

Desired Results – Established Goals

E.8.10 Analyze examples of conflict, cooperation and interdependence among groups, societies or nations.

D.8.10 Identify the economic roles of institutions such as corporations, cooperatives, and businesses, and banks, labor unions, and the Federal Reserve System.

E. 8.5 Describe and explain the means by which groups and institutions meet the needs of individuals and societies.

E.8.14 Describe cooperation and interdependence among individuals, groups and nations, such as helping others in time of crisis.

Essential Question:

Why should someone be a member of a cooperative?

Students will understand:

1. That cooperatives are people working together to solve common problems and seize opportunities. Coops are business entities that people use to provide themselves with goods and services.

Students will know:

1. The seven principles of cooperatives.
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 into ten 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 ad using Garage Band (Mac-based program)
4. Explain why something should be a member of a cooperative.

Performance Task:

You have been divided into teams and has given you the following task to complete -- Create a thirty-second radio commercial that explains the importance of cooperatives in your town. You have two days to complete your task. You will be evaluated on the accuracy of your information; your choice of words; the sound quality of your advertisement; and how well you sell the value of cooperatives to your audience. At the end of the task, your radio commercial will be judged by representatives from the cooperative board in *Taylor County(insert own town)*.

Other evidence of learning:

1. Summary of seven principles.
2. Team notes gathered during videos and guest speaker.
3. Team answers to Jeopardy review
4. Introduction to the cooperative radio ad.

Learning Plan

*Note: These days are planned for a day without specials. If a special is planned for a day (art, music, phy ed, etc.) shorten the work time allotted.**

Day 1

8:30 - 8:45

Activity 1: Thinking Questions

Problem 1: Bottles of Mountain Dew are \$1.50 each. If you buy a case of 12 bottles, it costs \$5.99. Is it a better deal to buy Mountain Dew by the bottle or by the case? Why?

Problem 2: Imagine for a moment, that each of us needed to drink one Mountain Dew a day, but we only had \$4.00 to spend each week on Mountain Dew, what could we do in order to buy enough Mountain Dew to last us a week?

Problem 3: All the private companies that provide wireless internet to Medford has decided that there are not enough customers to make a profit so they close down and leave Medford citizens without access to the internet. What can Medford do as a community to bring internet back?

8:45 - 9:15

Activity 2: How can cooperatives help small towns get access to goods and services?

Tie the thinking experience in Activity 1 to cooperative.

- Give students a brief background on cooperatives using the online cooperative video.
- Hand out the Cooperative Fact Sheet and have each student highlight at least two interesting facts about cooperatives to share with the whole class.
- Ask students to write at least two questions that they will ask the guest speaker in the afternoon.
- Ask students to try and list all of the cooperatives in our area.

9:15 - 9:30

Activity 3: Introduction to Cooperative Principle 2 – Democratic member control: Democratic organizations controlled by their members who actively participate in setting their policies and making decisions. One member = One vote.

- Explain to students that throughout Day 1 and Day 2 you will be working as a mini-cooperative (4-5 members). Each cooperative will have to complete a challenging task. In order to complete the task, your cooperative will have to make decisions. These decisions will be made through the democratic process of voting. The first decision that your cooperative will make is that each member of your cooperative will be part of the governing board and will be elected to an office.
- Instruct students to take out their Voting Handout.
- Lead them through the Voting Activity.

9:30 - 9:45

Activity 4: Introduction of the Performance Task

- Divide students into teams (Should be completed by regular teacher prior to this day)
- Explain that each team is now a cooperative.
- Ask each team to come up with a name for their cooperative.
- Give each team/cooperative a folder with the performance activity glued to the front.

- Go over the performance activity and explain to students that they will keep all of their notes in the left pocket of the folder and their working draft of the radio ad in the right pocket of the folder.
- The Cooperative Teacher will collect these folders at the end of the day and return them on the second day.

9:45 - 10:15

Activity 5: Learning the 7 principles of cooperatives

- Give each team/cooperative the seven principles of cooperatives.
- The task is for each team to summarize each principle into 10 words or less.
- The Cooperative Teacher will then model the summarization process for the first principle.
- Ask each team/cooperative to practice summarizing the remainder of the principles or assign each team one principle to summarize (Depending on time and level of students). Have each group share its principle or select one principle for each team to share.
- Have the team write their summarization on the board/type it into the computer/ etc.) so that the entire class can see the answers.
- Have each team orally share their answers with the team.
- Ask cooperatives to put all of their notes into the lefthand side of their folders.

