

CHECK IT



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CHECK IT

Directed by Toby Oppenheimer and Dana Flor

2016 | USA | 91 min

TEACHER'S GUIDE

This guide has been designed to help teachers and students enrich their experience of *Check It* 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

In a city with one of the highest reported rates of anti-gay hate crimes in America, a group of bullied ninth graders have finally had enough. They form a gang called Check It and soon attract 200 members. But building a feared reputation comes with consequences. This tight-knit family, born of necessity, can't protect its members from poverty, and many turn to stealing and sex work for survival on the streets of Washington, D.C., picking up lengthy rap sheets along the way. When four key members are offered a way out of violence, they set their eyes on something that unifies them: fashion. Avoiding sensationalism at every turn, this gritty and moving account of standing your ground is sure to be talked about and not to be missed. **Eli Horwatt**

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

The Filmmakers

Dana Flor is a documentary director and producer based in Washington, D.C. Teamed up with Toby Oppenheimer, she co-directed and produced *The Nine Lives of Marion Barry*, a feature-length documentary about the infamous former D.C. mayor and politician that appeared on HBO and played closing night at the 2009 Silverdocs Film Festival. In addition to *The Nine Lives of Marion Barry*, Flor wrote and directed the Emmy award-winning documentary *Latinos in Baseball* and the Emmy-nominated documentary *Cesar Chavez* for NBC. Flor also works on a wide range of stories for Reuters Television, CNN, National Geographic and others, covering breaking news and producing in-depth features throughout Latin America and around the world.

Toby Oppenheimer is a documentary director, producer and cinematographer based in Brooklyn, NY. Along with Dana Flor, he co-directed/produced and shot *The Nine Lives of Marion Barry*, a feature-length documentary about the infamous former D.C. mayor and politician that appeared on HBO and played closing night at the 2009 Silverdocs Film Festival. Oppenheimer directed two documentaries in 2011 for MSNBC Films—*The McVeigh Tapes* and *The Assassination of Dr. Tiller*—and co-produced *Devil's Playground*, the Emmy-nominated film about Amish teenagers that premiered at the 2002 Sundance Film Festival. He has directed, produced and shot on a wide range of subjects for PBS, CNN, BBC, A&E, Pivot, The History Channel, VH1, The Sundance Channel, Bravo and many others.

Source: <http://www.checkitfilm.com>

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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

Watch the trailer for *Check It* (<http://www.checkitfilm.com>). After viewing the trailer, as a class, make a list of all the themes students predict may emerge in this film. Discuss how effective/affective the trailer is as a media text. What emotions does it elicit in the viewer? What aspects of the trailer make you want to watch the film?

As a class, familiarize yourselves with and discuss terminology relating to LGBTQ identities (<http://ok2bme.ca/> Click on Resources, then Kinds & Teens, then What Does LGBTQ+ mean?) and make sure that students understand the difference between biological sex, gender identity and sexual orientation (<http://teenhealthsource.com/> Type "Sex, Gender and Sexual Identity 101" into the search function of the website).

In pairs or small groups, have students explore LGBTQ bullying statistics (<http://nobullying.com/> Type "LGBT bullying statistics" into the search function of the website). As a class, have students share information from the website that they found surprising and/or alarming.

In pairs or small groups, ask students to discuss stereotypes and myths associated with LGBTQ people. Then share the short film *LGBTQ OutLoud Myths* from OK2BEME (<http://ok2beme.ca/> Click on Resources, then Videos). As a class, discuss how many of the stereotypes and myths discussed in the video align with what students discussed prior to watching. Do these stereotypes and myths exist at their school, amongst their friends, at home and/or in the community where they live?

As a class, discuss your perceptions of what it is like to be part of a gang. Make a list of reasons why an individual might choose to join a gang.

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 make notes on one of the Check It gang members featured in the film; why does this person stand out? What is this person's back story leading up to the filming of the documentary? Why did this person become involved in the gang? How does this person's identity and/or goals evolve from the beginning of the film to the end?

Have students make notes on one of the individuals involved in trying to help the gang members build self-confidence and find more opportunities in life beyond their involvement in the Check It gang? What are this person's motivations for helping? Is his/her effort to help successful? Why or why not?

