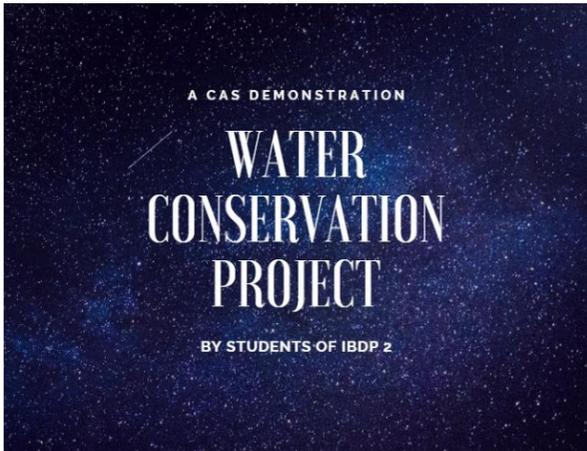


A CAS DEMONSTRATION

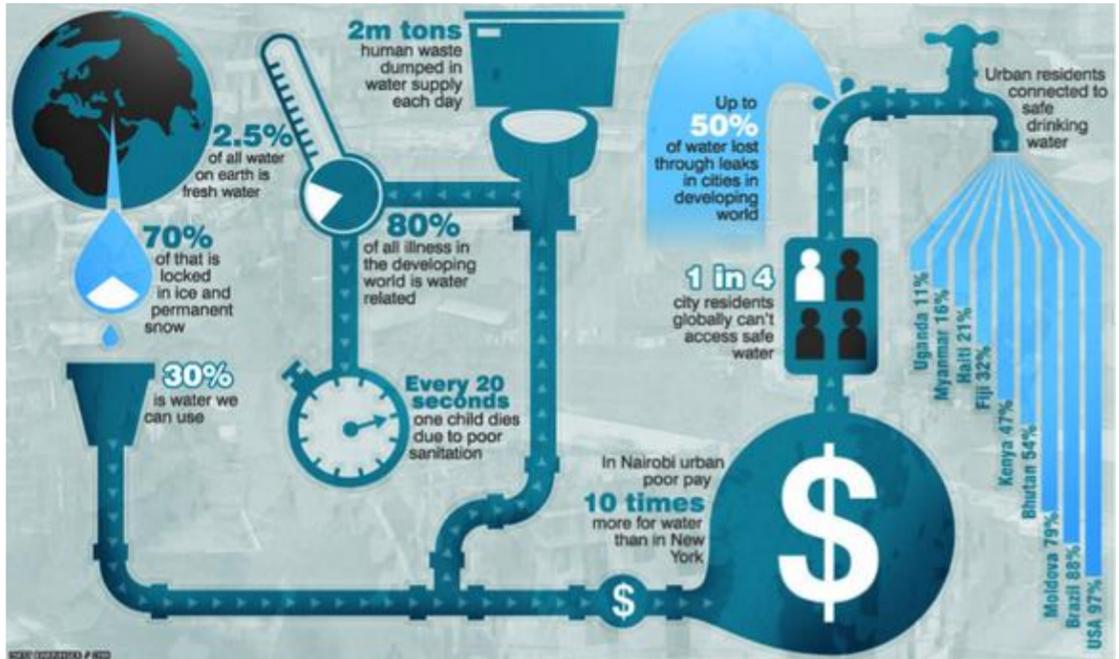
WATER CONSERVATION PROJECT



We conducted a CAS project as a part of our journey where we carried out a session to spread awareness and inform students from sixth grade about the global water crisis.



This idea was elicited from the Holi festival which was approaching. Holi being a local festival in India that uses a lot of water as part of the celebration, we had to inform everyone about the wastage of water that occurs during that time. We worked closely with our ESS teacher in order to receive important guidance, and advice.



