



LEARNING SCENARIO

SWEDISH CULTURAL HERITAGE

**TOPIC: WATER THEN AND NOW –
WHY IS CLEAN WATER
IMPORTANT?**



Learning scenario

Table of summary	
Subject	Social Sciences, Natural Sciences, History, Sustainable Development
Topic	Water then and now – why is clean water important?
Age of students	10-11
Preparation time	2 hours
Teaching time	4 hours
Online teaching material	Videos for learning and discuss: https://www.kvinnohistoriska.se/visning/hagalunds-tvatterimuseum https://www.youtube.com/watch?v=xfaCdjl7IBI water before the time of taps QR code generator: https://qrcodecreator.com/ Ipad Researches google.com And our Swedish digital learning materials (mediapoolen)
Offline teaching material	whiteboard, paper, crayons, social science book, “exit-tickets”, glas, water, soil
Europeana resources used	https://www.europeana.eu/en/item/601/S_VVM_object_VVM02359 https://www.europeana.eu/en/item/323/S_BL_photo_BLLISI000376?lang=

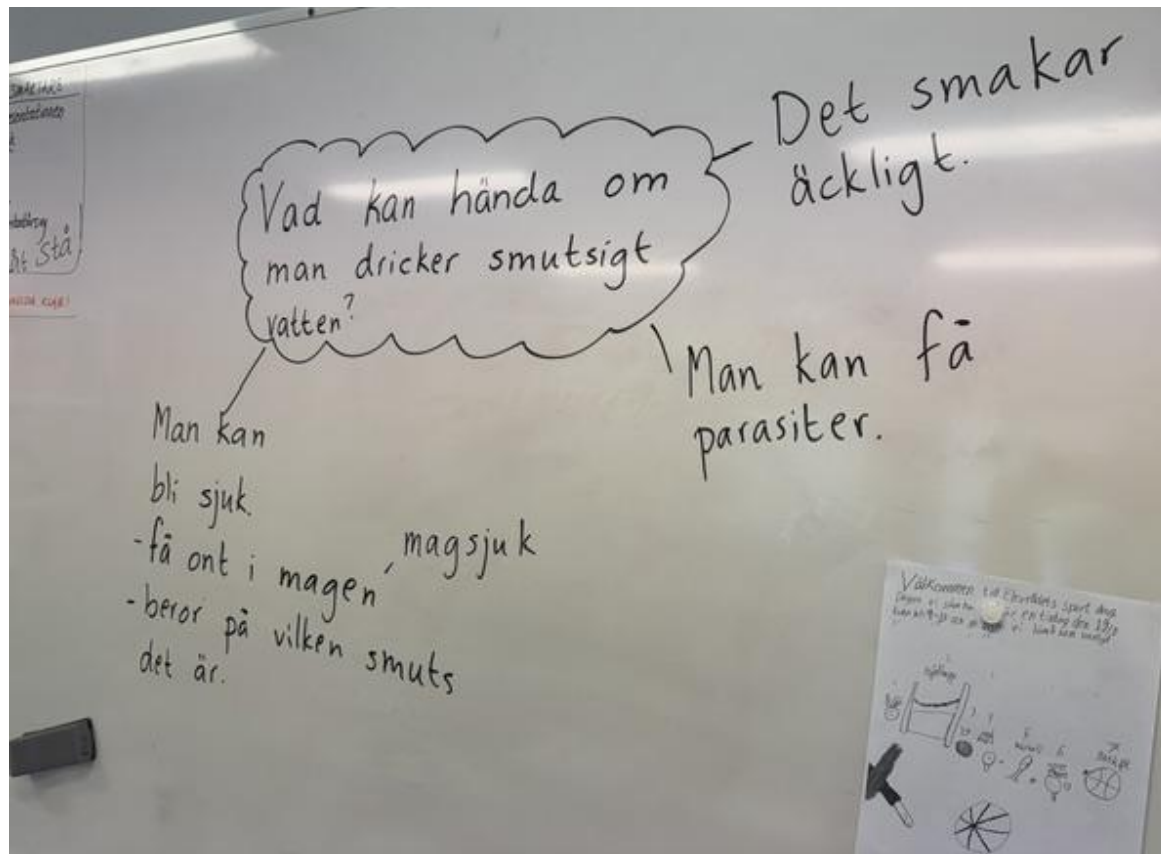
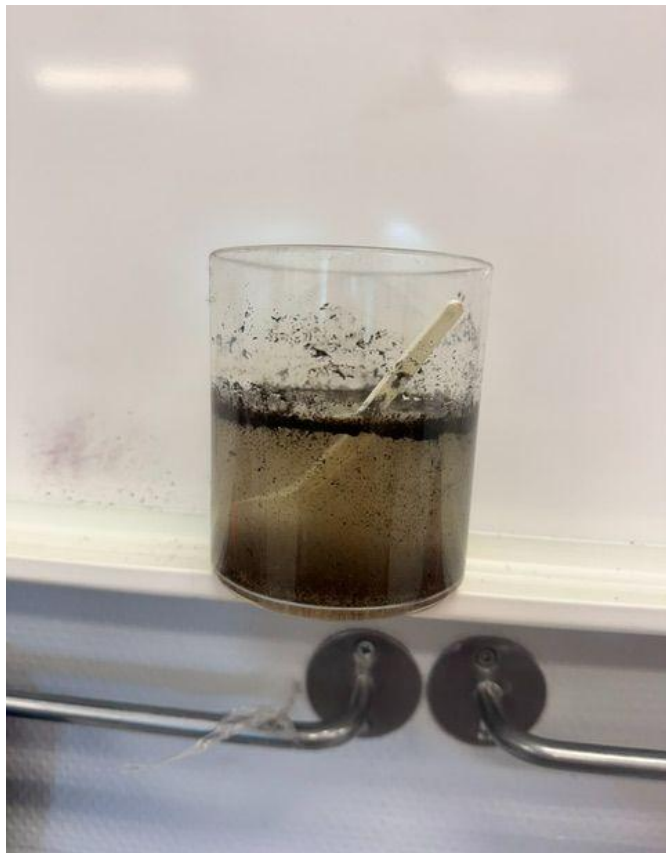
Learning scenario

