

## **What is the G8?**

### **Day 1: Morning Session – Map work**

#### **Activity 1: World Map Jigsaw**

**Age group: 9-11**

**Time required: 15 mins**

#### **You will need:**

Approx. 8 A3 sized maps of the world cut up into jigsaw pieces (make sure the map has countries outlined)

#### **Aim:**

To identify prior knowledge of the world map

To become more familiar with the shape of the world map

#### **What to do:**

As a whole class activity, ask the children to help you draw a map of the world. Encourage discussion as to where you should draw the land masses.

Next, divide the children into groups of about four/five. Then give the children copies of the 'cut up' world map and ask them to complete the jigsaw. Ask them to glue together or stick on another piece of paper.

Ask the children to compare the jigsaw map with their own map. How close were they? See if they can identify any shapes/areas/continents that they might have missed on their own maps.

## **What is the G8?**

### **Day 1: Morning Session – Map work**

#### **Activity 2: The continents of the world**

**Age group: 9-11**

**Time required: 15 mins**

#### **You will need:**

Either a map on the whiteboard or large photocopied map to show the whole class.  
The maps from Activity 1

#### **Aim:**

To identify the continents on a world map

#### **What to do:**

Ask the children to write down on their 'jigsaw' maps any continents that they know. Then using the large photocopied map or whiteboard map ask the children to tell you which continents they have identified. Add any that have not been identified.

#### **Continents:**

Africa  
North America  
South America  
Europe  
Asia  
Australia  
Antarctica

## What is the G8?

### Day 1: Morning Session – Map work

#### Activity 3: Knowledge of the countries.

**Age group: 9-11**

**Time required: 15 mins**

#### **You will need:**

Either a map on the whiteboard or large photocopied map to show the whole class, as in activity 2

The maps from Activity 1


#### **Aim:**

To identify specific countries on a world map

What to do:

Ask the children to discuss in their groups the countries that they know and identify them on their 'jigsaw' world map. Ask the children to write the names of the countries in the correct area of the map. Then, as a whole class, discuss the countries they have identified (ask why they know them) and write them down on the large photocopied map or whiteboard map, making sure that the G8 countries have been identified.


#### **G8 countries are:**

 United Kingdom

 United States

 France

 Germany

 Japan

 Canada

 Italy

 Russia

Revisit the world map that the whole class made at the beginning of Activity 1. Compare their maps with continents and countries identified with the first map.

## What is the G8?

### Day 1: Morning Session – Map work

#### Activity 4: What is the difference between developed and developing countries?

**Age group: 9-11**

**Time required: 60 mins**

#### **You will need:**

- Maps from Activity 1
- World map with all countries marked
- Images from various countries that show differences between developed and developing countries: cityscapes, rural views, agricultural practices, specific houses etc. To find images using books or try these websites:

<http://www.flickr.com/map/>

[http://news.bbc.co.uk/1/hi/country\\_profiles/default.stm](http://news.bbc.co.uk/1/hi/country_profiles/default.stm)

<http://images.google.co.uk>

#### **Aim:**

To discuss differences between countries

To introduce the differences between developed and less economically developed countries (developing countries)

#### **What to do:**

Give each group a selection of images from various countries. Ask the children to sort the photographs into two groups: one showing rich countries and the other showing poor countries. Ask the children to explain their reasons for how they sorted their particular photos. Find out what they been looking at in the photos to make their decisions.

Discuss what the children know about the terms developed and developing when applied to countries. (The basic definition for a developed country is a rich, industrialised country where the population has a high standard of living, e.g. access to health care, education and job opportunities.) If possible show the children a picture of a developing country's city and show that a developed country and developing country's cityscapes can look the same. Explain that although developing countries can look like developed countries their poor economies mean that the majority of the people of that country do not have access to basic education and healthcare, job opportunities. As a class, write down features of developed countries and

developing countries. Use prior knowledge (children's holidays in other countries) but also ask the children to refer to the photos, books and the internet.