Post-Viewing Activities

Discuss with students their initial reactions to the film, the featured individuals, their sense of style, their gender orientation and sexual identity, and their feelings about the Check It gang. Did the students' feelings evolve over the course of the film? Did the film live up to their expectations after viewing the trailer?

What were students' initial perceptions of the Check It gang? How did the film increase or change their understanding of gang culture? In what ways is this gang similar to or different from other gangs?

If you didn't before viewing the documentary, watch the short film *LGBTQ OutLoud Myths* (<http://ok2beme.ca/> Click on Resources, then Videos). Having learned about some of the stereotypes and myths presented in this video, how

does *Check It* impact the class's understanding of LGBTQ stereotypes and myths?

Consider some of the strategies used in the film to help gang members combat homophobia and transphobia, build self-confidence and find more opportunities in life. As a class, brainstorm other possible strategies that could be used to fight the discrimination faced by the Check It gang members and to offer alternatives to being part of a gang.

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 gang members in the film and write from that person's perspective about the positive and negative aspects of being in the Check It gang.

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.

Hold a class debate about whether being part of the Check It gang is a positive or negative development in the lives of the individuals featured in the film.

At one point in the film, Day Day says, "I never show no one my weak side.... I'd rather not have a weakness, 'cause that means nobody can have nothing to taunt me about, or nothing to throw in my face." Have students write a journal entry about whether or not they agree with Day Day. Is it better to hide or be open about your weaknesses? In what ways can either option have a negative impact on you? Are there some weaknesses we are more likely to hide and some we feel more comfortable sharing with others? Are some people more able to share their vulnerabilities than others? If so, why might that be the case?

As a class, make connections between the experiences of homophobia and transphobia seen in the film and this kind of discrimination in your school and/or community. Discuss what is being done in your school and/or community to address these forms of discrimination. Are these initiatives successful? If your class does not feel that homophobia and transphobia are issues at your school or in your community, why is this the case?

As a class, use "The Gender Unicorn" to explore the concept of spectrums in relation to gender identity and sexual orientation (On Google, search "Confused About Gender? The

Gender Unicorn Is Here to Help!" to access the infographic and an explanation about how to use it.) After looking at the infographic and reading about how to use it, have students discuss how they feel about the concept of a spectrum in gender identity and sexual orientation. Make a list of examples from the film where an individual exhibits fluidity in gender identity and/or sexual orientation or where an individual does not seem to fit into a neatly defined category of gender or sexual orientation.

WEBSITES AND ONLINE RESOURCES

About the Film

<http://www.checkitfilm.com>

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

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

Additional Resources

Ceasefire: Considering gang culture within the context of the United Kingdom, the article "Black Gangs, White Lads: On (Mis) understanding Gang Culture" by Dom Anderson can be used to initiate a debate about how bias may influence perceptions of who we do and do not define as being part of a gang.
<https://ceasefiremagazine.co.uk/> Type the name of the article into the search function of the website.

Encyclopaedia Britannica: The entry on the "Gay rights movement" offers a concise history of LGBTQ activism.
<http://www.britannica.com/> Type the words "gay rights movement" into the search function of the website.

Fashion Helps Toronto: This organization offers a Canadian example of ways in which the fashion industry attempts to help less fortunate communities find opportunities in this industry.
<http://www.fashionhelps.org>

Gangfree.org: In the section called "Why People Join Gangs," this website offers a basic exploration of some motivations for why people join gangs. Classes can use the website to explore similarities and differences between the Check It gang and gang culture more broadly.
<http://www.gangfree.org>

Indiegogo: The film's page on Indiegogo offers insight into the motivations for the documentary project at the same time that it allows students to explore crowdfunding as an alternative way for individuals and groups to fund their business, creative and/or social justice enterprises.
<https://www.indiegogo.com/projects/check-it#>

OK2BME: This website offers a number of LGBTQ-related resources for teachers and students. Many of the videos found under Resources can extend conversations raised by the film.
<http://ok2bme.ca>

TED: In Yoruba Richen's talk "What the Gay Rights Movement Learned from the Civil Rights Movement," she explores the ways in which the fight for racial equality and gay rights are more interconnected than customarily believed. The talk also offers an overview of the history of major events in the civil

rights movement and the LGBTQ rights movement.
<http://www.ted.com/> Type the title of the talk into the search function of the website.

