

Summit fever

09 Jul 2005



LEFT: British Prime Minister Tony Blair (C) speaks, as French President Jacques Chirac (L) and Japanese Prime Minister Junichiro Koizumi look on, at the end of the G8 summit in Gleneagles, Scotland, July 8, 2005. RIGHT: Ricky Wilson from British band Kaiser Chiefs jumps during a Live 8 concert performance in Philadelphia July 2, 2005. © Reuters

The G8 is the term given to the summit or meeting up of the leaders of the world's top eight financially and politically influential countries (USA, UK, France, Germany, Italy, Japan, Canada and Russia).

With no headquarters, budget or permanent staff, the Group of Eight is an informal but exclusive body whose members set out to tackle global challenges through discussion and action. Critics point out that countries from Africa, South America, Central America, and highly populated countries such as China and India are not represented.

The discussions and outcomes of the G8 annual summit have profound geographical impacts on people and the planet. In recent years there has been high media coverage of increasing numbers of global grassroots pro-democracy activists, Non Government Organisations (NGOs) and community groups who gather together outside the summit to make it known that from the perspective of the other countries of the world, the G8

is perceived as an elitist group of rich countries who are more concerned a t looking after themselves, rather than solving the big issues of the world today.

This year, the United Kingdom was responsible for holding the conference, where it met between the 6th and 8th of July 2005 at Gleneagles in Scotland.

Heading the meeting was the British Prime Minister Tony Blair, who has pledged to tackle two main themes; Climate Change and Africa.

But how far were these complex geographical issues investigated? In whose interests? Who will benefit? And who will suffer any negative consequences?

What is the background to the G8?

What are recent successes of the G8?

What are the problems associated with the G8 summit?

What were the aims of the summit?

Live8 and Make Poverty History: making real changes to the world?

Investigating the G8: what are the real issues and big questions?

References and website links

Written by Jo Norcup BA (Hons), MA (Research), PGCE and founder of the education cooperative realgeographicalociety.org

What is the background to the G8 09 Jul 2005

The G8 was born out of the Library Group - an informal meeting held by the USA and joined by financial ministers from Europe and Japan to discuss the OPEC 'oil crisis' that nearly crippled the economies of these countries in 1973.

Thirty years ago, in 1975 the French meeting invited the leaders of the six major industrial countries to meet annually. The initial G6 members were the USA, UK, Japan, Germany, Italy and France; with Canada joining a year later in 1976, and Russia joining in 1998.

The G8 countries shaded in green. Do you notice anything about them?



The main aims for this exclusive group were in the first instances to insure *cooperation over trade and finance* and to *strengthen the global economy*. However, in recent years broader political issues have inevitably been included in order to consider the wider implications of global economic activities. Now the G8 claim to meet to *prevent and resolve conflicts* and to *promote peace and democracy*:

Leaders of G8 countries aim to:

- Boost cooperation over trade and finance
- Strengthen the global economy
- Promote peace and democracy
- Prevent and resolve conflicts

While the G8 members can agree on trading policies and discuss possible agreements between member countries, there is nothing in international law that means these countries have to agree to anything, and commitment to any agreements is on a voluntary basis. Yet much of the summit is held behind closed doors and without officials or the media present. So why all the fuss?

What are the recent achievements of the G8?

09 Jul 2004



G8 leaders pose for a family photo at the end of the G8 summit in Gleneagles, Scotland, July 8, 2005. (L-R) U.S. President George W. Bush, French President Jacques Chirac, British Prime Minister Tony Blair, Russian President Vladimir Putin, and German Chancellor Gerhard Schroeder. World leaders agreed to more than double aid for Africa to \$50 billion, presenting the deal as a message of hope that countered the hatred behind the London bomb attacks. © Reuters

The G8 countries work together on tackling complex and often evolving international problems and owing to its informal nature can act relatively quickly. Some would argue that decisions are being made all the time by the most powerful men in the world and although the media focuses on the annual summit, this is in fact nothing more than a PR exercise and photo opportunity.

