



Exercise Six: Building the Global Movement for Social Justice

 **Time: 70 minutes**

Objectives

- To look at ways in which communities around the world can organize and build strategic relations to combat the negative aspects of globalization and work towards securing autonomous and sustainable livelihoods.
- To look at movement building as a viable option for advancing land and water rights.
- To demonstrate some of the key steps and processes in building a movement.
- To explore the importance and difficulties of movement building.

Background for Facilitator: An Alternative to Corporate-led Globalization

There is a global movement for land and water rights and Food Sovereignty that represents an alternative to the economic globalization we have been highlighting throughout this workshop. We call this alternative “Globalization-from-Below”. You can see it at work in the increasing transnational linkages that are being formed around struggles against privatization and corporate control of agriculture. Different groups around the world are forming alliances to build the movement for social justice. These groups recognize that while finding a common ground and working together is extremely difficult, it is also one of the few viable solutions to protecting poor rural communities from the negative impacts of economic globalization and trade policies.

Materials needed

- Poster paper (6 sheets)
- Scissors
- Note Cards (18)
- Envelopes (12)
- Tape
- Markers

Preparation

- Print out copies of the instructions below for participants (see Appendix I).
- Print the list of clues for each group. Paste each clue on a note card and place a set of clues in an envelope for each group (see Appendix II).
- Print out the list of stakeholders (see Appendix III).
- Prepare six envelopes with the names of all stakeholders inside.



Exercise Six, continued

Preparation

1. Break workshop participants up into six groups of three to four people (depending on number of participants).
- 7 min* 2. Give each group instructions and an envelope with clues. The clues should be labeled a, b, c, etc. so they may be read in order. Tell each person to pick out a clue from the envelope. Each person in every group should have one clue. The clues together will divulge the identity of a person. **For example: One set of clues might indicate a factory worker in the Dominican Republic.** The small groups will work together to figure out: Who is this person? What challenges does s/he face? Note: It does NOT matter whether groups are correct or incorrect in guessing the identity of their person. The point here is for the groups to work together and come to a consensus. The groups will be given envelopes which reveal the identity of their person later in the exercise.
- 7 min* 3. Once the groups have made inferences about who their person is, members should take on the role of that person and then “mingle,” singly or in pairs, with members of all of the other groups. This part of the activity should be a sort of “meeting of the minds.” Participants will mingle and attempt to figure out: what common interests they have with the other characters, what might they do about their common interests, who are they most likely to make alliances with, which characters might serve as an obstacle to them achieving their goals or their livelihoods. The first part of this exercise allowed groups to figure out who they are. This is an exploratory time to allow the groups to get some idea of who else is out there and gather some insight on the other people. Give the participants seven minutes for this part of the activity.
- 15 min* 4. After mingling, bring the small groups back together. Give each group an envelope filled with a list of all of the characters, a piece of poster paper and markers. Their next task is to create a “relationship map.” This will consist of each group mapping out what types of relationships their character might have with all of the other characters. They should write the name of their character in the middle of the piece of paper and then use different colored markers and different types of lines to identify whether their relationship with the other characters will be one of conflict, peaceful, undefined, weak or strong, an alliance, a broken alliance etc. The map should also illustrate how your character views the relationship between the other characters. For example, you might have an alliance with two different groups, but those two groups might have a tense or competitive relationship with each other. You may also want to think about what organizations or people are missing from the list.
- 10 min* 5. After the groups complete the relationship map, they should choose one group to form an alliance with. Their task is to come up with an argument or “pitch” to persuade the group to form an alliance with them. Each group will present their “pitch” to the larger group.



Exercise Six, continued

Preparation, continued

- 20 min* 6. Each group will have three minutes to present their pitch to the larger group. After each group presents, take feedback from the other groups, asking them what they think of some of the alliances chosen.
- 10 min* 7. Facilitate a discussion about the results of this exercise. Ask the group to consider the following:
- What is a movement?
 - What are some of the benefits or drawbacks to being a part of a movement?
 - What are some of the steps and processes in building a movement?
 - How might the stories that you developed in the previous exercise have been different if some of these alliances existed?



Appendix I for Exercise Six: Building the Global Movement for Social Justice

PARTICIPANT INSTRUCTIONS

1. Have group members pick a clue from the envelope. Each person in every group should have only one clue. Read the clues one by one and try to guess the identity of the person they describe. **For example: One set of clues might indicate a factory worker in the Dominican Republic.** Your small groups will work together to figure out: Who is this person? What challenges does s/he face? You have seven minutes for this part of the activity.
2. Once you have identified who you are, you should take on the role of that person and then “mingle,” singly or in pairs, with members of all of the other groups. This part of the activity is a sort of “meeting of the minds.” You should talk with other participants and attempt to figure out: what common interests you have with the other characters, what might you do about your common interests, who are you most likely to make alliances with, which characters might serve as an obstacle to achieving your goals or livelihoods. You have about seven minutes for this part of the activity.
3. After mingling, go back to your small group. The ator will give you an envelope filled with a list of all the characters, organizations and movements that play a role in the world of **Resource Rights**. You will also receive a piece of poster paper and some markers. Your next task is to create a “relationship map.” This will consist of you mapping out what types of relationships your character might have with all of the other “players”. Write the name of your character in the middle of the piece of paper and then use different colored markers and different types of lines to identify whether your relationship with the other characters will be conflictual, peaceful, undefined, weak or strong, an alliance, a broken alliance etc. The map should also illustrate how your character views the relationship between the others. For example, you might have an alliance with two different groups, but those two groups might have a tense or competitive relationship with each other. You may also want to think about what organizations or people are missing from the list. You have about fifteen minutes for this.
4. After completing the relationship map, choose one group to form an alliance with. Your task is to come up with an argument or “pitch” to persuade the group to form an alliance with you. Each group will present their “pitch” to the larger group. You have ten minutes for this.
5. You will have three minutes to present your pitch to the larger group, and then you will receive some feedback on your analysis.



