

Activity Design

Title of Activity: Ako, ang aking Kapaligiran, at ang aking Komunidad:
A Group Activity

1. Objectives:

To illustrate the interrelationship of human activities with their environment, specifically rivers and lakes.

Campers will:

-) Recognize that everyone contributes to and is responsible for a river or lake's water quality
-) Identify best management practices to reduce pollution

2. Total activity time:

Preparation time – 30 minutes

Activity time – 20-30 minutes

3. Mode of delivery:

Group activity in a classroom setting

4. Participants/Prerequisites:

All campers

5. Materials and Equipment:

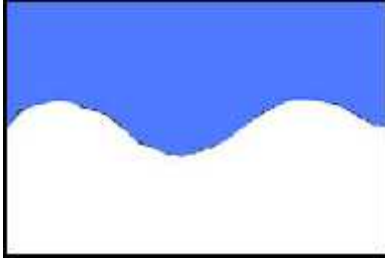
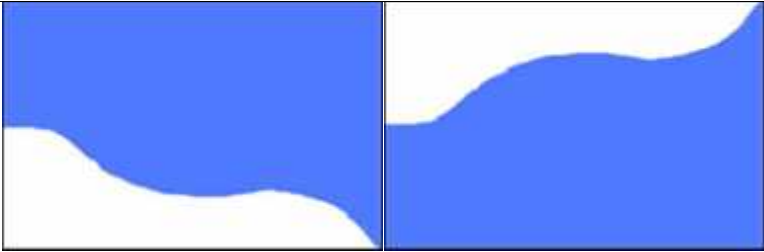
Microphone or megaphone/mini AP amplifier
used bond/copy papers (unprinted on the other side)
colored papers (blue)
used colored papers
pencil
pair of scissors
glue
crayons

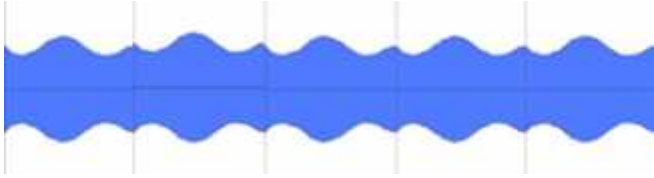
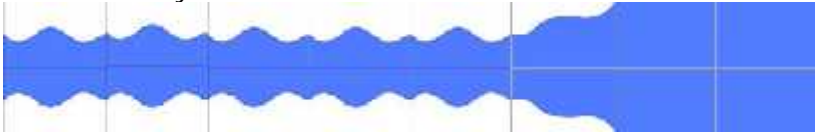
6. References:

Sum of the Parts, Project WET Curriculum and Activity Guide

7. Procedure

Steps	Details
1. Preparation of materials	a) Fold a blue colored paper lengthwise to get the center points in each side. From the center point on one end,

	draw a wave that ends at the other center point in the other end. Cut out through the drawn line.
	<p>b) Paste the cut blue colored paper to the unprinted side of the used bond/colored paper. The finished product (material no. 1) will look like this –</p>  <p>The number of pieces needed for the session corresponds to the number of campers in the session.</p>
	c) Fold another blue colored paper lengthwise to get the center point in one side. From the center point in one end, draw a wave that ends at the upper end point of the other side. Cut out through the drawn line. Paste the bigger portion of the cut blue colored paper to the unprinted side of the used bond/colored paper.
	d) The finished products (material no. 2) will look like these -
	
	e) Cut the used colored papers randomly into pieces, about 1 square inch area. Two handful of these (material no. 3) will be needed in each session.
2. Activity implementation	
a) Distribution of pieces of property	<p>The campers are given one sheet each of Material No. 1. The script for distribution may vary from one facilitator to another. It could be this way –</p> <p>“A rich resident of Barangay X (the barangay where the camping is held) has recently returned home from a long stay in a foreign land. He decided to share his blessings to his townmates - he subdivided his land into one (1) hectare units and distributed these to them. They are free to develop them as they see fit.”</p>
b) Planning and land development	<p>Each camper is free to plan the development of his/her lot. In the given sheet of paper (Material No. 1) and crayons, the camper illustrates ways he/she could use the land. Explain</p>

	<p>that the blue portion of the property is water and the blank space is the land they own. (They can farm; build resorts, homes, factories, or parks; plant forests - whatever they like.) The campers are given five (5) minutes for this exercise.</p>
	<p>When campers have completed their drawings, have them lay down all papers with drawings on the floor following the illustration below. Observe that the figure now corresponds to a river with its adjacent riparian zone or river bank and its adjacent areas. Make sure that the blue portion should face each other.)</p> 
	<p>Ask the campers to describe how they developed their land and how they used water. In the interest of time, 5-6 examples are enough to illustrate the point. Choose the ones that will relay the message of development that are appropriate or non-appropriate for this specific scenario. Then, each of the participants should identify activities that generate waste that could pollute the waterway. Each camper should also take some of the pieces of colored papers that were randomly cut to represent the amount of garbage or waste that his/her activities generate, the amount of waste should correspond to the type of activities in the specific property. Put these scraps on the land portion of each property. (material no. 3).</p>
	<p>Put the two pieces of material no. 2 at the end of the river. Put four more sheets of blue colored papers after it signifying the waterbody where the river drains.</p> 
	<p>Tell campers to put their "waste" to the blue part of their "property". Ask them to identify what type of waste they have generated. Then starting from the most inland part of the river, push the "waste" towards the downstream. (The first two "properties" facing each other will pass their "waste" to the next two "properties", and so on and so forth until the last two "properties" are now holding all the "waste" generated by all the campers from their "properties".</p>
	<p>Let the last two campers push all the "waste" generated into</p>

	the blue sheets representing the mouth of the river, and eventually to the water body where the river drains.
c) Processing	<p>Ask the Campers the following questions:</p> <ul style="list-style-type: none">) How did those Campers with “properties” located in the middle or towards the end of the river feel with regard to the “waste” being dumped in their part of the river?) Could the camper downstream be affected by the actions of the camper upstream?) Could upstream users alter the water quality of those downstream?) Can the waterbody (where the river drains) be affected by the actions of the campers?) Take one (1) piece of the waste that was thrown to the receiving body and ask the Campers if they can identify whose waste is that particular piece of cut-paper?) Ask 3-4 Campers about how their individual contributions to the overall waste dumped in the river and eventually to the receiving water has affected the water quality of these waterways.
d) Wrap-up	<p>Discuss briefly the following:</p> <ul style="list-style-type: none">) Consider what type and volume of waste can be generated by your activities..) Learn ecological waste management) It is difficult to identify which waste was generated by whom especially when these are dumped indiscriminately on the streets or in waterways.) Use environment-friendly design concepts.