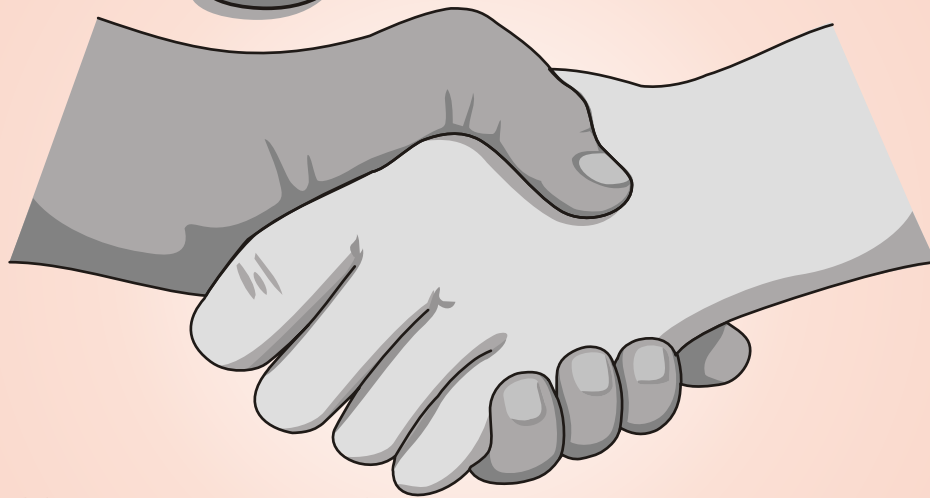


# Better Together



## Co-operation - The Essence of Co-operatives

A Study Unit for Grades 4 through 10



Ontario Agri-Food  
Education, Inc.



Ontario Co-operative Association



**Better Together** is a celebration of the co-operative lifestyle - co-operative learning techniques and co-operative organizations. The development of this document has been a co-operative venture which has involved many people and many organizations.

The lead writer was Kevin Crouse, OAFE Educational Consultant.

An advisory team provided feedback to the writer and editor throughout the development process. Thanks is expressed to the following individuals, without whose contribution and dedication to the principles of co-operation, this teaching resource would not have become a reality.

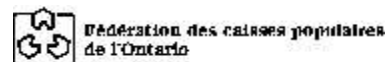
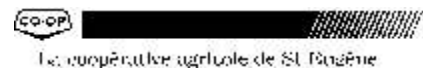
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## Introduction

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*“Friendship is the golden thread  
that ties the heart of the world.”*

John Evelyn

This document is a celebration of the co-operative lifestyle: the marvels created by co-operative organizations and co-operative learning techniques. If the 'whole is more than the sum total of its parts', it is in large measure due to the magic of people with co-operative life skills - in co-operative classrooms or business ventures.

The 10,000 co-operative organizations in Canada, operating as marketing, consumer, worker, housing, service or financial co-operatives, have approximately 15 million members and more than 60,000 active board members. These organizations employ over 150,000 people and have over \$40 billion in assets.

A study of such organizations in the Ontario Curriculum will help students understand how two million members from more than 1,900 Co-ops and Credit Unions play a significant role in solving mutual problems by providing themselves with goods and services through a self-help process.

Involving young people in the study and development of co-operatives will improve their confidence, increase their levels of community involvement, provide career goals, develop a sense of responsibility, and provide practical experiences in the world of work.

Co-ops help people obtain goods and services that they may not otherwise be able to afford. Open to everyone regardless of income or social status, co-ops are tailored to members' needs. As such, they are more accountable and democratic than other business organizations.

In Ontario, Co-ops and Credit Unions play a significant role in the province's economy. Gay Lea Foods Co-operative Ltd., for example, provides cost-effective ways for 3,800 farmers to process, market, and distribute dairy products.

The Co-operators Group, one of the largest financial institutions in Canada, is a Canadian co-operative success story. For The Co-operators, the story began in 1945, with a group of Canadian farmers pooling their resources to meet their collective needs. The Co-operators is now the largest wholly Canadian-owned multi-line insurance company in the world. It continues today, fully committed to co-operative values and to meeting Canadians' needs for insurance and financial security products and services.

When a group of young people wanted to buy quality outdoor equipment and clothing at an affordable price, they created the Mountain Equipment Co-operative. This organization currently has more than 1.2 million members and operates a mail-order business and stores in Toronto, Ottawa, Calgary and Vancouver.

Parents in Ottawa looking to provide affordable day-care for their children created the Bette Hyde Co-operative Nursery School. Today there are 400 such schools with 1,500 member families in Ontario. Many co-op nurseries have been in existence for more than 50 years. The oldest co-op nursery is more than 75 years old.

Co-operation is the essence of co-operatives. Co-operative Learning is one apt method of learning, not only about co-operatives, but also about how to develop the attitudes and skills necessary to co-operate.

Co-operative Learning principles, as they are enacted in this resource, and the principles of the co-operative movement present some of the most effective ways of getting students to learn. Numerous research studies have confirmed the fact that Co-operative Learning principles and practices increase student opportunities to speak, listen and respond. The result is increased learning, decreased conflict, and vastly improved social skills. The Durham Board of Education, winner of the Carl Bertelsmann prize as the best school system in the world, utilized a long term training program that improved teacher skills in co-operative learning techniques.

In this resource, we will explore the history, principles, and types of co-operatives using Co-operative Learning activities. Through these activities, students will acquire a better understanding of how co-operatives and co-operative skills can resolve a number of contemporary problems.



## Curriculum Connections

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### **Expectations:**

The following list of Grade 4 through Grade 10 overall and specific expectations are suggested curriculum connections for the activities that are provided in the resource *Better Together*.

### **Curriculum Connections**

#### **Language: Oral and Visual Communication**

**Grades 4, 5, 6, 7, and 8 students will:**

#### **Overall Expectation:**

- contribute and work constructively in groups.

