

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