As a class, identify and colour in red, the developed countries from the list on the next page on the large map used in the morning activities. The remaining ones should be marked in yellow. Discuss what they can see (It should be that the map shows more yellow than red countries). Point out that there are more developing countries than developed, but that developed countries have approximately half of the world's wealth. Discuss with the children if they think it's fair that only a few countries are 'rich'.

## Developed Countries

 Andorra	 Japan
 Faroe Islands	 Norway
 Ireland	 Turkey
 Monaco	 Bermuda
 Spain	 Greece
 Australia	 Liechtenstein
 Finland	 Portugal
 Israel	 United Kingdom
 Netherlands	 Canada
 Sweden	 Holy See
 Austria	 Luxembourg
 France	 San Marino
 Italy	 United States
 New Zealand	 Denmark
 Switzerland	 Iceland
 Belgium	 Malta
 Germany	 South Africa

Source: [http://en.wikipedia.org/wiki/Developed\\_country](http://en.wikipedia.org/wiki/Developed_country)

## What is the G8?

### Day 1: Afternoon Session – The G8

#### Activity 1: How are issues solved?

**Age group: 9-11**

**Time required: 15 mins**

#### **You will need:**

Images of recent local issues to help prompt memories. Use local newspapers, etc

#### **Aim:**

To reinforce a local issue and its consequences

To identify and understand how issues are solved

To discuss and debate issues

#### **What to do:**

Remind the children of any recent issues there have been either within the school or locally.

Ask the children to discuss in their groups how they think the issue was solved.

- Who was involved?
- What was done?
- What was the result?

Write down on the whiteboard three headings: 'issue', 'how it was solved' and 'result'. Look at an example of an issue (if you haven't got an example then use one from the list below). Write about the issues under the headings.

Issue	How it was solved	Result
No books in the school library	Meeting took place to decide what to do and a decision was made to have a sponsored read to raise money	Books bought

Issue	How it was solved	Result
No safe place to cross the road outside the school	Meeting took place to decide what to do and it was decided that a crossing patrol warden was to be employed	Person employed

Ask the children to tell you what they have discussed and write down their findings under the three headings. Point out that in most cases in the 'how it was solved' column it was a discussion/meeting/ a talk that solved the issue.

## What is the G8?

### Day 1: Afternoon Session – The G8

#### Activity 2: What is the G8?

**Age group: 9-11**

**Time required: 30 mins**

#### **You will need:**

World maps from Morning Activity 1

[www.j8summit.com/uk](http://www.j8summit.com/uk)

#### **Aim:**

To understand what the G8 is and who is involved

Use a map to locate countries

#### **What to do:**

Tell the children that there are important meetings being held at the moment between seven of the world's richest countries: UK, US, France, Germany, Japan, Canada, Italy and also Russia. (Explain that Russia is involved because although it is not classified as a developed country it is known as one of the 'super powers' (as in influential with other countries).

These countries are called the G8, which stands for the Group of Eight. They meet at an annual summit that takes place in one of their countries (they rotate each year) to discuss global issues. The meetings result in plans and objectives in solving these issues.

Ask the children to brainstorm what global issues the G8 leaders might discuss. Compare their answers to the list below:

Reducing national debt / African development / Environment and climate change / Global economy / Education – in developed and developing countries / Health care / Middle East / Energy crisis / Terrorism / Reducing nuclear weapons

Explain that alongside the leaders of the European countries: UK, Germany, France and Italy the head of the European Union is also invited.

Tell the children that this year's summit is being held in Japan. Ask the children to locate Japan on their maps. Ask the children if they can locate the other countries of the G8 on their maps.

