

DEVELOPMENT  
EDUCATION  
THROUGH  
SPANISH



Resource  
created by  
**Latin America  
Solidarity  
Centre**

# AMERICA LATINA

## VIDA Y LENGUA



EXPLORING  
LATIN AMERICAN  
REALITIES THROUGH  
SPANISH



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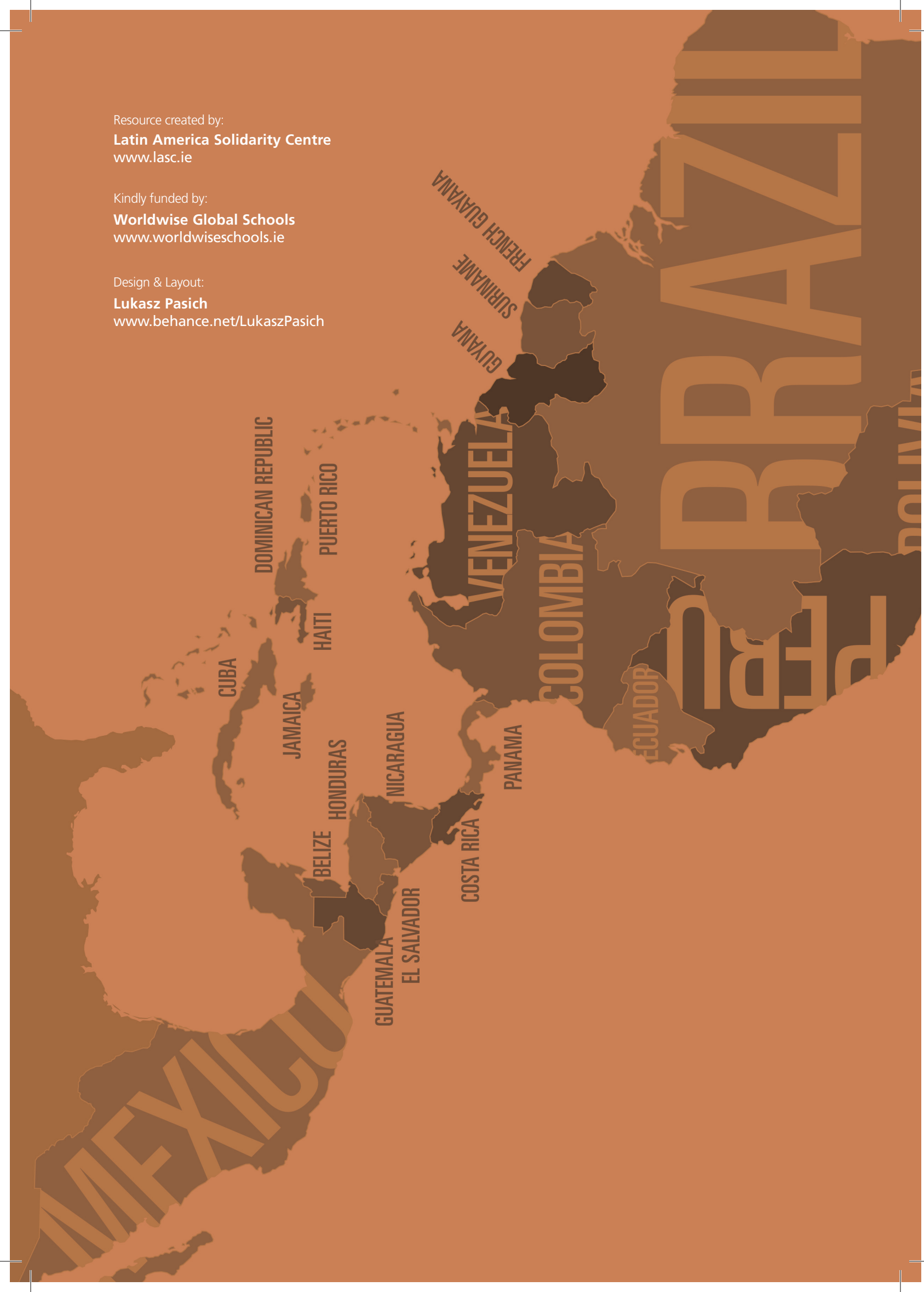
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# EXPLORING LATIN AMERICAN REALITIES THROUGH SPANISH

The Latin America Solidarity Centre aims to link Latin America and Ireland through Culture, Solidarity and Development Education. As part of our Development Education work, we have created this resource so that Spanish teachers can bring Latin American development issues into their classrooms and help students make connections between their realities and those in Latin America.

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**EDUCATION DOES  
NOT TRANSFORM  
THE WORLD.**

**EDUCATION  
CHANGES PEOPLE.**

**PEOPLE CHANGE  
THE WORLD.**

- Paulo Freire -

LASC believes that education leads to action, and that only by understanding the root causes of global injustice we will be able to change them and build a better world.

LASC shares the belief that Development Education inspires global solidarity by supporting people to fully realise their rights, responsibilities and potential as global citizens in order to take meaningful action for a just and sustainable world. Our desire is that this resource will serve as a tool for working on these topics within the Spanish curriculum.

*America Latina: vida y lengua* is a resource to be used to teach Spanish in Secondary Schools, in particular in 5<sup>th</sup> year. The resource aims to bring Latin American Development Issues to students of Spanish to help them to understand the reality of countries where the language is spoken.

The resource presents a range of activities that can be used independently or as a part of a workshop. The methodologies used vary so that students can reinforce the different language skills: speaking, listening, writing and reading.

## HOW TO USE THIS RESOURCE

In this resource you will find five sections that can be explored individually or as a whole. You can either pick one of the activities from each section or focus on two or three topics and explore them in more depth. In some of the sections there are additional videos that can be useful to holding discussions on these topics.

The additional material to be used with the resource can be found on the LASC website, [www.lasc.ie](http://www.lasc.ie). There you will find printable versions of the materials, including images that can either be projected or printed.

At the end of each session, we recommend that you use the Self-Assessment Tool for students to reflect on their learning.

Though this resource is designed to be used in Senior Cycle, there is scope as well to use it in Junior Cycle. For each activity, you can see the links to the curriculum for both Junior and Senior Cycle.

For each activity, we have created a section on Connections and Taking Action, where students can see the links of the issue with Ireland and ideas to become active in campaigns or take action.



# 1

## INTRODUCTION TO LATIN AMERICA



A shantytown in São Paulo, Brazil, borders the much more affluent Morumbi district.

### OBJECTIVE:

For students to familiarise themselves with the Latin American region and learn about the main issues affecting its people. To present the diversity of the region, its place in the world, its richness and challenges.

### KEY WORDS:

• DIVERSIDAD • PUEBLOS INDÍGENAS • BIODIVERSIDAD • IDIOMAS • DESIGUALDAD



### Introductory Activity

## IMAGES OF LATIN AMERICA

#### AIM

For students to visualise some images of Latin America and to talk about different aspects related to the region.

#### MATERIALS

Pictures of Latin America (downloadable from <http://lasc.ie/resources/for-teachers/introduction-to-latin-america/images-of-latin-america/>)

#### LINKS TO THE CURRICULUM

Junior Cycle: Strand 1: Communicative Competence, Linked to LO 1.9, 1.10, 1.15  
Senior Cycle: III. Cultural Awareness, 2, 3

#### METHODOLOGY

Display pictures about Latin America and ask the students to choose one that reflect the vision they have of Latin America. If they know nothing about Latin America, ask them to choose one that interests them.

Once each of them has one, ask them to show it to the rest of the group and explain: what the picture is about and why they picked it.

From their responses, you can write on a flipchart what images the students have about Latin America (i.e. indigenous peoples, bright colours, music...).

**NOTE:** If the group is too big, they can discuss the pictures in pairs.

#### PRACTISE YOUR SPANISH...

- Ask students to describe the pictures in Spanish. You can talk about what there is in the photo (*En la foto hay...*), where things are (*El niño está al lado de un río...*).
- If students level of Spanish is lower, you can ask them just to say one word in Spanish of what they are looking at (*niño, casa, río, colores...*).
- The words to write on the flipchart can be written in Spanish or English.

