

VCE AUSTRALIAN AND GLOBAL POLITICS

SUGGESTED LEARNING ACTIVITIES: OXFAM AS AN INTEREST GROUP – TEACHER’S NOTES

UNIT 1	Ideas, actors and power
AREA OF STUDY 2	Political actors and power: Outcome 2
KEY KNOWLEDGE	<ul style="list-style-type: none"> The roles and functions of interest groups: <ul style="list-style-type: none"> advancing ideas and policies source of expert information and education about specific issues seeking to influence government decisions international networks and influences engaging with the public to build support and membership opportunities for citizen participation The roles and functions of the media in a liberal democracy: <ul style="list-style-type: none"> the media as a form of political participation and opportunities for citizen participation
KEY SKILLS	<ul style="list-style-type: none"> Analyse case studies of political parties and interest groups, considering their roles, functions, influence and participation Analyse contemporary issues about, and case studies of, political actors Develop explanations, arguments and points of view which use contemporary evidence and examples
RESOURCES	<p>OXFAM AUSTRALIA’S ROLES AND FUNCTIONS</p> <p>Oxfam’s Brand Narrative: https://www.oxfam.org.au/wp-content/uploads/2017/07/2017-AC-012-Schools-A4-Brochure-FA2_p2-3.pdf</p> <p>Oxfam’s Six Goals to Change the World (Oxfam’s strategic goals in poster form): https://www.oxfam.org.au/get-involved/how-schools-can-get-involved/classroom-resources/oxfams-six-goals-to-change-the-world/</p> <p>More information on Oxfam’s Strategic Goals: http://resources.oxfam.org.au/pages/view.php?ref=1220&k=&search=&offset=0&order_by=relevance&sort=DESC&archive=0</p> <p>Oxfam Australia Annual Reports: https://www.oxfam.org.au/what-we-do/about-us/assessing-our-performance/annual-report/</p> <p>SEEKING TO INFLUENCE GOVERNMENT DECISIONS</p> <p>Oxfam Australia’s Submission to the Foreign Policy White paper Consultation: http://dfat.gov.au/whitepaper/submissions/documents/170227-433-Oxfam-Australia.PDF (Humanitarian crises and natural disasters, climate change and environmental issues, refugees)</p> <p>Accompanying media release: https://www.oxfam.org.au/media/2017/03/never-has-a-vision-for-a-more-prosperous-peaceful-and-secure-world-been-needed-more/</p> <p>Oxfam Australia’s 2017-18 Pre-Budget Submission: https://static.treasury.gov.au/uploads/sites/1/2017/06/C2016-052_Oxfam-Australia.pdf</p> <p>The following reports can also be used as case studies as they were documents produced primarily as reports for DFAT:</p> <ul style="list-style-type: none"> Report – Walking with Timor-Leste: https://www.oxfam.org.au/wp-content/uploads/2015/09/Final-Timor-Briefing-Paper-SDGs_WEB.pdf Case study report – Humanitarian Partnership Agreement, Disaster Risk Reduction and Disaster Risk management capacity Building Program 2011-2017, case study: Building community resilience through partnerships: https://oxfam.box.com/s/tgwjir26u9dxnd4997smgrc7nc07dym

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RESOURCES (CONT.)

For the topic Political Campaigning in Australia:

Use the following link and additional research as needed to write a summary on how the political system works in Australia: <https://www.oxfam.org.au/get-involved/campaign-with-us/diy-campaigning/get-passionate-about-politics/>

ADVANCING IDEAS AND POLICIES AND PROVIDING EXPERT INFORMATION AND EDUCATION

Reasons why Oxfam has a schools program <https://www.oxfam.org.au/get-involved/how-schools-can-get-involved/what-its-all-about/>

Food and Climate

- http://youtu.be/uu_Ulas87vs
- <https://www.oxfam.org.au/what-we-do/food-and-climate/>
- <https://www.oxfam.org/en/campaigns/grow>

National Close the Gap Day:

- <https://www.oxfam.org.au/act/events/national-close-the-gap-day/>
- <https://www.oxfam.org.au/act/resources-for-teachers/close-the-gap-student-kit/>
(See these webpages for the most recent Close the Gap videos, or Oxfam Australia's YouTube channel).

Campaign for Australian Aid Fair Share Food Truck:

- http://www.theguardian.com/australia-news/video/2015/feb/23/fair-share-food-truck-australian-aid-video?CMP=soc_567
- <https://www.devex.com/news/new-australian-aid-campaign-targets-youth-85553>
- <https://vimeo.com/120536443>

ENGAGING WITH THE PUBLIC AND OPPORTUNITIES OR CITIZEN PARTICIPATION

<https://www.oxfam.org.au/get-involved/>
<https://www.oxfam.org.au/get-involved/youth/oxfam-ambassadors/>

OXFAM AUSTRALIA AND CIVIL SOCIETY COALITION ONLINE CAMPAIGNS:

Online campaigns page: <https://actions.oxfam.org/australia/>
(This links to Oxfam Australia's most current campaigns)

The Campaign for Australian Aid: <http://www.australianaid.org/>
(Previously Make Poverty History: <http://www.makepovertyhistory.com.au/>)

Get Up! Action for Australia: <https://www.getup.org.au/>

OTHER RESOURCES:

Young people, political participation, digital participation:

- Lowy Institute Poll: <https://lowyinstitutepoll.lowyinstitute.org/democracy/>
- Young Australians are engaged in political issues, but unsure how democracy works: <http://www.abc.net.au/news/2017-09-28/young-people-politically-engaged-but-confused-by-process/8996546>
- Why Australia's youth and political parties aren't talking: http://www.huffingtonpost.com.au/2016/10/21/why-australias-youth-and-political-parties-arent-talking_a_21588660/
- Politics in Schools? Yes, if we want children to be active citizens: <https://theconversation.com/politics-in-schools-yes-if-we-want-children-to-be-active-citizens-86413>

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RESOURCES (CONT.)	<ul style="list-style-type: none"> • Giving voice to the young: survey shows people want under-18s to be involved in politics: https://theconversation.com/giving-voice-to-the-young-survey-shows-people-want-under-18s-involved-in-politics-83101 • Young Australians are more political than we think, research suggests: https://www.sbs.com.au/news/young-australians-are-more-political-than-we-think-research-suggests • From slacktivism to 'feel-good' protests, activism is broken: Here's how to fix it: http://www.abc.net.au/news/2017-10-25/activism-is-broken-heres-how-we-fix-it/9077372 • More than 'slacktivism': we dismiss the power of politics online at our peril: https://theconversation.com/more-than-slacktivism-we-dismiss-the-power-of-politics-online-at-our-peril-79500 • Challenging "Slacktivism": Activism On Social Media Is Not Enough: https://www.huffingtonpost.com/entry/challenging-slacktivism-activism-on-social-media_us_5817c2dbe4b09b190529c8ae • Giving voice to the young: survey shows people want under-18s to be involved in politics: https://theconversation.com/giving-voice-to-the-young-survey-shows-people-want-under-18s-involved-in-politics-83101 • Young Australians are more political than we think, research suggests: https://www.sbs.com.au/news/young-australians-are-more-political-than-we-think-research-suggests • From slacktivism to 'feel-good' protests, activism is broken: Here's how to fix it: http://www.abc.net.au/news/2017-10-25/activism-is-broken-heres-how-we-fix-it/9077372 • More than 'slacktivism': we dismiss the power of politics online at our peril: https://theconversation.com/more-than-slacktivism-we-dismiss-the-power-of-politics-online-at-our-peril-79500 • Challenging "Slacktivism": Activism On Social Media Is Not Enough: https://www.huffingtonpost.com/entry/challenging-slacktivism-activism-on-social-media_us_5817c2dbe4b09b190529c8ae
SUGGESTED LEARNING ACTIVITIES Student handouts available.	<p>The following suggested learning activities are designed to be taught after teachers have covered other material from VCE Unit 1.</p> <p>The activities address several dot points. Teachers should choose when to apply each activity as part of their teaching and learning program.</p> <p>ACTIVITY 1: SOCIAL MEDIA PROJECT ON THE ROLES AND FUNCTIONS OF OXFAM AS AN INTEREST GROUP</p> <p>Students are to create a simulated social media feed demonstrating their understanding of the roles and functions of Oxfam as an interest group.</p> <p>Step 1: Research</p> <p>Students research Oxfam as an interest group using the suggested links and fill out the accompanying worksheet.</p> <p>Step 2: Create</p> <p>Using a simulated Facebook or Twitter feed template, students create a series of status updates or tweets that demonstrate their understanding of the different roles and functions of Oxfam as an interest group. The accompanying worksheet could be used to explain this task to students.</p> <p>Step 3: Assessment</p> <p>Students combine their Facebook or Twitter entries using Word or PowerPoint and submit it to the teacher or present it to the class.</p> <p>ACTIVITY 2: WEBQUEST ON OPPORTUNITIES FOR CITIZEN PARTICIPATION</p> <p>Students are to undertake a comparative exercise researching online campaigns, based on one of the three options:</p> <ul style="list-style-type: none"> • An Oxfam Australia offline campaign, compared to an Oxfam Australia online campaign • An Oxfam Australia offline campaign, compared to a GetUp! online campaign • An Oxfam Australia campaign, compared to other social justice or environmental campaigns

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SUGGESTED LEARNING ACTIVITIES

Student handouts available.

Step 1: Research

Students select and research two campaigns or groups using the suggested resource links above as a starting point, and fill out the accompanying worksheet.

Step 2: Evaluate

Using the data for both campaigns compiled on the worksheet, students will work in pairs to evaluate which group, in their opinion, is more effective in:

- reaching its audience;
- achieving its aims;
- encouraging young people to join.

Step 3: Discuss

Students investigate and define the following terms and discuss as a class:

- activist
- clicktivist
- activism
- clicktivism
- slacktivism

Do students feel that these terms are accurate?

Do students want to join/participate in these or other organisations/ campaigns? Why or why not?

Step 4: Assessment

Students create a four-minute vlog which compares and contrasts the chosen organisations/campaigns. (See http://en.wikipedia.org/wiki/Video_blog)

To get ideas about creating your own vlogs, see <http://www.becomeablogger.com/17272/5-secrets-to-creating-a-better-vlog-with-your-smartphone/>

Responses can be submitted to the teacher and shared with the class by uploading the completed file onto a class blog (or similar) to enable ideas to be shared.

Sending the students' assessments to Oxfam is also very much welcomed, to both share on their blog Educating for Change (www.oxfam.org.au/category/blogs/educating-for-change/) and to help them improve Oxfam's resources. Contact Oxfam's Schools Program Coordinator via schools@oxfam.org.au

OTHER SUGGESTED ACTIVITIES INCLUDE:

- Create a report or presentation on the ways young citizens can be involved with Oxfam, and how they provide particular opportunities for young people via volunteering or online political activism, using the Oxfam materials and links provided.
- **Request an Oxfam speaker** to present on the ways young people can be involved with Oxfam, and how they provide particular opportunities for young people.

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ACTIVITY 1: WORKSHEET – RESEARCH ON OXFAM AUSTRALIA AS AN INTEREST GROUP

Research how Oxfam:

- advances ideas and policies
- is a source of expert information and education about specific issues
- seeks to influence government decisions
- is an international network
- engages with the public to build support and membership
- allows for opportunities for citizen participation

USE THE INFORMATION GATHERED TO COMPLETE THE TABLE BELOW:

ADVANCING IDEAS AND POLICIES	INTERNATIONAL NETWORKS AND INFLUENCES
SOURCE OF EXPERT INFORMATION / EDUCATION ABOUT SPECIFIC ISSUES	ENGAGING WITH THE PUBLIC TO BUILD SUPPORT AND MEMBERSHIP
SEEKING TO INFLUENCE GOVERNMENT DECISIONS	OPPORTUNITIES FOR CITIZEN PARTICIPATION

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ACTIVITY 1: WORKSHEET – SOCIAL MEDIA PROJECT

SOCIAL MEDIA PROJECT

THE ROLES AND FUNCTIONS OF OXFAM AUSTRALIA AS AN INTEREST GROUP

Using your research on Oxfam as an interest group, you are now going to create a simulated social media feed to demonstrate your knowledge. Using either Facebook status updates and comments, or Twitter tweets and replies, you will communicate your understanding of the roles of functions of Oxfam as in interest group.

Step 1:

Complete your research using the worksheet about Oxfam as an interest group.

Step 2:

Decide whether to use Facebook or Twitter for your project. Find a template to use for you project. The following sites are a good starting point:

<https://statusclone.com>

<http://www.prankmenot.com>

<http://simitator.com/generator/facebook/status>

<https://www.classtools.net/FB/home-page>

<http://www.classtools.net/twister/>

Step 3:

Create a series of posts or tweets with replies, likes or comments that demonstrate your knowledge of the following aspects of Oxfam as an interest group.

You should develop explanations and arguments through the use of replies and comments as well as reflect the point of view of a range of Australian political parties and interest groups as well as citizens:

- examples of Oxfam ideas and policies
- how Oxfam is a source of expert information
- where you can locate Oxfam education about specific issues
- how Oxfam influences government decisions
- Oxfam's international presence
- engagement with the public and evidence of membership
- opportunities for citizen participation

Step 4:

Order your posts/tweets in correct backwards chronological order in either a Word (or Pages) or PowerPoint (Keynote or similar) document, or create a Storify.

Step 5:

Ensure your project meets the following assessment criteria:

- Use of key terms and concepts relating to political actors;
- Series of posts or tweets that creatively represent your knowledge of each of the dot points in step 3;
- Developed explanations, arguments and points of view that refer to contemporary Oxfam examples;
- Spelling and grammar is correct. Work has been proofread;
- Presentation is clear and consistent and in the correct chronological order.

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ACTIVITY 2: WORKSHEET – ANALYSING OPPORTUNITIES FOR CIVIC PARTICIPATION

Research:

- One Oxfam Australia offline or online campaign; and
- One other social justice or environmental campaign.

