

# ALL TEACHERS

A UNIT TO  
INSPIRE A  
CO-OPERATIVE  
CONSCIENCE

For high school civics, business and world studies classes



## CREDITS & ACKNOWLEDGEMENTS

**IN** the true spirit of co-operation, *All 4 Each* would not have been possible without the help of many hands. We would like to extend our warmest thanks to all those whose dedication to the co-operative movement made this document possible.

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**“Almost always, it’s the creative dedicated minority that has made the world better.”** Martin Luther King Jr.

**HAVING** declared 2012 to be the International Year of the Co-op, the United Nations recognized that for our population and planet to sustain and prosper, the co-operative structure must be the business model of the future. Of course, many countries have known this for years. In North America, however, it’s been one of our best kept secrets.

Chances are that you were probably never taught about co-operatives when you were in school. But why would you be? Co-op business enterprises are small time, right?

Think again.

The largest food brand in India (the second most populated country on this planet) is a co-operative. Co-ops have saved countless towns and cities from financial disaster, and statistics in a 2009 study from Quebec proved that when starting a business, **your best bet for surviving is by employing the co-operative model.**

Just because co-ops aren’t flooding our airwaves with ads and celebrity endorsements doesn’t mean they’re not a force to be reckoned with; quite the opposite, actually. They’re probably just busy fighting for their community and giving back to their members (which are two of the seven universal principles that co-ops abide by).

With this in mind, the following series of lessons have been designed to ignite your student’s social conscience *today*.

All that we ask in return is that you be so kind as to **spread the word!** In the true spirit of the co-operative philosophy, we hope that you and your class enjoy these lessons and ideas, and then share them far and wide. As Martin Luther King Jr. (certainly no stranger to what a determined few can do) once stated simply:

**“Almost always, it’s the creative dedicated minority that has made the world better.”**

# THE LAYOUT

**“If you want to be incrementally better: Be competitive.  
If you want to be exponentially better: Be co-operative.”**

Unknown

**DON'T** worry – **this is not more work.** With a focus on social responsibility, sustainability, and in particular, the co-operative business model, this unit meets many curriculum requirements in your high school Civics, Business, and World Studies courses (among many others).

What's more, there's no prep work (save for making some copies). We've included teacher prompts and a ton of discussion questions, engaging handouts, homework checklists, rubrics and relevant, real-teen scenarios. And, if we've done our job right, a handful of inspiring “aha” moments for you and your students along the way.

Each of the following five lessons builds upon the previous lesson and contains three parts:

- Easy-to-follow, step-by-step teacher instructions to the lesson.
- A worksheet for the in-class assignment.
- A handout to be completed as homework.

The fifth and final lesson is a culminating assignment in which the students prepare a proposal for a new co-operative business enterprise they've created. This lesson contains several worksheets that will aid the students in formulating ideas for their co-op.

Finally, this booklet ends with a homework checklist and rubrics for marking, as well as a page filled with great resources.

## MATERIALS

For most of the lessons you will need:

- 1.** A class set of photocopies of all worksheets and homework.
- 2.** Blackboard and chalk, or white board and markers.



# LESSON 1

## TEACHER'S INSTRUCTIONS

# STEREOTYPE SHAKEDOWN

**THIS** first lesson tackles the topic of stereotypes in our society.

Through an interactive and revealing “first-impression” race, students will realize just how prominent stereotypes are, and will recognize how many businesses perpetuate these stereotypes through their advertising. The class will pull back the curtain to reveal the motivation behind these harmful practices, which will lead to them learning about a more positive, alternative model in the following lesson.

### OPTIONAL MATERIALS

1. Any examples you'd like to show of stereotyping in advertising
2. *Century of the Self* documentary. Free at [topdocumentaryfilms.com](http://topdocumentaryfilms.com)



**Mahar**  
Professional stereotype – or is he?

All 4 Each

### LESSON

1. Hand out the **Stereotype Shakedown** sheet (page 8) so that the cartoon characters are face down on the desk. Tell the students not to turn the page over until you say so.
2. Without giving any other hints or directions, inform them that when you say “go,” they will have two minutes to place all the words from the “word bank” on the lines below the character that they feel best fits the word (i.e., the word “athlete” could be placed under a character wearing shorts, running shoes and a head band).
3. Inform them that **every word must be placed on a line, and each word from the word bank can only be used once.**

**4.** Start the race! (The amount of time doesn't need to be two minutes – it's more important that everyone finishes.) However, the success of this lesson is dependant on the students feeling rushed and going with their first instincts. Don't be afraid to rush them by excitedly warning them about the time limits.

**5.** When time is up, tell the students to turn their page over.

**6.** Ask the class:

- a.** Initial thoughts?
- b.** Was this easy or hard? Why?
- c.** Did you feel uncomfortable at any point? Why do you think that was?

**7.** Have the students flip over their page, and give them two minutes to compare their list with those of their neighbours. Ask the class:

- a.** After comparing with others, were there any trends that you noticed? Why?
- b.** Who has some examples or stereotypes? (Prompts: "It could be something as simple as all tall people play basketball, or something as dangerous as "anyone born in a certain neighbourhood is a second-class citizen.")
- c.** For a fun way of getting the point across, read or hand out to the class a copy of the "actual" bios on page 9.

### Teacher Prompts

- How do you think these stereotypes start? (Possible answers to consider: leaders/government, parents, celebrities, religion, businesses/companies, media sources – online/TV/movies/magazines/newspapers/music/advertisements.)
- Why do they start? Why would someone want to create, or perpetuate a stereotype?
- What is the benefit of having stereotypes? Who benefits from them?
- Why are they dangerous?
- What can we do about them?



Watch the documentary *Century of the Self* (see Optional Materials.) This film can also be very effective if viewed in sections throughout these lessons.

### HOMEWORK

Hand out page 10 to be completed as homework. Students should be encouraged to bring in any visual examples they find to accompany their handout (e.g., print advertisements that perpetuate a stereotype).

“Do not call for black power, or green power. Call for brain power.”

– Barbara Jordan (The first African-American elected to the Texas Senate, civil rights movement leader, and winner of the Presidential Medal of Freedom)

**YOUR** mission is to place one word from each of the four categories in the Word Bank with the character it best matches. What does Mahar drive? Which style of music soothes Sophia’s soul? Each word can only be used once, and every word must be used. See if you can “crack” their personalities!

