

EXPLORE THE WORK OF OXFAM

TEACHERS' PACK

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Introduction

Oxfam is a global movement of millions of people who share the belief that, in a world rich in resources, poverty isn't inevitable, and is an injustice that can and must be overcome. In just 15 years, extreme poverty has been halved. 15 more years and we can end it for good.

In the 2018/19 financial year, Oxfam Great Britain helped nearly 13 million people to fight poverty¹. From women's rights to water, emergency relief to education, all the issues we work on centre on enabling people to create better lives for themselves. We help in a number of different ways - from developing innovative sanitation technologies, to training farmers to grow crops, to raising the voices of those affected by poverty and injustice. We respond fast in emergencies and stay to help people rebuild their lives. We work on long-term projects with communities determined to shape a better future for themselves. And we campaign for genuine, lasting change to beat poverty forever.

With links to English, geography and citizenship, these thought-provoking activities for ages 7-14 provide a fun way to develop speaking and listening skills. Learners will consider our basic needs in life and explore how communities around the world are working with Oxfam to tackle poverty and ensure that everyone is able to eat, drink, earn and learn.



¹ www.oxfam.org.uk/what-we-do/about-us/plans-reports-and-policies/annual-report-and-accounts-2019

Resource overview

<p>Outline</p> <p>Learners will consider our basic needs in life and think critically about the possible consequences of not being able to access these. They will then learn how communities around the world are working with organisations such as Oxfam to ensure that everyone has access to these basic human needs. Through acting in role as employees of a local partner organisation working with Oxfam, learners will investigate possible actions that could be taken in response to disasters such as earthquakes and droughts. Finally, learners will explore what action they could take themselves to help end poverty.</p>	
<p>Learning objectives</p> <ul style="list-style-type: none"> • To be able to listen and respond to others and participate in discussions. • To recognise that we all need to eat, drink, earn and learn and identify potential consequences of not being able to access these basic needs. • To develop understanding of ways in which communities are working with Oxfam and partner organisations to fight poverty and ensure that everyone is able to eat, drink, earn and learn. • To be aware of some ways in which learners could take action to help end poverty. 	<p>Learning outcomes</p> <p>Learners will:</p> <ul style="list-style-type: none"> • discuss their ideas about the importance of eating, drinking, earning and learning. • use ‘What if...?’ statements to think critically about some potential consequences of not being able to access our basic needs. • act in role to explore how some people and communities, with support from Oxfam and partner organisations, are now able to eat, drink, earn and learn. • consider possible actions that they could take themselves to help end poverty.
<p>Key questions</p> <ul style="list-style-type: none"> • What similarities and differences are there between these people’s lives and your own life? • What do you think would happen if...? Why do you think this? How might you feel? • How would you support people to prepare for and cope with the impacts of disasters such as a drought or earthquake? • How is Oxfam fighting poverty and supporting people to eat, drink, earn and learn? • What action could I take? 	<p>Curricular links</p> <p>England</p> <ul style="list-style-type: none"> • KS2 & KS3 English <ul style="list-style-type: none"> - Spoken language - Writing - vocabulary, grammar and punctuation • KS3 Citizenship <p>Scotland</p> <ul style="list-style-type: none"> • Literacy <ul style="list-style-type: none"> - Listening and talking - Writing • Social studies <ul style="list-style-type: none"> - People in society, economy and business <p>Wales</p> <ul style="list-style-type: none"> • KS2 & KS3 Literacy <ul style="list-style-type: none"> - Oracy - Writing • ESDGC: Choices and decisions • PSE: Active citizenship

Activity 1: Everybody eat, drink, earn and learn (20 min+)

- Say that learners are going to be watching a short video showing people from around the world taking part in a variety of activities. Explain that learners should just watch the film and not worry about remembering any details for now.
- Show the short video clip, [Everybody eat, drink, earn and learn](#). You may wish to allow time for learners to briefly discuss their initial thoughts about the film, either with a partner or as a whole-class activity.
- Now explain that you are going to show the video again and that this time you would like learners to think about the following questions:
 - What do you see people doing?
 - Do you do any of these activities?
 - What was the same about these people's lives and your own life? What was different?
 - Which countries do you think these people might be in? Why do you think this?

