

A photograph of a person in a white robe standing on a sandy beach, looking out at a harbor. In the water, there are several boats, including a blue one with an orange flag and a small white one. In the background, a city skyline is visible across the water. A large, colorful, patterned tent is partially visible in the foreground on the right.

# The Poverty Priority

A secondary school  
**geography teaching**  
resource for Years 7 to 10

ISBN: 978-0-9872763-2-2

Published by: **One World Centre** (Global Education Project)

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This project was funded by the Australian Government's Department of Foreign Affairs and Trade. (DFAT)

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**Cover photo:** [Chowpatty Inequality](#) Image by Shreyans Bhansali ([CC BY-NC-SA 2.0](#))

**About the photo:** A child looks across the bay at Nariman Point, Mumbai, some of the most expensive land in the world.

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**One World Centre**  
educating for a just & sustainable world

# The Poverty Priority

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## ■ Poverty – A Global Priority

The role of a geographer is to ask questions about the Earth's physical and cultural environment, to explore how people and places interact with each other and why and how these interactions change over time. This book will use geographical skills to guide your students through the numbers, pictures and stories, helping them to see who is affected by poverty and how, where change is happening and why, and the vital role an individual citizen can play by making poverty a priority in their lives.

- ▶ Poverty is experienced by people in every country of our global community. Around the world there are:
- ▶ seven billion people (and climbing)<sup>1</sup>,
- ▶ fifty one ongoing armed conflicts<sup>2</sup>,
- ▶ 19,000 children a day not living to age 5<sup>3</sup>, and
- ▶ one in five people living in extreme poverty, having less than US\$1.25<sup>4</sup> a day to live on.

What do these numbers tell us of our priorities? Is poverty a priority? And, if it is not, are our priorities poor?

There is also a hopeful story not told by these numbers: The rate of poverty is falling and people all around the world are committed to positive change. Change and progress are happening every day.

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### Defining poverty

A person's income is the most commonly used indicator of poverty. Internationally, extreme poverty is widely accepted to be having less than US\$1.25 a day to live on. This is also frequently referred to as absolute poverty – which strictly means the level of income where someone is unable to meet his or her basic needs for food, clothing, shelter and education. These measures fail to recognise that poverty can be experienced when people are unable to participate fully due to vast inequality within a particular society. This has led to the concept of relative poverty that defines poverty for a particular country as a proportion of average income. Relative poverty is a measure indicating

where people would fall below the accepted standard of living in that society. This is also sometimes referred to as living below the poverty line.

To understand the varied nature of poverty it is important to think beyond purely economic aspects to the social, political and cultural context in which it is experienced. Broad thinking about poverty also considers how it contravenes human rights, such as the right to work, to have an adequate income, to access healthcare and education, to freedom of thought, expression and association, and the right to maintain a cultural identity.<sup>5</sup>

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### Responding to the challenge

Countries around the world have agreed on a set of global targets for reducing poverty and addressing its causes and impacts. The Millennium Development Goals have set out measurable goals, such as halving the proportion of people living in extreme poverty, providing universal primary education, and reducing child mortality by two-thirds – with the aim of achieving these goals by 2015. Some of the targets have been already been reached but many have not.

So what does it take to combat poverty? While we frequently hear about programs and services targeting those living in poverty, research<sup>6</sup> suggests the vital elements of approaches to eradicate poverty are much broader.

These elements include:

- ▶ well-regulated economic growth that creates jobs with adequate incomes accessible to all;
- ▶ social policies that are grounded in universal human rights; and
- ▶ political structures that protect and encourage active citizenship, ensuring those in poverty have a voice and responding to the needs of all citizens.

Such approaches consider the institutions, policies and political structures that contribute to poverty and prevent its reduction. While there is no one right way to eradicate poverty, effective strategies consider the important links between equality, economic growth, social policy, and good governance.

There is a role for each of us to play. Governments can make poverty a priority by allocating funding to areas that reduce poverty, such as health and education. Wealthy

## ■ Poverty – A Global Priority (cont.)

nations can increase their aid allocations to poor nations and make economic policies which favour poverty alleviation. Individual citizens and groups can also play an active role in having a voice, holding governments and each other to account, and considering how their actions impact on their fellow global citizens.

Tied to the challenge of social development is the ever-present challenge of shrinking resources that are needed, or at least wanted, to service a growing economy. With growth comes consumption, and the consumers of

this world must face the challenge of sustaining their environment for current and future generations in a planet with a large and growing population. Our actions must be measured, our steps must be considered, and new ways to limit our demands on the planet must be found. More sustainable resource use can result from the complementary outcomes of poverty reduction, economic progress, slower population growth and environmental protection. We all have a responsibility to consider the issue of how the world can provide enough for all, and to grapple with the complexity of the solutions.

### The Poverty Priority – Using this resource

So what does that mean for educators? What particular role can they play?

Children rank school as one of their most important sources of information about poverty.<sup>7</sup> This resource provides schools with quality information about poverty and effective strategies to address it. It can help teachers to make poverty a priority in their classes and shape active citizens with the skills and motivation to make a difference. The Australian Curriculum supports educators in this role by emphasising the importance of global citizenship. Equity and justice are at the heart of sustainable societies and sustainability is a priority area of the Australian Curriculum.

The Poverty Priority is a global education resource, guided by the principles of Global Perspectives: A Framework for Global Education in Australian Schools<sup>8</sup>. Enabling young people to participate in shaping a better shared future for the world is at the heart of global education. You can find out more about global education at the [Global Education website](#). The resource explores a number of themes and issues that underlie the lived

experience of poverty. The material that follows includes four structured inquiries that address the Australian Curriculum: Geography in Years 7, 8, 9 and 10, as well as a number of general capabilities and cross-curriculum priorities.

The curriculum links listed in this document are the ones most closely related to each activity, but the list is not exhaustive and there may be links to other areas which are also fulfilled by these lesson ideas. To find out more about each of the content descriptions written in the curriculum tables, click the hyperlink or enter their code in the search window at: [www.australiancurriculum.edu.au](http://www.australiancurriculum.edu.au)

The inquiries in this resource will help to develop a broad view of poverty by considering the many factors that contribute to our wellbeing as individuals and as a society. From this deepened understanding students will make connections between their own life and the lives of people in different circumstances, reflecting on what it means to be 'rich' and 'poor', how their lives are interwoven with that of people experiencing hardship, and how all of our futures are dependent on those connections.

### Accessing online material:

There are many references to online material needed for activities throughout this resource. An electronic copy of this resource is available at: <http://www.globaleducation.edu.au/resources-gallery/resource-gallery-publications.html>, in which all the online material is accessible directly from active hyperlinks. Alternatively, teachers can use the directions given in the text to search for and navigate to the information.

This resource also links to a range of audio-visual content on YouTube. For schools with limited access to YouTube, you may wish to consider customising the content available to your students by adding the necessary videos for your lessons to YouTube EDU. You can register for this service at: <http://www.youtube.com/schools>.



## ■ Year 7 Community

Presenting an accurate view of our interconnected, globalised world it is not always a simple matter, requiring integration of 'here' and 'there', what is 'ours' and what is 'others'. Thoughtfully guided exploration of a local and a distant community can reveal connections and commonalities as well as the unfamiliar and different. It is possible to find common experiences in the most diverse communities and for those connections to highlight the responsibilities to care for and protect vulnerable citizens in our global society and local community.

As students compare communities and build views, they may notice that those striving to make their community more liveable are taking part in a mutual human experience – we all seek to improve our daily lives and health and surroundings. Some people are striving just to meet their basic needs for survival. Others are free to focus on obtaining further human rights and helping vulnerable people who find it harder to access services which many take for granted, and which may be even more distant goals for severely disadvantaged groups.

Challenges in communities experiencing widespread poverty are many and varied and trap individuals in cycles of financial insecurity and generational poverty. Health issues, infectious diseases, pregnancy and birth complications, and inadequate nutrition drive high mortality rates and compound difficulties in accessing education and productive employment. Social and economic insecurity make it difficult for individuals and communities to respond effectively in crisis situations such as natural disasters and failing food security. The effect of such crises is disproportionately large in poor communities. Social exclusion and inequality for people from marginalised groups – women, the aged, culturally and linguistically diverse groups, and people with disabilities – presents particular challenges. These people often have the most difficulty fully participating in their communities and taking advantage of opportunities that may be available to others. Building healthy, resilient, inclusive communities is a vital part of responding to the existence of poverty.

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### Year 7 Inquiry: 'What makes a community liveable?'

This inquiry provides opportunities for students to evaluate their perceptions of distant places and their role as global citizens. They begin to consider the assumptions they might be making – knowingly or unknowingly – and what experiences they have had which support or challenge those perceptions. By taking part in activities which seek to expose or challenge assumptions, students are encouraged to think more deeply about the communities they will be exploring. They are encouraged

to ask careful questions and develop their capacity to respond with meaningful and effective actions. Students will compile a list of indicators of a liveable community, and collect images and other data to compare and contrast their own community with one seen through the eyes of a young person in a distant place. Finally they will conduct research into actions that improve living conditions and opportunities for vulnerable groups in Australian communities and around the world.

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### Curriculum Link: AC-Geography Year 7 Unit 2 'Place and Liveability'

*"Place and liveability focuses on the concept of place through an investigation of liveability. This unit examines factors that influence liveability and how it is perceived, the idea that places provide us with the services and facilities needed to support and enhance our lives, and that spaces are planned and managed by people. It develops students' ability to evaluate the liveability of their own place and to investigate whether it can be improved through planning."*

## Australian Curriculum links

### Year 7 - Unit 2: Place and Liveability

Activity	Geographical Knowledge and Understanding	Geographical Inquiry and Skills	General Capabilities
1 The Rumour Clinic	<ul style="list-style-type: none"> <li>The factors that influence the decisions people make about where to live and their perceptions of the liveability of places (<a href="#">ACHGK043</a>)</li> </ul>	<b>Observing, questioning and planning</b> <ul style="list-style-type: none"> <li>Develop geographically significant questions and plan an inquiry, using appropriate geographical methodologies and concepts (<a href="#">ACHGS047</a>)</li> </ul>	Personal and social capability Intercultural understanding
2 Tuning in - What makes a community liveable	<ul style="list-style-type: none"> <li>The factors that influence the decisions people make about where to live and their perceptions of the liveability of places (<a href="#">ACHGK043</a>)</li> </ul>	<b>Observing, questioning and planning</b> <ul style="list-style-type: none"> <li>Develop geographically significant questions and plan an inquiry, using appropriate geographical methodologies and concepts (<a href="#">ACHGS047</a>)</li> </ul>	Intercultural understanding Critical and creative thinking
3 Examining liveability in communities experiencing poverty	<ul style="list-style-type: none"> <li>The influence of accessibility to services and facilities on the liveability of places (<a href="#">ACHGK044</a>)</li> <li>The influence of environmental quality on the liveability of places (<a href="#">ACHGK045</a>)</li> <li>The influence of social connectedness, community identity and perceptions of crime and safety on the liveability of places (<a href="#">ACHGK046</a>)</li> </ul>	<b>Collecting, recording, evaluating and representing</b> <ul style="list-style-type: none"> <li>Collect, select and record relevant geographical data and information, using ethical protocols, from appropriate primary and secondary sources (<a href="#">ACHGS048</a>)</li> <li>Evaluate sources for their reliability and usefulness and represent data in a range of appropriate forms, for example, climate graphs, compound column graphs, population pyramids, tables, field sketches and annotated diagrams, with and without the use of digital and spatial technologies (<a href="#">ACHGS049</a>)</li> </ul>	ICT capability Intercultural understanding
4 Views of the local community	<ul style="list-style-type: none"> <li>The factors that influence the decisions people make about where to live and their perceptions of the liveability of places (<a href="#">ACHGK043</a>)</li> <li>The influence of accessibility to services and facilities on the liveability of places (<a href="#">ACHGK044</a>)</li> <li>The influence of environmental quality on the liveability of places (<a href="#">ACHGK045</a>)</li> <li>The influence of social connectedness, community identity and perceptions of crime and safety on the liveability of places (<a href="#">ACHGK046</a>)</li> </ul>	<b>Collecting, recording, evaluating and representing</b> <ul style="list-style-type: none"> <li>Collect, select and record relevant geographical data and information, using ethical protocols, from appropriate primary and secondary sources (<a href="#">ACHGS048</a>)</li> <li>Evaluate sources for their reliability and usefulness and represent data in a range of appropriate forms, for example, climate graphs, compound column graphs, population pyramids, tables, field sketches and annotated diagrams, with and without the use of digital and spatial technologies (<a href="#">ACHGS049</a>)</li> </ul>	Literacy ICT capability Personal and social capability
5 Improving community liveability	<ul style="list-style-type: none"> <li>The strategies used to enhance the liveability of places, especially for young people, including examples from Australia and Europe (<a href="#">ACHGK047</a>)</li> </ul>	<b>Communicating</b> <ul style="list-style-type: none"> <li>Present findings, arguments and ideas in a range of communication forms selected to suit a particular audience and purpose; using geographical terminology and digital technologies as appropriate (<a href="#">ACHGS053</a>)</li> </ul> <b>Reflecting and responding</b> <ul style="list-style-type: none"> <li>Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations, and predict the expected outcomes of their proposal (<a href="#">ACHGS054</a>)</li> </ul>	Ethical understanding
6 Australian government efforts to build community	<ul style="list-style-type: none"> <li>The strategies used to enhance the livability of places, especially for young people, including examples from Australia and Europe (<a href="#">ACHGK047</a>)</li> </ul>	<b>Collecting, recording, evaluating and representing</b> <ul style="list-style-type: none"> <li>Represent the spatial distribution of different types of geographical phenomena by constructing appropriate maps at different scales that conform to cartographic conventions, using spatial technologies as appropriate (<a href="#">ACHGS050</a>)</li> </ul>	Ethical understanding Personal and social capability
7 Drawing conclusions - What makes a community liveable?	<ul style="list-style-type: none"> <li>The factors that influence the decisions people make about where to live and their perceptions of the livability of places (<a href="#">ACHGK043</a>)</li> </ul>	<b>Interpreting, analysing and concluding</b> <ul style="list-style-type: none"> <li>Apply geographical concepts to draw conclusions based on the analysis of the data and information collected (<a href="#">ACHGS052</a>)</li> </ul>	Critical and creative thinking

## ■ Preparing for the inquiry – the Rumour Clinic

Viewing images of other places can be a great way to bring distant places into your classroom. Learning experiences which take this opportunity further, encouraging the student to ask thoughtful questions about the image can help develop critical viewing skills and encourage students to apply these skills when viewing unfamiliar images in the news, social media and when carrying out research.

In his book *What am I Looking At?* George Otero explains that young people who learn to recognise the assumptions they are making when viewing something unfamiliar, and question what those assumptions are based on, are more likely to value a critical cultural awareness and broaden their thinking about other people and places. He gives the example:

*Students are constantly exposed to information about Arabs through the evening news and local newspapers. Yet seldom, if ever, are students asked to systematically identify and examine their perceptions of Arabs.*<sup>9</sup>

The following activity can prepare students for future viewing exercises by demonstrating how it is possible to develop a misguided image from a little information and embellish details that have not been given. It asks them to think about their perceptions and where they have come from, including how our attitudes and expectations affect what we see, how reliable they are, and whether they reflect the views of others in the class. They discover how these perceptions may change with new information, experiences and careful reflection. The Rumour Clinic is an activity based on the research of Gordon Allport into racial and religious prejudice and has been developed for classroom use by TIDE Global Learning<sup>10</sup>.

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### The Rumour Clinic

**Choose a picture:** The rumour clinic works best with an image depicting either a very active or unfamiliar situation. You may wish to use this image or one which you are familiar with. The photographer's description of the image can be shared after the activity.



Photo credit: Cameron Tero

*This photo was taken in a city called Kitwe, in Northern Zambia. The man is standing outside his barbers shop and, although it can't be seen, inside the shop is all of his equipment (chairs, mirrors, shavers, hairdryers, etc.). Outside he displays his price list for different types of haircuts, other services, and his motto (mottos are very popular in Zambia): 'Your comfort is our belief and*

*reality'. Not far from here is the city's university and the hospital. Chibuku Shake Shake is a popular drink. The building which houses his shop is made from recycled material. His business is popular, and he was pleased to show it off. Zambia is a country which faces some large humanitarian challenges such as malaria, HIV and food security.*



## ■ Preparing for the inquiry – the Rumour Clinic (cont.)

**Procedure:** Several volunteers leave the room and the photograph is displayed for the rest of the class. The photo is removed after the class has had time to examine and discuss the scene. One of the volunteers is asked to return and the class take turns to describe what they have seen. The second volunteer returns and the first volunteer

describes what s/he has been told, still without seeing the picture. Volunteers return one at a time until all who left have been told of the picture. Everyone then sees the picture again and the volunteers are asked to describe any similarities and differences between what they see and the picture they have in their minds.

**Discussion:** The activity concludes with a discussion about assumptions and misconceptions.

- ▶ What was recalled accurately and what was different? Why do you think some of the details changed?
- ▶ Was anything described that wasn't in the picture? Where do you think these details came from?
- ▶ What have the students drawn on to interpret the picture?
- ▶ What are the dangers in using our previous knowledge and experiences to interpret new situations?
- ▶ Did the students who described the picture have enough information to really know about it?
- ▶ Can you think of any situations in life where people don't have enough information to be sure of something – where their expectations and attitudes inform what they think they see?
- ▶ Can you think of any situations in life where people make quick judgements about people and places when they don't know enough about them?
- ▶ The 'iceberg of culture' (right) is a model that helps us to consider the deep underlying values of a culture that can help us to make sense of the more observable surface aspects. Display a copy of the model and discuss how it applies to the rumour clinic.
- ▶ Finally, share the story of the photograph and compare with the students' observations. Were they mostly about observable or non-observable elements? What does this tell us about how we draw conclusions? What other information needs to be available in order to really make sense of an unfamiliar scene?



Visualising the Iceberg Model of Culture.

Image by James Penstone. (CC BY-NC-SA 2.0 UK)

## ■ Tuning in to the inquiry – ‘What makes a community liveable?’

*The following activity will promote thinking about the positive and negative aspects of diverse places and help students identify the varied aspects of communities that make them liveable.*

Place a set of photographs around the room. You can use the ‘Communities’ photo set overleaf or a selection of your own images from around the world, showing various aspects of daily life in a variety of places, including those where extreme poverty exists.

Ask students to walk past the images in pairs, sharing with their partner that ‘I’d live there because ... but it’d be hard because ...’ Remind them that they don’t need to like everything about what they see but they should try to identify positive as well as challenging aspects in as many images as possible.

Now view the set of images as a class, asking students to point out what they saw that might indicate what makes the community liveable for its inhabitants. Collate these

indicators in a class mind map. Once all images have been discussed, add any other important aspects of community life they may not have seen in these images. Finally sort the indicators into two categories: ‘Needed’ and ‘Wanted’. Then discuss whether any indicators are difficult to classify.

Describing and measuring what makes a community liveable requires a range of different statistics. The Organisation for Economic Co-operation and Development (OECD) has described a range of areas that contribute to the wellbeing of citizens in a community. These are used by the Australian Bureau of Statistics (ABS) to help measure and describe wellbeing in our own communities – [Eight aspects of life contributing to wellbeing](#). Examine the list below and compare them with the class mind map of liveability indicators. Are there any areas the class didn’t think of they would add to the class mind map? Are there any changes the class would make to the OECD list?

