YOUTH CO-OP

Educational Toolkit

for Cooperative Entrepreneurship

Educational tool for middle and high school students

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Table of Contents

Introduction 5

Introducing the Youth Co-op Toolkit 6

Chart of Aims and Objectives 8

Scenario 1: Specific Needs 10

Scenario 2: Ongoing Needs 91

Scenario 3: Fair Trade Youth Co-op 185

Toolbox-Management and Assessment Tools 227

Introduction

To become an entrepreneur, one has to be driven by a need, an idea or a dream, and be willing to do what it takes to achieve that goal.

To become an entrepreneur, one must be able to pool one's skills and energies with those of others.

Through a collective entrepreneurship project, youth are encouraged to discover their passions and interests as they acquire meaningful skills. This experience allows them to surpass themselves and exercise their full potential while sharing the values of cooperation: democracy, mutual assistance, solidarity, self-help and responsibility.

The Conseil québécois de la coopération et de la mutualité and its partners have developed the Educational Toolkit for Cooperative Entrepreneurship, entitled The **Youth Co-op,** first and foremost to enable youth to engage in cooperation. They also wanted to respond to a need often expressed by education professionals for practical material for implementing projects.

More than six hundred **Youth Co-ops** have been created since 2004. These projects came in different shapes and sizes: a chocolate factory, a fair-trade products counter, a daycare offering music lessons, etc., all driven by the common goal to meet a collective need in a community.

I wish you the best of luck in whatever collective entrepreneurship endeavour you undertake. This experience will bring a lifetime of valuable lessons to our youth, tomorrow's leaders.

The President and CEO,

Hélène Simard

What it is
The **Youth Co-op** toolkit

The Youth Coop is

- A democratic framework to ensure the effective implementation and management of a collective initiative: a graduation ceremony, a class trip, a student newspaper, a fitness centre, a community garden, a project for recycling paper or toys, IT services, etc.
- Co-operative entrepreneurship aimed at creating a collective business to meet the needs of a group or community: a school store, a fair-trade student café, IT support services, etc.

Target audience

The Youth Co-op is intended for various high school groups of at least three. It can also be used outside the educational environment but with similar age groups.

Educational purpose

Managing a project based on democratic management practices entails acquiring skills related to Personal and Career Planning and Citizenship and Community Life. **The Youth Co-op** also integrates the cross-curricular competency of collaborating with others.

Content of the Youth Co-op educational toolkit?

The **Youth Co-op educational toolkit** contains three scenarios catering to specific needs for setting set up a **Youth Co-op**. The chart on pages 8 and 9 maps the objectives and stages of each scenario.

- Scenario 1 is designed for a group wishing to democratically create and manage a collective project to respond to one or more specific needs.
- Scenario 2 is designed for a group wishing to meet an ongoing need of a group or community.
- Scenario 3 is designed for a group wishing to meet an ongoing need of a group or community while raising awareness of fair trade and the importance of buying locally.

It also provides a toolbox with management and evaluation tools for sound and democratic management.

Using the educational toolkit to create a Youth Co-op

There are four essential steps:

1. *Breaking the Ice* - to create a climate conducive to work.
2. *Learning cooperation* - to help youth understand the concept of cooperation and its values. The success of the collective entrepreneurial project depends on them. This step enables the group to confirm the choice of the cooperative option.
3. *Clarifying the democratic functioning of a cooperative* - to understand the important rules and characteristics of cooperatives and the democratic functioning of a **Youth Co-op**.
4. *Choosing a collective project* — to commit to a project, plan and distribute tasks.

For the **Fair Trade Youth Co-op**, an additional step, Learning about Fair trade, enables youth to discover the major principles of fair trade and understand the issues related to responsible consumption.

