

Home Lesson Plan for Year 8 Geography

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Subject: Geography	Year level: 8
Topic: Changing Nations	Time required: 70 mins
Lesson summary Students will watch the film <i>Home</i> and consider the causes and consequences of internal migration in India.	
Curriculum links The causes and consequences of urbanisation (VCGGK122) The reasons for and effects of internal migration (VCGGK125)	
Learning objectives Knowledge Students will be able to • Explain how education is a push/pull factor for urbanisation and internal migration in India, and the effects on the places of origin and destination. • Discuss how education for girls influences population changes Skills Students will develop skills of • communicating with peers • extracting geographical information from films • explain geographical phenomenon using evidence Values Students will be able to • respect other students' opinions and ideas • respect the values and needs of another culture	
Resources required 'Layers of inference' worksheet <i>Home</i> video (including transcript for students who may benefit from access to the written text)	

Lesson Outline		
Teacher guidelines	Student activity	Timing
Introduction Teacher introduces the film and provides brief information on the geographical setting of the film: the Garhwal Himalaya village in the Indian state of Uttarakhand.		10 mins

Teacher introduces the 'Layers of inference' worksheet as a resource for students to use while viewing the film. Teacher shows the film <i>Home</i> (approx. 8 minutes).	As students view the film, they take down notes on the worksheet.	
Development At the end of the film, teacher provides time for students to discuss their inferences from the film and questions they may have. Teacher discusses with the class how education can be a push/pull factor causing people to move from rural to urban areas within a country, and the effects on the places of origin and destination. Teacher gets students to work in small groups to construct mind maps on 'How education for girls can influence the population of places'. Completed mind maps are put up so the class can take a gallery walk.	Students discuss in pairs/groups. Students share their responses. Students work in small groups to construct mind maps.	10 mins 15 mins 15 mins
Conclusion Teacher can debrief the mindmap activity by summarising the impacts of education of girls on population changes e.g. birth rates, migration, availability of labour in rural areas. Extension (optional) Teacher can also extend the discussion by getting students to consider the ethical dimension of the issue of educating girls in developing countries. Teacher could get students to debate: Should girls in countries like India be educated just for the sake of education (not employment)?	Students share their thoughts from the gallery walk. <i>This extension can take place as a separate lesson.</i>	10 mins

Background information

Over the past two decades the Garhwal Himalaya has seen many changes. The inflow of state funds has led to the development of infrastructure including a road, some electricity and telecommunications, and schools. The Indian government's push for free and compulsory education since 2009 has enabled the younger generation to receive basic education. More and more young people are leaving the village to access better education and employment opportunities elsewhere. These trends apply to both men and women but the gender gap is wide: according to the 2011 census, 87.4% men and 70.01% women above seven years in the state of Uttarakhand are literate. As depicted in the films *Spirit* and *Home*, in the Garhwal Himalaya village, even women who are educated tend to participate in unpaid communal and domestic work more than men. This is particularly true for married women with children.

Worksheet

'Layers of Inference' Worksheet (with suggested responses)

What does the film definitely tell me?

Young people like Munni periodically leave the village to study and return to help out with the work.

The houses the villagers live in are made of stone and lined with mud inside. They are quite bare inside with no furniture. Cooking is done over a fire or a single gas stove.

They rear animals and farm the land using simple tools.

Munni's father believes that girls should be educated like boys.

What can I infer from the film? What guesses can I make?

Colleges and universities are only available in more urbanised areas away from the village.

Educated girls do not necessarily earn more income because of their education. Instead of working they have to take care of their families and village.

What does the film not tell me?

Why is there such a large gap between female and male literacy rates in India?

What else would I like to find out? What other questions do I need to ask?

What are the other consequences of young people moving out of the village? Do any of them return?

Additional information

- Official website on *Home*
<https://www.spiritdocumentary.com/otherfilms>
- Using the Layers of Inference framework, Literacy Teaching Toolkit by Victoria Department of Education and Training
<https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/Pages/reading-and-interpreting-visual-resources-in-geography.aspx>
- Additional film from the same village – *Lifelines* (16 minute version and 10 minute version) – and associated lessons plans available at: www.lifelinesfilm.com/resources
- Further film – *Spirit* (19 minutes) - and associated lesson plan available at: www.spiritdocumentary.com and www.spiritdocumentary.com/resources