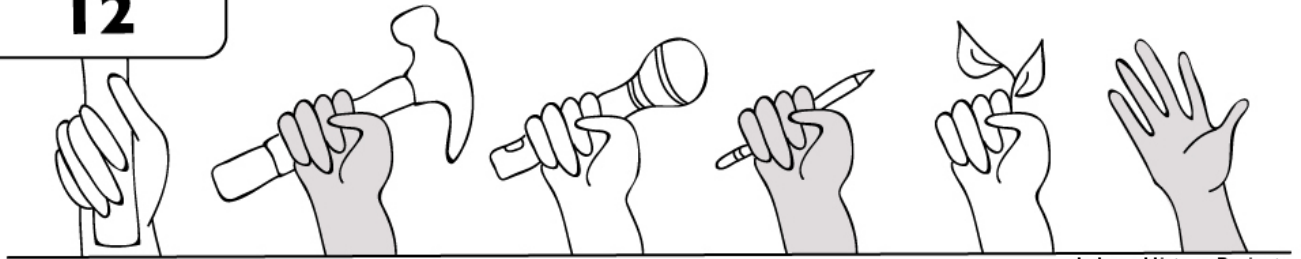




**social
justice
12**

Lesson 11: Social Justice, Workers, and the Global Economy



Lesson Summary: Students are introduced to required terms connected to globalization, examine cases of the effects of economic globalization, and particularly trade liberalization.

Time: 3 classes

Essential Question: What is economic globalization? How has economic globalization impacted Canada?

Lesson Activities

Day 1

1. Distribute **Handout 11a: Would You Believe?** This handout has assorted facts about the global economy. Students choose which facts are strangest/most interesting to them and discuss as a class.
2. Brainstorm **globalization** by putting the term on the board and recording all the comments/terms made by students in relation to the term. After reviewing some of the terms, ask: is it positive or negative? Discuss.
3. Display an object not locally made and ask what had to happen for that item to be there in the classroom before them. Students should consider materials it's made from, where it was made, who made it, what about costs, shipping to Canada, arriving in stores, sold to consumer, where it will end up after use, etc. Who 'paid' so we could have it? Who benefits? Choose an object such as a sports ball, a banana, a jar of peanut butter.
4. Next, distribute or place on overhead **Handout 11b: Before Finishing Breakfast**, Martin Luther King Jr's speech about the interconnectedness of the world's people. Have them answer the discuss questions, considering how we depend on others to produce the lifestyle we have become accustomed to.
5. Globalization Terms. Provide **Handout 11c: Globalization Terms Matching**. Students can work on this task together and go over as a class.

6. Option: end the class by showing [The Luckiest Nut In The World](#) by Emily James, Fulcrum TV, © 2002 “The film follows an animated American peanut, who sings about the difficulties faced by nuts from developing countries. Supported by a mixture of animation, music, and our American peanut takes the viewer through the stories of the cashew, Brazil and ground nuts — all of whom suffer as world trade is liberalized. But it is a different story in America — where the peanut is protected by tariffs and heavily subsidized, and worth over four billion dollars a year to the American economy. Certainly the luckiest nut in the world. The film helps people to understand how the pressure to embrace “free market” economics, with its promise of a wealthy, abundant market place has actually driven many countries further into poverty. Winner of the Global Justice Award.” Summary and film available at Global Issues:

<http://www.globalissues.org/video/778/luckiest-nut-in-the-world#Summary>

7. Distribute **Handout 11d Globalization: Myths and Realities**. Have students read and discuss as a class. For homework, students could be directed to read a pro-globalization article such as “Lessons from the past: an economic history of the gains from trade” from the Fraser Institute at

<http://www.fraserinstitute.org/uploadedFiles/fraser-ca/Content/research-news/research/articles/lessons-from-the-past-economic-history-CSR-winter2011.pdf>

Day 2

1. Review readings and homework, especially free trade. A few great short videos are available at Global Issues that provide overviews of many aspects of free trade.

<http://www.globalissues.org/video>

2. Discuss: why a Canadian business might want to relocate to say, Mexico? Discuss the possible effects on a local community if a factory relocated. Consider a local employer if possible.

3. Provide **Handout 11e: Factory Shutdown Flowchart** on listing effects of factory shutdown and relocation and have students work in small groups to brainstorm all the effects locally and internationally of moving their factory to Mexico.

4. Provide **Handout 11f: Four views of NAFTA**. These articles are available online. Students could be divided into four groups to tackle one reading each but it would be better if they read them all. Remind them the point is not to record every fact and figure but to identify points of view and to assess the articles through a social justice lens.

5. After students have read the articles and answered the questions, discuss the questions at the end of the readings. Would they move their factory if they were the owners? Is free trade good for social justice?

Day 3

1. Review effects on workers of a factory shutdown. Now consider solutions. Provide **Handout 11g: Social Justice Solutions**. This activity will have students consider what people, as individuals or groups, can do to ensure social justice is met for the people of both nations. Students in small

groups decide which method will work best to achieve social justice and then share with the class. They could share in a discussion, write on a poster, or write on the board.

Learning Objectives

These lessons can satisfy a significant number of prescribed learning outcomes related to globalization, particularly for the operation and effects of economic globalization.

PLOs:

- Give examples of how public policies (e.g. trade, income security, labour relations, employment) promote or are detrimental to social justice
- Describe a variety of ways in which people are connected globally (e.g., media, technology, economics) and the results of those connections
- Identify aspects of globalization (e.g., transnationalism, economic imperialism, international NGOs, multinational corporations, free trade agreements, aid)
- Assess the social justice implications of specific international policies, agreements, and organizations, such as--North American Free Trade Agreement (NAFTA),the World Trade Organization (WTO),the International Monetary Fund (IMF)
- Assess the role of the individual in globalization issues

Materials and Resources Needed

Access to online articles and videos listed

Object such as sports shoe, banana, and peanut butter to demonstrate globalization

Handout 11a: Would You Believe?

Handout 11b: Martin Luther King Jr's "Before finishing breakfast" speech

Handout 11c: Globalization terms

Handout Globalization terms key

Handout 11d: "Globalization Myths and Realities" article.

Handout 11e: Factory Shutdown Flowchart

Handout 11f: Article questions: Four Views on NAFTA

Handout 11g: Social Justice Solutions

Teacher Handout: Globalization Terms Key

Extension Activities

1. Students could, for their Social Justice Action Plan, research a particular area of globalization that interests them and contact organizations already involved in globalization projects such as sweatshops, child labour, environmental degradation, debt issues, etc.

2. Students may wish to refer to ideas for action at “198 Methods of Nonviolent Direct Action” from A Force More Powerful, at <http://www.aforcemorepowerful.org/resources/nonviolent/methods.php>

or

“Bare Faced Cheek:Can we as consumers really make business more ethical?” **Rob Harrison, New Internationalist, April 1997.** <http://newint.org/features/1997/04/05/bare/>

for ideas for their Social Action project.

3. If interested, students might take a full inventory of the products they use for a week and the impact it has globally.

4. Students may wish to organize a sweatshop-free campaign in their own school as a class or individual action plan.