Table of summary	
Integration into the curriculum	This work can be linked to several parts of our curriculum for grades 4–6, especially in social and natural sciences but also the school's overall core values and sustainability mission.
Aim of the lesson	The aim of the lesson is for students to understand... • why clean water is important • compare how people got water in the past and today and how we use it • examine historical images from Europeana • talk about how we can help keep water clean
Trends	Project based learning, where the students investigate to learn. Learning by doing.
Assessment	In this project we believe that the central point is not perfect facts, but that students: • become curious • begin to understand connections • practice reasoning • develop responsibility for the environment and sustainable development • connect history to their own everyday lives and future
Students feedback	



We compared the water we started with and the final result.





2.

Hur gjorde folk
förr i tiden?

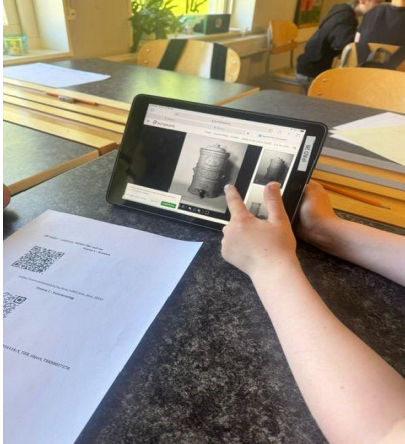
- De hämtade
vattnen i sjöar.

De drack
smutsigt vatten
och kunde blev sjuka.



Europeana - Qr-code water pumps, cleaning water and clothes.

Students search for QR codes from Europeana and discuss what they see in the image.



"The Journey of Water - Then, Now and the future"

The paper was divided into different sections



Then - Water in the past

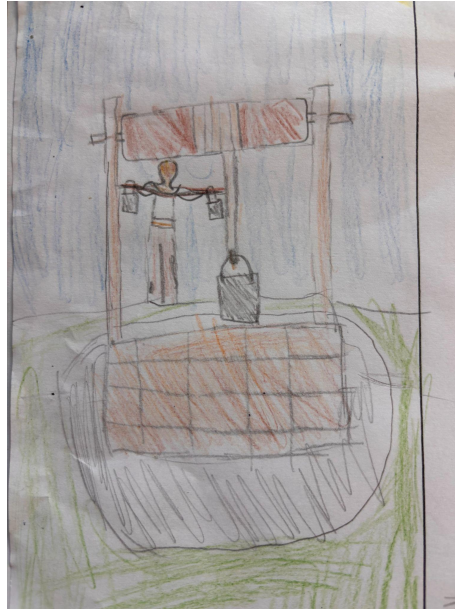
The students illustrated how people used water long ago.

