

Teacher Delivery Guide

Welcome to Co-operative Minds

EDUCATIONAL PROGRAM FOR GRADES 7-12



This program was made possible by the Ontario Co-operative Association with the support of The Co-operators.



Table of Contents:

| | |
|---------------------------|---------|
| Welcome | Page 2 |
| Learning Objectives | Page 3 |
| Program Outline | Page 4 |
| Curriculum Links | Page 6 |
| Delivery Notes | Page 12 |
| Feedback Surveys | Page 13 |
| Research Sources | Page 14 |

Dear Teacher,

Thank you for taking part in Co-operative Minds; this program was made possible by the Ontario Co-operative Association and The Co-operators.

For this program you will need the resources included in the Google Drive, these include:

- This program guide for yourself and your administrators; including learning objectives, program outline and curriculum links.
- [Presentation slideshow](#) containing links to all the materials and resources you'll need to work through the challenge with your students
- Feedback surveys for teachers and students
- Additional resources such as [problem statement](#) and [assessment tool](#)

Your Challenge Partner, the Ontario Co-operative Association, will reach out to you to confirm your start dates and the dates of your virtual meet-ups. You will be responsible for setting up the Google Meets and emailing the links to the partner in advance of the start-date.

This package includes an [Evaluation Form](#). Please fill it out and email it to our team at our.team@cooperativeminds.ca Your feedback is important and helps us improve our school programs. There is also an [Evaluation Form](#) to be filled out by your students.

Please do not hesitate to contact our team if you have any questions about the program or require teaching support.

Thank you,



Michelle Christmann
Education manager, Ontario Co-operative Association

Learning Objectives:

Challenge Question:

“How can we use the co-operative model to provide young people with more access to post-secondary education?”

Option 1: Create more funding opportunities for youth (ex. grants, scholarships, part-time & summer jobs)

Option 2: Create social supports for youth (ex. mentoring, tutoring, mental health)

About your challenge:

- Your challenge partner is the [Ontario Co-operative Association](#)
- Your partner team lead is Michelle Christmann, mchristmann@ontario.coop
- Read more about your [Problem Statement](#) here

Students will explore the co-operative business model, post-secondary funding options and barriers and the importance of mental health and peer support and current issues, to determine whether they can develop a solution to address economic and social inequality in post-secondary education.

Learning objectives: Grade 9-12 Program

1. Students will use guided inquiry to explore **financial planning, goal setting, the co-operative business model, non-profit organizations, economic and social disparity, civic responsibility, project management, communication technology.**
2. Students will gain curriculum linked knowledge in the context of solving an authentic, real-world challenge for a community organization.
3. Students will use critical thinking to determine the best choice for different scenarios.
4. The activities in this program will contribute to students gaining valuable citizenship skills like empathy, collaboration and cooperation, democratic decision-making and inclusivity.
5. Students will gain an understanding of co-operative principles and values such as equity, democracy, community, collaboration, and empathy.

Program Outline:

The Co-operative Minds program is divided into five 60-70 minute lessons, and can be delivered over five consecutive days, or weekly, for a 5 week period.

1. Teachers will choose from a selection of curriculum themed real-world challenges provided by a partner organization.
2. Participating classrooms will be provided with a teacher-friendly tool-kit delivered through Google Drive, complete with Slideshow, handouts and links to all resources.
3. Classrooms will be connected with a mentor from the partner organization to provide coaching and feedback throughout the challenge.

This challenge can be adapted to in-person or virtual learning, or a combination of both. All mentor communication can be provided virtually through school designated learning platforms (ie. Google Meet, WebEx, etc.).

Unit 1: Empathy- 60 minutes

Unit Goal: Students will have used empathy building activities to gain an understanding of the partner organization and its problem. Students will meet their mentor and have the opportunity to ask questions about the organization and its challenge.

Unit 2: Insight- 70 minutes

Unit Goal: Students will use guided inquiry to research and define the two different models that the organization is considering, students will work as a group to identify the three stakeholders most affected by the problem.

- **The Co-operative Partner has provided links to resources that students may use during their independent Guided Inquiry assignment, teachers are encouraged to supplement these resources with curriculum specific material of their choice**

Unit 3: Investigate- 70 minutes

Unit Goal: Students will work collaboratively both in small groups and as a class to synergize each model into one word. Students will use empathy based activities and critical thinking to identify the “why” of the organization and prioritize the needs of stakeholders. The unit will conclude with a check-in from their mentor.

