

# WIN - WIN TOOLS

Co-operatives are all about co-operation and teamwork.  
Before you start work, develop a work plan with your group and  
decide how you will evaluate your work, and the work of your group.

You can use the **WORK PLAN TEMPLATE** and the **EVALUATION TEMPLATE** or develop your own.

Check the titles to be sure you are using the **WORK PLAN TEMPLATE** and the **EVALUATION TEMPLATE** for the module you are working.

For an editable version, please check the “Word .doc” section on the website. To order a CD, please contact [co-op@canadac.com](mailto:co-op@canadac.com)

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## KEY CONCEPTS IN WIN - WIN DECISION MAKING

There are many ways of making decisions. Not all are appropriate for all situations.

In co-operatives, major decisions are generally made co-operatively.

Once policy decisions have been made, routine decisions can be made efficiently by individuals.

It is possible to learn effective decision making techniques, and easier to do so in advance of real-life situations than under pressure.

## A DECISION MAKING CHALLENGE

Divide into 6 groups.

Print the following page.

Cut the “**Decision Making Styles**” into separate cards and place where all can see them.

Cut out the **Challenges**. Each group takes one or two, depending on the number of groups. Find the best decision method for your challenge. A **decision style** may be used by several groups. Explain why you chose a particular **Decision Making Styles** for each Challenge, and describe how well it worked.

## YOUR DECISION MAKING CHALLENGE

Then make another set of challenges based on the decisions you and your friends make on a daily basis, or just occasionally. Make your own set of descriptions for various styles of decision making. Chose the most appropriate decision style for each challenge and be prepared to explain why you have made this choice.

Ask others to select a decision-making style for each decision-making challenge. Discuss why each style is appropriate for different situations.

### Decision-making Styles

**Unanimity:** All involved in the decision making favour the same solution.

**Indecision.** Leave it all to others.

**Consensus:** All work towards a solution that meets most of the needs of most of the group, and all agree to abide by the decision.

**Habit Keeper:** A person or group reacts to a situation by using the method always used in the past without considering whether it is most effective.

**Majority rule:** A group, possibly a Board of Directors or a Management Team, votes on issues and abides by the decision of the majority. Some organizations accept a simple majority (50% + 1) while others require a higher percentage to carry a vote.

**The Dictator:** One person, or a small group, decides on the action to be taken, instructs others accordingly. The reasons for the decision may or may not be given. Comment may be accepted, but not necessarily welcomed or accepted.

**The Consultative Leaders:** The leader seeks suggestions, but decides on the course to be followed. The reasons may be given. Comment may or may not be accepted.

**Group consultation:** The leader presents problems or options to a group of colleagues, possibly a Board of Directors or a Management Team and may be guided by the discussion.

### Challenges

Prepare your own supper.	Chose a new uniform for a sports team.
Design and create a group art project.	Make a football play.
Rent a DVD and buy snacks.	Plan a fishing trip with 3 friends.
Respond when you see someone in danger in a river.	Plan a day's shopping with friends.
Rent a studio for use by your group of 7 musicians, organize transportation and what you will record.	Organize a fund-raiser for your team to go to a Provincial championship.
Organize a class play as a fund-raiser.	You have raised enough money for a team trip to Montreal. How will you spend the money? (Transportation, accommodation, meals, new sports equipment and uniforms, sports clinics, sight-seeing, shopping, etc.)

## CO-OP DECISION MAKING

One of the key characteristics of co-ops is that ALL members are involved in decision-making. This may range from having the right and responsibility to nominate or vote for members of the Board, to working on the Board or on Committees, or to working in the every-day business of the co-op.

In many businesses all decisions are made by owners and managers. In co-ops, members are the decision makers. Not only are the decision-making rights and responsibilities located in different parts of the company when you compare co-ops and other companies, but the decision-making methodologies are often different too.

In many enterprises, specially small businesses, decision making is autocratic. In many others it is based on the wishes of the majority of a Board or Management Group, who may be far removed from the every-day work of the organization and concerned only or primarily with profit for share-holders.

Co-ops often strive for consensus or even unanimity, and decision making is guided by a range of motives based on the 7 International Co-op Principles rather than only on profit.

## WHAT MOTIVATES YOUR DECISION-MAKING?

Do you make decisions:

- To achieve maximum profit for the owners (share-holders)?
- To serve the customers as well as possible, providing good value when they purchase from you?
  - To be a good community citizen?
  - To be good stewards of the environment?
- To build up good resources for the future for yourselves and others in your community?
  - To foster democracy?
  - To enhance local control of local assets?
  - A combination of several of these motives?