Examples included:

- wells
- water pumps
- carrying buckets
- washing clothes by lakes
- old houses without running water

The students reflected on:

- how difficult daily life was
- how people worked harder to get clean water
- what happened when water became dirty



Now - water today

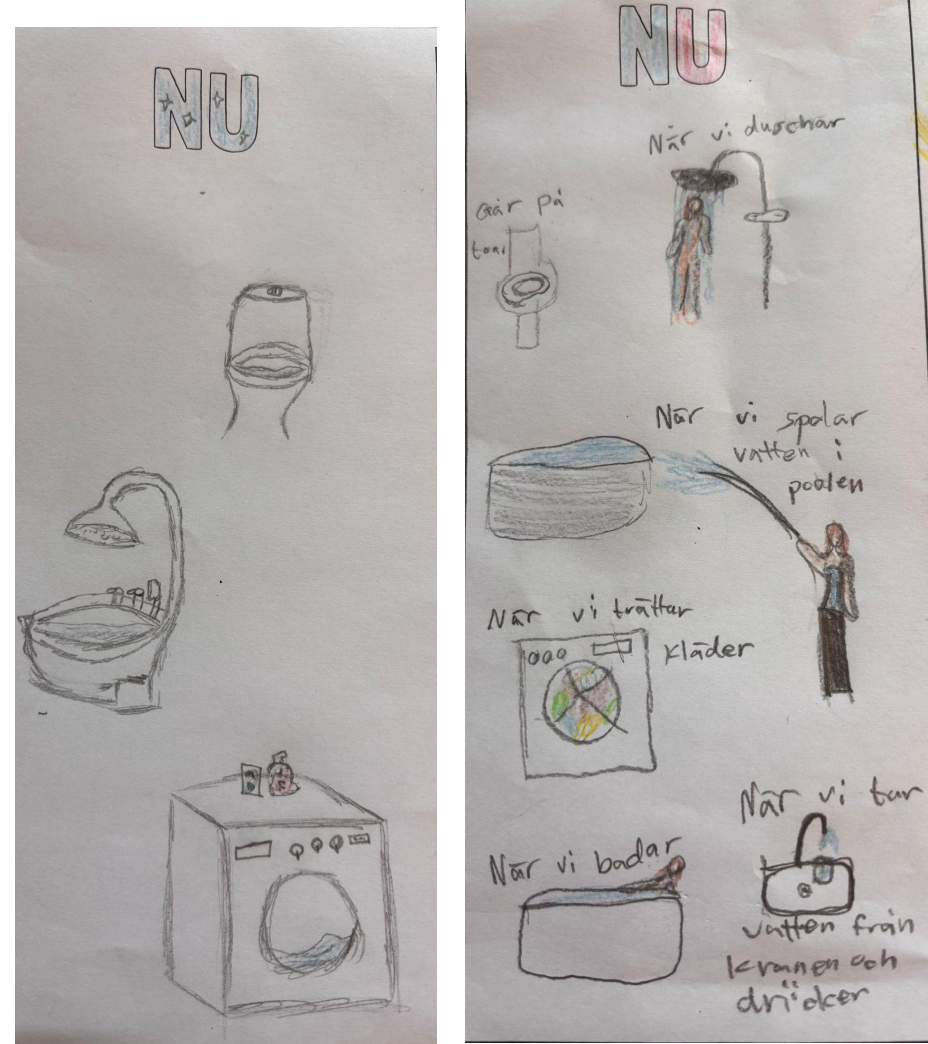
In the second part, students illustrated modern water use.

Examples included:

- showers
- toilets
- drinking (from the tap!)
- washing machines
- dishwashes
- washing hands
- filling the pool
- cooking
- water fight (game)

We discussed:

