

Series overview: Geographies of human wellbeing

Women's Health Atlas Education Resource

These education resources link the wealth of content available in the **Victorian Women's Health Atlas** with the **Victorian Curriculum: Geography Level 9-10: Geographies of human wellbeing**. The series has been developed by Women's Health Victoria (WHV) in partnership with the Geography Teachers' Association of Victoria (GTAV).

Contents

0. Series overview: Geographies of human wellbeing
1. Navigating the Victorian Women's Health Atlas
2. How can community connections improve wellbeing?
3. How do perceptions of safety vary across Victoria between women and men?

Real world local data

The Victorian Women's Health Atlas presents more than 60 health and socioeconomic indicators on a single, easy-to-use platform. The Atlas maps sex-specific data for each local government area (LGA), supported by a gender analysis. Powerful in-built features enable users to explore and highlight spatial patterns, gender inequalities, geographic differences, trends over time and benchmark data between local areas, regions and the state. Maps and fact sheets can be downloaded from the site.

The Atlas is freely available at: victorianwomenshealthatlas.net.au

The Atlas provides a rich source of data for teaching and learning, including many datasets that are not publicly available elsewhere. With strong and clear connections to the Geography curriculum, these classroom exercises are designed to enable teachers and students anywhere in Victoria to draw on real-world local data to investigate issues, identify spatial variations, and interpret health and gender impacts.

Suggested citation

Barlow S (2020) Geography Level 9-10: Geographies of human wellbeing. Women's Health Victoria and Geography Teachers' Association of Victoria, Melbourne. – (*Women's Health Atlas Education Resource*).

Curriculum links

Learning objectives	Inquiry		
	1	2	3
Identify, analyse and explain significant spatial distributions and patterns and identify and evaluate their implications, over time and at different scales (VCGGC128)	✓	✓	✓
Identify, analyse and explain significant interconnections within places and between places over time and at different scales, and evaluate the resulting changes and further consequences (VCGGC129)	✓		✓
Analyse and evaluate data, maps and other geographical information using digital and spatial technologies and Geographical Information Systems as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology (VCGGC132)	✓	✓	✓
Reasons and consequences for spatial variations in human wellbeing ... on a local scale in Australia (VCGGK151)	✓	✓	✓
Different ways of measuring and mapping human wellbeing and development, and how these can be applied to measure differences between places (VCGGK152)	✓	✓	✓
Role of initiatives by international and national government and non-government organisations to improve human wellbeing in Australia and other countries (VCGGK154)		✓	✓

Teacher feedback survey

Feedback is vital to ensure the resource meets teaching and learning requirements in Geography.

After using any of the resources with students, teachers are invited to complete this feedback survey:

https://www.surveymonkey.com/r/WomensHealthAtlas_GeographyResource

The results will be shared with the resource project partners to inform ongoing updates:

- Women's Health Victoria (WHV)
- Geography Teachers' Association of Victoria (GTAV)

Evidence of uptake and engagement

The project partners are interested to obtain photos, videos, etc. of students actively engaging with these resources (where possible). This is to assist with evaluation, promotion and ongoing development.

Participating schools with material of potential interest are encouraged to contact Women's Health Victoria to discuss the necessary permissions and terms of release.

Email: atlas@whv.org.au

Readiness checklist

Atlas content , features, and tools for schools

	Read article about the Geography curriculum resources project: Harnessing the power of the Victorian Women's Health Atlas for spatial learning and gender equality awareness
	Watch the instructional video on the Atlas homepage Go to: https://victorianwomenshealthatlas.net.au .
	Work your way through Inquiry 1 – Navigating the Victorian Women's Health Atlas

Sensitive content

This series uses real world data including on sensitive topics such as sexual assault and other forms of violence against women, adolescent birth and mental health. Prior to engaging with sensitive data, schools must ensure they have adequate processes, referral mechanisms and social support in place for students who require further support in these areas. This includes:

	The school has a process in place on how to appropriately respond and refer students who disclose experiences of violence.
	Students are briefed and understand that sensitive topics will be discussed, and classroom guidelines are established to ensure students feel safe (i.e. know who to go to if they wish to discuss any of the topics further, or disclose an experience of violence).
	A teacher is present during sensitive sessions who is trained on how to respond and refer students who disclose experiences of violence.
	Students are introduced to the health and wellbeing staff member prior to the session and students know where to seek help if they wish to discuss an experience of violence.
	The school has links to specialist local organisations that support women and children who have experienced violence.
	Women's Health Victoria's 'Safe and Supported' training could be considered for staff wanting to understand more on how to respond to disclosures of experiences of violence https://whv.org.au/training/safe-and-supported
	Checking the availability of helpline information within the Atlas text for particular topics.

Linkage with respectful relationships education

This series complements Victoria's whole of school approach to respectful relationships education. RRE promotes gender equity across the school to support the prevention of violence against women. By embedding discussions of gender equality within a mainstream subject (Geography) outside of the RRE core curriculum, these resources support the integration of gender equality messaging across the school.

These resources are recommended to be used by schools that have both:

- teachers with gender equality training / understanding, and
- adequate support and referral systems to support students who disclose experiences of violence (refer to sensitive content checklist).

Schools engaged in the respectful relationships education program should have adequate support in place, therefore these resources are particularly suited to RRE lead and partner schools.

Publisher contact

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Navigating the Victorian Women's Health Atlas

Women's Health Atlas Education Resource

Learning intentions

Students will learn how to use the Victorian Women's Health Atlas (The Atlas).

Students will explore some key ideas of adolescent birth and gender pay gaps.

Key inquiry questions

Why was the Victorian Women's Health Atlas created?

What information can I learn from the Atlas?

Key vocabulary

Local Government Area (LGA)	Victoria is divided into 79 municipalities (34 cities, 38 shires, 6 rural cities, and 1 borough), each with an elected Council to manage local issues such as building regulations, waste management, parks and gardens and pet control.
Priority Health Areas	Broad themes under which The Atlas content is grouped.
Indicator	A population characteristic that can be measured – often selected to describe an aspect of health or wellbeing – e.g. Perceptions of Safety, Anxiety and Depression, Adolescent Birth, Unpaid Domestic Work.
Measure	A standard unit used to express the size, amount, or degree of something, – e.g. the number of victim reports, the percentage of people who participated, the rate of births per 1,000 women.
Count	The total number (of persons, notifications, services etc.) within a given time period.
Rate	The total number divided by a common denominator – often 1000 or 10,000. This allows for comparison between areas of differing populations.

Data processing notes

When looking at and using data, it is always preferable to check its reliability. Ask these questions about the data:

- where did the data come from?
- who created it?
- at what scale was it created?
- is it curated?
- is it trustworthy?

These are elements that are especially important in mapping. Asking these questions means you are being critical of the data. To make effective use of maps, make sure you understand these elements and therefore, the map limitations.

On the lower left of each indicator map you will find information on the source of data, its currency and a link to the source. Also, when you download the fact sheets, you can find when the data was last updated.

Time required

Approximately 1 - 1.5 hours

Materials

- Individual access to a computer
- Post-it notes
- Individual copies of Student Worksheet 1 – Scavenger Hunt

Readiness checklist

Refer to the Series overview – Teacher Notes

Teacher feedback survey

Feedback is vital to ensure the resource meets teaching and learning requirements in Geography.

After using the resource with students, teachers are invited to complete this feedback survey:

https://www.surveymonkey.com/r/WomensHealthAtlas_GeographyResource

The results will be shared with the resource project partners to inform ongoing updates:

- Women's Health Victoria (WHV)
- Geography Teachers' Association of Victoria (GTAV)

TEACHER INSTRUCTIONS

Sensitive content

Before proceeding with this topic, please refer to the **Readiness checklist - sensitive content** (in the Series Overview) to ensure you have the necessary support in place.

Starter

1. Pre-teach the students the vocabulary they will be exposed to in this lesson. You could write up definitions or do a simple mix and match activity.
2. Show students the video under 'How to use the atlas' on the front page of the atlas:
<https://victorianwomenshealthatlas.net.au/>

Main activity

1. Have students explore The Atlas and find facts to share with the class. These should include a statistic or location – they can be stand-alone statistics or comparative ones. If they find an interesting (or outrageous) fact, they should write it on post-it notes and stick it around the room.
2. Have students walk around the room and read the facts. You could award the most outrageous fact found.
3. Provide students with the Student Worksheet 1: Scavenger Hunt.

Plenary

1. Go through the answers and have a class discussion around the issues raised. Some suggested discussion questions:
 - What surprised you?
 - Did you notice a connection between adolescent birth rates and education?
 - Why are there so few women in leadership roles?
 - Why is it called the Victorian Women's Health Atlas if it includes data on men and women?
 - Why do you think The Atlas was created?

