

Subject- GEOGRAPHY

Topic –L6- HUMAN RESOURCES

CONTENT	LEARNING OUTCOME GENERAL	LEARNING OUTCOME SPECIFIC
PRE- CONTENT – RESOURCES- Human Resources	The student will be able to- recall the process of development of humans into a resource	The student will be able to- suggest the contributions made by the human resources
CONTENT Population- Factors affecting	examine the factors affecting distribution of population	identify the most and least populated regions of the world
Population Density- Map pointing	point out the regions of high and low population density on the world political map	conclude that equatorial areas are more populated than polar areas of the world
Population pyramid	conclude findings from the population pyramid of India	draw comparison between the findings of population pyramid of India, Japan and Kenya
POST CONTENT Class discussion and recapitulatory exercises on the subject matter to facilitate learning.	apply the gathered information and solve the worksheets	collaboratively work and solve the worksheets

HOMEWORK/ ASSIGNMENT

- 1.Read the chapter
- 2.Complete the back exercise questions
- 3.What is population density of India?
4. Shade the region of high population density on the world map

CLASS-VIII**MONTH- DECEMBER**

Teacher's Activity Teacher will -	Students' Activity Student will -	Teacher's Observation Remedial Taken
recall the concept of human resource	take part in the discussion and mention the essential services provided by human resources	
ANNEXURE-6A- Concept Map show a concept map and explain the factors affecting population distribution	ANNEXURE 6a draw the concept map and follow the explanation	
ANNEXURE 6B-Map Work guide the students to complete the activity	ANNEXURE 6b follow the instructions and complete the activity	
ANNEXURE- 6C- Data Analysis ask students to observe population pyramids of India,Kenya and Japan given in the NCERT book and hold discussion	ANNEXURE 6c observe the pyramids and the part in the discussion	
discuss the worksheet given in ANNEXURE 6B	solve the worksheet given in ANNEXURE 6B	

Teaching Aids : Map pointing, Interactive board and support material.

Methodology/Innovative Methods: Data Analysis , Activity based learning and discussion.

Interdisciplinary Links: Economics- literacy rate and employment rate..Demography- Statistics on population.

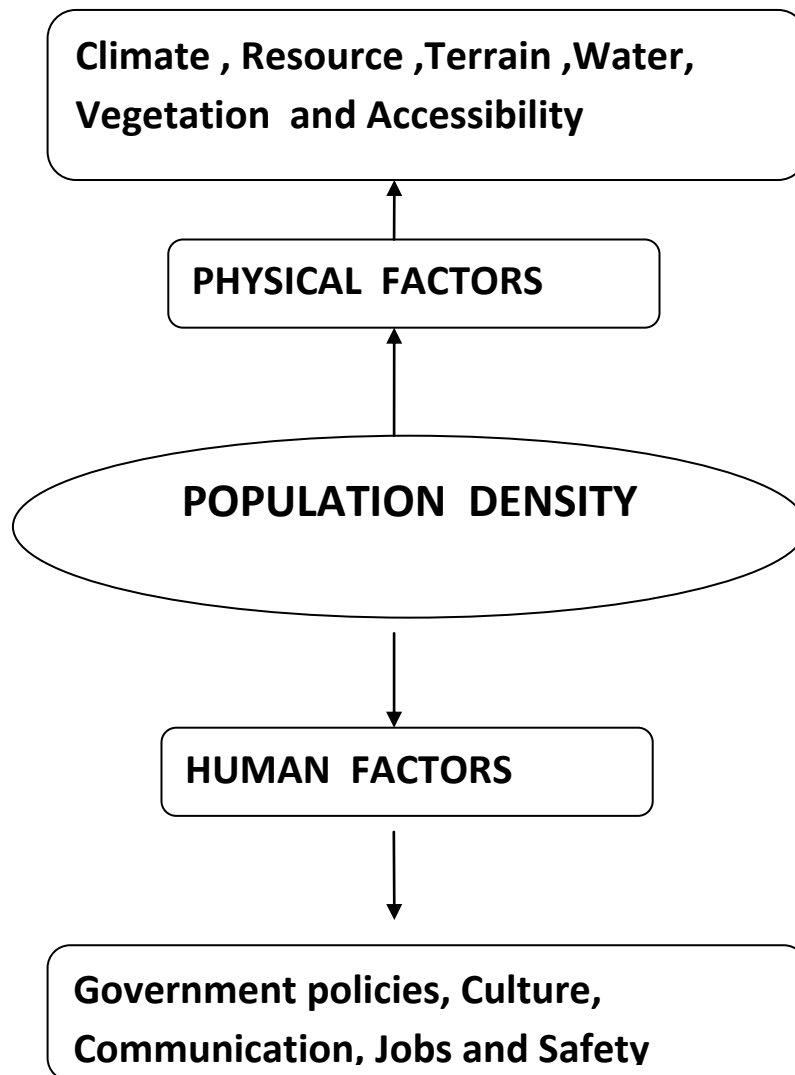
COORDINATOR

HOD

VICE PRINCIPAL

PRINCIPAL

ANNEXURE 6A- Teacher will draw a flow chart on factors affecting population distribution.



ANNEXURE 6a- Students will make the figure in their notebooks.

ANNEXURE 6B –

EXPERIENTIAL LEARNING- ACTIVITY NO – G-VI

Subject	Geography
Class	VIII
Chapter /Unit	L-6,Human Resources
Topic	Density of population
Time	30 minutes
Nature of Activity	Individual

Activity Title – Population Distribution (Map Activity)

What will I learn(learning outcomes)?

The students will be able to -

- comprehend about the various factors affecting distribution of population on earth
- highlight the areas of high and low population density on the political map of India.