USE THE INFORMATION GATHERED TO COMPLETE THE TABLE BELOW:

QUESTIONS	CAMPAIGN #1: (INSERT NAME)	CAMPAIGN #2: (INSERT NAME)
Why was the campaign formed?		
What are the organisation/group's aims? (State at least two)		
What formal or informal settings of influence are targeted?		
What are the different ways they encourage participation?		
What are the different ways they use their influence to challenge power?		
What extent do you think this organisation and its actions are pitched at a youth demographic (25 years and under)?		
What are the practicalities of joining and participating? What factors encourage/discourage participation? (State two for each)		
Outline expert information provided by the interest group on the issue. (State at least three)		
Analyse the impact of campaigns/ interest groups as a form of citizen participation.		
Justify whether you would be more or less likely to be engaged in the political process if new and social media was used in a campaign or by an interest group.		

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SUGGESTED LEARNING ACTIVITIES: POLITICAL MOVEMENTS – TEACHER'S NOTES

UNIT 2	Global Connections
AREA OF STUDY 1	Global Links: Outcome 1
KEY KNOWLEDGE	<ul style="list-style-type: none"> The political impact of globalisation, such as political movements, and the potential for these to transcend national borders; The economic impact of globalisation, such as the increasing power of TNCs and their effects on global commerce, trade and investment; The impact of global interconnectedness on human rights, culture and the environment; and The extent to which Australia has cooperated with or opposed the global community in at least one of the following areas: environment, terrorism, people movement, free-fair trade, international law, aid.
KEY SKILLS	<ul style="list-style-type: none"> Explain and analyse the social, economic and political impacts of globalization; Analyse the impact of global connectedness on human rights, culture and the environment; Explain key features of the theories of realism and cosmopolitanism; and Use contemporary examples and case studies to support explanations, points of view and arguments.
RESOURCES	<p>Report – The Hidden Billions: How Tax Havens impact lives at home and abroad: https://www.oxfam.org.au/wp-content/uploads/2016/06/OXF003-Tax-Havens-Report-FA2-WEB.pdf (Trans-National Corporations, TNCs)</p> <p>Guardian article – It's time to target to top end of town: https://www.theguardian.com/commentisfree/2017/jan/17/its-time-to-target-the-top-end-of-town-and-the-obscene-profits-of-the-super-rich (Economic impact of globalisation)</p> <p>Report – Making Tax Vanish in Australia: How the practices of consumer goods TNC RB show that the tax system is broken: https://www.oxfam.org.au/wp-content/uploads/2017/07/OXF016-Tax-Avoidance-Report-FINAL-3-WEB.pdf (TNCs)</p> <p>Worker's rights – What She Makes: whatshemakes.oxfam.org.au (Free/fair trade)</p> <p>Corporate accountability – what Oxfam is doing: https://www.oxfam.org.au/what-we-do/ethical-trading-and-business/corporate-accountability/ (Free/fair trade)</p> <p>Report – Walking with Timor-Leste: https://www.oxfam.org.au/wp-content/uploads/2015/09/Final-Timor-Briefing-Paper-SDGs_WEB.pdf (Aid)</p> <p>Report – Powering up against poverty: Why renewable energy is the future: https://www.oxfam.org.au/wp-content/uploads/2015/07/coal_report_lowres_web2.pdf (Global interconnectedness and the environment)</p> <p>Campaign for Australia Aid website and resources: https://australianaid.org/ (Aid)</p> <p>Oxfam website – Australia's aid effort: https://www.oxfam.org.au/what-we-do/aid-and-development/campaign-for-australian-aid/australias-aid-effort/ (Aid)</p> <p>Campaign for Australian Aid classroom resources: https://www.oxfam.org.au/get-involved/how-schools-can-get-involved/classroom-resources/foreign-aid-and-its-importance-in-reducing-poverty/ (Aid)</p> <p>Australian Humanitarian Partnership press release: http://dfat.gov.au/aid/topics/investment-priorities/building-resilience/humanitarian-policy-and-partnerships/Documents/ahp-factsheet.pdf (Emergencies)</p> <p>Food and Climate: https://www.oxfam.org.au/what-we-do/food-and-climate/ (Environmentalism/human rights)</p>

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<p>RESOURCES (CONT.)</p>	<p>POLITICAL CAMPAIGNS</p> <p>Close the Gap (Indigenous rights):</p> <ul style="list-style-type: none"> • https://www.oxfam.org.au/explore/indigenous-australia/close-the-gap/ <p>Campaigns how to guide:</p> <ul style="list-style-type: none"> • https://www.oxfam.org.au/get-involved/campaign-with-us/diy-campaigning/ <p>GLOBAL CITIZENSHIP</p> <p>Countries of the world online interactive quiz: http://www.jetpunk.com/quizzes/how-many-countries-can-you-name.php</p> <p>Oxfam Australia Schools Program: Who we are and what we do: https://www.oxfam.org.au/wp-content/uploads/2017/07/2017-AC-012-Schools-A4-Brochure-FA2_p2-3.pdf (hard copies are also available from Oxfam's Schools Program Coordinator on request, email: schools@oxfam.org.au)</p> <p>Spider diagram: http://www.the-organic-mind.com/spider-diagrams.html</p> <p>OTHER RESOURCES:</p> <p>Global Citizen: http://www.globalcitizen.org</p> <p>This platform was created by the Global Poverty Project in 2012, as a hub for innovative campaigns that work towards a world where every person can survive and thrive.</p> <p>John Green (see vlogbrothers) responds to the 2015 Bill and Melinda Gates Letter on poverty and globalization: https://www.youtube.com/watch?v=6nQW_2DxIK0&feature=youtu.be</p> <p>New Internationalist State of the World Atlas: http://newint.org/books/contents%20and%20intro.pdf</p> <p>40 Maps that explain the world: http://www.washingtonpost.com/blogs/worldviews/wp/2013/08/12/40-maps-that-explain-the-world/</p> <p>40 more maps that explain the world: http://www.washingtonpost.com/blogs/worldviews/wp/2014/01/13/40-more-maps-that-explain-the-world/</p>
<p>SUGGESTED LEARNING ACTIVITIES</p> <p>Student handouts available.</p>	<p>This unit addresses several dot points and teachers can choose when to apply this unit in their teaching.</p> <p>The following task enables students to investigate some actions of a national citizen and how this is linked to global citizenship (e.g. a national citizen is also a global consumer).</p> <p>This activity also helps students to build their metalanguage around active citizenship.</p> <p>PRE-TEACHING:</p> <p>An Oxfam Australia speaker maybe also be able to speak to the class prior to the task. Complete the online form to request an Oxfam speaker.</p> <p>(NB: Please be aware that the Speaker's Bureau requires a minimum of three weeks' notice to find an available speaker. While Oxfam try to send a speaker to most requests, it is not always possible to meet requests due to limited resources.)</p>

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SUGGESTED LEARNING ACTIVITIES (CONT.)

Student
handouts
available.

ACTIVITY 1: GROUP PRESENTATIONS: WORLDWIDE WINS OR WOES

Provide students with the student brief and assessment rubric prior to working on the task.

Step 1: Research

Students should imagine they are providing information to a United Nations body (such as the UN Human Rights Council) or the Australian Federal government.

Students are to choose one area to research from the list below:

- **Tenacious TNCs:** Analyse how the global community is impacted by the increasing power of TNCs
- **Universal Aspirations:** Investigate how global interconnectedness impacts human rights, culture and the environment
- **Australia's Neighbours:** Explain how Australia has cooperated with, or opposed, the international community in free/fair trade and aid

Step 2: Create Presentation

Students should create their presentation, including the following details:

- definitions of key terms relating to their topic;
- positive impacts;
- negative impacts;
- identify the range of global actors involved in the area;
- evidence of any solutions already being used by the global community;
- suggestions of at least two solutions that the group has devised based on their research, outlining which global actors will be involved in each solution.

Step 3: Presentation

In groups of four (maximum), students deliver a presentation on their research, including an illustrative slideshow that adds value to their talk. Each group can speak for a maximum of eight minutes. Students should be encouraged to include brief audio-visual elements and images rather than create a text heavy presentation. They should submit any additional notes to their teacher for assessment.

Step 4: Assessment

This presentation will be marked by a teacher and may also be marked by the students' peers, using the following rubric.

ACTIVITY 2: INDIVIDUAL REPORT

Step 1: Research

Students should write a report on one of the following topics:

- What She Makes: whatshemakes.org
- Close the Gap: www.oxfam.org.au/ctg
- Political campaigning in Australia: australianaid.org

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SUGGESTED LEARNING ACTIVITIES (CONT.)

Student
handouts
available.

Step 2: Analysis

For the topics What She Makes and Close the Gap:

Choose a campaign and identify the associated political movement it targets:

- * What is the problem that is being addressed by the campaign?
- * Where is this issue happening?
- * How long has it been happening for?

What are the causes of the issue the campaign seeks to address?

- * What SHEEPT factors (Social, Historical, Economic, Environmental, Political, Technological) have caused this issue?

What are the key challenges in resolving this issue?

- * What are the essential challenges to getting action to reduce this problem?
- * What has been done about it so far, and by whom?

What recommendations can be made to positively impact this issue?

- * Outline some possible solutions/ strategies (refer to Oxfam's policy recommendations)
- * Outline some key global actors that could lead the change (states, UN bodies, multinational corporations or foundations, NGOs) and what role they might play
- * Evaluate the effectiveness of the organisation/campaign, through an element of change that is evident during its lifespan

How can students engage with the issue?

- * What are three recommendations that students could implement that would help improve the issue? How does this relate to their own lives?

For the topic Political Campaigning in Australia:

Use the following link and additional research as needed to write a summary on how the political system works in Australia: <https://www.oxfam.org.au/get-involved/campaign-with-us/diy-campaigning/get-passionate-about-politics/>

Identify 5-6 political campaigns currently underway in Australia. Choose one to explain in detail, describing:

- * What are the aims of the campaign?
- * Which person/group is leading the campaign?
- * Explain whether the campaign has had any successes or losses, detailing key dates and outcomes
- * Analyse whether you think the campaign will have ultimate success

Describe how the following can assist in political campaigns:

- * Writing to your local Member of Parliament
- * Writing a letter to the editor
- * Utilising other forms of media and social media

SUGGESTED LEARNING ACTIVITIES (CONT.)

Student
handouts
available.

Design a political campaign:

- Identify and explain the political issue
- Describe the steps to launch the campaign and what you hope to achieve
- Analyse the possible barriers or issues that could affect your campaign

Step 3: Presentation

Students should produce their report individually and teachers should outline the appropriate methods for submission (including a vlog, typed report with appropriate sub-headings, Prezi, website, photo essay, podcast or essay)

Step 4: Assessment

This presentation should be marked by the teacher.

ACTIVITY 3: WHAT IS A GLOBAL CITIZEN?

Oxfam defines a global citizen as someone who:

- * Is aware of the wider world and has a sense of their role as a world citizen
- Respects and values diversity
- Has an understanding of how the world works – economically, politically, socially, culturally, technologically and environmentally
- Is outraged by social injustice
- Participates in and contributes to the community at a range of levels, from local to global
- Is willing to act to make the world a more equitable and sustainable place
- Takes responsibility for their actions

[Source: Educating for Global Citizenship: A Guide for Schools, p. 3, Oxfam Great Britain, 2006.]

Step 1: Evaluating

Working individually, students rank the seven elements identified by Oxfam in order from the most valued to the least (in their opinion). You could also use a **diamond ranking system**.

Step 2: Discuss

Students move around the room to find a fellow student or students who agree (or almost agree) with their answers. Students combine and discuss to strengthen their reasoning for their choices.

Step 3: Presentation

Students present their ranking to the class and explain their reasoning.

Following the discussions, students are given an opportunity to re-rank the elements.

Activity 4: Country challenge

Teachers can use this quiz to start or finish to this unit.

Step 1: Think

Students complete the quiz to see how many countries they can name. Visit: <http://www.jetpunk.com/quizzes/how-many-countries-can-you-name.php>

SUGGESTED LEARNING ACTIVITIES (CONT.)

Student
handouts
available.

Step 2: Discuss

Students discuss their results and consider what they collectively don't know about the world and why. Discussion questions include the following:

- Are there some that no one named?
- Where are these countries? Try and locate them on a map.
- Why are we unaware of these countries?
- What do we know about them, if anything?
- What should we know about them?
- Why should we know about them?
- Name one way we might be globally connected to this country.
- Which countries does Oxfam have an active presence in? Why? (Consider both Oxfam Australia and Oxfam International)
- How is Oxfam addressing some of the challenges facing these countries?

ACTIVITY 5: IMPACTS OF NGOS

Step 1: Brainstorm:

Students brainstorm the following questions:

- What are the characteristics and purposes of an NGO?
- List five ways Oxfam is working within the context of globalisation to improve outcomes (specifically, tackling poverty and extreme inequality) for people in the 21st century.
- How, and to what extent, does Oxfam use its power and influence for this purpose?

Draw a spider diagram to answer the following question:

How do NGOs, such as Oxfam, utilise political frameworks to:

- exert power and influence
- deliver programs to create positive change, and
- achieve its aims?

Spider diagram - <http://www.the-organic-mind.com/spider-diagrams.html>

Step 2: Create

Students create a PDF brochure on Oxfam for dissemination to their classmates. They use the headings Power and Influence, Challenges and Opportunities to evaluate the extent to which Oxfam impacts the lives of 21st century citizens.

Step 3: Compare

Give students a copy of **Oxfam's This is Us brochure**. Lead a class discussion that analyses:

What are the similarities between Oxfam's brochure and your brochures?

- What are the differences?
- What message is this brochure seeking to convey? What is it seeking to promote?
- What might you add to/remove from your brochure after seeing Oxfam's brochure? Why?
- What might you add to/remove from your brochure after seeing Oxfam's brochure? Why?

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SUGGESTED LEARNING ACTIVITIES (CONT.)

Student
handouts
available.

Step 4: Act

Students hold a class stall/display at lunchtime to educate other students about the work Oxfam does, and the impact it has in Australia and across the world.

EXTENSION ACTIVITY

Research and write a report on one of the below topics, and explore ways globalisation has had an impact on culture, human rights or the environment:

- * How can the desire of transnational corporations (TNCs) to maximise profits impact on the environment and/or on human rights? Use the links and materials from Food and Climate, What She Makes, Australian Banks and Land Grabs or Fair Trade as a starting point.
- * How has the influence of electronic communication on social movements and campaigns by international organisations impacted on environmental degradation and human rights abuses? Use the links and materials from Oxfam, Food and Climate, Behind the Brands, Syria and Australian Banks and Land Grabs.