### Aspects of life contributing to wellbeing

1. Support and nurture through family and community
2. Freedom from disability and poor health
3. Realisation of personal potential through education and training
4. Satisfying and rewarding work both economic & non-economic
5. Command over economic resources, enabling consumption
6. Shelter, security and privacy, through housing
7. Personal safety and protection from crime
8. Time for and access to cultural and leisure activities

Finally, introduce the class to the inquiry question: ‘What makes a community liveable?’ and ask students to create an individual list of criteria they could use to evaluate the liveability of a community.



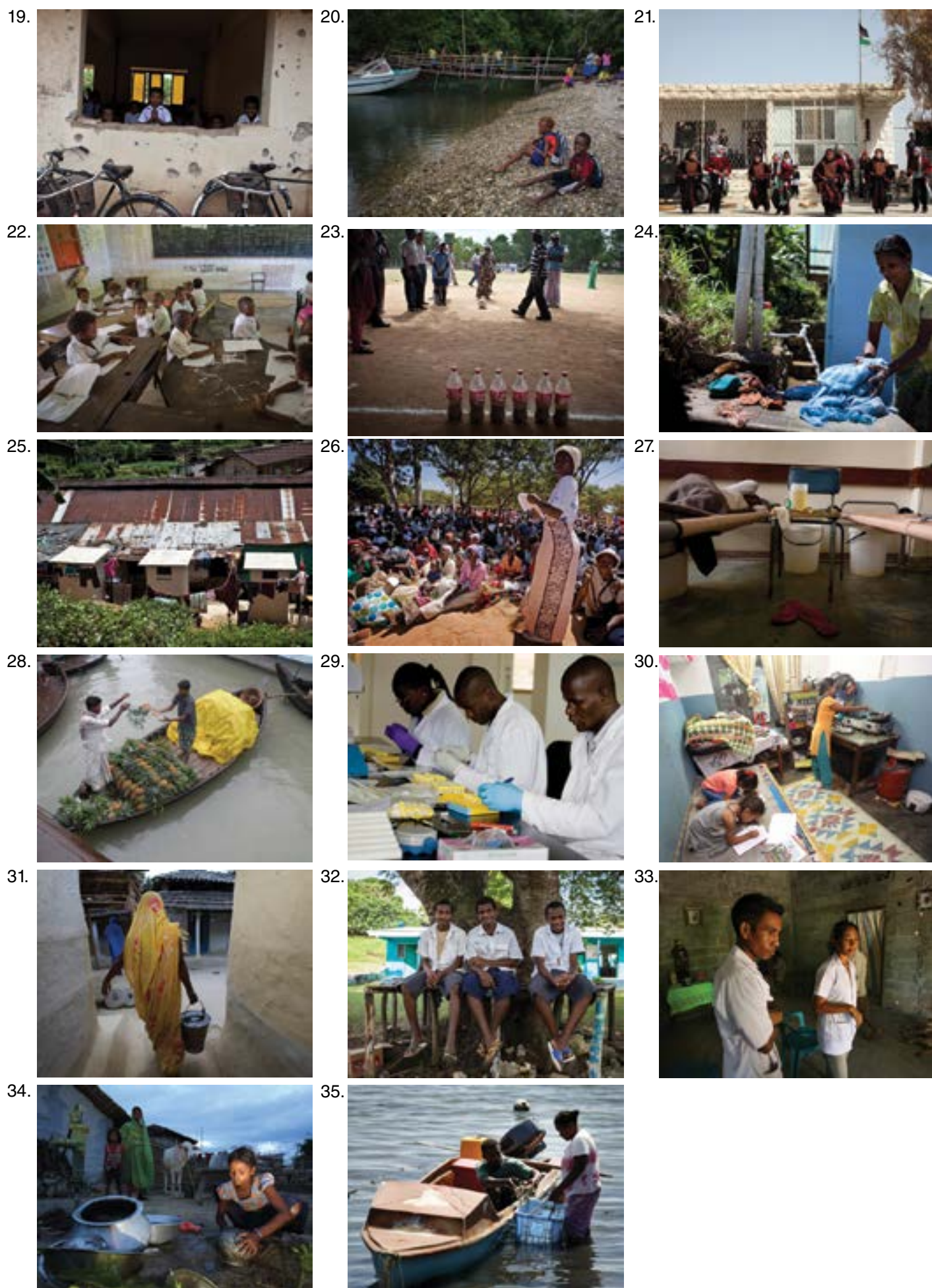
## ■ Tuning in to the inquiry – ‘What makes a community liveable?’ (cont.)



Information about these photos, including photo credits, is on page 66. Larger versions can be downloaded from the [publications page](#) of the Global Education website.



## ■ Tuning in to the inquiry – ‘What makes a community liveable?’ (cont.)



Information about these photos, including photo credits, is on page 66. Larger versions can be downloaded from the [publications page of the Global Education website](#).

## Finding out – Examining liveability in communities experiencing poverty

This activity will allow students to examine communities where poverty exists, to consider the challenges they face and how this impacts community liveability. Students will examine the social, environmental, political and economic issues revealed in a series of photo essays and then find out more about the communities with a range of geographical data before comparing their findings with life in Australia.

1. 'Child's View' is a series of photo essays produced by children after taking part in workshops with the United Nations International Children's Emergency Fund (UNICEF) available on the UNICEF website. Watch the YouTube video called: '[Young students in Niger and Mali document the problems facing their local communities](#)', detailing the background to this project.
2. As a class, discuss some of the issues affecting liveability in Mali and identify any other aspects of daily life that would need to be considered to create a more comprehensive summary of liveability in Mali. Use Table 1 to record observations. Discuss how these same aspects could be used to describe life in an Australian community and record observations in the next column.
3. Have each student select one essay and examine the photos, their captions and the related story and then record observations of the issues affecting liveability in the final column of their table. Again, they should note areas that would need further information to report on all aspects of liveability.

'Child's View' photo essays	<a href="#">Education is freedom</a> South Africa	<a href="#">Beauty and peril in Rwanda</a> Rwanda
	<a href="#">Childhood in the West Bank, OPT</a> Part I of II: West Bank	<a href="#">Tsunami recovery continues</a> Thailand
	<a href="#">Culture and conflict in Gaza, OPT</a> Part II of II: Gaza	<a href="#">My life after the earthquake</a> Pakistan
	<a href="#">Do you see my world?</a> Bangladesh	<a href="#">Excluded and invisible in Iran</a> Afghan and Iraqi refugees in Iran
	<a href="#">Ruin and recovery in Georgia</a> Georgia	<a href="#">My life at Amar Jyoti</a> India
	<a href="#">Our lives on the streets</a> Central African Republic	<a href="#">Children - the most precious thing</a> Russia
	<a href="#">Picturing malaria in Liberia</a> Liberia	<a href="#">The sea that frightened me</a> Southern Thailand

4. Students should then navigate to the [CIA World Factbook](#) or another geographical data source, find the photo essay country they selected in the pull down menu and use the information to complete Table 2 for that country, and then for Australia. Demonstrate how the table should be completed using Mali as an example. Show students how to click on statistics to access an explanation of what it means.
5. Display the finished summaries around the room, or ask students to save their summaries in a shared location so that the information can be shared amongst the students. Allow the students time to review each other's work and then regroup for a class discussion:
  - ▶ What aspects of their lives did children choose to share with their photos? Why do you think some aspects affecting liveability weren't shared?
  - ▶ What similarities and what differences did you notice about the daily lives of children in these places and in Australia?
  - ▶ The essay shows a child's viewpoint of community. How would it be possible to present a different view of the same place?
  - ▶ Can you think of places and issues in your local community that might be viewed in different ways by different people? For example, a skate park or new business.
  - ▶ Which information did you find more useful in finding out about these communities – the photo essays, or the geographical data? Why?
  - ▶ Are these communities rich or poor, and in what ways? What do you see as possible improvements for this community? What changes do you think the children taking the photographs might hope for? What changes do you hope for in your own community?



## ■ Finding out – Examining liveability in communities experiencing poverty (cont.)

**Table 1. Indicators of a liveable community – Observations**

	<b>Mali</b>	<b>Australia</b>	<b>Photo essay country:</b>
<b>Family and Community</b> Support through family and community services			
<b>Health</b> Freedom from disability and poor health			
<b>Education and Training</b> Realisation of personal potential			
<b>Work</b> Satisfying and rewarding work both paid and unpaid			
<b>Economic Resources</b> Command over economic resources, enabling consumption			
<b>Housing</b> Shelter, security and privacy			
<b>Crime and Justice</b> Personal safety and protection from crime			
<b>Culture and Leisure</b> Time for and access to cultural and leisure activities			

■ Finding out – Examining liveability in communities experiencing poverty (cont.)

Table 2. Geographical data for three countries

	Mali	Australia	Photo essay country:
<b>Geography</b> Current environmental issues Natural resources			
<b>People and society</b> Life expectancy Infant mortality Children < 5 underweight Literacy for over 15s Gender literacy gap School life expectancy Access to physicians			
<b>Government</b> Type of government			
<b>Economy</b> Population 'below the line' GDP per capita (PPP) Unemployment rate Underemployment rate			

## ■ Finding out and communicating – Views of the local community

*The knowledge, experiences and opinions of people about their own community can be an important source of information for geographers. In this activity students will survey local people and create a photo essay that presents these perspectives. The essay should tell a story about any issues that affect liveability, and the ways in which the community can be considered rich and poor.*

Provide instructions to students as follows:

### Creating a photo essay:

1. The theme of this photo essay is 'My Community: Rich or Poor?'
2. Parts of the photo essay:
  - ▶ a unique title and brief introduction
  - ▶ between ten and twenty photographs presented in an order that best tells the story
  - ▶ a caption for each image that may include factual information or quotes representing the opinion of a community member
  - ▶ presentation as a digital slide show *OR* a physical photo album.
3. Points to consider for planning:
  - ▶ **What will your focus be?** You may provide a broad view of the community by selecting images that give insight into a range of aspects affecting indicators *OR* focus on one main area such as healthcare, housing availability, the quality of services or some other important issue.
  - ▶ **Who will you survey?** Consider talking to a range of people – a family member, neighbour, community planner, local worker, a new arrival or long-term community member.
  - ▶ **What will you ask people?** When surveying people, geographers ask a set of standard questions. It is important to be polite, to word questions simply and define terms clearly. Each question should be kept separate and should avoid the use of jargon, biased or emotive language. Keep the main focus in mind when preparing your questions and limit yourself to a few key open questions such as: What makes our community unique? What are its strengths? What are its weaknesses?
  - ▶ **How will you record their perspective?** Take notes of the comments made by people and attempt to capture this viewpoint with a supporting photograph.
  - ▶ **How can you avoid bias?** You can try to avoid bias in your responses by including responses from people from a range of social backgrounds. Consider how the images you select could include differing viewpoints that reflect various aspects of richness and poverty in the community.
  - ▶ **How will you conduct the survey?** Consider carefully who you will speak with and whether you will survey them by face to face interview, telephone, email or letter.
4. EXTENSION: Students could also include a community map of the area showing where the photos were taken and the location of local services and infrastructure. Google Earth or ArcMap are useful tools for community mapping.

## ■ Finding out – Improving community liveability

*In this activity students will read profiles of young people in Australia, and in places around the world, who are carrying out local or global actions to address global issues. They are responding directly or indirectly to poverty by building communities and human rights. Students will compare their findings in a mock awards ceremony.*

1. As a class, brainstorm the 'Issues' that communities and individuals may face, and then the 'Actions' they or others (citizens, organisations, and governments) may take to respond to them.
2. Students will choose a nominee for a Global Action Hero award, find out more about them and their work and prepare a presentation for the class explaining why they deserve the award. The student's presentation should address:
  - ▶ a description of the issue the nominee is responding to
  - ▶ who is affected by this issue
  - ▶ what the goals are of this action and how it is carried out
  - ▶ how this could improve community liveability; more specifically, how it could impact on people experiencing poverty.

Information about young individuals who are working to improve communities around the world may be found at:

- ▶ International Youth Foundation [Youth Action Net Global Fellows](#)
- ▶ [Foundation for Young Australians Social Pioneers](#)
- ▶ Australian Youth Ambassadors for Development Program [AYAD](#)
- ▶ [The International Children's Peace Prize](#)
- ▶ [World of Children Youth Award](#)
- ▶ Oxfam's [3 Things](#)
- ▶ other stories reported in the media

ALTERNATIVE APPROACH: Instead of class presentations, the class could create a Global Action Heroes website to share with the school community as well as on the [Global Education website](#) 'Sharing Space', with each student contributing a page detailing the work of their nominated hero. [Wix](#) is one program for creating simple, free websites.

3. Think about a vulnerable group in your local area, school or family network. How could you plan (and carry out) an action to improve liveability for this group and how might it improve lives?



Sri Lanka mine action K.Vasantha Kumary is part of a team who removes landmines in Northern Sri Lanka. Image by Conor Ashleigh, Australian Government aid program. [\(CC BY 2.0\)](#)

## ■ Finding out – Australian government efforts to build community

*The Australian government works with overseas governments and communities to respond to the issue of poverty by helping to develop healthy, inclusive, protected and resilient communities. In this activity students will map out and consider the scope of Australian aid projects that direct their efforts at building community as a way of overcoming poverty.*

1. As a class, discuss how developing communities can help to overcome poverty and how foreign aid could support organisations and governments.
2. Download [Sustainable Development fact sheets](#) for the projects listed below from the Aid Issues page of the Department of Foreign Affairs and Trade (DFAT) website and provide copies for your students. Working in pairs, students should plot the locations and titles of the Australian aid community development projects listed below on a world map, giving it an appropriate title and key.

### Healthy Communities

Meeting the health needs of a community is a vital first step in overcoming poverty. Health needs must be met to allow education and employment but infectious diseases, poor nutrition and maternal health are still out of reach for many vulnerable communities.

- ▶ Improving maternal health in Nepal
- ▶ Strengthening national health in East Timor
- ▶ Controlling malaria in the Solomon Islands and Vanuatu
- ▶ Increasing access to immunisation through the GAVI Alliance

### Inclusive Communities

Marginalised groups such as women and people with disabilities have a right to full and equal participation in society. Empowering these individuals helps them to overcome personal challenges, making them better able to contribute to their communities.

- ▶ Supporting education in Indonesia
- ▶ Good governance for people living with disabilities in East Timor
- ▶ Empowering women in Bangladesh
- ▶ Opportunities for all in Sri Lanka

### Protecting Communities

Disasters can prevent and set back vital work that has been done to improve communities. Working to reduce the risk associated with disasters can help save lives and protect vital infrastructure.

- ▶ Preparing for disasters in Indonesia
- ▶ Responding to the humanitarian crisis in the horn of Africa

### Resilient Communities

Building strong social and economic structures within communities can help them respond effectively to challenges and changing circumstances, like global food prices, disasters and poor health.

- ▶ Investing in civil society in Fiji
- ▶ Financial inclusion in the Pacific
- ▶ Strengthening social protection in Indonesia

3. Pairs should choose one of the projects from one of the fact sheets and take on the role of aid workers reporting back to the Australian public. They should be prepared to answer questions about the program, such as:
  - ▶ What aspects of liveability does the program focus on?
  - ▶ Is the program working with communities directly or indirectly or both?
  - ▶ Why do you think money is spent on government departments and other organisations as well as directly in communities? What could go wrong if they did not involve relevant government departments?
  - ▶ Looking at the world map, in what region are most Australian aid community programs being carried out? Why do you think this is?



## ■ Drawing conclusions – What makes a community liveable?

*This activity will help students reflect on their learning about indicators of liveability, richness and poverty in local and overseas communities, and actions that can be taken to develop communities.*



Image by One World Centre.

Remind students to reflect on the activities they have taken part in and the research they have done as they consider how strongly they agree or disagree with the following statements, and why. This can be done individually, by small group discussion or as a whole class, with students taking a position in the room to reflect how strongly they agree or disagree, and then taking turns to explain why.

- ▶ Rich and poor communities don't have much in common.
- ▶ Money is the best indicator of richness and poverty.
- ▶ The more money a community gets, the happier its citizens will be.
- ▶ People with food, water and shelter have everything they need.
- ▶ Taking time for recreation is a luxury that people in poverty cannot afford.
- ▶ The quality of a community can be tested by the treatment of its most vulnerable.
- ▶ Everyone in a community should have a say in community decisions.
- ▶ I am part of many communities.
- ▶ Helping other people is important to me.
- ▶ My local community is more important to me than other communities.

Finally, ask students to write a description of their perspective on what makes a community liveable.

## ■ Year 8 Urbanisation

In a trend seen around the world, the promise of greater employment and living opportunities sees many moving from rural areas into cities. Urban life has advantages for the people who live there, with the potential for improved access to a wider range of services, but rapid population growth can place significant demand on these services as well as having impacts on the local and global environment. And, despite the promise of new opportunities, the existence of services is no guarantee of universal access to them. Many new arrivals face barriers to receiving medical attention, education, secure shelter, clean water and electricity. Vulnerable people in cities may face threats of overcrowding and eviction, and they may be exposed to unsafe living and working environments;

though many work long hours it may leave little time for accessing vital healthcare and not enough money to send children to school.<sup>11</sup>

Despite these challenges, urbanisation is a growing global trend, with over half the world's population living in cities. There are many examples of positive outcomes in the stories of urbanisation in the form of new industries and innovations, economic growth, better living conditions, support for women and greater involvement of citizens in democracy and political process.<sup>12</sup> Given this potential for positive social outcomes, the planning and governance of cities will continue to be a vital component of the response to global poverty.

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### Year 8 Inquiry: 'How does urbanisation impact people living in poverty?'

In this inquiry, students will explore some of the causes and consequences of urbanisation in Bangladesh, with a particular focus on how this relates to people living in poverty. Bangladesh is a nation experiencing incredibly rapid urban population growth in its capital city, Dhaka. While field trips can be a great way of promoting geographical understandings and skills it's not always practical to carry them out. In this inquiry, students will

have the opportunity to develop a geographical view of a distant place through a virtual field trip. In this way they will develop geographical questioning abilities, and gain an appreciation for multiple perspectives and the complex interplay between place, space, people and environments. They will consider the potential for individual and collective action as a response both to the factors driving urbanisation and the challenges it presents.