Explain to the children that there is a children's version of the G8 called Junior 8 where children from the G8 countries are invited to attend Junior 8 to discuss the same issues that the G8 leaders will be discussing as well as meeting the leaders themselves. If possible show the David Beckham video and photos from the Junior 8 website:

<http://www.j8summit.com/beckham/psa.php>

## What is the G8?

### Day 1: Afternoon Session – The G8

#### Activity 3: Past G8 Summits and demonstrations.

**Age group: 9-11**

**Time required: 45 mins**

#### **You will need:**

<http://tinyurl.com/6hxjx6> - BBC News video about G8  
[www.live8live.com](http://www.live8live.com)

#### **Aim:**

To understand the aims of the G8 summits

To understand about campaigns and the impact that they can cause

#### **What to do:**

Tell the children that in 2005 the summit was held in the UK, in Scotland. At that summit there was a focus on climate change and third world debt.

Explain that many developing countries owe money to developed countries and that they have to pay more the longer it takes them to pay it back (interest). It is the interest that forces poorer countries further into debt.

Tell the children that there were many demonstrations during the G8 in particular demonstrations to call for the end of the debt of these poor countries. These demonstrations proved to be effective in the G8 summit's outcomes. Watch the video from the BBC site about the summit outcomes.

Also watch the videos from the live8live site, which show celebrities campaigning against the third world debt. You may want to explain the link to Band Aid and Live Aid, which took place in 1985 in response to famine in Africa.

Explain that many groups came together in 2005 to start a campaign called Make Poverty History. Show the website. (Make sure that the children understand what a campaign is.)

If possible as the children to find other websites of other campaigning bodies which help to raise awareness of issues that the G8 leaders might discuss at the summit, such as Oxfam, Save the Children and Unicef.

Ask the children why they think the G8 countries as well as other developed countries should care about the developing countries. Write down their answers on the white board. Ask questions such as:

- Why should these countries send Aid?
- Why should these countries donate money?
- Should developed countries care about Global issues more than local issues?

## What is the G8?

### Day 1: Afternoon Session – The G8

#### Activity 4: G8 Issues

**Age group: 9-11**

**Time required: 30 mins**

#### **You will need:**

Resources about Africa – books, other media. Suggested sites:

<http://tinyurl.com/3qpdb2> - BBC newsround site

<http://www.oxfam.org.uk/coolplanet/kidsweb/>

[http://www.learningafrica.org.uk/general\\_primary.htm](http://www.learningafrica.org.uk/general_primary.htm)

#### **Aim:**

To look at a specific issue to be discussed at the G8

#### **What to do:**

Look at the issues to be discussed at the G8 (you could look at the G8 Japan website):

- Environment and Climate Change
- Development - in particular three of the Millennium development Goals: Health, water and education for all
- Development in Africa
- World Economy
- Political issues - looking at how the threat of countries building weapons of mass destruction affects all countries
- Terrorism and regional issues

Looking at the Africa issue in more detail explain that the poorest and most debt-ridden countries of the world are in the continent of Africa.

Ask the children to find out any facts about Africa from any sources you can offer – books or the internet. Brainstorm these facts on the whiteboard.

Explain that the children will be looking at health issues and Africa in more detail but ask them to find out any information about health care and Africa at home.

## **What is the G8?**

### **Day 2: Morning Session – Health care**

#### **Activity 1: What is health care?**

**Age group: 9-11**

**Time required: 10 mins**

#### **You will need:**

Whiteboard

#### **Aim:**

To understand their own access to health care  
To reinforce the language and features of recounts

#### **What to do:**

Ask the children what happens when they get sick. Ask one of the children to recount an experience of going to the doctors and/or to the hospital.

#### **Ask these questions:**

Where they given any medicine – a prescription?  
Did they have to pay to go to the doctors?  
Did they have to pay for any medicine?

## What is the G8?

### Day 2: Morning Session – Health care

#### Activity 2: Health care issues.

**Age group: 9-11**

**Time required: 30 mins**

#### You will need

Choose an African country to use as the comparison country to the UK. This country might be one that the children have looked at before in another topic or one which the school might have links to.

