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.	• 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
The following **geographical concepts** are to be integrated into the lesson sequences: **Place:** *the significance of places and what they are like* **Space:** *the significance of location and spatial distribution, and ways people organise and manage spaces that we live in* **Environment:** *the significance of the environment in human life, and the important interrelationships between humans and the environment*	The following **geographical skills** are to be integrated into the lesson sequences: **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	Examples may include: **Maps – M** • 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

Interconnection: *no object of geographical study can be viewed in isolation* **Scale:** *the way that geographical phenomena and problems can be examined at different spatial levels* **Sustainability:** *the capacity of the environment to continue to support our lives and the lives of other living creatures into the future* **Change:** *explaining geographical phenomena by investigating how they have developed over time*	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)	**Fieldwork – F** • 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 – GS** • 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 – ST** • virtual maps, satellite images, global positioning systems (GPS), geographic information systems (GIS), remote sensing data, augmented reality **Visual representations – VR** • photographs, aerial photographs, illustrations, flow charts, annotated diagrams, multimedia, field and photo sketches, cartoons, mind maps, web tools

Content	Teaching, learning and assessment	Adjustments
Human wellbeing and development Students: • investigate ways of measuring and mapping human wellbeing and development (ACHGK076)	• Students discuss the interconnected concepts of human wellbeing and development and differentiate between wellbeing and development in a short written statement. • Using a stimulus such as '*200 countries, 200 years in 4 minutes*' www.youtube.com/watch?v=jbkSRLYSojo, students examine the use of indicators and quantitative data to show spatial and temporal variations in wellbeing. • Students collaboratively brainstorm features they consider important for human wellbeing and suggest ways they could be measured. They research and identify existing indicators of wellbeing, using a stimulus such as the World Bank website – data.worldbank.org/indicator. Students debate the statement: *'All wellbeing indicators are of equal importance for survival'*. Students identify places with high and low wellbeing and describe global wellbeing trends. Using the World Bank website, they create a choropleth map and/or a graph representing one wellbeing indicator eg life expectancy. **M GS** 🖳 ▦ Map – data.worldbank.org/indicator/SH.H2O.SAFE.ZS/countries?display=map . Graph – data.worldbank.org/indicator/SH.H2O.SAFE.ZS/countries?display=graph • Students examine quantitative measures of wellbeing eg GDP and the Human Development Index (HDI). They discuss the classification of countries eg rich and poor, developed and developing and identify issues with these measures. Students review where Australia is ranked. GDP map – data.worldbank.org/indicator/NY.GDP.MKTP.CD/countries/1W?display=map HDI map – hdr.undp.org/en/countries **M** • Students examine trends in the HDI and identify a country where wellbeing has recently declined. They use the data to propose and explain reasons for the decline in wellbeing. HDI interactive trends graph – hdr.undp.org/en/countries **GS** ▦ • Collaboratively, students review the indicators and measures used in wellbeing indexes such as the HDI to rank which indicators and measures they consider to be the most important for wellbeing. Students reflect on the process by answering the questions: What was the result? What factors influenced the choices? 👫 • Students compare the collaborative ranking process of wellbeing indicators and measures with their own preferred ranking. They respond to questions such as: To what extent did your individual ranking process differ to the collaborative ranking process? Why? What factors influenced your personal choices? • Students create their own human development tree – www.zolabo.com/projects/hdi/ and their own Better life Index flowers – www.oecdbetterlifeindex.org. **VR** ⚙	Students examine statistics for one wellbeing indicator to determine how changes to wellbeing may occur over time **Extension** Students create their own index to measure human wellbeing.

Content	Teaching, learning and assessment	Adjustments
Human wellbeing and development (continued) Students: • investigate ways of measuring and mapping human wellbeing and development (ACHGK076)	• Students review the Happy Planet Index (HPI) – www.happyplanetindex.org/about/ to ascertain examples of qualitative indicators which are included in the Index. Students consider how qualitative indicators may contribute to a broader perspective of wellbeing. Using a venn diagram, students represent a comparison of the HPI and HDI – hdr.undp.org/en/content/table-1-human-development-index-and-its-components. **GS VR** ⚙ ▦ • Students write an article which justifies the inclusion of environmental quality and sustainability in human wellbeing and development targets such as the International Sustainable Development Goals. ⚙ 👝 **Individual inquiry** • Students create a composite column graph using recent HDI and HPI data for 10 countries. They select an interactive website such as WorldShapin, Gapminder, or Development Diamonds to map the same 10 countries in a scatter graph or shape. **GS** ▦ • Students compare the wellbeing of two countries using three different measures and draw conclusions about the challenges of measuring and mapping human wellbeing. Students choose an audience and an appropriate method to communicate their response and findings. ⚙	**Extension** Students investigate one other multivariable measure and explain their links to development and wellbeing eg Global Peace Index, Fragile States Index, Quality of Life Index.