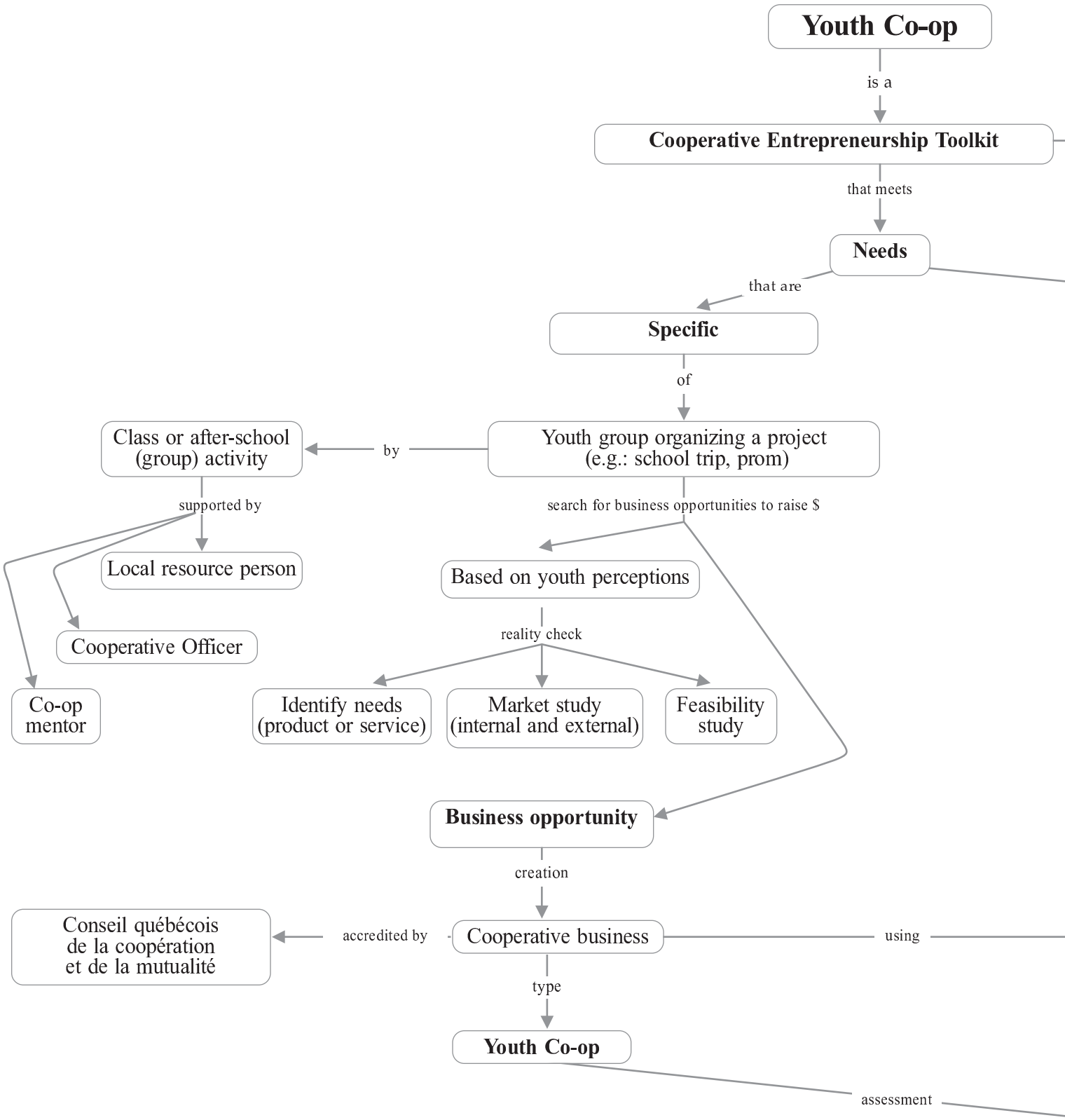
Project support

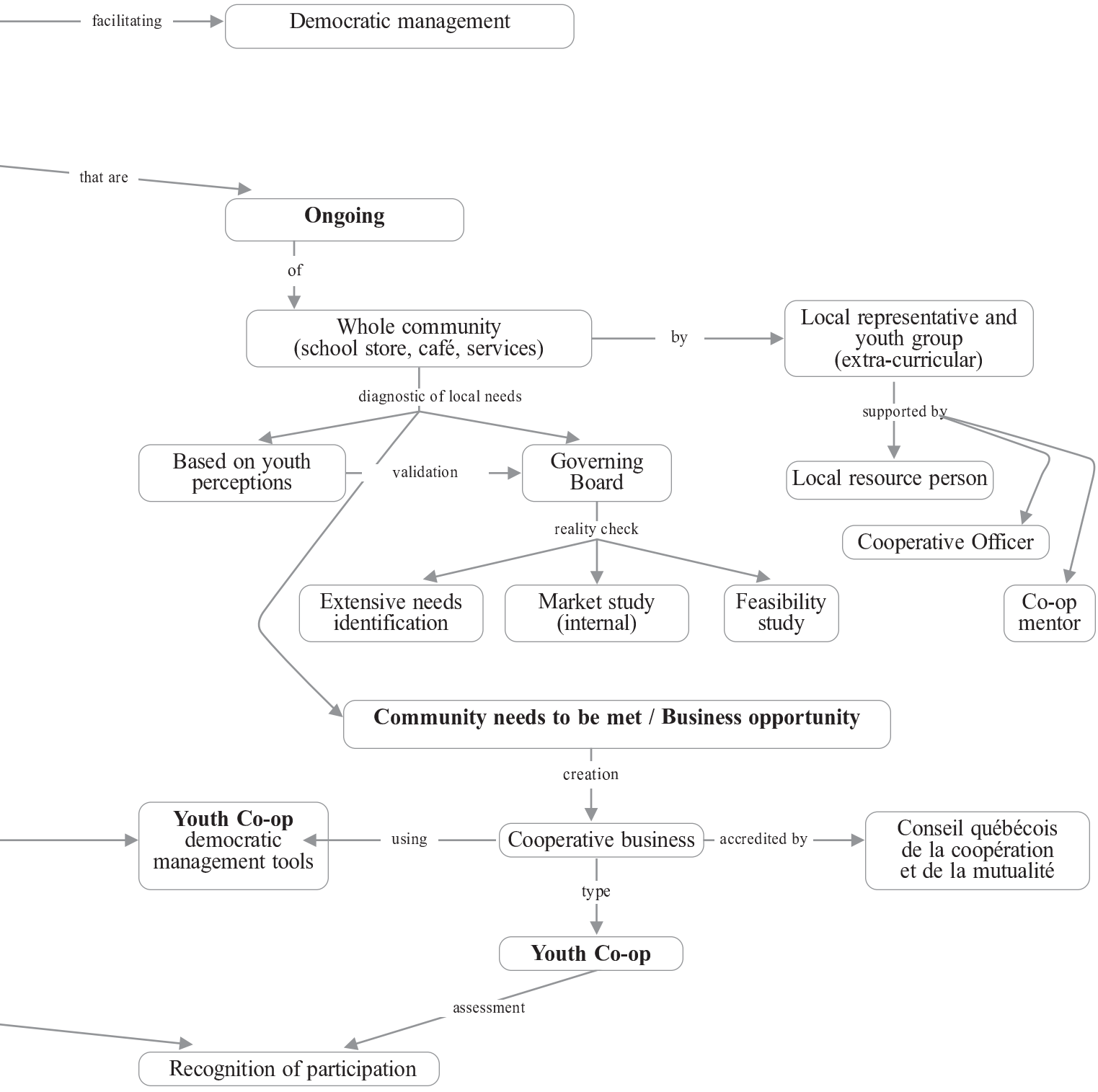
A Collective Entrepreneurship Awareness and Promotion Officer can help the youth group and teacher or professional supervising them to implement their project. Furthermore, the officer can facilitate collaboration with other cooperatives or organisations working in the community. The contact information of your regional officer and the officer in charge of the English sector is provided at the end of the toolkit.