This last question may highlight learners' existing assumptions and preconceptions. For example, "that must be a country in Africa because the people look poor". If possible, try to challenge any stereotypes and encourage learners to think about where their ideas come from. A list of the countries shown in the film is provided in Country information (Resource sheet 1).

- Discuss learners' ideas about the above questions as a class. Draw out that there are four groups of activities being shown in the film: eating, drinking, earning and learning. As human beings, we all need these things to do well in life. However geographical location and context can mean that we meet these needs in different ways.
- Explain that learners are going to be thinking more about what it means to eat, drink, earn and learn, both in our lives and the lives of other people around the world.

Activity 2: Talking about our lives (20 min+)

- Organise learners so that they are standing in two concentric circles, with learners in the outer circle facing learners in the inner circle.
- Explain that you are going to give learners a series of sentence starters. For each starter, learners should take turns with the person opposite them at repeating and completing the sentence. Share the different sentence starters provided below (and on slide 2). Ask learners in the outer circle to move around once clockwise after each sentence starter so that they are facing a different person (in other words each learner will have the opportunity to talk to a total of four other people in the class). Note: If time allows you may like to give learners the opportunity to share their ideas for each sentence with more than one person.
 - I like to eat...
 - We need water for...
 - When I am older, I would like to be...
 - I like learning about...
- Allow time for some brief whole class discussion at the end of the activity. Invite learners to share a fact that they have learned about someone else in the class. Ask learners whether we all have similar



interests and like the same things. Point out that whilst we may share some likes and dislikes with each other, we may not share others. Develop learners' empathy for others by drawing out that just because we like something, other people might not.

Activity 3: What would happen if...? (30 min)

- Ask learners whether they think that everyone in the world is able to eat, drink, earn and learn. Invite learners to share their ideas and encourage them to give reasons/evidence for these. Use slide 3 to explain that there are more than 750 million people (around a tenth of the world's population) living in extreme poverty. This means that they don't have the things they need to live safely and in good health – to eat, drink, earn and learn. Additional information is provided in the slide notes.
- Show slide 4 and ask learners whether they think that everyone in the UK is able to eat, drink, earn and learn. Use this question to draw out that there are many people in the UK living in relative poverty who have difficulties in accessing some of these basic needs, for example to eat a healthy diet. See the slide notes for some background information to support more in-depth discussion with older learners. Note: As it is likely that some learners will be directly impacted by poverty themselves, sensitivity is needed with this discussion.
- Explain that learners are now going to be thinking about the consequences of not being able to eat, drink, earn and learn.
- Organise learners into groups of three or four. Give each group a copy of What would happen if...? (Activity sheet 1).
- Ask learners to read the list of statements and imagine how these events might affect their lives. Ask learners to discuss their ideas in their groups and then share their responses as a whole class.
- Explain that learners are now going to work on their own to communicate their thinking about one of the What would happen if...? statements.
- Give each learner a copy of Thinking about the consequences (Activity sheet 2). Ask learners to each choose one of the What would happen if...? statements and complete the sentence in the box on the sheet using this statement.
- Now ask learners to write a paragraph to show what they think might be the consequences of this event on their life. What do they think might be the consequences of these consequences? How do you think they might feel? Encourage learners to also try and explain why they think this would happen. A word bank is provided to support learners with their writing.
- This activity could be developed further by asking learners to come up with some positive What would happen if...? statements. See the Further ideas and resources for a suggested activity.
- Explain that in the next two activities, learners will be finding out about how communities around the world are working with Oxfam and partner organisations to fight poverty and ensure that everyone is able to eat, drink, earn and learn.