TEDx: Artist iO Tillett Wright's TEDx talk "Fifty Shades of Gay" introduces students to a photography project aimed at combating homophobia and transphobia and expanding the public's stereotypical understanding of what it looks like to be an LGBTQ person in the US.
<https://www.ted.com/> Type the title of the talk into the search function of the website.

The Advocate: The article "Why Can't We Talk about Homophobia in the Black Community?" by Daniel Reynolds tackles the issue of how homophobia manifests itself in various communities and the importance of thinking about the intersections between various forms of discrimination.
<http://www.advocate.com/> Type the title of the article into the search function of the website.

Washington Post: The article "Check It Crew Gets Its Close-Up" by Clarence Williams explores the making of the film, the history of the gang and features more background about some of the gang members and community activist working with them.
<https://www.washingtonpost.com/> Type the article name into the search function of the website.

Trans Student Educational Resources: Classes can further explore the concept of how gender identity and sexual orientation are increasingly discussed as existing along a spectrum using The Gender Unicorn infographic.
<http://www.transstudent.org/> Type the name of the infographic 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

EXTENSION ACTIVITIES

Questions for Pre-Viewing or Post-Viewing Activities

Before viewing the film: What do you know about gangs, what they do and why people join them? What issues do you expect to find in a film about a gang? After viewing the film: How did the film fit with or differ from your expectations?

When discussing why people get involved in the Check It gang, Tray asserts that “no one with the Check It is a thug.” What is the distinction that Tray draws between a “thug” and the gang members featured in the film? Do you agree with this distinction? Is there a significant difference between the Check It gang and other kinds of gangs?

Despite the fact that there are women and lesbian members of the Check It gang and a variety of transgendered members, few cisgender women, trans men or lesbians are focused on in the film (“cisgender” is the term used to refer to a person whose gender identity is the same as the sex they were assigned at birth; a “trans man” is a person whose sex assigned at birth was female but whose gender identity is male). What might be the reason for the absence of cisgendered female, lesbian and trans male perspectives in the film? How might the inclusion of these perspectives have added to the viewer’s understanding of the Check It gang?

In some of his commentary, Duke, who trains Skittles in boxing, expresses homophobic attitudes. Considering his attitudes, why is he willing to work with Skittles? Does his attitude shift from the beginning to the end of the film? What are some of the other instances in the film where you can see homophobic and transphobic attitudes and behaviours?

What is the role of fashion in the film? In what ways is fashion significant to the Check It gang members? What are some of the fashion trends that you observe in the film? Are Check It members fashion trend-setters?

The Check It gang formed as a response to serious bullying, harassment and violence experienced by the LGBTQ community in Washington, D.C. Was the formation of this gang a good response to the bullying, harassment and violence? What other options might have been used to address these problems? Would these be more or less effective than Check It’s approach?

Ron Moten describes the Check It gang as a “family.” Does the gang function in this way? What does Check It offer

that the gang members might not have received from their biological families?

There are a number of people in the film who try to help members of Check It find a path away from gang life and prostitution. Do you think that any of these efforts can be successful in the long term? Do some methods have more of a chance of succeeding than others? If so, why?

Near the end of the film, Day Day suggests that member of the Check It gang are role models for many youth in their community. Do you agree? What does it mean to be a good role model?

Are the tone and overall message of this film positive or negative? Explain your choice with clear examples from the film.