## WORD BANK

### Mode of Transportation

- Public transportation
- Bright yellow SUV
- Hybrid car
- BMX bicycle

### Favourite Music

- Hard rock
- Classical
- Relaxation/meditation albums
- R&B/hip hop

### Favourite Food

- Lobster dinner
- Organic oatmeal
- Veggie burger
- Chocolate bar & energy drink

### Home

- Downtown highrise condo
- Farmhouse
- Suburban townhouse
- University dormhouse

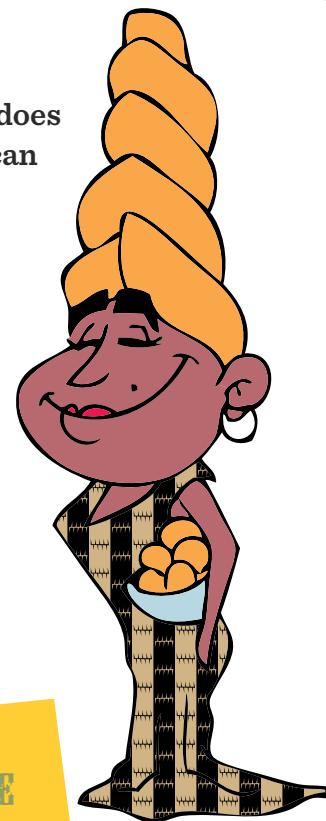


MAHAR

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\_\_\_\_\_

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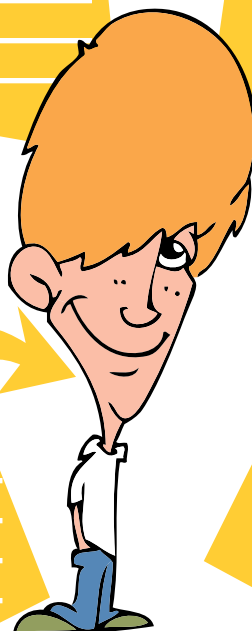


JANELLE

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\_\_\_\_\_

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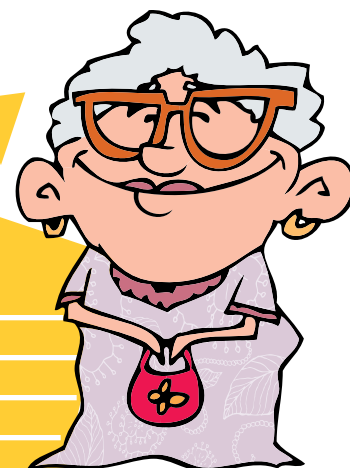


DYLAN

\_\_\_\_\_

\_\_\_\_\_

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SOPHIA

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# STEREOTYPE SHAKEDOWN

## ACTUAL CHARACTER BIOS



For a fun way of getting the point across, read these “actual” bios to the class!



You’d never guess this by looking at him in this sharp and stylish, pin-striped suit, but entrepreneur **Mahar** is feeling pretty uncomfortable at the moment. The roar of rush hour and the millions of lights and people are starting to get to him. He’s not used to briefcases and big-city business, and these are definitely not his regular threads. No, Mahar would be much more comfortable back on his quiet and quaint **country farmhouse**, listening to the soft purr of his **hybrid car** or taking in the peaceful sounds of **the meditation CDs** he plays at the yoga studio he owns and operates. He had no choice but to brave the city today, however, for a meeting with a large company that is interested in buying his small but successful **organic oatmeal** business.



The woman in this wonderful headdress is **Janelle**. She’s just stepped out of the grocery store that sits 50 floors below her luxurious **high-rise condo**, right in the heart of the city. Living here is a perfect fit for Janelle, as she’s a five minute walk away from the financial district (where she works as a high-powered

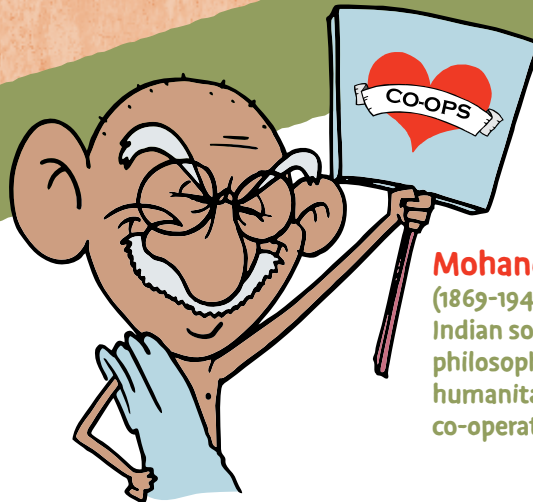
stock broker) and is only steps away from her favourite restaurant, which serves the best **lobster** dinner in the city. However, every now and then, Janelle gets the urge to escape the hustle and bustle of the city. When this mood strikes, there are few things she loves more than blasting **AC/DC** with the windows down and aimlessly exploring country back-roads in her massive, **bright yellow SUV**.



Dear, sweet **Sophia**, a 75-year-old widow, is certainly no quiet tea-and-biscuit granny. When her loving husband passed away two years ago, Sophia (always up for an adventure), strolled right past the retirement home and started living with her granddaughter and her granddaughter’s roommates in their huge **university dorm house**. It couldn’t have worked out better. Sophia could live rent-free, and in return began helping maintain the house and became the resident cook. She also took up riding a **BMX bike**, (borrowing one of her “roommates” rides) to get to the grocery store. She also developed a sweet tooth (also thanks to her roommates) for **Crown chocolate bars**, **Wildcat energy drinks** and the silky-smooth sounds of **Jay-Z’s** rhymes.



Seventeen-year-old **Dylan** has every right to be smiling. He’s young, happy and healthy (thanks to his **vegetarian** diet), and has become wealthy by helping people in need from all around the world. How did he manage this? You see, Dylan is an amazing pianist – and still counts **classical** as his favourite type of music. That’s why he was so annoyed after hearing the terrible, cheesy soundtracks in all the educational videos that he’d watch in class. After hearing some exchange students play some of their amazing native tunes, Dylan had the brilliant idea to start a co-operative business enterprise where he would work with musicians in poorer countries to sell their music. They would send their music sheets to him and he would record the music, selling the licensing rights to school boards so that they could use the songs. Dylan sends much of the proceeds to the original musicians in these needy countries. Already, the co-operative songs have reached nearly a million downloads. The best part? Dylan has been able to do all this from the comfort of his **townhouse** bedroom (which is good, because he has no driver’s license and gets his best ideas while riding **public transit!**)



**Mohandas Gandhi**  
(1869-1948)  
Indian social activist,  
philosopher,  
humanitarian and  
co-operative champion

**STAND** on any downtown street corner and spin 360 degrees.

Stereotypes litter our billboards, radios, television, magazines, movies and more. Many will be shocking and obvious. More disturbingly, a good number will be barely perceptible. All of them affect us in some way. However, how they affect us is up to *us*.

The more time we take to step back, and think critically about the images and messages that are being pushed on us, the less control they will have over us. We need to peek behind the curtain of the corporations and their marketing campaigns, and realize their true motivations. As author Peter N. Zarlenga writes: **“In our factory, we make lipstick. In our advertising, we sell hope.”** We need to ask ourselves, is lipstick really the key to a more fulfilling life? To a better society?

**Find an example of a stereotype and answer the following questions:**

What is the product/service being sold?

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Who makes this product/offers this service?

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What is the stereotype portrayed in this advertisement, and how is it portrayed?

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Where did you find this advertisement (e.g., magazine, radio, internet, etc.), and why do you think that the company decided to advertise this product/service, in this place?

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Do you think this advertisement is harmful or dangerous for society? Why?

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# 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.