For example:

In June 2005 the G8 agreed to launch an international database on paedophiles, expected to be set up by the end of the year. Other countries may join later ([Guardian June 18, 2005](#))

The G8 also agreed to pool data on terrorism, subject to the restrictions of the various countries' privacy and security laws ([Guardian June 18, 2005](#))

In June 2005 the national science academies of the G8 nations (including the US' National Academy of Sciences) - and Brazil, China and India, three of the largest emitters of greenhouse gases in the developing

world, signed a statement on the global response to climate change. The statement stresses that the scientific understanding of climate change is now sufficiently clear to justify nations taking prompt action ([The Royal Society 7th June 2005](#)) and explicitly endorsed the IPCC consensus.

The 2005 G8 summit result:

- Stalemate on climate change as US position barely budes but Britain is to host a 1st November meeting on climate change, to assess progress.
- G8 nations agree to full debt cancellation for 18 countries, while African countries call for debt relief for all Africa
- EU members pledge to reach a collective aid target of 0.56% of GDP by 2010, and 0.7% by 2015
- The G8 agrees a \$50bn (£28.8bn) boost to aid
- A 'signal' for a new deal on trade and Mr Blair said trade discussions in Hong Kong later this year should yield an end date to agricultural subsidies.
- Universal access to anti-HIV drugs in Africa by 2010

What are the problems associated with the G8?

09 Jul 2005



The 27th G8 summit took place in Genoa, Italy, in July 2001. The summit was overshadowed by riots in the city after a crackdown by police targeting anti-globalization groups and the death of one protester, Carlo Giuliani.

Since the agenda of G8 is usually about economics and politics that lead to controversial global issues, critics often refer to the G8 as an unofficial "world government". The annual summits often are the focus of anti-globalisation movement protests, notably at the 27th G8 summit in Genoa in 2001.

Most critics point out that members of G8 are responsible for global issue such as global warming due to carbon dioxide emission, poverty in Africa and developing countries due to debt crisis and unfair trading policy, AIDS problem due to strict medicine patent policy and other problems that related to globalisation.

Pressure has also been put on G8 leaders to take responsibility to combat problems they created. Bob Geldof organised Live 8, global awareness concerts on July 2 and July 6 in 2005, to encourage G8 leaders to

"make poverty history". The concerts were timed to coincide with the 31st G8 summit. The G8 was historic for involving other sectors in the negotiations for the first time.

2005 was the first summit at which civil society, in the form of non-governmental organisations (NGOs), played a central role.

This was a choice made by the UK government, who were encouraged to involve them by the mass mobilisation of the Make Poverty History campaign and Live 8 concerts.

"A key part of the summit has been the unprecedented opportunity it offered for civil society to take part in the central deliberations, said Professor Kirton.

What are the anti-G8 protestors against?

The USA is often seen to hold the most power in the G8 because of its economic wealth and military power (How they have this financial and military power is something that geographers might like to investigate further). Many people fear one country holding so much power could lead them to only consider what is best for them, without thorough consideration of how their agenda affects other countries around the world. There are also concerns that the elitist nature of the G8 undermines any sense of democracy within international politics due to its lack of accountability or inclusiveness. Rather than considering how people may be affected, the meetings are seen by many to be influenced by finance ministers and lobbyists representing the financial and trade requests of multinational companies whose headquarters are based in the G8 countries.



Demonstrators take part in the Make Poverty History rally in Edinburgh, Scotland, July 2, 2005. Thousands of demonstrators gathered in the Scottish capital to take part in a mass rally to urge leaders of the G8 nations to smash global poverty when they met in Gleneagles the following week. © Reuters

For this reason, the frustration that anti-G8 protesters have felt towards the G8 has gained momentum over the past decade. Security and location the meetings away from where people can peacefully protest against them has led to high levels of investment in private security and policing.

Why is Gleneagles Hotel an ideal venue for the meeting?

