

Vision Empower & XRCVC
Teacher Instruction KIT
Precious Water

Syllabus: Karnataka State Board

Subject: EVS

Grade: 2

Textbook Name: ENVIRONMENTAL STUDIES - Text cum Workbook (Revised) - Second Standard

Chapter Number & Name: 5. Precious Water

1. OVERVIEW

1.1 OBJECTIVE AND PREREQUISITES

Objective

- To recognize the local sources of water
- To know about the storage and use of water
- To understand that pure water is necessary for drinking
- To identify that water is necessary for plants and animals

Prerequisite Concept

- Awareness regarding use of water in daily life.
EVS-Grade1-Chapter 3- Water

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2. LEARN

2.1 KEY POINTS

The various sources of water discussed in this lesson are wells, taps and rivers. In many places especially in villages, people use water from different sources for doing different work. For example, they may get water from the well or borewell for drinking and cooking, pond water is used for washing clothes and vessels, water from rivers and canals are used for irrigation and so on. Some good habits must be cultivated to ensure safe drinking water. Water is important for everyone. Apart from us, plants and animals also need water for living. We must use water judiciously and not waste unnecessarily.

2.2 LEARN MORE - None

3. ENGAGE

3.1 INTEREST GENERATION ACTIVITY

INTRODUCTION TO THE TOPIC

Activity 1: Experiment with water

Materials required:

1. Waterproof items – Items that sink: metal utensils, coins, stones, toy car/truck, keys, marbles. Items that float: Duplo/Lego, stick or popsicle stick, corks, bathtub toys, foam shapes, crayons, rubber ball
2. 1 or 2 plastic tub/pot/bucket
3. Mopping cloth to wipe the spilled water

Prerequisites: NA

Activity flow:

Keep the half – filled bucket/tub in the centre of the classroom and the items beside the bucket, mixed together.

Call out 1-2 children and ask them to pick any one item of their choice. Allow them to guess if the item would sink or float when it is dropped in the water. They would drop the item into the water and find out if their prediction was right or not. Do this activity for all the children in the class.

After completing the activity, ask students to share their experience in doing the activity. How did they feel when their guesses were correct and when it was not correct?

Activity 2: Thirsty crow story *

Materials required: NA

Prerequisites: NA

Activity flow:

Narrate the following story but do not tell that the crow is thirsty and is looking for water. There was a crow flying over a village searching for something. It was feeling tired and worried. It spotted a pot kept outside a house. The crow goes near the pot and peeps inside to understand what is inside the pot. The crow saw little water inside the pot but it was unable to drink that water since the water is at the bottom of the pot and the crow's beak cannot reach there. The crow thought of an idea. It started collecting pebbles and started dropping the pebbles inside the pot one by one.

At this point ask why the crow is doing that.

Continue the story.

Slowly as the pot got filled with pebbles, the water at the bottom rose above the pot and the crow drank that water to its heart's content. Then the crow flew back happy.

3.2 CONCEPT GENERATION ACTIVITY

SOURCES OF WATER

Activity 3: Sources of water *

Materials Required: NA

Prerequisites: NA

Activity Flow:

Sources of water

Discuss the following list of activities and ask students to share where they get water from to do the following activities:

1. Water for drinking
2. Water for cooking food
3. Water for washing clothes
4. Water for washing vessels
5. Water for taking a bath

The answers would vary from one child to another. Summarise by saying that we get water from our taps, wells, bore wells and sometimes from rivers or ponds if we are living close to them. These are the local sources of water.

Activity 4: Water and it's uses (writing) *

Materials Required: Writing materials

Prerequisites: Student should be comfortable writing in braille

Activity Flow:

Start the discussion by asking the following questions:

1. After getting up in the morning what are the first few things that you do?
2. Do you use water in any of these activities?
3. Can you think of more activities where we use water?
4. Are you aware of which source of water you get water in your house?

Summarise by saying that we use water for drinking, bathing, washing, cleaning, cooking and watering the plants as well.

In their writing sheet, ask students to make a list of the water sources discussed earlier.
Well, tap, river, pond, dam, borewell, sea

Activity 5: Water and it's uses (reading) *

Materials Required: Braille strips with the text mentioned in the activity – 6 strips

Prerequisites: Student should be comfortable reading braille

Activity Flow:

Inform students that they would arrange the story in order. The teacher will divide the class into six groups. Distribute one strip to each group in random order. Instruct each group member to try reading the strip. Then one child from each group would read out their strip aloud. The team members would decide what the story sequence should be.

