# Geography 7–10 (2024): Sample unit (Life Skills Year 10) – Wellbeing in focus

Sample units are provided by NESA to illustrate teaching, learning and assessment of syllabus outcomes and content. Teachers should refer to [Curriculum registration and accreditation requirements and programming and record keeping advice](https://educationstandards.nsw.edu.au/wps/portal/nesa/regulation/school-registration/supporting-school-compliance/resources) for further information.

Unit title: Wellbeing in focus. See – [Sample scope and sequence: Geography Life Skills – Stage 5](https://curriculum.nsw.edu.au/learning-areas/hsie/geography-7-10-2024/teaching-and-learning)

Duration**:** 10 weeks

Description**:** Students develop their understanding of the factors that contribute to quality of life by exploring everyday situations. They explore a range of lifestyle choices and reflect on how these choices enhance or challenge their wellbeing. Students investigate how human wellbeing is measured and identify why it is important to improve wellbeing for everyone. They explore the availability and accessibility of local community services that support wellbeing, such as healthcare facilities, recreational spaces and social services. Students investigate the role of Aboriginal Community Controlled Organisations in enhancing the wellbeing of Aboriginal Peoples. They identify and select a strategy to maintain their wellbeing in their local community.

| Outcomes | Subject-specific information |
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| * **GELS-PRI-02** identifies processes or interactions that change people, places and environments
* **GELS-PER-01** identifies perspectives of people or organisations on a geographical issue
* **GELS-APC-01 recognises the connections Aboriginal Peoples have to Country**
* **GELS-TAP-01** collects and records geographical information
* **GELS-SAF-01** identifies ways to stay safe when interacting with people and places
 | **Focus area:** Human wellbeingThe following [Geographical concepts](https://curriculum.nsw.edu.au/learning-areas/hsie/geography-7-10-2024/content/life-skills/fa888383d0) have been addressed in this unit:Place – students explore how various features and facilities in the local area can support human wellbeing.Environment – students consider different perspectives on the value of environments.The following [Geographical inquiry skills](https://curriculum.nsw.edu.au/learning-areas/hsie/geography-7-10-2024/content/life-skills/fa855c4730) have been integrated into teaching and learning activities:Acquiring geographical informationProcessing geographical informationCommunicating geographical information.Opportunities to use the following [Geographical tools](https://curriculum.nsw.edu.au/learning-areas/hsie/geography-7-10-2024/content/life-skills/fad598509c) have been provided in this unit:MapsFieldworkData and graphs. |

## **Unit information**

### Wellbeing in focus

| Syllabus content | Suggested teaching, learning and assessment |
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| **Human wellbeing and development*** Aspects of an individual’s wellbeing
 | **Inquiry question:** What is human wellbeing?**Aspects of wellbeing**: The teacher provides a range of definitions of wellbeing in written, digital and visual forms. They encourage students to create a ‘word wall’ with key words and images to represent their understanding.The teacher guides students to explore various aspects of wellbeing and how these contribute to an individual’s quality of life, including:Physical: the health of the body and how it functions (nutrition, exercise, sleep, absence of disease)Social: relationships and connections with others (friends, family, sporting teams, online communities)Emotional: the ability to manage emotions and cope with stress and challengesIntellectual: lifelong learning, problem-solving, intellectual curiosity and engagementFinancial: security and predictability of income and expenses, affordability, cost of livingCultural: connection to others through language, values, traditionsOther: safety, environment, work–life balance, spiritual beliefs.Students select one aspect of wellbeing and create a visual representation to share with peers, for example a selection of images, a mind map or a poster. |
| **Variations in human wellbeing**Personal actions that have an impact on wellbeing | **Choices that enhance or challenge wellbeing**The teacher explains that as individuals, we are responsible for our own wellbeing. They explain that the choices we make can either enhance or challenge our wellbeing.The teacher provides students with pairs of images, for example an image of a person watching TV paired with an image of a person riding a bike. For each pair, students identify the image that shows the behaviour that may enhance wellbeing. Some students could be extended by identifying the aspect of wellbeing that is being enhanced in each set of images. For example, they might identify that the action of riding a bicycle enhances physical wellbeing. |
| **Geographical concepts**Factors that shape people’s perceptions of a place**Human wellbeing and development**Global challenges to human wellbeing and development**Variations in human wellbeing**External factors that have an impact on wellbeing | **Inquiry question:** Why does human wellbeing differ from place to place?**Factors affecting wellbeing:** The teacher provides students with details of different places using visuals and verbal descriptions, such as the beach, a rural setting, a crowded city location or a quiet suburban street. They ask students to indicate if they would like to live in each place, giving reasons to support their choice. Students check responses to determine if everyone answered in the same way and consider the perspectives of others. For example, some students might like the city as there are a variety of activities, while others might not like the noise and the crowds.The teacher explains that human wellbeing can differ from place to place. The teacher prompts students to consider how different factors affect wellbeing across local and global locations. These may include:* physical environments (climate, pollution, urbanisation, access to nature)
* economic conditions (wealth, employment opportunities, access to resources)
* social structures (education, healthcare, housing)
* cultural practices (traditions, celebration, events, religious and spiritual practices)
* political systems (government policies, social service, human rights)
* significant events (conflict, pandemics, natural disasters).

