

ACTIVITY 1 – GLOSSARY

Using Oxfam’s report and your own online research, define each of the following terms which are used in this unit of work. Ensure you list the source of your definition:

- Small-scale farmer
- Small-scale food producer
- Livelihood
- Investor
- Free, Prior and Informed Consent (FPIC)
- Environmental, Social and Corporate Governance (ESG)
- Exposure
- Due diligence
- Remediation
- Wholly-owned subsidiary
- Transparency
- Accountability
- Responsible investment /ethical investment
- Supply chain
- Emerging markets
- Agribusiness
- Agricultural commodities
- Risk assessment
- International signatory
- Developing country



Illustration: Katie Webber/Oxfam

ACTIVITY 2 – WHAT IS A LAND GRAB?

Oxfam’s report and the following short videos and articles provide an overview of some of the issues surrounding land grabs.

- An animated guide to land grabs (video): <http://youtu.be/5GL5400QthE>
- Guide to Land Grabs: <http://www.oxfam.org.uk/get-involved/campaign-with-us/our-campaigns/grow/guide-to-land-grabs>
- Oxfam’s GROW campaign: <https://www.oxfam.org.au/grow/about-grow/grow-in-depth/>
- The Land Matrix Global Observatory: <http://landmatrix.org/en/>

Using the Oxfam report and the above links, answer the following questions:

1. In your own words, write an explanation of what you think the term “land grab” refers to.
2. In your own words, what do you think the term “land deal” means?
3. Do you think there is a difference between the two? How?
4. “Land grab” is an emotive term — why do you think it is used? What other terms could be used to describe what is happening?
5. Are land grabs an example of responsible investment? Why or why not?
6. How can land grabs contribute to poverty in developing countries?
7. How can banks be a force for good on the issue of land grabs?
8. What power do bank customers have to be a force for good on the issue of land grabs?

Explain the role of Oxfam Australia in relation to uncovering the links between Australia’s big four banks and land grabs. What is the purpose of the Oxfam petition?
(Refer to: <https://www.oxfam.org.au/my/act/say-no-to-land-grabs/>)



ACTIVITY 3 – MEDIA ANALYSIS

Watch, listen to and read the following videos, audio and articles:

- “What’s your bank up to?”, The Project, Network Ten, 28 April 2014: https://www.youtube.com/watch?v=eiL_vWya6EQ
 - “Banking on Shady Ground”, The Feed, SBS2, 28 April 2014: <http://youtu.be/NiHq0MGmKWM>
 - “Oxfam questions sustainability and environmental credentials of big banks”, AM, ABC, 28 April 2014: <http://www.abc.net.au/am/content/2014/s3993003.htm>
 - “Oxfam accuses ANZ, NAB, Westpac and Commonwealth of loaning to firms engaged in unethical practices”, news.com.au, 28 April 2014: <http://www.news.com.au/national/oxfam-accuses-anz-nab-westpac-and-commonwealth-of-loaning-to-firms-engaged-in-unethical-practices/story-fncynjr2-1226898093555>
 - “Oxfam accuses Big Four banks of funding companies accused of land grabs”, The World Today, ABC, 28 April 2014: <http://www.abc.net.au/worldtoday/content/2014/s3993212.htm>
 - “Aussie banks’ links to rights abuses alleged”, Australian Financial Review, 28 April 2014: http://www.afr.com/p/business/financial_services/aussie_banks_links_to_rights_abuses_OSNHA0c6fCY2aM40T0FaNM
1. In your own words, what do you think is meant by the term “the big four banks”?
 2. List some of the ways communities are being impacted by land grabs.
 3. What was the banks’ immediate response to the report? Do you think this was a good response? Why or why not?
 4. Helen Szoke, Chief Executive of Oxfam Australia, says banks shouldn’t dump support of companies who are accused of land grabbing. What should they do instead? Do you think this is a good idea?
 5. Who are the Responsible Investment Association of Australasia and Australian Ethical Investments? What do they do? Why might they be asked to comment on a story like this?



