



WorldWise Global Schools Guide to

SCAFFOLDING EVENTS, ACTIVITIES AND TRIPS



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WWGS Guide to Scaffolding Events, Activities and Trips

Why is it important to scaffold GCE events?

Events, activities and trips can offer students exciting opportunities to experience different ways of learning. However, a 'one day' event or activity will not guarantee a depth of understanding and critical thinking. Scaffolding through teaching and learning adds depth of analysis and allows for an impactful exploration of Global Citizenship Education (GCE) themes.

This Scaffolding Guide follows the WWGS Guiding Principles, which ensures that participants can actively move towards an in-depth and critical understanding of global justice issues.

THE WWGS GUIDING PRINCIPLES


UNLEARNING & RECONSTRUCTING: Question what we know and make space for new ways of thinking.

FINDING ROOT CAUSES: Dig deeper to find the causes of an inequality or injustice.

PRIORITISING HUMAN RIGHTS: Our actions and solutions should not lead to the exploitation of people.

MAKING LOCAL TO GLOBAL LINKS: Connect local issues with global issues and global issues with local issues.

ACTING IN SOLIDARITY: Work together on an equal footing to challenge injustice.

 [WWGS Guiding Principles](#)

Ideas for GCE related events which this scaffolding document can support with: UN International Days, Fairtrade Fortnight, Diversity and Inclusion Day, Bake Sale for raising awareness, field trip.

Choose from each section below what is relevant for your event, activity, trip, workshop, or speaker, to support your GCE teaching and learning.



1. Pre-GCE Event/Activity/Trip/Workshop/Speaker

Consider the people and situations in your communication (images and texts) and ensure that there is no stereotyping, sensationalisation or discrimination.

1. Getting Started

Notes

Global justice issue or theme: What is the event connected to?

WWGS Guiding Principles:
What Guiding Principles are reflected in, or connected to your event?

Solidarity Approach:
If the event is related to charity, how can you incorporate a solidarity approach of standing together and working together to challenge systems of global injustice?



USEFUL LINKS

[Solidarity approach](#)



2. Planning

Notes

Pre-Event Preparation: Have you allowed enough time for pre-event scaffolding?



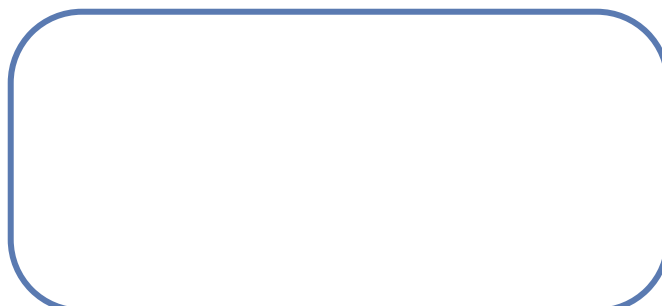
Engagement: What members of the school community need to be involved?




WWGS Guiding Principles: How can the relevant Guiding Principles be integrated?



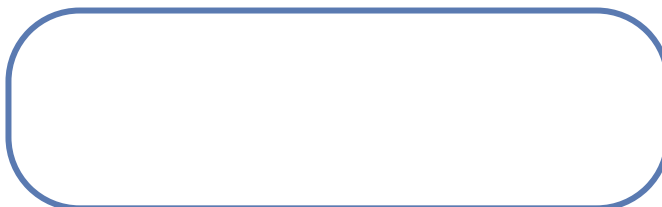
External Workshop or Speaker: Who is coming and why; how does the speaker or workshop relate to this global justice theme? Do they represent lived experiences of the issue/theme?



Planning Committee: Should a planning committee be formed? Can it be student-led?



Community Engagement: Does this event/activity involve or need any community engagement?



Sustainability of Event: Consider the life cycle, time span, disposal, and sustainability of materials used.



Activities: Use activities based on WWGS Guiding Principles for in depth learning around the event.

Digging Deeper Tool: A method to critically explore a global justice theme or issue around your event

Peer-learning and student projects: Research, presentations, posters, workshops, or information sheets shared with others in line with WWGS Ethical Communications Guide.

Workshops: Have you searched for GCE providers or relevant organisations who could deliver a workshop on this theme?

Curricular: Have you identified curricular subjects and teachers who can help connect the event with class content?



USEFUL LINKS

[Activities based on WWGS Guiding Principles](#)

[Digging Deeper Tool](#)

[WWGS Ethical Communications Guide](#)

[GCE Providers](#)

2. Post-GCE Event/Activity/Trip/Workshop/Speaker

1. Reflect on the Event

Notes

Reflection Opportunity: Has there been an opportunity for all participants to engage in open and honest reflection? For example, through a post-event survey, brainstorm, open discussion, or Q&A



Event Highlights: What were the best aspects, challenges, or thought-provoking moments?



Missed Opportunities: What was missing? What could be done differently next time?



Speaker Impact: How did the speakers portray people or places related to the issue?



Solidarity vs. Sympathy: How did learning inspire solidarity over sympathy?



2. Share Learning

Notes

How has the learning been shared with other students and staff? If sensitive, controversial or challenging questions arose prior or during the event, have these been fully addressed and explored in the sharing process?



Are you sharing the learning on other platforms or publicising your event through social media, school newsletters, local newspapers, or radio?



Have the resources or information from guest speakers been collated? How will these be used and shared to deepen current and future teaching and learning?



3. Raising Awareness & Taking Action

Notes

How did the event raise awareness among students and staff?



How has that awareness been evident?
For example, has it led to a change in behaviour, attitudes, thinking?



How has the event made evident the interconnected nature of global citizenship?
Are the local to global links evident?



How has this event encouraged students to dig deeper, to seek root causes of global justice issues?



Have students been motivated to take action on this issue, such as by organising protests, starting petitions, writing letters, changing their behaviour, advocating for system changes, or influencing school purchasing decisions related to fair trade or sustainably sourced products like paper?
How have they been supported to do so?
Is more time, resources, expertise needed to move this action forward?



Good Luck!