

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 9.2: “EDUCOMMUNICATION” WORKSHOPS (Adapted from Swarovski Waterschool Brazil)

Educommunication, as described by Professor Ismar de Oliveira Soares, University of São Paulo, Brazil, is a way for people to improve their knowledge of how various media platforms work and learn how to use media through their own perspectives. The concept in action uses media tools to create opportunities for learning how to use all kinds of information resources—including press, radio, movies, TV, theater, the Internet, social media, and other forms of exchanging messages.

Essentially, educommunication encourages students to become reporters and act as journalists, reporting on important issues such as conserving water resources and dealing with climate change. Educommunication workshops can be very different depending on the resources available to a school or the community, and the type of media that teachers and students choose to work with. However, the main goal is always the same: promote free communication among people in order to connect, empower, and spread the message. The activity steps for these workshops will vary according to the type of media that the group will be working with.

Time: 60 minutes per week / **Thematic Areas:** Communication, Social Studies, Language Arts / **Goal for Learning:** Empower students and teachers by stimulating the use of their “voices” to share important messages in the community and beyond.



Materials: Paper and pen (newspaper) / Digital camera (photo and video) / Computer (Internet) / Speaker (radio)

ACTIVITY STEPS:

- 1 Form a group of students and provide them with samples of information about water published in various local media, such as newspapers, magazines, videos, websites, and photos. After they receive the samples, encourage the students to find their own sources of information to be shared with the group.
- 2 Ask the students to discuss the information they found, and then identify the main issues related to water in their communities. Facilitate the process of

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building consensus within the group to choose and prepare the messages they would like to share, which media they want to use, and the audience they want to reach. The next steps describe ideas for producing their messages.

- 3 **NEWSPAPER:** Decide how the newspaper is going to be printed and how many pages you can print; encourage students to write news articles about water, keeping in mind the number of words that will fit in the space they have available. Help the group lay out the paper and prepare it for printing. When it is done, share copies in the school and community, and post it prominently on local bulletin boards.
- 4 **RADIO:** Work with the students to produce a radio spot about water, choosing the message, setting the time limit, and writing the script. Record their performance of the message, and play it over the school announcement system or in the community. If students regularly make such announcements, someone in the group could also read it “live” during a public address. Contact local radio stations to find out if they will provide time for a free public service announcement.
- 5 **PHOTOGRAPHY:** Ask the students to take photos that demonstrate a message they have prepared – the aim is to create a visual essay to tell a story that is personally and communally relevant. Scout the best locations and subjects in and around your school, as a group and with the teacher’s assistance. If you are going to take photos of people or private property, be sure to get permission beforehand. Collect all the photos and ask the students which ones are the best, then edit the photos and show them on a projector, print them out for a display in the classroom or school hallways, or publish them on a blog or social media website for young people.
- 6 **VIDEO:** Assist students with finding a good location and making a short movie that demonstrates the water message they want to convey. Prepare a script for the movie shoot, taking into account the available options for editing. When the video is ready, show it on a projector or on a computer. If the group has made several videos, gather an audience for a special

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screening as a film festival! The students could also research free video-sharing websites, such as Vimeo and YouTube, where the videos can be posted, and links for viewing could be shared with anyone online.

- 7 INTERNET: The text, photo, and video materials students create for their water messages can be prepared for posting online. Collect contributions for content and decide together which ones are the best for publishing. Start a blog or a social media page to publish the material they have prepared, then share the link with students, parents, and the community.

ADDITIONAL RESOURCES:

Banda, Fackson, editor, *Climate Change in Africa: A Guidebook for Journalists*, Paris: UNESCO Series on Journalism Education, 2013. Available at: www.unesco.org/new/en/communication-and-information/resources/publications-and-communication-materials/publications/full-list/climate-change-in-africa-a-guidebook-for-journalists

Bird, Eleanor, Richard Lutz and Christine Warwick, *Media as Partners in Education for Sustainable Development: A Training and Resource Kit*, Paris: UNESCO Series on Journalism Education, 2009. Available at: www.unesco.org/new/en/communication-and-information/resources/publications-and-communication-materials/publications/full-list/media-as-partners-in-education-for-sustainable-development-a-training-and-resource-kit

Edblogs, "Curriculum Corner - Using Blogs With Students," <http://edblogs.org/curriculum-corner-using-a-blog-with-students>

Voices of Youth, "Environment," www.voicesofyouth.org/en/sections/environment/pages/environment