QUOTATIONS FROM THE FILM TO EXPLORE

1. *"My father does not accept the fact that I'm gay. When I dress up like a girl, when I just do certain things, when I carry girl bags, he'll say stuff like, 'Take that shit off' or, 'I don't like that girlie shit,' but there's nothing he can do about it; he can't stop me. It's me, not him. He doesn't have to live this life; I do."* Tray
2. *"My mom used to be like, 'You slow, you dumb, you retarded, you can't read, you faggy-assed bitch,' saying all this stuff in front of, like, everybody on the block.... I been doing taking care of myself since I was 14 years old, so I had to learn to live for myself. I started trickin' when I was 14 years old... just to make a couple of dollars out there, just to have some type of money in my pocket."* Alton
3. *"A lot of these young people, they just left out there by themselves. People have given up on them because of their sexual preference. You know, they got kicked out of middle school. So a lot of them can't read. A lot of them can't write. Some of them are homeless. A lot of times just being black, you have a lot of odds against you; being gay and black, that's a whole different ballgame. They in a world of their own."* Ron Moten
4. *"And that's how we made our name, fighting for each other. That's where we got our respect from. A lot of gays that are with the Check It, we're pushed in that direction, not having nowhere to go, not having no one to count on, and stuff like that. But no one with the Check It is a thug."* Tray
5. *"Check It has the reputation of 'You don't mess with the Check It,' but it's my mission to train these kids and show them that... you can be fierce and you can be professional at the same time, and be accepted in the right way, in the good way, and not because you threaten somebody that you gonna kick their ass unless they accept you."* Jarmal
6. *"They need somebody to plant seeds, but at the end of the day, they have to take the next step."* Ron Moten
7. *"I'm just glad to be where I'm at, to give back to people like Skittles. That's why I think... I can save you.... The rate you goin', you gonna' be dead in two or three years. I mean, he really have a 50-50 chance of livin', with the gangin', bangin', with probably having unprotected sex. I said, 'Man, with the shit that you in, is death, period. You better change. You better go on another road, 'cause the road that you going down is dark and it's thin.'" Duke*
8. *"I never show no one my weak side. That's why when I cry, I cry alone to myself. It's like Superman; you know once people found out that he was allergic to kryptonite, they used it against him. Every time he got strong, they made him weak.... I'd rather not have a weakness, 'cause that means nobody can have nothing to taunt me about, or nothing to throw in my face."* Day Day
9. *"Some of my friends still try to figure out why I'm so angry.... I'm like a ticking bomb. That's because young gay men who have been murdered, who been killed. Queens found in woods, in cars, in trash cans. Lot of kids out here in the streets like I was not even here today, but I am. Nobody can hurt me. There's nothing that you can do to me that haven't been done before to me."* Day Day
10. *"The Check It, they had obstacles that most people don't have. Normally, people have someone to turn to, whether it's a mom, a teacher, a coach, right. They don't have anybody, so they lean on each other. That's what a gang can be. It's a family. When nobody else was there, they had each other."* Ron Moten
11. *"The things that I actually been through in my life, I don't want no youth to go through. I just want everybody to learn from the mistakes that we went through. And what the Check It has actually shown is that if you in a situation you think you can't get out of, there is a way you can get out."* Tray
12. *"I would say we was good role models for a lot of youth because I had a lot of kids come up to tell me, 'I saw you stand up for yourself. I saw you take your ground. I saw you mark your mark and not let that guy come up to you and do whatever he want, whenever he want and however he wanted.' We had two options, either to run or to fight, and we chose to fight.... I believe that we can go down in history, 'cause you know we changed a lot of things that used to go on and don't go on now. A lot of gay-bashing and stuff that used to happen, I think that we played a big role in it not happening anymore. Even though we had to go about it happening in a violent way, at the end it still proved a point. If no one was going to stand up for us, we stood up for ourselves."* Day Day

CULMINATING ACTIVITY: EXPLORING THE BRIGHT SIDE OF LGBTQ RIGHTS AND IDENTITIES

Often when talking about LGBTQ rights or issues facing LGBTQ individuals and communities in Canada, the United States and abroad, we focus on the negatives. The documentary *Check It* focuses on a problematic yet compellingly powerful response to homophobia and transphobia experienced by one group of young people in Washington, D.C.

In this culminating activity, students should conduct online research or research within their own school and/or community to find positive role models and/or stories from the LGBTQ community locally or worldwide.

For additional inspiration about the kinds of people and stories students are searching for, begin by watching the TED talk "This Is What LGBT Life Is Like Around the World" (<https://www.ted.com/> Type the talk name into the search function on the website).

