# Exploration India – India Tomorrow

**ABC ME screening details: Tuesday 2 June**, 2020 at 1.15pm

This episode can also be viewed on [ABC iView](https://iview.abc.net.au/show/exploration-india) [after the scheduled screening time].

**Key learning areas:** Geography

**Level:** Lower secondary, middle secondary

**About:** The pupils meet children who have been given a unique opportunity to escape poverty and receive a first class education.

## Before the episode

1. Identify the factors that may influence someone’s sense of wellbeing
2. Explain how might education contribute to an individual’s sense of wellbeing
3. Describe the challenges you may face if you were unable to read or write.

## During the episode

1. Identify reasons why lessons are taught in English.
2. Describe the principle the school is based on.
3. Explain who attends the school.
4. Outline what students are required to do when they leave Shanti Bhavan.
5. Describe some characteristics of the lives of the student’s families.
6. Outline the sort of work do the families do?
7. Describe the employment opportunities Vijayalakshmi is hoping to follow after school.
8. What do the students identify as key to solving the challenges India faces?

## After the episode

1. Explain the relationship betweeneducation and human wellbeing using examples from the episode.

**Follow-up activity:** Imagine you are establishing an organisation to improve the wellbeing of people in NSW. Who would you aim to help and what strategies would you use to improve their wellbeing?

# Teacher notes NSW

This is an optional standalone resource that could supplement student learning. The activities align with syllabus outcomes across stages and can be modified to meet the needs of your students. Students can complete the activities while learning at home and in the classroom. All activities can be completed without access to the internet or a device. Teachers could collect student work to offer feedback and as evidence of learning.

## Learning intentions

* To identify factors that influence human wellbeing and examine differences in human wellbeing across places
* To explain ways of improving human wellbeing

## NSW Geography K-10 Syllabus outcomes

|  |  |
| --- | --- |
| Stage 4 | Stage 5 |
| **GE4-6**: explains differences in human wellbeing | **GE5-6:** : analyses differences in human wellbeing and ways to improve human wellbeing |

[NSW Geography K-10 syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/geography-k-10) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales 2015. See the [NESA website](https://educationstandards.nsw.edu.au/wps/portal/nesa/mini-footer/copyright) for additional copyright information.