The teacher explicitly teaches the key vocabulary providing written texts and visuals to support student understanding. The teacher guides students to select one or more of the factors that affect wellbeing and to communicate their understanding by sorting images, completing a Venn diagram or creating an infographic.  |
| **Geographical tools*** Recognise data presented in graphs
* Respond to data presented in graphs

**Geographical inquiry skills*** Recognise data and information for its usefulness
* Use geographical tools to interpret data and information to identify patterns and trends

**Human wellbeing and development*** Ways to measure individual human wellbeing

**Variations in human wellbeing*** Ways to assess personal wellbeing at home or in the classroom
 | **Measuring wellbeing** The teacher asks students to identify different things that can be measured, such as height, age, time or speed. The teacher reviews relevant measurement terms and concepts learnt in the [Mathematics 7–10](https://curriculum.nsw.edu.au/learning-areas/mathematics/mathematics-k-10-2022/content/life-skills/fac8cc125e) Life Skills content, focusing on reviewing the different ways to measure and record data.The teacher explains that wellbeing is also something that can be measured, but that it can also be difficult to measure. Students offer reasons why wellbeing might be hard to measure.The teacher provides examples of tools and indices that are used for measuring wellbeing, such as:self-reflection exercises (e.g. responding to questions, journal writing, mindfulness)surveys and questionnaires (e.g. census, wellbeing surveys)health statistics (e.g. hospital admission data, illness and mortality rates).The teacher leads a discussion about why it is important to collect data about the wellbeing of a community and why it is used to improve wellbeing for everyone. The teacher guides students to consider the class as an example. Why would it be important to improve the wellbeing of everyone in the class?As a class, students identify ways to monitor students’ individual wellbeing in the classroom. Suggested strategies include:selecting from a bank of imagesusing a gesture, such as ‘thumbs up’ or ‘thumbs down’selecting a worddrawing an imagewriting in a journal.Students can vote on whether they would like a strategy to be implemented daily, weekly or monthly. |
| **Geographical concepts**Places people live and belong to and why they are important**Geographical tools**Locate key features on a map using cartographic conventions, such as border, orientation, legend, title or scaleIdentify patterns or trends in graphs or tables**Geographical inquiry skills**Ask or develop geographical questionsParticipate in a geographical investigationCollect geographical dataRepresent conclusions or ideasCommunicate geographical information using appropriate communication forms and technologies**Variations in human wellbeing**External factors that have an impact on wellbeing | **Inquiry question:** How can local communities work together to improve human wellbeing?**Fieldwork:** The school community**Acquiring geographical information**The teacher explicitly teaches or reviews natural and human features. Students look at a map of the school and are encouraged to identify natural features, such as green spaces and gardens, and human features, such as play areas and other facilities that enhance physical, social, educational or emotional aspects of wellbeing. Students are guided to document these features on their map. The teacher reviews relevant mapping terms and concepts that students have learnt in their study of the [Mathematics 7–10](https://curriculum.nsw.edu.au/learning-areas/mathematics/mathematics-k-10-2022/content/life-skills/fac8cc125e) Life Skills content.As a class, students develop 2 to 3 questions for a survey about the impact of these features on the wellbeing of students and staff. The teacher provides guidance on how to conduct the survey and record data using appropriate formats or technologies, including tally marks on paper or counters to represent participant responses. The teacher observes student progress when collecting and recording information. Some students may benefit from further teaching activities, such as additional modelling of processes to record data.**Processing geographical information**The teacher explicitly teaches or reviews how to represent the survey data as a picture graph, bar graph or sector graph, guided by the [Mathematics 7–10](https://curriculum.nsw.edu.au/learning-areas/mathematics/mathematics-k-10-2022/content/life-skills/fac8cc125e) Life Skills content. Students are then guided to interpret the data and reflect on how these natural and human features enhance student and staff wellbeing.**Communicating geographical information**Students communicate information about the impact of the school’s natural and human features on student and staff wellbeing. They draw conclusions about the survey using sentence scaffolds. Students may identify ways to further increase student and staff wellbeing through the development of additional school features and facilities. |
| **Geographical concepts**Places people live and belong to and why they are importantHow and why places should be taken care ofInterconnections between people, places or environments**Geographical tools**Locate key features on a map using cartographic conventions, such as border, orientation, legend, title or scaleLocate and select geographical informationIdentify information from the data collectedCommunicate findings from the fieldwork**Geographical inquiry skills**Participate in a geographical investigationCollect geographical dataRepresent conclusions or ideas**Variations in human wellbeing**Location and accessibility of services in the local community that contribute to personal wellbeing**Improving human wellbeing**The role of culture and community in enhancing wellbeingActions to stay safe in the community and online | **Fieldwork: The local community****Acquiring geographical information**The teacher explains to students that the local community can also support individual wellbeing. The teacher provides the example of the local park and playground. Students are asked to identify the aspects of wellbeing that this facility would provide. Answers could include physical, social, cultural or emotional aspects.The teacher leads an activity with students where they explore the local area and create a class display identifying the different natural and human features on a map. These features are colour-coded, represented on the map and identified in a key.Students identify which of the natural and human features on the map contribute to wellbeing including:health care facilities (hospitals, clinics, mental health services)recreational spaces (parks, bike trails, sports facilities, community centres)social services (counselling, food banks and housing/employment assistance).**Processing geographical information**Students select one of the facilities or services in the local community that support wellbeing. The teacher provides them with questions to consider, such as:Can the location be identified on a map?How can people get there? Is it easily accessed?How much does it cost to access?How does it support physical health?How does it help people connect with each other or build relationships?How does it support cultural practices?How does it support people’s emotional wellbeing? (e.g. relaxation, connecting with others)How does it help people learn new things?How does it help people become more independent?How does it promote individual or community safety?What maintenance or care is required for the facility or service?Why is it important to care for or maintain the facility or service?Students demonstrate their understanding and respond to the questions as appropriate to their needs and abilities, such as:* performing a matching activity
* completing sentence scaffolds
* creating a mind map.