Youth Co-op group accreditation

Official accreditation is issued by the Conseil québécois de la cooperation et de la mutualité for all **Youth Co-op** projects using this method. These projects qualify under *La Relève en action* of the Fondation pour l'éducation à la coopération et à la mutualité and the Fondation Desjardins. They can also compete in the Quebec Entrepreneurship Contest and may receive funding as part of the Introduction to Entrepreneurship Measure (IEM) of the ministère de l'Éducation, du Loisir et du Sport. Awards are granted at special regional and national gala events.

Synoptic Chart




facilitating
Democratic management
that are
Ongoing
of
Whole community
(school store, café, services)
by
Local representative and
youth group
(extra-curricular)
diagnostic of local needs
supported by
Based on youth
perceptions
validation
Governing
Board
Local resource person
reality check
Cooperative Officer
Extensive needs
identification
Market study
(internal)
Feasibility
study
Co-op
mentor
Community needs to be met / Business opportunity
creation
Youth Co-op
democratic
management tools
using
Cooperative business
accredited by
Conseil québécois
de la coopération
et de la mutualité
type
Youth Co-op
assessment
Recognition of participation

1 Scenario

Specific Needs

The Youth Co-op

With the help of teachers, an increasing number of student groups have been organizing high school activities (field trips, fundraising events, etc.). These activities are hardly new to the high school environment. In keeping with new trends in education, this entrepreneurial approach to cooperation fosters effective projects and provides students with meaningful and useful experience. The first section of The **Youth Co-op** introduces users to a simple organization method based on democratic management practices. The suggested procedure is similar to that used in cooperative businesses.

Educational purpose

Managing a project based on democratic management practices entails acquiring skills related to Personal and Career Planning and Citizenship and Community Life. The **Youth Co-op** also integrates the cross-curricular competency of collaborating with others.

Intended users of this toolkit

The tools proposed in Scenario 1 of the **Youth Co-op** guide are designed for all education stakeholders working with students on in-class or extra-curricular projects, whether they be teachers, extra-curricular activity facilitators, spiritual care and guidance and community involvement animators, special education professionals, etc.

Target groups

Any group involved in project organization: Student councils, sports teams, grad committees, students in special programs organizing year-end tours, etc.

Target classes

Regular or IPL classes.

International Baccalaureate classes (IBO).

Projects are often more feasible when they are jointly run by two or more teachers in a team- teaching effort.

Creating a Youth Co-op

There are four essential steps:

1. *Breaking the Ice* - to create a climate conducive to work.
2. *Learning cooperation* - to help youth understand the concept of cooperation and its values. The success of the collective entrepreneurial project depends on them. This step enables the group to confirm the choice of the cooperative option.
3. *Clarifying the democratic functioning of a cooperative* - to understand the important rules and characteristics of cooperatives and the democratic functioning of a **Youth Co-op**.
4. *Choosing a collective project* – to commit to a project, plan and distribute tasks.

Duration of a Youth Co-op project

The duration may vary from project to project, depending on the goals. On average, Youth Co-op Scenario 1 projects don't last more than a year.

Choice of facilitator

The Regional Collective Entrepreneurship Awareness and Promotion Officer, who has been specially trained, serves as a volunteer facilitator for all **Youth Co-op** projects. Where necessary, an external resource person from the business community may be invited to serve as facilitator. Such a person may be an Entrepreneurship Awareness and Promotion Officer, an employee or a board member from a local cooperative or a retired professional of the co-op movement, etc.

Choice of local resource person

Any school staff member who helps students with their project: teacher, extracurricular activity facilitator, spiritual care and community involvement animator, special education professional, resource person specialized in entrepreneurship, guidance counsellor or any other staff member.

Youth Co-op group accreditation

Official accreditation is issued by the Conseil québécois de la cooperation et de la mutualité for all **Youth Co-op** projects using this method. These projects qualify under *La Relève en action* of the Fondation pour l'éducation à la coopération et à la mutualité and the Fondation Desjardins. They can also compete in the Quebec Entrepreneurship Contest and may receive funding as part of the Introduction to Entrepreneurship Measure (IEM) of the ministère de l'Éducation, du Loisir et du Sport. Awards are granted at special regional and national gala events.

1 Scenario

Summary

Requirements

A group of young people (more than three) who are organizing a collective project (prom, trip, etc.).

Step 1 – Breaking the Ice

Activity 1: Find Someone Who... 16
Activity 2: Birthday Lineup 19

➤ **Objectives:** Help participants get to know one another.
Create a favourable work environment.
Understand participants' expectations.
Create working groups randomly.