#### CONNECTIONS WITH IRELAND AND TAKING ACTION

From the pictures they have seen, ask students to show the ones that are similar to their life style, to Ireland and to Europe. What images could we use to reflect what Ireland is like?

#### METHODOLOGY

Divide the class into groups of three or four and give each of them a blank map of Latin America. Ask them to fill in the map with the names of the countries and, if they know them, the capitals. The team that has the most correct countries is the winner.

Go through the concept of Latin America with your students. Make them see the difference in Spanish between *Latinoamericanos*, *Americanos* y *Estadounidenses*.

#### PRACTISE YOUR SPANISH...

- Ask students to name the countries in Spanish. They can name the capitals as well (La capital de Perú es Lima).
- Ask students to think of one of the countries and say where it is on the map (in Spanish). For example: *México está al Norte de Guatemala y al sur de los Estados Unidos; o Brasil es el país más grande de Sudamérica.*
- You can practice here the nationalities from the different countries.

#### CONNECTIONS WITH IRELAND AND TAKING ACTION

Ask students to do the same with European countries, its capitals and nationalities.

### Activity 1

## WHAT IS LATIN AMERICA?

#### AIM

To identify Latin America on the map and the countries that form it.

#### MATERIALS

A blank map of Latin America and a map of Latin America with the countries and capitals (<http://lasc.ie/resources/for-teachers/introduction-to-latin-america/what-is-latin-america/>).

#### LINKS TO THE CURRICULUM

Junior Cycle: Strand 3:  
Socio-cultural knowledge and intercultural awareness, linked to LO 3.1, 3.2, 3.5  
Senior Cycle: III. Cultural Awareness, 3



### METHODOLOGY

Students are asked to talk about a word with their partner for one minute and to make a sentence in Spanish with that word. When the time is over, they move to another person and do the same with another word. When all the words have been covered, we share them and discuss what they have to do with Latin America.

- CARNAVAL • SAMBA • CHOCOLATE • AZTECAS
- MACHU PICHU • CHE GUEVARA • ATATAS • MAIZ • TANGO
- PUEBLOS INDIGENAS • CONQUISTA • DERECHOS HUMANOS

### PRACTISE YOUR SPANISH

- You could do this activity all in Spanish. Students should use only Spanish to define the words. Another option is to say the words in Spanish and they define them in English. If they can't use a full definition, they could say just a word about them. For example: *Samba - baile*.
- A different version of this activity includes asking the students in advance to find a word related to Latin America and use those words instead of the ones given. They will have to provide a definition in advance, if possible in Spanish (this is a project to be done in a previous class or as homework).

### CONNECTIONS WITH IRELAND AND TAKING ACTION

Students can link those words to Ireland, as many are known to them. How did these words come to Ireland? Ask them to go around their city and identify words, food, objects that come from Latin America. Invite them to talk to migrant communities to learn about what they bring to Ireland.

### Activity 2

## SPEED WORD DATING

#### AIM

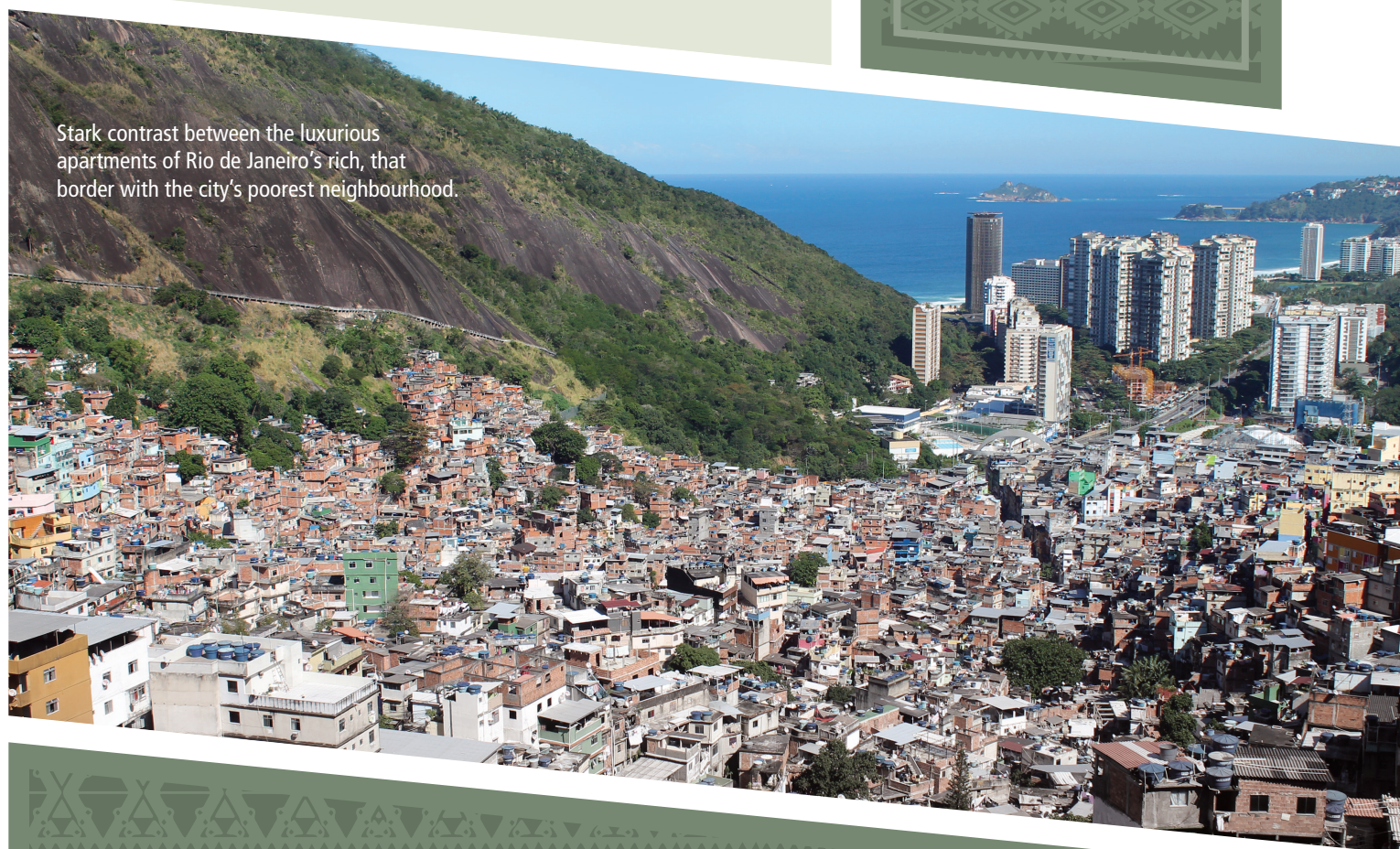
For students to talk about vocabulary identified with Latin America.

#### LINKS TO THE CURRICULUM

Junior Cycle: Strand 1: Communicative Competence, linked to LO 1.2, 1.15

Senior Cycle: I. Basic Communicative Proficiency, 10, and II. Language awareness, 2

Stark contrast between the luxurious apartments of Rio de Janeiro's rich, that border with the city's poorest neighbourhood.



### Final Activity

## COUNTRIES IN LATIN AMERICA

#### AIM

Students learn in detail the main aspects of a Latin American country and compare it to Ireland.

#### MATERIALS

Cardboard, glue, blue tack, sellotape, markers, colour pencils... to make the poster. Pieces of information (<http://lasc.ie/resources/for-teachers/introduction-to-latin-america/countries-in-latin-america/>)

#### LINKS TO THE CURRICULUM

Junior Cycle: Strand 3:  
Socio-cultural knowledge and intercultural awareness, linked to LO 3.1, 3.2, 3.7.  
Senior Cycle: III. Cultural awareness, 3, 4.

### METHODOLOGY

Divide the group into smaller groups of 3 or 4. Give each group a pack with information about one country in Latin America.

Each group will have to design a poster using this information and show it to the other groups introducing the main facts about the country.

Once all participants have shown their posters, invite them to compare their findings to Ireland. If they were to make a poster of Ireland, what would they include?