Based on their research, have students create a presentation to share their selected LGBTQ role model or LGBTQ-positive story. The presentation may address some or all of the following questions, as applicable:

- How is this person or event changing the lives of LGBTQ people for the better?
- How is this person or event addressing stereotypes and myths about the LGBTQ community and changing perceptions of LGBTQ people for the better?
- Why is this person a great role model for LGBTQ people?
- Why is this person a great role model for non-LGBTQ people?
- What makes this person or event innovative, original and uplifting?
- What connections can you draw between this person or event and the issues addressed in the film *Check It*?

Students can use PowerPoint, Prezi (<http://prezi.com>), a glog (<http://edu.glogster.com>) or another teacher-approved presentation tool to present their findings.

ACTIVITY RUBRIC: EXPLORING THE BRIGHT SIDE OF LGBTQ RIGHTS AND IDENTITIES

Knowledge and Understanding

	2.5 2.9	3.0 3.4	3.5 3.9	4.0 5.0	
Understanding LGBTQ perspectives and discrimination presented in the film and in the world beyond	Student demonstrates limited understanding of how anti-LGBTQ discrimination is being addressed in the world	Student demonstrates some understanding of how anti-LGBTQ discrimination is being addressed in the world	Student demonstrates a good understanding of how anti-LGBTQ discrimination is being addressed in the world	Student demonstrates exceptional understanding of how anti-LGBTQ discrimination is being addressed in the world	/5

Thinking and Inquiry

	2.5 2.9	3.0 3.4	3.5 3.9	4.0 5.0	
Ability to research, synthesize and make connections	Student demonstrates a moderate ability to research, synthesize and make connections between different resources on a shared topic	Student demonstrates a moderate ability to research, synthesize and make connections between different resources on a shared topic	Student demonstrates a considerable ability to research, synthesize and make connections between different resources on a shared topic	Student demonstrates an outstanding ability to research, synthesize and make connections between different resources on a shared topic	/5

Application

	2.5 2.9	3.0 3.4	3.5 3.9	4.0 5.0	
Applying the research process	Student shows a novice ability to apply research skills to find information on a given topic	Student shows a satisfactory ability to apply research skills to find information on a given topic	Student shows a considerable ability to apply research skills to find information on a given topic	Student shows an advanced ability to apply research skills to find information on a given topic	/5

Communication

	2.5 2.9	3.0 3.4	3.5 3.9	4.0 5.0	
Use of effective presentation strategies	The student has considerable difficulty presenting information orally and engaging his/her audience; makes limited use of a visual aid	The student has some challenges presenting information orally and engaging his/her audience; makes satisfactory use of a visual aid	The student presents information orally in a clear and engaging manner; makes good use of a visual aid	The student presents information orally in an exceptionally clear and engaging manner; makes skillful use of a visual aid	/10

Comments:

Total: _____/25

EXAMPLES OF CURRICULUM EXPECTATIONS

COURSE	OVERALL EXPECTATIONS
Grade 9-12 English	<ul style="list-style-type: none"> • use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes. • generate, gather and organize ideas and information to write for an intended purpose and audience. • demonstrate an understanding of a variety of media texts. • identify some media forms and explain how the conventions and techniques associated with them are used to create meaning. • create a variety of media texts for different purposes and audiences, using appropriate forms, conventions and techniques.
Grade 10-12 Media Arts	<ul style="list-style-type: none"> • demonstrate an understanding of the critical analysis process by examining, interpreting, assessing and reflecting on media art works. • demonstrate an understanding of how media art works reflect personal and cultural identity, and affect personal, cultural and community values and their awareness of those values.
Grade 12 Canadian and World Issues	<ul style="list-style-type: none"> • analyze the causes and effects of economic disparities around the world. • compare the cultural, economic and political aspirations of selected groups and the effects of their actions on local, national and global geographic issues.
Grade 11 American History	<ul style="list-style-type: none"> • analyze the interactions among major groups and communities in the United States throughout its history. • explain how American social and political identity has changed over time. • assess the influence of key individuals and groups in shaping American arts and culture.
Grade 12 World History: The West and the World	<ul style="list-style-type: none"> • analyze a variety of types of communities that have evolved since the 16th century. • assess various types of interactions that have occurred among diverse peoples and cultures, and the impact of these interactions, since the 16th century. • analyze different forms of artistic expression and how they have reflected or challenged the societies in which they have appeared. • assess the range and diversity of concepts of citizenship and human rights that have developed since the 16th century.
Grade 11 Gender Studies	<ul style="list-style-type: none"> • demonstrate an understanding of how attitudes, behaviours, roles and norms relating to gender are socially constructed, and of the complexity of gender as a concept and as a lived experience. • analyze sexism and the dynamics of power relations with respect to sex and gender in a variety of contexts. • demonstrate an understanding of concerns and objectives of women's rights movements and men's movements, and explain issues related to the rights of sexual minorities. • demonstrate an understanding of homophobic and gender-based violence in both Canadian and global contexts, and of violence-prevention strategies.
Grade 11 Equity, Diversity and Social Justice	<ul style="list-style-type: none"> • explore topics related to equity, diversity and/or social justice, and formulate questions to guide their research. • demonstrate an understanding of how identity is socially constructed and internalized, and of the impact of social norms and stereotypes. • demonstrate an understanding of the dynamics of power relations in various social contexts. • 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. • demonstrate an understanding of how social activism can be used to support equity and social justice objectives.