Step 2 – Teaching Cooperation

Activity 3: A Lesson from Nature 22
Activity 4: The X and Y Game 25

➤ **Objectives:** Understand and discover the advantages of cooperation.
Increase group awareness of the values of cooperation.
Confirm participants' willingness to get involved in a collective project based on these values.

Step 3 – Understanding the Democratic Functioning of a Cooperative

Activity 5: Characteristics of a Cooperative 34

➤ **Objective:** As a group, agree on a definition of a co-operative business, and understand its rules.

Activity 6: Broken Sentences 40

➤ **Objective:** Discover or recall important characteristics of cooperatives.

Activity 7: The Democratic Functioning of a Cooperative 49

➤ **Objective:** Understand the democratic functioning of a cooperative and a **Youth Co-op**.

Step 4 – Choosing a Collective Project

Activity 8: Choosing our Collective Project 62

➤ **Objectives:** Consider existing needs in the community.
Define the group's abilities, skills and interests.
Select a project collectively.
Ensure the feasibility of the chosen project.

Scenario 1

Summary

Activity 9: Task Distribution 68

➤ **Objectives:** Understand the tasks of each working committee to help individuals choose which committee to join.

Ensure equitable distribution of responsibility among members.

Work interdependently.

Discover core functions of a business.

Plan the implementation of the **Youth Co-op**.

Step 5 – Moving along with our Youth Co-op

Activity 10: The First Board Meeting 78

➤ **Objectives:** Elect Board of Directors (President and Committee Vice- Presidents.)

Define the **Youth Co-op**'s purpose and choose a name.

Obtain an official accreditation certificate.

Define the rules of procedure.

Conclusion 89

Step 1

Breaking the Ice

Activity 1

Find Someone Who…[1]

➤ **Objectives:** Help participants get to know one another.
Create a favourable work environment.

Preparation

Material for each person:
- Find Someone Who… Task Sheet

Cooperative context:
- Looking for someone

Team size:
- Large group

Activity

Getting started
Explain the activity to the students. Very often we know little about the people around us. This activity will help you become better acquainted with, and perhaps discover some hidden talents of your fellow participants.

Procedure
Each person receives a chart which lists skills, abilities and characteristics.

Participants must go around the class and question one another, one at a time, to identify a personal skill or characteristic listed on the chart. On identifying a personal skill or characteristic, participants sign their name in the corresponding square.

You can ask each person only two questions. You cannot sign somebody else's name. You must try to fill out the entire chart. You have 10 minutes to do so.

Feedback

Ask participants what they discovered about each other. Identify the skills or characteristics that the group will need to develop a collective project.

Taking it a step further

The facilitator can group the various items of the grid under the four functions listed on the Business Functions Skills Sheet and post them on big cardboard sheets. Everyone then fills in the sheets appropriately. The group will refer to this skill bank when creating the working committees.

1. Adapted by Cynthia Tanguay from an activity of the same title in Conseil québecois de la cooperation et de la mutualité,. *Ensemble vers la réussite: Démarche d'initiation à la coopération*, (Lévis: Conseil québécois de la coopération et de la mutualité, 2003), 40-45.

Activity 1

Find Someone Who… Task Sheet

Likes to speak in public.	Likes to meet new people.	Likes to work with numbers.	Is always on the move and prefers to be active rather than sitting down.
Is good at drawing.	Is a good mediator when two people have a conflict.	Is able to create a budget.	Is a good observer.
Is good at finding information on the internet.	Is able to recognize other people's strengths.	Is good in mathematics.	Has multi-tasking abilities.
Is meticulous about how things are presented.	Is concerned about being fair when dividing tasks.	Has well-structured class notes.	Likes manual work.
Is persuasive.	Is sensitive to others.	Pays attention to his/her expenses.	Likes to understand how things work.
Has good writing skills.	Is a people person.	Likes to put things in the right place.	Is resourceful.
Is creative.	Has good listening skills.	Is patient.	Can stand pressure.

Activity 1

Business Functions Skills Facilitator Sheet

MARKETING	HUMAN RESOURCES	ACCOUNTING	PRODUCTION
Likes to speak in public.	Likes to meet new people.	Likes to work with numbers.	Is always on the move and prefers to be active rather than sitting down.
Is good at drawing.	Is a good mediator when two people have a conflict.	Is able to create a budget.	Is a good observer.
Is good at finding information on internet.	Is able to recognize other people's strengths.	Is good in mathematics.	Has multi-tasking abilities.
Is meticulous about how things are presented.	Is concerned about being fair when dividing tasks.	Has well-structured class notes.	Likes manual work.
Is persuasive.	Is sensitive to others.	Pays attention to his/her expenses.	Likes to understand how things work.
Has good writing skills.	Is a people person.	Likes to put things in their place.	Is resourceful.
Is creative.	Has good listening skills.	Is patient.	Can stand pressure.

Activity 2

Birthday Lineup

➤ **Objectives :** Help participants get to know one another.
Create a favourable work environment.
Understand participants' expectations.
Create working group randomly.

Preparation

Cooperative context:
- Form a Line

Team size:
- Large group

Activity

Getting started
In order to get the group going, let participants introduce themselves and share their expectations. Ask them to stand in a straight line according to the day and month of their birth.

Procedure
Once participants have taken up their position, let them introduce themselves one at a time and explain their expectations for the cooperative project. The facilitator records the various comments on the board.

