

Geography of Human Wellbeing

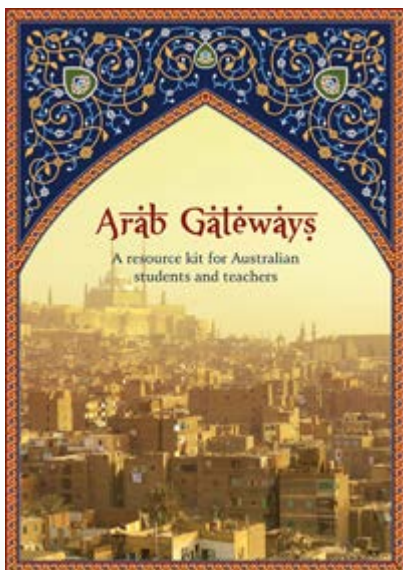
Stage 5

Keith Hopkins – Loreto Kirribilli

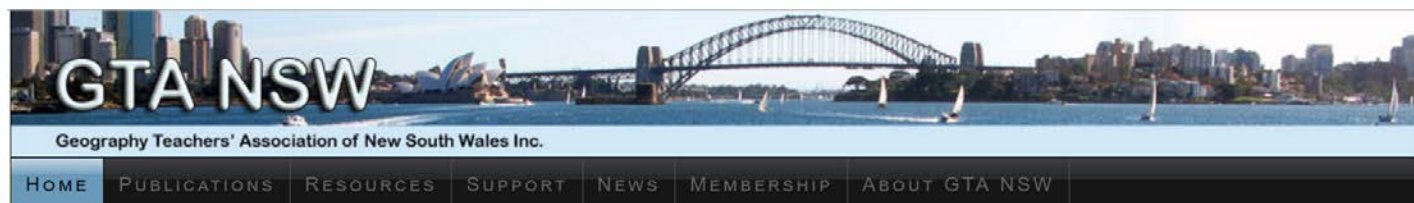
khopkins@loreto.nsw.edu.au



Human wellbeing is the recognition that everyone around the world, regardless of geography, age, culture, religion or political environment, aspires to live well. Wellbeing is not necessarily bound by income, rather, it is an individual's thoughts and feelings about how well they are doing in life, contentment with material possessions and having relationships that enable them to achieve their goals. Many factors impact upon an individual's ability to live well including war, conflict, social fragmentation, inequality, poverty, malnourishment as well as access to resources.



GTANSW for a multitude of resources such as Arab Gateways and specific articles – lots of them.



HOME PAGE

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Focus: Violence against Women in the Pacific

Dr. Susan Bliss
National Curriculum: Year 10 Human Wellbeing; NSW Geography: Stage 5A4



'Some 121 million children are not in school, most of them girls. If a family can afford school fees for only one child, it will likely be a boy who attends. If someone needs to fetch water or do housework instead of going to school, a girl will likely be chosen. If someone needs to stay home to care for younger siblings or sick or infirm household members, this will most likely be a girl: girls will also most likely be withdrawn from

THE LATEST ISSUE OF GTA'S GEOGRAPHY BULLETIN

The latest issue include:

Editorial — Lorraine Chaffer

ANSW Conference information

ANSW Professional Learning Survey 2016

Reaching Out of Field: Teachers having to know what they do not know

Interconnections & Biomes: Sharks in 'Hot Soup'

Collaborate: Interconnections, Biomes and Economic Activity

Benefits of GTA NSW membership

Advice to contributors

[Member access to the latest issue of the Geography Bulletin](#)



NSW ANNUAL CONFERENCE 2017

THEME: COLLABORATE, INSPIRE AND LEARN

Annual Conference will be held at the Novotel, Sydney Olympic Park on 9 and 10th. The event is BOSTES accredited for 5.5 hours per day.

This conference will be a large event with 8 Syllabus Masterclasses and approximately 36 workshops covering content, tools and skills for the new NSW Geography K-10 syllabus.



CONTENT FOR STAGE 4

NES syllabus
support link
[HERE.](#)

(100 hours minimum teaching time)

Landscapes and Landforms

Place and Liveability

Water in the World

Interconnections

CONTENT FOR STAGE 5

(100 hours minimum teaching time)

Sustainable Biomes

Changing Places

Environmental Change and Management

Human Wellbeing

Outcomes

A student:

- **explains** the diverse features and characteristics of a range of places and environments GE5-1
- explains processes and influences that form and transform places and environments GE5-2
- **analyses** differences in human wellbeing and ways to improve human wellbeing GE5-6
- acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry GE5-7
- communicates geographical information to a range of audiences using a variety of strategies GE5-8

Learning across the curriculum

The cross-curriculum priorities are:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability

General capabilities encompass the knowledge, skills, attitudes and behaviours to assist students to live and work successfully in the 21st century.

The general capabilities are:

- Critical and creative thinking
- Ethical understanding
- Information and communication technology capability
- Intercultural understanding
- Literacy
- Numeracy
- Personal and social capability

The BOSTES syllabuses include other areas identified as important learning for all students:

- Civics and citizenship
- Difference and diversity
- Work and enterprise

- **Place:** *the significance of places and what they are like* eg factors influencing people's perceptions of places; the special significance place has to some people; the effect of global trade, transport, information and communication technologies on places across the world.
- **Space:** *the significance of location and spatial distribution, and ways people organise and manage spaces that we live in* eg spatial distribution of landscapes, global water resources and natural hazards; how location influences the ways people organise places.
- **Environment:** *the significance of the environment in human life, and the important interrelationships between humans and the environment* eg processes that form and transform landscapes and landforms across the world; the aesthetic, cultural, spiritual and economic value of environments to people; the effect of human activities on natural and human environments.
- **Interconnection:** *no object of geographical study can be viewed in isolation* eg how people are affected by the environment with regard to landscapes, climate, natural hazards and the liveability of places; how people affect the environment such as people's use of water on its quality and availability as a resource.
- **Scale:** *the way that geographical phenomena and problems can be examined at different spatial levels* eg management of geographical challenges across a range of scales from local to global; responses and actions undertaken by governments, organisations and individuals; communities operating at local to global scales.
- **Sustainability:** *the capacity of the environment to continue to support our lives and the lives of other living creatures into the future* eg pressures on the Earth's water resources and landscapes; the need to manage environments for a long-term future; sustainable management approaches.
- **Change:** explaining geographical phenomena by investigating how they have developed over time eg changes to resources, landscapes and places over time through natural and human geographical processes and events; the effect of management strategies in reducing the impact of natural and human geographical processes.

SUSTAINABLE BIOMES

KEY INQUIRY QUESTIONS

- What are the main characteristics that differentiate the world's biomes?
- How do people use and alter biomes for food production?
- Can the world's biomes sustainably feed the world's population?
- What strategies can be used to increase global food security?

CONTENT FOCUS

Students examine the physical characteristics and productivity of biomes. Students examine the correlation between the world's climatic zones and spatial distributions of biomes and their capacity to support food and non-food agricultural production. Students analyse the impact humans have on biomes in an effort to produce food and increase agricultural yields. They examine population trends and projections from Australia and across the world and forecast future food supply-and-demand issues. Challenges to food production are explored and management strategies investigated.

CHANGING PLACES

KEY INQUIRY QUESTIONS

- Why has the world become more urbanised?
- How does migration impact on the concentration of people into urban places?
- How does urbanisation change environments and places?
- What strategies are used to manage environmental change in urban places to enhance sustainability?

