

॥ Aum Sri Sai Ram ॥

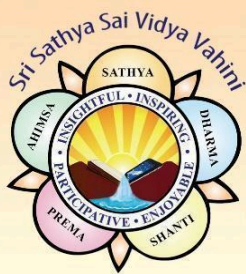
Sri Sathya Sai VIDYA VAHINI

श्री सत्यसाई विद्या वाहिनी



TOPIC	Resources
SUB-TOPIC	SA_Conserving Resources
DURATION	40 mins

CURRICULAR GOALS	CG-6 Understands the spatial distribution of resources (from local to global), their conservation, the interdependence between natural phenomena and human life, and their environmental and other implications	
COMPETENCIES AS PER NCF/NIPUN BHARAT	Remember	
	Understand	
	Apply	
	Analyse	C-6.3 Analyses Indian perspectives on and efforts towards conservation and sustainability in society, and advocates the importance of the same, and what more needs to be done in these directions including in the context of global climate change
	Evaluate	
	Create	



Strategies As Per NEP	Case Study
Learner Centric Techniques used	6 Thinking Hats
Teacher's Tool Kit	KWL Chart
SDG (Sustainable Development Goals)	SDG 12: Responsible Consumption and Production
Inter/Multidisciplinary elements	

Technology aids	Graphic Organiser
Teaching Learning Materials (TLM)	6 coloured Hats - (Can be made from Chart Papers)
Learning Aids	
Assessment (As, For, Of)	AAL; The students will think and analyse the concepts and brainstorm as they do the activity.
References	
Previous Knowledge required	Knowledge of understanding of Types of Resources required.

Specific Learning Outcome: Students will be able to analyse the importance of resources.

Duration :

5 minutes - Case Study

5 minutes - Introducing - 6 Thinking Hats

20 mins - Performing 6 Thinking Hats

10 mins - KWL Chart

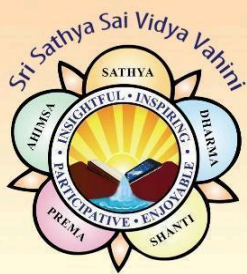
Content :

The teacher will give a case study of how ice in Venezuela is lost. A discussion on this will enable to set the context of the analysis on **Conserving Resources**.

Venezuela is likely the first country in modern history to lose all of its glaciers. Scientists believe that the Humboldt Glacier, Venezuela's last remaining glacier, has shrunk to the point where it's no longer classified as a glacier but rather an ice field. This highlights the concerning effects of climate change on global ice reserves.

The teacher will ask the students to relate to the significance of conservation of natural resources for life sustenance.

Six Thinking Hats Activity



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- Divide the class into teams of 6 students each.
- Each team will be given a resource to analyze.
- The teacher explains the **Six Thinking Hats** and their corresponding thinking modes (White, Yellow, Black, Green, Red, Blue).
- Colored chart paper hats can be made and used for this.
- **Six Hats, Six Mindsets:**
 - White Hat: Facts and data
 - Yellow Hat: Positive aspects and benefits
 - Black Hat: Challenges and risks
 - Green Hat: Creative solutions
 - Red Hat: Emotions and intuition
 - Blue Hat: Process management
- Each hat is assigned to a team member. Each team member analyzes the case from the perspective of the assigned hat. This collaborative discussion encourages them to consider all aspects (facts, benefits, challenges, creativity, emotions, and process) to develop a well-rounded solution.
- After team discussions, each team can present to the class. Here, students can wear colored hats representing their assigned thinking modes during the discussion to express their ideas.
- The GO below, gives an understanding of how the thinking mode works.



SIX THINKING HATS

White Hat



Data, Facts, Information available

Yellow Hat



Values and Benefits

Black Hat



Challenges, Difficulties, Potential problems

Green Hat



Creativity, Solutions, Alternatives, New ideas

Red Hat



Feelings, Instincts and Intuitions

Blue Hat



Manage process, Remedial steps, Action Plans

Image source: Hat: PPT Icons

Details given below on the process of 6 Thinking Hats:

Topic: **Water as a Resource**

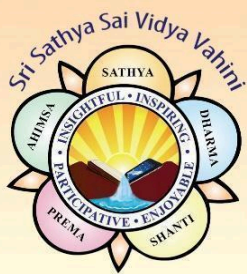
The team has six members and each member is assigned with a coloured hat. Each student from the team will step forward to detail their thinking mode. Other students note down the information and details as they discuss.