Unit 4: Re-imagine- 70 minutes

Unit Goal: Students will arrive at a newly imagined 3rd model inspired by the synthesized words from Model 1 and Model 2. The unit will focus on driving innovation, team building, collaboration and communication skills.

Unit 5: Recommendation- 70 minutes

Unit Goal: Students will work independently and in groups to evaluate whether their model effectively meets the needs of the players. Students will agree as a class on a final recommendation. There will be an opportunity to present their recommendation to their mentor, who will provide immediate and follow-up feedback.

Bonus Activity- Building an Effective Presentation- 15 minutes

Unit Goal: Students will understand how to create an engaging and effective presentation using Google Slides.

Curriculum Links:

This Co-operative Minds challenge relates to Ontario's Canadian and World Studies and Business Studies Curriculum for Grades 9-12. List below are the curriculum strands that intersect with this challenge.

Introduction to Business, Grade 9 or 10, Open (BBI10, BBI20)

[The Ontario Curriculum, Grade 9 and 10/ Business Studies, Page 27](#)

- demonstrate an understanding of income and spending issues facing individuals and businesses; • demonstrate an understanding of how banks and other financial institutions operate; • demonstrate an understanding of effective investment practices; • analyse the role and importance of credit in personal and business finance.
- demonstrate an understanding of how businesses respond to needs, wants, supply, and demand; • compare types of businesses; • demonstrate an understanding of ethics and social responsibility in business;
- demonstrate an understanding of the terminology associated with information and communication technology; • demonstrate an understanding of the computer workstation environment; • manage electronic files and folders; • analyse options for accessing the Internet; • apply effective techniques when conducting electronic research.

Financial Accounting Fundamentals, Grade 11 – BAF3M

[The Ontario Curriculum, Grades 11 and 12/ Business Studies, Page 28](#)

- describe the characteristics of different forms of business organization, including sole proprietorship, partnership, and corporation;
- describe the advantages and disadvantages of different forms of business organization, including sole proprietorship, partnership, and corporation;
- explain the differences among the equity sections of different forms of business organization, including sole proprietorship, partnership, and corporation (e.g., capital

account in a sole proprietorship versus common stock in shareholders' equity in a corporation).

- describe the principal accounting elements particular to a merchandising business (e.g., new accounts, cost of goods sold section, returns, discounts)

Accounting Essentials, Grade 11, Workplace Preparation – BAI3E

[The Ontario Curriculum, Grades 11 and 12/ Business Studies, Page 34](#)

- identify the different types of business ownership (e.g., sole proprietorship, partnership, corporation, cooperative); explain the advantages and disadvantages of each type of business ownership; examine different businesses to identify their type of ownership.
- identify the sources of funds available to finance a service business (e.g., family, investors, banks, government); identify the costs of different sources of financing for the operation of a service business (e.g., interest on loans, costs of leasing).
- describe the effect on a business of cost changes that are beyond the control of the business (e.g., an increase in taxes, minimum wage, cost of insurance).

Entrepreneurship: The Venture, Grade 11 – BDI3C

[The Ontario Curriculum, Grades 11 and 12/ Business Studies, Page 50](#)

- outline the importance of incorporating ethical practices and social responsibility when operating a business venture;
- describe the impact that local entrepreneurs have had on the community (e.g., by creating jobs, providing community leadership, funding scholarships);
- describe how entrepreneurs have been agents of change (e.g., by developing new products, methods of production, and ways of doing business);
- describe the effect that changes brought about by entrepreneurs have had on the lives of people (e.g., workers, consumers, business people).

- identify ways of measuring, evaluating, and developing their interest in potential enterprising and entrepreneurial careers (e.g., use the Internet, find a mentor, interview an entrepreneur).
- explain how new ventures have been developed in response to consumer needs or wants;
- explain the importance of invention and innovation to venture creation;
- conduct primary and secondary marketing research to evaluate the idea or opportunity for their proposed venture.
- Production Plan: describe the process involved in producing a new product or delivering a new service; – determine the production process that is most appropriate for their chosen venture;
- Marketing Plan: compare ways in which a specific good or service can be distributed to customers (e.g., direct channel, indirect channel, party method, vending machines); – identify the most appropriate method to deliver their good or service; – compare ways of advertising and promoting a venture (e.g., radio and TV commercials, print ads, flyers, coupons), and create appropriate advertisements and promotional strategies for their chosen venture; – assess methods used to price a new good or service (e.g., cost-plus pricing, comparative pricing, psychological pricing) and determine which method is most appropriate for pricing their good or service;

