

GEOGRAPHY SESSION: EQUAL OR UNEQUAL?

Age range: 9–14 years

<p>Outline</p> <p>Learners will play a <i>Globingo</i> game to recognise and explore their global connections. They will consider some different ways of measuring development. Learners will then use an <i>Olympic Trumps</i> game to compare some data relating to various aspects of development and the Olympic athlete and medal totals for different countries and discuss possible reasons for any inequalities between countries. Finally learners will shade in world maps to illustrate some of these differences between countries.</p>	
<p>Learning objectives</p> <ul style="list-style-type: none"> • To recognise some ways in which young people in the UK are connected with other countries and people in the world. • To develop geographical skills in using maps and analysing and interpreting different data sources. • To identify some inequalities which exist between and within different countries. 	<p>Learning outcomes</p> <ul style="list-style-type: none"> • Learners will explore the connections that they and their peers have with other countries and people in the world. • Learners will play an <i>Olympic Trumps</i> game to identify and discuss examples of inequalities between and within countries. • Learners will use shading to represent some of these inequalities on a world map.
<p>Key questions</p> <ul style="list-style-type: none"> • How are we connected to other countries and people in the world? • What examples of inequality between countries did you find? • What do you think might be the reasons for these inequalities? • Do you think these inequalities are fair? Why do you think this? 	<p>Resources</p> <ul style="list-style-type: none"> • <i>A Sporting Chance?</i> Geography slideshow: slides 1–21 • Large pieces of paper (one for each group of three learners) • Sets of colouring pencils with two to four different shades of some colours • Resource sheets: <ol style="list-style-type: none"> 1. <i>Olympic Trumps cards</i> 2. <i>Average income per person</i> 3. <i>Olympics medal total</i> 4. <i>Olympic Trumps data</i> • Activity sheets: <ol style="list-style-type: none"> 1. <i>Globingo</i> 2. <i>Mapping the average income per person</i> 3. <i>Mapping the Olympics medal total</i> 4. <i>Mapping inequalities between countries</i>



Curriculum links		
<p>England</p> <p><i>Pupils should be taught to:</i></p> <p>KS2 Geography</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America. <p>Place knowledge</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. <p>KS3 Geography</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East. <p>Place knowledge</p> <ul style="list-style-type: none"> Understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> Build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom. 	<p>Wales</p> <p>KS2 Geography</p> <p>Locating places, environments and patterns</p> <ul style="list-style-type: none"> Identify and locate places and environments using globes, atlases, and maps <p>Understanding places, environments and processes</p> <ul style="list-style-type: none"> Identify similarities and differences to describe, compare and contrast places and environments Describe the causes and consequences of how places and environments change <p>Investigating</p> <ul style="list-style-type: none"> Organise and analyse evidence, develop ideas to find answers and draw conclusions <p>Numeracy Framework: Using data skills</p> <p>KS3 Geography</p> <p>Locating places, environments and patterns</p> <ul style="list-style-type: none"> Locate places and environments using globes, atlases, maps and plans <p>Understanding places, environments and processes</p> <ul style="list-style-type: none"> Explain the causes and effects of physical and human processes and how the processes interrelate <p>Investigating</p> <ul style="list-style-type: none"> Analyse and evaluate ideas and evidence, answer questions and justify conclusions <p>Numeracy Framework: Using data skills</p>	<p>Scotland</p> <p>Social studies</p> <p>People, place and environment:</p> <ul style="list-style-type: none"> I can compare the social and economic differences between more and less economically-developed countries and can discuss the possibilities for reducing these differences. SOC 3-11a To extend my mental map and sense of place, I can interpret information from different types of maps and am beginning to locate key features within Scotland, UK, Europe or the wider world. SOC 2-14a <p>People in society, economy and business:</p> <ul style="list-style-type: none"> By comparing the lifestyle and culture of citizens in another country with those of Scotland, I can discuss the similarities and differences. SOC 2-19a I can use evidence selectively to research current social, political or economic issues. SOC 2-15a I can explain why a group I have identified might experience inequality and can suggest ways in which this inequality might be addressed. SOC 3-16a

Note: For this session, learners will need an understanding of the term “inequality”, introduced in the Introductory slideshow. You might also like to consult the Teachers’ Overview.

Activity 1 (20 min)

Globingo (optional warm-up activity)

- Give each learner a copy of *Globingo* (Activity sheet 1). Explain that learners must ask each other the questions on the sheet and complete the question sheet as quickly as possible. They do this by collecting a different learner’s name in response to each question. The learner who collects answers to all the questions in the fastest time is the winner of the game.
- Encourage learners to stand away from their desks and chairs and move freely around the room.
- When learners have finished asking and answering questions, bring the class together and ask them if they found anyone with a connection to Brazil, the host country of the 2016 Olympic Games, and if so, what these connections were.
- Discuss what learners have discovered by playing *Globingo* and what they believe the purpose of the game is. Emphasise the point that we are all globally interconnected.

Differentiation

- *Make it easier: Ask learners to go around in pairs to complete the activity sheet.*
- *Make it harder: Make the questions more difficult or ask learners to identify alternative ways in which we are globally interconnected.*

Activity 2 (20 min)

Equal or unequal?

- Ask learners where the Olympic Games will be taking place in 2016 (Rio de Janeiro, Brazil). Show slide 3 and ask learners to locate Brazil and the UK on the world map. Click forward on the slide to display the correct locations.
- Explain that 206 nations* from around the world will be taking part in the 2016 Olympic Games. Show slide 4 and say that these are the flags of some of the countries taking part. Ask learners which flags they can identify. *Note: the correct answers are provided in the slide notes.*
** Note: Most of these nations are countries but a small number are states and territories that are not formally recognised as countries, such as the British Virgin Islands.*
- Organise learners into pairs or groups of three and give each group a large piece of paper. Ask them to divide their paper in half and write “Similarities” at the top of one half, and “Differences” at the top of the other. Show slide 5 and ask learners to work together to think of any similarities and differences that they think might exist between the countries shown on slide 4. Alternatively you could do this as a whole-class activity using two pieces of flip chart paper and asking learners to record their ideas on sticky notes and stick them onto the appropriate piece of paper.
- Emphasise that this is a quick activity with no right or wrong answers, but encourage learners to consider different aspects of human and physical geography. Learners should think of generic



similarities and differences rather than specific ones; for example, climate, landscape, industry, population, language and average income.

