HUMAN WELLBEING

Human Wellbeing Workbook

Created by Jane Boland and Kate Walker
St. Scholastica's College, Glebe
On behalf of Association of Independent Schools NSW

NOTE: This version contains the complete set of activities and resources within the booklet developed by Jane and Kate for the Human Wellbeing topic. Some blank spaces for student responses have been removed.

How to use this resource: It is expected that teachers will adapt the Workbook and activities to suit their students, resources and local places.

Give credit to the AIS NSW when using the resource.

For the complete workbook with spaces for student answers use the following link to the AIS Geography resources website https://www.aisnsw.edu.au/educational-resources/geography/Pages/Default.aspx

Key inquiry questions in this unit:

- What makes human wellbeing a geographical issue?
- How can the spatial variations in human wellbeing and development be measured and explained?
- What are the economic, social and environmental impacts of variations in development and human wellbeing?
- How do governments, groups and individuals respond to inequalities in development and human wellbeing for a sustainable future?

Completion checklist

Tick when each part is completed

1. Human wellbeing and development

- ☐ Glossary
- ☐ Introduction what is human wellbeing and development
- ☐ How do we measure human wellbeing and development?
- ☐ Country comparison
- ☐ Development continuum
- ☐ Other ways of measuring human wellbeing

2. Spatial variations in human wellbeing

- ☐ Student centred inquiry on human wellbeing – Kiribati
- ☐ Think – tack – toe activities

3. Human wellbeing in Australia

- ☐ Comparison activity modelled Glebe and Claymore and within Glebe
- ☐ Fieldwork Task - Glebe
- ☐ What are the variations in Australia?

4. Improving human wellbeing

Tick when complete

- ☐ **1. Case Study AIME**
- ☐ Group activity 1: Background on AIME
- ☐ Group activity 2: Group survey and analysis
- ☐ Group activity 3: Report on AIME

- ☐ **2. Initiative for Kiribati** – Assessment TASK (this will be given to you separately by your teacher)

Part 1: Human wellbeing and development

Glossary of key terms for the Human Wellbeing unit - The top 15 words

Term	Definition
Climate change	
Cultural groups	
Development	
Environment	
Environmental quality	
Food security	
Geographical data	
Human wellbeing	
Liveability	
Population	
Population profile	
Secondary information sources	
Spatial variation	
Urbanisation	
Water scarcity	

Note: Words and quantity of words may vary for different students.

Use the QR code or go to http://syllabus.nesa.nsw.edu.au/hsie/geography-k10/glossary/

This will help you find the meanings of the words.

HUMAN WELLBEING

Introduction: What is human wellbeing and development?

Human wellbeing is about quality of life. Around the world there is a difference in people's quality of life.
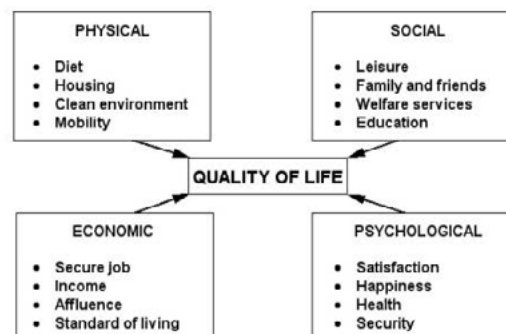

What does the term 'human wellbeing' mean? List down some words.

_____

_____

_____

_____

_____

NESA defines 'human wellbeing' as *"the quality of life of a population"*

What do you like about this definition? What would you change / include?

_____

_____

_____

_____

_____

In groups create a list of factors that are important for human wellbeing?

- _____
- _____
- _____
- _____
- _____
- _____
- _____

Tip: In your groups use the following site to help you.
Use the QR code to download this resource. You will use it a lot
in this unit. *Geography of Human Wellbeing Global Education* Booklet
http://www.globaleducation.edu.au/verve/_resources/global_wellbeing_booklet.pdf

HUMAN WELLBEING

How do we measure human wellbeing and development?

