## Who wants to be a billionaire?

**Lesson 1: Where do billionaires live?**

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</table>
| **Space** – spatial patterns and distributions can be described, analysed and often explained with reference to social, economic, environmental and political processes.  
**Scale** – making links between scales. | Consider a range of scales, personal, national and regional and how they are linked.  
Investigation of continents, globalisation or uneven development. | What does a billion pounds buy?  
Students understand what a billion pounds/dollars represents.  
Who are the celebrity billionaires?  
Students recognise billionaires that they may have seen in the media  
Where do most billionaires live?  
Students understand that billionaires are distributed across the world. They become spatially aware of which regions are home to the most and least.  
What do global patterns of billionaire wealth look like?  
Students explore what the geography of billionaire wealth looks like. | **STARTER:**  
Do the ‘What does a billion pounds buy?’ True or false quiz.  
**MAIN ACTIVITIES**  
Guess who the celebrity billionaires are by doing the ‘Celebrity billionaires ‘guess who’ game.  
Do the ‘Where do billionaires live’ interactive activity.  
Compare choropleth map with ‘Worldmapper’ cartograms. | Interactive:  
Where do billionaires live?  
Downloads:  
The top 100 billionaires  
All billionaires by region  
What does a billion pounds buy? True or false quiz  
Celebrity billionaire guess who quiz |

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<tr>
<td><strong>Geographical Enquiry – interpret place and space in new ways</strong></td>
<td>Study space as a context for learning about change in the contemporary world using a variety of data.</td>
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<td><strong>Geographical communication - communicate their knowledge and understanding using geographical vocabulary and conventions in both speech and writing.</strong></td>
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<tr>
<td><strong>Graphacy and visual literacy - use a variety of maps and geographical data including published statistics</strong></td>
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**Assessment opportunities**

Students’ descriptions of a distribution to highlight general trends (is it even or uneven?) and anomalies.  
Alternate ways of displaying the information (their strengths and weaknesses) can also be discussed (e.g. Worldmapper see links)

**Notes**

Printed resources that might be useful for this lesson include:  
Atlases and world maps
Who wants to be a billionaire?

Web links:
The Forbes website: www.forbes.com (Select LISTS and then BILLIONAIRES.)
Worldmapper: http://www.sasi.group.shef.ac.uk/worldmapper/ (Select WEALTH from the A-Z index; there is no billionaire map at the time of writing, but several wealth maps are provided).
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Lesson 2: What do billionaires do?

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<tr>
<td>Human processes - understand how these processes cause change and development in places and can be used to explain patterns and distributions.</td>
<td>Human geography Regions in different states of development</td>
<td>What makes a billionaire business? Student understand how some billionaires have made their wealth What kinds of work do they do? Students understand how geographers try to categorise the work people do and which sectors are home to most of the richest billionaires Where does Britain’s wealth come from? Students understand the importance of the consumption of goods and services in the creation of wealth and the contribution that billionaires working in different sectors of industry make to the UK’s economy.</td>
<td>STARTER: Do the ‘Brand billionaire or mere millionaire?’ True or false quiz. Famous brands will be shown: have they turned their creators into billionaires yet? MAIN ACTIVITIES: Use the ‘Billionaire pigeon holes’ activity. Students allocate a selection of billionaires to sectors, based upon a brief description of how they made their money. Look at the UK billionaires and UK economy sheet. Facts about the UK’s billionaires are presented alongside a graphic showing the contribution each sector of industry now makes to the UK economy. How closely do they match?</td>
<td>Downloads: ‘Brand billionaire or mere millionaire?’ true or false quiz ‘Billionaire pigeon holes’ activity UK billionaires and UK economy sheet Application form for a job with billionaire</td>
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<tr>
<td>Geographical communication - use geographical data such as biographies</td>
<td>Make links with wider curriculum lenses and other subjects such as personal development and economic well-being</td>
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<td>Assessment opportunities</td>
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PLENARY: You’re hired! Be the ‘THE APPRENTICE’ and do application for a job with you favourite billionaire.