**Try some advanced Decision Making Challenges. What style will work best?**

You are planning a party. Some people like to enjoy these events but do not want to help get ready or clean up. You need to get them involved in helping, or excluded from the event. Who will do this, and how? How do you make these decisions?

Your co-op owns and operates a wilderness camp. 5 co-op members are working at the camp, and 30 young adults, all experienced wilderness campers, are staying at the camp. During the night you hear a camper screaming. What actions do each of the 5 co-op member/owner/workers take? How do you decide what to do? Why do you use this method? If you have time, think about what preparation would have helped the situation, and about how advance decisions would have best been made.

Your co-op provides computer support services. You have just received a request to provide a proposal and quotation to install a wireless system for a large environmental group's head office. How will you decide what work needs to be done and how much to charge for the work, how to prepare and how to make your presentation?

Your co-op operates a mixed farm with livestock, fruit trees and vegetables. There is a growing market for organic produce, but the process to obtain organic certification is slow and demanding. Do you want to move in that direction? How will you decide whether to move towards organic certification?

Your co-op sells and services bikes, focussing on the youth market and extreme biking. You want to expand to create more employment for co-op members. Will you carry a line of more conventional bikes for older recreational cyclists, commuters and families, or will you find and operate a trail bike and mountain bike facility? Who will decide and how will the decision be made?

Your co-op runs a day-camp for special needs children. You run out of some of the basic supplies you use every day. The treasurer is not available today. You have cash to make the purchases. How do you decide whether to purchase the supplies or wait another day?

Your co-op has been offered a major and much needed investment. To accept this you need to go through the formal process of changing your Rules of Association. This would require a formal vote at a General Meeting. How do you decide whether to take this question to such a meeting?

From you discussions of decision-making challenges:

- Do you feel an organization should be limited to using only one style?
- How do you decide what type of decision making style works best in various situations?

*As you work through some of the **WIN - WIN** modules, you may have difficulty in coming to decisions within your groups. Whenever you need, come back to these challenges and think about how to use a variety of different decision-making styles. Be comfortable trying several styles with a particularly difficult problem. Use the library, the internet or a counsellor to find out more about decision making and group dynamics. The co-op world and your community will benefit from the expertise you develop!*

For a lighter look at decision making, try some of the **WIN-WIN GAMES**.

For **WIN-WIN GAMES**, click here 

## **WIN-WIN GLOSSARY**

Definitions of terms as used in **WIN - WIN**

Accountable:	Responsible to somebody or for something, having a duty to explain
Ambassador:	Somebody or something regarded as a representative or a symbol of something
AGM:	Annual General Meeting: yearly meeting of all members: a yearly gathering of members of an organization, at which officers are elected and the year's activities, including financial dealings, are discussed
Autonomy:	Independence and self-government, having the capacity to decide and act on decisions
BCCA:	British Columbia Co-operative Association
Board of Directors:	A committee elected by the members of the co-operative, empowered to act on their behalf in the management of co-op affairs. Directors are normally elected each year at the annual meeting.
Business:	An activity intended to generate revenue through sales of its products (goods or services) for a greater value than the cost of making those sales.
Business associations:	A group of businesses that work together towards mutually held goals related to the advancement of the businesses.

Charity:	An organization that provides services according to Canada Revenue Agency's definition of Charity. The regulations are strict and closely monitored. A Charity can give receipts to donors who can then claim benefits when paying taxes.
Charitable:	Dispensing assistance to needy people by means of a group or organization
Child slavery:	Using the enforced labour of children, often with physical and emotional harm, and without payment
Common property:	Belonging to or shared by the members of the group
CED:	Community Economic Development Using economic means to address social issues. Co-operatives are one aspect of CED, sometimes called the Social Economy or Local Economic Development
CSA:	Community Supported Agriculture: Farming where the consumers of farm products pay flat amounts, on a regular schedule, to farmers in the community to provide stability of production and market.
Compete:	To strive against another or others to attain a goal, such as an advantage or a victory.
The Competition:	Any other business doing the same thing you are doing.
Consensus:	A group decision that is acceptable to all members of the group. General agreement in principle. Does not imply total agreement or unanimous assent.
Concept:	A general idea, thought or plan in the mind, which is obtained from observation of specific events or just thinking.
Consignment:	Goods provided or in stock under the provision that payment is expected only on completed sales and that unsold items may be returned to the supplier:
Co-op:	Co-operative
Co-op movement	The total of the activities of all co-operatives and co-operative associations towards increased democracy in the workplace and the market.
Co-operate:	To work or act together toward a common end or purpose.
Co-operative:	An enterprise or organization that is owned and managed jointly by those who use its facilities or services, and is legally incorporated as a co-operative.
Co-operative Associations Act:	Bill C-5, the legislation governing the incorporation of co-operatives in British Columbia.
"Co-op rich:"	A business sector or a geographic region in which co-operative incorporation is widely used.