1. Use the QR code.
   Watch the following clip: TED talk – Hans Rosling explaining about gap minder.
   https://www.ted.com/talks/hans_rosling_shows_the_best_stats_you_ve_ever_
   seen?language=en

2. After watching the clip, complete the following reflection activity.

What did I learn?	How is this different from what I thought?
What is development?	**How is it changing over time?**

3. Complete the student activity on page 11 of the *Geography of Human
   Wellbeing Global Education* Booklet http://www.globaleducation.edu.au/
   verve/_resources/global_wellbeing_booklet.pdf

   Here is a scaffold to help you. You can work on your own or with a partner –
   You choose!

   a. Use the QR code to visit www.gapminder.org, go to *gapminder* world.

   b. Create two or more scatter graphs using the following combinations of indicators:

a. maternal deaths – 100 000 live births and Income per person (GDP per capita)	b. maternal deaths – 100 000 live births and Female adult literacy rates (% females 15 years and above)	c. female adult literacy rates (% females 15 years and above) and Children per woman (total fertility)	d. children per woman (total fertility) and Income per person (GDP per capita).

c. Play around with changing the view of the X and Y axis from logarithmic to linear to see how the view of the graph changes. Decide which view you prefer – make sure all of your graphs are in the same format.

Ask for help if you need it.

d. Take snapshots of each of the graphs you create using the snipping tool or Print Screen key on your keyboard.

e. Paste these snapshots into a Word or PowerPoint file.

f. For each of the graph answer these questions. Write or record your voice.
   •   explain what the graph is showing
   •   describe the change over time between the two indicators
   •   Is there a strong or weak relationship between the two indicators? Ask for help if you need it.

g. Read this statement:

> **"Low female literacy and low Gross Domestic Product results in higher fertility rates and higher maternal mortality rates. By improving literacy and education of women this pattern could be changed."**

Talk to a partner about this statement. What do you think it means? Prepare a response – you choose the way you share your thoughts and ideas. Include some examples from your graphs.

_____

_____

_____

_____

_____

_____

_____

_____

Extension Activity: watch the following clip Hans Rosling on why most of the world is better off than you think. https://www.youtube.com/watch?v=1vr6Q77lUHE&sns=em

Visit Gap Minder and generate a series of graphs to illustrate changes in wellbeing over time.

Country Comparison

Your country profile is: _____ *(your teacher will help you choose a county)*

You need to present a very brief 2 min overview to the class of your country on its level of human wellbeing. Your presentation must include;

1. **3–5 statistics** for your country (one must be the Human Development Index (HDI). You could use the table below as a guide.

2. **3–5 images** of your country that show aspects relating to its level of wellbeing

At the end of your presentation you need to place your country on the class wall level of *development continuum* and be able to justify why you place your country where you do.

It is recommended that you use Global Education http://www.globaleducation.edu.au/2389.html and/ or the CIA World Factbook https://www.cia.gov/library/publications/the-world-factbook to find your statistics.

	Australia	**Your chosen country**
Population	23 million people	
Gross national income GNI (PPP US$)	$42,261	
Life expectancy	82 years	
Literacy rate	96%	
Infant mortality rate	3.3%	
Human Development Index (HDI)	0.935	
Any extra indicators that you may want to include such as: Population living below the poverty line, Access to water.	Access to drinking water – 93%	

Questions to research:

What is HDI? What factors are used to measure it?

The Human Development Index (HDI) is a tool developed by the United Nations to measure and rank countries' levels of social and economic development.

It uses four measures:

_____

_____

_____

_____

Using the above statistics how would you describe the level of development in Australian and in your country?

_____

_____

_____

_____

_____

_____

_____

How would the statistics for your country affect human wellbeing?

_____

_____

_____

_____

_____

_____

_____

Class discussion point: Do these development statistics reflect happiness?

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Task: Development Continuum

As a class create a development continuum

What are the key features of development?

LEVELS OF DEVELOPMENT

| Low | Medium | High |

Features of Low / Medium /High levels of development

Task: Find some images that would illustrate low / medium / high levels of development to stick on the continuum.

