

# GEOGRAPHY BULLETIN

## *Active Citizenship*



The  
Geography Teachers' Association  
of New South Wales Inc.

Volume 42 No 4 2010

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## GEOGRAPHY BULLETIN

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of New South Wales Inc.

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The Geography Bulletin is a quarterly journal of the Geography Teachers Association of New South Wales. The 'Bulletin' embraces those natural and human phenomena which fashion the character of the Earth's surface. In addition to this it sees Geography as incorporating 'issues' which confront the discipline and its students. The Geography Bulletin is designed to serve teachers and students of Geography. The journal has a particular emphasis on the area of the Pacific basin and its near neighbours and a specific role in providing material to help meet the requirements of the Geography syllabuses. As an evolving journal the Geography Bulletin attempts to satisfy the requirements of a broad readership and in so doing improve its service to teachers. Those individuals wishing to contribute to the publication are directed to the 'Advice to Contributors' on page 43. Articles are submitted to two referees. Any decisions as to the applicability to secondary and/or tertiary education are made by the referees. Authors, it is suggested, should direct articles according to editorial policy.

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The  
Geography Teachers' Association  
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Vol 42, No4 2010 – Global Citizenship

EDITOR: Sue Field

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*Sue Field presenting at the Laurieton workshop.  
Photo courtesy of Virgo Productions*

## In this edition

This is the final edition of the Geography Bulletin for 2010. It has been a big year for the association with a record number of workshops being made available to teachers. This has required coordination and funding support through grants from Global Education and Water for Life.

This edition of the Bulletin focuses on the issues of climate change, threatened habitats, land degradation and active citizenship. These are the issues that have been the focus of the Global Education workshops by GTA NSW this year.

The association has recently held its Annual General Meeting. The meeting saw a change of President with Nick Hutchinson taking over from Grant Kleeman. Nick is welcomed to this role along with all the Council members. This year we welcome two new members to our council: Milton Brown from SurfAid International and Grace Larobina from Hills Grammar.

The GTA would like to thank Dr Susan Bliss, Lorraine Chaffer, Milton Brown and Pam Gregg for their contributions to this edition of the *Geography Bulletin*.

**Sue Field**  
**Vice-President (Programs) and Co-editor**



Sue Field, Editor



*Pam Gregg presenting at the Laurieton workshop.  
Photo courtesy of Virgo Productions*



# USING CONTEMPORARY RESOURCES IN GLOBAL GEOGRAPHY

## REPORT ON GLOBAL EDUCATION WORKSHOPS

Sue Field, workshop organiser

This year there was a series of workshops: *Using contemporary resources in global geography*. They were held in Dubbo, Minnamurra, Mosman, Canberra and Laurieton (Port Macquarie).

All the workshops were structured around contemporary resources. The main resource was the movie *The Burning Season*.



The movie is about the burning of the rainforests in Indonesia to make space to plant palm oil for the booming world market. It looks at the issues with this practice, such as climate change (smoke from the burning), threatened habitats (impact on wildlife in the forests, eg orangutans) and land degradation (deforestation).



The focus of the movie is quite positive and emphasises the importance of people working to make a difference in their different ways. All participants at the workshops received a copy of the DVD (valued at \$90) as part of the registration fee. If any school would like to purchase a copy of the educational version of the DVD (includes study guide) or the private/home use version (with extra clips of the characters), please contact Virgo Productions: [tarawardrop@virgoproductions.com.au](mailto:tarawardrop@virgoproductions.com.au) There is a lot of educational support material about the movie and the issues on *The Burning Season* website at [www.theburningseasonmovie.com](http://www.theburningseasonmovie.com).

The main characters of the story are:



Dorjee Sun is an entrepreneur trying to resolve the issue of climate change at a world scale



Achmadi is a local palm oil farmer trying to make a living but wants to do the right thing



Lone is managing an orangutan rehabilitation centre to care for the sick, injured and orphaned animals as a result of the loss of habitat



Irawandi is the Governor of Aceh and he wants to protect the forest in his province



*Sue Field presenting at the Laurieton workshop.  
Photo courtesy of Virgo Productions*

At the workshops, participants received a support document outlining ways to use this movie in the HSIE classroom in NSW secondary schools. A number of detailed teaching programs were included for Stage 4 geography and one of these has been reproduced in this edition of the journal (see page 7).

# REPORT ON GLOBAL EDUCATION WORKSHOPS

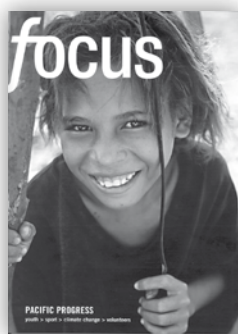
The workshops were funded by the Global Education Project (AusAid) so there were many contemporary resources produced by Global Education, available for participants. Many of these were discussed at length by teachers and ideas shared for their use across the years and subjects. One resource in particular was presented in detail – *Pacific Neighbours: Understanding the Pacific Islands*.



This resource is a book with a CD which includes all the contents of the book plus more, for teachers to use in the classroom. A teaching program for Stage 5 geography, to accompany this resource, was written by Murray Kerstens at Kincoppal-Rose Bay. The program has been produced in full in the *Geography Bulletin*, Volume 42, No 3, 2010.

Other resources that were issued to support the Pacific theme were:

- *getconnected*, Issue 3 – Our Pacific Neighbours, March 2008. This magazine is a Global Education resource from World Vision and AusAid. This particular issue focussed on Australia and the Pacific with great information and activities that are suitable for the junior geography classroom.
- *focus*, vol23, no 1, June-Sept 2008. This magazine comes from Australia's Overseas Aid Program. This particular issue focussed on Pacific progress, with articles on youth, sport, climate change and volunteers. All the material is very accessible for young students. Teachers can subscribe to this magazine and it is free. There are four issues each year.



## Dubbo

This workshop was held at the Quality Inn in Dubbo. The group was very small but the teachers gained a great deal by sharing their extensive knowledge and ideas with each other. Sue Field was the only presenter for this workshop.

*"It's great to hear what other geography teachers are doing"*



## Minnamurra Rainforest Centre (Jamberoo)

The special highlight of this workshop was the walk through the rainforest, led by Melissa le Cerf, the Discovery Coordinator for the centre. Melissa was very informative about the rainforest and its importance in the world. This workshop was presented by Sue Field and Pam Gregg.

*"Very professional and knowledgeable presenters."*

*"It gave me the enthusiasm to look more closely at our programs."*



*Minnamurra workshop group*

## Mosman

This workshop was held at Queenwood School's senior campus. This group had a special session on a new Oxfam resource called *Leave Your Mark*. This resource is also about active global citizenship. The session was presented by Peter Grzic, the Youth Engagement Program Officer from Oxfam Australia. Support material for the new resource was issued to participants at the workshop. One of the teaching programs has been reproduced in this journal (see page 36). The highlight of this workshop was at the end of the day when the group went to Taronga Zoo (entry included in the registration fee) to have a presentation on threatened habitats by Paul Maguire, Principal from the Education Centre at Taronga Zoo. The backdrop of the new baby elephants from Thailand was fantastic.

*"Good presenters, very diverse knowledge."*

*"Well prepared and resourced."*



# REPORT ON GLOBAL EDUCATION WORKSHOPS



## Canberra

This workshop was held at Canberra Grammar School near Manuka. This workshop was different because the audience was teachers from ACT schools with different syllabuses. The ACT has become a branch of GTA NSW and the Branch Coordinator is Carol Pogson, Canberra Grammar School. Carol did a wonderful job organising the day for us as a joint venture. Deirdre Geelan, Curriculum Officer, ACT Department of Education and Training gave the presentation on the Pacific materials focussed on ACT syllabuses. Dr Janette Lindesay, Fenner School, ANU gave a great presentation on climatology and climate change. Her whole presentation was interactive and very engaging with all participants working on computers.

## Laurieton (south of Port Macquarie)

This workshop was held at Laurieton United Services Club. This workshop was a bit different with a greater focus on the active global citizenship. There was a group of teachers at this workshop who had already been working with *The Burning Season* on a project called *Be The Change*. These teachers were part of a pilot project that presented the movie *The Burning Season* to a Year 8 Geography class (or classess) and then had a workshop that took the students through a process of understanding what it means to be an active citizen. This was followed by the students coming up with projects for their class that are active citizenship projects with a global focus at a local level. These teachers shared with the whole group what they have done already or they are planning to do. This session

was led by Andy Core from Coffs Harbour High School and it was filmed for use in other workshops next year, particularly at the AGTA workshop in Adelaide in January 2011. This workshop was coordinated by Sue Field and Pam Gregg.

At each of the workshops there was a competition for the most engaging active citizenship project already happening in a school. The winner was presented with a gift of a *Billabong* backpack. These were kindly donated by *Billabong* in association with the *SurfAid* project focussing on active citizenship projects in Indonesia. The *SurfAid* schools program aims to develop global citizens, using the humanitarian challenges and achievements of *SurfAid International* as an educational example for action.

For more information on any of the resources and projects referred to in this report, contact Sue Field at [sue.j.field@hotmail.com](mailto:sue.j.field@hotmail.com) or via the GTA Office at [office@gtansw.org.au](mailto:office@gtansw.org.au).





## agta 2011

Australian Geography Teachers' Association

January 10-13, 2011  
Scotch College, Adelaide, South Australia  
[agta2011@scotch.sa.edu.au](mailto:agta2011@scotch.sa.edu.au)



## Geography Going National



# THE BURNING SEASON

## Teaching programs for NSW

***The Burning Season* is a contemporary resource with broad applications to syllabuses in the Human Society and Its Environment (HSIE) area for secondary schools in NSW.**

***The Burning Season* movie fits best with the Geography syllabus in Stage 4 (Years 7 and 8) Global Geography.**

Three detailed programs have been produced to support teachers wanting to use *The Burning Season* as a resource for geography:

- Global environments – rainforests and their community (4G2)
- Global issues and the role of citizenship – land degradation, climate change and threatened habitats (4G4)
- Holistic Stage 4 program – including rainforests and their community (4G2), land degradation, climate change and threatened habitats (4G4) and global organisations (4G3)

These programs are a modification of the sample programs produced by the Curriculum K–12 Directorate, NSW Department of Education and Training. The sample programs for all the geography topics can be found on the website at: [www.curriculumsupport.education.nsw.gov.au](http://www.curriculumsupport.education.nsw.gov.au).

The programs in this resource are a model of how the Department's sample programs can be adapted to meet the specific needs of a school and its community.

These programs have been written for an average student. Teachers with students in the higher and lower ability ranges in their classes will need to modify the tasks to meet the full range of student abilities in the class.

The programs are an example of 'quality teaching'. They are based on the scenario model that provides students with direction in a real life application of geography. Some of the scenarios, although written as hypothetical's, would be more effective as authentic tasks, giving students an opportunity to connect their learning to their world. They also allow students to demonstrate civics and citizenship and contribute to the community.

Many of the tasks are student-centred and rely on groupwork to engage students and to immerse them in learning. Where teachers are not comfortable with groupwork, the tasks can be varied to have students working individually, in pairs or as a whole class (teacher-centred). Groupwork is more time-efficient for many of the topics especially when there is a lot of content to cover. Groupwork suits all ability levels and enables the teacher to offer individual assistance and more explicit teaching when necessary.

The terminology used in these programs comes from the syllabus, specifically the *learn about* and *learn to* statements. It is essential that all students are exposed to this terminology. If students do not know or understand the meaning of any of the concepts or terms used in the tasks, teachers will need to explicitly teach these terms and concepts before proceeding with the tasks.

**In Years 11–12, *The Burning Season* can be a resource to support teaching in Senior Geography.**

If schools are choosing to use this resource with senior geography classes, it can be used with the Preliminary Course. It would make a nice connector between Biophysical Environment and Global Challenges. Showing it at the end of the Biophysical Environment topic would provide an opportunity to review atmospheric processes, climatic variation and the issue of greenhouse warming (air pollution from burning). The resource is also a good starting point for Natural Resource Use (global consumption, economic and political issues, environmental and social issues).

Alternatively, schools may prefer to use it with the HSC Course and show it in conjunction with Ecosystems at Risk, focussing on rainforests.



Above: World Governors meet



One of the Stage 4 geography programs used at the teacher workshops for Global Education has been reproduced here for members.


If you would like to receive copies of the other programs please contact sue Field, the workshop organiser. She can be contacted by email at [sue.j.field@hotmail.com](mailto:sue.j.field@hotmail.com).


*Left: Dorjee Sun, climate change entrepreneur at the Governors' Global Climate Summit*




# HOLISTIC VERSION FOR STAGE 4



## GLOBAL ENVIRONMENTS, GLOBAL ORGANISATIONS AND GLOBAL ISSUES AND THE ROLE OF CITIZENSHIP **THE BURNING SEASON PROGRAM**

Learn abouts <i>Learn tos</i>	Teaching and learning activities
<p><b>At least ONE global environment: Rainforests</b></p> <ul style="list-style-type: none"> <li>the spatial distribution of rainforests</li> <li>the major geographical processes that operate within rainforests <ul style="list-style-type: none"> <li>atmospheric processes</li> <li>biotic processes</li> <li>geomorphic processes</li> <li>hydrologic processes</li> </ul> </li> <li>the way humans, including indigenous groups, interact with rainforests</li> <li>recognise the spatial distribution of rainforests</li> <li>describe the geographical processes that shape rainforests</li> <li>draw and describe the operation of a simple ecosystem</li> <li>describe the interaction of humans with rainforests</li> </ul>	<p><b>Teacher note</b> <b>Teachers will need to develop their own activities for the sections of the topics that are not covered by this holistic program.</b></p> <p><b>Task 1 Living in an Indonesian rainforest</b></p> <ul style="list-style-type: none"> <li>Find out about Indonesia as a country. Information about Indonesia can be found on the Global Education website at: <a href="http://www.globaleducation.edna.edu.au/globaled/go">www.globaleducation.edna.edu.au/globaled/go</a> Go to Country Profiles, Asia, South-East Asia and then Indonesia to get the brief facts on Indonesia.</li> <li>Write a brief description about the people and the rainforests of Indonesia.</li> <li>On a map of Indonesia, mark on the major geographical features and the areas where rainforest is located</li> <li>Describe the geomorphic and hydrologic processes that occurred in forming this rainforest environment</li> <li>Describe the climate / weather patterns evident in the rainforest environment and suggest the style of clothing and housing required to cope with these elements throughout the year</li> <li>Construct a table showing the flora / fauna that are part of this rainforest environment and include any that may be dangerous to humans</li> <li>Draw and label a diagram of the ecosystem that operates in this rainforest environment</li> <li>Describe the special living conditions in the rainforest environment and how people have adapted.</li> </ul> 


<b>Learn about</b> <b>Learn to</b>	<b>Teaching and learning activities</b>
<p><b>At least TWO global geographical issues: land degradation (deforestation), climate change and threatened habitats (endangered species)</b></p> <ul style="list-style-type: none"> <li>the nature of the issue</li> <li>different perspectives relevant to the issue</li> <li>the responsibility of governments to the issue</li> <li>the actions of individuals, groups and governments</li> <li>implications for social justice and equity</li> <li>describe the spatial dimensions of the issue</li> <li>describe the ecological dimensions of the issue</li> <li>identify perspectives and bias about the issue, including in media reports</li> <li>describes the actions of individuals, groups and governments in relation to the issue</li> <li>communicate appropriately with organisations to participate as a global citizen</li> </ul> 	<p><b>Task 2 Class environmental magazine</b></p> <p>Your class is going to create an environmental magazine that will focus on the selected global geographical issues: land degradation (deforestation), climate change and threatened habitats (endangered species).</p> <ol style="list-style-type: none"> <li>Divide into three groups, one for each of the three issues. Your teacher will conduct a draw to allocate topics to groups.</li> <li>Using the Internet and print sources, research your allocated issue and prepare a double A4-page magazine article that will:             <ul style="list-style-type: none"> <li>name the issue</li> <li>describe the important processes relevant to the issue</li> <li>incorporate images (photos, graphs etc.)</li> <li>locate three examples on a world map showing latitude and longitude</li> <li>briefly describe each example (five lines on each)</li> <li>outline links between human actions and ecological sustainability on a global scale</li> </ul> </li> <li>Collate the magazine and distribute to all class members.</li> <li>Each group to present a summary of the issues to the class and engage in a discussion of the issues.</li> </ol> <p><b>Task 3 The Burning Season</b></p> <p><b>Teacher note</b></p> <p><b>Depending on the level of ability of the class and the length of lesson, this movie may be watched in full (90 mins), or shown in shorter sessions with intervals for appropriate discussion to clarify the issues being raised. There is a natural split in the movie at the Bali Conference, making two lessons of 40 minutes and 50 minutes. It may be necessary to show it again slowly, to assist students to make their summaries.</b></p> <p><b>Synopsis of movie</b></p> <p>Every year, there is a burning season in Indonesia. Huge areas of rainforest are cut down and set alight by farmers and corporations to develop palm oil and coffee plantations. Deforestation of Indonesia's rainforests is destroying the habitat of orangutans and causing climate change.</p> <p>The main issues in the movie are: land degradation (deforestation), climate change and threatened habitats (endangered orangutans).</p> <p>After watching the movie <i>The Burning Season</i>:</p> <ul style="list-style-type: none"> <li>find out about Indonesia as a country. Information about Indonesia can be found on the Global Education website at: <a href="http://www.globaleducation.edna.edu.au/globaled/go">www.globaleducation.edna.edu.au/globaled/go</a> Go to Country Profiles, Asia, South-East Asia and then Indonesia to get the brief facts on Indonesia.</li> <li>write a brief description about the people and the rainforests of Indonesia.</li> <li>use the map of Indonesia from Task 1 and locate the features and places referred to in the movie, especially Sumatra (Aceh) and Borneo (Kalimantan)</li> </ul>



