

# 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.

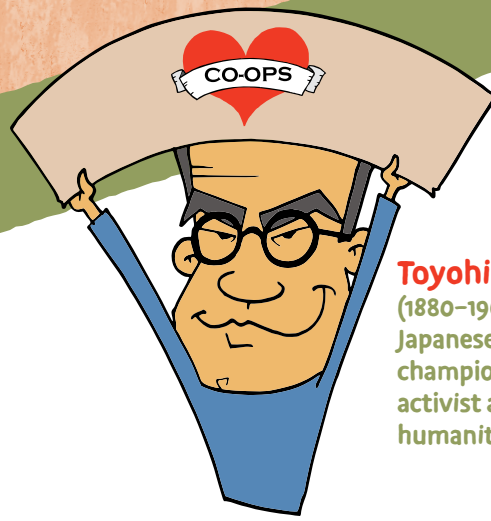


# LESSON 5

# 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:

1. 

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2. 

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3. 

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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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# 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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## Co-op Creation: Rubric for Oral Presentation

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

### Notes

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