

VCE AUSTRALIAN AND GLOBAL POLITICS

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>

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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=PLn61g7JcaVniXsrStYJBe4n8TPS19hBR0>

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>

<https://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)

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.