

LATIN AMERICA SOLIDARITY CENTRE

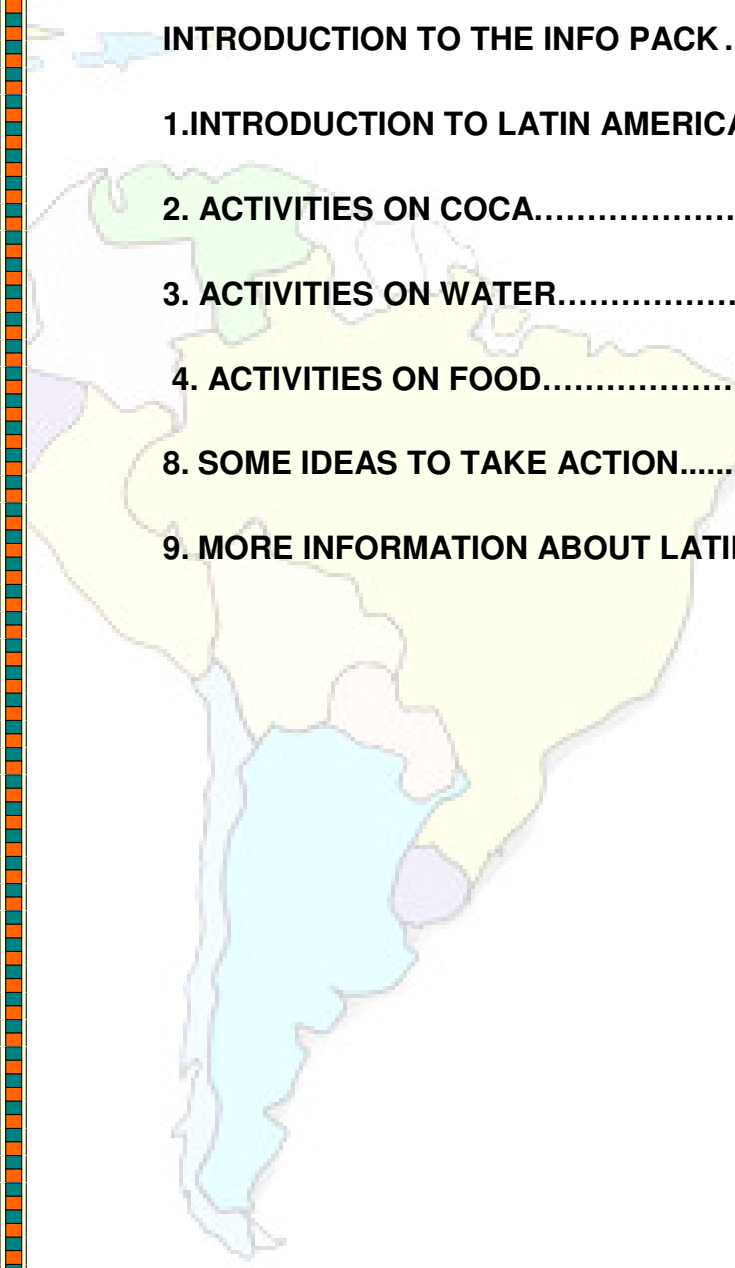
LATIN AMERICA
PACK
For Youth Trainers and
workers

2010

INFO PACK ABOUT LATIN AMERICA FOR YOUNG PEOPLE WORK

LATIN AMERICA

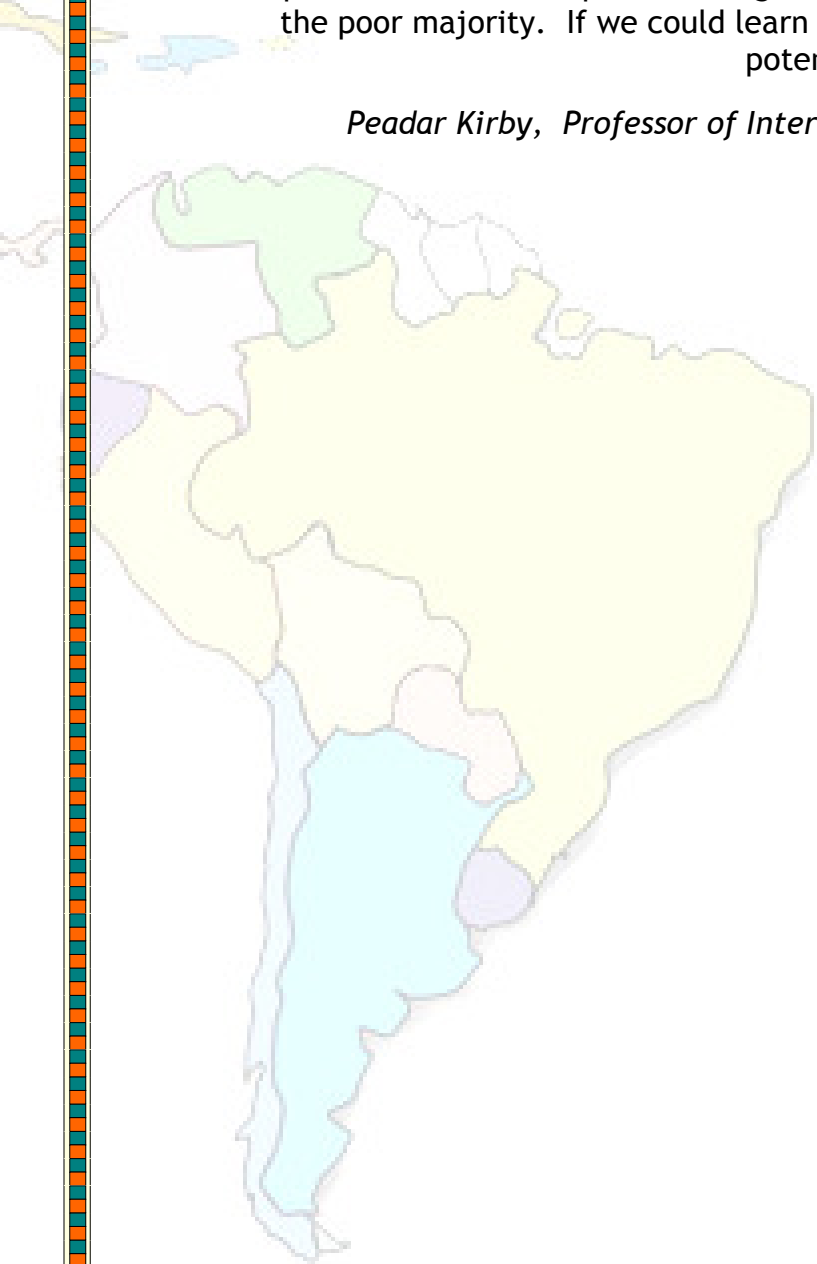
Pack for Youth trainers



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“If we could learn from Latin America, the ability to do such a reading of the Irish story (similar to that, Latin Americans do for their story), particularly of the changes we have experienced over the past thirty years, we could perhaps discover a way of breaking out of the persuasive sense of despair and paralysis that grips so many people in Ireland who rightly reject the false sense of optimism generated by our political and business elites. And in doing such a reading we might discover what is Latin America’s greatest gift to the world, its irrepressible sense of hope that things can be better not just for the elite but for the poor majority. If we could learn something of that hope we would have a potent resource for building a better Ireland”

Peadar Kirby, Professor of International Politics and Public Policy at the University of Limerick.



INTRODUCTION TO THE INFO PACK

This Info Pack is a development education tool that can be used by youth trainers in workshops about Latin America.