EXTENSION: Explore the difficulties that arise in assigning billionaires to a particular sector.

Notes

The Forbes website: www.forbes.com

(Select LISTS and then BILLIONAIRES)
# Who wants to be a billionaire?

## Lesson 3: Why are billionaires on the rise in Asia and the Middle East?

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<tr>
<td><strong>Human processes</strong></td>
<td>Making links between people and their environments at different scales.</td>
<td>How many billionaires live in ‘Asia’ and ‘The Middle East’? The numbers of billionaires in Asia and the Middle East are rapidly rising (and, by extension, these regions now rapidly developing)</td>
<td>STARTER: Draw a boundary line around where you think Asia and the Middle East are on map. Use the activity ‘Where do billionaires live?’ or download billionaires by region to help you to find out how many billionaires live in each region</td>
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<td><strong>Interdependence</strong></td>
<td></td>
<td>How are we helping Asia to produce more billionaires? How are we helping the Middle East get richer?</td>
<td>MAIN ACTIVITIES: Solve the mystery ‘Who is Zhang Yin and why does she like rubbish?’ about one of Asia’s richest women.</td>
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<td></td>
<td>Human and natural resources have a role in lifting some people and countries out of poverty</td>
<td>Students’ then look at <a href="#">graphic of known oil reserves in the Middle East</a>. Consult the billionaire list to see who lives in these countries. Then look at a list of products that use oil. Do students recognise that plenty of their own family’s money is flowing towards middle-east oil billionaires?</td>
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<tr>
<td><strong>Environmental interaction</strong></td>
<td></td>
<td>What are human resources and natural resources? Individuals can accumulate great wealth if they (1) can organise a large workforce (human resource) to do work of global importance or (2) personally hold control over a valuable natural resource such as oil.</td>
<td>PLENARY: Discuss as a class how rich countries may have become wealthy. Was it natural or human resources or a combination of both? How do countries with few human resources get a work force? How do countries with few natural resources get hold of them?</td>
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<td><strong>and sustainable development</strong></td>
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<td>EXTENSION: Explore when it has gone wrong for Middle-Eastern oil-rich nations – oil is not always a “golden ticket” for wealth (e.g. Iraq and Iran). The idea that the gift of oil can sometimes backfire - the “oil curse” idea – could be introduced to show that there is great complexity in the world.</td>
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## Key processes

- **Geographical enquiry** – solving problems and make decisions to develop analytical skills and creative thinking about geographical issues.
  - A range of approaches to enquiry
  - Examine an issue or region in the news

## Curriculum opportunities

- **Notes**
  - Useful printed resources include:
    - Atlases and world maps
Who wants to be a billionaire?

Web links:

Zhang Yin
http://news.bbc.co.uk/1/hi/business/6039296.stm
### Who wants to be a billionaire?

**Lesson 4: Why does Africa still have so few billionaires?**

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| **Environmental interaction and sustainable development** - understanding the dynamic interrelationship between the physical and human worlds and appreciating the possible tensions between economic prosperity, social fairness. | Different parts of the world in their wider settings and contexts, regions or countries in different states of development. Interactions between people and their environments. | What are the challenges facing countries in generating wealth? | STARTER: Look at images of some of the environmental challenges facing some societies in developing wealth. | Interactive: 
Risky world |
| **Space** - spatial patterns, distributions and networks can be described, analysed and often explained by reference to social, economic, environmental and political processes. | | Students learn why some regions are home to far fewer billionaires than others (and by extension why some countries and regions are much poorer than others) | MAIN ACTIVITIES: Look at All billionaires by region sheet. How many billionaires does Africa have? In groups choose an environmental challenge from the list. Using Risky World to identify which countries face your chosen challenge. Brainstorm why this could prevent the accumulation of wealth. Consult the map showing Issues map of Africa which countries in Africa have faced the greatest political challenges over time and brainstorm reasons why this could prevent the accumulation of wealth. Students are now told that challenges images were actually all taken in the USA – so environment is not the main barrier to wealth! | Downloads: 
PowerPoint of environmental challenges images 
Issues map of Africa 
All billionaires by region |

