



Who Wants to be a Billionaire?

Situation

More teenagers and young adults are now aware of the variation of wealth throughout the World. However, ideas are often generalised and biased by western thinking. These ideas therefore need to be challenged and in some cases corrected. This is possible in many ways, one of which is to develop a board game around the topic of 'Variation in World Wealth.' In fact board games are becoming popular again because young adults have more leisure time and are looking for low cost activities to do with their friends so that they can save money.

Task

Imagine that you have been asked by a board game manufacturer to design and produce a prototype board game about 'The Variation in World Wealth.' This board game can be any style or format as long as it is suitable for teenagers and young adults. You will need to review your game and produce an evaluation as to how successful you consider it to have been.

Time Allowed

You will have **six** lessons and **four** homeworks for this assessment. You will need to use your classwork time to draft out your board game, to gather information, to write your instructions, to play your game and to write your final evaluation. Your homework time will need to be used to make your game. It is your responsibility to have your board game completed and in school, ready to play, by the date set.

Hand in Date:

For final board game:

For all other paperwork:

Resources You will Need:

Levelling Grid

Resource Sheet B - Use of Sources

Resource Sheet C6&7 - Plan

Resource Sheet D5&6 - Student Review (x4 each)

Resource Sheet E5&6 - Evaluation

Coloured card

Coloured paper

Glue

**Royal
Geographical
Society**
with IBG



Who Wants to be a Billionaire?



**Geography
TeachingToday.org.uk**

Geography Assessment Criteria

You will be assessed on the key concepts of:

- Space
- Interdependence
- Human processes

You will be assessed on the key processes of:

- Your approach to enquiry - how you plan your work (Resource Sheet C6&7)
- Your approach to enquiry - how well you ask questions
- Your use of Sources (Resource Sheet B)
- Your presentation techniques
- Your ability to draw conclusions
- Your ability to communicate effectively in different writing styles

Use your levelling grid to work out what you actually need to do for your target level.

You will Need to Hand In

Hand in the following stapled together:

- A list of sources that you used and how biased you think each is.
- Your plan for the assessment - Resource Sheet C6&7
- Your draft of your board game
- Your instructions for your board game
- Your Student Review sheets (x 4 of Resource Sheet D5&6)
- Your evaluation notes (Resource Sheet E5&6)
- Your final written evaluation of your board game

Hand in separately:

Your completed board game.

Use of Sources

As you look up information remember to make a note of the title, author, and date it was published and some notes about whether you think that your information is biased in anyway. Think about whom it is produced by, the focus of the information and when it was produced. All these things can influence bias. You will need to hand this in.

For books include the author, title and date of publication.

For leaflets include: the organisation, date of publication, and the organisation that produced the leaflet.

For web sites include: title, web address and the date that you accessed it.

For people that you have talked to give their name, who they work for, and date that you talked to them.



Who Wants to be a Billionaire?



Preparation Work

You will need to:

- 1) Produce a plan of what you need to do and by when.
- 2) Review your plan after each lesson and homework.
- 3) Decide on the type of board game that you will design.
- 4) Draft out your board game and any cards that you will need. Have your spellings checked by someone. Keep this draft as you will need to hand it in. Use the list of what is needed in your board game to help you.
- 5) Decide on a title for your board game.
- 6) Produce your prototype board game.
- 7) Produce instructions for your game in draft. Have these checked by someone.
- 8) Produce neat and final instructions for your game. These should be word processed. Remember to check for grammatical errors and to correct them.
- 9) Present your game to other students.
- 10) Produce an evaluation of your game, using the guidance given in Resource Sheet E6, in draft. Have this checked by someone for grammatical errors and correct them.
- 11) Produce neat and final evaluation of your game. This can be hand written or word processed. Have this checked by someone for grammatical errors and correct them.

**Royal
Geographical
Society**
with IBG



Who Wants to be a Billionaire?



**Geography
Teaching Today**.org.uk

Your Board Game

Your board game will need:

- a) A board
- b) Cards, counters and die as needed
- c) Instructions
- d) An Evaluation

You will need to cover the following ideas:

- a) A world map showing the inequality of wealth
- b) Reasons why wealth is spread across the World as it is.
- c) A definition of billion
- d) Names of ten billionaires
- e) A suggestion of what a billion pounds can buy Details on what 'trickle down' is How wealth can be shared
- f) Reasons for homelessness in wealthy countries
- g. 'Quality of life'

- h. How different trades can make countries rich or poor.
- i. How different trades affect how people live and what they do.
- j. How poor people can increase their wealth
- k. How rich countries depend upon poor countries
- l. Details on which sector billionaires fall into and why
- m. Details on which sector billionaires do not fall into and why
- n. Reasons for oil being called 'liquid gold'
- o. Details on where most billionaires live and why
- p. How physical geography prevents people from becoming wealthy
- q. How physical geography helps people to become wealthy
- r. Names of the five wealthiest countries
- s. Names of the five poorest countries

Useful Vocabulary

Billion,
celebrity,
charity,
consumption, economy

environmental , global
citizenship, globalisation
gross domestic product
(GDP), human development
index (HDI)

human processes,
interdependence, less
economically developed
country, more
economically developed
country, oil reserves

primary industry, quality
of life, quaternary
industry, secondary
industry, share, space
sustainable development

tertiary industry
trickle down
wealth



Who Wants to be a Billionaire?

Writing Styles

You will need to use instruction writing for your instructions and evaluation writing for your evaluation.

Keep your instructions simple. Have one sentence for each point and use the imperative style. Keep your vocabulary simple and use a lot of geographical nouns and adjectives. Number each point in order. Keep your layout neat and clear. This will be easy when you word process your instructions.

Your evaluation will be about how well you think you have done with your board game - your strengths and weaknesses in planning, designing, making playing and reviewing your game. To help you with this complete Resource Sheet E5&6 'Evaluating My Board Game.' You will then need to write this up into an essay. The structure of your essay could be:

- Introduction - outline what the evaluation is of and how your evaluation will be structured
- Paragraph 2 - Write about your planning, what went well and what went badly
- Paragraph 3 - Write about your designing - what went well and what went badly
- Paragraph 4 - Write about your making- what went well and what went badly
- Paragraph 5 - Write about your playing- what went well and what went badly
- Paragraph 6 - Write about your reviewing- what went well and what went badly
- Conclusion - Write a summary of your main points and give targets for the future

Remember to use a lot of geographical vocabulary for nouns and verbs. Lots of adjectives will also make your writing more interesting. Make your writing flow well by using balancing, evidence and cause and effect connectives (see vocabulary list).

Useful Connectives

Connectives for Balancing

although
however
instead of
while

Connectives for Evidence

for example
like....

Connectives for Cause and Effect

as a result of
the effect of was
this in turn caused