OTHER SUGGESTED ACTIVITIES INCLUDE:

- * Conduct a detailed case study of a contemporary political movement, incorporating its origins, political philosophy, size and scope, methods of influencing public and political opinion and major achievements. Use the Oxfam **Close the Gap**, **Syria**, **Food and Climate Change**, **What She Makes** and **Fair Trade** materials
- * Produce an annotated media file on environmentalism or indigenous rights, using materials from **Oxfam Australia's Food and Climate Change campaign**, or **Close the Gap** and other resources available.

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ACTIVITY 1: WORLDWIDE WINS OR WOES

Congratulations! You've just been hired as a consultant by the Australian Federal Government/ the United Nations Human Rights Council, to provide an eight-minute presentation on an Australian political movement.

In groups of no more than four, you will be researching a topic within U2A0S1: Global Links.

Your presentation must be no longer than eight minutes (aim for 6-8 minutes).

Choose one topic to research from the list below:

- Tenacious TNCs: Analyse how the global community is impacted by the increasing power of TNCs
- Universal Aspirations: Investigate how global interconnectedness impacts human rights, culture and the environment
- Australia's Neighbors: Explain how Australia has cooperated with or opposed the international community in free-fair trade and aid

RESEARCH

You should imagine that your group is providing information to a UN body (such as the UN Human Rights Council) or the Australian Federal government.

You need to design a presentation (PowerPoint, Keynote or another format negotiated with your teacher) that is informative and conveys the importance of your research.

Include audio-visual elements and images where appropriate, allowing your speakers to add the necessary detail with their commentary.

PRESENTATION

You should create your presentation, including the following details:

- definitions of key terms relating to your topic
- positive impacts (or how Australia has cooperated with the global community for topic 3)
- negative impacts (or how Australia has opposed the global community for topic 3)
- identify the range of global actors involved in the area
- evidence of any solutions already being used by the global community
- suggestions of at least two solutions that the group has devised based on your research, outlining which global actors will be involved in each solution

Your presentation will be assessed using the rubric over the page. Good luck!

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ASSESSMENT RUBRIC – WORLDWIDE WINS OR WOES

NAME: _____ SCORE: /50

CRITERIA	V HIGH - 10-9	HIGH - 8-7	MEDIUM - 6	LOW - 5	NOT SHOWN 0
Definitions and use of global politics terminology (throughout presentation)	Comprehensive use of terminology and numerous clear definitions	Very good use of terminology and a few definitions outlined	Basic use of terminology and inclusion of minimal definitions	Limited use of terminology or definitions	No use of subject specific terminology or definitions
Explanation of positive and negative impacts	Detailed explanation of several positive and negative impacts	Discusses a range of impacts or few impacts in good detail	Discusses at least two impacts (both positive and negative)	Discusses at least one impact	Does not discuss impacts
Explanation of solutions currently used to tackle issues	Examines a range of current solutions in depth	Examines a couple of solutions in depth or many solutions in little depth	Briefly explains 1-2 current solutions	Identifies one solution with little or no explanation	Does not outline any current solutions
Suggested solutions, including identifying which global actors will be involved	Detailed solutions presented with clear identification of the roles of relevant global actors	Good solutions outlined and relevant global actors identified	1-2 solutions briefly outlined. May or may not include relevant global actors	Identifies a solution with little or no explanation	No solutions presented
Quality of report or presentation	Very well researched, logically structured, excellent teamwork, clearly presented	Good research, useful structure, good teamwork and sound presentation	Shows some research and team work but needs a clearer structure	Limited information, more style than substance	Presentation not considered

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ACTIVITY 2: POLITICAL MOVEMENTS REPORT

For this report, you will individually research either a political movement or investigate how to run a political campaign in Australia. There is an assessment rubric, which you should refer to when planning your report.

Begin by choosing one of the following topics:

- What She Makes
- Close the Gap
- Political campaigning in Australia

Next, decide on the format of your report. You can choose from the following options:

- vlog
- typed report with appropriate sub-headings
- prezi
- website
- photo essay
- podcast or
- essay

Depending on your topic, you need to include the following detail:

FOR THE TOPICS WHAT SHE MAKES AND CLOSE THE GAP:	FOR THE TOPIC POLITICAL CAMPAIGNING IN AUSTRALIA:
<p>Choose a campaign and identify the associated political movement it targets:</p> <ul style="list-style-type: none">• What is the problem that is being addressed by the campaign?• Where is this issue happening?• How long has it been happening for? <p>What are the causes of this issue?</p> <ul style="list-style-type: none">• What SHEET factors (Social, Historical, Economic, Environmental, Political, Technological) have caused this issue? <p>What are the key challenges in resolving this problem?</p> <ul style="list-style-type: none">• What are the essential challenges to getting action to reduce this problem?• What has been done about it so far, and by whom? <p>What recommendations can be made to positively impact this issue?</p> <ul style="list-style-type: none">• Outline some possible solutions/ strategies• Outline some key global actors that could lead the change (states, UN bodies, multinational corporations or foundations, NGOs) and what role they might play.• Evaluate the effectiveness of the organisation/campaign, through an element of change that is evident in the lifespan of the campaign <p>How can students engage with the issue?</p> <ul style="list-style-type: none">• What are 3 recommendations that students could implement that could help improve the issue that relates to their own lives?	<p>Use the following link and additional research as needed to write a summary on how the political system works in Australia: https://www.oxfam.org.au/get-involved/campaign-with-us/diy-campaigning/get-passionate-about-politics/</p> <p>Identify 5-6 political campaigns currently underway in Australia. Choose one to explain in detail, describing:</p> <ul style="list-style-type: none">• What are the aims of the campaign?• Which person/group is leading the campaign?• Explain whether the campaign has had any successes or losses, detailing key dates and outcomes• Analyse whether you think the campaign will have ultimate success. <p>Describe how the following can assist in political campaigns:</p> <ul style="list-style-type: none">• Writing to your local member• Writing a letter to the editor• Utilising other forms of media <p>Design a political campaign:</p> <ul style="list-style-type: none">• Identify and explain the political issue• Describe the steps to launch the campaign and what you hope to achieve• Analyse the possible barriers or issues that could affect your campaign.

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ASSESSMENT RUBRIC – POLITICAL MOVEMENTS REPORT (WHAT SHE MAKES AND CLOSE THE GAP)

NAME: _____

SCORE: /50 _____

CRITERIA	V HIGH - 10-9	HIGH - 8-7	MEDIUM - 6	LOW - 5	NOT SHOWN 0
Background explanation of the political movement and campaign	Comprehensive explanation of the political movement and campaigns	Detailed explanation of the political movement and campaigns	Basic explanation of the political movement and campaigns	Limited explanation of the political movement and campaigns	No explanation provided
Causes of the issue using SHEET factors	Discusses wide range of causes of the issue by considering all SHEET factors	Discusses several causes of the issue by considering several SHEET factors	Discusses at least two causes of the issue with a reference to SHEET factors	Discusses at least one cause of the issue	Does not discuss causes
Challenges to the aims and goals of the campaign and organisation	Examines the essential challenges to resolving the issue, and what action has been taken, in <i>thorough</i> detail	Identifies challenges, and recognises what action has been taken, in <i>some</i> detail	Identifies <i>some</i> challenges and recognises what action has been taken	Identifies a challenge and an action that has been taken	Does not outline the challenges to resolving the issue
Evaluate the effectiveness of actions or strategies of actors	Evaluation shows a <i>pragmatic and deep</i> understanding of the actions and strategies of actors	Evaluation shows <i>some</i> understanding of the actions and strategies of actors	Evaluation shows an awareness of some actions but lacks an understanding of strategies	Identifies some actions or strategies but does not sufficiently evaluate them	No evaluation evident
Quality of report or presentation	Very well researched, logically structured, excellent teamwork and clearly presented	Good research, useful structure, good teamwork and sound presentation	Shows some research and team work but needs a clearer structure	Limited information, more style than substance	Presentation not considered

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ASSESSMENT RUBRIC – POLITICAL MOVEMENTS REPORT (POLITICAL CAMPAIGNING IN AUSTRALIA)

NAME: _____

SCORE: /50 _____

CRITERIA	V HIGH - 10-9	HIGH - 8-7	MEDIUM - 6	LOW - 5	NOT SHOWN 0
Overview of the Australian Political System	Comprehensive explanation of the Australian political system	Detailed explanation of the Australian political system	Basic explanation of the Australian political system	Limited explanation of the Australian political system	No overview provided
Evaluation of current political campaigns in Australia	Evaluates 5-6 current Australian political campaigns	Evaluates 3-4 current Australian political campaigns	Discusses two current Australian political campaigns	Discusses at least one Australian political campaign	Does not discuss current campaigns
Analysis of various methods of campaigning	Thoroughly explains three methods of campaigning	Very good explanation of three methods of campaigning	Explains three methods of campaigning briefly	Identifies 1-2 methods of campaigning	Does not outline the various methods for campaigning
Political campaign design	Detailed campaign plan and sophisticated analysis of potential issues	Very good campaign plan with identification of potential issues	Basic campaign plan and identification of at least one potential issue	Explains a campaign plan with limited depth	No political campaign designed
Quality of report or presentation	Very well researched, logically structured clearly presented	Good research, useful structure and sound presentation	Shows some research but needs a clearer structure	Limited information, more style than substance	Presentation not considered

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ACTIVITY 3: WORKSHEET – THE GLOBAL CITIZEN

WHAT IS A GLOBAL CITIZEN?

Oxfam defines a global citizen as someone who:

1. Is aware of the wider world and has a sense of their role as a world citizen
2. Respects and values diversity
3. Has an understanding of how the world works – economically, politically, socially, culturally, technologically and environmentally
4. Is outraged by social injustice
5. Participates in and contributes to the community at a range of levels, from local to global
6. Is willing to act to make the world a more equitable and sustainable place
7. Takes responsibility for their actions

(Source: Educating for Global Citizenship: A Guide for Schools, p. 3, Oxfam Great Britain, 2006.)

Step 1. Do you agree this is in the right order?

Working individually, rank Oxfam's seven elements of global citizenship. In your opinion, what is the most valued element? Rank it number 1, all the way down to the least.

1.
2.
3.
4.
5.
6.
7.

Step 2: Discuss

Find another student (or students) who totally agrees (or almost agrees) with your answers. Get together to discuss why you made your choices to strengthen their reasoning.

Step 3: Presentation

As a pair or small group, present your ranking to the class and explain your reasoning. Listen to other groups' presentations and reasoning too.

Step 4: Finalise your list

Now you've heard your classmates' lists and points of view, would you like to rethink your ranking? Now is the time to change it up! Feel free to re-rank your elements to you have a definitive list you're happy with.

1.
2.
3.
4.
5.
6.
7.

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ACTIVITY 4: STUDENT WORKSHEET – NGO REPORT

Using the Oxfam website and other resources provided, research this non-government organisation (NGO) and write a report answer the following questions.

- How is it funded?
- What are this NGO's aims?
- What are the methods used by the NGO to achieve its aims?
- Examples of when this NGO was able to make a positive change and achieve its aims
- Limitations faced by this NGO in achieving its aims

You should include statistics, quotes, examples and other forms of evidence to support your claims. Images and other visual information can also be used to illustrate your ideas and research.

Use the following template to summarize your findings before you write them in a report.

Name of non-government organization (NGO)	
Year established	
Number of members	
Aims?	
Funds?	
Methods?	
Achievements?	
Limitations?	
Reference list:	

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EXTENSION TASK: STUDENT WORKSHEET – RESEARCH REPORT

For this task you will need to research and write a report, analysing the ways globalisation has an impact on culture, human rights and/or the environment.

The topic is:

- How has increased electronic communication used by social movements and campaigns by international organisations impacted environmental degradation and human rights abuses? Use the links and materials from Oxfam, Food and Climate, What She Makes, Syria and Australian Banks and Land Grabs.

This written report should showcase your understanding, not only of globalisation and the work of Oxfam and other NGOs, but also how the two relate and impact each other. To that end, you will need to make a judgment call about whether you think the impact of globalisation has on your topic is predominantly good, bad or a mixture of both good and bad aspects.

THE FOLLOWING STEPS CAN GUIDE YOU ON YOUR WAY!

1. BREAK DOWN THE QUESTION

- What topic or issue are you going to address?
- What are key words or ideas that you will need to write about?

2. BRAINSTORM

- What things do you know about the topic already?
- What do you need to research?
- What ideas or standpoint are you going to take?

3. RESEARCH

- What have you found out about the specific topic?
- Is the impact you have found related to globalisation?

4. ORGANIZE YOUR IDEAS AND FINDINGS

- Can you group your research and notes together?
- How does this shape your report?
- Can you write topic sentences for your paragraphs?

5. WRITE YOUR REPORT

- Using the topic sentences as a starting point, write your report!
- Don't forget to write an introduction and conclusion

6. EDIT AND REVIEW

- Re-read your report – does it make sense?
- Is the spelling and expression clear?
- Have you included your references? This is especially important if you have quoted directly from a source

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SUGGESTED LEARNING ACTIVITIES: SYRIA: AN ESSAY TASK – TEACHER'S NOTES

UNIT 2	Global Connections
AREA OF STUDY 2	Global cooperation and conflict: Outcome 2
KEY KNOWLEDGE	<ul style="list-style-type: none"> • Case studies of cooperation or conflict • At least one case study of contemporary international cooperation from: <ul style="list-style-type: none"> - the environment - animal welfare and biodiversity - health - people movement - disarmament - international crime - human rights - action and aid relating to natural and/or human disasters • At least one case study drawn from the following types of international conflict: <ul style="list-style-type: none"> - border disputes - war - separatism - terrorism - human rights - people movement
KEY SKILLS	<ul style="list-style-type: none"> • Investigate and explain the nature of particular global issues • Explain the involvements of global actors in global issues • Analyse the effectiveness of global responses to particular global issues • Analyse the challenges to resolution of global issues • Use detailed case studies to support analysis of global issues
RESOURCES	<p>What Oxfam is doing in Syria: https://www.oxfam.org.au/explore/emergencies/current-emergencies/syria-crisis/ and https://www.oxfam.org/en/emergencies/crisis-syria</p> <p>Oxfam blogs about Syria: https://www.oxfam.org.au/tag/syria/</p> <p>Interview with refugee family: https://www.oxfam.org.au/2016/08/an-ordinary-father-taking-extraordinary-action/</p> <p>Country profile – Syria: www.bbc.co.uk/news/world-middle-east-14703856</p> <p>Five millionth refugee: a quarter of Syria's population have fled across the borders – media release with Oxfam Australia's Chief Executive, Helen Szoke: https://www.oxfam.org.au/media/2017/03/five-millionth-refugee-a-quarter-of-syrias-population-have-fled-across-the-borders/</p> <p>Donald Trump's childhood home rented out to refugees thanks to Oxfam: http://www.independent.co.uk/news/world/americas/donald-trump-childhood-home-refugees-oxfam-queens-new-york-migrant-crisis-un-general-assembly-a7953246.html</p>

SUGGESTED LEARNING ACTIVITIES: SYRIA: AN ESSAY TASK – TEACHER'S NOTES

RESOURCES (CONT.)

