

Appendix A. General messages on climate change definitions:

	<p>Message #1: This is the first message about weather. Please read it carefully. After that we would like to ask you to summarize the message <u>in one short sentence in your own words.</u></p>	
	<p>Abstract: <i>future, global/ polar, other/ out-group/ dissimilar, unlikely</i></p>	<p>Concrete: <i>present, local, self/in-group/ similar, likely</i></p>
<p>Information-oriented: <i>generalized, not including behavioral perspective (some that can be done)</i></p>	<p>Weather includes factors such as precipitation, air pressure, temperature, wind, humidity and other phenomena such as typhoon and thunderstorm. It changes constantly, often from hour to hour and day to day. Today it is sunny in some parts of the world, but cloudy elsewhere, but tomorrow or next week, it may be the other way round.</p>	<p>Weather includes factors such as precipitation, air pressure, temperature, wind, humidity and other phenomena such as typhoon and thunderstorm, etc. It changes constantly, often from hour to hour and day to day. For example, today it is sunny or cloudy or rainy in Can Tho City. But next week it can be warmer or cooler, there can be a storm or a calm day, there can be sunshine or rain.</p>
<p>Action-oriented: <i>active, including behavioral perspective (some that can be done)</i></p>	<p>Weather includes factors such as precipitation, air pressure, temperature, wind, humidity and other phenomena such as typhoon and thunderstorm, etc. It changes from hour to hour and day to day. Today it is snowing in the North Pole but on the same day next month, it will probably not snow at all. Humanity can prepare themselves to cope with weather by listening to the weather forecast on TV or radio. For example, traveling to a country in the Northern Hemisphere, warm clothes are needed; for going to a tropical country, light-weight clothes are needed.</p>	<p>Weather includes factors such as precipitation, air pressure, temperature, wind, humidity and other phenomena such as typhoon and thunderstorm, etc. It changes constantly, often from hour to hour and day to day. For example, when it is sunny in Can Tho City, it can get so warm that you should not work hard in the sunshine during midday. Rainfall in Can Tho City during the monsoon season can be so heavy that you should stay inside. You should prepare yourself to cope with weather by listening to the weather forecast on TV or radio. Every day when you wake up in the morning you need to check what the weather is like outside. If it is cold you wear a sweater and if it is warm, you wear a T-shirt. When you plan what to do on a weekend, you can check the weather forecast whether it will be sunny or rainy, not too hot and not too cold.</p>

<p>Message #2: This is the second message, now about climate. Please read it carefully. After that we would like to ask you to highlight what you think is the most important sentence in the text.</p>		
	<p>Abstract: future, global/ polar, other/ out-group/ dissimilar, unlikely</p>	<p>Concrete: present, local, self/in-group/ similar, likely</p>
<p>Information-oriented: generalized, not including behavioral perspective (some that can be done)</p>	<p>The climate is the common, average weather conditions at a particular place over a long period of time (for example, 30 years or more). In a narrow sense climate is usually defined as the ‘average weather’, or more rigorously, as the statistical description in terms of the mean and variability of relevant quantities over a period of time ranging from months to thousands or millions of years. These quantities are most often surface variables such as temperature, precipitation, and wind. Climate in a wider sense is the state of the climate system, including a statistical description.</p>	<p>The climate is the common, average weather conditions at a particular place over a long period of time (for example, 30 years or more). Climate is often spoken about at the same time as weather, but it is something quite different. Climate also includes factors such as temperature, moisture, wind strength and patterns, air pressure, cloud cover and solar access. For example, Can Tho city has a hot and humid tropical monsoon climate. That means that here are many warm and wet days and that there is a regular rainy season every year.</p>
<p>Action-oriented: active, including behavioral perspective (some that can be done)</p>	<p>The climate is the common, average weather conditions at a particular place over a long period of time (for example, 30 years). In a narrow sense climate is usually defined as the ‘average weather’, or more rigorously, as the statistical description in terms of the mean and variability of relevant quantities over a period of time ranging from months to thousands or millions of years. These quantities are most often surface variables such as temperature, precipitation, and wind. Climate in a wider sense is the state, including a statistical description, of the climate system. People can learn about different climates around the world, for example to prepare themselves for the future. For example, those who live in a hot desert need to prepare for a dry and hot climate; live in Alaska closer to the Poles need to prepare for a cold and dry climate.</p>	<p>The climate is the common, average weather conditions at a particular place over a long period of time (for example, 30 years or more). Climate is very different from weather. Weather changes constantly, often from hour to hour and day to day on a small area (such as commune, district province); while climate is relatively stable and represent a larger area such as the North or the South of Vietnam. People here in Can Tho City have learned to live with the local climate which is hot and humid; while other people may live in Europe where the climate is temperate and cold. Climate information is important to Can Tho people, for example because farmers use climate information to invest in rice farming, aquaculture, fruit production, or livestock.</p>