Grade 12 Equity and Social Justice: From Theory to Practice	<ul style="list-style-type: none"> • 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. • analyze, in historical and contemporary contexts, the dynamics of power relations and privilege as well as various factors that contribute to power or marginalization. • assess the impact of media and popular culture on equity and social justice issues. • analyze a range of historical and contemporary equity and social justice issues and the impact of economic and environmental factors on these issues. • evaluate the contributions of individuals and groups and/or movements identified with specific aspects of the struggle for equity and social justice.
Grade 12 World Cultures	<ul style="list-style-type: none"> • analyze how cultural identities are socially constructed, preserved, transmitted and transformed. • demonstrate an understanding of artistic expressions, philosophies and religious/spiritual beliefs found within specific cultures, and of how these expressions relate to various aspects of those cultures. • analyze specific cultural expressions and a range of factors that can affect them. • demonstrate an understanding of the dynamics of power relations within specific cultural groups and between minority and majority cultures.
Grade 11 Dynamics of Human Relationships	<ul style="list-style-type: none"> • explain how self-concept and self-esteem influence personal well-being. • demonstrate an understanding of how self-concept influences an individual's interactions with others. • demonstrate an understanding of various social and cultural influences on relationships. • demonstrate an understanding of skills and strategies that help people to develop and sustain healthy relationships. • demonstrate an understanding of effective strategies for resolving conflicts in human interactions.
Grade 12 Human Development Throughout the Lifespan	<ul style="list-style-type: none"> • 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. • demonstrate an understanding of social-emotional development throughout the lifespan and of ways of influencing such development. • demonstrate an understanding of various influences on personality development and identity formation throughout the lifespan. • demonstrate an understanding of how factors affect social-emotional development, with an emphasis on the process of socialization.
Grade 12 Working with School-Age Children and Adolescents	<ul style="list-style-type: none"> • demonstrate an understanding of how developmentally appropriate environments and experiences promote healthy development. • demonstrate an understanding of a variety of strategies for helping school-age children and adolescents deal with issues and challenges. • demonstrate an understanding of how a variety of social and cultural factors affect school-age children and adolescents.
Grade 12 Challenge and Change in Society	<ul style="list-style-type: none"> • demonstrate an understanding of the causes and effects of social change. • demonstrate an understanding of how forces influence and shape social patterns and trends. • demonstrate an understanding of social science theories about social deviance, and of how various responses to deviance affect individuals and society. • demonstrate an understanding of how various social structures and conditions support or limit global inequalities.

Grade 10 Clothing	<ul style="list-style-type: none"> • demonstrate an understanding of the functions clothing serves, the kinds of messages it conveys and the impact it can have on social interactions. • demonstrate an understanding of various factors affecting personal wardrobe planning and clothes selection.
Grade 11 Understanding Fashion	<ul style="list-style-type: none"> • demonstrate an understanding of how culture influences fashion. • demonstrate an understanding of how media influence fashion.
Grade 12 The World of Fashion	<ul style="list-style-type: none"> • demonstrate an understanding of the impact on fashion of historical and technological developments and social issues. • demonstrate an understanding of the needs of specialized markets with regard to fashion/clothing.

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>