CONTENT FOCUS

Students examine the patterns and trends in population movements and the increasing urbanisation of countries. They discuss the reasons for internal and international migration patterns and the consequences of population movements, including the increased concentration of populations within countries. Students examine strategies to create liveable and sustainable urban places, propose solutions and suggest opportunities for active citizenship.

ENVIRONMENTAL CHANGE AND MANAGEMENT

KEY INQUIRY QUESTIONS

- How do environments function?
- How do people's worldviews affect their attitudes to and use of environments?
- What are the causes and consequences of change in environments and how can this change be managed?
- Why is an understanding of environmental processes and interconnections essential for sustainable management of environments?

CONTENT FOCUS

Students develop an understanding of the functioning of environments and the scale of human-induced environmental change challenging sustainability. They explore worldviews influencing approaches to environmental use and management. Students undertake an investigative study of the causes and consequences of environmental change in an environment in Australia and another country. They compare and evaluate the management responses in both countries and propose ways individuals can contribute to environmental sustainability.

HUMAN WELLBEING

KEY INQUIRY QUESTIONS

- 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?

CONTENT FOCUS

Students examine the nature of, and differences in, human wellbeing and development that exist within and between countries. They describe ways of measuring human wellbeing and development to reveal spatial variations and develop explanations for differences. Students investigate examples from Australia and across the world of issues affecting development, the impact on human wellbeing and the consequences of spatial variations across scales. Local, national and global initiatives to improve human wellbeing are also examined.

3 ways to **Boost your** wellbeing

Try these science-backed suggestions to make life a little sweeter.

● **Pursue two activities you love.**

Having two passions such as volunteering or painting can make life feel more satisfying than having just one. Spend a little time on both to experience new, fulfilling opportunities.

● **Take a six-day vacation.**

Spending this long at a holiday resort triggers genetic changes that reduce stress and improve vitality. And if you spend your break at a yoga retreat you could still be enjoying the benefits 10 months later.

● **Sign up for a class.**

Taking evening classes that involve creativity



Did you know?
Dogs understand hand gestures better than spoken words. Research shows your pet is more likely to obey and follow your commands – like 'sit' and 'stay' – if you communicate with your hands.

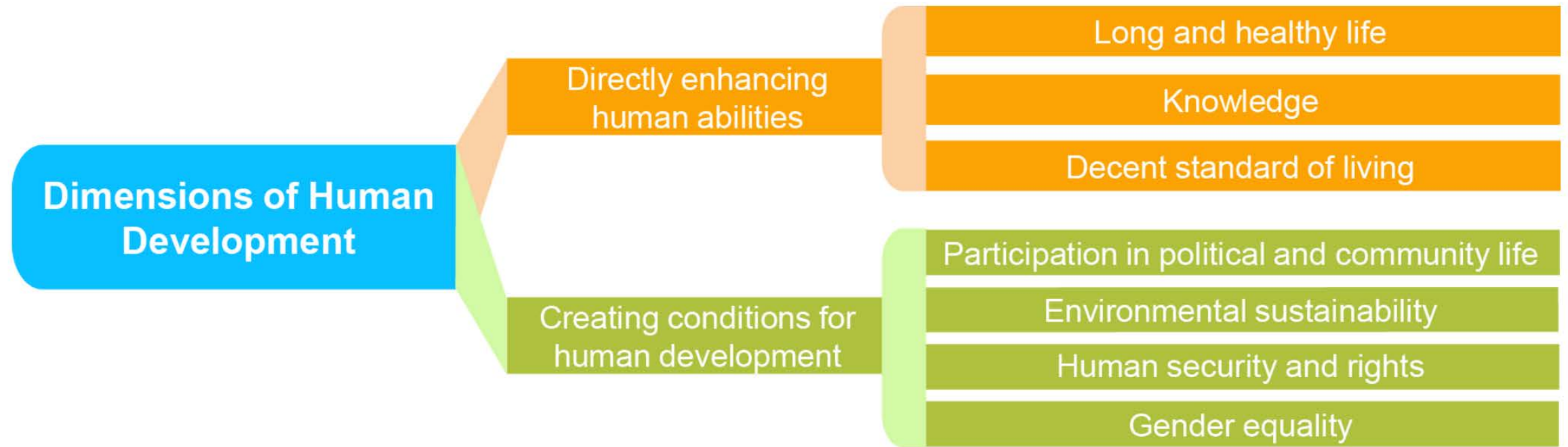
Here's a reason to stay in...

Watching TV shows and movies with your partner or reading the same books is a great way to feel closer to one another. Research shows sharing these fictional worlds enhances the quality of the relationship, especially if you don't share the same social circle.

Human development is defined as the process of enlarging people's freedoms and opportunities and improving their well-being. Human development is about the real freedom ordinary people have to decide who to be, what to do, and how to live.

The human development concept was developed by economist Mahbub ul Haq. At the World Bank in the 1970s, and later as minister of finance in his own country, Pakistan, Dr. Haq argued that existing measures of human progress failed to account for the true purpose of development—to improve people's lives. In particular, he believed that the commonly used measure of Gross Domestic Product failed to adequately measure well-being. Working with Nobel Laureate Amartya Sen and other gifted economists, in 1990 Dr. Haq published the first Human Development Report, which was commissioned by the United Nations Development Programme.

What is Human Development?



Source: [HERE](#)

Geography sample unit

Human Wellbeing

Stage 5

Duration: One term
(10 weeks – 25 hours)

Unit focus	Key inquiry questions
Students examine the nature of, and differences in, human wellbeing and development that exist within and between countries. They describe ways of measuring human wellbeing and development to reveal spatial variations and develop explanations for differences. Students investigate examples from Australia and across the world of issues affecting development, the impact on human wellbeing and the consequences of spatial variations across scales. Local, national and global initiatives to improve human wellbeing are also examined.	<ul style="list-style-type: none"> 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?

Outcomes

A student:

- explains the diverse features and characteristics of a range of places and environments **GE5-1**
- explains processes and influences that form and transform places and environments **GE5-2**
- analyses differences in human wellbeing and ways to improve human wellbeing **GE5-6**
- acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry **GE5-7**
- communicates geographical information to a range of audiences using a variety of strategies **GE5-8**

Geographical concepts	Geographical skills	Geographical tools
<p>The following geographical concepts are to be integrated into the lesson sequences:</p> <p>Place: <i>the significance of places and what they are like</i></p> <p>Space: <i>the significance of location and spatial distribution, and ways people organise and manage spaces that we live in</i></p> <p>Environment: <i>the significance of the environment in human life, and the important interrelationships between humans and the environment</i></p>	<p>The following geographical skills are to be integrated into the lesson sequences:</p> <p>Acquiring geographical information</p> <ul style="list-style-type: none"> develop geographically significant questions and plan an inquiry that identifies and applies appropriate geographical methodologies and concepts (ACHGS063, ACHGS072) collect, select, record and organise relevant data and geographical information, using ethical protocols, from a variety of appropriate primary data and secondary information sources (ACHGS064, ACHGS073) <p>Processing geographical information</p> <ul style="list-style-type: none"> evaluate information sources for their reliability, bias and usefulness (ACHGS065, ACHGS074) represent multi-variable data in a range of appropriate forms, with and 	<p>Examples may include:</p> <p>Maps – M</p> <ul style="list-style-type: none"> relief maps, political maps, topographic maps, choropleth maps, flowline maps, cadastral maps, thematic maps, isoline maps, land use maps, précis maps, special-purpose maps, cartograms, synoptic charts maps to identify direction, scale and distance, area and grid references, degrees and minutes of latitude and longitude, bearings, aspect, altitude, area, density, contour lines, gradient, local relief