**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:*

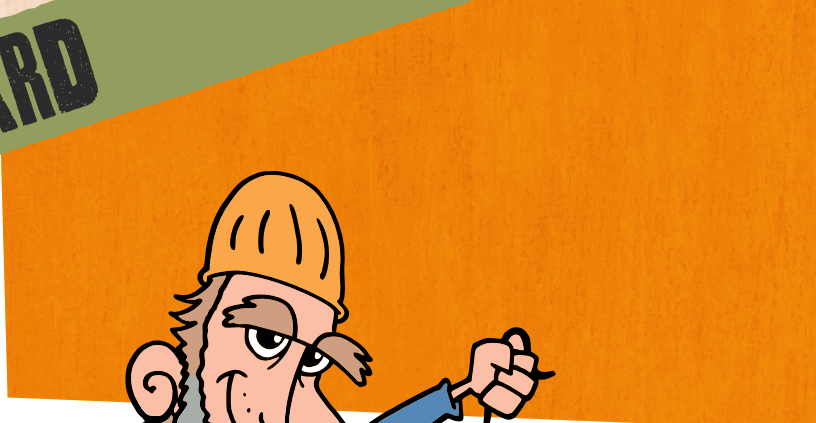
We now return to Canada, traveling back in time to the year 1900. In the small town of Levis, Quebec, a small group of activists were about to introduce North America to a financial revolution!

*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.

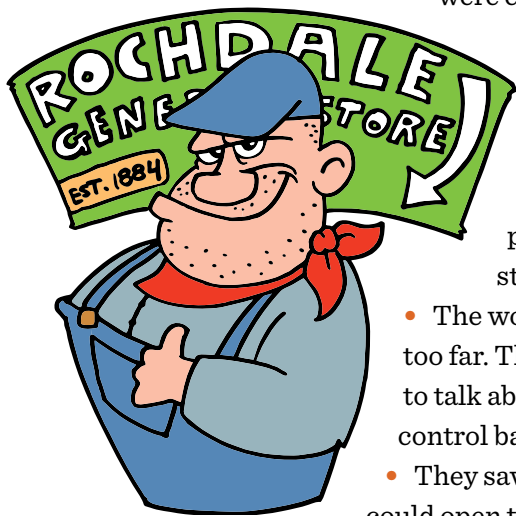
*Finish off with this conclusion:*

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!

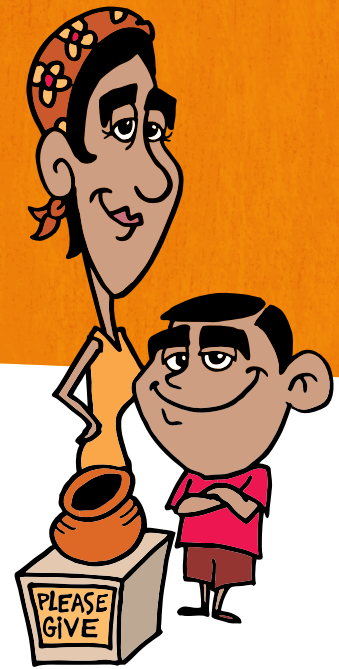
### The AMUL Co-operative Movement

- 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.

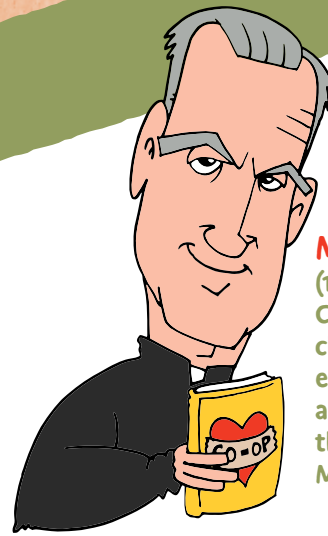


# LESSON 2

# 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?

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Who were some of the key names in the situation?

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What were their positions/roles?

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What was the unjust situation?

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

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

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# LESSON 3

## TEACHER'S INSTRUCTIONS

# CO-OP CONSULTANTS



**THE** goal here is to demonstrate (in dramatic fashion!) just how beneficial it can be for businesses to collaborate and co-operate. The class divides into four groups, each one becoming consultants trying to save a fledgling business. What they (most likely) won't realize is that the answer involves collaborating with each other group. They all fit as pieces to a puzzle. And so, with this great "aha!" moment, students will be introduced to the co-operative enterprise model.

### BEFORE THE CLASS

Photocopy pages 20 and 21 and cut it into four – so that each group will get one “case.” Photocopy Homework pages 22 and 23 for whole class.

### LINKS TO LAST LESSON

As a class, go over some of the students' findings from their **Looking Back at Moving Forward** homework page.

### LESSON

- 1.** Divide class into four equal groups, and assign each group their own corner of the room (or separate working space).
- 2.** Tell each group that they are now business consultants, and that each group will be given information about a different company that's in dire need of a new business plan in order to help them survive.

### Teacher Prompts for Homework Discussion

- Are there any major differences you've noticed between these cases?
- What do all these cases have in common?
- What are the key components to these cases? (possible answers: oppression, injustice, rich vs. poor, greed, exploitation, courage, collaboration, a concern for the community and the well-being of others, democracy, co-operation!)

**3.** Give each group one **Co-op Consultant Case** to solve (one slip from the page you've cut).

**4.** They will now have 10 minutes to discuss and record their ideas. Then they will briefly present their ideas to the class. (They should assign someone to record ideas, as well as a presenter.)

**5.** While students are working in groups, draw the table below on the board – without filling in the columns yet. Have the students give you the following facts. This is your “cheat sheet” should they miss any facts.

Yoga Studio	Art Classes	New Parent's Centre	Tutoring Business
<ul style="list-style-type: none"> <li>• Mon., Wed., Fri., 7:30 pm to 10 pm</li> <li>• Sat., 9 am to 11 am</li> <li>• Very busy studio at these times</li> <li>• Instructors too busy to do all administration work</li> <li>• Need someone to fill this role</li> </ul>	<ul style="list-style-type: none"> <li>• Classes only on Tues. and Thurs., 8 pm to 10 pm</li> <li>• Classes all day Sunday</li> <li>• Downsizing because one of teachers leaving business</li> <li>• Will have to fire secretary due to lack of business and high cost of studio rental</li> </ul>	<ul style="list-style-type: none"> <li>• Open Mon. to Fri., 8 am to 12 pm</li> <li>• Operates out of a member's house – but group getting too large for house</li> <li>• Need to find new space, but can't afford high rent, as it's a not-for-profit group</li> <li>• Amount of administration work growing due to grants, government funding, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Mon. to Fri., 3 pm to 6:30 pm</li> <li>• “Demand growing, but can only tutor one student at a time, as tutor travels to their homes”</li> <li>• In need of an inexpensive space where she could tutor a few students at once</li> </ul>

### Teacher Prompts

- If you stop focusing only on your business, what do you see?
- Is there a way that it can work for everyone?

### “Aha!” Moment: Solutions!

The key to solving these cases is that each business needs to work in co-operation with all the others. For example:

- Look at the schedules. All four businesses could share the same space and split the rent four ways.
- Could share the cost of having one full-time administrator – so no one needs to be fired!
- Could share utility bills, cost of office supplies, advertising expenses.