#### **Specific Expectations: *Group Skills***

##### **Grade 4**

- present information to their peers in a focussed and organized form on a topic of mutual interest;
- listen to others and stay on topic in group discussions;
- use appropriate strategies to organize and carry out group projects.

##### **Grade 5**

- speak clearly when making presentations;
- contribute ideas to help solve problems and listen and respond constructively to the ideas of others;
- discuss with peers and teachers strategies for communicating effectively with others in a variety of situations.

##### **Grade 6**

- use constructive strategies in small group discussions;
- follow up on others' ideas and recognize the validity of different points of view in group discussions or problem-solving activities.

##### **Grade 7**

- listen and respond constructively to alternative ideas or viewpoints;
- express ideas and opinions confidently but without trying to dominate discussion;
- analyse factors that contribute to the success, or lack of success, of a discussion.

##### **Grade 8**

- contribute collaboratively in group situations by asking questions and building on the ideas of others;
- work with members of their group to establish clear purposes and procedures for solving problems and completing projects.

#### **Geography: Grade 8**

**students will:**

#### **Patterns in Human Geography *Understanding Concepts***

- demonstrate an understanding of the factors affecting urbanization, industrialization, transportation, and improvements in agriculture.

#### **Economic Systems *Understanding Concepts***

- demonstrate an awareness of the fundamental elements of an economic system; what goods are produced; how they are produced; for whom they are produced; and how they are distributed;
- demonstrate an awareness of the characteristics of basic economic systems, as well as recognition that most countries like Canada have a mixed economy that includes features from more than one system;
- demonstrate an understanding of how economic resources influence the economic success of a region;

## **English: Language Applied and Academic**

### **Grades 9 and 10 students will:**

#### **Overall Expectation:**

- use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as storytelling, role playing, and reporting/presenting, for specific purposes and audiences.

#### **Specific Expectations for Applied (Grade 9) *Developing Listening and Speaking Skills***

- use listening techniques and oral communication skills to participate in group discussions;
- use techniques of effective listening and demonstrate an understanding of oral presentations by restating the main ideas presented and identifying the strengths and weaknesses of presentations;
- work with a partner to plan and make oral presentations to a small group, selecting and using vocabulary and methods of delivery to suit audience and purpose.

#### **Specific Expectations for Academic (Grade 9) *Developing Listening and Speaking Skills***

- communicate orally in group discussions for different purposes, with a focus on identifying key ideas and supporting details, distinguishing fact from opinion, asking clarifying questions, and following instructions;
- communicate in group discussions by sharing the duties of the group, speaking in turn, listening actively, taking notes, paraphrasing key points made by others, exchanging and challenging ideas and information, asking appropriate questions, reconsidering their own ideas and opinions, managing conflict, and respecting the opinions of others;
- plan and make oral presentations to a small group or the class, selecting and using vocabulary and methods of delivery to suit audience and purpose.

#### **Specific Expectations for Applied (Grade 10) *Developing Listening and Speaking Skills***

- use listening techniques and oral communication skills to participate in group discussions;
- use techniques of effective listening and demonstrate an understanding of oral presentations by summarizing presenters' arguments and identifying and evaluating the techniques used to make presentations effective;
- plan and make oral presentations, adapting vocabulary and methods of delivery to suit audience and purpose.

#### **Specific Expectations for Academic (Grade 10) *Developing Listening and Speaking Skills***

- communicate orally in group discussions for different purposes, with a focus on identifying explicit and implicit ideas and comparing and contrasting key concepts and supporting details;
- communicate in group discussions by assigning tasks fairly and equitably; using verbal and non-verbal cues to signal a change in topic or speaker; contributing ideas; supporting interpretations and viewpoints; extending and questioning the ideas of others; summarizing the progress of the group's work; checking for understanding; and negotiating consensus when appropriate;
- apply techniques of effective listening and demonstrate an understanding of oral presentations by summarizing presenters' arguments and explaining how vocabulary, body language, tone, and visual aids enhance presentations;
- plan and make oral presentations independently, adapting vocabulary and using methods of delivery to suit audience, purpose, and topic.

## **Business Studies: Introduction to Business, The Role and Impact of Business**

### **Grades 9 or 10 students will:**

#### ***Types of Businesses***

- compare the features of sole proprietorship, partnership, corporations and co-operatives;
- explain why a person or group of people may choose to establish one type of business rather than another.

#### ***Impact on Community***

- distinguish the various ways in which business activity can affect the quality of life.

## **Social Sciences and the Humanities: Individual and Family Living and Food and Nutrition**

### **Grades 9 or 10 students will:**

#### **Overall Expectation:**

- demonstrate effective collaborative group skills.

#### **Specific Expectations for Food and Nutrition *Social Science Skills***

- demonstrate effective speaking and listening skills;
- demonstrate an ability to perform a variety of roles in small groups;
- demonstrate collaborative problem-solving, conflict resolution, planning skills, and be able to explain the need for these skills by referring to organizational theory.

#### **Specific Expectations for Individual and Family Living *Social Science Skills***

- demonstrate effective speaking and listening skills in a small group;
- analyse and demonstrate effective roles in small groups;
- demonstrate collaborative problem-solving, conflict-management and planning skills;
- demonstrate the ability to set achievable group goals and for each group member to make an equal contribution.



