

## UNDERSTANDING THE G8 - LESSON PLAN 1

Ages: 10-13 years old

Time: 1-2 lessons

Materials: Chart paper, internet access, development compass rose <sup>1</sup> (see below).

Objective: Pupils will learn about the G8, its role and activities.

### Introduction

Hypothetical situation: You must select eight people for a school improvements committee. Everyone has their own opinion of what the school needs. Try to choose eight people that would represent everyone's interests.

Read the following definition of the G8:

*Eight most industrialized nations: the group of the eight most industrialized nations in the world, comprising Canada, France, Germany, Italy, Japan, Russia, the United Kingdom, and the United States. Representatives from these countries meet regularly to discuss and draw up global economic policies.* <sup>2</sup>

Some students will be familiar with the G8 and others will have previous knowledge of the countries involved.

Assess prior knowledge of the G8 (the countries, leaders, politics etc) with a KWL chart (three columns labelled K (what you know), W (what you want to know) and L (what you've learned). Record pupil responses for the first two columns.

Use [www.g8.gov.uk](http://www.g8.gov.uk) to answer the following questions:

- When and where is the 2005 summit?
- What two main topics will they discuss?

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<sup>1</sup> [www.tidec.org](http://www.tidec.org)

<sup>2</sup> [www.encyarta.com](http://www.encyarta.com)

## Discussion

Display world map. Find the countries of the G8 on the map

Discuss:

- What areas of the world are represented?
- What areas are not represented?
- What does it mean to be powerful?

Display the development compass rose (see below) and discuss the four elements.

Who decides:

- How would you choose the members of the G8?

Economic:

- How are power and money related?

Social:

- How does it feel to be powerless?

Natural:

- Compare and contrast the physical environment of a G8 country with an African country.

## Activity

Discuss the G8 topics of Africa and climate change. Why are they important to Tony Blair? What issues are important to you?

Activity #1

Choose a global issue, research and devise a solution. Write a letter to Tony Blair urging him to address this problem.

Activity #2

You're the president of your own G8. Decide which countries will be involved, where you will meet and what issues you will address. Research those issues and create posters to convince others to address this problem. Present the information to your classmates.

## Conclusion

Fill in the last column of the KWL chart (what we've learned). Review the W column and circle any unanswered questions. Assign a pupil to research each question using more than one source. Compare and contrast the information from government web-sites with commercial media sites.

Encourage pupils to bring in articles relating to the G8.

Direct pupils to [www.makepovertyhistory.org](http://www.makepovertyhistory.org) for further information and ways to get involved. To see coverage of the G8 in the news, go to <http://news.bbc.co.uk/cbbcnews>.

# DEVELOPMENT COMPASS ROSE