- It is secluded
- It is less than an hour's drive from two international airports
- It is only 1 mile from the A9 dual carriageway

Such measures have included putting temporary walls and barriers around where the summit has been held. Our TV screens were full of violent scenes again as clashes with police and protestors over the week of the G8 summit lead to 358 arrests.

These clashes distract the media from a majority of peaceful protest. This protest which rarely makes the headlines is often called anti-globalisation movement by the media, but for many participants it is neo-liberal policy (including unfair trade rules, the erosion of state welfare provision, privatisation, anti-trades union practices and restrictions on free movement of people) and corporate power (the might of TNCs, their enclosures and their impact on the environment) that are the real cause for concern.

Security issues and civil rights made headlines at the 2001 G8 summit in Genoa, Italy, where police and security were criticized for breaching the civil liberties and human rights of the protestors. Activists sleeping in a school that was legitimately set aside as a convergence space for protestors was broken into by armed police while protestors slept. Mass arrests also took place (later people being released uncharged) and street riots occurred culminating in the death of Carlo Giuliani who was shot and then run over by the Italian Police.



What were the aims of the summit?

Tony Blair pledged to tackle two main themes at this year's G8 summit: Climate Change and Africa.

1) Climate Change.

Climate is an ill-tempered beast and we are poking it with sticks. Prof Wally Broecker, Columbia University, USA, quoted in Maslin (2004: 148)

Tony Blair said he is committed to introducing more sustainable technologies to counter climate change. Tony Blair hoped to bridge the gap between member states who agreed to reduce carbon emissions and George Bush, who refused to acknowledge or commit America to reducing their carbon output at the Kyoto climate summit in 1997. Given that America is the largest single producer of carbon emissions from human activities, such an agreement would have been seen by the international community as progress.

Blair's worry was that if America failed to commit to any changes it is likely that other emergent industrial nations, potentially high carbon emitters, such as China and India could also argue that it is not in their economic interest to agree to carbon reduction plans. Those taking a stance against the US on climate change argued that all countries and all people globally need to consider their individual and collective responsibility for the state of human induced climate change which has been acknowledged as the greatest threat to people on the planet.

2. Africa

Tony Blair had the aim of writing off Africa's \$80 billion debt to international finance institutions such as the International Monetary Fund and the World Bank. His aim was that G8 countries commit to giving 0.7% of their national wealth to aid, while also improving trading conditions provided that African leaders commit to better governance.

But finance ministers had already underlined that aid to recipient countries will only take place if 'democracy and good governance' is in place. Many people are already airing concerns that 'good governance' may mean that African nations are tied to follow development policies that focus more on the rights of multinational companies to trade with improved conditions rather than with the sustainable interests for the people of those countries.

Structures of 'trade' and 'aid' have traditionally tied African countries into a weak global trading position and perpetuate conditions where richer nations dictate to African countries the trading terms on which they are prepared to give them 'aid'. The USA has already expressed its willingness to write off debt, but would reduce its 'aid' support accordingly, while countries such as France, Germany, and Japan have said they would like to continue debt-reduction policies rather than writing off total debt straight away.

Cynics would argue that the G8, rather than eradicating poverty, aims to clear debts in order that multinational companies feel more confident in investing in and taking cheap natural resources from countries in the African continent. Issues of water and utility privatisation (such as access to water, oil resources and other minerals) have been systematically taken out of the hands of LEDC countries over the past ten years under neo-liberal trade agreements. Is this a motivating factor for G8 leaders wishing to change debt and aid regulations?

Protestors in Scotland expressed myriad concerns that interrelate: that climate change is being exacerbated by continued use of fossil fuels, and yet while Tony Blair says he's committed to sustainable developments the British government indirectly funds private pipeline developments using taxpayer's money to underwrite private corporate interests through the Export Credit Guarantees Department (ECGD), for example the BP Baku-Ceyhan pipeline, or the Halliburton pipeline in Chad.