Content	Teaching, learning and assessment	Adjustments
<p>Improving human wellbeing</p> <p>Students:</p> <ul style="list-style-type: none"> investigate initiatives to improve human wellbeing in Australia and other countries (ACHGK081) 	<ul style="list-style-type: none"> Students use the latest Millennium Development Goal report – www.undp.org/content/undp/en/home/mdgoverview.html and a stimulus such as ‘River of myths’ – www.gapminder.org/videos/the-river-of-myths/ to assess improvements in human wellbeing over time. VR Students examine the roles and assess the effectiveness of international and national government organisations, non-government aid agencies and individuals in improving human wellbeing, including Australia’s Overseas Development Assistance program. 🌐★ Students analyse the effectiveness of the Millennium Development Goals – www.youtube.com/watch?v=jw7to849jjo in improving human wellbeing and discuss new international development targets such as the International Sustainable Development Goals www.undp.org/content/undp/en/home/mdgoverview/mdg_goals/post-2015-development-agenda/. <p>Assessment</p> <ul style="list-style-type: none"> Students are provided with a case study of a country experiencing human wellbeing challenges. The case study includes stimulus material including maps, information, data, graphs, statistics and/or images. Students explain the spatial patterns and trends in human wellbeing. They assess the effectiveness of initiatives in addressing the causes and consequences of human wellbeing issues. Students propose action in response to the issue, taking account of environmental, economic and social considerations; and explain the predicted outcomes and consequences of their proposal. M GS VR ⚙️📊🌐★ 	<p>Students use a stimulus to respond to questions about one of Australia’s programs to improve human wellbeing in Australia or one other country.</p>

Sample assessment activity

Outcomes assessed: GE5-1, GE5-2, GE5-6, GE5-8

Students are provided with a case study of a country experiencing human wellbeing challenges. The case study includes stimulus material including maps, information, data, graphs, statistics and/or images. Students explain the spatial patterns and trends in human wellbeing. They assess the effectiveness of initiatives in addressing the causes and consequences of human wellbeing issues. Students propose action in response to the issue, taking account of environmental, economic and social considerations; and explain the predicted outcomes and consequences of their proposal.

Human wellbeing and development

Students:

- investigate ways of measuring and mapping human wellbeing and development, for example:
- examination of global indicators and benchmarks for human wellbeing
- description of ways of measuring and mapping human wellbeing and development for the purpose of identifying and analysing spatial variations
- analysis of contemporary trends in human wellbeing and development

[Mcrindle research](#)

Give students a map of the school, preferably with some property features, classrooms, buildings etc and map their own personal school wellbeing map. Do this as a first up creative activity with freedom to use coloured pencils, their own key (if they choose), colours for moods, areas where there may be conflict, no go zones, fun times, arrows for flow and movement, pictures, mother nature space, (or lack of them) feeling good time, working out space etc. Use as a way of defining wellbeing and mapping techniques for local areas, suburbs, states, countries, world. Introduce scale and wellbeing. Put them on display for a week.



Use images from around the world to highlight issues, events and to act as stimulus for discussion.







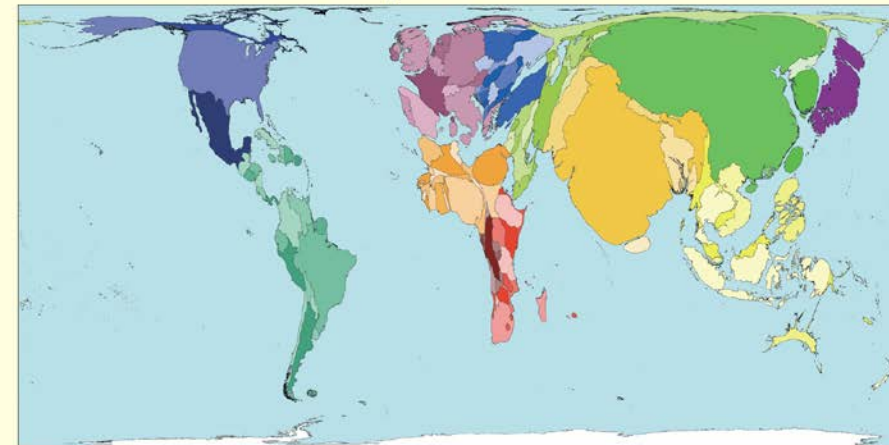


Worldmapper is brilliant. [HERE](#). You can find a multitude of maps and some posters like this to download and display.

Use this image and the youtube [HERE](#) to talk typical, average, mid point, most of the human population. Have a discussion on his state of wellbeing as Mr Average!

Miniature Village, an oldie but a goodie, still has relevance for this unit as a talking point if nothing else. [HERE](#).

Human Development



The map shows the population of each territory multiplied by the Human Development Index of the United Nations Development Program. This is a measure of quality of life. It combines measures of health, wealth and education in a territory.

In 2004, an optimum score of 1000 was achieved where life expectancy was 85 or more years, adult literacy was 100% and the Gross Domestic Product is US\$40 000 or more per person per year.

Norway has the highest score of 956; Sierra Leone has the lowest score of 273. The world average is 698.

Territory size shows the proportion of worldwide human development of the total world population (population multiplied by human development index), found there.



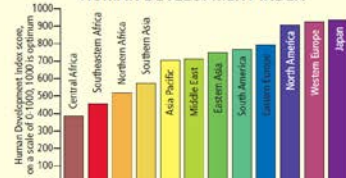
Technical notes
 • Data are from the United Nations Development Programme's 2004 Human Development Report.
 • The Human Development Index is based on life expectancy, adult literacy, school enrolment and Gross Domestic Product per person.
 • See website for further information.

HIGHEST AND LOWEST HUMAN DEVELOPMENT INDICES

Rank	Territory	Value	Rank	Territory	Value
1	Norway	956	191	Ethiopia	359
2	Australia	946	192	Mozambique	354
3	Sweden	946	193	Guinea-Bissau	350
4	Canada	943	194	Afghanistan	346
5	Belgium	942	195	Burundi	339
6	Netherlands	942	196	Mali	326
7	Iceland	941	197	Burkina Faso	302
8	United States	939	198	Somalia	294
9	Japan	938	199	Niger	292
10	United Kingdom	936	200	Sierra Leone	273

Human Development Index, scaled from 0 to 1000, with 1000 as optimum

HUMAN DEVELOPMENT INDEX



"The United Nations' human development index includes information about ... life expectancy, literacy and educational achievements, as well as financial wealth, to give a more comprehensive view of what life is all about." Alan Rusbridger, 2004

Concentrate on one country or region. India seems a logical choice given the material out there.

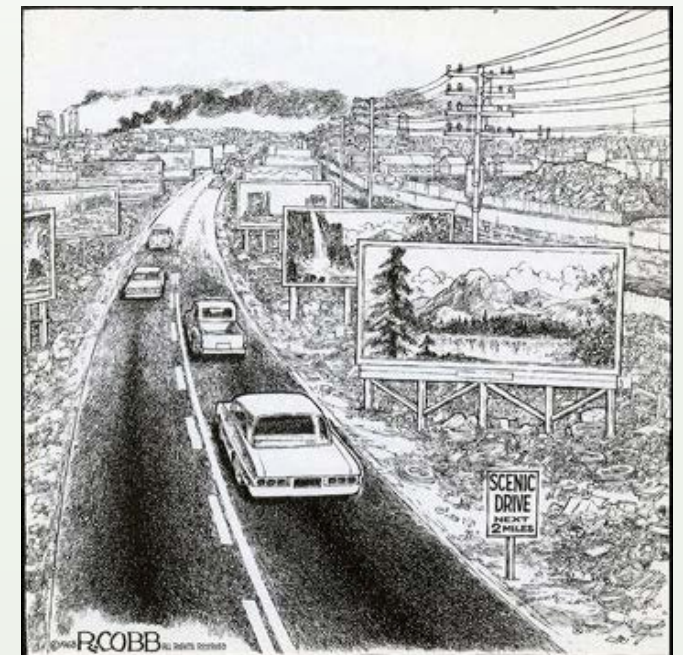
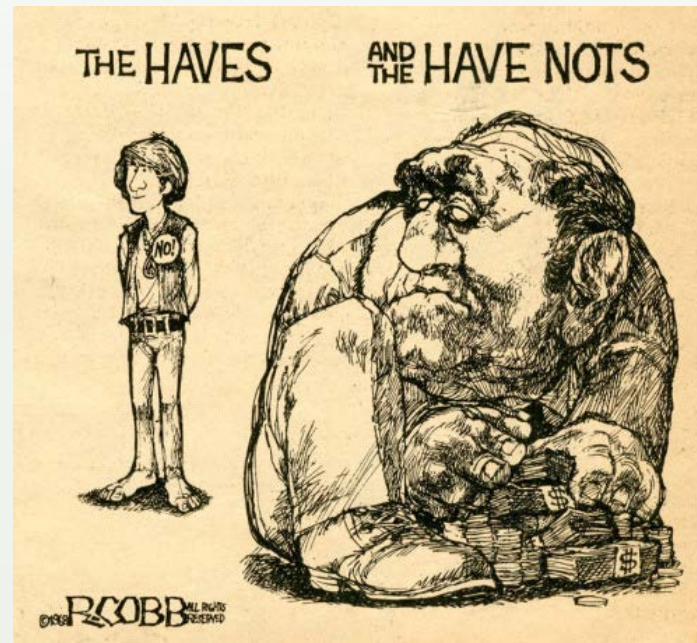
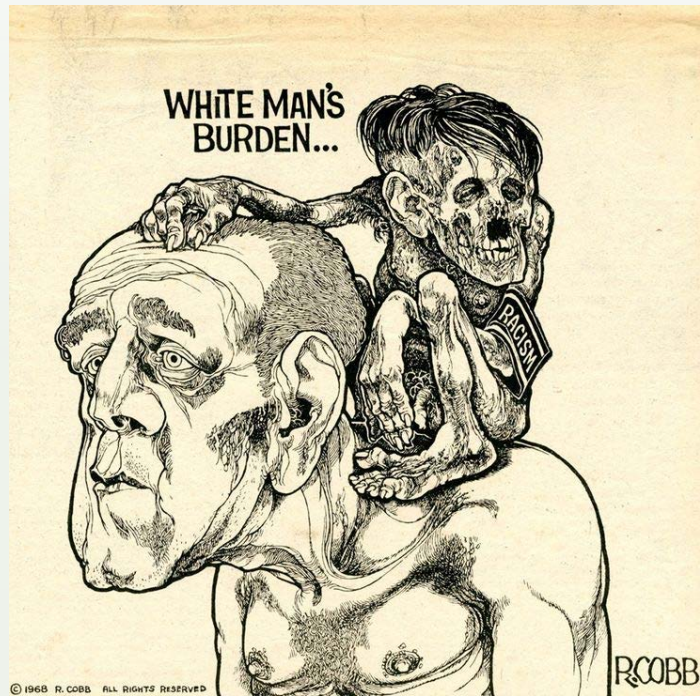
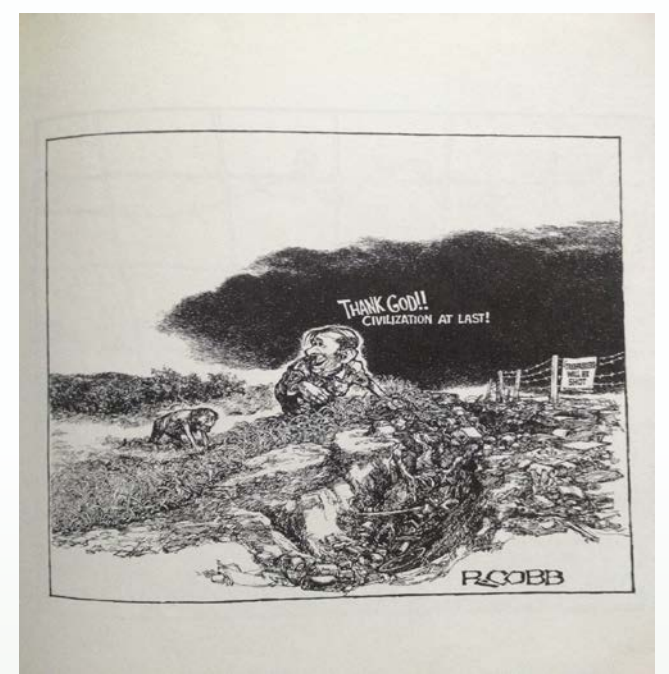
- Use the GTA bulletin material
- Pearson places e book chapter on India or Geoworlds
- Use “Slumming It”
- Use a shared Google doc as a reflective journal of the most useful lessons, resources, handouts etc. You can track their written work and comment on the progress made

Watch Baraka – if you dare!!, or vignettes of movies like Lion

Small writing tasks as often as possible using directive terms and based on stimulus or a visual, or a website. Structured and easy to mark, quick turnaround, feedback

Miniature Earth – latest version

USE CARTOONS



Spatial variations in human wellbeing

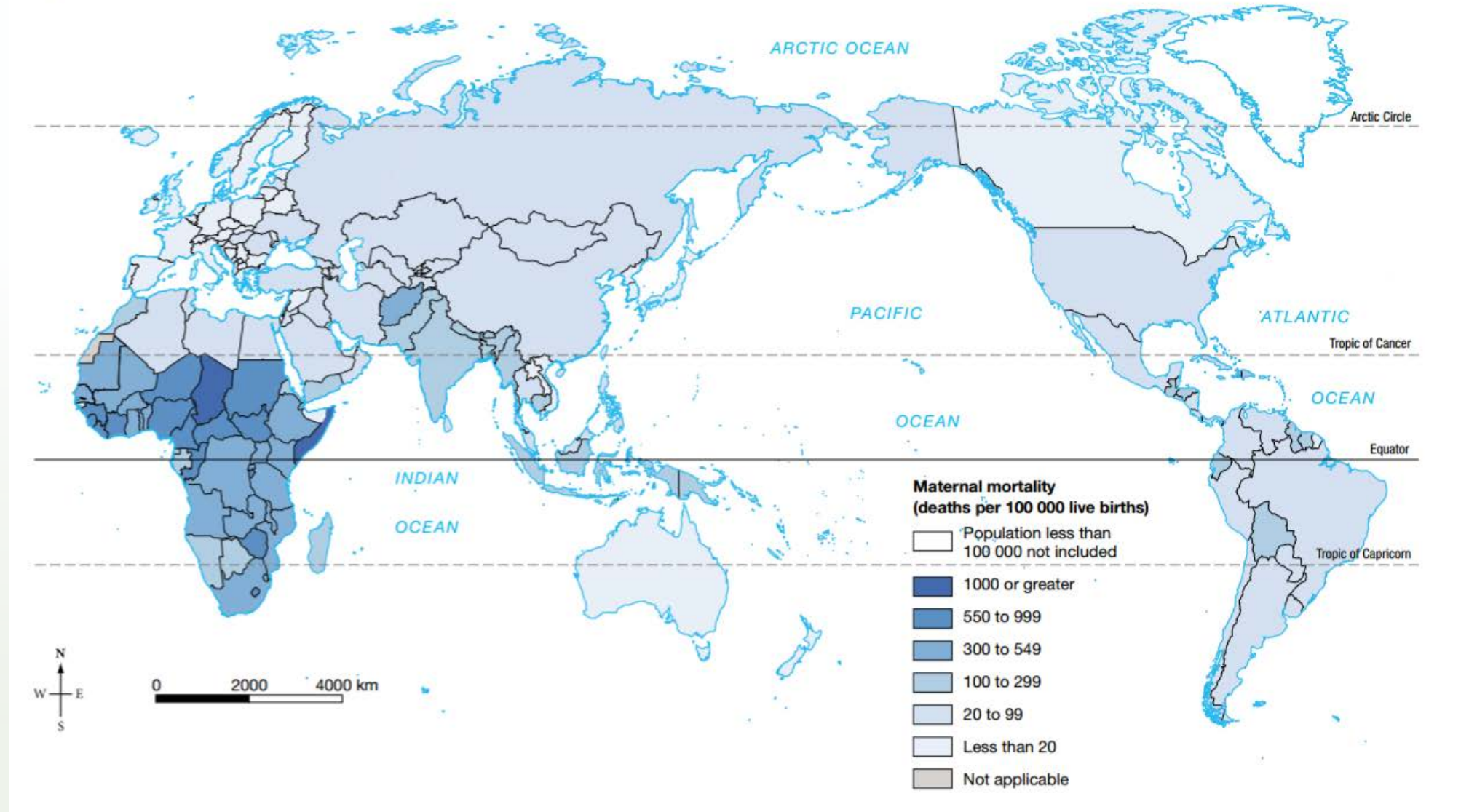
Students:

- investigate causes, issues and consequences of spatial variations in human wellbeing, for example:
- description of spatial variations in human wellbeing and development between and within countries using selected indicators
- examination of reasons for and consequences of spatial variations in human wellbeing and development
- **discussion of issues** affecting the development of places and their impact on [human wellbeing](#) in ONE country or region

What a great opportunity for forum discussions, think pair share, debates, opinion lines or just free for all shouts as the excitement builds and everyone has an idea. Syria, Southern Sudan, Utopia, Nepal.



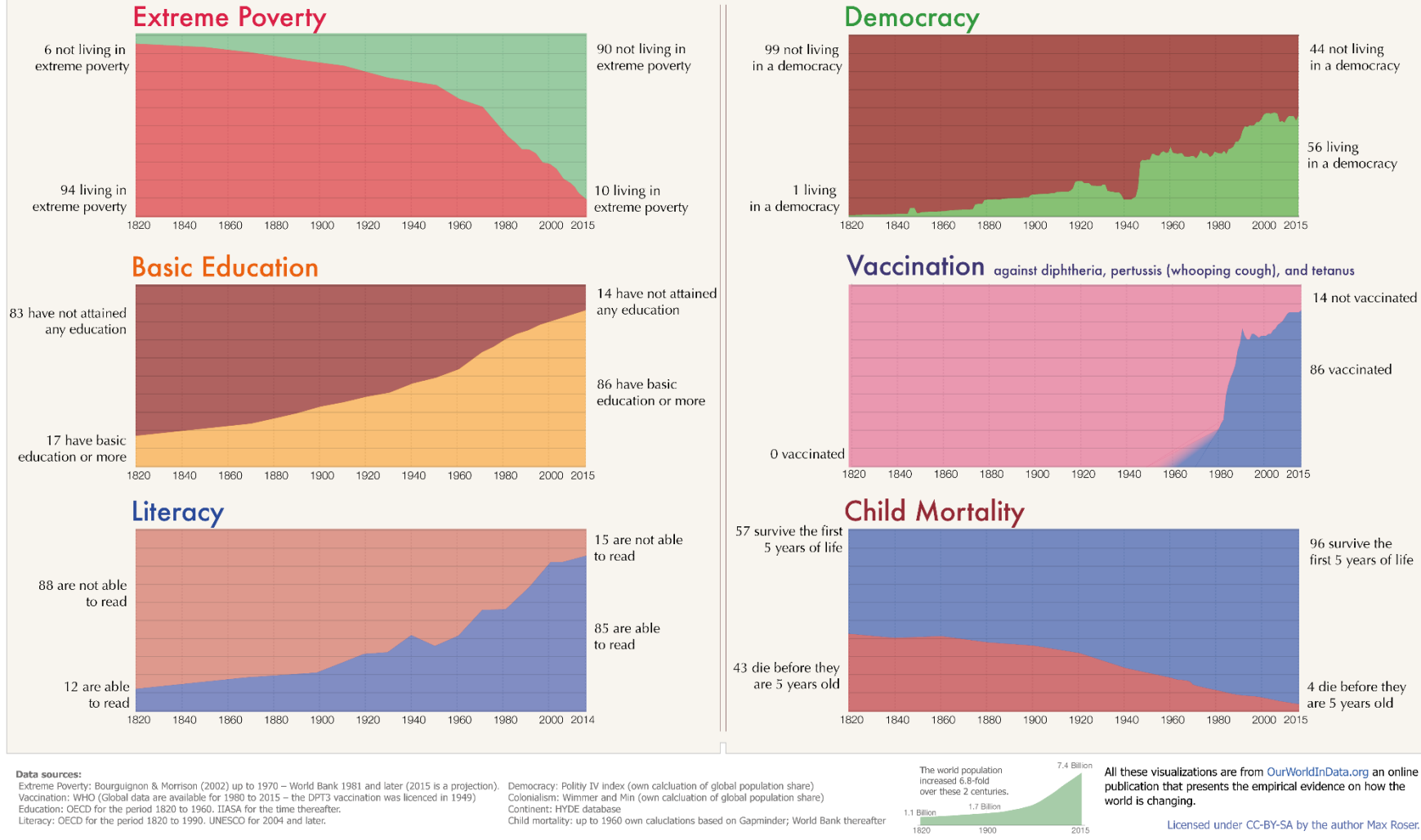
Figure 1 Global scale distribution of maternal mortality



Students will be seeing a multitude of maps. Care taken when students respond. Small steps as they begin to use specific language, learn to see trends, patterns, lead them to conclusions.