Credit rating:	An estimate of the amount of credit that can be extended to a company or person without undue risk.
Cost of sales:	The full cost of the raw materials and labour to produce the goods or services plus delivery plus a portion of the overall costs of management, administration, investment, but not including profit.
Democracy:	Governance of the co-op by its members, through their elected representatives (the Board of Directors.) One person - one vote.
Deposit:	A sum of money given as security for an item acquired for temporary use.
Director:	A member of the Board of Directors. A person elected by the membership to guide the development and business of the co-operative.
Discount:	An amount of money taken off the regular price of something.
Dissolve:	Termination of the legal existence of a corporation such as a co-operative.
Earnings	Money earned through paid employment, as profit, or from investments
Ethics:	A system of moral principles governing the appropriate conduct for a person or group
E-Commerce:	Buying and selling, doing business over the internet.
Enterprise:	A business organization.
Equality:	Rights, treatment, quantity, or value equal to all others in a specific group
Equity:	Part of value paid
Financial transactions:	Cash payments, deposits, cheque payments, borrowing, etc.
Food and Agriculture:	The sectors of our economy related to all types of "field" farming and food processing. Does not include tree farming or fish farming. Also includes "factory" farming such as industrial scale production of cattle and poultry.
For profit:	A business that aims to generate revenue, through sales, in excess of its costs. In a co-operative this excess is distributed among the members. In other types of business, it is distributed to shareholders. In contrast to a "not-for-profit" only to produce enough revenue to cover costs and reinvest in the activity.

General Meeting:	A formally convened meeting of all the members of the co-op. Every co-op must have at least one such meeting per year, the Annual General Meeting or AGM.
Global co-operative movement	The sum total of all the activities of co-operatives and organizations serving or related to co-ops around the world.
GDP	Gross Domestic Product (GDP) measures output generated through production by labour and property that is physically located within the confines of a country.
GNP	Gross national product. The total monetary value of all final goods and services produced for consumption in society during a particular time period.
Governance:	The administration of and exercise of authority over something, by one or several persons. The Board of Directors is responsible for governance of a co-operative, but not necessarily for the management or administration, which are the practical implementation of policies and practices.
Group Plan:	A discount given by a supplier for volume, two or more users in the same group, to increase sales and total income. This is not costly for the provider because the single contact has resulted in greater sales volume.
Incorporated:	Legally registered with the provincial or federal authority as a separate legal entity with the right to do business.
Interest:	A percentage of total value of money or goods, paid for the use of money or goods which is based on time used.
Investment:	Expenditures made for income-producing assets.
Jurisdiction:	The area over which legal authority extends
Landlord:	Owner of rented property
Law:	A rule formally acknowledged and enforced by a society.

Manufacture:	To make something into a finished product using raw materials. Originally described a process by which something was produced by hand rather than by growing naturally. Now implies production on a large industrial scale.
The Market:	The amount of money buyers are willing to spend on your product, whether a physical item or a service.
Member:	One who holds a membership share in a co-operative, and who assumes the responsibilities of co-operation, and who will benefit from the membership.
Matronage	Taxable distributions of a co-operative's profits to its members, also called "patronage."
Member Dividend:	A share of co-op profits if declared by the board that is paid to members.
Memorandum of Association:	Those details which a co-operative, when formed, must submit to the Registrar of Companies together with its Rules of Association. They include the Co-operative's name, registered office, and list of first Subscribers.
Ministry of Finance:	The department of the Government of British Columbia responsible for administration of the Cooperative Associations Act.
Mutual benefit:	"Win-Win" All sides gain advantage.
Non-profit:	An organization that aims to provide a service rather than generate revenue. Any revenue in excess of costs is reinvested in the provision of services. Members cannot receive any portion of the excess. A co-operative can operate on a non-profit basis. Also known as "Not-for-profit."
Patronage	See "Matronage."
PLOs:	Prescribed Learning Outcomes, i.e.: the expected learning of new things pursuant to any activity.
Policy:	The overall guidelines a co-operative (or any other organization) sets for itself about the manner in which it will operate. Most co-operatives have policies regarding membership development, staff, finance, marketing and production. For example there may be a policy about regular education of members. The Board, representing the membership, can alter Policies.
Practices:	The means by which Policies are put into action. For example there could be a practice of holding member education meetings every quarter, and sending out a member education email every month.
Principles:	Rules or standards for a way of acting and doing business.
Product:	The item you wish to sell, whether a physical item such as a boat, or a service such as guiding

tourists.

