

Who wants to be a billionaire?

Lesson 1: Where do billionaires live?

Key concepts	Range and content	Key questions and ideas	Teaching and learning activities	Resources
<p>Space –spatial patterns and distributions can be described, analysed and often explained with reference to social, economic, environmental and political processes.</p> <p>Scale – making links between scales.</p>	<p>Consider a range of scales, personal, national and regional and how they are linked.</p> <p>Investigation of continents, globalisation or uneven development.</p>	<p>What does a billion pounds buy?</p> <p>Students understand what a billion pounds/dollars represents.</p> <p>Who are the celebrity billionaires?</p> <p>Students recognise billionaires that they may have seen in the media</p> <p>Where do most billionaires live?</p> <p>Students understand that billionaires are distributed across the world. They become spatially aware of which regions are home to the most and least.</p>	<p>STARTER:</p> <p>Do the ‘What does a billion pounds buy?’ True or false quiz.</p> <p>MAIN ACTIVITIES</p> <p>Guess who the celebrity billionaires are by doing the ‘Celebrity billionaires ‘guess who’ game.</p> <p>Do the ‘Where do billionaires live’ interactive activity.</p> <p>Compare choropleth map with ‘Worldmapper’ cartograms.</p> <p>PLENARY</p> <p>Look at list of the world’s hundred richest billionaires. Identify the world’s richest woman and the youngest “top 100” billionaire?</p> <p>Make your own map of the top 100 billionaires using the list and outline map.</p> <p>EXTENSION:</p> <p>Think about scale and mapping wealth: Are some nations (Russia, Brazil and China) so large that it might be better to divide them into regions to better show how wealth is unevenly spread?</p>	<p>Interactive:</p> <p>Where do billionaires live?</p> <p>Downloads:</p> <p>The top 100 billionaires</p> <p>All billionaires by region</p> <p>What does a billion pounds buy? True or false quiz</p> <p>Celebrity billionaire guess who quiz</p>
Key processes	Curriculum opportunities	<p>What do global patterns of billionaire wealth look like?</p> <p>Students explore what the geography of billionaire wealth looks like.</p>		Assessment opportunities
<p>Geographical Enquiry – interpret place and space in new ways</p> <p>Geographical communication - communicate their knowledge and understanding using geographical vocabulary and conventions in both speech and writing.</p> <p>Graphicacy and visual literacy - use a variety of maps and geographical data including published statistics</p>	<p>Study space as a context for learning about change in the contemporary world using a variety of data.</p>			Notes
				<p>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)</p> <p>Printed resources that might be useful for this lesson include:</p> <p>Atlases and world maps</p>

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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?

Key concepts	Range and content	Key questions and ideas	Teaching and learning activities	Resources
<p>Human processes - <i>understand how these processes cause change and development in places and can be used to explain patterns and distributions.</i></p>	<p><i>Human geography</i></p> <p><i>Regions in different states of development</i></p>	<p>What makes a billionaire business?</p> <p>Student understand how some billionaires have made their wealth</p> <p>What kinds of work do they do?</p> <p>Students understand how geographers try to categorise the work people do and which sectors are home to most of the richest billionaires</p> <p>Where does Britain's wealth come from?</p>	<p>STARTER:</p> <p>Do the 'Brand billionaire or mere millionaire?' True or false quiz. Famous brands will be shown: have they turned their creators into billionaires yet?</p> <p>MAIN ACTIVITIES :</p> <p>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.</p> <p>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?</p> <p>PLENARY :</p> <p>You're hired! Be the 'THE APPRENTICE' and do application for a job with you favourite billionaire.</p> <p>EXTENSION:</p> <p>Explore the difficulties that arise in assigning billionaires to a particular sector.</p>	<p>Downloads:</p> <p>'Brand billionaire or mere millionaire?' true or false quiz</p> <p>'Billionaire pigeon holes' activity</p> <p>UK billionaires and UK economy sheet</p> <p>Application form for a job with billionaire</p>
		<p>Key processes</p>		<p>Curriculum opportunities</p>
<p>Geographical communication - use geographical data such as biographies</p>	<p><i>Make links with wider curriculum lenses and other subjects such as personal development and economic well-being</i></p>			<p>Notes</p> <p>The Forbes website: www.forbes.com</p> <p>(Select LISTS and then BILLIONAIRES)</p>