Other ways of measuring Human Wellbeing

1. **Bhutan's Gross National Happiness (GNH)** as an alternative measure to Human Wellbeing.
    *   Go to the website – http://www.grossnationalhappiness.com/
    *   Study the 2015 GNH scores. Your teacher will show you how to use these.
    *   What you think we can learn from this index as a measure of human wellbeing?
    *   Share your thoughts with a partner.

2. **OECD Better Life Index**
    *   Go to the website http://www.oecdbetterlifeindex.org/
    *   How does this index measure human wellbeing?

Here are some things to explore on the website:

1. Investigate how changing the topics in the *Better Life Index* can change the ranking of the countries.

2. Record the name of the country with the highest rank for the following topics:

    Topic: Country:
    *   work-life balance   _____
    *   income   _____
    *   safety   _____
    *   health   _____

3. Record the name of the country with the lowest rank for the following topics:

    Topic: Country:
    *   housing   _____
    *   life satisfaction   _____
    *   education   _____
    *   work-life balance   _____

Which countries do you think have a better life? Why do you think this?

_____

_____

_____

_____

**Extension Activity:** Study the choropleth map http://hdr.undp.org/en/countries and;

- Describe the spatial variations in development shown
- Come up with a list of reasons that would account for this variation.

Review: in groups discuss: the best measures of development and wellbeing (qualitative and quantitative) and the limitations / evaluation of the different indicators.

_____

Part 2: Spatial variations in human wellbeing

Spatial variation is the difference in natural and human features over an area of the Earth's surface e.g. water, population.

In pairs, brainstorm some of the causes for the spatial variations in human wellbeing.

_____
_____
_____

_____   _____
_____   _____
_____   _____

population growth

religion

CAUSES FOR THE SPATIAL VARIATIONS IN HUMAN WELLBEING

disease

_____   _____
_____   _____
_____   _____

_____   _____
_____   _____
_____   _____

_____
_____
_____
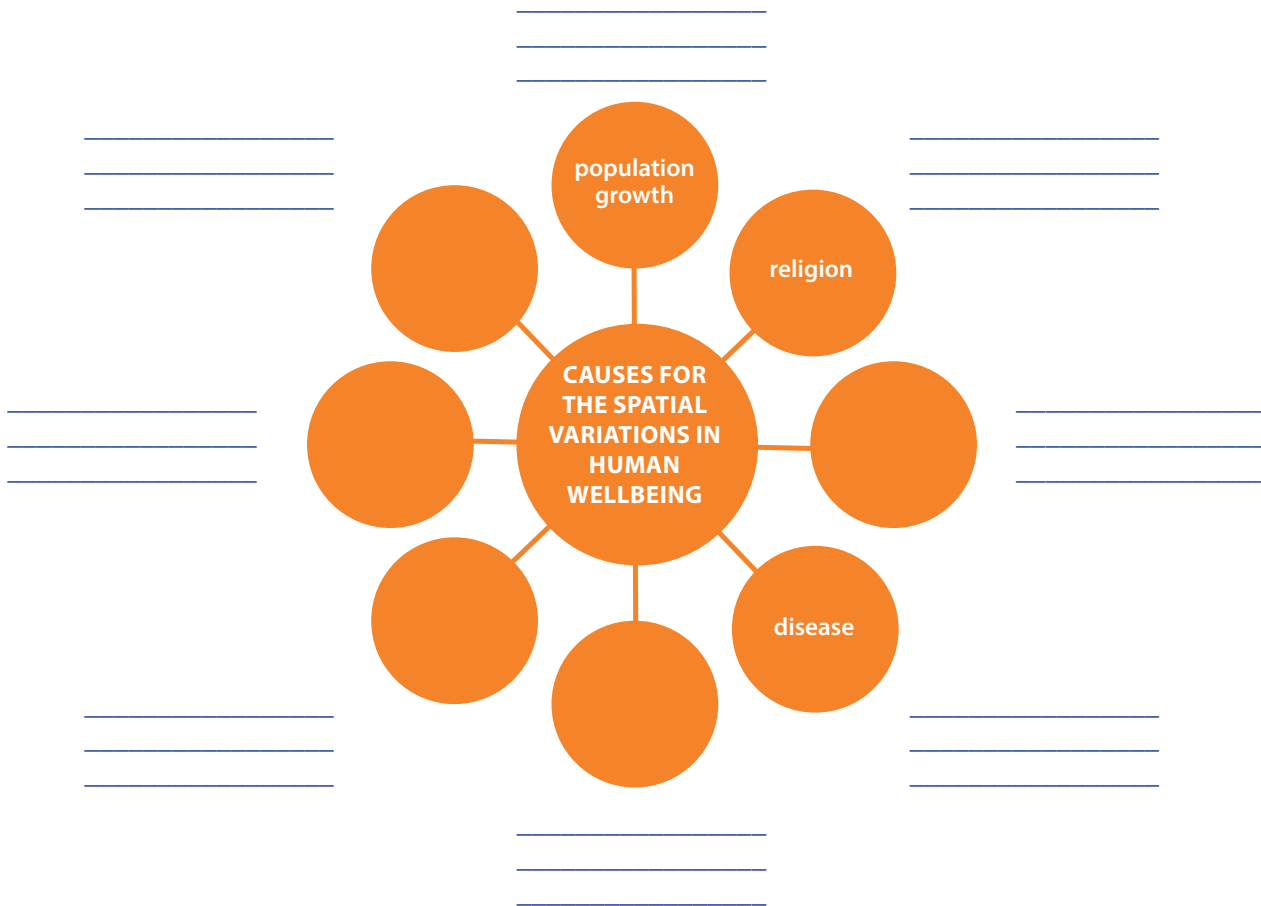
"Spatial variations in human wellbeing – Climate change in Kiribati"