Differentiation

- Make it easier: Ask learners to draw a picture, instead of writing, to describe what they think would happen and how they might feel.
- Make it harder: More able learners could use a consequences wheel to support critical thinking about the potential consequences of these events on people's lives, and the consequences of these



consequences. For more guidance on using a consequences wheel in the classroom, see page 14 of Oxfam's Global Citizenship in the Classroom, A guide for teachers:

www.oxfam.org.uk/education/global-citizenship/global-citizenship-guides

Activity 4: Introductions (30 min)

- Explain that communities around the world are working with Oxfam to ensure that everyone is able to eat, drink, earn and learn. Use slides 5 to 8 to share some information about Oxfam and its three main areas of work: responding fast to emergencies, longer-term development projects and campaigning for lasting change to beat poverty forever.
- Explain that learners are going to be finding out more about some of the people and communities who, with support from Oxfam, are now able to eat, drink, earn and learn.
- Organise learners into groups of eight and distribute copies of the eight Everyone eat, drink, earn and learn case studies (provided on Resource sheets 2 to 5) so that each learner in the group has a different case study. Ask learners to read the information in their case study and try to memorise two or three facts about the person (or one of the people) described. The images and supporting information from the case studies are also provided in slides 9–16 (along with suggested questions to prompt further discussion about some of the causes and consequences of poverty).
- Organise learners into pairs and ask them to take turns at introducing themselves to their partner in character. If learners get stuck they can refer to their case study but encourage them to put it away again before they continue talking.
- Then ask each pair to join with another pair in their group and take turns at introducing their partner (in character) to the other pair. If time allows, you could repeat this step so that each pair has chance to speak with other pairs in their group of eight.
- Through this process, learners will become familiar with some different reasons as to why people might not be able to eat, drink, earn and learn such as climate change, conflict, disease and disasters. They will also learn about some ways in which people have found solutions to these problems, with the support of Oxfam. You may wish to finish this activity by discussing some of these problems and solutions as a whole-class activity.

Differentiation

- Make it easier: Organise learners into pairs and give each pair a copy of one of the Everyone eat, drink, earn and learn case studies. Ask learners to look at their case study together with their partner and try to memorise some facts about this person. Each pair should then work together to introduce their character to other pairs in the class.

Activity 5: If I worked with Oxfam... (20 min+)

Note: This activity is more suitable for use with more able or older learners (ages 9–14).

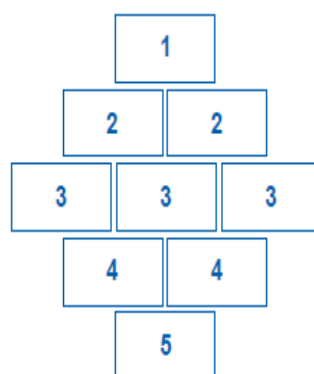
- Organise learners into groups of four to six and give each group a copy of Drought in Somaliland or Earthquake in Indonesia (Resource sheets 6 and 7). Say that learners need to imagine that they live and work in Somaliland or Indonesia (some useful facts and maps are provided in the resource sheets). Explain that learners work for a Somali or Indonesian organisation which is working in partnership with Oxfam to support communities to prepare for and tackle the impacts of disasters such as droughts and earthquakes.



- Ask learners to read the information on their resource sheet and then discuss possible solutions to the problems being faced by the communities. Encourage learners to consider solutions for the short, medium and long term. You may want to remind them of Oxfam's three-pronged approach to its work: responding fast to emergencies, longer-term development projects and campaigning for lasting change to beat poverty forever.
- Invite each group to feedback their ideas to the whole group and then briefly show slides presenting examples of how communities and partner organisations have worked with Oxfam in these two countries to help solve these problems (slides 17–26).
- Still working in role, ask learners to now evaluate their own solutions to these problems, those suggested by other groups, and Oxfam's solutions. As a group, learners should choose the two or three ideas they like best. They might like to list pros and cons to help them with their decision-making.

Activity 6: What can I do? (30 min)

- Remind learners that they have been finding out about how Oxfam is working with others to fight poverty and change people's lives for the better, now and in the future.
- Ask learners for suggestions of how they could help to end poverty, both in their own communities and globally. Discuss learners' ideas. You might like to record these on the board.
- Organise learners into groups of three or four and give each group a copy of the Action cards (Activity sheet 3). Ask learners to work together in their groups to rank the nine suggested actions in a diamond formation according to which they think is the 'best' action to take themselves. They should place the best action at the top, followed by a row of the next best two, then a row of three and so on (see diagram below).



- Explain that it is up for learners to decide what criteria to use for their ranking, for example how easy an action is to do or how much impact it might have. One card has been left blank for learners to replace some of the suggested actions with their own idea if they would like to.
- Ask learners to display their diamonds and then circulate around the class to see the ranking of other groups, noting any similarities and differences. Allow time at the end for learners to share and discuss their reasons for their choices.

