

## Desired Results – Established Goals:

- Analyze examples of conflict, cooperative and interdependence among groups, societies or nations.
  - Identify the economic roles of institutions, such as corporations, cooperatives, businesses and banks, labor unions and the Federal Reserve System.
  - Describe and explain the means by which groups and institutions meet the needs of individuals and societies.
  - Describe cooperation and interdependence among individuals, groups and nations, such as helping others in time of crisis.
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## Essential Question:

Why should someone be a member of a cooperative?

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## Students will understand:

- Cooperatives are a group of people working together to solve common problems and seize opportunities.
- Cooperatives are business entities that people use to provide themselves with goods and services.

## Students will know:

1. The seven Cooperative Principles.
2. The history of cooperatives:
  - Wisconsin was one of the first states to legalize cooperatives.
  - Wisconsin has the second most cooperatives in the nation, behind Minnesota.
3. Vocabulary words: cooperatives, profits, dividends, goods, services.

## Students will be able to:

1. Summarize each principle in 10 words or less.
2. Compare and contrast cooperatives to corporations and private businesses, explaining the benefits of each one.
3. Write and produce a 30-second radio ad –OR– produce a PowerPoint presentation (or skit) on cooperatives to explain why someone should be a member of a cooperative.

## Performance Task:

- Students will work in teams to create a 30-second radio commercial/PowerPoint presentation/skit that explains the importance of cooperatives in your town.
- Students will be evaluated on the accuracy of their information, choice of words, sound quality of the advertisement and how well they sell the value of cooperatives to the audience.
- *Optional: At the end of the task, students' commercials/presentations may be judged by representatives from local cooperatives.*

## Learning Plan

The following plan was originally created as a two-day program for substitute teachers of 5<sup>th</sup> graders. It has also been modified to allow classroom teachers the opportunity to complete each activity as their time/lesson plans allow (on a daily/weekly basis). The instruction will incorporate lecture, video, guest speakers and a team project.

### Other evidence of learning:

- Summary of the seven Cooperative Principles.
- Team notes gathered during videos and guest speaker.
- Team answers to Jeopardy review or other provided review activity.
- Introduction to the cooperative radio ad or presentation.

### Activity 1: Thought Questions (15 minutes)

- **Problem 1:** Bottles of Mt. Dew are \$1.50 each. A 12-pack of bottles from the store costs \$5.99. Is it a better deal to buy Mt. Dew by the bottle or by the 12-pack? Why?
- **Problem 2:** Imagine that each of us needed to drink one Mt. Dew each day, but each of us only has \$4 to spend each week on Mt. Dew. What could we do in order to buy enough to last all of us for an entire week?
- **Problem 3:** All the private companies that provide Internet to your town have decided there are not enough customers to make a profit, so they close down and leave your community without Internet access. What can the community do to bring Internet back?

### Activity 2: Cooperation (30 to 45 minutes, depending on the video shown)

How can cooperatives help community gain access to goods and services?

- There are two video options: “Cooperatives are Everywhere! Take Ownership.” Or “Co-ops in Your Community” by Cooperative Network.
  - First links in the “Video Links” document.
  - If you use the Cooperative Network link, scroll to the bottom to access the videos.
  - Also, note, the PDFs of the “Cooperatives are Everywhere!” coloring book pages that can be used as supplemental pages for students.
  - **OR** If you need a longer movie, view video #1 off the flash drive: “History” (starts at 0:25, runs to 13 minutes)
- If you want to reinforce how cooperatives can get started, review the history of St. Croix Electric Cooperative vs. Xcel Energy (contact Dana at SCEC if this was not covered).
- Have students pull out their “St. Croix County Cooperatives” fact sheet. Review and have students/each pair share at least two interesting facts they learned about cooperatives/local cooperatives.
- Ask students to write at least two questions they will ask the guest speaker.

### Activity 3: Voting in a Cooperative (15 minutes)

- Students are introduced to Cooperative Principle 2: Democratic Member Control
- Cooperatives are democratic organizations controlled by members. The members actively participate in setting policies and making decisions. ONE MEMBER = ONE VOTE.
  - Explain to students that, throughout this unit, they will be working as a mini cooperative (four to five members). Each cooperative will have to complete a challenging task. In order to complete the task, the cooperative will have to make decisions through the democratic process of voting.
- Decision 1: Each member of your cooperative is part of the governing board and will be elected to an office. Students should take out their Voting Handout. Lead them through the activity.