<b>Learn abouts</b> <b>Learn tos</b>	<b>Teaching and learning activities</b>
 <p><b>At least ONE community and the way it interacts with the rainforest environment:</b></p> <ul style="list-style-type: none"> <li>the way the environment influences the community</li> <li>the way the relationship between the community and the environment is changing</li> <li>strategies and processes that individuals, groups and governments use to influence change</li> <li>the way the community is responding to these changes</li> <li>describe the interrelationship of the environment and a specific community</li> <li>explain how individuals, community organisations and government actions are contributing to the current management of the environment</li> <li>identify the responsibility of government to the community and its environment</li> <li>describe current use of the environment and suggest strategies for future ecological sustainability</li> </ul>	<p><b>Task 3 The Burning Season...continued</b></p> <ul style="list-style-type: none"> <li>brainstorm the issues raised in the movie</li> <li>discuss the way Dorjee Sun is an active citizen, taking action. Think about what action you could take to help too.</li> <li>work in the same groups as for Task 2 and focus on the same issue. Prepare a summary of the movie in relation to your selected issue. Supplementary information can be found on the website at: <a href="http://www.theburningseasonmovie.com/">www.theburningseasonmovie.com/</a></li> <li>The summary is to include the causes, consequences and implications, different perspectives and the responsibility of different groups to address the issue.</li> <li>Each group presents a summary of the issues to the class and engages in a discussion of the issues.</li> </ul> <p><b>Task 4 Environmental Experts</b></p> <p>The government has commissioned you to research and provide a multimedia report on the deforestation of the rainforests of Indonesia.</p> <p>The multimedia presentation can include the use of:</p> <ul style="list-style-type: none"> <li>PowerPoint</li> <li>overhead transparencies</li> <li>pictures / diagrams from the internet on a poster</li> <li>word documents</li> <li>web page design</li> </ul> <p><b>Teacher note</b></p> <p><b><i>The Burning Season</i> movie has its own website with excellent information for students on deforestation and all the other issues in the movie. The website can be found at: <a href="http://www.theburningseasonmovie.com/">www.theburningseasonmovie.com/</a></b></p> <p>For information on deforestation go to 'Behind the scenes' and look for: Indonesian deforestation, Valuing forests, What you can do to save the forests, Sustainable use of tropical forests, Sustainable coffee, Sustainable palm oil, and Palm oil.</p> <p>Your report is to include:</p> <ul style="list-style-type: none"> <li>a map of Indonesia indicating the current rainforests and the deforested areas</li> <li>a timeline for the deforestation</li> <li>a diagram outlining the factors leading to deforestation</li> <li>a brief explanation for the occurrence of deforestation</li> <li>a brief description of each of the factors</li> <li>an outline of some strategies and processes for addressing the situation, by individuals, groups and governments</li> <li>a brief description of how the Indonesian farmers are responding to these changes.</li> </ul>

Learn about <i>Learn to</i>	Teaching and learning activities
  <p><b>Global organisations</b></p> <ul style="list-style-type: none"> <li>• a group involved in promoting ecological sustainability</li> <li>• discuss methods used by groups to influence the global community</li> </ul>	<p><b>Task 5 Taking action on climate change</b></p> <p>Students work in groups, where the students from the group that focussed on climate change in previous tasks are now 'the experts' in a new set of groups.</p> <p>Investigate how 'carbon emissions trading' works and create a poster illustrating how it combats climate change.</p> <p>Create a one-page document outlining a range of strategies to combat climate change. Include examples of actions already being taken by some businesses and organisations.</p> <p><b>Reference:</b></p> <p>"Keep the Jungle Alive" by Andrew Marshall in Time, November 30 2009 (pages 30-35). How the battle to save a remote rainforest in Indonesia can help the planet win the fight against global warming. (Ulu Masen ecosystem in Aceh Province)</p> <p><b>Task 6 Election campaign speech</b></p> <p>You are running for a seat at the next federal government election. As part of your campaign you need to write a speech that includes information about climate change and what you will do to address this issue. In your speech you will talk about:</p> <ul style="list-style-type: none"> <li>• what climate change is and how it is affecting the people in your electorate</li> <li>• how different perspectives on climate change are represented in the media from around the globe</li> <li>• the current government's response to climate change</li> <li>• your responsibilities as a member of government</li> <li>• how you are going to deal with climate change if you are elected (include information about specific groups and the media and how you will work with them to ensure social justice and equity for all Australians).</li> </ul> <p><b>Task 7 Global organisations</b></p> <p>You are to prepare a promotional brochure for an organisation that promotes ecological sustainability, such as:</p> <ul style="list-style-type: none"> <li>• The Forest Stewardship Council</li> <li>• World Wide Fund for Nature (WWF)</li> </ul> <p>An extensive list of organisations can be found on the website at: <a href="http://www.theburningseasonmovie.com/">www.theburningseasonmovie.com/</a></p> <p>The brochure is to contain:</p> <ul style="list-style-type: none"> <li>— main objectives</li> <li>— headquarter locations</li> <li>— funding sources</li> <li>— current projects</li> <li>— recent achievements</li> <li>— main forms of global promotion used</li> <li>— methods used to influence the global community.</li> </ul> <p>Your brochure needs to be one A4-page folded. It should be visually engaging and informative, with a balance of graphics, images and words to get the message across.</p>



Learn abouts <i>Learn tos</i>	Teaching and learning activities
	<p><b>Task 8 Global citizens take action</b></p> <p><b>Teacher note</b></p> <p><i>The Burning Season</i> movie has its own website for taking action. It is called 'Ten things you can do'. The website is found at: <a href="http://www.tenthingsyoucando.com/">www.tenthingsyoucando.com/</a> This site has suggestions for ways to take action as a global citizen.</p> <p>Watching <i>The Burning Season</i> movie is one step, but nothing will change unless someone takes action, just like Dorjee Sun in the movie.</p> <p>This activity can be done individually, in small groups or as a class. If working individually or in groups, a number of things can be covered by the class.</p> <p>In small groups, select one of the ten things you can do from the 'Ten things you can do' website.</p> <ul style="list-style-type: none"> <li>Investigate the ideas for action on the website</li> <li>Develop a plan for taking action personally or at a class or school level. Maybe even at a community or global level.</li> <li>Carry out the plan and "take action".</li> </ul>

## Ideas for taking action

To start your active citizenship project you need to do some research into the groups that are already set up to get you started. *The Burning Season* has a link site to help you – it is called: Ten things you can do ([www.tenthingsyoucando.com/forests.htm](http://www.tenthingsyoucando.com/forests.htm))

This site gives you many ideas on a range of topics. For instance, if you choose "Forests" you get ideas on planting trees, purchasing a rainforest in Borneo, recycling mobile phones to help gorillas, helping to protect a koala habitat.

You can go to many sites but a good place to start is Taronga Zoo (either Sydney or Dubbo) at [www.taronga.org.au/animals-conservation/zoo-based-conservation/global-breeding-programs/global-breeding-programs](http://www.taronga.org.au/animals-conservation/zoo-based-conservation/global-breeding-programs/global-breeding-programs) This gives you information on some global breeding programs such as: Black Rhinoceros, Asian Elephant, Sumatran Tiger, Snow Leopard and Red Panda.

The Melbourne Zoo has some good information on campaigns to take action for conservation at [www.zoo.org.au/Conservation/Campaigns](http://www.zoo.org.au/Conservation/Campaigns) Some of the better known campaigns are:

- Gorillas – *They're calling on you* This campaign is about raising awareness on the link between the need for coltan mining (mobile phones) and deforestation in the gorilla habitat.



- Orangutans – *Don't palm us off* This campaign is about raising awareness on the link between the use of palm oil and deforestation in the orangutan habitat.
- Seals – *Seal the loop* This campaign calls on people to recycle their plastic waste to ensure that the waste does not harm marine wildlife.

# Global Citizenship – TAKING LOCAL ACTION



*Gloucester High School students working with the community*

Everyone knows there is an emphasis on civics and citizenship in history and geography in NSW. There has been a massive injection of funds from the Federal Government over many years through Discovering Democracy materials and other State developed materials for NSW. The Federal Government conducts an Australia-wide Civics and Citizenship Benchmarking Test to track the knowledge and understandings of students in this area. NSW shines against the other states because the syllabuses in this state strongly support civics and citizenship and there is an external test for the School Certificate that is focussed on Civics and Citizenship in Australian History and Australian Geography.

There is no denying our students are well-informed citizens but there is not much real action happening.

One of the objectives of the Geography Years 7–10 Syllabus (2003) is:

*“knowledge and understanding about civics and citizenship for informed and active citizenship”*

The outcomes that flow from this objective are:

Stage 4 –

*4:10 explains how geographical knowledge, understanding and skills combine with knowledge of civics to contribute to informed citizenship*

*5:10 applies geographical knowledge, understanding and skills with knowledge of civics to demonstrate informed and active citizenship.*

The syllabus goes further with the Research Action Plan and has the last step (Step 8) as:

*“Proposes individual or group action in response to the research findings and, where appropriate, take such action.”*

The GTA NSW has been conducting the Arthur Phillip Awards in fieldwork and research for many years now. Geography students enter their research/fieldwork projects

from across the secondary school courses. Whilst the standard of these entries is very high, it is disappointing that very few students give any indication of undertaking active citizenship as a result of their research findings. Last year GTA NSW modified the competition to give more emphasis to this aspect of civics and citizenship, and awards were allocated to entries that demonstrated active and informed citizenship. Once again, the eligible entries were very limited. We are hoping that the entries will be better this year.



*Merriwa High School student presenting to a primary class*

With this in mind, GTA NSW structured the Global Education workshops this year on the idea of global citizenship through local action. To this end GTA NSW entered in to an agreement with Virgo Productions, the makers of the movie, *The Burning Season*. A movie which focuses on global citizenship with individuals and groups taking action to make a difference in the world. This project began with a presentation at the Annual Conference of the Social Educator's Association of Australia in Adelaide in February 2010, with a workshop session: *Taking local action for climate change through global issues*. The session was presented by Sue Field (in her role at that time as the Secondary Manager for the NSW Global Education Project on behalf of GTA NSW) with Felicity Blake (representing Virgo Productions).

A support document to promote the use of *The Burning Season* in classrooms in NSW was developed and shared at the workshop with participants from all across



*Merriwa High School's Palm oil presentation to a primary class*



# Global Citizenship – Taking local action

Australia. A copy of one of the teaching programs from that document has been included in this edition of the *Geography Bulletin*.

The project then had two streams:

1. The Global Education workshops: *Using contemporary resources in global geography*. These workshops were presented around NSW – Dubbo, Minnamurra, Mosman, Canberra and Laurieton. (see separate report in this edition).
2. Active citizenship workshops in schools with Year 8 geography classes (a pilot project): *Be The Change*. These class workshops were a full day of activity, starting with *The Burning Season* and ending with students presenting their active citizenship project plans. The students actually carried out their plans for active citizenship, to the delight of both the teachers and the students.

The project has produced a DVD of the pilot project. The DVD will be a tool to use with other teachers and schools wanting to get into active citizenship in the future.

The next phase of this project will be a workshop presentation at the Australian Geography Teachers' Association Conference in Adelaide in January. Sue Field and Pam Gregg will be presenting on behalf of GTA NSW.

The workshop is:

## ***Being an active global citizen***

The workshop is based on the "Be The Change" project in NSW. A group of secondary schools in NSW were supported to undertake active global citizenship projects in their local community with their Year 8 geography classes. Their stories have been recorded for the benefit of other schools attempting to encourage active global citizenship projects in their schools. The projects were focussed on climate change, land degradation and threatened habitats.

For more information on this project, please contact Sue Field at: [sue.j.field@hotmail.com](mailto:sue.j.field@hotmail.com).

*All photos used in this article courtesy of Sue Field.*

## The Camden Haven High School story



Camden Haven High School was invited to take part in the pilot project for *Be The Change*. The Head Teacher of the HSIE Faculty, Darren Mearrick was keen to get involved, and Wendy Middlebrook was nominated as the Year 8 Geography teacher.

The project involved a full day seminar, presented by Sue Field and Pam Gregg. The day began with a viewing of the movie, *The Burning Season*. There was a discussion of the movie in two ways:

- a. the issues of the movie – climate change, threatened habitats and land degradation (deforestation)
- b. active citizenship – the different ways that the characters in the movie acted to make a difference in the world.

For Wendy, the next day was a sharing session at the GTA workshop at Laurieton. Many of the teachers in the pilot project attended to share their achievements and plans for *Be The Change*. Wendy spoke very positively about her seminar day and was already excited about the project and the response from the students in her class.

In the next six weeks the students worked in groups and used their individual capabilities to work as a team on their class project. In the early weeks there was a lot of planning but then it all started to roll out. The students were so motivated and organised, the teacher felt superfluous at times.



There were letters to the local paper, which got an impressive community response. This included local activists wanting to come to the school to speak to the class about their environmental concerns for the area. There were presentations to the School Executive and to school assemblies to raise awareness and gain support for their project. Lessons were developed for the local primary schools on palm oil and

orangutans. This required letters to the primary Principals to seek permission to come to the primary school. The main event was an "Enviroweek" which included a green-themed mufti-day and lunchtime barbecue to raise money for their cause, along with environmental displays to educate their fellow students about environmental issues. The class managed to raise \$800 which was used to adopt an orangutan in Indonesia.



Wendy and the school have been impressed by the enthusiasm of the students to be active citizens. Next year, Wendy will have another go at it, along with other members of the faculty.





# Poetry in Geography

One way to get your message across is through poetry and there is none better than Greg North. Greg North is a writer and performer of bush poetry from the Blue Mountains. His performances have made him Australian Bush Poetry Champion for the past three years.

He has provided the GTA with two of his poems on climate change to support the theme of this edition of the *Geography Bulletin*.

## Black Future

© Gregory North, June 2010

I'm worried 'cause there are some folks who'd like to  
bury coal –  
the industry, is what I mean.  
I don't know why; it's pretty clean,  
and such a great contributor to Aussie as a (w)hole.

They reckon that we shouldn't mine our ancient bands  
of coal.  
I don't know what they're on about.  
It's useless till we rip it out.  
Yeah, maybe it supports some rocks, but that's a minor  
role.

How bored would all the water be without new depths  
to plumb  
that coal mines open up for it?  
Old creeks are dull you must admit,  
and think what water might pick up and what it might  
become!

And if we didn't burn our coal, just how would we  
survive?  
That solar, thermal, wind and wave  
are too expensive. We must save.  
To tear out coal is cheap as chips, so mining comp'nies  
thrive.

Oh, sure it makes some greenhouse gas, but of our  
nation's sum,  
that forty-two per cent, as such,  
it really isn't very much,  
and starving trees of CO<sub>2</sub> could see them all succumb.

Some cleaners would be out of work because of lack of  
dust.  
No flyash, acid rain or gas  
means far less cancer too, alas,  
so doctors with no work to do would quit in sheer  
disgust.

But most of all we need our coal to sell off overseas.  
Until they act on climate change,  
our coal is tops of all the range,  
with far less ash that brings about respirat'ry disease.

Old mines are great for shelter after nuclear attack,  
and open cuts become flat land,  
all cleared for suburbs to expand.  
So, come on, keep on mining coal and make our future  
black.

## Climate Change

© Gregory North, June 2007

It's time this rhyme was obsolete –  
no need for recitation.  
I call for all to move your feet  
and stop the vacillation.  
The girth of earth is changing fast  
and trapping radiation.  
The green house scene is unsurpassed  
and could mean devastation,  
evaporation, inundation,  
evacuation, deprivation,  
extermination, expiration,  
annihilation, desolation.

But skeptic septs hold us back  
and scream with indignation,  
"It's hype, or tripe". Are they on crack,  
or mad on constipation?  
"Miscalculation, fabrication,  
manipulation, violation,  
interpretation, speculation,  
exaggeration... brain mutation."

And polly's follies – they're a joke.  
Where *is* their legislation?  
Their goal is coal as children choke  
from failing sequestration.  
"We risk inflation, compensation,  
disintegration of taxation,  
administration complication,  
and ratification damnation!"

Let's go. We know what must be done  
to save our situation.  
We've got the lot, but who's begun  
the task of liberation?  
Try preservation, conservation.  
Hey, use a greener power station!  
Communication, innovation,  
imagination... insulation!

So now let's vow to play a part  
through our participation.  
To act on fact is simply smart.  
Why hurt through hesitation?  
Determination, dedication.  
Then culmination, transformation,  
alleviation, celebration,  
rejuvenation, and, ovation!

To find out more about Greg North or to contact him for  
school functions, his website is: [www.gregorynorth.com.au](http://www.gregorynorth.com.au) .

# Active citizenship and the School Certificate Test in Geography

Pam Gregg  
Coordinating Senior Marker for Geography

Teaching students to be active citizens is an essential component of the current Stage 4 and 5 Geography syllabus.

*"Civics and citizenship education is not a separate entity within the Geography Years 7–10 Syllabus. Civics and Citizenship knowledge and understanding are embedded in the objectives, outcomes and content in this syllabus. As students engage in learning in Geography they will be equipped with the knowledge, skills values and attitudes for informed and active participation in Australian society and as global citizens."*

Source: NSW Board of Studies Geography Years 7–10 Syllabus (2003)

Civics and citizenship is particularly important for the School Certificate Test, as this is the main focus of the questions in the test. Every year the questions require students to demonstrate their understanding of being an active citizen.

In the 2009 School Certificate Test students had to demonstrate active citizenship to answer Question 22 (worth 5 marks).

For students to receive full marks they had to specifically describe TWO individual or group actions. This required students to fully understand and describe appropriate actions that citizens could undertake. For example, write a letter to council stating the purpose of this action. Unfortunately, it was clear that some students had limited understanding of the concept of active citizenship and its significance in the Research Action Plan.

In 2006, Question 46 also required students to use their knowledge of active citizenship. Once again, students had to refer to TWO groups and write about appropriate actions that these groups could take.

To adequately answer School Certificate Test questions, students have to fully understand the concept of active citizenship. Encourage students to actually take action of

A Year 10 Geography student is completing a Research Action Plan investigating the impact of a proposed dam on the Red River. Some of the research findings are shown in the table.

Advantages of proposed dam	Disadvantages of proposed dam
<ul style="list-style-type: none"><li>• guaranteed water supply for the local town</li><li>• more employment opportunities</li><li>• creation of a recreational lake</li><li>• increased irrigation for farmers</li></ul>	<ul style="list-style-type: none"><li>• flooding of 5 farms and 8 homes</li><li>• loss of plant and animal species and their habitats</li><li>• loss of the local park</li><li>• reduced river flow</li></ul>

The final step for this Research Action Plan is to demonstrate active citizenship by proposing individual OR group actions in response to the research findings.