Differentiation

- Make it harder: Instead of using the suggested actions in Activity sheet 3, ask learners to think of their own ideas. They could record these actions on sticky notes and then rank them in their groups.

Further ideas and resources

- Book an Oxfam Speaker to come to your school to talk about the life-changing work Oxfam does to fight poverty.

Find out more: www.oxfamapps.org.uk/speaker/

- Support learners to take part in Oxfam's Message in a Book project. Collect second-hand books to donate to your school's local Oxfam shop and write letters to communicate with customers about Oxfam's work to beat poverty now and forever.

www.oxfam.org.uk/education/resources/message-in-a-book

- Discuss what other things we 'need' to do well in life such as having a home and people who care about you. Ask learners to consider the difference between our 'needs' and 'wants'. What things do we really need in life? What things do we think everyone has a right to? Do you think everyone has access to these rights? See Oxfam's Children's Rights education resource (for ages 8-11) for creative activities to explore these questions and the UN Convention on the Rights of the Child.

www.oxfam.org.uk/education/resources/childrens-rights

- Develop Activity 2 by asking learners to work in groups to create freeze frames to show people eating, drinking, earning and learning. Encourage learners to think about different aspects of each activity. For example, eating could also show people growing or harvesting crops or people cooking. Drinking could include other activities that need water such as washing, cleaning your teeth and watering plants. Earning could show people acting out different jobs whereas learning could include classroom activities such as writing, reading, playing games and making things.

Allow time for learners to perform their freeze frames to others. Ask other learners what they think is going on each freeze frame and encourage them to ask each other questions. Further develop the activity by taking photographs of the freeze frames, printing off the images and asking learners to add speech bubbles to show what the people represented might be saying, thinking or feeling.

- Extend Activity 3 by asking learners to come up with some positive What would happen if...? statements, for example: What would happen if...
 - ...you and your family were able to eat three meals a day?
 - ...you were able to get clean water from a tap in your house?
 - ...your parents could afford to send you to school?

Now ask learners to discuss what the consequences of these events might be. Use this activity to highlight the positive impacts of being able to eat, drink, earn and learn on people's lives.

- Use a why-why-why chain to support more able or older learners to think critically about possible reasons why some people are unable to eat, drink, earn or learn. For further information on using a why-why-why chain, see p.12 of Global Citizenship in the classroom: A guide for teachers:

www.oxfam.org.uk/education/global-citizenship/global-citizenship-guides

- Try Oxfam's education resource: Your life, My life (for ages 5-9). Use this selection of short films and the cross-curricular activities to encourage learners to think about our similarities as well as respect our differences.

www.oxfam.org.uk/education/resources/your-life-my-life



- Use Oxfam Education's Cyclone Idai resource to explore the catastrophic effects of disasters and how aid is used to support survivors. This resource also encourages learners to think critically about what makes some people more vulnerable to disasters than others and what can be done to make the situation fairer.

www.oxfam.org.uk/education/resources/cyclone-idai

- Learners could use the Oxfam website to find out more about the issues we work on and our work in more than 90 countries worldwide.

www.oxfam.org.uk/what-we-do

- Challenge learners to design a poster or infographic to illustrate the work of Oxfam or another charity.

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Country information

Resource sheet 1

The film, *Everybody eat, drink, earn and learn*, includes footage from several of the countries in which Oxfam works. Details are provided below:

Everybody Eat

Sifting grain – Liberia
Carrying bags in a food bank - UK
Carrying rice harvest – Philippines
Cooking pot - Liberia
Flat breads – Iraq
Eating rice - Philippines
Eating bread and jam - Armenia

Everybody Earn

Barber – Iraq
Cucumber farmer – Iraq
Nut sorters – Honduras
Sewing – Tanzania
Market – Sierra Leone
Counting money 1 – Kenya
Counting money 2 – Ethiopia

End shots

Children clapping – South Sudan
Children shouting “Oxfam!” - Iraq

Everybody Drink

Filling water – Iraq
Drinking 1 – South Sudan
Drinking 2 – Bangladesh
Drinking 3 - UK
Drinking 4 - Cambodia
Filling water 2 - Tanzania
Drinking 4 – Ethiopia

Everybody Learn

Girl and book 1 – Pakistan
Children and book / Girl at blackboard – Haiti
Girl and book 3 – Jordan
Classroom – Kenya
Girl studying – Nepal
Girls in class - Pakistan



What would happen if...?