To form working groups, start at the beginning of the line and make sure that each participant is in a group by counting the exact number you will need in each.

Feedback

Ask participants what they discovered about each other. It is important to keep the list of expectations for evaluation purposes during or at the end of the project. If the expectations are unrealistic, it is important to inform the group so as to avoid disappointment.

Step 2

Teaching Cooperation

Activity 3

A Lesson from Nature[2]

➤ **Objectives:** Understand and discover the benefits of cooperative work.
Increase group awareness of the values of cooperation.
Ensure participants' willingness to get involved in a collective project based on these values.

Preparation

Materials for each team:
- A Lesson from Nature Task Sheet
- Cardboard and markers

Cooperative context:
- Roles: spokesperson/timekeeper, secretary

Team size:
- Teams of two
- Large group

Activity

Getting started
Discuss the factors of success or failure in team work. Note all positive factors and save them for future use. Emphasize the importance of working in groups, even with people who are not necessarily friends. Ask participants to think of times when they had to work with people not of their choosing. The examples can be taken from work or family experiences, or special interest groups, such as sports teams or clubs.

Explain that this activity is an example of cooperation that occurs in nature.

Procedure
- **Individual task(s)**
  Read the text "A Lesson from Nature."
  On a sheet of paper, write down the three main concepts developed in the text.
- **Team task (s) (teams of two)**
  Share the notes you've made and agree on one common concept. The secretary records the common idea on a cardboard sheet.
- **Large group task**
  A spokesperson summarizes the main idea identified and writes it down on a board or flip chart.

2. Adapted from an activity in Conseil québécois de la coopération, *Ensemble vers la réussite: Démarche d'initiation à la coopération*, (Lévis: Conseil québécois de la coopération et de la mutualité, 2003), 18-21.

Activity 3

A Lesson from Nature

Feedback

What important lessons can be learned from this example taken from nature that will help guide the group's experience? Choose the consensus answers and post them in the room where **Youth Co-op** project activities are held. It will be interesting to compare the initial ideas with those that are finally chosen by the group.

Taking it a step further

Consensus ideas can be synthesized and re-expressed in simple sentences or slogans that describe the purpose of the **Youth Co-op**.

Activity 3

A Lesson from Nature Task Sheet

A Lesson from Nature[3]

Next fall, when you see geese heading south for winter in typical V formation, think of what science has discovered from observing the flying pattern of geese. With each flap of its wings, the goose produces a current of ascending air for the next goose in the line. By flying in a V formation, the flock can cover about 71% more distance than a goose flying solo. People who share a common goal can also reach their goal more quickly by working together.

Every time a goose gets out of the formation, it faces increased wind resistance and quickly falls back into line in order to take full advantage of the efforts of its fellow geese. If we had as much common sense as geese, we would work with people who are headed in the same direction as we are. When the lead goose gets tired, it moves to the back of the flying formation and is replaced by another. It is important for all members of the group to take a turn at the more difficult tasks. Each goose honks orders to encourage the goose behind them, so that all the geese keep up the pace.

If a goose gets tired or is wounded and has to land, two of its fellow geese will go along for protection. They will stay with the wounded goose until it is ready to fly again or dies, then they will fly off to rejoin their flock or find a new flock to join. If we had as much common sense, we wouldn't hesitate to help each other out.

In nature, teamwork is essential for survival. Think of all we could learn if we studied nature more closely.

Questions

- **Individual task**
  Which three aspects of this story struck you the most?

  _____

  _____

  _____

  _____

- **Team task (teams of two)**
  What is the most important way to help a group function effectively? Write down a few points to support your answer.

  _____

  _____

3. Lorraine Dugas, "Une leçon de la nature," *Bulletin FECS* no. 28 (February-March 1994).

Activity 4

The X and Y Game[4]

➤ **Objectives:** Understand and discover the benefits of cooperation.

Increase group awareness of the values of cooperation.

Ensure participants' willingness to get involved in a collective project based on these values.

Preparation

Materials for each team

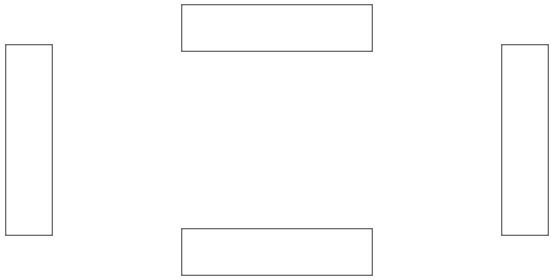
- Ballot X and Ballot Y Task Sheets
- Score Sheet Task Sheet

Group size

- Four teams (minimum of three members per team)

Group set-up

- The four teams will choose their respective places in the room at a distance that allows them to communicate with one another.



Activity

Getting started

The facilitator must ensure that no one is familiar with the game. Those who are must act as observer or secretary, and not take part. The facilitator explains that the goal is to earn as many points (dollars) as possible. The game entails ten rounds of voting. For each round, each team must choose either X or Y. The facilitator must jot down the participants' reactions.

Procedure

The facilitator creates four teams and arranges them as illustrated above.

The facilitator distributes the tools. The Score Sheet is the only tool the teams can use to decide on a game strategy. The facilitator reviews the Score Sheet with the students, in order to show them the different possibilities.

The only explanation the facilitator should give at this stage is that the goal is to "earn as many dollars as possible." Repeat this sentence often in order to confuse the players as much as possible.

