

# Exploring water resources and understanding the importance of water

*Understanding the importance of water and their sources through real-time exploration.*

## Expected learning outcomes

1. To know the changes in sources of water and water availability over time
2. To identify the methods of saving water
3. To understand the consequences of water wastage and avoid it
4. To know how we get water from our locality/ area

## Discussion about water

I asked some question about water to students and discussed it.

1. Where have you seen water?
2. Where do you get water from?
3. Do we drink all the water we get? Why?
4. Where do you see large amount of water?

Students gave many answers like 'I get water from tap', 'I saw water in the river, tap, lake, sea, pond, rain, etc.', 'I drink only pure water' and 'I saw large amount of water in sea'. We further discussed deeply as the natural sources of water are river, pond, lakes, etc. while taps and tanks are a medium.

## Uses of water

Then discussed the essential uses of water. The students were asked to enact the uses of water from particular sources. They enacted it out - tap water is used for drinking and bathing, pond

water is used for bathing and washing, well and river are also used for the same purpose.

## Sources of water

Initially I asked the students to draw the sources of water. Students imagined and drew different kinds of sources of water like lake, sea, rainfall, waterfall, etc. and then talked about their drawings. This helped them to recall the previous knowledge about the sources of water.

## Exposure through video

Screened a video about the step wells, storage and saving water. Then we discussed about step wells, compared them to temple tanks (Teppakulum), other traditional water conservation methods and how these things are losing importance now.

Step wells of India: historical water management - <https://www.youtube.com/watch?v=NEJUBVKUMQo>

Rainwater harvesting - <https://www.youtube.com/watch?v=-12o5uPY6mE>



## Field trip

Students visited the nearby Sulthanpet pond and discussed with local people. They discussed with a local old man and now aware that the pond, which is hundreds of year old, was owned and maintained by the Sulthanpet mosque, and largely ignored now, receives water during the rains and is now dry due to negligence and closing the drains. Also the pond is of not much use today except for cleaning vehicles. Students also understood that the pond is slowly being destroyed since there has been a change in the landscape and the pond has lost its importance.



## Cost of water

Students were shown a water bill and then discussed it. The students identified certain details in the bill and I explained the remaining details of the water bill. Discussed some questions like 'do you have to pay for water, to whom do you have to pay, approximately how much do you have to pay, how frequent is it, how is it different for different colonies'. The students answered most of the questions and some are aware of water bills.

## Bahour lake story

Two students were made to read the story of Vangari-Singari from story cards that showed who created Bahour canal and then they discussed the service of the sisters to the

community. The students expressed their wish to do community service like the sisters. It looks



like the story was encouraging and the students also understood how someone could do service to the community in improving the water situation.

## Project- Wastage of water

Students were asked to find the leakage of water in taps in school. They identified a leaking tap and measured the water leakage in it to be 750 milliliters per hour. They calculated the total wastage of water in one day to be 18 litres (750 \* 24). Then the faulty tap was replaced with students' involvement saving 18 litres a day. This way the students have realized that a simple leakage leads to heavy wastage in a day and also on how to fix it.

There was also discussion on similar wastages at home. The students pointed to various ways of water wastage at home and how it could be reduced. They pointed out that leaking taps should be fixed and should not be left as they are.



Then they also pointed to closing the tap before the container overflows. This way we can infer that the students have understood that 'every drop counts'.

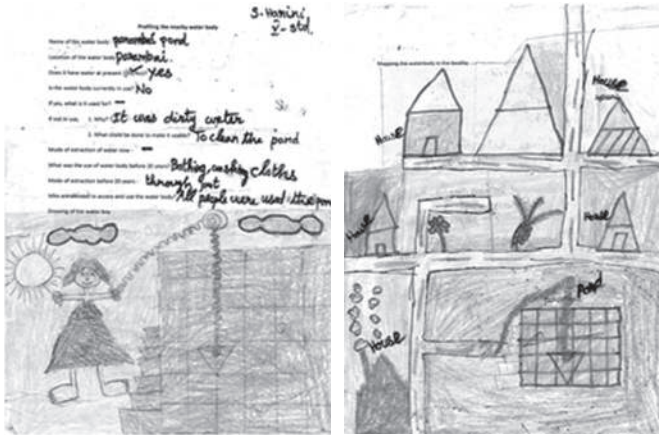
### Preparing posters

Students made posters on the theme of "Save water" and pasted them in the classroom. The posters showed that they have understood the

concept of rainwater harvesting.

### Profiling the local water body

All the students collected information on nearby water sources like lake, pond, well and tanks. They shared the information in the classroom, discussed the condition of the water sources now and how they are useful to the locality.



Profile of Perambai pond



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