The World as 100 People over the last two centuries

Our World
in Data



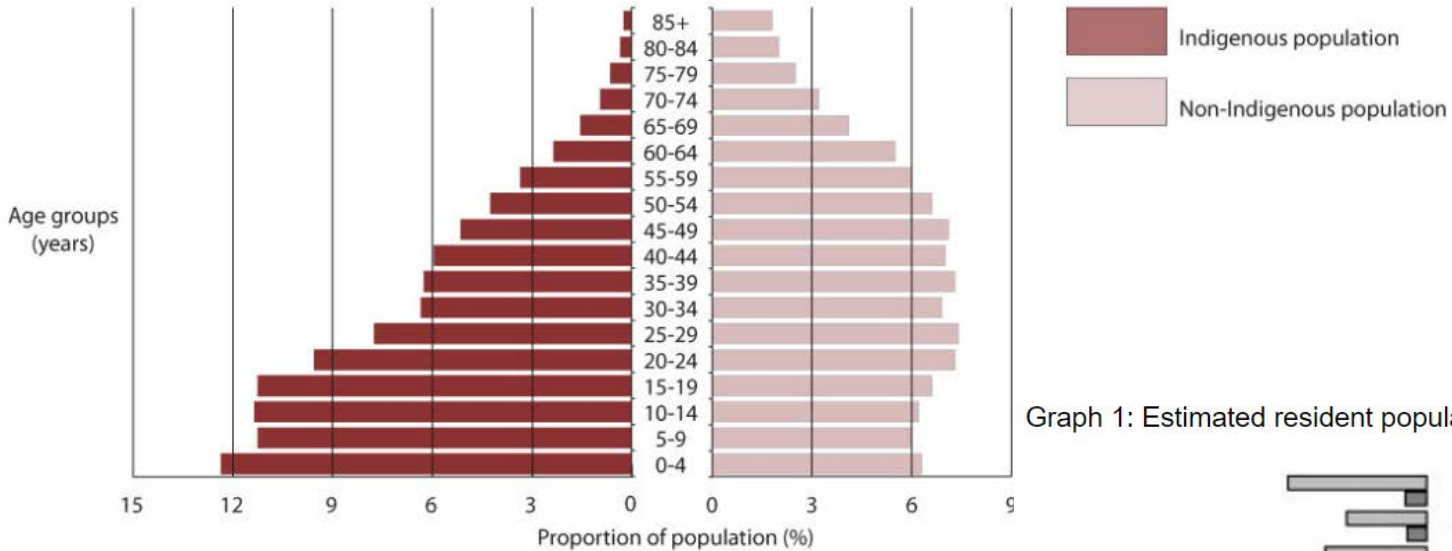
Students need to be exposed to a multitude of other visual media. Infographics, posters etc.

Human wellbeing in Australia

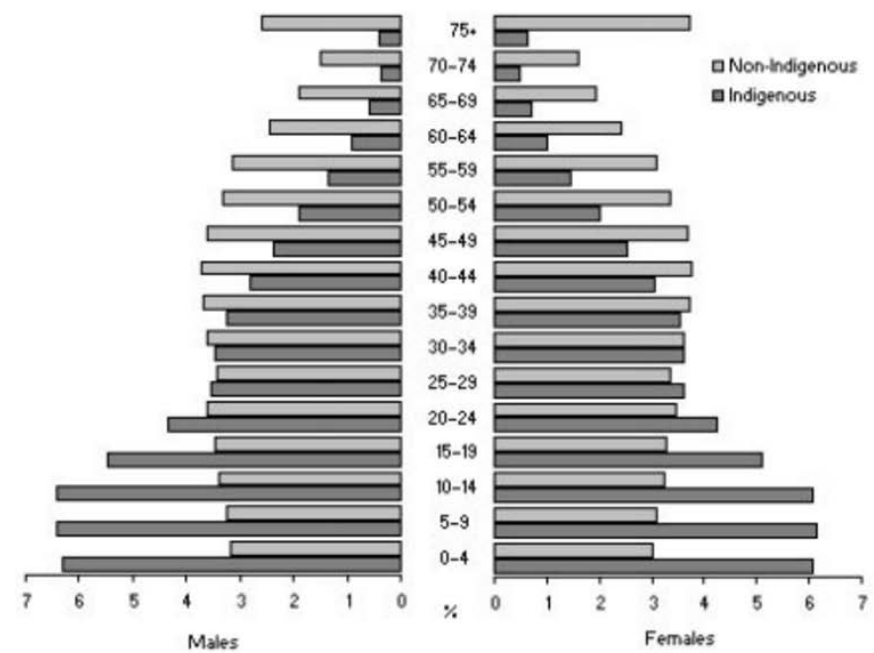
Students:

- investigate the reasons for and consequences of spatial variations in human wellbeing in Australia, for example:
- identification of differences in human wellbeing in Australia using a range of indicators
- examination of reasons for and consequences of differences in human wellbeing for TWO groups of people in Australia eg cultural groups, unemployed, the aged, young people, people with disabilities
- analysis of how human wellbeing is influenced by where people live in Australia

Figure 1. Population pyramid of Indigenous and non-Indigenous populations, 2011



Graph 1: Estimated resident population, comparing Indigenous and non-Indigenous age structures, 2006.^[20]



View Australian Indigenous HealthInfoNet [HERE](#)

Australian Human Rights Commission. [HERE](#).



Australian Government
Department of the Prime Minister and Cabinet



CLOSING THE GAP

PRIME MINISTER'S REPORT 2017

Find the pdf report [HERE](#). Originally began in 2006, the closing the Gap campaign was expected to achieve its goals by 2030. Read about the history of the campaign [HERE](#).

AS A NATION WE WILL WALK SIDE BY SIDE
WITH ABORIGINAL AND TORRES STRAIT
ISLANDER PEOPLE ON THE JOURNEY OF
RECOGNITION AND RECONCILIATION, TO
BUILD A PROMISING FUTURE FOR ALL.



Making comparisons is always interesting but EXTREMELY subjective. Take for example the HDI

We have consistently ranked well as a nation but after reading this article you might change your mind!

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THE STRINGER

INDEPENDENT NEWS

Multi-Award Winning
Investigative Journalism

Saturday 4th of March 2017 (UTC)

[News](#) [Politics](#) [Aboriginal News](#) [Human Rights](#) [Health & Wellness](#) [Environment](#) [Education](#) [Arts & Letters](#) [Features](#) [Sports](#)

Quality of life for Australians 2nd only to Norway, but for Aboriginal peoples 122nd

by Gerry Georgatos



March 16th, 2013

Once again the United Nations has ranked **Australia second** behind Norway in its annual Human Development Index – for public health, social wealth, education, even happiness. But if **Aboriginal peoples** go stand-alone they would not be part of that 2nd rating – they would be **122nd.**

The United Nations Human Development Index is a measure of the quality of life across 187 nations.

[Fund The Stringer](#)

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General News

Find the full article [HERE](#). The article goes on to name Utopia as a settlement which is the township featuring in John Pilger's "Utopia" following on from his earlier work "A Secret Country."

Students should find it interesting and shameful that we have Aid organisations working in our own backyard. Our lowest levels of foreign aid contribution. Follow the Oxfam campaign [HERE](#).

Resources made available at Royal Commission into Aboriginal deaths in custody [HERE](#).

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Oxfam Australia ▶ What we do ▶ Indigenous Australia ▶ Close the Gap

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Close the Gap



Close the Gap 2016

Why is closing the gap so important?

In this section

- OUR ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLES' PROGRAM
- CLOSE THE GAP**
 - WHY DOES THE HEALTH GAP EXIST?
 - CLOSE THE GAP HIGHLIGHTS
 - GET INVOLVED WITH CLOSE THE GAP
- NATIONAL CLOSE THE GAP DAY – 16 MARCH 2017
- STRAIGHT TALK
- RECOGNISING ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLE IN THE AUSTRALIAN CONSTITUTION
- STORIES
- CHANGE THE RECORD
- CHANGECOURSE