Look at the following websites for background information when discussing with the children

[www.oxfam.org.uk](http://www.oxfam.org.uk)

[www.amref.org](http://www.amref.org)

[www.unicef.org.uk](http://www.unicef.org.uk)

[www.savethechildren.org.uk](http://www.savethechildren.org.uk)

[www.wishforafrica.org](http://www.wishforafrica.org)

#### Aim:

To recognise the differences in health care between the UK and a developing country in Africa

To use note-taking skills to write down ideas

To develop discussion skills and ask questions

To discuss and debate issues

#### What to do:

Tell the children they are going to discuss healthcare issues in the UK. Ask what have they heard on the news etc. such as obesity. Ask the children to brainstorm and write down health issues they are aware of. Ask them to share their ideas with the rest of the class and write down their ideas on the whiteboard.

Ask the children to brainstorm what they think the health care issues might be in a specific African country. Ask the children to share their ideas and write them on the white board

**Add any others:**

Access to health care – living in remote villages

Cost of health care

Health care workers – too few doctors and nurses because of lack of training

Access to clean water

Compare the two countries and ask the children to think of any questions about why certain issues would not be the same, such as obesity.

## What is the G8?

### Day 2: Morning Session – Health care

#### Activity 3: What makes us sick?

**Age group: 9-11**

**Time required: 30 mins**

#### **You will need:**

[http://www.endwaterpoverty.org/take\\_action/39.asp](http://www.endwaterpoverty.org/take_action/39.asp)

[http://www.oxfam.org.uk/oxfam\\_in\\_action/impact/video/index.html](http://www.oxfam.org.uk/oxfam_in_action/impact/video/index.html)

#### **Aim:**

- To use note-taking skills to write down ideas
- To look at some of the causes of sickness
- To discuss and debate issues
- To think about the lives of people living in other places

#### **What to do:**

Ask the children to brainstorm what makes us sick in the UK. Discuss what they find out. Write down on the whiteboard their thoughts.

Look at specific diseases that they might have heard of in the UK such as, Chicken Pox, Measles, Flu, etc. Write down these diseases on the brainstorm map. Ask the children what they think happens to people who get a 'disease' (do they go to hospital etc.)

Write the names of the diseases below on the whiteboard and ask if anyone has heard of them: Malaria / TB / Water related diseases (such as typhoid, cholera and polio)

Explain that these diseases are curable but that many people in Africa are dying from them. Tell the children that because the people in Africa are so poor they cannot afford the preventative medicine and apparatus that would help them not to contract these diseases. Discuss environmental issues such as access to clean water and how essential it is to keeping healthy. Dirty water can cause polio, cholera.

[http://www.endwaterpoverty.org/take\\_action/39.asp](http://www.endwaterpoverty.org/take_action/39.asp)

[http://www.oxfam.org.uk/oxfam\\_in\\_action/impact/video/index.html](http://www.oxfam.org.uk/oxfam_in_action/impact/video/index.html)

Write on the whiteboard next to the names of the diseases what you have explained and discussed. These notes will help with the later activities.

## **What is the G8?**

### **Day 2: Morning Session – Health care**

#### **Activity 4: Medicine**

**Age group: 9-11**

**Time required: 30 mins**

#### **You will need:**

Notes from previous session  
Whiteboard

#### **Aim:**

To understand about vaccinations and how disease can be eradicated  
To understand the difference between access to medicine in the UK with that of many people in Africa  
To discuss and debate issues  
To think about the lives of people living in other places

#### **What to do:**

Ask the children if they have ever had any vaccinations when they were younger.. Can they remember what they had? Ask if any of the children has had to have any vaccinations before going on holiday? Can they remember what they had? Also ask if they had to pay for these vaccinations

Discuss what they think happens in Africa. Ask the children if they think that children in Africa have the same vaccinations? Do they get these vaccinations for free?

Explain that in most African countries many children do not have access to health care and therefore are not vaccinated against disease. If they do have access to health care it might be that they cannot afford the cost of the vaccinations. Tell the children that health care for children in Africa is not 'free' as it is in the UK. That by giving children free health care in Africa, vaccinations and medicine that many lives would be saved.

