

Digging Deeper Tool

Summary

The Digging Deeper Tool is a series of questions designed to critically explore a global justice issue in depth. It is used after an issue has already been researched and learners have built up prior knowledge on the issue. The tool is adapted from a resource designed to support educators to explore global issues produced by Pashby and Sund (2019), in conjunction with the Manchester Metropolitan University. It helps to break down complex issues, to take a critical stance, to consider multiple perspectives and to focus on potential actions, a key aspect of GCE.

The Digging Deeper question sets can be used separately or together and can be adapted for different skill levels. They can be explored in pairs, through group work, as a whole class or as an independent task.



Materials required

The Digging Deeper template is on the next page.

Steps

1. Introduce a stimulus to engage learners and begin discussion. The stimulus will be based on the global justice issue you are exploring and could be in the form of a photograph, newspaper article, advertisement, campaign, video, infographic, quote, audio clip etc.
2. Guide learners go through the 7 stages of critical questions. Discussion activities such as concentric circles or fishbowl outlined above could be used to explore one key question within each of the 7 stages.
3. Record responses using a mind map which reflects the 7 stages of questions. Alternative modes of recording such as written responses, presentations, blogs, or artistic responses could also be used.
4. Learners can add a new or alternative question under each stage. These can be shared with the whole class and added to the discussion.
5. Encourage learners to provide a rationale or explain the reasoning behind their responses.

More information

- Orienting learners to the global issue: Mainstream and marginalised perspectives ([p.6 Teaching for sustainable development through ethical global issues pedagogy: A resource for secondary teachers](#))

WWGS Digging Deeper Tool

1. Examine

Explore prior knowledge and consider multiple narratives.

- What existing ideas do you have about this issue?
- What messages have you heard about this issue? From the media, from school, from friends, from family, from your own direct experience?
- Which messages do you think are 'mainstream' (dominant narratives)?
- Which messages are different from the 'mainstream' (alternative narratives)?
- Has this issue been oversimplified or over-complicated by the media, by public opinion, by leaders, by corporations?



2. Power

Focus on the power issues and power structures at play.

- Who/what are the powerful players at the core of this issue?
- Who/what are most impacted by this issue?
- How is power distributed or balanced among those involved?
- Who/what has the power to change or influence this issue?
- Who has the most to gain/lose if the situation remains the same?



3. Perspectives

Explore multiple perspectives; consider how power and perspectives are linked.

- What different viewpoints are presented on this issue?
- Whose voices do we usually hear on this issue? Whose voices are the loudest?
- Are there voices that are not heard but that are important to understanding this issue? If so, whose? Why do you think those views are under-represented/not represented?
- Who decides whose opinions are heard/valued?
- How are perspectives linked to power?



4. Root Causes

Explore the range of factors which contribute to the issue.

- What key factors contribute to this issue today? What influences those key factors?
- Are there historical influences to consider?
- In what ways do economic systems contribute to this issue?
- In what ways do political structures, actions or inactions impact on this issue?
- In what ways does this issue link with everyday lives in Ireland today?
- In what ways does it connect with the lives of people globally?



5. Equity/Fairness

Explore the range of factors which contribute to the issue.

- What is the difference between an equal versus an equitable solution to this issue?
- What inequalities or unfairness surround this issue? Consider that there may be multiple or intersecting inequalities.
- How are the inequalities related to the power issues?
- In what ways are perspective and inequality linked?



YOUR GLOBAL JUSTICE THEME IS:

6. Action

Consider possible actions and responses to address this global justice issue. Remember to make local to global connections.

- What can be done to improve this issue? To make it more fair and equitable?
- What can be done to empower the marginalized?
- What actions or responses can support change, improvement, or resolution of this issue?
- What options exist to advance these actions? Are there political avenues? Acts of protest or solidarity?
- How sustainable are the proposed actions?



7. Future

Consider the potential impact of the proposed actions.

- What needs to happen for the proposed actions to become a reality?
- What could positive futures look like? What could future impacts of the proposed actions look like?
- How might the issue look different in 1 year, 5 years, 20 years, 100 years?