Improving human wellbeing

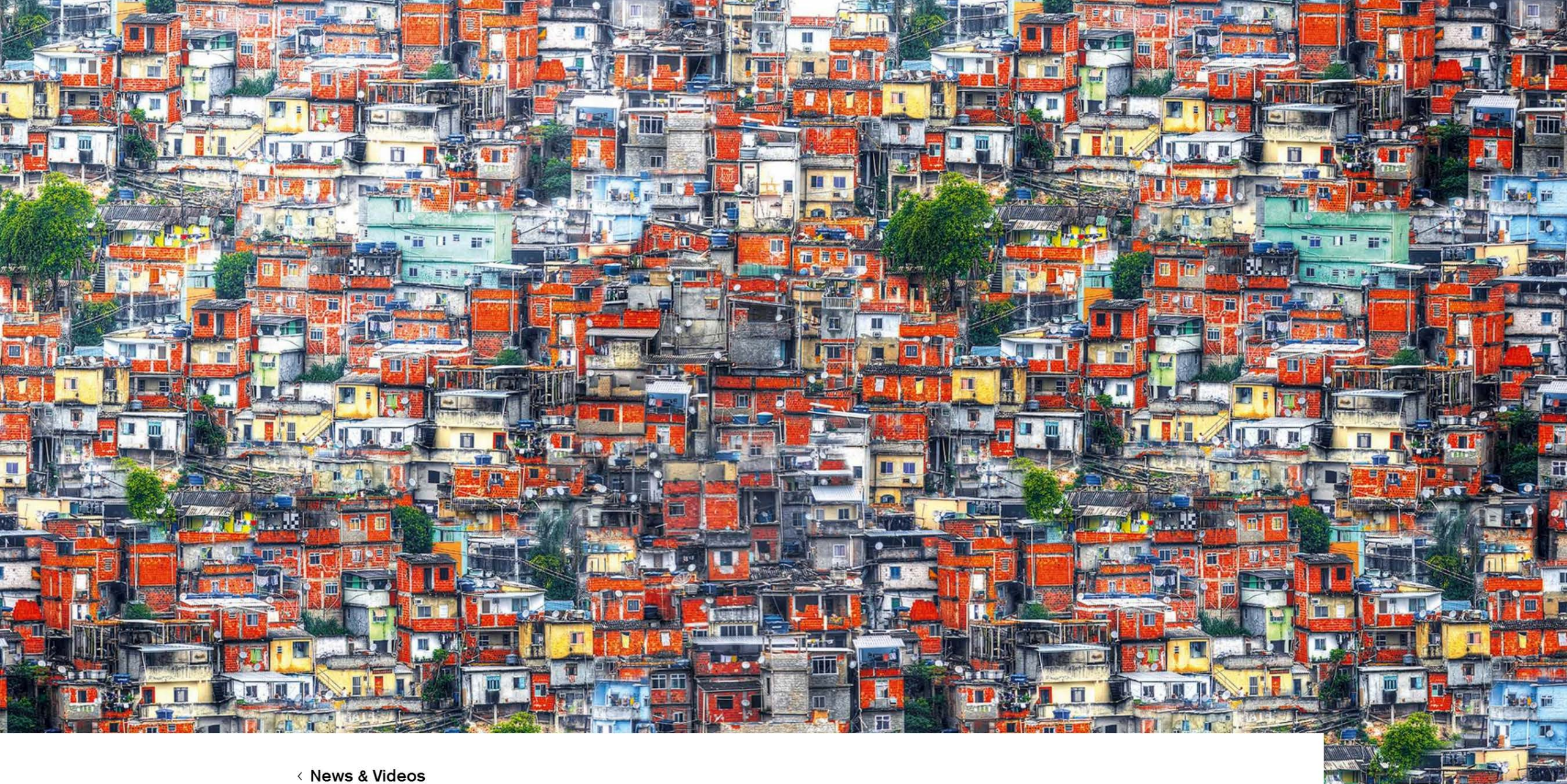
Students:

- investigate initiatives to improve human wellbeing in Australia and other countries, for example:
- evaluation of initiatives by governments and non-government organisations to reduce spatial variations in human wellbeing
- discussion of the role individuals play in improving human wellbeing
- proposal for action by governments, organisations or individuals to improve the wellbeing of ONE group in Australia



SUSTAINABLE DEVELOPMENT GOALS





< News & Videos

The Global Wealth Report 2016

Source: [HERE](#).

GUIDED GEOGRAPHICAL INQUIRY TASK (GGI)



Acquiring geographical information

Processing geographical information

Communicating geographical information

Guided Inquiry. If this is an area of interest you might be interested in looking [HERE](#). This is a highly structured approach to use where students develop a deep understanding of a topic. A great deal of reflective journaling goes on. It is student centred and designed to have them engage with a BIG question early on. If you have the inclination to learn a little more you will find it is a worthwhile process and you can see that Geographical Inquiry fits in there as well. There are significant literacy gains for students if undertaken consistently.

You probably undertake geographical Inquiry expertly but for a refresh visit Geogspaces [HERE](#).

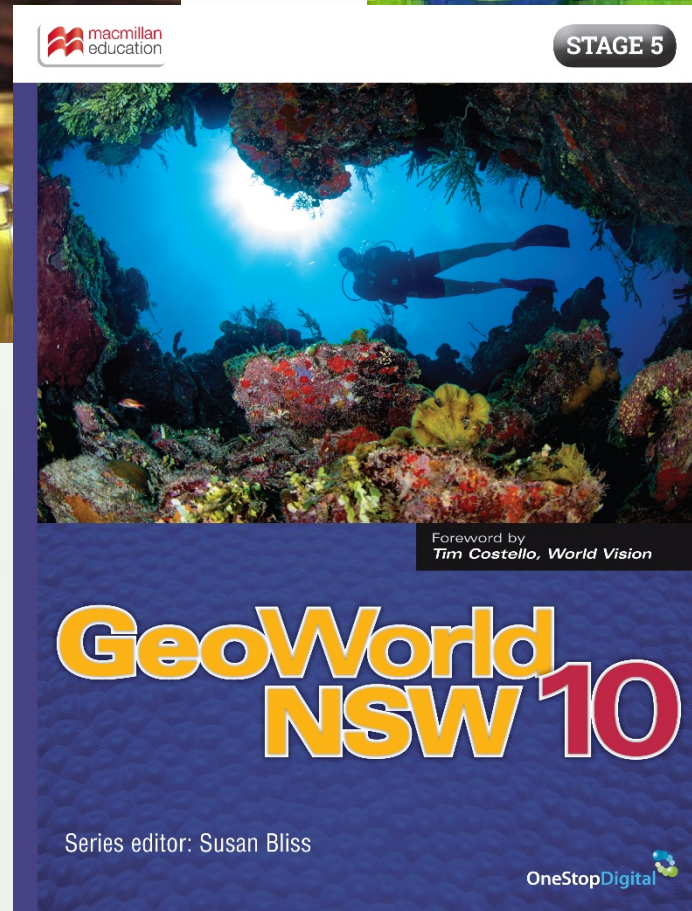
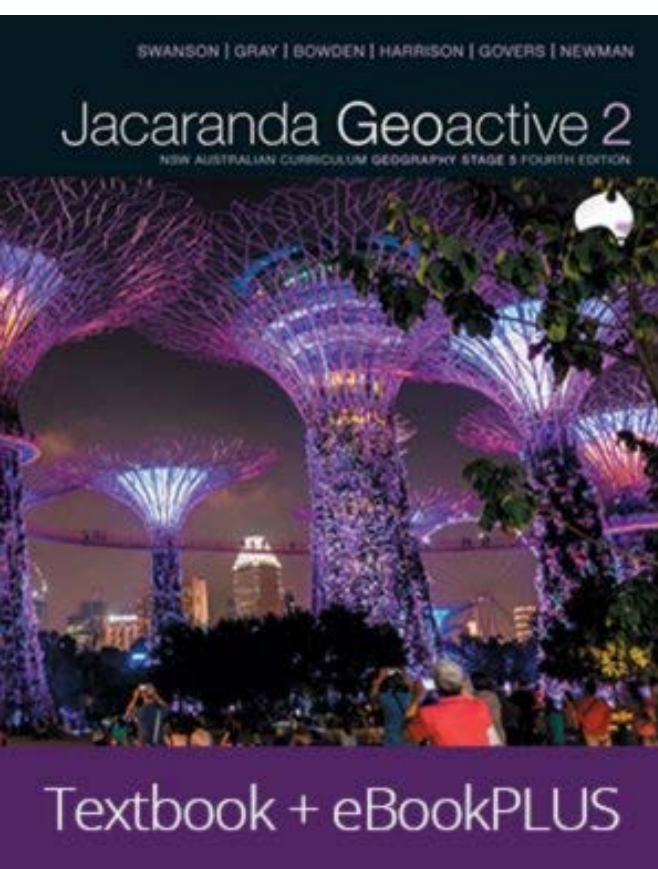
The students are given the BIG question, such as

