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# **TEACHER'S RESOURCE MANUAL**

**➤ Geography ➤ History ➤ Social & Political Life**



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## 1

## Resources – An Introduction

**Lesson Plan****Contents**

- ▶ An overview of the environment and the resources it provides
- ▶ Understanding what constitutes an environment and what we get from it

**Objectives**

- ▶ To understand the meaning and purpose of our environment
- ▶ To learn how it influences us and how we interact with it
- ▶ To know about the different kinds of resources available in our environment
- ▶ To appreciate the resources we use and what gets depleted by over-usage or misuse

**Teacher's Aids**

- ▶ Globe
- ▶ Pictures, charts, atlas and wall maps
- ▶ Blackboard
- ▶ Internet

**Tips for Teacher**

- ▶ Explain what our environment is and the different kinds of resources available to us, and their classification.
- ▶ Students should be encouraged to know places, locations and their placement on the maps.

**Background and Reading**

- ▶ Read the lesson aloud and explain, sharing the aids, etc., pausing to examine and explain the data in the boxes.
- ▶ Particularly focus on man's usage of resources, both their use and misuse and classification of resources.

## What are Resources

- ▶ Environment—all living and non-living things surrounding an organism.
- ▶ Our environment—provides air, water, food—also metals and minerals which are natural resources.
- ▶ Resources—what we can use to meet and satisfy our needs—increase its usefulness and value by modification—use gives resource its worth.
- ▶ Early man—lived on trees, ate meat of wild animals, roots, fruits and flowers—covered with hides and barks—utilised things in nature as resources.
- ▶ Needs increased—made tools, machines—began utilising resources with their help.
- ▶ Natural resources support human beings in the following ways: (a) Provide raw material, energy and favourable conditions for development (b) Make natural environment suitable for human beings and other life forms (c) Diversity of natural resources support life in many ways.
- ▶ Human beings—important natural resource—making effort to develop technology to change substances into resources—discovery of fire, invention of wheel, force of water to produce electricity, etc.

## Types of Resources

- ▶ Value addition has changed substances into resources: Natural, human and man-made resources.

## Natural Resources

- ▶ Nature is the basis of all resources—sunlight, air, water, etc.—can be used directly without value-addition—should be used with care because free.
- ▶ Classified as:
  - (i) **Abiotic and biotic resources** on basis of origin.
    - Biotic:** Living thing like plants and animals—capable of reproduction and usually renewable.
    - Abiotic:** Non-living things like land, water, etc., available in fixed amounts, can be exhausted, non-renewable.
  - (ii) **Actual and potential resources**—on basis of use and development.
    - Actual:** Resources in current use and estimated reserves known—examples: Total coal in Damodar Valley, force of falling water for generating electricity.
    - Potential:** Resource that can be explored and likely to be available—quality and quantity not known—can possibly be developed in future—size may change with time and new technological development—example: Waterfalls in Africa.
  - (iii) **Renewable and non-renewable resources**—on basis of durability.
    - Renewable:** Which have the capacity or ability to reproduce or renew quickly—some can be destroyed by careless use—examples: Solar and wind energy, water, soil, forests, etc.
    - Non-renewable:** Exhaustible, cannot renew themselves—limited reserves—may take thousands of years to renew—examples: Coal, petroleum.

(iv) **Ubiquitous and localised resources** – on basis of distribution.

**Ubiquitous:** Found almost everywhere on Earth – like air.

**Localised:** Not found everywhere – confined to certain places – but distribution is uneven – like iron, copper, coal, etc.

### Human Resources

- ▶ Most important and ultimate resource on Earth – can explore, develop and convert the natural resources into useful goods according to their abilities and demands – people have to be healthy, skilled and educated – only ones who can create more resources and put them to best use – not just in numbers, but also mental and physical abilities.
- ▶ Develop human resources by improving the quality of people's skills through education and training – not distributed uniformly on Earth – vary not only in distribution, but also in education, age, sex, standard of living, etc.

### Man-Made Resources

- ▶ Various processes make natural resources useful – human beings use their knowledge, skills and capacity to change natural into usable resources – example: Metals in ore form developed technique to change them into a resource by human beings – used to make buildings, bridges, roads, machinery, automobiles, ships, etc. – these are man-made resources – technology itself is a man-made resource.

### Conserving Resources

- ▶ Countries that use their resources efficiently are enlightened and economically developed – conservation – not the stopping of utilisation of resources – it is the use of resources according to need and minimising waste – induces a sense of responsibility – has been practised through the ages – strives to meet present and future needs – maintains ecological balance – careless use can create a situation where even renewable resources become scarce and non-renewable ones are exhausted – conserve by reducing consumption and recycling resources.

### Sustainable Development

- ▶ Earth Summit 1992 – sustained development defined as the type of development that should take into account the needs of the present and future generations.
- ▶ Main aims:
  - (a) There should be proper use of resources.
  - (b) The needs of present and future generations should be taken into account.
  - (c) The disparities between nations should be reduced.
- ▶ Main principles:
  - (a) Respect and care for all forms of life.
  - (b) Improve the quality of human life.
  - (c) Conserve the earth's vitality and diversity.
  - (d) Minimise the wastage of natural resources.
  - (e) Change your attitude towards the environment.

### Oral Assignment

- A. Ask for answers at random from the students. Confirm the right answers. Let them write down the correct answers if they like in their books.

### Written Assignment

- B–G. The teacher has two options—(i) Either do these exercises orally first and then ask the students to write them down. OR (ii) Ask the students to write the answers on their own. Then the teacher can announce the correct answers to the students and they can ask their partners to cross-check them.

In either case, the answers can be written as homework and the teacher can check them in the class.

### Think Tank

- H. **HOTS questions:** Discuss the questions in the class and let the students write the answers to H and I as homework. Teacher should assess individual work.