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

Key concepts	Range and content	Key questions and ideas	Teaching and learning activities	Resources
<p>Human processes</p> <p>Interdependence - exploring the social, economic, environmental and political connections between places.</p> <p>Environmental interaction and sustainable development – understanding the dynamic relationship between human and physical worlds.</p>	<p><i>Making links between people and their environments at different scales.</i></p>	<p>How many billionaires live in 'Asia' and 'The Middle East'?</p> <p>The numbers of billionaires in Asia and the Middle East are rapidly rising (and, by extension, these regions now rapidly developing)</p> <p>How are we helping Asia to produce more billionaires?</p> <p>There is increasing interdependence between USA and Europe with Asia because of globalisation.</p> <p>How are we helping the Middle East get richer?</p> <p>Human and natural resources have a role in lifting some people and countries out of poverty</p>	<p>STARTER:</p> <p>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</p> <p>MAIN ACTIVITIES:</p> <p>Solve the mystery 'who is Zhang Yin and why does she like rubbish?' about one of Asia richest women.</p> <p>Students' then look at graphic of known oil reserves in the Middle East. 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?</p>	<p>Interactive:</p> <p>'Where do billionaires live?'</p> <p>Downloads:</p> <p>All billionaires by region</p> <p>'Who is Zhang Yin and why does she like rubbish?'</p> <p>mystery</p> <p>Known oil reserves in the Middle East graphic</p> <p>Billionaire list by region</p> <p>List of products that use oil</p>
<p>Key processes</p>	<p>Curriculum opportunities</p>	<p>What are human resources and natural resources?</p> <p>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.</p>	<p>PLENARY:</p> <p>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?</p>	<p>Assessment opportunities</p> <p>Response to mystery</p> <p>Class discussion on how they are contributing to another region's wealth/development</p>
<p>Geographical enquiry – solving problems and make decisions to develop analytical skills and creative thinking about geographical issues.</p>	<p><i>A range of approaches to enquiry</i></p> <p><i>Examine an issue or region in the news</i></p>		<p>EXTENSION:</p> <p>Explore when it has gone <i>wrong</i> 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.</p>	<p>Notes</p> <p>Useful printed resources include:</p> <p>Atlases and world maps</p>

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Web links:

Zhang Yin

<http://www.china.org.cn/english/entertainment/185425.htm>

<http://news.bbc.co.uk/1/hi/business/6039296.stm>

Oil reserves – http://en.wikipedia.org/wiki/Image:Top_ten_largest_oil_reserves_by_country.GIF

Everyday uses of oil – http://www.priweb.org/ed/pgws/uses/uses_home.html

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

Key concepts	Range and content	Key questions and ideas	Teaching and learning activities	Resources
<p>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.</p> <p>Space - spatial patterns, distributions and networks can be described, analysed and often explained by reference to social, economic, environmental and political processes.</p>	<p><i>Different parts of the world in their wider settings and contexts, regions or countries in different states of development.</i></p> <p><i>Interactions between people and their environments</i></p>	<p>What are the challenges facing countries in generating wealth?</p> <p>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)</p> <p>What factors might be responsible for the lack of wealth in Africa?</p> <p>Students explore the possible role of environmental factors in producing variations in levels of national wealth</p>	<p>STARTER: Look at images of some of the environmental challenges facing some societies in developing wealth.</p> <p>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!</p> <p>PLENARY: Return to the Forbes list. Do Egypt and South Africa fit in with the general picture of Africa? What factors might explain this?</p> <p>EXTENSION: What factors might explain the 'anomalies' to trends in Africa?</p>	<p>Interactive:</p> <p>Risky world</p> <p>Downloads:</p> <p>PowerPoint of environmental challenges images</p> <p>Issues map of Africa</p> <p>All billionaires by region</p>
				<p>Key processes</p>
<p>Geographical enquiry - asking geographical questions, thinking critically, constructively and creatively.</p>	<p><i>Use a range of approaches to enquiries</i></p> <p><i>Use varied resources, including maps, visual media and geographical information systems</i></p>			<p>Notes</p>

Web links:

The Forbes website: 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/

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Lesson 5: Is it OK for the rich to keep getting richer?