OTHER RESOURCES ON SYRIA

From War in Syria to Peace in Germany – UNHCR supports Syrian family (video): <https://www.youtube.com/watch?v=83X-33hi8VQ&feature=youtu.be&a>

A Day in the Life Zaatari – video 15 mini episodes: <https://www.youtube.com/playlist?list=PLn61g7JcaVnIXsrStYJB4n8TPSI9hBR0>

Life Through the Eyes of a Syrian Refugee: UNHCR Photo Project – video: <https://www.youtube.com/watch?v=sdPqEtkM630>

OTHER ORGANISATIONS INVOLVED (COOPERATION)

<http://www.unicef.org/emergencies/syria/>

<http://www.worldvision.com.au/global-issues/world-emergencies/syrian-refugee-crisis>

www.unrefugees.org.au/syria

<https://www.icrc.org/en/where-we-work/middle-east/syria>

<http://www.caritas.org.au/learn/blog/blog-detail/education-providing-hope-to-syrian-children>

Check out the #withsyria hashtag on social media too.

Case study report – Humanitarian Partnership Agreement, Disaster Risk Reduction and Disaster Risk management capacity Building Program 2011–2017, case study: Building community resilience through partnerships: <https://oxfam.box.com/s/tgwjir26u9dxnxd4997smgrc7nc07dym> (Environment or action and aid relating to natural and/or human made disasters)

Case study:

Helping rice farmers cope with natural disaster (also in above report): <https://sri-lanka.oxfam.org/helping-rice-farmers-cope-natural-disaster-weather-index> – this went in to win ‘Best Social Innovation’ at the 2017 Australian Financial Review’s Most Innovative Companies award: <https://www.oxfam.org.au/2017/09/wed-like-to-dedicate-this-one-to-you/> (Environment or action and aid relating to natural and/or human made disasters)

Humanitarian Partnership Agreement overview from the Humanitarian Advisory Group: <http://humanitarianadvisorygroup.org/wp-content/uploads/2017/08/HPA-ChroniclePDF7Interactive.pdf>

Additional climate adaption case studies:

Vietnam: https://www.oxfam.org.au/wp-content/uploads/2015/07/2015-12-CC-case-study_viet_FA.pdf

Philippines: https://www.oxfam.org.au/wp-content/uploads/2015/07/2015-12-CC-case-study_phil_FA.pdf

Vanuatu: https://www.oxfam.org.au/wp-content/uploads/2015/07/2015-12-CC-case-study_vanuatu_FA.pdf

Timor-Leste: https://www.oxfam.org.au/wp-content/uploads/2015/07/2015-12-CC-case-study_timor_FA.pdf (Environment or action and aid relating to natural and/or human made disasters)

Hunger in a World of Plenty education resource: <https://www.oxfam.org.au/hunger-in-a-world-of-plenty/> (Health/people movement/ action and aid relating to natural and/or human made disasters)

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SUGGESTED LEARNING ACTIVITIES

Student
handouts
available.

The following essay writing task enables students to select a case study that they utilize to describe and analyse the extent to which the international community is cohesive, and whether it can effectively encourage cooperation OR increase conflict and instability.

ACTIVITY 1: ESSAY (CREATE WORKSHEET)

Students answer the following essay question:

“What challenges do key global actors (such as the UN) and NGOs (such as Oxfam), face when working in cooperation to resolve issues such as conflict, war and people movement?” Discuss using Syria as a case study. (750 words = 20 marks)

Note: Students can be directed to focus on one of these issues, however, they are enmeshed and students should be directed to analyse the connections between them.

Step 1: Brainstorm

Students brainstorm sub-questions to direct their research. Possible questions include, but are not limited to:

- Who are key global actors involved in the issue?
- How are the global actors involved in the issue?
- Where is this actor/these actors involved in the issue around the world?
- What role does the actor(s) play in resolving the issue?
- How does the actor work in cooperation with other actors to resolve the issue?
- How is your chosen issue connected/interlinked with the other issues?

Step 2: Research

Students should decide on the relevance of their chosen questions (self-evaluating, sifting) to answer the topic, and record them on a note taking template.

RESEARCH QUESTION	WEB NOTES (cut and paste them here)	MY NOTES (transcribe them in your own words)
	Source URL:	
	Source URL:	

Note: Students can create this in a digital format (e.g. Word Document or Google Document) so that they can adjust ideas in the templates and build on them as their study progresses.

Additional tips for taking good notes can be found here: <http://www.dartmouth.edu/~acskills/success/notes.html>

Step 3: Synthesis

Using the note taking template, students write an essay plan (i.e. one research question and answer becomes a paragraph). An essay planning guide can be found on the following pages.

Step 4: Write

Students write the essay using their plan.

SUGGESTED LEARNING ACTIVITIES (CONT.)

Student
handouts
available.

Step 5: Assessment

Students should submit their note taking template, essay plan and essay for assessment. A sample essay rubric can be found on the following pages.

For an excellent alternative “extended Essay Scoring Rubric”, visit: http://www.eastiron.org/eistaff/uploads/110/ib_extended_essay_rubric.pdf

or for more info on writing your own rubrics <http://www.skidmore.edu/assessment/archived/scoring-rubrics.php>

ACTIVITY 2: INFOGRAPHIC (CREATE WORKSHEET)

Students create an infographic to examine the key term, cosmopolitanism. The aim of the activity is to create an engaging, eye-catching poster or webpage that explains the term using Oxfam case studies and partnerships as evidence.

Step 1: Brainstorm

As a class, discuss the meaning of the key term cosmopolitanism. Create a mindmap on the board or phrases and words that can be used to explain this term as well as examples of global actors that fit the definition. Expand the section of the mind map to include specific details about Oxfam. Students should consult the Oxfam resources for additional information. The class should also discuss what an infographic is, looking at examples, to set the scene for this task.

Step 2: Template

Using a website such as Piktochart (piktochart.com) or Canva (www.canva.com), students should create their login and choose a template for their infographic.

Step 3: Research

Using the Oxfam case studies, students should choose 6-10 relevant facts that best represent Oxfam as a cosmopolitan global actor.

Step 4: Creative Flair

Finally, students need to spend time choosing how to display their facts in the most eye-catching manner. Discourage students from using large slabs of text. Instead, encourage the use of tables, charts, icons with labels etc.

Step 5: Assessment

Students should submit their infographic for assessment after presenting it to the class. Peer assessment is also an option with this activity.

OTHER SUGGESTED ACTIVITIES INCLUDE:

- Develop a case study relating to contemporary international cooperation on the topic of the environment, using the Oxfam case studies.
- With a partner, create a radio broadcast such as an interview or phone-in segment analysing the effectiveness of global responses to particular global issues.
- Complete a research report on human rights as an example of international conflict using the resources on Syria as well as the other case studies.

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STUDENT ESSAY PLAN

WHEN CONFRONTED WITH AN ESSAY QUESTION AND A BLANK PAGE, IT'S OFTEN HARD TO KNOW WHERE TO BEGIN. LUCKY WE ARE HERE TO HELP!

The following guide gives you a step-by-step path for writing an essay. Consider it a 'learning tool' or strategy anytime you get stuck with where to start.

1. Note the **key words** of the question. This is what you **must address in your essay**. If you don't, your response could be off the topic and therefore irrelevant to the question.
2. Your **introduction should respond to the question** – you should provide a **contention** (an assertion, a key argument) and the introduction should **outline what you plan to discuss** in the essay.
3. The **main body** of your essay should consist of **paragraphs that address different aspects of the question**. Some good rules for these are:
 - Try to stick to **one idea per paragraph**
 - **Use leading sentences to start** each paragraph and to direct your discussion
 - Also, use **concluding sentences at the ends of paragraphs**.
 - **Provide evidence** to back up your ideas, and **address concepts** along the way
 - Feel free to **pose questions** to develop your analysis
 - Feel free to **recognise the shades of grey** in a question, and the range of views in interpreting events
 - **Use quotes** (and reference them!) for both evidence and highlighting central ideas
4. Your conclusion should **sum up your ideas but not introduce new ones**.

It sounds kind of funny but, in short, the key to writing a well-structured essay is:

- Tell them what you're going to tell them (Introduction)
- Tell them your answer to the question (Main body)
- Then tell them what you told them (Conclusion)

LET'S GET PLANNING! ASK YOURSELF:

1. What are the key words in your essay question?
2. What question is being posed?
3. What are your responses to the question in general terms?
4. List the issues that you think need to be discussed in this question (an issue is an area of contention or debate, differences of opinion about an event, situation or concept).
5. Research them.
6. List the concepts you will need to define during the writing of your essay.
7. Now list, in order, the things you think you should discuss in this essay, (e.g. Explain what the aims of the UN and Oxfam are...)
8. Try writing an introduction of about **150 words**. Make sure that, in the introduction, you:
 - Respond to the question at the beginning with a statement that outlines your ideas
 - Outline what broad areas/issues you plan to address in the essay

Examples of leading sentences:

- In order to discuss the effectiveness of the UN and Oxfam, we need to first explore what the aims of these organisations are...
- Having outlined the aims of the UN and Oxfam, it is now necessary to look at how effective they have been in achieving them...

Examples of concluding sentences:

- Therefore, it has been shown in this discussion that...
- This essay has evaluated the extent to which the UN and Oxfam has been effective in achieving its aims and noted that...

Examples of appreciating shades of grey:

- To some extent it is hard to determine if the UN and Oxfam have been effective because [reason], however it is not possible to make a blanket statement one way or the other; [reason, e.g. demonstrating grey areas].

This plan is based on a template featured on pp.226-228 in the VCE Australian and Global Politics (2nd ed) by Kimberly Cornell and published by Social Education Victoria.

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ESSAY RUBRIC

CRITERIA	PREFORMACE DESCRIPTOR	LEVEL/SCORE
Thesis	<p>4 = easily identifiable, clear and concise, insightful, and appropriate for assignment</p> <p>3 = identifiable, clear, and appropriate</p> <p>2 = somewhat difficult to identify, unclear, and/or slightly inappropriate for assignment</p> <p>1 = very difficult to identify, unclear, and/or inappropriate for assignment</p> <p>0 = unidentifiably, unclear, and/or wholly inappropriate for assignment</p>	
Use of Evidence	<p>4 = appropriate source information (typically primary) used to support thesis and buttress all arguments made in essay, excellent integration of quoted/paraphrased material into writing.</p> <p>3 = appropriate source information used to support thesis and to buttress most arguments, good integration of sources into writing</p> <p>2 = sometimes weak use of source information (excessively secondary), inadequately supports thesis and/or sub-arguments, weak integration of quoted/paraphrased material into writing</p> <p>1 = very weak use of source information (excessively secondary), fails to support thesis and/or sub-arguments, very weak integration of material into writing</p> <p>0 = wholly fails to use sources appropriately</p>	
Analysis, Logic and Argumentation	<p>4 = all ideas progress logically from an identifiable thesis, compelling justifications are offered to support thesis, counter-arguments are anticipated and addressed, appropriate connections are made to outside material</p> <p>3 = thesis is generally supported by logically compelling assertions and appropriate connections</p> <p>2 = insufficient support for some arguments, assertions are vague or lack focus, support offered is sometimes irrelevant, tangential or repetitive</p> <p>1 = lacks support for arguments, unfocused, uses irrelevant information to support thesis</p> <p>0 = wholly fails to relate evidence to thesis statement</p>	
Organisation	<p>4 = coherent and clear, all paragraphs support thesis statement, each paragraph supports its topic sentence, excellent transitions</p> <p>3 = mostly coherent, generally supports thesis, good transitions</p> <p>2 = often lacks coherence, mixed support for thesis, transitions often missing or weak</p> <p>1 = incoherent, lacks support for thesis, transitions weak and often missing</p> <p>0 = wholly incoherent, unsupportive of thesis and lacking in transitions</p>	
Mechanics (Grammar, Spelling, Language Usage, Sentence Structure, Citation Format)	<p>4 = excellent command of language, proper use of grammar/writing conventions, few to no misspelled words, correct word choice, excellent variety and complexity of sentence structure, uses proper citation format</p> <p>3 = good command of language, generally proper use of grammar/writing conventions, minimal misspelled words, largely good word choice, some variety and complexity in sentence structure, generally uses proper citation format</p> <p>2 = generally proper use of grammar/writing conventions, but with simple sentences generally lacking variety/complexity in structure, acceptable citation format</p> <p>1 = weak use of language, poor grammar, and numerous mechanical errors undermine coherence, weak citation format</p> <p>0 = extremely weak use of language/poor grammar, and pervasive errors seriously undermine coherence, improper citation format</p>	
Additional comments		
Score:		

VCE AUSTRALIAN AND GLOBAL POLITICS

STUDENT WORKSHEET - RESEARCH REPORT

COSMOPOLITANISM: AN INFOGRAPHIC

For this activity, you are going to create an infographic to represent your knowledge of the key term: cosmopolitanism, as well as communicating how Oxfam is an example of a global actor using a cosmopolitan approach.

What is an infographic?

An infographic represents information in a visual and eye-catching manner. It can be a poster or presented on a webpage. An effective infographic should be both appealing and meaningful, allowing the reader to decipher succinct facts without the burden of reading large slabs of text.