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Spatial variations in human wellbeing Students: • investigate causes, issues and consequences of spatial variations in human wellbeing (ACHGK077, ACHGK078, ACHGK079)	• Collaboratively students examine spatial patterns of poverty and make connections between poverty and other measures of human wellbeing – www.worldmapper.org/textindex/text_poverty.html. **VR** • Students view a range of stimulus to discuss the global gap between rich and poor: **VR** Teenage Affluenza – www.youtube.com/watch?v=KFZz6ICzpjl Global wealth inequality – www.youtube.com/watch?v=19WmfKE1Rtc&feature=youtu.be Record inequality between rich and poor – www.youtube.com/watch?v=ZaoGscbtPWU **Group inquiry** • Working in small groups, students create an online resource collection about an account of a human wellbeing issue eg Scoop.it – www.scoop.it, Pinterest – www.pinterest.com, or a blog. **VR** 🖥 👏 👥 • Students begin by reviewing teacher-provided information about economic, political, social and environmental factors that cause variations in human wellbeing eg resources, population, conflict. ✴ • Each group, selects a human wellbeing issue eg famine, child soldiers or gender inequality. The focus of the group inquiry is to develop an account of the human experience and personal stories of people affected by the wellbeing issue. • Students develop geographically significant questions and plan their inquiry. They locate media reports about the issue and collect, select, record and organise relevant data and geographical information, using ethical protocols, from a variety of appropriate secondary information sources. They evaluate the information sources for their reliability, bias and usefulness. ✿ ⚖ ✚ • The students describe the spatial distribution and extent of the issue. **M** • The group determines the associated causes and consequences of the issue. Students develop a set of questions and suggested answers for other student groups to then complete and self-assess. 👨‍🎓	Students create a collage of facts and images (photographs, maps, graphs, diagrams) to illustrate variations in wellbeing between people in different countries and continents

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Human wellbeing in Australia Students: • investigate the reasons for and consequences of spatial variations in human wellbeing in Australia (ACHGK080)	• Students work collaboratively to map patterns of advantage and disadvantage across Australia using the Socio-Economic Indexes for Areas (SEIFA) – www.abs.gov.au/websitedbs/censushome.nsf/home/seifa and Google Earth – www.google.com/earth/. **M ST** 👬 • Students use a range of maps and data to analyse how human wellbeing in Australia is influenced by where people live. The following stimulus is an example: **M GS VR** ⚖ 🔲 ✴ Income by Australian postcode – fairfax-data.cartodb.com/viz/acb20ee4-ed7a-11e4-958d-0e4fddd5de28/embed_map. • Students consider and explore how geographical information systems (GIS) might assist in representing the causes and consequences of spatial variations in human wellbeing. **ST** 🖥 • Students describe wellbeing issues in Australia such as human rights and homelessness. They propose one initiative to improve the wellbeing of one group. ✳ 🦘 • Students use case studies and statistics to examine spatial differences in the wellbeing of Aboriginal and/or Torres Strait Islander peoples across Australia. **GS** ✍ ⊕ 🔲 • Students investigate the Closing the Gap campaign targets and discuss its progress. ⚖ • Students draw upon their learning about the causes, issues and consequences of spatial variations in human wellbeing locally and globally to develop a detailed response to the statement: 'Variations in wellbeing in Australia and other countries are minimal'. ✳ ⊕ 🎓	Teacher provides maps and statistics showing differences in wellbeing across Australia. **Extension** Students compare human wellbeing data for Aboriginal and Torres Strait Islander peoples with indigenous groups from other countries. Students assess and explain the extent of disadvantage experienced globally by indigenous people.

Content	Teaching, learning and assessment	Adjustments
Improving human wellbeing Students: • investigate initiatives to improve human wellbeing in Australia and other countries (ACHGK081)	• 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/. **Assessment** • 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** ⚙ ▦ 🦘 ✷	Students use a stimulus to respond to questions about one of Australia's programs to improve human wellbeing in Australia or one other country.

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.