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### Curriculum Link: AC-Geography Year 8 Unit 2 'Changing nations'

*"Changing nations investigates the changing human geography of countries, as revealed by shifts in population distribution. The spatial distribution of population is a sensitive indicator of economic and social change, and has significant environmental, economic and social effects, both negative and positive. The unit explores the process of urbanisation and draws on a study of a country of the Asia region to show how urbanisation changes the economies and societies of low and middle-income countries."*

## AUSTRALIAN CURRICULUM LINKS

### Year 8 - Unit 2: Changing nations

Activity	Geographical Knowledge and Understanding	Geographical Inquiry and Skills	General Capabilities
1 Global Trends in Urbanisation	The causes and consequences of urbanisation, drawing on a study from Indonesia, or another country of the Asia region ( <a href="#">ACHGK054</a> )	<b>Interpreting, analysing and concluding</b> <ul style="list-style-type: none"> <li>Analyse geographical data and other information using qualitative and quantitative methods, and digital and spatial technologies as appropriate, to identify and propose explanations for spatial distributions, patterns and trends and infer relationships (<a href="#">ACHGS059</a>)</li> </ul>	ICT capability Critical and creative thinking
2 Background on Bangladesh	The causes and consequences of urbanisation, drawing on a study from Indonesia, or another country of the Asia region ( <a href="#">ACHGK054</a> )	<b>Observing, questioning and planning</b> <ul style="list-style-type: none"> <li>Develop geographically significant questions and plan an inquiry using appropriate geographical methodologies and concepts (<a href="#">ACHGS055</a>)</li> </ul>	Critical and creative thinking
3 A Trip to Dhaka	The causes and consequences of urbanisation, drawing on a study from Indonesia, or another country of the Asia region ( <a href="#">ACHGK054</a> )	<b>Collecting, recording, evaluating and representing</b> <ul style="list-style-type: none"> <li>Collect, select and record relevant geographical data and information, using ethical protocols, from appropriate primary and secondary sources (<a href="#">ACHGS056</a>)</li> <li>Evaluate sources for their reliability and usefulness and represent data in a range of appropriate forms, for example, climate graphs, compound column graphs, population pyramids, tables, field sketches and annotated diagrams, with and without the use of digital and spatial technologies (<a href="#">ACHGS057</a>)</li> </ul> <b>Interpreting, analysing and concluding</b> <ul style="list-style-type: none"> <li>Apply geographical concepts to draw conclusions based on the analysis of the data and information collected (<a href="#">ACHGS060</a>)</li> </ul>	ICT capability Intercultural understanding Ethical understanding Literacy Numeracy
4 Causes of urbanisation	The causes and consequences of urbanisation, drawing on a study from Indonesia, or another country of the Asia region ( <a href="#">ACHGK054</a> )	<b>Interpreting, analysing and concluding</b> <ul style="list-style-type: none"> <li>Apply geographical concepts to draw conclusions based on the analysis of the data and information collected (<a href="#">ACHGS060</a>)</li> </ul> <b>Communicating</b> <ul style="list-style-type: none"> <li>Present findings, arguments and ideas in a range of communication forms selected to suit a particular audience and purpose; using geographical terminology and digital technologies as appropriate (<a href="#">ACHGS053</a>)</li> </ul>	Ethical understanding Personal and social capability
5 Global Citizens	The management and planning of Australia's urban future ( <a href="#">ACHGS059</a> )	<b>Reflecting and responding</b> <ul style="list-style-type: none"> <li>Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations, and predict the expected outcomes of their proposal (<a href="#">ACHGS062</a>)</li> </ul>	Critical and creative thinking Ethical understanding Intercultural understanding Personal and social capability

## ■ Tuning In - Global urbanisation trends

*Students will compare the economic, environmental and social opportunities of country and city living and consider how this might help explain a global trend towards urbanisation. They begin to consider the consequences of increased urbanisation.*

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### City versus country

1. Discuss and list on the board some of the pros and cons of country life and city life in Australia, encouraging responses from students who have lived in both places.
  2. Ask students to consider which two factors would be most likely to influence the person in each of the following scenarios to live in the country or live in the city:
    - ▶ A single adult with three children of school age. He has been finding it hard to get a job.
    - ▶ A teenager, who migrated to Australia with her parents and has just finished secondary school
    - ▶ A single adult who has completed university studies. She is visually impaired.
    - ▶ A retired couple who own a farm.
    - ▶ A family of four – two parents, a baby and a toddler.
- 

### A global trend?

1. Show students the UNICEF interactive map, [An Urban World](#). Give them a few minutes to explore the map and then discuss what it depicts. Note that the map shows projected urban populations for the decades 2010 to 2050. Discuss how the information from prior decades differs.
  2. Assign each student to follow a particular country from 1950 to 2050. For their country students should note the percentage of urban population each decade and calculate which decade had/has the greatest growth in urban population.
  3. Group students with others who examined countries in the same region (for example, all the students who looked at Asian country data should work together) and ask them to compare notes. Groups should:
    - ▶ Describe any similarities in patterns of urbanisation across their region.
    - ▶ Note whether any countries had a decrease in urban population over time.
  4. Each group should then report back on their region to the class. What conclusions can the class draw from the information in this map?
- 

### Urbanisation and wealth

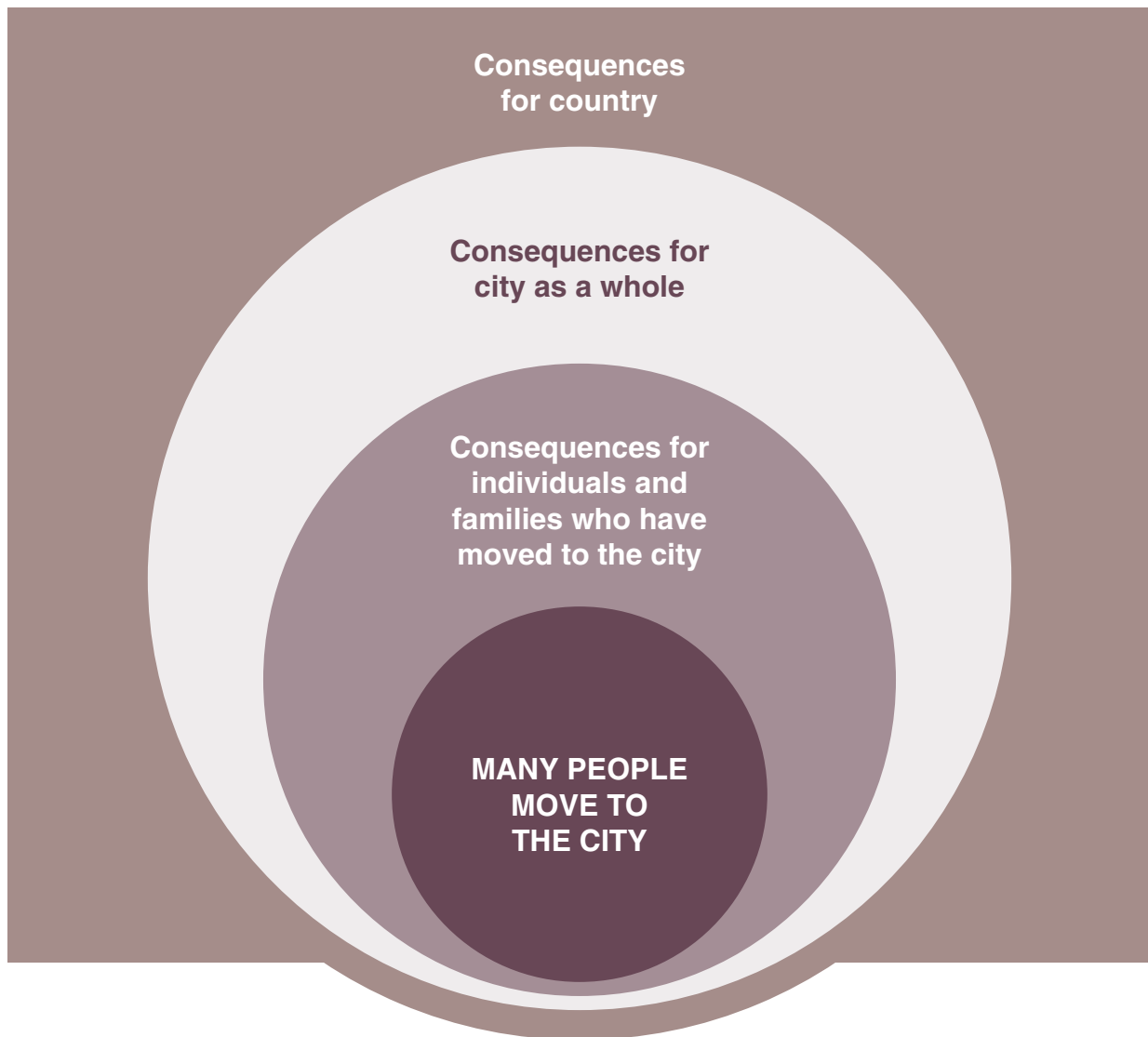
Ask students to navigate to the [Gapminder World website](#) and change the data to show 'Urban population (% of total)' from the 'Population' menu on the vertical axis and 'Income per person' on the horizontal axis. Students should then play the graph from 1960 until 2010.

- ▶ Can students see a relationship between the proportion of people living in urban areas and the income per person in a country? If yes, how strong is the relationship?
- ▶ What conclusions can students draw from exploring this graph? Do these align with their thoughts after looking at the UNICEF map?
- ▶ What could contribute to explaining those countries that fall outside the general pattern – the outliers?
- ▶ Do students think that urbanisation contributes to increasing the wealth of a country? Or could the wealth of a country contribute to the degree of urbanisation in that country?
- ▶ The relationship between wealth and urbanisation is complex. What other factors might contribute to and/or be impacted by urbanisation? Think about employment, education, technology and other factors.
- ▶ What questions do students have?

## ■ Tuning In - Global urbanisation trends (cont.)

### Thinking about consequences of urbanisation

Ask students to reflect on what they have discussed already in this lesson – especially the factors they listed as those that influence where people choose to live and also factors they suggested as contributing to urbanisation.



Ask them to imagine life in cities where the population is constantly growing as people move from rural areas. In small groups students should think about the consequences of this increasing urbanisation and record their thoughts on a [futures wheel](#) from the Global Education website.

- ▶ In one circle they should list potential positive and negative consequences of moving to the city for those who have made the move.
- ▶ In the next circle, the positive and negative consequences for all people in the city as the city population increases.
- ▶ Finally, outside the circle students should record positive and negative consequences for whole countries as more of their population move to cities.
- ▶ Ask groups to share their ideas and keep a list of questions that are raised during discussion.



## ■ Background on Bangladesh – preparing for a field trip

*Students will prepare for an inquiry into urbanisation and poverty in Bangladesh by producing their own set of questions to find out more about life in that country.*

### Generating geographical questions

The Question Formulation Technique (QFT)<sup>13</sup> is a simple step-by-step process designed to help students produce questions, improve them and then think about how they will use those questions. The QFT allows students to practice three thinking abilities in one process: divergent, convergent and metacognitive thinking.

#### 1. Introduce the QFT rules

Display or provide students with copies of the QFT rules. Discuss whether any of the rules will be hard to follow and why.

#### Rules for Producing Questions

1. Ask as many questions as you can
2. Do not stop to answer, judge or to discuss the questions
3. Write down every question exactly as it is stated
4. Change any statement into a question

#### 2. Introduce the question focus

Divide students into small groups, with one note-taker in each group. The focus for this inquiry is:

#### Question Focus

You are preparing to go on a virtual field trip to Dhaka, a megacity in Bangladesh.

#### 3. Produce questions

Ask groups to produce as many questions as they can in three minutes, following the rules carefully.

#### 4. Improve questions

Define 'closed' and 'open' questions, and discuss the advantages and disadvantages of each. Have groups categorise their questions by marking each with a 'C' or an 'O' and then change some questions from one type to another.

#### 5. Prioritise questions

Groups should now decide on their three most important questions, keeping in mind the need to prepare for their virtual field trip while they choose, as well as those of interest or those that need to be answered first. Ask students to share the three questions and their reasons for choosing them.

#### 6. Reflect on the process

Ask students to think about the work they have done, what they have learned and its value. For example:

What did you learn? What is the value of learning to ask your own questions? How can you use what you learned?

Give students time to consult relevant geographical information sources, such as the ones following, in order to find out the answers to their questions about Bangladesh and share them with the class.

- ▶ The [Global Education](#) website, country profiles page
- ▶ The CIA [World Factbook](#)
- ▶ The World Bank [country data](#)
- ▶ The DFAT [profile for Bangladesh](#)

## Field trip to Dhaka

Students will make observations of an urban area experiencing rapid population growth from a set of photographs, video, maps and numerical data. They will use the information to draw conclusions about how well the city is meeting the needs of the growing population and the challenges of urbanisation.



A boy leaves for school in Korail slum in Dhaka, Bangladesh. The school is run by Bangladesh - based BRAC, the largest non-government development organisation in the world. Image by Australian Government aid program. (CC BY 2.0)

### Tuning In – Expectations of Bangladesh

When travelling to an unfamiliar destination we may have expectations about what it will be like – the landscape, sights, smells and sounds, and the experiences we are likely to encounter.

- Talk with your students about their expectations of what life in a megacity in Bangladesh might be like. Have them list some of these ideas and then discuss any differences in their expectations.
- Have students think of examples of how our expectations can shape the way we feel about new experiences. Discuss that while our expectations are not right or wrong, it is important to think about what our expectations might be based on, and what assumptions we might be making, because they can frame our point of view once we actually visit that place.

### Running a virtual field trip

The field trip will involve a series of stops on a journey through Dhaka including stimulus material and guided activities as well as questions to encourage critical thinking about the consequences of urbanisation for people living in poverty. You may choose to move through these stops and discuss them as a class, or have students work in small groups or as individuals. The discussion questions may be useful talking points for the whole class at the end of each stop if you choose to have students work on their own.

After considering the stimulus material and questions, at each stop students will make observations relating to the following seven broad categories.

1. **Buildings** – type, height, density
2. **Transport** – vehicles, roads and foot paths
3. **Rubbish and pollution** – waste disposal, air, soil, water and other pollution
4. **Water and sanitation facilities** – water network, toilets, drainage and sewerage system
5. **Health services** – doctors, nurses, clinics, hospitals, pharmacies
6. **Educational institutions** – schools, universities and training centres
7. **Cultural attractions** – recreation facilities, parks and open spaces

The observations made should be described in field notes detailing physical infrastructure and any problems the students identify as well as potential solutions. They should pay particular attention to the impacts on people experiencing poverty. Students may also capture 'screen shots' and use these to produce annotated diagrams for physical problems they discover. They may organise their field notes in any suitable form, such as a larger version of this table:

	Buildings	Transport	Rubbish and Pollution	Water and sanitation	Health	Education	Cultural attractions
Observations							
Problems							
Solutions							

## ■ Field trip to Dhaka (cont.)

At the end of the field trip students will reflect on their field notes and use the information they have gathered to:

- ▶ write a summary of the challenges Dhaka faces and how well it is coping with a growing population;
- ▶ identify the three areas they consider should be of highest priority for improvement and why; and
- ▶ suggest solutions for those areas that would improve living standards, particularly for those living in poverty.

\*Audio-visual and online material for the field trip is available on the Scoop.it! page '[Virtual Field Trip – Dhaka](#)'

### The Virtual Field Trip

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#### Stop 1. Getting around in Dhaka

*'Welcome to Dhaka, Bangladesh!'*\*

You have landed at the international airport in Dhaka, the capital city of Bangladesh, and will now leave the airport and drive through the city streets.

*What are your first impressions as the taxi leaves the airport? Why are airports important parts of a city? What changes do you notice as the taxi drives further away from the airport? How could you explain these changes? Do you notice any variations in the quality of the transport network? What types of transportation are being used? Do you notice any systems for dealing with waste?*

*'Mosua's story', 'Badrul's story' and 'Russell's story'*\*

Not everyone in Dhaka is able to move around the city so easily. Cost can be a barrier to people's ability to access transport and other essential services but disabilities can also limit access. You will now meet some residents of Dhaka, starting with a young man named Mosua, who will share his viewpoint on employment, education and services. Then read the stories of Badrul and Russell.

*What insights do these various viewpoints offer into life in Dhaka? What have been the particular challenges for these people? What services have helped them to overcome these challenges? What are their hopes for their life in Dhaka?*

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#### Stop 2. Fitting in

*'MAPfrappe'*\*

Find out and compare Australia's population with the population of Dhaka. Use mapfrappe.com to compare the size of Dhaka with other areas containing similar population. To do this, navigate to Dhaka, Bangladesh on the reference map and click an outline around the city. Then navigate to Kazakhstan (14.9 million), Cambodia (14 million), and the state of Illinois in the USA (12.9 million) for comparison.

*How dense is Dhaka compared to the other places you looked at? Why is population density an important factor in how well a city functions? What are some of the advantages and disadvantages of high density living? What might contribute to high population density? What impact would urbanisation have on population density?*

*'Flood situation map of Bangladesh'*\*

One of the most significant challenges faced in Bangladesh is frequent flooding, displacing people from their homes and damaging lives and environments. Examine the satellite map of Bangladesh from the Bangladesh 'Centre for Environmental and Geographic Information Service' showing the extent of open water during a flood in 2007. Compare this with another map of Bangladesh from Google Maps or Google Earth.

*How much land would you estimate is underwater? Where do you think people would go if their land floods? What difficulties could arise from needing to leave your home suddenly? How would frequent flooding pose particular challenges in places with high population density? How might the impacts of flooding be different in urban and rural areas?*

## ■ Field trip to Dhaka (cont.)

### Stop 3. Cultural attractions

*'Dhaka on film – Runway'*\*

Runway is a dramatic Bangla language film about a young man, Ruhul, who lives with his family in a small dwelling in the shadows of the international airport in Dhaka. His mother tries to support the family by selling milk from a cow purchased with a microcredit loan and his sister works long hours in a garment factory, while Ruhul struggles to find work. His father has not been heard from since leaving for a job in the Middle East and Ruhul is increasingly frustrated until he meets a new friend who leads him to new but dangerous possibilities. The film won a Meril Prothom Alo Award in 2010, the Bangladeshi equivalent to an Oscar.

You're deciding whether to see this locally produced film on your trip. Watch the trailer and consider some of the following questions.

*What are some of the apparent positive and negative impacts of life in the city for Ruhul and his family? Why might someone find it difficult to find a job in a big city? What does it suggest about which social issues are relevant to Bangladeshi people? How are these similar and different to challenges young adults in Australia face?*

The minimum wage for garment workers in Bangladesh,

such as Ruhul's sister, was doubled in 2013. The minimum wage is set by governments and is the lowest wage an employer is allowed to pay their workers. The garment manufacturing industry has experienced considerable growth in Bangladesh over the last few decades. A quarter of all garment workers are employed in Dhaka. The number of people working in the industry has grown from 200,000 in the 1980s to over 2 million in the 2000s, 90 per cent of whom are women. This industry provides the vast majority of income coming into Bangladesh from other countries.<sup>14</sup>

*What is the minimum wage in Australia and Bangladesh? What about the cost of a movie ticket in each country? What percentage of weekly minimum wage would need to be spent to purchase a movie ticket in each country? How affordable is this form of recreation for people living on minimum wage in each country? What else would we need to know about people's daily lives to decide how affordable it is?*

*'The dreams of Dhaka's garment girls'*\*

Watch this short story to hear more about some of the challenges and benefits of working in the garment industry.

### Stop 4. Issues in the news

*'Local news on the garment industry: Deadly collapse: rescue ongoing'*\*

Your hotel provides a copy of The Dhaka Tribune, a Bangladeshi English language newspaper, for its guests. Read this article from The Dhaka Tribune to find out more about a current event affecting the garment industry.

*'World news on the garment industry: Bangladesh urged to improve workers' rights'*\*

To see what worldwide news reporters are contributing to conversation on this issue, watch this video on Al Jazeera.

