

Live Aid: Key Stage 4 lesson plans

Lesson 1: Introduce and discuss the Buerk report on famine in the Sudan, the causes of the famine, and Band Aid/Live Aid.

Lesson 2: Consider persuasive techniques used in charity adverts and produce a PowerPoint display using such techniques.

Lessons 3 & 4: Plan and film an advert for a charity.

Live Aid and Citizenship objectives	1	2	3	4
1a: The legal and human rights and responsibilities underpinning society and how they relate to citizens	●	●	●	●
1f: the opportunities for individuals and voluntary groups to bring about social change nationally	●		●	●
1g: The importance of a free press, and the media's role in society, in providing information and affecting opinion	●	●	●	●
1h: The rights and responsibilities of consumers, employers and employees	●			
1i: The United Kingdom's relations in Europe, including the European Union, and relations with the commonwealth and the United Nations	●			
1j: The wider issues and challenges of global interdependence and responsibility, including sustainable developments and local agenda	●			
2a: Research a topical political, spiritual, moral, problem or event by analysing information from different sources	●	●	●	●
2b: Express, justify and defend orally and in writing a personal opinion about such issues, problems or events	●	●	●	●
2c: Contribute to group and exploratory class discussions	●	●	●	●
3a: Use their imagination to consider other people's experiences and be able to think about, express, explain and critically evaluate views that are not their own	●	●	●	●
3b: Negotiate, decide and take part responsibly in school activities	●	●	●	●
3c: Reflect on the process of participating	●	●	●	●

Moving image media objectives

See a range of FVT that both consolidates and extends existing viewing experience	●	●		
Have opportunities to relate FVT knowledge to other cultural fields, eg music		●		
Investigate a topic using FVT text and online sources	●	●	●	●

Lesson 1: Introduce and discuss the Buerk report on famine in the Sudan, the causes of the famine, and Band Aid/Live Aid.

Resources

General

'Live Aid' OHT (PDF)

A4 sheets of coloured paper and markers

Modelling

The Michael Buerk BBC TV news report on the famine in Ethiopia on the Live Aid DVD

Starter

In pairs, ask students to discuss

- Have you seen images on news programmes/documentaries that have upset or disturbed you?
- What were they?
- How did you feel about them?

Then discuss these questions as a class, collect students' feelings on one half of the board.

Modelling

Cover the screen and play just the sound of the Buerk news report for two minutes.

- Ask students to note points they think are significant – leave it as open as possible.
- Students feed back from their notes, and discuss.

Now play the whole report again, sound and visuals. Leave it open as to whether students make notes or not – some might want to.

- Again, discuss. Collect important points on the other half of the board.
- Discuss how the images they see affect what they hear in the report.

NB: This report is very harrowing. You should watch it in advance and decide whether it is appropriate for your students. Ideally they should watch it twice.

Development

- Pose the question, what is the function of a news report? (To inform and to report factual, unbiased information.)
- Use 'Live Aid' OHT (PDF). Show the quote by John Humphrys, to spark discussion on whether this report does what a news report is supposed to do. Hopefully there will be some discussion about this, as Buerke's style seems cool and factual whereas the language and images are clearly emotive.
- Use Michael Buerk's quote to present his point of view, and discuss.
- Now, think about the moral issues raised by this report. Who is responsible for the famine? Why did it happen? What role does third world debt play? You may need to use the notes above to help them understand some of the background to these issues. Also see links to relevant websites.

Plenary

- Review the notes on the board.
- Give each student a sheet of A4 coloured paper and a marker, and ask them to write one sentence to express a thought about what they have seen today.
- When they finish ask them to pin them on a display board.
- Now discuss audience response with them.
 - Talk about their sentences to compare reactions to the report.
 - Point out the public's reaction to Buerk's report at the time: the day following the report, Oxfam received 1,000 calls from people offering to help.
 - Focus on Bob Geldof's reaction, which led to a hit single, a massive charity concert event and millions being raised to help the starving in Africa.