#### Key processes

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| **Geographical enquiry** - asking geographical questions, thinking critically, constructively and creatively. | Use a range of approaches to enquiries 
Use varied resources, including maps, visual media and geographical information systems |

**Web links:**
The Forbes website: [www.forbes.com](http://www.forbes.com) (Select LISTS and then BILLIONAIRES/ Richest by region/t MIDDLE EAST & AFRICA. Additional information on the geography of war and conflict at: [http://nobelprize.org/educational_games/peace/conflictmap/](http://nobelprize.org/educational_games/peace/conflictmap/)
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Lesson 5: Is it OK for the rich to keep getting richer?

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<tr>
<td>Changing human processes</td>
<td>Range of investigations: for example, investigations of continents, globalisation or uneven development.</td>
<td>Do “the rich get richer and the poor get poorer”? Students understand that global inequalities of wealth are getting worse Can uneven development be addressed by trickle down of wealth or tackled more proactively? Students: identify ways in which the trickle-down of wealth can occur; recognise the increased charitable giving by extremely wealthy people understand that the way data is presented can determine how influential they can be; appreciate that viewpoints differ about whether wealth spreads naturally from the rich to the poor; and that some people believe that those with great personal wealth have a moral obligation to assist others.</td>
<td>STARTER: Do the 'Widening the wealth gap' activity. Work out how the wealth gap between richest few and poorest nations widens over a year. Look at the 'Where's bulging with wealth?' interactive to see the widening gap over decades. MAIN ACTIVITY: Do the 'Trickle or tackle?' debate. In groups: one should take the business / trickle down route showing that money will get to the poor in the end if billionaires are left alone to get on with their work); the others argue that they need to tackle the issue and give more to charitable causes. PLENARY: Read the 'Things Everyone Should Know' sheet and discuss the outcome of the vote. Explain what you would do if you become a billionaire. EXTENSION: Consider the JK Rowling quote: “I think you have a moral responsibility when you've been given far more than you need, to do wise things with it and give intelligently”</td>
<td>Interactive: Widening the wealth gap Where's bulging with wealth?* Downloads: ‘Trickle or tackle’ debate cards ‘Things Everyone Should Know’ Sheet</td>
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<tr>
<td>Geographical enquiry – identify bias, opinion and abuse of evidence in sources investigating issues.</td>
<td>Link with other subjects such as Citizenship. Participate in informed responsible action.</td>
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Notes
Who wants to be a billionaire?

Web links:
Azim Premji (charitable Indian billionaire) is profiled at: http://news.bbc.co.uk/1/hi/business/6312195.stm
Bill Gates Foundation http://www.gatesfoundation.org/default.htm
### Lesson 6: How do we measure a nation’s wealth?

#### Key concepts

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<th>Scale - from personal and local to national, international and global.</th>
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<tr>
<td>Make links between scales to develop understanding of geographical ideas.</td>
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<tr>
<td>Study a variety of scales, from personal, local, regional, national, international and continental, to global.</td>
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<td>Carry out a range of investigations; for example uneven development.</td>
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#### Key question and ideas

- When is “average” not the same as “typical”?
- Students understand that wealthy nations still have poor citizens (especially when billionaires skew the statistics) and that wealth exists at different scales (people, regions and nations).
- What is PPP?
- Students recognize that there is more than one way of measuring average levels of wealth:
  - Can wealth data be trusted?
- Students appreciate that the ranking of data is an important geographical enquiry skill and identify problems associated with data collection.