- Discuss learners' ideas as a whole class. Possible questions to ask include:
 - *Where have your ideas about these similarities and differences come from?* For example, their ideas could be based on previous learning in school, visits to other countries or the media.
 - *Have you made any assumptions about other countries?*
 - *What evidence are you basing your ideas and assumptions on?*
- Draw out the point that although there will be many differences between these countries there will also be many similarities. In all of these countries, there will be some young people who have similar lifestyles to young people in the UK. Explain that learners are now going to be finding out about some of the differences which exist between these countries.
- Show slide 6 and explain that we can think of inequality as the difference between the things some groups of people have compared with other groups of people. It is a bit like looking at how big a slice of cake one person has compared with another.
- Show slide 7 and explain that there is inequality between countries; for example some countries are wealthy while others are extremely poor. Explain that income (how much money people make as a result of work or investments) is often used to compare countries.
- Say that the World Bank pays close attention to this. They lend money to different countries, and calculate countries' "incomes", which they work out as an average per person to be able to compare countries with more or less people. To calculate it they add up the total amount of money being made in that country over the year. They then divide this by the number of people in the country. They do this calculation in dollars so that they can compare all countries fairly.
- Show slide 8 and ask learners to have a go at putting the four countries in order according to their average income per person. Click forward on the slide to share the correct results. *Note: These figures are for GNI per capita Atlas method (current US\$). The corresponding amounts in British Pounds (£) are provided in the slide notes.*
- Show slide 9 and explain that there is also often inequality within countries, where some people have only a little and others have a lot.
- Explain that there are different ways of measuring in-country inequality. One method is to use the Gini index or ratio. We can think of this as a type of fairness score which shows how equal or unequal a country is.
- Show slide 10 and explain that a fairness score of 0 would mean that everyone in the country had exactly the same amount of money – that there was no income inequality. In reality, no countries are like this. Discuss learners' thoughts about this possibility. *Would it be fair if everyone earned the same amount of money?* For example, some people will have more senior positions of responsibility in the workplace, or prioritise their work–life balance differently.
- Show slide 11 and explain that a fairness score of 100 would mean that the country was completely unequal. In reality, no country is like this either. Discuss learners' thoughts about this possibility. *Do you think this is fair? Would you like to be considerably richer than everyone else? Would you like to be on the other side, with no money at all?*

- Show slide 12 and explain that all countries are actually somewhere between 0 and 100. More equal countries are closer to 0 and more unequal countries are closer to 100. Click forward on the slide to show the fairness scores for the UK (33) and Brazil (53).
- Show slide 13 and say that inequality isn't just about how money is shared out between or within countries. Inequality also affects the opportunities that people have. For example in sport, some athletes have access to better facilities and training than others. Ask learners to think about other ways in which people's lives might be unequal, such as access to water, education and healthcare.

Activity 3 (25 min)

Olympic Trumps

Note: This game can be played in groups of four or as a whole class. You will need to print and cut out a set of Olympic Trumps cards (Resource sheet 1) for each group or, if the class is playing together, one set for the whole class. The data from the 32 countries featured on the Olympic Trumps cards are provided in Olympic Trumps data (Resource sheet 4).

- Explain that learners are going to play an *Olympic Trumps* game to identify examples of some inequalities which exist between and within some of the different countries taking part in the Rio 2016 Olympic Games.
- Show slide 14 and explain that the *Olympic Trumps* cards will provide the number of athletes from each country who participated in the London 2012 Olympic Games as well as each country's medal total. *Note: The medal total is the total number of medals (gold, silver or bronze) achieved by the country during the games.*
- Show slide 15 and explain that the values of these six measurements (known as "indicators") will also be displayed on the *Olympic Trumps* cards. Use the slide notes to check that learners understand the meaning of each of these indicators. Point out that some of these indicators (average income per person, life expectancy and carbon footprint) are average figures. Two of the indicators (the fairness and gender equality scores) measure inequality within a country.
- For each indicator agree as a class whether or not the highest or lowest score is best. For the purposes of this activity:
 - London 2012 Olympic athletes (highest score is best)
 - London 2012 Olympic medal total (highest score is best)
 - Life expectancy (highest score is best)
 - Average income per person (highest score is best)
 - Fairness score (lowest score is best)
 - Population (highest score is best)
 - Gender equality score (highest score is best)
 - Carbon footprint (lowest score is best)

Note: The above list is also provided on slide 16.

- If your class is playing the game in groups, divide them into groups of four. Explain the rules to them and tell them to play the game. If you are playing as a whole class, lead your learners through the game, following the rules below.



- Group-of-four version
 - Dealer distributes the cards so that players have eight each.
 - Player on the left of dealer decides which of the indicators they are playing.
 - Player calls out the name of their country and their score.
 - Players then call out the best score they have in that category.
 - Player with the highest/lowest score (depending on which is better) in that category takes the cards.
 - Learners should begin to understand that having the worst score for an indicator can be frustrating.
- Whole-class version
 - Distribute cards among learners.
 - Ask learners to line up in order of their country's life expectancy; highest to lowest. You could ask learners to do this with or without talking.
 - Once they have done this, ask learners if they can remember where particular countries are along the line.
 - Change and play for average income per person. Before learners start again, ask:
 - Which countries do you expect to be near the front of the line?
 - Which countries do you expect to be near the back?
- Stop the game after a few minutes and ask learners to consider the questions on slide 17 as they continue playing the game.
- Allow time at the end of the game for learners to share and reflect on their thoughts and observations about playing the game and their ideas about the questions on slide 17.

