

# 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



“Over the past 6 years, through the joint efforts of all those who have participated in the project, we have planted green seeds in the hearts of countless students. Cultivating the gratitude and respect children have for nature has a lifelong impact. This is of particular importance in light of China’s rapid economic development, and the government’s recent revisions of environmental laws. Thanks to the support from Swarovski we can increase our efforts to restore our surroundings, and I believe that China’s environment will get better.”

— SHI LI, SWAROVSKI WATERSCHOOL CHINA  
PROJECT OFFICER



## BACKGROUND INFORMATION

After exploring the first eight modules of Swarovski Waterschool Drops of Knowledge for Rivers of Change Teaching and Learning Material, and discovering how water connects every being on Earth, the next step is to take local action for global change together. Networks are interactions between different people and places, working in collaboration. Similar goals and objectives provide common ground to share, learn and grow in cooperation with others.

Swarovski Waterschool programs are operating in seven different countries: Austria, Brazil, China, India, Thailand, Uganda, and the United States. Drops of Knowledge for Rivers of Change, is an open source resource for teachers, parents, and youth group leaders to use and enjoy. Similar to the worldwide network that has been created by the 2,500 Swarovski stores, which engage with more than 30,000 employees and their families, Swarovski Waterschool school networks are active within each of the seven countries and across the globe.

**DID YOU KNOW?** The first six Swarovski Waterschool programs are located within the biggest fresh water ecosystems on the planet—the Amazon, Danube, Ganges, Mississippi, Nile and Yangtze Rivers.

School clubs can provide a place for students, teachers, and other community members to discuss local environmental challenges and opportunities and take action related to water, sanitation, and environmental issues. These clubs can often grow to become social structures that help improve resilience and quality of life for everyone.

This module includes techniques for “educommunication,” which support the idea of spreading the message and giving voice to students who are often not otherwise heard. Applying such techniques will help to create a conscious community, while empowering peers to take local action on water issues and to share in the benefits.



WATER CONNECTS  
EVERYTHING



“In today’s Waterschool workshop, I have learnt that we should pay attention to nature and that water is an essential and valuable resource. From now on I will handle these resources more carefully and with more responsibility because it is our living space. That means if we carry on with destroying and exploiting the nature, we will destroy ourselves.”

— MARTIN, AGE 10, HAUPTSCHULE OBERVELLACH,  
SWAROVSKI WATERSCHOOL AUSTRIA

## THEMATIC CONCEPTS

**School WASH and Environmental Action clubs** – School WASH and Environmental clubs can raise awareness among students, teachers, and parents about sustainable water management, fostering improved sanitation and hygiene practices in schools and communities and stimulating groups to take action on water issues.

**Educommunication** – Integrates educational practices with the use of various media platforms to create “communication ecosystems” that can empower students, teachers, and other individuals in communities around the world to act as journalists and connect with other communities.



### **ACTIVITY 9.1: ORGANIZING A WASH AND ENVIRONMENT CLUB**

To meet the objective of conducting active outreach in the community, WASH and Environment clubs can be formed by a working group that includes school administrators, teachers, and members of the student leadership team. Membership should represent students from all participating grades, with teacher guidance. The club can organize into committees according to the needs of the school as determined by the child-led mapping exercise that appears in **ACTIVITY 5.1**.

As part of WASH and Environment club activities, students can organize special events that draw the community’s attention to WASH – water, sanitation, and hygiene – in the home. These activities can include informational street fairs and rallies, theater and dance, and musical performances. Such events can be organized as the culminating event of the club activities, in which the students who have learned about water issues present findings or lessons to the community in a meaningful and appealing fashion.

**Time:** 90 minutes per week / **Thematic Areas:** Social Studies, Language Arts / **Goal for Learning:** Promote awareness of and develop skills related to water, hygiene, sanitation, and the environment through fun and practical activities. Support students in changing conditions in their schools, as well as in becoming agents of change in their families and communities.



**Materials:** None

### **ACTIVITY STEPS:**



- 1 WASH and Environment clubs are typically formed in two ways: (1) teachers who understand the responsibilities and the possible contributions required ask one or two students (gender balanced) from each grade level to volunteer; or (2) each class elects one or two trustworthy classmates to represent them.

- 2 As a general principle, the club will have an adult adviser who will work with student leaders to guide the group in terms of planning and harmonizing club activities, and a secretary who will keep records and correspondence. If needed, a treasurer will collect, account for, and keep funds in a safe place. Committees will have various tasks and responsibilities, as outlined in Step 4.
- 3 WASH and Environment club are encouraged to meet after school to develop a program of action, with guidance from teachers and/or parents. The club will train and mobilize students, and work in harmony with the school administration and parent-teacher association to make improvements related to WASH.
- 4 Roles and responsibilities of WASH and Environment club members include:
  - Recruit more volunteer club members
  - Train new club members
  - Mobilize the school community to conduct cleanup sessions, tree planting, and other activities to enhance the school environment
  - Inspect water points, latrines, and hand-washing stands so that they are kept clean, safe, and attractive
  - Organize fund-raising projects to construct facilities, buy soap, maintain facilities, etc.
- 5 Arrange outreach projects and work with communities on activities such as cleanup campaigns, latrine construction, rehabilitation of community water sources, and other locally important WASH improvements.

Kids Right to Know, “Start a School Club,” [www.kidsrighttoknow.com/forming-clubs](http://www.kidsrighttoknow.com/forming-clubs)

### **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



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



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](http://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](http://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](http://www.voicesofyouth.org/en/sections/environment/pages/environment)

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