

## AUDRIE & DAISY



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# AUDRIE & DAISY

Directed by Jon Shenk and Bonni Cohen

2016 | USA | 95 min

## TEACHER'S GUIDE

This guide has been designed to help teachers and students enrich their experience of *Audrie & Daisy* by providing support in the form of questions and activities. There are a range of questions that will help teachers frame discussions with their class, activities for before, during and after viewing the film, and some weblinks that provide starting points for further research or discussion.

### The Film

For teenagers living in a digital world, assault and bullying exist in a constant 24-hour loop. Audrie and Daisy, two high school girls living in separate towns in America, were sexually assaulted by boys they knew and considered friends. Their assaults were documented and shared, and the girls faced public shaming in the aftermath, leading to devastating emotional costs. But the stories of these two girls go well beyond their particular incidents—their is the chilling reality of a modern age that cycles traumas from basement parties to Facebook posts. There's also incredible power in the stories of Audrie and Daisy, a power to speak publicly against such abuses and social trends. By giving voice to these girls and all those who've shared similar pains and consequences, a community of support and understanding is built. They are the voices that deserve to be heard the most. **Gabor Pertic**

Source: <http://www.hotdocs.ca>

### The Filmmakers

Since co-founding Actual Films in 1998, Bonni Cohen has produced and directed an array of award-winning films, including *The Island President*, *Inside Guantanamo*, *The Rape of Europa* and *Wonders are Many* among many others. She recently executive produced *3.5 Minutes*, which has its premiere at the 2015 Sundance Film Festival and aired last year on HBO. She also executive produced *Art and Craft*, which premiered at the 2014 Tribeca Film Festival. Bonni is the co-founder of the Catapult Film Fund.

Jon Shenk is an award-winning director and cinematographer based in San Francisco, California. Most recently, Shenk directed and photographed *The Island President*, which won Best Documentary at the 2011 Toronto International Film Festival. Shenk was the DP for the Academy Award-winning *Smile Pinki* (2009) and won an Emmy for *Blame Somebody Else* (2007, PBS/EXPOSÉ). Shenk directed and photographed *Lost Boys of Sudan*, Independent Spirit Award winner in 2004 and he co-directed and photographed *Democracy Afghanistan Style* (2004). Early in his career, he directed and photographed *The Beginning* (1999), a chronicle of George Lucas's *Star Wars: Episode I*.

Source: <http://www.audrieanddaisy.com/filmteam>

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## VIEWING THE FILM WITH STUDENTS

The following three subsections are intended to provide you with a range of Pre-Viewing, Viewing and Post-Viewing activities. They are followed by a set of questions based upon the film's larger thematic domains, some follow-up questions and quotations, sample curricular outcomes and a page of weblinks for further investigation.

### Pre-Viewing Activities

Show students the movie poster ([http://www.imdb.com/Search/Audrie & Daisy](http://www.imdb.com/Search/Audrie%20&%20Daisy)) and ask them to predict what the film will be about. Have students explain what information in the movie poster offered them clues about the film's subject matter? Now go to the film's website and read the documentary's synopsis (<http://www.audrieanddaisy.com>). Were students correct in their predictions? Why or why not? Discuss with students how effective/affective the poster is as a media piece.

Have students work in pairs or small groups to identify themes or ideas conveyed by the movie poster and the film synopsis.

As a class, review definitions of cyberbullying using the Government of Canada website "Information on Cyberbullying" (<https://www.canada.ca/en.html>/ Type "cyberbullying" into the search function of the website). Follow this terminology review with a discussion about whether students in the class are aware of instances of cyberbullying at their school. Is this a serious issue in their lives? Is cyberbullying worse than regular bullying? If so, why? Will cyberbullying always be a normal part of being an adolescent in the age of the Internet, or might this social trend change in the future?

### Viewing Activities

Have students complete the PBS viewing guide on documentaries (<http://www.pbs.org/pov/docs/Copies%20of%20Viewing%20Guide.pdf>). Students can revisit their completed documents as a Post-Viewing Activity.