The story goes like this:

Vanaja is filling the vessel with water from the tap.

Vanaja is covering the vessel with a plate.

Vanaja is going to a nearby water tap outside home to fill water in a vessel.

Vanaja is carrying the vessel back to the home.

Vanaja is cleaning the vessel.

Vanaja is using a cup with a long handle to take out the water from the vessel.

WATER FOR DRINKING

Activity 6: Good habits for drinking water *

Materials Required: NA

Prerequisites: NA

Activity Flow:

Begin the discussion by asking students to think and answer if we can drink water directly from the well or tap and give reasons for their answer.

Narrate the following story:

Two friends from the same class, a boy and a girl went to a fair in their village. There were plenty of small stalls with many big and small balloons, cotton candies and small toys. There were many rides for young and older kids.

After staying there for some time, they decided to go back home. The girl was holding a balloon in her hand.

On their way back home, they came across a narrow river. A woman was washing clothes on the bank of the river. Little ahead of the woman, another man was washing vessels on the river.

By now, they were feeling thirsty. The boy kneeled down and drank some water from the river. The girl took out her water bottle from the bag and drank water from the bottle.

The next day, in the class, the boy complained of stomach ache and felt very sick. He visited the school nurse who gave him some medicine and suggested he visit a doctor.

Have a discussion by asking the following questions:

1. What do you think has happened to the boy and why? (The boy was feeling sick because he drank water from the river in which people were washing clothes and animals as well.)
2. What do you learn from the story? (We learned that not all water that is available around is fit for drinking.)
3. What are the different ways in which we can make water fit for drinking?

Discuss that we can make water which we get from our taps fit for drinking by either boiling or filtering. Some of us use electric water purifiers as well.

There are some habits we need to cultivate for our good health:

1. Always ensure that the drinking water is clean.
2. The utensils used to store drinking water and the tumblers used to drink water should also be kept clean.
3. Do not dip hands into the container which contains drinking water.
4. Use a cup with a long handle to take out water from the storage vessel.
5. The utensil that contains drinking water should be covered with a lid.
6. Boiling is the best way to kill all the germs from the water.

WATER IS A NECESSITY

Activity 7: Water is important for everyone *

Materials Required: NA

Prerequisites: NA

Activity Flow:

Ask students if they have pet or domestic animals at home, what kind of water do they give them for drinking?

Animals do not need boiled or filtered water for drinking. But they do need clean water for drinking.

Narrate 3 situations and discuss what they understand from each situation.

Situation 1: A girl is watering plants in her home.

Why is the girl watering the plants? What will happen if she stops watering?

The girl is watering the plants because plants also need water to survive and grow.

Situation 2: A man is taking his cows and buffaloes to a nearby river.

What do you think the cows and buffaloes will do in the river?

They will drink water. Think, what will happen if we wash animals in the river? The water in the river becomes dirty and becomes unfit for drinking. It is better to bathe animals in other places.

Situation 3: It is raining in a forest.

Who will benefit from this rain?

All plants, trees and animals would benefit from this rain.

What do all these situations tell you?

We understand that apart from us, plants and animals also need water for their survival.

3.3 LET'S DISCUSS: RELATE TO DAILY LIFE

Encourage students to discuss if they have ever faced any difficulty with short supply of water. What is it that they can do to make use of the available water without wasting?

4. EXERCISES & REINFORCEMENT

4.1 REINFORCEMENT

Activity 8: Talk about water

This activity would help children to have a direct communication with an official from the water supply department

Materials Required: NA

Prerequisites: NA

Activity Flow:

Invite an official from the water department of the locality to talk about how the department functions and how they supply water to the locality.

The teacher would guide children to ask the following questions:

From which water source are we getting water in our school?

Is the water fit for drinking?

Who ensures that water is supplied regularly to our school or hostel/home?

How can we ensure that everyone in the locality is getting clean water?

Teaching Tips

None

References

None

4.2 IMPORTANT GUIDELINES

Exercise Reading

It is very important that the children practice their learnings as well as their reading. Hence have the children read out the newly learned concepts from their textbooks or other available resources.

Perform Textbook Activity

It is good practice to have the children perform the textbook activities. Your textbook activities might not be accessible hence go through this resource to learn how to make textbook content accessible.

Provide Homework

To evaluate their understanding and to help the student revise and implement the new learnt concept ensure to provide them with homework. Students should perform one or two of the questions mentioned above or from the textbook exercises with the teacher in class and the remaining may be given for homework. Also, ensure that the student knows their special skills linked to independently using their accessible books as it will be critical to doing homework independently.

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