## Activity 1: Keys to Co-operation

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### Activity Expectation

- Students will learn the R.O.P.E.S. rules for working in co-operative groups
- Students will assess their level of functioning in co-operative groups

### Teaching / Learning Strategies

1. Divide the class into groups of four.
2. Assign the following roles to members of each group:
  - **Facilitator** - participates in group work, clarifies task, keeps members on task, directs group discussion
  - **Encourager** - participates in group work, praises members for contributions, encourages participation of all members
  - **Summariser** - rephrases the group's ideas, summarises the group's answers, assists the recorder, ensures that all members understand the content
  - **Recorder** - participates in group work, records information for the group, asks for clarification of ideas as needed, records/hands in the assignment for the group
3. Have each group brainstorm ideas to make their group a model of co-operation using the question,  
*“What could we do to make our group more co-operative than any other group we have worked with?”*
4. Allow 10 minutes to record ideas on chart paper for presentation to the rest of the class.
5. Ask the summariser of each group to make a report to the whole class.
6. Post work sheets on the wall after each presentation.
7. Discuss and hand out copies of the R.O.P.E.S. rules.
8. In groups, compare the worksheet answers to the R.O.P.E.S. rules.
9. Complete **Assessment Form 1 - Group Self Assessment**

### Assessment

- Students will fill out **Assessment Form 1 - Group Self Assessment** to determine how effectively they are working in a group

### Resources

- **Appendix 1 - Assessment Form 1 - Group Self Assessment**
- chart paper, markers, tape





## Activity 2: Listening Skills

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*“If we were supposed to talk more  
than we listen, we would  
have two mouths and one ear.”*

Mark Twain

### Activity Expectation

- Students will develop an awareness of the importance of good listening skills in group work and an understanding of their own level of listening skills.

### Teaching / Learning Strategies

1. Demonstrate what it feels like not to be listened to by asking for a volunteer from the class to talk about his or her pet, hobby or exciting weekend activity. Respond by looking away, interrupting or giving advice.
2. Review poor nonverbal responses such as yawning, fidgeting and looking at one’s watch and poor verbal responses such as irrelevant, “me too,” and advice-types of responses.
3. Role model good listening behaviours with a student by focussing, accepting, drawing out and active listening responses.
4. Distribute and discuss **Ten Rules for Good Listening (Appendix 2)**.
5. Assign the **SQUID Exercise (Appendix 3)**.

### Assessment

- Take up the SQUID activity form. Mark for correct answers
- Have students complete **Assessment Form 2 - Listening Skills**

### Resources

- **Appendix 2 - Ten Rules for Good Listening**
- **Appendix 3 - The SQUID Exercise**
- **Assessment Form 2 - Listening Skills**



## Activity 3: The Origins of the Co-operative Movement

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### Activity Expectations

- Students will understand why the co-operative movement began and will explain how the development of co-operatives could solve contemporary problems.

### Teaching/Learning Strategies

1. Students read the **Story of Toad Lane (Appendix 4)**
2. Divide the class into groups of four and assign one question from the **Discussion Guide (Appendix 5)** to each group. Rotate the roles assigned in Activity 1.
3. The recorder from each group reports on the group's answer to the question.
4. Assign one of the following dilemmas to each group:

**Dilemma A** - Allen's Apple Orchard needs help to harvest their apples. Devise a plan that will help provide a variety of apple pickers in time for the apple harvest.

**Dilemma B** - Your teacher has a bean bag chair where everyone wants to relax and read. Two students, one of which is hogging the chair, engage in a heated argument. What solution would you suggest?

**Dilemma C** - Your friend's pig farm is bankrupt from low pork prices. She is afraid the farm will be sold and she will have to move. What can you do to help?

**Dilemma D** - Parents in your neighbourhood would like to go shopping during the day but there are no baby-sitters available at this time. What kind of co-operative venture could they develop?

**Dilemma E** - You and your friends would really like to purchase a new computer game but none of you have enough money to buy it. How could you co-operate to solve your problem?

**Dilemma F** - Friends in your neighbourhood have been very active developing a street hockey league but they have no nets or a safe place to play the game. How could working together solve their problem?

5. In groups, students discuss how a co-operative or co-operation provides a solution to the dilemma. Roles should be rotated so that each student performs a new role in this activity.
6. Each group presents a solution to the class as a whole.

### Assessment

- Students assess their small group performance (**Assessment Form 3 - Group Assessment**)

### Resources

- **Appendix 4 - The Story of Toad Lane**
- **Appendix 5 - Toad Lane Discussion Guide**
- **Assessment Form 3 - Group Assessment**



## Activity 4: Universal Co-operative Principles

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### Activity Expectation

- Students will develop an understanding of the essential principles of co-operative ventures

### Teaching/Learning Strategies

1. Students are assigned to home groups containing seven students each.
2. Review the seven international principles of co-operation and the differences between co-operatives and other businesses (see **Appendix 6 - The Seven International Principles of Co-operation** and **Appendix 7 - Co-operatives and other Businesses Peer Assessment Form 4**).
3. Home groups send one group member to each to the following expert groups:
  - Voluntary and open membership
  - Democratic member control
  - Member economic participation
  - Autonomy and independence
  - Education, training and information
  - Co-operation among co-operatives
  - Concern for community
4. In the expert groups, members research information on the co-operative principle assigned. (See resource section for additional resources - both print and electronic.)
5. Expert groups return to home groups and teach their principle to the home group using the **Talking Stick** Technique as described below:
  - The “talking stick” ensures that each participant has a chance to voice his or her opinion without interruption.
  - The stick is passed around the circle four times to allow each individual to state his/her case, question others’ statements, ask for clarification or respond to issues raised.
  - Group members not holding the stick are ineligible to speak.
  - Each student speaks for a maximum of one minute per round.
  - All group members must be situated so that eye contact with the speaker is maintained.
  - Major points are recorded on the group work sheet by the group reporter for copying into notebooks.

Adapted from “*Co-operative Young Leaders*” Ontario Co-operative Association (formerly CCA, Ontario Region)

### Assessment

- Students assess their performance using **Assessment Form 4 - Group/Peer**

### Resources

- **Appendix 6 - The Seven International Principles of Co-operation**
- **Appendix 7 - Co-operatives and other Businesses**
- **Assessment Form 4 - Peer/Group**



## Activity 5: Co-operative Symbols

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### Activity Expectation

- Students will develop an awareness of symbols and their meanings

### Teaching/Learning Strategies

1. Each student writes a three-word definition of what co-operation is on a large sheet of paper.
2. Using a “**Silent Mill process**”, students circulate around the room holding their definition so that all students can see it. No talking occurs at this time.
3. In groups of five to six, students share why they chose the definition they did. Group members are assigned group roles they haven’t yet performed (See Activity 1).
4. Each group then creates a logo, symbol, poem or song to capture the meaning of the group’s definitions.
5. Each group then presents its logo using chart paper. Logos (or other visual/oral symbols) are then submitted for assessment.
6. Distribute and examine **Appendix 8 - International Co-operative Symbols**.