Homework

Tell students that Live Aid in 1985 drew the largest audience the world had ever seen (more than a billion and a half people watched) and a recent poll named it as 'the single most important public event in the lives of two generations.' They should ask family and friends about that concert: where they were, what they were doing, how they felt and any significant memories that they had, then compare this with their own experience of Live8.

Lesson 2: Consider persuasive techniques used in charity adverts and produce a PowerPoint display using such techniques.

Resources

General

TV and DVD player and VCR
ICT access
PowerPoint software
The Michael Buerk BBC TV news report

Starter

A charity advertisement recorded from television (they are on all the time on digital TV channels and can also be found on the internet).

Modelling

The CBC film on the Ethiopian famine from the Live Aid DVD

Starter

- Discuss homework. Write significant comments on the board. It might be worth bringing in your own, or friends', relevant experiences to support this.
- Remind pupils of the Buerk report from last lesson and some of the things that they had thought about.
- Introduce the subject of charity adverts on TV. Identify one or two ads the students are familiar with.
- Discuss how they try to persuade viewers to support them. List persuasive techniques on the board.
- Show an advert twice. First students just watch it through. With the second viewing ask them to look for persuasive techniques that haven't already been identified. Add these to the list on the board. Can students see any similarities between the Buerk report and the charity advert?

Modelling

- Show the CBC film on the Ethiopian famine, which shows images of starving people set to the music *Drive* by The Cars. Explain that this was shown during the televised Live Aid as part of the event.
- Ask for their thoughts and feelings, and the similarities between it, the Buerk report and the charity advert.
- Ensure that the point has been made that both the charity advert and the CBC film were designed to persuade people to send in money and that the Buerk report is supposed to be a factual unbiased news report.
- Explain to pupils that the CBC film triggered a massive amount of giving and discuss why. Pose the question: If organisations like Live Aid, Comic Relief, etc had not already got us used to giving in this way, would the British public have donated so much to the Tsunami disaster on Boxing Day, 2004?

Development

- Ask pupils to think of an issue or charity about which they feel strongly.
- Individually, their job is to make a multimedia (PowerPoint) display using images and lyrics. They can model their presentation on the CBC film, in order to persuade people to give money. They can use images and music/lyrics from the Internet and should save it in such a way that you can access it.
- Print each presentation as a storyboard (use handouts – 6 per page).

Plenary

- Ask students in groups of four to look at each other's work and give criticism in a positive and helpful manner.
- Choose the one that they feel is the most persuasive. They need to be prepared to explain to the rest of the class their choice.
- Ask groups to feed back to class and celebrate successes.

Extension

Students could present their song and images as a poster for display purposes

Lessons 3 & 4: Plan and film an advert for a charity.**Resources**General

Computer and projector to screen a PowerPoint presentation

DV cameras

Editing facilities

TV and VCR/DVD player to screen adverts

Tips on filmmaking from: <http://www.firstlightmovies.com/filmmakinghome.php>

Starter

- Show the class a successful PowerPoint from last lesson.
- Ask students to explain why you have chosen this particular one – how it uses the features of persuasion successfully.

Modelling

- List on the board four issues: children; mental health; Third World; homeless.
- In groups of four, students choose one issue and storyboard a one-minute (or less) charity advert for it.

Development

- Students film their adverts.
- They then edit the advert.

(If there is difficulty accessing editing facilities or there is not enough time, then show adverts straight from camera. If you do this then tell pupils beforehand that they will have to film the advert in sequence.)

Plenary

Present adverts and discuss successes in light of the features of persuasion

Extension

Students could

- Plan a Live Aid style charity event around their issue, eg fashion show, recipe book, marketing campaign etc. Pupils could hold the event to raise money for a cause.
- Write a song for a charity in the style of Feed the Word for a particular musical genre and cast it with musicians from that genre.