

Human Wellbeing Stage 5 (Year 10)

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Human wellbeing – timing of unit

- In our scope and sequence we saw this topic as best placed in Year 10, rather than Year 9.
- The unit is planned to run for 10 weeks - approximately one term (of a semester)

Programming for the human wellbeing unit

- We stated by focusing on the **key inquiry questions** and the **content focus**.

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.

Programming for the human wellbeing unit



- Our program covers all the syllabus **dot points**, not necessarily the **dash points**. Some of the dash points did not suit our content /case study focus.

CONTENT

Human wellbeing and development

Students:

- investigate ways of measuring and mapping human wellbeing and development, for example: (ACHGK076)
 - examination of global indicators and benchmarks for human wellbeing **GS** 📊
 - 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 **GS** 📍 ⚙️ 📊

Content	Teaching and learning strategies	Resources
<p>Students</p> <p>Human wellbeing and development</p> <ul style="list-style-type: none"> Investigate ways of measuring and mapping human wellbeing and development (ACHGK076) <p><i>"What makes human wellbeing a geographical issue?"</i></p>	<ul style="list-style-type: none"> Define human wellbeing and brainstorming, similarities and differences  <p>Human wellbeing (BOSTES) The quality of life of a population</p> <p>Development (BOSTES): Economic, social and political changes that improve the wellbeing of people.</p> <ul style="list-style-type: none"> Students create a list of factors that are important for Human wellbeing they can use the Global Education booklet (on the web link provided) to help them and fill in their Student Activity Booklet Glossary in the Student Activity Booklet <ul style="list-style-type: none"> How can human wellbeing be measured (indicators and mapping) MGS VR  Gap minder and development task. Students watch the Ted talk by Hans Rosling as a start to what is development and how we measure it. This gives the students an introduction to gap minder tool which illustrates spatial variation in development using graphs and statistics (GS) as a visual representation (VR) and maps (M) Discussion and reflection activity following on from this clip (sample questions in work booklet) plus Student Activity on page 11 of the Geographies of Human Wellbeing Global Education Booklet. Extension (you tube clip) on "why most of the world is better off than you think" https://www.youtube.com/watch?v=1vr6Q77IUHE&sns=em. Students may want to create graphs on gap minder Country comparison of development statistics. Students compare Australia and one other nation such as East Timor. Students research approximately 6 development statistics and complete the analysis questions in the booklet. Including a visual representation and 2 mins presentation on the level of development in their chosen country 	<p>Student Activity Booklet (separate document)</p> <p>Geography of Human Wellbeing Global Education Booklet.</p> <p>http://www.globaleducation.edu.au/verve/resources/global_wellbeing_booklet.pdf</p> <p>This booklet is highly recommended as there are a range of excellent tasks for students within this resource.</p> <p>https://www.ted.com/talks/hans_rosling_shows_the_best_stats_you_ever_seen?language=en</p> <p>(Hans Rosling Ted Talk – gap minder)</p> <p>Gap Minder: http://www.gapminder.org/world/</p> <p>https://www.youtube.com/watch?v=1vr6Q77IUHE&sns=em Hans Rosling on why most of the world is better off than you think?</p>

Resources for programming

- There is a huge range of resources available
- Some that we found really useful;
 - Scoop It – Lorraine Chaffer is a great place to start for all topics
<http://www.scoop.it/u/lorraine-chaffer>
 - Geography of Human Wellbeing Global Education Booklet.
 - http://www.globaleducation.edu.au/verve/_resources/global_wellbeing_booklet.pdf
 - Gap minder



Lorraine Chaffer

Business

NSW Geography Teacher 7 - 12
Co-author Macmillan GeoWorld 7-10 series textbooks for the NSW syllabus and Australian Curriculum

30.5K views

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Lorraine Chaffer's Interests

Geography

Curated Topics

Curated Scoops

Followed Topics

Followed Scoops

Lorraine Chaffer's Commu...

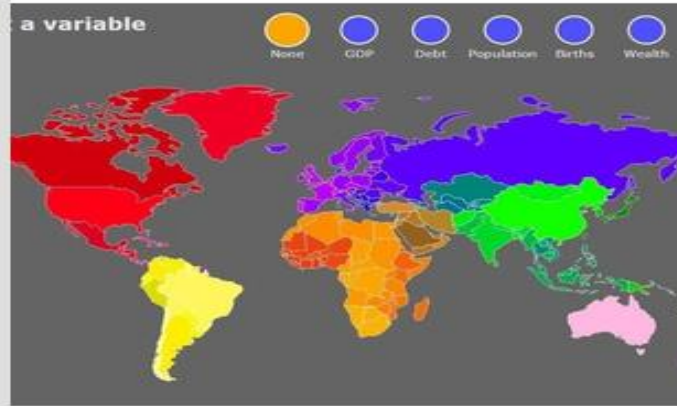
Lorraine's Sustainable Biomes (NSW) ...