### Assessment

- Teacher assesses presentations using **Assessment Form 5 - Rubric for Group Assessment**

### Resources

- **Appendix 8 - International Co-operative Symbols**
- **Assessment Form 5 - Rubric for Group Assessment**

*“What we do for ourselves dies with us.  
What we do for others remains and is immortal.”*

Albert Pike



## Activity 6: Types of Co-operatives

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### Learning Expectations

- Students will understand the purposes and merits of the various types of co-operatives.

### Teaching/Learning Strategies

1. Students choose one of the following expert groups [examples are provided in brackets]:
  1. **Marketing** - owned by producers such as farmers and crafts-people to help them market their grain or sell their crafts. [prairie wheat pools and Gay Lea Foods Co-operative Ltd.]
  2. **Consumer / retail** - owned by consumers or buyers as retail stores. [Temagami Retail Store, the Guelph Campus Co-operative and Waterloo Co-op Residence Incorporated]
  3. **Worker / employment** - developed by people who choose to work in a place they own as a business. [The Canadian Travel Co-op and the Atikokan Fish Farm]
  4. **Housing** - houses, apartment buildings, town homes or mobile home communities owned by people who live there.
  5. **Service** - health care or day care services owned by those who use them. [Co-op Kids Cooperative Day Care in Guelph, Ontario]
  6. **Financial** - local credit unions, The Co-operators Group or caisses populaire owned by members who use their banking, insurance or trust services.
  7. **Agricultural Supply** - The GROWMARK system of agricultural co-operatives, for instance, provides farmers with seeds, fertilizer, information and research to improve productivity.
  8. **New Generation / Value Added Processing Co-ops** - [Farm Fresh Poultry Co-op]
2. In expert groups, students research information from the library, Internet and classroom resources described in this resource document on topics related to their particular type of co-operative. Students assume group roles they have not yet exercised.
3. Expert groups present their report to the whole class. Extra time should be allowed for this research and preparation to occur.
4. At the end of all reports presented, discuss the commonality in all co-operatives, i.e. mutual self-help, open membership, democratic control, autonomy, co-operation and concern for community.

### Assessment

- Teachers and students assess quality of presentations using **Assessment Form 6 - Rating Scale - Oral Presentation**

### Resources

- Library, Internet and classroom resources indicated
- **Assessment Form 6 - Rating Scale - Oral Presentation**
- *“Today’s Youth, Tomorrow’s Leaders”*, Canadian Co-operative Association



## Activity 7: Developing A Co-operative

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### Learning Expectation

- Students will experience the challenge of creating their own co-operative venture.

### Teaching/Learning Strategies

1. Review the following major reasons for forming co-ops:
  - **Individuals feel they have no power in the marketplace** - e.g., students as individuals may feel they don't have the resources necessary to purchase consumer items such as computer games, comic books, snacks, or movie tickets.
  - **No one, or no existing organization, is providing a service they need** - e.g., there may be a lack of skateboard areas, hockey rinks, or baseball fields in the community.
  - **Jobs or communities would disappear if people did not join together to save them** - e.g., the local hospital may be closed due to restructuring, historic buildings might face the wrecker's ball and parks may disappear to accommodate a new subdivision.
  - **Local governments need to find creative ways to keep up services and jobs in face of escalating costs, downloading and the need for new services** - e.g. a community centre may be closed, a historic site torn down or health services, such as ambulance and home care, threatened.
2. Home groups choose to form a co-operative to solve one of the problems indicated **or to deal with other concerns identified by the home group.**
3. Students review the **Checklist for Forming an Ontario Co-operative (Appendix 9).**
4. Students prepare a business plan by brainstorming ideas, referring to the case study - **Video Game Co-op Club (Appendix 10)** and recording details of their plan on large chart paper. Each group has a different coloured marker. Recorders are responsible for recording the groups' ideas
5. **Rotating Review** After 10 minutes, each group passes its plan to the next group in a clockwise rotation. Using their coloured markers, groups then assess the other groups' business plans using the following symbols:
  - > - Group supports this idea
  - X - Group believes this idea will not work
  - ? - Group questions this part of the business plan
6. Chart papers continue rotation until they return to the original groups.
7. Original group then summarizes to the whole class how other groups reacted to their plan.

### Assessment

- Rotating review provides peer assessment of business plans

### Resources

- **Checklist for Forming an Ontario Co-operative (Appendix 9)**
- **Video Game Co-op Club (Appendix 10)**
- coloured markers, chart paper



## Activity 8: Forming a Video Game Co-op Club

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### Learning Expectation

- Students will become familiar with the idea of a buying co-op through participation in group purchasing as a basis for starting a retail co-operative.

### Teaching/Learning Strategies

1. Introduce discussion regarding the advantages of starting a buyer's co-op for the purchase of video games (e.g., wholesale prices, cheaper access, greater variety, sharing ideas).
2. Students list titles of their favourite video games and games they would like to try but can't afford. [Note: a word of caution regarding screening of selections which may be violent, pornographic, or non-educational]
3. Assign five "stars" to each class member.
4. Students then "vote" for the videos they would like to purchase by placing their stars on the titles of their choice.
5. Add up votes to determine the most popular videos.
6. Establish two committees - the Research Committee and the Distribution Committee.

**The Research Committee** seeks out the best price of the videos selected, and reports back to the class with prices, sources and credit arrangements.