**Activity 4: Introduction of the Performance Task** (15 minutes; 25 if video is shown)

- Once the election of officers is complete, each cooperative must decide on a name for their cooperative.
- A new folder will be passed out to each cooperative with the Performance Task glued to the front. Review the task with students.
  - Students should keep all of their notes in the left pocket of the folder and their working draft of the ad or presentation in the right pocket.
  - The cooperative teacher should collect all folders at the end of the day and return them on the second day.
- *Optional: View video #2: Working For All of Us (starts at 0:32 seconds)*

**Activity 5: Learning the 7 Cooperative Principles** (30 minutes)

- Have copies made of the 7 Cooperative Principles handout (one for each cooperative) + one blank sheet of paper per cooperative.
- Give each team/cooperative the 7 Cooperative Principles.
- The task is for each team to summarize each principle into 10 words or less.
- The cooperative teacher will model the summarization process for the first principle.
- Ask each cooperative to practice summarizing the remainder of the principles or assign each cooperative one principle to summarize (depending on time and level of students). Have each group share its principle or select one principle for each cooperative to share.
- Have the cooperative write their summarization on the board/type it into the computer, etc., so the entire class can see the answers.
- Have each cooperative orally share their answers with the class.
- Ask the cooperatives to put all their notes into the left-hand side of their folders.

**Activity 6: Cooperative Facts** (20 minutes)

- Instruct students to take out their handouts called “Cooperative Fact Sheets.” Give them 3 to 5 minutes to read silently to themselves.
- Play “Find the Fact.”
- Activity6b\_CooperativeLogos may be pulled up on a projector/smart board.

**Activity 7: Radio Ads/Presentations/Skits (RAPS) – Step 1** (25 minutes)

- Watch/listen to the model radio & TV ads. What makes the ads so interesting?

**Activity 8: Guest Speaker** (45 minutes)

- St. Croix Electric Cooperative will arrange for a cooperative representative to meet with the class and discuss the Cooperative business model.
  - Please confirm with Dana Bolwerk at SCEC ([communications@scecn.net](mailto:communications@scecn.net) | 715-796-7000) the day/time you need the speaker.
  - One share, one vote
  - Differences between a corporation and a cooperative.

**Activity 7 (continued): RAPS – Step 1** (15 minutes)

- Brainstorm new ideas for your ad/presentation/skit learned from the guest speaker to be included in the radio ad.

**Activity 7 (continued): RAPS – Steps 2-4** (75 minutes)

- Brainstorm the most important information (power words and phrases; interesting facts) that describe cooperatives.
- Think about your audience: You need to sell the idea of cooperatives in a way that connects with them.
- Review your notes to help you in this process. Cooperatives will begin working on organizing their information into an advertisement using the Radio Ad Timing Sheet. (We can also develop storyboard templates if teachers feel it would be helpful.)

**Activity 9: Review** (20 to 45 minutes)

- Play Jeopardy! as a review to all of the concepts learned about cooperatives.  
OR
- Review the 7 Cooperative Principles and watch “Cooperatives Today” on flash drive (10 minutes)

**Activity 10: Writing the Script** (65 minutes)

- If necessary, ask the cooperatives to pull out their Performance Task Sheet (Act. 4).
  - Ask cooperatives to review the instructions for their performance task again.
  - Ask cooperatives to report to the class what the task is.
- Cooperatives will work on their radio ads or presentations.
- Instruct the students to take out their handout from **Activity 7: Radio Ads Made Simple**.
- Explain that each cooperative will write the scripts for their 30-second ads during this activity (or sketch their storyboards for their presentations).
- Have cooperatives read over the sample ads (1-4) and have them evaluate the ads based on the ad’s message, facts/information, words used and creativity.
- Walk around as the groups are working to help move the process along, if needed.

If recording ads with Garage Band, utilize the “Appendix: Learning GarageBand.”

**Activity 11: Creating the Ads/Presentations** (120 minutes or available time allocation)

- Cooperatives work on their ads/presentation.
- As they are wrapping up, have each cooperative write an introduction that they will use before presenting their ad or PowerPoint. The introduction should be short (20 to 30 seconds) and can include:
  - Introduction of their cooperative members.
  - Explanation of how they came up with their ad/presentation.
  - Any personal feelings they had while working on the ad.

**Activity 12: Presentations** (15-25 minutes)

- Cooperatives may present their ad/PowerPoint to the class and others, if you believe it would be of interest to other classes.
  - Please contact Dana Bolwerk at St. Croix Electric Cooperative (715-796-7000 | [communications@scecn.net](mailto:communications@scecn.net)) if you would like to have the guest speaker return to listen to the presentations.

**\*\*Appendix: Learning GarageBand (30 minutes)\*\***

**Use only if recording ads w/ Garage Band.**

\*\*MacLab needed, or replace this activity with a different tutorial on how to create/record the radio ads on other equipment, if MacLabs/iPads are not used.

- Explain to the cooperatives they will be using GarageBand to record/create their ads.
- Show students the GarageBand tutorial.
- Before taking the students into the MacLab, or wherever there are Macs available, have them take out the "Task List," handout out of their folders. Instruct them that as each of the following tasks are completed, have them call you over to check them off.
- If in a lab, bring blank, recordable CDs to record each ad. Also have a CD player ready in the classroom to play the finished recordings, or play them off an iPad(s)