If possible write on the whiteboard what you have explained and discussed. These notes will help with the later activities.

Ask the children to work in pairs and role play someone interviewing a person from the UK about their health care experiences. Then ask the children to swap over roles but change the person being interviewed to someone from Africa talking about their health care experiences.

## What is the G8?

### Day 2: Afternoon Session – Health issues

#### Activity 1: Health Aid

**Age group: 9-11**

**Time required: 30 mins**

#### **You will need:**

Access to websites:

[http://www.savethechildren.org.uk/en/53\\_94.htm](http://www.savethechildren.org.uk/en/53_94.htm)

[http://www.unicef.org.uk/videos/video.asp?video\\_id=26](http://www.unicef.org.uk/videos/video.asp?video_id=26)

[http://www.oxfam.org.uk/oxfam\\_in\\_action/impact/video/index.html](http://www.oxfam.org.uk/oxfam_in_action/impact/video/index.html)

#### **Aim:**

To look at what can be done to help African countries improve their health care

To discuss and debate issues

To think about the lives of people living in other places

#### **What to do:**

Ask the children what they think can be done to help poorer African countries improve their health care provision, write down their ideas on a whiteboard. Focus not just on medicine, but access to clinics, doctors etc.

Look at how charities have helped go to their websites and look for videos of what they have done:

[http://www.savethechildren.org.uk/en/53\\_94.htm](http://www.savethechildren.org.uk/en/53_94.htm)

[http://www.unicef.org.uk/videos/video.asp?video\\_id=26](http://www.unicef.org.uk/videos/video.asp?video_id=26)

[http://www.oxfam.org.uk/oxfam\\_in\\_action/impact/video/index.html](http://www.oxfam.org.uk/oxfam_in_action/impact/video/index.html)

Talk about how these charities can only help with the funds that they receive from donations. Ask the children to remember why they think developed countries should help (being able to give more money and resources and reducing debt etc.).

See the Fundraising guide from Oxfam Education:

[http://www.oxfam.org.uk/education/teachersupport/fundraising\\_support/](http://www.oxfam.org.uk/education/teachersupport/fundraising_support/)

## **What is the G8?**

### **Day 2: Afternoon Session – Health issues**

#### **Activity 2: Health Aid and the G8.**

**Age group: 9-11**

**Time required: 60 mins**

#### **You will need:**

Notes from the previous activities

#### **Aim:**

To use the features and language of persuasive text to write a text

#### **What to do:**

Ask the children how they could persuade the G8 countries to put African health care issues at the top of their agenda. (Create posters for a demonstration or write a letter) Reinforce the language of persuasion and features of persuasive texts.

Ask the children to show their posters or read their letters.

## **What is the G8?**

### **Day 3: Morning Session – Presentation on health care in Africa**

#### **Activity 1: Researching a presentation**

**Age group: 9-11**

**Time required: 30 mins**

#### **You will need:**

Access to internet  
Books on Africa  
Notes from Day 2

#### **Aim:**

To prepare a presentation on a specific subject

#### **What to do:**

Divide the children into groups of four/five. (They could be the same groups as in Day1.)

Tell the children that they are all going to create a presentation to campaign for better health care in Africa. Ask them to decide exactly what their presentation will be about.

Give the children ideas if needed such as:

- A specific disease and how it can be cured
- Looking at a village and access to health care

Tell the children that they have a time limit for how long the presentation should take, for example 10 mins.

To help them with their choice tell the children to find out more information about health care from either books you have provided or the internet as well as using the notes from Day 2.

## **What is the G8?**

### **Day 3: Morning Session – Presentation on health care in Africa**

#### **Activity 2: Preparing to devise a presentation.**

**Age group: 9-11**

**Time required: 60 mins**

#### **You will need:**

Appropriate presentation materials

PCs

Rehearsal space

#### **Aim:**

To decide on how they will present their chosen cause

To make a plan of their presentation

To understand the impact of a slogan for a campaign

#### **What to do:**

Ask the children to decide on how they will devise their presentation. It might be that you want the children to all follow the same way but it might make the presentations more interesting if they are different. Children could:

Create a display for a wall - with text and images that they have to 'talk' through

Use presentation software to include text and images

Devise a drama – a documentary with interviews of 'local' people and a presenter

Give children time to plan their presentation. You could give them a storyboard so that they can make notes about what they are going to do and in what order. Make sure that the children have access to books etc and the internet to find more information if they need to.