Using the information provided, describe at least TWO appropriate actions to complete this Research Action Plan.

some kind to complete their Research Action Plan. By actually participating in some form of active citizenship students are learning skills for use in later life, their fieldwork/research becomes more real and is an authentic learning activity.

The GTA Geography Fieldwork Competition place an emphasis on active citizenship across all categories of the competition, but it fits very well with the Don Biddle category for the Year 10 students and their fieldwork/ research project, sometimes referred to as the Junior Geography Project. The criteria for judging the fieldwork competition matches the Research Action Plan with Step 8 being:

*"Propose individual or group action in response to the research findings and, where appropriate, take such action."*

NSW Board of Studies Geography Years 7–10  
Syllabus (2003)

The GTA Geography Fieldwork Competition has a major award for active citizenship which is designed to specifically award students that take action as a result of their research/ fieldwork. The Dr Maurine Goldston-Morris Civics and Citizenship Award is given to students that demonstrate action has been taken as a result of their research / fieldwork activity.

Students who take real action will be much better equipped to respond to questions on active citizenship in the School Certificate Test.

Geographical issues	
<ul style="list-style-type: none"><li>• air quality</li><li>• coastal management</li><li>• land and water management</li></ul>	<ul style="list-style-type: none"><li>• urban growth and decline</li><li>• spatial inequality</li><li>• waste management</li></ul>

Refer to a geographical issue that you have investigated through fieldwork.

(a) Identify the purpose of the fieldwork investigation.

.....

.....

.....

(b) Identify TWO specific groups and outline the actions that they could take to respond to this issue.

.....

.....

.....

# MIGRATING TO AUSTRALIA VIA PEOPLE SMUGGLERS

Dr Susan Bliss



17 June 2010 a Sri Lankan man aboard a boat hoping to reach Australia. Source: Getty

## INTRODUCTION

In the last decade, the process of globalisation has increased the 'push-pull' factors which drive migrants' to escape poverty, natural disasters, persecution or conflict, in their country and to seek employment, economic opportunities, personal or familial betterment in another country.

While many smuggled migrants are poor and uneducated, there are others who belong to the educated middle class. As a result an unprecedented number of people are migrating from the least developed countries in Asia, Africa, South America and Eastern Europe to wealthier countries in Western Europe and North America as well as Australia.

*Today 'criminal networks which smuggle human beings for financial gain increasingly control the flow of migrants across borders. Due to more restrictive immigration policies in destination countries and improved technology to monitor border crossings, illegal migrants rely increasingly on the help of organised people smugglers.'* (INTERPOL)

## PEOPLE SMUGGLING

**People smuggling or human smuggling** is the facilitation, transportation or illegal entry of a person across an international border, in violation of the country's law, either clandestinely or through deception (e.g. use of fraudulent documents). The term is often used interchangeably with migrant smuggling, which is defined by the United Nations Convention Against Transnational Organised Crime as '...the procurement, in order to obtain, directly or indirectly, a financial or other material benefit, of the illegal entry of a person into a state of which the person is not a national.'

People smuggling generally takes place with the consent of the person smuggled. The contract between the customer and smuggler terminates upon arrival at the agreed destination by air, land or sea.

## SMUGGLING VERSUS TRAFFICKING

Human trafficking in persons and human smuggling are some of the fastest growing areas of international criminal activity, according to the United Nations. Trafficking in persons is often referred to as the modern day form of slavery. It involves the exploitation of people through force, coercion, threat, and deception and includes human rights abuses such as debt bondage, deprivation of liberty, and lack of control over freedom and labour. Trafficking sometimes involves sexual or labour exploitation.

People trafficking is distinct from people smuggling as the traffic of human beings involves the exploitation of the migrant, often for purposes of forced labour and/or prostitution. Sometimes there is a gender dimension between smuggling and trafficking. For example those who are smuggled are mostly men, whereas victims of trafficking are more likely to be women.

Although there are similarities in the conditions that give rise to human trafficking and human smuggling, there are differences in the expectations and treatment of people.

Table 1: Differences between people smuggling and people trafficking


PEOPLE SMUGGLING	PEOPLE TRAFFICKING
Person being smuggled generally cooperates.	Must contain an element of force, fraud, or coercion (actual, perceived or implied). Unless under 18 years of age is involved in commercial sex acts.
No actual or implied coercion.	Forced labour and/or exploitation.
Persons smuggled are complicit in the smuggling crime.	Persons trafficked are victims.
Persons are free to leave, change jobs, etc.	Enslaved, subjected to limited movement or isolation, or had documents confiscated.
Facilitates the illegal entry of person(s) from one country into another.	Need not involve the actual movement of the victim.
Smuggling always crosses an international border.	No necessarily crossing an international border – could be within a country
Smuggled person must only be attempting one crime – illegal entry.	Person must be involved in other crimes – forced labour or services or commercial sex acts i.e. must be forced 'working'.

Adapted: [www.state.gov/m/ds/hstcenter/90434.htm](http://www.state.gov/m/ds/hstcenter/90434.htm)



# MIGRATING TO AUSTRALIA VIA PEOPLE SMUGGLERS

Table 2: Merging of people smuggling with people trafficking

SMUGGLING LINKED TO TRAFFICKING	TRAFFICKING LINKED TO SMUGGLING
<p>Persons being smuggled may willingly enter into 'contracts' with the smugglers to work off a smuggling debt. If the labour or services are enforced through coercion these victims would then come under the heading of people trafficking.</p> 	<p>Trafficking often includes an element of smuggling, especially the illegal crossing of a border</p> <p>Victims believe they were being smuggled but in reality were trafficked. For example a woman smuggled for sexual exploitation knowingly agrees to work in the sex industry believing she will receive a decent wage. In reality traffickers: take most or all of their income; keep them in bondage; and subject them to physical force or sexual violence.</p> <p>Other victims believe they were being smuggled to obtain a job as a nanny or model. They later realise the smugglers deceived them when they are forced to work in the sex industry.</p> <p>After their arrival in the destination country, their illegal status puts them at the mercy of smugglers, which forces the migrants to work for years in the illegal labour market to pay off debts incurred as a result of their transportation costs. Some are even forced to become drug 'mules'.</p>

Source: [lh3.ggpht.com/.../8OdutcmLW9s/IMG\\_0520.JPG](http://lh3.ggpht.com/.../8OdutcmLW9s/IMG_0520.JPG)

## CASE STUDY: SMUGGLING OR TRAFFICKING?

- Sonia was invited to Australia by family friends, and told she could work for them as a housekeeper. In return they would pay her \$100.00 a week. Sonia was provided with fraudulent documents and departed for Australia with her new employer. She knew that this was illegal, but she needed the money, and was willing to take the risk.

**Was Sonia smuggled or trafficked?** Sonia was smuggled into Australia. She left willingly with full knowledge she was entering Australia illegally.

- Upon arrival in Australia, Sonia was kept in isolation, given a place to sleep in the basement and told not to speak to anyone or she would be turned over to the Immigration Service. Sonia was never paid for her work and felt no one could help her.

**Was Sonia smuggled or trafficked?** At this point Sonia was restricted from leaving the house, threatened with deportation if she attempted to talk to anyone, and forced into involuntary servitude. Sonia was a victim of trafficking.

Adapted: [www.state.gov/m/ds/hstcenter/90434.htm](http://www.state.gov/m/ds/hstcenter/90434.htm)

## GLOBAL OVERVIEW

Virtually every country in the world is affected by people smuggling. It involves countries of origin, transit or destination. People smuggling operations vary according to distance travelled, price of the trip, conditions of travel, status upon arrival and risks involved. Smuggled people are often subjected to unsafe conditions on their journey (e.g. rickety, overcrowded boats over rough seas) as well as physical and sexual violence. Also at the end of the journey, a smuggled person can be held hostage until their debt is paid off by family members. In other words a smuggled person may become a victim of people trafficking.

People smuggling is a transnational crime and people trafficking a violation of human rights and a contemporary form of slavery. Global efforts to curb the growing tide of smuggled people have focused on the apprehension and deportation of migrants. Little has been done to dismantle the organisations behind the business of people smuggling.

Table 3: Number of trafficked victims

Agency	Estimate (number of people)	Target population	Year	Source
UNODC	2.5 million	All persons	2008	UNODC perspectives publication
UNIFEM	500,000 to 2 million	All persons	2007	UNESCO
FBI	up to 2 million	All persons	2006	US State Department
UN	600,000 to 800,000	All persons	2005	US State Department TIP Report 2004
UNHCR	700,000 to 4 million	All persons	2003	US State Department TIP Report 2002
US Government	600,000 to 800,000	All persons	2004	President Bush
US Government	approximately 800,000	All persons	2006	US State Department TIP Report 2007
US Government	480,000 to 640,000	Women and Children	2004	President Bush
US Government	640,000	Women and Children	2006	US State Department TIP Report 2007
International Labour Organization (ILO)	more than 1 million	Children	2005	ILO
United Nations Children's Fund (UNICEF)	approximately 1.2 million	Children	2007	UNICEF Executive Director

Source: UNESCO 2009

Because of the clandestine nature of people smuggling, information is incomplete and only estimates are available. However every year it is estimated about 350,000 illegal immigrants are smuggled across America's border from Mexico, and 800,000 illegal immigrants enter the European Union.

Source: [www.acrath.org.au/multimedia/download/Trafficking\\_in\\_persons\\_monitoring\\_report\\_July\\_2007-December\\_2008-Australian\\_Institute\\_of\\_Criminology\\_2009.pdf](http://www.acrath.org.au/multimedia/download/Trafficking_in_persons_monitoring_report_July_2007-December_2008-Australian_Institute_of_Criminology_2009.pdf)

# MIGRATING TO AUSTRALIA VIA PEOPLE SMUGGLERS

## ORGANISATIONS

Many migrants and refugees undertake hazardous travel to their destination country with criminal syndicates specialising in people smuggling. Often the travelling conditions are inhumane. For example migrants smuggled in overcrowded trucks and boats have resulted in fatal accidents. Each year, an estimated 2000 people drown in the Mediterranean Sea on their journey from Africa into Europe.

The people smugglers:

- range from small to large-scale operators
- in the past tended to be obscure, amateurish and limited
- today are extensive and organised and evolved into a sophisticated, flexible service industry
- activities are specialised and controlled by individuals that deal with each other on a one-to-one basis
- have no 'godfather' figure who commands the activities of subordinates. Instead individuals conduct business on equal grounds

People smuggling syndicates benefit from weak legislation, huge profits and a relatively low risk of detection, prosecution and arrest compared to other transnational organised crime activities.

## NEWS ITEM

### **Shipwreck off coast of Libya: hundreds of African migrants feared dead**

Tuesday 31 March 2009

The International Organisation for Migration (IOM) found over 200 Arab and African migrants were feared drowned after three boats, bound for Europe, sank in the Mediterranean Sea. The people aboard the boats were suspected of being smuggled across the sea to Italy.

There has been a history of people smuggling from Libya to Italy. Libya's 1.7 kilometres of coastline is a popular departure point for migrants wishing to escape poverty and find a better life in Europe.

Almost 37,000 immigrants entered Italy illegally in 2008. This was a 75% increase from 2007.

## NEWS ITEM

### **46 illegal Afghan immigrants suffocate in truck in Pakistan**

Tuesday 7 April, 2009

A locked truck packed with 111 Afghan illegal migrants was found 20 kilometres south of Quetta in Pakistan. Sixty two people were pronounced dead. Police said from the strong smell emanating from the truck, the victims died days before they were discovered.

Each illegal migrant paid between US\$4,000 and US\$8,000 for the trip. Gul Zameen, a survivor said, 'We are all poor and wanted jobs in Quetta and Iran.'

The survivors were charged under the Foreigners Act. Pakistan's Federal Investigation Agency (FIA) is investigating five suspects believed to be involved in running the human smuggling racket.

## HOSTAGE, DRUGS AND EXPLOITATION

Unfortunately smuggled people are vulnerable to human rights abuses. There are cases where illegal Indian and Nepalese migrants, unable to pay their travelling debts, have been kidnapped and ransomed by their smugglers.

In Mexico some smugglers rob and rape their customers and then abandon them before they reach the border. Given the clandestine but booming nature of people smuggling, drug cartels have tapped into smuggling networks. The smugglers load migrants with backpacks of marijuana and use them over and over again to sell drugs. Sometimes, the cost of the expensive journey is defrayed by migrants serving as 'mules' (carrying drugs).

## SMUGGLERS FEES AND PROFITS

Every year, four million people are trafficked or smuggled across international borders. The value of this criminal trade is \$US10 billion per year (Amnesty International). People smuggling between the US and Mexico is a booming business earning over \$8 billion a year. Smugglers' fees vary from destination to destination but have risen over the years, as demand for smuggling services continues to rise and operations become more complex. For border crossings from Mexico into the US, human smugglers charge \$4,000, while trans-Pacific crossings of Chinese immigrants into the US charge \$75,000.

Table 4: Average price a person pays to be smuggled into another country

ROUTES	AVERAGE PRICE IN \$US
Asia to the Americas	26,041
Europe to Asia	16,462
Asia to Australia	14,011
Asia to other Asian country	12,240
Asia to Europe	9,374
Europe to Australia	7,400
Africa to Europe	6,533
Europe to the Americas	6,389
Americas to Europe	4,528
Americas to other American country	2,984
Europe to other European country	2,708
Africa to the Americas	2,200
Africa to Australia	1,951
Africa to other African country	203

Melanie Petros, *"The costs of human smuggling and trafficking"* Global Migration Perspectives, No.31, April 2005. Pages 4 to 5 (PDF).

Source: [www.havocscope.com/the-cost-of-human-smuggling-routes-around-the-world/](http://www.havocscope.com/the-cost-of-human-smuggling-routes-around-the-world/)

# MIGRATING TO AUSTRALIA VIA PEOPLE SMUGGLERS

## ASYLUM SEEKERS: SMUGGLING AND TRAFFICKING

Australia and other countries have increased deterrents to asylum seekers, especially from countries such as Iran and Pakistan. As a result, what was once a relatively visible and quantifiable flow of people seeking asylum has become a covert, irregular movement that is more difficult to control.

Many asylum seekers escape from intolerable conditions in their country, by using people smugglers. Their payment to people smugglers often represents their life's savings or those of their family or community.

The asylum seeker places his or her life in the hands of strangers to travel to Australia on a boat that is generally overloaded and unsafe. Sometimes people smugglers are deceptive, eliciting further funds from the refugee once they arrive in Australia and also make threats against family members left behind. There are reports of false promises in relation to visas, treatment and even destination.

Asylum seekers try to access protection under the Refugee Convention and UNHCR. Unfortunately this support is limited and often unavailable, at many cross-border refugee camps. Australia does not have a large numbers of foreign posts near major refugee producing regions. According to the Catholic Commission for Justice, Development and Peace, the foreign posts Australia does have, are under staffed, under resourced and subject to bribery.

In some nations, such as Somalia, it is impossible to obtain a passport, let alone a legal visa to enter Australia. In others, such as Iran and China, the state has been the source of persecution. Consequently approaching the state or foreign embassies for travel documents or attempting to leave through official channels is dangerous to the asylum seeker and their extended family.

## AMNESTY INTERNATIONAL PERSPECTIVE

The United Nations High Commissioner for Refugees (UNHCR) acknowledges people smuggling is 'a sad reflection on a variety of factors, including poverty, tightened migration policies, violent conflicts and abuse of human rights.'

The illegal industry continues to boom as Western 'receiver' nations narrow legal avenues for asylum seekers to find protection. Hence, the demand for illegal access increases and supply emerges to meet demand. Factors such as the breakdown of national borders, the revolution in information and communications technology and the availability of transportation helps fuel the smuggling and trafficking of people.

Amnesty International (AI) Australia recognises smuggling and trafficking people are international issues that need global attention and understanding and acknowledge

and uphold the right of nation states to maintain border integrity. AI recognises organised people smuggling undermines the government's right to police who may or may not enter a country. However, they strongly denounce the punitive effect on refugees of the policies the Australian government has put in place to stop people smuggling.

*Amnesty International – People smuggling*

*Source: [www.amnesty.org.au/refugees/comments/20601/](http://www.amnesty.org.au/refugees/comments/20601/)*

## AUSTRALIA AND BOAT PEOPLE

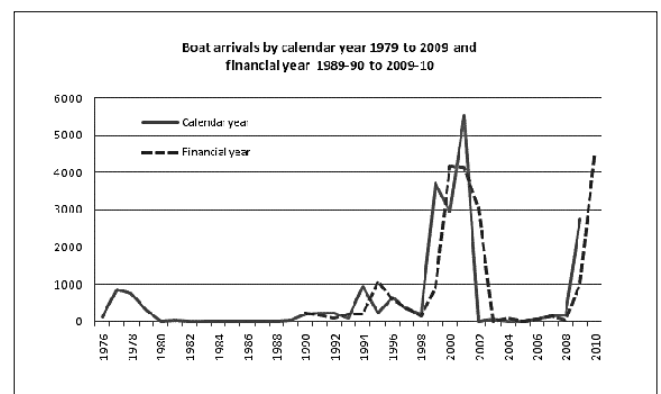
Australia is relatively insulated from the full impact of global people smuggling. Even on a per capita basis, Australia receives far fewer unauthorised asylum seekers than major European nations. In 2008, more than 51,000 asylum seekers crossed the Gulf of Aden making their way from Somalia to Yemen by boat. In contrast in 2008, only 164 unauthorised asylum seekers arrived in Australia by sea, most of whom were fleeing violence in Afghanistan and Iraq.

Despite these global statistics Australia is facing a growing number of illegal immigrants, mostly from the Middle East and southern Asia. Many victims of persecution choose Australia as their destination because it is seen as a country where democracy, respect for human rights and the rule of law prevails.

People smugglers frequently land on Australia's western coast, located close to the Indonesian archipelago. Most of the refugees from Asia enter Malaysia, where they are taken south before making a short ferry trip to the Indonesian island of Batam. From there, it is not difficult to reach Jakarta and to travel to the southern Indonesian islands of Bali, Flores or Lombok. From here they embark for Australia.

The arrival of 'boat people' and the policy responses of successive governments has been a hot political issue since boats first began arriving in Australia in the 1970s. The term 'boat people' entered the Australian vernacular in the 1970s with the arrival of the first wave of boats carrying people seeking asylum from the aftermath of the Vietnam War.

