

***Home* Lesson Plan for Year 10 Geography**

Written by Shu Jun Lee & Jane Dyson

Subject: Geography	Year level: 10
Topic: Geographies of human wellbeing	Time required: 90 mins
Lesson summary Students will watch the film <i>Home</i> and reflect on the level of human wellbeing of a place, particularly in relation to education for girls and young women.	
Curriculum links Interconnecting causes of spatial variations between countries in selected indicators of human wellbeing (VCGGK150) Reasons and consequences for spatial variations in human wellbeing on a regional scale within India or another country of the Asia region (VCGGK151)	
Learning objectives Knowledge Students will be able to • describe the level of human wellbeing in the Garhwal Himalayan village in the Indian state of Uttarakhand • compare and contrast the levels of human wellbeing between Uttarakhand and another state/territory in India • explain the causes and consequences of spatial variation in human wellbeing • consider how female literacy may impact human wellbeing and the development of places Skills Students will develop skills of • communicating with peers • extracting geographical information from sources like films and websites • 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 5W1H organiser worksheet Compare/contrast organiser worksheet Internet access <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: a village in the Garhwal Himalayas, in the Indian state of Uttarakhand.	Students locate the Indian state of Uttarakhand using Google Maps or Google Earth, and describe their observations of the location.	10 mins
Development Teacher introduces the 5W1H organiser worksheet as a resource for students to use while viewing the film. Teacher shows the film <i>Home</i> (approx. 8 minutes). At the end of the film, teacher provides time for students to discuss what they noted on the worksheet. Teacher invites some pairs/groups to share their responses with the class, and discuss their opinions on the level of human wellbeing in the village.	As students view the film, they take down notes on the worksheet. Students discuss in pairs/groups. Students share their preliminary conclusions about the level of human wellbeing in Garhwal Himalayas.	10 mins 10 mins 10 mins
Extension Teacher introduces the compare/contrast organiser worksheet. Teacher gets students to work in pairs/groups to research some wellbeing indicators on the state of Uttarakhand and one other Indian state. Teacher facilitates a class discussion on the differences in wellbeing between the two Indian states, focusing on the causes and consequences of the variations. Some questions to promote critical thinking about wellbeing: - Why are there differences in the indicators by gender? - To what extent does education for girls influence the wellbeing of a place?	Students select a few wellbeing indicators and another Indian state for comparison. Based on the wellbeing indicators and what they have learnt, students describe and explain the causes and consequences of the variations between the two states. Students write a reflection.	25 mins 15 mins 10 mins
Reflection Teacher invites students to write a short reflection on how female literacy may impact human wellbeing and the development of places.		

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.

Worksheets

5W1H Organiser Worksheet

5W & 1H	Questions	Responses (The following are some suggested responses.)
What?	What happened? What do you see?	<i>Young people like Munni periodically leave the village to study and return to help out with the work. She loves her home village and its culture. The houses the villagers live in are made of stone. They are quite bare inside. They rear animals and farm the land using simple tools.</i>
Why?	Why did it happen?	<i>Munni's father believes that girls should be educated like boys.</i>
Who?	Who is involved?	<i>Munni, her father</i>
When?	When did it happen?	<i>This was filmed in recent years.</i>
Where?	Where did it happen?	<i>In a village in the Garhwal Himalayas, in the Indian state of Uttarakhand.</i>
How?	How did it happen? How did it make you feel?	<i>I am impressed that Munni's father believes that girls should be educated to improve gender equality. Munni obviously feels torn between wanting to help her family in the village and a desire to be educated.</i>
What other questions might you have? <i>I wonder about the sanitation levels in the village and how this influences their wellbeing.</i>		
Based on your responses, how would you describe the level of human wellbeing in the village?		

Compare/Contrast Worksheet

Wellbeing Indicators	Uttarkhand	Another Indian state/territory
GDP per capita		
Infant mortality rate		
Literacy rate - Female - Male		
Life expectancy		

Additional information

- Official website on *Home*
<https://www.spiritdocumentary.com/otherfilms>
- Using question frames to make sense of moving images, Literacy Teaching Toolkit by Victoria Department of Education and Training
<https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/Pages/making-sense-of-moving-images.aspx>
- Some wellbeing indicators for the states of India:
https://en.wikipedia.org/wiki/Category:States_and_union_territories_of_India-related_lists
- Lesson plans for *Lifelines*:
<https://www.lifelinesfilm.com/resources>
- Lesson plans for *Spirit* (tbc)