Ask the children to think of what a slogan is. (Definition: a short and striking or memorable phrase used in advertising.) Ask the children if they can think of any slogans that they might know from adverts on the television.

Ask them why it might be important that campaigns have slogans. Look at some charities slogans:

Oxfam – ***be humankind***

Save the Children – ***we save the children, will you?***

***Make Poverty History*** (link to Day 1 afternoon activity 3)

Tell the children to take some time to think about a slogan for their presentation.

## **What is the G8?**

### **Day 3: Morning/Afternoon Session – Presentation on health care in Africa**

#### **Activity 3: Devising a presentation**

**Age group: 9-11**

**Time required: 120-180 mins**

#### **Aim:**

To work as a group to devise a presentation

To use persuasive and discursive language and text features in their presentations

#### **What to do:**

Children work on their presentations.

## What is the G8?

### Day 4: Morning Session – Finishing presentations

#### Activity 1: Finishing presentations.

**Age group: 9-11**

**Time required: 45 mins**

#### **You will need**

Brainstorm notes from Day 2 Morning Activity 2, 3 and 4 and also Afternoon Activity 1

Access to websites:

[http://www.savethechildren.org.uk/en/53\\_94.htm](http://www.savethechildren.org.uk/en/53_94.htm)

[http://www.unicef.org.uk/videos/video.asp?video\\_id=26](http://www.unicef.org.uk/videos/video.asp?video_id=26)

[http://www.oxfam.org.uk/oxfam\\_in\\_action/impact/video/index.html](http://www.oxfam.org.uk/oxfam_in_action/impact/video/index.html)

#### **Aim**

To continue to work as a group to devise a presentation and to use persuasive and discursive language and text features in their presentations

To review what they have learnt so far about health care in Africa

#### **What to do**

Look at their brainstorm notes from Day 2 Morning Activity 2, 3 and 4 and also Afternoon Activity 1. Review what they know about health care in Africa and the differences to their own experience of health care. Ask the children if they have found out anything else about health care in Africa during their presentations.

Watch another video about health care. (You could choose one from the choices in Day 2 Afternoon Activity 1.)

[http://www.savethechildren.org.uk/en/53\\_94.htm](http://www.savethechildren.org.uk/en/53_94.htm)

[http://www.unicef.org.uk/videos/video.asp?video\\_id=26](http://www.unicef.org.uk/videos/video.asp?video_id=26)

[http://www.oxfam.org.uk/oxfam\\_in\\_action/impact/video/index.html](http://www.oxfam.org.uk/oxfam_in_action/impact/video/index.html)

Look at the photo stories below

[http://www.savethechildren.org.uk/en/2582\\_2595.htm](http://www.savethechildren.org.uk/en/2582_2595.htm)

[http://www.unicef.org.uk/photogalleries/gallery.asp?image=1&gallery\\_id=84](http://www.unicef.org.uk/photogalleries/gallery.asp?image=1&gallery_id=84)

## What is the G8?

### Day 4: Morning Session – Finishing presentations

#### Activity 2: Editing presentations.

Age group: 9-11

Time required: 45 mins

#### **Aim**

To evaluate their presentations and make changes

#### **What to do**

Ask the children to 'rehearse' their presentations all the way through. Ask them to see if there was anything they would like to change etc. Ask them to time their presentation. If it is under the time limit set in Day 3 they will need to add more information and if it is over they will need to cut some information.