### HOMEWORK

Have the students complete the **Co-op Consultants** handout. They will need to go online to answer the questions.

**MAKE** a photocopy of these pages and then cut out the four cases so that you have four slips of paper. Give one case to each group. Do not allow the groups to see the other cases.

### CASE #1

#### Soleil Yoga Studio

This yoga studio in downtown Milford was opened only a year ago by two brothers. They each had (and still have) other jobs in the health field, but they thought there was a need for a yoga studio in the downtown core. They were right! Some nights, the classes are packed – which is great. They’ve found that Mondays, Wednesdays and Fridays from 7:30 pm to 10 pm and Saturday mornings from 9 am to 11 am are when almost all of their members attend classes. However, outside of these times, the studio is pretty much empty. This is obviously a problem, as the cost of renting this downtown space is quite expensive, and they need more revenue. Only thing is, they can’t fit any more people into their busy classes, and no matter what they do for promotion, they can’t seem to get people out to classes on their slow nights. On top of this, due to their other jobs, the brothers don’t have the time or energy to handle all of the administrative work (registrations, etc.) and promotion – which is almost a full-time job itself. However, at this point, they can’t afford to hire a full-time staff to take care of these areas.

**With your consultant group, come up with some strategies on how to save this business.**

### CASE #2

#### Impress Art Studio

For the past 20 years, Caroline and Hannah have run the Impress Art studio in downtown Milford. They rent the small studio, where they share the duties of classes on weeknights and during the day on Saturday and Sunday (the studio sits empty during the day). Hannah has now decided to retire; however, Caroline wants to keep the studio running. Actually, not only does she want to, she *needs* to. This is her only source of income, and she can’t afford to retire yet. The problem is that Caroline doesn’t have the time or energy to teach all of the classes. She figures that the most she can do is keep teaching her classes on Tuesday and Thursday nights from 8 pm to 10 pm and all day Sunday. This is obviously a problem, however, as the cost of renting the studio is expensive – too expensive for it to be sitting empty and not bringing in money for most days of the week. There is also another problem. For the past 10 years, Caroline and Hannah have had their close friend, Sasha, work as their secretary. However, now with half the income leaving, there’s no way Caroline would be able to pay someone to do the administrative work (a job Caroline doesn’t know how to do!). Sasha needs the work, and Caroline is terribly upset with the thought of having to fire her longtime friend.

**With your consultant group, come up with some strategies on how to save this business.**



**Tommy Douglas**  
(1904–1986)  
Father of our public healthcare system, and voted Greatest Canadian of All Time in 2004 poll.



**Agnes Macphail**  
(1890–1954)  
Activist, journalist, first woman member of Canadian Parliament and voted Ontario's Greatest Female in 2005.

### CASE #3

#### The New Parent's Place

Last year, four young parents decided to start their own group in the town of Milford. The four of them had found that meeting every day at one of their houses provided a great support system for each other – they would socialize and share tips on being new parents. They wanted to open up this wonderful environment to other young parents in town. And so, they formed The New Parent's Place as a drop-in centre in one of their homes. It ran Monday to Friday from 8 am to 12 pm. It was a fantastic idea, and word spread fast. So fast, in fact, that in a matter of weeks the group ran into a problem. So many young parents wanted to participate, that the little house wasn't big enough to accommodate everyone. This was a not-for-profit group that didn't have the funds to rent a bigger space. Also, as they became more sophisticated, they began doing some administrative work, such as applying for government grants, etc. – but they soon recognized that they would need to find somebody to do this work for them, as they were all too busy. They decided that this idea was too beneficial to not have it grow and be accessible to all who wanted to join. But how could a non-profit group find the money needed to rent a space and hire a secretary – especially when they really only operated for four hours a day?

**With your consultant group, come up with some strategies on how to save this business.**

### CASE #4

#### Tarah's Tutoring Service

Last year, Tarah – a Grade 12 student in the small town of Milford – came up with a plan to help save for college: she decided to start her own math and science tutoring service. Little did she know that within only six months, her new business would grow to the point where she realized that she would soon have to start turning interested clients down. She just didn't have the time to accommodate all the requests! This really frustrated her, because although she was only one person and could only do so much, she saw the potential for her business to keep growing. She would tutor Monday to Friday from 3 pm to 6:30 pm, and sometimes on Saturdays. The problem was, she could only tutor one student at a time, and so the number of clients she could take on was limited. Or did it have to be, she wondered? How could she take on more clients while sticking to the same tutoring hours (as she still needed to complete her own work)? Did she have to tutor only in other people's homes? Her house was too busy and noisy to bring her clients to her place. How could she make this work and have her business reach its greatest potential?

**With your consultant group, come up with some strategies on how to help Tarah's Tutoring Service grow.**

# LESSON 3

# HOMEWORK

## CO-OP CONSULTANTS



“Sticks in a bundle are unbreakable.”

Kenyan Proverb

**IF** at first glance co-operative business enterprises seem a little strange to you, it's okay – they are! To think that there's a whole business sector that follows a code of ethical principles – putting the needs of its community and members first – really is a little strange in a world where most corporations care only about defeating their competition at all cost and making as much profit as possible.

However, as the great rebel and social activist Bob Dylan sang, thankfully, “the times, they are a' changing!” As you will see when researching the questions below, the Co-operative Business Model is a key ingredient to building a sustainable world in which we *all* prosper. Want proof? The United Nations declared 2012 to be the International Year of the Co-operative!

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Survival rate of businesses after...	5 years	10 years	Long Term
All co-operatives	64%	46%	30%
Private sector companies (Statistics Canada)	36%	20%	N/A

A 2008 report by the Quebec Ministry of Economic Development

**Use whatever resources you can to answer the following questions. (Go straight to [s.coop/coopsarecool](http://s.coop/coopsarecool) for a headstart!)**

What are the main differences between a co-operative enterprise and a private business?

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What are the seven principles that all co-ops follow?

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LESSON **3** HOMEWORK  
**CO-OP CONSULTANTS**



**Alphonse & Dorimène Desjardins**  
(1854-1932)  
Social activists, married co-operative leaders and co-founders of the first Credit Union in North America.

What are some examples of co-operation that you see in your everyday life?

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Find examples of at least four co-operative enterprises and/or credit unions in your area.

A faint, light-colored illustration of a person working in a field, possibly planting trees or tending to crops. The person is wearing a hat and holding a tool.

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What are the benefits for *you*, in being a part of a co-op enterprise? What are the benefits for society in having a co-op enterprise in the community?