Creating your Infographic

You can use a set template (check out Piktochart (piktochart.com) or Canva (www.canva.com) or make up your own using desktop publishing software or similar.

Layout of an infographic

An infographic can comprise a variety of icons, logos, charts, key phrases and visual representations. Here are some suggestions of layouts to inspire your own creation!

Research

Once you have created a template, you should gather the research for your infographic.

You must include the definition of cosmopolitanism near the top of your piece along with further explanation of the term (this could be through related words, quotes, images or any other method you can think of).

Next, compile a number of key facts, using the Oxfam case studies at the following links:

Humanitarian Partnership Agreement: Building community resilience through partnerships: <https://oxfam.box.com/s/tgwjir26u9dxnxd4997smgrc7nc07dym> (environment or action and aid relating to natural and/or human made disasters)

Case study: Helping rice farmers cope with natural disaster (also in above report): <https://sri-lanka.oxfam.org/helping-rice-farmers-cope-natural-disaster-weather-index>

Humanitarian Partnership Agreement overview from the Humanitarian Advisory Group: <http://humanitarianadvisorygroup.org/wp-content/uploads/2017/08/HPA-ChroniclePDF7Interactive.pdf>

Vietnam: https://www.oxfam.org.au/wp-content/uploads/2015/07/2015-12-CC-case-study_viet_FA.pdf

Philippines: https://www.oxfam.org.au/wp-content/uploads/2015/07/2015-12-CC-case-study_phil_FA.pdf

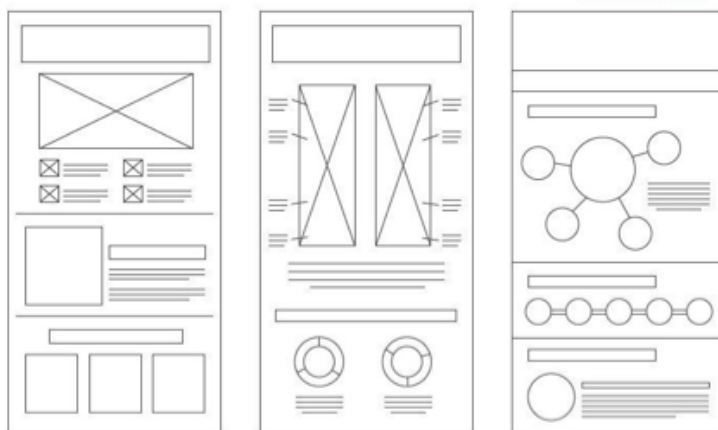
Vanuatu: https://www.oxfam.org.au/wp-content/uploads/2015/07/2015-12-CC-case-study_vanuatu_FA.pdf

Timor-Leste: https://www.oxfam.org.au/wp-content/uploads/2015/07/2015-12-CC-case-study_timor_FA.pdf (environment or action and aid relating to natural and/or human made disasters)

Hunger in a World of Plenty education resource (health/people movement/ action and aid relating to natural and/or human made disasters): <https://www.oxfam.org.au/hunger-in-a-world-of-plenty/>

Get creative!

Now use your creative flair to represent your facts in a visually appealing way on your infographic.



SUGGESTED LEARNING ACTIVITIES: POWER AND INFLUENCE OF NON-STATE ACTORS – TEACHER'S NOTES

UNIT 3	Global Actors
AREA OF STUDY 2	Global Actors: Outcome 1
KEY KNOWLEDGE	<p>Non-state actors</p> <ul style="list-style-type: none"> aims, roles and power of TWO non-state actors chosen from the following (both may be chosen from the category of legal organisations): <ul style="list-style-type: none"> legal organisations, including human rights NGOs, environmental NGOs and /or organised religions
KEY SKILLS	<ul style="list-style-type: none"> Define and explain key global politics terms and use them in the appropriate context Explain the aims and roles of key global actors Evaluate the power of key global actors Assess the extent to which global actors achieve their aims Use contemporary examples and case studies to support explanations, points of view and arguments
RESOURCES	<p>ARP table: On following pages.</p> <p>Oxfam Australia website: https://www.oxfam.org.au/</p> <p>Oxfam Australia 'This is Us' brochure: https://www.oxfam.org.au/wp-content/uploads/2014/11/oxfam-australia-this-is-us-brochure.pdf (hard copies are also available from Oxfam's Schools Program Coordinator on request, email: schools@oxfam.org.au)</p> <p>Close the Gap: https://www.oxfam.org.au/explore/indigenous-australia/close-the-gap/</p> <p>Oxfam on Inequality: https://www.oxfam.org.au/what-we-do/inequality/ and https://www.oxfam.org.au/tag/inequality/</p> <p>Oxfam on Gender Justice: https://www.oxfam.org.au/explore/gender-equality/ https://www.oxfam.org.au/tag/gender-justice/</p> <p>Oxfam on Food and Climate Change: https://www.oxfam.org.au/what-we-do/food-and-climate/</p> <p>Grow resource bank: https://www.oxfam.org/en/campaigns/grow</p> <p>What She Makes: whatshemakes.org</p> <p>Australian Banks and Land Grabs: https://www.oxfam.org.au/what-we-do/food-and-climate/australian-banks-and-land-grabs/</p> <p>Oxfam's Brand Narrative: https://www.oxfam.org.au/wp-content/uploads/2017/07/2017-AC-012-Schools-A4-Brochure-FA2_p2-3.pdf</p> <p>Oxfam's Six Goals to Change the World (Oxfam's strategic goals in poster form): https://www.oxfam.org.au/get-involved/how-schools-can-get-involved/classroom-resources/oxfams-six-goals-to-change-the-world/</p> <p>More info on Oxfam's Strategic Goals: http://resources.oxfam.org.au/pages/view.php?ref=1220&k=&search=&offset=0&order_by=relevance&sort=DESC&archive=0</p> <p>Oxfam Australia's Submission to the Foreign Policy White paper Consultation: http://dfat.gov.au/whitepaper/submissions/documents/170227-433-Oxfam-Australia.PDF (Humanitarian crises and natural disasters, climate change and environmental issues, refugees)</p> <p>Accompanying media release: https://www.oxfam.org.au/media/2017/03/never-has-a-vision-for-a-more-prosperous-peaceful-and-secure-world-been-needed-more/</p> <p>Oxfam Australia's 2017-18 Pre-Budget Submission: https://static.treasury.gov.au/uploads/sites/1/2017/06/C2016-052_Oxfam-Australia.pdf</p>

RESOURCES (CONT.)

The follow reports can also be used as case studies as they were documents produced primary as reports for DFAT:

Report – Walking with Timor-Leste: https://www.oxfam.org.au/wp-content/uploads/2015/09/Final-Timor-Briefing-Paper-SDGs_WEB.pdf

Case study report – Humanitarian Partnership Agreement, Disaster Risk Reduction and Disaster Risk management capacity Building Program 2011–2017, case study: Building community resilience through partnerships: <https://oxfam.box.com/s/tgwjir26u9dxnxd4997smgrc7nc07dym>

SUGGESTED LEARNING ACTIVITIES

Student handouts available.

ACTIVITY 1: ASSESSING POWER AND INFLUENCE

Use the ARP (Aims, Roles and Power) table to guide students thinking about the key knowledge of this area of study.

Give students Oxfam's 'This is Us' pamphlet to help them complete the table, assessing the 'power' and 'influence' of Oxfam. The table below outlines possible/suggested responses in the right-hand column.

GLOBAL ACTOR	OXFAM AUSTRALIA
Aims <ul style="list-style-type: none"> Usually holistic in their approach Sometimes refers to these as 'purposes' 	"To create a just world without poverty" (Source: This is Us brochure)
Roles <ul style="list-style-type: none"> Functions Responsibilities Processes 	1. Long-term development projects 2. Responding to emergencies 3. Advocating and campaigning for a just world (Source: This is Us brochure)
Power <ul style="list-style-type: none"> Actual capability for achieving objectives Successes and challenges faces by non-state actor in achieving aims 	Students use the 'give one/get one' activity below to determine the power of the non-state actor

ACTIVITY 2: GIVE ONE/GET ONE

Ask students to select a case study either with a Human Rights focus or Environmental focus from the Oxfam list of programs below.

LEGAL/HUMAN RIGHTS FOCUS	ENVIRONMENTAL FOCUS
Close the Gap	Food and Climate Justice
Inequality	GROW
Gender Justice	Land grabs

Step 1: Research and brainstorm

In small groups, students use the ARP table to assess the case study's Aims, Roles and Power. Students can be allocated one area of the table each, if working in groups of 4–5.

OR

In pairs, students should make a list of opportunities and challenges Oxfam may face in achieving its aims and objectives.

Note: Give students time to each create as long a list as possible. Ask them to draw a line after their final idea.

SUGGESTED LEARNING ACTIVITIES (CONT.)

Student
handouts
available.

Step 2: Share

Students are given 3-5 minutes to talk with as many other students (from different groups) as they can. Students must give every student they meet an idea from their list, and must also add one new idea to their own list.

Step 3: Discuss

At the end of the activity, students have a class discussion, or in their groups present their findings to the class. They create a new class from the individual lists of students.

ACTIVITY 3: SUGGESTED SAC/ASSESSMENT TASK 1 – STRUCTURED QUESTIONS

Below is the Assessment Task, worth 15 marks, and suggested solutions.

Instructions:

- Students are to attempt all questions in the spaces provided.
- Answers are to be written in English with blue or black pen.
- The task should be completed individually.
- Students will have 45 minutes to complete this task.
- Students will need to refer to Oxfam's 'This is Us' brochure or their collective 'ARP' chart.

Question 1: Identify one aim of Oxfam (a non-state actor) (1 mark)

Short response – only one aim required. Aim = “a purpose or intention; a desired outcome”.

Question 2: Outline one way this aim is achieved. (2 marks)

State one way in which this aim has been achieved and cite a specific example to highlight this.

Question 3: Describe one role of Oxfam. (2 marks)

Briefly describe one role played by the non-state actor. Role = “a function or part performed especially in a particular operation or process”. A specific example should be cited.

Question 4: Evaluate the power Oxfam has as non-state actor compared to states (4 marks)

A longer response requiring evaluation = “to judge the value or condition of or something in a careful and thoughtful way”. Power = “the ability of one global actor to influence the actions of another global actor. Power can be exercised in a range of types and forms”. To earn full marks the response should identify and describe a form of power used by Oxfam. Students will then compare that power to the difference between states and non-government actors.

Question 5: Compare and assess the extent Oxfam's is able to achieve its aims on two issues. (Compare) Assess the extent Oxfam and one other (non-state actor) s is able to achieve their aims on one issue. (6 marks) A longer response requiring assessment = “the act of making a judgment about something”. Responses should identify one two aims of the non-state actor, describe the power the non-state actor uses to achieve that aim and any challenges and successes they have had associated with those two issues.

SUGGESTED LEARNING ACTIVITIES (CONT.)

Student handouts available.

ACTIVITY 4: SUGGESTED SAC/ASSESSMENT TASK 2 – ESSAY

The essay topic is as follows:

Evaluate the effectiveness of Oxfam as a non-state actor in achieving its aims. (750 words = 20 marks.)

Step 1: Brainstorm

Students brainstorm sub-questions to direct their research. Possible questions include, but are not limited to:

- What are Oxfam's aims?
- What methods does Oxfam use to achieve these aims?
- What power and capacity to influence does Oxfam have to achieve its aims?

Step 2: Research

Students decide on the relevance of their chosen questions (self-evaluating, sifting) to answer the topic, and record them a notetaking grid.

RESEARCH QUESTION	WEB NOTES (cut and paste them here)	MY NOTES (transcribe them in your own words)
	Source URL:	
	Source URL:	

Note: Students can create this in a digital format (e.g. Word Document or Google Document) so that they can adjust ideas in the templates and build on them as their study progresses.

Additional tips for taking good notes can be found here: <http://www.dartmouth.edu/~acskills/success/notes.html>

Step 3: Synthesis

Using the note taking template, students write an essay plan (i.e. one research question and answer becomes a paragraph).

Step 4: Write

Students write the essay using their plan.

Step 5: Assessment

Students should submit their grid, essay plan and essay for assessment.

ACTIVITY 5: SUGGESTED SAC/ASSESSMENT TASK 3 – MULTIMEDIA PRESENTATION

Outline the aims/roles/power/ of Oxfam, a non-state actor, using the example of a specific program offered by the organisation – 20 marks

- Students should be encouraged to utilise a range of multimedia presentation options, including;
 - PowerPoint (Microsoft)
 - Keynote (Apple)
 - online software such as Prezi (see <http://prezi.com/>)
 - Empressr (<http://www.empressr.com/>)

To learn about this interesting tool which allows visuals, video and audio integration in a PowerPoint type platform, visit YouTube for a tutorial

- Students are required to complete 2 slides per category (ARP), each worth 2 marks

VCE GLOBAL POLITICS

ACTIVITY 1: WORKSHEET – ARP TABLE

GLOBAL ACTOR:	OXFAM AUSTRALIA
Aims <ul style="list-style-type: none">• Usually holistic in their approach• Sometimes refers to these as 'purposes'	
Roles <ul style="list-style-type: none">• Functions• Responsibilities• Processes	<ol style="list-style-type: none">1.2.3.
Power <ul style="list-style-type: none">• Actual capability for achieving objectives• Aims achieved or not? Challenges and difficulties in achieving aims?	

VCE GLOBAL POLITICS

ACTIVITY 2: GIVE ONE/GET ONE

ASK STUDENTS TO SELECT A CASE STUDY EITHER WITH A HUMAN RIGHTS FOCUS OR ENVIRONMENTAL FOCUS FROM THE OXFAM LIST OF PROGRAMS BELOW.

LEGAL/HUMAN RIGHTS FOCUS	ENVIRONMENTAL FOCUS
Close the Gap	Food and Climate Justice
Inequality	GROW
Gender Justice	Land Grabs

Step 1: Research and brainstorm

In small groups, students use the ARP table to assess the case study's Aims, Roles and Power. Students can be allocated one area of the table each, if working in groups of 4-5.

OR In pairs, students should make a list of opportunities and challenges Oxfam may face in achieving its aims and objectives. Note: Give students time to each create as long a list as possible.

Ask them to draw a line after their final idea.

