 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?

Overview

Students:

* Examine the nature of, and differences in, human wellbeing and development that exist within and between countries.
* Describe ways of measuring human wellbeing and development to reveal spatial variations and develop explanations for differences.
* 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.
* Examine local, national and global initiatives to improve 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.

Outcomes and other syllabus material referenced in this document are from:

* [Geography K-10 Syllabus](http://syllabus.nesa.nsw.edu.au/hsie/geography-k10/) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2015

Syllabus references

Human wellbeing and development

Students:

* investigate ways of measuring and mapping [human wellbeing](http://syllabus.bostes.nsw.edu.au/glossary/ge/human-wellbeing/?ajax) and [development](http://syllabus.bostes.nsw.edu.au/glossary/ge/development/?ajax), for example: (ACHGK076)
	+ 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

Spatial variations in human wellbeing

Students:

* investigate causes, issues and consequences of spatial variations in human wellbeing, for example: (ACHGK077, ACHGK078, ACHGK079)
	+ 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

Human wellbeing in Australia

Students:

* investigate the reasons for and consequences of spatial variations in human wellbeing in Australia, for example: (ACHGK080)
	+ 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 for example cultural groups, unemployed, the aged, young people, people with disabilities
	+ analysis of how human wellbeing is influenced by where people live in Australia

Improving human wellbeing

Students:

* investigate initiatives to improve human wellbeing in Australia and other countries, for example: (ACHGK081)
	+ 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

Learning sequence 1

Spatial variations in human wellbeingHuman wellbeing and development

Key inquiry questions

* What makes human wellbeing a geographical issue?
* How can the spatial variations in human wellbeing and development be measured and explained?

Teachers’ note—pre task

* Explore [GapMinder](http://www.gapminder.org) and the [United Nations Development Program](http://hdr.undp.org/en) and develop an explanation of the concepts behind the Human Development Index (HDI).
* Watch “[200 Counties, 200 Years, 4 Minutes](http://www.gapminder.org/videos/200-years-that-changed-the-world-bbc/)”. Ask students to follow the progress of particular countries and hypothesise about factors contributing to that country’s progress.
* This should lead to class discussion and exploration about the inequalities and variation in quality of life.
* Introduce the [Millennium Development Goals](http://www.un.org/millenniumgoals/) (MDG).
* Write an overview of the ways human wellbeing and development is measured and mapped.

Improving human wellbeing

Key inquiry question

* 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?

You have been selected to work in a team to develop a presentation for world leaders at a youth summit on human wellbeing. The aim of the summit is for world leaders to determine what support and funding will be allocated in the next five-year strategic plan to improve global human wellbeing. Each team is to address one of the eight MDGs and will need to develop a presentation for the leaders.

For your group allocated Millennium Development Goal, develop a PowerPoint, Prezi or similar presentation, that:

* defines the goal
* communicates the issues that relate to this goal
* communicates the progress made towards achieving the goal over time
* includes supporting statistics
* includes case studies showing progress made in addressing the goal

Remember that the purpose of your presentation is to encourage action by world leaders to address your chosen goal, so your presentation needs to be persuasive.

In your presentation:

* Describe the goal and the countries/regions of the world that the goal most affects. You must give explicit examples.
* Outline how progress of or decline in the achievement of the goal is measured. Give a variety of indicators.
* Analyse why the goal was chosen, via a summary that investigates the causes of the issues related to the goal and the consequences of not aiming to achieve the target of the goal, i.e. importance of the goal to improve human wellbeing.
* An evaluation of the roles, initiatives and actions of different levels of government and non-government organisations in relation to achieving the goal and thus reducing spatial variations.

For your allocated goal, world leaders will need to see supporting statistics, progress toward these goals over time, and case studies.

Learning sequence 2

Human wellbeing in Australia

Teachers’ note—ensure that students can navigate the [Australian Bureau of Statistics site](http://www.abs.gov.au) and the demographic data. [Data for the Local Government Areas](http://stat.abs.gov.au/itt/r.jsp?databyregion#/) (LGA) can be located at (please copy and paste this link into your browser).

Magazine article

Possible assessment task—see outcomes, rubric and marking criteria at the end of this document.

Your presentation to world leaders has been very successful. One media outlet has indicated that an editor of a magazine within a weekend newspaper has decided to give a double page spread (four A4-pages) to an article, including photographs, written by an individual Year 10 student, on the spatial variations of human wellbeing in Australia and a case study of one of the initiatives in place to try to address one of the aforementioned spatial variations.

You have received an email from the editor.