The student with White color hat will start the thinking process.



White hat - Facts

- Main sources of water
- Access to clean water for various activities
- Reason for the melting of ice
- Use of resources and their impact on global warming



Yellow hat - Values and Benefits

- Benefits of saving / conserving the water available (rainwater harvesting)
- Benefits of eco-friendly life
- Positive views on recycling, reducing and reusing
- Health improvement due to the availability of pure drinking water
- Effects of clean water on environment especially for farming
- Changing the crops based on the the availability of water



Black hat - cautions /challenges / potential problems

- Relation of non-availability of drinking water to political and social unrest
- Water theme parks disturb the water distribution to the urban /rural areas during summers
- Water gets polluted from the source
- Urbanisations increase the risk of contamination of water



Green hat - creativity /ideas/alternatives

- New ways to recycle water
- Use of technology to reduce the contamination of water bodies
- Innovative ways to increase the water supply to villages like the **WATER STUPA of Ladakh**
- Methods to save water at home, school and workplace



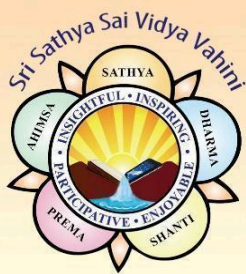
Red Hat - feelings /intuition

- Non-availability of pure drinking water
- Difficulties faced by the spread of waterborne diseases
- Results of water pollution
- Facing adverse situation of floods and drought
- How far is it possible to advocate the importance of conserving the resources and educating the masses?



Blue hat -Process/shortlists

- Need and methods to save water
- Steps to be taken to avoid water wastage and contamination



- Individual contribution to conserve the water resource .

During the discussion on each hat session, the team can focus more on the points assigned to their team along with the case presented .

Follow up activity - Students can create a KWL chart, writing what they knew about water as a resource before the discussion and what they wanted to know and what they understood from the discussion.

KWL chart

A KWL chart is a tool used to organize information about a topic, especially helpful for learning new things.

It stands for **Know, Want to know, and Learned**.

K (Know): In this section, the students will write down what they already knew about the topic. This activates your prior knowledge and helps you connect new information to what you already understand.

W (Want to know): In this section the students you list down any doubts about the topic. This helps to identify what they want to learn more about.

L (Learned): After the activity, the students will fill in this section. They have to write down the information gained, addressing the doubts from the "Want to know" section.

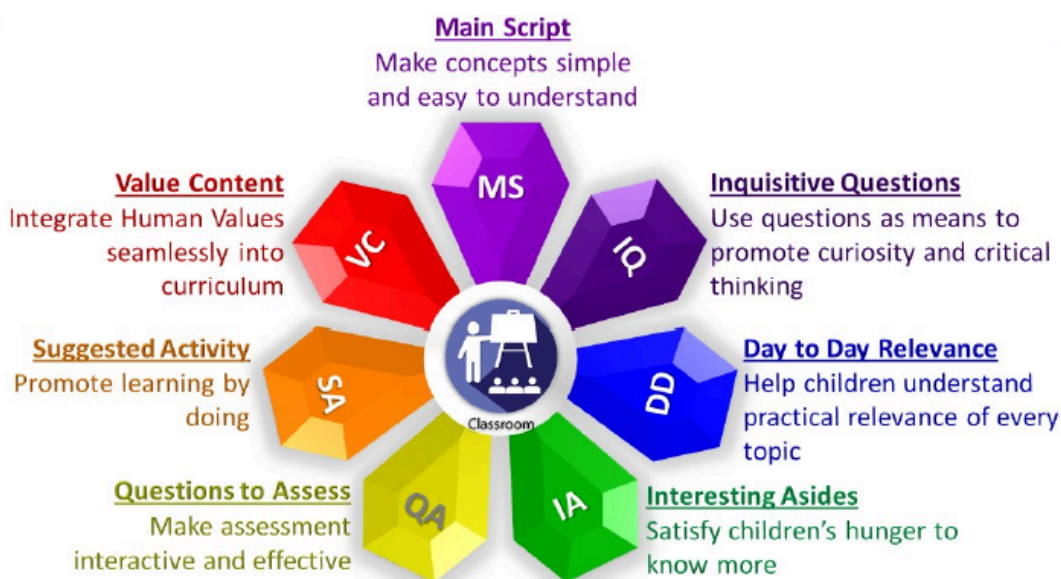


Image Source: Classroom: PPT Icons