

Video summary	Before watching the video	During the video
<p>Sisters Letitia and Elizabeth visit a home stay in Shuiyuan Village, rural China. Whilst on the train trying to find where they can get some local currency, a kind passenger helps them which allows them to continue with their journey.</p> <p>When they reach their accommodation, they are given a warm welcome and traditional Chinese food. Their host, Miss Hei, had moved from urban to rural China and prefers the cleaner environment and fresh air.</p>	<p>Ask students to make a list of characteristics of rural and urban areas. Can they compare the two. Ask students why some people may want to move away from urban areas. This could lead to a conversation around push and pull factors linked to migration.</p> <p><b>Introduce key terms such as:</b>  <b>Currency:</b> Another word for money  <b>Counter-urbanisation:</b> Movement from urban areas to rural areas.  <b>Push factor:</b> Something negative about where you currently live that pushes you away.  <b>Pull factor:</b> Something positive about a place you wish to move to that pulls you in.</p>	<p>You may wish to stop at relevant points during this short film to pose questions and check understanding or wait until the end. Useful questions might include:</p> <ul style="list-style-type: none"> <li>• Why do Elizabeth and Letitia need local currency?</li> <li>• How do you think Elizabeth and Letitia felt after being helped by a stranger?</li> <li>• What types of food can you see being served?</li> <li>• Where did Miss Hei originally live?</li> <li>• Why did Miss Hei move away from Sichuan?</li> <li>• How does life in rural China compare to urban China?</li> <li>• How do Elizabeth and Letitia feel about their stay and their hosts?</li> </ul>
<p><b>After watching</b></p>		
<p>Using a map, locate Shuiyuan Village. You could use online mapping software to zoom into the region to further understand the landscape and how it is used. Ask students to write a locational description of Shuiyuan and to describe the landscape and what it is used for.</p> <p>Discuss the key term ‘counter-urbanisation’. Examples in the UK could be looked at and compared with China. Ask students why people may want to migrate from urban to rural areas. A list could be created by students, they can then expand this further with explanations.</p> <p>Compare Shuiyuan to Sichuan where Miss Hei originally lived. Students could create a table to compare the two locations and what they expect life to be like in each location. You could also ask students where they would prefer to live and why.</p>		

Curriculum notes	Where next?	Links
<p>This clip will be relevant for teaching Geography at KS3 in England, Wales and Northern Ireland and 3rd and 4th Level in Scotland.</p> <p>In the English National Curriculum this film can be used to help teach the following:</p> <ul style="list-style-type: none"> <li>• Regions of Asia</li> <li>• Population and urbanisation</li> </ul> <p>This clip could also be used for GCSE Geography when studying urbanisation and counter-urbanisation.</p>	<p>Migration is not as simple as push and pull factors, there are often barriers which make it challenging for people to move. Lee's push-pull theory looks at the potential barriers for migration. Students could research this theory and apply it to regions of China. Miss Hei knew why she wanted to leave Sichuan, but for some people it is more challenging.</p> <p>What barriers do students think there are for people moving from urban to rural China.</p>	<ul style="list-style-type: none"> <li>• <a href="#">KS3: Regional study – China</a></li> <li>• <a href="#">KS3: Urbanisation</a></li> <li>• <a href="#">GCSE: Urban growth – Push and pull factors</a></li> <li>• <a href="#">National 4: World Power – China</a></li> </ul>