Differentiation

For less able students:

For the initial activity, provide these students with a topic or two to focus on such as vegetable consumption or physical activity (in Avoidable Mortality), or birth rates (in Sexual and Reproductive Health). For the worksheet, provide students with the answers to Task D. They could use it to complete Task E if they felt confident.

For more able students:

Have students choose another indicator such as poverty or individual weekly income to explore in relation to education. Have them make a prediction of what they expect to see, and any correlation with education. For example, if they select poverty then have them predict which regions would have a higher (or lower) level of poverty. Do they expect to see any correlation with education? Have them go and explore the indicator and check their predictions.

Suggested adaptations

1. Have half the class complete Task C, and half complete Task D (all should complete A and B).
2. Pair students up so that in each pair is one who has done C, and one who has completed D. Have the students share their answers and complete Task E together.
3. If time (or the class) doesn't allow, complete the fact-finding mission individually at the end of the lesson and just have students write them down.
4. You could have students write down three 'take-aways' from the lesson – three things (facts or ideas) that stuck in their heads.

Further reading:

Workplace Gender Equality Agency (2022) Australia's gender pay gap statistics. WGEA. Sydney. Available at: <https://www.wgea.gov.au/data/fact-sheets/australias-gender-pay-gap-statistics>

Hislop M (2022) Australia's gender pay gap drops slightly to 13.8 per cent *Women's Agenda* (Feb 24). Available at: <https://womensagenda.com.au/latest/australias-gender-pay-gap-drops-to-13-8-per-cent/>

(2018) Fact check: have women become better educated whilst the gender pay gap hasn't budged? *RMIT ABC Fact Check* (Jul 16). Available at: <https://www.abc.net.au/news/2017-08-02/fact-check-women-education-gender-paygap/8760614>

Livey A (2017) Australia's gender pay gap: why do women still earn less than men? *The Guardian* (Oct 18). Available at: <https://https://www.theguardian.com/australia-news/datablog/2017/oct/18/australia-gender-pay-gap-why-do-women-still-earn-less-than-men>

STUDENT WORKSHEET 1: Scavenger hunt

Go to the Victorian Women's Health Atlas website: <http://victorianwomenshealthatlas.net.au>

TASK A

Scroll down to the priority 'Sexual and Reproductive Health'.

Select the indicator 'Adolescent Birth'.

Click on the measure 'Aggregate 2 year rate (per 1,000)'.

Sexual and Reproductive Health

Sexual and reproductive health is a fundamental human right and is expressed through diverse sexualities and forms of sexual expression. This includes the right to healthy and respectful relationships, the right to exercise reproductive choices, access to accurate information, and access to timely and effective health services that are affordable, inclusive, safe and appropriate. Sexual and reproductive concerns for women can include: menstruation, fertility, preventive screening, contraception, abortion, pregnancy, childbirth, pregnancy loss, sexually transmissible infections, health conditions (such as endometriosis, polycystic ovary syndrome, menstrual disorders) and menopause/early menopause. Despite Victoria having legislation to ensure women have the right to exercise reproductive choices, there remain barriers and service gaps that affect access to affordable healthcare, including contraception and abortion services, across the state.

Select an Indicator to view the Atlas

Medication Abortion (PBS 10211K)

Adolescent Birth

Birth

Total Fertility Rate

Contraceptive Implant (MBS 14206)

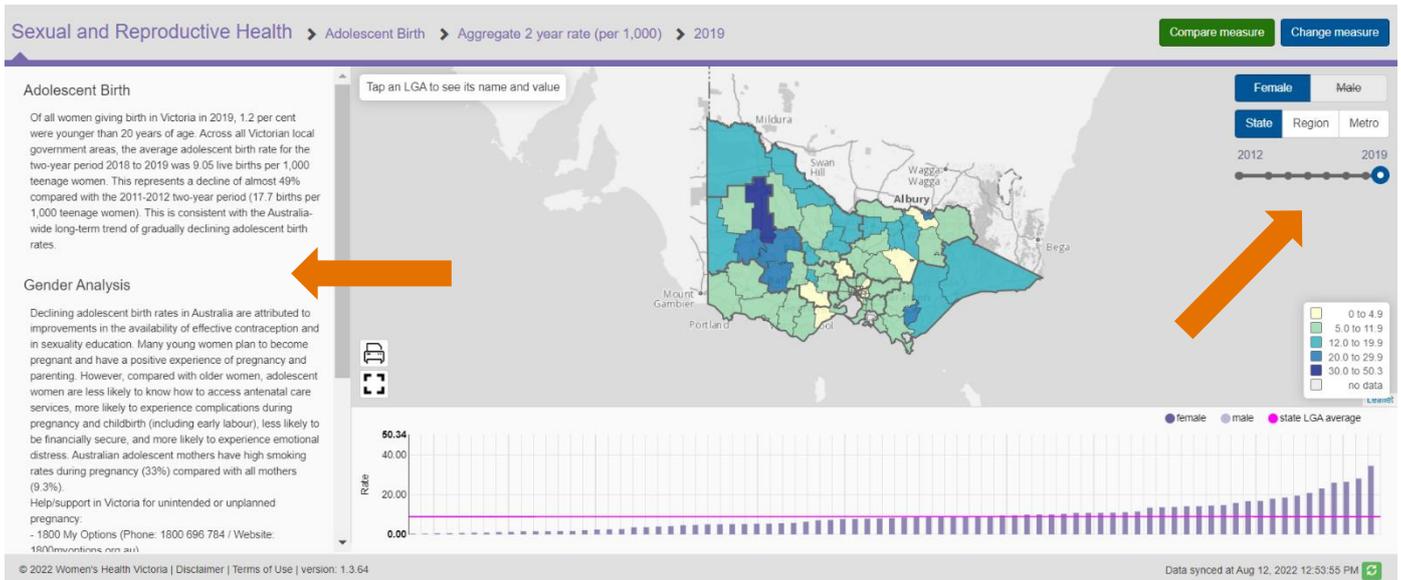
Contraceptive IUD (MBS 35503)

Chlamydia

Gonorrhoea

This should bring up the state map.

Note that you can explore the changes to adolescent birth over time by using the slider to select maps from earlier or later years.



Questions

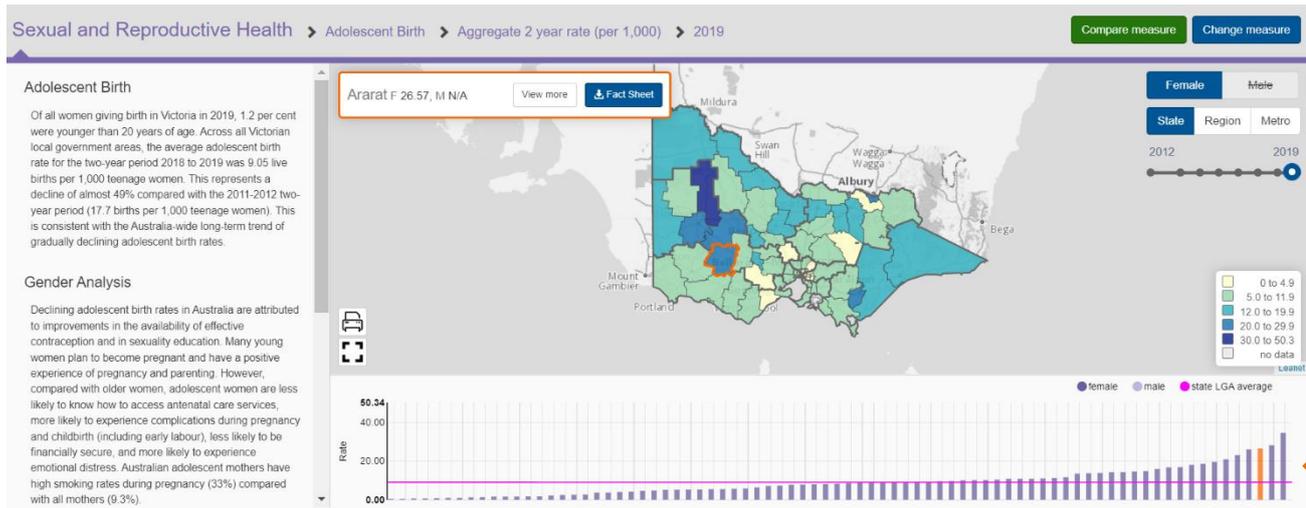
- A1. The left-hand side of each map contains a description of data collection as well as gender analysis – read this information. With a partner discuss some of the difficulties that might be experienced by some adolescents who become pregnant.
- A2. Investigate and describe the change in adolescent birth rates in Victoria over time. What reasons are given for this change?
- A3. Identify and list three LGAs with a high rate of adolescent birth.
- A4. Click 'Metro' on the right-hand side. What is the adolescent birth rate in Melbourne LGA?
- A5. How have adolescent birth rates changed in 'Metro' over time?
- A6. What is the adolescent birth rate in your LGA?