### PRACTISE YOUR SPANISH...

- The poster should be done in Spanish.
- Instead of providing them with the information, you can ask them to go online and find it themselves.
- They will explain as much as they can about their poster to their class.

### CONNECTIONS WITH IRELAND AND TAKING ACTION

Look at the similarities and differences between the countries shown and Ireland, and discuss how living in one part of the world or another can determine our lives.

### METHODOLOGY

Play the video and ask students beforehand to pay attention to the following points:

- Diversity of the people shown
- Diversity of the landscape
- Feelings, emotions that people are expressing in the video
- Discuss why they repeat "Tú no puedes comprar..."

**NOTE:** Students can read about Calle 13 and its vocalist Rene before attending the class. Alternatively, you can give them a short bio of Rene. Highlight the fact that he is a musician committed to improving education in poor areas and to denouncing social issues through his music.

### PRACTISE YOUR SPANISH

- Since the video is in Spanish, this is a good aural activity for students. You can use Appendix 3 to do a fill in the gaps activity with them.
- Some questions they can answer in Spanish are:  
*¿Te gusta el video?*                      *¿Qué tipo de paisajes se muestran?*  
*¿Qué tipo de música es?*              *¿De dónde crees que es el cantante?*  
*¿Qué tipo de gente aparece?*

### CONNECTIONS WITH IRELAND AND TAKING ACTION

The video tells us we can't buy air, we can't buy heat, smiles... referring to the exploitation of resources in Latin America and power relations. To learn more about this, explore the company Veolia and find out about the links of this company to both Latin America and Ireland. As a company operating in Ireland, what can we do to make sure that companies in Ireland don't benefit from basic needs, such as water?

### Supporting Video

## CALLE 13. LATINO- AMERICA

#### AIM

For students to see the diversity of Latin America through a video made by Latin Americans.

#### MATERIALS

Videos and exercises (<http://lasc.ie/resources/for-teachers/introduction-to-latin-america/video-calle-13-latino-america/>) and information from [www.residente.com](http://www.residente.com).

#### LINKS TO THE CURRICULUM

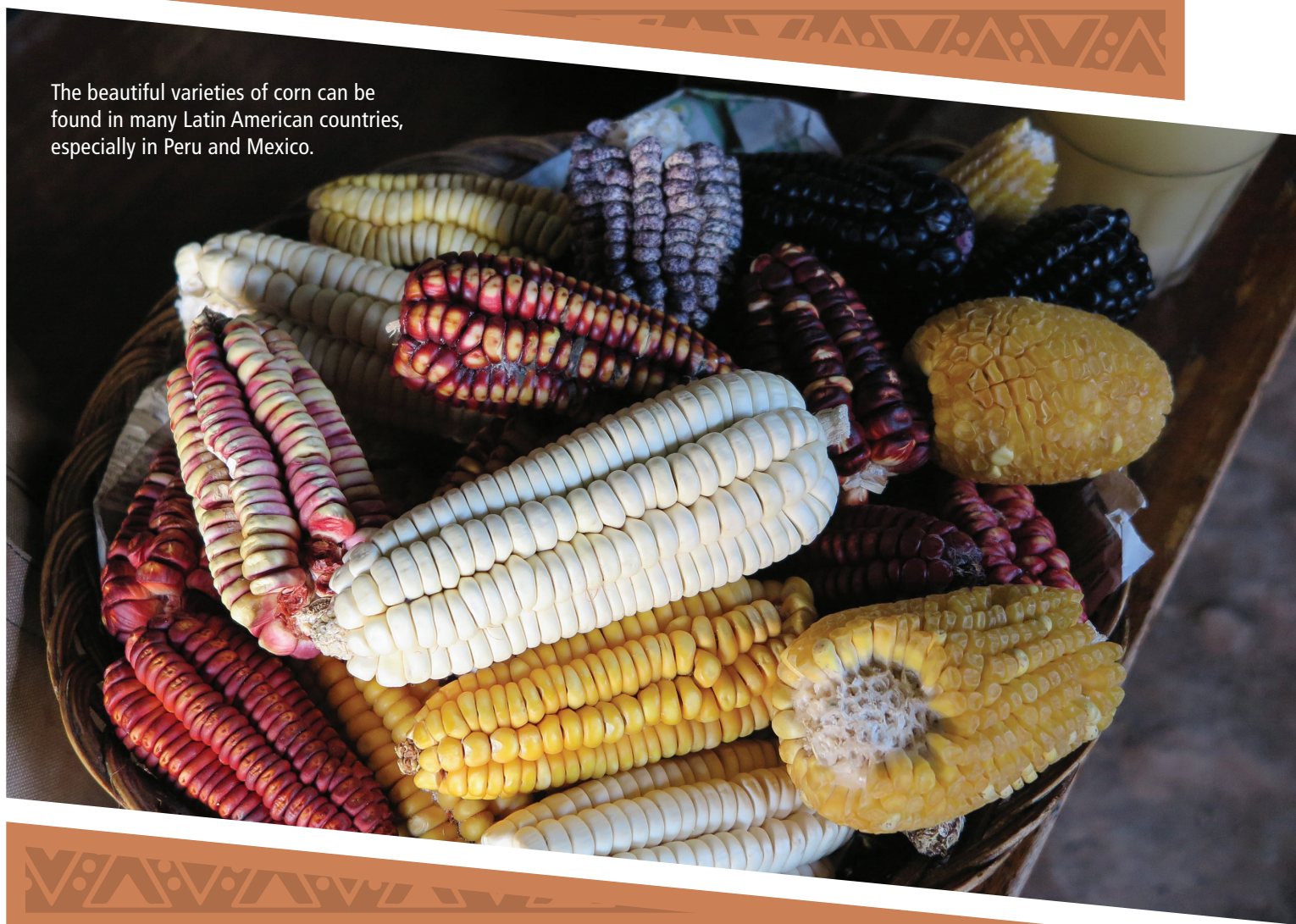
Junior Cycle: Strand 1, Communicative competence, linked to LO 1.4  
Senior Cycle: III. Cultural awareness, 1, 5.



2

# ¡A COMER! FOOD IN LATIN AMERICA

The beautiful varieties of corn can be found in many Latin American countries, especially in Peru and Mexico.



## OBJECTIVE:

For students to learn about the globalisation of the food system and about how what they eat is linked to other people's lives. They will learn about the concept of Food Sovereignty and the how the current food system affects Latin America.

## KEY WORDS:

- SOBERANÍA ALIMENTARIA
- SEGURIDAD ALIMENTARIA
- DESIGUALDAD ALIMENTARIA
- ALTERNATIVAS AL SISTEMA ALIMENTARIO
- SOSTENIBILIDAD

### Introductory Activity

## WHAT DID YOU EAT YESTERDAY?

#### AIM

For students to reflect on the globalisation of the food system.

#### MATERIALS

A world map and post-its (<http://lasc.ie/resources/for-teachers/a-comer-food-in-latin-america/introductory-activity-what-did-you-eat-yesterday/>)

#### LINKS TO THE CURRICULUM

Junior Cycle: Strand 1: Communicative competence, linked to LO1.9, 1.10, 1.15

Senior Cycle: III. Cultural Awareness, 1, 3

### METHODOLOGY

Place the map in a visible place. Give each student a few post-its (small ones). Ask them to write what they had for dinner the previous day in the different post-its (i.e. potatoes, chicken, peas...). Once they have done that, ask them to go to the map and stick the post-it on the country where that food came from. If they don't know it, ask them to put it in the middle of the sea.

Depending on how big the group is, you can ask them to say what they have eaten before putting it in the map.

Once they have finished, ask them to look at the map and ask them the following questions:

- What is this map telling us about the food system?
- What type of shop did you buy the food you ate yesterday in?
- Are we self-sufficient? Can we be self-sufficient? Do we want to be?
- If there was an oil crisis or Ireland had to close its borders, how long would our food would last?
- What are the consequences of the food system we live in?