	<p>Message #3: This is the third message, now about global warming. Please read it carefully. After that we would like to ask you to summarize the message in one short sentence in your own words.</p>	
	<i>Abstract: future, global/ polar, other/ out-group/ dissimilar, unlikely</i>	<i>Concrete: present, local, self/in-group/ similar, likely</i>
<i>Information-oriented: generalized, not including behavioral perspective (some that can be done)</i>	Global warming refers to the recent and ongoing rise in global average temperature near the Earth's surface. It is caused mostly by increasing concentrations of greenhouse gases in the atmosphere such as: carbon dioxide, methane, nitrous oxide, ozone. Global warming may affect people's lives around the world in the future.	Global warming refers to the recent and ongoing rise in global average temperature near the Earth's surface. It is caused mostly by increasing concentrations of greenhouse gases in the atmosphere such as: carbon dioxide, methane, nitrous oxide, ozone. These greenhouse gases are emitted by many human activities, for example traffic, cooking and heating, industrial production and agriculture. Global warming is causing the climate to change. Over the last years, the temperatures in Can Tho have been generally increasing; and the residents in Can Tho will very likely notice that the sea level is becoming higher and that rainfall is becoming more abnormal and unpredictable.
<i>Action-oriented: active, including behavioral perspective (some that can be done)</i>	Global warming refers to the recent and ongoing rise in global average temperature near the Earth's surface. It is caused mostly by increasing concentrations of greenhouse gases in the atmosphere such as: carbon dioxide, methane, nitrous oxide, ozone. Global warming is causing climate patterns to change, which causes changes in the temperature and rainfall, icecap melting, sea level rise and so on. Immediate actions such as reducing the use of electricity, water, fossil fuel or going to school by bicycle to reduce the global warming and impacts of climate change can be taken.	Global warming refers to the recent and ongoing rise in global average temperature near the Earth's surface. It is caused mostly by increasing concentrations of greenhouse gases in the atmosphere such as: carbon dioxide, methane, nitrous oxide, ozone. The present warming is generally attributed to an increase in the greenhouse effect, brought about by increased levels of greenhouse gases, largely due to the effects of human industry and agriculture. Global warming is causing climate patterns to change. Global warming makes the temperature in Can Tho hotter and hotter, the sea level higher which in turn causing more flood in your community and water in your rice field is becoming more saline. You and your family can join community activities and school education extra curriculum to learn how to cope with the changes in flood pattern, rainfall and salinity level in order to protect your livelihood, health and education. You and your peers can do some immediate actions such as reducing the use of electricity, water, fossil fuel or going to school by bicycle to reduce the global warming and impacts of climate change.

