

## UNDERSTANDING THE G8 - LESSON PLAN 2

Ages: 13-16 years old

Time: 3 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. Pupils will evaluate evidence and debate their findings.

### Introduction

Day 1 – Introduction and research

Assess prior knowledge

- Divide a large piece of paper into 2 columns labelled fact and opinion. Ask pupils what they know about the G8 and record in the appropriate column.
- Read the following definition of the G8 for basic information.

*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>

- Distribute copies of the compass rose (see below). Discuss the four elements and how they relate to the G8.

### Research

Divide the class into two groups to research the four points of the compass rose in relation to the G8: a government group and a media group.

- The government group will research government-sponsored information on the G8 (government websites listed at <http://www.psr.keele.ac.uk/official.htm>)
- The media group will research all commercial, NGO and informal media.
- Each group must also answer the following questions: What is globalisation (global economy)? Who benefits from globalisation? Who suffers?

\*\*\* If you do not have internet access you can provide articles, printed internet sites or assign the research for homework\*\*\*

### Activity

Day 2 – Small groups

In a whole group discussion ask the pupils for their reactions to the research. Ask:

- Did you agree/disagree with what you read?

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

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

- Did you notice any biases? How do you recognize bias?
- Were you surprised by anything that you read?

Divide the class into small groups with an even number of government and media researchers to record and compare their findings. Pupils create a chart with:

- four rows - natural, who decides?, economic and social
- two columns - media and government sources

\*\*\* Explain that the pupils do not have to agree or disagree with the ideas; they are just presenting the information\*\*\*

Homework option: look to see where your clothes and material possessions are made.

## Discussion

Day 3 – Whole group

Display group charts and compass rose.

- Discuss globalisation. Compare and contrast the different points of view. Relate these to the recorded ideas and the elements of the compass rose.

Encourage the pupils to generate their own discussion questions. Initiate conversation by asking the following:

### **Natural:**

- How have the countries of the G8 affected the environment (air, land, water etc) locally and globally?
- What effect do urbanisation and industrialisation have on the environment?
- Compare and contrast rural life with urban life.
- How does globalisation affect the geography (demographics, urban areas etc) of countries in Africa, Asia and Latin America?

### **Economic:**

- Raise your hand if most of your material possessions were made in England. UK? Europe? Asia?
- Why do local businesses manufacture their goods in other countries?
- How does a global economy affect independent farmers, shops and other businesses?

### **Social:**

- Compare and contrast life in a G8 country with life in an African country.
- What affect does globalisation have on a community's culture and traditions?
- Half the world's population lives on less than \$2 a day. How does this affect their quality of life?

### **Who decides?**

- What do the countries of the G8 have in common?
- What areas of the world do they represent?
- In your opinion, who else should be represented?

## Conclusion

Review the recorded facts and opinions from the introduction. Discuss any misinformation. Urge pupils to pay attention to media coverage of the G8 and the response from the government. Encourage them to bring in related articles to share with classmates. 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