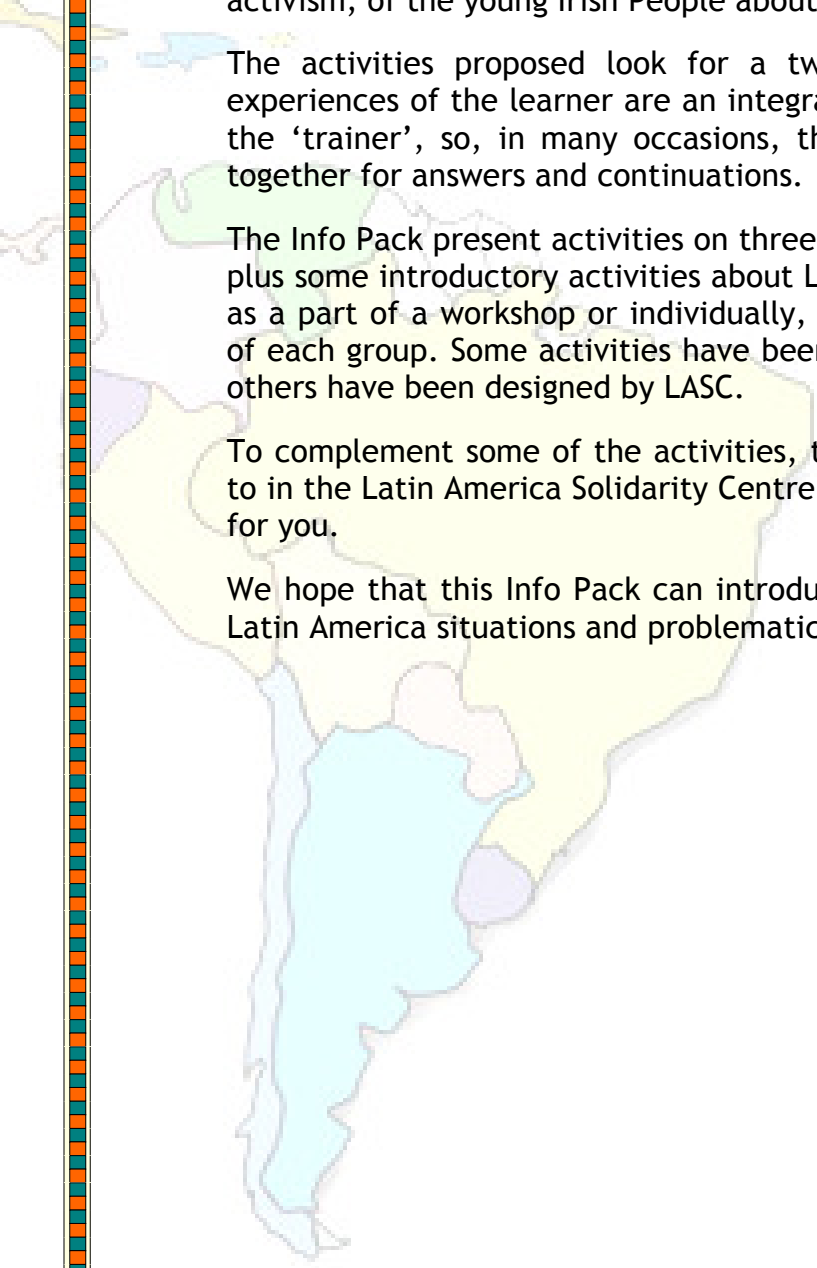
The aim of this Info Pack is to increase the interest, knowledge and why not, activism, of the young Irish People about Latin America issues.

The activities proposed look for a two way process, where the ideas and experiences of the learner are an integral and essential element alongside those the 'trainer', so, in many occasions, the facilitator and participants will look together for answers and continuations.

The Info Pack present activities on three different topics: Coca, Water and Food, plus some introductory activities about Latin America. The activities can be used as a part of a workshop or individually, depending on needs, time and situation of each group. Some activities have been taking from other organizations packs, others have been designed by LASC.

To complement some of the activities, there are resources you can have access to in the Latin America Solidarity Centre. Just contact us and we will facilitate it for you.

We hope that this Info Pack can introduce to new topics, different ways to see Latin America situations and problematic.



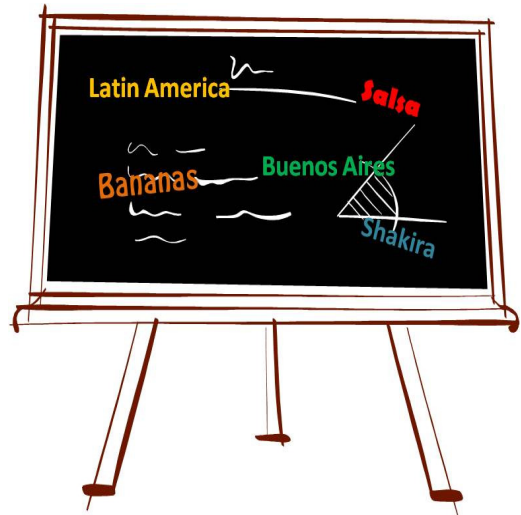
INTRODUCTION TO LATIN AMERICA

Aim: That participants identify images from Latin America and familiarise with its contrast and culture.

Materials needed: Photos from Latin America and a map of Latin America

What to do:

1. Display the photos on the floor or on a table.
2. Ask each of the participants to take one photo that calls its attention
3. Once all participants have a photo, ask them individually why they pick that photo and if they know what it is. Ask them to link the photo with one of the countries.
4. While participants are showing their photos, introduce some of the topics and write them in the flip chart.
5. Invite participants to brainstorm on other images they had about Latin America.
6. When all of them have given their feedback, recall the topics that have appeared and give an idea of some themes related to Latin America, either positive and negative (different cultures, inequality, nature, human rights, poverty, food, music...)



KEY WORDS ON LATIN AMERICA

Aim: To give participants an overview of Latin America and different issues affecting the region.

Materials needed: A list of the words related to Latin America

What to do:

1. Ask the group to make two circles, one inside the other, in such a way that each person has a partner from the other circle.
2. Tell them you will say a word related to Latin America and they have to discuss with their partner that word: the meaning, the country they could relate to, an example of that word...
3. Once they have discussed the first word, the outside circle moves so that everybody changes partner. They you call out the second word, and so on until the end of the words.
4. Once you have finished, tell participants to go back to their places and get feedback about the words. Give examples of the words or clarify what is not clear.

Key words

- Football
- Carnival
- Indigenous people
- Portuguese
- Salsa
- Andes
- Amazon
- Human rights
- Evo Morales
- Potatoes
- Plantation
- Tortilla
- Rigoberta Menchú
- Poverty
- Inca
- Tango
- Columbus

QUIZ: COLOMBIA

Aim: To introduce in a fun way Colombia, a Latin American country affected by war and drugs. To learn other facts about Colombia

Materials needed: A copy of the quiz between two people. One answer sheet for the facilitator. Colombia Fact Sheet.

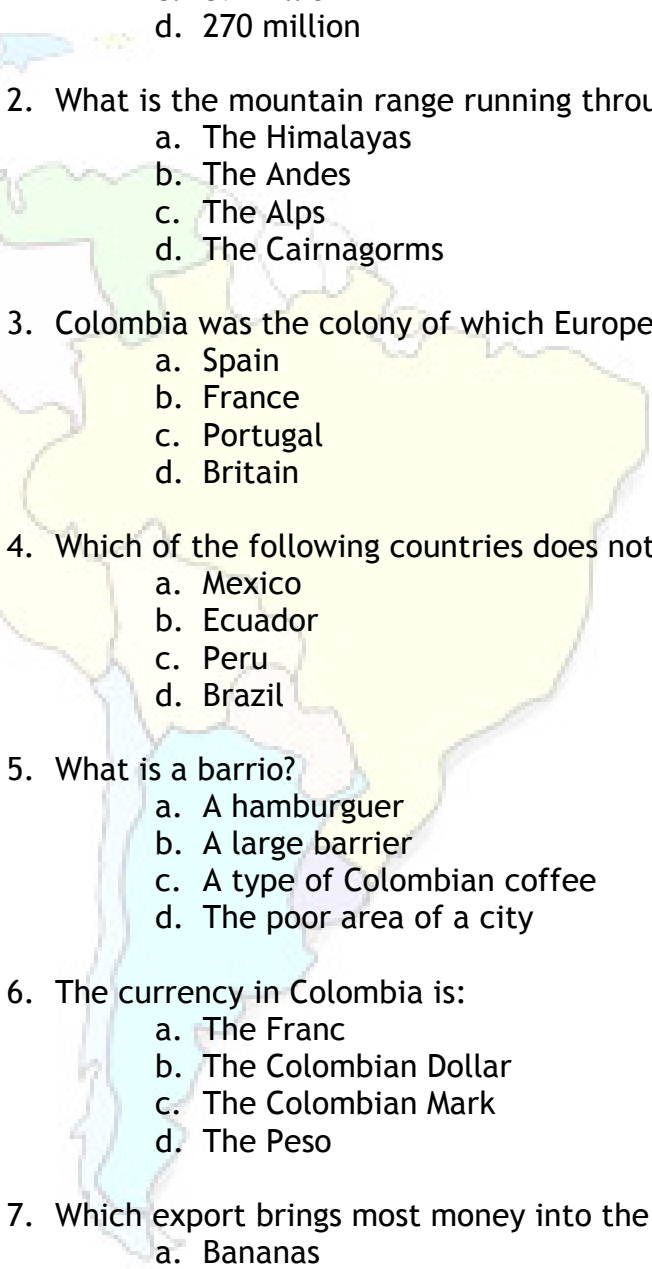
What to do:

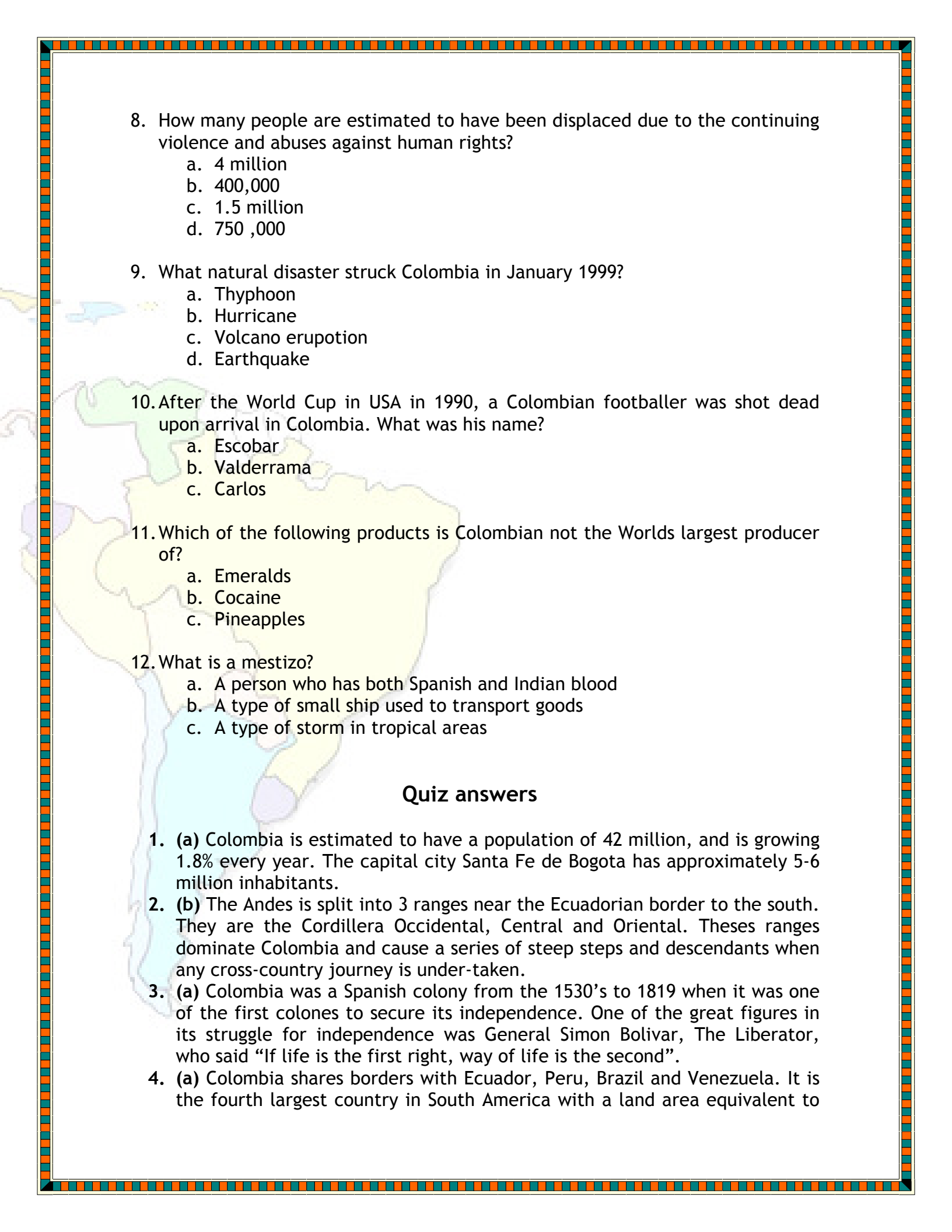
1. Working in pairs, the group have to try to answer all of the twelve questions in the quiz.
2. Allow just enough time for people to finish the quiz. Call out the questions and elicit the answers. Read out the extra details on the answer sheet.
3. At the end, ask the group which facts they found most surprising or interesting and why.
4. Explain that Colombia is one of the world's largest producers of coca, which is processed into cocaine. Using the **Colombia Fact Sheet** give a brief explanation of the political and economic environment in Colombia.

More ideas...

Show photos of Colombia when answering some of the questions. In particular, show them photos where there are people from different backgrounds.

The Quiz

1. What is the population of Colombia?
 - a. 42 million
 - b. 50 million
 - c. 89 million
 - d. 270 million
 2. What is the mountain range running through Colombia?
 - a. The Himalayas
 - b. The Andes
 - c. The Alps
 - d. The Cairnagorms
 3. Colombia was the colony of which European country?
 - a. Spain
 - b. France
 - c. Portugal
 - d. Britain
 4. Which of the following countries does not share a border with Colombia?
 - a. Mexico
 - b. Ecuador
 - c. Peru
 - d. Brazil
 5. What is a barrio?
 - a. A hamburguer
 - b. A large barrier
 - c. A type of Colombian coffee
 - d. The poor area of a city
 6. The currency in Colombia is:
 - a. The Franc
 - b. The Colombian Dollar
 - c. The Colombian Mark
 - d. The Peso
 7. Which export brings most money into the Colombian economy?
 - a. Bananas
 - b. Cocaine
 - c. Coffee
 - d. Oil
- 

- 
8. How many people are estimated to have been displaced due to the continuing violence and abuses against human rights?
 - a. 4 million
 - b. 400,000
 - c. 1.5 million
 - d. 750 ,000

 9. What natural disaster struck Colombia in January 1999?
 - a. Thyphoon
 - b. Hurricane
 - c. Volcano erupotion
 - d. Earthquake

 10. After the World Cup in USA in 1990, a Colombian footballer was shot dead upon arrival in Colombia. What was his name?
 - a. Escobar
 - b. Valderrama
 - c. Carlos

 11. Which of the following products is Colombian not the Worlds largest producer of?
 - a. Emeralds
 - b. Cocaine
 - c. Pineapples

 12. What is a mestizo?
 - a. A person who has both Spanish and Indian blood
 - b. A type of small ship used to transport goods
 - c. A type of storm in tropical areas

Quiz answers

1. **(a)** Colombia is estimated to have a population of 42 million, and is growing 1.8% every year. The capital city Santa Fe de Bogota has approximately 5-6 million inhabitants.
2. **(b)** The Andes is split into 3 ranges near the Ecuadorian border to the south. They are the Cordillera Occidental, Central and Oriental. Theses ranges dominate Colombia and cause a series of steep steps and descendants when any cross-country journey is under-taken.
3. **(a)** Colombia was a Spanish colony from the 1530's to 1819 when it was one of the first colones to secure its independence. One of the great figures in its struggle for independence was General Simon Bolivar, The Liberator, who said "If life is the first right, way of life is the second".
4. **(a)** Colombia shares borders with Ecuador, Peru, Brazil and Venezuela. It is the fourth largest country in South America with a land area equivalent to

Spain, Portugal and France put together. It is the only country in South America with coastlines on both the Atlantic and Pacific.

5. (d) The barrios are the poorest areas of the cities with many of the inhabitants living in fear because of the high levels of violence. Some 70% of Colombians live in urban areas.
6. (b) The peso is the accepted currency.
7. (b) Drug trafficking brings an estimated \$1-4 billion into the Colombian economy every year, although the trade is illegal. This is about 5% of GDP and is double the income from coffee exports in a year.
8. (a) Around 4 million people have been displaced due to political violence. Through out the country, paramilitary groups murdered, tortured and threatened civilians suspected of sympathizing with guerrillas in an orchestrated campaign to terrorise them into fleeing their homes. Thereby depriving guerrillas of civilian support. In some locations the army attacked and captured members of such groups; in others it tolerated or even collaborated with paramilitary groups.
9. (b) In January 1999, Colombia was hit by the biggest earthquake for nearly a century. Measuring 6 on the Richter scale, it wiped out over 20 villages, triggered mudslides and took the lives of over 1500 people
10. (a) After a poor showing by Colombia at the World Cup, many betting syndicates had lost money. One of the players Escobar was shot dead when he returned.
11. (c) Colombia is not the largest producer of pineapples in the world. It is however the largest producer of emeralds and cocaine
12. (a) A mestizo is a person that has both Indian and Spanish blood. Colombia was a colony of Spain for centuries and has adopted many Spanish customs. 57% of Colombians are mestizo, and have both Spanish and Indian roots. 21% are Afro-Colombian and 20% white.

Colombia Factsheet

- Colombia is the northern-most country of South America, with ports on both the Pacific Ocean and the Caribbean Sea. It is rich in natural resources, with an abundance of oil, natural gas, coal, nickel, and emeralds. Its agricultural riches include coffee and flowers, and there are vast forest and river resources.
- Colombia has been subjected to a long-running conflict between leftist guerrillas and government forces. Dissident right-wing paramilitary squads, drug trafficking gangs and common criminals also contribute to the complex unrest that has plagued the South American nation. Some argue that the root of the problem is the struggle to control land – 30% of the land is in the control of right-wing, paramilitary drug traffickers.
- According to UN figures, Colombia ranks second for countries worst affected by internal displacement.
- In a population of 43 million, 64% of the population live below the poverty line. Poverty and large scale internal displacement, due to conflict, threaten many Colombians' food security. Threats to rural populations by illegal armed groups increasingly restrict movement and limit access to markets and agricultural land, and consequently food and other goods.
- Colombia is home to 4 million internally displaced persons, the second highest in the world (after Sudan). The highest rate of displacement since 1985 occurred in the last four months of 2008, despite negotiations between the government and the paramilitary groups. More than 270,000 people were forced from their homes because of the violence, meaning an average of 1,500 people fled daily. Since 2009, turf wars over coca crops in the border region of Narino have intensified and many thousands of people have been displaced, some across the border to Ecuador. Internal displacement overwhelms existing services; both locals and displaced people suffer.
- Colombia has a high number of killings – some 2,500 to 3,000 a year; four decades of armed conflict; and grave violations of humanitarian law. Human Rights Watch estimates that 200,000 people were unlawfully killed between 1998 and 2003. Drug-related violence is the second largest cause of death, after cancer. Approximately 97 percent of the crimes go unpunished.
- There is an inequitable distribution of wealth with two-thirds of the population living in poverty, while a small portion has an exorbitant amount of wealth. These economic injustices exacerbate the conflict.
- Church members are also among the 4 million people who have been forced to flee. A recent Mennonite publication, "A Prophetic Call," compiled by MCC partner organizations Justapaz and the Commission for Restoration, Life and Peace documents more than 300 violations against church leaders in 2007. Other community activists – indigenous leaders, leaders of displaced people, human rights and other activists are also targeted – in 2002, 184 trade unionists were assassinated.

Sources; World Food Programme, Medecins Sans Frontieres; BBC, Human Rights Watch, Justice for Colombia

A 2010 Lenten Study compiled by the World Council of Churches, the World Student Christian Federation and the World YWCA <http://women.overcomingviolence.org>.

THE WALKING DEBATE

Aim: To stimulate thought and debate on solutions to the drug trade problem

Materials: a list of the statements for the facilitator. Two large sheets of paper - one with "I agree" on it and the other with "I disagree"

What to do:

1. Clear back all the furniture in the room to create a large space. Pin the "I agree / disagree" statements on opposite walls.
2. Stand in the middle of the room with the group around you. Read out one of the statements. Ask those who agree with the statement to move towards the "I agree" poster, those who disagree to move towards the "I disagree" poster, those who are unsure stay in the middle of the room.
3. Explain that the object of the game is to raise discussion and that there are no right or wrong answers. To start the discussion ask those who "agree" to defend their position and those who "disagree" to defend theirs. People at either end of the room should try to persuade those in the middle to join them! Allow participants to change their mind and move to the other side.
4. Read out a new statement whenever discussion dies down.

Statements:

- Growing coca is always wrong.
- Drug use is caused by poverty and growing coca is caused by poverty; the only people who win are the dealers in the middle
- The people who grow coca create the drug problem; they should be locked up
- Drug addicts are criminals; they should be locked up.
- Let the army wipe out the drug crops. The farmers will soon find something else to grow.
- People in Europe should pay more for coffee, bananas and other crops; then the coca farmers could stop growing coca.
- Poor people in Colombia have a choice of growing coca or going hungry; it's wrong to burn all their crops
- The Irish and US Governments should concentrate on preventing people using drugs in our countries. That is the answer - not firebombing poor farmers in Latin America
- The real criminals are the drug barons, politicians and armed forces who make loads of money from the drug trade. Our Government should help get them arrested.

THE DRUGS TRAIL

Aim: to clarify how the drug trail operates, from the crop in the field to using the drug in European or American cities. To

Materials needed:

Supply and demand handout

Map of illicit drugs handout

World map

What to do:

1. Place a map of the world on the floor or wall. Ask participants to gather around and identify where they think illicit drugs are being produced and coming from, and what they think are the main users and traffickers.
2. Show them the **map of illicit drugs** and discuss it. Highlight the difference between the different drugs and explain that you will focus mainly on cocaine.
3. Divide the group into small groups. Ask participants to list all the people they think are involved in the illegal drug trade and to draw their own drug trail -a roadmap from a user in Ireland to the South American farmer (for example street dealers, drug traffickers in Ireland, South American drug cartels). Invite them to guess how much profit each of the actors involve make in the process.
4. Distribute **Supply and Demand handout**. Discuss who is making the money along the trail.

More ideas...

- You can start the activity by **brainstorming “drugs”**. Ask participants what they think of when they think of drugs. You can highlight the fact that there are not only illegal drugs, but legal drugs that we might use everyday. If it comes out, highlight the difference between Coca and Cocaine.

- **How do the drugs come to Europe?** At the end of the activity, you can play a clip from the video **Maria Full of Grace** and discuss about the life of Maria and what brought her to be a mule.

MARCO'S STORY

Aim: To highlight how poverty pushes young people in places like Vila Prudente to get involved in drug peddling

Materials needed: copies of Marco's story

What to do:

1. Distribute copies of Marco's story. You can read the story or ask for a volunteer to read it out.
2. Ask participants for their responses to the story - in particular, do people see any similarities between Marco's story and experiences in their own community? The story mentions that parents have discussed changes that need to take place outside the favelas. What do participants think these changes might be?

Marco's story:

Marco lives in the Vila Prudente - a shanty town (or favela) in Sao Paulo in Brazil. His mother works as a cleaner for two families in a wealthy part of the city. Marco's father lost his job in an ice cream factory when new machinery was introduced. He looked for other work but without skills he found it impossible to find anything. Some days he just sits inside the house but often the noise from the four youngest children drives him out into the street. On these days he ends up in the bar with his friends. When he returns home there is often a row between him and Marco's mother about money.

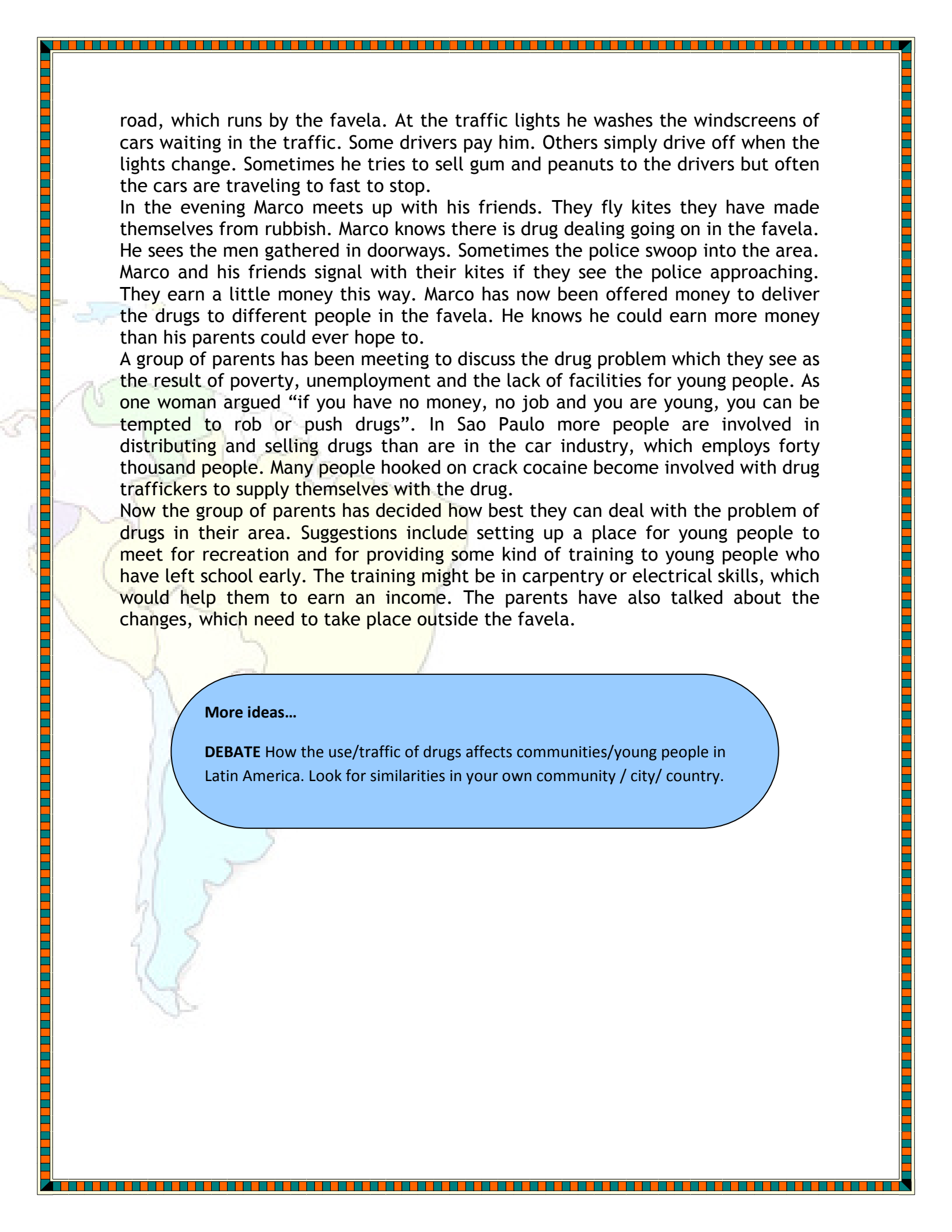
Marco has now left school to try and earn some money. He goes out onto the main

The Coca, scientific name *Erythroxylum coca*, the raw material for the cocaine is a plant which has ancestral uses in the indigenous communities in countries like Peru, Ecuador, Bolivia and Colombia.

This plant is cultivated hundreds of years ago by the indigenous and is used as food, medicine, tobacco, infusion for drinks, religious ceremonies. It is also chewed by them as an inhibitor of hungry and fatigue and to cure the headaches, stomach problems and others. ". This practice exists since ancient times.

For this people Coca is part of their cultural identity, and it is a form of subsistence and alternative fair trade. But many people don't use it this way and abuse of the properties of the plant and make of it a source of drug dealing, monocultures, ecological disaster, causing a lot of problems even to the indigenous people who used the Coca in their traditional way.

The sustainable use of the coca it's an option of development of the biodiversity and scientific, technological and human potential for the indigenous that cultivate and use it in the traditional way.



road, which runs by the favela. At the traffic lights he washes the windscreens of cars waiting in the traffic. Some drivers pay him. Others simply drive off when the lights change. Sometimes he tries to sell gum and peanuts to the drivers but often the cars are traveling too fast to stop.

In the evening Marco meets up with his friends. They fly kites they have made themselves from rubbish. Marco knows there is drug dealing going on in the favela. He sees the men gathered in doorways. Sometimes the police swoop into the area. Marco and his friends signal with their kites if they see the police approaching. They earn a little money this way. Marco has now been offered money to deliver the drugs to different people in the favela. He knows he could earn more money than his parents could ever hope to.

A group of parents has been meeting to discuss the drug problem which they see as the result of poverty, unemployment and the lack of facilities for young people. As one woman argued “if you have no money, no job and you are young, you can be tempted to rob or push drugs”. In Sao Paulo more people are involved in distributing and selling drugs than are in the car industry, which employs forty thousand people. Many people hooked on crack cocaine become involved with drug traffickers to supply themselves with the drug.

Now the group of parents has decided how best they can deal with the problem of drugs in their area. Suggestions include setting up a place for young people to meet for recreation and for providing some kind of training to young people who have left school early. The training might be in carpentry or electrical skills, which would help them to earn an income. The parents have also talked about the changes, which need to take place outside the favela.

More ideas...

DEBATE How the use/traffic of drugs affects communities/young people in Latin America. Look for similarities in your own community / city/ country.

ROLE PLAY: WHO IS RESPONSIBLE?

Aim: To explore the issue of responsibility in the global drug trade

Materials needed: Role cards

What to do:

1. Set the scene: Explain to the group that they are going to participate in a role play. The situation they will enact is a courtroom scene. A number of people will be questioned by a panel of judges, in order to decide who is responsible for the sale of cocaine on the streets of Dublin to young people.

John O'Reilly has been arrested while in possession of €10,000 worth cocaine and in the act of peddling. He will be the first to take the stand. In his defence his lawyer has called upon other witnesses.

2. Assign roles: Ask 2-3 volunteers to play the part of judges. Divide the rest of the group into four smaller groups. Give each group a role card and explain that they must now assume the identity of that person and prepare to answer questions in court. Allow time for each group to prepare arguments for their defence. The judges should receive all four role cards in order to prepare questions. Then ask one person from each group to volunteer to take the stand in the role of the character. The judges cross-examine each witness for three minutes. At the end the judges must pass judgment and decide who is responsible.

Notes for the leader:

- Your role is to observe and note anything you think is interesting. Keep an eye on time and keep things moving.
- Do not intervene unless you think it's necessary
- Role plays can bring up strong feelings in people. It is important that at the end you invite the whole group to comment on their feelings and reactions to what happened and to acknowledge that they are no longer in role. You should also discuss who they feel is guilty and why and what insights they may have gained. You should mention things you have noted if they have not already been.
- The goal is not necessarily to come to any conclusion but to gain an insight into the many and complex dynamics contributing to the drug trade.

- You might need to explain terms such as the IMF (International Monetary Fund). The role of the IMF was to ensure global financial stability by giving short-term loans to countries experiencing budget problems or trade deficits (more money going out - exports- than coming in -imports). The IMF re-schedules the debts of poor countries in return for the implementation of a Structural Adjustment Programme (SAP). SAP usually means freezes on wage increases, cut in public spending, selling off public services, and opening the country up to multinational investors

John O'Reilly – Drug dealer from Dublin or other Irish city or town

In court for possession of cocaine with a street value of €10,000, John is an addict himself. He dropped out of school at 12 years of age and since then has spent most of his days on the streets. His parents both have drug and alcohol problems too. He has been in trouble before for petty theft. This is his first serious offence.

Pedro – a small farmer in The Andes, Colombia, with a wife and eight children

Pedro grows coca and has been doing so since 1984 when he could no longer get enough money to support his wife and family through coffee production. Coca is a hardy fast-growing plant that can yield several harvests each year. As an average coca farmer Pedro can earn \$100 a month. This enables him to send two of the children to secondary school and to invest a little money in machinery for the farm. Without the coca plant, Pedro and his family risk hunger

Manuel Garcia – Drug dealer in Peru

Manuel runs a processing factory that refines the coca plant into cocaine ready for export. He has several hundred small farmers working for him in producing coca plants. He pays the farmers more than they would get from other crops. The refined cocaine is exported mainly to North America and Europe. Manuel lodges some of the money he makes in a bank in Miami, Florida

President of Peru

Successive presidents have implemented International Monetary Fund plans to rescue the economy from debt and high inflation. This policy has accelerated the poverty of the Peruvian population. Of the total population of 22 million, 12 million – more than 50% - live in extreme poverty. Against this backdrop the production of coca thrives. With falling prices for other crops, the coca plant offers the best hope of a livelihood to many poor farmers. The export of semi-processed cocaine brings \$2 billion in to the country annually. In May 1991, the Peruvian Government signed an agreement with the US who pledged to fund the replacement of coca with alternative crops. This agreement has not been enforced and Peru has not received a single dollar.

TAKING ACTION: RANKING EXERCISE

Aim: To think about different solutions to the drug problem

Materials needed: Copies of the statements for each group of 4 or 5.

What to do:

1. Divide the group into groups of 4 or 5 and give each group a copy of the ranking statements.
2. Ask each group to arrange the statements in order of importance.
3. When they are satisfied they have ranked them in the way they want, ask them to feedback and explain why they have ranked them in that way. Discuss differences between the rankings
4. Ask the bigger group to choose one of two of ranking statements and discuss what actions they can take around these issues. Are there

STATEMENTS

Increase the sentences for drugs offenders

Support alternative development programmes for peasant farmers to enable them to make a living from other crops

Address the causes of drug misuse in Europe and the US

Make drug use a social rather than a criminal issues

Publicity of the risks of drugs taking more effectively

Reduce the gap between rich and poor in the growing countries

WATER QUIZ

Aim: That participants realised how much water is used in our daily life.

Materials needed: The water quiz

What to do:

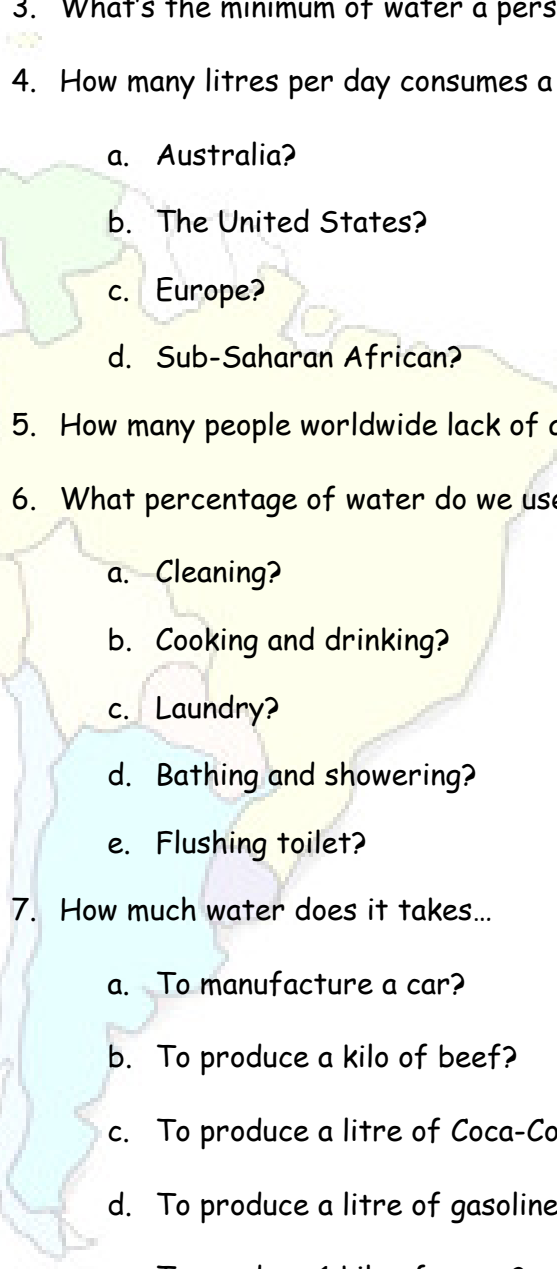
1. Give a quiz to every two participants
2. Tell them they have 5 minutes to answer the questions
3. When they finish, go over the questions and give them the right answer.
4. Ask them what information surprised them and have a little conversation about the use of water in our lives.

More ideas...

As an energiser or ice breaker, you can ask the group to divide into small groups of 4 or 5. Give them a flipchart or A1 paper and a marker. Ask them to think about things related to water, and write them down in the paper. But there is one role, only one person writes, while the others can't talk. They need to use their body to communicate what they mean.

The team with more answers is the winner!!

Quiz

1. What is the percentage of water in the earth surface? And in our body?
 2. For how long can a person live without water?
 3. What's the minimum of water a person need to live?
 4. How many litres per day consumes a person living in ...
 - a. Australia?
 - b. The United States?
 - c. Europe?
 - d. Sub-Saharan African?
 5. How many people worldwide lack of access to clean drinking water?
 6. What percentage of water do we use...
 - a. Cleaning?
 - b. Cooking and drinking?
 - c. Laundry?
 - d. Bathing and showering?
 - e. Flushing toilet?
 7. How much water does it takes...
 - a. To manufacture a car?
 - b. To produce a kilo of beef?
 - c. To produce a litre of Coca-Cola?
 - d. To produce a litre of gasoline?
 - e. To produce 1 kilo of paper?
- 



WATER QUIZ ANSWERS

1. What is the percentage of water in the earth surface? And in our body? **70%**
2. For how long can a person live without water? **3 days** (5 days without food)
3. What's the minimum of water a person needs to live? **20 litres**
4. How many litres per day consumes a person living in ...
 - a. Australia: **1000**; b. The United States: **300-400**; c. Europe: **100-300**; d. Sub-Saharan African? **10-20**
5. How many people worldwide lack of access to clean drinking water? **1.4 Billion**
 - **One billion.** The number of people worldwide who do not have any water within a 15 minute walk of their home
 - **2.4 billion.** The estimated number of people who lack access to sanitation. Most are in Africa and Asia.
 - **120 million** people in Latin America and the Caribbean lack access to sanitation.
 - **\$30 billion.** The projected cost per year of bringing universal access to water by 2015 to those living in poverty
6. What percentage of water do we use...
 - a. **5%** b. **10%** c. **20%** d. **35%** e. **30%**

In Stigomta, a village in Sweden, they hold an annual "pee outside day" where nobody flushes a toilet. They save a full 50% or the water the town would typically use in a day.
7. How much water does it takes...

- a. 450.000 litres b. 42.500 litres c. 3 litres d. 10 litres e. 324 litres

OTHER FACTS ABOUT WATER:

The World Bank judge the global trade in water to be US\$1000 trillion in 2001

In Tanzania, the percentage average of wage spent on water in 2003 was 5.7% (Uganda 3.2%, Pakistan 1.1%). City dwellers in the Third World may pay up to 50 times as much for water as city dwellers in Europe and America.

In Nelspruit, South Africa, township residents literally pay for air. Biwater, the company that took over the municipal water system, uses a metering scheme that charges for up to 90 minutes of "air time" while you wait for the water to me out of the tap.

Thailand's public health ministry tells rain collectors to wait an hour after a shower starts because the rain in industrial areas is as Acid as tomato juice.

In Zimbabwe bottled water brand Banoface Mponda claims to impart fertility on drinkers.

Americans empty 2.5 million plastic water bottles an hour. Each one takes 500 years to decompose if not recycled.

38 million indigenous people have been displaced by 840.000 dams worldwide.

6.500 cubics meters: the average amount of water used by 60.000 Thai villagers per day. The average amount of water used by one golf course in Thailand per day.

WATER SITUATIONS

Aim: That participants identify and explore how water affects different people in different countries

Materials needed:

Packs with information about water
Markers and A1 cardboard for one of the teams

What to do:

1. Divide the group into groups of 4 or 5
2. Give each group one of the packs
3. Each of them will read the information given in the pack and will have a different task to explain what the information was about to the others:
 - a. Water and youth (a rap)
 - b. Water inequality (a photo that takes life)
 - c. Gender and water (a play)
 - d. Water and culture (a poster)
4. Ask participants to represent / present their information. Ask them what is the main message in that information and what surprised them.

More ideas...

You can show one video and create a discussion around it. Some of the suggested videos are (available in LASC):

- Water rising (8 min): on the Water Wars in Cochabamba and El Alto, Bolivia
- Water is not a merchandise (15 min)
- Umbrella (2.30 min)

WHERE OUR FOOD COMES FROM?

Aim: That participants reflect on where our food comes from and the globalisation of food.

Materials needed: Map of the world and post-its.

What to do:

1. Place the map on the wall.
2. Distribute small post-its to the participants, and ask them to write in each of them food that they have eaten that day for dinner (or breakfast, of dinner the day before...).
3. Ask them to place the post its on the map on the countries they think that particular food came from. If they don't know, just ask them to put it outside the map or on the ocean.
4. Individually, ask them to tell the group what they have eaten and the country they think it came from.
5. Once all of them have finished, ask them to look at the map and draw conclusions. You can throw the following questions:
 - As consumers, do we pay attention to where the food we eat comes from?
 - What is this map telling us about the food system?
 - Do you think we are self-sufficient?
 - If there was an oil crisis or Ireland had to close borders, how much our food would last? (7 days)
 - How long would it take Ireland to reverse our land use? (7 years)

SPOT THE DIFFERENCE

Aim: To make participants reflect on the world inequality regarding food.

Materials needed: Photos pack, 2 photos per group / pair.

What to do:

1. Give two photos to each two / three people. Tell them to answer these questions and discuss among themselves:
 - Where do you think the family is from?
 - How much do they spend on food (in a week)?
 - What is their relation with the land?
 - What is the impact on the environment?
 - What are the effects on their health?
 - What is the impact on other people's life?
2. Ask them to show their photos and share their comments with the rest of the group. Give them the right answer about where the family is from and how much they spend on food in a week.
3. Get their reactions and reflection on it. Highlight points such as: what families are damaging more the environment? What families are eating the healthier food? Are all of them eating enough? What are the effects on their health.

More ideas...

You can complement this activity with Trocaire's activity "A divided World" (found in <http://www.trocaire.org/schoolresources>), where participants will explore how the world's food is divided globally and how this inequality impacts on people's rights.

THE FOOD CRISIS: WALKING DEBATE¹

Aim: To debate issues around the food crisis

Materials needed: Two labels on two opposite walls, one with the word "Agree" and the other with "Disagree"

Statements

What to do:

1. Invite participants to stand up and gather between the two words.
2. Read each of the statements and ask them to move towards Agree or Disagree, according to their opinion.
3. Ask a couple of them to explain why they stand where they stand, and try to convince the others. After listening to the others, participants could change their mind and move towards the other side.
4. You can invite students to propose new statements for discussions.

Statements:

People are hungry because they live in hot countries where it doesn't rain.

People are hungry because they live in countries with corrupt governments.

Tropical countries need to grow more food for world consumption.

More biofuels need to be grown for our energy consumption, so that we are not so dependent on oil.

We need to grow our own food, instead of relying on the world market to satisfy our taste buds.

¹ From Trocaire's resource on the Food Crisis, www.trocaire.ie

THEATRE

Aim: That participants learn about two countries where food is in crisis because of Free Trade Agreements.

Materials needed: A copy of Haiti and Guatemala case studies.

For further info: Fact Sheet on the Food Crisis

What to do:

1. Divide the group into two and give one of the case studies to each group.
2. Ask them to read it and to think of the following questions:
 - a. What are the main causes of the crisis in that country?
 - b. How is that affecting the local population?
 - c. How do you think it will affect young people?
3. Ask the group to prepare a small play to explain the situation to the other group
4. At the end of the play, ask them as a big group to think of actions we could do from Ireland to help those countries.

HAITI

We all heard about Haiti because of the Earthquake that killed 200,000 people in January 2010. The whole world looked at Haiti and showed its solidarity with Haitian people, who were left poorer than they were before.

Before the earthquake, 80% of the Haitian population lived with less than €1.30 per day, and had difficulties to feed themselves. However, before 1986, when neoliberal policies were introduced in Haiti, the country was almost self-sufficient in its main staple, rice. After introducing new policies, rice was imported from Miami at a lower price than the Haitian price. Haitian peasants couldn't sell their rice, and most of them had to leave the land and migrate to the cities.

In 2008, due to the Global Financial Crisis, that led to a Food Crisis, the price of imported food in Haiti doubled, what made poorer families unable to afford food. Some people were forced to eat mud-biscuits.

Led by anger and frustration, people protested demanding change of policies that would allow people to afford food. Five people were killed. However, policies haven't changed and after the earthquake Haitians face now an even more difficult and challenging future.

GUATEMALA

Even before the current food crisis, Guatemalan children were among the most malnourished in the world. According to Unicef, only Afghanistan, Burundi, Ethiopia, Nepal and Yemen had worse rates of chronic child malnutrition, which leads to stunted growth.

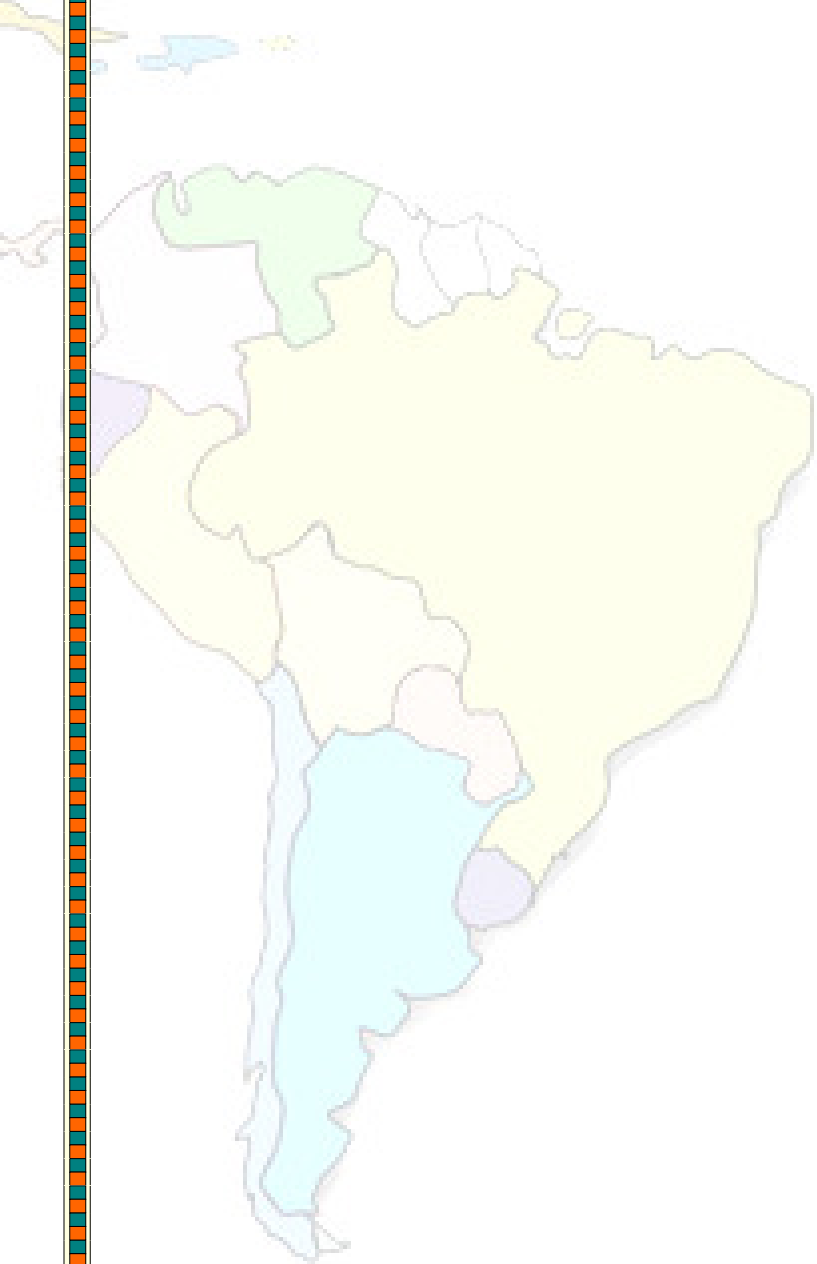
Guatemala is defined by the World Bank as a 'middle income country', but it suffers from remarkably unequal income distribution. Almost 57 per cent of Guatemalans are poor and 21 per cent live in extreme poverty. Since food prices began rising sharply, even those with a regular income can no longer make ends meet. The minimum wage in Guatemala ranges from 1410 to 1455 quetzals (£97-£100) per month, but it now costs 1752 (£121) to pay for a monthly shop that fulfils basic nutritional requirements.

A number of factors have contributed to the rise in prices. One of the most significant is the **fall in US wheat exports** to Guatemala as US farmers devote more land to cultivating **biofuels** in order to benefit from subsidies. In Guatemala itself more land is now being used for biofuel crops such as sugar cane and African oil palm. The situation in the east of the country is particularly stark.

When Hurricane Stan struck in October 2005, more than 1,000 people were killed and 80 per cent of the maize harvest was destroyed. Nearly three years on, people are still struggling to recoup their losses. The silt left behind by the widespread flooding also left the land much less productive. The eastern highlands are the poorest area of the country. In 1970, Guatemala was the chief grain producer in Central America and was self-sufficient in beans, rice and maize.

Following structural adjustment programmes designed by international financial institutions, the government's policies began to favour cultivation of African oil palm and sugar cane over the production of basic food stuffs. Both of these cash crops require a lot of water and land, and fewer agricultural labourers.

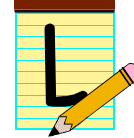
Between 1990-2005 the production of beans fell by 25.9 per cent; maize by 22.2 per cent; wheat by 80.4 per cent; and rice by 22.7 per cent. Over the same period the cultivation of sugar cane increased by 98.6 per cent. Guatemala is now a net importer of food and it is highly vulnerable to international price fluctuations.



SOME IDEAS TO TAKE ACTION

QUESTIONS TO CHALLENGE PARTICIPANTS

- Is injustice inevitable? Unavoidable?
- How am I linked to others throughout the world?
- How do my actions affect them and vice-versa?
- What are our visions and values about the future?
- Can we really change things?
- Why do we need to link local and global issues?
- Why is participation important?



ACTIONS

Many people could share your views and spread the news that you want to make a difference.



Write an article newspaper. You concern to your



for you school or local group. Include a photo too!



Murals are a great and nice way to express something by an artistic way, and it will be saw by many people! You can look for a campaigning or cause and paint it on your mural.

Video and Film movies about Latin the internet, and share them with

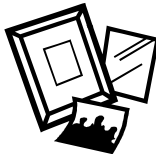


Festival. Look for videos and America in organisations or on other people!

Latin America Table Quiz!!

After this workshop you should now many things about Latin America.. challenge and invite other people to know more!

Photo exhibition and



Do you know someone don't you organise a travel and why don't you experience in Latin America?

Public Talk

who have traveled to Latin America? Why Photo exhibition with the photos of the invite this person to talk about the

Latin American Party

Enjoy and explain the different types of Latin Music, instruments, their origin, tradition, dances.. organise a party with some snacks also from Latin America!

Cookery workshops. Do you know where they come from? Are they from Latin America? Make your search and about these issues.



Do you like Latin American food? Do you know the products that your parents buy? If they are from Latin America, are they fairtraded? You can also organise a cookery workshop talking

LATIN AMERICA WEEK

Come and join us in the annual Latin America Week organised by the Latin America Solidarity Centre in different cities like Dublin, Limerick and Galway. Spread the news and invite your school or community to help and join the different events.

Look for support in your school or in your community.

Read more about the situation of Latin America on the internet.

SOME CAMPAIGNS RELATED TO LATIN AMERICA

<http://www.killercoke.org/>

Seeks to stop a cycle of murders, kidnappings and torture of union leaders and organizers involved in daily life struggles in Coca Cola Bottled plants in Colombia and South America.

Save the forest

<http://www.salvalselva.org/>

MORE INFORMATION ABOUT LATIN AMERICA

Further readings: Books available at LASC library or bookshop:

- Kirby, Peadar (2003): Introduction to Latin America, Twenty-First Century Challenges, London
- Green, Duncan (1991): Faces of Latin America, Latin America Bureau, London.
- Galeano, Eduardo (1997): Open veins of Latin America, Monthly Review Press, London
- Kirby, Peadar: Ireland and Latin America. Links and lessons, Trocaire World Topics, Ireland.
- Sanguinetti de Serrano, Nancy and Serrano Forero Eustorgio (2006): Cronology of Latin America/ Cronologia de America Latina, San Marcos
- Lockhart, James and Schwartz, Stuart B. (1983): "Early Latin America - A history of colonial Spanish America and Brazil", Cambridge Latin American Studies.
- Pendle, George (1969): "A History of Latin America", Penguin Books, London
- Machado, Ana María: "Latin America. Exploring History", Belitha Press, London
- M. González, Stella and G. Blázquez, Carmen (1983): "History of Mexico. From pre-Hispanic times to the present day", Panorama, México.
- D. Coe, Michael (1966): "The Maya", Pelican, England.
- Maya, Roy: Cuban Music, Latin American Bureau, London, 2002
- Lambert Ortiz, Elisabeth: The flavour of Latin America, Latin American Bureau, London, 1998

Further information:

Latin American facts: <http://www.unicef.org/sowc06/press/facts.php>

Latin America overview: http://en.wikipedia.org/wiki/Latin_america

Latin American news: <http://www.oberlin.edu/faculty/svolk/latinam.htm>

Human Development Reports: <http://hdr.undp.org/>

Economic Commission for Latin America and the Caribbean
<http://www.eclac.cl/estadisticas/default.asp?idioma=IN>

Latin American Archaeological Sites and Cultures:

<http://www.mnsu.edu/emuseum/prehistory/latinamerica/index.shtml>

History of Latin America:

http://en.wikipedia.org/wiki/History_of_Latin_America

Latin American time line:

<http://legacy.ncsu.edu/classes/hi300001/hi215time.htm>

Latin American network Information Centre

<http://lanic.utexas.edu/la/region/history>

- Alvarez, S Cultures of Politics/ Politics of Cultures: Revisioning Latin American Social Movements

- Bellos, A, Futebol, the Brazilian Way of Life, 2003

- Calvo Ospino H, Salsa!, 1995 (available in LASC Library)

- Natella A, Latin American Popular Culture, 2008

- Shaw, L: Popular Culture Latin America Media, Arts and Lifestyle, 2005

- Sherzer J and Urban G, Nation States and Indians in Latin America, 1994

- Swanson P, The New Latin American Novel & Politics and Popular Culture after the Boom. 1998