## **What is the G8?**

### **Day 4: Afternoon Session – Presentations**

**Activity 1: Show presentations.**

**Age group: 9-11**

**Time required: 90 mins**

#### **Aim**

To watch and evaluate presentations

To develop note-taking skills

#### **What to do**

Each group shows their presentation to the rest of the class. Ask the children to make notes about what they liked about the presentations and what suggestions for improvements they would have for others.

## **What is the G8?**

### **Day 4: Afternoon Session – Presentations**

#### **Activity 2: Evaluating presentations.**

**Age group: 9-11**

**Time required: 30 mins**

#### **You will need**

The Worksheet on the next page

#### **Aim**

To evaluate their own, and others, presentations and give reasons for their observations.

#### **What to do**

In each group ask the children to discuss with each other what they liked about the presentations and what improvements to the less successful presentations they would suggest - make sure that they give an appropriate reason for their opinions. Ask them to write down their thoughts on their own presentations and compare theirs with others. You could use the worksheet below as this might help structure their thoughts.

# My thoughts on my presentation

<b>Successful</b>	<b>Why?</b>
<b>Less successful</b>	<b>How it could be improved</b>



## What is the G8?

### Day 5: Morning Session – Debate

#### Activity 1: Preparing for the debate.

**Age group: 9-11**

**Time required: 60 mins**

#### **You will need**

Scenario sheets  
Calculators

#### **Aim**

To introduce the children to the idea of a debate  
To reinforce discursive language  
To prioritise the spending of a limited budget

#### **What to do**

Explain that, like the members of the G8, the children are going to decide through a debate, how the money available for aid should be spent.

Give out the scenario sheets and ask the children to carefully read them. Emphasise that the scenario and figures are fictitious. Encourage them to ask questions. Introduce the idea that some of the projects are long-term solutions whilst others are short term. Once the longer-term solutions are put in place, the short-term solutions are no longer needed. Ask the children to work in mixed ability pairs/small groups to decide how best to allocate their money to help the people affected by the drought.

Before deciding how to allocate the money, help the children work out the finances. For example, how much will it cost to train all 50 doctors? How much will the emergency doctors cost in the mean time? Do this for each project.

The budget is not sufficient to cover the cost of all the projects, so decisions will have to be made about where to cut costs e.g. they may choose to train only 30 doctors or to allocate 20litres of water per person per week. Ask children to consider the implications of each cost-cutting decision, e.g. is it better to provide less water or less food? Is it better to use money to help the people in the short term, or invest in longer-term solutions?

As an extension exercise you could also look at the possibility that there might be implications due to limited human resources e.g. if there was only one team to build the wells it would take 40 weeks to build them all, rather than 4.

## **What is the G8?**

### **Day 5: Morning Session – Debate**

#### **Activity 2: Debate.**

**Age group: 9-11**

**Time required: 60 mins**

#### **You will need**

Information from Activity 1

#### **Aim**

To reinforce language of argument

To support and illustrate points persuasively

#### **What to do**

Explain to the children that they need to agree as a class how their Aid money should be spent. Ask different children to explain how they have spent their budget and why. Discuss as a class why certain projects are more important and how they cut costs to stick to the budget. Write down the agreed budget on a whiteboard.

Explain that this is a problem facing G8 and aid charities: there is not enough money to do everything that needs doing. Highlight the problems of transport links. If there are no proper roads or train lines to the effected region, how will aid be transported? What other projects would need to be in place in a real life situation? Think about medicines, vaccinations, the building of health centres for the doctors to work in, animal stocks which would have been depleted due to the drought. Help the children understand that the decisions about how to prioritise aid are very difficult.

# Scenario – drought in Africa

A fictitious region in an African country has been hit by drought. 100,000 people have been left without clean water to drink. The drought has also caused crop failure, leaving the area in danger of famine. Health problems mean that more doctors are required.

The following table shows the projects that are needed. Some are long-term solutions and others are short-term answers.

Your Aid budget is £2,000,000. You will need to decide the best way to spend that money.

Remember, once the long-term solution is put in place, the short-term answer is no longer needed, e.g. once the wells have been built, you no longer need to send clean water.

