

LESSON 2

TEACHER'S INSTRUCTIONS

A LOOK BACK AT MOVING FORWARD



NOW tuned in to just how many corporations employ and perpetuate stereotypes through their advertising, students will recognize that they too have a voice, and that that stereotyping need not be tolerated. Through the creation and performance of inspirational skits (tied together by a narrator's script), the class will explore a series of historical scenes in which individuals worked co-operatively to right a social wrong and fill a need (i.e., Rochdale Weavers, the Antigonish movement).

BEFORE THE CLASS

Decide who would be an entertaining and articulate narrator to lead the "show" (preferably a student who can command the rest of the class' attention). Confirm this role with the student prior to beginning the lesson.

This will spark a discussion about stereotypes. Review what the students' found from their homework assignment (examples of stereotypes in society).

LINKS TO LAST LESSON

Begin by asking the class: "Wouldn't it be great if we could go on a field trip to a concert?"

Have the students vote as to what act the class should see. Then add this stipulation: "Oh, and because everyone knows that girls are obviously more sensitive, creative and artistic than guys, only the girl's votes will count. The girls will decide which concert the whole class will see. Everyone okay with that?"

“We must all hang together, or we shall all hang separately.” Benjamin Franklin

LESSON

Ask the class to consider these very important questions:

1. Are there any stereotypes that businesses encourage or use to promote their products?
2. Why would a business corporation use these harmful images and manipulate the public?
3. Why would they exploit developing countries and/or poor people living in their own communities (e.g. sweat shops, child labour, etc.)?
4. What then, is the driving force behind these businesses? (Wealth and power)

THE SOCIAL ACTOR-VIST

1. Distribute copies of the skit scenarios to each student (pages 14–16).
2. Announce who the narrator will be.
3. Divide the other students into six groups.
4. Assign each group one of the historical scenarios from the hand-outs (pages 14–16). Tell each group they have 10–15 minutes to prepare a short skit about 2–3 minutes long.
5. Give the narrator a copy of the narrator’s script (page 13). Their job is to introduce the play and to keep it moving briskly. To prepare, the narrator can practice the script.

6. Time to present: For best effect, clear out the desks to form a stage space in the middle of the classroom. The narrator directs the groups to sit around the stage in the order that they will be presenting.
7. On with the show! The narrator will begin the script. When cued by the narrator, the first group will quickly enter the stage area and begin.
8. When done, the group will return to where they were sitting while the next group takes the stage and freezes while the narrator introduces them.
9. Continue this pattern until every group has presented and the narrator wraps up.
10.  Initiate a discussion about group dynamics and the different roles, benefits and obstacles of collaboration. What went well? What could have made it go smoother?

HOMEWORK

Students will complete the homework handout on page 17, in which they will each find an example of a social injustice from history that was defeated by a group of individuals working co-operatively.

LESSON 2

WORKSHEET

A LOOK BACK AT MOVING FORWARD

NARRATOR'S SCRIPT



YOUR role is to be the narrator who links all the stories together and keeps the play exciting and moving along smoothly. The more energy you bring to this, the more the class will get into it. Take charge!

Make sure you read this in a majestic, presidential voice!

My Fellow Classmates,

We are living during a critical time in the story of humankind. For the first time in our history, we have developed the capacity to exterminate ourselves and all other living things. *However*, we're also living during an age where we hold the power to save it all, and to prosper in ways that would have been unimaginable only a century ago.

Yes, my fellow rebels, it's true that the daily headlines we read can paint a pretty bleak picture of our future.

Look around at your classmates. The responsibility to turn it all around is resting on *our* shoulders — on our generation. We can do this! And just in case there's any doubt, we should look back — as our history is filled with stories of social injustices. Today, we venture back in time, to visit a cast of heroes — and to see how their courage changed our world forever.

Walk over to Group #1. Stand in front of them, as if you're about to present them to an audience.

Welcome, everyone, to 1845...

Take center stage again, and introduce Group #2 with:

We now surge ahead to the 1920s and cross the Atlantic Ocean to find a desperate situation in Canada's Maritime region.

Introduce Group #3 with:

Only a few years later, but half a world away, we find a small group of determined dairy farmers toiling under the scorching Indian sun. Little did they know at the time that they were on the verge of changing the world!

Introduce Group #4 with:

Within the same decade, in a little town in Spain, another small group of revolutionaries were working to save their war-torn village in the aftermath of the Spanish Civil War.

Introduce Group #5 with:

We now return to Canada, traveling back in time to the year 1900. In the small town of Levis, Quebec, a small group of activists were about to introduce North America to a financial revolution!

Introduce Group #6 with:

Finally, we jump to Peru, 2004. We find ourselves in the middle of a groundbreaking conference — one that will empower and inspire thousands of oppressed women around the world.