Graph 1: Boat arrivals in Australia 1976–2010

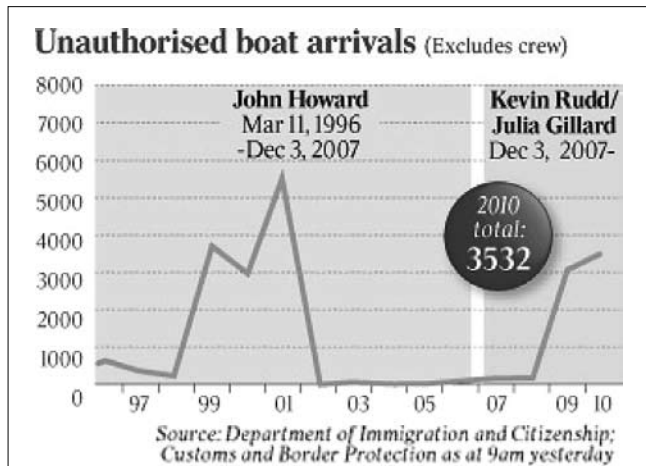


*Source: [www.aph.gov.au/library/pubs/bn/sp/BoatArrivals.htm](http://www.aph.gov.au/library/pubs/bn/sp/BoatArrivals.htm)*



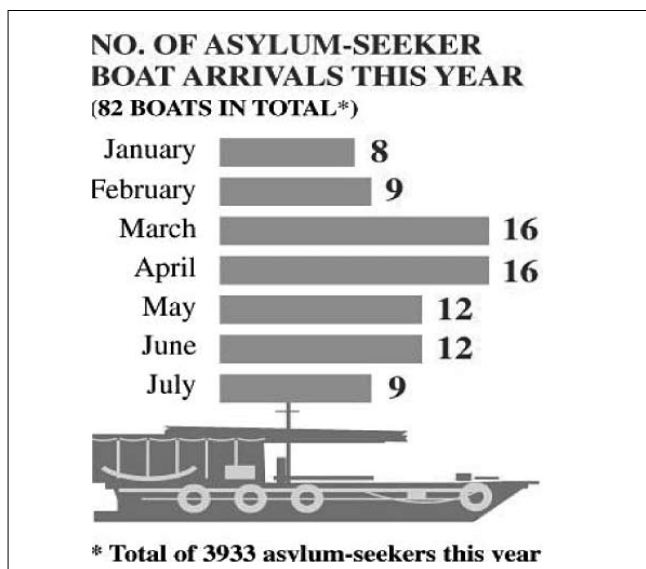
# MIGRATING TO AUSTRALIA VIA PEOPLE SMUGGLERS

Graph 2: Unauthorised boat arrivals in Australia – July 2010



Source: [www.theaustralian.com.au/news/nation/gillard-bets-on-offshore-solution/story-e6frg6nf-1225888712690](http://www.theaustralian.com.au/news/nation/gillard-bets-on-offshore-solution/story-e6frg6nf-1225888712690)

Graph 3: Number of asylum-seeker boat arrivals in Australia 2010



Source: [www.theaustralian.com.au/national-affairs/foreign-affairs/rescue-as-smugglers-take-poll-position/story-fn59nm2j-1225898725595](http://www.theaustralian.com.au/national-affairs/foreign-affairs/rescue-as-smugglers-take-poll-position/story-fn59nm2j-1225898725595)

Photograph: 30 July 2010 – Asylum-seekers rescued by HMAS Armidale arrive at Flying Fish Cove for detention on Christmas Island.



Photograph: Colin Murty Source: [www.theaustralian.com.au/national-affairs/foreign-affairs/rescue-as-smugglers-take-poll-position/story-fn59nm2j-1225898725595](http://www.theaustralian.com.au/national-affairs/foreign-affairs/rescue-as-smugglers-take-poll-position/story-fn59nm2j-1225898725595)

## NEWS ITEM

### Boat tragedy highlights dangers facing asylum-seekers

**Ashmore Reef Boat Explosion:** 16 April 2009 a boat carrying 47 asylum seekers caught fire and sank following an explosion off Ashmore Reef, in Australia's territorial waters. Five people died and 39 sustained injuries requiring hospitalisation. The boat had been intercepted by the Australian Navy the previous day, and at the time of the explosion nine Navy personnel were on board, five of whom sustained minor injuries. All asylum seekers were males from Afghanistan.

## NEWS ITEM

### Java's big cities become popular launch points for human traffic

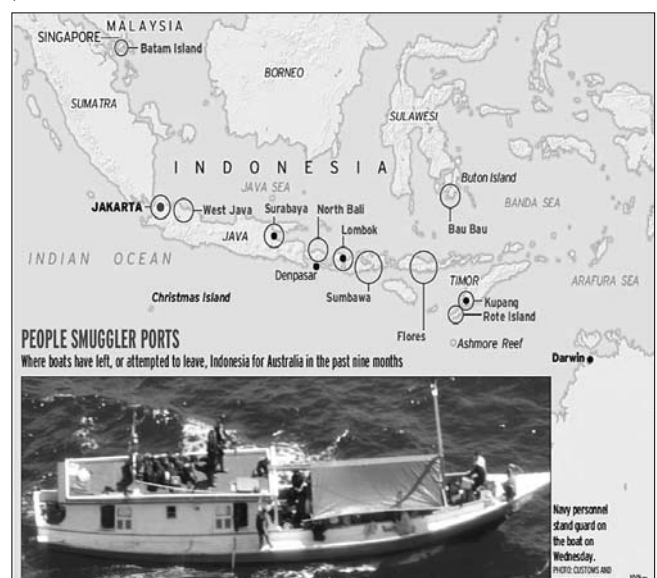
Tom Allard Herald Correspondent in Bali, April 18, 2009

The boat that exploded off Ashmore Reef is likely to have left Indonesia from Java, taking a route that tracks along the coast of Indonesia's most populous islands before heading to Bali, then to Lombok and onto Ashmore Reef. The journey is longer and more convoluted than departing from the closest point in Indonesia to Australia - that is via West Timor and nearby islands.

As asylum seekers from the Middle East tend to be more noticeable in the sparsely populated province of West Timor, people smugglers' decided to change their tactics. Instead the asylum seekers hide more easily in the busy, multicultural neighbourhoods of Surabaya, in East Java. Today Surabaya is emerging as the new focus of human trafficking with hundreds of ports and beaches suitable for boats carrying 50 to 100 asylum seekers.

Source: [www.smh.com.au/world/javas-big-cities-become-popular-launch-points-for-human-traffic-20090417-aa7z.html](http://www.smh.com.au/world/javas-big-cities-become-popular-launch-points-for-human-traffic-20090417-aa7z.html)

Map 1: Java's big cities become popular launch points for human traffic



Recently used departure points and harbours in Indonesia prior to April 2009

Source: [www.smh.com.au/world/javas-big-cities-become-popular-launch-points-for-human-traffic-20090417-aa7z.html](http://www.smh.com.au/world/javas-big-cities-become-popular-launch-points-for-human-traffic-20090417-aa7z.html)

# MIGRATING TO AUSTRALIA VIA PEOPLE SMUGGLERS

## NEWS ITEM –

### Easy money in a desperate trade

Exclusive Investigation by Charles Miranda,  
21 August 2010

Along Jalan Jaksa in Jakarta, men move suspiciously from cafe to cafe, boarding house to hotel. 'You want to go live in Australia, we have a big boat and it's ready to go now,' says one Iraqi-born man to some illegal immigrants.

There is no need to wait, prepare or plan for hundreds of illegal immigrants in Indonesia of Afghan, Iranian, Sri Lankan and Iraqi origin. 'It really is that easy,' says former people smuggler Shadi. 'I could go now, today, and get 50 passengers for Australia just like that for you and you can get half a million dollars US, not Aussie, just like that.'

The would-be Aussie asylum seekers fly to Kuala Lumpur from Iraq or Jordan. They stay at a specific hotel off Jalan Tun Sambanthan before being flown to Jakarta. At Jakarta International, a corrupt airport official is paid \$1000 in cash to open a side door to the airport where they slip out to a waiting bus without passing through the border gates. Their passports are stamped on the bus or later at a hotel with a fake Customs stamp and entry/exit visas. They are then bussed to Sarina in North Jakarta where they congregate at McDonald's waiting for orders. Others are taken to Cipanas in the mountains or Puncak, before setting sail from Lombok or Sumatra.

For smugglers it is easy money. A boat costs \$20,000 and the local Indonesian fisherman crew and corrupt airport officials costs another \$20,000. Each passenger pays between \$2000 and \$10,000. All you need is 100 people at \$10,000 and you have a million dollars.

Smugglers tend to go on the asylum seeker's boat as far as Australia's territorial waters, where a second shadowing boat will take the smugglers off the original boat. The illegal boat people are now left alone to the fate of the Australian police.

Source: [www.dailytelegraph.com.au/news/easy-money-in-a-desperate-trade/story-e6freuy9-1225852509157](http://www.dailytelegraph.com.au/news/easy-money-in-a-desperate-trade/story-e6freuy9-1225852509157).



Cartoon: 20 April 2009 Bill Leak

Source: <http://newmatilda.com/2009/04/20/happy-rough-it-0>



## AUSTRALIAN GOVERNMENT: PEOPLE SMUGGLING AND TRAFFICKING

The Department of Foreign Affairs and Trade (DFAT) Corporate Plan aims 'to enhance the security of Australia and Australians at home and overseas by combating transnational crimes, including drug trafficking, money laundering and people smuggling through practical cooperation with other countries and multilateral institutions, including the United Nations.' Australia, along with the United States, New Zealand and Japan, funds the **Bali Process** on People Smuggling, Trafficking in Persons and Related Transnational Crime.

Australia has a comprehensive whole-of-government approach to combating trafficking in persons as no single agency can defeat this crime on its own. These agencies include: Australian Federal Police; Australian Agency for International Development (AusAID); Department of Immigration and Citizenship; and Department of Foreign Affairs and Trade.

The ninth meeting of the Australia-Indonesia Ministerial Forum (AIMEF) was held in Canberra on 12 November 2008. Ministers reaffirmed Australia's and Indonesia's commitment to working together under the **Lombok Treaty** in law enforcement cooperation. Ministers acknowledged both countries' had a shared commitment to work together to secure our respective borders, as part of our broader cooperation to combat transnational crime.

Since 2009, the Australian Government provides support to people identified in Australia as victims of trafficking, under the Support for Victims of People Trafficking Program. To date 154 people (143 women) have been given support and assistance. Unfortunately, 131 of the clients were identified as possible victims of sexual exploitation.

The Australian Government has committed more than \$1 billion since 2004–05 to support its ongoing commitment to border security and the integrity of Australia's immigration system. The 2007–8 Budget provided an additional \$85 million for these purposes including combating people smuggling.

Source: [www.dfat.gov.au/illegal\\_immigration/](http://www.dfat.gov.au/illegal_immigration/)

# MIGRATING TO AUSTRALIA VIA PEOPLE SMUGGLERS

## AUSTRALIA-INDONESIA AGREEMENT

Australian ex-Prime Minister Kevin Rudd and Indonesian President Susilo Bambang Yudhoyono met in Jakarta on 20 October 2009 to increase cooperation to fight people smuggling. This agreement led to Iraqi-Iranian Hadi Ahmadi becoming the first person to be extradited to Australia from Indonesia, in 2010.

### PERSPECTIVE A

**August 10 2010**

Ahmadi pleaded not guilty to charges of illegally assisting more than 900 asylum seekers to reach Christmas Island on four boats between March and August 2001

Ahmadi escaped persecution in Iraq where his father, a Shi'ite cleric, had been killed during a failed uprising against Saddam Hussein in 1991 during the first Gulf War. Ahmadi had been recognised as a refugee by the UN High Commissioner for Refugees.

Ahmadi tried twice to reach Australia by boat, but engine failure and a storm foiled those attempts.

He ended up assisting people smugglers, finding accommodation for asylum seekers, collecting fees and taking them by bus to beaches where boats were waiting to take them to Australian waters.

Ahmadi told the court he helped them for free out of a sense of duty and compassion for people who could face persecution or death if deported back to their countries.

Source: <http://news.smh.com.au/breaking-news-national/trial-casts-light-on-people-smuggling-20100812-1210g.html>

### PERSPECTIVE B

Mr Hadi Ahmadi assisted in bringing four boats to Australia. His passengers were not 'illegal immigrants' but asylum seekers. Of the 900 passengers, 866 were declared genuine refugees once their claims had been processed. This was about 97% of the boat people.

In accordance with international law Australia promised not to punish refugees or discriminate against them for 'arriving illegally' - under Article 31 of the Convention United Nations Refugee Convention.

Perhaps Australian 'smugglers' should not be called 'smugglers' because they 'bring refugees home'.

Source: [www.safecom.org.au/ahmadi-case.htm](http://www.safecom.org.au/ahmadi-case.htm)

Table 5: Boats Hadi Ahmadi is accused of bringing to Australia

Vessel names – 'nicknames' assigned by Australian border protection authorities				
Date	Boat Name	Number	No of Refugees	Percent
Mar 25 2001	Flinders	196	189	96.5%
Apr 23 2001	Nullawarre	198	190	96%
Aug 4 2001	Yambuk	147	144	98%
Aug 22 2001	Conara	359	343	95.5%

Source: [www.safecom.org.au/ahmadi-case.htm](http://www.safecom.org.au/ahmadi-case.htm)

## IRAQI DISPORA

Many illegal immigrants, transported by people smugglers to Australia, are refugees who are fleeing from war and persecution to find a better life in a safe country. In 2009 15% of Iraqis were unable to regularly buy enough to eat, 70% were without adequate water supplies and 28% of children were malnourished.

### a. Push and pull forces

There have been many waves of immigration from the Republic of Iraq to Australia, known as the Iraqi diaspora. It began during Saddam Hussein's reign (1979-2003) which supported arbitrary killings, torture, abuse of women and the persecution of the Kurds and the Shia. The exodus continued during the Iraq war (2003) and the current civil conflict with terrorist attacks. These incidents led to millions of Iraqis fleeing the country. Thousands have immigrated to Australia under the humanitarian program and 85.3 per cent have become Australian citizens.

Iraqi's were 'pushed' because of conflict and human rights abuses and 'pulled' towards a better quality of life in Australia

### b. Australia's Immigration Programmes

Australia is obliged under the United Nations Convention relating to the Status of Refugees (1951) to provide asylum to refugees who seek their protection due to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group, or political opinion. The Australia's Humanitarian Programme assists these people under two programs.

- *Refugee Program* provides resettlement for people who are subject to persecution in their home country.
- *Special Humanitarian Program* assists people who have suffered discrimination amounting to a gross violation of human rights in their home country. Applicants must be sponsored by an Australian resident, citizen or organisation operating in Australia.

Iraqi immigrants also arrive under the Family and Skilled Migration programs. Iraqi employees and their families, who supported Australian troops in Iraq, are able to apply for resettlement in Australia.

### c. Desperation leads to people smuggling

Australia's current migration program specifies an annual quota of 13,000 refugees and asylum seekers. About 97% of Iraqis seeking asylum in Australia are unable to obtain a passport from the Iraqi government to allow them legal entry into the country. Their desperate need to escape the country finds many Iraqis using people traffickers to aid their entry into the country. In 2008 forty Iraqi's were stranded on a remote Indonesian island on their way to Australia and an Iraqi was charged with smuggling 900 people from Iraq and Afghanistan into Australia. Illegal arrivals are transferred to a detention centre while their application is processed. The Australian government aims to soften the mandatory detention laws. People smugglers face up to 25 years in prison.



# MIGRATING TO AUSTRALIA VIA PEOPLE SMUGGLERS

## d. Contribution to Australia's population

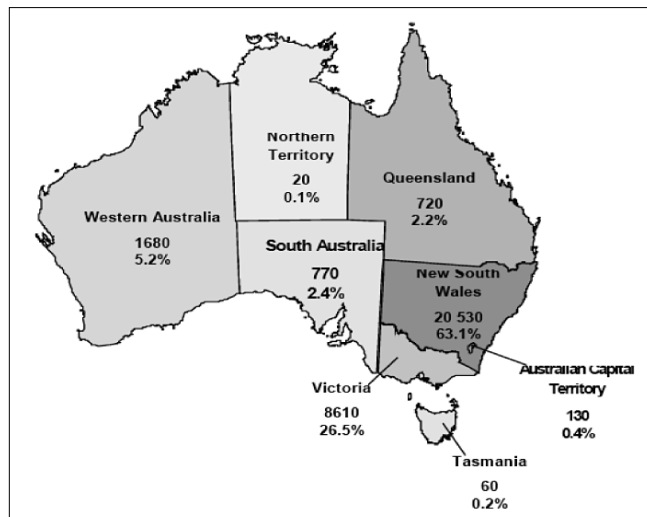
The Iraq population living in Australia increased from 2273 in 1976 to 39,000 in 2008. The majority of Iraqis immigrated after 1991 and settled in NSW. Most were Catholic (36.7%), males (52%) and in the working age group 15 to 65 years (85%).

The community is supported by organisations such as the Australian Iraqi Forum and religious and cultural associations.

Table 6: Iraqi born Australians

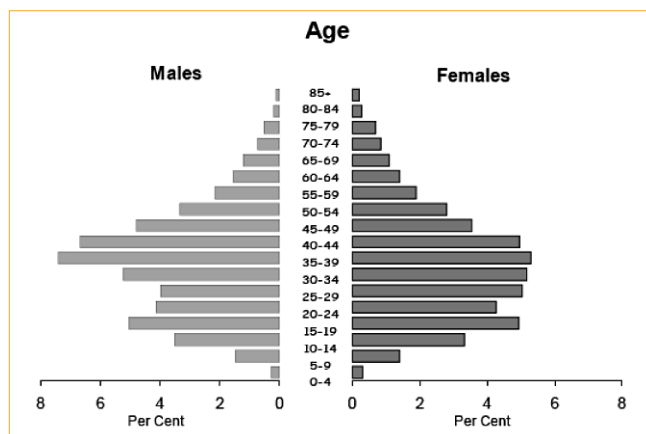
YEAR	POPULATION
1976	2273
1986	4516
1991 (End of Gulf War)	5186
2001	24,760 (0.6% of the overseas born population)
2006	32,520 (increase of 31.3%)
2008	39,000

Map 2: Spatial distribution of Iraqis living in Australia 2008



Source: [www.immi.gov.au/media/publications/statistics/comm-sum/\\_pdf/iraq.pdf](http://www.immi.gov.au/media/publications/statistics/comm-sum/_pdf/iraq.pdf) page 1

Table 7: Population pyramid (age-sex) of Iraqis living in Australia 2008



The median age of the Iraq-born is 35.7 years compared with 46.8 years for all overseas-born and 37.1 years for the total Australian population.