Have students jot down three to five ideas for discussion, or questions that the film raises in their minds. As an Extension and/or Post-Viewing Activity, students can enter their questions into an online response or polling system and can vote on the questions or issues they would like to explore in further detail. Encourage students to use multiple levels of Bloom's Taxonomy.

Have students track the different emotions that arise during the film. What are the different emotions? Who feels them? What are the causes of these emotions? Do any of the people in the film have emotions that evolve over the span of the film? Do any of the emotions resonate strongly with you? Why?

### Post-Viewing Activities

Discuss with students their initial reactions to the film, the featured individuals and what happens in the different cases of Audrie and Daisy. Did the students' feelings evolve over the course of the film? Were there parts of the film that they found surprising, upsetting or familiar?

Immediately following the film, have the students do a free-write about their thoughts and feelings about the events and people in the film, or anything else that comes to mind as a result of their viewing. (Rules for free-writing: write for a set amount of time (two to five minutes); do not stop writing; do not rush but also do not go too slowly; do not cross anything out or fix your writing; ignore grammar and spelling rules and just allow your ideas to flow freely; if you do not know what to write, write "I don't know what to write" until another idea comes to mind.)

At the end of the film, the reason for naming the movie *Audrie & Daisy* becomes clear. Is this a good title for the film? Explain your answer. Have students each think of an alternate title for the film. Share the titles as a class and use an online voting tool to vote on the best alternative title.

Have students design a different movie poster for the documentary and then present their design idea to the class explaining why their poster would successfully capture viewers' attention and communicate the film's main messages.

As a class, make a list of the similarities and differences between Audrie's and Daisy's experiences.

Have students participate in a Socratic discussion on the film. Guidelines for Socratic discussions can be found here: <http://www.authenticeducation.org/documents/WhatSeminar04.pdf>

Have students choose one of the events or stories from the film, and then write a diary entry as if they were part of the event.

Based on the information you have learned in the film, hold a debate about the statement made by Sheriff Darren White regarding Daisy's case. He suggests that there is a "fatal flaw" with our society because we always blame boys: "It's not always the boys. The girls have as much culpability in this world as boys do." Do you agree with White's assessment of where blame resides in these cases?

Have students complete an exit note. The exit note should contain one idea that demonstrates what they learned from the film, as well as one question that they still have about the topic.

Have students brainstorm a list of strategies to deal with the issue of cyberbullying and online shaming.

Have students use some of the additional resources provided in this package as well as what they have learned from the film to create a presentation designed to inform their peers about the dangers of sexual assault in high school, online sexual victimization and cyberbullying.

Have students conduct online research about the Canadian cases of Rehtaeh Parsons and/or Amanda Todd. As a class, discuss the results of their research, making connections between these well-known cases and the experiences they have seen in the film.

Have the class visit the Take Action section of the documentary's website (<http://www.audrieanddaisy.com>) and write a #survivorloveletter to contribute to the website's digital gallery.

## WEBSITES AND ONLINE RESOURCES

### About the Film

<http://www.audrieanddaisy.com>

Facebook: <https://www.facebook.com/AudrieandDaisy>

Twitter: <https://twitter.com/AudrieandDaisy>

### Additional Resources

*CBC News*: The article "Safety in Schools: Will Social Media Monitoring Help Keep Kids Safe?" by Bevan Hamilton introduces the ethical debate over the rise of surveillance of social media at school. It also introduces students to the Canadian cases of Amanda Todd and Rehtaeh Parsons, both high profile cases of cyberbullying and sexual victimization. <http://www.cbc.ca/> Type the name of the article into the search function of the website.

*CityNews*: The report titled "Girls Accepting Sexual Assault at School as Fact of Life" offers a good, brief and accessible overview of the experience of Canadian high schoolers with sexual assault and sexual-based harassment in schools. <http://www.citynews.ca/> Type the name of the article into the search function of the website.

