

In having declared 2012 to be the International Year of Co-operatives, the United Nations has recognized that for our planet to sustain and prosper, the co-operative structure must be the business model of the future.

While co-operative enterprises, and the co-operative business model are found throughout Ontario's curriculum expectations, they have been until now, under-represented in our classrooms. As the United Nations has realized, this needs to change. And so, "All 4 Each" has been designed to introduce your students to this sustainable business model, and to ignite their social conscience today!

Below is a list of all the courses and curriculum expectations that align with the lessons in this booklet. While there are many other links with courses in Philosophy, Politics, History and Social Studies & Humanities, we feel that the following are the most relevant.

Business Studies

BUSINESS FUNDAMENTALS:

- compare types of businesses;
- demonstrate an understanding of ethics and social responsibility in business;
- explain how needs and wants create opportunities for business;
- compare forms of business ownership (e.g., sole proprietorships, partnerships, corporations, cooperatives, franchises);
- describe the impact of business on the local community;

ENTREPRENEURSHIP:

- describe how entrepreneurs discover opportunities in people's needs, wants, and problems;
- describe the lives and accomplishments of a variety of Canadian entrepreneurs;
- describe and evaluate either their own or an existing idea for an entrepreneurial endeavour in their school or community.

FUNDAMENTAL ACCOUNTING PRACTICES

- 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;

IDEAS & OPPORTUNITIES FOR NEW VENTURES:

- generate realistic new ideas and identify possible opportunities for a school-based or student-run business;

FUNCTIONS OF A BUSINESS:

- describe how different management styles (e.g., democratic, autocratic, laissez-faire) can influence employee productivity (e.g., through their effect on employee attitudes, work ethic);
- explain the importance of ethical behavior with respect to employees, the environment, and communities;

Canadian & World Studies

Civics

- demonstrate an understanding of the need for democratic decision making;
- identify similarities and differences in the ways power is distributed in groups, institutions, and communities to meet human needs and resolve conflicts.
- analyse contemporary crises or issues of international significance
- analyse responses, at the local, national, and international levels, to civic issues that involve multiple perspectives and differing civic purposes.

See other side for many
more Curriculum Links!



More Curriculum Links!



Canadian & World Studies

ECONOMIC STAKEHOLDERS:

- analyse the factors that affect the socio-economic position of people in Canada;
- analyse how various socio-economic groups are affected by changes in prices, in incomes, and in their own needs at different life stages.

ECONOMIC DECISION MAKING:

- explain how the scarcity of economic resources requires individuals and societies to make economic choices;

SELF-INTEREST & INTERDEPENDENCE:

- identify factors that contribute to the existence of poverty in Canada (e.g., low level of education, high housing costs, low wages, existence of single-parent families) and suggest ways to reduce poverty.
- describe examples of how the self-interest of different stakeholder groups may conflict (e.g., consumers and producers, workers and management/shareholders);
- explain the negative impacts of market forces (e.g., pollution, high prices for scarce commodities) for individuals who receive no benefit from production;

SOCIAL CHANGE:

- demonstrate an understanding of how social change is influenced by poverty and affluence (e.g., consequences of unequal access to personal computers or higher education);
- explain the impact of evolving roles of individuals or groups (e.g., of women in the workplace) and values (e.g., concern for the environment) on social change in Canada.

ECONOMIC INSTITUTIONS:

- describe the distinguishing characteristics of the private, public, and non-profit (e.g., volunteer) sectors of the Canadian economy;
- compare the characteristics of the different structures of business organizations (i.e., sole proprietorship, partnership, corporation, cooperative);
- describe various forms of organized labour (e.g., unions, professional associations, workers' cooperatives) and the needs they satisfy;
- identify ways in which different forms of privately owned, profit-making institutions differ from collective (e.g., cooperatives) and non-profit or charitable institutions in the private sector;
- describe the role of different types of financial institutions in Canada (e.g., banking system, stock and bond markets) as financial intermediaries in capital markets;

Your students could have the chance to make their case for funding, as they pitch their new co-op plan (created in Lesson 5 of this unit) to a panel of judges at our 2012 Gala! Visit s.coop/all4each for details!

CREATE - A - CO-OP

Want us to teach your class about co-operatives? For a classroom visit, further resources, and more information about co-operative enterprises and the International Year of Co-operatives, visit our website at www.ontario.coop