Your research needs to cover the following steps. Check in with your teacher when you have finished each part.

Develop an Aim for your inquiry *(This is a statement that explains what you intend to achieve through your inquiry)* e.g. To investigate biodiversity around the school	My Aim is to …
Generate at least THREE inquiry / geographic question for your research They can focus on; ■ What factors are impacting upon the level of wellbeing in Kiribati? (environmental degradation, climate change, population pressure) ■ What are the issues resulting from this? (water, food security, environmental refugees) ■ What is the future for Kiribati?	My questions are: 1. .... 2. .... 3. ....
Collect and analyse data from secondary sources How you will use this data to help you answer your questions? Use different types of data and examples (maps / population pyramids / graphs / photos and tables)	Places I can go to get different types of data and examples: ■ .... ■ .... ■ .... Here is a place to start – http://ngm.nationalgeographic.com/2015/11/climate-change/kiribati-against-the-tide-text
Suggested actions Suggest an action you could take or the Kiribati Government could carry out to improve human wellbeing.	
Communicate your findings Choose how you will show your findings: a written report, PowerPoint, Prezi or film. You can negotiate the presentation format with your teacher.	I will present my findings in a …
Questions for your teacher:	

Extension Activity: "Think – tack – toe" to do on Human wellbeing in Kiribati

Choose **three** of the following tasks

Create a info graphic / map showing a range of global indicators used to measure wellbeing and development in Kiribati	Find a newspaper article on the issue and summarise the key points	Create a song relating to human wellbeing in Kiribati
Do a summary plot / script outline for a documentary / news report on one issue in Kiribati	**Photo Analysis** See questions below	Write a poem about trends in human wellbeing and development in Kiribati
Create a photo cube on development and wellbeing in Kiribati	Write a short story from a perspective related to development and wellbeing in Kiribati	Create a cartoon strip related to development and human wellbeing in Kiribati

Photo Analysis;

Find an image relating to human wellbeing in Kiribati.

Answer **any four** of the following questions:

1. Where could this photo have been taken? Support your answer with geographical information and a map.	2. When might this photo have been taken? What geographical evidence is there to support this?	3. What does this photo tell you about a world environment and issue?	4. What intention do you think this photo has?
5. What emotions or thoughts does this photo evoke in you?	6. Who could have manipulated this image? Think carefully about the process from the photograph being taken to the image's publication.	7. What could have led to or caused the situation depicted in the image (e.g. Environment, conflict)	8. What could the photographer have excluded from the photo? What is occurring outside the frames of the photograph?