Activity 4 (45 min)

Mapping inequalities between countries

Note: Learners will need access to an atlas or the Internet for this activity. Learners explore the connection between the Olympics medal total and country income in more detail in the A Sporting Chance? maths session.

- Organise learners into pairs and give each pair a copy of *Average income per person* (Resource sheet 2) or *Olympics medal total* (Resource sheet 3). Explain that each table shows the data for this indicator from the *Olympic Trumps cards*.
- Ask learners to look at the data in their table and to think about the questions provided on slide 18.
- Give each learner an A3 copy of *Mapping the average income per person* (Activity sheet 2) or *Mapping the Olympics medal total* (Activity sheet 3).
- Ask learners to complete the colour-coded key to represent the increasing value of the indicator (average income per person or Olympics medal total), ranging from the lowest to the highest values for the countries in the table. They should choose a colour and then vary the shading according to the value of the indicator: the greater the indicator value, the darker the shading.



Note: The ranges for average income per person correspond to those for the different country income groups, as defined by the World Bank: low-income, lower-middle-income, upper-middle-income and high-income countries.

- Learners should then shade in each country from the table on their world map to show its value for this indicator. Examples of world maps shaded in this way are available on the *World Bank Open Data* website (data.worldbank.org). Enter an indicator (for example, life expectancy), click on *Go* and then click on the *Map* option above the data.
- Allow time at the end of the activity for learners to share their maps. Discuss the questions provided on slide 19.
- Finish the activity by reminding learners that these results are only for 32 countries out of the 204 nations who competed in the London 2012 Olympic Games. Discuss what learners think their world maps would look like if all the countries were shaded in according to their indicator value.
- Show slide 20 and explain that this world map shows average income per person in different countries across the world. Countries with a lower average income are shaded in orange and yellow; those with a higher average income are shaded in green. Discuss learners' responses to this map. *Note: It is not essential for learners to be able to read the country names on the map.*
- Show slide 21 and explain that this world map shows the medals achieved by countries participating in the London 2012 Olympic Games. Gold represents countries that won at least one gold medal. Silver represents countries that won at least one silver medal. Bronze represents countries that won at least one bronze medal. Blue represents countries that didn't win any medals. Red represents countries that did not participate in the London 2012 Olympic Games (for example South Sudan was a newly formed country and didn't have a National Olympic committee at that time). Discuss learners' response to this map.

Differentiation

- *Make it easier: Instead of using four different shades of one colour, ask learners to use a positive and a negative colour, for example ranging from dark red to light red, light blue and dark blue. Alternatively, ask them to use different patterns such as cross-hatching to represent the range of values for their chosen indicator.*
- *Make it harder: Ask learners to use the table in Olympics Trumps data (Resource sheet 4) and Mapping between-country gaps (Activity sheet 4) to create their own colour-coded key and shaded world map for another of the indicators in the Olympic Trumps cards, such as life expectancy or carbon footprint.*

Further ideas

- Support learners to use the Gapminder website (www.gapminder.org) to investigate how some of the *Olympic Trumps* indicators have changed over time and how these indicators vary in different countries and regions of the world.
- Ask learners to investigate other indicators which are used to identify inequalities between countries. Useful data sources include:
 - data.worldbank.org

- hdr.undp.org/en/data
- Research and locate on a world map the countries of origin of different sports clothes and trainers worn by learners in your class. Discuss who is involved in the production and selling of one of these items of sportswear and draw a diagram, in the form of a chain, of the people involved, from the factory worker to a consumer in the UK. Investigate the working conditions and profits of the people involved in the production process and compare this to those of others along the chain.
 - See Playfair 2012's *Fair's Fair – Life and rights in the global sports industry* to find out more about some of the people who make these goods in poorer countries, often working with few rights, and for very low wages:
www.playfair2012.org.uk/wp-content/uploads/2011/09/TUC_Fairs-fair_booklet.pdf
 - Try Oxfam's *The Clothes Line* to explore cotton production and the textile industry in India:
www.oxfam.org.uk/education/resources/the-clothes-line
- Identify factors that will contribute to the carbon footprint of the Olympic Games, such as building the sporting venues and accommodation for the athletes, and providing transport and food and drink for spectators. Investigate what actions organisers have taken to minimise the environmental impacts of staging the Olympic Games; for example, using renewable energy. Then plan your own sustainable Olympics.
 - For information about some of the actions taken to integrate sustainability goals into the London 2012 Olympic Games, see:
www.olympic.org/Documents/Reference_documents/Factsheets/London_2012_Facts_and_Figures-eng.pdf
- Use a *Why-why-why chain* to think critically about why some countries have higher numbers of athletes participating in the Olympic or Paralympic Games and achieve more medals than others.
 - See page 12 of Oxfam's *Global Citizenship in the Classroom: A guide for teachers*:
www.oxfam.org.uk/education/global-citizenship/global-citizenship-guides
- Learn more about the causes of inequality and explore potential consequences for the lives of young people in different parts of the world, including the UK.
 - See Oxfam's *More or Less Equal?* geography resource for learners aged 11–16:
www.oxfam.org.uk/education/resources/more-or-less-equal-geography

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Globingo

Activity sheet 1


Find someone who:

1. has eaten something from another country during the last week
2. can say "hello" in another language
3. is wearing something made in another country
4. can name a famous sports star from another country
5. can name a charity that works overseas
6. has used email to communicate with somebody in a different country
7. has a member of their family living in another country
8. has travelled to another country
9. can name a famous politician from another country.