- how water reaches our homes today
- how water is cleaned



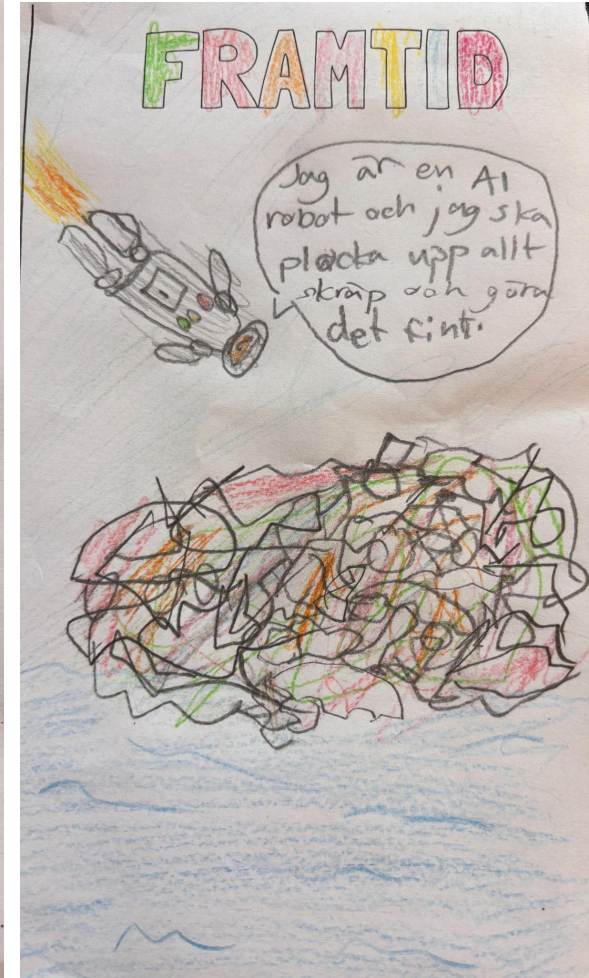
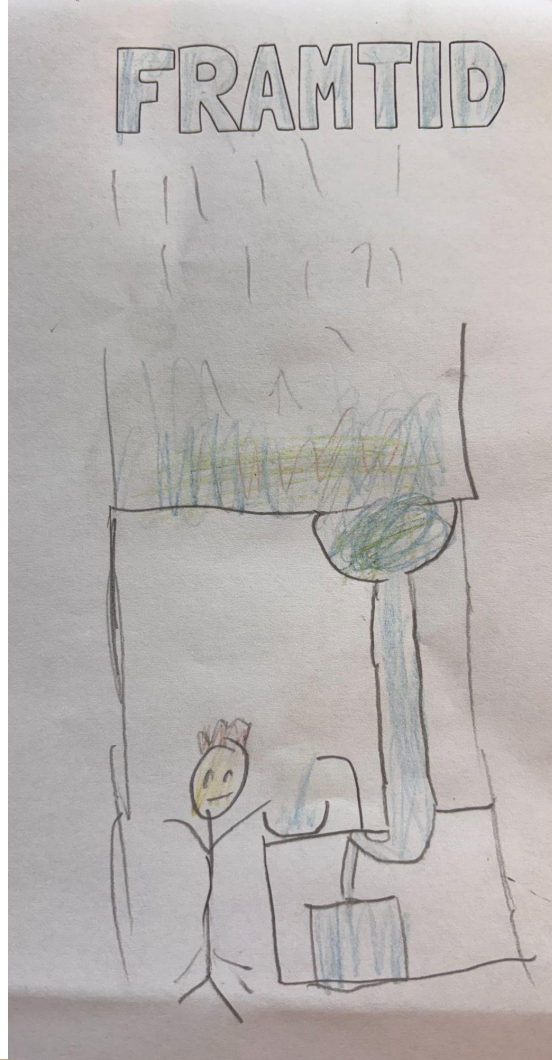
The Future

The final part focused on imagination and creativity.

The students created ideas about:

- future water filters
- treatment plant at home
- robots cleaning the oceans
- cars that can run on water
- saving water in different ways

This part encouraged problem-solving, innovation and hope for the future.



The students had to write exit-tickets after the project

"I didn't know that people had to carry water before."

"It seems hard to wash clothes in the lake."

"Now I understand why waterworks are important."

"If the water is dirty, people can get sick."

"I learned that water must be purified before we drink it."

"It was cool to see old pictures from the past."

"I feel sorry for people who don't have clean water."

"We have to be careful about the oceans and lakes."

"I didn't know that water is a cultural heritage too."

"I think the future part was the most fun because then you got to imagine."

"I think more about how much water I use at home now."

"It was easier to understand when we looked at pictures."

"I learned that not all people have clean water."

"It feels important to help nature."

"It was fun working together and talking about the pictures."

"Now I know the difference between a well and a waterworks."

"I was happy to think about how we can help the future."

Learning Outcomes

Through this project, the students developed:

- understanding of cultural heritage
- knowledge about water and sustainability
- historical awareness
- creativity and communication skills
- the ability to compare past, present and future

The activity also strengthened discussions about responsibility, environment and global sustainability.