	<p>Message #4: This is the fourth message, now about climate change. Please read it carefully. After that we would like to ask you to highlight what you think is the most important sentence in the text.</p>	
	<p>Abstract: <i>future, global/ polar, other/ out-group/ dissimilar, unlikely</i></p>	<p>Concrete: <i>present, local, self/in-group/ similar, likely</i></p>
<p>Information-oriented: <i>generalized, not including behavioral perspective (some that can be done)</i></p>	<p>Climate change refers to any significant change in the climate over an extended period of time (decades or longer). The United Nations Framework Convention on Climate Change (UNFCCC) defines 'climate change' as: 'a change of climate which is attributed directly or indirectly to human activity that alters the composition of the global atmosphere and which is in addition to natural climate variability observed over comparable time periods'.</p>	<p>Climate change refers to any significant change in the climate over an extended period of time (decades or longer). Climate change includes major changes in temperature, precipitation, or wind patterns, among other effects, that occur over several decades or longer. For example, the climate in Can Tho city will very likely become warmer in the next 30 year.</p>
<p>Action-oriented: <i>active, including behavioral perspective (some that can be done)</i></p>	<p>Climate change refers to any significant change in the climate over an extended period of time (decades or longer). The United Nations Framework Convention on Climate Change (UNFCCC) defines 'climate change' as: 'a change of climate which is attributed directly or indirectly to human activity that alters the composition of the global atmosphere and which is in addition to natural climate variability observed over comparable time periods'. Humans can take immediate action such as reducing the use of electricity, water or fossil fuel to reduce the emission of greenhouse emission that contribute to global warming and climate change.</p>	<p>Climate change refers to any significant change in the climate over an extended period of time (decades or longer). Climate change includes major changes in temperature, precipitation, or wind patterns, among other effects, that occur over several decades or longer. For example, the climate in Can Tho city will very likely become warmer in the next 30 year. You and your family can join community activities and school education outside the curriculum to learn how to cope with the changes in flood pattern, rainfall and salinity level in order to protect your livelihood, health and education. You and your peers can do some immediate actions such as reducing the use of electricity, having shorter showers to save water, or going to school by bicycle to save fuel and reduce the global warming and impacts of climate change.</p>

Message of climate change impacts and response (mitigation and adaptation):

	<p>Message #5: This is the fifth message about climate change impact on increasing temperature and response. Please read it carefully. After that we would like to ask you to highlight three key words from the text.</p>	
	Abstract: future, global/ polar, other/ out-group/ dissimilar, unlikely	Concrete: present, local, self/in-group/ similar, likely
Information-oriented: generalized, not including behavioral perspective (some that can be done)	The phenomenon of climate change will very likely cause land and ocean surface temperatures to rise.	The phenomenon of climate change has already caused Can Tho's temperature to rise and will very likely make Can Tho's weather hotter over the next 10 years.
Action-oriented: active, including behavioral perspective (some that can be done)	The phenomenon of climate change will very likely cause land and ocean surface temperatures to rise. This effect can be countered by reducing deforestation and planting more trees.	The phenomenon of climate change has already caused Can Tho's average temperatures to rise and will very likely make Can Tho's weather hotter over the next 10 years. You can counter this effect indirectly by less burning of fuels by walking instead of riding motorbikes, and directly by planting more trees to offer shade to people and farm animals

	<p>Message #6: This is the sixth message about climate change impact on sea level rise and response change impact on rainfall and response. Please read it carefully. After that we would like to ask you to highlight three key words from the text.</p>	
	Abstract: future, global/ polar, other/ out-group/ dissimilar, unlikely	Concrete: present, local, self/in-group/ similar, likely
Information-oriented: generalized, not including behavioral perspective (some that can be done)	The phenomenon of climate change may cause global sea levels to rise.	The phenomenon of climate change may cause parts of Can Tho to be regularly flooded, the rice farms to become more saline and river banks to be more frequently eroded.
Action-oriented: active, including behavioral perspective (some that can be done)	The phenomenon of climate change may cause global sea levels to rise, but this effect can be countered by less burning of fossil fuels.	The phenomenon of climate change may cause parts of Can Tho to be regularly flooded, the rice farms to become more saline and river bank to be more frequently eroded; but local people in Can Tho can counter this by changing farming practices such as planting salt tolerant rice varieties or changing from rice production to brackish water aquaculture; or by building better river bank protection against floods.

	<p>Message #7: This is the seventh messages about climate change impact on rainfall and response. Please read it carefully. After that we would like to ask you to highlight three key words from the text.</p>	
	<p>Abstract: <i>future, global/ polar, other/ out-group/ dissimilar, unlikely</i></p>	<p>Concrete: <i>present, local, self/in-group/ similar, likely</i></p>
<p>Information-oriented: <i>generalized, not including behavioral perspective (some that can be done)</i></p>	<p>The phenomenon of climate change may cause some areas in the world to have with higher rainfall while in other areas less rainfall.</p>	<p>The phenomenon of climate change already made more unseasonal rains in Can Tho city and will very likely change the rainfall pattern in Can Tho in the next 10 year. This rainfall change will affect Can Tho's water resources and farming practices.</p>
<p>Action-oriented: <i>active, including behavioral perspective (some that can be done)</i></p>	<p>The phenomenon of climate change may cause some parts areas in the world to have higher rainfall while in other areas less rainfall. People can learn from this change to prepare themselves for adapting their livelihood such as farming with more efficiency in water use.</p>	<p>The phenomenon of climate change already made more unseasonal rains in Can Tho city and will very likely change the rainfall pattern in Can Tho in the next 10 year. This rainfall change will affect Can Tho's water resources and farming practices. You, your family and other farmers in Can Tho can learn from this change to prepare for adapting your livelihood such as: farming, aquaculture or livestock raising with more efficiency in water use; or changing the seasonal calendar to avoid the loss or damage of crops due to unseasonal rain.</p>