<p>1.</p> <p>Name:</p> <p>Answer:</p>	<p>2.</p> <p>Name:</p> <p>Answer:</p>	<p>3.</p> <p>Name:</p> <p>Answer:</p>
<p>4.</p> <p>Name:</p> <p>Answer:</p>	<p>5.</p> <p>Name:</p> <p>Answer:</p>	<p>6.</p> <p>Name:</p> <p>Answer:</p>
<p>7.</p> <p>Name:</p> <p>Answer:</p>	<p>8.</p> <p>Name:</p> <p>Answer:</p>	<p>9.</p> <p>Name:</p> <p>Answer:</p>









Olympic Trumps cards 1

Resource sheet 1

<p style="text-align: center;">ETHIOPIA</p>  <p>London 2012 Olympics athletes: 35 London 2012 Olympics medal total: 7 Average income per person (US\$): 550 Life expectancy (years): 63 Fairness score: 33 Population (millions): 97 Gender equality score: 0.640 Carbon footprint (tCO₂/person/year): 0.1</p>	<p style="text-align: center;">INDIA</p>  <p>London 2012 Olympics athletes: 83 London 2012 Olympics medal total: 6 Average income per person (US\$): 1,570 Life expectancy (years): 68 Fairness score: 34 Population (millions): 1,295 Gender equality score: 0.664 Carbon footprint (tCO₂/person/year): 2.0</p>	<p style="text-align: center;">PERU</p>  <p>London 2012 Olympics athletes: 16 London 2012 Olympics medal total: 0 Average income per person (US\$): 6,360 Life expectancy (years): 74 Fairness score: 45 Population (millions): 31 Gender equality score: 0.683 Carbon footprint (tCO₂/person/year): 1.9</p>	<p style="text-align: center;">VIET NAM</p>  <p>London 2012 Olympics athletes: 18 London 2012 Olympics medal total: 0 Average income per person (US\$): 1,890 Life expectancy (years): 76 Fairness score: 39 Population (millions): 91 Gender equality score: 0.687</p>
<p style="text-align: center;">UNITED KINGDOM</p>  <p>London 2012 Olympics athletes: 556 London 2012 Olympics medal total: 65 Average income per person (US\$): 43,430 Life expectancy (years): 81 Fairness score: 33 Population (millions): 65 Gender equality score: 0.758 Carbon footprint (tCO₂/person/year): 6.7</p>	<p style="text-align: center;">BRAZIL</p>  <p>London 2012 Olympics athletes: 266 London 2012 Olympics medal total: 17 Average income per person (US\$): 11,530 Life expectancy (years): 74 Fairness score: 53 Population (millions): 206 Gender equality score: 0.686 Carbon footprint (tCO₂/person/year): 2.5</p>	<p style="text-align: center;">GHANA</p>  <p>London 2012 Olympics athletes: 9 London 2012 Olympics medal total: 0 Average income per person (US\$): 1,590 Life expectancy (years): 61 Fairness score: 43 Population (millions): 27 Gender equality score: 0.704 Carbon footprint (tCO₂/person/year): 0.4</p>	<p style="text-align: center;">CHINA</p>  <p>London 2012 Olympics athletes: 371 London 2012 Olympics medal total: 88 Average income per person (US\$): 7,400 Life expectancy (years): 75 Fairness score: 42 Population (millions): 1,364 Gender equality score: 0.682 Carbon footprint (tCO₂/person/year): 7.1</p>

Olympic Trumps cards 2

Resource sheet 1

<p style="text-align: center;">NORWAY</p>  <p>London 2012 Olympics athletes: 65 London 2012 Olympics medal total: 4 Average income per person (US\$): 103,630 Life expectancy (years): 81 Fairness score: 26 Population (millions): 5 Gender equality score: 0.850</p>	<p style="text-align: center;">PAKISTAN</p>  <p>London 2012 Olympics athletes: 23 London 2012 Olympics medal total: 0 Average income per person (US\$): 1,400 Life expectancy (years): 66 Fairness score: 30 Population (millions): 185 Gender equality score: 0.559 Carbon footprint (tCO₂/person/year): 0.9</p>	<p style="text-align: center;">UKRAINE</p>  <p>London 2012 Olympics athletes: 236 London 2012 Olympics medal total: 20 Average income per person (US\$): 3,560 Life expectancy (years): 71 Fairness score: 25 Population (millions): 45 Gender equality score: 0.702 Carbon footprint (tCO₂/person/year): 5.3</p>	<p style="text-align: center;">NIGERIA</p>  <p>London 2012 Olympics athletes: 53 London 2012 Olympics medal total: 0 Average income per person (US\$): 2,970 Life expectancy (years): 52 Fairness score: 43 Population (millions): 177 Gender equality score: 0.638 Carbon footprint (tCO₂/person/year): 0.5</p>
<p style="text-align: center;">MEXICO</p>  <p>London 2012 Olympics athletes: 106 London 2012 Olympics medal total: 7 Average income per person (US\$): 9,870 Life expectancy (years): 77 Fairness score: 48 Population (millions): 125 Gender equality score: 0.699 Carbon footprint (tCO₂/person/year): 3.6</p>	<p style="text-align: center;">ITALY</p>  <p>London 2012 Olympics athletes: 281 London 2012 Olympics medal total: 28 Average income per person (US\$): 34,270 Life expectancy (years): 82 Fairness score: 35 Population (millions): 61 Gender equality score: 0.726 Carbon footprint (tCO₂/person/year): 5.5</p>	<p style="text-align: center;">SOUTH AFRICA</p>  <p>London 2012 Olympics athletes: 133 London 2012 Olympics medal total: 6 Average income per person (US\$): 6,800 Life expectancy (years): 57 Fairness score: 63 Population (millions): 54 Gender equality score: 0.759 Carbon footprint (tCO₂/person/year): 8.8</p>	<p style="text-align: center;">IRAN</p>  <p>London 2012 Olympics athletes: 53 London 2012 Olympics medal total: 12 Average income per person (US\$): 7,120 Life expectancy (years): 75 Fairness score: 37 Population (millions): 78 Gender equality score: 0.580 Carbon footprint (tCO₂/person/year): 7.9</p>