#### Teaching and learning activities

- **STARTER:** Hand out Monopoly money (or similar) in a way that leaves one pupil a billionaire, a couple millionaires and the rest paupers. Then ask (1) what is the average level of classroom wealth and (2) what is the most typical level of classroom wealth? Why are the two answers not the same?
- **MAIN ACTIVITY:** Do the ‘How much is that?’ quiz. Explain PPP. In groups look at Rank GDP vs. PPP sheet and rank the two. Can students explain why they are not the same?
- **PLENARY:** Students imagine they have been given £500 spending money for a holiday to either an European destination of their choice AND somewhere in Asia (excluding Japan). Travel and room expenses have already been paid for. Can they suggest (1) how long the money would last them in their two different chosen countries and (2) where they would look for trustworthy data to help them at the planning stage of their holiday.
- **EXTENSION:** Could explore the mathematics of averaging more explicitly e.g. how billionaires push up average wealth and distort per capita figures.

#### Resources

- **Downloads:**
  - How much is that? quiz
  - Rank GDP vs. PPP sheet
  - Big Mac prices in selected countries
  - Printable Monopoly money

#### Assessment opportunities

- Planning a holiday plenary

#### Key processes

- **Graphicacy and visual literacy** – use geographical data – including published statistics.
- **Geographical enquiry** – analyse and evaluate evidence, presenting findings to draw and justify conclusions.

#### Curriculum opportunities

- Use a range of approaches to enquiries and use varied resources, including maps, visual media and geographical information systems.
- Make links between geography and other subjects.
Who wants to be a billionaire?

Web links:
What Things Cost slide show - http://images.businessweek.com/ss/06/05/what_things_cost/source/2.htm
PPP data can be found at - http://en.wikipedia.org/wiki/List_of_countries_by_GDP_(PPP)_per_capita
GNI per capita 2006 (Atlas method and PPP) can be found at http://siteresources.worldbank.org/DATASTATISTICS/Resources/GNIPC.pdf
### Who wants to be a billionaire?

**Lesson 7: Does money improve your quality of life and make you happy?**

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<tr>
<td><strong>Place</strong> - developing geographical imaginations of places</td>
<td>Carry out a range of investigations.</td>
<td>What is Quality of Life (QoL)? Does it vary with place? Places have higher QoL scores than others (perhaps through HDI analysis) Who wants to be a billionaire – and why? Students appreciate that QoL may also have a spiritual side, including ‘happiness’ (but it is hard to quantify) and question whether happiness is possible in places that are not wealthy.</td>
<td><strong>STARTER:</strong> Write a where, who, what, when “wish-list” of happiness. How much money would you need to achieve this? <strong>MAIN ACTIVITY:</strong> Students compare QoL with income and PPP. Why is wealth seen as the most important indicator of differences in quality of life between different societies? What would the ‘geography of happiness’ look like? Following on from the ranking exercise in Lesson 6, students can now correlate average income (or PPP) statistics with happiness scores from the links. A scatter-graph could be drawn. <strong>PLENARY:</strong> Ask students ‘Who wants to be a billionaire – and why?’ Survey the class to find out what kind of spiritual / moral geographies</td>
<td>Downloads</td>
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### Key processes

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<tr>
<th><strong>Geographical enquiry</strong> - finding creative ways of using and applying geographical skills and understanding to create new interpretations of place and space.</th>
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<tr>
<td>Make links between geography and other subjects. Build on and expand their personal experiences of geography.</td>
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### Curriculum opportunities

- **EXTENSION:** What is the difference between Quality of Life and development? As a concept, development carries with it a lot of intellectual baggage (First World/Third World, North/South etc) and has a tendency to deliver linear / time-based notions of progress (compared with the content of this unit).

### Assessment opportunities

- Presentation of class survey findings and student understanding of moral geographies.

### Notes

- Teachers might source a contemporary song about happiness to play while students are doing the starter!
Who wants to be a billionaire?

Web links:
New Economics Foundation Happy Planet Index http://www.happyplanetindex.org/
BBC video on Bhutan (where the government promotes happiness): http://news.bbc.co.uk/1/hi/programmes/happiness_formula/default.stm
BBC report on 2006 Univ. of Leicester survey: http://news.bbc.co.uk/1/hi/health/5224306.stm
UK geography teachers’ happiness project (supported by RBS-IBG): http://geographyofhappiness.pbwiki.com/