Step 2: Share

Students are given 3-5 minutes to talk with as many other students (from different groups) as they can. Students must give every student they meet an idea from their list, and must also add one new idea to their own list.

Step 3: Discuss

At the end of the activity, students have a class discussion, or in their groups present their findings to the class. They create a new class from the individual lists of students.

ACTIVITY 3: SUGGESTED SAC/ASSESSMENT TASK 1 – STRUCTURED QUESTIONS

NAME:

TEACHER:

CLASS:

Instructions:

- You will have ____ minutes to complete this task.
- Attempt all questions in the spaces provided.
- Answers are to be written in English with blue or black pen.
- The task should be completed individually.
- You may refer to Oxfam's 'This is Us' brochure or their collective 'AORPI' chart.
- This task is marked out of 15.

Question 1: Identify one aim of Oxfam (1 mark) (two lines per mark – leave space for handwriting)

Question 2: Outline one way this aim is achieved. (2 marks)

Question 3: Describe one role of Oxfam. (2 marks)

Question 4: Evaluate the power Oxfam has as non-state actor compared to states (4 marks)

Question 5: Compare and assess the extent Oxfam is able to achieve its aims on two issues. (6 marks)

END OF ASSESSMENT

ACTIVITY 4: SUGGESTED SAC/ASSESSMENT TASK 2 – ESSAY

NAME:

TEACHER:

CLASS:

For this Assessment Task you will be required to write a **750 word essay** responding to: the following question:

“Evaluate the effectiveness of Oxfam as a non-state actor in achieving its aims”

This Assessment task will be **marked out of 20 marks**. This sheet serves as a guide and checklist to help your planning, writing and editing for submission. When you have finished a step, review it and mark it off in the box on the right.

SUBMISSION DATE:

METHOD OF SUBMISSION:

(BOXES ON THE SIDE ARE TO USED FOR STUDENTS TO CHECK OFF)

STEP ONE - *Brainstorm your topic and sub-question to direct your research?*

Write down ideas and questions you have relating to the topic. Think and write down sub-questions you want to explore? These could relate to Oxfam’s aims, the methods Oxfam uses to achieve these aims and what powers to influence Oxfam uses to achieve these aims?

☐

STEP TWO – *research and record your research*

Researched your non-state actor and record what websites and other sources you use, especially statistics and quotes you want to copy into your essay.

Using a note taking grid like the following to record and organize your research. This will be submitted alongside your draft and final essay

☐

RESEARCH QUESTION	WEB NOTES (cut and paste them here)	MY NOTES (transcribe them in your own words)
	Source URL:	
	Source URL:	

Additional tips for taking good notes can be found here: <http://www.dartmouth.edu/~acskills/success/notes.html>

STEP THREE – *synthesize and plan how to write your essay from the research*

Using the note taking template, create an essay plan. Use the sub questions you created in step one or group together similar ideas, research or evidence into individual paragraphs.

An essay planning guide can be found on the following pages. This plan will be submitted alongside your note taking grid and final essay.

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STEP FOUR – *write your essay based off your plan*

Write the paragraphs for your essay, using the sub-questions or grouped ideas as topic sentences. Then move on to write the introduction, restating the topic and explaining what you plan to write about. Write the conclusion, summarizing your paragraphs and restating how your perspective on the topic based off your research and paragraphs you have already written.

☐

STEP FIVE - *Review and edit*

Re-read your essay and edit it ready for submission. Does it make sense? Are there ways to improve your meaning? Have you fixed any grammar and spelling errors?

☐

STEP SIX – *submit your note taking grid, plan and final, edited essay*

Make sure that your name, teacher’s name and class is on each document and they are all grouped together ready for the preferred method of submission.

☐

VCE GLOBAL POLITICS

RESEARCH AND RECORDING ACTIVITY SHEET

Essay topic: "Evaluate the effectiveness of Oxfam as a non-state actor in achieving its aims."

Highlight key words and then think of a series of sub-questions that you want to address under this essay topic.

- 1.
- 2.
- 3.

Now go and research those questions, recording your findings as you go.

RESEARCH QUESTION	WEB NOTES (cut and paste them here)	MY NOTES (transcribe them in your own words)
	Source URL:	
	Source URL:	
	Source URL:	
	Source URL:	
	Source:	
	Source:	
	Source:	

Additional tips for taking good notes can be found here: <http://www.dartmouth.edu/~acskills/success/notes.html>

STUDENT ESSAY PLAN

WHEN CONFRONTED WITH AN ESSAY QUESTION AND A BLANK PAGE, IT'S OFTEN HARD TO KNOW WHERE TO BEGIN. LUCKY WE ARE HERE TO HELP!

The following guide gives you a step-by-step path for writing an essay. Consider it a 'learning tool' or strategy anytime you get stuck with where to start.

1. Note the **key words** of the question. This is what you **must address in your essay**. If you don't, your response could be off the topic and therefore irrelevant to the question.
2. Your **introduction should respond to the question** – you should provide a **contention** (an assertion, a key argument) and the introduction should **outline what you plan to discuss** in the essay.
3. The **main body** of your essay should consist of **paragraphs that address different aspects of the question**. Some good rules for these are:
 - Try to stick to **one idea per paragraph**
 - **Use leading sentences to start** each paragraph and to direct your discussion
 - Also, use **concluding sentences at the ends of paragraphs**.
 - **Provide evidence** to back up your ideas, and **address concepts** along the way
 - Feel free to **pose questions** to develop your analysis
 - Feel free to **recognise the shades of grey** in a question, and the range of views in interpreting events
 - **Use quotes** (and reference them!) for both evidence and highlighting central ideas
4. Your conclusion should **sum up your ideas but not introduce new ones**.

It sounds kind of funny but, in short, the key to writing a well-structured essay is:

- Tell them what you're going to tell them (Introduction)
- Tell them your answer to the question (Main body)
- Then tell them what you told them (Conclusion)

LET'S GET PLANNING! ASK YOURSELF:

1. What are the key words in your essay question?
2. What question is being posed?
3. What are your responses to the question in general terms?
4. List the issues that you think need to be discussed in this question (an issue is an area of contention or debate, differences of opinion about an event, situation or concept).
5. Research them.
6. List the concepts you will need to define during the writing of your essay.
7. Now list, in order, the things you think you should discuss in this essay, (e.g. Explain what the aims of the UN and Oxfam are...)
8. Try writing an introduction of about **150 words**. Make sure that, in the introduction, you:
 - Respond to the question at the beginning with a statement that outlines your ideas
 - Outline what broad areas/issues you plan to address in the essay

Examples of leading sentences:

- In order to discuss the effectiveness of the UN and Oxfam, we need to first explore what the aims of these organisations are...
- Having outlined the aims of the UN and Oxfam, it is now necessary to look at how effective they have been in achieving them...

Examples of concluding sentences:

- Therefore, it has been shown in this discussion that...
- This essay has evaluated the extent to which the UN and Oxfam has been effective in achieving its aims and noted that...

Examples of appreciating shades of grey:

- To some extent it is hard to determine if the UN and Oxfam have been effective because [reason], however it is not possible to make a blanket statement one way or the other; [reason, e.g. demonstrating grey areas].

This plan is based on a template featured on pp.226-228 in the VCE Australian and Global Politics (2nd ed) by Kimberly Cornell and published by Social Education Victoria.

ACTIVITY 5: SAC/ASSESSMENT TASK 3: MULTIMEDIA PRESENTATION

For this SAC/Assessment Task you will be required to create a multimedia presentation outlining the work of Oxfam, a non-state actor, using the example of a specific program offered by the organization.

Possible formats include

- PowerPoint (Microsoft)
- Keynote (Apple)
- Online software such as Prezi (see <http://prezi.com/>)
- Empressr (<http://www.empressr.com/>)
- Other as negotiated with classroom teacher

MEDIA CONTENT

Your presentation should include two PowerPoint slides, or equivalent, giving information on each of the following dot points:

- Aims (Sometimes referred to as purposes or objectives)
- Roles (including functions, responsibilities and processes)
- Power (actual capability for achieving aims and objectives)



One suggested way to engage with the content is to select one aim and to use that as a case study throughout the presentation, showing how the non-state actor roles and power connect to that specific issue. You should also discuss the challenges and difficulties the non-state actor experiences in achieving that aim.

Remember: Do not copy large sections of text. Summarize information and use quotes where appropriate as evidence of your research. The media content should also be engaging through the use of images, graphs, statistics and links. A reference slide, or equivalent, noting where you found the information is required.

SPOKEN CONTENT

In conjunction to the media presentation, you are required to present a spoken explanation of the chosen non-state actor.

It is recommended that you develop the information on the screen, showing a depth of research and understanding of the non-state actor.

Like the media content, the spoken content should engage the audience. You should also be prepared to answer any questions the class or the teacher may have on your work at the end of your presentation.



DURATION – FIVE TO SEVEN MINUTES

The maximum amount of slides (or equivalent) shall be twenty and the entire presentation go for between three and five minutes, with one to two more minutes for questions/comments from the audience and teacher.

SUGGESTED LEARNING ACTIVITIES: OXFAM'S CHALLENGES – TEACHER'S NOTES

UNIT 4	Global challenges
AREA OF STUDY 1	Ethical issues and debates: Outcome 1
KEY KNOWLEDGE	<ul style="list-style-type: none"> Human Rights <ul style="list-style-type: none"> International laws relating to human rights Responses by relevant global actors including cosmopolitan and realist perspectives Ethical debates including: economic challenges to the universality of human rights; cultural challenges to the universality of human rights; state sovereignty versus 'Responsibility to Protect' Development: <ul style="list-style-type: none"> International laws relating to development Responses by relevant global actors including cosmopolitan and realist perspectives Ethical debates including differing strategies for poverty alleviation; overseas development assistance versus self-interest of states; economic growth versus sustainable development
KEY SKILLS	<ul style="list-style-type: none"> Analyse ethical debates surrounding two ethical issues, including the concepts of realism and cosmopolitanism Evaluate the effectiveness of responses by global actors to TWO ethical issues Use contemporary examples and case studies to support explanations, points of view and arguments
RESOURCES	<p>Oxfam's Brand Narrative (This replaces the previous 'About Us' brochure'): https://www.oxfam.org.au/wp-content/uploads/2017/07/2017-AC-012-Schools-A4-Brochure-FA2_p2-3.pdf</p> <p>Oxfam's Six Goals to Change the World (Oxfam's strategic goals in poster form): https://www.oxfam.org.au/get-involved/how-schools-can-get-involved/classroom-resources/oxfams-six-goals-to-change-the-world/</p> <p>More info on Oxfam's Strategic Goals: http://resources.oxfam.org.au/pages/view.php?ref=1220&k=&search=&offset=0&order_by=relevance&sort=DESC&archive=0</p> <p>Webpage – Tackling poverty together: https://www.oxfam.org.au/what-we-do/tackling-poverty-together/</p> <p>Webpage – Our vision, values and goals: https://www.oxfam.org.au/what-we-do/about-us/our-vision-values-and-goals/</p> <p>Oxfam Australia website 'What we do': https://www.oxfam.org.au/what-we-do/</p> <p>Oxfam Australia Affiliations & Partnerships: https://www.oxfam.org.au/what-we-do/about-us/affiliations-and-partnerships/</p> <p>Woza Moya: http://www.wozamoya.org.za/ https://www.oxfam.org.au/2012/02/community-care-workers-in-south-africa-have-their-say/ https://shop.oxfam.org.au/woza-moya (includes a video)</p> <p>Food and Climate Change Case Study: https://www.oxfam.org.au/what-we-do/food-and-climate/</p> <p>Close the Gap: https://www.oxfam.org.au/explore/indigenous-australia/close-the-gap/</p> <p>Australian Banks and Land Grabs: https://www.oxfam.org.au/grow/land/australias-big-four-banks-and-land-grabs/</p> <p>Largest cuts to Australia Aid: http://www.smh.com.au/federal-politics/political-news/julie-bishop-to-oversee-largest-ever-cuts-in-australian-aid-report-20150923-gjtb1l.html</p> <p>Oxfam Campaign for Australian Aid: https://www.oxfam.org.au/what-we-do/aid-and-development/campaign-for-australian-aid/</p> <p>Foreign aid impact on reducing poverty: https://www.oxfam.org.au/get-involved/how-schools-can-get-involved/classroom-resources/foreign-aid-and-its-importance-in-reducing-poverty/</p> <p>Benefit of foreign aid and future goals: https://www.oxfam.org.au/wp-content/uploads/2015/09/designs_ausaaid_globalgoals_mdgs.pdf</p> <p>Campaign for Australian Aid: https://australianaid.org/</p>

SUGGESTED LEARNING ACTIVITIES

Student handouts available.

On completion of this unit students should be able to analyse two global political issues from a range of perspectives and evaluate the effectiveness of global actors' responses to these issues. Students will analyse Oxfam Australia's actions to tackle poverty and inequality.

ACTIVITY 1: SUSTAINABLE DEVELOPMENT

Step 1: Ranking exercise

Oxfam responds to poverty and inequality in three key ways:

1. Long term development projects
2. Responding to emergencies
3. Advocating and campaigning for a just world

Students 'rank' Oxfam's three responses to poverty and inequality from most effective to least effective in terms of addressing the issue. Students then write a short paragraph to justify their choices.

Step 2: Explore

Students explore the following examples of Oxfam's sustainable development approaches on the Oxfam website:

- Woza Moya
<https://www.oxfam.org.au/2012/02/community-care-workers-in-south-africa-have-their-say>
- Food and Climate Change Case Study
<https://www.oxfam.org.au/what-we-do/food-and-climate/>
- Close the Gap
<https://www.oxfam.org.au/explore/indigenous-australia/close-the-gap/>
- Australian Banks and Land Grabs
<https://www.oxfam.org.au/what-we-do/food-and-climate/australian-banks-and-land-grabs/>
- Oxfam Australia Affiliations & Partnerships
<https://www.oxfam.org.au/what-we-do/about-us/affiliations-and-partnerships/>

Note: This activity could be set as a homework task in order to 'flip the classroom' and to save time.

Step 3: Categorise

Using the provided 'Oxfam's approaches to tackling poverty and inequality' table, students categorise each Oxfam case study under one or more of the three key approaches that Oxfam uses to alleviate poverty and inequality. Students must provide a justification for their answers.

Alternatively, students can complete the table in pairs and then share their answers with the class. During the class discussion, student's responses should be centrally collected and displayed, so that the entire group can participate in the classification and debate/support each other's reasoning.

Step 4: SCOT chart

Using the SCOT analysis chart, students select one Oxfam case study from the list above to analyse in-depth. Students consider whether this case study exhibits an effective response by Oxfam to help alleviate poverty and inequality.

Step 5: Written response

With reference to their SCOT analysis chart, students should individually respond to the following question in 150 words:

"To what extent is your Oxfam case study an example of a sustainable development response?"

SUGGESTED LEARNING ACTIVITIES (CONT.)

Student
handouts
available.

Step 6: Think/Pair/Share with class

Students think-pair-share the following question:

‘Why would Oxfam choose to undertake all three approaches concurrently to support sustainable development to eradicate poverty and inequality?’

A suggested response would include:

1. Long-term development projects: To empower communities to develop their capacities, to be heard on issues that directly impact their lives, and to build resilience and thrive into the future.
2. Responding to emergencies: To provide immediate humanitarian assistance (such as safe, clean water supply, shelter, food), where outcomes have been unforeseeable and the need is urgent, to rebuild lives and security and prevent greater human suffering.
3. Advocating and campaigning for a just world: To educate and raise awareness within government, big business, civil society and the general public in developed nations, such as Australia, to address the causes of poverty and inequality. This work aims to disrupt the cycles and systems that perpetuate injustices and poverty, with the aim of eradicating poverty completely. Advocacy leads to a growth in support, and in some cases funding and public policy changes, in order to sustain the other organisational responses.

Step 7: Re-rank Oxfam’s approaches

At the end of the discussion, students rank Oxfam’s three approaches again in order of most effective to least effective. Students provide a justification for their choices.

Students compare their final ranking with their initial ranking and reflect upon any changes that have been made. They should consider why they have changed their position.

Step 8: Podcast

To reflect on their learning, students create a podcast in which they detail their research and observations and share it with the class. These observations and summaries can be used as valuable revision towards an assessment. For more on podcasting, see <http://www.abc.net.au/btn/resources/teacher/episode/20130319-podcastkid.pdf>

Alternatively, students could collate these observations into a 300 word written response that can serve as a basis for future SAC/exam responses on this topic.

ACTIVITY 2: CAMPAIGN FOR AUSTRALIA AID

Step 1: Ranking

Students can cut out the names of countries provided in the activity sheet and order them from highest to lowest percentage of Gross National Income (GNI) that is allocated to foreign aid. Once completed, the teacher then reveals the correct order, found through: https://www.oxfam.org.au/wp-content/uploads/2015/09/designs_ausaid_globalgoals_infoposter03b_v5.pdf

Step 2: Research

Students research Australia’s contributions and significant cuts to foreign aid, including Oxfam Australia’s and Campaign for Australia Aid’s websites, plus <http://devpolicy.org/aidtracker/trends/>

Step 3: Short Answer worksheet

Students complete short answer questions on the student handout: ‘Student Activity 2 – Short Answer Research Exercise’.

SUGGESTED LEARNING ACTIVITIES (CONT.)

Student
handouts
available.

Step 4: Peer questioning

Based on research and short answer questions, students discuss the Campaign for Australian Aid (recording the answers for a peer).

Step 5: Class discussion

Students present the written perspectives of their classmates on Australia's contribution towards foreign aid, generating class discussion on issues surrounding cuts to level of contribution as a percentage of GNI.

ACTIVITY 3: SUSTAINABLE DEVELOPMENT AND FOREIGN AID 'QUIZ CUBE'

Step 1: Create questions

Students design questions relating to sustainable development and Australia's foreign aid cuts and the Campaign for Australia Aid. Questions can be short answer or longer analysis. Sample questions are included in the handout: 'Activity 3: Sustainable Development and Foreign Aid quiz cube'.

Alternatively, questions could be created and selected from a short list provided by the teacher.

Step 2: Allocate points

Based on the difficulty of the questions, students write the question and how many points it is worth on each of the six faces on the cube template.

Step 3: Create cube

Students cut out the cube template, glue along the tabs, and fold to make a quiz cube.

Step 4: challenge peer

Students swap cubes with a peer and together they take turns to toss the cube and answer the question that lands face-up. The classmate then assesses their response and gives a score based on the difficulty of the question.

ACTIVITY 1: WORKSHEET ACTIVITY 1 – RANKING EXERCISE

Oxfam responds to poverty and inequality in three key ways:

1. Long term development projects
2. Responding to emergencies
3. Advocating and campaigning for a just world

Step 1. Do you agree this is in the right order?

Working individually, rank Oxfam's three responses to poverty and inequality from most effective to least effective in terms of addressing the issue you have chosen. Justify your order in the box provided.

1.
2.
3.

Step 2: Upon reflection

With the new information that you have researched, re-think the three key ways that Oxfam responds to poverty and inequality. Re-list the three responses from most effective to least effective in terms of addressing the issue you have chosen.

1.
2.
3.

Compare this new ranking to your initial response and evaluate any changes to the order of effectiveness. If no change, explain your thinking for keeping the order the same.

ACTIVITY 1: WORKSHEET ACTIVITY 1 – RANKING EXERCISE

LONG TERM DEVELOPMENT PROJECTS	RESPONDING TO EMERGENCIES	ADVOCATING AND CAMPAIGNING FOR A JUST WORLD
<div>Case study:</div> <div>Why have you put it in this section?</div>	<div>Case study:</div> <div>Why have you put it in this section?</div>	<div>Case study:</div> <div>Why have you put it in this section?</div>
<div>Case study:</div> <div>Why have you put it in this section?</div>	<div>Case study:</div> <div>Why have you put it in this section?</div>	<div>Case study:</div> <div>Why have you put it in this section?</div>
<div>Case study:</div> <div>Why have you put it in this section?</div>	<div>Case study:</div> <div>Why have you put it in this section?</div>	<div>Case study:</div> <div>Why have you put it in this section?</div>
<div>Case study:</div> <div>Why have you put it in this section?</div>	<div>Case study:</div> <div>Why have you put it in this section?</div>	<div>Case study:</div> <div>Why have you put it in this section?</div>
<div>Case study:</div> <div>Why have you put it in this section?</div>	<div>Case study:</div> <div>Why have you put it in this section?</div>	<div>Case study:</div> <div>Why have you put it in this section?</div>
<div>Case study:</div> <div>Why have you put it in this section?</div>	<div>Case study:</div> <div>Why have you put it in this section?</div>	<div>Case study:</div> <div>Why have you put it in this section?</div>

VCE GLOBAL POLITICS

SCOT ANALYSIS CHART

ACTIVITY 2: WORKSHEET – FOREIGN AID RANKING EXERCISE

Cut out the names of the following countries and then arrange them to from highest to lowest percentage of Gross National Income that state provides to foreign aid.



AUSTRALIA



SWEDEN



NORWAY



UNITED
KINGDOM



GERMANY



IRELAND



CANADA



UNITED
STATES



JAPAN

STRENGTHS

THREATS

CHALLENGES

OPPORTUNITIES

When you have finished, ask your teacher for the correct order.

STUDENT WORKSHEET – ACTIVITY 2: WORKSHEET – SHORT ANSWER RESEARCH EXERCISE

Using Oxfam Australia and Campaign for Australian Aid's websites, plus <http://devpolicy.org/aidtracker/trends/> research and answer the following questions:

1. What percentage of Gross National Income does Australia currently contribute to foreign aid?

2. How does this percentage compare to 2010? If this percentage has changed, how and for what reason?

3. Research some of the comments and statements made to justify these changes in foreign aid allocation. In your opinion, do these reasons justify the cuts to foreign aid?

Denmark, Luxemburg, Norway and the United Kingdom exceed the United Nations official development assistance (ODA) target of 0.7 per cent of Gross National Income. Select one of these countries and complete the following table:

	AUSTRALIA	OTHER COUNTRY
Percentage of foreign aid in relation to GNI		
Amount allocated to foreign aid in 2015 in US Dollars		
Income per capita ranking		
List programs and countries where existing foreign aid is being directed		

For the next questions, turn to a peer and get their perspective on sustainable development and foreign aid. Summarize their answers in preparation for a class discussion.

Discussion questions:

- Should Australia increase its spending on foreign aid?
- How should this be implemented?
- In what areas of development should foreign aid be directed?
- Which countries and projects should receive the most foreign aid?
- How are countries with smaller economies to Australia able to allocate a higher percentage of GNI toward foreign aid?

ACTIVITY 3: WORKSHEET – SUSTAINABLE DEVELOPMENT AND FOREIGN AID QUIZ CUBE

For this task you are going to create a cube to test the knowledge of a classmate on foreign aid and sustainable development.

Write down a question in each of the squares in the template provided. Only write the questions on one side of the template. Allocate a potential score for each question.

Simple questions worth one to two points could be:

- What percentage of foreign aid does Australia provide in relation to Gross National Income?
- What is the United Nations official development assistance (ODA) target?
- How much has foreign aid been cut over the last five years?

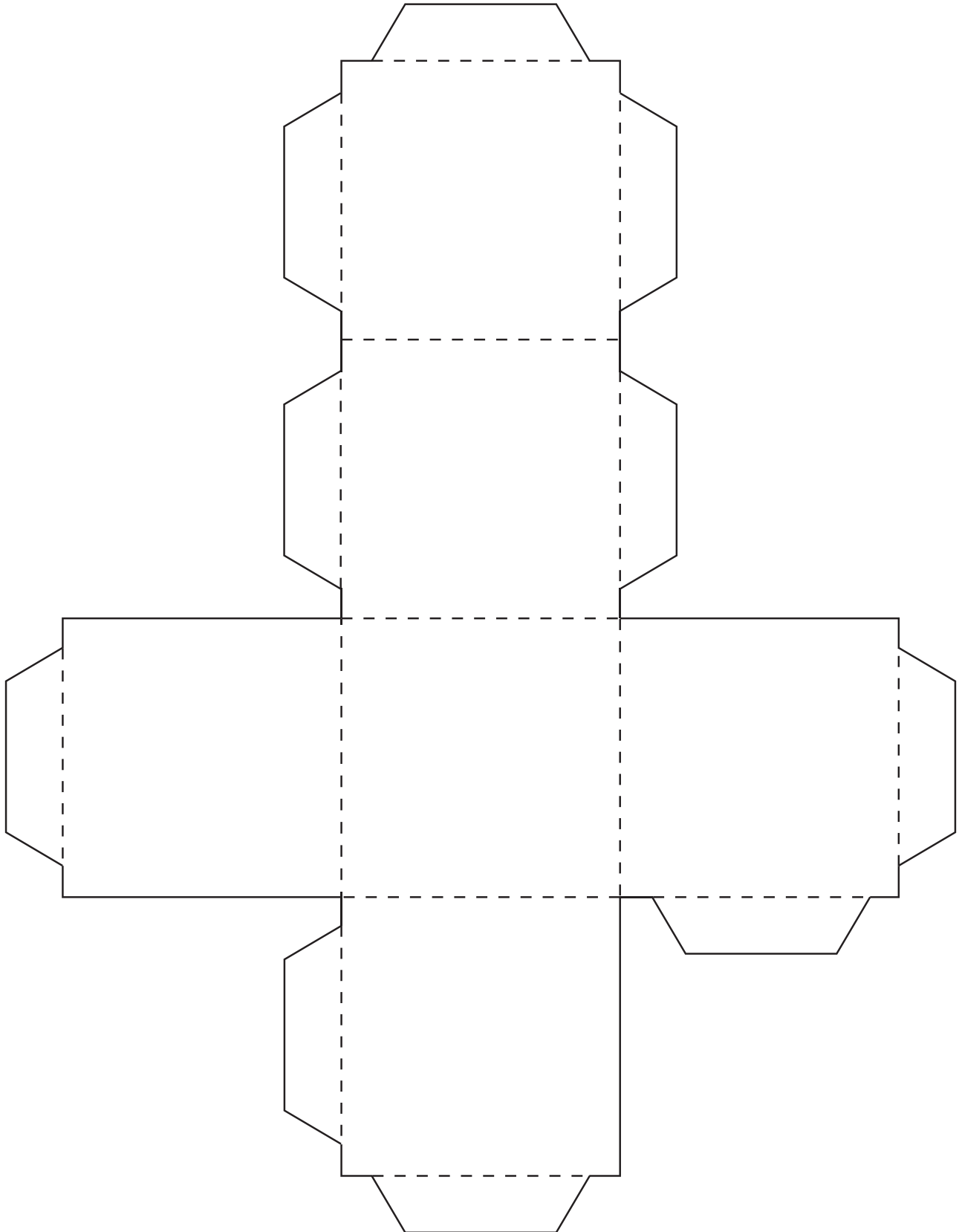
More sophisticated questions worth three or more points could include:

- Evaluate the type of power Oxfam Australia and the Campaign for Australia Aid use to achieve their aims in relation to increasing foreign aid spending.
- What is the difference between sustainable development and non-sustainable development?
- How can Australia increase the amount of foreign aid it provides?

After you have written down the questions, cut out the template and glue along the tabs to create a cube.

Swap your cube with a friend and take it in turns to toss your cube and answer each other's question. Evaluate your classmate's answer and give them a score.