Live8 and Make Poverty History: making real changes to the world? 09 Jul 2005



An aerial view shows crowds attending the Live 8 concert in Hyde Park in London, July 2, 2005. Rock and roll stars graced stages across the globe what was billed as the greatest music show ever, in a bid to put pressure on leaders of the G8 to do more to alleviate poverty, particularly in Africa. Live 8, an expanded version of the Live Aid sensation 20 years ago, took in 10 cities and four continents, kicking off in Tokyo in the east and ending in North America in the west. © Reuters

The *Make Poverty History* campaign was launched at the beginning of 2005 after the tsunami that killed thousands of people in South East Asia. High profile figures from the entertainment industry including Richard Curtis, the comedy and film writer alongside Bob Geldof, musician Bono from U2 and many other international performing artists put their names to the campaign in order to generate awareness of global poverty. The 420 charities, church groups and other organisations that comprise the 'Make Poverty History' campaign aimed to stimulate popular awareness about the causes of global poverty and make G8 summit leaders aware that people want poverty to end.

Through the organisation of the global music concerts of Live8 and a mass demonstration of people in Edinburgh on the 2nd July (the weekend before the actual G8 summit leaders arrived on the 6th), it was hoped that G8 leaders would listen to the groundswell of people and as their strap line states, make poverty history.

But does buying a white plastic wrist band and attending a pop concert where lots of rich white musicians perform actually achieve this? It was intended by the organisers

that people across the world will make it known to government leaders that there is a desire to end the causes of global poverty experienced in Africa and beyond. The Make Poverty History campaign demands trade justice, debt cancellation for the world's poorest countries, and better aid. But are these development terms vague and value laden at best? Does better aid' for one country means tied terms and reduced public spending to another?

While there is much respect and agreement for the aims of the Make Poverty History campaign, critics have expressed that the campaign is at best *reformist*, reacting to the G8 leaders who are more than capable of ignoring people they claim to represent.

At worst, critics have stated that while sentiment by organisers may be sincere, those from the entertainment industry are using the situation to promote their own careers while the event itself may distract the general public from the real issues concerning the complexities of aid and global trade. Do you agree?

Was the Live8 event a distraction to the actual G8 event itself? Perhaps not, in the light of the London suicide bomb attacks, which deflected attention of the whole world and its media away from Gleneagles? Now that the world's leaders and media are focused once again on the 'War on Terror', have people forgotten about the meeting after feeling they 'done their bit' simply repeating the phrase 'Make Poverty History', buying some merchandise and attending a concert - surely it's up to Bono or Tony Blair to actually end world poverty?

Many peaceful demonstrations were planned for the week of the G8 summit. Pro-democracy campaigners, not content with simply going to a music concert, holding placards were proactive and expressed their creativity and human right to protest by organising different events around the country, with a focal point being Gleneagles itself. Many protesters are not satisfied with simply reformist commitments and token gestures.

Investigating the G8: what are the real issues and big questions?

09 Jul 2005

Greater awareness and critical investigation into the G8 and its activities, and how the industrial nations contribute to and perpetuate global poverty need to be investigated to make people more critically geopolitical about what is taking place. By asking questions about the G8 and the activities surrounding it allow geographers to consider alternative futures and approaches in sustainably solving the problems. Wider geographical and citizenship issues should also be explored concerning the actual civil rights that people have, how democracy actually works, how policing and state control works, and fundamental human rights as set out in the international declaration of human rights (UN). How are these rights discussed in the main global media? What ways could be introduced in the future that would allow greater openness and responsibility from politicians and finance ministers?



