Money makes the world go round (key stages 3, 4 and 5)

What the photos say
These photographs from the Producers and consumers family of images, illustrate some of the vast number of roles we humans can play as producers and consumers – and how inextricably globalisation has woven us together. The banking crisis might seem far distant from the women painstakingly sorting chillies in Bangkok Flower Market, but if demand for exotic produce falls away in New York the market for their chillies (and for the Mickey Mouse toys) will shrink, and their livelihoods will be at risk.

Wall Street bailout protest

Suggested activities
1 Ask students to consider why the photographer has chosen this frame: what doesn’t the photo show?
2 What do they think the photographer was briefed to provide?
3 What does this have to do with …?

Curriculum opportunities
Global dimensions/sustainable development/citizenship: Whose responsibility is it to look after your money? The Government? The banks? You?

Toy making in China

This image of Chinese workers making Mickey Mouse figures is from Michael Wolf’s 2004 installation The Real Toy Story, which can be seen at http://www.photomichaelwolf.com/the_real_toy_story.

Suggested activities
1 Give the students ten Producers and consumers photographs and devise ten headlines: ask them to match the photos to the headlines.
2 Hold a competition for the best geographical caption for the photos.

Curriculum opportunities
Community cohesion: A starter before running your own sweatshop in class, or designing your own factory code of conduct: What would happen if workers in this factory lost their jobs, or the factory closed down?
Sorting chillies in Bangkok

Suggested activities
1 Give out copies of the photograph and ask students to describe it using their senses – sights, sounds, smells, feelings. Ask them to circle objects in the photograph that look anomalous, and generate enquiry questions. Create a role play or diary entry describing what happens next.

2 Students geotag the image to research the area, then upscale: ‘This is a village ... the region is ... the country is ...’ etc. Create a climate graph – why do chillies grow here?

3 In groups, students select 20 of the images from all the families in A different view to put together in an exhibition, giving reasons for their choices and explaining the order or arrangement. Who would buy this photo? What sales pitch would students use?

4 Use a selection of the photos for a Diamond 9:
   • ordinary – extraordinary
   • exciting – dull
   • to do with me – nothing to do with me
   • work out your own criteria.

5 Year 9 options: how would GCSE or A-level students use this photo to ‘sell’ geography to a Year 9 student?

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