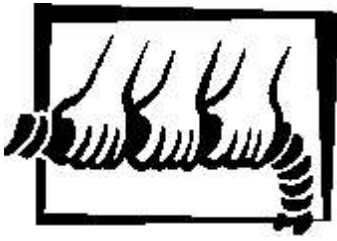
**The Distribution Committee** determines club membership fees, ways of helping those unable to pay and sign-out sheets and possession times. The teacher collects fees and keeps a record of those who have paid and ensures that all class members can join.

### Assessment

- Assessment forms have been provided for the previous activities - group self-assessment, listening skills, group assessment, peer assessment, rating scales and rubrics for group presentations. All of these can be utilized/modified for the culminating activity which is the application of the concepts of co-operation applied to real life.

### Resources

- All of the resources used in previous activities can be reviewed in order to provide students with reinforcement of the concepts associated with co-operative learning and the philosophy and concepts used to develop a co-operative in a real-life situation.



## Appendix 1 R.O.P.E.S.

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- R = Responsibility** - each group member acts responsibly toward others, respects them as individuals, and encourages others to get involved.
- O = Openness** - each group member is open to letting others know how he or she feels about issues.
- P = Participation** - each student actively takes part in exercises, volunteers, helps others and works with everyone.
- E = Experimentation** - members are willing to try new things, entertain different ideas and explore new solutions to old problems.
- S = Sensitivity** - students consider other peoples' feelings and beliefs, maintain eye contact and accept others as they are.

Adapted from "*Co-operative Young Leaders*"  
Canadian Co-operative Association, Ontario Region



## Appendix 2 Ten Rules for Good Listening

---

1. **Stop talking** - You cannot listen if you are talking. Most of us talk too much.
2. **Put the talker at ease** - Help the other people feel they are free to speak openly
3. **Show the other person that you want to listen** - Look directly at the person speaking, establish eye contact and act interested. Don't let your eyes wander, read something or listen to another conversation. Listen to understand rather than to reply.
4. **Remove distractions** - Don't doodle, tap or shuffle papers. Choose a quiet setting.
5. **Empathize with the talker** - Put yourself in the other person's place, see their point of view and feel what they are feeling.
6. **Be patient** - Most people need time to express themselves. Don't interrupt or check your watch.
7. **Hold your temper** - When you get angry, you misinterpret what people say.
8. **Go easy on argument and criticism** - Criticism puts others on the defensive, forcing them to stop talking.
9. **Ask questions** - Questions encourage the talker and show you are listening.
10. **Stop Talking.**





## Appendix 3

# The Squid Exercise

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### Procedure:

1. Read each situation (listed below as “A” - “D” and then circle the number of the answer you feel is most appropriate.
2. Write down which of the following responses you think yours is:

**S = Supportive** - reassure, pacify

**Q = Questioning** - who, what, draw person out, don't take over conversation.

**U = Understanding** - empathize

**I = Irrelevant** - focusses attention on you, not the speaker.

**D = Directive** - tells person what to do, solves problem, analyses behaviour, points out right and wrong.

- A. “It doesn't seem to matter what I do, it's wrong. If Mom isn't mad at me, Dad is. Do the dishes, take out the garbage, clean up your room, get off the phone. I'm going to quit school, get a job, and move into an apartment.”**

1. You're not alone. There are a lot of students who feel this way.
2. How long have you felt this way?
3. You feel overloaded at home.
4. I've been there, done that.
5. You'll need this discipline at home when you get out there in the real world.

- B. “I really want to do well in school. I know it's important, but I can't seem to get down to work. What should I do?”**

1. You're really worried about your school work.
2. Lots of people feel that way. Give it time. It will work out.
3. I'm glad to see you! Where are those books I lent you?
4. Maybe you're just saying this because you're not willing to make the sacrifices necessary.
5. What do you mean by “well” and what things have you tried?

- C. “My parents always give my little brother anything he wants. Then, they won't give me anything. It's not fair.”**

1. Does your brother notice the difference?
2. You feel cheated because you aren't getting what you think you should get.
3. Why don't you speak up for yourself and tell them?
4. You think you have problems. You should see the way my sister treats me at home.
5. Are you sure you're not imagining this?

**D. “I didn’t mean to say the wrong thing. Anna is just so sensitive to everything.”**

1. Some people are impossible to get along with. Just be glad you got rid of her.
2. What did you say?
3. Being sensitive is a cross to bear - just ask me.
4. Why don’t you apologize?
5. You’re upset because you had no intention of hurting her feelings.

**Record your answers on the grid below.**

	<b>S</b>	<b>Q</b>	<b>U</b>	<b>I</b>	<b>D</b>
<b>A</b>					
<b>B</b>					
<b>C</b>					
<b>D</b>					
<b>TOTAL</b>					

Put your totals for each response style in the box provided.

Which response style did you use most often?

Do you frequently use this style in everyday situations?

In your home group, discuss and compare your answers with others in your group.

In your journal, write an example of *each* of the “SQUID “ responses for the following situation:

*“I’ve been in this school now for five months but I don’t know anybody.*

*I can’t seem to make friends. I try to be friendly, but no one cares.”*

**S** \_\_\_\_\_

**Q** \_\_\_\_\_

**U** \_\_\_\_\_

**I** \_\_\_\_\_

**D** \_\_\_\_\_





## Appendix 4

# The Story of Toad Lane - How the Co-operative Movement Started

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More than one hundred years ago, in the English town of Rochdale, lived some weavers who produced cloth. Merchants in the town began building factories, called mills, where spinning and weaving was done by machines. The mills produced cloth much faster and cheaper than the weavers could. The cloth sold in great quantity, bringing great wealth to the mill owners, but the workers were very poorly paid.

Supplying the mills with wool was very profitable for the rural landlords; so, they began replacing the small farms with grazing land for sheep. As a result, the people who lived and worked on the farm had to move to the cities to look for jobs. So many people came to the cities that there was not enough work for everyone. The factory owners used this as an opportunity to hire women and children who worked for less money than men.

Even children as young as four or five years of age laboured in factories. Sometimes they were beaten and were often expected to perform adult tasks. Working hours were long for everyone, up to 16 - 17 hours a day. The factories were very unhealthy places: poorly lit, smoky, dirty, noisy, and badly ventilated. The combination of poor working conditions, long hours, and poor food undermined the health of working families.