*What consequences might this event have for the people of Dhaka? How could urbanisation contribute to improvement or worsening of this issue? Do you think this event will have*

*led to changes in the industry? Can you think of examples of similar issues happening in Australia?*

Search for a more recent article in The Dhaka Tribune on this issue to find out about any changes that have happened since this event. Then navigate to the opinion page to see what other current issues and events are attracting attention from Bangladeshis.

*What current issues have you identified facing the people of Dhaka? Are there similarities and differences between these issues and those you've heard about in local Australian media in recent times? (Try comparing the articles with an opinion page of a local news source.)*



## Field trip to Dhaka (cont.)

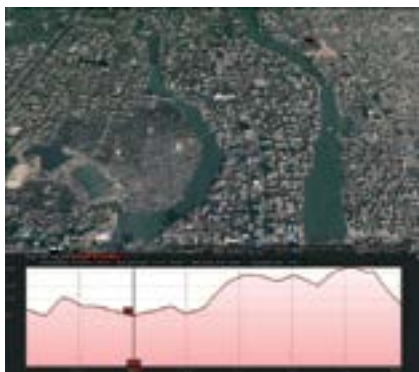
### Stop 5. Homes in the city

People living in Bangladeshi slums (known as bastees), which are often overcrowded, can lack access to a water supply, sanitation, electricity and other basic services. They are also subject to unpredictable evictions when landowners decide to use the land for other purposes. Many also live in dwellings constructed on public land (known as bastuhara) such as beside railway tracks and rivers. Those who have no home (known as Bhashaman Janogosthi) may sleep on roadsides or any other vacant space they can find.<sup>15</sup>

1. Open Google Earth. Search for 'Karail, Dhaka, Bangladesh' which houses one of the largest slums in Dhaka, home to 30,000 people. Zoom out and search for the nearby 'Gulshan, Dhaka, Bangladesh' an area which was built as a model town. Compare and contrast the two areas, first in map view and then in satellite view. Compare the availability of information on the map between the two areas. Make a sketch showing the differences in the layout of the two areas, including a title, labels or a key as appropriate and a compass rose.

*Why are there fewer roads and services identified in Karail? What benefit could there be for residents to identifying and mapping local services and infrastructure? Who would be responsible for this? Why might this not happen? Where would people with limited financial resources moving into the city be more likely to settle? What impact could crowded conditions have on the daily lives of Karail residents? What are the potential benefits of living in a slum area near Gulshan, rather than a village in a rural area?*

2. Add a transect line that starts on the west of Banani Lake, cuts across the Karail slum, across Gulshan Lake and finishes on the other side of Gulshan model city (see the image). View the elevation profile.



Google Earth elevation profile

*Compare the elevation of the two settlements. What are the advantages of being located*

*on higher ground in Bangladesh? Why? What impact is elevation likely to have on the price of land? Find the 3 lowest points on the transect line? Which of these locations is inhabited? Are any not built on? Why not? View photos in and around the transect line, making observations about the types and density of dwellings.*

3. Ensure the '3D building' layer box is selected in Google Earth before examining the height of some of the buildings around Dhaka. Then search for Hong Kong and compare the height of buildings between Dhaka and Hong Kong as well as the number of high buildings. Then find out the population density of Dhaka and Hong Kong.

*Compare the population densities of Dhaka and Hong Kong. Would a place with higher population density always feel more crowded than a place with lower population density? What impact would the number of high buildings have on the experience of crowding for people who live in these places?*

The photographs overleaf represent four different homes in Dhaka – one in the slums (bastee), one in temporary shelters of the homeless (bastuhara), one in an older high rise apartment, and one in an area of the city that was developed following urban planning. Think about what life might be like in each of these homes. For each home, do a PNQ analysis for what life would be like in these homes by discussing any positives, negatives and questions.

*Which would you like to live in and why? Which homes might be considered more sustainable for people and for the environment? How might it feel to live in a home where you might be evicted at any time – such as in the bastee? How might it feel not to have a home in a fixed place and have to find somewhere to live – such as in the bastuhara?*

Search for photographs of homes in Dhaka on Google Earth that are similar to the photographs seen here. Try to find at least three examples of each in different areas and then plot their locations on a map of Dhaka city with labels and/or a key.

*Do you notice any patterns as to where the bastee-style homes, and bastuhara-style homes are located?*

## Field trip to Dhaka (cont.)



Bastee homes in Dhaka.  
Image by Zoriah. (CC BY-NC 2.0)



Bastuhara on the banks of the Buriganga River.  
Image by David Brewer. (CC BY-SA 2.0)



Apartment Life in Dhaka.  
Image by A-boy. (CC BY-NC 2.0)



Homes in Banani Model Town.  
Image by MD Aslam. (CC BY-SA 2.0)

## ■ Field trip to Dhaka (cont.)

### Stop 6. Meeting basic needs

#### Meeting basic needs: education

*Access to education in the slums of Dhaka\*\**

Statistics can help us develop a more accurate picture of life in a place than our impressions from visual information can. This CREATE report has information about life in Karail (named here as Korail) and other slums.

1. Find out the proportion of residents of Karail that have access to the following services and how this compares to the averages for rural areas by collecting data from Table 1: Basic statistics for the four study areas, with rural average for comparison, and presenting the information in your own table.

	Karail	Rural average
Self-reported monthly income (Tk.) (per household member)		
Has electricity (%)		
Has a mobile phone (%)		
Poor ventilation (%)		
Child is in 'good' or 'very good' health (%)		
Adult (16+) literacy (%)		

2. Examine Table 3: School type by study area (children aged 6-11) to find out the percentage of children from Karail who attend the various types of schools: government primary schools (GPS), registered non-government primary schools (RNGPS), non-government organisation-run schools (NGO), madrasa (schools for Islamic religion), kindergartens, private secondary schools, preschools, some other kind of school, and those who do not attend school.
3. Compare this data for Karail with the overall rates of primary school enrolment for children living in slums in Dhaka as seen in Table 4: Net enrolment rates in the slum sample.

*Are education rates in Karail better or worse than the average for slums in Dhaka? How important are non-government schools for children in Karail? How could the environment of Karail impact on the ability of children to be educated e.g. frequent flooding? How could social issues impact on children's education e.g. the need to earn an income for the family? How might the level of education of parents influence the level of education of their children?*

*'Development Timelines: primary net enrolment ratio in Bangladesh\*\**

Examine the changes to the proportion of children in Bangladesh enrolled in primary education over the last forty years.

*How have rates of enrolment in primary education changed? What happened in 1970 and how could this relate to changes in primary education rates? How does the rate for all of Bangladesh in 2010 compare with the rate of children who do not attend school in Karail?*



## ■ Field trip to Dhaka (cont.)

### Meeting basic needs: water

The Dhaka Water Supply and Sewerage Authority (DWASA) is the government organisation responsible for the water, sanitation and drainage systems in Dhaka city. Although they agree that all urban areas and all the people in them should be provided with access to water, there are significant challenges that prevent this from happening.

#### ***'Water Issues in Dhaka'***\*

Watch this video from PBS NewsHour and identify some of the barriers preventing people from accessing clean, safe water and potential ways to overcome them.

*What do you see as the main issues with water access in Dhaka? Are the barriers environmental, economic, and social or a combination of factors? What problems does lack of water access cause for people? What difference to lives can reliable water access make? How does the issue of water access in Dhaka illustrate how poverty can relate to lack of services rather than simply a lack of money? Do you think the water supply is being well managed? What would you suggest should be done differently?*

### **Working for water**

To gain an appreciation of the impacts of limited water access, try spending a day simulating the challenges associated with limited water access. For this challenge:

- ▶ You may not use any water that is piped into your home including taps, showers, washing machines and dishwashers.
- ▶ You may carry water into your home from a tap outside or from a neighbour's house using buckets or bottles. Ensure you think about how to keep this water clean and safe for drinking, cooking and washing.
- ▶ Consider how water obtained from a neighbour could be paid for or exchanged for a gift or service.

*What were the main challenges you experienced completing this task? How did you adapt to these challenges? What helped you the most? Were there (or could there be) any advantages to leaving your home in order to access water on an everyday basis? How is this simulation like and unlike the real life scenario it mimics? How do the challenges and/or benefits you experienced relate to people living in the bastee in Dhaka? What did you learn from this experience that could be applied to your everyday life?*

### Meeting basic needs: healthcare

#### ***'Bangladesh: urban health profile'***\*

The World Health Organization (WHO) has summarised data on a number of health indicators to allow comparison between rural areas and the wealthiest and poorest people in urban areas of Bangladesh. Examine the data and describe how the situation has changed over time for people in rural areas, and for the poorest and wealthiest people in urban areas relating to:

- ▶ the under-5 mortality rate
- ▶ chronic malnutrition
- ▶ antenatal care
- ▶ measles vaccinations
- ▶ knowledge about HIV/AIDS transmission

*Are health services better or worse for people living in urban areas? What might be some of the barriers for people living in urban areas being able to access health services? For example, how could the cost of services be a barrier? What about the distance between the services and homes? What about the waiting times to see a health professional?*



## ■ Examining causes of urbanisation

*Students consult a number of information sources to determine causes of urbanisation in Bangladesh and then use a framework to organise and present this information as a group.*

*This part of the inquiry uses Dhaka, Bangladesh, as a case study as students move from examining the consequences of urbanisation to having a closer look at the causes. Students will have the opportunity to consider what motivates or forces people to move to large urban areas, and what is driving the growth of Dhaka.*

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### Video 1: [Sweet Water](#)

*Sweet Water* is a nine-minute video from aid and development organisation Caritas about the impact of climate change in Satkhira District, a rural area on the south-west coast of Bangladesh. Bangladesh's coastal zone is highly fertile, however increased salinity due to rising sea levels and storm surges have destroyed once prosperous farm lands. These changes, as well as other effects of a changing climate are central reasons behind the movement of people from rural to urban areas.

As a whole class, watch *Sweet Water* and ask students to make notes about the following:

- ▶ What are some of the specific ways the climate has changed in the places shown?
  - ▶ What impact have the changes had on the physical environment?
  - ▶ What impact have the changes had on the lives of people shown in the video?
  - ▶ What changes are people making to cope with the challenges they face?
- 

### Video 2: [Bangladesh on the move](#)

*Bangladesh on the move*: reflections on urbanization is a nine-minute video produced by a Bangladesh-based NGO called BRAC. It begins with the stories of Firoz, Aloudin and Fatima, telling of some of the reasons they have moved to the city from their previous homes in rural areas. Fatima and Aloudin are a mother and father who have moved to Dhaka with their three children in search of better economic opportunities. They couldn't support themselves financially by farming anymore, so now Aloudin works in the city for a cleaning service, and Fatima works as a housekeeper. Firoz is a rickshaw puller, who moved to Dhaka alone and sends most of his earnings back to his family in the village. He sleeps on top of a large city garage with a thousand other drivers and when he can afford to would like to bring his family to Dhaka so his wife could earn money in the city. This video includes an explanation of how people are 'pushed' away from rural farming areas, as well as the reasons they are 'pulled' to the city.

As a whole class watch *Bangladesh on the move*, and ask students to make notes about the following:

- ▶ What are some of the challenges that people face living in rural villages?
  - ▶ Sometimes when discussing movement of people, we can describe 'push' factors and 'pull' factors.
    - ▶ What are some factors that 'push' them away from rural areas?
    - ▶ What are some factors that 'pull' them towards urban areas?
  - ▶ What kinds of jobs are people doing when they come to the city?
  - ▶ What kinds of connections do people moving to the city maintain with rural villages?
  - ▶ What are some of the advantages of urbanisation that are identified?
  - ▶ What are the three particular needs of people who have moved to the city identified in the video and in what ways are they are being addressed?
- 

### Further sources

For more insight into the stories behind movement to cities in Bangladesh, see these 2 articles:

- ▶ [Climate migration drives slums growth in Dhaka](#) from The Cities Alliance – looks at the role of climate change in forcing people to migrate, many of them to large urban areas such as Dhaka.
- ▶ [Bangladesh: the great climate exodus](#) from New Internationalist – focuses on the challenges faced by some families who have moved to the city because of the changing climate, as well as broader implications for Bangladesh.

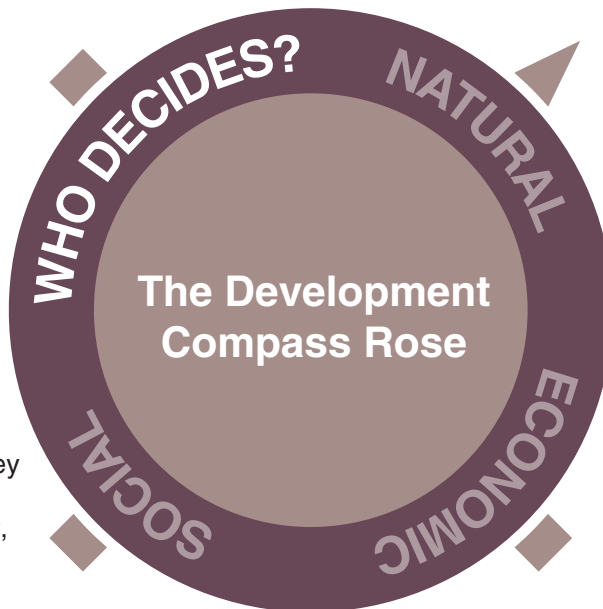
## ■ Examining causes of urbanisation (cont.)

### Mapping out the causes

The Development Compass Rose is a helpful framework for investigating places or issues from a range of perspectives, and develops student thinking about the ecological, economic, social and political factors of sustainable development.

**Who decides?** These are questions about power, who makes choices and decides what is to happen, who benefits and loses as a result of these decisions and at what cost.

**Social** These are questions about people, their relationships, their traditions, culture and the way they live. They include questions about how, for example, gender, race, dis-ability, class and age affect social relationships.



**Natural** These are questions about the environment - energy, air, water, soil, living things and their relationships to each other. These questions are also about the built as well as the 'natural' environment.

**Economic** These are questions about money, trading, aid, ownership, buying and selling.

For more about use of the Development Compass Rose, see this explanation from the [TIDE Global learning toolkit](#) [What is Development](#).

Using this framework, students will collect information and use it to put together a graphic display showing the variety of reasons people are moving to urban areas. Some of the causes of urbanisation may be similar or connected, but using these four categories gives students the opportunity to think about a variety of interconnected reasons involved in the movement of people to cities.

1. Students should work in pairs to complete a Development Compass Rose on causes of urbanisation. [Blank templates](#) are available in the resources gallery on the Global Education website. They should list as many factors as they can for each of the four points by drawing on the notes they made from the videos, what they learned from the virtual field trip and any other useful further sources of information.

For example, they may identify factors such as:

- ▶ Natural: Rising salinity on farm land; frequent flooding and storms
- ▶ Social: Moving to be with family; better health services
- ▶ Economic: Lack of work in rural areas; earning more money
- ▶ Who Decides (political): Losing ownership of land; more economic power in the city

2. As a class, put together a display of 'Causes of Urbanisation'. This display should be:

- ▶ organised around the themes of the development compass rose: ecology, society, economy and power;
- ▶ made up of real life examples; and
- ▶ in the form of quotes from the videos, labelled photographs or annotated diagrams that illustrate a cause of urbanisation at work.

To find examples for the display, divide the class into four groups and direct each group to find suitable content relating to one of the themes. They should draw on causes they identified at the relevant point of their completed development compass roses.

## ■ Global citizens – Making a difference

*Students will consider actions being taken by groups in Bangladesh to improve lives and have the opportunity to make connections between their own lives and the lives of vulnerable groups in Bangladesh. They will reflect on*

*their new understandings of causes and consequences of urbanisation in Bangladesh and consider ways of applying these lessons to local or global issues.*

### Part A: What works in Bangladesh?

The 'What works in Bangladesh' images and text overleaf can be copied back-to-back to create case study cards. These case studies explore actions being carried out in Bangladesh that are having a positive impact on the lives of people living in poverty.

1. Hand out a set of cards to groups of students, asking them first to examine the side with the picture. Have them describe what they see, and what they think might be happening to respond to the issues of housing, health, water or disasters.
2. Ask students to turn their cards over, read the case study and discuss the following questions in their groups, and then as a class:
  - ▶ Are the changes the result of individual action, the actions of groups of people or a combination of these?
  - ▶ Are there common elements in the types of actions that work well?
  - ▶ Do you think an action that works well in rural areas will also work well in urban areas, and vice versa? Why?
  - ▶ Do you think an action that works well in one country can be applied and work well in another? Why?
  - ▶ Australia's aid program provides financial support to government and non-government organisations in Bangladesh who are working to address poverty. Why do you think they provide money and work with local organisations rather than running the projects themselves, or giving money directly to individual people?

### Action against poverty from Bangladesh: BRAC

Bangladesh-based BRAC is the largest non-government development organisation in the world. Australia's aid program is one of the development partners supporting BRAC's work in both rural and urban areas. BRAC was established in Bangladesh by Fazle Hasan Abed in 1972, and works in poverty alleviation throughout Bangladesh as well as in many other countries such as Afghanistan, Uganda and the Philippines. BRAC employs over 100,000

people, with about 70% of those being women, and tackles poverty on a large number of fronts including through education and health services, financial projects, and grass-roots organising and advocacy.



View from the roof of BRAC headquarters over Karail slum and Gulshan Model Town.  
Image by Bread for the World. (CC BY-NC 2.0)

Global citizens – Making a difference (cont.)

‘What works in Bangladesh’ case study cards

Housing



Water



Health



Disasters





## ■ Global citizens – Making a difference (cont.)

### ‘What works in Bangladesh’ case study cards

#### Urban water access

Faisal's drawing

Image by waterdotorg. (CC BY-NC-SA 2.0)

A 12-year-old boy named Faisal drew this picture of his neighbourhood in Chandpur slum, showing a new water point on the right and toilet on the far left. Water delivery projects in slum areas of Dhaka and other cities, run by an organization called DSK, are providing legal access to clean water at a price equivalent to the price paid by landowners. This makes water more affordable for residents. Previously they struggled to pay four or more times this cost to slum leaders (known as mastaan) to use an illegal and unreliable connection to the city's water supply system.

Where the community has taken ownership of the new water point through involvement in planning, installing and management, the results have been very positive, with people accessing clean water and paying their water bills. The city water authority are now collecting revenue from the residents of the slums where these points have been installed and are increasingly supportive of the projects.<sup>16</sup>

#### Urban Housing

Community meeting in Pallabi slum

Image by Gary White, waterdotorg. (CC BY-NC-SA 2.0)

These women, who live in Pallabi slum in Dhaka, are attending a community meeting with their children. Community meetings are important ways of building social networks and help tackle a range of issues women and their families face.

Non-government organisations, including NUK and BRAC, are developing housing programs for people experiencing poverty, including students and women who work in the garment industry. They operate non-profit hostels to provide affordable, safe accommodation.

BRAC also provides a service for single women by acting as negotiators with landlords. They may cover upfront costs of rental accommodation, allowing women to connect with their own social networks to sublet space to other women to then earn enough money to help repay the loan.<sup>17</sup>

#### Rural Disaster Resilience

An embankment where people took shelter during Cyclone Aila in 2009

Image by Australian Government aid program. (CC BY 2.0)

Disaster resilient habitats are villages that have been designed by housing researchers in Bangladesh to withstand tidal surges and strong storm winds. The houses in the villages have renewable energy, rainwater harvesting and toilets. The villages are planted with trees to prevent erosion of fertile topsoil and windbreaks and banks are built up to protect crops, livestock and other assets. Early warning systems are included to alert villagers to approaching floods and storms so they can be prepared.