Information and Communication Technology:Multimedia Solutions, Grade 12 – BTX4C

[The Ontario Curriculum, Grades 11 and 12/ Business Studies, Page 79](#)

- analyse the impact of information and communication technology on the business environment; assess the importance of adhering to ethical standards when conducting business electronically
- use appropriate software to create integrated customized documents that meet professional business standards; demonstrate effective use of multimedia software; use appropriate software to perform a variety of business tasks; use a variety of electronic resources to retrieve, evaluate, and communicate information;

- demonstrate an understanding of a team-based approach to project management; demonstrate the use of electronic tools to manage a multimedia team project; use a team-based approach to create a multimedia product

Regional Geography, Grade 11 – CGD3M

[The Ontario Curriculum, Grades 11 and 12/ Canadian and World Studies, Page 131](#)

- B1.Regional Characteristics: demonstrate an understanding of key cultural and socio-economic characteristics of the selected region and of individual countries in it
- B3.Quality of Life: assess quality of life in the selected region, including factors that contribute to quality of life and policies/programs that aim to improve it
- C2. Inequality and Sustainability: analyse aspects of inequality and economic sustainability in the selected region, including programs intended to promote equality and sustainability
- D2.Conflict and Cooperation: analyse aspects of economic, social, and political conflict and cooperation in the selected region
- D3. Economic Development: analyse economic activity in the selected region as well as factors that contribute to the region’s economic development

Analysing Current Economic Issues, Grade 12- CIA4U

[The Ontario Curriculum, Grades 11 and 12/ Canadian and World Studies, Page 93](#)

- B3.Growth and Sustainability: analyse aspects of economic growth/development, including its costs, benefits, and sustainability
- B4. Economic Thought and Decision Making: analyse how economic and political ideas and various sociocultural factors affect economic decision making
- How does scarcity affect the economies of different regions and countries? What factors tend to contribute to economic change and stability? How do different groups influence economic decision making? Why is it important to try to find a balance between different ideas and stakeholders when making an economic decision? When investigating a current economic issue, why is it important to take the

perspectives of different stakeholders into account? How might an individual or group address economic inequality and the problems that are associated with it? How do people create economic change?

- C1.1 explain the main similarities and differences between various types of firms (e.g., sole proprietorships, private limited companies, partnerships, cooperatives, Crown corporations, multinational corporations, not-for-profit companies)
- C1.3 analyse how new technology has affected markets and consumers (e.g., with reference to e-tail, e-commerce payment systems, planned obsolescence of electronics, consumers' digital footprints and concerns about privacy, availability of information on companies and products on the Internet)
- C2.1 demonstrate an understanding of economic trade-offs (e.g., whether to buy a car or a transit pass, to rent an apartment or buy a house, to send a child from an impoverished family to school or to work, to pay down government debt or increase government spending on infrastructure or social services), and explain their significance for individuals and society
- E3.3 explain how various social movements and social justice organizations address global economic inequality, and assess their effectiveness

Making Personal Economic Choices- CIC4E

[The Ontario Curriculum, Grades 11 and 12/ Canadian and World Studies, Page 109](#)

- B1. Financial Goals and Financial Planning: explain how various factors can affect individuals' financial plans and goals
- B2. Savings, Credit, and Debt: demonstrate an understanding of some key considerations relating to savings, credit, and debt
- C2. Understanding the Canadian Economy: demonstrate an understanding of some economic concepts and how they are related to key aspects of the Canadian economy
- C4. Stakeholders' Views on Economic Issues: analyse a variety of economic issues from the perspectives of different stakeholders

What are the main causes of poverty in Canada? How effective are government and business responses to economic inequality in Canada? How does where you live affect your economic choices? What are the economic realities in your community? What could be done to improve them?