TASK B:

Go back to State view. Which LGA has the highest rate of adolescent birth? Click on this LGA

HINT: Use the bar graph to identify and highlight the highest for you.

(Ararat LGA used here as an example only)



Download the fact sheet. The second indicator in the fact sheet is 'Adolescent Birth'.

Questions

- B1. With a partner, describe how adolescent birth changed between 2014-2015 and 2018–2019 in the LGA with the highest rate of adolescent birth. Use statistics to support your answer.
- B2. How old is this data? If the current trend continues, what do you expect the adolescent birth rate to be for 2019–2020 and into the future? Compare this trend with the statewide trend.

Adolescent Birth

Of all women giving birth in Victoria in 2019, 1.2 per cent were younger than 20 years of age. Across all Victorian local government areas, the average adolescent birth rate for the two-year period 2018 to 2019 was 9.05 live births per 1,000 teenage women. This represents a decline of almost 49% compared with the 2011-2012 two-year period (17.7 births per 1,000 teenage women). This is consistent with the Australia-wide long-term trend of gradually declining adolescent birth rates.

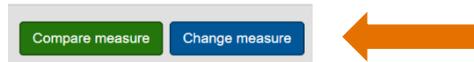
Gender Analysis
Declining adolescent birth rates in Australia are attributed to improvements in the availability of effective contraception and in sexuality education. Many young women plan to become pregnant and have a positive experience of pregnancy and parenting. However, compared with older women, adolescent women are less likely to know how to access antenatal care services, more likely to experience complications during pregnancy and childbirth (including early labour), less likely to be financially secure, and more likely to experience emotional distress. Australian adolescent mothers have high smoking rates during pregnancy (33%) compared with all mothers (9.3%).
Help/support in Victoria for unintended or unplanned pregnancy:
- 1800 My Options (Phone: 1800 696 784 / Website: 1800myoptions.org.au)

Time Period	Ararat		Grampians Region Average		Victoria State LGA Average		
	Female	Male	Female	Male	Female	Male	All
2019	26.57	N/A	16.1	N/A	9.1	N/A	9.1
2018	21.74	N/A	14.6	N/A	9.5	N/A	9.5
2017	12.08	N/A	12.5	N/A	10.6	N/A	10.6
2016	14.49	N/A	15.0	N/A	12.2	N/A	12.2
2015	25.06	N/A	18.4	N/A	13.4	N/A	13.4

NB: The notes below are for the latest time period in the table.
For notes applying to earlier time periods, please refer to the relevant map/s in the online Atlas.

TASK C

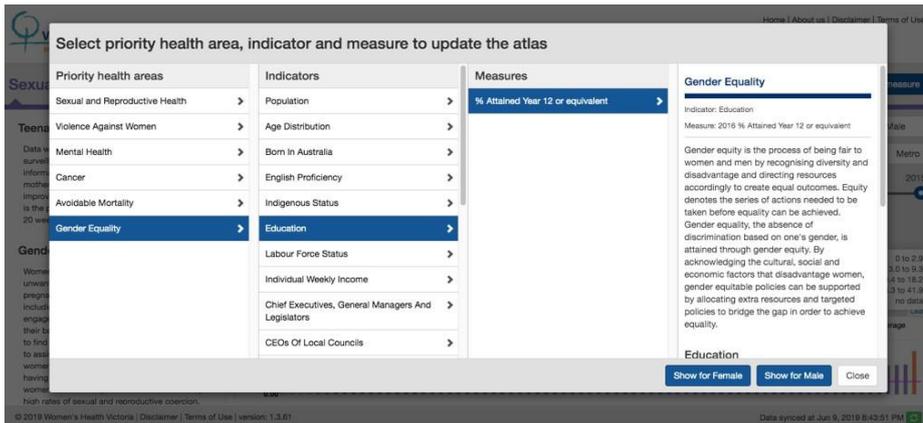
Click 'Change measure' in the top right corner



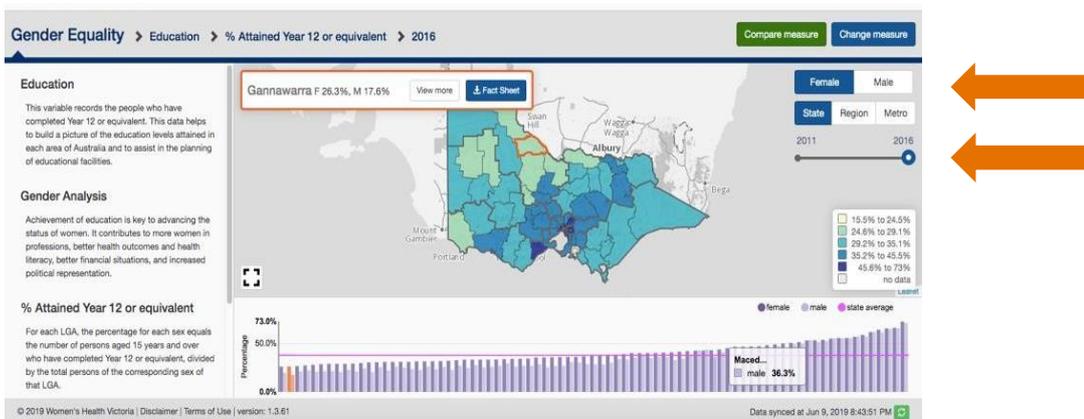
Select the priority 'Gender Equality'.

Select the indicator 'Education'

Select the measure '% Attained Year 12 or equivalent'. Then click 'Show for Female'.



Explore the map – toggle between male and female and compare 2011 to 2016



Questions

- C1. What differences do you notice between the education levels of males and females in Victoria? Why do you think this is?
- C2. Use the slider to toggle between 2011 and 2016. Identify the main difference between these years in the education of women.
- C3. Given that overall females have a higher rate of completing Year 12, what would you expect to see regarding income levels, job types, poverty rates etc.?

TASK D

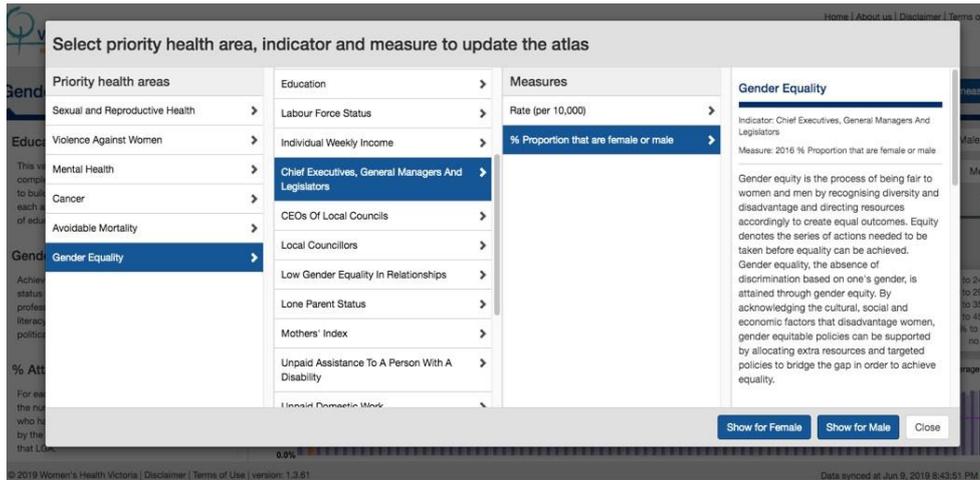
Click 'Change measure' in the top right corner.



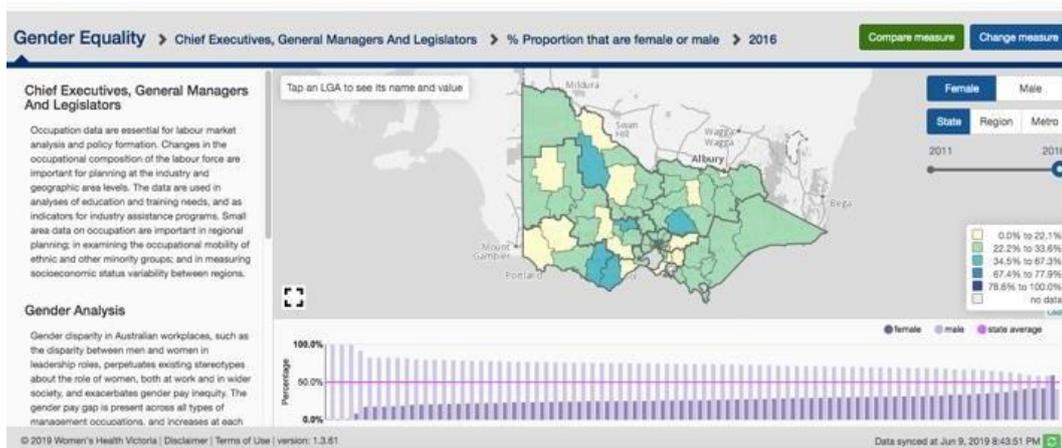
Select the priority 'Gender Equality'.