*Government of Canada*: The government site Information on Cyberbullying offers detailed information on this topic and a number of resources for teens. You can also find out Canadian laws that have been developed to target cyberbullying of a sexual nature. <https://www.canada.ca/en.html/> Type "cyberbullying" into the search function of the website.

*NoBullying.com*: This website offers concise introductions to the stories of Amanda Todd and Rehtaeh Parsons that can be used to further discussion of the film in relation to similar Canadian cases of cyberbullying and sexual victimization. <http://nobullying.com/> Type either "Rehtaeh Parsons" or "Amanda Todd" into the search function of the website.

*Ontario Coalition of Rape Crisis Centres*: This website has a number of useful resources on the topic of sexual assault and rape, including Definitions, Myths About Sexual Violence, Teen and Sexual Violence Statistics and Teens, Sexual Violence and Internet Safety. <http://www.sexualassaultsupport.ca>

*Stop A Bully*: This website offers a number of resources around the topic of bullying generally and cyberbullying more specifically. For younger students, there are useful videos like "How to Stop Cyber-bullying" found under Resources and

then Cyber Safety. For all students, there are a number of anti-bullying videos and Canadian bullying statistics. <http://www.stopabully.ca>

*Sundance Institute*: On the *Audrie & Daisy* page of the Sundance website, there is a brief interview, "Meet the Artists," that introduces students to the film's directors Bonni Cohen and Jon Shenk. In this interview, they talk about the motivations behind the documentary. <http://www.sundance.org/> Type "Audrie & Daisy" into the search function of the website.

*TED*: Part talk, part poem, Shane Koyczan's "To This Day... For the Bullied and Beautiful" deals with bullying as it pertains to boys and girls and can allow for an extension of conversations on the topic of bullying that includes boys as victims. There is an instance of mature language near the middle. <http://www.ted.com/> Type the name of the talk into the search function of the website.

*The Huffington Post*: Tyler Kingkade's article "High Schools Are Failing Girls who Report Sexual Assault" examines the questionable practices of how high schools respond to allegations of sexual assault in the United States. Type "High Schools Are Failing Girls who Report Sexual Assault Huffington Post" into Google. <http://www.huffingtonpost.com>

*YouTube*: A short song to combat bullying, written and performed by Tina Shafer and Alisha Zalkin, was inspired by the Hey U.G.L.Y. anti-cyberbullying initiative. <http://www.youtube.com/> Type "Heyugly.org Alisha Zalkin Something to Say" into the search function of the website.

### Various Links for Lesson Plan Ideas, Media Awareness, Critical Literacy and Documentary Films

*Center for Media Literacy*: A US website that provides resources for making, understanding and criticizing media. <http://www.medialit.org>

*Media Awareness*: A Canadian non-profit media education and Internet literacy resource library. <http://www.media-awareness.ca>

*NFB*: Valuable educational resources for the classroom. <http://www.nfb.ca>

*POV*: Media literacy questions for analyzing films. [http://pov-tc.pbs.org/pov/docs/POV\\_medialiteracy.pdf](http://pov-tc.pbs.org/pov/docs/POV_medialiteracy.pdf)

## EXTENSION ACTIVITIES

### Questions for Pre-Viewing or Post-Viewing Activities

Before viewing the film: What do you know about sexual assault? Is sexual assault a problem in high school? What do you know about cyberbullying? Is cyberbullying a problem for teens?

In the film there is a conflict between Audrie and Daisy, and the accused boys, but why do so many other people get involved in these conflicts? What stakes do they have in these cases? Why would they want to bully Audrie and Daisy after what they have experienced? What are their motivations?

In the days after her assault, Audrie texted John\_R., worried about what had happened and how this would affect her reputation. John\_R. suggested that everything would blow over within a week, to which Audrie replied: "u have no idea what it is like to be a girl." What are the particular concerns for girls when it comes to reputation, sexuality and cyberbullying? Is Audrie right that the situation is different for boys and girls?