The cost of these villages is half that of building a single cyclone shelter for the same number of villagers. The other advantage is that people have homes and assets to return to following a disaster.<sup>18</sup>

#### Urban health services

Community health worker in the Korail slum, Dhaka, Bangladesh

Image by DFID – UK Department for International Development. (CC BY-SA 2.0)

Parvin is a 26-year-old community health volunteer who lives in Korail slum in Dhaka. Setting up health clinics in slum areas to provide services to the residents can be difficult, as slums are regularly subject to evictions, meaning the organisation loses its infrastructure and connection to local people. Working women also find it very difficult to find time to visit a health clinic.

A non-government organisation, BRAC, has implemented a successful healthcare program using community health volunteers. Mobile volunteers are assigned to an area and visit about 15 homes each day. They are trained to treat and recognise the most common diseases in Bangladesh, referring those that can't be treated to other services. They can assist with government initiatives like immunisations and providing essential vitamins. Volunteers are not given a salary but instead they can sell essential healthcare items to the homes they visit in order to earn an income.<sup>19</sup>

## ■ Global citizens – Making a difference (cont.)

### Part B: What can one global citizen do?

There are many thousands of organisations around the world and many millions of people who are part of a movement to end poverty and improve the lives of people who experience it. Working together to raise awareness and carry out actions in response to an issue can help people who wish to act as global citizens to do so more effectively and cooperatively. One example of a global organisation that supports citizens to act on poverty is the [Global Poverty Project](#). They suggest six ways that individual citizens can make a difference by:

- ▶ **learning** more about poverty,
- ▶ **talking** to friends and family,
- ▶ making ethical **consumer** choices,
- ▶ **volunteering** time,
- ▶ **speaking up** within a local or global community, and/or
- ▶ **donating** money.<sup>20</sup>

Global citizens can also consider how they are connected to people globally through trade, travel, communication, politics, culture and a shared environment. By recognising these connections they can think about how their everyday choices can have an impact on people globally and try to make choices that will have a positive impact.

1. Discuss the range of actions individual people take around poverty generally using the six actions from the Global Poverty Project, and by thinking about how everyday choices may be connected to people living in poverty.
2. Display the following graphic to aid discussion about the different forms of action individuals and groups can take in responding to an issue. Then brainstorm examples of actions that could help improve living standards in Bangladesh at each of these levels. These could be actions by people in Bangladesh or elsewhere in the world.

<p><b>Individual Action</b></p> <p>Choices people make about their own lives</p>	<p><b>Collective Action</b></p> <p>People agreeing to a possible response</p>
<p><b>Group Action</b></p> <p>A dedicated group organising an ongoing action in response to a particular issue</p>	<p><b>Systemic Action</b></p> <p>Different groups respond cooperatively in varied, complementary ways</p>

3. Ask students to choose from the following two options and plan an action they could take in response to some of the challenges of urbanisation, particularly relating to the impacts on people who are vulnerable. They should describe the issue and what their action in response would be, then how they would go about it and what impact they think it would have. Teachers should also consider whether these actions can be carried out individually, in groups, or as a class.

**Option 1** – Australia has a highly urbanised and increasingly urbanising population. If you live in an urban area, how can you apply some of your learning about Bangladesh to improve an urban environment in your own area? If you live in a rural area, how can you apply some of your learning about Bangladesh to address a cause of urbanisation either by improving rural living, or easing urbanisation transitions?

**Option 2** – Think of ways your life and the choices you make are connected to life in Bangladesh. What actions could you take to ensure these connections result in positive impacts, or how can you encourage others with similar connections to have positive impacts?

## ■ Year 9 Trade

Australians are connected to people in other countries through culture, communication, travel, trade, politics, economics and a shared environment. Consequently, people experiencing poverty may be impacted by the choices of people in distant places in positive and negative ways. Humanitarian aid can play an important role in addressing poverty by helping to secure effective governance and build healthy, resilient, protected communities. But the creation of safe, secure and productive employment with fair wages and returns is also an important aspect of overcoming poverty. The UNDP Human Development Report suggests that: 'Far more than aid, trade can provide the catalyst under the right conditions for lifting millions of people out of poverty.'<sup>21</sup>

Consumers who seek to have a positive impact on people and environments can ask themselves some key questions about those important conditions under which trade is taking place. What are the working conditions of people involved in producing this product? How fair is their share of any profits? How fair is their access to the international markets needed to sell and distribute that product? What impact is this product having on the environment and, in turn, how do these environmental changes affect the daily lives of people in that place, and around the world? Asking these questions can help to ensure that individuals, businesses and governments work together to create the right conditions for shared and sustainable economic growth.

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### **Year 9 Inquiry: 'Who are the winners and losers in the global trade game?'**

This inquiry will allow students to recognise how they may be connected to people experiencing poverty through the products they buy and use. By examining the social and environmental impacts at various stages in the product's life story, students will discover how the choices of consumers can directly and indirectly change the

lives of people and the state of their environment. They will explore the impacts of international trade rules and systems and consider their opinions on policies that can help level the playing field for poorer countries competing in the global trade game.

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### **Curriculum Link: AC-Geography Year 9 Unit 2 'Geographies of interconnections'**

*"Geographies of interconnections focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. This unit examines the interconnections between people and places through the products people buy and the effects of their production on the places that make them ..."*

## Australian Curriculum links

### Year 9 - Unit 2: Geographies of interconnections

Activity	Geographical Knowledge and Understanding	Geographical Inquiry and Skills	General Capabilities
1 Where do they come from?	The ways that places and people are interconnected with other places through trade in goods and services, at all scales ( <a href="#">ACHGK067</a> )	<i>Collecting, recording, evaluating and representing</i> ► Represent the spatial distribution of geographical phenomena by constructing special purpose maps that conform to cartographic conventions, using spatial technologies as appropriate ( <a href="#">ACHGS066</a> )	Critical and creative thinking ICT capability
2 Global trade connections game	The effects of the production and consumption of goods on places and environments throughout the world and including a country from North-East Asia ( <a href="#">ACHGK068</a> ) The effects of people's travel, recreational, cultural or leisure choices on places, and the implications for the future of these places ( <a href="#">ACHGK069</a> )	<i>Interpreting, analysing and concluding</i> ► Evaluate multi-variable data and other geographical information using qualitative and quantitative methods, and digital and spatial technologies as appropriate, to make generalisations and inferences, propose explanations for patterns, trends, relationships and anomalies, and predict outcomes ( <a href="#">ACHGS067</a> )	Ethical understanding
3 Everything has a biography	The effects of the production and consumption of goods on places and environments throughout the world and including a country from North-East Asia ( <a href="#">ACHGK068</a> )	<i>Collecting, recording, evaluating and representing</i> ► Collect, select, record and organise relevant geographical data and information, using ethical protocols, from a range of appropriate primary and secondary sources ( <a href="#">ACHGS064</a> ) <i>Communicating</i> ► Present findings, arguments and explanations in a range of appropriate communication forms, selected for their effectiveness and to suit audience and purpose; using relevant geographical terminology, and digital technologies as appropriate ( <a href="#">ACHGS070</a> )	Ethical understanding Critical and creative thinking
4 International trade and poverty	The ways that places and people are interconnected with other places through trade in goods and services, at all scales ( <a href="#">ACHGK067</a> )	<i>Interpreting, analysing and concluding</i> ► Apply geographical concepts to synthesise information from various sources and draw conclusions based on the analysis of data and information, taking into account alternative points of view ( <a href="#">ACHGS068</a> )	Critical and creative thinking Ethical understanding Personal and social capability
5 Trading fair diamond ranking	The ways that places and people are interconnected with other places through trade in goods and services, at all scales ( <a href="#">ACHGK067</a> )	<i>Reflecting and responding</i> ► Reflect on and evaluate the findings of the inquiry to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations; and explain the predicted outcomes and consequences of their proposal ( <a href="#">ACHGS071</a> )	Critical and creative thinking Ethical understanding Personal and social capability



## ■ Tuning in – Where do they come from?



Holding cocoa beans drying in the sun. Image by Irene Scott, Australian Government aid program. (CC BY 2.0)

*Students reflect on the range of products they rely on in everyday life and locate their countries of origin on a world map in order to recognise the scope of their consumer connections.*

1. Give student groups a short period of time to brainstorm the products they use in an average day, if possible including any raw materials that may go into them, and making their list as comprehensive as possible.
2. Compare the length of students' lists and ask the group with the longest list to read it to the class.
3. Provide copies of commodity export lists such as from the CIA World Factbook, and world maps to each group.
4. Ask them to plot lines between Australia and potential countries of origin for the products on their lists and share the finished maps with the class.
5. As a class, discuss the following:
  - ▶ How do Australians benefit from importing goods from overseas? Are there ways that Australians might be impacted negatively by global trade connections?
  - ▶ Think about the people and places these goods come from. How could they win and lose in trading goods globally?
  - ▶ What about the local and global environment? How do you think it could be impacted by the global trade of goods?
  - ▶ Display the question 'Who are the winners and losers in the global trade game?' and ask students to think of people, groups or environments related to the trade of products they use and list potentially positive and negative outcomes for them under two headings 'Win' and 'Lose'. For example, poor working conditions for manufacturers might be listed under 'Lose' while cheap prices for consumers might be considered a 'Win'.
  - ▶ Examine the list and discuss: Are there any groups that could be listed under both headings? Does the list show a pattern of certain groups winning and others losing, or is there a fair balance? Are there gaps in our knowledge of what happens to manufacture and trade of the goods we buy?

## ■ Finding out – Global Connections game

*Students recognise the connections between their own lives and the experiences of people living with poverty and how consumer decisions made locally can have global impacts on people and environments in both positive and negative ways.*



Fresh Bread. Image by Peter Pearson. ([CC BY-SA 2.0](#))



Chocolate. Image by Chiot's Run. ([CC BY-NC 2.0](#))

### Running the game

The Global Connections game uses six sets of four cards. Each set reveals a story about global interconnections. The game works best if complete sets of four are used. Depending on the number of students in the group you may need to take out one or more sets before distributing the cards, or put some people in pairs.

1. Assemble students in an open space and randomly distribute a card to each student. Explain that each card has a word, phrase, place, statistic or person on it which is connected in some way to at least three other cards, but may be connected in any number of ways that tell a story about global connections.
2. Encourage creativity as students move around the room examining other cards until they can form groups. Students may struggle to form connections initially but the teacher should avoid providing additional information or clues – the intention is to discover a range of ways in which we can be connected, rather than to strike on the intended connection.
3. Once groups have been formed (even if groups are larger or smaller than intended) give each one a chance to share their story before moving students around into groups that reflect the intended connections on the next pages. Discuss the interconnection.
4. Revisit the question 'Who are the winners and losers in the global trade game?' Are there new ideas revealed by these connections about how people and environments can be impacted positively and negatively by global trade?
5. Discuss examples of how people can learn from these connections and carry out actions that have a positive impact on experiences of poverty. For example, taking part in fair trade systems, using fewer resources or asking questions about the impacts of tourism.

### Global Connections game cards

Following is a description of the cards and the intended connections. Teachers can make their own cards or a printable version of the cards is available on the publications page of the [Global Education Website](#).

## Finding out – Global Connections game (cont.)

mobile phone	tantalum	gorilla	mine worker
Coltan is a metallic ore used in the production of mobile phones and other electronic devices. Much of the world's coltan is mined in central Africa, in remote rainforest areas home to gorillas. Mine workers often lack secure access to food supplies and so resort to using gorillas as a source of 'bush meat'. This poses a threat to gorilla populations, as well as the mining operations which threaten their natural habitat. The demand for mobile phones is a driver for continued coltan mining but recycling and reducing coltan consumption could allow consumers to have a more positive impact on this environment. <sup>22</sup>			
footballs and netballs	child slavery	stitched by hand	a family desperate for money
Many footballs, netballs and soccer balls that are used in schools are imported from places where children are employed to hand stitch balls in very poor working conditions. Many children working in these conditions are doing so because of ongoing poverty in their families and communities, and to pay off debts owed by their families. They are often left with no time or resources to go to school. Shutting down these factories can lead to children working in other, more dangerous industries but if adults are paid a fair wage these can ease the burden on children and allow them to go to school. <sup>23</sup>			
<i>Theobroma cocoa</i>	Côte d'Ivoire	child trafficking	fair trade
<i>Theobroma cocoa</i> is the scientific name for the cocoa plant, the main ingredient in chocolate. Côte d'Ivoire, on the western coast of Africa, is one of the world's biggest suppliers of cocoa beans for the chocolate industry. Vulnerable children in Côte d'Ivoire and neighbouring countries are reportedly at risk of trafficking, where children are sold into labour to work on cocoa farms, often being transported far from their local area. Fair trade schemes buy produce at a fair price and with an extra premium to invest in projects such as schools and medical clinics. Products with fair trade certification must also guarantee they do not use child labour. <sup>24</sup>			
pair of jeans	workers earning low wages	fashion	cotton
A great deal of clothing, including jeans and a lot of sportswear, is made in factories where workers endure poor working conditions, long hours, low wages and other violations of their rights. This can result in readily available cheap clothing in Australia but clothes are not necessarily designed with quality and endurance in mind. Fairer working conditions would make a big difference in the lives of the people living and working in these situations. Ethical designs which consider people and environments could also benefit consumers and the planet. <sup>25</sup>			
Bali	swimming pool	salinity	tourists
Bali is a favourite holiday destination for Australians. Overuse of fresh water for tourism interests, such as for swimming pools and golf courses, has a negative impact on fresh, clean water supply for locals, including causing salinity which can harm food production and jeopardise the livelihoods of local farmers. <sup>26</sup> With 1 billion tourists travelling the world in 2012 and a growing trend towards eco-tourism <sup>27</sup> that seeks to conserve environments and protect people's welfare, there are many opportunities for travellers to make choices with a more positive impact.			
bookshelf	tropical rainforest	timber	carbon dioxide
Deforestation contributes to 20% of global greenhouse gas emissions and our near neighbour, Indonesia, is third on the list of the world's biggest emitters. Forests around the world play a vital role in balancing the amount of carbon dioxide in the air and maintaining a stable climate. Many finished wood products – such as furniture – are imported from tropical countries, such as Indonesia. The price can be relatively cheap, because wages are often low and workers do not have access to the same rights as those in Australia. Consumer decisions can influence governments to work towards supporting ecologically sound timber supplies. <sup>28</sup>			
carpet	Iqbal Masih	Free the Children	Craig Keilburger
Iqbal Masih worked in forced labour at a carpet factory in Pakistan as a young boy, eventually escaping to join an organisation that helps combat child labour. He raised awareness by making speeches around the world and was sadly killed at the age of 13. Craig Keilburger was a young student far away in Canada when he read Iqbal's story and was inspired to start an organisation called Free the Children, educating young people to be active global citizens. <sup>29</sup>			
bread	food prices	waste	\$1000
Buying more food than we need and throwing out food that is edible is a common practice in Australian homes and restaurants. This food wastage can increase demand for agricultural commodities like wheat and other staples, raising food prices globally and making it difficult for poorer people to buy enough to eat. Money spent by consumers on products that aren't then used is also wasted. It is estimated that the average Australian household spends over \$1000 a year on such wasted products <sup>30</sup> , an amount that could supply clean water and sanitation to four hundred families in African countries.			



## ■ Finding out – Everything has a biography

*Students explore the biographies of a number of different items. In small groups, students work through the investigative process and then decide on a way to present their findings to the class, or another audience.*

All commodities have a biography – food and drinks, shoes and clothing, toys, electronic goods, vehicles – all the things that surround us. Like people, all of these things have a life story, and just as people have an impact on the lives of others and on their environment, products have an impact on people and places too.

The stories of products have many stages, implications and questions that can be asked: What is it made from?

What happened to the land and the water where the raw materials were extracted? How are the goods traded and marketed? The end of life for all those commodities is a part of that biographical journey too. Can they be repaired or will they be recycled? What impact does its disposal have?

The impact of the life journeys of products on the lives of people and communities who are experiencing poverty is an important consideration for consumers. Who makes these products and how are they treated? What is their life like? In the end, who are the winners and losers along the journey of the biographies of these things?

### The activity

A biography relies on careful research to tell the story of a life – the facts of birth, death and the stages in between, the places we visit, the things we do, the family and friends and community we have relationships with, the highlights and lowlights and the enduring legacy we leave behind.

1. The sample matrix on the following page is a tool students can use to investigate the biography of the particular product they choose. It provides a framework for examining the various stages in the 'life' of a product, and the negative and positive impacts of a product on the physical environment and people. The matrix provided is not intended to be completely prescriptive – students may choose to set out the structure of their investigation differently, or may not find information for every life stage or possibility. The italicised writing in some of the boxes gives examples of the impacts of a range of products at various life stages.
2. It may be helpful to choose a single product and then complete a sample matrix together as a class before setting students the task of investigating further products in small groups. Students may also choose to investigate a particular industry (such the cotton-growing industry or oil exploration), rather than a single product.
3. Once students have investigated a product, they should decide on a mode for presenting their findings. Here are some suggestions:
  - ▶ comic strip or story board which illustrates the life journey of the product through various stages
  - ▶ 'This is your Life' play structured around the people and environments which have been affected by the product's life
  - ▶ advertising campaign video – convincing others to buy (or not buy) a particular product, using information about its biography
  - ▶ Prezi or PowerPoint presentation
  - ▶ wall display which uses words and diagrams to show the flow of the product life journey.

#### Some places to start looking for information:

The Story of stuff website has a number animations illustrating the life journey of a number of products, including [electronics](#).

Find out more about the life story of chocolate at the [Stop the Traffik](#) website.

The [The Rainforest Foundation UK](#) has resources to help understand more about the impacts of using rainforest timber.

View some [National Geographic](#) photos and articles about oil drilling.

Watch some of this [France 24 report](#) about the health effects on people who work sandblasting jeans.

The book *The Biography of Silk* by Carrie Gleeson tells the story of silk production, and is a part of series of books exploring products including coffee, rubber and cotton.



