

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?

Project	Time Required	Number needed	Cost	Total Cost
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 7th day of the 7th 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.

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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.whiteband.org/Action/take-action/actionnow>