Olympic Trumps cards 3

Resource sheet 1

<p style="text-align: center;">MALAWI</p>  <p>London 2012 Olympics athletes: 3 London 2012 Olympics medal total: 0 Average income per person (US\$): 250 Life expectancy (years): 61 Fairness score: 46 Population (millions): 17 Gender equality score: 0.701 Carbon footprint (tCO₂/person/year): 0.1</p>	<p style="text-align: center;">RUSSIAN FEDERATION</p>  <p>London 2012 Olympics athletes: 435 London 2012 Olympics medal total: 82 Average income per person (US\$): 13,220 Life expectancy (years): 71 Fairness score: 42 Population (millions): 144 Gender equality score: 0.694 Carbon footprint (tCO₂/person/year): 11.1</p>	<p style="text-align: center;">UNITED STATES</p>  <p>London 2012 Olympics athletes: 531 London 2012 Olympics medal total: 103 Average income per person (US\$): 55,200 Life expectancy (years): 79 Fairness score: 41 Population (millions): 319 Gender equality score: 0.740 Carbon footprint (tCO₂/person/year): 17.4</p>	<p style="text-align: center;">TUNISIA</p>  <p>London 2012 Olympics athletes: 84 London 2012 Olympics medal total: 3 Average income per person (US\$): 4,230 Life expectancy (years): 74 Fairness score: 36 Population (millions): 11 Gender equality score: 0.634 Carbon footprint (tCO₂/person/year): 2.4</p>
<p style="text-align: center;">CHILE</p>  <p>London 2012 Olympics athletes: 35 London 2012 Olympics medal total: 0 Average income per person (US\$): 14,910 Life expectancy (years): 81 Fairness score: 51 Population (millions): 18 Gender equality score: 0.698 Carbon footprint (tCO₂/person/year): 4.6</p>	<p style="text-align: center;">BULGARIA</p>  <p>London 2012 Olympics athletes: 63 London 2012 Olympics medal total: 2 Average income per person (US\$): 7,620 Life expectancy (years): 74 Fairness score: 36 Population (millions): 7 Gender equality score: 0.722 Carbon footprint (tCO₂/person/year): 6.4</p>	<p style="text-align: center;">NEPAL</p>  <p>London 2012 Olympics athletes: 5 London 2012 Olympics medal total: 0 Average income per person (US\$): 730 Life expectancy (years): 69 Fairness score: 33 Population (millions): 28 Gender equality score: 0.658 Carbon footprint (tCO₂/person/year): 0.2</p>	<p style="text-align: center;">MONGOLIA</p>  <p>London 2012 Olympics athletes: 29 London 2012 Olympics medal total: 5 Average income per person (US\$): 4,280 Life expectancy (years): 69 Fairness score: 34 Population (millions): 3 Gender equality score: 0.709 Carbon footprint (tCO₂/person/year): 7.1</p>

Olympic Trumps cards 4

Resource sheet 1

<p style="text-align: center;">AUSTRALIA</p>  <p>London 2012 Olympics athletes: 413 London 2012 Olympics medal total: 35 Average income per person (US\$): 64,540 Life expectancy (years): 82 Fairness score: 35 Population (millions): 23 Gender equality score: 0.733 Carbon footprint (tCO₂/person/year): 16.2</p>	<p style="text-align: center;">PHILIPPINES</p>  <p>London 2012 Olympics athletes: 11 London 2012 Olympics medal total: 0 Average income per person (US\$): 3,500 Life expectancy (years): 68 Fairness score: 43 Population (millions): 99 Gender equality score: 0.790 Carbon footprint (tCO₂/person/year): 1.0</p>	<p style="text-align: center;">BOLIVIA</p>  <p>London 2012 Olympics athletes: 5 London 2012 Olympics medal total: 0 Average income per person (US\$): 2,870 Life expectancy (years): 68 Fairness score: 48 Population (millions): 11 Gender equality score: 0.749 Carbon footprint (tCO₂/person/year): 1.7</p>	<p style="text-align: center;">YEMEN</p>  <p>London 2012 Olympics athletes: 4 London 2012 Olympics medal total: 0 Average income per person (US\$): 1,300 Life expectancy (years): 64 Fairness score: 36 Population (millions): 26 Gender equality score: 0.484 Carbon footprint (tCO₂/person/year): 0.9</p>
<p style="text-align: center;">RWANDA</p>  <p>London 2012 Olympics athletes: 7 London 2012 Olympics medal total: 0 Average income per person (US\$): 700 Life expectancy (years): 64 Fairness score: 51 Population (millions): 11 Gender equality score: 0.794 Carbon footprint (tCO₂/person/year): 0.1</p>	<p style="text-align: center;">JAMAICA</p>  <p>London 2012 Olympics athletes: 50 London 2012 Olympics medal total: 12 Average income per person (US\$): 5,150 Life expectancy (years): 73 Fairness score: 46 Population (millions): 3 Gender equality score: 0.703 Carbon footprint (tCO₂/person/year): 2.8</p>	<p style="text-align: center;">GERMANY</p>  <p>London 2012 Olympics athletes: 395 London 2012 Olympics medal total: 44 Average income per person (US\$): 47,640 Life expectancy (years): 81 Fairness score: 30 Population (millions): 81 Gender equality score: 0.779 Carbon footprint (tCO₂/person/year): 9.8</p>	<p style="text-align: center;">JAPAN</p>  <p>London 2012 Olympics athletes: 303 London 2012 Olympics medal total: 38 Average income per person (US\$): 42,000 Life expectancy (years): 83 Fairness score: 32 Population (millions): 127 Gender equality score: 0.670 Carbon footprint (tCO₂/person/year): 9.7</p>