## ■ Finding out – Everything has a biography (cont.)

### Product biography matrix (example)

	<b>Winners</b> In what ways do people or groups win at this stage?	<b>Losers</b> In what ways do people or groups lose out at this stage?	<b>Environmental Impacts</b> What is the impact on the natural environment – waters, soil, air, forests, fauna, and biodiversity?	<b>Alternatives</b> What alternatives are possible that protect the welfare of people and environments?
<b>The beginning:</b> May include exploration, mining of raw materials, or the growth and harvest of food or other crops.			E.g. Oil spills can have a large impact on the oceans, bird life, shoreline plants, local tourism and fishing industries.	E.g. Renewable forms of energy can replace oil used for transport and generation of electricity, reducing the need for drilling.
<b>Early life:</b> Products are made into what they are intended to be and may include processing of raw materials, and many types of manufacturing processes in factories or other sites.		E.g. Sport balls made in situations where children work to hand stitch balls in dangerous or unhealthy working places, for very little or no money.		E.g. Fair trade schemes can be applied that allow consumers to pay a small price to ensure pay and conditions for workers are fair, and children are not forced to work.
<b>On the move:</b> Many products are transported by road, rail, air or ship to different locations, for further processing or to be sold.	E.g. The transport industry provides many jobs, and trading goods is a way of improving the economies of poorer countries.			
<b>Relationships:</b> The marketing, buying and selling of the product.		E.g. Marketing techniques may encourage people to feel inadequate about their body or lifestyle.		E.g. Government and industry regulations can ensure product marketing doesn't make false claims.
<b>Using:</b> This is the part of life that the consumer sees the most – where the food is consumed, the equipment used, or clothes worn.	E.g. Mobile devices can help people keep in touch, earn an income or find out lots of useful information.	E.g. Overuse of technological devices can lead people to become less active and more isolated.		E.g. Companies profiting from technology can invest in social and cultural services for communities who use their products.
<b>The end:</b> Products may be consumed, become unusable or be discarded. This stage includes the method of disposal, possibilities for repair, re-use or recycling and possible continued impact where the discarding occurs.			E.g. Electronic equipment can cause pollution if it is disposed of improperly, and exposure to dangerous metals like mercury, lead and cadmium can make people sick.	E.g. Consumers can reuse, recycle and reduce their consumption of these products and find out about how their waste is treated and how to properly dispose of dangerous goods.

## International trade and poverty

*Students explore rules and agreements that govern international trade and take part in a simulation to explore the complexities of trade and some scenarios where trade is harmful to people living in poverty.*

There are many factors that contribute to people experiencing poverty and these factors are often beyond the control of individual people. While participating in

trade can help people move out of poverty, the rules and conventions of trade between countries can be a part of the reason why people become poor and why they stay poor. What companies are allowed or not allowed to do when they buy and sell products can change people's lives, sometimes making it more difficult for people to earn money, find somewhere to live, gain an education or access medical services.

### Setting the stage:

1. Ask students to think about the products and their global connections explored in previous activities. Discuss the need for some rules or agreements to govern international trade and to make sure that businesses contribute to communities. Can students think of examples of international trade rules?
2. Ask students to read the following information about trade rules. Assign students to focus on one area and answer the following questions:
  - ▶ Who benefits from this type of rule?
  - ▶ When would this sort of rule apply?
  - ▶ What needs to happen for this type of rule to work well?
  - ▶ What questions do you have?
3. Discuss students' answers as a class.

### Taxes

Most countries require companies that make money in/from their country to pay the government taxes. The government uses this money and money from other types of taxes to pay for things like hospitals, police, schools and roads.

### World Trade Organisation (WTO)

The WTO exists to deal with trading rules between countries. (An example is how much tax a government can charge on products imported from another country.) It aims for trade between countries to function smoothly and predictably. Member countries talk to each other through the WTO to make rules and sort out problems to do with trade.

### Labour laws

Countries have laws that exist to keep workers safe and make sure that they are treated fairly. These govern things like child labour, how much people are paid and working hours. The [International Labour Organization](#) sets standards for workers' rights internationally.

### Quarantine

Quarantine laws apply in many countries when people or companies wish to bring animal or plant products into the country. This is to keep out pests and diseases that could damage native plants and animals and also those used for food production. There are also agreements between countries to prevent the spread of pests or diseases. One such agreement is [The International Plant Protection Convention](#).

### Environmental laws

There are laws in individual countries and also international agreements that aim to protect natural environments. [The Convention on International Trade in Endangered Species of Wild Fauna and Flora](#) and [The United Nations Framework Convention on Climate Change](#) are two examples.

## ■ International trade and poverty (cont.)

### The level playing field – running the simulation:

Even with many laws and systems that exist to make trading fair there are many examples of situations where one group of people wins while others lose. Sometimes the rules could be better or they aren't enforced well or they have been designed to favour a particular group. Scenarios where the international trade system is unfair are explored below in a simulation involving a dodge-ball game.

The rules of dodge-ball are written below. Explain these to the students and play a practice round.

#### Rules of Dodge-ball

- ▶ Place six balls along the centre line of a basketball or netball court and mark an attack line 1m from the centre line on each side.
- ▶ Assign teams to each half of the court with all players starting on their backline. When the whistle sounds to begin the game, players run forward to grab the balls and must move behind the attack line before they can throw it at the opposing team. Players may also pass the ball to their team mates.
- ▶ If a player is hit by a ball on the full they are out and must stand on the side of the court.
- ▶ If a player catches a ball on the full the thrower from the opposing team is out and must stand on the side of the court. Also, one player from the team who caught the ball is allowed to return to the court from the side.
- ▶ If a player is hit in the head the thrower is out.
- ▶ No kicking or stepping on the ball.
- ▶ A player can hold a ball and use it to block any balls thrown at them.
- ▶ Each round lasts for five minutes or until an entire team is out, whichever is shorter. The team with the most players still on the court wins.

1. For each subsequent round the rules will be modified to simulate a world trading issue. One team will represent the world's poorer countries and the other will represent the world's wealthier countries. Rule modifications are described on the next page. For each round:
  - ▶ explain the modified rules and the issue they represent before playing,
  - ▶ discuss the results of the game and how they might relate to the real world issue.
2. After the game, discuss:
  - ▶ What issues did each game simulate? Which do you think are the most important? Which topics do you need more information about to decide?
  - ▶ What did it feel like to be on the wealthier team? The poorer team? Did you think your team had a chance of winning the game? Do you see any connections to what happens in world trade?
  - ▶ How do you think these unfair trading situations affect people living in poorer countries?
  - ▶ In order to help students' understanding, very complex issues have been simplified. One example of this is division into richer and poorer country teams. In reality competition to sell goods exists not only between wealthier and poorer countries but also between wealthier countries and between poorer countries. Also, not all wealthier countries or poorer countries behave the same way. For example, Australia, a wealthier country, doesn't provide high levels of subsidies for its farmers.<sup>31</sup> Discuss some of the limitations of this simulation with students.
  - ▶ Australia helps developing countries participate more fairly in international trade in a number of ways:
    - ▶ campaigning for the reduction of barriers (tariffs and subsidies) to agricultural trade;
    - ▶ not charging tariffs on goods imported into Australia from Least Developed Countries; and
    - ▶ providing assistance to help improve developing countries' trade policies, tax and quarantine systems.<sup>32</sup>

## ■ International trade and poverty (cont.)

### Round One – Issue: Economic Power

Wealthier countries have greater economic power which means they can have more influence when making the rules that govern international trade.<sup>33</sup> This can be because poorer countries don't have as many resources

to lobby for rules they want. Poorer countries may also let wealthier countries have their way because trade with unfair rules is better than no trade at all.

#### Rule changes

Before the game begins the wealthier countries team will be able to make up a rule of their own to apply to the game.

### Round Two – Issue: Subsidies, dumping and tariffs

Some wealthier countries gain an advantage in trading by giving subsidies to producers (such as farmers) in their own countries. This means that the subsidised producers have lower costs, grow a lot and can sell their product cheaper than any imports. Producers sometimes 'dump' these low cost products in poorer countries which means

local producers must drop their prices to compete, making it difficult for them to earn a profit. Countries may also put taxes called tariffs on goods imported from other countries. Tariffs can be quite high and make products more expensive than locally-produced goods. This often disadvantages poorer countries.<sup>34</sup>

#### Rule changes

In this game the wealthier countries gain an advantage by beginning the game five seconds before the poorer countries team. They can also throw the ball at the other team when they are standing in front of their attack line.

### Round Three – Issue: Corporate Tax evasion

Some multinational companies are able to move their money from one part of their company in one country to another part of their company in another country that charges very little tax. These countries are sometimes called tax havens. Using tax havens means that they don't pay much tax in the other countries they operate in, while having the benefit of earning money in those countries in the first place.<sup>35</sup> Governments use taxes to pay for hospitals, schools, roads and other important

things people and businesses need so when companies pay less tax there is less money available to provide these things. Whilst both wealthy and poorer countries miss out from tax this way the effects are greater in poorer countries. In these countries governments have less resources to help them determine how much companies owe them in tax and to follow up those who don't seem to be paying enough.<sup>36</sup>

#### Rule changes

In this game the teacher can blow the whistle at any time to signify that the wealthy countries team will have to send one player to the sideline and the poorer countries team will have to send three players.

### Round Four – Issue: Land grabs

Land is a valuable resource, required for producing food and other goods. Recently many companies have been buying or leasing land in poorer countries. The land is often used to grow food and bio-fuels that are exported to wealthier countries. Sometimes nothing is grown on the land at all and the new owners just wait for the value

of the land to increase and then sell it to someone else. People were often living on the land before it was sold and have been evicted and left unable to grow food or earn a living, even when they believed they were legally allowed to live there. This has occurred in countries where many people do not have enough to eat.<sup>37</sup>

#### Rule changes

In this round lines will be drawn so that the wealthier countries team will be allowed to play on three quarters of the court and the poorer countries team will be allowed to play on one quarter of the court.

*This activity is adapted, with permission, from [The Level Playing Field](#) simulation game by TEAR Australia.*



## ■ Making choices – Trading fair (diamond ranking)

Students will compare the various government policies and consumer actions that can influence global trade to ensure it operates in a way that is fair to both wealthier and poorer countries. They will take part in a consensus decision-making strategy to make choices about which ideas they think will be most effective in making global trade fair.

1. Divide the class into groups of three and hand out copies of the nine cards below to each group.
2. Display the question ‘What actions will make global trade systems fairer for those living with poverty?’ Ask groups to rank the actions in a diamond shape from ‘most effective’ to ‘least effective’. [Diamond ranking templates](#) are available from the resources page of the Global Education website.
3. Once groups have decided on their ranking, discuss the following as a class:
  - ▶ Which responses do groups support most and least?
  - ▶ Are the actions of individuals or the actions of governments considered more likely to have an impact on poverty?
  - ▶ How are the views of citizens related to government policies in Australia?
  - ▶ In what ways can individual citizens influence government policies?
  - ▶ Imagine you were meeting with a government minister for trade. What questions would you ask?
4. Ask students to revisit the question ‘Who are the winners and losers in the global trade game?’ Have they changed their views? In what ways?

**buying goods with fair  
trade certification**

**reducing waste and  
overconsumption**

**boycotting products  
produced unsafely or  
traded unfairly**

**enforcing labour  
laws and international  
agreements**

**preventing  
tax evasion**

**buying local goods**

**removing tariffs  
and subsidies**

**ensuring everyone gets  
a say when making  
international trade rules**

**increasing aid to  
poorer countries**

## ■ Year 10 Wellbeing

Poverty, wellbeing and the wealth of a nation are most commonly measured in economic terms. For example, countries very commonly use gross domestic product (GDP) as an indicator of economic growth and when GDP grows it is often reported as an indicator that the country and its people will be better off. But is this the best way to determine the wellbeing of people? And what does it tell us about the wellbeing of their environment and its capacity to provide for the needs of future generations?

The GDP of a nation tells us the value of the goods and services that have been produced. But what it doesn't reveal is whether those measures are leading to improvements in the daily lives of its citizens, and whether this growth in the market is coming at the expense of the environmental resources of that country. Higher rates of consumption may lead to growth in GDP but it

is also often paired with the depletion of non-renewable resources, the production of waste and damage to vulnerable environments. And it doesn't necessarily mean anyone is getting any happier.

This inquiry encourages students to examine a range of measures of wellbeing, some of them based on traditional measures of growth centring on the GDP, and some of them using alternative measures to consider the economic, social and environmental capital of a nation. The inquiry will allow students to ask whether current levels of growth and consumption are sustainable, whether they are really meeting our needs and wants, and whether they are helping or hindering in the process of making sure there is enough for all here now and those who are to come.

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### Year 10 Inquiry: 'How can we measure and improve human wellbeing?'

There are many and varied ways to measure the wellbeing of individuals, communities and countries, and the state of the world today. This inquiry will encourage students to think broadly about their wellbeing and that of others, and to carefully evaluate ways of measuring

wellbeing as well as the impacts of individual actions and government and non-government programs that act locally and globally to improve the wellbeing of people experiencing poverty.

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### Curriculum Link: AC-Geography Year 10 Unit 2 'Global Well-being'

*"Geographies of human wellbeing focuses on investigating global, national and local differences in human wellbeing between places. This unit examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries. Students explore spatial differences in wellbeing within and between countries, and evaluate the differences from a variety of perspectives. They explore programs designed to reduce the gap between differences in wellbeing. These distinctive aspects of human wellbeing are investigated using studies drawn from Australia, India and across the world as appropriate."*

## Australian Curriculum links

### Year 10 Unit 2: Geographies of human wellbeing

Activity	Geographical Knowledge and Understanding	Geographical Inquiry and Skills	General Capabilities
1 Talking about world regions	The different ways of measuring and mapping human wellbeing and development, and how these can be applied to measure differences between places ( <a href="#">ACHGK076</a> )	<b>Communicating</b> ► Present findings, arguments and explanations in a range of appropriate communication forms selected for their effectiveness and to suit audience and purpose, using relevant geographical terminology and digital technologies as appropriate ( <a href="#">ACHGS079</a> )	ICT capability Critical and creative thinking
2 Modelling the state of the world	The reasons for spatial variations between countries in selected indicators of human wellbeing ( <a href="#">ACHGK077</a> )	<b>Interpreting, analysing and concluding</b> ► Evaluate multi-variable data and other geographical information using qualitative and quantitative methods and digital and spatial technologies as appropriate to make generalisations and inferences, propose explanations for patterns, trends, relationships and anomalies, and predict outcomes ( <a href="#">ACHGS076</a> )	Critical and creative thinking
3 Sustainability and the wellbeing of the planet	The different ways of measuring and mapping human wellbeing and development, and how these can be applied to measure differences between places ( <a href="#">ACHGK076</a> ) The reasons for spatial variations between countries in selected indicators of human wellbeing ( <a href="#">ACHGK077</a> )	<b>Interpreting, analysing and concluding</b> ► Evaluate multi-variable data and other geographical information using qualitative and quantitative methods and digital and spatial technologies as appropriate to make generalisations and inferences, propose explanations for patterns, trends, relationships and anomalies, and predict outcomes ( <a href="#">ACHGS076</a> )	ICT capability
4 Many ways to measure wellbeing	The different ways of measuring and mapping human wellbeing and development, and how these can be applied to measure differences between places ( <a href="#">ACHGK076</a> )	<b>Collecting, recording, evaluating and representing</b> ► Collect, select, record and organise relevant data and geographical information, using ethical protocols, from a range of appropriate primary and secondary sources ( <a href="#">ACHGS073</a> ) <b>Interpreting, analysing and concluding</b> ► Apply geographical concepts to synthesise information from various sources and draw conclusions based on the analysis of data and information, taking into account alternative points of view ( <a href="#">ACHGS077</a> )	ICT capability
5 Considering diverse perspectives	The issues affecting the development of places and their impact on human wellbeing ( <a href="#">ACHGK078</a> )	<b>Interpreting, analysing and concluding</b> ► Apply geographical concepts to synthesise information from various sources and draw conclusions based on the analysis of data and information, taking into account alternative points of view ( <a href="#">ACHGS077</a> ) <b>Communicating</b> ► Present findings, arguments and explanations in a range of appropriate communication forms selected for their effectiveness and to suit audience and purpose, using relevant geographical terminology and digital technologies as appropriate ( <a href="#">ACHGS079</a> )	Ethical understanding Critical and creative thinking
6 Exploring relationships: poverty, literacy and gender equality	The issues affecting the development of places and their impact on human wellbeing, drawing on a study from a developing country or region in Africa, South America or the Pacific Islands ( <a href="#">ACHGK078</a> )	<b>Interpreting, analysing and concluding</b> ► Evaluate multi-variable data and other geographical information using qualitative and quantitative methods and digital and spatial technologies as appropriate to make generalisations and inferences, propose explanations for patterns, trends, relationships and anomalies, and predict outcomes ( <a href="#">ACHGS076</a> )	ICT capability Critical and creative thinking

## Australian Curriculum links (cont.)

### Year 10 Unit 2: Geographies of human wellbeing

Activity	Geographical Knowledge and Understanding	Geographical Inquiry and Skills	General Capabilities
8 How can I act?	The role of international and national government and non-government organisations' initiatives in improving human wellbeing in Australia and other countries ( <a href="#">ACHGK081</a> )	<b>Interpreting, analysing and concluding</b> <ul style="list-style-type: none"> <li>Apply geographical concepts to synthesise information from various sources and draw conclusions based on the analysis of data and information, taking into account alternative points of view (<a href="#">ACHGS077</a>)</li> </ul> <b>Communicating</b> <ul style="list-style-type: none"> <li>Present findings, arguments and explanations in a range of appropriate communication forms selected for their effectiveness and to suit audience and purpose, using relevant geographical terminology and digital technologies as appropriate (<a href="#">ACHGS079</a>)</li> </ul>	Ethical understanding Critical and creative thinking
9 How do governments and NGOs respond	The role of international and national government and non-government organisations' initiatives in improving human wellbeing in Australia and other countries ( <a href="#">ACHGK081</a> )	<b>Interpreting, analysing and concluding</b> <ul style="list-style-type: none"> <li>Apply geographical concepts to synthesise information from various sources and draw conclusions based on the analysis of data and information, taking into account alternative points of view (<a href="#">ACHGS077</a>)</li> </ul>	Ethical understanding
10 Thinking about the future	The role of international and national government and non-government organisations' initiatives in improving human wellbeing in Australia and other countries ( <a href="#">ACHGK081</a> )	<b>Interpreting, analysing and concluding</b> <ul style="list-style-type: none"> <li>Apply geographical concepts to synthesise information from various sources and draw conclusions based on the analysis of data and information, taking into account alternative points of view (<a href="#">ACHGS077</a>)</li> </ul> <b>Reflecting and responding</b> <ul style="list-style-type: none"> <li>Reflect on and evaluate the findings of the inquiry to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations; and explain the predicted outcomes and consequences of their proposal (<a href="#">ACHGS080</a>)</li> </ul>	Ethical understanding Critical and creative thinking



## ■ Preparing for the inquiry – Talking about world regions

*Students consider the language that is used to name and categorise geographical, political, cultural and economic regions of the world and the implications this has for their perceptions of that state of the world and their place in it.*

Different language is used in different contexts when talking about the state of the world and its development over time. Some of the terms categorise countries into political and historical groups such as First, Second and Third World. Some are more culturally based, such as Eastern and Western World. Some draw on broader geographical and economic measures such as North and South countries, majority and minority world, and developing and developed countries.

In her article *Naming the world: Coming to terms with complexity*, Helen Young explains why it is important for global educators to adopt critical approaches that help students to develop a world view that recognises inequality wherever it exists, instead of emphasising a two-world view that may ignore both the diversity and inequity that exists within all places. Some of

the problems she identifies with use of language that highlights a two-world view include:

- ▶ the potential for geographical inaccuracy
- ▶ implied primacy of the ‘first world’ and ‘us vs. them’ thinking
- ▶ many countries may not fit clearly into a category
- ▶ ignores inequity and diversity within regions, and similarities between regions
- ▶ reinforces stereotypes that may not be representative of a region
- ▶ concepts used historically are not necessarily suitable for thinking about and planning for the future.

By examining these terms, and the context in which they have been formed and are used, students can begin to recognise that different language for talking about the world can be suitable for some contexts and not for others. They can also recognise and question assumptions they may make about people and places based on how they are categorised.