Do both boys and girls experience cyberbullying? If so, what are the similarities and differences between how this bullying takes place and its effects?

Was it right for outsiders, like the well-known group of hacker-activists Anonymous, to get involved in Daisy's case? Why did they get involved?

At the end of the film, a number of the young women in the documentary talk about the importance of having their stories heard in order to create change. Is the film an effective way of bringing about change? Why or why not?

In both the cases of Audrie and Daisy, there was alcohol involved leading up to their sexual assaults. How could more awareness be raised about dangers like this that are associated with drinking?

Audrie's brother, Charlie Coleman, is featured quite prominently in the film. Why do you think the filmmakers paid so much attention to his response to and experience of the events? How does his perspective add to the film?

What are some of the biases in the film? What are the biases of the filmmakers? What are the biases in favour of Audrie and Daisy? What are the biases in favour of the young men in the film?

The directors used quite a few novel techniques when presenting this documentary, especially when interviewing John\_R. and John\_B., as well as when they showed some of the online commentary about Daisy and her case. Why might these techniques have been chosen? Are they effective and, if so, how? Can you think of any other notable techniques used in the film?

## QUOTATIONS FROM THE FILM TO EXPLORE

1. *"u have no idea what it is like to be a girl."* Audrie Pott, in a text message to John\_R.
2. *"I now have a reputation that I can never get rid of."* Audrie Pott, in a text message
3. *"I know the exact feeling she felt. Even after my assault, I still go through it sometimes, of just self-shame, and, you know, 'All these people are right, what they're saying about me.' She had only been going through this for a week, and it had gotten so bad.... If I had had one day and I could have just talked to her and let her know that I was there and that I was going through what she's going through."* Delaney Henderson
4. *"I thought something bad would never happen to me, that after my dad died... I already had my deal of grief in life, I get to just live a life where I am invincible now, and that's just a stupid teenage thought. We really aren't invincible."* Daisy Coleman
5. *"People were really verbally attacking me. A lot of people would just say things like calling me a liar. I was told not to say anything because it could just mess with the case. I really wanted to stand up for myself because not very many people were standing up for me."* Daisy Coleman
6. *"In a small town in a small area, everybody's related. Everybody is somehow connected, and I think when you are in law enforcement it's a little bit harder sometimes to separate yourselves. It became more important to shield the boys than it did to find justice for the girls. The one who is kind of the banner for your community, you don't want to see them in trouble. You don't want to think those things about him. They're the heroes of small towns. I guess the 'wrong,' if I want to say wrong, boy raped [Daisy]."* Robin Bourland, Paige's mother
7. *"As near as I can tell, the boys are the only ones that have decided that they want to put this behind them and try to move on with their lives and try to make something of themselves.... All of the boys are working, or going to college, and trying to do better. And this is one of the real fatal flaws of our society—it's always the boys. It's not always the boys. The girls have as much culpability in this world as boys do. So everybody has to take their part of it."* Sheriff Darren White of Nodaway County
8. *"You begin to believe that all these bad things they're saying about you are actually true. So your image of yourself completely changes, and you kind of become a shell of yourself. You almost see that doing away with yourself is the only way to fix things, which isn't the truth at all, but it's all you can truly see when you are sitting in a dark corner and you're not looking around at the white."* Daisy Coleman
9. *"I don't know what I really thought back then, but I just never imagined anything like what happened now. I didn't imagine my whole life to be changed... like forever changed." John\_R.*
10. *"I don't know what has happened with the boys since that night, but I have a feeling that since they haven't had to go through as much crap as I have that they haven't really had time to reflect on who they are as people, or else they would have stepped forward and taken responsibility.... At one point in time, I really just wanted revenge... but it's a lot harder just living your life full of hate and everything. So I just figured at one point I was like, I'm kind of done with just being mad at everyone and being mad all the time and just being a big ball of emotion. I want to be happy and I want to move on with my life.... That doesn't always mean forgetting the past. It just kind of means forgiving the past."* Daisy Coleman
11. *"Finally, after being misunderstood for years and going through so much pain and absolutely hating myself, I decided that if no one's going to talk about it, then I will." Ella*
12. *"Since my friends didn't stand up for me, I urge other people to speak out because you can't ignore an army of voices, and I would like to see people stand up for others who have been assaulted because the words of our enemies aren't as awful as the silence of our friends."* Daisy Coleman