Activity sheet 1

Read the following list of questions. Imagine how these events might affect your life if they happened to you. Discuss your thoughts as a group.

What would happen if...?

1. ...you had to spend two hours each day collecting water for you and your family to use for drinking, washing and cooking?
2. ...there were 60 children in your class and only one teacher?
3. ...you and your family were only able to eat one meal a day?
4. ...your parents weren't able to get jobs?
5. ...you had to use dirty water from a river for drinking, washing and cooking?
6. ...your parents couldn't afford the fees to send you to school?
7. ...your parents relied on growing vegetables to eat and sell in the market and there wasn't any rain for two months?
8. ...your school had only one toilet for 500 children?

Thinking about the consequences

Activity sheet 2

- Choose one of the What would happen if...? statements and complete the sentence in the box below using this statement.
- Now write a paragraph to show what you think might be the consequences of this event on your life. What might be the consequences of these consequences? How do you think you might feel? Try to explain why you think this would happen.

What would happen if...

You might like to use some of these words and phrases in your writing:

- I think that
- I believe that
- I would have to
- I would feel
- therefore
- then
- consequently
- as a result
- I think this because

EVERYBODY EAT - GHANA



Credit: Adam Patterson/Oxfam

Mary lives with her family in Northern Ghana. She is a farmer and relies on growing crops to sell and eat. Climate change is making it more difficult to grow food and things are set to get worse. Rainfall is becoming more unpredictable and intense, with alternating periods of droughts and floods. In the “hungry season” of June to August, up to three-quarters of families don’t have enough to eat.

Oxfam is helping families like Mary’s to grow more food by trying different farming methods. They are also making it possible for families to access small loans and other ways of making money such as beekeeping. Many of these projects are specifically supporting women who often do not have the same opportunities as men to earn a living.

EVERYBODY EAT - GREECE



Credit: Aubrey Wade/Oxfam

Mastura (in the brown headscarf) and her family eat dinner at a camp on the island of Lesbos in Greece. There are many families in this camp who have had to flee their homes. Mastura and her children had to leave their home in Afghanistan after their family was threatened and Mastura’s husband went missing. They reached the camp by boat after walking 40 days through Iran and then to the Turkish coast.

Oxfam has supported over 3,000 people in six camps in Lesbos by providing food, as well as other essential things such as clean water, shelter, hygiene kits and blankets.

EVERYBODY DRINK - IRAQ



Photo credit: Tommy Trenchard/Oxfam

These children live in a small village in Iraq. Although they are having fun in this photograph, life here can be challenging. Many families in Iraq have been forced to flee their homes due to the fighting going on in their country. As well as leaving their homes, families often have to leave behind schools, jobs, friends and belongings.

This village, which originally had just 40 families, has welcomed 170 new families who have had to leave their homes. Each family has an average of eight people. Oxfam is supporting people in the village with a water plant, taps and toilets.

EVERYBODY DRINK - MYANMAR



Photo credit: Dustin Barter/Oxfam

These children at a school in Myanmar are learning about the importance of good handwashing. Many people in this part of Myanmar have been displaced (forced to leave their homes) because of conflict. Oxfam has provided support including a water pump, a handwashing point, latrines, hygiene kits and training. A children's group has also been set up to teach others about hygiene and handwashing.

Before partner organisations and Oxfam provided support, there were no drinking water sources, handwashing facilities or latrines at the school. Pupils would go home if they needed the toilet. It was a very dirty environment. Children were often sick but now it's much better and diarrhoea is very rare. As well as learning how to wash their hands properly with soap, the pupils now have nail clippers, hairbrushes and toothpaste. Fewer children miss school and they are much happier.

Resource sheet 4

EVERYBODY EARN - TANZANIA



Photo credit: Amy Christian/Oxfam

Buchumi comes from Burundi but lives with his family of six in a refugee camp in Tanzania. They had to leave their home because of the fighting going on in their country.