### PRACTISE YOUR SPANISH...

- Ask students to name the food they ate in Spanish.
- They can say what they ate the day before in the indefinido, or if you want them to practice the pretérito perfecto, they can say what they had for breakfast that day, ex: *Ayer comí patatas con pollo y verduras; Esta mañana he desayunado cereales y leche.*

### CONNECTIONS WITH IRELAND AND TAKING ACTION

We have seen how we consume products from many places in the world that can have a negative impact on the environment and on local producers. Think of how you could promote the purchase of local products in your area.

### METHODOLOGY

Divide the class in small groups and give each of them two pictures from two different families. Ask them to compare the pictures in groups and to answer the following questions:

- Where do you think the family is from?
- How much do you think they paid for the food?
- Do they look healthy? Do they look hungry?
- Where do you think they got the food from? (from a supermarket, a local market, they grew it themselves...)
- What do you think their relationship with the land and the food production is?
- What are the effects of what they eat on the environment? And on other people's lives?

Through this activity, you should ask the student's to look at: the number of people in each family in relation to the food they eat; the packaging used in their food; the amount of meat or vegetables; branded / non-branded food.

### PRACTISE YOUR SPANISH...

- Name the differences you see between the pictures in Spanish and practise your comparatives, ex: *En la foto 1 hay más comida que en la foto 2; La comida de la foto 2 es más sana.*
- Students can be asked the questions in Spanish. Depending on the level, they will have to answer simple questions, ex: *¿De qué país es la familia? Cuántos miembros hay en la familia? ¿Cuánto crees que han pagado por la comida? ¿Dónde la han comprado? ¿Parecen sanos?*

### CONNECTIONS WITH IRELAND AND TAKING ACTION

Think of an action you can take individually to avoid food waste and consume products that are environmentally friendly.

### Activity 1

## SPOT THE DIFFERENCE

#### AIM

For students to see the food inequalities in the world.

#### MATERIALS

Pictures from Hungry planet: What the world eats (<http://lasc.ie/resources/for-teachers/a-comer-food-in-latin-america/activity-1-spot-the-difference/>).

#### LINKS TO THE CURRICULUM

Junior Cycle: Strand 1: Communicative competence, linked to 1.9, 1.10 and Strand 3: Socio-cultural knowledge and intercultural awareness, linked to LO 3.3, 3.7

Senior Cycle: III. Cultural Awareness, 1, 3, 5



### METHODOLOGY

Give students one of the readings and ask them to read it and answer in English. You can give the different readings to different groups and, after they answer the questions, they can present them to the rest of the class, so all the students learn about the other cases.

### PRACTISE YOUR SPANISH

- Though the questions are to be answered in English, using the Leaving Cert model, you can ask the students to answer them in Spanish.
- You can ask students to represent what they read through a play in Spanish.
- Students could try and summarise in Spanish what they read. They can write a couple of sentences about it or tell the rest of the class what their reading says.

### CONNECTIONS WITH IRELAND AND TAKING ACTION

After seeing the causes of the food crisis in some places in Latin America, what do you think we can do from Ireland to support producers in Latin America? (Ideas: buying fair trade, learning about multinationals displacing communities).

## Activity 2

# FOOD SOVEREIGNTY AND FOOD CRISIS IN LATIN AMERICA

### AIM

For students to learn about some of the causes of the food crisis in Latin America and the concept of Food Sovereignty.

### MATERIALS

Readings from LASC website (<http://lasc.ie/resources/for-teachers/a-comer-food-in-latin-america/food-sovereignty-and-food-crisis-in-latin-america/>)

### LINKS TO THE CURRICULUM

Junior Cycle: Strand 1, Communicative competence, linked to LO 1.6, 1.7.

Senior Cycle: II. Language Awareness, 1, 2, and III. Cultural Awareness, 2

Food market in Sacred Valley, Peru.





### Activity 3

## WALKING DEBATE

### AIM

For students to debate about the causes and possible solutions of the food crisis / food inequality.

### MATERIALS

Statements, two signs of Agree and Disagree.

### LINKS TO THE CURRICULUM

Junior Cycle: Strand 1, Communicative competence, linked to LO 1.13, 1.15, and Strand 3: Socio-Cultural knowledge and intercultural awareness, linked to LO 3.3

Senior Cycle: I. Basic Communicative Proficiency 9, 10 and III. Cultural Awareness, 5

### METHODOLOGY

Ask students to stand up in the middle of the room. Read one of the statements and ask them to move closer to *Estoy de Acuerdo* / *No estoy de acuerdo*, depending on their opinion on it. Then, ask a couple of them their opinion, and allow students to change their minds (to move to a different place) after listening to the others' opinions. This activity should be done only after exploring at least one of the previous ones. Statements can be changed.

### STATEMENTS:

- *Algunas poblaciones sufren hambre porque viven en países donde no llueve.*
- *En algunos países, la gente pasa hambre porque sus gobiernos son corruptos.*
- *Los tratados de libre comercio son beneficiosos para todos los países.*
- *Los países tropicales deberían producir más alimentos para exportarlos a otros países.*
- *Hace falta producir más biocombustible para nuestro consumo de energía, así que no dependemos del petróleo.*
- *Deberíamos producir nuestros propios alimentos para no depender del mercado global.*

### CONNECTIONS WITH IRELAND AND TAKING ACTION

Bring the debate outside of the classroom. Maybe talk to your relatives and friends about some of the issues and discuss and help them understand the root of the problems.

### METHODOLOGY

Play the video (in Spanish) and ask students to answer the following questions (in English):

- What are the 6 aspects of the food agroindustrial system that impact on the planet?
- What are the solutions presented in the video to reverse global warming?

After that, ask them to think of what we can do to help reverse global warming in different areas:

- Individually
- Locally
- Nationally

### PRACTISE YOUR SPANISH

- Since the video is in Spanish, this is a good activity to practice the listening skills.
- You can ask students to write the words that they don't understand and ask them to tell you them at the end of the video.
- Ask them to mention at least one new word they have learnt.

### CONNECTIONS WITH IRELAND AND TAKING ACTION

Think of an action that your school can take to reduce global warming and try to create a campaign to put it in practice. Some ideas are: encourage people to walk to school, less use of plastic, consume only local and organic products in the school...

### Supporting Video

## JUNTOS PODEMOS ENFRIAR EL PLANETA

### MATERIALS

Video (15 mins.) available at [www.youtube.com/watch?v=PZGOO\\_2WjJE](https://www.youtube.com/watch?v=PZGOO_2WjJE)

### LINKS TO THE CURRICULUM

Junior Cycle: Strand 1: Communicative Competence, linked to LO 1.3, 1.4.  
Senior Cycle: III. Cultural Awareness, 2, 5

# 3

## WATER ISSUES IN LATIN AMERICA

Quando el río suena...

The people of Cochabamba, Bolivia, protesting against water privatization.



### OBJECTIVE:

For students to understand the value of water and become aware of the struggles for water in Latin America.

### KEY WORDS:

- AGUA • SEQUÍA • CAMBIO CLIMÁTICO • PRIVATIZACIÓN
- INUNDACIONES • GUERRA DEL AGUA



### Introductory Activity

## ICEBREAKER: AGUA = WATER

#### AIM

To start thinking about water in its different contexts.

#### MATERIALS

Spanish dictionary.

#### LINKS TO THE CURRICULUM

Junior Cycle: Strand 1: Communicative competence, linked to LO 1.9, 1.15 and Strand 2: Language awareness, linked to LO 2.2

Senior Cycle: II. Language Awareness, 5

### METHODOLOGY

Divide the class into small groups and give them a dictionary and a marker for the whiteboard. Ask them to think of words that they associate with water. They are asked to find those words in Spanish, and write them on the whiteboard. The group that has the most words correctly written on the board is the winner. When they finish, try to add words that they didn't think of, such as war, blue gold, conflict, privatization... all related to water.

### PRACTISE YOUR SPANISH...

- This activity will help students become more familiar with a dictionary and how to use it.
- You can ask them to brainstorm on words related to water but without the dictionary, and penalise them if they need to use it.
- You can modify the activity to practise spelling in Spanish. Ask one person of each team to write their words on the board and the other students will tell them the word and spell it in Spanish if they don't know how to write it.

### CONNECTIONS WITH IRELAND AND TAKING ACTION

Water has different meanings for different communities. An action the students could take is research on Latin American and Irish legends about water. What do they have in common?