A protester wearing a mask makes his way between lines of police officers in the centre of Glasgow during a protest against climate change and the M74 road extension July 8, 2005. The anti-G8 group Dissent organised an event called Boogie on the Bridge as part of action against climate change and construction of the new road. © Reuters

Some Big Questions about the G8:

- Should tax payers fund the G8?
- Should taxpayers of the G8 countries have their taxes fund this event when business decisions made at these meetings may commit the tax payer to more of their money being given to private corporations and supporting their economic interests in the African continent rather than on actual poverty eradication or public health and education schemes?
- Should tax payers of G8 countries pay for the environmental destruction caused both directly and indirectly when particular trading terms are agreed at the G8?
- How does organising and holding the G8 impact upon the lives of people in Gleneagles? What are the benefits and costs to Edinburgh, Glasgow and other parts of Scotland? How does the location and venue of the G8 summit influence how accessible people view the G8?
- How are laws being used to control and manage security in Scotland? In whose interests? How are civil liberties affected?

Some Big Questions about Climate Change:

- Who are the biggest contributors of carbon emissions?
- Who is consuming the most fossil fuels and why are they consuming them in such high levels?
- How could industry change and manage itself to allow for a reduction in carbon emissions?
- What technologies are being created to reduce carbon emissions?
- Are these technologies helping solve the problem or just to allowing polluting companies to sell their 'green' credentials?
- How responsible are organisations that advertise and promote companies who contribute to the production of greenhouse gasses? How should people and organisations respond?
- Should countries responsible for most emissions be able to not agree to reduce their emissions?
- What are the reasons for countries that produce high emissions not wanting to reduce them? How could they be supported to encourage them to reduce their emissions? What measures could be introduced internationally?
- What measures can they take to make it clear that they want changes in business practices?

- Can businesses ever put long-term sustainability of people and planet before profit? Are there ways that they can change or are these changes an altogether different way of governing and managing resources?

Some Big Questions to consider about Africa

- How does the term 'development' differ between different political ideologies and approaches?
- How does this play out over time and space? What impacts can this have on the way people and environments exist? – Within the African continent? Internationally (consider people, migration, resource allocation, skills and trade transfers between countries, access to health and education facilities).
- Do G8 Leaders want to tell the whole African continent how to trade?
- What do G8 finance ministers mean by 'better governance'?
- Should other LEDCs have to be told what to do by MEDCs?
- Do multinational companies undermine social programmes to improve development and alleviate poverty?
- How will the measures introduced by the G8 to help Africa? How will they benefit the G8 countries? What are the alternatives?

G8 References and web links

09 Jul 2005

References and websites

Maslin M (2004) global warming a very short introduction. A Very short introduction series. Oxford University Press. Oxford.

David Miller (Dept of geography, University of Strathclyde) reference page of articles and books concerning globalisation

<http://homepages.strath.ac.uk/~his04105/teaching/76AQlinks.html>

Thomas M (2005) Is live 8 worth it? P12 in Time Out (London) no 1819. 29th June – 6th July 2005.

Hubbard P, Kitchin R, Bartley B and Fuller D (2002) Thinking Geographically: Space, theory and contemporary human geography. London. Continuum Books.

News articles

Independent media coverage with background features and resources about the G8

<http://www.indymedia.org.uk/>

BBC and mainstream media links

http://news.bbc.co.uk/1/hi/uk_politics/4575875.stm

BBC - G8 - In-depth

<http://www.guardian.co.uk/business/story/0,,1530540,00.html>

<http://www.guardian.co.uk/africa8/0,16068,1501265,00.html>

Information about Africa

<http://www.commissionforafrica.org>

Information about climate change

Carbon Trust special feature re: climate change and business

<http://observer.guardian.co.uk/carbontrust/story/0,,1515576,00.html>

Rising Tide Climate Change

<http://www.londonrisingtide.org.uk/>

Background to the G8

G8 official website

<http://www.g8.gov.uk/>

University of Toronto's g8 research group

<http://www.g8.utoronto.ca/>

Collective of grassroots organisations and information about previous protests against the G8

<http://www.g8alternatives.org.uk>

<http://www.carlo-giuliani.com/genoajuly222001.htm>

<http://www.dissent.org.uk/>

NGOs, charities and more established organisations websites about the G8

www.makepovertyhistory.org

www.live8live.com

Writing frame

G8 Activity: Assessment summary

On _____ I took part in a geography and G8 lesson. In this lesson we were all asked to take on a particular role. I was _____.