Average income per person

Resource sheet 2

Country	Average income per person (US\$)
Australia	64,540
Bolivia	2,870
Brazil	11,530
Bulgaria	7,620
Chile	14,910
China	7,400
Ethiopia	550
Germany	47,640
Ghana	1,590
India	1,570
Iran	7,120
Italy	34,270
Jamaica	5,150
Japan	42,000
Malawi	250
Mexico	9,870
Mongolia	4,280
Nepal	730
Nigeria	2,970
Norway	103,630
Pakistan	1,400
Peru	6,360
Philippines	3,500
Russian Federation	13,220
Rwanda	700
South Africa	6,800
Tunisia	4,230
Ukraine	3,560
United Kingdom	43,430
United States	55,200
Viet Nam	1,890
Yemen	1,300

Data source: World Bank Open Data (2013–2014): data.worldbank.org *Figures are for GNI per capita, Atlas method (current US\$)*

Olympics medal total

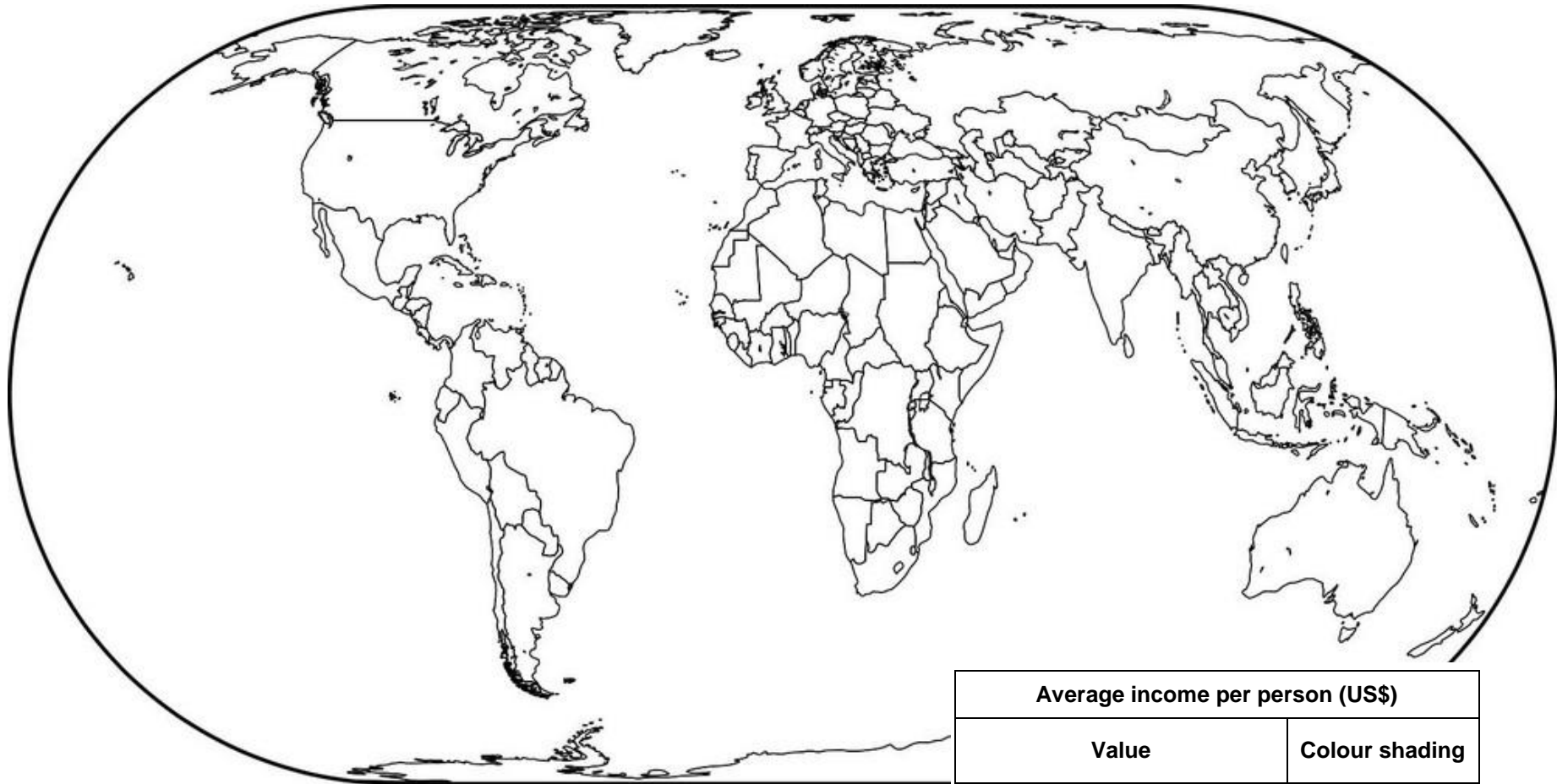
Resource sheet 3

Country	London 2012 Olympics medal total
Australia	35
Bolivia	0
Brazil	17
Bulgaria	2
Chile	0
China	88
Ethiopia	7
Germany	44
Ghana	0
India	6
Iran	12
Italy	28
Jamaica	12
Japan	38
Malawi	0
Mexico	7
Mongolia	5
Nepal	0
Nigeria	0
Norway	4
Pakistan	0
Peru	0
Philippines	0
Russian Federation	82
Rwanda	0
South Africa	6
Tunisia	3
Ukraine	20
United Kingdom	65
United States	103
Viet Nam	0
Yemen	0