Re: article

We need to grab the attention of readers by exposing just how tough it can be if you live in certain parts of the country. Make sure that you interview a cross section of people from urban, regional and remote communities so that we give a balanced perspective. Jump onto the ABS website to get the most recent demographic data, highlight the variations by postcode and include some attention grabbing graphics. It can’t all be doom and gloom though, outline what the various levels of government are doing, as well initiatives of the NGO sector. Make sure you finish with some positives so that people have hope for the future. Ed.

Your school would like one of its student's work to be published and has given all Year 10 the opportunity to be selected.

Your presentation (text and pictures) should be set out in newspaper format and contain:

* an appropriate and interesting title
* a brief acknowledgement of what is meant by “spatial variations” and “human wellbeing”
* a brief overview of the spatial variations that exist in Australia – including a graphical representation
* a case study of a particular issue related to human wellbeing and the spatial variations of this issue throughout the country:
	+ an overview of the chosen case study
	+ responses within Australia to this issue from various levels of government
	+ perceptions and responses of other nations and overseas organisations on this issue
	+ future strategies for Australia to address this issue impacting on human wellbeing.

In the process of investigating this issue, you have will have used a range of websites accessing information from various sources, both government and non-government. Select one website that you used and analyse the website for authenticity, including the ethics of the site (see ‘Evaluating a website’ – included below).

Resources

[200 Counties, 200 Years, 4 Minutes](http://www.gapminder.org/videos/200-years-that-changed-the-world-bbc/)

[GapMinder](http://www.gapminder.org)

[United Nations Development Program](http://hdr.undp.org/en)

[Millennium Development Goals (MDG)](http://www.un.org/millenniumgoals/)

[Australian Bureau of Statistics](http://www.abs.gov.au)

[Data for the Local Government Areas (LGA)](http://stat.abs.gov.au/itt/r.jsp?databyregion#/)

Geographical terminology

Human wellbeing

Developed countries

Developing countries

Gross Domestic Product (GDP)

Human Development Index (HDI)

|  |  |  |
| --- | --- | --- |
| Geographical concepts | Geographical inquiry skills | Geographical tools |
| The following geographical concepts have been integrated into the teaching and learning sequence:Place – The impact of spatial variations on placesSpace – How do measurements show different spatial variations in human wellbeing in a variety of places?Environment – the link between the Millennium Development Goals and the environmentInterconnection: the economic, social and environmental factors influencing spatial variations in global human well beingScale – the variations between national and local human wellbeingSustainability – the importance of sustainable practices to ensure the wellbeing of peopleChange – The benefits of achieving the Millennium Development Goals | The following geographical inquiry skills have been integrated into the unit.Acquiring geographical information* 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)

Processing geographical information* evaluate information sources for their reliability, bias and usefulness (ACHGS065, ACHGS074)
* represent multi-variable data in a range of appropriate forms, with and without the use of digital and spatial technologies (ACHGS065, ACHGS074)
* represent the spatial distribution of geographical phenomena on maps that conform to cartographic conventions, using spatial technologies as appropriate (ACHGS066, ACHGS075)
* evaluate multi-variable data and other geographical information using qualitative and quantitative methods and digital and spatial technologies as appropriate to make generalisations and inferences, propose explanations for patterns, trends, relationships and anomalies, and predict outcomes (ACHGS067, ACHGS076)
* apply geographical concepts to synthesise information from various sources and draw conclusions based on the analysis of data and information, taking into account alternative perspectives (ACHGS068, ACHGS077)
* identify how geographical information systems (GIS) might be used to analyse geographical data and make predictions (ACHGS069, ACHGS078)

Communicating geographical information* present findings, arguments and explanations in a range of appropriate communication forms selected for their effectiveness and to suit audience and purpose, using relevant geographical terminology and digital technologies as appropriate (ACHGS070, ACHGS079)
* reflect on and evaluate the findings of an inquiry to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations; and explain the predicted outcomes and consequences of their proposal (ACHGS071, ACHGS080).
 | The following geographical tools have been integrated into the unit.Maps * 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

Fieldwork* observing, measuring, collecting and recording data, developing and conducting surveys and interviews
* fieldwork instruments such as weather instruments, vegetation identification charts, compasses, clinometers, GPS, GIS or remote sensing

Graphs and statistics * data tables, pie graphs, column graphs, compound column graphs, line graphs, scatter graphs, climate graphs, population profiles, multiple tables and graphs presented on a geographical theme, statistics to find patterns and trends, and to account for change