### METHODOLOGY

Give a copy of the quiz to every two participants and ask them to answer it in pairs. Once they have finished, go through the questions with them and give them the solution and some more information about each of the answers.

### PRACTISE YOUR SPANISH

Depending on the student's level of Spanish, they can complete the quiz in Spanish or English.

### CONNECTIONS WITH IRELAND AND TAKING ACTION

By taking the quiz we have seen how much water we use and sometimes waste. Look around you and think how we can help to preserve water. Maybe you can think of organising a campaign to raise awareness about the use of water.

### Activity 1

## WATER QUIZ

#### AIM

For students to think about water usage in our daily life.

#### MATERIALS

Water quiz (<http://lasc.ie/resources/for-teachers/water-issues-in-latin-america/activity-1-water-quiz/>).

#### LINKS TO THE CURRICULUM

Junior Cycle: Strand 1: Communicative Competence, linked to LO 1.6, 1.7

Senior Cycle: I. Basic Communicative Proficiency, 3, III. Cultural awareness, 1, 5

### METHODOLOGY

Divide the students into groups and give them the readings\* (more than one group can have the same information). Ask them to read them and to answer the following questions:

- Name two aspects of the village mentioned in the reading (such as population, location, weather...).
- What is the main problem caused by climate change?
- How many people were affected by the problem?
- Summarise in your own words (in English) the main points of the reading.

### PRACTISE YOUR SPANISH

After reading and answering the questions, students can present what they read to the rest of the class in Spanish.

### CONNECTIONS WITH IRELAND AND TAKING ACTION

The main problems of water in Bolivia are related to climate change. What we be done from Ireland to reduce the impact on climate change? How is Ireland being affected by climate change? Encourage students to link with Stop Climate Chaos (<https://www.stopclimatechaos.ie>) and explore some actions taking place in Ireland.

\* We thank the Democracy Centre from Cochabamba in Bolivia, for allowing us to use these readings.

### Activity 2

## WATER PROBLEMS IN BOLIVIA

#### AIM

For students to learn about water problems in Bolivia and the link to climate change.

#### MATERIALS

Readings in Spanish\* about water problems in Bolivia (<http://lasc.ie/resources/for-teachers/water-issues-in-latin-america/water-problems-in-bolivia/>).

#### LINKS TO THE CURRICULUM

Junior Cycle: Strand 1. Communicative Competence, linked to 1.6, 1.7, 1.8 and Strand 3: Socio-cultural knowledge and intercultural awareness, linked to 3.1, 3.2

Senior Cycle: III. Cultural awareness, 2, 4, 5

### Activity 3

## GUERRA DEL AGUA EN COCHABAMBA

#### AIM

For students to know about the war for water in Cochabamba and learn the effects that water privatisation can have on the population.

#### MATERIALS

Video in Spanish:  
[https://elpais.com/elpais/2015/07/31/videos/1438361239\\_647173.html](https://elpais.com/elpais/2015/07/31/videos/1438361239_647173.html)

Video in English:  
[www.youtube.com/watch?v=hn9wujK0ho4](http://www.youtube.com/watch?v=hn9wujK0ho4)

#### LINKS TO THE CURRICULUM

Junior Cycle: Strand 1. Communicative Competence, linked to 1.1, 1.4

Senior Cycle: II. Language awareness, 2 and III. Cultural awareness, 3, 5

### METHODOLOGY

Play one of the videos (one in Spanish and one in English) and ask the students to answer the questions.

- When did the Water War happen in Cochabamba?
- What was the outcome of the war?
- Why is water so important to us?
- Do you see any similarities with this case and Ireland?

Following on from the video, you could ask the students to debate about the pros and cons of privatisation of water. Ask students to form 2 teams and find arguments for and against privatisation of water, and then discuss it. They could write a couple of sentences in Spanish (Estoy a favor de la privatización del agua porque el gobierno no tiene recursos suficientes).

### PRACTISE YOUR SPANISH...

- You can show the video in Spanish or English.
- Students could summarise the video in Spanish through a couple of sentences.

### ADDITIONAL VIDEOS

- *Even the Rain (Tambien la Lluvia)*, directed by Itziar Bollain.
- *Water Rising*, directed by Aisling Crudden and Muireann de Barra.

### CONNECTIONS WITH IRELAND AND TAKING ACTION

The United Nations *Recognizes the right to safe and clean drinking water and sanitation as a human right that is essential for the full enjoyment of life and all human rights* (UN Resolution 64/292, July 2010). People in Ireland have mobilised in the recent years against water charges, and conflicts for the right to water are taking place in many countries. Invite your students to visit the Right2Water webpage ([www.right2water.ie/](http://www.right2water.ie/)) and find out about the campaign in Ireland and how to get involved.



# 4

## WOMEN IN LATIN AMERICA

Mujeres unidas

Women at a  
#NiUnaMenos  
protest in Lima, Peru  
in August 2016

NI UNA MENOS

Credit: katherinphotography10/Flickr

### OBJECTIVE:

For students to reflect on what being a woman means in Latin America and the challenges women face, while highlighting the important role they play in society.

### KEY WORDS:

- ESTEREOTIPOS • DESIGUALDAD DE GÉNERO • HOMBRE / MUJER
- GÉNERO • MACHISMO • FEMINICIDIOS

### METHODOLOGY

Individually, ask students to complete the following sentences.  
*Completa las siguientes frases:*

- *Lo que más me gusta de ser mujer / hombre es...*
- *Lo que menos me gusta de ser mujer / hombre es...*
- *Por ser mujer / hombre, puedo...*
- *Por ser mujer / hombre no puedo...*
- *¿Que significa para ti ser mujer / hombre?*

When they finish, invite them to share some of their answers and talk about the differences between being a woman or a man in Irish society. Ask them if it would be the same in different countries, and what they think the differences would be.

### PRACTISE YOUR SPANISH

- To add to this activity, you can ask students to say adjectives in Spanish that they associate with women and adjectives that they associate with men, and challenge the idea we have about roles.
- You can do the same with jobs, to then talk about the fact that although things are changing in some countries there is still a long way to go when it comes to gender stereotypes.

### CONNECTIONS WITH IRELAND AND TAKING ACTION

Invite your students to imagine what it would be like to be a man or a woman in a different part of the world, and to say the sentences above again. What would be different? What would be similar?

### Introductory Activity

## SOMOS MUJERES Y HOMBRES

#### AIM

For students to reflect on what being a woman or a man means for them.

#### LINKS TO THE CURRICULUM

Junior Cycle: Strand 1. Communicative Competence, linked to LO 1.9, 1.10, 1.15

Senior Cycle: I. Basic Communicative Proficiency 10

### Activity 1

## MUJERES EN AMÉRICA LATINA

#### AIM

For students to see the different aspects of what being a woman in Latin America entails and some of the inequalities they face, as well as some of the ways they take action.

#### MATERIALS

Infosheets (<http://lasc.ie/resources/for-teachers/women-in-latin-america/mujeres-en-america-latina/>), cardboard, markers, pictures and other materials to create the posters.

#### LINKS TO THE CURRICULUM

Junior Cycle: Strand 1. Communicative Competence, linked to 1.10, 1.17 and Strand 3: Socio-cultural knowledge and intercultural awareness, linked to LO 3.3, 3.4, 3.5

Senior Cycle: III. Cultural awareness, 1, 3, 4, 5

### METHODOLOGY

Give one envelope to each group and ask them to compile the information and present it to the rest of the group on a poster.

The envelopes will contain information about the following topics:

- *Mujeres que luchan*
- *Mujeres indígenas*
- *Feminicidios*
- *Mujeres en el trabajo*

### PRACTISE YOUR SPANISH...

- Apart from reading the Information in Spanish, they can write key words in Spanish on their posters.
- Students should use as much Spanish as possible in their presentation.
- Ask students to share what they think of the realities they have read about and how they relate to their own experience or to Ireland.

### CONNECTIONS WITH IRELAND AND TAKING ACTION

Explore some of the active campaigns for women in Latin America, and invite students take one on board and organise an action around it. For example, you can look at Ni Una Menos ([www.niunamenos.com.ar/](http://www.niunamenos.com.ar/)). Or explore how our consumer behaviour can have an impact on women's rights by learning about the campaign Clean Clothes [www.cleanclothes.org/](http://www.cleanclothes.org/).