Source: [www.immi.gov.au/media/publications/statistics/comm-sum/\\_pdf/iraq.pdf](http://www.immi.gov.au/media/publications/statistics/comm-sum/_pdf/iraq.pdf) page 2

## ACTIVITIES

Discuss how virtually every country in the world is affected by people smuggling.

Refer to Table 3, draw a column graph of the estimated number of people who were victims of trafficking. Explain why you think there is a large variation in the number of people estimated to be victims of trafficking.

Discuss the reasons for the growth of people smugglers. In some cases it may be difficult to quickly ascertain whether a case is one of human smuggling or trafficking. Explain what you understand as the differences between people smuggling and trafficking.

Explain how people smuggling can evolve into people trafficking.

Draw Table 4 as a column graph (Price a person pays to be smuggled).

Debate whether or not Mr Hadi Ahmadi is a people smuggler.

Explain why asylum seekers are resorting to people smugglers.

Captain Cook in 1770, Vietnamese in 1970s and Iraqis in 2000 have been classified as illegal boat people. Research the problems of entering Australia illegally by boat or air.

Discuss in groups the issue over boat people arriving on our shores. Present your thoughts to the class.

Under what convention is Australia obliged to admit Iraqi asylum seekers.

Imagine you were an Iraqi refugee smuggled into Australia by people traffickers. Describe your journey and the problems of entry into the country.

Discuss the economic, cultural and political advantages of Iraqi immigration to Australia.

Present an oral report on Iraqi's living in Victoria. Include the reasons for migration, growth rate, age structure and spatial distribution. Include maps and graphs. <http://museumvictoria.com.au/origins/graphsdetail.aspx?pid=29&cid=21&cat=A>

Discuss the aim of the Australia Iraqi Forum and its achievements – [www.aiforum.org.au/](http://www.aiforum.org.au/)

## ICT

**Video:** Inside the Indonesia-Australia People Smuggling trade. 3.14 Min – [www.crikey.com.au/2009/11/24/video-inside-the-indonesia-australia-people-smuggling-trade/](http://www.crikey.com.au/2009/11/24/video-inside-the-indonesia-australia-people-smuggling-trade/)

Amnesty International - People Smuggling – [www.amnesty.org.au/refugees/comments/20601/](http://www.amnesty.org.au/refugees/comments/20601/)

Australian Resources on People Trafficking – [www.acrath.org.au/digital\\_downloads\\_Australian.php](http://www.acrath.org.au/digital_downloads_Australian.php)

Bali Process – [www.baliprocess.net/](http://www.baliprocess.net/)

Boat Arrivals in Australia Since 1976 – [www.aph.gov.au/library/pubs/bn/sp/BoatArrivals.pdf](http://www.aph.gov.au/library/pubs/bn/sp/BoatArrivals.pdf)

# MIGRATING TO AUSTRALIA VIA PEOPLE SMUGGLERS

Commonwealth Anti-Trafficking Legislation –  
[www.dfat.gov.au/illegal\\_immigration/laws.html](http://www.dfat.gov.au/illegal_immigration/laws.html)

DFAT Corporate Plan –  
[www.dfat.gov.au/illegal\\_immigration/](http://www.dfat.gov.au/illegal_immigration/)

Displaced Iraqis around the World –  
[www.unhcr.org/cgi-bin/texis/vtx/home/opendoc.pdf?tbl=SUBSITES&id=470387fc2](http://www.unhcr.org/cgi-bin/texis/vtx/home/opendoc.pdf?tbl=SUBSITES&id=470387fc2)

INTERPOL People Smuggling –  
[www.interpol.int/public/thb/peoplesmuggling/default.asp](http://www.interpol.int/public/thb/peoplesmuggling/default.asp)

People Smuggling and Trafficking –  
[www.immi.gov.au/media/publications/compliance/managing-the-border/pdf/mtb-chapter13.pdf](http://www.immi.gov.au/media/publications/compliance/managing-the-border/pdf/mtb-chapter13.pdf)

People Smuggling versus Trafficking of People –  
[www.aic.gov.au/publications/current%20series/tcb/1-20/tcb002.aspx](http://www.aic.gov.au/publications/current%20series/tcb/1-20/tcb002.aspx)

People Smuggling Wikipedia –  
[http://en.wikipedia.org/wiki/People\\_smuggling](http://en.wikipedia.org/wiki/People_smuggling)

Support for Victims of People Trafficking – Australia  
[www.acrath.org.au/multimedia/downld/digital\\_downloads/Fact\\_Sheet-Support\\_for\\_Victims\\_of\\_People\\_Trafficking\\_Apr2008.pdf](http://www.acrath.org.au/multimedia/downld/digital_downloads/Fact_Sheet-Support_for_Victims_of_People_Trafficking_Apr2008.pdf)

Trafficking in Persons Report 2010 –  
[www.acrath.org.au/multimedia/downld/var/The\\_2010\\_TIP\\_Report-The\\_Placements\\_Map.pdf](http://www.acrath.org.au/multimedia/downld/var/The_2010_TIP_Report-The_Placements_Map.pdf)

## DEFINITIONS

**Illegal immigration** is the movement of people across national borders in a way that violates the immigration laws of the destination country.

**Department of Immigration and Citizenship (DIAC) and United Nations High Commissioner for Refugees (UNHCR) definitions:**

### Asylum seekers

People who have left their country of origin, applied for recognition as a refugee in another country, and are awaiting a decision on their application.

Each year people already in Australia claim asylum and make applications for protection (refugee status). These include people who arrived 'lawfully' with a valid visa and people who have arrived 'unlawfully' in Australia by sea or air without a valid visa.

If asylum seekers are found to be owed protection by Australia (having met the UNHCR definition of a refugee, as defined in the *1951 Convention and 1967 Protocol relating to the Status of Refugees*) they will be granted a permanent Protection visa, provided they meet all health and character requirements.

### Boat people

A term used in the media and elsewhere to describe asylum seekers who arrive by boat or attempt to arrive by boat without authority to enter Australia. DIAC uses the term 'unauthorised boat arrivals' or 'unlawful boat arrivals'.

### Refugees

The 1951 *Convention Relating to the Status of Refugees* defines a refugee as a person who:

...owing to well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality and is unable, or owing to such fear, is unwilling to avail himself of the protection of that country; or who, not having a nationality and being outside the country of his former habitual residence as a result of such events, is unable or, owing to such fear, is unwilling to return to it.

This is the definition used by Australia when assessing claims for protection. The majority of applicants who are considered for resettlement in Australia as refugees are identified and referred to Australia by the UNHCR.

## GEOFACTS

Australia hosts one refugee for every 1583 Australian people (1:1583) compared to Iran 1:36, Sudan 1:76 and United States 1:572



Children in Pakistan refugee camp. Source: AusAID Images

# FUTURE CHALLENGES - HUMAN RIGHTS BINGO

Lorraine Chaffer, Gorokan High School

By Stage 5, most students should have some understanding of the concepts related to human rights, as a result of their Stage 4 Geography and History studies and exposure to media reports and movies.

This activity is designed to find out what students already know about human rights, both globally and in relation to Australia, as well as to stimulate discussion on human rights and their protection.

## INSTRUCTIONS

1. Give students a **BINGO CARD** and ask them to complete **GAME 1** by listing ten things that they believe are human rights. Set a time limit of around five minutes. You might like to have a collage of photographs showing on a screen to help students get started on this activity, for example a house, someone eating, someone in school.
2. Find a video clip to show when lists are completed. There are many animated and clever clips that present the Universal Declaration of Human Rights (UDHR) in a fun way.

### Here are some examples

- a. Unite for human rights website:  
[www.humanrights.com/#/videos](http://www.humanrights.com/#/videos)
  - b. **Youtube** clips such as:  
[www.youtube.com/watch?v=hTlrSYbCbHE](http://www.youtube.com/watch?v=hTlrSYbCbHE)  
[www.youtube.com/watch?v=RNwL2mjApRw&feature=related](http://www.youtube.com/watch?v=RNwL2mjApRw&feature=related)  
[www.youtube.com/watch?v=Pby1KngOhBY&feature=related](http://www.youtube.com/watch?v=Pby1KngOhBY&feature=related)
3. Students cross each human right they have correctly listed until someone calls BINGO.

4. Alternatively read out the 30 articles of the UDHR until someone calls BINGO.
5. Hold a class discussion on the UDHR and human rights treaties.
6. Have students complete **GAME 2** by listing examples of human rights violations.
7. There are many video clips that could be shown to introduce the concept of the violation of rights. Alternatively these could be shown after the game is played.

### Here are some examples

- a. **Youtube** clips such as:  
[www.youtube.com/watch?v=NFKrkPXVvGM&feature=related](http://www.youtube.com/watch?v=NFKrkPXVvGM&feature=related)  
[www.youtube.com/watch?v=zJLSTZ\\_Y8q0](http://www.youtube.com/watch?v=zJLSTZ_Y8q0)
  - b. Clips from movies eg Blood Diamond
8. Make your own list of violations – Australian and global. Read these out. If no-one calls bingo, then ask students for other examples they may have listed until someone calls BINGO.
  9. Discuss any other answers students have listed.
  10. Follow the same procedure for **GAME 3**.

## FOLLOW UP MAPPING ACTIVITY

Ask students to investigate countries where human rights abuses are occurring and to **annotate a world map** with examples of different abuses in 10 different countries. Relevant sites to investigate include Human Rights Watch, Amnesty International, New Internationalist Magazine, Australian Human Rights Commission, United Nations Education, One World Net.

## HUMAN RIGHTS BINGO CARDS

Call out *BINGO* when one card is completed.

<b>GAME 1</b> List 10 things you believe to be human rights listed in the Universal Declaration of Human Rights.
<b>GAME 1</b>
1
2
3
4
5
6
7
8
9
10

<b>GAME 2</b> List 10 things you believe to be <b>major</b> human rights violations in the world today. The first 3 must be in Australia
<b>GAME 2</b>
1
2
3
4
5
6
7
8
9
10

<b>GAME 3</b> List 10 things you believe to be legal human rights written down in Australian law.
<b>GAME 3</b>
1
2
3
4
5
6
7
8
9
10



# MILLENNIUM DEVELOPMENT GOALS:



## FIVE YEARS TO GO! PROGRESS 2010

Dr Susan Bliss

The United Nation Member States agreed in 2000 on eight Millennium Development Goals, divided into 21 measureable targets and 60 indicators. Most of the targets are to be achieved by 2015 and start from a 1990 baseline. The Goals represent human needs and basic rights every individual around the world should be able to enjoy – freedom from extreme poverty and hunger, access to adequate education, health facilities and shelter, and environmental sustainability.

### FIVE YEARS TO GO

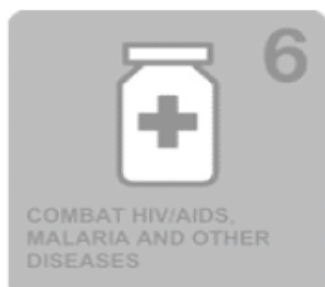
The year 2010 marks two thirds of the way and five years from the target date of 2015. Although progress has been made – it is uneven. The impact of climate change has affected the most vulnerable communities who have contributed least to the problem. Armed conflict remains a threat to human security and large numbers of refugees remain in camps with limited opportunities to improve their lives. The number of people who are undernourished continues to grow and about 1.4 billion people still live in extreme poverty (living on less than \$1.25 a day).

### PROGRESS

On the other hand there have been major advances such as the increase in the number of children going to school, especially in the poorest countries in sub-Saharan Africa. About 42% of the 8.8 million people with HIV now receive antiretroviral therapy. The rate of deforestation has declined even though it is still alarmingly high. There has been increased use of improved water sources in poor rural areas and mobile telephony continues to increase in developing countries. Today the mobile phone has been used for m-banking and disaster management.

The 2010 MDGs Report indicated improvements in the following countries

BANGLADESH	COSTA RICA	EL SALVADOR	ETHIOPIA	GHANA	VIETNAM
Improvements in health – reductions in infant and child mortality rates, increased immunisation coverage and a rise in life expectancy.	Pioneer in environmental conservation – preservation of its forest ecosystems. Ranked third – the highest ranked developing country – on the 2010 Environmental Performance Index.	Progress in achieving relative peace and security, as well as improving the effectiveness of government, since the end of a 12-year civil war.	Tackling demand and supply constraints to schooling – access to education improved significantly. Primary enrolment rose to 15.5 million, an increase of over 500%.	Progress in agricultural productivity and poverty reduction. Ranked in top five performers in world for agricultural growth and is self-sufficient in staple foods. Will achieve MDG 1 before 2015.	Impressive growth with poverty reduction – 20 years ago Vietnam was amongst the poorest countries in the world and is now set to join the ranks of middle-income countries by 2011.



Source: [www.dhetrust.org.uk/home.html](http://www.dhetrust.org.uk/home.html)

# MILLENNIUM DEVELOPMENT GOALS: FIVE YEARS TO GO! PROGRESS 2010

## PAPUA NEW GUINEA OUR NEIGHBOUR

The Asia Pacific Regional Report 2009/10 ([www.mdgasiapacific.org/regional-report-2009-10](http://www.mdgasiapacific.org/regional-report-2009-10)) noted in comparison to the rest of the Pacific region the *'PNG has made less progress – off track on almost 70 per cent of reported indicators.'*

According to the United Nations Development Programme (UNDP) Report ([www.undp.org.pg/mdg.html](http://www.undp.org.pg/mdg.html)), Papua New Guinea will not achieve the following seven Millennium Development Goals by 2015.

1. Eradicating hunger and poverty by 50% is impossible without significant economic growth.
2. Achieving universal primary education is unattainable as primary retention rates have declined since 1995.
3. Gender equality and female empowerment is not achievable by 2015.
4. Reducing child mortality rate is impossible as it has been stagnant.
5. Improved maternal health by reducing the maternal mortality rate is impossible with the decrease in medically supervised care over the years.
6. Combating HIV/other diseases looks bleak with HIV rate increasing and TB and malaria remaining the biggest health concern.
7. Ensuring environmental sustainability is impossible with deforestation a high level threat.

## ACTIVITIES

Refer to the websites –

[http://unstats.un.org/unsd/mdg/Resources/Static/Products/Progress2010/MDG\\_Report\\_2010\\_Progress\\_Chart\\_En.pdf](http://unstats.un.org/unsd/mdg/Resources/Static/Products/Progress2010/MDG_Report_2010_Progress_Chart_En.pdf)

[http://mdgs.un.org/unsd/mdg/Resources/Static/Products/Progress2010/MDG\\_Report\\_2010\\_En.pdf](http://mdgs.un.org/unsd/mdg/Resources/Static/Products/Progress2010/MDG_Report_2010_En.pdf)

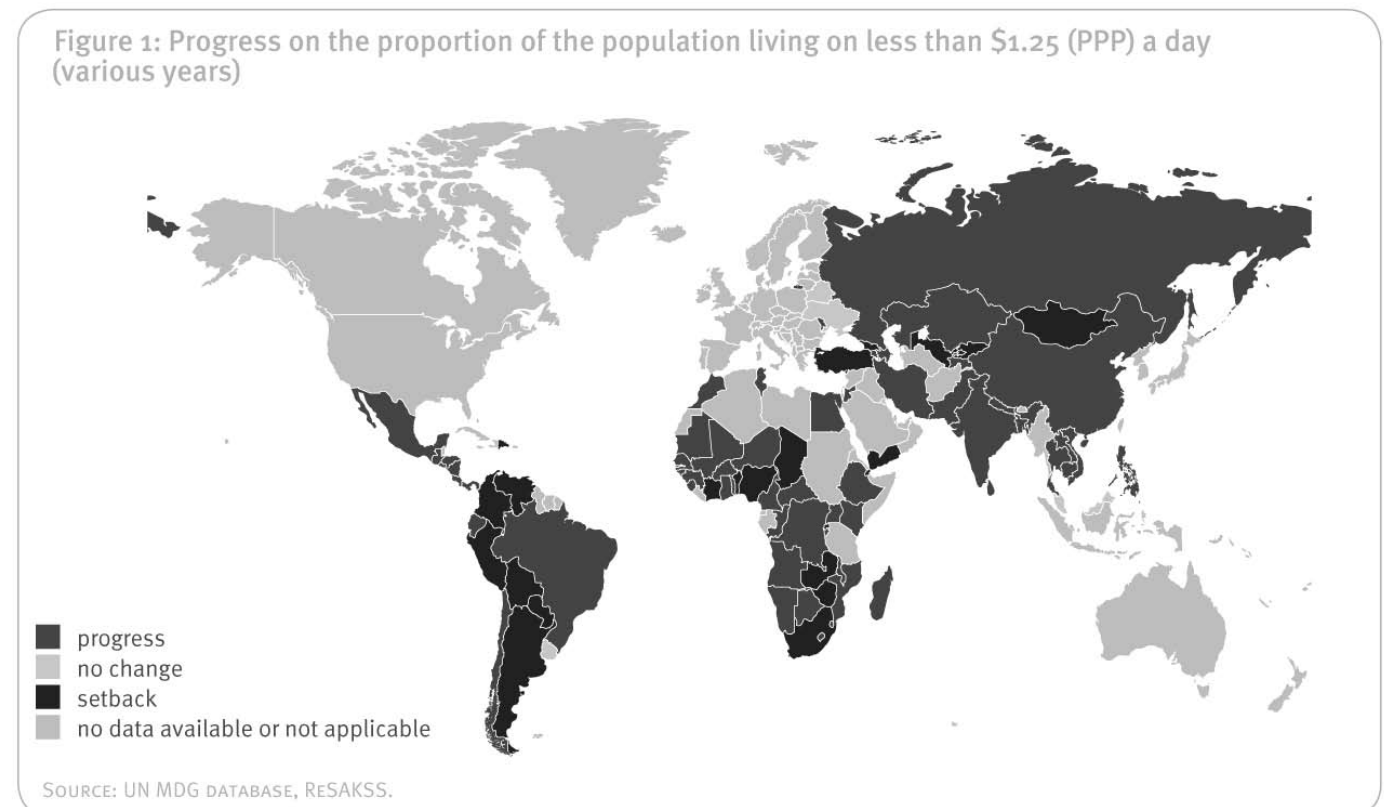
- What are the eight Millennium Development Goals (MDGs)?
- Which countries are unlikely to achieve certain MDGs and targets by 2010?
- Provide a global overview of the progress of regions to achieve Goal 1 by 2015
- Discuss how we can change the pace of change from what we have seen over the last decade into dramatically faster progress.
- The MDGs remain the most important promise made to the world's most vulnerable people. What does this mean? What can you do?