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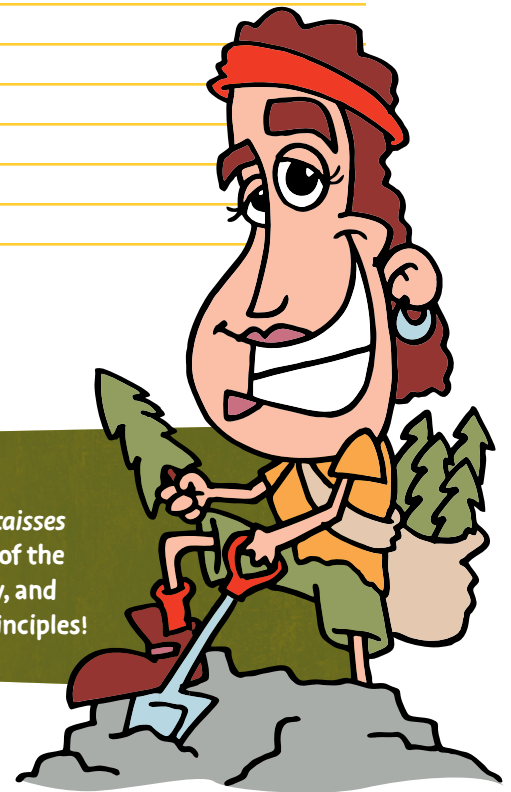
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**Note**

Credit unions and *caisses populaires* are part of the co-operative family, and follow the same principles!



# LESSON 4

## TEACHER'S INSTRUCTIONS

# THE RISE (OR FALL?) OF REBEL WRITES

“We may have all come on different ships, but we’re in the same boat now.” Martin Luther King Jr

**NOW** that the student’s have learned about co-operative businesses, they’re starting to see that there’s a socially conscious and practical alternative to the standard competitive, isolated and “bottom-line only” business mentality. In this lesson, they will flex their problem-solving skills and new co-operative insights as they develop a plan for managing an up-and-coming local band (Rebel Writes). The “aha!” moment will come when students realize that the key to the band’s future success will be in creating a recording co-operative with other local bands.

### LINKS TO LAST LESSON

As a class, go over questions & answers from **Co-op Consultants** homework.

### LESSON

1. Hand out a copy of **The Rise (or Fall?) of Rebel Writes** (page 26)
2. Read through as a class.
3. Give the class some time to complete the questions on the **Band Plan** handout (page 27). This can be done individually, as pairs or in a group.
4. Draw a table on the board like the one below:

### How To Record Rebel Writes?

What we know/facts	Possible solutions

### Teacher Prompts

- What did you think about the 7 Co-operative Principles?
- Were there any that stood out to you in any way? Why?
- What do you think the benefits are to having these principles in place?



- 5.** Using the answers the students have come up with, lead a brainstorming session on how to best manage the band, and, ultimately, record an album.

## AWESOME CO-OPERATIVE ANSWER

All the local bands could join forces to start their own co-operative record label. The benefits of this could be:

- Sharing recording equipment (e.g., microphones, instruments, recording software programs).
- Sharing a recording space.
- Share the costs to create a compilation album – where all the bands in the co-op record two songs that would be included on the label's first album.
- All the bands would share the profits from the album.
- By playing shows together, they could share the costs on creating posters, other promotional material and management time.

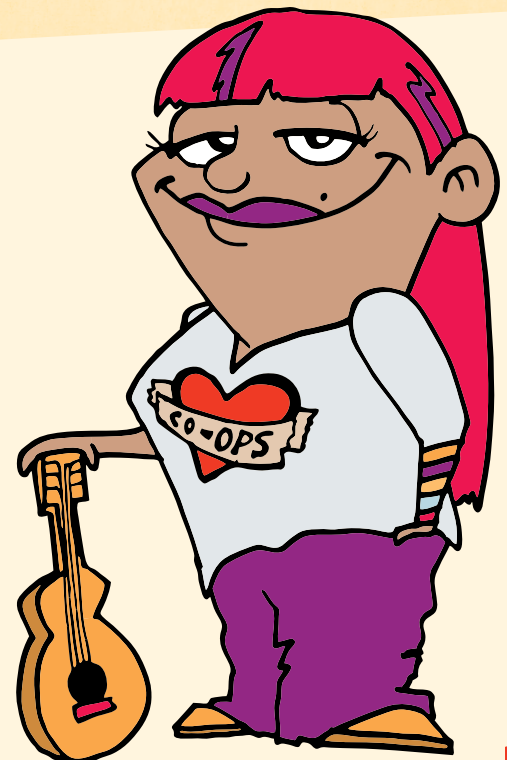
### Teacher Prompts:

- Have you thought about everyone mentioned in the story?
- Have you thought about the other bands that are in the same boat as Rebel Writes?
- Is renting a studio the only answer?
- Think back to the **Co-op Consultants** lesson. Is there an opportunity here for a co-operative business?
- Remember to think co-operatively, and to think like entrepreneurs!

## HOMEWORK

Have each student complete the homework handout (page 28) for next class. (This homework assignment has been designed to help students brainstorm ideas for developing their own co-operative enterprise – which is the next and final lesson.)

Encourage your students to go wild with ideas on the mind map page – filling it with any and all thoughts, quotes, jot notes and doodles – as they brainstorm what their new co-op will be!



# LESSON 4 WORKSHEET

## THE RISE (OR FALL?) OF REBEL WRITES

“Some people usin’ the noodle,  
Some people usin’ the muscle,  
Some people put it all together,  
make it fit like a puzzle.”

Hip-hop artist Talib Kweli, “I Try”

Rebel Writes were already an amazingly tight band, well-known around Meadow Heights High School. The combination of Jamal’s catchy, lightning-quick guitar riffs, Devin’s ska-infused bass licks and Taylor’s punk-inspired drumming was awesome. To say they were talented would be a major understatement. However, it wasn’t until these three joined forces with Nyah and her raw, soulful vocals that Rebel Writes’ reputation as the “next big band to watch” really took off.

They were so good, in fact, that after only playing two house parties, they’d already received calls from some other well-known local bands like The Otherwise, Lot 22, and Skyborn – all asking if the band would like to team up to play some shows together. It was as if overnight, Rebel Writes had gone viral. Fan pages, blogs and videoclips from their shows were popping up all over the web. They started to play more and more gigs, and became very close friends with many of these other local bands – which translated into acquiring even more fans! And of course, all everyone wanted to know was, “when can we buy your album?!”

Fantastic news, right? Well, yes... and no. While all the attention they were getting was amazing, unfortunately, attention doesn’t make you money. And, as the band soon found out, recording an album costs... big time! The average cost of renting a recording studio was \$500 per hour – and that’s only to record *one song*! This means that an album of ten songs would generally cost \$5,000 to produce.

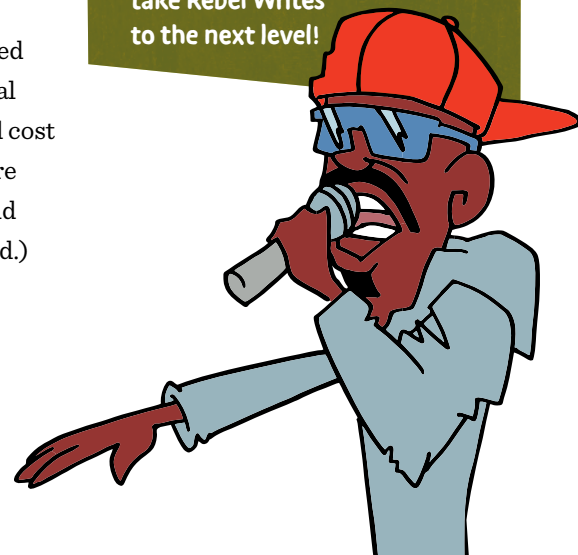
Talking with all the other bands they knew, Rebel Writes realized that they were in the exact same position as many of the other great groups in the city. They had a hungry audience who were anxiously waiting to buy their music; however, none of them had enough money to record, and so had no way of getting their music into their fan’s hands.