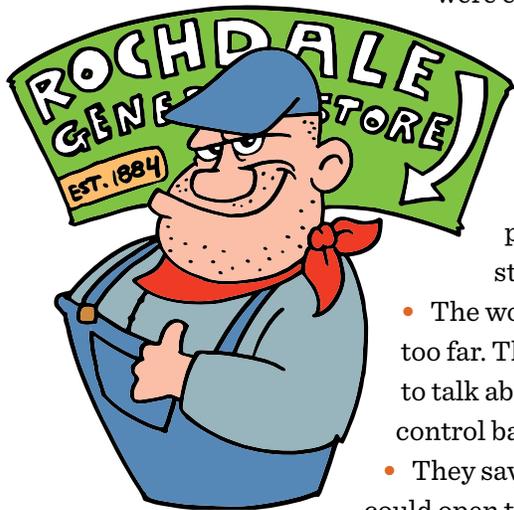
Finish off with this conclusion:

And so, my fellow classmates, as we have seen, so long as we stand together and work co-operatively, we can conquer any obstacle, injustice or oppression we may face. And, as the famous saying goes, "in times like these, it's always helpful to remember that there have always been times like these."



The Rochdale Pioneers

- The first co-op was formed in a small town in England called Rochdale in 1844.
- As people flooded into the cities from rural areas, jobs were hard to come by.
- Many worked in new factories, which were run by greedy owners. The conditions in most factories were terrible: the staff were grossly underpaid and working up to 17 hours a day in dirty, poorly ventilated environments. Women and even children as young as 4 years old were employed and sometimes beaten.



- The greedy factory owners forced the workers to shop for poor quality food at high prices at the company store.
- The workers had been pushed too far. They organized a meeting to talk about how they could take control back.
- They saved money so that they could open their own store. Soon they pooled their money: 29 people had raised £28. Two months later, they opened their “co-operative shop” on Toad Lane.
- Then they distributed the profits based on how much each member bought.
- Thirteen years later, they were selling \$100,000 worth of goods a year! Through their co-operative business enterprise, the Rochdale Pioneers were freed from their oppressors!

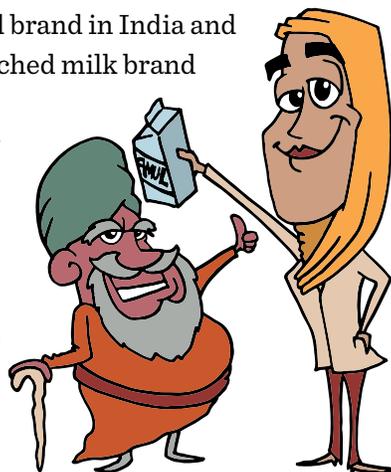
The Antigonish Movement

- Thanks in part to WWI and the Great Depression, the social and economic situation in the early 1900s was very poor in the Maritimes. The school system was dreadful, and most people were severely under-educated.
- Many fisheries fought against the big corporations who were trying to rip them off.
- In effort to change this potential disaster, a small group of priests and educators, led by Father Moses Coady, created The “Extension Department” at St. Francis Xavier University in Antigonish, Nova Scotia.
- They believed that the key was to educate the population on the power of co-operation.
- The small group traveled the Maritimes, teaching small groups about co-op business enterprises and credit unions. They would meet in homes, schools and community halls.
- From 1930–35, the movement exploded; the number of study clubs went from 179 to 940, and from 1,500 to 10,650 members!
- Other provinces and countries heard about this Antigonish Movement and used it as a model of how to help those in poor conditions help themselves.
- And to think that only five full-time and two part-time staff had inspired a whole region — and now the world!

The AMUL Co-operative Movement

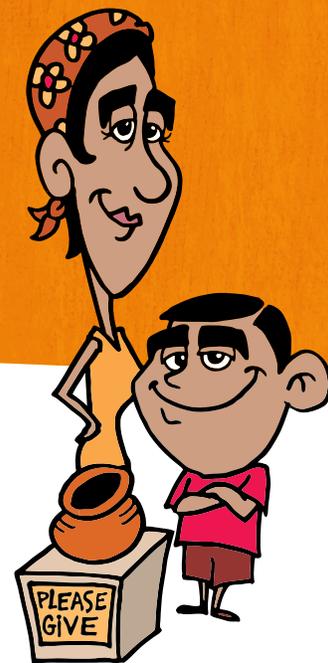
- This inspiring story began in 1946, in a small Indian town called Anand.
- Small, independent farmers would travel great distances to deliver their milk to the only dairy, the Polson Dairy, in Anand. Often the milk would sour before arriving.
- Polson had a monopoly, as they were the only dairy collecting milk from Anand and supplying it to the capital, Bombay (now called Mumbai).
- Because they had no competition, the greedy Polson agents would pay extremely low prices for the farmers' milk.
- Angered by the unfair trade practices, the local dairy farmers went on strike. They realized that if they worked together and formed a co-operative business enterprise, they could pool all their resources and supply milk directly to Bombay.
- Other areas heard about their success, and soon, dairy co-operatives were formed in five other districts.
- In order to avoid competing against each other, all the co-operatives combined to make the Gujarat Milk Marketing Federation Ltd., which manages the brand name Amul – now the largest food brand in India and the largest pouched milk brand *in the world!*

- It all started by a few farmers standing up for their rights and working co-operatively!