4. Adaptation of the game "Gagnez autant que vous le pouvez," Pierre Simon and Lucien Albert. *Les relations interpersonnelles: Une approche expérientielle en milieu laboratoire* (Laval: Éditions Agence d'Arc, 1990).

Activity 4

The X and Y Game

The game entails ten rounds of voting. Before starting, the facilitator goes over the rules to follow. The first three rounds are individual rounds (each group chooses X or Y without any discussion with the other teams). The players on each team will have one minute to discuss the best strategy for earning as much money as possible. Each team holds up its card to display its choice, and the facilitator counts the number of X's and Y's. After each round, the facilitator records each team's score on the board, and names those that earned or lost dollars, while restating the goal of the game. In so doing, the facilitator's aim is to create confusion in order to prompt as much discussion as possible among the players. If there are any questions, the facilitator restates the goal and the first rule of the game, reminding players that this is the only information that can be given at this point.

In round four, the facilitator adds a rule. The teams can then discuss a common game strategy. They have two minutes to decide on the number of X's or Y's to display for the round. The facilitator must guide discussion to ensure that ideas are shared and that everyone agrees on a strategy. The facilitator may also draw comparisons with discussions that take place during Board or Committee meetings. Once agreement has been reached, each team has one minute to define its strategy and accept or reject the agreement reached in order to win more dollars (goal of the game). All teams raise their cards at the same time. The facilitator counts the number of X's and Y's and records the points on the board.

The game continues in the same way except in rounds five, eight and ten. In these special rounds an additional rule is given. The results are calculated as follows: round five (x 3), round eight (x 5) and round ten (x 10). Thus, if a team loses two points in round five, (x 3), it will in fact lose a total of six points!

At the end of the ten rounds, the facilitator records on the chart each team's results for each round, and the total results for each team adding a new column for each team's overall results.

Recap of game rules

- During *individual rounds* (1, 2, 3), discussion is *allowed only among teammates.*
- During *group rounds* (4, 5, 6, 7, 8, 9, 10), discussion *with other teams* is allowed before each team makes its choice
- Each team has *only one choice per round.*
- All 10 rounds must be completed in less than 30 minutes.
- The facilitator must record each team's choices on a chart that is clearly visible to all.

Activity 4
The X and Y Game

Example:
Sample chart

	1	2	3	4	5*	6	7	8*	9	10*
Team A	-1	-2	2	3	3	…				
Team B	-1	-2	-2	-1	3	…				
Team C	-1	2	2	-1	3	…				
Team D	-1	2	-2	-1	-9	…				

The facilitator should only add one more column and row at the end of all ten rounds to calculate the results.

	1	2	3	4	5*	6	7	8*	9	10*	Total
Team A	-1	-2	2	3	3	…					22
Team B	-1	-2	-2	-1	3	…					-2
Team C	-1	2	2	-1	3	…					-15
Team D	-1	2	-2	-1	-9	…					-34
Final Result	-4	0	0	0	0	…					**-29**

Activity 4

The X and Y Game

Feedback

Based on the final results and the comments noted during the game, the facilitator initiates a group discussion with the participants. Here are some sample conclusions.

The 4 Y's option is the only choice *that will allow everyone to score* and get richer over the course of the game. If this principle is followed throughout the game, each team should earn 25 points and have an overall total of 100. With this option *four teams earn money, not just one.*

We are often tempted to act alone in order to be the "only real winner," and as a result get into competition with others, diminishing our chances of success. Each player is in it for "me" rather than for "the team." (This is evident in rounds 1, 2, 3.)

Winning at all cost and the desire for gain can make us forget certain values, such as respect for one's word, mutual aid and helping others in difficulty. Each team has only one true goal: get rich as quickly as possible, even at the expense (or impoverishment) of others.

But who really wins?

If agreements have been honoured, bravo! You have just learned the strengths, values and advantages of cooperation, as the overall team results will show.

Activity 4

Task Sheet

BALLOT

Activity 4

Task Sheet

Ballot

Activity 4

Score Sheet Task Sheet

For 4 teams:

	Points (dollars)
4 X	Each team loses 1 point
3 X 1 Y	Each X earns 1 point The Y team loses 3 points
2 X 2 Y	Each X earns 2 points The Y team loses 2 points
1 X 3 Y	Each X earns 3 points The Y team loses 1 point
4 Y	Each team earns 1 point

Step 3

Democratic Functioning of a Cooperative

Activity 5

Characteristics of a Cooperative[5]

➤ **Objective:** Agree, as a group, on a definition of a cooperative business and understand its rules.

Preparation

Materials for each team

- Unity in Diversity Task Sheet – distributed according to the number of teammates
- Comparison Chart Task Sheet
- Four markers of different colours for each team

Cooperative context

- Collective Graffiti
- Roles: timekeeper, spokesperson, secretary

Group size

- Teams of four

Activity

Getting started

A group of students has set a fundraising goal for a project. To organize the task of the **Youth Co-op** the facilitator recaps the characteristics that the group identified (in "A Lesson from Nature"). The facilitator then initiates a discussion centered on the students' perceptions of the operation of a cooperative business and the rules that apply to it. This activity is designed to reinforce their previous knowledge.

