

Drama Title: The Gift from the River: 60 Years of Life Stream

Characters (8 Students):

1. **Narrator (The Time Keeper):** Sets the historical context.
2. **Grandpa/Grandma (The Witness):** Tells the story of 1963.
(Any old clothes/ costumes?)
3. **Teacher (The Guide):** Bridges history and science.
4. **Student A (The Curious One):** Asks about water quality and science.
5. **Student B (The Skeptic):** Questions why we don't use desalination.
6. **Scientist 1 (The Chemist):** Explains filtration and chlorination.
7. **Scientist 2 (The Engineer):** Explains desalination and energy costs.
8. **The Spirit of Dongjiang (Symbolic):** Represents the 60-year bond.

Scene 1: The Thirsty City (1963)

(Stage is dim. Sounds of wind and dry soil cracking. People are holding empty buckets.)

Narrator: Imagine Hong Kong where the taps are dry. **It is in 1963**, and the sky **has not rained** for months.

Grandpa: (Holding an old bucket, panting) Four hours... we only have four hours of water every four days. Look at the long queues at the public standpipes. If you are late, your family goes thirsty.

Student A: (**Appears** from the "modern day") Grandpa, was it really that bad? Today, I can take a 20-minute shower whenever I want!

Grandpa: (Sighs, **shaking his head**) We called it the "Water Restriction." We had to save every drop. We used water to wash rice, then vegetables, then mop the floor, and finally flush the toilet.

Narrator: But everything changed in 1965. The Dongjiang-Shenzhen Water Supply Project was **introduced**. For 60 years, the river has never stopped flowing to us.

Scene 2: Transition – From History to Science

(Grandpa hands the old bucket to Student A. The Teacher walks in.)

Teacher: History tells us *where* the water comes from, but Science tells us *how* it becomes safe for us to drink. Student A, do you think the water from the Dongjiang River is clean enough to **be drank** immediately?

Student A: (Looking at the bucket) It probably contains mud and sand. It's **natural water**!

Teacher: Exactly. Let's visit our school's Water Research Lab to see how Hong Kong treats this "Gift from the North" and **make it drinkable**.

Scene 3: The Science of Purification

(A lab. Scientist 1 is standing behind a table with beakers and sand.)

Scientist 1: Welcome! In Hong Kong, we treat Dongjiang water and rainwater together. First, we use **screens** to remove large rubbish like leaves and fish.

Student A: Then, do we just boil it?

Scientist 1: Not yet! We add **alum** (明礬). It makes small dirt particles stick together and sink to the bottom. This is called **sedimentation** (沉澱法).

Student B: (Pointing to a filter column) What about the **floating** tiny particles?

Scientist 1: Those are "suspended impurities". We pass the water through layers of **fine sand and gravel**. This is **filtration** (過濾法).

Student A: Is it safe now?

Scientist 1: Not **really**. There are invisible **microorganisms** (微生物) like E. coli. So, we add **chlorine** to kill them. We also add **fluoride** to protect your teeth from decay!

Scene 4: The Desalination Debate

(Student B looks at the "ocean" through a window.)

Student B: I have a question. Hong Kong is surrounded by the sea. Why do we rely on a river far away? Why not just use **desalination** (海水化淡)?

Scientist 2: (Entering with a diagram of a condenser) We can! It's like **distillation** (蒸餾法). We boil sea water, turn it into steam, and condense it back into pure water.

Student B: Then let's do it! We will have infinite water!

Scientist 2: Wait. Distillation and modern desalination require a massive amount of **Energy**. It is very expensive. Treating river water from Dongjiang is much more energy efficient.

Teacher: Also, the salt left behind from desalination can harm our oceans if not handled correctly. For 60 years, the Dongjiang project has provided 70% to 80% of our water.

Scene 5: 60 Years of Gratitude

(All 8 characters gather. The Spirit of Dongjiang stands in the center.)

The Spirit of Dongjiang: I have flowed through 60 years of Hong Kong's history. From a small port to a city. I have been your lifeblood.

Student A: I learned that water isn't just a chemical (H₂O); it's a connection between people.

Student B: And I learned that while **having** the technology to desalinate the sea, we must be wise about energy and costs.

Narrator: 60 years of supply. 60 years of stability.

Grandpa: (Holding a glass of water) To the engineers and the workers who built the pipes.

All together: (Raising their hands or glasses) Drink with gratitude! Thank you, Dongjiang!

(The 8 students bow as the lights fade.)