

## WithOnePlanet

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# Investigate

Lesson 6

Teacher notes

Making a positive sustainable difference

Years **9 to 10**

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INQuIRY     

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**WithOnePlanet**

Climate change education  
An x pand Foundation initiative



# Making a positive sustainable difference

## Lesson 6: Teacher notes

This document provides the teacher with the details of the lesson.

### At a glance

Students are introduced to some alternative ways of thinking about making a positive difference and overcoming some of the issues of inequality in the world. Students are encouraged to think again about what empowerment means, particularly for people receiving charitable aid. Students may also wish to consider how they should interact with people they visit in places like Timor Leste to ensure that the relationships are positive and empowering.

For an assessment guide and key lesson objectives, refer to the Unit outline.

### INQuIRY focus: Investigate

The *Investigate* phase (lessons 3-7) is designed to provide students with hands-on experiences of culture and how we use plants in different cultures. Students explore ideas, collect evidence, discuss their observations and keep records. The *Investigate* phase ensures all students have a shared experience that can be discussed and explained.

In the *Investigate* phase students develop a literacy product to represent their developing understanding. They discuss and identify patterns and relationships within their observations. Students consider the current views and deepen their own understanding.

### Teacher background information

Traditionally, we have looked to charities and aid organisations to solve some of the world's most pressing problems and inequalities. After many years of this approach, more and more people are coming to realise that the approach we are taking is not making a big enough or fast enough difference, and we need to rethink the way we approach poverty and other problems. More and more, the focus is turning to agencies that provide long-term solutions rather than depending on charitable and aid programs that conduct specific assignments on limited-term project funding.

Conventional not-for-profit organisations and non-government organisations (NGOs) have tended to be project based with funds delivered for specific outcomes generally over specific time frames. More recently, the emergence of activities focused on the idea of social enterprise is providing a different way forward, to build economies, address environmental issues and deliver dignity. The social-enterprise model aims to establish a venture that becomes self-supporting, developed in partnership and then taken over and operated permanently by the local community. The traditional NGO model is reliant on external funding, and is also heavily restrained by funding and reporting cycles. Many aid projects lack long-term viability because they stop when the funding cycle ends. Greater effectiveness is likely to be achieved through the work of not-for-profit social enterprises and through businesses, both of which are committed to a long-term presence, rather than the traditional project-based NGOs. Social-enterprise NGOs and businesses are more likely to make positive changes in the developing world, partially because their models have long-term viability and can create their own income to keep projects going and, importantly, are managed and run by local people. The social enterprise that establishes a locally managed venture is the more powerful and viable model. Indeed, such ventures empower communities in ways conventional charity cannot.



## Equipment

- > Video – Ja'mie video: <https://www.youtube.com/watch?v=VdtaSSdN6Dc>
- > Website – <http://www.cidi.org/beggars-cant-be-choosers-but-are-they-really-beggars-2/#.VLCrH1r3BH1>
- > Video – A day without dignity <https://www.youtube.com/watch?v=8EaSlKqs6Fo>
- > Website – Is giving always good? <http://www.theepochtimes.com/n2/life/is-giving-always-good-253449.html>
- > Video – Jessica Jackley: Poverty, money – and love [http://www.ted.com/playlists/139/social\\_good\\_inc](http://www.ted.com/playlists/139/social_good_inc)
- > Website – <http://pippabiddle.com/2014/02/18/the-problem-with-little-white-girls-and-boys/>

## Lesson steps

1. Students read the quote by Martin Luther King Jr in the *Lesson 6: Student worksheet* and then discuss it and rewrite it in their own words.
2. Students research the meaning of the terms 'charity', 'aid', 'social enterprise', and 'Corporate social responsibility (CSR) programs'.
3. Divide students into groups to watch videos that look at different ways of tackling the world's problems.
4. In groups, students watch one of the videos and prepare a presentation to share the contents of the video with the rest of the class.

Some questions for class discussion:

1. Have any of the articles or videos made you think differently about the 'third world'? If so, how?
2. What is the difference between giving and working in partnership?
3. What does the word 'empowerment' mean to you?
4. Are you empowered in your own life? How important is it to be able to make your own choices in life?
5. What are some ideas about working together with people in places like Timor Leste in a way that is empowering for them?
6. How can you ensure that your interactions with people in places like Timor Leste are positive, not negative?