	<p>Message #8: This is the eighth message about climate change impact on natural disasters and response. Please read it carefully. After that we would like to ask you to highlight three key words from the text.</p>	
	<p>Abstract: <i>future, global/ polar, other/ out-group/ dissimilar, unlikely</i></p>	<p>Concrete: <i>present, local, self/in-group/ similar, likely</i></p>
<p>Information-oriented: <i>generalized, not including behavioral perspective (some that can be done)</i></p>	<p>The phenomenon of climate change may cause more disaster events such as flood, drought, or typhoon occurred in specific places in the world.</p>	<p>The phenomenon of climate change may cause more disaster events such as flood, drought, typhoon, river bank erosion, or salinity occurred in Can Tho in comparison to the past decades.</p>
<p>Action-oriented: <i>active, including behavioral perspective (some that can be done)</i></p>	<p>The phenomenon of climate change may cause more disaster events such as flood, drought, or typhoon occurred in specific places in the world. People can learn from this change to prepare for responding to disasters associated with climate change impact: for example, by participating disaster training and drill; following early warning messages; moving to safe place before disasters, etc.</p>	<p>The phenomenon of climate change may cause more disaster events such as flood, drought, typhoon, river bank erosion, or salinity occurred in Can Tho in comparison to the past decades. You and family can take actions to respond to annual disasters associated with climate change impacts in Can Tho city: for example, participating in community and school annual flood planning and implementation; watching daily weather forecast and following warning systems to you prepare during annual flood and typhoon season; helping your parents to move family and property to a safe ground; harvesting your crops before the typhoon and flood; etc.</p>

<p>Message #9: This is the ninth message about climate change impact on health and response. Please read it carefully. After that we would like to ask you to highlight three key words from the text.</p>		
	<p>Abstract: future, global/ polar, other/ out-group/ dissimilar, unlikely</p>	<p>Concrete: present, local, self/in-group/ similar, likely</p>
<p>Information-oriented: generalized, not including behavioral perspective (some that can be done)</p>	<p>The phenomenon of climate change may cause more health problems (epidemic) in specific places in the world.</p>	<p>The phenomenon of climate change may cause more health problems (epidemic) such as malaria, dengue fever, cholera to human; or foot and mouth disease, avian influenza in livestock, or heat stroke and other bacteria in fish and shrimp in Can Tho city.</p>
<p>Action-oriented: active, including behavioral perspective (some that can be done)</p>	<p>The phenomenon of climate change may cause more health problems (epidemic) in specific places in the world. Humanity can learn from this change to prepare for responding to diseases related to climate change such as heat stroke, dengue fever, malaria, cholera, for example, by participating health campaign and taking vaccination, cleaning the environment, etc.</p>	<p>The phenomenon of climate change may cause more health problems (epidemic) such as malaria, dengue fever, cholera to human; or foot and mouth disease, avian influenza in livestock, or heat stroke and other bacteria in fish and shrimp in Can Tho city. You can learn from this change to prepare yourself for responding to diseases related to climate change such as heat stroke, dengue fever, cholera, for example, by participating health campaign and taking vaccination by school and local health clinic, cleaning the environment around your school and homes to kill mosquito, planting more tree around your school and home to have more shade for reducing heat, etc.</p>

Appendix B. SURVEY QUESTIONNAIRE

Manipulation checks: action/information orientation

Below we have a few questions about the messages you just read. Now we would like to ask you to what extent the questions below apply to you.

