

CELEBRATE 75 YEARS OF OXFAM

HOW CAN WE TACKLE POVERTY?

Age range: 11 – 18 years
Could be adapted to primary

Time: 1 hour for workshop and additional time for film making

Outline

In October 2017 Oxfam celebrates its 75th anniversary. Learn about 75 years of Oxfam through the use of 7.5 images. Who is the mysterious lady in the final half image? (Hint – she has two birthdays a year). Learners will quickly and easily gain insight into this international non-governmental organisation (NGO) that has challenged poverty for three-quarters of a century. Learners, as global citizens, can play a role in ending poverty by working together. Learners are invited to make their own film (or short statement) suggesting how they could challenge poverty, their aspirations for a world free of poverty and how they feel they can help to achieve it. And how long should their films be? Why 75 seconds of course – (or even just 7.5 seconds).

Learning objectives

- To understand that Oxfam is a large non-governmental organisation that tackles poverty and inequality in a range of ways.
- To describe the ways in which Oxfam tackles poverty in the UK and overseas.
- To develop an understanding of how poverty can be tackled and consider how we can all be part of that process.
- To produce a short film (or statement) with a message.

Outcomes

Learners will:

- Feel that a world without poverty is possible.
- Gain knowledge and understanding of how Oxfam works to end poverty.
- Feel that they can be part of the journey to end poverty.
- Create a film describing their aspirations for a world free from poverty.
- Gain film making and editing skills.

Key questions

- How does Oxfam tackle poverty?
- How can I tackle poverty?
- Can extreme poverty ever be ended?

Resources needed:

- Equipment to view this film: https://youtu.be/F_3rI57jZIQ
- Film making equipment. A mobile phone will do.

Printed worksheets:

- One printed copy of pages 1-16 (print double sided).
- Printed copies of page 17 (1 sheet for every 3 people).
- Printed copies of page 18.

Curriculum links**England**

- Citizenship Key Stage 3 [understand] ‘the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities’.
- Geography Key Stage 3 [know and understand] ‘human geography relating to: ... international development...’.
- English Key Stage 3 ‘Pupils should be taught to: speak confidently and effectively... using Standard English confidently in a range of formal and informal contexts, including classroom discussion; giving short speeches and presentations, expressing their own ideas and keeping to the point.’

Wales

- ESDGC (Choices and Decisions) and PSE (Active Citizenship) – National Curriculum for Wales. Welsh Baccaalaureate 14-18.

Scotland

- Social Studies – Scottish Curriculum for Excellence.

Session 1 outline**Activity 1 (5 mins)***Introduction - part 1*

- Introduce the topic by asking learners if they have ever heard the following quote: *“Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has.”¹ - Margaret Mead*
- Discuss the meaning of the quote. Do learners agree with it?
- In 1942, a small group of committed citizens came together to campaign for food supplies to be sent through an allied naval blockade to starving women and children in enemy-occupied Greece during the Second World War. That was the beginning of Oxfam. One small gathering of people, committed to challenging injustice, started what has now become an international non-governmental organisation working in over 90 countries.
- In October 2017 Oxfam celebrates 75 years of working to end poverty. Since 1990, extreme poverty has halved. By 2030, extreme poverty could be ended for everyone, for good. But it will take commitment from as many people as possible to make it happen.

Activity 2 (10 mins)*Introduction – part 2*

- Explain that there is a lot to know about any large organisation. Ask learners: Do they know all there is to know about their own school? How long would they have to

¹ Curing Nuclear Madness (1984) by Frank G. Sommers and Tana Dineen, p. 158

work/study at the school before they knew everything about it? Could they ever know all there is to know? Well it's the same at Oxfam - there is so much to know.

- Show the film about some of the things Oxfam did to help fight poverty in 2015 https://youtu.be/F_3rI57jZlQ
- Watch the film and ask learners to write down everything they can see Oxfam doing to help end poverty.
- Ask learners to share as a group what they saw.

Activity 3 (30 mins)

Oxfam in 7.5 images

The images on **pages 1-16 of the worksheets document** are selected from the 75th anniversary photo exhibition. They have been carefully chosen to represent the range of work Oxfam does.

- Explain that you are going to show the group 7.5 images that will tell them a lot about Oxfam's work and its history. Why does the group think Oxfam has chosen 7.5 images for this activity?
- Divide into eight groups and hand out one worksheet to each group, (print out the worksheets on pages 1-16 double sided). Place them with the large image facing up. Instruct learners not to turn their sheets over.
- Discuss the images, using the questions under each one as prompts.
- Now turn over the sheets to reveal more about the images and some related case studies.
- Ask each group to show their image to the wider group, and explain its context. You might want to use the image gallery (PowerPoint) to display images on the whiteboard as learners feed back.
- You could ask learners to create a mind map to show their learning about how Oxfam is organised. This will help them to understand the many different ways in which Oxfam works.
- **Alternatively:** Set up a classroom carousel where each group can rotate around the eight worksheets and discuss each one in turn.