Buchumi used to be a school teacher but now he is a tailor. Oxfam has helped groups of refugees in the camp to start businesses. Several people now work here as tailors. They split the profit from their business between them.

Buchumi says:

“For now, I would love to keep tailoring as I do not have the chance to teach. I ask Oxfam if it would be possible to bring in more machines, as I have the background in teaching I could teach more students how to tailor.”

EVERYBODY EARN - UK



Photo credit: Oxfam Cymru

Rumi, from Cardiff, is a busy mum to three boys and her husband works full time. In 2017, she started thinking about returning to work but didn't know where to start.

Rumi joined Skills for Life, a project run by Oxfam Cymru and South Riverside Community Development Centre to help women in Cardiff to gain skills and confidence to access decent work. Support has included training, coaching and voluntary work placements.

“Since coming to the project, and some of the training that I've had, it's helped me build my confidence,” says Rumi.

Following a three-month work placement at National Museum Cardiff, Rumi has now been offered a paid position there.

“I am very excited about getting a job and I am looking forward to starting the training. I am most excited about the hours, as I can still fit the school run around the job,” says Rumi.

Resource sheet 5

EVERYBODY LEARN - IRAQ



Photo credit: Tegid Cartwright/Oxfam

Amal is 12 years old and lives in Iraq. Amal is now going to school again. Amal, like many other children in her village, wasn't able to go to school for a long time because of the terrible fighting that has been going on in her country.

Amal says:

"I haven't been to school for two years - I'm really happy to be back. My favourite lesson is art - I love to paint."

EVERYBODY LEARN - MALAWI



Photo credit: Corinna Kern

Grace lives 15 km away from her school in Malawi. She used to walk two hours each way every single day, just to make sure that she kept up her education. The walk used to make her vulnerable to harassment from young boys and the worry of this used to affect Grace's concentration and performance in class.

Oxfam has provided bicycles to 30 girls in schools across southern Malawi. Since receiving a bicycle, Grace can now speed past the boys who used to bother her; spending less time travelling to school and more time learning.

Responding to a drought in Somaliland

Resource sheet 6

The issue

Somaliland has a semi-arid climate and droughts have always been common.

As the world's climate changes, extreme weather events such as droughts and flooding are becoming more intense and happening more often. The last few years has seen a prolonged drought in Somaliland which has had devastating impacts.

Many people in Somaliland are nomadic pastoralists and depend on their livestock for milk, meat and to make a living. Drought causes crops to fail and cattle to die while the lack of clean water increases the risk of cholera and other diseases.

Your group's challenge

You come from Somaliland and work for a small organisation based in the capital, Hargeisa. You are working with Oxfam to support people in your country to protect themselves against future droughts.

How could these problems be solved?

- When water is scarce, people have to rely on whatever water they can find, even if it is dirty. This can make people ill.
- Some water has a high salt content and is not safe to drink.
- Many people in Somaliland are nomadic pastoralists, moving around to find food and water for their livestock. It is often difficult to reach these small, isolated communities.
- The climate is changing, making the rains in Somaliland more unpredictable and droughts more likely.

Keep in mind...

- Most development work is carried out by communities themselves, it is important to make the most of local knowledge, expertise and skills.
- The simple solutions are often the most effective.

Fact File

Name: Somaliland

Capital: Hargeisa

Geography: Although not recognised internationally as a country, Somaliland is a self-declared, independent state in eastern Africa.

Currency:

Somaliland shilling

Major languages:

Somali, Arabic, English

Population:

3.5 million

Average income per person:

US\$347 (UK is US\$42,491)

Data sources:

www.bbc.co.uk/news/world-africa-14115069

www.worldbank.org/en/news/press-release/2014/01/29/new-world-bank-gdp-and-poverty-estimates-for-somaliland

data.worldbank.org

Image source:

[https://en.wikipedia.org/wiki/Somaliland#/media/File:Somaliland_\(orthographic_projection\).svg](https://en.wikipedia.org/wiki/Somaliland#/media/File:Somaliland_(orthographic_projection).svg)



One way in which Oxfam is responding is by providing water filters so that people have safe, clean water to drink.

