

## 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"> <li>Human Rights           <ul style="list-style-type: none"> <li>International laws relating to human rights</li> <li>Responses by relevant global actors including cosmopolitan and realist perspectives</li> <li>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'</li> </ul> </li> <li>Development:           <ul style="list-style-type: none"> <li>International laws relating to development</li> <li>Responses by relevant global actors including cosmopolitan and realist perspectives</li> <li>Ethical debates including differing strategies for poverty alleviation; overseas development assistance versus self-interest of states; economic growth versus sustainable development</li> </ul> </li> </ul>
KEY SKILLS	<ul style="list-style-type: none"> <li>Analyse ethical debates surrounding two ethical issues, including the concepts of realism and cosmopolitanism</li> <li>Evaluate the effectiveness of responses by global actors to TWO ethical issues</li> <li>Use contemporary examples and case studies to support explanations, points of view and arguments</li> </ul>
RESOURCES	<p>Oxfam's Brand Narrative (This replaces the previous 'About Us' brochure'): <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></p> <p>Oxfam's Six Goals to Change the World (Oxfam's strategic goals in poster form): <a href="https://www.oxfam.org.au/get-involved/how-schools-can-get-involved/classroom-resources/oxfams-six-goals-to-change-the-world/">https://www.oxfam.org.au/get-involved/how-schools-can-get-involved/classroom-resources/oxfams-six-goals-to-change-the-world/</a></p> <p>More info on Oxfam's Strategic Goals: <a href="http://resources.oxfam.org.au/pages/view.php?ref=1220&amp;k=&amp;search=&amp;offset=0&amp;order_by=relevance&amp;sort=DESC&amp;archive=0">http://resources.oxfam.org.au/pages/view.php?ref=1220&amp;k=&amp;search=&amp;offset=0&amp;order_by=relevance&amp;sort=DESC&amp;archive=0</a></p> <p>Webpage – Tackling poverty together: <a href="https://www.oxfam.org.au/what-we-do/tackling-poverty-together/">https://www.oxfam.org.au/what-we-do/tackling-poverty-together/</a></p> <p>Webpage – Our vision, values and goals: <a href="https://www.oxfam.org.au/what-we-do/about-us/our-vision-values-and-goals/">https://www.oxfam.org.au/what-we-do/about-us/our-vision-values-and-goals/</a></p> <p>Oxfam Australia website 'What we do': <a href="https://www.oxfam.org.au/what-we-do/">https://www.oxfam.org.au/what-we-do/</a></p> <p>Oxfam Australia Affiliations &amp; Partnerships: <a href="https://www.oxfam.org.au/what-we-do/about-us/affiliations-and-partnerships/">https://www.oxfam.org.au/what-we-do/about-us/affiliations-and-partnerships/</a></p> <p>Woza Moya: <a href="http://www.wozamoya.org.za/">http://www.wozamoya.org.za/</a>  <a href="https://www.oxfam.org.au/2012/02/community-care-workers-in-south-africa-have-their-say/">https://www.oxfam.org.au/2012/02/community-care-workers-in-south-africa-have-their-say/</a>  <a href="https://shop.oxfam.org.au/woza-moya">https://shop.oxfam.org.au/woza-moya</a> (includes a video)</p> <p>Food and Climate Change Case Study: <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></p> <p>Close the Gap: <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></p> <p>Australian Banks and Land Grabs: <a href="https://www.oxfam.org.au/grow/land/australias-big-four-banks-and-land-grabs/">https://www.oxfam.org.au/grow/land/australias-big-four-banks-and-land-grabs/</a></p> <p>Largest cuts to Australia Aid: <a href="http://www.smh.com.au/federal-politics/political-news/julie-bishop-to-oversee-largest-ever-cuts-in-australian-aid-report-20150923-gjtbt1.html">http://www.smh.com.au/federal-politics/political-news/julie-bishop-to-oversee-largest-ever-cuts-in-australian-aid-report-20150923-gjtbt1.html</a></p> <p>Oxfam Campaign for Australian Aid: <a href="https://www.oxfam.org.au/what-we-do/aid-and-development/campaign-for-australian-aid/">https://www.oxfam.org.au/what-we-do/aid-and-development/campaign-for-australian-aid/</a></p> <p>Foreign aid impact on reducing poverty: <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></p> <p>Benefit of foreign aid and future goals: <a href="https://www.oxfam.org.au/wp-content/uploads/2015/09/designs_ausaid_globalgoals_mdgs.pdf">https://www.oxfam.org.au/wp-content/uploads/2015/09/designs_ausaid_globalgoals_mdgs.pdf</a></p> <p>Campaign for Australian Aid: <a href="https://australianaid.org/">https://australianaid.org/</a></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](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.