Profits:	The money kept by a business after all operating expenses have been paid. In a co-operative, the term "surplus" is more often used. In most forms of incorporation, the "profits" go to the shareholders based on their investment. In a co-operative, surplus is distributed among members, but not according to investment.
Quorum:	The number needed to make a decision at a formal meeting of the co-operative.
Registrar:	The office of the Ministry of Finance through which co-operatives are incorporated.
Rules of Association:	One of the four documents required to incorporate a co-operative in British Columbia. Rules can be changed only through a formal process and changes must be submitted to the Registrar.
Sector:	The combined activities in one type of activity; either by product, as in the communications sector, or by type of operation as in the co-operative sector.
Services:	Products, such as provision of gardening, child-care, adventure guiding, internet access, etc that are intangible or at least substantially so. Service delivery usually involves customer participation in some important way, cannot be sold in the sense of ownership transfer, and have no title.
Share:	A purchased unit of ownership in the co-operative.
Shareholder:	One who holds a share of capital stock issued by a business Corporation that is not a co-operative, but operates on maximizing shareholder profits.
Social responsibility:	Managing the business processes to produce an overall positive impact on society.
Solidarity:	Agreement between and support for the members of a group.
Sources of funding:	The individuals and organizations which provide investment or loans to co-operatives.
Strategy:	Any action, scheme, manoeuvre or trick used to achieve an objective.
Subscriber:	A founding member of a co-operative who subscribes (purchases shares) investment and subscribes to (supports) the values and principles guiding the co-operative.
Subsidy:	A contribution of money by someone to help someone else pay for or buy something.
Surplus:	The money kept by a co-operative after all operating expenses have been paid. In other types of business, the term "profit" is more often used. In most forms of incorporation, the "profits" go to the shareholders based on their investment. In a co-operative, surplus is distributed among members, but not according to investment.

Values: The core beliefs by which a co-operative operates, such as honesty, social responsibility.  
YES: The Youth Experience Society which provides opportunities for young people to learn co-operative principles, experience co-operation and gain skills for leadership in the co-operative sector.

Please let us know if you would like other terms added to this glossary, or if you have better definitions we could use. Thank you.

## WIN-WIN RESOURCE LIST

This **WIN-WIN RESOURCE LIST** provides contact information for general Co-op topics.  
Please also check the many resources listed in each module.

**British Columbia Co-op Association** <http://www.bcca.coop/> BCCA enhances the co-operative movement in British Columbia by:

- acting as a unified voice on public policy and developing a co-ordinated approach to promote co-operative policies and communication to all levels of government and the general public.
- being a catalyst for change and promoting strategic initiatives that benefit the entire co-operative sector and support co-operative development in the broader community.
- being a forum for communication and providing opportunities for co-operatives and credit unions to identify common issues and work together around areas of common interest.
- developing partnerships with other organizations, including government, to apply the benefits of co-operation to the challenges and opportunities unique to British Columbia.
- Running extensive youth programmes, including Camp Rainbow in co-operation with RYES, details at <http://www.bcca.coop/home.html>

BC Co-operative Association Suite 230 - 1737 West 3rd Avenue, Vancouver BC V6J 1K7 Tel: 604.662.3906 Fax: 604.662.3968  
email: [general@bcca.coop](mailto:general@bcca.coop)

### **British Columbia Institute for Co-operative Studies**

University of Victoria, University House 2 - Room 109  
PO Box 3060 STN CSC, Victoria BC V8W 2Y2  
by telephone ... 1.250.472.4539 by facsimile ... 1.250.472.4541  
[rochdale@uvic.ca](mailto:rochdale@uvic.ca) <http://web.uvic.ca/bcics/>

**Canadac Services** Canadac provides development services to and about co-ops and the co-operative and community economic development sector, and is the developer of these resource materials for teens and young adults.