10:15 - 11:15

Lunch and Recess

11:15 - 11:35

Activity 6: Cooperative Facts Activity

- Instruct students to take out their handouts called “Cooperative Fact Sheets.” Give them 3-5 minutes to read them silently to themselves.
- Tell students that they will play, “Find the Fact”.

11:35 – 12:00

Activity 7: Step 1 of the Radio Ad

- Watch/Listen to Model Radio and TV Ads - What makes these ads interesting?

12:00 - 12:15

Snack/Break

12:15 - 1:00

Activity 8: Guest Speaker

- The guest speaker will discuss the cooperative model of business
 - One share – one vote
 - Differences between a corporation and a cooperative

1:00 - 1:15

Activity 7: Continue with Step 1 of the Radio Ad

- Brainstorm new ideas learned from guest speaker to be included in the radio ad.

1:15 - 2:30

Activity 7: Step 2 - 4 of Radio Ad

Day 1 and 2 [COOPERATIVE UNIT OVERVIEW]

- Brainstorm the most important information (power words and phrases; interesting facts) that describe cooperatives.
- Think about your audience - Remember that you will need to sell the idea of cooperatives to your audience.
- Review your notes to help you in this process Teams will begin working on organizing their information into an advertisement using the Radio Ad Timing Sheet.

2:30 - 2:50

Activity 9: Review (Found as Day 2, Activity 1)

- Play Jeopardy as a review to all of the concepts learned about cooperatives

2:50 - 3:08

- Study Hall and get ready to leave.

Day 2

**** Sign out Mac lab, if available for the afternoon****

8:30 - 9:15

Activity 1: Review Information

- Play Jeopardy again - to review the ideas learned about Cooperatives.

9:15 - 9:30

Activity 1A: Review Performance

- Divide into cooperative teams again.
- Pass out the team folders.
- Ask teams to review the instructions for the performance task again.
- Ask teams to report to the class what the task is.

9:30 - 10:35

Activity 2: Writing the Script

- Teams will work on their radio ad
- Instruct the students to take out their Handout from Day 1 – Activity 7: *Radio Ads Made Simple*
- Explain that each group will complete their 30 second radio ad by the end of this time.
- Have groups read over the sample ads (1-4) and have them evaluate the ads based on the ads message, facts/information, words used and creativity.
- Give students time to write out the ad as you walk around to group and help them.

10:35 - 11:35

Lunch/Recess

11:35 - 12:05

Activity 3: Learning GarageBand (Mac Lab needed)

- Tell students that they will be using GarageBand to record their ads.
- Show students the following tutorial from GarageBand.
- Before taking the students into the Mac lab, 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 get done, have them call you over to check them off.

Day 1 and 2 [COOPERATIVE UNIT OVERVIEW]

- Bring with you blank, recordable CDs to record each team's advertisement. Also have a CD player ready in the room to play the finished recordings.

12:05 - 12:15

Snack/Break

12:15 - 2:15

- Teams work on their radio ad
- As teams are finishing their radio ad, have one-two students write an introduction to the ad that they will use when the co-op board comes to judge. The introduction should be short (20 -30 seconds) and can include (1) introduction of the team members (2) explanation of how they came up with their ad (3) any personal feelings that had while working on the ad (4) thanking the co-op board for coming.

2:15 – 2:30

Activity 4 – Judging of Ads

- Teams present their radio ads using their introction to the class and if possible, Co-op members, administration, etc.
- Listen to each ad twice and have the judges take notes on each ad
- After all the ads are presented, have the judges leave the room to discuss the ads and select the top three. If possible, have a co-op member/judge say something positive about each of the ads to the students before they announce the winner.

2:.30 - 2:50

- (If teams finish early, this activity can be done during the 12:15 -2:15 time period. Each student will write a letter to the Cooperative Board explain to them what they learned while completing this task. Try to include at least three ideas/facts that they learned about cooperatives.

2:50 - 3:08

Study Hall and Clean up for the day