Many factory owners organized general stores, where they sold goods at high prices. They forced the workers to shop there - and fired them if they did not. The store owners mixed cheap substitutes into the food in order to increase their profits. Flour was mixed with lime or broken rice, coffee with chicory, cocoa with brown soil, and tea with dried leaves. False weights and measures were used, but there was nothing the workers could do about it.

The workers and unemployed lived in unhealthy conditions. The houses were badly built, unheated, and in poor repair, often on narrow, dirty streets. Many families had only one room and others lived in dark, damp basements.

In those years there was no regular schooling for everybody and few children learned to read and write. Many children were hungry, pale, thin and sickly, and had to rummage through bins of garbage to look for scraps of food.

As a result of this abuse, people began to hold meetings to discuss ways to improve their situation. Strikes had not succeeded. Then toward the end of 1843, some poor, hungry, unemployed workers and their friends decided upon a solution. They wanted to break their dependence on the factory owners, who controlled production and jobs. They decided that the solution was to open their own factories and shops, and possibly to acquire houses and estates. But to do this they would need money. They began saving, although they were all very poor.

At first only twelve people were able to contribute money regularly, but as time went on, and the plan was talked about at more public meetings, the list of contributors began to grow. Finally, on October 24, 1844, when 29 people had managed to gather together 28 pounds, they were able to register themselves officially as the Rochdale Society of Equitable Pioneers. At last!

Two months later, on December 21, they were able to open their “co-operative shop” on a street called Toad Lane. It was a very small beginning. At first they were only able to sell a few items: flour, sugar, butter, oatmeal, and candles. Half of their money was spent fixing up their shop, but they didn’t give up, and they didn’t fail. By 1857 they were selling \$100,000 worth of goods a year. And the co-op they started more than one hundred years ago is still going strong today.

*“The thing always happens that you really believe in;  
And the belief in a thing makes it happen.”*

Frank Lloyd Wright



The major contribution of the Rochdale Pioneers, as the founders have come to be called, is that their leaders developed specific principles for the operation of their business and put them down in writing.

These principles, known as the Rochdale Principles or Cooperative Principles, became the basis of a worldwide social and economic movement.

One of the most important principles is that cooperatives are organized democratically, with each member having one vote. In an investor-owned corporation, the people who have the most money have the most votes and the most say about what the business does and what happens to the money. The people with less money have fewer shares and votes, and much less power.

In a co-operative, each member has an equal share and one vote when decisions are made. Here it is the individual member, not money, that counts. This is economic democracy.



## Appendix 5 Toad Lane Discussion Guide

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### Part One

1. Why did people move to the city to look for jobs? Can you describe similar examples of where this has happened, or is happening in Canada?
2. Why did the factory hire children? Is this possible today? Why or why not? What were the working conditions for these children?
3. Why did the factory hire women? What were the working conditions for women? How were these conditions different from conditions that exist today?
4. How did the store owners increase their profits? In what ways are consumers protected from this practice today?
5. What were some of the problems faced by the pioneers?

### Part Two

1. What are workers' concerns today? What might be some issues related to health and safety? How are they similar to, or different from conditions, workers faced in the 1800s?
2. What are some of the economic conditions affecting workers today? What are the main issues and challenges for workers today?
3. What are some social issues affecting workers today?
4. In what situations would a co-operative help workers today?



## Appendix 6

# International Principles of Co-operation

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Co-operative organizations seek to build a world of justice and peace based on the enterprise of self-governing individuals, families, communities, peoples and regions. The following Seven International Principles act as a code of practise for all co-operative ventures.

1. **Voluntary and Open Membership** Co-operatives are voluntary organizations, open to all persons able to use their services and willing to accept the responsibilities of membership, without gender, social, racial, political, or religious discrimination.
2. **Democratic Member Control** Co-operatives are democratic organizations controlled by their members, who actively participate in setting their policies and making decisions. Men and women serving as elected representatives are accountable to the membership. In primary co-operatives members have equal voting rights (one member, one vote).
3. **Member economic participation** Members contribute equitably to, and democratically control, the capital of their co-operative. Members allocate surpluses for any of the following purposes: developing their co-operative; benefiting members in proportion to their transactions with the co-operative; and supporting other activities supported by the membership.
4. **Autonomy and Independence** Co-operatives are autonomous, self-help organizations controlled by their members. Agreements with other organizations must be done in such a way as to preserve autonomous member control.
5. **Education, Training and Information** Co-operatives provide education and training for members, elected representatives, managers and employees so that they can contribute effectively to the development of the co-operative. They inform young people about the nature and benefits of co-operation.
6. **Co-operation Among Co-operatives** Co-operatives serve their members most effectively and strengthen the co-operative movement by working together through local, regional, national, and international structures.
7. **Concern for Community** Co-operatives work for the sustainable development of their communities through policies approved by their members.

Adapted from “*Co-operative Young Leaders*”

Ontario Co-operative Association (formerly CCA, Ontario Region)





## Appendix 7

# The Co-operative Difference

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Co-operatives may appear similar to other businesses in their day-to-day operations, but they have distinct differences from other businesses while providing competitively priced goods and services to customers. Although success or failure rests on the same sound business practices practised by other corporations, they operate in a distinctive way:

<b>Features</b>	<b>Individual</b>	<b>Partnership</b>	<b>Investor-oriented Corporation</b>	<b>Member/User - Owned Cooperative</b>
<b>Who owns the business?</b>	The individual	The partners	The stockholders	The member/users
<b>Who uses the services?</b>	Generally non-owner customers	Generally non-owner customers	Generally non-owner customers	Chiefly the member/owners
<b>Who votes?</b>	None necessary	The partners	Common stockholders	Member/owners
<b>How is voting done?</b>	None necessary	By the amount of business owned	By shares of common stocks	Usually one-member, one-vote or the amount of each member's business
<b>Who determines policies?</b>	The individual	The partners	Common stockholders and directors	Member/owners
<b>Are returns on ownership capital limited?</b>	No	No	No	Yes
<b>Who gets the net earnings?</b>	The individual	The partners in proportion to amount of business owned	The stockholders in proportion to amount of stock owned	The member/users based on the amount of business done with the co-operative



## Appendix 8 Co-operative Symbols

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Symbols are used to convey the main ideas behind an organization or business in a simple way. There are two symbols widely recognized and used by co-operatives in Canada and around the world. Both were adopted by the International Co-operative Alliance.