(250) 414-0308 or cell (250) 514-6467 [islandpilgrim@canadac.com](mailto:islandpilgrim@canadac.com) 102 229 Ontario St. Victoria BC V8V 1N1

**Canadian Co-operative Association** <http://www.coopcca.com/> The CCA is the umbrella organization for all types of co-operatives in English-speaking Canada. It speaks for the Canadian co-operative sector on government and public policy issues, and promotes the growth of co-operatives through public information, education programs and special development projects. CCA works closely with its sister organization the Conseil Canadien de la Co-operation (CCC), which represents Francophone co-operatives in Canada.  
Co-operative House, 400 - 275 Bank Street, Ottawa, Ontario K2P 2L6  
(613) 238-6711 Fax us at (613) 567-0658 Email [info@CoopsCanada.coop](mailto:info@CoopsCanada.coop)

**Canadian Worker Co-operative Federation**

#104, 402 - 30th Ave. NE, Calgary AB T2E 2E3, Tel/Fax: (403) 287-2069 [hazel@canadianworker.coop](mailto:hazel@canadianworker.coop) [www.canadianworker.coop/](http://www.canadianworker.coop/)

**Products of Canada** [www.productsofcanada.com/](http://www.productsofcanada.com/)

A Canadian commercial source of a wide variety games including many excellent co-operative games, some with a business focus. Ages from young children to adult. C\$15 - \$40 plus shipping. Products can be ordered over the internet, by phone or mail. Efficient service. Delivery within one week depending on Canada Post.

Products of Canada, 808 - 80 Bradford St., Barrie, ON L4N 6S7, Canada [sales@productsofcanada.com](mailto:sales@productsofcanada.com)

**The Youth Experience Society** [www.theyes.ca](http://www.theyes.ca) CCA-BC, working with its partner, the Youth Excellence Society (YES), is utilizing the success of the Camp Rainbow Youth Camps as a foundation for the development of a full time youth co-op program to raise the profile of co-operatives and credit unions among BC youth.

**About The YES** The Rainbow Youth Excellence Society (RYES) is a charitable, non-partisan organization that provides exceptional leadership training to British Columbia's youth through the support of the province's co-operative and credit union movement. The YES, formerly known as the Camp Rainbow program, is jointly administered by RYES, part of the British Columbia Co-operative Association (BCCA). To find out more about the BCCA [click here](#). Whether you are a young person looking for a stimulating summer experience, or a co-op wanting to contribute to the growth of BC's youth, you will want to be part of the exciting and life-changing experience that this youth leadership program delivers during The YES retreats. For over 25 years, The YES has provided a unique learning experience for over 8,000 young people. Each camp focuses on four primary themes:

- Self Awareness
- Communication Skills
- Co-operation
- Leadership

**Rural Education & Development Association** <http://www.compusmart.ab.ca/ruraled/youth.html>

Suite 220, 10403 172 St., Edmonton, Alberta, Canada T5S 1K9 Telephone: (780) 451-5959 Fax Number: (780) 452-5385  
Several branches offering help to youth about how to set up and operate a co-operative business.

Kohn, Alfie *No Contest: The Case Against Competition* Houghton Mifflin Company Boston New York 1986, 1992 ISBN 0-395-63125-4

Orlick, Terry *The Second Cooperative Sports & Games Book* Pantheon Books New York 1982 ISBN 0-394-51430-0 ISBN 0-394-74813-1 (pbk.)

**RESOURCES FOR YOUTH**

<http://www.sask.coop/youth/links.htm>

<http://www.ir.gov.sk.ca/> and click on Business and Co-operative Development

<http://www.alternatives.org/about.html> in Ithica, New York

<http://www.coop.org/kids/index.html>

<http://www.ccenergy.com/co-op/contact.html>



**Youth Reinventing Co-operatives: young perspectives on the international co-operative movement** Edited by: Julia smith, Robin Puga, Ian MacPherson British Columbia Institute for Co-operative Studies Winnipeg, Canada 2005 ISBN 1-55058-307-7


Please let us know of additional resources that should be added to this list. Thank you.

## SAMPLE LESSON PLANS

These sample plans are designed for volunteers who are using Win-Win materials to introduce young people to the concepts of co-operation or some of the content related to co-operatives. Every situation is different, and we encourage you to be as creative as possible, based on your knowledge of the group with which you are working. We also encourage you to share your ideas and experiences with us or, even better, to have the young people submit materials for inclusion on the website.

### TO INTRODUCE THE CONCEPT OF CO-OPERATION WITH NO FURTHER FOLLOW-UP PLANNED

**Learner Outcome:** Awareness that co-operation can be a winning strategy.

**Preparation:** Read **WIN-WIN GAMES** (click here ) pages 1 - 2. Plan to have desks in groups to facilitate co-operation and to allow students to move easily between the groups of desks to reach the walls. To play Pizza Passion with visual learners, have pictures of various pizza toppings (salami, cheese, olives, etc) and fake money. Read the Evaluation Template, **WIN-WIN TOOLS** page 18.

#### First third of the class time.

Ask the students to arrange the desks as needed for the lesson.