Now, there was the option of purchasing the software needed to record at home on a personal computer, but even this would cost at least \$1,000. (Certainly more affordable, but still well beyond what Rebel Writes could afford.)

Rebel Writes were frustrated. They knew that time was of the essence. Their band was all the buzz of the local music scene. They were fresh, unique and in-demand. They had to strike while the iron was hot. Music fans across the city wanted to have Rebel Writes, The Otherwise, Lot 22 and Skyborn’s tunes blasting through their ear buds. However, unless someone came up with a brilliant idea soon... the chances of the fans getting their wish were not looking good.

### This is where you come in!

- Using all that you’ve learned in this unit about co-operation and co-operative enterprises in particular, you’re mission is to manage Rebel Writes – and your first task is to find a way to record an album of their music.
- Turn the page to start planning how you’re going to give the fans what they want and take Rebel Writes to the next level!



# THE RISE (OR FALL?) OF REBEL WRITES

## THE BAND PLAN

**USE** the following box for any and all ideas you, your group or class come up with!

**1.** Using your ideas from the box above, summarize your plan for managing Rebel Writes below. How are you going to record their first album?

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**2.** What are the advantages of this plan? What key points would you use if you were pitching this idea to the band?

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**3.** What are some of the potential difficulties with this plan?

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# LESSON 4

## HOMEWORK

THE RISE  
(OR FALL?) OF

# REBEL WRITES

## CO-OP CREATION MIND MAP

Go wild with ideas on this page! Fill it with any and all thoughts, quotes, notes and doodles as you brainstorm what your new co-op will be! What are the big issues in your life? Where is there a need to be filled?

“The secret is to gang up on the problem, rather than each other.” Thomas Stallkamp

(co-op name here)

**A groundbreaking new co-op!**

“None of us is as smart as all of us.” Ken Blanchard

“In the long history of humankind (and animal kind, too) those who learned to collaborate and improvise most effectively have prevailed.” Charles Darwin

# LESSON 5

## TEACHER'S INSTRUCTIONS

# CO-OP CREATION

“Competition has been shown to be useful up to a certain point and no further, but co-operation, which is the thing we must strive for today, begins where competition leaves off.”

Franklin D. Roosevelt

**FOR** this culminating assignment, students will be developing an idea for an original co-operative enterprise. Putting all that they’ve learned to practice, this project could be assigned as a simple one-page proposal or a more elaborate business plan (complete with budgets, logo’s, advertising examples, etc.). The option of having students present their plans – and the accompanying evaluation pages for this – have been included.

To meet with the Civics course objectives, and falling in line with the Co-operative Principle of Concern for Community, students could be assigned the task of linking their new co-operative to a current social cause/mission.

### BEFORE THE CLASS

Photocopy a small package of the **Co-op Creation** handouts for each student (pages 31–34).

### LINKS TO LAST LESSON

#### Teacher Prompts

- Now that you know more about the co-operative and credit union sector, what do you think about this business model?
- What are the benefits to this model, as compared to the practices and philosophies of many business corporations?



“If you don’t kick things around with people, you are out of it. Nobody, I always say, can be anybody without somebody being around.” John Wheeler

## LESSON

- 1.** Give the students a few minutes to mingle with others in the class, to see if there are any ideas that could work together – or to see if there’s one that they’d much rather work on than their own.
- 2.** Inform them that they have 5–10 minutes to decide on a business plan – either as a group or on their own.
- 3.** Once everyone is a part of a new co-op business, have each group fill out pages 31 and 32 to help solidify their idea.
- 4.** Have each member grab their **Mind Map** (page 28) to use for the next activity.
- 5.** Give the students another 10 minutes to “network” with the other new businesses to see if there is any room for co-operation amongst them, as well as to see if there are any new ideas they can add to their plan. Ideas can be added to their Mind Map page.
- 6.** After each co-op enterprise has had a chance to network with the other groups, give each group a chance to present a 30-second “elevator talk” about their business (a brief summary), as well as describe any ways they may be co-operating with another co-op business in the class.

## ASSIGNMENT

It’s up to you to decide just how elaborate you’d like this assignment to be. Perhaps it will simply consist of a brief synopsis of their co-operative idea, which will outline the business basics (e.g., why their is business needed, location of business, basic budget, etc.). Or perhaps you’d like your new co-op enterprises to develop a more thorough plan – complete with logos and marketing strategies, projected start-up costs, anticipated revenue, potential opportunities for co-operation with other co-ops, social mission statements, etc.

In either case, the following pages will provide the necessary prompts for both levels of assignments. You will also find rubrics for both a written assignment, as well as for a presentation, should you decide to go this route.

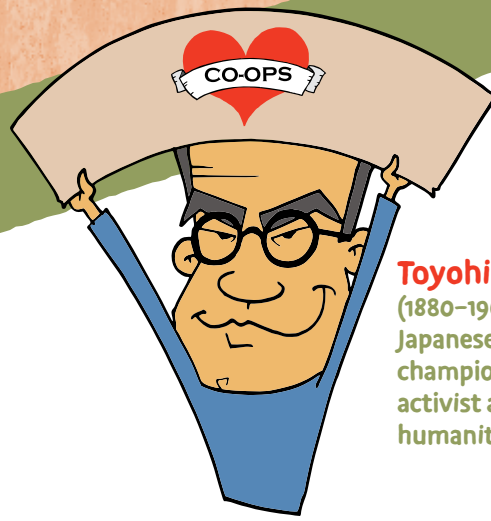


# LESSON 5

# WORKSHEET

## CO-OP CREATION

### FIRST IDEAS 1



**Toyohiko Kagawa**  
(1880–1960)  
Japanese co-operative  
champion, educator,  
activist and  
humanitarian

**THE** key to any business (especially a co-op!) is that it recognizes a need for a service or product and finds a way to effectively fill this need. Now that you've had a chance to brainstorm some ideas for your new co-op, be sure to keep this at the forefront of your mind as you build your groundbreaking business! Fill out the following boxes with as many jot notes as possible.

What are some of the big issues in your life?

How could you tackle these issues with a co-operative approach? (Don't limit yourself to just one idea – go wild with ideas!)

How is your idea a co-operative business/enterprise, and who are your two other partners in this co-operative?

**FIRST IDEAS 2**



**Robert Owen**  
(1771–1858)  
Welsh philosopher, humanitarian and social reformer, he has been called the father of the co-operative movement.

Who are your members, and what service/product will you provide for them? (Similar to “who is your target client/customer?”)

Where will your co-op be located? Will it be in a city, small town or rural area? What neighbourhood? Where will it be run out of? Will there be an office/offices? Why would this be an ideal location?