The Mondragon Movement

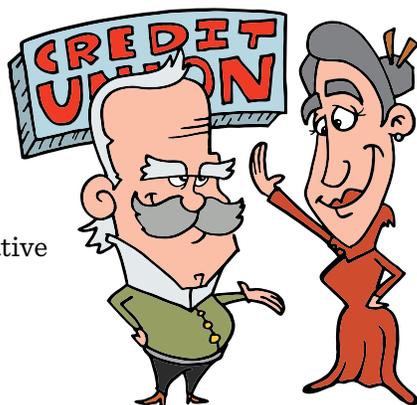
- This amazing story began in 1941, in the small town of Mondragon, Spain, where 7,000 people were suffering due to the Spanish Civil war. Poverty and severe unemployment had the town in turmoil. What's more, the local priest had been shot by the dictator Franco's forces. Mondragon was on the brink of disaster.
- In 1941, a 26-year-old newly ordained priest named Jose Maria Arizmendi was sent to Mondragon to take over for the assassinated priest.
- Arizmendi realized that co-operative businesses would be the key to solving the town's problems. He began his mission to educate the people of Mondragon about co-ops.
- He set up a Polytechnic school (now the Mondragon University) and expanded it using money that he and his helpers collected from the townspeople on street corners!
- The new school empowered the town. Arizmendi and some recent graduates set up their first co-operative business: a small workshop that made heaters and gas ovens.
- From there, the co-operative movement grew. Many co-ops were created as part of the Mondragon Co-operative family.
- Today, Mondragon employs over 85,000 workers in 256 countries!
- How incredible to think that a co-operative of 250 companies all started in a small, poor town, where a few dedicated souls started teaching their community about co-operation and collecting money on street corners!





Desjardins & the Credit Union Cause

- This amazing story took place in Levis, Quebec, around 1900.
- A man named Alphonse Desjardins was working as a note-taker in the House of Commons. While he was working, he observed a debate that changed his life and our country forever.
- He heard about a man who had taken out a loan of \$150 from a bank to save his family. The bank was trying to make him pay \$1,500 in interest for borrowing the money!
- Desjardins was horrified. Realizing that so many workers faced the same injustices, he and his wife, Dorimène, set out to find an alternative to these unfair practices.
- In December, 1900, the Desjardins proposed their plan of action during a meeting they held in their small home in Levis, Quebec.
- The result was the founding of North America's first credit union.
- The credit union would be different from a bank because it would be owned and controlled by its members, provide reasonable rates and focus on community development.
- The success of the Desjardins spread like wildfire. Credit unions began popping up all over Canada, and soon after, the United States.
- Today, The Desjardins Group has assets of \$152 billion!
- And it was all born from a strong concern for community and a co-operative philosophy.



The Women of Café Femenino

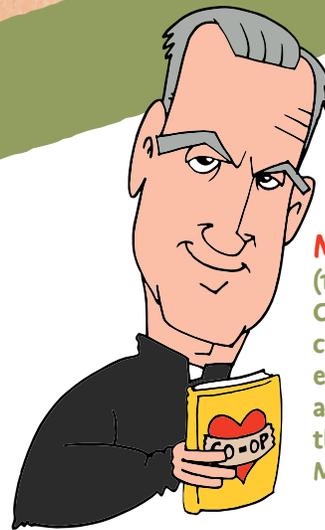
- This incredible story began in Northern Peru, in 2004.
- Coffee is the world's second-most traded commodity, and women make up a large percentage of the coffee producers.
- Many of these women live in terrible conditions, in poorer, developing nations. They have no human rights, live in poverty and are often abused, abandoned and denied education.
- Determined to fight for their rights, 464 female coffee producers gathered in Peru in 2004. They decided to take back control and create their own co-operative business. They called it Café Femenino.
- They agreed that they would no longer allow the companies for whom they produced coffee to treat them unfairly.
- With the help of Fair Trade, the poverty and abuse rates have decreased and many women are now being educated. These women are in control of their own money and business.
- With business booming and their coffee being sold at Fair Trade prices, Café Femenino has developed many programs that improve the living and working conditions of its members.
- Due to Café Femenino's success, coffee workers across Central and South America embraced this empowering model and have taken back control of their lives.

LESSON 2

HOMEWORK

A LOOK
BACK AT

MOVING FORWARD



Moses Coady
(1882-1959)
Canadian co-op
champion,
educator, priest
and leader of
the Antigonish
Movement.

AS the old maxim says, “it is better to light a candle than to curse the darkness.” Often in life we are faced with difficult, unfair and sometimes even tragic situations. What we must keep in mind is that it is always our choice as to whether we will curse the darkness or take action and make our circumstances work *for* us.

We’ve already seen how some brave individuals have banded together to right a wrong. Your mission is to find an example of a social injustice that has been defeated by a group of individuals working co-operatively to make history by lighting a candle – thus changing our world for the better.

Where and when did this situation take place?

Who were some of the key names in the situation?

What were their positions/roles?

What was the unjust situation?

How was this situation resolved (how was this wrong made right)?

How did this event change/affect the region, country or even the world?
