

Learning from our Pacific Neighbours

Year 8 Term 3 2006

Nauru Curriculum Footpath

Personal Pathways

Living in a contemporary Nauruan community and preparing for its changes

Demonstrating confidence, commitment and accepting responsibility for decision making and problem solving

Learning to learn through creatively using resources

Learning to work in new ways and creating new opportunities

Working with peers and others

Communication Pathways

Mastering literacy including the primary language

Mastering numeracy

Community Pathways

Fostering identity, belonging and unity

Respecting diversity and different ways of thinking

Thinking and acting as an agent of change in local, regional and global communities

Understanding local and global economic forces

Environments and Technologies Pathways

Applying scientific, mathematical and technological understandings

Creating and working with digital technologies

Quality features

High Quality

- Well organised structured briefed round-table clearly focused with strong discussion producing a broad range of useful ideas.
- Thorough analysis of a potential export opportunity exploring both long and short term aspects.
- Detailed analysis identifying all significant income and setup and running cost streams with an analysis of the impact of one significant variation.

Acceptable quality

- Identification of some export opportunities either from team or round-table ideas.
- Some analysis of significant factors affecting the opportunity.
- Simple cost/income analysis.

Task Rules:

Teams facilitating the community round-table will be as large as needed to complete all tasks well. Small teams are 2-4 students

Suggestions and ideas for students and teachers:

Community round-tables require large teams to plan the discussion, issue invitations and reminders, advertise the event for observers, organise catering, venue, furniture, recording (audio or video as well as summary transcript), analysis, feedback to participants and publication of the outcomes. Other tasks will become apparent during planning. Small groups overseen by a management team take responsibility for one or more roles. It is as complex as organising a small concert. It must be highly organised and run very well.

Students should practice running a round-table several times with other students (including those from other classes) before inviting adult guests. Information from the practice round-tables should be used in the task.

The final round-table should be in a quality venue with little disruption from outside. Drinking, eating and toilet facilities should be convenient and working. Care should be taken to welcome all guests formally by their correct title and in the correct way. Names for all participants (including students) should be easily visible by all participants. Names on *both sides* of a folded V of light card used as place names work well.

Briefing for participants should include the main exports already thought about and an invitation to comment on the strengths, weaknesses, opportunities and threats for some export ideas. The round-table is to generate ideas as well as use the expertise of the participants to comment on the listed export ideas.

"Australian Aid: promoting Growth and Stability" available from AusAid contains relevant observations about the difficulties countries such as Fiji face with present exports. This helps students understand that different exports may be needed at different times so all ideas help.

A spreadsheet is a powerful tool to use in this task if available. It can be a simple list of sources of income (eg Consultant fees 5 days \$200 per day \$1000) and expenses (Airlines \$1200, Accommodation \$120 per day for 6 days etc). The spreadsheet allows the figures to be easily varied. eg changing the consultancy fee to \$250 can quickly show how this effects profit or loss.

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Through a study of export industries of Pacific nations and use of national resources, students will identify natural, service, skills, tourism, artistic, education, health and other Nauruan resources that can be traded with other countries. They produce an analysis of the export opportunity examining possible financial scenarios with estimates or spreadsheets.

Using the CIA Factbook and other resources, the class researches information about exports from other Pacific nations compiling a list of all exports from the region.

Each listed export is rated on a class designed "Usefulness as a Nauru Export" (UANE) scale to evaluate its potential as a Nauruan export. Low use exports receive no further consideration.

Groups facilitate a series of class round-tables to master the process and generate further export ideas which are given a UANE rating. Prepare a briefing paper for the round-table listing all useful potential export ideas.

There are many roles needed to facilitate run, record and analyse a community round-table.

Teachers MUST coordinate invitations across classes so one person is invited to no more than 2 round-tables.

Teams plan and facilitate a community round-table discussion on national resources that can be traded to other countries. Membership of the round-table is to include representatives of some or all of local people, local business, Government, Finance, Bank of Nauru, Aid Agency, Education, Health, NPC, art, music and craft groups and any other group who may be able to contribute. Each group may be represented at up to two round-tables.

Teams prioritise potential export opportunities and write a brief report on the outcome of the community round-table discussion. Combine outcomes of all round-tables in a short class workshop.

Small teams of 3-5 choose a potential export and investigate its Strengths, Weaknesses, Opportunities and Threats (SWOT). They develop a cost and income analysis model on paper or in a spreadsheet using rough estimates.

Teams present a summary of the investigations into their chosen potential export and recommend what, if any, further investigations should be made.

Individuals use the model to investigate its sensitivity to changes in cost or income streams by changing one or more estimates and seeing the effect. They write a brief report (including a copy of the calculations) about what they find and its implications.

The model listing all important cost and income streams is important. The estimates are not.

A spreadsheet allows students to check many changes quickly. Only one change needs to be tried by hand calculation.

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