Appendix II for Exercise Six: Building the Global Movement for Social Justice

People for Discovery Exercise

(You are not obligated to use all of these people. Pick and choose from the list depending on your focus and how many participants you have.)

- Mexican Coffee Farmer
- Landless Agricultural Worker in Brazil
- Human Rights Worker in Haiti
- Palestinian Refugee
- U.S. Farmer
- Representative of International Finance
- Big Business CEO
- Environmentalist
- NGO Worker

Clues for Discovery Exercise

(Each clue should be cut out on a separate piece of paper, pasted on a note card, placed in an envelope and distributed to group members.)

Mexican Coffee Farmer

1. I am a citizen of one of the countries that is a part of the North American Free Trade Agreement.
2. I make my living by producing a luxury item that many people cannot function without in the early morning, but sometimes the price is so low I have trouble feeding my family.
3. Many people in my community have left the countryside to seek work in factories or in the north.

Landless Agricultural Worker in Brazil

1. I am a citizen of the country with the largest economy in the Americas after the United States.
2. My country's rainforest is being destroyed for the production of soy to feed cattle.
3. For generations my family has worked the land to grow crops for other people, but we have never had a piece of land to call our own.

Business Chief Executive Officer (CEO)

1. I believe that global trade will help strengthen economies in the developing world and make people everywhere more prosperous.
2. I believe that countries should focus on their strengths, exporting the products and crops that they can produce better, or more cheaply, than any other country. This competition helps countries allocate their resources efficiently.
3. I manage a company that does business all over the world. The factories that produce our products provide jobs to workers where they are needed the most, and we produce things that people everywhere want to buy.



Appendix II, Exercise Six, continued

Clues for Discovery Exercise

International Finance Person

1. I am an employee of a powerful entity that determines the fate of millions of lives globally.
2. I entered this field after a brief stint on Wall Street and completing my MBA at a prestigious school where I had the opportunity to travel to Southeast Asia to learn about the “Asian Miracle.”
3. I believe that the key to alleviating poverty is opening up markets to foreign investment that will stimulate national economies.

Haitian Human Rights Worker

1. I am a citizen of the poorest country in the Caribbean.
2. My ancestors defeated the French in the only documented successful slave revolt in North America, which resulted in my country’s independence.
3. My job is to fight for things that we should not have to fight for because they are guaranteed to all people.
4. I document certain abuses, but due to the political situation in my country am at a loss as to who should be held accountable.

Palestinian Refugee

1. I live in a land that is under occupation by the country that receives the greatest amount of U.S. foreign aid.
2. A key component of the occupation is the unequal distribution of and access to resources. This is particularly true in light of the construction of a wall with electric fences, trenches and security patrols which separates my people from land and water resources.
3. A major portion of my country was taken away to create another country in 1948 resulting in the forced displacement of my family and thousands of others. There are millions of us still living in camps with no access to our farms.

U.S. Farmer

1. I live in the wealthiest nation in the world.
2. My work and way of life is dying off. An estimated 330 people in my profession go out of business each week in the U.S. alone.
3. People of my profession provide wholesome food and used to be the cornerstone of the U.S. economy.
4. My government spends billions of tax dollars each year subsidizing the nation’s largest producers of my profession. This forces the small producers out of business.

Environmentalist

1. I work to preserve the diversity and abundance of life on earth.
2. I appreciate the beauty of nature.
3. While I believe that human needs should be in harmony with nature, I do not believe that the nature is property at the disposition of human beings.

International NGO Worker

1. I am based in the U.S., but we have offices in more than 30 countries around the world.
2. I believe that people should come before profits and that we have a moral and social responsibility to work towards poverty alleviation.
3. In emergencies we provide food, water and medical supplies where they are needed most.



Appendix III for Exercise Six: Building the Global Movement for Social Justice

People, Organizations etc. for Mapping Exercise

Print a copy of this list for each group and place it in an envelope and give a copy to each group.

Note: You are not obligated to use all of these people, but may pick and choose from the list or add other groups to suit your group's particular focus.

Mexican Coffee Farmer

Landless Agricultural Worker in Brazil

Human Rights Worker in Haiti

Palestinian Refugee

U.S. Family Farmer

Big Business CEO

Construction Company

Environmentalist

Relief and Development NGO Worker

World Bank Dam Project

International Monetary Fund (IMF)

World Trade Organization (WTO) Agreement on Agriculture

National Government of Palestine

National Government of Brazil

National Government of Mexico

National Government of Haiti

National Government of U.S.A.