My role as _____ meant that I had particular views and opinions about the G8 and how it impacts and affects the geography of the world. From my background research I found out that _____ (describe and explain in one or two paragraphs what was found out before the lesson)

During the lesson itself I _____ (describe and explain what took place where you were meeting)

Things that took place during this role play of the G8 included (mention who was playing what role, what happened, how you felt in your role as your particular part – where you frustrated? How did it make you think about other countries and leaders? How did it make you think about other organisations and figureheads?)

In my role as _____ my thoughts about the G8 were _____ (describe and explain and justify with reference to events that took place during the lesson and any background references you have)

My thoughts as a person about the G8 and the geographical issues of climate change and debt were _____ (at least two paragraphs)

Critical thinking and investigating news reports about the G8

When studying internet websites and newspaper articles for information about the role you have been assigned; make sure you ask questions about the information that you are reading. The sources you find will all be written from a specific political and geographical perspective, and as such will be *subjective* and *value-laden* to a certain degree.

For further reading about global media see:

Steven P (2003) No Nonsense Guide to Global Media. London. New Internationalist / Verso.

Stauber J and Rampton S (2004 edition) Toxic Sludge is good for you: Lies, damn lies and the public relations industry. London. Robinson.

Other Bite Size approaches to studying the G8

Evaluating different newspaper reporting of events – what is mentioned? What is ignored? Whose views are expressed?

Considering Climate Change

Ask students to consider what questions they have about climate change and the G8 – How does climate change link with other issues in geography? Development? Economic Activity? Work and employment? Environmental sustainability? Urban living?

Considering Africa

Ask students to consider how Africa as a continent is represented in the press and programmes – What do they think they know about Africa? What resources are companies and leaders of the G8 interested in in Africa? How does this influence the type of trade and aid agreements between African countries and the rest of the world? What are the pressing social issues facing people living in African countries? How does Africa's colonial past influence how it is seen and treated by the international community today?

Lesson Plan: G8 in your classroom

The G8 and other international meetings and organisations can sometimes appear very difficult to teach due to the myriad geographical issues and seemingly contentious nature of the way the issues are discussed and represented in mainstream media. It is vital that geography teachers attempt to tackle discussing such issues as this is the very essence of what geography is about – how people decide on how to manage people and the environment in different places and spaces.

The benefits of teaching such a global topic are that it is interdisciplinary, and as such create the opportunity to work with other members of staff with specialist subject knowledge across the school. In this instance, working with Citizenship teachers would prove beneficial as it allows students to consider what it means to be a citizen, not just locally, but internationally as well; and to consider the frameworks for democracy and how they work and affect the way people live in a place.

Below are a few general suggestions to get you started. At the end are other smaller 'bite size' ideas and ways in which you can introduce issues relating to Geography and the G8 into your lessons.

- **Lesson plan :**

G8 in your classroom

- **Age range**

KS 3 - 5

- **Curriculum relevance**

Geography (work and employment, climate and weather, development, international trade and globalisation)

Citizenship (Decision making and International politics)

English (Evaluation of prose, comprehension and thematic links (SATS at KS3), constructing arguments and debates, qualifying and justifying viewpoints and opinions, describing and explaining)

Economics (International trade agreements and business practices, fair trade and capitalism and International markets)

- **Learning outcomes**

For students to appreciate the ways that decision making can be both inclusive and excluding

For students to appreciate the geographical interconnections between different geographical themes and the way political decisions have consequences over time and space

For students to be able to critically examine different types of prose text and think about the different ways these can be 'read'

For students to use this international summit as a topical case study example when discussing issues of development, trade and aid.