Key concepts	Range and content	Key questions and ideas	Teaching and learning activities	Resources
<p>Changing human processes <i>cause change and development in places and can be used to explain patterns and distributions. Understanding these processes helps pupils to imagine alternative futures for places and for the people who live and work in them.</i></p>	<p><i>Range of investigations: for example, investigations of continents, globalisation or uneven development.</i></p>	<p>Do “the rich get richer and the poor get poorer”?</p> <p>Students understand that global inequalities of wealth are getting worse</p> <p>Can uneven development be addressed by trickle down of wealth or tackled more proactively?</p> <p>Students: identify ways in which the trickle-down of wealth can occur;</p> <p>recognise the increased charitable giving by extremely wealthy people</p> <p>understand that the way data is presented can determine how influential they can be;</p>	<p>STARTER:</p> <p>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.</p> <p>MAIN ACTIVITY:</p> <p>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.</p>	<p>Interactive:</p> <p>Widening the wealth gap</p> <p>Where’s bulging with wealth?’</p> <p>Downloads:</p> <p>‘Trickle or tackle’ debate cards</p> <p>‘Things Everyone Should Know’ Sheet</p>
				<p>Assessment opportunities</p> <p>Trickle or tackle debate</p>
<p>Key processes</p>	<p>Curriculum opportunities</p>	<p>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.</p>	<p>PLENARY:</p> <p>Read the ‘Things Everyone Should Know’ sheet and discuss the outcome of the vote. Explain what you would do if you become a billionaire.</p> <p>EXTENSION:</p> <p>Consider the JK Rowling quote: <i>“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”</i></p>	<p>Notes</p>
<p>Geographical enquiry – identify bias, opinion and abuse of evidence in sources investigating issues.</p>	<p><i>Link with other subjects such as Citizenship.</i></p> <p><i>Participate in informed responsible action.</i></p>			

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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>

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Lesson 6: How do we measure a nation's wealth?

Key concepts	Range and content	Key question and ideas	Teaching and learning activities	Resources
<p>Scale - from personal and local to national, international and global.</p> <p>Make links between scales to develop understanding of geographical ideas.</p>	<p>Study a variety of scales, from personal, local, regional, national, international and continental, to global.</p> <p>Carry out a range of investigations: for example uneven development.</p>	<p>When is "average" not the same as "typical"?</p> <p>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).</p> <p>What is PPP?</p> <p>Students recognize that there is more than one way of measuring average levels of wealth;</p> <p>Can wealth data be trusted?</p>	<p>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 <i>average</i> level of classroom wealth and (2) what is the most <i>typical</i> level of classroom wealth? Why are the two answers not the same?</p> <p>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?</p> <p>PLENARY: Students imagine they have been given £500 spending money for a holiday to either a 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.</p> <p>EXTENSION: Could explore the mathematics of averaging more explicitly e.g. how billionaires push up average wealth and distort per capita figures.</p>	<p>Downloads:</p> <p>How much is that? quiz</p> <p>Rank GDP vs. PPP sheet</p> <p>Big Mac prices in selected countries</p> <p>Printable Monopoly money</p>
Key processes	Curriculum opportunities			Assessment opportunities
<p>Graphicacy and visual literacy – use geographical data -including published statistics.</p> <p>Geographical enquiry - analyse and evaluate evidence, presenting findings to draw and justify conclusions.</p>	<p>Use a range of approaches to enquiries and use varied resources, including maps, visual media and geographical information systems.</p> <p>Make links between geography and other subjects.</p>			<p>Planning a holiday plenary</p>
				Notes

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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](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>

Printable monopoly money can be found at: <http://www.hasbro.com/games/kid-games/monopoly/default.cfm?page=StrategyGuide/gametools>

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

Key concepts	Range and content	Key question and ideas	Teaching and learning activities	Resources
<p>Place - developing geographical imaginations of places</p>	<p>Carry out a range of investigations.</p>	<p>What is Quality of Life (QoL)?</p> <p>Does it vary with place?</p> <p>Places have higher QoL scores than others (perhaps through HDI analysis)</p> <p>Who wants to be a billionaire – and why?</p> <p>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.</p>	<p>STARTER: Write a where, who, what, when "wish-list" of happiness. How much money would you need to achieve this?</p> <p>MAIN ACTIVITY: Students compare QoL with to 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.</p> <p>PLENARY: Ask students 'Who wants to be a billionaire – and why?' Survey the class to find out what kind of spiritual / moral geographies</p> <p>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).</p>	<p>Downloads</p> <p>Quality of Life sheet</p> <p>HDI sheets sheet</p> <p>Links</p> <p>Univ. of Leicester survey</p> <p>New Economics Foundation Happy Planet Index</p>
<p>Key processes</p>	<p>Curriculum opportunities</p>			<p>Assessment opportunities</p> <p>Presentation of class survey findings and student understanding of moral geographies.</p>
<p>Geographical enquiry - finding creative ways of using and applying geographical skills and understanding to create new interpretations of place and space.</p>	<p>Make links between geography and other subjects.</p> <p>Build on and expand their personal experiences of geography.</p>			<p>Notes</p> <p>Teachers might source a contemporary song about happiness to play while students are doing the starter!</p>

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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/>