ACTIVITY 4 – WINNERS AND LOSERS

Watch the following 7.30 Report video about ANZ’s financial connections to Phnom Penh Sugar in Cambodia:

<https://youtu.be/JrjnoLYzUNg>

Fill in the following table, which identifies some of the affected people and groups. Add in other groups or individuals who you think will be affected (negatively or positively) by the examples of land grabs outlined Oxfam’s report.

PEOPLE OR GROUP AFFECTED	IMPACT DURING THE LAND GRAB	IMPACT AFTER THE LAND GRABS OCCUR	OVERALL ASSESSMENT: DO LAND GRABS ADVANTAGE OR DISADVANTAGE THESE PEOPLE/THIS GROUP?
Local people who live and farm on the land			
The company using the land			
The bank who invests in the company			
Investors who invest in the bank			
Australian consumers who have money in the bank			

- Which people or groups do you think will be the most negatively affected by land grabs?
- Who do you think benefits the most from land grabs?

In your response, consider the potential impact both during and after land grabs.

ACTIVITY 5 – CAUSE AND EFFECT FLOW CHART

Read “Why is this a problem for the big four banks?” on page 6 of the ebook and Chapter 6 of Oxfam’s report (<http://oxf.am/GWj>). Use this text to get creative and make a flow chart to explain the following question:

- How can land grabs in developing countries affect the Australian economy and everyday Australians?



ACTIVITY 6 – ROLE PLAY

1. Pick one of the big four banks, read the executive summary of Oxfam's report, and the full case study of your chosen bank in the report, and research to find the bank's response (if available). Then compile a list of arguments in favour and against your chosen bank and its decision to back the company accused of land grabs.
2. Imagine you are the bank's representative, who has been asked to speak at a public meeting when one of the items on the agenda is to address the issue of the banks links to land grabs uncovered by Oxfam and the media. Write a 3–5 minute speech that you will present to this forum. Consider how you would answer criticisms of the project.
3. Now imagine you are a shareholder or bank customer who is opposed to the bank backing the companies accused of land grabs. Write a list of 5–7 questions and comments that you wish to ask and put to the bank about their involvement.
4. Form into pairs. One of you is to play the role of a bank representative and the other is to ask 5–7 questions about the decision to back the company accused of land grabs. Then, swap roles.
5. Who do you think has the stronger arguments?
6. Your teacher will then lead a follow-up class discussion about the presentations



ACTIVITY 7 – LAND GRABS FACT SHEET

Based on the knowledge you have gained in this unit of work, undertake some further research one of the following topics:

- Australia's banks and land grabs.
- How land grabs affect communities.
- Land grabs and big business.
- Land grabs and the environment.
- What we can do about land grabs.

Present your findings to the class using one of the following digital formats:

- Prezi presentation: <http://prezi.com/>
- PowerPoint or Keynote
- Kizoa slideshow maker: www.kizoa.com/
- Emaze: www.emaze.com/
- Fotobabble: <http://www.fotobabble.com/>

Can you find any more recent responses or communications from the Banks on their websites or in the news?

Further links to help:

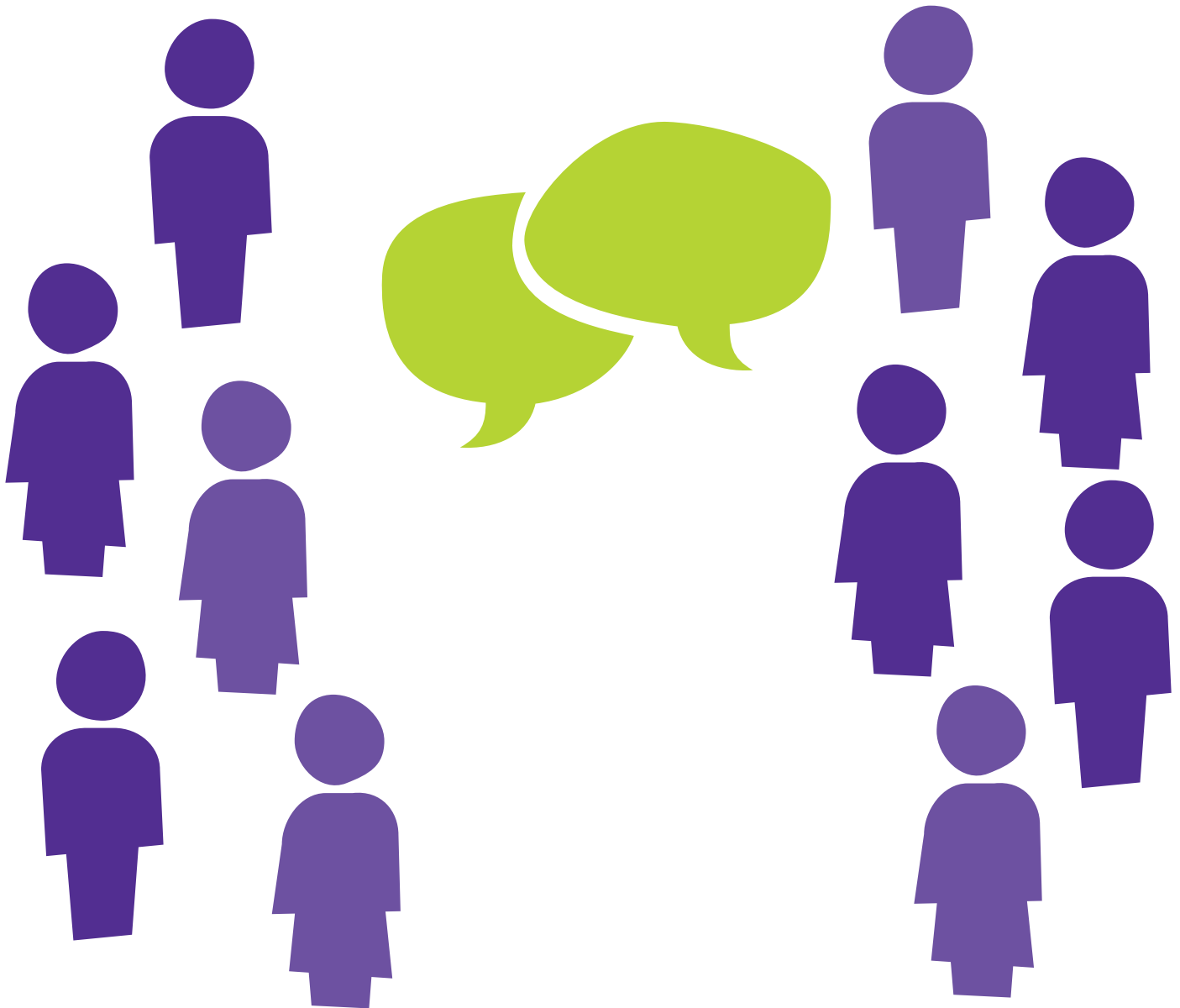
- <http://www.abc.net.au/news/2014-04-28/cambodian-woman-run-over-by-harvester-anz-linked-sugar-developme/5416524>
- <http://www.abc.net.au/news/2014-04-28/leading-banks-accused-of-financing-unethical-companies3a-oxfam/5414114>
- <http://www.sbs.com.au/news/article/2014/04/28/big-banks-linked-illegal-land-grabs-oxfam>
- <http://www.theage.com.au/comment/our-banks-cant-turn-a-blind-eye-to-money-trail-20140427-zr0a1.html>
- <http://3things.org.au/blog/story/23569>
- <http://www.qt.com.au/news/oxfam-says-big-four-banks-involved-unethical-deals/2241731/>
- <http://www.smh.com.au/business/banking-and-finance/banks-face-land-grab-claims-in-developing-world-20140427-zr0bg.html>
- <http://news.smh.com.au/breaking-news-business/big-banks-funding-land-grabs--report-20140428-37cvv.html>
- <http://www.phnompenhpost.com/business/anz-needs-step-its-risk-assessment-oxfam>
- <http://t.co/dJiIsBNZNF>
- <http://www.westpac.com.au/about-westpac/media/media-releases/2014/28-april>
- <https://www.oxfam.org.au/media/2014/11/nab-moves-in-the-right-direction-on-land-grabs/>

ACTIVITY 8 – CLASS DEBATE

Conduct a discussion or debate on the following propositions:

- Australian banks should adopt a zero tolerance policy to land grabs immediately.
- If Australian banks back companies that are accused of land grabs, they are just as responsible as the companies grabbing the land.
- Land grabs are an inevitable and acceptable part of growing business interests in the Asia-Pacific.
- There is nothing ordinary Australians can do to stop Australian banks from investing in overseas companies who participate in land grabs.