## CULMINATING ACTIVITY: PERSONAL POETRY RESPONSE

Take some time to reflect on your own use of social media. Have you ever made comments or done something online that might fit into the category of cyberbullying? Have you ever been cyberbullied? How did you feel when bullying or being bullied?

Think of a specific incident where you behaved in a way that may have hurt someone else online, or where you were hurt by the online actions of others. Write a poem drawing inspiration from this experience. Your poem might deal with the incident specifically, or it might address the general feelings and/or behaviours associated with the incident, the lessons you learned and/or how you imagine someone else might have felt.

Read the poem "Dear Anonymous, I know you" as an example of this kind of poem.

### Dear Anonymous, I know you.

I know you.

Sitting behind a screen in your room,

Sipping in the shadows of a coffee shop.

iPhone, iPad, iAm "Anonymous".

The most dangerous word you can be labeled,

The most double-edged of weapons—

Anonymous.

You're never really as untraceable

As the cleared browser history says you are,

Never as untraceable as the chain of destruction you cause is traceable.

You're never really as invisible

As the checked box lets you think you are,

Never as invisible as the scars you direct a hand to make are visible.

One word can't be all that.

Anonymous can't be so dangerous.

Some clicks on a keyboard can't be so devastating.

There's a reason it used to be difficult to avoid responsibility.

Because responsibility for your words, for what you cause,

Is what allows you to see a few steps ahead.

Your signature is what allows you to learn from mistakes,

To vow after you've learned the hard way to think before you act.

To see that those words have two names attached to them now.

The writer, and the subject.

Two traceable, visible people.

Two hearts beating and breathing, now connected.

Anonymous constructs a wall between action and reaction.

It robs you of responsibility.

Yes, responsibility is a prized possession, there to teach and show.

Anonymous allows you to settle.

It robs you of the greater person you could become.

Yes, your future holds more than this, there beyond the wall of cyber bullying.

I hate that I was once Anonymous like you.

I hate that I unknowingly controlled the strings

Of a self-destructive marionette hand miles away.

But I don't hate you. Because I know you.

I know you are more than the mistakes you've made behind that screen.

I know you are more than Anonymous.

So prove it.

Source: C S. "Dear Anonymous, I know you." Hello Poetry.

hellopoetry.com. 23 Dec. 2013. Web. 20

Mar. 2016.



## ACTIVITY RUBRIC: PERSONAL POETRY RESPONSE

### Knowledge and Understanding

	2.5 2.9	3.0 3.4	3.5 3.9	4.0 5	
Understanding the topic	The student's poem demonstrates limited understanding of the emotional and social dynamics of cyberbullying	The student's poem demonstrates satisfactory understanding of the emotional and social dynamics of cyberbullying	The student's poem demonstrates considerable understanding of the emotional and social dynamics of cyberbullying	The student's poem demonstrates exceptional understanding of the emotional and social dynamics of cyberbullying	/5

### Thinking and Inquiry

	2.5 2.9	3.0 3.4	3.5 3.9	4.0 5	
Ability to think creatively about the issue	Student shows limited creativity in conceptualizing and writing the poem	Student shows some creativity in conceptualizing and writing the poem	Student shows considerable creativity in conceptualizing and writing the poem	Student shows incredible creativity in conceptualizing and writing the poem	/5

### Application

	2.5 2.9	3.0 3.4	3.5 3.9	4.0 5	
Ability to apply a specific form of writing	Student demonstrates a basic ability to apply the poetic form to express a personal response to the topic	Student demonstrates a satisfactory ability to apply the poetic form to express a personal response to the topic	Student demonstrates a good ability to apply the poetic form to express a personal response to the topic	Student demonstrates an exceptional ability to apply the poetic form to express a personal response to the topic	/5