Select the indicator 'Chief Executives, General Managers and Legislators'.

Select the measure '% Proportion that are female or male'. Then click 'Show for Female'.



This map shows the gender breakdown of women in leadership roles.



Questions

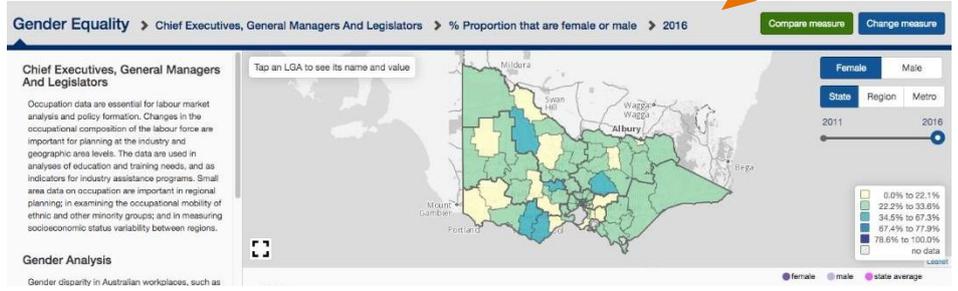
- D1. How many LGAs have more women than men in positions of Leadership? Identify them.
- D2. Which LGAs have the lowest rate of women in Leadership roles?
- D3. Read the information on the left. In your own words, what are some of the associated problems with this imbalance?

TASK E

Lastly, we will examine these two maps side by side.



Click 'Compare measure'.

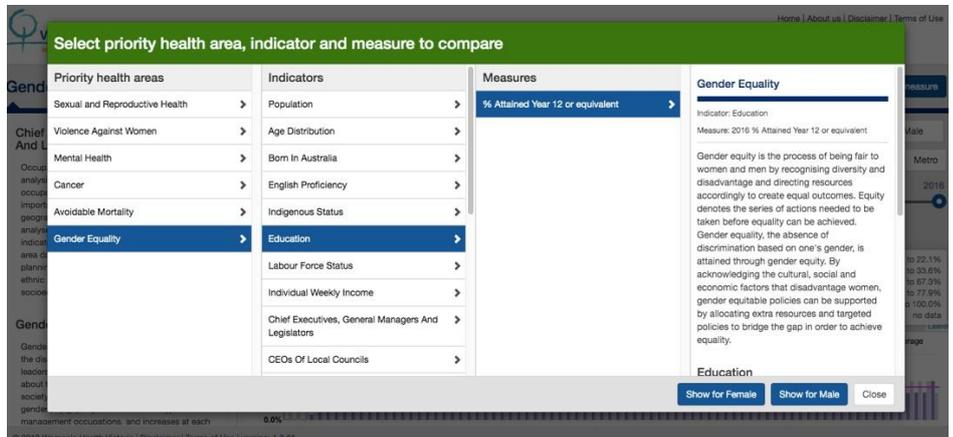


Select the Priority Health Area 'Gender Equality'.

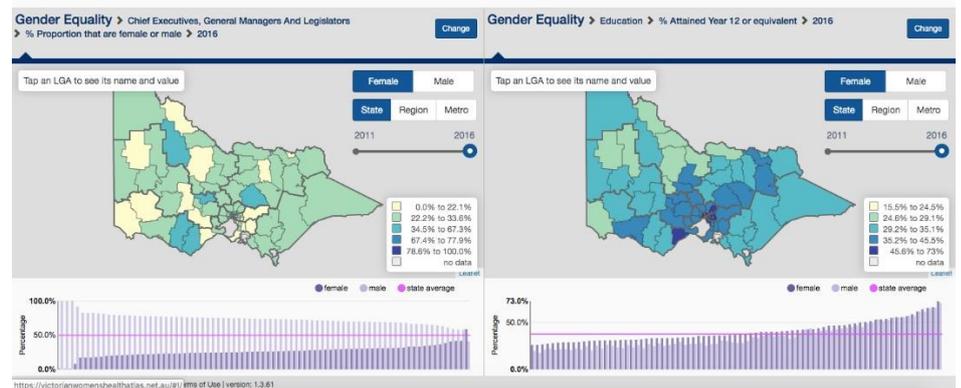
Select the indicator 'Education'.

Select the measure '% Attained Year 12 or equivalent'.

Then click 'Show for Female'.



You should now have the two maps side by side.



Questions

- E1. Choose one LGA. Provide the measure in each category. How do they compare?
- E2. What do you notice about the correlation between education and positions of leadership in general?
- E3. Why do you think this is so?

How can community connections improve wellbeing?

Women's Health Atlas Education Resource

Learning intentions

Students will:

- explore the Victorian Women's Health Atlas, focusing on community connectedness
- debate the importance of community or wellbeing
- examine the roles of local government and organisations to improve wellbeing in their local area.

Key inquiry questions

How can community connections improve wellbeing?

What does community connection mean?

How can we measure connectedness?

How connected is my community?

Key vocabulary

Community connections

Wellbeing

Time required

Approximately 2 hours

Materials

- Individual access to a computer
- Individual copies of Student Worksheet 2.1 - Community connectedness
- Individual copies of Student Worksheet 2.2 - What is my community doing to improve connectedness?

Prior knowledge

It is assumed that students will have completed Inquiry 1 – Navigating the women's health atlas.

It is assumed that students will have an understanding of the concept of wellbeing.

It is also assumed that students will know how to complete a PQE (Pattern, Quantify, Exceptions) analysis of a graph or map. Here is a good explanation and practice if required:

<https://sites.google.com/a/ccw.vic.edu.au/geography-global-wellbeing/home/measuringwellbeing/mappingwellbeing>

Readiness checklist

Refer to the Series overview – Teacher Notes

Teacher feedback survey

Feedback is vital to ensure the resource meets teaching and learning requirements in Geography.

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TEACHER INSTRUCTIONS

Sensitive content

Before proceeding with this topic, please refer to the **Readiness checklist - sensitive content** (in the Series overview) to ensure you have the necessary support in place.

Starter

1. Write 'community connections' on the whiteboard and have students provide examples of ways in which people in the community are connected. Write these on the board.
2. As a class come up with a definition of 'community connection'.

Main activities

1. Log into the Victorian Women's Health Atlas: <https://victorianwomenshealthatlas.net.au/>

2. Have students navigate to the 'Community Connectedness' map.
 - scroll down to the priority 'Mental Health'
 - select the indicator 'Community Connectedness'
 - click on the measure 'Index'.

This should bring up the state map.

The measure is determined by averaging the score given in the community connection domain of the Personal Wellbeing Index Indicator. This score is converted into a scale with a range of 0-100, with 0 being completely dissatisfied and 100 being completely satisfied

Mental Health

Women's mental wellbeing is multi-faceted and diverse. Poor mental health is associated with rapid social change, stressful work conditions, sex and gender discrimination, social exclusion, physical ill health, unhealthy lifestyles, and violence and human rights violations. In addition many of these risk factors that impact on and maintain poor mental health disproportionately affect women. These include societal and cultural divisions of labour, maternity, depression or other psychological health issues and their causes, such as discrimination, violence and abuse.

Select an Indicator to view the Atlas

Anxiety Or Depression

Psychological Distress

Self-Harm

Sought Professional Help For Mental Health Problem

Personal Wellbeing

Life Satisfaction

Worthwhile Life Activities

Close Knit Community

Community Connectedness

Index



3. Have students complete the worksheet '*Community Connectedness*'.

This does include completing two PQEs, so you may need to pre-teach it if this is a new skill.

Discuss their findings and highlight these key points to students:

- men have a lower community connectedness than women, and
- people in metropolitan areas feel less connected than those in rural and regional areas.

4. Have students conduct a class debate on one of the following topics:

- Gender stereotypes mean that women are more connected to community than men.
- Local communities are becoming less important for social connection these days because of social media.
- Social media enables people to make and maintain connections outside their local area.

Divide the class into opposing sides and have them each brainstorm three points of view for their team.