• Resources

Background information about the G8 countries (look up statistics from the UN); information about other countries in the world who will not be at the summit (again start with the UN); NGO interests (Wateraid, World Development Movement, Save the Children), Disorganisations (Dissent, Peoples Global Action), local community in Gleneages, residents in Edinburgh, police and traffic in Scotland,

• Introduction

General introduction to the G8 – how it began and who are the members, its remit – what it does, and what has come from previous summits (Genoa – Carlo Giuliani, Doha etc)

• Main activities

Students to be allocated a 'role' – these roles can be decided based upon differentiation / ability of students in your class. Make sure beforehand that you have the relevant up-to-date information and resources (descriptions, text, statistics).

Allow students time to familiarise themselves with their roles and introduce themselves to other people present (this may mean students are allocated roles before the lesson and are asked to undertake some background research in preparation for this lesson and bring their own notes and questions to the lesson. Any students who have missed this activity, should be paired up with different groups and asked to familiarise themselves with the resources that you have in class (they will still need to do further background reading for when they complete the final task)

Organise the room so that the 8 members are sat together away from other interested parties (if they are able to go into another room and there is another teacher / support staff present to monitor them and support these students then let them go somewhere else so they are able to discuss the issues that will be looked at by the real G8).

Other interested parties are allowed to try and lobby the G8 members, but are not allowed to take part in their decision making progress. Non G8 members and campaign groups are allowed to discuss the issues between themselves, and consider different strategies in managing the main aims being introduced and discussed by the G8 members.

The teacher / teaching assistants should play security in ensuring that there is no crossing over between the two groups (G8 and non-G8). Teachers need to acknowledge that they are taking part in this activity as well and should be willing to feedback their personal frustrations / thoughts / ideas about their role, along with the students

• Plenary

Feedback time for those G8 members and from the non-G8 members

What were their thoughts on:

G8 members: were you able to come to a conclusion about any decisions?

Was it easy to solve these global issues?

What did you manage to come out with?

Who were supportive of each other?

Who put a spanner in the works? Why?

Non G8 members / Charities / Grassroots campaigners:

What issues did you want to raise?

What ideas did you have to solve some of the problems that the G8 aim to discuss?

Did you try and get to speak to the G8 members?

How did you talk with and make links with people from other organisations?

How do you think you could work together to achieve your goals?

Do you think it is necessary to achieve your goals by working with the G8 countries?

What other approaches or strategies could you use?

How did both groups feel about 'security' measures – did they think they were important to be there?

Personal feedback from students – how did they think the exercise went?

How did it make them feel? Did it make them change the way they saw other members? Why? How do students think international meetings should be held? What alternative strategies would they be interested in considering or suggesting for the future? What can people do locally to improve conditions for people and planet?

If there is time, or in support of the extension activity, students may be asked to consider the Big Questions from the main feature article or think of their own questions about the G8.

- **Extension activity.**

Students write up a report summary of their experience. Students can use the writing frame as a starting point should they wish to.

- **Discussion point / extension essay activity.**

(KS3) Write two poems, one from the perspective of a G8 member and the other from the viewpoint of a poverty stricken person in Africa. Start your poems by describing what your life is like and how this situation affects the way you see the world and your future, what would you like to happen in the future, how would you like the world to be?

(KS4) Investigate the different types of aid that is available to LEDCs such as countries in Africa. What are the problems with these? How can these be overcome? What can economically richer countries do to ensure that aid is fairer? What are the problems in trying to make trade and aid fairer for a) poor countries? b) Rich countries?

(KS5) 'Live8 is distracting people from the real issues of the G8'. Discuss.

- **Differentiation**

By approach:

Students to work in pairs or groups in looking at different roles and viewpoints of countries and groups concerned with the G8 conference

By resources:

Teachers to video news coverage about the G8 / Download different internet resources / newspaper viewpoints and commentaries to allow students to access information and critically evaluate the resources they are given to support thinking skills and deeper understanding of the issues and value-laden perspectives that are present with the G8.

For differentiation purposes, this activity doesn't necessarily have to be written up. Students with learning difficulties / ESL can summarise as a 'talking head' on video as if a news reporter / interview people and then formative assessments between students and teacher can be considered re: marking strategy and grading the activity.