### Communication

	2.5 2.9	3.0 3.4	3.5 3.9	4.0 5	
Quality of written communication	There are numerous errors in the writing	The number of errors begins to distract from the quality of the writing	Student's writing is quite polished but has several surface errors	Student's writing is extremely polished with almost no surface errors	/5

Comments:

Total: \_\_\_\_\_/20

## EXAMPLES OF CURRICULUM EXPECTATIONS

COURSE	OVERALL EXPECTATIONS
Grade 7 & 8 Languages	<ul style="list-style-type: none"> <li>• generate, gather and organize ideas and information to write for an intended purpose and audience.</li> <li>• demonstrate an understanding of a variety of media texts.</li> <li>• identify some media forms and explain how the conventions and techniques associated with them are used to create meaning.</li> </ul>
Grade 7 & 8 Health and Physical Education	<ul style="list-style-type: none"> <li>• demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being.</li> <li>• demonstrate the ability to make connections that relate to health and well-being, how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.</li> </ul>
Grades 9 & 10 Exploring Family Studies	<ul style="list-style-type: none"> <li>• describe important changes that are associated with adolescent development, and explain their influence on the behaviour and needs of young people.</li> <li>• demonstrate an understanding of various types of relationships and of skills and strategies for developing and maintaining healthy relationships.</li> <li>• demonstrate an understanding of their responsibilities related to their personal well-being and that of their family, and of how they can maintain their health and well-being.</li> </ul>
Grade 9–12 English	<ul style="list-style-type: none"> <li>• generate, gather and organize ideas and information to write for an intended purpose and audience.</li> <li>• demonstrate an understanding of a variety of media texts.</li> <li>• identify some media forms and explain how the conventions and techniques associated with them are used to create meaning.</li> </ul>
Grade 11 Media Studies	<ul style="list-style-type: none"> <li>• demonstrate understanding of a variety of media texts.</li> <li>• deconstruct a variety of types of media texts, identifying the codes, conventions and techniques used and explaining how they create meaning.</li> <li>• analyze and evaluate the impact of media on society.</li> </ul>
Grades 10–12 Media Arts	<ul style="list-style-type: none"> <li>• demonstrate an understanding of the critical analysis process by examining, interpreting, assessing and reflecting on media art works.</li> <li>• demonstrate an understanding of responsible practices associated with producing, presenting and experiencing media art works.</li> </ul>
Grades 9–12 Healthy Active Living Education	<ul style="list-style-type: none"> <li>• demonstrate an understanding of factors that contribute to healthy development.</li> <li>• demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being.</li> <li>• demonstrate the ability to make connections that relate to health and well-being, how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.</li> </ul>
Grade 11 Health for Life	<ul style="list-style-type: none"> <li>• explain how personal factors and individual health practices or behaviours influence personal health.</li> <li>• explain how social factors influence personal health.</li> <li>• demonstrate an understanding of the concept of personal wellness, the factors that influence it and ways of maintaining and enhancing it.</li> </ul>