### Twin Pines

The Twin Pines Logo is used extensively by co-ops around the world. It is formed by two stylized green pine trees, within a green circle, using a yellow background. The two pines symbolize solidarity, growth and strength; their roots grow to form the circle which represents universal inter-connection. The yellow circle represents nourishment from the sun.



### Rainbow Flag

The Rainbow Flag is the international symbol of co-operatives. The seven colours of the rainbow represent “unity in diversity.” The International Co-operative Alliance adopted this symbol of co-operation in 1923, to show that although each nation is different, co-operators are united around the globe because they work for social and economic equality, justice and world peace.





## Appendix 9 Checklist for forming an Ontario Co-operative

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### Preparing a Business Plan

**Where do you want to go?**

**How will you get there?**

- Decide in your group the type of co-operative you would be interested in developing.  
Use the **Talking Stick Procedure** outlined in Activity 4.
- List three reasons why this type of co-operative is needed.
- List some problems you will encounter in establishing and running your co-op.
- Explain how you will deal with these problems as they arise.
- How will you get more people involved in your co-op?
- How will you make sure that your co-op will follow the principles of the International Co-operative Alliance?



## Appendix 10 The Video Game Co-op Club

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Some Grade 6 students were complaining that they didn't have enough money to buy video games. Their weekly allowance of \$5.00 wasn't sufficient to purchase the games they wanted. When they talked to their parents, the parents explained that they just couldn't afford to increase their allowance and that even an increase of \$1.00 wouldn't solve their problem.

One of the mothers involved suggested that they form a co-op to solve this problem. After several meetings with 12 friends, they agreed to contributing two dollars per month to purchase video games that rotated from house to house until every member was able to play the games they wanted. At the end of the process, unwanted games were donated to the local Children's Hospital.

To prevent members from keeping video games, the group set up a membership sign-out book and imposed fines on those violating the rules. Members who didn't pay the fine were voted out of the club.

1. How will your business plan deal with the problems raised here?
2. What can you learn from their experience?
3. How could you adopt this experience to form a similar club or co-operative?







## Assessment Form 1 Group Self Assessment

Place an “X” along the line to show how you participated in the group

I encouraged others.

Yes                      Sometimes                      No

I shared information and ideas.

Yes                      Sometimes                      No

I checked to make sure everyone understood the work.

Yes                      Sometimes                      No

I was willing to give and to receive help.

Yes                      Sometimes                      No

I accepted responsibility for completing the work properly.

Yes                      Sometimes                      No



## Assessment Form 2 Listening Skills



Rate yourself as a listener by checking the appropriate box.	Always	Usually	Sometimes	Never
I pay close attention when others are talking.				
I make extended eye contact.				
I give non-verbal feedback, to indicate that I am listening.				
I take notes when others give directions and important information.				
I allow others to finish talking before beginning to talk.				
I stick to the subject in conversations rather than going off on tangents.				
I keep an open mind regarding the points of view of others.				
I match people’s communications by speaking in terms they can understand.				
I am interested in what others have to say.				
I am patient with people who have difficulty expressing themselves.				



## Assessment Form 3 Group Assessment

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As a group, answer the following questions. Share your thoughts with others, focus on positive behaviours and think of ways to improve your group skills.

1. Did the members of our group listen to each other? Give examples.

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2. Did the members of our group encourage each other? Give examples.

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3. Did the members of our group help each other? Give examples.

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4. Were the members of our group able to disagree with ideas and not people? Give examples.

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Group signatures

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## Assessment Form 4 Group/Peer



Fill out and hand in with your group's project

On a scale of 1 to 10, evaluate members of your group on the following:

NAME	CRITERIA	RATING
	Participates in activities Shares the work load fairly Meets deadlines Puts quality effort into work	1 2 3 4 5 6 7 8 9 10 1 2 3 4 5 6 7 8 9 10 1 2 3 4 5 6 7 8 9 10 1 2 3 4 5 6 7 8 9 10
	Participates in activities Shares the work load fairly Meets deadlines Puts quality effort into work	1 2 3 4 5 6 7 8 9 10 1 2 3 4 5 6 7 8 9 10 1 2 3 4 5 6 7 8 9 10 1 2 3 4 5 6 7 8 9 10
	Participates in activities Shares the work load fairly Meets deadlines Puts quality effort into work	1 2 3 4 5 6 7 8 9 10 1 2 3 4 5 6 7 8 9 10 1 2 3 4 5 6 7 8 9 10 1 2 3 4 5 6 7 8 9 10
	Participates in activities Shares the work load fairly Meets deadlines Puts quality effort into work	1 2 3 4 5 6 7 8 9 10 1 2 3 4 5 6 7 8 9 10 1 2 3 4 5 6 7 8 9 10 1 2 3 4 5 6 7 8 9 10
	Participates in activities Shares the work load fairly Meets deadlines Puts quality effort into work	1 2 3 4 5 6 7 8 9 10 1 2 3 4 5 6 7 8 9 10 1 2 3 4 5 6 7 8 9 10 1 2 3 4 5 6 7 8 9 10

Adapted from *The Co-operative Business Model* - a module for use in Secondary School Entrepreneurship courses