## GEOGRAPHICAL TOOLS

[www.un.org/en/mdg/summit2010/pdf/MDG%20Report%202010%20En%20r15%20-low%20res%2020100615%20-.pdf](http://www.un.org/en/mdg/summit2010/pdf/MDG%20Report%202010%20En%20r15%20-low%20res%2020100615%20-.pdf)

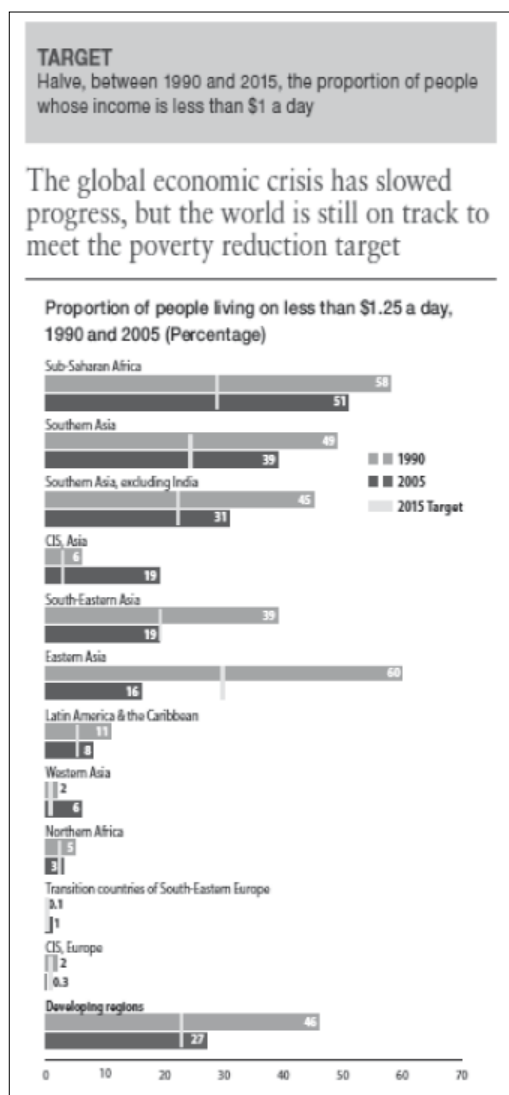
[www.gatesfoundation.org/learning/Documents/millennium-development-goals-mdg-report-card-2010.pdf](http://www.gatesfoundation.org/learning/Documents/millennium-development-goals-mdg-report-card-2010.pdf)

Map: Progress on the proportion of the population living on less than \$1.25 a day.



Refer to an Atlas and list five countries that have made progress and five countries that have had setbacks in achieving MDG 1.

# MILLENNIUM DEVELOPMENT GOALS: FIVE YEARS TO GO! PROGRESS 2010



Bar graph: 1990 – 2015 Proportion of people living on less than \$1.25 a day

Calculate the difference in the proportion of people living on \$1 a day (extreme poverty) in developing regions from 1990 to 2005. How do you think the gap has been reduced? Suggest strategies to reduce the gap to reach the 2015 target.

Compare sub Saharan Africa with Europe.

Note in 2010 extreme poverty has changed from \$1 to \$1.25 a day.

Table: MDG for Asia-Pacific Region

- Compare Asia Pacific progress towards the MDGs.
- Explain why you think China and India have been separated from the other countries.
- Examine the differences in primary education across these regions.
- Explain the importance of an educated country to development.

Goal	1	2	3	4	5	6	7
	\$ 1.25/day poverty Underweight children Primary enrolment Reaching last grade Primary completion		Gender primary Gender secondary Gender tertiary	Under-5 mortality Infant mortality	Antenatal care, at least once Births by skilled professionals	HIV prevalence TB incidence TB prevalence	Forest cover Protected area CO2 emissions ODP substance consumption Water, total Sanitation, total
Asia-Pacific Excluding China and India	▲	▲	●	■	■	●	▼
South-East Asia	▲	▲	●	■	■	●	▼
South Asia	▲	▲	●	■	■	●	▼
Excluding India	▲	▲	●	■	■	●	▼
Pacific Islands	▲	▲	●	■	■	●	▼
Excluding Papua New Guinea	▲	▲	●	■	■	●	▼
North and Central Asia	▲	▲	●	■	■	●	▼
Excluding Russia	▲	▲	●	■	■	●	▼
LDCs Asia-Pacific	▲	▲	●	■	■	●	▼

Notes: 1. Asia-Pacific refers to the 55 developing members and associate members of ESCAP.

## Oxfam Australia takes the lead on climate change

**A CLIMATE FOR CHANGE**

ACT ON CLIMATE CHANGE!

CLIMATE CHANGE AFFECTS US ALL

SISTERS ON THE PLANET ROCK!

CLIMATE CHANGE AFFECTS US ALL

HOME CHANGES AHOY! MY PROFILE LATEST MEMBERS GROUPS GET ACTIVE THE ISSUES ABOUT

**A CLIMATE FOR CHANGE**

A Climate for Change is a community and news site for people who care about climate change. Share your experiences and views, connect with others, and make a difference.

**2,500+ members and growing!**

**Find out more**

The Oxfam Australia website at: [www.oxfam.org.au/explore/climate-change](http://www.oxfam.org.au/explore/climate-change) gives valuable information on climate change and then gives ideas for “What you can do?”

There are many things that you can do right now to help prevent dangerous climate change:

1. Spread the word about climate change.
2. Join an online community for climate change.
3. Write to governments demanding higher emission reduction targets.
4. Become a UN Tracker – let governments know you are watching them.
5. Make changes in your life to help prevent dangerous climate change, both at home in the broader community.





## Tsunami – a wave like no other

I can't begin to imagine what it would be like to face a tsunami. I have ridden some pretty big waves throughout my life. I have been held down by waves for more seconds than I care to re-count. I've been in pitch-black underwater darkness with only my hyper-stretched leg rope to orientate me. I've fought my way to the surface and gasped like a landlocked fish as soon as I could feel the air on my lips. I know the fear of not knowing where the surface is. So trying to imagine peacefully sleeping in darkness, then a shuddering earthquake followed by a wall of water traveling at twice the speed of a semi trailer charging down a freeway is a terrifying thought. Then the sounds, the power and the human impotence as you are smashed, submerged through the jungle. It is usually the women, children and elderly that suffer the most during a tsunami as the strength of the wave easily overpowers them. A general lack of swimming ability doesn't help either, not that it would guarantee survival. But it might help.

## 2010 Mentawai Tsunami and Earthquake

At 9.45pm on 25 October 2010, an undersea 7.7 magnitude earthquake struck with an epicentre located just south of South Pagai Island, West Sumatra, Indonesia. It created a tsunami which was reported to be three to six metres high. Eyewitness reports from Gobik, a village on Sipora Island (second largest in the Mentawai chain) confirm this upper size.

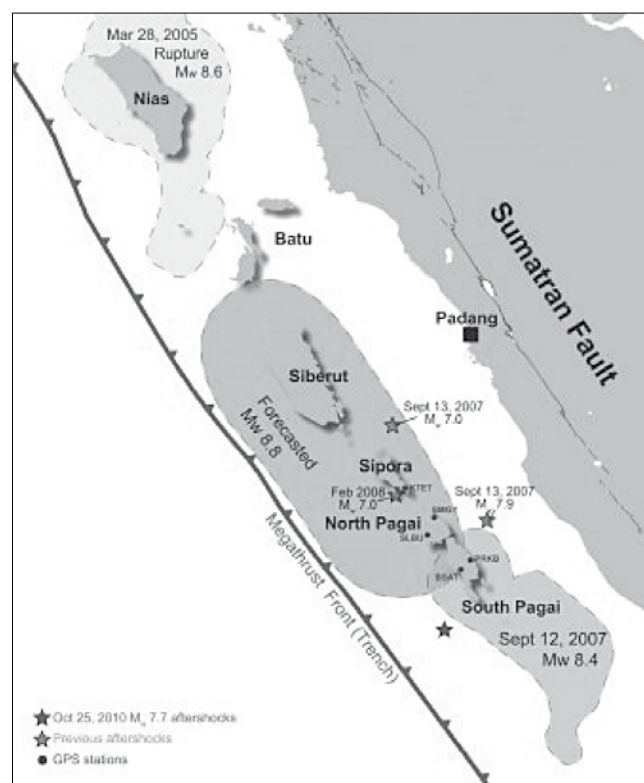
On Thursday 4 November, Professor Kerry Sieh, the foremost seismology authority on this geological zone released the following statement in response to rumours that were swirling around the islands. He said;  
 "We hope it ...(this statement)... will be helpful in the relief efforts now underway and will aid in the longer-term response to the earthquake and tsunami hazard in the region."

"Scientific research does not allow us to predict whether an earthquake will happen in Sumatra on a specific day, month or year. Any such predictions are fake and do not come from reputable scientists.

Our research does show that a great earthquake and its tsunami is very likely sometime in the next few decades in the area between the Batu and Pagai Islands and along the neighbouring mainland West Sumatran coast. However, we cannot say exactly when within the next few decades this might occur. This means that young people living in this region today are very likely to experience this great earthquake and its tsunami within their lifetimes. There are many actions that can be taken in the time between now and then to lessen the loss of life, livelihood and property."

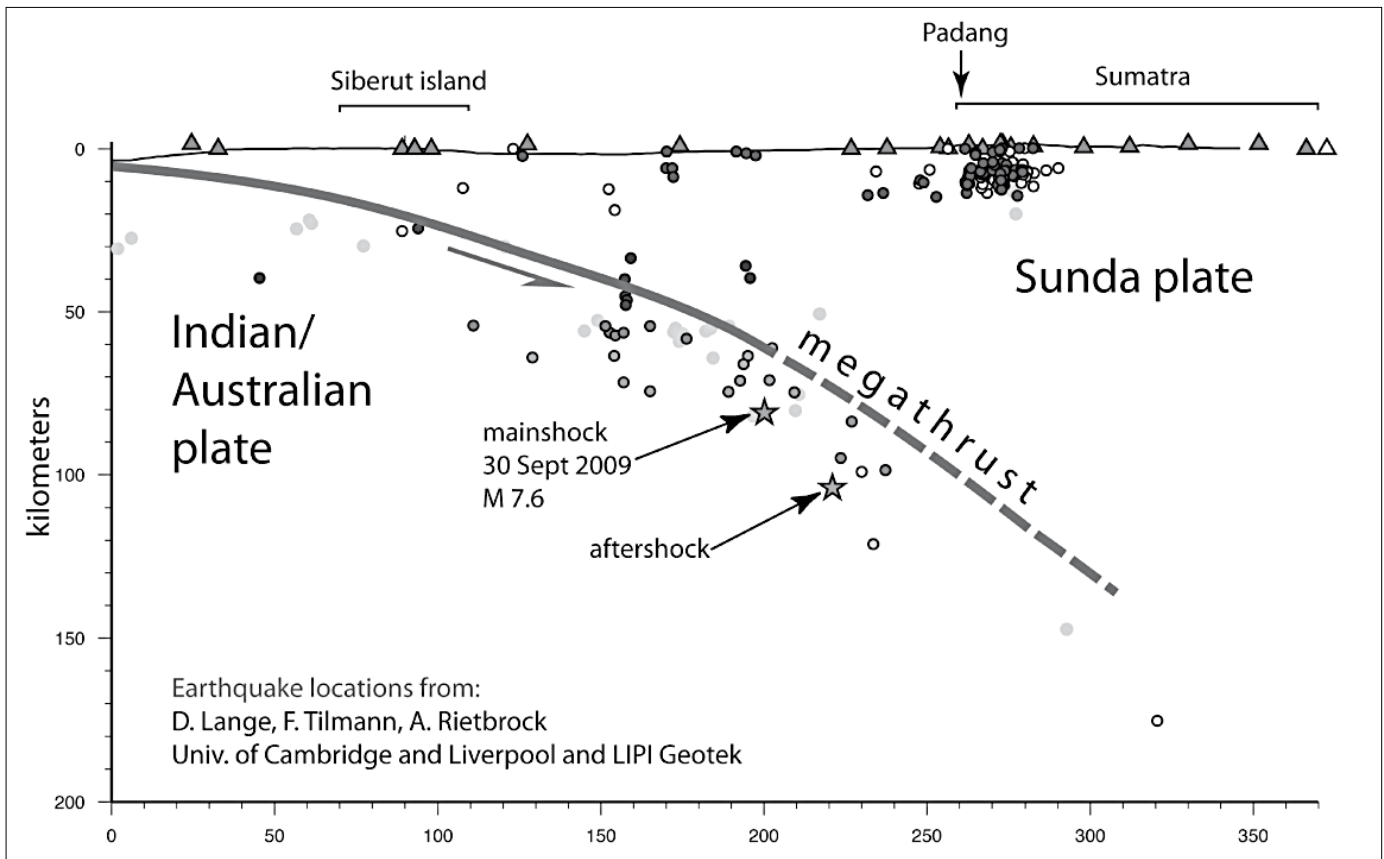
Kerry Sieh and Danny Natawidjaja

*Kerry Sieh is Director of the Earth Observatory of Singapore, Nanyang Technological University*



*Source: Earth Observatory of Singapore | Nanyang Technological University – [www.earthobservatory.sg](http://www.earthobservatory.sg)*

# WHEN NATURE SNAPS



Source: Earth Observatory of Singapore | Nanyang Technological University – [www.earthobservatory.sg](http://www.earthobservatory.sg)

These two maps clearly show how these remote islands and the Sumatran mainland are poised to experience more natural shocks. They also highlight the future importance of implementing training programs and survival practices that will reduce the devastating impact of these natural events.

## SurfAid International Responds

SurfAid never set out to be an emergency response organisation. It was formed out of humanitarian compassion and commitment to improve the health and wellbeing of people living in remote areas connected to us through surfing. The core programs that have developed address key health related issues such as malaria reduction, water and sanitation, malnutrition and infant mortality. The delivery model focuses on empowering the local people through community involvement, education and employment.

Fortunately, following the 2005 tsunami, SurfAid implemented an emergency preparedness program, Siaga Bencana – lets be prepared. AusAID funded it. Training in villages was comprehensive and practical – have emergency warning systems, prepare evacuation routes, have emergency shelters ready, learn some basic first aid.

The sad reality is that SurfAid has responded to five natural disasters in six years and it seems inevitable that there will be more.

## Rapid Response and Assessment

Working in the islands for the past ten years has given SurfAid specialised knowledge and skills that came to the fore after 25 October.

Within 24 hours of the disaster, SurfAid had dispatched the Barrenjoey surf charter boat from Padang to make a rapid assessment of the damage in South Sipora Island and to deliver some initial assistance with tarpaulins and other shelter.

**Our** own speedboat, Sibex, also went into action on the first morning after the tsunami, making assessments of North and South Pagai Islands, and then providing distribution support for the charter boat fleet.

From 27 October to 7 November, SurfAid dispatched another seven boats to the stricken islands – Huey, Mangalui, Pono Indah, Indies Trader III and IV, Saranya and Kaimana.

At the time of writing, SurfAid had made 96 visits to the communities. The initial delivery of assistance focused on shelter, building and hygiene kits, and some kitchen and cooking kits. After a few days of distribution of non-food items, it became clear that communities were in danger of running short of food, so subsequent deliveries focused more on delivering food items - mainly rice, noodles and cooking oil.



# WHEN NATURE SNAPS



## SurfAid dispatched the following to the Mentawai Islands:

3,100 shelter kits; 3,150 hygiene kits; 1,884 building kits; 661 cooking kits; 2,076 tarpaulins; 610 blankets; 380 mats; 405 lanterns; 170 bales of rope; 6,025kg of rice; 56,400 packets of noodles; 2,500kg of cooking oil; and 15,002 cans of fish.

11<sup>th</sup> November 2010

## Difficult access

It is impossible to truly understand the remoteness and isolation of these islands until you visit them. Delivery of emergency relief supplies relied heavily on the skills of our surf savvy marine staff and the surf charter boat captains and their crew. Their intimate knowledge of the reefs, beaches and coastline was a crucial factor in the early response.

SurfAid Emergency Response Director Dr Alan Rogerson said: "Accessing these communities, through the swell and the shore breaks, is difficult at the best of times. In the weather that hit the Mentawai in the week after the tsunami – a radical four-day storm described as the worst in years – this task became more difficult and much more dangerous. Yet the crew of the charter boats were up for the challenge as much as our own staff.

"The work they did, the effort they made and the commitment they demonstrated went way beyond what was written in the small print of our contracts."

"Their courage was matched only by their local knowledge and experience and without these skippers and crews our food and non-food aid would have been sitting in Sikakap, instead of being in the hands of the survivors. This was a fantastic collaborative effort and we are grateful to everybody who played a part."



*Eruparabot shelter. Photo source: SurfAid*



*Man guarding house. Photo source: SurfAid*

## The Next Phase

SurfAid has support from AusAID, the New Zealand Aid Programme, the surfing industry, particularly Billabong, Quiksilver and Hurley, the global surfing community and the general public to facilitate the implementation of a range of projects, which will commence on 15 November 2010."

There is still a lot of work to be done. In the months ahead this will be performed in two phases:

Phase 1: Early Recovery 15 November 2010 to 20 February 2011

For these three months, SurfAid will provide three streams of activities:

- 1: Provision of a Posyandu Plus – a systemised Disease Prevention Treatment Project (DPTP)
- 2: A psychosocial support program – "Tampek Mangadu – a shoulder to lean on"
- 3: A temporary shelter program, assisting the communities build temporary shelters until more sustainable solutions are provided via non-SurfAid assistance.



