

## Images and artefacts

### CPD activity 1: Presenting positive images in work with people, places and artefacts

#### Learning intention:

To help educators develop ideas on how to promote positive images of people, places and artefacts. The 'do' and 'don't' lists in this activity are central to all aspects of Global Citizenship.

#### Activity:

1. Start with this exercise, which can be done briefly. Show the participants two photographs illustrating different aspects of the same place, for example: the front entrance of the school and where the dustbins are kept; the smartest house in the town and the worst eyesore. Alternatively, make all participants a small paper frame. Take them outside and ask them to look at a view through their frame, and then turn 180 degrees and look again. What do the different views show? Discuss what impression each view makes of the place - points about the dangers of generalising and the need for an all-round picture will probably be made.
2. Asking participants to bear this activity in mind, give out a copy of the **worksheet: 'Do and Don't' table** (below) to each group.
3. Ask participants to choose one point, from either column, and come up with an idea as to how it could practically be achieved within the whole school - either through school ethos, displays, or an assembly or class activity.
4. Share this in a plenary session, and incorporate ideas into school policy or a whole-school Global Citizenship audit.

It is important to consider the two lists in all work about people, places or artefacts.

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### Worksheet: Do and don't table

<b>Do</b>	<b>Don't</b>
<p>Give an all-round picture of any place, country or people you are presenting to pupils, by showing pictures of both townscapes and rural areas, the modern and the traditional, rich and poor, youth and old people. Show people engaging in leisure pursuits as well as work. There is enjoyment and contentment everywhere, as well as problems and difficulties.</p>	<p>Generalise about peoples, countries and continents. It is impossible to describe 'an African house' just as it is 'a European house'. There is infinite variety in both continents.</p>
<p>Treat photographs of people and artefacts sensitively. Perhaps imagine that the person in the picture, or the person who made the artefact, is in the room. Be clear about your purpose in asking pupils to undertake particular activities. What are you hoping the pupils will gain? How will the work promote the appreciation of diversity? How will it challenge stereotypes?</p>	<p>Make assumptions about people and places in photographs, or about artefacts. Instead try to find out as much as possible about them, and be cautious about the things you say.</p>
<p>Ensure like is compared to like if asking children to make comparisons. For instance, a clay pot from rural Malawi, designed to keep water cool, cannot fairly be compared with an expensively produced Royal Doulton vase made for decoration. Similarly, rural Wales cannot meaningfully be compared to Kathmandu. In looking for similarities and differences between places, peoples and lifestyles, first look for the commonalities, such as basic human needs. For example housing, food or transport are the result of what is appropriate for a particular situation or what is available locally.</p>	<p>Think of certain cultures as being 'exotic' or 'primitive' - this could lead to misguided feelings of superiority among pupils. Encourage positive images of all cultures and countries. All civilisations that have lived on earth have made particular contributions to the development of the world - some negative, some positive.</p>

<p>Consider context in trying to understand an artefact: its cultural background, the place and time it is from and the purpose behind its creation. Context is also significant for photographs. Why, where and when was the photograph taken? Who is the person pictured? What do we know about them? Do you think they gave permission for the photograph to be taken? What was the photographer's purpose?</p>	<p>Be patronising about people, places or artefacts.</p>
<p>Recognise appropriate technology as good technology - the use of readily available materials and tools is sensible, sustainable and practical. Encourage recognition and respect for ways of doing things which are different from those familiar to pupils.</p>	<p>Encourage unfair comparisons.</p>