5. Have students explore the local government and community initiatives in your school LGA to improve wellbeing.

Firstly, brainstorm with the class any community programs, events or services in the area. Suggestions include: community or senior citizens centre, street parties or festivals, local arts prizes or festivals, library story time, local markets, sports clubs etc. The council website is a great place to start, or the local newspaper.

Have students choose one and use the worksheet 'What is my community doing to improve connectedness in my community?' to guide them.

Students could create short presentations to share with the class.

Plenary

Have students make suggestions about programs, events or services that could be included to improve wellbeing in their community.

Differentiation

For less able students:

Select appropriate services or programs for these students to investigate as choice can often be overwhelming. Have these students do their local LGA for Task B of the *Community Connectedness* worksheet.

For more able students:

Get a copy of the local health and wellbeing plan from your local council - does it have any actions around this? Encourage these students to debate for the opposing side to challenge their thinking. Have students choose two similar services and compare them. These students could also choose another LGA to investigate and compare their services.

Suggested adaptations

1. The debate could be structured as a line debate or Philosophical Chairs discussion to encourage participation.
2. Have students explore the role of social media on community connectedness. Are there specific programs or pages that facilitate connectedness? (Think Meetup or a local 'Buy Swap Sell' group).
3. Students could conduct community surveys on the services and programs available in their area. They could make recommendations to the local council on any gaps they find.

Further reading

Relationships Australia (2022) Strong relationships, strong health. Victoria. Department of Health and Human Services. Melbourne – (*Better Health Channel Factsheet*). Available at:

<https://www.betterhealth.vic.gov.au/health/HealthyLiving/Strong-relationships-strong-health>

Australia. Department of Health (2022) Connecting with community. Australia. Department of Health. Canberra. – (*Head to Health*). Available at: <https://headtohealth.gov.au/meaningful-life/connectedness/community>

VicHealth (2019) Loneliness and social isolation a growing health risk for young Australians. *VicHealth Media Release* (Oct 1). Available at: <https://www.vichealth.vic.gov.au/search/loneliness-and-social-isolation-a-growing-health-risk-for-young-australians>

VicHealth (2016) Improving mental wellbeing: Local government action guide. Victorian Health Promotion Foundation. Carlton South. p. 3. Available at: <https://www.vichealth.vic.gov.au/-/media/VHIndicators/MWB--LGA-Action-Guide.pdf>

Swinburne University. Centre for Regional Development and McCaughey Centre (2007) Community Indicators Victoria: a resource guide: using CIV as a tool for Council planning. McCaughey Centre. Melbourne. Available at: <https://naaee.org/sites/default/files/civresourceguide.pdf>

Philosophical Chairs discussion

Jimenez A (2021) An engaging critical thinking activity: philosophical chairs. Communication By Design. Grand Rapids, MI. Available at: <https://cbdconsulting.com/free-resources/articles/an-engaging-critical-thinking-activity-philosophical-chairs/>

(2020) Philosophical chairs discussion. BetterLesson.com. Available at: <https://betterlesson.com/strategy/6>

Fletcher J (2019) A framework for whole-class discussions. *Edutopia* (May 7). Available at: <https://www.edutopia.org/article/framework-whole-class-discussions>

STUDENT WORKSHEET 2.1

Community connectedness

Go to the Victorian Women’s Health Atlas website: <https://victorianwomenshealthatlas.net.au>

TASK A

Scroll down to the priority ‘Mental Health’
Select the indicator ‘Community Connectedness’
Click on the measure ‘Index’.

Mental Health

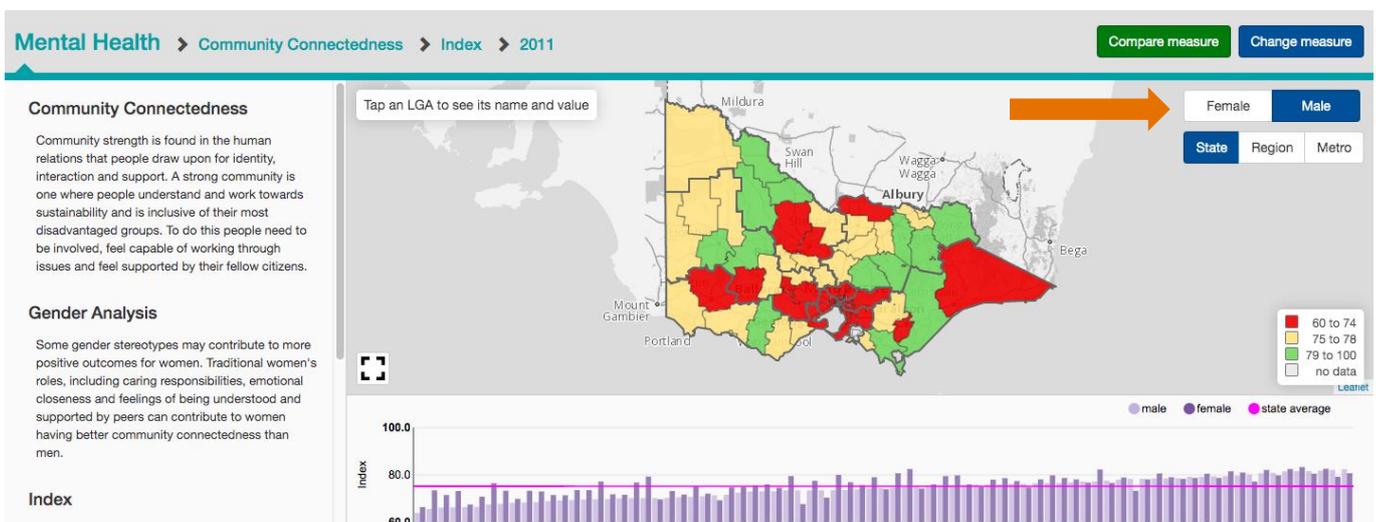
Women’s mental wellbeing is multi-faceted and diverse. Poor mental health is associated with rapid social change, stressful work conditions, sex and gender discrimination, social exclusion, physical ill health, unhealthy lifestyles, and violence and human rights violations. In addition many of these risk factors that impact on and maintain poor mental health disproportionately affect women. These include societal and cultural divisions of labour, maternity, depression or other psychological health issues and their causes, such as discrimination, violence and abuse.

Select an Indicator to view the Atlas

- Anxiety Or Depression
- Psychological Distress
- Self-Harm
- Sought Professional Help For Mental Health Problem
- Personal Wellbeing
- Life Satisfaction
- Worthwhile Life Activities
- Close Knit Community
- Community Connectedness
- Index



This should bring up the state map. Explore the map – toggle between male and female



Complete the following tasks:

A1. Complete a PQE table for female *Community Connectedness* in 2011.

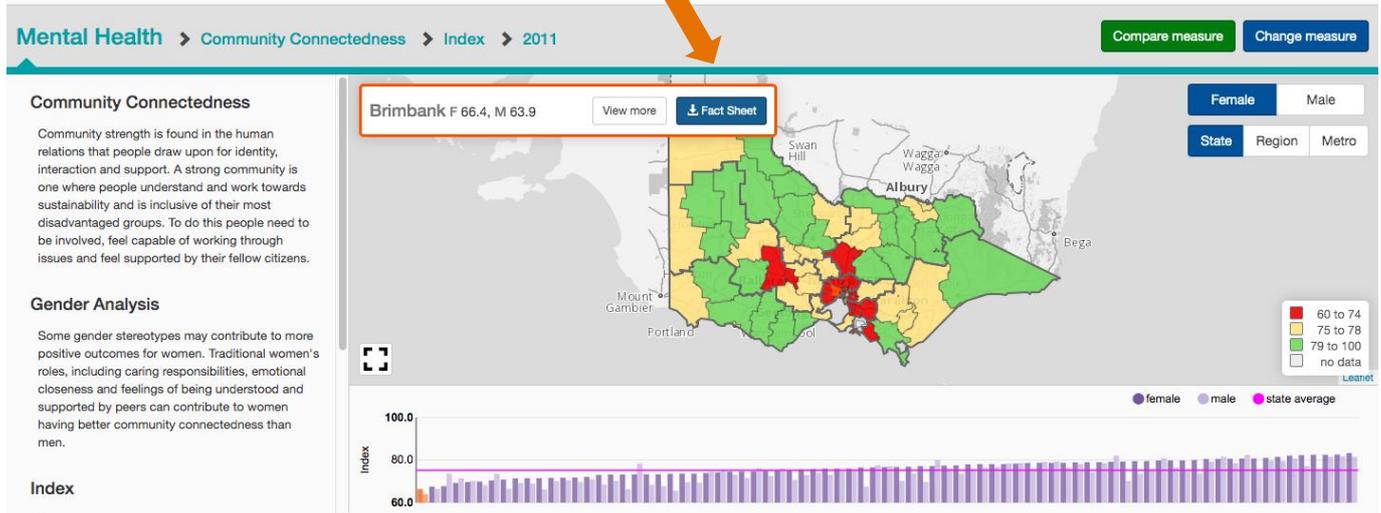
<p>Pattern (e.g. radial, clustered, random)</p>	
<p>Quantify (provide examples of facts and figures, names of regions etc.)</p>	
<p>Exceptions (outline any exceptions to the above pattern)</p>	

- A2. Using the same table as above, write a PQE paragraph for male community connectedness in 2011.
- A3. What differences do you notice between the levels of *Community Connectedness* of males and females in Victoria?
- A4. What reasons can you provide for any differences observed?
- A5. What do you notice about the difference between *Community Connectedness* in metropolitan areas as compared with regional and rural areas? Why do you think this is?

