

PULSERA PROJECT



Spanish Materials Guide

This guide provides an overview for the Pulsera Project's educational content, which is free to all schools hosting pulsera sales.

Every video, activity, or lesson is broken down by language level, time, and if the activity is in English (E) or Spanish (S).

We also offer free Socrative quizzes for use in your classroom based on these activities, and we've included the quiz codes next to those activities.

Questions about the guide or materials? E-mail us at pulseraproject@gmail.com or call us at 843-640-3293

Activities for all Levels:

Los Artistas del Proyecto Pulsera

Have your students get to know the artists that make pulseras using this packet of short interviews from the artists themselves. The information covers the five C's of foreign language learning: communication, cultures, connections, comparisons, and communities. From conversing about artists in the Project to answering interpretive questions, these questionnaires can be used for classroom practice or even assessments, and give students an insight into the daily lives, interests, and dreams of the artists they're empowering.

Novice Activities include:

Nicaragua Poverty and Solutions Lesson (E)

Time: 50 minutes

Socrative Code: SOC-3480810

Activities: Powerpoint, Comprehension worksheet (E), discussion questions, video

Description: A perfect introduction to the Pulsera Project, this lesson delves into the social and economic issues that the project tries to address and provides an overview of the project, its philosophy, and the economic realities of Nicaragua.

Handshake Pulsera Coloring Page (S)

Time: 15 minutes

Activities: Coloring, comprehension/discussion questions

Description: Students have a chance to create their own pulseras. This activity provides some discussion opportunities for students with limited Spanish communication skills. This would be a fantastic way to review colors!

Nicaragua Fact Sheet and Crossword (E)

Time: 20-30 minutes

Activities: Fact sheet (E) , crossword puzzle (E)

Description: This is a fantastic all-in-one, easy-to-read reference sheet for students to use independently, or in conjunction with other Pulsera Project Spanish materials. Information included: culture, economy, geography, education, poverty and key terms. Students will complete a crossword puzzle that uses culturally authentic vocabulary words and geographical references.

A Day in the Life (E)

Time: 12 minutes (video) 15 (questions) **Socrative Code:** SOC-9602271

Activities: Comprehension worksheet, teacher guide, discussion questions

Description: This video shows a day in the life of a Nicaraguan girl and her family living in a poor barrio outside of Granada, Nicaragua. The film shows students a Nicaraguan classroom, explains the difficult economic reality of millions in the developing world, and shows how instrumental education can be in breaking the cycle of poverty.

Marcos va al Mercado (E)

Length: 4 minutes (video) 45 minutes (activities)

Activities: Mark-out game, teacher guide, discussion questions (E), five senses activity

Description: Students will view a beautiful video saturated with cultural knowledge about buying and selling goods, traditional foods, and colloquial vocabulary. The discussion questions include vocabulary word definitions and compare/contrast questions for US/Nicaragua comparisons.

Así Soy (S)

Time: 4 minutes (video) 10 minutes (activity) **Socrative Code:** SOC-3385329

Activities: Video, novice comprehension activity

Description: Follow don Orlando, a dairy farmer in northern Nicaragua, as he goes about his daily work and explains the importance of preserving community and nature.

¿Dónde Está la Pulsera? (S)

Time: 15-20 minutes

Socrative Code: SOC-3385537

Activities: Preposition game

Description: Students will use Spanish prepositions and classroom vocabulary to ask and answer questions about the location of a pulsera as it moves around the classroom.

Yelman y su Pollos (E)

Time: 30 minutes

Socrative Code: SOC-9566552

Activities: English Comprehension Questions

Description: Students will learn about a Yelman, a member of the Pulsera Project who recently built a chicken coop using a Pulsera Project microloan.

Actividad de Tiempo (S)

Time: 15 minutes

Socrative Code: SOC-9619638

Activities: Weather Activity

Description: Students will interpret a weekly weather chart from Nicaragua and answer comprehension questions.

Horario Escolar (S)

Time: 15 minutes

Socrative Code: SOC-9595210

Activities: School Schedule comparison

Description: Students will compare a Nicaraguan school schedule with their own and answer comprehension questions

Intermediate Activities include:

Nicaragua Poverty and Solutions Lesson (E/S)

Time: 50 minutes

Socrative Code: SOC-3480810

Activities: Powerpoint, Comprehension worksheet, discussion questions, video

Description: A perfect introduction to the Pulsera Project, this lesson delves into the social and economic issues that the project tries to address and provides an overview of the project, its philosophy, and the economic realities of Nicaragua.

A Day in the Life (S)

Socrative Code: SOC-3533739

Time: 12 minutes (video) 15 (questions)

Activities: Comprehension worksheet, teacher guide, discussion questions

Description: This video shows a day in the life of a Nicaraguan girl and her family living in a poor barrio outside of Granada, Nicaragua. The film shows students a Nicaraguan classroom, explains the difficult economic reality of millions in the developing world, and shows how instrumental education can be in breaking the cycle of poverty.

Marcos va al Mercado (E/S)

Length: 4 minutes (video) 45 minutes (activities)

Activities: Mark-out game, teacher guide, discussion questions, five senses activity

Description: Students will view a beautiful video saturated with cultural knowledge about buying and selling goods, traditional foods, and colloquial vocabulary. The discussion questions include vocabulary word definitions and compare/contrast questions for US/Nicaragua comparisons.