Although we began with a plethora of options for activities to conduct with the students, such as treasure hunt and plastic recycling, we decided to finalize on doing 2 major activities of listing down tasks that require water and a variation of an MUN. The reasons we rejected the other ideas was due to the fact that they were time consuming and may have distracted our audience from the message we were trying to spread. In addition to the two main activities we finalized on, we chose to introduce our topic to the class through a small presentation we had put together.

“We believe that every person’s act truly matters, no matter how young or old they are.”



More people in rural India have access to phones than to safe drinking water. It is estimated that only 18 percent of the total rural population of 833 million have access to treated water. In comparison, 41 percent of the rural population, or 396 million people, own mobile phones.

- Statistics about the global water crisis
- 844 million people lack basic drinking water access, more than 1 of every 10 people on the planet.
 - Women and girls spend an estimated 200 million hours hauling water every day.
 - The average woman in rural Africa walks 6 kilometers every day to haul 40 pounds of water.
 - Every day, more than 800 children under age 5 die from diarrhea attributed to poor water and sanitation.
 - 2.3 billion people live without access to basic sanitation.
 - 892 million people practice open defecation.
 - 90 percent of all natural disasters are water-related.

We wanted the presentation to be short and impactful which is why we used facts that we found through our research, that we thought the students would find shocking and could help them understand the gravity of the situation.

When the day of the session arrived, we were all excited and wished to pass on as much knowledge and information as possible to the students. We began the session with an introduction as to why we wanted to do this project and why it is vital that such topics need to be paid attention to. Next, we moved on to the presentation and after that, the planned activities

The first activity required the students to list down 8-10 tasks that they do on a regular basis which involved water. We then asked them to remove at least 4 of these activities and prioritize the rest. In the discussion that followed it was clear that the students understood the aim of the activity and were able to come to the conclusion that we wished to direct them towards one of the objectives, which was, to emphasize the troubles faced by those who do not have access to water even for basic needs such as drinking and sanitation.

The second activity we conducted was similar to an MUN but about problems faced due to lack of water. The aim was to make them further understand the crisis of water scarcity, using a more interactive approach. We presented them with 5 characters (farmer, marine biologist, fisherman, commercial diver and marine animal), along with fact sheets pertaining to their profession, what they earn, what qualifications they need and additional information to assist them with the activity. They were then presented with a hypothetical situation that stated: ‘What if there was only one body of water remaining on Earth, which consisted of the last few marine species.’ We threw open the platform for a debate about which job or group deserves this water the most.



They were asked to use facts and research about water to make their arguments. They had to develop some possible solutions from the perspective of their profession and share that with the class. The students interacted with great enthusiasm and were able to put up innovative ideas and arguments for their respective profession.

To end the session, we informed them about how, as individuals, they can help reduce the water crisis.

PERSONAL EXPERIENCES:

“I personally enjoyed the whole experience thoroughly. Initially I was apprehensive about working with younger students since I have barely interacted with that age group. However, after the session, I was genuinely impressed by their knowledge and enthusiasm towards the environmental issues. The activities we conducted were fun and I enjoyed working alongside my friends to prepare for them. In all, not only was the project enjoyable, but it was educational and enlightening as well.” - Avishi Arora



“I was absolutely delighted by the responses we received. The students actively participated and even gave positive feedback at the end of the session! I was delighted and at the same time I found the whole process to be eye-opening. It is our hope that the coming batches follow our footsteps and take up such important initiatives.” - Neeraja Sankar

“I thought this project was highly fruitful and in the process of hopefully making the other children aware of the dire need for Water Conservation, I think I have become increasingly conscious to inculcate these practices in my life as well” - Ananya Ranjit



“This experience helped me learn a lot about the problems faced by people because of the scarcity of water. This project was not only informative to the sixth graders but to me as well. I wish to undertake such projects in the future.” - Tanisha Gupta



“As an ESS student I was extremely happy with this project. I was successfully able to spread awareness about a serious issue to the younger students. Their response made me hopeful for the future and encouraged me to continue working towards such causes.” - Ania Ektate

CITATIONS:

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