Data source: International Olympic Committee, www.olympic.org/olympic-results

Mapping the average income per person

Activity sheet 2



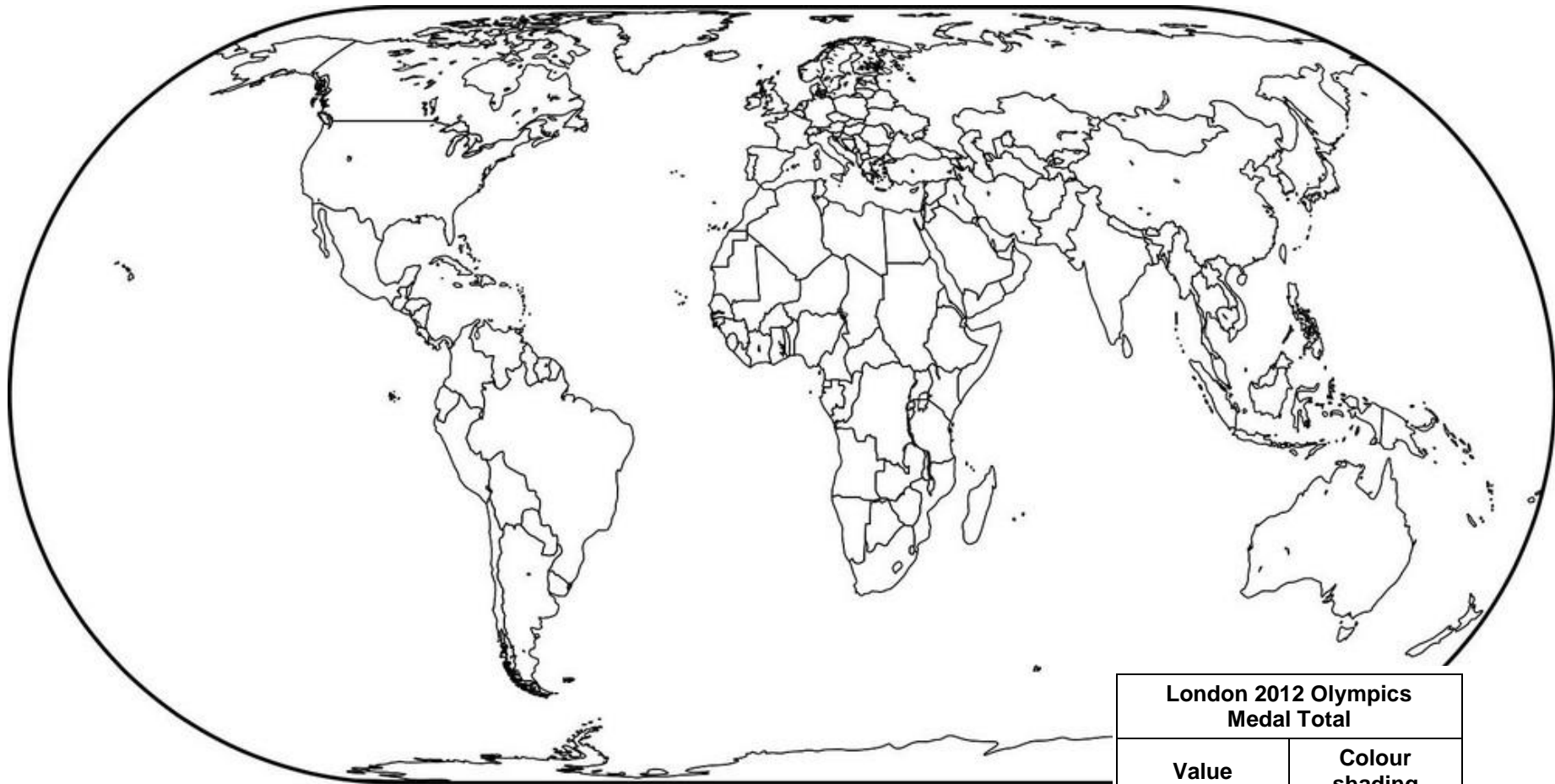
Average income per person (US\$)	
Value	Colour shading
\$1,045 or less	
\$1,046–\$4,125	
\$4,126–12,735	
\$12,736 or more	

Map source: Geographical Association www.geography.org.uk



Mapping the Olympics medal total

Activity sheet 3



London 2012 Olympics Medal Total	
Value	Colour shading
0–10	
11–30	
31–60	
61–110	