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### Running the activity

1. Distribute the ‘World Regions Viewpoints’ quote cards overleaf to small groups of students, or use some of your own. Tell students the quotes represent viewpoints about the language that we may use to describe cultural, economic, political or historical regions of the world, and to assign countries to particular regions.
2. Have groups create a list of paired terms for naming world regions they can identify from these quotes and any others the students may have heard of. Their list may resemble the following:

<b>Developing/Developed</b>	<b>Majority/Minority</b>	<b>Eastern/Western</b>	<b>First/Third</b>	<b>North /South</b>
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3. Discuss students’ understanding of these terms, using maps where necessary, and decide which of these terms describe geographical, political, cultural and economic differences – or a combination of these – and how it might be determined which term to apply to a country.
4. Pick some countries from a world map and determine how they would be classified in each of these two-world region schemes. If students are unsure, discuss what they would need to know about that place before they can classify it.
5. Discuss the assumptions that can be made about a country that is categorised with these terms. Think about how well all citizens of a country might fit the description. How could use of these terms lead someone to draw a false conclusion about people or places?
6. Ask students to determine an example of a context in which each of these terms might be most suitable. For example, ‘third world’ might be used in a historical discussion about the Cold War, and ‘developing country’ might be used in a discussion about the economic growth of countries over a period of time.

## ■ Preparing for the inquiry – Talking about world regions (cont.)

### Taking it further

The world has changed dramatically in health, economy, education and population. Watch a presentation of the changes that have occurred in the wealth and health of nations over time in Hans Rosling's [200 Countries, 200 Years, 4 Minutes](#) on YouTube. Do the facts presented support a world view that divides the world into two very different regions? If so, how?

#### World Regions Viewpoints

"Even though countries have not universally met them [the Millennium Development Goals], they have made impressive strides in a relatively short period of time – so much so that classical divisions between the 'developed' and 'developing' worlds are now muddled. Yet we still refer to developed/developing countries, North/South and First/Third Worlds in our discourse ... Let's refer to developing *communities* instead of developing *countries*."

Dennis Whittle, on his blog. Whittle is president of The Whittle Group, an organisation that 'helps people re-imagine and reinvent the future.'

"In the 1970s, the separation of countries into one category or another was still questionable but more clear: there were a group of countries which were mostly high on a range of indicators from wealth to life expectancy, and a group of countries which were mostly low on the same range of indicators. This is no longer the case, as there are an increasing number of countries which fall along the middle range on scales of these indicators, or rank highly on some and lower on others."

Helen Young 'Naming the world: Coming to terms with complexity' in *Policy & Practice: A Development Education Review*<sup>38</sup>

"The terms 'Global North' and 'Global South' divide the world in half geographically with the Global North meaning all countries north of the equator and the Global South being all of the countries south of the equator. This classification groups the Global North into the rich northern countries, and the Global South into the poor southern countries. This differentiation is based on the fact that most of developed countries are in the north and most of the developing or underdeveloped countries are in the south. The issue with this classification is that not all countries in the Global North can be called 'developed' while some of the countries in the Global South can be called developed."

Jessica Karpilo is a geography student who was the Spring 2010 Geography Intern at About.com

"If there's a Third World, then there must be a First and Second World too. When the term was first coined in 1952 there was a clear distinction, though the differences have become blurred over the past decade. The First World was the North American/European 'Western bloc' while the Soviet-led 'Eastern Bloc' was the Second World. These two groups had most of the economic and military power and faced off in a tense ideological confrontation commonly called the 'Cold War'. Third World countries in Africa, Latin America, Asia and the Pacific had just broken free of colonial rule and were attempting to make their own way rather than become entangled in the tug-of-war between East and West. Since the break-up of the Soviet Union in the early 1990s the term Third World has less meaning and its use is diminishing. Now many refer to the 'developing nations', the Majority World or just the South."

Wayne Ellwood, The No Nonsense Guide to Globalization

## Tuning in – Modelling the state of the world

Students take part in a human model to visualise statistics relating to global wellbeing and resource distribution and consider what this reveals about inequality globally and within Australia.



### Setting up 'The Lolly Game' model

Ask the group to stand in an arc in a large open space representing all the people in the world. Read the instructions in the table below that relate to a class of

thirty students. For smaller or larger groups, substitute the numbers in red with data from the appropriate class size column. You will need one lolly or token for each student.

	Instructions for 'The Lolly Game' model	Class Size					
		15	20	25	30	35	50
Global population	The world population is currently just over 7 billion people so each person represents <b>3.3%</b> of the world's population.	6.7	5	4	3.3	2.9	2
Lacking adequate sanitation: 36%	The first <b>11</b> people should now step forward. These people represent the 36% (2.6 billion people) of the world without adequate sanitation. Being without adequate sanitation means not having somewhere safe and clean to go to the toilet and wash afterwards, and is a major cause of preventable illness and death.	6	7	9	11	13	18
Living in extreme poverty: 20%	The first <b>6</b> people should take another step forward, as they represent the 20% (1.4 billion people) of the world suffering extreme poverty. Extreme poverty is defined as living on less than \$US1.25 per day (A cause for hope is that 20 years ago this figure was 43%).	3	4	5	6	7	10
Lacking adequate shelter: 14%	The first <b>4</b> of this group should now sit on the floor to represent the 14% of world population who do not have access to adequate shelter. This could mean they lack security from forced eviction, have insufficient living space or may be exposed to hazardous locations and extreme weather conditions.  This same group should put their hands on their stomachs as they also represent the 13% of world population who experience hunger every day, and the 12% of the world that don't have access to clean water.	2	3	4	4	5	7
Hungry each day: 13%		2	3	4	4	5	6
Lacking clean water: 12%		2	3	3	4	4	6
Child labourers: 3%	The first <b>1</b> of those sitting on the floor should lie flat on their backs representing the 3.2% of world population that are child labourers.	0	1	1	1	1	2
Use most of the world's available resources: 10%	Of those still standing in the arc, <b>3</b> of you from the other end should put your hands on your heads to represent the 10% of the world that has most of the world's available resources. The remaining people standing in the arc represent those in the world that have modest incomes – 'just enough' to feed, house, and clothe themselves.	1 or 2	2	2 or 3	3	3 or 4	5
		Number of lollies					
Proportion of wealth shared by the richest 10%: 85%	The lollies in this bag represent the wealth of the world. There is enough for each person to have a lolly but we are going to share them as wealth is currently shared in the world. The richest 10% have <b>25</b> lollies. (Hand them out to those at the top of the arc, giving more to males if possible to represent gender distribution.)	13	17	21	25	30	43
Proportion of wealth shared by the other 90%: 15%	The rest of the people in the world have <b>5</b> lollies to share between them all. Place them in the middle of the group.	2	3	4	5	5	7

## ■ Tuning in – Modelling the state of the world (cont.)



Houses along Basac River bank in Phnom Penh. Image by Tim Acker, Australian Government aid program. (CC BY 2.0)

### Discussion

Allow students a short time to comment on the differences in the lolly distribution and attempt to redistribute them. It is important that discussion follows shortly after to give students the opportunity to debrief, and to prevent giving an unduly hopeless impression of the state of the world.

This model can be used to demonstrate a number of potential issues with measuring wellbeing using economic and social indicators. Discuss the following issues as a class.

So what have we learnt about?

- ▶ **Wealth distribution** – How did those sitting and standing feel when they were given lollies? Did anyone think about how they were going to share the lollies or get some of the larger pile? Why or why not? Would those standing have felt any different if they did not know that the others had so few?
- ▶ **Global averages** – This is a global view of the world, showing the averages for all nations, not a country-by-country view. What can we learn about individual countries from global averages? Do you think it is accurate to describe a country as rich or poor? Why or why not? Which parts of the model are accurate and which parts might give a false perspective of the world?
- ▶ **Relative poverty** – Where do most Australians fit into this model? Keep in mind that assets of US\$61,000 place someone in the top 10% of world wealth distribution, and US\$2200 in the top 50%. Australia is second out of 190 countries on the Human Development Index (HDI), which measures wealth, income, education and health services, but we still have 100,000 homeless citizens. What are some other examples of how individuals can be 'relatively poor' in a country that is wealthy on average?
- ▶ **Inequality** – What things are happening currently in the world between countries, or between people in countries that may be related to this unequal distribution of wealth? How would you explain this? It has been argued that this level of inequality is at the core of much of the world's conflict. Do you agree/disagree? Is there anything we can do about it – individuals, groups or governments?

*Adapted from an idea in A Better World for All – Student Activities by Margaret Calder and Roger Smith, Commonwealth of Australia, 1993.*



## Finding out – Sustainability and the wellbeing of the planet

Sustainability is a useful way of thinking about the wellbeing of our planet – its environment, its people and the economy that services them. In this activity, students will explore the meaning of sustainability, how it can be measured, described and applied, and then use the Sustainable Society Index (SSI) to compare the sustainability of Australia and an economically developing country and identify their key areas of concern.

### Background

The [Sustainable Society Foundation](#) (SSF) is a non-profit organisation that aims to assist societies to work towards sustainability. SSF has developed the Sustainable Society Index (SSI) as a tool to picture the

level of sustainability of a country, based on twenty-one key indicators in eight categories, and three dimensions of wellbeing that create one overall sustainability index. Students can select a country to see its SSI at a glance, and can also use interactive maps to explore the various sustainability indicators for that country.

Sustainable Society Index	Human Wellbeing	Basic Needs	1. Sufficient Food 2. Sufficient Drink 3. Safe Sanitation
		Health	4. Healthy Life 5. Clean Air 6. Clean Water
	Environmental Wellbeing	Personal & Social Development	7. Education 8. Gender Equality 9. Income Distribution 10. Good Governance
		Nature & Environment	11. Air Quality 12. Biodiversity
		Natural Resources	13. Renewable Water Resources 14. Consumption
	Economic Wellbeing	Climate & Energy	15. Renewable Energy 16. Greenhouse Gases
		Transition	17. Organic Farming 18. Genuine Savings
		Economy	19. Gross Domestic Product 20. Employment 21. Public Debt

The diagram above shows the 21 indicators and 8 categories used to measure the sustainability of a society in an SSI. Based on information from the [Sustainable Society Foundation](#).

### Running the activity

#### 1. What is sustainability:

Sustainability has been defined and measured by various groups in slightly different ways. To explore the meaning and application of sustainability, direct your students to the SSF [sustainability tour](#). It's also available as a [printer friendly version](#) for offline classes. As a class, discuss what measuring sustainability can tell us about the wellbeing of people and environments.

#### 2. Exploring the indicators:

Have students navigate to the data page, click on one of the twenty-one indicators to read its definition and how it is measured, and report back to the class. It may be useful to use the information presented to create a class glossary of key indicators you would like students to focus on.

#### 3. The sustainability of extreme poverty:

Move on to the maps tab, and have students generate the map that includes Indicator 19 – Gross Domestic Product (GDP). GDP will be used to assess economic growth. Students should select a country shown in red, representing those with a low GDP and high rates of extreme poverty.

Next generate a map for the eight categories of sustainability and record the SSI for Australia and for the 'red' country in each of the eight categories. Which are the three categories with the lowest SSI for Australia, and for the 'red' country? Which three categories have the highest SSI for each country?

#### 4. For each country, have students write a paragraph describing what they consider its priorities should be for sustainable development according to the information seen in the SSI maps and data. Compare ideas as a class.

## ■ Finding out – Many ways to measure wellbeing

*Students explore various ways of measuring spatial variations in wellbeing at a global scale. They will consider their own priorities for measuring wellbeing and*

*input these in the OECD Better Life Index to generate a customised tool for measuring the wellbeing of Australian citizens.*

### Exploring indicators of wellbeing in five countries

Different methods of measuring wellbeing can give a very different picture of how the citizens in a country are living their daily lives. In this activity students will apply a range of measures to develop a comprehensive picture of wellbeing in the following countries: **Australia Papua New Guinea Afghanistan Kenya Bolivia**

By navigating to the online indexes below, students will be able to find more information about the countries, their differences, strengths and weaknesses, as well as access rankings and scores for countries around the world.

1. Demonstrate the use of each index and, once students are familiar, have them create a table or spread-sheet to record rankings and scores for the five countries, for all five indexes. They should also note any other surprising or interesting observations.
  - ▶ **HDI The Human Development Index** – This is a composite index created by the United Nations Development Programme that measures quality of life. This index is based on three aspects of human development: longevity (measured by life expectancy), knowledge (measured by adult literacy and school enrolment), and standard of living (measured by GDP per capita and more recently by Gross National Income – GNI). This indicator can be explored with an [interactive map by Canadian Geographic](#).
  - ▶ **GPI The Global Peace Index** – This index ranks countries by assessing them on twenty-three separate indicators relating to the peacefulness of life in that country. [Vision of Humanity runs an interactive map](#) where users can hover over individual countries to see their GPI score and ranking. This will also reveal where they lie on the scale for each peacefulness indicator in the interactive GPI table below the map.
  - ▶ **WGI The Worldwide Governance Index** – Governance is about how a country is run and the WGI reports on six key areas: voice and accountability, political stability and absence of violence, government effectiveness, regulatory quality, rule of law, and control of corruption. Countries are given a rating between 1 and 100 and data can be accessed in a table for any country from the [World Bank Worldwide Governance Index](#) site.
  - ▶ **HPI The Happy Planet Index** – [This index](#) gives an overall score based on life expectancy, experienced wellbeing, and ecological footprint. The scores for the HPI and the components can be viewed in map or table form and clicking on any country allows you to see its score in more detail.
  - ▶ **GGG Global Gender Gap** – Ranks countries for their gender gaps based on economic, political, education and health factors. This allows for comparison across regions of the world over time. An [interactive map from the World Economic Forum](#) can be used to compare country rankings of the GGG.
2. Have students describe any patterns or relationships they notice when comparing the data in their table. For example, are there any countries that rank consistently low or high on these indexes? How could the different indicators be related to one another?

## ■ Finding out – Many ways to measure wellbeing (cont.)

### Customising an index – the OECD Better Life Index

The OECD Better Life Index (BLI) allows the user to visualise and compare member countries of the Organisation for Economic Cooperation and Development, which includes most developed nations in the world. The user can customise eleven key factors as to their importance in contributing to the wellbeing of citizens. These factors are: **housing, income, jobs, community, education, environment, civic engagement, health, life satisfaction, safety, and work-life balance.**



Wind farm in Albany, Western Australia. Image by One World Centre.

- ▶ When each factor is given equal weight, Australia ranks number one on the BLI. You can hear more about Australia's number one BLI in the Wall Street Journal online report '[Australia Tops OECD's Better Life Index](#)'.
- ▶ Have students navigate to the BLI and click on Australia to read more about how Australia fares for each of the indicators.
- ▶ Students should then construct their own BLI by deciding what importance they place on each of the eleven indicators and see how this impacts the rank for Australia.
- ▶ Have students compare Australia's ranking based on their criteria with others in the class.

## ■ Considering diverse perspectives – Can development for all be sustainable?

Students consider viewpoints about environmental issues relating to economic growth, poverty reduction and sustainable development. They then use a variety of techniques to create their own cartoon, animation or presentation expressing an opinion about sustainable development.

The cartoons, animations and quotes below represent a range of viewpoints about sustainable development, and raise many important questions about how we can meet the needs of all people while also ensuring that the environment is able to support those needs into the future. These, and others you encounter in the media, can provide useful discussion material for your students in considering their own opinion on this issue.

1. Considering diverse perspectives: Working in small groups, students should discuss each of the viewpoints in turn, using the following talking points:
  - ▶ What issue is it related to?
  - ▶ What is the central message?
  - ▶ What are other possible viewpoints?
  - ▶ How is the issue connected to your daily life?
  - ▶ What positive or negative impact could you have?
2. Communicating a viewpoint: Give individual students time to reflect on viewpoints they agreed or disagreed with and why. Have them create a poster, cartoon, art piece or some other form of presentation that responds to the question 'How can we secure enough for all forever?'

### Diverse perspectives on sustainable development

#### YouTube videos:

[Sustainability in 2 minutes](#)

[Grow different, not bigger](#)

[What is 'Gross National Happiness'?](#)

[Sustainable Growth Summit 2012](#)

[Issues in Globalisation: Environmental Impacts and Sustainability](#)

[Rat Race \(live more!\)](#)

#### Quotes from media:

*"We've been talking all afternoon about sustainable development. To get the masses out of poverty. But what are we thinking? Do we want the model of development and consumption of the rich countries? I ask you now: what would happen to this planet if Indians would have the same proportion of cars per household than Germans? How much oxygen would we have left? Does this planet have enough resources so seven or eight billion can have the same level of consumption and waste that today is seen in rich societies? It is this level of hyper-consumption that is harming our planet."*

President Jose Mujica of Uruguay, addressing the Rio+20 summit, June 2012

*"The entire way in which economic news is reported assumes that growth is good. This refers to growth in wealth, growth in income, growth in profits, growth in the stock market, growth in employment, growth in housing starts, growth in passenger miles travelled. That economic growth usually means increased stress on environmental systems – more pollution, more congestion, faster depletion of resources – is never reported along with these economic aggregates."*

John Dryzek, *The Politics of the Earth* (Oxford University Press, 2005, p. 52)



## Diverse perspectives on sustainable development (cont.)

### Cartoons:



'IT'S NOT ME'

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### Taking it further

Explore issues surrounding consumption and sustainability further by viewing '[The Story of Stuff](#)' with students and downloading a supplementary teaching resource for this video: '[Buy. Use. Toss.](#)' from [Facing the Future](#).

## ■ Exploring relationships – poverty, literacy and gender equality

*Students use mapping software to describe relationships between literacy and other indicators of women's wellbeing and gender equality.*

Literacy is at the heart of education and plays a vital role in eradicating poverty, reducing child mortality and population growth, and enabling gender equality and sustainable development. People with literacy skills are more likely to access educational opportunities for themselves and their children, and literate communities are better able to respond to the challenges they face. The Millennium Development Goals set out that 'by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling' but, while progress has been made, it is currently slowing and several regions have far to go.

Currently in the world, 67 million primary aged children are not attending school, and 796 million adults cannot read or write. In most countries women and girls have been the last to receive educational opportunities. 60% of all children out of school are girls and about two-thirds of the world's illiterate adults are women.<sup>39</sup> The education of women and girls is considered the most influential and effective way to combat global poverty. Educated women earn more, marry later, have smaller and healthier families and are more likely to ensure their own children receive an education. In this way, women can break the cycle of illiteracy in a single generation.

### Tuning In

Complete illiteracy means a person cannot read or write at all, while someone with functional illiteracy may have basic reading, writing and numerical skills but cannot apply them to accomplish tasks that are necessary to make informed choices and participate fully in everyday

life. As a class, share examples of daily tasks that rely on some level of literacy, and ways that illiteracy may limit a full participation in everyday life. Examples can be found in the definition section of '[The Economic & Social Cost of Illiteracy](#)' from the World Literacy Foundation.