## Activity 2

# MUJERES QUE LUCHAN

### AIM

For students to see empowered women in Latin America through a case study, and learn how women struggle to survive against the impact big multinationals have.

### MATERIALS

Facilities to play an internet video.  
Video in English: [www.youtube.com/watch?v=Gz8eZx8V4Uo](http://www.youtube.com/watch?v=Gz8eZx8V4Uo)  
Video in Spanish: [www.youtube.com/watch?v=t0Cf1Wcl0rk](http://www.youtube.com/watch?v=t0Cf1Wcl0rk)

### LINKS TO THE CURRICULUM

Junior Cycle: Strand 1. Communicative Competence, linked to LO 1.3, 1.4 and Strand 3: Strand 3: Socio-cultural knowledge and intercultural awareness, linked to LO 3.4  
Senior Cycle: III. Cultural awareness 5

### METHODOLOGY

Play the video about Maxima Acuña and learn about her struggle to defend her land. Ask the following questions:

- For how long has Maxima lived near the lake for?
- Name two events that happened in 1994 near the lake?
- What impact does mining have on water?
- What did the company do when Maxima refused to sell?

### PRACTISE YOUR SPANISH...

- You can ask the questions in Spanish and ask them to answer them in Spanish too.
- For higher levels, you can ask them to imagine they are Maxima and think of what they would do in her situation. Students should use the conditional and *subjuntivo*, ex: *Si estuviera en el lugar de Maxima, venderia mi tierra y me iría a vivir a otro lugar.*

### CONNECTIONS WITH IRELAND AND TAKING ACTION

Maxima Acuña has received messages of solidarity and support from the international community. Solidarity is a way to support human rights defenders and to raise awareness about the pressures they have. Explore some of the human rights organisations in Ireland and invite students to take some action of solidarity with women in Latin America. You can look at Amnesty International ([www.amnesty.ie/](http://www.amnesty.ie/)), Front Line Defenders ([www.frontlinedefenders.org/](http://www.frontlinedefenders.org/)), or Peace Brigades International ([www.peacebrigades.org/](http://www.peacebrigades.org/)).

### METHODOLOGY

Explain to students that they're going to watch a video about a female indigenous leader. Provide them with the questions for the video. These questions are less about the facts, and more questions that are intended to spark debate among the students. Except for the first question, there is no absolutely correct answer for any of them:

Moira Millan is a *weichafe* for the mapuche people, which in their language means *guardian*.

- What do you think this role involves?
- Is there anyone doing a similar role in Ireland?

Moira talks about "*defendiendo territorios que están severamente afectados por multinacionales y por megaproyectos extractivistas*" and about *corporaciones extractivistas*.

- What does *extractivismo* (extractivism) mean? Why is it a problem?

Moira doesn't talk about Chile or Argentina, or even about Latin America, South America or North America, but about IndoAmerica.

- What does she mean by this?
- What is the name of the organization that made the video? What do you think they do?

### CONNECTIONS WITH IRELAND AND TAKING ACTION

Are there any women leaders in Ireland that are fighting back like Moira Millán? Invite your students to do research on female activist leaders in Ireland today, and to make a short presentation on one of them in groups. Encourage them to try to get an interview with one of the activists.

## Activity 3

# MOIRA MILLÁN: REBELDE CON CAUSA

### AIM

For students to learn about a female indigenous leader through video.

### MATERIALS

Facilities to play video.  
Video (available at <http://lasc.ie/resources/for-teachers/women-in-latin-america/moira-millan-rebelde-con-causa/>)

### LINKS TO THE CURRICULUM

Senior Cycle:  
I. Language Awareness, 2  
III. Cultural Awareness, 1, 3, 5

FULL METHODOLOGY TO BE FOUND AT:  
[www.lasc.ie/resources/for-teachers/women-in-latin-america/moira-millan-rebelde-con-causa/](http://www.lasc.ie/resources/for-teachers/women-in-latin-america/moira-millan-rebelde-con-causa/)

5

# INDIGENOUS PEOPLES IN LATIN AMERICA

Muchas formas de vida en un solo planeta

Maya Ixil women, including Guatemala's civil war survivor Maria Raymundo, celebrate after hearing the sentence given to Guatemalan ex-President, General Jose Efraim Rios Montt, for crimes committed during his regime.



Photo - courtesy of Elena Hermosa  
©elena-hermosa 2018

## OBJECTIVE:

For students to learn about the challenges that Latin American indigenous peoples face.

## KEY WORDS:

• INDÍGENAS • MESTIZOS • DESARROLLO • BUEN VIVIR • PACHAMAMA



### Introductory Activity

## MATCHING WORDS

### AIM

For students to learn basic vocabulary about the indigenous population in Latin America.

### MATERIALS

Worksheets (<http://lasc.ie/resources/for-teachers/indigenous-peoples-in-latin-america/introductory-activity-matching-words/>)

### LINKS TO THE CURRICULUM

Junior Cycle: Strand 1. Communicative Competence, linked to LO 1.5, 1.7

Senior Cycle: II. Language awareness, 2, 5 and III: Cultural awareness 5

### METHODOLOGY

Give students the definitions and words and ask them to match them. The words are related to indigenous issues:

- PACHAMAMA • COSMOVISIÓN • INDÍGENAS AISLADOS
- BUEN VIVIR • INDÍGENA • DESARROLLO • MESTIZO

..... : persona nacida de padre y madre de raza diferente, en especial de blanco e india, o de indio y blanca.

..... : proceso de cambio y crecimiento relacionado con una situación, individuo u objeto determinado. Podemos referirnos a diferentes aspectos: humano, económico, o sostenible.

..... : en oposición al *vivir mejor*, las comunidades indígenas de América latina defienden este concepto como un modelo de vida o de desarrollo más justo, más sostenible o sustentable, más ecológico. Recientemente, Ecuador y Bolivia han incluido este concepto en sus respectivas constituciones como el objetivo social a ser perseguido por el Estado y por toda la sociedad.

..... : concepto que procede de la lengua quechua. Para ciertas etnias andina es la Madre Tierra. Se trata de una especie de divinidad o del centro de la cosmovisión de estos grupos.

..... : manera de interpretar el mundo.

..... : pueblos indígenas que no tienen ningún contacto pacífico con nadie de la sociedad mayoritaria o dominante. Puede tratarse de pueblos enteros o de grupos pequeños de tribus ya contactadas que permanecen aislados.

..... : originario de un país.

### CONNECTIONS WITH IRELAND AND TAKING ACTION

You can take a couple of the words, such as desarrollo, cosmovisión and Pachamama, and ask the students to interpret these words from their point of view. What does development mean in Ireland? What idea do we have of the world in Ireland? Read up on Celtic Mythology and explore the links with nature and if there is anything equivalent to the Pachamama.

### METHODOLOGY

Give students the text and ask them to answer the questions in English. After that, ask students what they learnt from the text and have a conversation about it.

*Indígenas Latinoamericanos: Los más pobres de los pobres.*

Visit: [www.distintaslatitudes.net](http://www.distintaslatitudes.net)

- Name two social aspects that have improved for the indigenous population.
- What is the percentage of indigenous people in the region?
- What three Latin American countries have a high percentage of indigenous urban population?
- What type of jobs do indigenous people do in the cities?

### CONNECTIONS WITH IRELAND AND TAKING ACTION

Ask your students who they think the poorest people in Ireland are, and explore different campaigns to support them. You can talk about people in Direct Provision, the Traveller Community, the homeless...

### Activity 1

## LOS MÁS POBRES DE LOS POBRES

### AIM

For students to have an overview of the situation of indigenous people in Latin America.