What will be some of the major costs involved with starting and running this co-op?

What are some possible partnerships or co-operative possibilities? (Don't forget to check with your classmates!)

What are some potential names for your co-op? (When thinking of these, don't forget to look back at the answers above, to make sure the names fit with the feel of your co-op.)



# CO-OP CREATION

## CO-OP BUSINESS PROPOSAL



**José Maria Arizmendi**  
(1915–1976)  
Spanish activist,  
humanitarian,  
priest and founder  
of the Mondragon  
co-operative family

Name of co-op:

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Names of three individuals involved:

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Describe your co-operative enterprise idea:

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How is this a co-operative?

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Give a detailed description of who you foresee your members to be. (Age range? Professions?)

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What makes your product/service unique and provides advantages for your members? What sets your co-op apart from other business corporations?

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What are the potential competitive disadvantages of your product/service?

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Define the geographic area your co-op business will serve:

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Where will the co-op run out of? What are the major advantages/disadvantages of your chosen location:

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# LESSON 5 WORKSHEET

## CO-OP CREATION

### CO-OP BUSINESS PROPOSAL



**You!**  
Next up to  
change the  
world!

What major equipment will be needed during your first two years in business?

Equipment	Cost	When needed

How does your group plan on funding your co-op's start-up costs?

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How will you show your concern for your community?

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Is there any potential for partnerships between your co-op and another co-operative

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# TEACHER'S RESOURCES

## HOMework & PARTICIPATION CHECKLIST

**Class** \_\_\_\_\_

**Semester** \_\_\_\_\_

**Course** \_\_\_\_\_

Student Name	Lesson					Notes
	1	2	3	4	5	

## Co-op Creation: Rubric for Written Report

Expectations	Criteria	Level 1			Level 2			Level 3			Level 4		
		The Student:			Name			Class			Overall level		
Knowledge/Understanding	<ul style="list-style-type: none"> <li>Understands the structure and mandate of a co-operative business enterprise</li> <li>Accurately describes current market conditions (e.g., cultural and economic factors; existing competition) in the selected field and location</li> </ul>	<ul style="list-style-type: none"> <li>Understands the structure and mandate of a co-operative business enterprise with limited effectiveness</li> <li>Describes current market conditions in the selected field and location with limited effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>Understands the structure and mandate of a co-operative business enterprise with some effectiveness</li> <li>Describes current market conditions in the selected field and location with considerable effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>Understands the structure and mandate of a co-operative business enterprise with a high degree of effectiveness</li> <li>Describes current market conditions in the selected field and location with a high degree of effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>Effectively interprets the needs to be filled with their co-operative, and the wants of the new consumers</li> <li>Effectively analyses modifications to the existing product or service</li> </ul>	<ul style="list-style-type: none"> <li>Interprets the needs to be filled with their co-operative and the wants of the new consumers with limited effectiveness</li> <li>Analyses modifications to the existing product or service with limited effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>Interprets the needs to be filled with their co-operative and the wants of the new consumers with some effectiveness</li> <li>Analyses modifications to the existing product or service with some effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>Interprets the needs to be filled with their co-operative and the wants of the new consumers with a high degree of effectiveness</li> <li>Analyses modifications to the existing product or service with a high degree of effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>Effectively interprets the needs to be filled with their co-operative, and the wants of the new consumers</li> <li>Effectively analyses modifications to the existing product or service</li> </ul>	<ul style="list-style-type: none"> <li>Interprets the needs to be filled with their co-operative and the wants of the new consumers with limited effectiveness</li> <li>Analyses modifications to the existing product or service with limited effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>Interprets the needs to be filled with their co-operative and the wants of the new consumers with some effectiveness</li> <li>Analyses modifications to the existing product or service with some effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>Interprets the needs to be filled with their co-operative and the wants of the new consumers with a high degree of effectiveness</li> <li>Analyses modifications to the existing product or service with a high degree of effectiveness</li> </ul>	
Thinking/Inquiry	<ul style="list-style-type: none"> <li>Clearly communicates a proposed plan using a business-like tone; persuasive arguments; relevant facts and figures</li> </ul>	<ul style="list-style-type: none"> <li>Communicates a proposed plan using a business-like tone; persuasive arguments; relevant facts and figures with limited clarity</li> </ul>	<ul style="list-style-type: none"> <li>Communicates a proposed plan using a business-like tone; persuasive arguments; relevant facts and figures with some clarity</li> </ul>	<ul style="list-style-type: none"> <li>Communicates a proposed plan using a business-like tone; persuasive arguments; relevant facts and figures with considerable clarity</li> </ul>	<ul style="list-style-type: none"> <li>Provides a rationale for the success and expansion of the co-operative, while considering the co-operative principles (i.e., concern for community, one member one vote)</li> </ul>	<ul style="list-style-type: none"> <li>Provides a somewhat effective for the success and expansion of the co-operative</li> <li>Considers the co-operative principles with some effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>Provides a rationale of the success and expansion of the co-operative</li> <li>Considers the co-operative principles with some effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>Provides a somewhat effective for the success and expansion of the co-operative</li> <li>Considers the co-operative principles with some effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>Provides a highly effective rationale for the success and expansion of the co-operative</li> <li>Considers the co-operative principles with a high degree of effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>Provides a rationale for the success and expansion of the co-operative</li> <li>Considers the co-operative principles with some effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>Provides a rationale of the success and expansion of the co-operative</li> <li>Considers the co-operative principles with some effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>Provides a highly effective rationale for the success and expansion of the co-operative</li> <li>Considers the co-operative principles with a high degree of effectiveness</li> </ul>	
Communication	<ul style="list-style-type: none"> <li>Provides an effective rationale for the success and expansion of the co-operative, while considering the co-operative principles (i.e., concern for community, one member one vote)</li> </ul>	<ul style="list-style-type: none"> <li>Provides a somewhat effective for the success and expansion of the co-operative</li> <li>Considers the co-operative principles with some effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>Provides a somewhat effective for the success and expansion of the co-operative</li> <li>Considers the co-operative principles with some effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>Provides a somewhat effective for the success and expansion of the co-operative</li> <li>Considers the co-operative principles with some effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>Provides a highly effective rationale for the success and expansion of the co-operative</li> <li>Considers the co-operative principles with a high degree of effectiveness</li> </ul>								
Application	<ul style="list-style-type: none"> <li>Provides an effective rationale for the success and expansion of the co-operative, while considering the co-operative principles (i.e., concern for community, one member one vote)</li> </ul>	<ul style="list-style-type: none"> <li>Provides a somewhat effective for the success and expansion of the co-operative</li> <li>Considers the co-operative principles with some effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>Provides a somewhat effective for the success and expansion of the co-operative</li> <li>Considers the co-operative principles with some effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>Provides a somewhat effective for the success and expansion of the co-operative</li> <li>Considers the co-operative principles with some effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>Provides a highly effective rationale for the success and expansion of the co-operative</li> <li>Considers the co-operative principles with a high degree of effectiveness</li> </ul>								