Extra: you could place the photo on a large piece of paper and draw the scene occurring outside of the photographer's frame. This scene could continue the story the photograph tells, or completely change what is perceived to be happening in the photo.

Extension: How can the media use or manipulate this image? Create two newspaper headlines expressing different explanations of what is occurring this this photograph.

Part 3: What are the variations in human wellbeing in Australia?

How do we measure advantage and disadvantage in Australia?

_____

_____

_____

_____

_____

_____

A comparison between Sydney suburbs – Glebe and Claymore
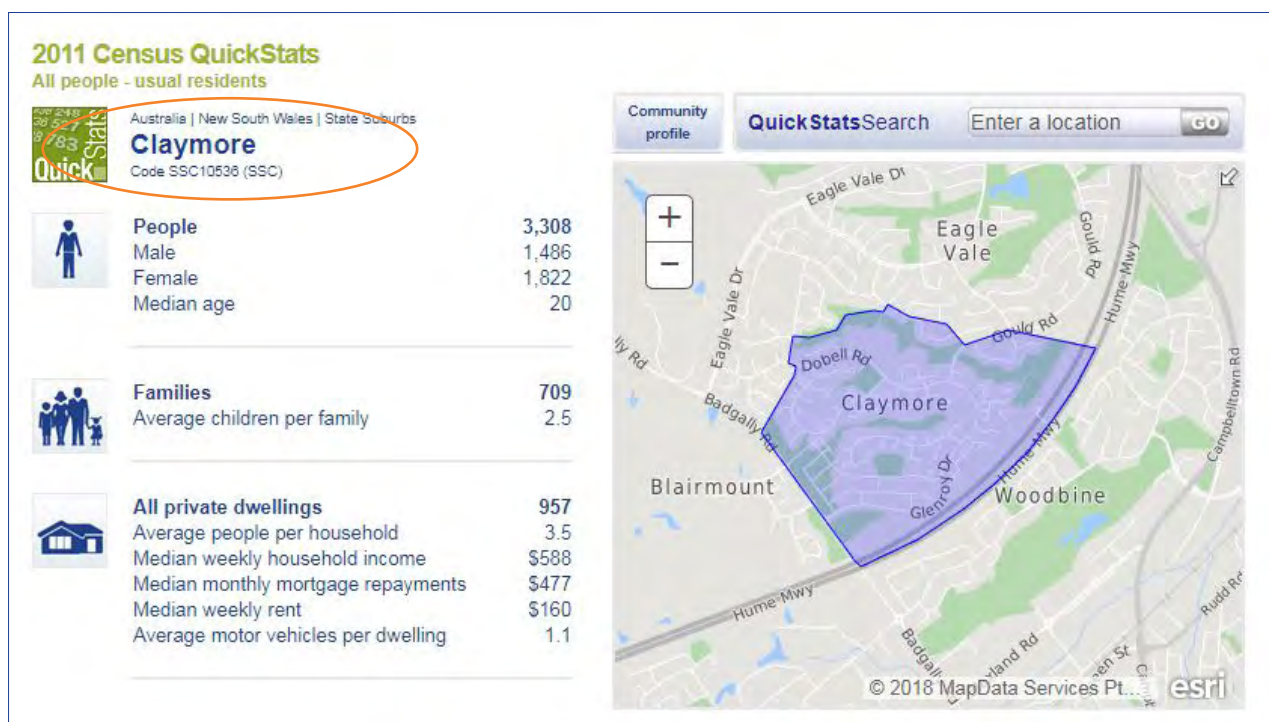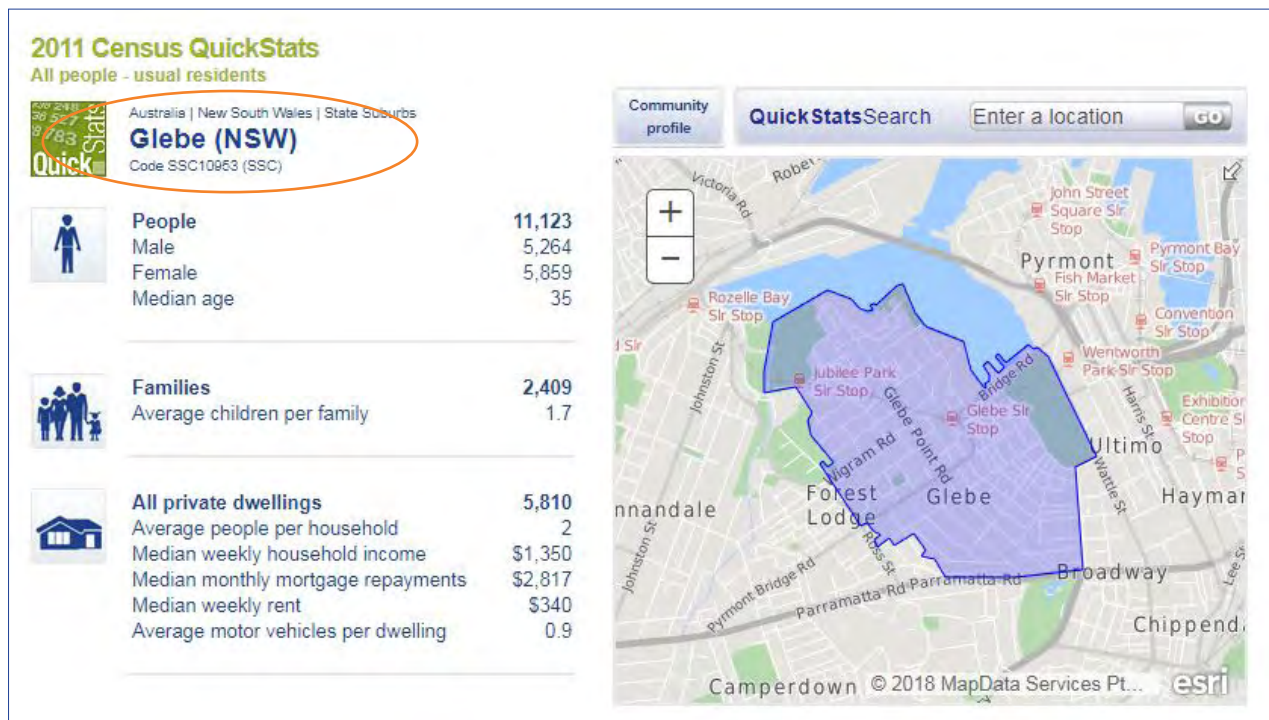
Glebe and Claymore; using the information from the ABS Quick Stats compare the differences between Claymore and Glebe. http://quickstats.censusdata.abs.gov.au/census_services/getproduct/census/2011/quickstat/0

