

Analysing Resources

How well can this resource contribute to fostering a global perspective in students?

How well does this resource:	
Show diversity?	
Challenge stereotypes of gender, religion, nationality, disability, age, sexuality?	
Show balance? E.g. Does it give an all-round picture of a place, country or people? Does it show enjoyment and contentment in a place as well as problems and difficulties? Does it show how people living in poverty work to change their circumstances as well as how people living in poverty are helped by others?	
Help students to see similarities, not just differences?	
Promote critical thinking?	
Assist students to consider a variety of perspectives?	
Inspire students to ask questions?	
Help students to think about ways they could take action?	
Give accurate, up-to-date information?	
Show people in a way that upholds their dignity?	
Avoid biased/loaded language? (e.g. primitive, savage, exotic)	
Challenge traditional power structures? E.g. Are people shown in leadership and powerful roles from a range of backgrounds, situations, etc? Who are the heroes?	

Some additional questions to consider:

- Do you think this resource is suitable for use in your classroom?
- How could this resource be used along with other resources to make it more suitable?
- What process/routine do you think there should be for students/teachers to follow if they think a resource is not suitable?

Adapted from ideas in the following texts:

- *What am I looking at?* by Geoge Otero (2001)
- *Are we nearly there?* by Liz Allum, Nathan Edwards and Louise Robinson (2010)
- *Global Citizenship. The Handbook for Primary Teaching* by Mary Young and Eilish Commins (2002)