Notes

## Co-op Creation: Rubric for Oral Presentation

Expectations	Criteria	Level 1	Level 2	Level 3	Level 4
<b>Subject Knowledge</b>	<b>The Student:</b> Demonstrates a thorough knowledge of the material being presented	<b>Name</b> Demonstrates little knowledge of the subject	Demonstrates some knowledge of the subject	<b>Class</b> Demonstrates a considerable knowledge of the subject	<b>Overall level</b> Demonstrates mastery of the subject
<b>Organization/ Coherence</b>	Organizes and presents the material coherently and in a logical order, while also staying on topic.	Organized and presented the material with limited effectiveness	Organized and presented the material with some effectiveness	Organized and presented the material with considerable effectiveness	Organized and presented the material with a high degree of effectiveness
<b>Voice</b>	Communicates in a confident voice that is easily heard by the audience	Rarely speaks with a clear, confident voice	Sometimes speaks with a clear, confident voice	Usually speaks with a clear, confident voice	Always speaks with a clear, confident voice
<b>Visual Aids</b>	Creatively uses visual aids and other techniques/devices to present in an interesting fashion	Used visual aids and other creative devices with limited effectiveness	Used visual aids and other creative devices with some effectiveness	Used visual aids and other creative devices with considerable effectiveness	Used visual aids and other creative devices with a high degree of effectiveness
<b>Language</b>	Uses grammar and vocabulary that is appropriate for the audience	Rarely uses grammar and vocabulary that is appropriate for the audience	Sometimes uses grammar and vocabulary that is appropriate for the audience	Usually uses grammar and vocabulary that is appropriate for the audience	Always uses grammar and vocabulary that is appropriate for the audience
<b>Physical Gestures</b>	<ul style="list-style-type: none"> <li>Keeps the audience's attention by maintaining eye contact, and by using appropriate gestures and posture</li> </ul>	<ul style="list-style-type: none"> <li>Rarely maintains eye contact</li> <li>Rarely uses appropriate posture/gestures</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes maintains eye contact</li> <li>Sometimes uses appropriate posture/gestures</li> </ul>	<ul style="list-style-type: none"> <li>Usually maintains eye contact</li> <li>Sometimes uses appropriate posture/gestures</li> </ul>	<ul style="list-style-type: none"> <li>Always maintains eye contact</li> <li>Always uses appropriate posture/gestures</li> </ul>

### Notes

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# COOL

# CO-OP RESOURCES

“Individual commitment to a group effort – that is what makes a team work, a company work, a society work, a civilization work.” Vince Lombardi

## VIDEOS

### The Canadian Co-operative Association's Co-op Cinema

Short, inspiring videos on CCA's international development work.

[ccacinema.coopscanada.coop](http://ccacinema.coopscanada.coop)

### The Difference Between Banks and Credit Unions

Young and Free campaign

Part 1

[youtube.com/watch?v=cawzTSVTP2M](https://youtube.com/watch?v=cawzTSVTP2M)

Part 2

[youtube.com/watch?v=-rEW6ff3Zao&feature=related](https://youtube.com/watch?v=-rEW6ff3Zao&feature=related)

Part 3

[youtube.com/watch?v=RkQUVsKghg&feature=related](https://youtube.com/watch?v=RkQUVsKghg&feature=related)

### Videos and Financial Literacy Information for Youth @ Zippitydodog.com

[zippitydodog.com/video\\_gallery.php](http://zippitydodog.com/video_gallery.php)

### Banks vs. Credit Unions

Bankerspank – Apple spoof

*I Love You*

[youtube.com/watch?v=cq6ziybK\\_84&feature=related](https://youtube.com/watch?v=cq6ziybK_84&feature=related)

*Under the Table*

[youtube.com/watch?v=TLEGuOoddns&feature=related](https://youtube.com/watch?v=TLEGuOoddns&feature=related)

## WEBSITES

**Co-ops Are Cool** Best site for students to use for Lesson 2 homework.

[s.coop/coopsarecool](http://s.coop/coopsarecool)

**Great Site with a Co-op Video Contest**

[mycooprocks.coop](http://mycooprocks.coop)

**Co-ops Rock** [coopsrock.coop](http://coopsrock.coop)

**Co-op Zone** Information to help develop co-operatives.

[coopzone.coop](http://coopzone.coop)

**The North American Students of Co-operation Association**

[nasco.coop](http://nasco.coop)

**Learn about Fair Trade and Co-operatives**

[fairtrade.ca/en/get-involved/co-operating-fair-trade](http://fairtrade.ca/en/get-involved/co-operating-fair-trade)

## TEACHING RESOURCES

Many links to great publications, websites and educational resources from the University of Victoria's Centre for Co-operative and Community-Based Economy.

[bcics.org/content/cooperative-teaching-materials](http://bcics.org/content/cooperative-teaching-materials)

### Building Community: Creating Social and Economic Well-Being

A University of Saskatchewan virtual co-op exhibition.

[usaskstudies.coop/exhibit](http://usaskstudies.coop/exhibit)

### Apathy is Boring

Using art and technology to get youth involved in the democratic process.

[apathyisboring.com/en/the\\_facts/news/3267](http://apathyisboring.com/en/the_facts/news/3267)

## OTHER FUN SITES for your Business Studies, Civics and World Studies classes

### Youth Canada

Canada's top resource for high school students.

[youthcanada.ca](http://youthcanada.ca)

### Check Your Head

Education for young people on the issues such as democracy, corporate power, globalization, climate change.

[checkyourhead.org](http://checkyourhead.org)

### Next Up

A leadership program for youth who are interested in ecological and social justice.

[nextup.ca](http://nextup.ca)

### 4Real

A TV series that takes celebrity guests on adventures around the world to connect with young leaders who, under extreme circumstances, are effecting real change on some of the most pressing issues of our time. 4REAL School is a dynamic set of teaching guides and DVDs based on each episode of 4REAL. Using thought-provoking, hands-on lessons, multimedia and music, 4REAL School engages students in Grades 6–12 on issues such as poverty, human rights and the environment.

[4real.com](http://4real.com) · [4real.com/school](http://4real.com/school)

### Youth Challenge International

Building communities and leaders through global youth development.

[yci.org](http://yci.org)

**The Story of Stuff** Highlighting environmental, social and economic concerns, and inspiring the community's involvement in strategic efforts to build a more sustainable and just world.

[storyofstuff.org](http://storyofstuff.org)

### Me to We

Ethical clothing options for school.

[metowe.com](http://metowe.com)

### Top Documentary Films

Fantastic site with many free, full-length documentaries (including *Century of the Self*, from Lesson 1 of this unit).

[topdocumentaryfilms.com](http://topdocumentaryfilms.com)

**IGNITE  
YOUR STUDENTS'  
SOCIAL CONSCIENCE**

**LEAD THEM IN CREATING  
THEIR VERY OWN  
CO-OPERATIVE ENTERPRISE  
BUSINESS PLAN!**



**“There is but one mode by which man can possess... all the happiness which his nature is capable of enjoying – that is by the union and co-operation of all for the benefit of each.”** Robert Owen