Which cost more, short-term or long-term solutions?

<b>Project</b>	<b>Time Required</b>	<b>Number needed</b>	<b>Cost</b>	<b>Total Cost</b>
Training Doctors	1 year	50	£10,000 per doctor	
Send emergency doctors to treat the current health problems		50	£100 per week	
Building wells	4 weeks per well	10	£3000 per well	
Sending clean water		30 litres per person per week	10p per litre	
Irrigation for farms	8 weeks to irrigate and harvest crops	10	£5,000 per farm	
Food aid		1kg per person per week	50p per kg	

## Scenario – Teacher’s notes

Project	Time Required	Number needed	Cost	Total cost
Training Doctors	1 year	50	£10,000 per doctor	£500,000
Send emergency doctors to treat the current health problems		50	£100 per week	£5,000 per week x 52 weeks £260,000
Building wells	4 weeks per well	10	£3000 per well	£30,000
Sending clean water		30 litres per person per week	10p per litre	£3 pppw £300,000 pw x 4 weeks £1,200,000
Irrigation for farms	8 weeks to irrigate and harvest crops	10	£5,000 per farm	£50,000
Food aid		1kg per person per week	50p per kg	£50,000 pw x 8 weeks £400,000
				Total £2,440,000

## What is the G8?

### Day 5: Afternoon Session – Tanabata festival

#### Activity 1: The story of the Tanabata festival.

**Age group: 9-11**

**Time required: 30 mins**

#### **You will need**

The story of the Tanabata festival

#### **Aim**

To introduce the Tanabata festival

#### **What to do**

Remind the children that this year's G8 is taking place in Japan. Tell them that at this time the Japanese celebrate a festival called Tanabata. This festival is traditionally celebrated on the 7<sup>th</sup> day of the 7<sup>th</sup> month. However this can be confusing because of different calendars. Some places in Japan celebrate in July, and others in August.

Explain that Tanabata is a star festival. Read the story below. In the past, girls would wish for better sewing skills (to be like Orihime) but now people wish for many things but mostly for a better future. Today the Japanese write down their wishes on colourful paper and hang them on bamboo trees. They then take them down and float them down rivers and burn them as they go.

Orihime, represented by the star Vega, was a princess and weaver who lived on the east side of the river of the Milky Way with her father, the Emperor. Kengyuu (Altair) was a very handsome and brave herdsman who lived on the other side of the river. The two met and fell in love, and everyone was happy, including the Emperor. However, Orihime spent so much time being with Kengyuu that she began to neglect her sewing work.

This made her father very angry, and he separated the two to opposite sides of the river, so that they could not meet. However, once a year on the seventh day of the seventh month, a flock of magpies forms a bridge across the Milky Way, and the two lovers are able to be with each other on this one night.

## What is the G8?

### Day 5: Afternoon Session – Tanabata festival

#### Activity 2: Making wishes

**Age group: 9-11**

**Time required: 30 mins**

#### You will need

Large pieces of colourful paper that can be tied to a tree  
Find a tree to tie the wishes on

#### Aim

To participate in their own ‘make a wish’ as part of the Tanabata festival  
To think about the lives of people living in other places

#### What to do

Ask the children to write down their own wishes about what the G8 should be doing to help developing countries. Ask the children to wish for something to improve health care.

If it is possible, contact the local paper to see if they would be interested in this as a story.  
Publish any of the presentations on the school’s website  
Create prominent wall displays in the school  
Show the rest of the school/parents the presentations

#### Further action for individual teachers

The Global Call to Action Against Poverty (GCAP) – the people behind Make Poverty History and the White Band campaign are using the Tanabata festival as a metaphor for everyone who wishes for change. More information and a chance to add your name to the campaign can be found here:

[http://www.oxfam.org.uk/get\\_involved/campaign/g8/index.html](http://www.oxfam.org.uk/get_involved/campaign/g8/index.html)

<http://www.whiteband.org/Action/take-action/actionnow>