1. As a class watch a clip of "*Growing Up Poor*" ABC 4 Corners 2012

    What did you notice in this documentary that impacts upon wellbeing in this suburb? Make detailed notes.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Here are some Quick Stats about Glebe and Claymore

2011 Census QuickStats
All people - usual residents

Australia | New South Wales | State Suburbs
Glebe (NSW)
Code SSC10953 (SSC)

People	11,123
Male	5,264
Female	5,859
Median age	35

Families	2,409
Average children per family	1.7

All private dwellings	5,810
Average people per household	2
Median weekly household income	$1,350
Median monthly mortgage repayments	$2,817
Median weekly rent	$340
Average motor vehicles per dwelling	0.9

2011 Census QuickStats
All people - usual residents

Australia | New South Wales | State Suburbs
Claymore
Code SSC10536 (SSC)

People	3,308
Male	1,486
Female	1,822
Median age	20

Families	709
Average children per family	2.5

All private dwellings	957
Average people per household	3.5
Median weekly household income	$588
Median monthly mortgage repayments	$477
Median weekly rent	$160
Average motor vehicles per dwelling	1.1

2. Compare Claymore to Glebe using the information below. Identify 5 differences.

a. _____

b. _____

c. _____

d. _____

e. _____

3. Use the 2011 Census data

- Go to http://quickstats.censusdata.abs.gov.au/census_services/getproduct/census/2011/quickstat/0

- Work with your partner to generate a series of **three graphs** for each suburb that compare aspects of wellbeing.

