

DROPS OF KNOWLEDGE FOR RIVERS OF CHANGE



GLOBAL TEACHING
AND LEARNING MATERIAL

A hands-on guide to teaching
and learning about
water, sanitation, hygiene,
and the environment

SWAROVSKI
WATERSCHOOL

ACTIVITY 8.1: WATER WITHIN AND AROUND US (Adapted from Swarovski Waterschool Brazil)

This planet has no passengers. We all are the crew. Environmental awareness and sustainability are our common concerns. We need local actions for environmental and global awareness in order to establish and nurture better understanding and dialogue between people in different parts of the world.

If there is a pond or lake nearby, this activity can be conducted outdoors. If not, use a deep bowl, birdbath, or small pool to represent the body of water.

Time: 20 minutes / **Thematic Areas:** Language Arts, Social Studies / **Goal for Learning:** Introduce a cultural perspective of water as a shared global resource that connects us all, both inside and out, through ceremony and language.



Materials: □ Small bottle of water (each student to bring from home) / □ Crayons or colored markers / □ Paper

ACTIVITY STEPS:



- 1** Begin with this simple ceremony that demonstrates the way in which we are all deeply connected to one another and to the water of the Earth. Gather at a pond or set up your “pond” indoors, and create a very special atmosphere for this water ceremony. If you are indoors, you might want to play music that has the feeling of water in the background.
- 2** Ask students to sit in a circle and think about this question as they feel gratitude for the water: “What would your life be like without clean water?”
- 3** Ask each student to come up and add her or his water to the pond. As the students add their water, ask them to share one word that represents what water means to them personally. You might also want to join in singing a traditional song about water.

ACTIVITY 8.1

- 4 Once all of the students have finished and are seated, ask them if they can say the word for water in any other languages. Some suggestions are included in the table below. Writing in some languages, such as Chinese, is based on pictograms (pictures that represent a word, phrase, or idea) instead of the letters of an alphabet. Share the table of words for “water” and show students the Chinese character for “three drops of water”:
- 5 Distribute the crayons or markers and paper and ask students to draw a picture of what water means to them that could be understood by people living in a country where a different language is spoken.

THE WORD FOR “WATER” FROM AROUND THE WORLD:			
Arabic – ma’a	French – eau	Icelandic – vtan	Russian – voda
Chinese – sounei	German – wasser	Korean – mul	Spanish – agua
English – water	Hebrew – maim	Maori – wai	Swahili – maji
Finnish – vesi	Hindi – paani	Portuguese – agua	Swedish – vatten

OBSERVATION AND DISCUSSION:

Discuss and brainstorm the importance of water around the world. How does water allow people to connect to one another?

Have students discuss the cultural importance of rivers, such as the Ganges River in India, to the people who live near them.



ROLE PLAY ACTIVITY,
SWS BRAZIL