Resources for NSW Geography Syllabus K-10 a...



Lorraine's Human Well Being

Resources linked to the NSW Syllabus Geograp...



Lorraine's Interconnections

Resources linked to the NSW K-10 Geograp...



Lorraine's Place and Liveability

NSW Geography Syllabus and Australian Cu...



Lorraine's Landforms and landscape:

Resources linked to the Australian Curriculu...



Lorraine's Changing Places (Nations)

Resources linked to the NSW Geography Syl...



Resources – Work booklet

- In conjunction with our program writing we worked with **Leanne Woodley** at AIS to create a range of rich learning tasks with differentiated activities.
- Our aim was to provide resources for the average classroom, with scope for extension and differentiation to cater for individual learning needs.
- A **hard copy of the Work booklet** would be given to students as well as an electronic copy available on Canvas (or other learning platform). Our student evaluations have given us feedback that the students like having a hard copy as well as an electronic copy to work from.

Student Name:

Date Started: Date Completed: Teacher Check:

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?



Figure 1 <http://ololoyxktdgreatwmebourne.org.au/wp-content/uploads/2014/11/Geography-of-Human-Wellbeing.png>



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Work booklet

This booklet has a range of **informal assessment tasks**, however, they could be easily adapted to become formal assessment items.

Work booklet activities

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://www.censusdata.abs.gov.au/census_services/getproduct/census/2011/quickstat/

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

Glebe (NSW)
(2001-2011)

	People	11,123
	Male	5,264
	Female	5,859
	Median age	35
	Families	2,609
	Average children per family	1.7
	All private dwellings	5,819
	Average people per household	2
	Median weekly household income	\$1,300
	Median monthly mortgage repayments	\$2,817
	Median weekly rent	\$340
	Average motor vehicles per dwelling	0.9



2011 Census QuickStats

All people - usual residents

Claymore
(2001-2011)

	People	3,318
	Male	1,486
	Female	1,822
	Median age	28
	Families	789
	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.

- _____
- _____
- _____
- _____
- _____

3. Use the 2011 Census data

- Go to <http://www.abs.gov.au/nchs/quickstats/quickstats.asp?name=population-in-cities>
- Work with your partner to generate a series of 3 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/cambelltown#?lon=-101738&lat=-38&date=181&theme=381&loc=populaton-density/year-2011>
- And the data for Glebe
<http://atlas.id.com.au/grove#?lon=-101738&lat=-38&date=181&theme=381&loc=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 5 areas where you see differences
- Spatial variations within the suburb of GLEBE
Identify 4 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.

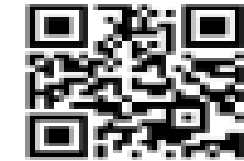
- Your story board must have at least 5 images that show variation of wellbeing in Glebe.
- You can link your images to a map of Glebe
- You can present your ‘story board’ as a printed poster or as an electronic presentation.

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/2015-02-10/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.
<http://aime mentoring.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 2 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.

Self Assessment (assessment as learning)

Students carry out self
assessment and
reflection activity

Student's reflection on their own work. (based on teachers comment and peer assessment)

What did I do well in this assessment?

How can I improve in my next assessment? Next time I will improve

I need assistance with....

What did I learn from this task?

Other comments?

Assessment as learning

As part of the task students need to complete a peer assessment and then reflect on this process.

Peer Assessment

Your name: _____

Name of the person whose work you are evaluating: _____

1. What evidence is there that a variety of sources were used?
 2. How informative is the annotated bibliography?
 3. Comment on the presentation of this assignment.
 4. What evidence is there that the student applied their research to the task?
 5. What evidence is there of critical thinking in this assignment?
- Using the criteria provided, suggest a grade for this unit and give reasons.

Give some feedback and any suggestions for future work. Also comment on the advantages of evaluating another assignment closely.

Contact details

Electronic copies of the work book, program and the assessment task will be available on the AIS website following this conference.

- We are happy for you to use and modify any of the tasks
- Good luck with your preparation for the new curriculum
- Contact us via email

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