Have the students play: Push the Strongest (see **WIN-WIN GAMES** page 1). Have them sit down and discuss what happened when individual smaller people tried to push the strongest, and then what happened when several worked together. Have them play Arm-wrestle then have them discuss how co-operation helped them to get the highest score of touches on their desks. If there is time, play Wall Touch.

#### Second third of the class time.

Play either Pizza Passion or Sleepover Options.

Some groups will have time also to undertake some of the Decision Making Activities on page 3 of **WIN-WIN TOOLS** or the **CO-OP MINI-QUIZ, WIN-WIN GAMES** page 7.

#### Third part of the class time.

Ask each group of students to rate themselves “0” for poor to “5” for excellent, on the questions:



- How willing were we to work with our group to explore a new activities and ideas?
- How successful have we been in sharing our learnings so that others have learned something new from us?
- How will we take this learning into our daily lives?

Ask the students to return the desks to their usual positions using what they have just learned about co-operation.

**Evaluation.** Did the students understand the benefits of co-operation and were they able to apply them to the return of the furniture at the end of the class?

## TO INTRODUCE THE CONCEPT AND LEAD STUDENTS TO SELECT AN AREA FOR FURTHER WORK

**Learner Outcome:** Seeing co-operation as a winning strategy in a variety of situations.

**Preparation:** Read **WIN-WIN INTRODUCTION & INDEX** (click here ) and **WIN-WIN GAMES** (click here ) pages 1 - 2 and 7 - 8. Plan to have desks in groups to facilitate co-operation and to allow students to move easily between the groups of desks to reach the walls. Read the Evaluation Template, **WIN-WIN TOOLS** page 18. Print, draw or project the **WIN-WIN OVERVIEW** so that each student will be able to see it.

### **First third of the class time.**

Ask the students to arrange the desks as needed for the lesson.

Have the students play some of the movement games from **WIN-WIN GAMES** page 1. Have them sit down and discuss what happened when they acted as individuals and how that changed with co-operation. Discuss the **KEY CONCEPTS** on **WIN-WIN GAMES** page 5.

Play either Pizza Passion or Sleepover Options or undertake some of the Decision Making Activities on page 3 of **WIN-WIN TOOLS**.

### **Second third of the class time.**

Introduce the Evaluation Template, **WIN-WIN TOOLS** page 18. Ask the students how they would rate themselves based on the way they handled the games. Introduce the **CO-OP MINI-QUIZ, WIN-WIN GAMES** page 7. Emphasis that the discussion of which answer is correct is as important as finding the right answer. Remind them that they will be evaluating themselves according to the Evaluation Template. Ask them to work in groups to discuss their answers to the **MINI-QUIZ**.

### **Third part of the class time.**

Ask each group of students to rate themselves according to the Evaluation Template.

Introduce one or more of the modules by referring to the **WIN-WIN OVERVIEW**. Explain that they will be able to work with materials in this kit, and can base this work on interests they already have, or groups and activities they already enjoy. Have them form into groups.

Ask them to prepare for the next class by thinking how the Co-op Principles, **WIN-WIN INTRODUCTION** page 4, could be applied to an activity in which they are already interested.

Have them evaluate themselves according to the Template.



Ask them to return the desks to their usual positions using what they have just learned about co-operation.

If there is time, discuss the answers to the **CO-OP MINI-QUIZ**.

**Evaluation.** Did the students understand the benefits of co-operation and start to think about how they could co-operation to daily activities? Did they co-operate in returning the furniture at the end of the class?

## TO START A CONTENT-RICH PROJECT

**Learner Outcome:** Understand the characteristics of co-operatives in a variety of situations.

**Preparation:** Read **WIN-WIN INTRODUCTION & INDEX** (click here ) and skim **WIN-WIN TOOLS** (click here ). Print, draw or project the **WIN-WIN OVERVIEW** and the **WIN-WIN INDEX** so that each student will be able to see it. Arrange to have internet access, or printed version, or CD version of **WIN-WIN** for each group, either in the classroom, or the library or work area. NB For information regarding encouragement to make copies and adapt materials, please see last page of **WIN-WIN INTRODUCTION & INDEX**.

### First third of the class time.

Ask the students to arrange the desks in 5 groups. Have each group of students play some of the movement games from **WIN-WIN GAMES** page 1, or take the **CO-OP MINI-QUIZ, WIN-WIN GAMES** page 7, or undertake some of the Decision Making Activities on page 3 of **WIN-WIN TOOLS**.

Have each group report on its findings.