### Exploring impacts of literacy

1. Navigate to [www.gapminder.org](http://www.gapminder.org) and launch Gapminder World. The graph displayed shows the relationship between the wealth (income per person) and health (life expectancy) of nations – a strongly positive relationship. Explore the graph with students, discuss the relationship and demonstrate how other data sets can be selected for each axis and the size of the country bubble.
2. Explain that students will use data to explore the impacts of education on the number of children women have. Ask them to:
  - ▶ Click the 'Open graph menu' button and select the graph 'Arab women marry later and later'.
  - ▶ Set the country bubble to one size. Press 'play' to see how the age at which women marry in Libya and Tunisia has changed. How would you describe the relationship between the age women marry and total fertility (children per woman) in these nations?
  - ▶ Change the vertical axis data to 'Adult female literacy rate' and describe the relationship between literacy and total fertility?
  - ▶ How could you explain these two relationships?
  - ▶ Change the vertical axis to 'Ratio of girls to boys in primary and secondary education'. Allowing for error, any ratio above 97% is considered to be gender equal. Which countries/regions still have disparity between girls and boys education?
  - ▶ Change the vertical axis to 'Adult female literacy rate' and the horizontal axis to 'Adult male literacy rate'. Hover over individual country bubbles to see their female and male literacy rate values. Identify countries/regions with the greatest differences.
3. Ask students to write a response to the following statement: Supporting education and literacy for women is an important strategy for groups working to eradicate poverty. Discuss the evidence have you found to support this kind of action.

## ■ Taking it further – Taking action online

*Students discover how an online community can support those working for change in places all around the world, and information activism strategies that are used to improve the wellbeing of vulnerable people and groups.*

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### Watch the film

The '10 Tactics' film from [Tactical Tech](#) tells stories of how information activism tactics have been used by people responding to human rights issues in countries all around the world.

Assign groups of students to explore and report on each of the 10 tactics and give them a large sheet of paper to record a description of the tactic and examples of campaigns to display around the room. Include a statement about how each campaign seeks to improve wellbeing of certain individuals or groups.

- |   |   |
|---|---|
| 1. <a href="#">mobilise people</a>          | 6. <a href="#">manage your contacts</a>         |
| 2. <a href="#">witness and record</a>       | 7. <a href="#">use complex data</a>             |
| 3. <a href="#">visualise your message</a>   | 8. <a href="#">use collective intelligence</a>  |
| 4. <a href="#">amplify personal stories</a> | 9. <a href="#">let people ask the questions</a> |
| 5. <a href="#">just add humour</a>          | 10. <a href="#">investigate and expose</a>      |

Alternatively the class can view the complete film [10 Tactics for Turning Information into Action](#) (55 minutes).

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### Explore info-activism campaigns

Further stories detailing how various media forms have been used to create campaigns are detailed at [10 Tactics Unstitched](#). Media used include social networks, videos, flash mobs, open source, database, data, animations, micro blogs, mobile, photographs, storytelling, maps, and blogs. These campaigns can be sorted by country or by the issue they respond to.

- Place a large blank world map on the wall and have students read several snapshot stories of interest and summarise the campaigns – including the tactics they used – on Post-it notes, and attach them to the relevant location on the map.
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### Online and mobile security and privacy

Maintaining security and privacy online is an important issue for all internet users. The [Me and My Shadow](#) website allows users to explore their 'digital shadow' by selecting the tools and services they use online and read tips explaining how privacy and security could be compromised. Users can also view visualisations at [Lost in the Small Print](#) that point out some of the privacy issues within the End User License Agreements (aka clicking 'I agree') of some common online media. This could be a useful exercise for students who wish to take part in online campaigns or use social media to share information and ideas.

## Evaluating – How can I act?

*Students consider their own opinions about giving and then hear a perspective on aid and ways of evaluating aid. They apply a range of tools to evaluate charitable projects, and consider key points they would advise their school community to consider when evaluating projects they may be interested in.*

### Thinking about viewpoints

Giving money is an important way in which people can respond to poverty and many schools raise funds for humanitarian projects within and beyond Australia. The following statements relate to perspectives about aid and charitable giving. Read the statements to the class one at a time, and ask students to position themselves in the room based on how strongly they agree (move left) or disagree (move right) with the statement. After each statement ask students to volunteer opinions to support their position. Students should be free to change their position upon hearing other viewpoints.

- ▶ Sending unneeded goods from rich countries to poor countries is helpful
- ▶ Donating money to support orphanages will benefit children experiencing poverty
- ▶ Volunteers in developing countries can do more harm than good
- ▶ A charity that builds a school will help children to be educated
- ▶ Money donated to charities should not be spent on administration
- ▶ The best charitable projects produce something concrete in a short timeframe
- ▶ People in poverty should be happy with anything they receive
- ▶ Money that is given by people is usually wasted
- ▶ Charitable giving should be left to governments
- ▶ Donors should be able to contact recipients of aid

### Good intentions are not enough – evaluating aid projects

Listen to the podcast from 16 May 2012: [Cate Coorey & Sandra Schimmelpfennig discuss some of the myths over what is effective development](#) on the 2ser (Sydney Educational Radio) website (Duration: 14 minutes).

In this interview AidWorks, a radio show that examines aid and development issues, talks with blogger Sandra Schimmelpfennig. Sandra's blog Good Intentions Are Not Enough aims to provide donors with information and tools to make informed funding decisions.

- ▶ Provide copies of the statements from the 'Thinking about viewpoints' activity and ask students to record any challenging or supportive ideas presented in the podcast as they listen. After the podcast, discuss whether anyone has changed or strengthened their position from before and why.

In the interview, the blogger suggested that donors tend to fund projects that 'feel good' but they are often unsure about what makes a project a good or bad idea. She suggested a series of questions donors could ask to evaluate an aid project. The evaluation questions are framed around the ideas of:

1. Researching the issue to find out more about the problem and the best possible solutions.
2. Imagine experiencing the same problem yourself, under the same conditions.
3. Reversing roles and imagining the proposed project being implemented in your community.
4. Deciding if this is the sort of assistance you would want before you help fund a project for someone else.



## ■ Evaluating – How can I act? (cont.)

► Have students evaluate a charitable project of interest to them using the following tools:

1. Students can select a charity to evaluate with the [‘Giving one percent’ website](#) charity chooser tool. The site also provides information about giving well.
2. Test the charity against the four statements listed on page 61.
3. Check if the organisation is a signatory to the Australian Council for International Development (ACFID) code of conduct. Check for current signatories on the [code of conduct page of the ACFID website](#).
4. How does the charity rate against the following questions:
  - What are their values? Do they promote sustainability and human rights?
  - Do they evaluate regularly and make information available?
  - Are people from the place in which they operate involved in the work and decisions?
  - Do they make themselves accountable by making annual financial reports readily available?
  - If giving in response to disasters and emergencies, have they previously been active in that region, so they are more likely to be effective and able to be involved in long-term recovery?
5. What tools, ideas and questions do you think your class or school should use to determine which charitable projects it will be involved with? Prepare a set of guidelines for the school community to consider.

## School partnerships

Linking up with schools in other countries can be an exciting and valuable educational experience for students and teachers. However, it can also be a demanding and complicated process that doesn't necessarily lead to good global citizenship education.

Partnerships between schools can foster self-awareness as well as an appreciation of diversity, introduce students to new understandings about the lives of others, and inspire a desire for change both locally and globally. On the other hand, partnerships can potentially reinforce negative stereotypes, cultivate paternalistic attitudes, and focus on differences instead of what children have in common.



[Students from Little Flower Convent School in Chennai, India compare food, money and climates with students at Warden Park Secondary School in West Sussex, UK.](#)

Image by DFID – UK Department for International Development ([CC BY-NC-ND 2.0](#))

[Building Successful School Partnerships](#), published online by Oxfam UK, is a very useful guide that covers some of the key questions you need to consider before embarking on a school link. It provides some case studies and ideas that will help you think about the potential benefits and pitfalls of undertaking overseas partnerships.

## ■ Finding out – How do government and non-government organisations respond?

### The Australian Government – Strategies to improve lives

Helping people to overcome poverty is one of the purposes of Australia's overseas aid program. The program supports the Millennium Development Goals and Australia works with the governments of neighbouring countries in a number of ways:

- ▶ Providing goods and services such as humanitarian relief, building health clinics and schools, and immunising children
- ▶ Building the effectiveness of local institutions by training local staff and improving management systems
- ▶ Ongoing dialogue between Australian development advisors and local people in government, business and civil society



Disaster Risk Reduction, Philippines. Image by Horacio Marcos C. Mordeno, MindaNews. (CC BY 2.0)

For more information about Australia's Aid Program [here](#).

1. Watch the eight [Millennium Development Goal videos](#) on the video resources page of the Global Education website.
2. Find examples in the videos of:
  - ▶ How Australia's aid program works in the three ways listed above
  - ▶ How Australia's aid program demonstrates principles of responsible and effective aid considered in the previous activity.

### Taking it further

1. Explore the info graphic from Good Aid Works on [Australian aid statistics](#). What picture does it paint of the effectiveness of our aid efforts?
2. Watch the IQ2 debate on the ABC Big Ideas website '[Foreign Aid is a Waste of Money](#)'. Summarise the main arguments and hold your own class debate on this topic.

## ■ A non-government organisation – Farming in Bangladesh

TEAR Australia is one non-government organisation (NGO) that works together with local relief and development agencies and community-based groups to alleviate poverty and injustice. The following case study gives an example of TEAR's work.

Share photos from the project and discuss its aims and strategies with the class.

### Case study: Farming in Bangladesh

Like many women in rural Bangladesh, Halima has faced a great deal of hardship in her life. She has raised her children by herself after her husband died many years ago, and struggled to raise enough money to feed her family. Nearly half the world's farmers are women, yet many of those women operate with a great deal less help and resources than men – less land, less training and less financial credit. A gender equity project in Bangladesh has empowered many local women to overcome this inequity.

The project is built around small group meetings for women to learn about and discuss their rights, training for organic vegetable gardening, and small loans to get a business started. All of these things worked together to help Halima and many others to earn more than enough money to provide for her family's needs and to become self-sufficient.



Women meet together to discuss their rights and opportunities.  
Image by TEAR, used with permission



Halima Begum (right) tends her vegetable garden during a visit from one of the local government officials. Image by TEAR, used with permission

You can read more about Halima and the Gender Equity Project on the [TEAR Australia projects page](#).

### Some points for discussion:

- ▶ What are the main strategies used in this project to help alleviate poverty?
- ▶ Why do you think this work is focused on women?
- ▶ What have the outcomes of the project been?
- ▶ TEAR's work overseas is mostly carried out by local people and agencies. Why is this?
- ▶ How would this project rate when considered against the guidelines for your school created in the previous activity?

## Thinking about the future – Global priorities

*Students will consider their own and others' priorities for working towards a better, shared future for the world.*

### Seven billion stories

Ask students to think back on the activities and learning they have done so far in this unit of work and to consider their priorities for the world's future.

To consider different perspectives on what is important for the future students may also wish to read:

- ▶ [2013 Small Voices, Big Dreams](#) report which includes the views of children from around the world on peace, violence, heroes, happiness and other issues that are important to them.
- ▶ [Adolescent voices](#) in the *2011 State of the World's Children* report. These are articles written by young people from different countries about matters that concern them.

What are the most important global priorities? Students should think about this question individually and then share their thoughts with a partner. Then, in groups of four, ask students to brainstorm global priorities.

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### Diamond ranking

A [diamond ranking](#) template, such as those from the Global Education website, can be used by students to arrange ideas during a consensus decision-making exercise.

- ▶ Pick nine key ideas from the groups' discussions and ask each group to arrange them in a diamond ranking, from most important to least important.
- ▶ Compare the top three and bottom three responses with the class and talk about the process of reaching a consensus decision. How do students think various countries decide on agreed global priorities, like the Millennium Development Goals?

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### Voting on the priorities

Provide each student with six small stickers which they can personalise. Display the list of sixteen global priorities from the [MYWorld](#) global survey – shown below – around the room and have students place their votes by placing their stickers on the six priorities that are most important for them and their family. Students can also vote on these priorities on the [MYWorld](#) website. Discuss how difficult it might be for the class to reach a consensus on these priorities.

- |   |   |
|---|---|
| ▶ Protection against crime and violence       | ▶ A good education                      |
| ▶ Support for people who can't work           | ▶ Action taken on climate change        |
| ▶ An honest and responsive government         | ▶ Better job opportunities              |
| ▶ Freedom from discrimination and persecution | ▶ Better healthcare                     |
|   | ▶ Access to clean water and sanitation  |
|   | ▶ Affordable and nutritious food        |
|   | ▶ Political freedoms                    |
|   | ▶ Reliable energy at home               |
|   | ▶ Equality between men and women        |
|   | ▶ Phone and internet access             |
|   | ▶ Better transport and roads            |
|   | ▶ Protecting forests, rivers and oceans |

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### Futures thinking

Pick a global priority and map it on a '[futures line](#)', including what could happen, what we'd like to happen and possible actions that could contribute to a more positive future in this area. Futures line templates are available from the Global Education website.



## ■ P11/12 – Communities photo set

1. [A weather monitoring station in Kiribati helps provide early warning for extreme weather events.](#) Image by Jodi Gatfield, Australian Government aid program. (CC BY 2.0)
2. [A midwife on the motorbike she uses to attend patients in remote communities in southern Myanmar.](#) Image by James Howlett, 3DFund.org. (CC BY 2.0)
3. [Bednets are distributed to reduce the chance of people being infected with malaria in the Philippines.](#) Image by Rowena Harbridge, Australian Government aid program. (CC BY 2.0)
4. [Basketball competition organised by ASSERT, an organisation in East Timor that provides equipment and therapeutic support for people with a disability.](#) Image by Kathryn Outhred. Australian Government aid program. (CC BY 2.0)
5. [Village Magistrate Linda Rau from Kila Kila Village Court outside Port Moresby.](#) Image by Michael Wightman, Australian Government aid program. (CC BY 2.0)
6. [Australian Scholarship recipient Commissioner of Police Ioeru Tokantetaake in Kiribati.](#) Image by Lorrie Graham, Australian Government aid program. (CC BY 2.0)
7. [A polling centre official explains how to vote in the South Sudan referendum.](#) Image by Australian Government aid program. (CC BY 2.0)
8. [Calma Arcala used a small loan to start a mushroom growing business and today employs 5 people in the Philippines.](#) Photo by Opportunity International / Australian Government aid program. (CC BY 2.0)
9. [Official discusses farming techniques in a local community, Guizhongliaowang, China.](#) Image by Australian Government aid program. (CC BY 2.0)
10. [At the Independent Centre for Journalism, young East Timorese women and men participate in education and training courses to produce quality news stories.](#) Image by J. Vas, Australian Government aid program. (CC BY 2.0)
11. [Solomon Islands markets.](#) Image by Rob Maccoll, Australian Government aid program. (CC BY 2.0)
12. [Women growing vegetables for their families in a communal garden in Zimbabwe.](#) Image by Siobhan Jordan / Caritas Australia. (CC BY 2.0)
13. [A student feeds the chickens kept at his school in Solomon Islands to teach the students how to care for chickens and generate an income.](#) Image by Irene Scott, Australian Government aid program. (CC BY 2.0)
14. [Solomon Island women gather for the annual White Ribbon Day march in Honiara to highlight domestic violence in the country.](#) Image by Australian Government aid program. (CC BY 2.0)
15. [Housing in a slum in Manila, Philippines.](#) Image by Australian Government aid program. (CC BY 2.0)
16. [Two girls watch on as their older siblings and mother train in their local netball team in Tonga.](#) Image by Conor Ashleigh, Australian Government aid program. (CC BY 2.0)
17. [Indonesian school girls learning to play cricket.](#) Image by Australian Government aid program. (CC BY 2.0)
18. [Students from Kiriwaneliya Singla School in Sri Lanka use recycled material for counting.](#) Image by Australian Government aid program (CC BY 2.0)
19. [Udaiyarkaddu School in Sri Lanka was badly destroyed during the war. Young students stand inside a destroyed window with the surrounding wall pock marked with bullet holes.](#) Image by Conor Ashleigh, Australian Government aid program. (CC BY 2.0)
20. [Children wait to board a small boat back to Walla Island after attending school on Malakula Island, Vanuatu.](#) Image by Conor Ashleigh, Australian Government aid program. (CC BY 2.0)
21. [Ten year old students at Al Shioukh Elementary School for Girls are dancing Dabkeh, a Palestinian folk dance, during celebrations for the newly built water and sanitation facilities.](#) Image by Ahed Izhiman, Australian Government aid program. (CC BY 2.0)
22. [First grade students during class at Norsup Primary School, Vanuatu.](#) Image by Conor Ashleigh, Australian Government aid program. (CC BY 2.0)
23. [In Vavuniya, Sri Lanka students from local schools participate in celebrations and interactive workshops as part of International Peace Day.](#) Image by Australian Government aid program. (CC BY 2.0)

## ■ P11/12 – Communities photo set (cont.)

24. A woman uses a new village tap to wash clothes in Mactuff, Sri Lanka. Image by Conor Ashleigh, Australian Government aid program. (CC BY 2.0)
25. Mactuff village in Sri Lanka is home to 74 families with 300 people. Most adults work at a local tea plantation. Image by Australian Government aid program. (CC BY 2.0)
26. A community worker talks to a group of woman who are waiting to collect their food ration at a food distribution point in Harare, Zimbabwe. Image by Kate Holt, Australian Government aid program. (CC BY 2.0)
27. Patients lie in bed at a cholera treatment centre in Zimbabwe. Image by Kate Holt, Australian Government aid program. (CC BY 2.0)
28. Selling pineapples from a boat on the river, Bangladesh. Image by Australian Government aid program. (CC BY 2.0)
29. Scientists work to improve food security in a laboratory at the International Livestock Research Institute in Nairobi, Kenya. Image by Kate Holt, Africa Practice. (CC BY 2.0)
30. Ganga Pun with her two daughters, seen here doing homework, lives in a single room home in Nepal. Image by Jim Holmes, Australian Government aid program. (CC BY 2.0)
31. Jangali Ram draws water from a tubewell before carrying it back to her home in Nepal and covering it with a lid to keep it free from dirt. Image by Jim Holmes, Australian Government aid program. (CC BY 2.0)
32. Norsup Secondary School students outside class on Malekula Island, Vanuatu. Photo: Conor Ashleigh, Australian Government aid program. (CC BY 2.0)
33. Trainee doctors from Dato village in East Timor travel to neighbouring villages to educate people on the health benefits of good hygiene and sanitation. Image by Dean Sewell / WaterAid. (CC BY 2.0)
34. Young girl washing utensils outside her home in Nepal. Image by Jim Holmes, Australian Government aid program. (CC BY 2.0)
35. Taking fish to market in Solomon Islands. Image by Rob Maccoll, Australian Government aid program. (CC BY 2.0)

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# The Poverty Priority

## A secondary school Geography teaching resource for Years 7 to 10

The Poverty Priority is a resource book for teachers of secondary Geography. The topic of poverty is addressed in a series of four global education inquiries relating to themes of community, urbanisation, trade and wellbeing. Students are guided to reflect on what it means to be rich and poor, to make connections between their own lives and the lives of others, and to discover how our global future is dependent on those connections.

The Poverty Priority emphasises the importance of active global citizenship and the role we all have to play in ensuring the wellbeing of our global community. This book provides teachers with information and strategies to illuminate the complexity surrounding poverty, responses to poverty, and to increase students understanding, skills and motivation to make a difference.

