



The web of wellbeing



This sequence is intended as a framework to be modified and adapted by teachers to suit the needs of a class group.

Resources needed

- Understanding wellbeing – Visualiser
- Health initiatives – Investigation
- Exploring equity – Investigation
- Global health – Investigation
- Calculating mean, median and mode - How-to-sheet

Suggested activity sequence

Part A: Understanding wellbeing

- 1 As a class, discuss the concept of wellbeing.

Wellbeing includes having good health, high life satisfaction, and a sense of meaning or purpose.

The following questions can be used as prompts:

- How do people describe wellbeing?
- What is the opposite of wellbeing?
- Why might there be different understandings of wellbeing?

- 2 Use the *Visualiser* to introduce factors that affect wellbeing and to provide table groups with discussion points.

Choose a *discussion strategy* to support collaboration and participation.

- 3 Conduct a class discussion and summarise student conclusions.
- 4 Display the slide 'Maslow's hierarchy of needs' on the visualiser.
- 5 Students individually investigate Maslow's hierarchy of needs and in table groups, discuss the relevance and validity of the hierarchy in relation to the needs of young people today.

Part B: Exploring health and equity and the role of governments

- 1 There are three short investigations for students to complete. Depending on their levels of interest and readiness, students could complete these investigations individually or collaboratively. The investigations are:
 - *Health initiatives*
 - *Exploring equity*
 - *Global health*

- 2 *Think-pair-share*: What is the relationship between tax spending on health and health outcomes?

Note: You may want to refer students to *Calculating mean, median and mode - How-to-sheet* for the exploring equity investigation, or use the how-to-sheet to explicitly teach the mathematical processes involved.