

USING GLOBAL CITIZENSHIP RESOURCES

A good Global Citizenship resource:

- Challenges stereotypes
- Focuses on what people have in common as well as celebrating diversity
- Enhances critical thinking skills by requiring pupils to think about causes and consequences of injustice and inequalities

*from 'What makes a good global citizenship resource'
produced by the Education Team, RISC*

Make sure the resource you are using **DOES**:

- ✓ **Represent a balance of people and places** – e.g. urban/rural; rich/poor; traditional/contemporary; local/global...
- ✓ **Challenge stereotypes** – e.g. doesn't suggest everyone in Asia eats curry, all Africans live in mud huts, all parenting is done by women...
- ✓ **Genuinely represent diversity** – i.e. positive representations of religion, ethnicity, gender, sexuality, class, age and ability. Are these a focus or normalised (e.g. as part of a story)?
- ✓ **Incorporate children/young people's own words and experiences** - not just the views of external observers.
- ✓ **Use appropriate language and terminology** – positive and accurate terms, e.g. avoiding terms such as 'Third World', which is dated, or 'primitive' and 'ethnic' to mean anything non-European. Are captions and the text factual or emotive? How might this influence pupils' attitudes?
- ✓ **Make explicit connections between actions and consequences** e.g. does it promote saving water without explaining the use of oil in purifying and transporting water? Does it link our everyday actions to tackle global warming and its impact on the world's poorest people?
- ✓ **Engage pupils and support participatory learning** i.e. encourages them to think critically about the issues and make connections between their lives and those of others...
- ✓ **Allow you to incorporate Global Citizenship into/across the curriculum, not as an 'add-on'**

Montgomery Development Education Centre education section of **Aberdeen for a Fairer World**,
a Scottish Charitable Incorporated Organisation registered as a Charity in Scotland (Scottish Charity Number SC014585).

79 Queen Street, Aberdeen AB10 1AN Entrance in Shoe Lane, opposite side door of Lemon Tree Arts Centre.

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Make sure the resource you are using **DOESN'T**:

- X **Focus only on difference/neglect similarities** e.g. does it make the point that poverty is a problem everywhere and global citizens are working for change everywhere too?
- X **Make generalisations** – no one person/image can represent an entire community/ population/ country
- X **Look at extremes** without showing the range in between
- X **Represent the world and its people inaccurately or simplistically** – does it celebrate achievements from around the world or does it emphasise one nationality's/continent's? Does it show a diversity of cultural experience or imply that one type of music/art/performance represents an entire country/continent?

AND FINALLY...

Do check who wrote/funded the resource – do they have a specific agenda? Is this clear?

- *Is it a tool for fundraising?*
- *Does it promote an aid agency's work as the primary solution to poverty?*

Most importantly:

Does the resource lead to critical thinking and encourage questioning?

Don't be afraid to choose a resource that raises difficult/controversial issues

- *Representing diversity is important, even if it's not part of your pupils' direct experience*
- *Does it raise questions about inclusion in your school regarding e.g. homophobia, disability...?*

If you would like guidance on selecting and/or using resources, please contact us:

montgomerydec@btconnect.com

We have a wealth of resources available to borrow free of charge and can also recommend online resources appropriate for the topic/issue you are exploring with your class/school.

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