Grade 12 Canadian and International Law	<ul style="list-style-type: none"> <li>• explain the historical and philosophical origins of law and their connection and relevance to contemporary society.</li> <li>• describe the relationship between law and societal values.</li> <li>• analyze theories about criminal conduct and the nature of criminal behaviour, and explain what constitutes a crime in Canadian law.</li> <li>• explain, discuss and interpret legal issues using a variety of formats and forms of communication.</li> </ul>
Grade 11 Gender Studies	<ul style="list-style-type: none"> <li>• analyze sexism and the dynamics of power relations with respect to sex and gender in a variety of contexts.</li> <li>• analyze representations of women and men in media, popular culture and the arts, and assess the effects of these representations.</li> <li>• demonstrate an understanding of homophobic and gender-based violence in both Canadian and global contexts, and of violence-prevention strategies.</li> </ul>
Grade 11 Equity, Diversity and Social Justice	<ul style="list-style-type: none"> <li>• demonstrate an understanding of how identity is socially constructed and internalized, and of the impact of social norms and stereotypes.</li> <li>• demonstrate an understanding of the dynamics of power relations in various social contexts.</li> <li>• demonstrate an understanding of the impact individual action can have on equity, social justice and environmental issues, and of how the media can create awareness of these issues.</li> <li>• demonstrate an understanding of how social activism can be used to support equity and social justice objectives.</li> <li>• demonstrate an understanding of their rights and responsibilities relating to equity and human rights, and of how to appropriately address situations involving discrimination, harassment and the denial of rights.</li> </ul>
Grade 11 Introduction to Anthropology, Psychology and Sociology	<ul style="list-style-type: none"> <li>• use an anthropological perspective to explain how diverse factors influence and shape human behaviour and culture.</li> <li>• use a cultural anthropology perspective to explain patterns of human socialization.</li> <li>• use a psychological perspective to explain how diverse factors influence and shape human mental processes and behaviour.</li> <li>• use a psychological perspective to analyze patterns of socialization.</li> <li>• use a sociological perspective to explain how diverse factors influence and shape individual and group social behaviour.</li> <li>• use a sociological perspective to explain patterns of socialization.</li> </ul>
Grade 12 Equity and Social Justice: From Theory to Practice	<ul style="list-style-type: none"> <li>• demonstrate an understanding of a range of perspectives on and approaches to equity and social justice issues, and of factors that affect inequity and social injustice.</li> <li>• assess the impact of media and popular culture on equity and social justice issues.</li> <li>• evaluate the contributions of individuals and groups and/or movements identified with specific aspects of the struggle for equity and social justice.</li> <li>• demonstrate an understanding of how personal values, knowledge and actions can contribute to equity and social justice, and assess strategies that people use to address equity and social justice concerns.</li> </ul>
Grade 11 Dynamics of Human Relationships	<ul style="list-style-type: none"> <li>• demonstrate an understanding of the components of personal well-being, how to achieve and maintain it, and its importance throughout the life course.</li> <li>• explain how self-concept and self-esteem influence personal well-being.</li> <li>• demonstrate an understanding of how self-concept influences an individual's interactions with others.</li> <li>• demonstrate an understanding of the range of relationships people experience over a lifetime and of the differences between healthy and unhealthy relationships.</li> <li>• demonstrate an understanding of skills and strategies that help people to develop and sustain healthy relationships.</li> <li>• demonstrate an understanding of the nature of individual rights and responsibilities in human interactions.</li> <li>• demonstrate an understanding of effective decision-making processes in a variety of social contexts.</li> <li>• demonstrate an understanding of effective strategies for resolving conflicts in human interactions.</li> </ul>

<p>Grade 12 Human Development Throughout the Lifespan</p>	<ul style="list-style-type: none"> <li>• demonstrate an understanding of threats to healthy development throughout the lifespan and of a variety of protective factors that can increase an individual's resilience and reduce the impact of these threats.</li> <li>• demonstrate an understanding of various influences on personality development and identity formation throughout the lifespan.</li> <li>• demonstrate an understanding of how factors affect social-emotional development, with an emphasis on the process of socialization.</li> </ul>
<p>Grade 12 Working with School-Age Children and Adolescents</p>	<ul style="list-style-type: none"> <li>• demonstrate an understanding of how developmentally appropriate environments and experiences promote healthy development.</li> <li>• demonstrate an understanding of a variety of strategies for helping school-age children and adolescents deal with issues and challenges.</li> <li>• demonstrate an understanding of how a variety of social and cultural factors affect school-age children and adolescents.</li> </ul>

The Overall Expectations listed above are from *the Ontario Curriculum*. Complete course descriptions, including all Overall and Specific Expectations, can be found at: <http://www.edu.gov.on.ca/eng/teachers/curriculum.html>