

**Domain:** Environmental sanitation

**Age group:** 8-14 years

**Subjects:** Source contamination, environmental protection, water quality and quantity

## 3.5 Wash and drain

### Learning goals:

#### Knowledge:

- Children become aware of how different water sources in their community are used.
- They learn which uses negatively affect the quality and quantity of the water.
- They can identify possible impacts on health and social and economic development.

#### Attitude:

- They are ready to take steps to protect their water resources.

#### Practical skills

- They can draw, cut, make small-scale models.
- They can make two and three-dimensional models based on their physical and social geographic knowledge.
- They practise reading, writing, spelling, ethnic and national languages.

#### Psychosocial life skills:

- They strengthen skills in cooperation/teamwork; self-awareness/skills to assess their own behaviour and that of others; skills for critical and creative thinking; problem solving skills; analytical skills to assess risks; relationship building with the community; skills for generating alternatives; skills for gathering and evaluating information; self-control skills.

### Participatory methods:

Modelling, presentation and discussion

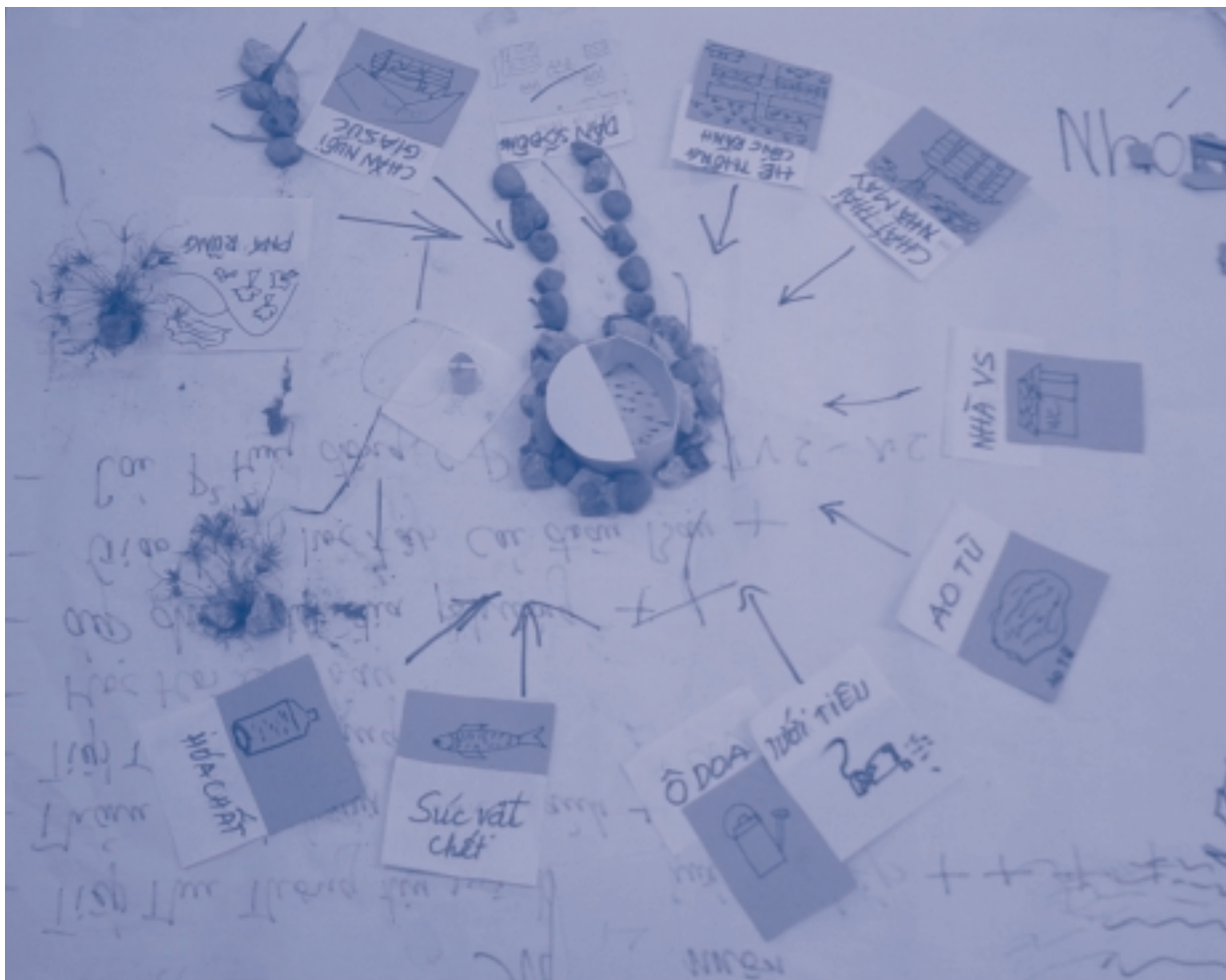
### Materials:

Sheets of (white or brown) paper; felt-tipped pens, finger-paint or pencils in different colours; natural materials available near school or homes such as pebbles, twigs, sand/soil, an old tin; glue and scissors (optional), small cards or slips of paper, in two colours, if needed

### Activities:

- Ask the students to identify which types of water sources are found in their communities: a river or stream, a pond, a lake, a dug well, etc. Ask the students to form groups according to the type of source in their area.
- Invite each group to depict their source in the way they prefer, for example by making a drawing using markers, paint or pencils, using tear and paste/cut and paste methods, or making a three-dimensional small-scale model using material that is available in school, at their homes and in the community.
- When each group has depicted their source, ask them to identify the practices in the community that contaminate the source and the uses that people make of water from the source (water uses). Ask them to use either different coloured cards for contaminating and water drawing/water uses or write in two colours to show the different types of use (contaminating uses and other, productive uses).





Three techniques (cut and paste, drawing and modelling) and three types of water sources in Viet Nam (pond, river and well) with their uses and ways of contamination  
(Photo: Christine Sijbesma, IRC)

They can depict the items as drawings and add a label for each drawing, or use only labels.

- In areas with different ethnic groups, ask students to make labels in their own language and in the national language.
- Let each group present its product in class, explaining the different uses and how these may affect the quality and quantity of the water available now and in future.
- Ask them to mention also the environmental, economical, social and health consequences. (Who will be affected negatively by which uses?)
- Monitor each presentation and invite the other students to add uses and/or contaminating practices.
- To consolidate learning, ask the class to summarise the contaminating practices and the environmental, social, economic and health consequences on the blackboard and in their notebooks.
- Facilitate a discussion about possible actions by the students as individuals and as a group.

### Application:

- Reuse the pictures/models for activities in language and/or geography lessons or for games. For example, give each group their label cards back or mix them up and have a competition to see how soon each group can place the right cards under the right drawings, or how long it takes for the whole class to complete the work.
- Let students present their work to the more junior classes, to the PTA, to community leaders and/or at a parents' meeting to generate awareness, and to promote analysis and problem solving on integrated water resources management.

**Learning indicators:**

- Children can mention the main water resources in their community.
- They can mention at least five ways in which these water resources can be contaminated.
- They can mention the social and economic consequences of this contamination for at least three different water user groups in the community.
- They can name three diseases that may spread through contaminating uses.
- They know the names of related diseases and of the different water uses in their own and in the national language, and can spell these words correctly.

**Competence:**

**Environmental awareness and  
- where possible - action towards a better environment**