**Communicating geographical information**The teacher provides a scaffold for students to communicate how their chosen facility or service supports the wellbeing of people in the community.  |
| **Improving human wellbeing*** Ways to develop and support personal wellbeing
* Aboriginal Community Controlled Organisations that enhance the wellbeing of Aboriginal Peoples
 | **Enhancing the wellbeing of Aboriginal Peoples**Students learn about the connections Aboriginal Peoples have to Country by engaging with a visit from a local Knowledge Holder or by exploring reputable websites. The teacher explains how this connection to Country can enhance wellbeing for Aboriginal Peoples.The teacher selects an Aboriginal Community Controlled Organisation that enhances wellbeing for Aboriginal Peoples through connecting to Country. As a class, students explore the organisation through the organisation’s website or other resources and identify the purpose of the organisation. The teacher explains how the organisation supports Aboriginal Peoples to connect to Country. Students create a visual representation to illustrate the role and purpose of the organisation, including the aspects of wellbeing supported by the organisation.The teacher monitors students’ understanding of the connections Aboriginal Peoples have to Country and provides further activities, such as matching activities and scaffolds, to support this understanding. |
| **Improving human wellbeing*** Ways to develop and support personal wellbeing
* Actions to stay safe in the community and online
* The role of culture and community in enhancing wellbeing
 | **Personal wellbeing**The teacher introduces activities in the local area that can maintain and enhance personal wellbeing, such as:physical activities (walking, cycling, community sports)social engagement (community clubs, volunteering and social events)educational opportunities (community classes and workshops) financial assistance/management (budgeting workshops, government benefits, financial counselling, loans and grants)other factors that may have been explored (safety, environment, cultural practices, work–life balance and spiritual beliefs) and associated activities.Students select an activity within their community that can support their personal wellbeing. The teacher explains possible risks when in the community and when participating in various activities, both in person and online. Students are guided as they identify safe people, places and practices, and engage with a range of scenarios. The teacher observes to determine future activities based on student needs. These may include further practice making safe choices in the community, supported by visual and verbal prompts.The teacher guides students as they create a wellbeing action plan that identifies how to engage in their chosen activity. Students are provided with and use maps of the local area to locate where this activity occurs and identify the transport and route they would take to get there.  |

| Reflection and evaluation (space for teacher to reflect on and evaluate the unit) |
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