- For example the mean weekly household income

- Under each graph provide 1 – 2 sentences where you analyse the key similarities / differences between these two suburbs using the data in the graph.

4. Atlas id data on the two suburbs comparison

- Explore the atlas id data for Claymore http://atlas.id.com.au/campbelltown#MapNo=10173&SexKey=3&datatype=1&themtype=3&topicAlias=population-density&year=2011

- And the data for Glebe http://atlas.id.com.au/sydney#MapNo=10173&SexKey=3&datatype=1&themtype=3&topicAlias=population-density&year=2011

5. Work with your partner to use the data to generate a multimedia presentation where you show:

- **Key differences between the suburbs of Claymore and Glebe.**
  Pinpoint five areas where you see differences

- **Spatial variations within the suburb of GLEBE.**
  Identify four factors (such as levels of education or income) where you can see spatial variations within Glebe. Discuss where you have identified these spatial variations.

Glebe Fieldwork

In our class we will be doing a walking tour of Glebe to observe and record spatial variations of wellbeing within a suburb.

Task 1: In groups, design a walking tour of Glebe.

- your tour needs to be approximately 3 – 4 km in length

- from your atlas id research you need to visit locations that show differences in wellbeing (e.g. income / education levels) .

- your tour needs to start and end at school (Avenue Road)

- you need to plot your tour on a map of Glebe, print your map out, mark on the areas where you would expect to see some evidence of spatial variation in wellbeing.

- Your group needs to justify to the class (1 – 2 mins) why your walking tour route should be the one that the class takes.

Task 2: Create a Photo Story Board illustrating spatial variations in human wellbeing within Glebe.

- Your story board must have at least 5 images that show variation of wellbeing in Glebe.

- You can link your images to a map of Glebe

- You can present your 'story board' as a printed poster or as an electronic presentation.

HUMAN WELLBEING

Media File – Variations of Human Wellbeing in Australia

1. Create a media file of at least three articles that look at variations of wellbeing in Australia.
    You may want to start with the following links;

<table>
<tr>
<td>

Sydney's billion-dollar neighbourhoods

February 4, 2016

You can watch and read this article

http://www.smh.com.au/business/the-economy/
sydneys-billion-dollar-neighbourhoods-20160204-
gmlca4

</td>
<td>

NSW, the state of inequality, when it comes to income

February 1, 2016

You can watch and read this article

http://www.smh.com.au/business/the-economy/
nsw-the-state-of-inequality-when-it-comes-to-
income-20160131-gmhz58#ixzz43mqpqr1f

</td>
</tr>
</table>

2. Find two or three more articles like these ones about difference in human wellbeing in Australian.

3. For two of your articles complete a right angle thinking diagram (your teacher will give you a copy)

4. In groups create a **mind map** of the consequences of the spatial variations of human wellbeing in Australia. Choose from these consequences charts to record your thinking.
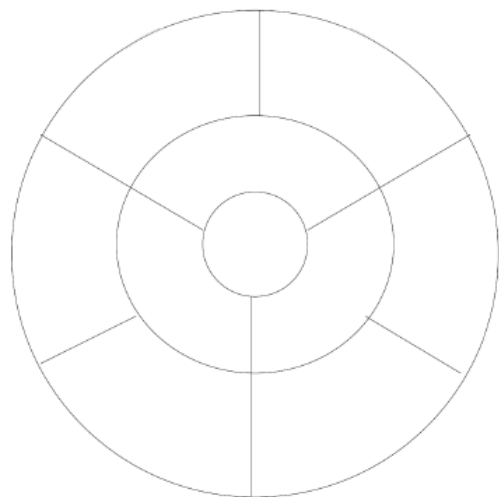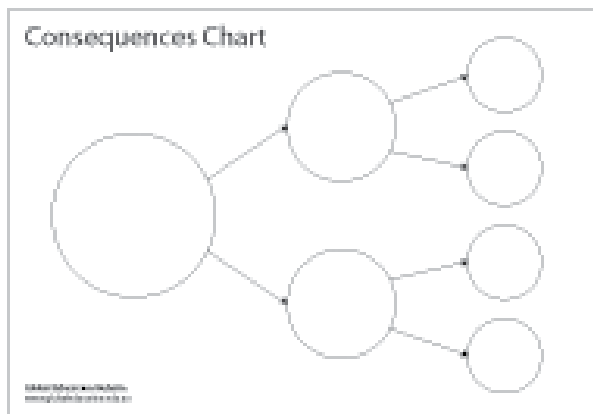
5. Use the **World Café forum** to discuss your group's findings.
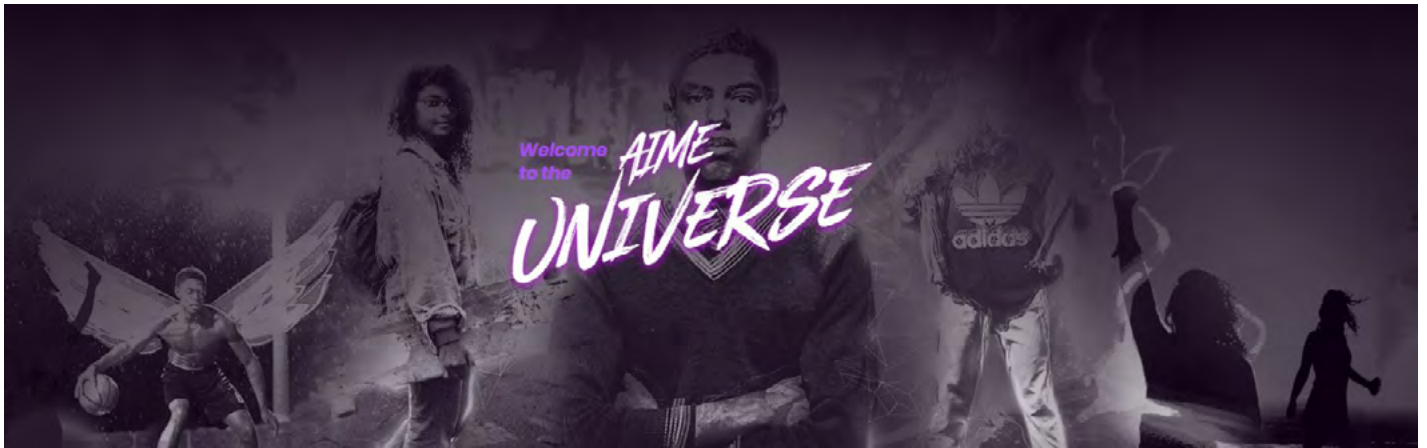
Part 4: Improving Human Wellbeing in Australia

Case Study AIME

AIME is the Australian Indigenous Mentoring Experience

1. Read the following article "Australians failing to close the gap on indigenous disadvantage"
   http://www.abc.net.au/news/2016-02-10/australia-failing-to-close-the-gap-on-indigenous-disadvantage/7153234

2. Why do inequalities in human wellbeing need to be improved for Indigenous Australians. Using statistics from the article to help you explain your answer.

3. How does AIME hope to improve human wellbeing for Indigenous Youth? This website might help you. https://aimementoring.com/

Group Activity

1. In groups generate a brief survey (10 questions maximum) to determine how effective AIME is for our Indigenous Students. (We will use Survey Monkey for this). Your survey needs to have a mix of open and closed questions.

2. Group survey analysis: generate a 1-page report of your survey findings. Your report needs to have at least two graphs / tables to illustrate your findings and a brief summary of your survey results.

3. Report: prepare a report that includes:

   - Name and explain the focus of this organisation (AIME)

   - Describe and evaluate ONE of AIME's initiatives (include results from your groups survey findings)

   - Make TWO recommendations for ways that AIME can continue to improve human wellbeing for Indigenous youth.