Skills - Understanding and Applying

What I have to do? – To highlight areas of high and low population density on the world political map .

What do I require ? – Pen/pencils ,eraser, colour pencils and political map of the world .

What do I need to know?- The main factors determining population distribution are : climate, landforms, topography, soil, energy and mineral resources, accessibility like distance from sea coast, natural harbours, navigable rivers or canals, cultural factors, political boundaries, controls on migration and trade and government policies.

Teacher's Activity- Teacher will -

- explain the distribution of population on earth referring to the lesson Human Resources .
- ask the students to carry world political map ,pencil and colour pencils for the activity planned next day.
- guide the students to highlight sparsely populated areas with yellow and densely populated areas with red colour pencils as shown in the lesson.

Student's Activity – Students will -

- follow the instructions and complete the activity.
- highlight sparsely populated areas with yellow and densely populated areas with red colour pencil as given in the lesson.
- record their maps in the notebooks.

What have I observed?-

OBSERVATION TABLE- Distribution of population

Name of the Country	High /Sparsely populated	Reasons for the current state of population density
*India	High	Flat relief ,suitable climate &democratic environment .
Japan		
Australia		
China		
Canada		

* Sample filled

What have I learnt?-

Mountainous areas make it difficult to _____ and roads.

A good transport infrastructure attracts a _____ as people are able to travel and commute easily.

What am I curious to learn?

A rising population in a densely populated country like India can be an asset. Find out ways to utilize the human resource in the development of our country and improve its score in global ranking.

Let me evaluate myself

1. Choose the correct option for the following -

1.About 90% of the Earth's people live on % of the land

- a)10
- b)20
- c)30
- d)40

2.Areas with Climates tend to be sparsely populated

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- a)Moderate
- b)Cool
- c)Hot
- d)Hot and humid

3. What is the population density of India according to 2001 census?

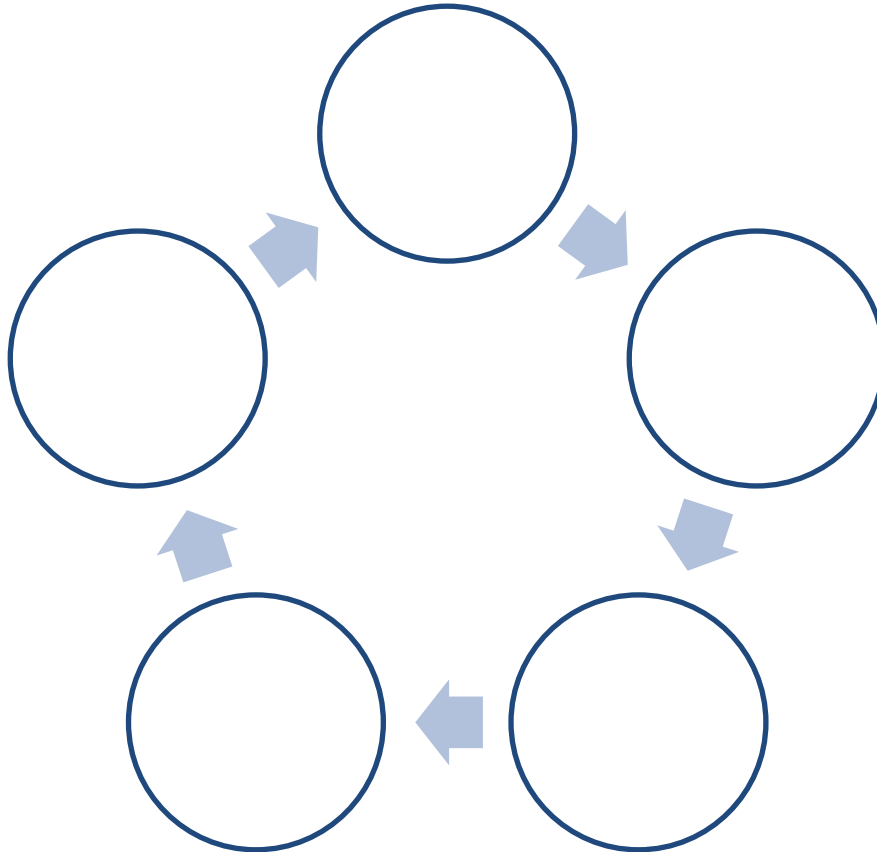
- a)124 persons/sq km
- b) 224 persons/sq km
- c) 324 persons/sq km
- d) 424 persons/sq km

2. Define the following terms-

a. Population density

b. Migration

3. Complete the following chart – Write names of geographical factors affecting population distribution .



4. The type of human interaction with the environment influences the distribution of population of an area. Support the statement with three arguments.

ANNEXURE 6C- Teacher will ask students to carefully observe the population pyramids of India , Japan and Kenya given in the lesson . She will then discuss the findings from the pyramid .

Population Composition

1. The population composition refers to the structure of the population. It is based on the factors such as educational level, age, sex, health, occupation and income levels.
2. It helps us to identify focus groups and their requirements. It is done with the help of population pyramids. Age-sex pyramid is a typical example of population pyramid.
3. In age-sex pyramid, we divide population into different age groups such as 0-5, 5-9, 9-14 and so on. Further, we subdivide it into two sub groups, male and female.
4. The age-sex pyramid helps us to identify dependent and working population. People aged between 15-65 are counted as working population while population in 0-15 is identified as young dependent and above 65 as elderly dependent.
5. Countries such as Kenya where birth and death rates high have broad base and it rapidly narrows toward the top.
6. Countries such as India where infant death rates are decreasing have broader base.
7. Countries such as Japan where both low birth rates and decreased death rates have lower base and larger division in above 65 mark

ANNEXURE 6c- Students will analyse the findings from the pyramids and make a note in their notebooks.