## Assessment Form 5 Rubric for Group Presentation

	HIGH DEGREE			LOW DEGREE
	4	3	2	1
Presentation includes a synthesis of member ideas	All members' ideas included in synthesis	Most members' ideas included in synthesis	Some members' ideas included in synthesis	Only one members' idea presented
Logo, song or poem is creative and original	Presentation is original, creative and inspiring	Presentation is original and creative	Presentation lacks originality or creativity	Presentation is unimaginative and lacks the creative spark
Presentation accentuates all the essential characteristics of a co-operative venture	Presentation manifests all 7 Co-operative Principles	Presentation incorporates at least 4 Co-operative Principles	Presentation incorporates only 2 - 3 Co-operative Principles	Only 1 or 2 Co-operative Principles are evident in this presentation
Presenters make good eye contact with audience	Presenters make excellent eye contact with class throughout presentation	Presenters make good eye contact with class during most of the presentation	Presenters read most of their material with occasional eye contact	Little eye contact is established throughout the presentation
Presenters speak clearly throughout the presentation	Presenters speak so that all class members can hear the entire message	Presenters speak so that most members hear most of their message	Only a minority hear what the speakers had to say	Most of the presentation was not heard by most of the class
Presenters communicate their message effectively	Message is communicated to all in an exciting effective manner	Message is clear to most members of the class	A number of students become confused with the meaning of the presentation	No over-riding message comes through to most of the class



## Assessment Form 6 Rating Scale - Oral Presentation

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Student : \_\_\_\_\_ Date : \_\_\_\_\_

Rate the student on each of these behaviours by choosing a number from the scale

Excellent		Satisfactory		Unacceptable
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1	2	3	4	5
---	---	---	---	---

Positions self so that others can easily see him/her \_\_\_\_\_

Clearly defines type of co-operative being discussed \_\_\_\_\_

Gives relevant examples of type of co-operative selected \_\_\_\_\_

Uses audio-visual aids effectively \_\_\_\_\_

Answers questions knowledgeably and effectively \_\_\_\_\_

**TOTAL**





## Resources

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- ***The Co-operative Business Model***  
Co-op Atlantic Public Affairs Department, 1997  
506-858-6044 - jpchalk@nbnet.nb.ca
- ***Co-operative Young Leaders***, Junior B,  
Ontario Co-Op Association (CCA), 1997  
450 Speedvale Ave. West, Suite 101,  
Guelph, ON N1H 7Y6  
519-763-8271 / 1-888-745-5521/ Fax 519-763-7239  
www.ontario.coop / info@ontario.coop
- ***Growing Collaboratively***  
Lincoln County Board of Education, 1993  
Prentice-Hall Canada Inc., Scarborough, Ontario
- ***How to Form a Co-operative***  
Helen Prinold and Tony tenWesteneind, 1995  
OMAFRA, AGDEX 811
- ***Looking at Measurement - Teacher as Observer***  
Peel Board of Education, 1990  
5650 Hurontario St., Mississauga, Ontario, L5R 1C6  
905-890-1099
- ***The Ontario Curriculum***, Grades 1 - 8  
1997, Ministry of Education and Training
- ***Quality Assessment - Fitting the Pieces Together*** Mark  
Harper, Ken O'Connor, Marilyn Simpson, 1998,  
O.S.S.T.F.,  
60 Mobile Drive, Toronto, Ontario M4A 2P3
- ***Skills for Adolescence*** - Middle and Junior High Schools,  
Lion's Quest, Canada, 1988  
515 Dotzert Court, Unit 7, Waterloo, Ontario,  
N2L 6A7 1-800-263-2568
- ***Tales from the Rainbow***  
CCA, 1991, Toronto. A poem and story module in six  
lessons for teaching co-operative skills
- ***Today's Youth, Tomorrow's Leaders***  
CCA, Toronto, 1995. An outstanding idea-filled  
resource on co-operatives and credit unions



## Web Sites

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### **Ontario Co-operative Association**

[www.ontario.coop](http://www.ontario.coop)

### **Canadian Co-operative Association (National)**

[www.coopcanada.coop](http://www.coopcanada.coop)

### **Ontario Agri-Food Education**

[www.oafe.org](http://www.oafe.org)

### **Centre for the Study of Co-operatives,**

c/o University of Saskatchewan  
[www.coop-studies.usask.ca](http://www.coop-studies.usask.ca)

### **Coady International Institute,**

c/o St. Francis Xavier University  
[www.lago.stfx.ca/institute/coady](http://www.lago.stfx.ca/institute/coady)

### **Credit Union Institute of Canada**

[www.uregina.ca/cce/creditstudies/programs/  
professional/creditunion](http://www.uregina.ca/cce/creditstudies/programs/professional/creditunion)

### **University of Wisconsin Centre for Cooperatives**

[www.wisc.edu/uwcc](http://www.wisc.edu/uwcc)

### **North American Students of Cooperation**

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

### **Mountain Equipment Co-op**

[www.mec.ca](http://www.mec.ca)

### **International Co-operative Alliance**

[www.coop.org](http://www.coop.org)

### **National Cooperative Business Association**

[www.ncba.coop](http://www.ncba.coop)

### **The Credit Union Home Page**

[www.cu.org](http://www.cu.org)

### **The Co-operatives Secretariat**

[www.agr.gc.ca/rccs-src/coop/index\\_e](http://www.agr.gc.ca/rccs-src/coop/index_e)

### **Gay Lea Foods Co-operative**

[www.gaylea.com](http://www.gaylea.com)

### **The Co-operators Group**

[www.co-operators.ca](http://www.co-operators.ca)

### **Credit Union Central of Ontario**

[www.cuco.on.ca](http://www.cuco.on.ca)

### **GROWMARK, Inc.**

[www.growmark.com](http://www.growmark.com)

### **Ontario Federation of Agriculture**

[www.ofa.on.ca](http://www.ofa.on.ca)

### **The Trillium Foundation**

[www.trilliumfoundation.org](http://www.trilliumfoundation.org)

# Better Together



**Co-operation - The Essence  
of Co-operatives**  
A Study Unit for Grades 4 through 10



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