Map source: Geographical Association www.geography.org.uk



Olympic Trumps data

Resource sheet 4

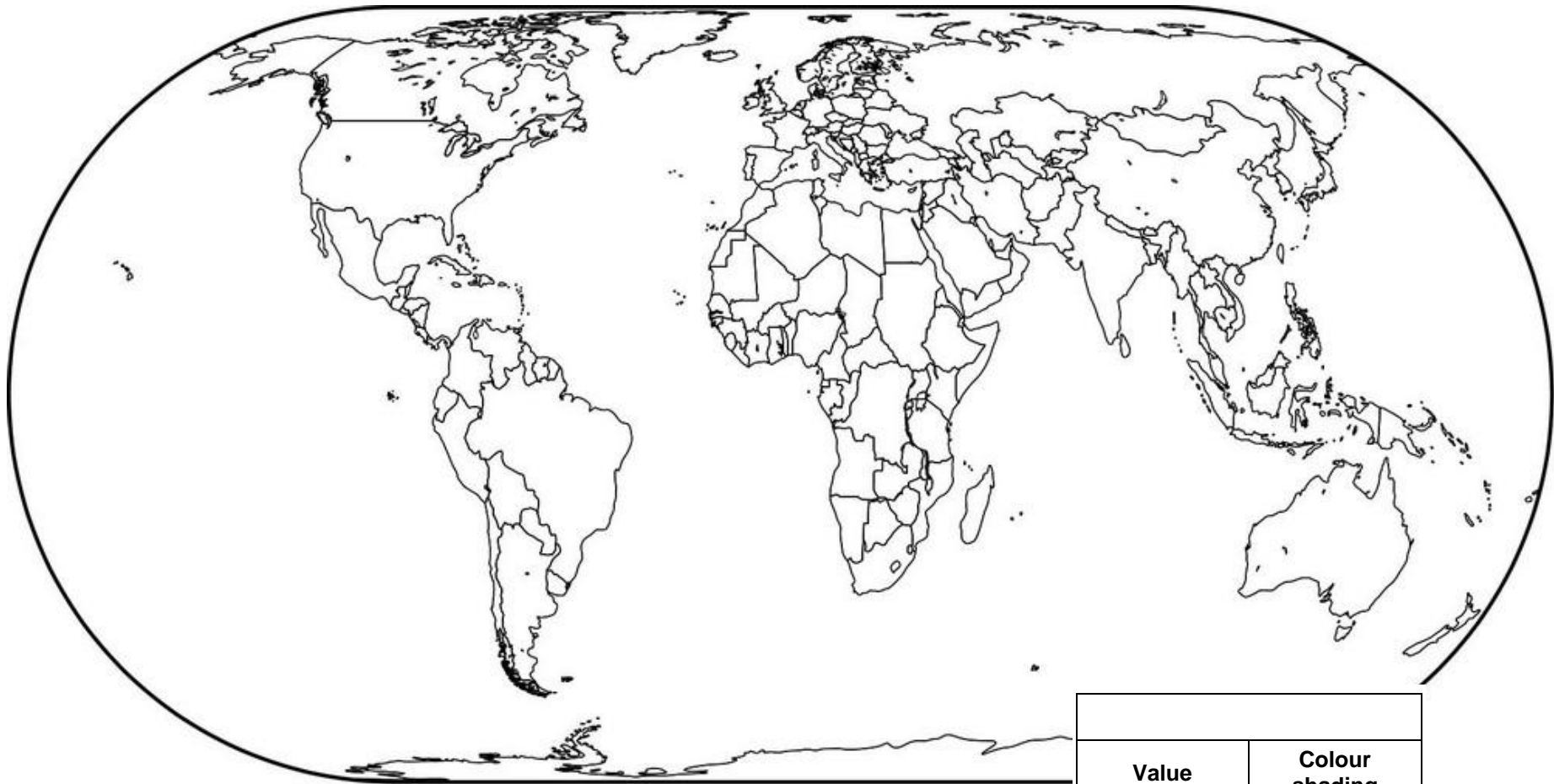
Country	London 2012 Olympics athletes	London 2012 Olympics medal total	Average income per person (US\$)	Life expectancy (years)	Fairness score	Population (millions)	Gender equality score	Carbon footprint (tCO ₂ /person/year)
Australia	413	35	64,540	82	35	23	0.733	16.2
Bolivia	5	0	2,870	68	48	11	0.749	1.7
Brazil	266	17	11,530	74	53	206	0.686	2.5
Bulgaria	63	2	7,620	74	36	7	0.722	6.4
Chile	35	0	14,910	81	51	18	0.698	4.6
China	371	88	7,400	75	42	1,364	0.682	7.1
Ethiopia	35	7	550	63	33	97	0.640	0.1
Germany	395	44	47,640	81	30	81	0.779	9.8
Ghana	9	0	1,590	61	43	27	0.704	0.4
India	83	6	1,570	68	34	1,295	0.664	2.0
Iran	53	12	7,120	75	37	78	0.580	7.9
Italy	281	28	34,270	82	35	61	0.726	5.5
Jamaica	50	12	5,150	73	46	3	0.703	2.8
Japan	303	38	42,000	83	32	127	0.670	9.7
Malawi	3	0	250	61	46	17	0.701	0.1
Mexico	106	7	9,870	77	48	125	0.699	3.6
Mongolia	29	5	4,280	69	34	3	0.709	7.1
Nepal	5	0	730	69	33	28	0.658	0.2
Nigeria	53	0	2,970	52	43	177	0.638	0.5
Norway	65	4	103,630	81	26	5	0.850	8.7
Pakistan	23	0	1,400	66	30	185	0.559	0.9
Peru	16	0	6,360	74	45	31	0.683	1.9
Philippines	11	0	3,500	68	43	99	0.790	1.0
Russian Federation	435	82	13,220	71	42	144	0.694	11.1
Rwanda	7	0	700	64	51	11	0.794	0.1
South Africa	133	6	6,800	57	63	54	0.759	8.8
Tunisia	84	3	4,230	74	36	11	0.634	2.4
Ukraine	236	20	3,560	71	25	45	0.702	5.3
United Kingdom	556	65	43,430	81	33	65	0.758	6.7
United States	531	103	55,200	79	41	319	0.740	17.4
Viet Nam	18	0	1,890	76	39	91	0.687	1.9
Yemen	4	0	1,300	64	36	26	0.484	0.9

Data sources: *Olympics 2012: the alternative medals table* (Simon Rogers, The Guardian, 2012) www.theguardian.com/sport/datablog/2012/jul/30/olympics-2012-alternative-medal-table#data; International Olympic Committee, www.olympic.org/olympic-results; World Bank Open Data (2004–2014), data.worldbank.org Average income per person: Figures are for GNI per capita, Atlas method (current US\$)/ Fairness score: Figures are for Gini index(World Bank estimate); *The Global Gender Gap Report 2015*, World Economic Forum (2015), reports.weforum.org/global-gender-gap-report-2015/; Global Carbon Atlas (2013–2014), www.globalcarbonatlas.org/



Mapping inequalities between countries

Activity sheet 4



Value	Colour shading

Map source: Geographical Association www.geography.org.uk