### MATERIALS

Text - Indígenas Latinoamericanos: Los más pobres de los pobres (<http://lasc.ie/resources/for-teachers/indigenous-peoples-in-latin-america/los-mas-pobres-de-los-pobres/>). Website: [www.distintaslatitudes.net](http://www.distintaslatitudes.net)

### LINKS TO THE CURRICULUM

Junior Cycle: Strand 1. Communicative Competence, linked to LO 1.6, 1.7

Senior Cycle: II. Language awareness, 2, 5 and III: Cultural awareness 5

### METHODOLOGY

Play the video from Survival International (in Spanish) and ask the questions below in English:

- What are the risks that these indigenous groups face if they get contacted?
- According to the video, who should take the decision of making contact?
- Why do governments not want to know if the groups have not been contacted before?

### PRACTISE YOUR SPANISH

- The questions could be asked and answered in Spanish.
- Ask students to take note of words that they don't understand in the video and help them understand the meaning.
- Since the video might be a bit difficult to understand for some levels, invite them to guess what it is about by the words they understand and the images.

### CONNECTIONS WITH IRELAND AND TAKING ACTION

What actions can we take from Ireland to protect the Indigenous peoples in Latin America? Have a look at some of the active campaigns from Survival International ([www.survivalinternational.org](http://www.survivalinternational.org)) or Guaraní-Kaiowá Solidarity Ireland ([www.facebook.com/guaranikaiowaireland/](http://www.facebook.com/guaranikaiowaireland/)) and explore possibilities for action.

### Activity 2

## INDÍGENAS AISLADOS

### AIM

For students to learn about the indigenous groups in Latin America that are at risk of extinction if they are contacted.

### MATERIALS

Facilities to play a video and questions. [www.survival.es/indigenas/fronteraamazonica-no-contactados](http://www.survival.es/indigenas/fronteraamazonica-no-contactados)

<https://www.survival.es/indigenasaislados/quienes-son>

### LINKS TO THE CURRICULUM

Junior Cycle: Strand 1. Communicative Competence, linked to 1.4 and Strand 3: Socio-cultural knowledge and intercultural awareness, linked to 3.1, 3.2, 3.4.

Senior Cycle: II. Language awareness, 2, 5 and III: Cultural awareness 5

### Activity 3

## ROLE PLAY

### AIM

For students to understand the conflict between governments, indigenous peoples and extractive industries.

### MATERIALS

Description of roles for each of the groups:

- Survival International
- Oil Company
- Government of a Latin American country (<http://lasc.ie/resources/for-teachers/indigenous-peoples-in-latin-america/activity-3-role-play/>).

### LINKS TO THE CURRICULUM

Junior Cycle: Strand 1. Communicative Competence, linked to LO 1.10, 1.11, 1.15 and Strand 3: Socio-cultural knowledge and intercultural awareness, linked to LO 3.3

Senior Cycle: I. Basic Communicative Proficiency 10, and III. Cultural awareness, 3, 4, 5

### METHODOLOGY

Divide the class in three groups and give each of them a role. The representatives of Survival and the Oil Company will have to convince the government with arguments about how the indigenous communities should or should not be protected. The government will have to make a decision.

### PRACTISE YOUR SPANISH

- The debate can be done in Spanish.
- If the student's level of Spanish is not high enough for that, ask them to write at least 5 words in Spanish that come up in the argument. For example, *protección del medio ambiente*, *beneficios económicos*, *derechos de los indígenas*, *acceso a recursos naturales*...

### CONNECTIONS WITH IRELAND AND TAKING ACTION

The largest markets of multinationals occupying the land of indigenous peoples in Latin America are often the USA or Europe. As consumers, we can make decisions on what to buy, so it is important that we know where the products we buy come from. Invite your students to research some of the big brands or products they consume and learn if they are ethical in their approach. You can guide them towards Coca Cola or Benetton (see [www.killercoke.org/](http://www.killercoke.org/) and [www.cosecharoja.org/campana-contra-united-killers-benetton/](http://www.cosecharoja.org/campana-contra-united-killers-benetton/))



6

# ENVIRONMENTAL ISSUES IN LATIN AMERICA

Climate Change and Environmental Defenders in Latin America

Indigenous Wayuu block the railway line  
at the Cerrejón coal mine in Colombia.



## OBJECTIVE:

For students to learn about environmental problems in Latin America and how they relate to global warming and climate change, as well as about efforts by Latin American people to fight back against environmental destruction.



### METHODOLOGY

Show the students four pictures relating to environmental problems (deforestation, air pollution, traffic pollution, plastic trash) and ask them to discuss with their partners what they see in them. If their level of Spanish is low, they can just list keywords that they know.

Draw two lines on the whiteboard to create 4 squares – one to match with each picture. Elicit descriptions from the students of the photos. Write down relevant vocabulary in the corresponding square.

Allow the exercise to be student-centred, writing down key vocabulary as students use it. This is intended to be a sharing of student knowledge rather than teacher-centred instruction.

Then present a final question for students to discuss in pairs:

*¿Qué podemos hacer para evitar estos problemas?*

Monitor and elicit responses, prompting students to use the words on the whiteboard.

As a conclusion, write all of the keywords that were on the board on slips of paper and put them in a bucket/cup. Model picking one out and then explaining the word in Spanish. When a student correctly guesses it, ask him/her to pick another student to choose a word out of the hat. The person who correctly guesses the word gets to choose the next student.

### CONNECTIONS WITH IRELAND AND TAKING ACTION

Invite your students to look into the school's environmental policies and to brainstorm ways to improve it.

### Introductory Activity

## ENVIRONMENTAL PROBLEMS IN THE WORLD TODAY

#### AIM

For students to activate prior knowledge of vocabulary relating to environmental issues.

#### MATERIALS

Pictures (<http://lasc.ie/resources/for-teachers/environmental-issues-in-latin-america/the-environment/>)

#### LINKS TO THE CURRICULUM

Senior Cycle:

I. Basic Communicative Proficiency, 2, 3

II. Language Awareness, 2



Deforestation in the Amazon.



### Activity 1

## DEFORESTATION IN THE AMAZON

### AIM

For students to think about and discuss deforestation and its results, as well as ways to avoid it.

### MATERIALS

Articles with questions (<http://lasc.ie/resources/for-teachers/environmental-issues-in-latin-america/activity-1-deforestation-in-the-amazon/>)

### LINKS TO THE CURRICULUM

Senior Cycle:

- I. Basic Communicative Proficiency, 2, 3
- II. Language Awareness, 2
- III. Cultural Awareness, 1, 3, 5

### METHODOLOGY

Focus in on the picture of deforestation from the introductory activity and to discuss the following questions.

- ¿Qué está pasando aquí?
- ¿Por qué está pasando?
- ¿Para qué necesitamos la madera?

Tell the students you're going to give them an article about the Amazon rainforest (Amazonas). Elicit from students what they know about the Amazon, where it is and why it is important (Think – Pair – Share).

Present the students with an article about deforestation in the Amazon. Elicit answers to the accompanying questions. Students then discuss the following questions in pairs.

- ¿Qué debemos hacer para evitar que eso pase?
- ¿Qué alternativas hay a la madera?
- ¿Qué problemas hay con las alternativas?

As a concluding activity students read the article again and pick out three words they didn't understand. They then talk with their partners about what those words mean. You then ask each pair to give you one word for you to explain in Spanish with gestures, mime, drawing etc. For homework they are asked to write one sentence with each of the other words you explained.

### CONNECTIONS WITH IRELAND AND TAKING ACTION

Invite students to find out about protected natural areas in Ireland and the threats they face, and think about ways we can work to try to keep them safe.

### METHODOLOGY

Present students with images of coal, nuclear and solar power plants. Ask them to describe the pictures in Spanish and explain what the link is between them.

Get students to talk about what other ways we get electricity. Draw a mind map on the board of ways of getting electricity.

Ask students to rank each form of energy suggested in order from best to worst. Students then discuss their rankings in pairs. Elicit which is the best and which is the worst.

### CONNECTIONS WITH IRELAND AND TAKING ACTION

Ask students to plot out together how we in Ireland can reduce our reliance on fossil fuels. Ask them to try to implement these changes in their own lives and keep a report. Discuss whether they think it is enough for individual people to make personal changes, or if change must take place at a bigger level. How do we put pressure on to make that bigger change take place?

### Activity 2

## FOSSIL FUELS AND RENEWABLE ENERGY

### AIM

To revise and learn new vocabulary relating to energy creation.

