

**SUGGESTED LEARNING ACTIVITIES:  
SUSTAINABILITY AND THE HUMAN DEVELOPMENT INDEX – TEACHER'S NOTES**

UNIT 4	Global health and human development
AREA OF STUDY 2	Introducing global health and human development: Outcome 1
KEY KNOWLEDGE	<ul style="list-style-type: none"> <li>Definitions of sustainability (including elements of appropriateness, affordability, equity) and human development.</li> <li>Similarities and differences in health status and human development between developing countries and Australia in relation to morbidity, mortality, life expectancy, burden of disease and human development index.</li> </ul>
KEY SKILLS	<ul style="list-style-type: none"> <li>Use, interpret and analyse data to draw informed conclusions about the health status and human development of developing countries compared to Australia.</li> </ul>
LEARNING AIM	Students will investigate the human development index (what it is, how its calculated) and how it relates to the potential for human development in various countries along with the state of our indigenous population and where its HDI sits in relation to developing countries.
LEARNING PROCESS	Students will work in pairs to investigate and develop summaries of the HDI and make a ranking table of Australia to other developing countries, slotting in the Indigenous population where appropriate.
RESOURCES	<p>UNDP Human development report 2014: <a href="http://hdr.undp.org/en/content/human-development-index-hdi-table">http://hdr.undp.org/en/content/human-development-index-hdi-table</a></p> <p>“Gender Gaps in Indigenous Socioeconomic Outcomes: Australian Regional Comparisons and International Possibilities” The International Indigenous Policy Journal, p.7: <a href="http://ir.lib.uwo.ca/cgi/viewcontent.cgi?article=1006&amp;context=iipj">http://ir.lib.uwo.ca/cgi/viewcontent.cgi?article=1006&amp;context=iipj</a></p> <p>International Human Development Indicators: UNDP 2014: <a href="http://hdr.undp.org/en/countries">http://hdr.undp.org/en/countries</a></p> <p>The health and welfare of Australia’s Aboriginal and Torres Strait Islander people (Chapters 3, Figures, 3.10, 3.13, 3.14, 3.18, 3.20, 3.21, 3.22, and 5, Figures 5.1, 5.2: <a href="http://www.aihw.gov.au/WorkArea/DownloadAsset.aspx?id=10737418955">http://www.aihw.gov.au/WorkArea/DownloadAsset.aspx?id=10737418955</a></p> <p>ABS 4704.0 - The Health and Welfare of Australia’s Aboriginal and Torres Strait Islander Peoples, Oct 2010: <a href="http://www.abs.gov.au/AUSSTATS/abs@.nsf/lookup/4704.0Chapter3600ct+2010">http://www.abs.gov.au/AUSSTATS/abs@.nsf/lookup/4704.0Chapter3600ct+2010</a></p> <p>Close the Gap Campaign: Progress and Priorities Report 2014: <a href="https://www.humanrights.gov.au/sites/default/files/document/publication/ctg-progress-and-priorities-report.pdf">https://www.humanrights.gov.au/sites/default/files/document/publication/ctg-progress-and-priorities-report.pdf</a></p> <p>State of the World’s Indigenous Peoples 2009: <a href="http://www.un.org/esa/socdev/unpfii/documents/SOWIP/en/SOWIP_web.pdf">http://www.un.org/esa/socdev/unpfii/documents/SOWIP/en/SOWIP_web.pdf</a></p> <p>UNDP Human development report 2014: <a href="http://goo.gl/TcrhKL">http://goo.gl/TcrhKL</a></p>