Nicaragua Fact Sheet and Crossword (S)

Time: 20-30 minutes

Activities: Fact sheet (S), crossword puzzle (S)

Description: This is a fantastic all-in-one, easy-to-read reference sheet for students to use independently, or in conjunction with other Pulsera Project Spanish materials. Information included: culture, economy, geography, education, poverty and key terms. Students will complete a crossword puzzle that uses culturally authentic vocabulary words and geographical references.

Así Soy (S)

Time: 4 minutes (video) 10 minutes (activity) **Socrative Code:** SOC-3385329

Activities: Video, novice comprehension activity

Description: Follow don Orlando, a dairy farmer in northern Nicaragua, as he goes about his daily work and explains the importance of preserving community and nature.

Yelman y su Pollos (S)

Time: 30 minutes **Socrative Code:** (E) SOC-9566552 (S) SOC-3520090

Activities: Spanish English Comprehension Questions

Description: Students will learn about a Yelman, a member of the Pulsera Project who recently built a chicken coop using a Pulsera Project microloan.

Juan Carlos Photo-Bio (S)

Time: 10 minutes

Activities: Photo-Bio

Description: Students are invited to learn basic facts about Juan Carlos Mayorga, the Pulsera Project's former director in Nicaragua, with this short info-graphic.

Juan Carlos Life Story (E) **Note: This story contains heavy themes.**

Time: 60 minutes

Activities: autobiography, key terms, video, comprehension/ discussion questions,

Description: This lesson introduces Juan Carlos Mayorga, a former street kid like many of the artists in one of our cooperatives who served as the project director until 2015. Juan Carlos' autobiography takes students through his childhood experiences living on the street, painting a vivid picture of his experiences. A short (3 minute) video compliments the story, as students hear and see Juan Carlos talking about his experiences and dreams for the future.

Advanced Activities include:

Juan Carlos Life Story (S) **Note: This story contains heavy themes.**

Time: 60 minutes

Activities: autobiography, key terms, video, comprehension/ discussion questions,

Description: This lesson introduces Juan Carlos Mayorga, a former street kid like many of the artists in one of our cooperatives who served as the project director until 2015. Juan Carlos' autobiography takes students through his childhood experiences living on the street, painting a vivid picture of his experiences. A short (3 minute) video compliments the story, as students hear and see Juan Carlos talking about his experiences and dreams for the future.

A Day in the Life (S)

Time: 12 minutes (video) 15 (questions)

Socrative Code: SOC-3533739

Activities: Comprehension worksheet, teacher guide, discussion questions

Description: This video shows a day in the life of a Nicaraguan girl and her family living in a poor barrio outside of Granada, Nicaragua. The film shows students a Nicaraguan classroom, explains the difficult economic reality of millions in the developing world, and shows how instrumental education can be in breaking the cycle of poverty.

Marcos va al Mercado (S)

Length: 4 minutes (video) 45 minutes (activities)

Activities: Mark-out game, teacher guide, discussion questions (S), five senses activity

Description: Students will view a beautiful video saturated with cultural knowledge about buying and selling goods, traditional foods, and colloquial vocabulary. The discussion questions include vocabulary word definitions and compare/contrast questions for US/Nicaragua comparisons.

Así Soy (S)

Time: 4 minutes (video) 10 minutes (activity)

Activities: Video, Historia y Preguntas

Description: Follow don Orlando, a dairy farmer in northern Nicaragua, as he goes about his daily work and explains the importance of preserving community and nature.

Yelman y su Pollos (S)

Time: 30 minutes

Socrative Code: SOC-3520090

Activities: Spanish English Comprehension Questions

Description: Students will learn about a Yelman, a member of the Pulsera Project who recently built a chicken coop using a Pulsera Project microloan.

Nicaragua Poverty and Solutions Lesson (S)

Time: 50 minutes

Socrative Code: SOC-3480810

Activities: Powerpoint, Comprehension worksheet (S), discussion questions, video

Description: A perfect introduction to the Pulsera Project, this lesson delves into the social and economic issues that the project tries to address and provides an overview of the project, its philosophy, and the economic realities of Nicaragua. Note: Currently the powerpoint is only available in English.

Comercio Justo Lesson (S)

Time: 40-50 minutes

Activities: Overview, history, principles, discussion questions

Description: Students will investigate the idea of fair trade: its beginning, its importance, and its implications. The activity includes an informational sheet, graphic organizers, and comprehension questions.

Los Cañeros Activity (S)

Time: 20-30 minutes

Activities: video, key terms, discussion questions

Description: Students will learn about the lives and work conditions of cañeros (sugar cane cutters) in Nicaragua. Featuring one of the Pulsera Project's partners, La Isla Foundation, students gain an understanding of the Chronic Kidney Disease (CKD) An epidemic effecting thousands of cañeros and learn about the harsh working conditions in sugar plantations.

Pulserista Activity (S)

Time: 20-30 minutes

Activities: video, key terms, discussion questions

Description: Students will take a closer look at the life of one of our very own pulsera artists. A short video clip shows an artist weaving pulseras. Students will read about the average work week of a pulsera project artist versus that of other Nicaraguan artists.

Project Based Learning Activity (S) Levels 3-AP

Time: up to 4 weeks

Project Idea: American students learn about free-trade practices, gain in-depth knowledge of Nicaraguan socio-economics, the relationship between nutrition and economics, the motives and consequences of immigration, and the reality of hunger and poverty in both America and Nicaragua. Students will share their findings and educate others by sponsoring a Pulsera sale at their school.