

## 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"> <li>• The political impact of globalisation, such as political movements, and the potential for these to transcend national borders;</li> <li>• The economic impact of globalisation, such as the increasing power of TNCs and their effects on global commerce, trade and investment;</li> <li>• The impact of global interconnectedness on human rights, culture and the environment; and</li> <li>• 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.</li> </ul>
KEY SKILLS	<ul style="list-style-type: none"> <li>• Explain and analyse the social, economic and political impacts of globalization;</li> <li>• Analyse the impact of global connectedness on human rights, culture and the environment;</li> <li>• Explain key features of the theories of realism and cosmopolitanism; and</li> <li>• Use contemporary examples and case studies to support explanations, points of view and arguments.</li> </ul>
RESOURCES	<p>Report – The Hidden Billions: How Tax Havens impact lives at home and abroad: <a href="https://www.oxfam.org.au/wp-content/uploads/2016/06/OXF003-Tax-Havens-Report-FA2-WEB.pdf">https://www.oxfam.org.au/wp-content/uploads/2016/06/OXF003-Tax-Havens-Report-FA2-WEB.pdf</a> (Trans-National Corporations, TNCs)</p> <p>Guardian article – It's time to target to top end of town: <a href="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">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</a> (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: <a href="https://www.oxfam.org.au/wp-content/uploads/2017/07/OXF016-Tax-Avoidance-Report-FINAL-3-WEB.pdf">https://www.oxfam.org.au/wp-content/uploads/2017/07/OXF016-Tax-Avoidance-Report-FINAL-3-WEB.pdf</a> (TNCs)</p> <p>Worker's rights – What She Makes: <a href="http://whatshemakes.oxfam.org.au">whatshemakes.oxfam.org.au</a> (Free/fair trade)</p> <p>Corporate accountability – what Oxfam is doing: <a href="https://www.oxfam.org.au/what-we-do/ethical-trading-and-business/corporate-accountability/">https://www.oxfam.org.au/what-we-do/ethical-trading-and-business/corporate-accountability/</a> (Free/fair trade)</p> <p>Report – Walking with Timor-Leste: <a href="https://www.oxfam.org.au/wp-content/uploads/2015/09/Final-Timor-Briefing-Paper-SDGs_WEB.pdf">https://www.oxfam.org.au/wp-content/uploads/2015/09/Final-Timor-Briefing-Paper-SDGs_WEB.pdf</a> (Aid)</p> <p>Report – Powering up against poverty: Why renewable energy is the future: <a href="https://www.oxfam.org.au/wp-content/uploads/2015/07/coal_report_lowres_web2.pdf">https://www.oxfam.org.au/wp-content/uploads/2015/07/coal_report_lowres_web2.pdf</a> (Global interconnectedness and the environment)</p> <p>Campaign for Australia Aid website and resources: <a href="https://australianaid.org/">https://australianaid.org/</a> (Aid)</p> <p>Oxfam website – Australia's aid effort: <a href="https://www.oxfam.org.au/what-we-do/aid-and-development/campaign-for-australian-aid/australias-aid-effort/">https://www.oxfam.org.au/what-we-do/aid-and-development/campaign-for-australian-aid/australias-aid-effort/</a> (Aid)</p> <p>Campaign for Australian Aid classroom resources: <a href="https://www.oxfam.org.au/get-involved/how-schools-can-get-involved/classroom-resources/foreign-aid-and-its-importance-in-reducing-poverty/">https://www.oxfam.org.au/get-involved/how-schools-can-get-involved/classroom-resources/foreign-aid-and-its-importance-in-reducing-poverty/</a> (Aid)</p> <p>Australian Humanitarian Partnership press release: <a href="http://dfat.gov.au/aid/topics/investment-priorities/building-resilience/humanitarian-policy-and-partnerships/Documents/ahp-factsheet.pdf">http://dfat.gov.au/aid/topics/investment-priorities/building-resilience/humanitarian-policy-and-partnerships/Documents/ahp-factsheet.pdf</a> (Emergencies)</p> <p>Food and Climate: <a href="https://www.oxfam.org.au/what-we-do/food-and-climate/">https://www.oxfam.org.au/what-we-do/food-and-climate/</a> (Environmentalism/human rights)</p>

# VCE AUSTRALIAN AND GLOBAL POLITICS

<b>RESOURCES (CONT.)</b>	<p><b>POLITICAL CAMPAIGNS</b></p> <p>Close the Gap (Indigenous rights):</p> <ul style="list-style-type: none"><li>• <a href="https://www.oxfam.org.au/explore/indigenous-australia/close-the-gap/">https://www.oxfam.org.au/explore/indigenous-australia/close-the-gap/</a></li></ul> <p>Campaigns how to guide:</p> <ul style="list-style-type: none"><li>• <a href="https://www.oxfam.org.au/get-involved/campaign-with-us/diy-campaigning/">https://www.oxfam.org.au/get-involved/campaign-with-us/diy-campaigning/</a></li></ul> <p><b>GLOBAL CITIZENSHIP</b></p> <p>Countries of the world online interactive quiz: <a href="http://www.jetpunk.com/quizzes/how-many-countries-can-you-name.php">http://www.jetpunk.com/quizzes/how-many-countries-can-you-name.php</a></p> <p>Oxfam Australia Schools Program: Who we are and what we do: <a href="https://www.oxfam.org.au/wp-content/uploads/2017/07/2017-AC-012-Schools-A4-Brochure-FA2_p2-3.pdf">https://www.oxfam.org.au/wp-content/uploads/2017/07/2017-AC-012-Schools-A4-Brochure-FA2_p2-3.pdf</a> (hard copies are also available from Oxfam’s Schools Program Coordinator on request, email: <a href="mailto:schools@oxfam.org.au">schools@oxfam.org.au</a>)</p> <p>Spider diagram: <a href="http://www.the-organic-mind.com/spider-diagrams.html">http://www.the-organic-mind.com/spider-diagrams.html</a></p> <p><b>OTHER RESOURCES:</b></p> <p>Global Citizen: <a href="http://www.globalcitizen.org">http://www.globalcitizen.org</a> 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: <a href="https://www.youtube.com/watch?v=6nQW_2DxIK0&amp;feature=youtu.be">https://www.youtube.com/watch?v=6nQW_2DxIK0&amp;feature=youtu.be</a></p> <p>New Internationalist State of the World Atlas: <a href="http://newint.org/books/contents%20and%20intro.pdf">http://newint.org/books/contents%20and%20intro.pdf</a></p> <p>40 Maps that explain the world: <a href="http://www.washingtonpost.com/blogs/worldviews/wp/2013/08/12/40-maps-that-explain-the-world/">http://www.washingtonpost.com/blogs/worldviews/wp/2013/08/12/40-maps-that-explain-the-world/</a></p> <p>40 more maps that explain the world: <a href="http://www.washingtonpost.com/blogs/worldviews/wp/2014/01/13/40-more-maps-that-explain-the-world/">http://www.washingtonpost.com/blogs/worldviews/wp/2014/01/13/40-more-maps-that-explain-the-world/</a></p>
<b>SUGGESTED LEARNING ACTIVITIES</b>  Student handouts available.	<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><b>PRE-TEACHING:</b></p> <p>An Oxfam Australia speaker maybe also be able to speak to the class prior to the task. Complete the online form to <b>request an Oxfam speaker</b>.</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>

## 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](http://whatshemakes.org)
- Close the Gap: [www.oxfam.org.au/ctg](http://www.oxfam.org.au/ctg)
- Political campaigning in Australia: [australianaid.org](http://australianaid.org)

## 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?

## 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.