# WHEN NATURE SNAPS



The latest report from the Indonesian Government says that 447 people have been killed, 57 are missing, and 173 are seriously injured. More than 15,000 people have been displaced from their homes and are living in temporary shelters, many on the hills above their villages as they fear another tsunami.

*Injured villager. Photo source: SurfAid*

Phase 2: Recovery 21 February to the end of October 2011

Following the early recovery program there will be a nine-month recovery program. This will involve:

1. A continuation of psychosocial support program for a further three months
2. A nine-month sanitation and hygiene program from 21st February.
3. A nine-month emergency preparedness program from 21st February.
4. A three-month nutrition program from August.

Further Study –

links to resources and teaching activities.

1. This page was prepared by the UK Geographical Association and is an excellent resource. It also covers the Mt Merapi volcano.  
[www.geography.org.uk/resources/indonesiantsunami](http://www.geography.org.uk/resources/indonesiantsunami)  
Thanks to Anne Greaves and the UK Geographical Association.



*Masokut village, Sipora. Photo source: SurfAid*



*Jati with village leader. Photo source: SurfAid*

2. This site gives statistical updates and reports from the affected area and has excellent maps.  
[www.mentawairesponse.org](http://www.mentawairesponse.org)
3. SurfAid posts new field reports, videos, photos, and other news. Donations to the Mentawai Tsunami Appeal can be made to – [www.surfaidinternational.org](http://www.surfaidinternational.org)
4. Global Ed link – Case study and activities on disaster preparation. 2009  
[www.globaleducation.edna.edu.au/globaled/go/pid/1251](http://www.globaleducation.edna.edu.au/globaled/go/pid/1251)  
[www.globaleducation.edna.edu.au/globaled/go/pid/4000](http://www.globaleducation.edna.edu.au/globaled/go/pid/4000)  
[www.globaleducation.edna.edu.au/globaled/go/pid/4001](http://www.globaleducation.edna.edu.au/globaled/go/pid/4001)
5. The New South Wales Centre for Learning Innovation prepared this general introduction about SurfAid  
[http://lrrpublic.cli.det.nsw.edu.au/lrrSecure/Sites/LRRView/7402/7402\\_00.htm?Signature=\(9d7d8450-fe6a-4cf2-85c0-81423647b9ef\)](http://lrrpublic.cli.det.nsw.edu.au/lrrSecure/Sites/LRRView/7402/7402_00.htm?Signature=(9d7d8450-fe6a-4cf2-85c0-81423647b9ef))
6. The SurfAid Schools Program site has an extensive range of free resources to support a full study of the Mentawai Islands and the work of SurfAid International – <http://schools.surfaidinternational.org>



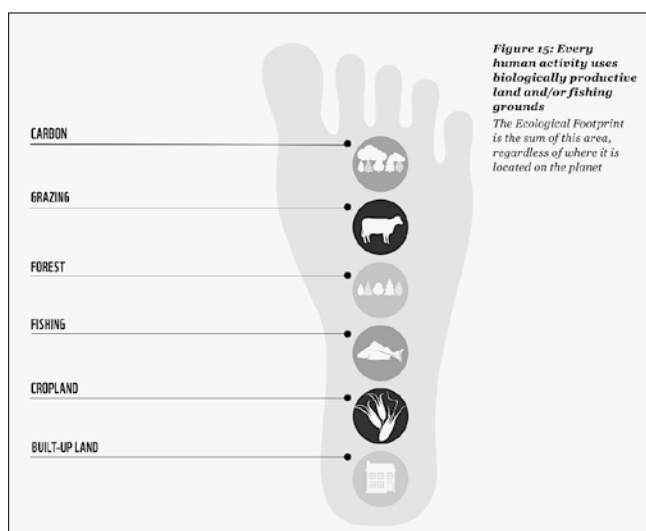
# NEARLY THREE EARTHS BY 2050: IS THIS SUSTAINABLE?

Dr Susan Bliss

The 2010 World Wildlife Fund (WWF) Living Planet Report found in 2007 humanity was consuming the equivalent of 1.4-1.5 planet Earths every year for its activities. Humans are depleting the world's natural resources faster than they are replenished, endangering the world's species and the well-being of human societies. By 2050 when the global population is expected to stabilise at 9 billion people the population will require 2.8 or nearly three Earths at the present rate of natural resource use.

Since 1966 humanity's ecological footprint (EF) has doubled and surpassed the Earth's capacity in the 1970s. Much of the ballooning ecological footprint is linked to greenhouse gas emissions, which have grown by 35 percent since 1998. According to the report, humanity needs to drastically change the way it consumes natural resources if we are to live sustainably.

Diagram: Ecological Footprint



Source: <http://assets.panda.org/downloads/lpr2010.pdf>

The Global Footprint Network follows the health of 8,000 animal populations across 2,500 species. For example, the white-rumped vulture's population declined by 50 percent from 2000–2007, while leatherback marine turtle's population dropped by 20 percent from 1989–2002.

The report finds five major causes for decline in species' population: habitat loss, over-exploitation, pollution, invasive species and climate change. All of these threats are linked to human consumption patterns.

The over-consumption of natural resources by humans has contributed to a decline in biodiversity. For example since 1970 vertebrate animals fell by 30 percent. The situation is worse in tropical regions where terrestrial species' have fallen by 60 percent and freshwater species by 70 percent. Industrial agriculture, livestock, mining, oil and gas exploration, and infrastructure such as roads have led to large-scale deforestation in tropical regions, where the majority of the world's biodiversity lives.

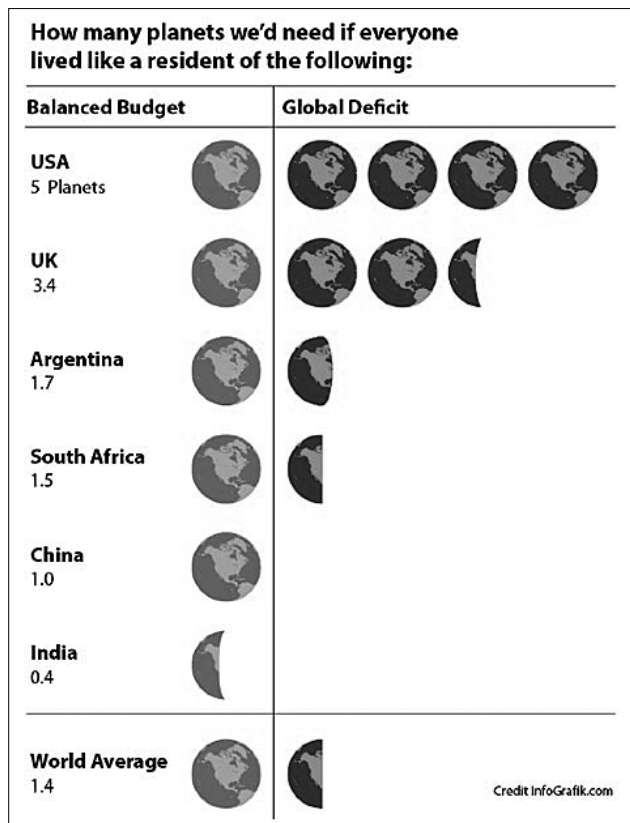
Rich developed countries (e.g. USA) with the largest ecological footprints must find ways to tread more lightly on the Earth to achieve sustainability – in particular reducing their reliance on fossil fuels. 'The rapidly-growing emerging economies (e.g. China and India) must also find a new model for growth – one that allows them to continue to improve the wellbeing of their citizens in ways that the Earth can actually sustain,' James P. Leape, Director General of WWF International.



Photograph: Mangroves, Lago de los Micos (Lake of Monkeys) Honduras. Source: S.Bliss

# NEARLY THREE EARTHS BY 2050: IS THIS SUSTAINABLE?

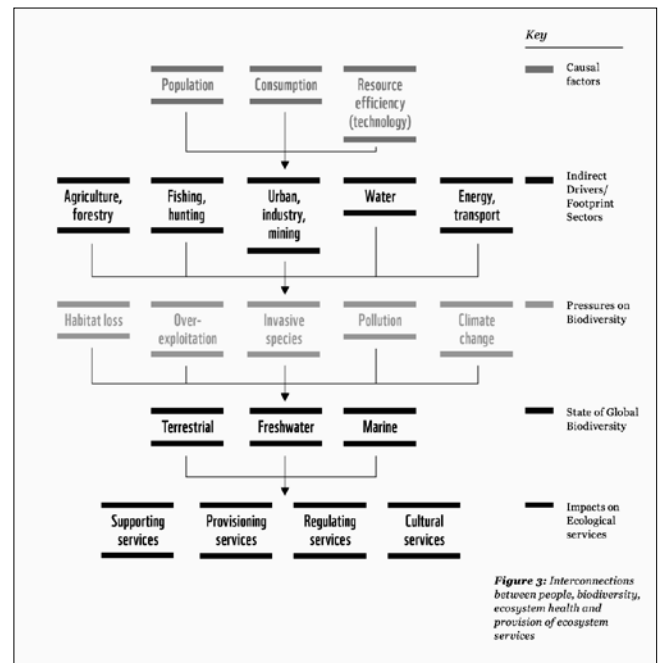
Diagram: Comparing the ecological footprint of countries – developed and developing



Source: [www.treehugger.com/files/2010/08/ecological-debt-earth-overshoot-day-2010-august-21.php](http://www.treehugger.com/files/2010/08/ecological-debt-earth-overshoot-day-2010-august-21.php)

The WWF report makes a number of recommendations for a sustainable Earth, for example: the need to 'measure human well-being not just GDP; protect 15 percent of the world's land and marine regions; enhance land productivity; employ a new economic system for valuing ecosystems and biodiversity; and build a green energy economy that will rapidly phase out the need for fossil fuels.'

Diagram: Interactions – physical and human



Source: <http://assets.panda.org/downloads/lpr2010.pdf> page 11

## Activities

Compare the ecological footprint of developed and developing countries.

Discuss the main pressures on biodiversity.

Suggest strategies to reduce our ecological footprint on Earth.

## Reference

WWF Living Planet Report 2010

[http://wwf.panda.org/about\\_our\\_earth/all\\_publications/living\\_planet\\_report/2010\\_lpr/](http://wwf.panda.org/about_our_earth/all_publications/living_planet_report/2010_lpr/)

## Excellence in Geography

The Association takes great pride in recognising excellence in geography in our secondary schools.

### HSC Geography Awards

In recent years an awards ceremony has been established to recognise the top ten students in the HSC Geography examination. The students, along with their teachers, are presented with certificates acknowledging all their hard work in geography. It is a delight to listen to the students talk about their love of geography and the support they have received from their family, friends and their dedicated teachers.

In 2011, the HSC Geography Awards ceremony will once again be held in the Jubilee Room at Parliament House, Sydney. It is scheduled for the morning of **Tuesday 15 February**. This ceremony will acknowledge the students from the 2010 HSC Geography Examination.

### Arthur Phillip Fieldwork Awards

The timing has changed for these awards to allow schools to complete projects in Term 4 of the 2010 school year. The awards ceremony will be held in Term 1 next year for the first time. These awards are an opportunity to acknowledge the excellent fieldwork and research work that is going on in geography classrooms around the State.

In 2011, the Arthur Phillip Fieldwork Awards ceremony will be held in the Theatre of Parliament House, Sydney. It is scheduled for the afternoon of **Friday 25 February**.





## Young people creating positive change in their own way...



**Leave Your Mark** explores the inspirational stories of five Aboriginal and Torres Strait Islander youth and their journeys to creative positive social change in their communities. Using real life stories, students examine and discuss Australian communities, global issues and taking action towards a just world.

What can young people do to contribute to their communities and to bring about positive social change? What challenges might they face along the way and how might these be overcome?

**Leave Your Mark** provides a platform to initiate conversations around active citizenship within the context of modern Australian communities. It also offers an opportunity to explore global issues and inequalities and their practical, real life implications.

The **Leave Your Mark** pilot resource is tailored to support the NSW Stage 4 and 5 Geography Syllabus. The resource and activities can also be used in other subject areas and to address broad learning outcomes.

The complete resource kit can be accessed online at [www.oxfam.org.au/education](http://www.oxfam.org.au/education) or <http://leaveyourmark.my3things.org> and through the Teaching and Learning exchange (TaLe) [www.tale.edu.au](http://www.tale.edu.au). The resources will also be available on CD for easy offline use in classroom.

**Leave Your Mark** is an initiative of Oxfam Australia. The resource was designed in consultation with the New South Wales Department of Education and Training's Curriculum K-12 Directorate and The Centre for Learning Innovation.

This digital resource is intended to inspire students to think about how they can contribute to positive social change and to be aware of the tools and networks that are available to support them in this process.

This resource includes:

- 5 short films
- Linked activities and teacher notes
- Fact Sheets and supporting resources
- Student posters
- Schools page on website

[www.oxfam.org.au/education](http://www.oxfam.org.au/education)

Enquiries  
**Oxfam Australia**  
Telephone: 02 8204 3906  
Email: [leaveyourmark@oxfam.org.au](mailto:leaveyourmark@oxfam.org.au)





# OXFAM PROGRAM – YEAR 9 GEOGRAPHY

an initiative of



FOCUS AREA	5A2 CHANGING AUSTRALIAN COMMUNITIES
FOCUS	WAYS IN WHICH COMMUNITIES ARE RESPONDING TO CHANGE
<b>Outcomes</b> <ul style="list-style-type: none"><li>5.1 identifies, gathers and evaluates geographical information</li><li>5.2 analyses, organises and synthesises geographical information</li><li>5.3 selects and uses appropriate written, oral and graphic forms to communicate geographical information</li><li>4.4 selects and applies appropriate geographical tools</li><li>7.7 analyses the impacts of different perspectives on geographical issues at local, national and global scales</li><li>7.8 accounts for differences within and between Australian communities</li><li>7.9 explains Australia's links with other countries and its role in the global community</li><li>10.10 applies geographical knowledge, understanding and skills with knowledge of civics to demonstrate informed and active citizenship.</li></ul>	
<b>Geographical tools in this program</b> <p>Maps</p> <ul style="list-style-type: none"><li>• use various types of maps and flow charts</li><li>• locate features using degrees and minutes of latitude and longitude</li><li>• calculate the area of a feature</li><li>• calculate the density of a feature</li><li>• construct a land-use map</li></ul> <p>Fieldwork</p> <ul style="list-style-type: none"><li>• use fieldwork techniques to collect primary and secondary data</li></ul> <p>Graphs and Statistics</p> <ul style="list-style-type: none"><li>• construct and interpret population pyramids</li><li>• construct and interpret divided bar and column graphs, and composite line graphs</li><li>• recognise and account for change using statistical data</li></ul> <p>Photographs</p> <ul style="list-style-type: none"><li>• collect and use digital images</li></ul>	
<b>Glossary</b> <p>Community – an identifiable group interacting on the basis of shared space and/or social organisation.</p> <p>Cultural integration – communities and governments working together to celebrate diversity, improve community services, meet diverse community needs and address community problems.</p> <p>Demographic change – a change in the characteristics of population, such as rates of growth, birth, death and migration.</p> <p>Globalisation – greater movement of people, goods, money and ideas around the world.</p> <p><b>Referenced from:</b> <i>Geography Years 7–10 Syllabus, Board of Studies NSW, 2003</i> <i>Geoactive 2, Stage 5 Australian Geography (Third edition), Jacaranda Plus, 2010</i></p>	
<b>Resources</b> <p>A complete list of <b>Leave Your Mark</b> resources is available on the Teachers page of the <b>Leave Your Mark</b> CD or website (<a href="http://leaveyourmark.my3things.org/teachers">http://leaveyourmark.my3things.org/teachers</a>)</p> <p>A wide range of additional links and resources are also available on the <i>Links &amp; Resources</i> page of the website (<a href="http://leaveyourmark.my3things.org/links-and-resources">http://leaveyourmark.my3things.org/links-and-resources</a>)</p>	

# OXFAM PROGRAM – YEAR 9 GEOGRAPHY

Learn abouts Learn tos	Teaching and learning activities
<p><b>Human characteristics that make Australia unique</b></p> <ul style="list-style-type: none"> <li>• demographic characteristics: <ul style="list-style-type: none"> <li>— age structure</li> <li>— distribution</li> <li>— ethnic composition</li> <li>— gender</li> <li>— growth rates</li> <li>— population size</li> </ul> </li> <li>• <i>describe past and current population patterns in Australia</i></li> <li>• <i>describe trends in Australia's demographic characteristics, incorporating the use of graphs and statistics</i></li> <li>• <i>explain how Australia's changing demographic characteristics are influencing the nature and identity of Australian society</i></li> </ul>	<p><b>Teacher note</b> Teachers will need to develop their own activities for the sections of the topics that are not covered by this program.</p> <p><b>Leave Your Mark background</b> You have been approached by Oxfam Australia to create some additional link pages for their Leave Your Mark website. The pages will outline information relating to changing Australian communities. You will need to include digital images, maps and diagrams to make your information interesting for visitors to the site.</p> <p>Each of the following tasks in this unit will require research that will contribute to the website, under the following headings:</p> <ul style="list-style-type: none"> <li>• Australian communities</li> <li>• different communities</li> <li>• Indigenous communities.</li> </ul> <p><b>Teacher note</b> Teachers should vary the degree of ICT used in this unit to match their own needs.</p> <p><b>“Webpages” may be designed using posters, electronic word processors or actual web design software, depending on available resources and capacity of staff and students.</b></p> <p><b>Task 1 Background on Australian communities</b></p> <ol style="list-style-type: none"> <li>1. Form six groups to investigate a different demographic characteristic from the following list: <ul style="list-style-type: none"> <li>— age structure</li> <li>— distribution</li> <li>— ethnic composition</li> <li>— gender</li> <li>— growth rates</li> <li>— population size</li> </ul> </li> <li>2. Design a one-page webpage/fact sheet on the allocated demographic characteristic. Include the following information: <ul style="list-style-type: none"> <li>— a basic definition of the demographic characteristic</li> <li>— a simple database to construct a graph showing past, current and predicted trends with regards to the demographic characteristic within Australia, from ABS</li> <li>— a brief summary (six lines) outlining the trends within Australia (include information from the above graph and from additional statistics)</li> <li>— an outline of how changes in this demographic characteristic are influencing Australian society (consider the impacts on the Australian identity and on the nature of Australian communities).</li> </ul> </li> </ol> <p>A copy of each group's work will be distributed to all students and published on the website.</p> <p>Using all the group webpages/fact sheets you will need to:</p> <ul style="list-style-type: none"> <li>— describe the characteristics using statistics in table and graph form</li> <li>— construct a flowchart to illustrate the factors impacting on Australia's population growth</li> <li>— comment on the overall impact of these changes on Australia.</li> </ul>



