



Analysis grid for stories

Inclusive language policies are seen as balancing instruments to counteract the loss of power that the social scheme gives to the role of women in terms of equality. They also avoid reflecting the discriminatory uses of language by the social group, which produce standardised stereotypes that help to widen the gap. In this respect, the guidelines on inclusive language and the equality plans are in favour of the development of social and linguistic strategies to achieve a more controlled use of social concepts structured by the human group.

Bearing these issues in mind, as follows are listed 11 questions suitable to analyse the inclusiveness of stories:

1) Which of the following primary words are used explicitly in the story?

PRIMARY WORDS	
Care	
Citizenship	
Community	
Cooperation	
Democracy	
Difference	
Education	
Empathy	
Freedom	
Friendliness	
Intercultural approach	
Laicism	
Listening	
Meeting	
Mutual Understanding	
Opportunities	
Participation	
Resilience	
Respect	
Tolerance	
Share	
Solidarity	
Volunteering	



2) What primary keywords are "evocated" or "recalled" in the story, but do not use explicitly?

PRIMARY WORDS	
Care	
Citizenship	
Community	
Cooperation	
Democracy	
Difference	
Education	
Empathy	
Freedom	
Friendliness	
Intercultural approach	
Laicism	
Listening	
Meeting	
Mutual Understanding	
Opportunities	
Participation	
Resilience	
Respect	
Tolerance	
Share	
Solidarity	
Volunteering	

3) The solution of a problem in the story occurs thanks to the collaboration between several characters.

1	2	3	4	5

(1 not at all - 5 very much)

4) The representation of difference is based on stereotypes and / or prejudices.

1	2	3	4	5

(1 very much – 5 not at all)



5) The meeting between the cultures is a richness to the characters involved.

1	2	3	4	5

(1 not at all - 5 very much)

6) Conflict management is an educational resource for the characters.

1	2	3	4	5

(1 not at all - 5 very much)

7) Is the encounter with the other based on ethical values?

1	2	3	4	5

(1 not at all - 5 very much)

8) Are the limits of the ethnocentric vision highlighted in the story or not?

1	2	3	4	5

(1 not at all - 5 very much)

9) The characters are willing to listen to the stories, events and emotions of all the characters:

1	2	3	4	5

(1 not at all - 5 very much)



10) In the story, actions are promoted that encourage the protagonists to manage conflicts through tolerance, dialogue and respect.

1	2	3	4	5

(1 not at all - 5 very much)

11) The story stimulates awareness of the consequences about our actions and our responsibility towards the other.

1	2	3	4	5

(1 not at all - 5 very much)



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