Procedure

Each team member chooses a different coloured marker. Using the Collective Graffiti Task Sheet placed in the centre of their table, each team member is asked to write down what s/he knows or thinks about cooperative businesses (rules, distinctive features, etc.). The facilitator will allow a certain amount of time for the players to complete the task and will ask the timekeeper to inform players when the time is up. The members of the team then share and compare their ideas. The discussion should help the team arrive at a common definition of a cooperative business.

This definition is then recorded on the sheet in the appropriate circle. Each team member signs the sheet with the definition.

The spokesperson for each team writes the team's definition on the board.

5. Adapted from an activity conducted by Isabelle Boivin as part of the *Microprogramme en apprentissage coopératif et instruction complexe*, Université de Sherbrooke, 2003.

Activity 5

Characteristics of a Cooperative?

Feedback

Each team fills out the comparison chart. This will help students formulate their perceptions into cooperative rules. The facilitator then makes corrections, using the answer sheet and, where necessary, completes the information using the Theoretical Summary.

Activity 5

Theoretical Summary[6]

A cooperative is a business.

- It is an economic unit established for purposes of production, distribution or sales.
- Like any other business, it requires money, raw materials and know-how.
- In order to survive and grow, it must be profitable and generate more income than expenses.
- It engages in marketing, accounting and other related administrative activities to function properly (like any other business).

But a cooperative is also different from other businesses!

It is a collective **business.**

It includes you, me and all of us!
A cooperative is a collective business and belongs to all its members.

It is a democratic **business.**

One member, one vote!
A cooperative exists to serve its members, because they control it.

It is a business that is fair **to all its members.**

The cooperative respects the principle of equitable sharing of profits between the members (patronage dividends).
Each member is entitled to his/her share of the patronage dividends, in relation to the services used or the hours worked.
In the case of a **Youth Co-op**, the dividends may be collective and assigned to the group as a whole in order to carry out a common project.

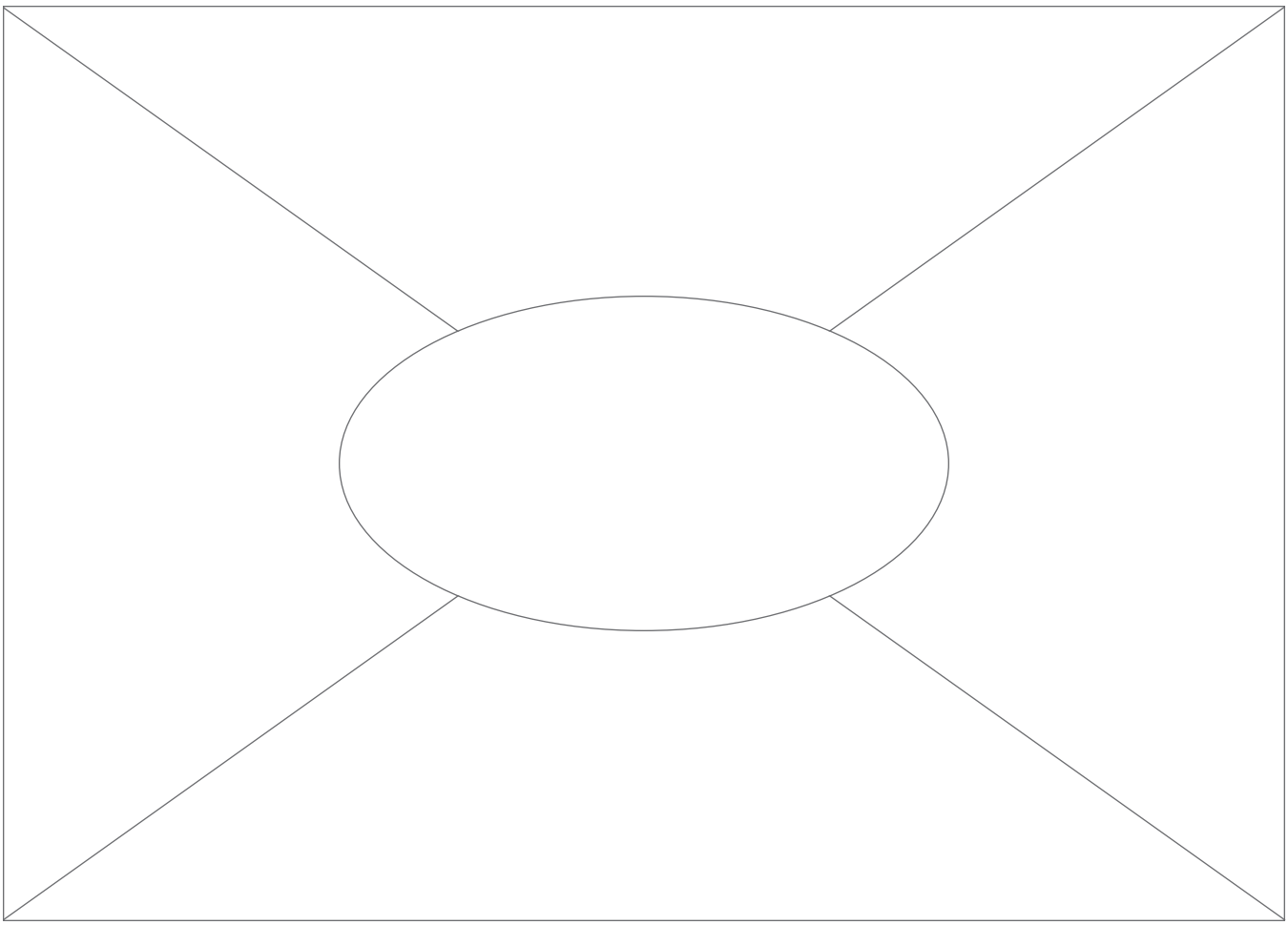
It is a business that promotes the development of individuals and of the local community**.**

One of the fundamental commitments of all cooperatives is to contribute financially to improve the community which it serves. For example, members of a **Youth Co-op** might be willing to put 5 percent of their profits toward the development of future **Youth Co-ops** in their school. It might be useful to cite the example of a Caisse Desjardins or a student-run cooperative. However, the notion of redistributing patronage dividends is different for the Caisse Desjardins compared to student cooperatives. School-based cooperatives distribute the patronage dividends at source as purchase discounts whereas Desjardins distributes it at the end of the fiscal year.