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<p><b>Types of communities:</b></p> <ul style="list-style-type: none"> <li>types of communities in Australia including indigenous communities</li> <li>differences within and between Australian communities.</li> <li>identify a range of Australian communities based on shared space and/or social organisation</li> </ul> <p><b>Factors causing change in Australian communities:</b></p> <ul style="list-style-type: none"> <li>factors causing change including an overview of: <ul style="list-style-type: none"> <li>changing nature and patterns of work</li> <li>cultural integration</li> <li>demographic change</li> <li>globalisation of economic activity</li> <li>lifestyle expectations</li> <li>new technologies</li> <li>recognition of native title</li> <li>resource depletion</li> </ul> </li> <li>describe the factors causing change in Australian communities</li> </ul>	<p><b>Task 2 Research on different communities</b></p> <p><b>Teacher note</b>  Refer to the <i>Leave Your Mark</i> videos, <b>Types of Communities worksheet</b> and <b>five community Fact Sheets</b> available at <a href="http://leaveyourmark.my3things.org">http://leaveyourmark.my3things.org</a> or on the CD under Teachers.</p> <p>Working in the same groups, select TWO or more communities in Australia that relate to the young Aboriginal and Torres Strait Islander people featured in the <i>Leave Your Mark</i> videos.</p> <p>Identify which of the following types of communities best describes the communities you have selected:</p> <ul style="list-style-type: none"> <li>— agriculture</li> <li>— mining or industrial</li> <li>— residential</li> <li>— tourist</li> <li>— administrative</li> <li>— Indigenous</li> </ul> <p>Using the Types of Communities worksheet provided, identify the similarities and differences between those communities and analyse the human characteristics that make up those communities.</p> <p>Design a one-page webpage/fact sheet one type of community, referring to a specific community as a case study.</p> <p>The webpage/fact sheet is to include the following:</p> <ul style="list-style-type: none"> <li>— the characteristics of the community type</li> <li>— the location of the community including a land use map with degrees and minutes of latitude and longitude</li> <li>— a calculation of the area occupied by the community</li> <li>— a calculation of the population density of the community</li> <li>— a population pyramid constructed from age and sex data</li> <li>— a land use map of the community constructed from data</li> <li>— the factors causing change in the community.</li> </ul> <p>A copy of each group's work will be distributed to all students and published on the website.</p> <p>Write a summary of the following factors that cause change in Australia's communities, using the five communities researched:</p> <ul style="list-style-type: none"> <li>— changing nature and patterns of work</li> <li>— cultural integration</li> <li>— demographic change</li> <li>— globalisation of economic activity</li> <li>— lifestyle expectations</li> <li>— new technologies</li> <li>— recognition of native title</li> <li>— resource depletion</li> </ul>

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<p><b>At least ONE Australian community:</b></p> <ul style="list-style-type: none"> <li>• factors that contribute to the community's sense of identity</li> <li>• factors causing change in the community</li> <li>• individuals, groups and levels of government involved in the process of change</li> <li>• community responses to change</li> <li>• purpose, structure and actions of community groups responding to change</li> </ul> <ul style="list-style-type: none"> <li>• <i>define the community in terms of its shared space and/or social organisation</i></li> <li>• <i>describe the factors causing change and the impacts of change on the community</i></li> <li>• <i>analyse the strategies and actions of individuals, groups and different levels of government in responding to change</i></li> <li>• <i>explain the impacts of change on the community</i></li> <li>• <i>identify a community group and describe how it responds to change</i></li> </ul>	<p><b>Task 3 A focus on Indigenous communities</b></p> <p><b>Teacher note</b>  <b>Refer to the Leave Your Mark videos and five community Fact Sheets available at <a href="http://leaveyourmark.my3things.org">http://leaveyourmark.my3things.org</a> or on the CD under Teachers.</b></p> <p>Working as groups or individually, select a different community relating to ONE of the young people featured in the Leave Your Mark videos.</p> <p>Create a report for the webpage:</p> <ul style="list-style-type: none"> <li>• name the young person chosen</li> <li>• name their specific community (Australian name) and provide their Aboriginal language group and their country, to distinguish "where they come from"</li> <li>• provide a map to locate the community in Australia</li> <li>• provide a map of the community and its country</li> <li>• describe the community's physical and human characteristics using photos, sketches, graphs and tables</li> <li>• identify the community's sense of identity from both an Aboriginal and non-Aboriginal perspective             <ul style="list-style-type: none"> <li>— changing nature and patterns of work</li> <li>— cultural integration</li> <li>— demographic change</li> <li>— globalisation of economic activity</li> <li>— lifestyle expectations</li> <li>— new technologies</li> <li>— recognition of native title</li> <li>— resource depletion.</li> </ul> </li> <li>• describe the changes and the consequences of the change</li> <li>• outline the strategies and actions adopted by individuals, groups and governments to respond to one of the factors of change</li> <li>• describe the actions of the young Aboriginal person that comes from the specific community studied and what they are doing to both create change in their community and to respond to change in their community.</li> </ul> <p>A copy of each student's/group's work will be published on the website.</p>

# A community initiative

## THE BIG ISSUE CLASSROOM

Danya Sterling, National Program Coordinator

Geography teachers in NSW are now able to access an innovative and relevant resource, with *The Big Issue Classroom* offering workshops for secondary school students in Sydney.



In *The Big Issue Classroom*'s one-hour workshop, students work with a specialised facilitator to understand homelessness and marginalisation, break down stereotypes, and hear from a guest speaker who has personally experienced homelessness. Feedback shows that students are left with a personal connection and better understanding of the world around them.

The *Big Issue Classroom* is a unique adjunct for geography teachers looking at Global Change and Global Inequalities. The guest speaker's first-hand account of extremes of poverty helps students understand the consequences of limited access to education, food, health, and shelter, and illustrates the different life opportunities and quality of life in Australia. The role that *The Big Issue*, and similar organisations overseas, can play in reducing global inequalities is explored with practical examples.

*'This program was a highlight of my unit on poverty in Australia and overseas. International resources were pretty easy to find, but The Big Issue Classroom really got students thinking about our own society. The Big Issue*

*Classroom shows empowerment and positive change, and students were really inspired and amazed by the guest speaker's story,' Denise, geography teacher.*

In addition to its use as an educational tool, work with *The Big Issue Classroom* provides additional income and development opportunities for homeless and marginalised participants, making attendance at the program a good example of how students can help those in difficult circumstances.

*'Talking at the Classroom – it's more than just the cash why I like it. Talking to kids makes me feel like I'm making a difference, like my story's important,' Andrew, guest speaker.*

Online delivery options are available for schools outside Sydney's metropolitan area.

To make a booking, register your interest in the program, or for more information, contact the National Program Coordinator, Danya Sterling, on (03) 9663 9136, or [dsterling@bigissue.org.au](mailto:dsterling@bigissue.org.au)



# AGTA 2011

Australian Geography Teachers Association



## Geography going national

10–13 JANUARY 2011  
SCOTCH COLLEGE, ADELAIDE

The AGTA 2011 conference has attracted huge interest from geography teachers in the lead up to the implementation of geography in the Australian curriculum in coming years.

The theme “Geography going national” says it all. Keynote speakers and presenters bring a national and international flavour to our program that is full of themes and pedagogy reflected in the new curriculum and focussed on “How to do it” in the geography classroom. It is classroom focussed and there will be field trips to supplement your teaching.

Australasian and international geography teachers and academics are invited to the four day conference to be held at Scotch College in Adelaide between 10–13 January 2011. You will participate in a stimulating education program of presentations, hands-on workshops and field trips as well as engage in a social program highlighting some of the best South Australian food and wine.

All participants will be provided with a range of free resources and materials including an AGTA Conference DVD special *Teaching Geography in the 21st Century*, and a DVD/thumbdrive of workshop materials provided by presenters. Keynotes will be videotaped.

### LOCATION

Scotch College is an independent, co-educational day and boarding school with an enrolment of approx 900 students.

Set at the foot of the Mount Lofty Ranges, it is only 8 km Adelaide's CBD. Close to train and bus lines and the Mitcham Shopping Centre, it is the perfect location for the conference.

For more information visit [www.scotch.sa.edu.au](http://www.scotch.sa.edu.au).

### REGISTRATION

All registrations are online at [www.agta.asn.au](http://www.agta.asn.au).

All conference details are posted on the website.

AGTA 2011 IS  
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# HSC EXAMINATION REVIEW 2011

**Once again GTA NSW will conduct a series of HSC Examination Review workshops. Experienced teachers and HSC markers will share their comments about the 2010 HSC Geography Examination.**

## PROGRAM

- 4.00pm Registration and refreshments
- 4.30pm Address by NSW Board of Studies
- 4.45pm School Certificate and HSC Multiple Choice Review
- 5.00pm HSC Markers  
Short Responses  
Extended Responses
- 6.25pm Close and collection of evaluation forms

## COST (inc GST)

**\$50.00 Members \$75.00 Non-members**

## LOCATIONS AND DATES

**Merewether High School, Newcastle  
Thursday 17 February**

**Saint Ignatius' College, Riverview  
Tuesday 22 February**

**Saint Mary Star of the Sea Wollongong  
Tuesday 1 March**

## TIME

**4:00pm – 6:25pm**

## REGISTRATION CLOSES

**One week prior to event.**

**I wish to attend the HSC Examination Review 2011**

**to be held at** ..... **on** .....  
(please specify locality and date you wish to attend)

## REGISTRATION

FIRST & SURNAME .....

SCHOOL NAME .....

SCHOOL ADDRESS.....

SUBURB..... POSTCODE.....

PHONE (W)..... FAX (W)..... MOBILE .....

EMAIL ..... MEMBER OF GTA .....YES/.....NO

NSWIT No. .... If Yes: .....Personal or .....Corporate

Please make cheques payable to: **Geography Teachers' Association of NSW Inc**

OR

Charge \$..... to my credit card: ..... Mastercard .....Visa

Card Number: ..... / ..... / ..... Expiry date: ..... / .....

Name on card: .....

Signature:.....

## PLEASE MAIL YOUR REGISTRATION FORM AND CHEQUE TO:

GTA NSW, PO Box 577, Leichhardt NSW 2040

**ENQUIRIES TO:** Carmel Logalbo, Phone: 02 9564 3322, Fax: 02 9564 2342

Email: [carmel.logalbo@ptc.nsw.edu.au](mailto:carmel.logalbo@ptc.nsw.edu.au), Web: [www.gtansw.org.au](http://www.gtansw.org.au)

NSW INSTITUTE OF TEACHERS

Geography Teachers' Association of NSW (through the Professional Teachers' Council NSW)  
NSW Institute of Teachers endorsed provider of professional development for the maintenance of accreditation at Professional Competence  
Scope of endorsement - all Elements of the Professional Teaching Standards for Human Society and It's Environment (Geography)



THIS FORM BECOMES A TAX INVOICE – ABN 59 246 850 128

GTA NSW respects your privacy. Any data collected is for the purpose of registration and accreditation only.

# Advice to contributors

1. **Objective:** The *Geography Bulletin* is the quarterly journal of the New South Wales Geography Teachers' Association, Inc. The role of the *Geography Bulletin* is to disseminate up-to-date geographical information and to widen access to new geographic teaching ideas and methods. Articles of interest to teachers and students of geography in both secondary and tertiary institutions are invited, and contributions of factually correct, informed analyses, and case studies suitable for use in secondary schools are particularly welcomed.
2. **Content:** Articles, not normally exceeding 5000 words (no minimum specification), should be submitted to the Editor at the following address:  
PO Box 577, Leichhardt, NSW, 2040  
  
Articles are welcomed from tertiary and secondary teachers, students, business and government representatives. Articles may also be solicited from time to time. Articles submitted will be evaluated according to their ability to meet the objectives outlined above.
3. **Format:** An original on disk plus one hard copy should be submitted. Tables should be on separate pages, one per page, and figures should be clearly drawn, one per page, in black on opaque paper suitable for photographing. Photographs should be on glossy paper, and strong in contrast. An indication should be given in the text of approximate location of tables, figures and photographs. Every illustration needs a caption.
4. **Title:** The title should be short, yet clear and descriptive. The author's name should appear in full, together with a full title of position held and location of employment.
5. **Covering Letter:** A covering letter, with return forwarding address should accompany all submitted articles. If the manuscript has been submitted to another journal, this should be stated clearly.
6. **Photo of Contributor:** Contributors should enclose a passport-type photograph and a brief biographical statement.
7. **References:** References should follow the conventional author-date format:  
Abbott, B. K. (1980) *The Historical and Geographical Development of Muswellbrook* Newcastle: Hunter Valley Press.  
Harrison, T. L. (1973a) *Railway to Jugiong* Adelaide: The Rosebud Press. (2nd Ed.)  
Harrison, T. L. (1973b) The Spatial Distribution of Macadamia Plantations on the Far North Coast of New South Wales, *Journal of Rural and Agricultural Problems*, 13, 4, Oct. pp. 347–359.  
O'Donovan, M. J., et. al. (1980) "Animal life in the North Star District of New South Wales". In W.W. Murphy, (Ed.) *Readings in Regional Geography* (Vol. 2), Sydney: Williams and Sons.
8. **Italics** should be indicated by underlining.
9. **Spelling** should follow the *Macquarie Dictionary*, and Australian place names should follow the Geographical Place Names Board for the appropriate state.



Orangutan orphan. Photo by S. Field

## Books for review should be sent to:

Mr John Lewis, Review Editor,  
GTA NSW Office  
PO Box 577  
Leichhardt NSW 2040

## Deadlines for articles and advertising

Issue 1 – 1 December

Issue 2 – 1 March

Issue 3 – 1 May

Issue 4 – 1 August

## Notice to Advertisers

'Geography Bulletin' welcomes advertisements concerning publications, resources, workshops, etc. relevant to geography education.

FULL PAGE (26 x 18cm) – \$368.50  
Special issues \$649.00

HALF PAGE (18 x 13cm or 26 x 8.5cm) – \$214.50  
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QUARTER PAGE (13 x 8.5cm or 18 x 6.5cm) – \$132.00  
Special issues \$242.00

INSERTS (A4 supplied) – \$374.00  
All prices include GST

## Advertising bookings should be directed to:

Carmel Logalbo, GTA NSW Office  
Telephone: (02) 9564 3322  
Fax: (02) 9564 2342  
Email: carmel.logalbo@ptc.nsw.edu.au



# BENEFITS OF GTA NSW MEMBERSHIP

The Geography Teachers' Association of New South Wales (GTA) is a not-for-profit, incorporated body that represents the professional interests of Geography teachers in NSW and Geographical Education more generally. The objectives of the Association are to promote the study and teaching of geography in schools by:

- providing professional learning opportunities for teachers of Geography;
- advocating the interests of Geography teachers on matters in the State and National interest;
- providing forums where teachers of Geography and the wider community can exchange views;
- supporting Geographical Education through the development and dissemination of geographical resources; and
- promoting geographical research and fieldwork.

The GTA seeks to address its objectives via a yearly program of activities and events, which include:

- publishing of the quarterly Geography Bulletin a quality, peer-reviewed journal designed to serve the contemporary interests of Geography teachers and students.
- delivering Teacher Professional Learning Workshops and in metropolitan and regional locations, focussing on current issues, including in Global Education, the use of technology in the classroom, research and fieldwork skills.
- conducting an Annual Conference with keynote addresses from leading geographers on contemporary and emerging geographical issues as well as more practical sessions by geographical practitioners.
- hosting School Certificate and Higher School Certificate Reviews for teachers of Geography. These reviews are held in a number of regional areas across the state.

For further information about GTA NSW activities and events go to: [www.gtansw.org.au](http://www.gtansw.org.au)



## MEMBERSHIP RENEWAL/APPLICATION FORM 2011

ABN 59 246 850 128 – This form will become a tax invoice when completed, GST included.

Please select **ONE** of the following membership options and complete the details

### ■ Personal membership \$90.00

Title – please tick: ☐ Dr ☐ Mr ☐ Mrs ☐ Ms ☐ Miss Other: .....

Surname: ..... Given Name(s): .....

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### ■ Corporate membership \$180.00

Title – please tick: ☐ Head of HSIE ☐ Head Teacher of Social Science ☐ Head Teacher of Geography  
☐ Co-ordinator of Geography ☐ Senior Geography Teacher ☐ Librarian

School: .....

School address: ..... Postcode: .....

School phone: ..... School fax: .....

### ■ Concessional membership \$40.00 ☐ Retiree ☐ Part-time teacher ☐ Student (verification required)

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Home address: ..... Postcode: .....

Phone: ..... (Mob) ..... (Home) ..... (Work)

Fax: ..... Email: .....

School: .....

### PAYMENT:

Membership is for twelve months commencing in January. If payment is made later in the year all back copies of *Geography Bulletin* will be forwarded. A membership reminder will be sent in December.

**Please make cheques payable to: Geography Teachers' Association of NSW Inc**

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Charge \$..... to my credit card: ☐ Mastercard ☐ Visa

Card Number: ..... / ..... / ..... / ..... Expiry: ..... / .....

Name on card: ..... Signature: .....

**Post this form and your payment to: GTA NSW, PO Box 577 Leichhardt, NSW 2040**

## EDITORIAL POLICY

Editorial policy attempts to:

- promote material which will assist the study and teaching of geography
- encourage teachers to share their ideas on teaching geography
- provide a means by which teachers can publish articles
- inform readers of developments in geographical education

Articles are sought reflecting research and innovations in teaching practices in schools. From time to time issues of the Bulletin address specific themes.

### Refereeing

All suitable manuscripts submitted to the Geography Bulletin are subject to the process of review. The authors and contributors alone are responsible for the opinions expressed in their articles and while reasonable checks are made to ensure the accuracy of all statements, neither the editor nor the Geography Teachers' Association of New South Wales Inc accepts responsibility for statements or opinions expressed herein.