If you are holding a class debate, divide the class into groups and choose one of the topics. Each group must divide into two teams, one team arguing for, and the other against.



ACTIVITY 9 – WRITE TO YOUR BANK

If you or your parents are a customer of any of the big four banks, you have every right to know what they are doing with your money, even as a student.

After reading Oxfam's report, associated news articles, responses from the banks (where they have responded), write an email letter or Facebook post to your bank to tell them what you think.

In your letter, address the following things:

- How long you've been a customer of the bank.
- How you felt when you found out your bank was connected to land grabs.
- Two key facts you learnt through your research and studies.
- Tell them what action you would like them to take to change their practices.
- What else you are going to do to ensure your bank is not connected to land grabs.
- If you like, also ask them to please reply to you.

If you'd like to email your letter to your bank, you can send it via the following pages:

ANZ: <https://www.oxfam.org.au/my/act/write-to-the-anz-bank/>

Commonwealth Bank: <https://www.oxfam.org.au/my/act/write-to-the-commonwealth-bank/>

NAB: https://www.oxfam.org.au/my/act/write-to-the-national-australia-bank

Westpac: https://www.oxfam.org.au/my/act/write-to-the-westpac-bank

If you'd like to post your letter onto your bank's Facebook page, you can do it via the following links:

ANZ: <https://www.facebook.com/ANZAustralia>

Commonwealth Bank: <https://www.facebook.com/commonwealthbank>

NAB: <https://www.facebook.com/NAB>

Westpac: <https://www.facebook.com/Westpac>



ACTIVITY 10 – STAGE A FAKE LAND GRAB

Grab the attention of all the students at your school by organising your own land grab at school. With the help of your teacher, section off the canteen, a toilet or the footy oval. Or seize some benches, or a section of corridor in a busy area to get people asking what you're doing and why. If you're really brave, perhaps you could do a live land grab during your school assembly!

Land grabs are something not many people have heard of, and doing something visual and exciting is an awesome way to make sure the issue sticks in people's minds. Taking public action allows you to reach lots of people with a simple message, and sparks them into wanting to do more.

To stage a land grab you will need the follow resources:

- Barrier tape, to block access and show that people cannot reach the land they need to survive.
- Large "keep out" and "land grab in process" signs (download these from www.oxfam.org.au/education).
- "Land grabber" badges (download these from www.oxfam.org.au/education).
- Hard hats or other costumes for those people who want to act out the part of the land grabbers.
- Leaflets to explain the campaign in more detail. You can make your own using what you've learnt, the fact sheets you created in Activity 7, or contact Oxfam who can post some to you (see teacher's notes).

Step 1: In groups, make a shortlist of locations for your fake land grab. Think about lots of areas where there will be lots of people passing by or in attendance, and what time will be the best time to do it.

Step 2: Make sure you get permission — this isn't a real land grab after all! In pairs, write down the top three reasons for your fake land grab. Then together as a class, decide on the overall top 5 reasons, so you can clearly explain them to the person in charge. It's important that your stunt is allowed and is safe.

Step 3: Think about how to make your message really clear — do you need a large sign? What will you give to people to explain the issue in more detail? Prepare the resources you need (see the list above).

Step 4: Grab your land! Try to talk to as many people as possible, telling them key facts about land grabs and explaining how they can take action. Try to make it as visually attractive as possible, and get someone to take photos.

Step 5: After the grab, write a personal reflection on what the stunt has made you think or feel.

Step 6: Spread the word! Send your photos to Oxfam (see teacher's notes), and see if you can have a photo and a small story about your land grab published in the school newsletter, portal, blog, twitter or website.