Credit: Dustin Barter/Oxfam

Responding to an earthquake in Indonesia

Resource sheet 7

The issue

On 28 September 2018, Indonesia was struck by a massive 7.5 earthquake triggering a tsunami and landslides causing widespread devastation. 1.5 million people are thought to have been affected and more than 2,000 people are known to have died.

Your group's challenge

You work for one of Oxfam's partner organisations in Indonesia. You are based in the province of Central Sulawesi where the earthquake had a big impact. You have been helping to save people trapped beneath rubble. Now you need to help survivors.

How might you tackle the following problems in the first six months after the quake?

- People need shelter. Many people's homes have been destroyed. They have already built tents with any spare material available, but these are flimsy and leaky.
- One of people's most basic needs is food: people are hungry. In the cities, most people are not farmers, so they rely on buying food.
- When emergencies hit, poor diet, sanitation and health care mean that diseases spread rapidly.
- Many people have lost their livelihoods and source of income - businesses have been damaged and crops destroyed. People living in poverty are unlikely to have insurance or savings to fall back on when disaster strikes.

Keep in mind...

- You could offer '**cash for work**'. This means paying survivors to work to rebuild, for example to clear rubble and repair roads. For a survivor, the chance to earn money means the chance to rebuild their life. Furthermore, if people have cash to spend it means others will benefit when they spend it.
- Remember that there are plenty of people in the local community with useful knowledge, skills and expertise, such as restaurant managers, engineers, builders, office workers and drivers.

Fact File

Name: Indonesia

Capital: Jakarta

Geography:

Indonesia is made up of more than 17,000 islands, lying between the Indian and Pacific oceans in Southeast Asia.



Major language:

Indonesian

Population:

268 million

Average income per person:

US\$3,894 (UK is US\$42,491)

Data source: data.worldbank.org

Image source:

[commons.wikimedia.org/wiki/File:Indonesia_\(orthographic_projection\).svg](https://commons.wikimedia.org/wiki/File:Indonesia_(orthographic_projection).svg)



A woman receives an emergency shelter.

Credit: Irwan Firdaus/Oxfam



Children in Sulawesi learn about the importance of handwashing and good hygiene.

Credit: Rosa Panggabean/OxfamAUS

Action cards

Activity sheet 3

What action could you take to help end poverty? Work in your group to cut out and rank these ideas in order of how 'good' you think the action is. You could replace one of these actions with your own idea by using the empty box.

<p>Bring and buy at your local Oxfam shop</p> <p>This helps to raise money for Oxfam. Oxfam uses this money to support people to change their lives for the better.</p> <p>Reusing things is also better for the environment.</p>	<p>Buy products with the Fairtrade mark</p> <p>Fairtrade is a way of making trade fair, so that the growers of raw materials, often people living in poorer countries, are paid a fair price for their work. This means that they have more money to look after themselves and their families.</p>	<p>Take action for the climate</p> <p>Climate change is impacting people now, and it is the poorest communities who are being hit the hardest.</p> <p>There are lots of ways in which we can take action - whether by reducing our own carbon footprints or by encouraging governments and businesses to do more.</p>
<p>Donate to your local food bank</p> <p>Roughly 14 million people in the UK live in poverty – that's more than one in five.</p> <p>Food banks provide food to those who find it difficult to buy enough to eat and avoid hunger.</p>	<p>Raise money to help improve people's lives</p> <p>Run a sponsored event, hold a bake sale or organise a non-uniform day at school. Donate the money you raise to a charity working to end poverty.</p>	<p>Increase awareness</p> <p>Tell others what you have learnt about poverty and the work of charities such as Oxfam.</p> <p>Talk to friends and family, delivery an assembly, design posters, write a blog post or teach another class.</p>
<p>Campaign</p> <p>Ask your MP to make sure the government does more to help end poverty – in this country and in other countries.</p> <p>You could write letters or invite your MP to come into your school.</p>	<p>Learn more about poverty and how to end it</p> <p>You could ask your teacher to help you learn more about poverty and its causes.</p> <p>Watch the news. Visit the Oxfam website. Ask questions.</p>	<p>Your idea</p>