TASK B

Choose an LGA and click on it. (*Brimbank used here as an example*)

Click 'Fact Sheet' to download more information.



The fact sheet contains data for every indicator within the Mental Health group.

Using the fact sheet, answer the following questions for your chosen LGA.

Questions

- B1. What other challenges do people with poor mental health face?
- B2. Scroll to *Personal Wellbeing Indicator*. The *Personal Wellbeing Indicator* uses seven different domains to determine the measure. What are they?
- B3. What is the *Personal Wellbeing Indicator* for your LGA? Is this above or below the state average? By how much?
- B4. Scroll to *Community Connectedness Indicator*. What is measured by this indicator?
- B5. What is the *Community Connectedness* 2011 Index for your LGA?
- B6. Compare this to the state average – is it higher or lower? By how much?
- B7. Why do you think it is different to the state average?



**Brimbank
Metro West**

Women's Health West
<http://whwest.org.au/>

Mental Health

Women's mental wellbeing is multi-faceted and diverse. Poor mental health is associated with rapid social change, stressful work conditions, sex and gender discrimination, social exclusion, physical ill health, unhealthy lifestyles, and violence and human rights violations. In addition many of these risk factors that impact on and maintain poor mental health disproportionately affect women. These include societal and cultural divisions of labour, maternity, depression or other psychological health issues and their causes, such as discrimination, violence and abuse.

**MH
Fact Sheet**

Indicators	Measures
Anxiety Or Depression	% Ever diagnosed
Psychological Distress	%
Self-Harm	Rate (per 1,000) Number of hospital admissions
Sought Professional Help For Mental Health Problem	%
Personal Wellbeing	Index
Life Satisfaction	%
Worthwhile Life Activities	%
Close Knit Community	% Agree community is close knit
Community Connectedness	Index

TASK C

Go to the Department of Health website 'Head to Health':

<https://headtohealth.gov.au/meaningful-life/connectedness/community>

Questions

- C1. What are the benefits of community involvement?
- C2. What percentage of Australian people are not involved in any social or community group?
- C3. What are some suggested activities to improve your sense of belonging to community?

STUDENT WORKSHEET 2.2

What is my community doing to improve connectedness?

In your home area, investigate one local community initiative, event, program or service.

Consider and complete the following:

Title of initiative, program, event or service: _____

1. Describe the initiative, program, event or service: What does it provide? Who does it cater to? Who is included and who might be excluded (age groups, gender, etc.)? What is it intending to do?

2. Apart from services – what else contributes to a sense of connection?
e.g. murals (public art – validation from seeing your demographic represented);
built environment (safety such as lighting, security);
access (ramps, baby friendly, public transport).

3. How could it help with community connectedness? (Consider accessibility, language, cost, timing?)

4. How could it help improve wellbeing?

5. Do **you** think this is a good initiative, program, event or service? Why/why not?

6. How would **you** change or alter the initiative, program, event or service to improve it?

How do perceptions of safety vary across Victoria between women and men

Women's Health Atlas Education Resource

Learning intentions

Students will:

- use the Victorian Women's Health Atlas (The Atlas), along with other forms of data to identify and analyse perceptions of safety across Victoria
- create an infographic on key findings of Victorian's perceptions of safety
- conduct fieldwork surveys to explore perceptions of safety in their school or local community.

Key inquiry questions

How do perceptions of safety vary across Victoria between women and men?

What influences how safe people feel?

How safe or unsafe is Victoria?

How safe do students feel at my school or in my community? Does this differ for girls and boys? (or is it likely to?)

Key vocabulary

- Spatial association
- Spatial distribution
- Spatial variation
- Perception of safety / perceived safety

Time required

Approximately 3-5 hours

Materials

- Projector / TV
- Individual access to a computer
- Individual copies of Student Worksheet 3.1 – Perceptions of safety
- Individual copies of Fieldwork and Mapping Task 3.2 – Perceptions of safety

Prior knowledge

It is recommended that students have completed Inquiry 1: Navigating the Victorian Women's Health Atlas.

Readiness checklist

Refer to the Series overview – Teacher Notes

Teacher feedback survey

Feedback is vital to ensure the resource meets teaching and learning requirements in Geography.

After using the resource with students, teachers are invited to complete this feedback survey:

https://www.surveymonkey.com/r/WomensHealthAtlas_GeographyResource

The results will be shared with the resource project partners to inform ongoing updates:

- Women's Health Victoria (WHV)
- Geography Teachers' Association of Victoria (GTAV)

TEACHER INSTRUCTIONS

Sensitive content

Before proceeding with this topic, please refer to the **Readiness checklist - sensitive content** (in the Series overview) to ensure you have the necessary support in place.

To best deliver this subject, teachers should aim for the session to be co-delivered by someone with a strong understanding in violence against women and gender equality. This may include a teacher who is delivering the respectful relationships curriculum in your school or you may wish to invite a representative from your local women's health service to support discussion in this session.

Find your local women's health service:

- Regional services: <https://whv.org.au/resources/whv-publications/victorian-women%E2%80%99s-health-program-services-lgas-statewides-and-regional>
- Metropolitan services: <https://whv.org.au/resources/whv-publications/victorian-women%E2%80%99s-health-program-services-lgas-metropolitan-areas-map>

Starter

Ask the class if they go out in their city, their town or neighbourhood at night without adults. Ask them to **think** about the things that they might do to stay safe. Firstly, ask the boys to **share** their ideas. Now ask the girls to share what they might do to stay safe, now and in the future (suggestions include not walking down laneways, not walking alone, calling a friend while walking home, not wear headphones or listen to loud music, crossing the street away from a big group of guys, thinking about what you are wearing, making sure a friend stays sober to help everyone get home safely, never leaving a drink unattended, avoid eye contact with strange men on the street, keys in fist).

If you teach in a single-sex school, modify the above activity so that you determine how the other gender might feel. Alternatively, build in time so that your students can speak to family and friends of the opposite sex and ask them about how they stay safe when they go out alone or without adults.

Hopefully these discussions will start to get everyone thinking about how men and women have different perceptions of safety. (Obviously these students are underage and drinking alcohol should not be encouraged. However, teenagers will take risks and it is probably better to help them make appropriate and safe choices for when they are older and engaging in this sort of behaviour).

Teachers should be aware of carefully framing the discussion so that the responsibility does not fall on victims. For example, victims should not change their behaviour in order to feel safe. Everyone has a right to be safe and the responsibility to make others feel safe.

Main activities

1. Show this clip to students:

<https://www.abc.net.au/news/2016-12-08/digital-map-shows-where-women-feel-unsafe-in/8105108>

Discuss the issues in the video. Prompt questions might include:

- Why do men feel entitled to do this?
- Have you found there are areas that you have felt unsafe in at night (or even during the day)?
- How is technology being used to help people feel safe?
- How useful do you think a project like this could be?