Activity 4 (15 mins)

My age in 2030

- Many learners you are working with may already be familiar with Oxfam's work.
- Ask the group what they have learned about Oxfam so far and how they think young people might have played a role in tackling poverty?
- What have your learners done in class, outside of class (for example in after school clubs), or at home to challenge poverty/help people? It could be small things like giving £1 to Red Nose Day, signing a petition, or something bigger like taking part in a sponsored walk or talking to their MP.
- Oxfam wants to see an end to extreme poverty and suffering. In the 15 years between 2000 and 2015 poverty was halved. Oxfam believes that by 2030 extreme poverty can be totally wiped out. Using the examples the learners have just shared, point out their achievements to date: they've already started making a difference!

- Time to think – hand out one copy of the statement on **page 17 of the worksheets document** for each learner to think about and complete. Ask learners to share their answers with one another.
- Introduce the idea of 'taking action' in the next session by asking learners to think about three points from their learning that they would share with others about Oxfam and/or ending poverty.

Session 2 outline

Activity 1

Take action – Plan your 75 second (or 7.5 second) long film

- Introduce the idea that learners will make a 75 second film about Oxfam and ending poverty.
- Hand out printed copies of the **worksheet on page 18** of the worksheets document allowing them time to read the brief and ask questions.
- Discuss what would be in the learners' films: plan out the story they want to tell using film. It can be as simple as writing out a shot list (a list of shots they want to capture); a simple outline; the dialog they wish to capture; or it can be more formal, with a script and storyboard (illustrating their movie shot by shot).
- Plan a time when you and the learners can meet again to make the film.
- As far as possible try to handover responsibility for making the film to the learners. Obviously, you will need to support them and ensure they stay on topic and on track, but consider taking a background supervisory role.
- **Alternatively:** *Instead of making a film, learners could write 75 words to express themselves. Take photographs of learners' work and share online using the hashtag #WithOxfam #75words.*

Make sure you have read the safeguarding and copyright guidelines on page 5

Activity 2

Film your 75 second (or 7.5 second) long film

- Using guidance from the **worksheet on page 18** of the worksheets document, ask learners to make their films. How they do this depends on the equipment available and skills of the learners.
- **Alternatively:** *Learners could create a 75 second presentation to be delivered in class or at an assembly.*
- When your learners have finished their films, Oxfam would love to see them! Share them on your school's social media channels (e.g. the school's Twitter or Facebook account) using the hashtags #WithOxfam, #75seconds.

Safeguarding and copyright guidelines

Oxfam would love you to take up the challenge of creating a film in response to its 75th anniversary. However, please note that **we are asking you to share content on your school's social media platforms** (such as its Twitter account or website). It is therefore your responsibility to ensure that the film complies with your school's safeguarding policy and copyright regulations.

Oxfam GB may share your films on our own website and social media channels. However, we will seek your consent to do so.

Safeguarding - things to consider:

- Before you begin filming, make sure you are aware of your school's safeguarding policy and plan the project accordingly.
- Seek parental consent if it's required by your school's safeguarding policy.
- Oxfam recommends that you do not identify learners by name in the films.
- Be mindful that when you post content online, you cannot subsequently control who shares it, or who comments on it.

Copyright - things to consider:

- It is illegal to use copyright music or other content in your film without the permission of the copyright holder. This prohibition, for example, applies to all popular music. Do an internet search for 'royalty free music' to access music you can use. There are several websites with a wide range of suitable music.

Further teaching and learning ideas

The 7.5 images we have provided could be used in many other ways, for example:

- Group work: Give each group one image to research and challenge them to present the story behind the image to the rest of the class. This could be developed into a class assembly or presentation.
- Photo links: Print the 7.5 photographs and display them around the classroom. Ask learners to make connections between the images. You can provide clues to help.
- Photo themes: Each photo links to a theme - these could be explored further within Oxfam and in other contexts. Learners could create a piece of art from each theme.

Other ideas for taking action with your learners:

- Hold a 75th birthday fundraiser for Oxfam.
- Hold an exhibition celebrating 75 years of Oxfam using the images and captions provided (see PowerPoint Image Gallery). You could also display images from your school's history too – how has your school helped to challenge poverty over the years?
- Combine the two ideas above and put on an exhibition / fundraising event?
- Make an Oxfam-themed 75th birthday cake and sell the slices at lunch time to raise money?

- Start an [Oxfam School Group](#). This is an extra-curricular programme which helps young people to learn about the world, gain new skills and work towards an Oxfam Youth Ambassador Award.
- Download and use more of Oxfam's [Youth Action focused resources](#) and inspire learners to take action.

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