Introduce the Evaluation Template, **WIN-WIN TOOLS** page 18. Ask the students how they would rate themselves based on the way they handled the activities so far.

### Second third of the class time.

Assign one module to each group of students. Their task is to summarise themes of the module during the next class, and their version of the 7 Co-op principles or a definition of a co-op. They should use or adapt the Work-plan Template and be aware of the Evaluation Template when doing this work. Explain that, following these presentation, students will form into groups (or remain in the same groups) to work on activities from a module of their choice. Several groups may chose activities from module, and some groups may draw materials from several modules.

### Third part of the class time.

Assist groups to plan their presentations.

Have them evaluate themselves according to the Evaluation Template.

Ask them to return the desks to their usual positions using what they have just learned about co-operation.

If there is time, discuss the answers to the **CO-OP MINI-QUIZ**, or play one of the movement games.

**Evaluation.** Did the students see the link between the introductory **CO-OP MINI-QUIZ** and **WIN-WIN GAMES** and the materials they started to consider from the modules? Did they work co-operatively? Do they understand how to use the Work-plan Template and the Evaluation Template? Are they making progress in planning their presentations?

## WIN-WIN WORK-PLAN AND EVALUATION TEMPLATES

### WIN-WIN CO-OP GAMES & TOOLS Work-Plan and Evaluation Templates, to use "as is" or modify.

1. Which games will we play, or which tool will we use?
2. When we finish playing the games or using the tools, we will be reporting back to others. How will we ensure that they gain new knowledge, skills and attitudes from our presentation?
3. What did we learn about co-operation by playing the games or using the tools?
4. How will our group present its information to others?
5. Who will take the lead in making this presentation and how will the others contribute to the presentation?
6. How will we check that we have presented effectively and that others have understood what we are saying?
7. How can we apply our learnings about co-operation to other situations?
8. How will we find out about co-operative businesses and about our future involvement with co-ops?

Performance item “0” for poor to “5” for performing and contributing to the best of our/my ability and for the benefit of others.	Score
1. How willing were we to work with our group to explore a new activities and ideas?	
2. How successful have we been in sharing our learnings so that others have learned something new from us?	
3. Have we organized our information to make it easy for others to find it relevant to their own interests?	
4. Is our presentation clear and interesting? Are materials attractive, and verbal presentations easy to follow?	
5. Has our group been able to utilize the strengths, and build the skills of each member of the group?	
<b>Overall performance</b>	<b>%</b>

The members of our group and the dates on which we worked on **WIN - WIN GAMES & TOOLS**:  
Further comments we feel are relevant.

**Work-Plan Template**, to use "as is" or modify for use with **WIN-WIN CO-OP WORLD**, **WIN - WIN CASE FOR CO-OPS**, **BUILDING A WIN-WIN CO-OP** and **MY WIN-WIN CO-OP FUTURE**

1. When we have completed our work, we will be presenting it to others. How will we ensure that they gain new knowledge, skills and attitudes from our presentation?	11. How will our group decide which parts of our information are most significant?
2. What methods will we use to present our information?	12. How long will this take?
3. How will we check that we have presented effectively and that others have understood what we are saying?	13. We need to check our information, decide what more is needed, how we will obtain it, and how long it will take.
4. Which group member will take the lead in making this presentation?	14. Out of all our information, what will we present?
5. What will the role of the others be during the presentation?	15. How will we know that this is the most appropriate and important information?
6. As we start our work, what will we investigate?	16. How will it be significant in our lives?
7. How will we do this?	17. What other information is important?
8. Which group member will take the lead in investigating each topic?	18. What supporting information or resources should be available for these topics?
9. How long will we allow for this part of our work?	19. How will we make this available and how long will this take to prepare?
10. When we have finished our investigation, how will we bring our work together?	20. How long is our total work commitment?

**Evaluation Template** to be completed by the group, by each group member, or adapted to our needs. To use "as is" or modify for use with **WIN-WIN CO-OP WORLD**, **WIN - WIN CASE FOR CO-OPS**, **BUILDING A WIN-WIN CO-OP** and **MY WIN-WIN CO-OP FUTURE**