2. Shared reading. Provide students with this article:

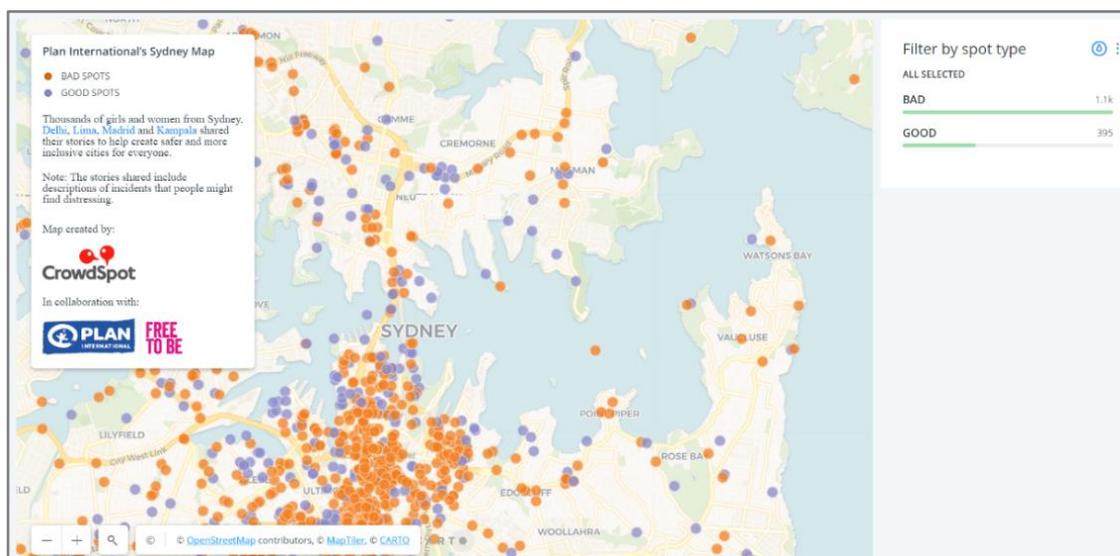
<https://www.abc.net.au/news/2016-12-08/free-to-be-online-map-shows-where-women-in-melbourne-feel-unsafe/8103410>

- Have them read through it silently - they should highlight key words, underline the main points and put question marks around anything they would like clarified.
- Partner the students up and have them share their markings. Have they highlighted the same words? Can they clarify anything for each other? Do they have the same main points?
- As a class discuss the article.

3. Have students explore Sydney's map (Melbourne map is not currently available):

<https://crowdspot.carto.com/builder/5b579455-6e9c-4df1-a79e-a8e4c375a77b/embed>

- 'Bad spots' are shown in orange, 'good spots' in purple.
If students click on a spot it will bring up a description.
(Note: The stories shared include descriptions of incidents that people might find distressing.)
- You could have students describe the spatial distribution of the spots, or just allow them to explore the map freely – they are likely to notice concentrations of dots in certain areas.



4. Explore The Atlas map.

Go to <https://victorianwomenshealthatlas.net.au>

Select the Priority Health Area:
'Violence Against Women'

Select the indicator: 'Perceptions of Safety'

Select the measure: '% People who feel safe when walking alone at night'

Have students complete Student Worksheet
3.1 - Perceptions of Safety

Violence Against Women

Violence against women is experienced by a significant number of women in Australia despite it being preventable. For Victorian women aged between 15 and 44 years, intimate partner violence is the leading cause of preventable death, disability and illness. The impact of violence against women is widespread and long-standing, generating profound personal, social and economic costs to individuals, the community and our nation. Specific groups of women are particularly at risk of violence due to the interplay of a number of complex factors, including Aboriginal and Torres Strait Islander women, women with a disability and culturally and linguistically diverse women. Having the confidence, knowledge and ability to seek support and access appropriate services is also difficult for many women.

Select an Indicator to view the Atlas

[Perceptions Of Safety](#)

% People who feel safe when walking alone at night

[Sexual Offences](#)

[Sexual Offences Relationship To Victim](#)

[Stalking, Harassment And Threatening Behaviours](#)

[Family Violence](#)

[Intimate Partner Violence](#)

[Family Violence, Child Present](#)

5. Using the Victorian Women's Health Atlas (The Atlas) have students come up with at least seven statistics on perceptions of safety (such as 4/10 women feel safe at night, while 8/10 men do).

- Include a location in the statistic chosen. Note – it often makes it easier to understand to round up or down, and to talk about it in terms of people out of ten.
- Students should then use Canva or a similar program to make an infographic of their information. <https://www.canva.com/create/infographics/>

6. Have students complete the 'Fieldwork and Mapping Task' of the perceived safety of the school.

Here is a video on choropleth maps if required <https://www.youtube.com/watch?v=PkmAiINPdrI>

(Note - this could easily be turned into a graded fieldwork report. At Year 10 it's a good idea to have them complete a modified VCE structure in preparation for VCE).

Plenary

- What is being done to improve safety?
- Have students explore what is being done to improve safety in Victoria and their local LGA. Refer to the Resources section for some ideas and programs.
- What can be done to make men and women feel and be equally safe?

Differentiation

For less able students:

Pair these students up for the infographic task. You may also want to start them off with some (or all) statistics.

For more able students:

Have students complete the extension task in the '*Perceptions of safety*' worksheet. Encourage these students to really explore the 'why?' – Why do women feel less safe than men? Why are some areas less safe? Why is there such variation across Victoria? Provide them with some additional reading.

Suggested adaptations

1. You could have the students watch the clip and read the article as homework. They could then use them to have a Socratic Seminar.
2. For the mapping task students could widen this to the broader community. They could create a questionnaire (if you use an online platform you could letterbox drop and possibly reach more people) and survey the community to find out which areas are unsafe. Use this data to create a choropleth map. The class could then make recommendations to the local council to improve perceptions of safety.

Further reading

Williams V (2018) Here's a running list of things women unconsciously do to protect themselves from assault. *Scary Mommy [Blog]* (Oct 1). Available at: <https://www.scarymommy.com/how-women-protect-themselves-sexual-assault/>

Criado-Perez C (2019) The deadly truth about a world built for men: from stab vests to car crashes. *The Guardian* (Feb 23). Available at: <https://www.theguardian.com/lifeandstyle/2019/feb/23/truth-world-built-for-men-car-crashes>

Women's Health Victoria (2020) Making Space For Women [Campaign]. Women's Health Victoria. Melbourne. Available at: <https://whv.org.au/our-focus/making-space-women>

Green B (2018) What women really want: safer communities. *Trust Journal (Victorian Women's Trust)* (Dec 31). Available at: <https://www.vwt.org.au/investing-in-safety-for-women-and-girls/>

(2020) Socratic seminar. Facing History and Ourselves. Available at: <https://www.facinghistory.org/resource-library/teaching-strategies/socratic-seminar>

STUDENT WORKSHEET 3.1

Perceptions of safety

Go to the Victorian Women's Health Atlas website: <https://victorianwomenshealthatlas.net.au>

TASK A

Select the Priority Health Area 'Violence Against Women'

Select the indicator 'Perceptions of Safety'

Click on the measure '% People who feel safe when walking alone at night'

This should bring up the state map.

Violence Against Women

Violence against women is experienced by a significant number of women in Australia despite it being preventable. For Victorian women aged between 15 and 44 years, intimate partner violence is the leading cause of preventable death, disability and illness. The impact of violence against women is widespread and long-standing, generating profound personal, social and economic costs to individuals, the community and our nation. Specific groups of women are particularly at risk of violence due to the interplay of a number of complex factors, including Aboriginal and Torres Strait Islander women, women with a disability and culturally and linguistically diverse women. Having the confidence, knowledge and ability to seek support and access appropriate services is also difficult for many women.

Select an Indicator to view the Atlas

[Perceptions Of Safety](#)

[% People who feel safe when walking alone at night](#) 

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[Sexual Offences Relationship To Victim](#)

[Stalking, Harassment And Threatening Behaviours](#)

[Family Violence](#)

[Intimate Partner Violence](#)

[Family Violence, Child Present](#)

Questions

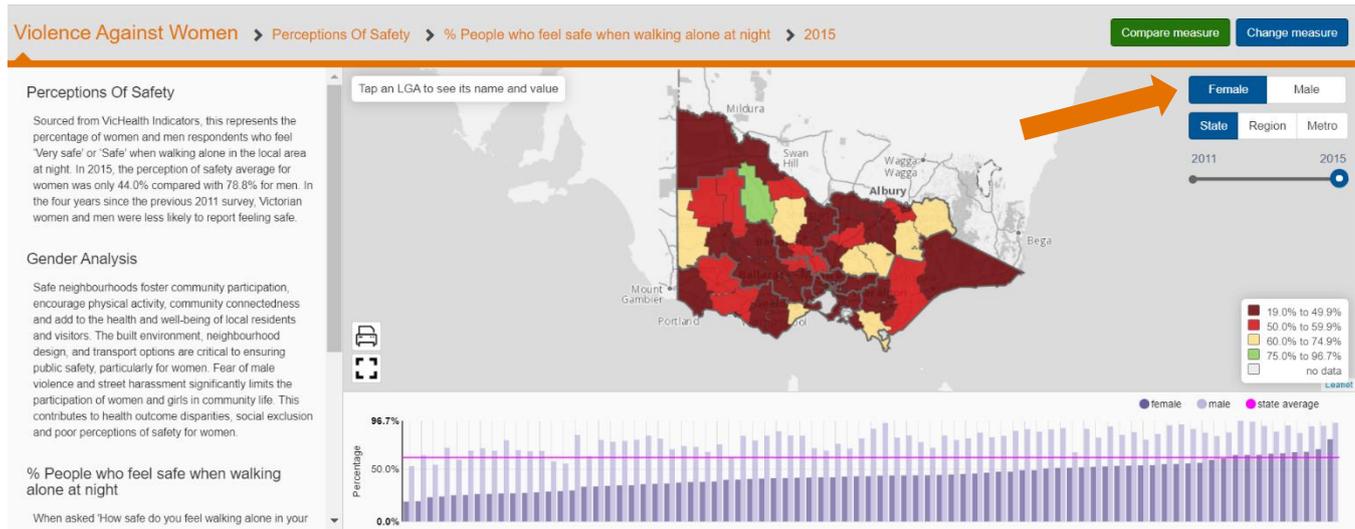
- A1. In which LGA do women feel safest when walking alone at night?
- A2. What percentage of women feel safe in your LGA?
- A3. Describe the spatial distribution of perceptions of safety in Victoria for women (you may want to use a PQE method to complete this – see the instructions in Inquiry 2 – Community connections).
- A4. Why do you think there are differences (spatial variation) between areas?
- A5. On average, what percentage of women feel safe when walking alone at night in Victoria? (hint: read the information on the left of the map screen).

