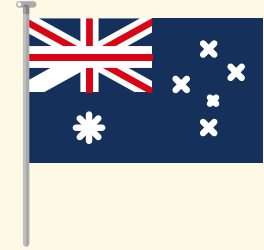




International obligations and tax spending



This sequence is intended as a framework to be modified and adapted by teachers to suit the needs of a class group.

Resources needed

- Why foreign aid? – Visualiser
- Foreign aid for microentrepreneurs – Case study
- Foreign aid Bill debate – Background notes
- Writing paragraphs in Civics and Citizenship – Model
- Writing essays - Template

Suggested activity sequence

Part A: Australia's priorities in the distribution of foreign aid

- 1 Challenge students to reflect on what it means for Australia to be a good global citizen.
- 2 Students brainstorm reasons why revenue from tax is used to provide aid to people in other countries.
- 3 Display the extract from the Australian Aid Development Policy on the *Visualiser*.
- 4 Discuss and clarify the meaning of key phrases.
- 5 As a class, read and discuss the *Case study*.

- 6 Set the task of writing an essay on the implementation of Australia's aid program:

Using Kalyani as a case study, or identifying a case study of your own, explain how the study illustrates Australia's priorities in the distribution of foreign aid.

- 7 Depending on the literacy skill of members of the class, the following questions could be provided as scaffold:
 - How does the case study demonstrate effectiveness of Australia's aid in relation to poverty reduction?
 - In what ways does the case study illustrate private sector development?
 - How has the development of the country's institutions been supported by Australia's involvement?
 - In what ways have local/domestic resources been mobilised?
 - How has the program extended benefits to the broader community?

Refer students to *Writing paragraphs in Civics and Citizenship – Model* and the *Writing essays - Template* to scaffold their writing.

- 8 Students review the reasons they gave earlier for the use of Australian tax revenue to provide aid to people in other countries.



Part B: Where should foreign aid be directed?

- 1 Divide the class into research teams of 3 or 4 students and allocate one of the four research tasks (below) to each team:
 - Identify and explain the major issues in the Asia Pacific Region that would benefit from Australia's aid.
 - Identify and explain perceived benefits to Australia of providing aid in the Asia Pacific.
 - Investigate and explain the social and economic conditions in Middle Eastern countries where Australia has participated in the War on Terror.
 - Identify and explain perceived benefits to Australia of providing aid to war torn countries in the Middle East.
- 2 After teams have completed their investigations, they present their findings in a 2-minute presentation that includes a justification of information sources that have been used.

Part C: Legislating for foreign aid

- 1 Review students' prior learning of the operation of the Australian Parliament and particularly the functioning of the House of Representatives. This is summarised in the *Background notes*.
- 2 Students read the background notes to prepare for the mock International Aid Bill debate.
- 3 Students prepare arguments for the *House of Representatives* debate using research undertaken in part B.
- 4 A member of each party presents speeches to Parliament.
- 5 Following the House of Representatives first reading debate, the Speaker conducts a vote of Members.
- 6 The Speaker announces the decision of the House. As a result of the debate, the Bill is either passed and sent to the Senate **or** it is defeated **or** it might be modified by an amendment.
- 7 Students (individually) write a paragraph explaining whether or not procedures of the House allowed fairness to be considered in relation to the passage of the *International Aid Bill*.

Refer to The Parliamentary Education Office's *Make a law: House of Representatives* if you want to replicate the parliamentary process.

Refer students to *Writing paragraphs in Civics and Citizenship – Model* to scaffold their writing.