Spatial technologies * virtual maps, satellite images, global positioning systems (GPS), geographic information systems (GIS), remote sensing data, augmented reality

Visual representations * photographs, aerial photographs, illustrations, flow charts, annotated diagrams, multimedia, field and photo sketches, cartoons, mind maps, web tools
 |

Assessment task

Human wellbeing in Australia

Outcomes

* Analyses differences in human wellbeing and ways to improve human wellbeing GE5-6
* Communicates geographical information to a range of audiences using a variety of strategies GE5-8

Assessment task

Your presentation to world leaders has been very successful. One media outlet has indicated that an editor of a magazine within a weekend newspaper has decided to give a double page spread (four A4-pages) to an article, including photographs, written by an individual Year 10 student, on the spatial variations of human wellbeing in Australia and a case study of one of the initiatives in place to try to address one of the aforementioned spatial variations.

In fact you have received an email from the editor.

Re: article

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	+ an overview of the chosen case study
	+ responses within Australia to this issue from various levels of government
	+ perceptions and responses of other nations and overseas organisations on this issue
	+ future strategies for Australia to address this issue impacting on human wellbeing
	+ In the process of investigating this issue, you have will have used a range of websites accessing information from various sources, both government and non-government. Select one website that you used and analyse the website for authenticity, including the ethics of the site (see attached ‘Evaluating a website’ – criteria)

Rubric

| Mark | Criteria |
| --- | --- |
| 9-10 | * Includes full and detailed interviews from multiple sources across urban, regional and remote communities using appropriate quotations
* Focuses on current comparison and research data from ABS, clearly defined postcodes
* Includes multiple attention grabbing and appropriate graphics
* Outlines clearly the various levels of government response to the issues
* Includes multiple pieces of positive information to conclude the article
 |
| 7-8 | * Includes clear interviews from sources across urban, regional and remote communities using appropriate quotations
* Focuses on current research data from ABS and defines postcodes
* Includes attention grabbing, appropriate graphics
* Outlines the various levels of government response to the issues
* Includes one or two pieces of positive information to conclude the article
 |
| 5-6 | * Includes some interviews from sources across either urban, regional and remote communities using quotations
* Focuses on some research data from ABS and includes postcodes
* Includes one attention grabbing, appropriate graphic
* Outlines an example of a government response to the issue
* Concludes the article with a positive piece of information
 |
| 3-4 | * Includes limited interviews from sources across either urban, regional and remote communities using quotations
* Focuses on some research data from ABS and includes postcodes
* Includes one attention grabbing, appropriate graphic
* Outlines an example of a government response to the issue
* Concludes the article with a positive piece of information
 |
| 1-2 | * Includes minor interviews from sources across either urban, regional and remote communities using no quotations
* Includes limited research data from ABS and excludes postcodes
* Includes non-relevant/ inappropriate graphic
* Provides some information about government responses
 |

| Differentiation | Evaluation |
| --- | --- |
|       |       |

Website evaluation criteria

Title of website

How did you locate this site?

URL

| Design features | Y/N |
| --- | --- |
| Is well-organised and is easy to navigate |  |
| Contains an explanation of what the page is about |  |
| Contains useful information presented in an accessible format |  |
| Contains tables and/or graphics which are readable and load easily |  |
| Is visually interesting with pictures, colour, sound and/or video clips |  |

| Ease of use | **Y/N** |
| --- | --- |
| Loads quickly and has an easily understood front page |  |
| Information can be easily accessed within the site and there are links back to the original page |  |
| Offers search engines and/or help options (such as a site map) to make for ease of navigation through the site |  |
| Distinguishes clearly between internal and external links |  |

| Content | **Y/N** |
| --- | --- |
| Has a suitable title which explains what the site is all about |  |
| Has meaningful content which is useful for the intended purpose |  |
| Information is easy to read |  |
| Content is grammatically correct and spelling is correct |  |
| Content is current (up to date) |  |
| Has links to external sites which are relevant and useful |  |
| Includes pictures which contribute to the overall appearance and which are relevant and usable |  |

| Credibility | **Y/N** |
| --- | --- |
| Includes information about the author (for example contact details) |  |
| Includes a recent date when the site/page was last updated |  |
| Includes references or links to sources used in developing the site |  |
| Does not inappropriately request fees or names and addresses |  |
| Does not request that you buy something |  |
| Does not include advertising which takes a long time to load |  |

| Additional |
| --- |
|       |

This evaluation is based one retrieved from [Kathy Shrock's critical evaluation of a website](http://www.sfc.wcape.school.za/Webeval.sfcj.htm)