TASK B

Compare the results for male and female.

Click 'Male' to see how safe men feel.

Alternatively, use the 'Compare measure' green button to view the 'Female' map alongside the 'Male' map.



Questions

- B1. What do you notice about how men perceive their safety when walking alone at night?
- B2. What percentage of men feel safe in your LGA?
- B3. On average, what percentage of men feel safe when walking alone at night in Victoria?
- B4. Describe the spatial distribution of perceptions of safety in Victoria for men (you may want to use a PQE method to complete this – see the instructions in Inquiry 1).
- B5. Compare your two descriptions of women's perceptions and men's perceptions.
- B6. Describe the spatial association between women's and men's perceptions of safety in Victoria (or within your region).

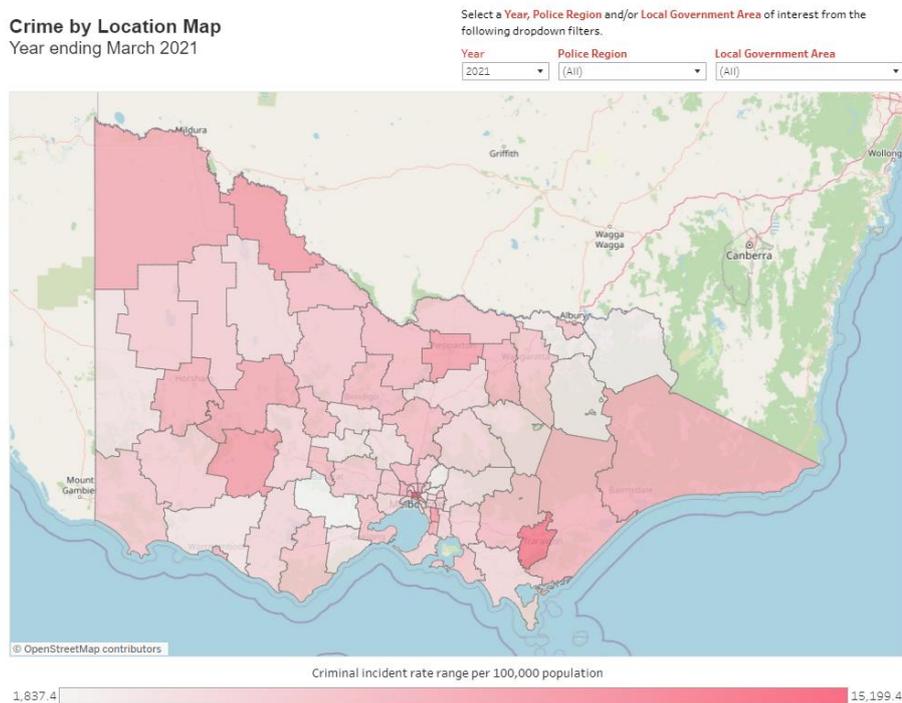
TASK C

Compare perceptions of safety to actual crime rates.

Go to: <https://www.crimestatistics.vic.gov.au/crime-statistics/latest-crime-data-by-area>

This shows all reported criminal incidents in Victoria, by local government area.

The data is updated quarterly.



- C1. Use the PQE method once again to explain the spatial distribution of crime for the latest available year.
- C2. Does this match your description of perceptions of safety from the Women's Health Atlas (i.e. do people feel more unsafe in areas of higher crime)?
- C3. Account for any differences you may find.

EXTENSION TASK

Explore other Atlas indicators within the Violence Against Women priority area (such as 'Sexual Offences', 'Sexual Offences Relationship to Victim' or 'Stalking, Harassment and Threatening Behaviours').

Does the data support women's perceptions?

Questions for discussion

1. Do you think Victoria is safe or unsafe? Justify your response based on your findings.
2. Do you think women's perception of safety is justified?
3. Why are some areas perceived as less safe than others?
4. What do you think could be done to improve perceived safety? Are there any programs apart from the 'Free To Be' app? Consider education about norms – entitled to be safe; gender equity bystander training; consulting women about the design of public spaces.
5. What could men do to improve women's perception of safety?

FIELDWORK AND MAPPING TASK 3.2

Perceptions of safety

1. Obtain or create a map of your school – it should include buildings and grounds (Google Earth or Google Maps are a good start).

2. Divide the map into zones or sections.

This zone map should accompany the survey so that respondents know which areas students are referring to.

Include access to the school and areas just outside the school boundaries.
(e.g.: bus stops, car parks, footpaths, crossings, main roads, adjacent land)

3. Create survey questions for students regarding their safety at school.

A survey sample has been provided.

4. As a class conduct the surveys.

It is recommended that students work in pairs and have a minimum number of responses to collect.

It is important to obtain data from a cross section of the student body – both sexes and all year levels.

Choose an appropriate time to collect data (during recess or lunch might garner a good range of responses)

5. To make compilation of results easier, use a platform such as Google Forms.

Have students input their results (one entry per response). The class can then share the data.

(As a teacher using Google Forms allows you to view the responses in graph form, but also to download as an Excel file to really examine the data).

Have students look at the raw data to analyse the differences between sexes and grades.

6. Analyse the data and look for patterns and trends. Try to work out what story the data is trying to tell.

Answer these questions to help with the analysis:

- a. Who feels least safe – males or females? (provide % for each)
- b. Which area(s) do students feel least safe in?
- c. Which area(s) do students feel most safe in?
- d. From which grade(s) do students feel less safe?
- e. From which grade(s) do students feel most safe?
- f. In which area(s) do girls feel least safe?
- g. In which area(s) do boys feel least safe?

7. Use the data to create a choropleth map.

This could be using the data as a whole, or breaking it down into sex and year level data.

Ideally have students create different ones so you have a range of maps.

e.g.: two students look at girls in Year 9,
two students look at boys in Year 7 etc. and
two students to complete overall maps.

8. As a class, decide on the legend categories for your map.

Suggestions:

- a. For each zone calculate the predominant rating out of 5 (1: very unsafe to 5: very safe) and colour accordingly (remember that a choropleth map uses shades of the one colour - dark normally indicating a greater density of something).
- b. Another idea is to use the data to work out a safety percentage for each zone and then divide it into categories of 0–19%, 20–39% etc., again colouring each one accordingly).

9. Complete a gallery walk to compare the maps.

Put up all the maps and go around to view them all

What commonalities do students notice?

Draw conclusions from the data.

10. Have the class come up with a list of recommendations to the principal to improve school safety.

Example survey questions

How safe is your school?

A survey of school safety.

What is your sex?

- Female
- Male
- Prefer not to say
- Other:

What grade are you in?

- Year 7
- Year 8
- Year 9
- Year 10
- Year 11
- Year 12

Overall, how safe do you feel at school?

1 2 3 4 5

Very unsafe Very safe

How safe do you feel in the following areas? *

	Very unsafe	Unsafe	Neither unsafe nor safe	Safe	Very safe
Zone 1 - basketball courts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Zone 2 - Canteen area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Zone 3 - Lockers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Zone 4 - Bike sheds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Zone 5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Zone 6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Are there some times during the school day that you feel less safe?

- Before school
- Recess
- Lunch
- After school
- Other:

Are there any other places or times that you feel unsafe at school?

Is there anything else you would like to add about safety at school?

Include a question about trends, for example:

Is safety at your school:

- increasing
- decreasing
- stable

Explain your answer.