<b>Performance item</b> “0” for poor to “5” for performing and contributing to the best of our/my ability and for the benefit of others.	<b>Score</b>
1. How willing [was I] [were we] to work with our group to explore new concepts and information?	
2. Were we able, as a group, to make clear decisions about what we would study and why we made this choice?	
3. How clearly can we state what new information we have learned, and what new skills or attitudes we have gained?	
4. How successful have we been in sharing our learnings so that others have learned something new from us?	
5. How sure are we that our information is accurate? Are our sources credible, and did we cross-check?	
6. Have we organized our information to make it easy for others to find it relevant to their own interests?	
7. Is our presentation clear and interesting? Are materials attractive and verbal presentations easy to follow?	
8. Has our group been able to utilize the strengths, and build the skills of each member of the group?	
9. Have we increased our interest in exploring co-operative enterprises through other modules?	
10. Do others see our performance more or less as we do? Have we been realistic in our self-evaluation and our evaluation of others?	
<b>Overall performance</b>	<b>%</b>

The members of our group and the dates on which we worked on **WIN - WIN CO-OP WORLD**:







Further comments we feel are relevant:

## WIN-WIN OVERVIEW



To move ahead, return to activities you have not done in this module, or click on any other module.

## WIN-WIN INDEX

<b>WIN-WIN GAMES &amp; WIN-WIN TOOLS</b>	Click here  for <b>WIN-WIN CO-OP WORLD</b>	Click here  for <b>WIN-WIN CASE FOR CO-OPS</b>	Click here  for <b>BUILDING A WIN-WIN CO-OP</b>	Click here  for <b>MY WIN-WIN CO-OP FUTURE</b>
Click here  for <b>WIN-WIN GAMES</b> <ul style="list-style-type: none"> <li>- Starter games</li> <li>- Co-op Quiz</li> <li>- Cell Net</li> <li>- Peak Performance</li> <li>- Decision making games</li> </ul>	What is a Co-op? <ul style="list-style-type: none"> <li>- Definitions</li> <li>- Values</li> <li>- Principles</li> </ul> Co-operation around the world: <ul style="list-style-type: none"> <li>- A short history</li> <li>- The Co-op community today</li> <li>- Association and government support</li> </ul>	Some Co-op basics <ul style="list-style-type: none"> <li>- Definitions</li> <li>- Principles</li> </ul> Comparison with other forms of incorporation  The Co-op sector in Canada and British Columbia <ul style="list-style-type: none"> <li>- Aboriginal Co-ops</li> <li>- Credit Unions and Caisse Populaires</li> <li>- Co-ops in BC today</li> <li>- A Co-op rich community</li> </ul>	Co-op essentials Membership <ul style="list-style-type: none"> <li>- Building membership</li> <li>- Connections with the geographic community, its sector, and the co-op community</li> <li>- Being part of the Co-op movement</li> <li>- Integrating the 7 Principles</li> </ul>	Why a Co-op future? <ul style="list-style-type: none"> <li>- Values and Principles</li> <li>- The rewards</li> </ul> Consumer co-ops: <ul style="list-style-type: none"> <li>- You as a purchaser</li> <li>- You as a member/ owner</li> </ul> Worker co-ops: <ul style="list-style-type: none"> <li>- You as member/owner/ worker/employer</li> <li>- Connecting with other worker co-ops</li> </ul>
Click here  for <b>WIN-WIN TOOLS</b> <ul style="list-style-type: none"> <li>- Decision-making activities</li> <li>- Glossary</li> <li>- Resources</li> <li>- Work-plan and evaluation templates</li> <li>- Sample Lesson Plans</li> </ul>	Co-ops in Canada <ul style="list-style-type: none"> <li>- Early days</li> <li>- Canada today</li> <li>- British Columbia Co-op community</li> <li>- Incorporation in BC</li> </ul> Types of Co-ops <ul style="list-style-type: none"> <li>- Work</li> <li>- Organization</li> <li>- A "Co-op rich" sector</li> </ul>	BC Case studies: <ul style="list-style-type: none"> <li>- Adrenalin Motorcycle Co-op</li> <li>- Nelson &amp; District Credit Union</li> <li>- North Coast Artists' Co-op</li> </ul> Impact of Co-ops on the economy  Keys to Co-op success and failure	The legal process <ul style="list-style-type: none"> <li>- Incorporation</li> <li>- Dissolution</li> <li>- "Rules, Policy and Practice"</li> </ul> The business aspects <ul style="list-style-type: none"> <li>- Planning</li> <li>- Plans into action</li> <li>- Keeping a Co-op healthy</li> </ul> Watching for dangers, minimising risk	The bigger picture: <ul style="list-style-type: none"> <li>- Other types of co-ops</li> <li>- Community impact and connections</li> <li>- Community Economic Development, "Buying Local" and corporate ethics</li> </ul> Further Education Opportunities <ul style="list-style-type: none"> <li>- Associations and the Co-op Sector</li> <li>- Post-secondary and adult education</li> </ul>

 Click here for  **WIN-WIN INTRODUCTION & INDEX** 