### MATERIALS

Images (<http://lasc.ie/resources/for-teachers/environmental-issues-in-latin-america/activity-4-fossil-fuels-and-renewable-energy/>)

### LINKS TO THE CURRICULUM

Senior Cycle:

- I. Basic Communicative Proficiency, 2, 3
- II. Language Awareness, 2

### METHODOLOGY

Write the following questions up for students to discuss:

- Ask them which they think we use the most in Ireland?  
*¿Qué tipo de energía utilizamos más en Irlanda?*
- And which we should use the most? And why?  
*¿Qué tipo deberíamos utilizar más? ¿Por qué?*
- Ask students where they think each form of energy comes from and which country we get it from/produces the most.  
*¿Qué país produce más esas formas de energía?*

Elicit some answers to the questions.

Give students a copy of the questions relating to the video.

*¡Contesta las preguntas!*

- What percentage of Colombian coal comes from Cerrejón?
- Name the three companies that own the mine.
- What happens to people who live in the way of the expanding mine?
- What happened to Emilio Ramón Pérez Díaz?
- What types of actions does Jakeline Romero suggest doing?

Students watch the video and then try to answer the questions.

### CONNECTIONS WITH IRELAND AND TAKING ACTION

Explain to students that Ireland still gets electricity from coal, and the vast majority of it comes from Cerrejón. Ask students what they think Ireland should do.

Invite students to find out more about LASC and other groups' ongoing campaign to boycott Cerrejón coal and look into getting involved.

### Activity 3

## BLOOD COAL

#### AIM

To learn about the impacts of Irish energy use on people and the environment in Latin America.

#### MATERIALS

Facilities to play a video.

Video (<http://lasc.ie/resources/for-teachers/environmental-issues-in-latin-america/activity-5-blood-coal/>)  
[www.survival.es/indigenas/frontera-amazonica-no-contactados](http://www.survival.es/indigenas/frontera-amazonica-no-contactados)

#### LINKS TO THE CURRICULUM

Senior Cycle:

I. Basic Communicative Proficiency,

10, 11

II. Language Awareness, 2

III. Cultural Awareness, 1, 3, 4, 5

A view of the Moneypoint generating station outside Kilrush, Co. Clare.





# SELF-ASSESSMENT TOOL

.....  
Student's Name

.....  
Date

3

## Things I learned today about Latin America

1. ....  
.....  
.....  
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2. ....  
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3. ....  
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2

## New Spanish words I used

1. ....
2. ....

1

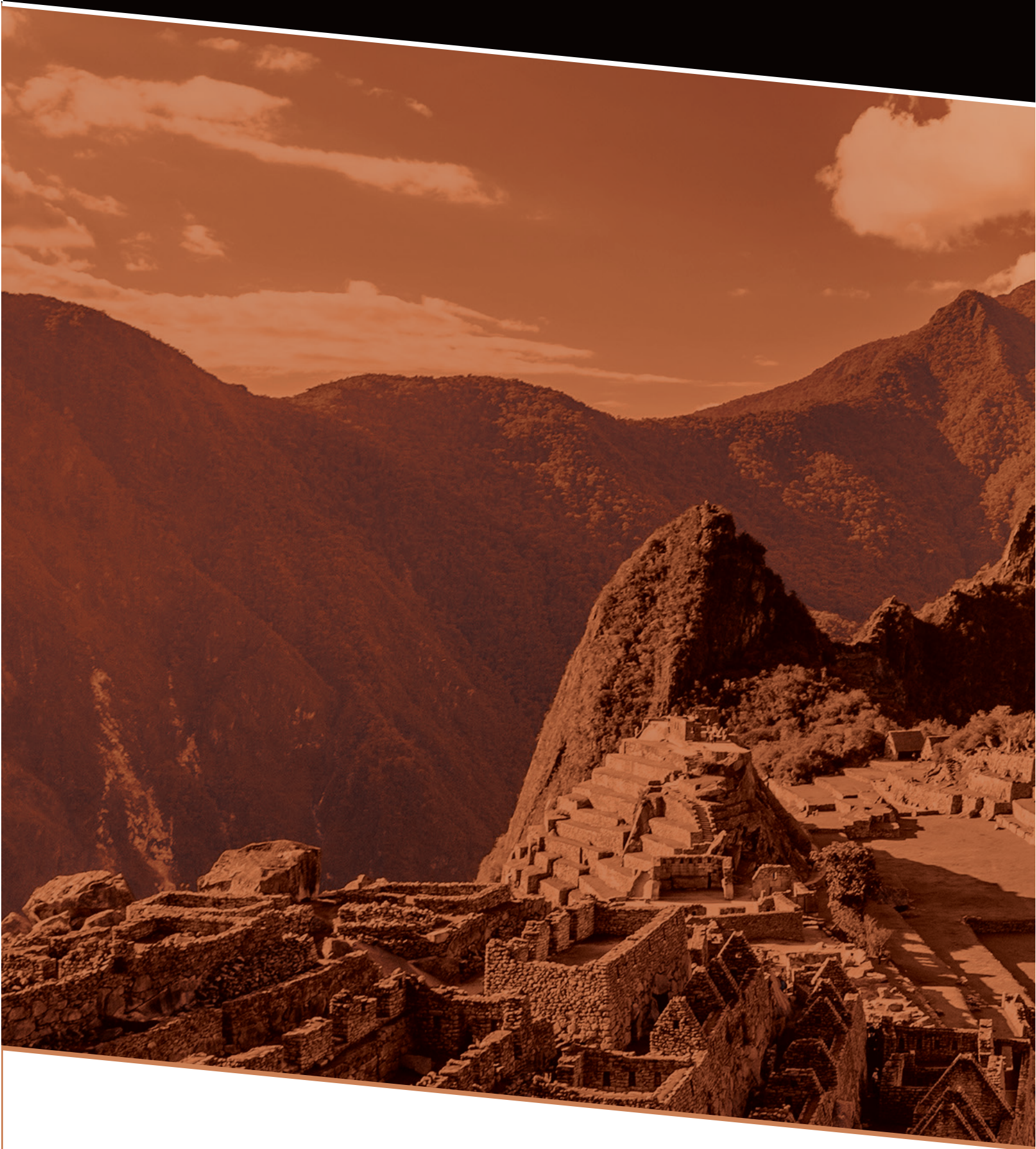
## Opinion I formed

- .....  
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.....

## WE RECOMMEND...

- Visit the Latin America Solidarity Centre to keep up to date on news and events happening in Ireland related to Latin America. You will find the appendices for this resource there and other resources published by LASC. Don't forget to visit the blog, with in-depth articles about Latin America.  
[www.lasc.ie](http://www.lasc.ie)
- WorldWise Global Schools has produced several resource on how to implement Development Education in Secondary Schools. We highly recommend you look at the Modern Foreign Languages for Junior Cycle, which has great ideas to use in the classroom. You will find opportunities for school grants and more information on how to obtain the Global Passport Award on their website.  
[www.worldwiseschools.ie](http://www.worldwiseschools.ie)
- Irish Aid is the Irish Government's programme for overseas development. Through their development education unit, they fund organisations like LASC to promote Development Education in Ireland.  
[www.irishaid.ie](http://www.irishaid.ie)
- The Democracy Centre (Cochabamba, Bolivia) works to strengthen struggles for social, economic and environmental justice through a combination of research and analysis, training and support and active campaigning. They have good resources to use both in Spanish and English.  
[www.democracyctr.org/about](http://www.democracyctr.org/about)
- 'If it were my home' is a great interactive website that compares statistics between countries in an easy and a friendly way for students. Very useful to compare Ireland with Latin American countries.  
[www.ifitweremyhome.com](http://www.ifitweremyhome.com)
- The facebook page AJazeera + en español shares short videos in Spanish about different realities in Latin America. Many of these videos can be shown as complementary resources to the activities.  
[www.facebook.com/ajplusespanol](https://www.facebook.com/ajplusespanol)
- La Comisión Económica para América Latina y el Caribe (CEPAL) offers detailed information about the economic and social situation in Latin America. Useful to complement the workshops.  
[www.cepal.org/es](http://www.cepal.org/es)





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