ACTIVITY 3: WORKSHEET – SUSTAINABLE DEVELOPMENT AND FOREIGN AID QUIZ CUBE



SUGGESTED LEARNING ACTIVITIES: OXFAM'S CHALLENGES – TEACHER'S NOTES

UNIT 4	Global challenges
AREA OF STUDY 2	Global Crises: Outcome 2
KEY KNOWLEDGE	<p>Climate Change</p> <ul style="list-style-type: none"> • The causes • The responses from relevant global actors and their effectiveness • Challenges to achieving effective resolutions • Key aspects of the crisis of climate change including: <ul style="list-style-type: none"> - resource exploitation - national interests - methods of adapting to and reducing climate change
KEY SKILLS	<ul style="list-style-type: none"> • Explain the causes of, and responses to, TWO global crises • Analyse the key aspects of TWO global crises • Evaluate the effectiveness of responses to TWO global crises by relevant global actors
RESOURCES	<p>Report – Powering up against poverty: Why renewable energy is the future: https://www.oxfam.org.au/wp-content/uploads/2015/07/coal_report_lowres_web2.pdf</p> <p>Case study report – Humanitarian Partnership Agreement, Disaster Risk Reduction and Disaster Risk management capacity Building Program 2011-2017, case study: Building community resilience through partnerships: https://oxfam.box.com/s/tgwjir26u9dxnxd4997smgrc7nc07dym (Environment or action and aid relating to natural and/or human made disasters)</p> <p>Case study: Helping rice farmers cope with natural disaster (also in above report): https://sri-lanka.oxfam.org/helping-rice-farmers-cope-natural-disaster-weather-index - this went in to win 'Best Social Innovation' at the 2017 Australian Financial Review's Most Innovative Companies award: https://www.oxfam.org.au/2017/09/wed-like-to-dedicate-this-one-to-you/ (Environment or action and aid relating to natural and/or human made disasters)</p> <p>Humanitarian Partnership Agreement overview from the Humanitarian Advisory Group: http://humanitarianadvisorygroup.org/wp-content/uploads/2017/08/HPA-ChroniclePDF7Interactive.pdf</p> <p>Climate change and environment initiatives – DFAT: http://dfat.gov.au/aid/topics/investment-priorities/building-resilience/climate-change/Pages/climate-change-and-environment-initiatives.aspx</p> <p>Additional climate adaption case studies:</p> <p>Vietnam: https://www.oxfam.org.au/wp-content/uploads/2015/07/2015-12-CC-case-study_viet_FA.pdf</p> <p>Philippines: https://www.oxfam.org.au/wp-content/uploads/2015/07/2015-12-CC-case-study_phil_FA.pdf</p> <p>Vanuatu: https://www.oxfam.org.au/wp-content/uploads/2015/07/2015-12-CC-case-study_vanuatu_FA.pdf</p> <p>Timor-Leste: https://www.oxfam.org.au/wp-content/uploads/2015/07/2015-12-CC-case-study_timor_FA.pdf (environment or action and aid relating to natural and/or human made disasters)</p> <p>After Paris: Climate finance in the Pacific Islands report (exec summary): https://www.oxfam.org.au/wp-content/uploads/2016/09/EXECUTIVE-SUMMARY-After-Paris-Climate-Finance-in-the-Pacific-Islands.pdf</p> <p>After Paris: Climate finance in the Pacific Islands report (full): https://www.oxfam.org.au/wp-content/uploads/2016/09/FULL-REPORT-After-Paris-Climate-Finance-in-the-Pacific-Islands.pdf</p> <p>Media release: Game changers in the Paris Climate Deal (2015): https://www.oxfam.org.au/wp-content/uploads/2015/11/mb-game-changers-paris-climate-deal-251115-en.pdf</p> <p>Uprooted by Climate Change report (full): https://resources.oxfam.org.au/pages/view.php?ref=1796&k=817c02d2b1</p>

SUGGESTED LEARNING ACTIVITIES

Student
handouts
available.

On completion of this unit students should be able to analyse two global crises and evaluate the effectiveness of global actors' responses to these. Students will analyse Oxfam Australia's actions to tackle climate change.

ACTIVITY 1: COMPARING RESPONSES

Step 1: Research

Students should read the four short case studies (Vietnam, Philippines, Vanuatu and Timor-Leste) and complete the worksheet: Oxfam's Responses to Climate Change. Students need to summarise the climate change issues relevant to each state, Oxfam's response and any issues that have arisen in relation to the response.

Step 2: Australia's Multilateral Response

Next, students should investigate the outcomes of the Humanitarian Partnership Agreement (HPA) (2011-2017) and the aims of the Australian Humanitarian Partnership (2017 - 2021). Students should complete the below worksheet.

Step 3: Class discussion

Each student should write one question for the class to discuss. Examples include:

How did Oxfam's responses in Vietnam and Vanuatu differ?
What potential problems could Oxfam face in Timor-Leste?
How effective is Oxfam's response in the Philippines?
What are the benefits of the HPA multilateral response?

Step 4: Short Answer Response

Students should now apply their knowledge to answer the following question:

Evaluate the effectiveness of the responses of Oxfam and the Humanitarian Partnership Agreement to the crisis of climate change.

ADDITIONAL ACTIVITIES:

- Using the resources provided, students can research the outcomes of the Paris Climate deal, and have a class debate on the actions of states
- Create a case study on the use of renewable energy as a response to climate change
- Students can write an extended response on Oxfam's work in Sri Lanka with rice farmers
- Split students into four groups, giving each group one of the four responses to the challenges of climate change and displacement outlined in the 'Uprooted by Climate Change' report. The individual groups investigate their response and present back to the class on their findings, concentrating on what the issue is and why that response is necessary

ACTIVITY 1: WORKSHEET – COMPARING OXFAM'S RESPONSES TO CLIMATE CHANGE

STATE	SUMMARY OF CLIMATE RELATED ISSUES	OXFAM'S RESPONSE	ONGOING ISSUES
Vietnam			
Philippines			
Vanuatu			
Timor-Leste			

ACTIVITY 1: WORKSHEET – AUSTRALIAN MULTILATERAL RESPONSE

USING THE FOLLOWING LINKS, ANSWER THE QUESTIONS THAT FOLLOW:

<https://oxfam.app.box.com/s/tgwjir26u9dxnd4997smgrc7nc07dym>

<http://humanitarianadvisorygroup.org/wp-content/uploads/2017/08/HPA-ChroniclePDF7Interactive.pdf>

What was the Humanitarian Partnership Agreement (HPA) 2011-2016?

List four states that were supported by the HPA and the various initiatives that were implemented:

STATES	HUMANITARIAN PARTNERSHIP AGREEMENT INITIATIVES

Using the following link:

<http://humanitarianadvisorygroup.org/wp-content/uploads/2017/08/HPA-ChroniclePDF7Interactive.pdf>

COMPLETE THE FOLLOWING TABLE (HPA AT A GLANCE):

YEARS	PARTNERS	ACTIVATIONS	BENEFICIARIES	TOTAL FUNDING

SUMMARISE THE RESPONSE TO THE PAPUA NEW GUINEA EL NIÑO DROUGHT:

READ “MOVING TO THE AUSTRALIAN HUMANITARIAN PARTNERSHIP”

Using the following link: <http://dfat.gov.au/aid/topics/investment-priorities/building-resilience/humanitarian-policy-and-partnerships/Documents/ahp-factsheet.pdf>

WHAT WILL BE THE AHP'S PRIMARY FOCUS?

VCE AUSTRALIAN POLITICS

SUGGESTED LEARNING ACTIVITIES: OXFAM'S CHALLENGES – TEACHER'S NOTES

UNIT 4	Australian public policy
AREA OF STUDY 2	Foreign Policy: Outcome 2
KEY KNOWLEDGE	<p>The nature of contemporary Australian foreign policy formation and implementation:</p> <ul style="list-style-type: none"> The effect on Australian foreign policy of interest groups
KEY SKILLS	<ul style="list-style-type: none"> Use contemporary examples and evidence to explain and evaluate Australian foreign policy Develop points of view, explanations and arguments about formulation and implementation of foreign policy which use contemporary examples as evidence
RESOURCES	<p>Oxfam Australia's Submission to the Foreign Policy White paper Consultation: http://dfat.gov.au/whitepaper/submissions/documents/170227-433-Oxfam-Australia.PDF (Humanitarian crises and natural disasters, climate change and environmental issues, refugees)</p> <p>Accompanying media release: https://www.oxfam.org.au/media/2017/03/never-has-a-vision-for-a-more-prosperous-peaceful-and-secure-world-been-needed-more/</p> <p>Oxfam Australia's 2017-18 Pre-Budget Submission: https://static.treasury.gov.au/uploads/sites/1/2017/06/C2016-052_Oxfam-Australia.pdf</p> <p>The follow reports can also be used as case studies as they were documents produced primary as reports for DFAT:</p> <p>Report – Walking with Timor-Leste: https://www.oxfam.org.au/wp-content/uploads/2015/09/Final-Timor-Briefing-Paper-SDGs_WEB.pdf</p> <p>Case study report – Humanitarian Partnership Agreement, Disaster Risk Reduction and Disaster Risk management capacity Building Program 2011-2017, case study: Building community resilience through partnerships: https://oxfam.box.com/s/tgwjir26u9dxnxd4997smgrc7nc07dym</p>
<p>SUGGESTED LEARNING ACTIVITIES</p> <p>Student handouts available.</p>	<p>On completion of this unit students should be able to explain and analyse the effect of interest groups on Australian foreign policy. Students will analyse Oxfam Australia as an interest group by researching the organisation's actions and aid donations.</p> <p>ACTIVITY 1: CASE STUDY (STUDENT WORKSHEETS)</p> <p>Step 1: Research</p> <p>Students should start by researching Oxfam's submission to the Australian Foreign Policy White Paper. Then students should examine the other resources and summarise their knowledge on the worksheet.</p> <p>Step 2: Development of case study</p> <p>Students should create a document (Word or similar) or presentation (PowerPoint or similar) template, entitled The effect of Interest Groups on Australian Foreign Policy: A Study of Oxfam with the following headings (a student worksheet for this task is available):</p> <ul style="list-style-type: none"> Introduction About Oxfam Oxfam's vision for the Australian foreign policy white paper Oxfam's recommendations for the 2017-2018 budget Oxfam's role in the Humanitarian Partnership Agreement Australia's impact in Timor-Leste The future of Australia's foreign aid policy and the role of interest groups Conclusion

VCE AUSTRALIAN POLITICS

SUGGESTED LEARNING ACTIVITIES (CONT.)

Student
handouts
available.

Step 3: Assessment

Student should submit their case study to their teacher for marking.

ADDITIONAL ACTIVITIES:

- Run a class debate where pairs of students take on the role of different groups, such as current politicians, the public, and a range of interest groups, the media and 'wannabe' politicians. Each group must outline their views and suggestions for the future of Australian foreign policy, as well as have the opportunity to rebut the suggestions of others. You could have someone play the role of 'fact checker', and introduce some ground rules for the debate before it happens – eg any false claims will result in that team being penalized.
- Run a class brainstorm on how to promote Australia as a good global citizen. Afterwards, each student should write a 300 - 400 word summary, outlining a range of points of view on how Australia can promote itself as a global citizen as well as an evaluation of whether this is currently successful or not.

VCE AUSTRALIAN POLITICS

ACTIVITY 1: WORKSHEET RESEARCH FOR OXFAM'S EFFECT ON AUSTRALIAN FOREIGN POLICY AS AN INTEREST GROUP

USE THE BELOW TABLE TO SUMMARISE YOUR RESEARCH

<p>ABOUT OXFAM</p> <p><i>Include: What do Oxfam aim to achieve? How many people have they assisted? A few key facts about Oxfam.</i></p>	<p>OXFAM'S ROLE IN THE HUMANITARIAN PARTNERSHIP AGREEMENT</p> <p><i>Include: What is the HPA? How much did Australia contribute between 2011 and 2017? Outline three examples of different states that benefitted from the partnership.</i></p>
<p>OXFAM'S VISION FOR THE AUSTRALIAN FOREIGN POLICY WHITE PAPER</p>	<p>AUSTRALIA'S IMPACT IN TIMOR-LESTE</p> <p><i>How did the Australian government support Timor-Leste work towards the MDGs? What are the goals post 2015? What support is needed from the Australian government to achieve further development in Timor-Leste?</i></p>
<p>OXFAM'S RECOMMENDATIONS FOR THE 2017-2018 BUDGET</p> <p><i>Include: Oxfam's recommendations relating to taxation for multinational companies, official development assistance and Aboriginal and Torres Strait Islander People's programs.</i></p>	<p>HOW DO INTEREST GROUPS IMPACT ON AUSTRALIAN FOREIGN POLICY?</p> <p><i>Using your knowledge, consider whether the Australian government is impacted by interest groups such as Oxfam. You may refer to additional research to support your point of view.</i></p>

VCE AUSTRALIAN POLITICS

ACTIVITY 1: WORKSHEET CASE STUDY: THE EFFECT OF INTEREST GROUPS ON AUSTRALIAN FOREIGN POLICY: A STUDY OF OXFAM

For this task, you are going to complete a case study analysing the impact of interest groups on Australian foreign policy. Oxfam will be considered as the interest group.

Step 1

Using Word or PowerPoint (or similar software), set up a template for your case study with the following headings:

- Introduction
- About Oxfam
- Oxfam's vision for the Australian foreign policy white paper
- Oxfam's recommendations for the 2017-2018 budget
- Oxfam's role in the Humanitarian Partnership Agreement
- Oxfam's impact in Timor-Leste
- The future of Australia's foreign aid policy and the role of interest groups
- Conclusion

Step 2

Next, use the A3 worksheet (taking note of the hints of what to include) and the following links to complete your research for this task:

Oxfam Australia's Submission to the Foreign Policy White paper Consultation: <http://dfat.gov.au/whitepaper/submissions/documents/170227-433-Oxfam-Australia.PDF> (Humanitarian crises and natural disasters, climate change and environmental issues, refugees)

Accompanying media release: <https://www.oxfam.org.au/media/2017/03/never-has-a-vision-for-a-more-prosperous-peaceful-and-secure-world-been-needed-more/>

Oxfam Australia's 2017-18 Pre-Budget Submission: https://static.treasury.gov.au/uploads/sites/1/2017/06/C2016-052_Oxfam-Australia.pdf

Report – Walking with Timor-Leste: https://www.oxfam.org.au/wp-content/uploads/2015/09/Final-Timor-Briefing-Paper-SDGs_WEB.pdf

Case study report – Humanitarian Partnership Agreement, Disaster Risk Reduction and Disaster Risk management capacity Building Program 2011-2017, case study: Building community resilience through partnerships: <https://oxfam.box.com/s/tgwjir26u9dxnxd4997smgrc7nc07dym>

Step 3

Complete each section of your case study. You should expand your research into fully formed sentences, making sure to proofread each section before moving onto another.

Step 4

Add a cover page to your case study and submit to your teacher by the due date.

Assessment

You will be assessed on the following:

- Quality of research
- Analysis of Oxfam's impact on Australia's foreign policy
- Consistent presentation
- Spelling and grammar