN ASSIST THE TEACHER IN DEALING POSITIVELY WITH TOLERANCE, UNDERSTANDING AND RESPECT FOR OTHERS?**

***Do the program and its supporting materials and learning resources:***

- authentically describe beliefs and customs of minority groups and help student to realize that these beliefs and customs are important and meaningful to the groups who hold them?
- supply an accurate and sound balance in the matter of historical perspective, making it clear that all racial, political, religious, and ethnic groups have mixed heritages, which can well serve as sources of both pride and group humility?
- promote the understanding that we must accept each other on the basis of individual worth, regardless of sex, or racial, religious, political, or social and/or economic background?
- portray minority groups in society in such a way as to build positive images—mutual understanding and respect, acceptance, and commitment to ensure equal opportunity for all?
- include a variety of cultural symbols to which all students can relate?

**E. DO THE PROGRAM DOCUMENTS AND SUPPORTING MATERIAL IMPLICITLY AND EXPLICITLY PROMOTE THE SKILLS OF CRITICAL THINKING AND THEIR APPLICATION IN JUDGING PEOPLE AND THEIR ACTIONS?**

***Do the program and its supporting materials and learning resources:***

- assist in motivating students to examine their own values and attitudes towards minority groups?
- assist students to recognize clearly the basic similarities among all member of the human race, and the uniqueness of every single individual?
- help students to understand and appreciate that all people build on knowledge across time and across cultures and that the future depends upon our ability to live together in an increasingly interdependent world?
- go beyond over-simplifications or stereotypes and offer genuine insight into another culture?
- subject doctrine or propaganda to assessment through the process of critical thinking?

# Focus Statements

## AGE REFERENCES

The materials:

- a) present persons of all ages in a range of vocational and avocational pursuits;
- b) present the achievements of persons as based on factors in addition to age (e.g., competency, skill, knowledge);
- c) contain references to, or illustrations of persons, in a broad range of ages (approximately evenly in both number and importance) except as limited by accuracy or special purpose;
- d) present the impression, through illustrations or suggestion, that health, activity and skill are attributes of all age groups;
- e) present middle-aged and older persons in ways that persons of this age group would probably approve.

## GENDER REFERENCES

The materials:

- a) recognize the contributions of both men and women to society;
- b) portray men and women in writing and illustration in ways which accurately reflect society at the time being studied;
- c) present the writing in a style which acknowledges both sexes without resorting to cumbersome conventions (e.g., his/her);
- d) portray decisions made by males and females relative to career choices, roles, etc. in ways which reflect a range of options available in contemporary society.

## RACE/ETHNICITY REFERENCES

The materials incorporate race, ethnicity, colour and/or nationality in ways that:

- a) portray lifestyles, institutions, and society so that they reflect the racial and ethnic diversity of Canada;
- b) portray racial, ethnic, and national groups so as to reflect current knowledge in the social sciences (as opposed to negative myths, stereotypes, patronizing overtones, etc.);
- c) represent racial, ethnic and national groups within literature, art, history, etc. in ways which reflect accurately the norms and context of the time period being studied;
- d) reflect the positive, creative contribution of racial and ethnic minority groups to Canadian cultural life (e.g., economics, arts, politics, community life).

## RELIGIOUS REFERENCES

The materials:

- a) present the elements of religious belief and practice (such as spiritualism, belief, creation, worship, deity) in sensitive and respectful ways;
- b) present the religious beliefs of minority groups (such as fundamentalist views of creation) in sensitive and respectful ways;
- c) present the religious practices of minority groups (such as non-Christian worship and celebrations) in sensitive and respectful ways;
- d) present the views of those who profess no religious belief in sensitive and respectful ways.

## **REFERENCES TO PEOPLE WITH DISABILITIES**

The materials:

- a) depict people with disabilities in ways which do not overemphasize their differences, and in ways which do not demean or patronize them, either through description or label;
- b) present people with disabilities in a variety of professional or executive roles, vocations, trades or other gainful occupations as well as being recipients of social services;
- c) portray authentically those persons with disabilities within the setting and period of history being presented;
- d) assist students to recognize the basic similarities and worth among all members of the human race, and the uniqueness of every individual, including those with "differences".

## **SOCIAL AND/OR ECONOMIC REFERENCES**

The materials:

- a) reflect, through descriptions and illustrations, the broad range of social and/or economic levels present in society(ies);
- b) depict minority people in the same range of social and/or economic settings as are persons of the majority group;
- c) present the achievements and contributions of persons from a range of social and/or economic levels;
- d) depict or describe a range of social and/or economic settings, rather than focusing on a single setting or lifestyle as representative or as a societal norm.

## **POLITICAL AND/OR BELIEF SYSTEM REFERENCES**

In their portrayal of various political groups, the materials:

- a) reflect the existence of many political beliefs in society;
- b) present the right of individuals in a democratic society to hold whatever political beliefs they choose provided the rights of others are not infringed upon;
- c) accurately reflect the society being studied at a given point in time.