Human wellbeing

## Focus

Human wellbeing

## Overview

Duration – 3 lessons

## Content

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.

### Stage 5 outcomes

A student:

* 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**

### Learning across the curriculum content

* Ethical understanding
* Intercultural understanding
* Literacy
* Difference and diversity

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

## Learning progressions – literacy

### Writing

| Sub-element | Indicators |
| --- | --- |
| Creating texts (CrT) | CrT 9-11 |
| Grammar (GrA1)\* |  |
| Punctuation (PuN)\* |  |
| Spelling (SpG)\* |  |
| Handwriting and keyboarding (HwK)\* |  |

### Reading and viewing

| Sub-element | Indicators |
| --- | --- |
| Understanding texts (UnT) |  |
| Phonological awareness (PhA)Phonic knowledge and word recognition (PKW) | These are constrained skills gained in the early years of learning. There may be students who are identified as needing individual assistance with PhA and PKW in the secondary years. These students must be referred to the LaST for further intervention. |
| Fluency (FlY)\* |  |

### Speaking and listening

| Sub-element | Indicators |
| --- | --- |
| Listening (LiS) |  |
| Interacting (InT) |  |
| Speaking (SpK) |  |

## Learning progressions – numeracy

### Number sense and algebra

| Sub-element | Indicators |
| --- | --- |
| Quantifying numbers (QuN) |  |
| Additive strategies (AdS) |  |
| Multiplicative strategies (MuS) |  |
| Operating with decimals (OpD) |  |
| Operating with percentages (OpP) |  |
| Understanding money (UnM) |  |
| Number patterns and algebraic thinking (NPA) |  |
| Interpreting fractions (InF) |  |
| Comparing units (CoU) |  |

### Measurement and geometry

| Sub-element | Indicators |
| --- | --- |
| Measuring time (MeT) |  |
| Positioning and locating (PoL) | PoL4, PoL5 |
| Understanding geometric properties (UGP) |  |
| Understanding units of measurement (UUM) |  |

### Statistics and probability

| Sub-element | Indicators |
| --- | --- |
| Interpreting and representing data (IRD) | IRD5 |
| Understanding chance (UnC) |  |

Note – indicators for the sub-elements in red\* can be identified once work samples from students have been collected and analysed.

## Teaching and learning activities

1. Research activity.
2. Examine three health related challenges (referring to data from the World health organisation).
3. Discuss the responses to these challenges by government and/or non-government organisations in three different West African nations.
4. Write a one page summary, in note form, of research findings and discussion, to be used as a stimulus for writing the extended response.
5. Write an extended response to the question, under exam conditions, with access to the one page summary as a content guide. Extended response topic:
	* Evaluate the effectiveness of government and non-government responses to spatial variations in health – in your response, refer to at least three nations.

Teachers’ note – students are to be explicitly reminded about how to structure an extended response – writing an introduction, conclusion and body paragraphs. Students may practise writing an introduction and a body paragraph for the question, working in pairs.

### Evaluate

**Formative feedback**

* Teacher observes the students writing, editing and discussing their extended response paragraphs.

**Summative feedback**

* Assessment task.

### Linking to the learning progression indicators (observable behaviours)

|  |  |  |  |
| --- | --- | --- | --- |
| Name | Indicator | Where to next (indicator) | Suggested learning activity |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |