



# TEACHING GUIDE

Hello! I would like to start by thanking you for all the work you are doing. The fact that you are interested in this handout means that you are already looking for ways to contribute to the teaching of difficult subjects such as social and environmental justice.

We have developed these pedagogical tools - the short films and teaching guides - especially for you, whether you are an educator or you are looking for ways to teach social and environmental issues in self-organizing contexts. This guide can be used without any adaptation, although the exercises can also be changed in any way you wish. We fully agree that the materials should be reused, adapted and re-thought according to the setting in which they are taught.

This collection of exercises and concepts are intended to facilitate a process of:

**Awareness:** what does Just Transition mean and what is the legacy it is leaving? How has electromobility affected the territories where natural commons are extracted? How do automobiles affect cities and rural areas?

**Empowerment:** how can we challenge the narratives imposed by car companies and work for socio-environmental justice?

**Engagement:** How can we contribute to the process of forming alliances between socio-environmental and climate justice movements?

Depending on the demographic composition, level of identification, and awareness of the students, the videos and activities of these pedagogical tools may cause discomfort. The role of the facilitator is to turn this situation into a teachable moment.

## **Some basic principles that students can follow are:**

- Agree with the general disagreement: it is not necessary to be convinced, but try to understand the other point of view.
- Be patient: always respect the learning pace of others.
- Control the time to comment: be aware if they are dominant in the conversation so that other people can contribute as well.

Videos are essential to understand the activities that are proposed, so we suggest that you watch them before any activity. We hope these exercises will help new trigger questions that make you imagine better worlds.

Enjoy!

# TASKS FOR STUDENTS

## Activity 1

Research the Atacama Desert on the Internet. Identify an idea or concept that is considered part of the Atacama Desert. Then, watch the videos "Agua Sagrada" and "Los grises del litio", and recognize if there are any ideas or concepts that are similar to the ones you identified. Write three paragraphs about your own perspective on it.

Guiding questions:

- What kinds of ideas or concepts are normally associated with the Atacama Desert?
- What feelings do those ideas or concepts leave you with about the desert and mining?
- To what extent do you agree with those ideas or concepts after watching the short films "Agua Sagrada" and "Los grises del litio"?
- What ideas or concepts of the Atacama Desert are similar to those of your community?

## Activity 2

Think about and write down at least five social, environmental and economic problems that communities may suffer from having large mining companies in their surroundings. Then, watch the videos "Agua Sagrada" and "Los grises del litio", and compare the issues you thought of with the opinions expressed in the videos. Write a three-paragraph summary.

Guiding questions:

- What are the dilemmas regarding water use?
- What are the reasons some of the people interviewed for accepting mining?
- What forms of resistance are expressed in the videos to challenge mining?
- What economic measures could companies, municipalities and the State take?

## Activity 3

Search on the web what a stereotype is and then describe it in your own words. Afterwards, look for two stereotypical images: one about a community to which you belong and the other one about Atacameño indigenous communities. Review the videos "Agua Sagrada" and "Los grises del litio", and then discuss the differences and similarities you find when comparing the stereotypes.

Guiding questions:

- To what extent were the stereotypical images you discussed actually true?
- What are these stereotypical ideas trying to prove?

- What similarities and differences did you observe when discussing the stereotypical images?
- How are these stereotypes used in the media and on the web?

#### **Activity 4**

Write three paragraphs about what the interviewee's message in the video "Colonialismo verde" means to you about "being critical of the false solutions" put forward by the auto industry.

Guiding questions:

- How does that message relate to colonialism?
- To what extent do you think advertising has been able to convey these "false solutions"?
- To what extent do you think a greater awareness of justice in the Global North can support the Global South?
- What can you do to collaborate with these communities?

#### **Activity 5**

Select one of the tactics of mining companies noted in the "Colonialismo verde" video. Then select two news articles on a social and environmental justice issue important to you that illustrate similar ways. Write at least two similarities and two differences between the ways companies approach communities and/or sell their products.

Guiding questions:

- What would be the companies' solutions to environmental issues?
- In what ways do communities act in response to the actions of companies?
- Do you think there is a form of colonialism on the part of the companies in the selected articles?
- Are there reactions from the people who consume the final product?

#### **Activity 6**

Think of a community near you that is fighting against a polluting company. Find a photograph that illustrates both the struggle of that community you have chosen and those in the "Colonialismo verde" video itself. Then think of and write down three ways to connect those struggles.

Guiding questions:

- What are the communities' environmental strengths and proposals?
- Are there similar arguments used by different companies?
- Who makes money from threats to communities' ways of life?
- Do you see a neglect of the State's duties?

### **Activity 7**

Select a media interview where a scientist talks about extractivism. Discuss whether the interview is related to the care of nature and the economy. Analyze and write down the differences between the selected interview and the arguments of the scientists in the video "Revalorizando prácticas y conocimientos".

Guiding questions:

- What arguments complement each other in both the interview and the video for caring for nature and the economy?
- What do you think are the roles that the State should play?
- Which economic aspects do you think should prevail and which should not prevail?
- What do you think is a Western and non-Western criteria in mineral extraction?

### **Activity 8**

In the video "Revalorizando prácticas y conocimientos" several ideas are discussed as inspiration for a new way of researching and at the same time being able to live well. Select one argument from the video that caught your attention or inspired you, and develop in three paragraphs that same argument in your own words.

Guiding questions

- How does this idea or argument inspire you?
- How would you apply this idea or argument in your own life?
- How does it relate to the collaborative process suggested in the video interviews?
- How would you relate the argument to the concept of Buen Vivir?

### **Activity 9**

Watch the video "Tesla y cía., una empresa sin futuro". Comment on one sentence from each interview that, in your opinion, reflects an injustice that can happen in both the Global South and the Global North. From those sentences, write a letter of at least five paragraphs to the owners of the automotive companies.

Guiding questions:

- How does the high number of automobile production impact the environment?
- What importance do you give to the regulation of the supply chain?
- Do you think electric mobility is a good solution?
- How much power should workers in mining and automobile manufacturing have?

### **Activity 10**

Comment on a situation in which you have wanted to confront a social and environmental injustice, but because of insecurity you have not done so. Watch the video "Tesla y cía., una empresa sin futuro" and "Fuerzas colectivas" where the population is invited to become more involved in these issues. Afterwards, write in at least three paragraphs how you would respond now if you were in a similar situation. You can choose whether you would respond personally or together with an organized group.

Guiding questions:

- If you want to recall, what insecurities did you have back then?
- What arguments would you like to give in case that unfair situation happened again?
- To what extent do you think you could criticize or challenge the people or companies in that situation?
- How would you like that injustice to end if you were to face that situation again?

### **Activity 11**

Select a newspaper article on a topic related to the demands of mining workers' or automobile manufacturers' unions. Develop two arguments to defend your opinion on the topic. Then watch the video "Fuerzas colectivas" and write two ideas of how the unions in the newspaper article can reach an agreement.

Guiding questions:

- What values do you identify in the article and how do they relate to your own principles?
- What are the problems and for whom are the problems?
- To what extent do companies compromise or ignore the main demands?
- What kind of actions could unions take to get them to respond to your demands?

### **Activity 12**

Think about the job you dreamed of as a child and the job goal you have today. Next, watch the video "Collective Forces" and select at least two arguments about the relevance of the interviewees' unions. Discuss and write down the similarities and differences between your past and current career goals, and whether you think these careers can be improved through unions.

Guiding questions

- What knowledge have you gained that has caused you to set new goals?
- How do you see your current goals with the knowledge you have now?
- How do you think unions can help you in your goals?
- What other collective forms can help improve people's lives?

### **Activity 13**

The video "Movilidad Justa" talks about the electric car as a "monoculture" and a "greenwashing". Write an analysis of at least three paragraphs with the arguments behind those claims and the solutions proposed.

Guiding questions:

- What benefits and difficulties would there be if the given sustainable examples were implemented?
- Why do you think there is an increase in cars despite the various existing solutions?
- What other examples do you think there could be for sustainable transportation in cities and rural areas?
- What is the interviewee referring to when they talk about "ecologies of mobilities"?

### **Activity 14**

Write down the arguments for sustainable cities and rural areas from the video "Movilidad Justa". Then, write a five-paragraph letter to your great-grandparents sharing the dilemmas and hopes you see about cities past, present, and future.

Guiding questions:

- What dilemmas do you think you face today as you move that also affected your great-grandparents?
- What achievements has your great-grandparents' generation left behind?
- What is your role in contributing to a more sustainable planet today?
- What things would you like to achieve for the next generations?

### **Activity 15**

Select a socio-environmental organization that inspires you. Afterwards, watch the video "Una cuestión democrática". Write down at least three ideas for a campaign that the chosen socio-environmental organization can carry out together with those featured in the video.

Guiding questions:

- What is the goal of the campaign and why do you think it is important?
- How can the work of the organization and the interviewees be linked?
- What kind of audience would the campaign reach?
- What types of support would the campaign need to achieve its objectives?

### **Activity 16**

Watch the video "Una cuestión democrática". Think of someone you care about who uses cars almost exclusively for transportation. Write three examples of how this person has contributed

in other ways to social and environmental justice. Then discuss and write in at least three paragraphs how these examples have influenced your opinion of that person and how you could convince them - if possible - to use other modes of transportation.

Guiding questions:

- What did this person do to support forms of social and environmental justice?
- To what extent can this person change his/her/they transportation habits?
- To what extent is this person aware of his/her/they position of power in society?
- What do you think are the reasons for using cars exclusively?

### **Activity 17**

Search the web for two advertisements about electric cars. Identify and write down three ways in which companies try to sell their products in these commercials. Then watch the satirical video "Climate Smart Mining". Find three differences and similarities between what you have written and how it is shown in the satirical video.

Guiding questions:

- In what ways do companies encourage people to consume?
- What kinds of emotions are expressed in the videos?
- What kind of people are considered suitable for electric cars?
- How do you think these narratives could be challenged?



# GROUP EXERCISES

## □ DIALOGUE IN THE FISHBOWL

This group exercise is a dialogue and listening exercise on *dominant and underrepresented perspectives*, so that students are able to recognize those voices in a conversation and bring them to the center of attention.

Instructions (5 minutes):

Divide the group into two circles:

- An inner circle with 4-5 students from the group.
- An outer circle with the rest of the students.

Discussion (10-20 minutes):

- Decide on a Formando Rutas topic statement that you want the group to discuss and present it to the group. For example, "community residents should decide if they want a mining company near them" or "cars should stay out of city centers."
- The inner circle can then share their point of view on the statement that has been chosen.
- The outer circle can only listen to the arguments that are discussed about the statement. This outer circle can take note and reflect on the dominant perspectives and those not represented in the inner circle.

Intervention (10-20 minutes):

Change in the middle of the discussion:

- Ask two students from the inner circle to move to the outer circle.
- Ask two students from the outer circle to move to the inner circle and continue the conversation by offering the underrepresented perspectives.

Reflections (15-30 minutes):

- After concluding the discussion, let the whole group reflect on the conversation they had, the dynamics of the group itself, and the insights gained from this exercise.

## LISTENING AT 3 LEVELS

The learning objective of this exercise is for students to be able to distinguish between emotional conversations and facts. It is a listening exercise that helps to analyze the different levels of participation in a conversation.

Instructions (5 minutes):

Give each student in the group one of the following three representations:

- Facts: what happened?
- Feelings: how does the person who narrated the facts feel?
- Purpose: why has the person told this story?

Narration of the story (5-10 minutes):

- Share an experience that was a teaching moment for you in which you encountered a social and environmental conflict situation that could not be resolved.
- Tell it in a way that allows you to address what happened objectively and how it affected you on an emotional level.

Storytelling and reflection (30-45 minutes):

- Ask a student to retell your story from their assigned role and ask them to reflect on how their understanding of your story was affected by the level of listening they applied (through facts, feelings, or purpose).
- Next, ask them to reflect on how they apply their levels of listening in conversations related to social and environmental issues and what impact this has on the conversations.

## THE THEATER FORUM

The learning objective is for students to be able to employ strategies that resolve conflict situations through role improvisation based on challenges that may happen in real life.

Debate (10-20 minutes):

- The students should discuss various conflict situations in which they have been unable to find effective or constructive solutions regarding a social and environmental issue.
- Make a summary of the conflict situations that have been discussed.

Preparation (20-30 minutes):

- Divide the students into small groups and let them choose one of the conflicts from the summary.
- Then give them preparation time to act out the conflict situation in a role play.

Role play and reflections (60-90 minutes):

- Let the group act out their role play. For each group and conflict situation presented, it is important to encourage the other students to propose solutions to the social and environmental conflict.
- If they feel comfortable, invite the group to incorporate one of those proposing solutions into the actual role-play, substituting one of the characters in the play.
- Then reflect with the students on the impact of those solutions and strategies.

Summary (5-10 minutes):

- Summarize the solutions and strategies discussed for handling conflict situations.

## **PAMPAM!**

The goal of this exercise is for students to be able to connect local challenges to organization's/institutional structures.

Instructions (5 minutes):

Division of the group into two parts:

- Group A is assigned the task to come up with at least 20 examples of individual experiences related to social and environmental injustices.
- Group B has to propose at least 20 examples of existing organizations in society.

Brainstorming (10-15 minutes):

- Through brainstorming, the two groups should discuss of the requested examples.
- Each group should write the examples on a post-it note, so that they have at least 20 examples.
- When they are done, take the post-it notes and make two separate piles per group.

Play time (30-45 minutes):

- Let the students form two rows with the two groups facing each other.
- The goal of the game is to make connections between individual experiences of social and environmental injustices and organizations power structures.
- Take a post-it note from each pile and read it to the students.
- The first person to say "PAMPAM!" will have the opportunity to present a connection between the content mentioned on the note.
- If the connection seems convincing, the group gets a point.

Reflections (15-30 minutes):

- Let the groups reflect on the connections made in the game.

***Guides that inspired us:***

- ❖ La crisis ecosocial en clave educativa [in Spanish]: <https://bit.ly/36gTjFY>
- ❖ Beautiful Rising [in English]: <https://beautifulrising.org/>
- ❖ The Uprising Educational Toolkit [in English]:  
<https://www.pravinimusic.com/wp-content/uploads/The-Uprising-Educational-Toolkit.pdf>
- ❖ Das Internet auf meinem Handy braucht Lithium im Akku [in German]:  
<https://www.digital-global.net/uebung/lithium-im-akku/>