- Question 1. To what extent do you think the messages provide you with practical advice on how to cope with climate change impacts?
- | | | | | |
|------------|---|---|---|--------------|
| 1 | 2 | 3 | 4 | 5 |
| Not at all | | | | Very much so |
- Question 2. To what extent do the messages you've read convince you that you can do something to tackle the climate change impacts?
- | | | | | |
|------------|---|---|---|--------------|
| 1 | 2 | 3 | 4 | 5 |
| Not at all | | | | Very much so |
- Question 3. After reading the messages, do you know what you can do yourself against the effects of climate change?
- | | | | | |
|------------|---|---|---|--------------|
| 1 | 2 | 3 | 4 | 5 |
| Not at all | | | | Very much so |
- Question 4. Did reading the messages provided you with practical tips that you can use yourself to prevent climate change?
- | | | | | |
|------------|---|---|---|--------------|
| 1 | 2 | 3 | 4 | 5 |
| Not at all | | | | Very much so |

Manipulation checks: Construal level

- Question 5. To what extent were the messages that you've read relevant to the Can Tho area?
- | | | | | |
|------------|---|---|---|--------------|
| 1 | 2 | 3 | 4 | 5 |
| Not at all | | | | Very much so |
- Question 6. To what extent were the messages that you've read relevant to the world?
- | | | | | |
|------------|---|---|---|--------------|
| 1 | 2 | 3 | 4 | 5 |
| Not at all | | | | Very much so |
- Question 7. To what extent do the messages you've read convince you that climate change is already taking place, or will take place soon?
- | | | | | |
|------------|---|---|---|--------------|
| 1 | 2 | 3 | 4 | 5 |
| Not at all | | | | Very much so |
- Question 8. After reading the messages, to what extent do you think that climate change is something that will happen only in the far future?
- | | | | | |
|------------|---|---|---|--------------|
| 1 | 2 | 3 | 4 | 5 |
| Not at all | | | | Very much so |
- Question 9. To what extent do the messages you've read convince you that climate change is something that is affecting you, your neighborhood or that is going to affect you personally?

- | | | | | | |
|--|------------|---|---|---|--------------|
| | 1 | 2 | 3 | 4 | 5 |
| | Not at all | | | | Very much so |
- Question 10. To what extent do the messages you've read convince you that climate change is something that will affect humanity?
- | | | | | | |
|--|------------|---|---|---|--------------|
| | 1 | 2 | 3 | 4 | 5 |
| | Not at all | | | | Very much so |
- Question 11. To what extent do the messages you've read persuade you that it is likely that climate change is actually happening?
- | | | | | | |
|--|------------|---|---|---|--------------|
| | 1 | 2 | 3 | 4 | 5 |
| | Not at all | | | | Very much so |
- Question 12. After reading the messages, to what extent do you feel that climate change is something unlikely and only hypothetical?
- | | | | | | |
|--|------------|---|---|---|--------------|
| | 1 | 2 | 3 | 4 | 5 |
| | Not at all | | | | Very much so |

Severity

Please indicate to what extent you agree with the statements below:

- Question 13. I believe that CC is severe
- | | | | | | |
|--|------------|---|---|---|--------------|
| | 1 | 2 | 3 | 4 | 5 |
| | Not at all | | | | Very much so |
- Question 14. I believe that CC has serious negative consequences
- | | | | | | |
|--|------------|---|---|---|--------------|
| | 1 | 2 | 3 | 4 | 5 |
| | Not at all | | | | Very much so |
- Question 15. I believe that CC is extremely harmful to humans and nature
- | | | | | | |
|--|------------|---|---|---|--------------|
| | 1 | 2 | 3 | 4 | 5 |
| | Not at all | | | | Very much so |
- Question 16. CC is a serious threat to humans and nature
- | | | | | | |
|--|------------|---|---|---|--------------|
| | 1 | 2 | 3 | 4 | 5 |
| | Not at all | | | | Very much so |

Susceptibility

- Question 17. It is likely that I will be affected by climate change.
- | | | | | | |
|--|------------|---|---|---|--------------|
| | 1 | 2 | 3 | 4 | 5 |
| | Not at all | | | | Very much so |
- Question 18. I am personally at risk from the consequences of climate change.
- | | | | | | |
|--|------------|---|---|---|--------------|
| | 1 | 2 | 3 | 4 | 5 |
| | Not at all | | | | Very much so |
- Question 19. It is possible that I will experience the effects of climate change?
- | | | | | | |
|--|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|

Not at all

Very much so

Question 20. I think that experiencing the effects of climate change could happen to me personally?