<p><b>RESOURCES</b></p>	<p>CIA World Fact book: <a href="https://www.cia.gov/library/publications/the-world-factbook/">https://www.cia.gov/library/publications/the-world-factbook/</a></p> <p>Indigenous literacy Foundation: <a href="http://www.indigenouliteracyfoundation.org.au/what-is-indigenous-literacy.html">http://www.indigenouliteracyfoundation.org.au/what-is-indigenous-literacy.html</a></p> <p>Australian Indigenous Health Info Net: Table 1 (last line of data): <a href="http://www.healthinfonet.ecu.edu.au/health-risks/overweight-obesity/reviews/our-review">http://www.healthinfonet.ecu.edu.au/health-risks/overweight-obesity/reviews/our-review</a></p> <p>Australian Indigenous Health Info Net: Table 2 (2nd last line of data), Table 5 &amp; Table 8: <a href="http://www.healthinfonet.ecu.edu.au/health-facts/overviews/mortality">http://www.healthinfonet.ecu.edu.au/health-facts/overviews/mortality</a></p>
<p><b>LEARNING ACTIVITIES</b></p> <p><i>These are available as Student Worksheets.</i></p>	<p><b>Activity 1: Human Development Index</b></p> <p>Using relevant pages from school selected text, preread the section on Human Development Index.</p> <p>Discuss the 3 dimensions; health, education and living standard and the 4 indicators; life expectancy, means years of schooling, expected years of schooling and gross national income per capita.</p> <p>Using the UNDP Human Development report 2014 data on HDI, students plot the Australian index values on a bar graph to show increase in HDI over time.</p> <p>Then using ‘Gender Gaps ...’ Table 1 p7 reference, add the HDI of Australian Indigenous population into this graph at the correct year (2006).</p> <p>Students are to identify and discuss trends evident in the overall Australian HDI and the gap between the average Australian HDI and that of the Indigenous population at 2006. Students are to draw on knowledge from Unit 3 AOS Outcome 1 dot point 4 ‘variations in the health status of population groups ...’ and dot point 5 ‘the role of determinants of health,..’ to explain the different HDI and potential human development of Australians and the Indigenous population.</p> <p>Students can also use AIHW resource to look at determinants of health and life expectancy and mortality rates of Australian Indigenous population to explain the HDI.</p> <p>Extension activity: Use ABS document to show rates of employment and educational attainment as a further determinant of health and HDI. Compare leading causes of Australian Indigenous population mortality to the projected changes in mortality of developing countries in 2030.</p> <p><b>Activity 2: HDI and Indigenous Australians</b></p> <p>Using the UNDP Human Development report 2014 data on HDI, students plot the Australian HDI value for 2013 on graph paper.</p> <p>Students select 4 – 5 developing countries of varying HDI and plot these also (select countries of high, medium and low human development) using <a href="http://hdr.undp.org/en/countries">http://hdr.undp.org/en/countries</a> scroll over the world map to find high, medium and low developing countries using the key provided. Discuss where Australian Indigenous population sits according to the classification of high, medium and low human development.</p> <p>Then in the same website “Get HDR data” then to ‘Public data explorer’ to build a graph over time and see changes – or follow the link <a href="http://goo.gl/TcrhKL">http://goo.gl/TcrhKL</a> and use this tool to select countries of high, medium and low HDI then move the timeline to the right to show change in HDI from 1980 to present.</p> <p>Students are to identify those influences from AOS Outcome 1 dot point 4 “...influence of health status of developing countries ...income, gender equality...” to then explain the changes in HDI ranking over time as shown in the progressive chart above if used.</p>

## LEARNING ACTIVITIES

*These are available as  
Student Worksheets.*

### Activity 3: HDI comparisons

Students use the UNDP HD Report 2014 to find a country (or countries) of similar HDI (currently Peru ranked 82nd in the world). Use the CIA world Fact Book website at <https://www.cia.gov/library/publications/the-world-factbook/>

Select 'Peru', then select 'People and society' and find data on maternal mortality, infant mortality, life expectancy, health expenditure, obesity rates, literacy and school life expectancy. Tabulate this data.

Then use:

- Indigenous literacy Foundation:  
<http://www.indigenouliteracyfoundation.org.au/what-is-indigenous-literacy.html>
- Australian Indigenous Health Info Net: Table 1 (last line of data): <http://www.healthinonet.ecu.edu.au/health-risks/overweight-obesity/reviews/our-review>
- Australian Indigenous Health Info Net: Table 2 (2nd last line of data), Table 5, Table 8: <http://www.healthinonet.ecu.edu.au/health-facts/overviews/mortality> to complete the table for Indigenous population to see the differences in the two populations.