Canadian and International Politics, Grade 12 – CPW4U

[The Ontario Curriculum, Grades 11 and 12/ Canadian and World Studies, Page 539](#)

- D1. Civic Awareness and Responsibility: analyse the role of civic awareness and responsibility among citizens and non-governmental stakeholders in the national and international community
- D2.4 analyse how the perspectives of individuals and non-governmental stakeholder groups (e.g., corporations; unions; environmental, social justice, or women's groups; religious organizations; political lobby groups) may influence their response to issues of national and/or international political importance

Delivery Notes:

- The **Co-operative Minds Tool-kit** is formatted for **Google**. It can be easily shared via Google on other platforms like WebEx, Brightspace etc., it can also be downloaded and shared on the platform of your choice.
- Each unit is colour coded for easy identification.
- “Teacher only” slides are grey, and include teacher scripts, timing, and landing posts for each activity.
- There are links to all resources embedded in the slideshow, and all linked resources are set to “copy”.
- You can also find all resources and handouts separately in each unit’s folder.
- We use the term “Landing Posts” to indicate specific learning goals for each activity.
- You can do as much or as little prep as you have time for. Prep work you may find helpful would be to pre-assign students into small groups before the day’s lesson. This will save time and help each lesson run more smoothly.
- For small group activities that require using the pre-made Jamboards, you may wish to make multiple copies of each Jamboard which you can colour code or re-name. You may assign students to different groups by sending them an invite to join a specific Jamboard.
- You may wish to add additional research links/material to the Guided Inquiry Handout for Unit 2.
- If time allows, we recommend scheduling a separate 30 minute meeting time for the final presentation, this will allow students additional time to prepare and practice their presentation

Feedback:

Thank you for participating in the Co-operative Minds program. We welcome all teachers to contact us directly with any questions, comments or feedback you have. Your feedback will help us continue to improve the program.

Please let us know if you would like us to connect you with a teacher-mentor who has experienced the Co-operative Minds program, and can help guide you through the process.

To reach us directly for assistance, or to be connected with a teacher-mentor, contact:

Michelle Christmann at mchristmann@ontario.coop

Feedback Survey

[Teacher Survey](#)

[Student Survey](#)

Research:

Videos:

Co-operatives, Desjardins Group:

<https://www.youtube.com/watch?v=eJaFFtnxsfk&v=eJaFFtnxsfk//www.youtube.com/watch?v=vjVPKSDtGT0>

Improving access to Post-Secondary Education. The Agenda with Steve Paikin

<https://www.youtube.com/watch?v=1vzO6eYJRdc>

Students starting post-secondary at risk for mental illness, substance abuse, CBC:The National Sept 5 2019 <https://www.youtube.com/watch?v=NG-H7WJtWWs>

Access- Post-Secondary Support Volunteer Organization, EHS Counselling Jan 8 2021

https://www.youtube.com/watch?v=_w9BER7Lih4

Co-ops 101 video, Ontario Co-operative Association: [Co-ops 101](#)

Bibliography:

The Cost of Post-Secondary Education in Canada infographic, RBC

<https://ca.rbcwealthmanagement.com/documents/1435520/1862400/The+cost+of+postsecondary+education+in+Canada.pdf/3eca9e04-5e2e-4a94-b5f2-4c9ae78d4c9c>

The cost of a Canadian university education in six charts, By Mark Brown April 1, 2018, Maclean's

<https://www.macleans.ca/education/the-cost-of-a-canadian-university-education-in-six-charts/>

Student Mentoring <https://www.alberta.ca/student-mentoring.aspx>

Pathways to Education <https://www.pathwaystoeducation.ca/the-issue/>

Broadening accessibility to postsecondary education in Canada, Academic Matters, by Glen A. Jones

<https://academicmatters.ca/broadening-accessibility-to-postsecondary-education-in-canada/>

Student Funding in Ontario: Settlement.org

<https://settlement.org/ontario/education/colleges-universities-and-institutes/financial-assistance-for-post-secondary-education/what-kinds-of-financial-help-can-i-get-for-my-education/>

Student Grants and Loans: Government of Canada

<https://www.canada.ca/en/services/benefits/education/student-aid/grants-loans.html>

Transition Resource Guide for Students with Disabilities: Transitionresourceguide.ca

<https://www.transitionresourceguide.ca/resources/support-services-available-at-post-secondary>

What is a co-operative? Ontario Co-operative Association

<https://ontario.coop/what-co-operative>

Examples of Co-operatives:

[JAMS](#)

[Evolutionary Music Co-op](#)

[St. James Town Community Co-op](#)

[Detroit People's Food Co-op](#)

[Lunik Co-op- York University](#)

[Crocus Co-op](#)

[Guelph Campus Co-op](#)