1

2

3

4

5

Not at all

Very much so

Self-efficacy

Question 21. I am able to reduce the use of electricity and water to mitigate climate change.

1

2

3

4

5

Not at all

Very much so

Question 22. I have the capabilities to reduce the use of fuels such as coal, petrol, diesel... to mitigate climate change.

1

2

3

4

5

Not at all

Very much so

Question 23. I can walk or go by bicycle/bus to school to mitigate climate change.

1

2

3

4

5

Not at all

Very much so

Question 24. I am able to separate waste for recycling to mitigate climate change.

1

2

3

4

5

Not at all

Very much so

Question 25. I am able to plant more trees around my house and school to mitigate climate change.

1

2

3

4

5

Not at all

Very much so

Response-efficacy

Question 26. Reducing the use of electricity and water is effective in mitigating climate change.

1

2

3

4

5

Not at all

Very much so

Question 27. Reducing the use of fuels such as coal, petrol, diesel...works in mitigating climate change.

1

2

3

4

5

Not at all

Very much so

Question 28. Walking or going by bicycle/bus to school is effective in mitigating climate change.

1

2

3

4

5

Not at all

Very much so

Question 29. Separating waste for recycling is an effective way to mitigate climate change.

1

2

3

4

5

Not at all

Very much so

Question 30. Planting more trees around my house and school helps to mitigate climate change.

1

2

3

4

5

Not at all

Very much so

Behavioral intentions

There are some things that can be done against climate change. Please indicate how likely it is that you personally will perform the activities mentioned below:

Question 31.	You will turn off water tap after use.				
	1	2	3	4	5
	Not likely at all				Very likely
Question 32.	You will turn off light, fan, air-conditioner after use.				
	1	2	3	4	5
	Not likely at all				Very likely
Question 33.	You will go to school by bicycle.				
	1	2	3	4	5
	Not likely at all				Very likely
Question 34.	You will use electricity-saving light bulb.				
	1	2	3	4	5
	Not likely at all				Very likely
Question 35.	You will use cloth bag when shopping.				
	1	2	3	4	5
	Not likely at all				Very likely
Question 36.	You will collect rainwater to use.				
	1	2	3	4	5
	Not likely at all				Very likely
Question 37.	You will use leftover food for animals.				
	1	2	3	4	5
	Not likely at all				Very likely
Question 38.	You will walk to school.				
	1	2	3	4	5
	Not likely at all				Very likely
Question 39.	You will separate waste to recycle.				
	1	2	3	4	5
	Not likely at all				Very likely
Question 40.	You will plant more trees.				
	1	2	3	4	5
	Not likely at all				Very likely
Question 41.	You will clean and protect the environment around your house and school.				
	1	2	3	4	5
	Not likely at all				Very likely

Perceived responsibility

Question 42.	I am jointly responsible for climate change problems.				
	1	2	3	4	5
	Completely disagree				Completely agree
Question 43.	I feel jointly responsible for climate change problems.				
	1	2	3	4	5

Completely disagree

Completely agree

Question 44. I feel personal responsibility for the increased levels of greenhouse gasses.

1 2 3 4 5

Completely disagree

Completely agree

Question 45. My contribution to climate change problems is negligible.

1 2 3 4 5

Completely disagree

Completely agree

Question 46. Not only the government is responsible for climate change problems, but me too.

1 2 3 4 5

Completely disagree

Completely agree

Question 47. In principle, individuals on their own cannot contribute to combatting climate change problems.

1 2 3 4 5

Completely disagree

Completely agree

Demographic information

School:

Respondent code (or name, but think about issue of anonymity):

Gender:

Age:

Have you ever participated in any activities related to CC?

Yes/No

What means of transportation do you *typically* use to go to school?

- a. On foot
- b. Bicycle
- c. Electric bicycle
- d. Parents take to school by car/motorbike
- e. By bus

Currently, what do you often do to protect the environment?

- a. Turn off light when leaving room.
- b. Turn off water tap after use
- c. Open half of water tap when washing hand
- d. Plant trees around house and school
- e. Protect trees around house and school
- f. Limit use of plastic bags when shopping
- g. Separate waste for recycling
- h. Use leftover food for animals
- i. Not burn rice straw after harvest
- j. Reuse water for multi-purposes (eg. use water after washing rice, vegetable, meat, fruit for watering plants)