Explain the social and environmental impacts of variations in human wellbeing in both Southern Sudan and South Africa and forecast some improvements in human wellbeing that may be likely in the near future?

but the teacher has to work with library staff. They have the training and the skills to work with you as a team in the approach to the execution of the GGI

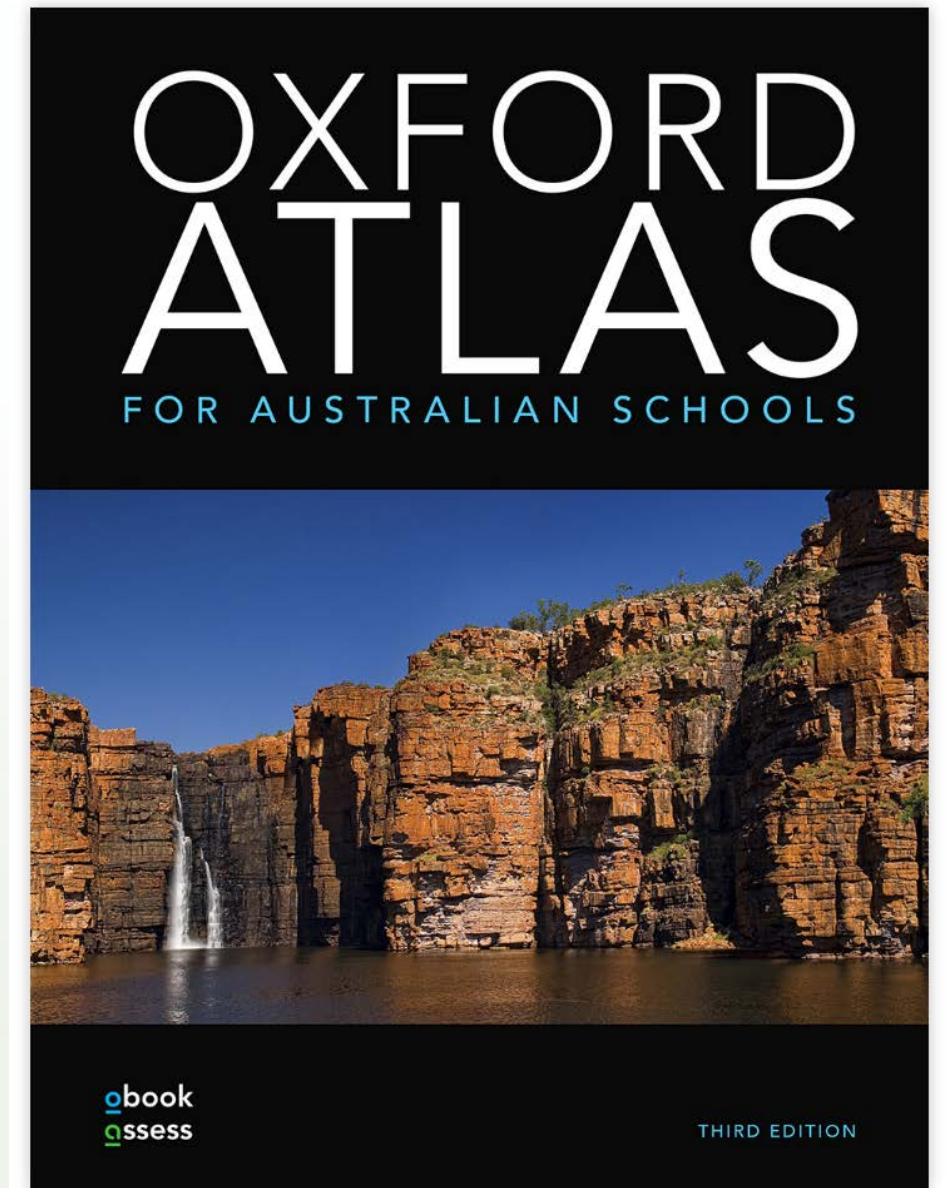
The job is to break down the pieces of the question in their expert student groups, share their knowledge with each other and put it all together again in a formal piece of writing. The concepts and ideas underpinning this framework are not new, but this process and its promotion of a teaching team of teachers and teacher-librarians enable rich development of higher order thinking skills.

Students are expected to journal so they can record specific skills development against a tools/ skills rubric. They can write and speak to various stages, they can respond to short written tasks and they can undertake genuine research that they OWN from start to finish.





<https://coggle.it/>



Introduction

Key understandings

Inquiry and skills

Exemplars

Year 9

- ▶ **Overview**
- ▶ **Illustration 1**
- ▶ **Illustration 2**
- ▶ **Illustration 3**
- ▶ **Illustration 4**

Year 10

- ▶ **Overview**
- ▶ **Illustration 1**
- ▶ **Illustration 2**
- ▶ **Illustration 3**
- ▶ **Illustration 4**

Rich and poor

Curriculum overview

The Australian Curriculum: Geography content description addressed in the illustration is:

- The reasons for spatial variations between countries in selected indicators of human wellbeing ([ACHGK077](#))

Source: [Australian Curriculum Assessment and Reporting Authority \(ACARA\)](#).

Learning goals

Students learn about the components of population growth that influence the development of several countries around the world. They look at the terminology, definitions and measures of wellbeing created by various agencies on a global scale.

The illustration-specific learning goals are:

- analysing a range of statistics and data used to measure human wellbeing
- identifying and defining rich and poor countries based on a range of criteria
- observing the characteristics and defining features of rich and poor countries
- understanding the terms 'less developed' and 'more developed' (countries) and the criteria often used to determine this status
- describing some of the features of rich and poor countries.

Geographical understanding and context

There are many ways in which the wealth and development of nations are measured by various agencies around the world. The focus of this unit of study is to look at some of the measures of wealth, and how these impact on the population growth and wellbeing of nations. This is an introductory illustration

Find this resource [HERE](#).

Use values activities. Stand the class up and have them take a position along a line for an issue. Have them share opinions, use logic, listen to reason, argue a case, listen carefully to each other, don't talk as much as the students at these times. Treasure their opinions as formative moral steps in their development.

The Human Rights Declaration TED talk [HERE](#).

See Geogspaces site [HERE](#) for this exemplar illustration on refugees [HERE](#)

Global ed website [HERE](#).

Discussion pairs or groups using Playposit (Formerly Educanon) [HERE](#).

Coggle [HERE](#). For easy online mind mapping.

That development tree [HERE](#) and [HERE](#).

World Vision on Geography of Well-being: A diverse and Connected World Home Page is [HERE](#)

Gapminder [HERE](#). Opens to a presentation on the Miracle of Bangladesh.

World Vision for school resources [HERE](#) and Wellbeing [HERE](#).

Lorraine Chafer Scoop.it [HERE](#).

Geographies of Human Wellbeing produced by GTAV [HERE](#).

Use a TED film such as this one of a Syrian refugees new life in Canada [HERE](#).

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Kate and Jane presented at the AIS Conference in August 2016 called Compass Points. They have agreed to share the resource they produced for the day. You can find it with the suite of resources provided. You can e mail and thank them or ask for their help and support.