6. Based on Fédération des coopératives québécoises en milieu scolaire, *Guide d'élaboration d'un plan d'éducation coopérative à l'attention des coopératives en milieu scolaire* (Anjou: Fédération des coopératives québécoises en milieu scolaire, 2002).

Activity 5

Unity in Diversity Task Sheet



Note: A larger format sheet (approximately 60 cm x 90 cm) is recommended.

Activity 5

Comparison Chart[7] Task Sheet

Factors for comparison	Business		
	Corporation	Cooperative	Non-Profit Organization
Who are the owners?			
What is the purpose of the business?			
Who makes decisions?			
What are the rules of procedure?			
What is surplus income (after expenses) called?			
To whom do they belong?			
How are they distributed?			
In what form?			

7. Adapted from CDR-Région de Québec, Séminaire de formation des administrateurs de coopératives (Québec: CDR-Région de Québec, March 1993), 10.

Activity 5

Comparison Chart[8] Answer Sheet

Factors for comparison	Business		
	Corporation	**Cooperative**	**Non-Profit Organization**
Who are the owners?	Shareholders	Members	No owners
What is the purpose of the business?	Maximize dividends	Answer the needs of members (maximize cooperative advantage)	Answer needs of its members and the community
Who makes decisions?	Shareholders, members (General Meeting and Board of Directors)	Members (General Meeting and Board of Directors)	Members (General Meeting and Board of Directors)
What are the rules of procedure?	1 share = 1 vote 100 shares = 100 votes	1 member = 1 vote[10]	1 member = 1 vote unless otherwise specified in the rules of procedure
What is surplus income (after expenses) called?	Dividends	Surplus earnings	Surplus earnings
To whom do they belong?	Shareholders	Members	Members have no rights on surplus earnings
How are they distributed?	Proportional to shares (bigger shareholders earn bigger dividends)	Proportional to services used (the more services a member uses, the greater his/her share in surplus earnings)	Surplus earnings are not distributed
In what form?	Dividend	Patronage dividends	N/A

Note: It is recommended to place this chart somewhere in the classroom after completing the activity.

8. Adapted from CDR-Région de Québec, Séminaire de formation des administrateurs de coopératives (Québec: CDR-Région de Québec, March 1993), 10.

9. Adapted from Ministère des finances, de l'économie et de la recherche, "Annexe 2: Tableau comparatif: coopérative, compagnie et organisme à but non lucratif (OBNL)" in Horizon 2005: Politique de développement des coopératives: La coopération tout le monde y gagne!, (Québec: Ministère des finances, de l'économie et de la recherche, 2003), 56-59.

10. The primacy of the person over capital is expressed in the rules concerning decision making, the purpose of the business and the sharing of results.

Activity 6

Broken Sentences[11]

➤ **Objective :** Discover or recall important characteristics of cooperatives.

Preparation

Materials for each team
- Sentences: Print out each sentence on different colour paper (sentence 1, blue; sentence 2, orange; etc.) and cut the sentences in pieces (version 1 and 2).
- Answer Sheet (version 2)

Cooperative context
- Puzzle
- Roles: secretary, spokesperson, tools manager, facilitator (version 2 only)

Group size
- Version 1: large group
- Version 2: teams of four (home group)

Activity

Procedure
Version 1:
- Give each participant part of a sentence.
- Participants must find the person with the same colour paper and rebuild the sentence by placing themselves in the right order. Each person keeps their piece of the sentence; the participants change places.

Version 2:
- The person in charge of the materials takes an envelope for their team and distributes pieces to teammates.
- Each member must place (or displace) his/her piece of the sentence.
- Once the sentence has been reconstructed, and then checked by the facilitator, the team explains in its own words what the sentence means (on the team's answer sheet).

Feedback

Version 1:
- Read each sentence, explain or give examples if necessary.

Version 2:
- Each spokesperson presents their teams' sentence and explains it to the rest of the class.

11. Created by Cynthia Tanguay, Collective Entrepreneurship Awareness and Promotion Officer, Fédération québécoise des coopératives en milieu scolaire, 2005.

Activity 6

Answer Sheet for the Facilitator

A cooperative is a business: its goal is to **sell a product** or **offer a service** with a goal of **making a profit** or **saving money**.

Activity 6

Answer Sheet for the Facilitator

A cooperative is an **association** of members who share **common social needs** and **economic needs**.

Activity 6

Answer Sheet for the Facilitator

Members of a cooperative are usually **consumers** or **producers**.

Activity 6

Answer Sheet for the Facilitator

A cooperative is a **collective business**

because it belongs to its members.

Activity 6

Answer Sheet for the Facilitator

A cooperative is a **fair** business.

Its resources are shared

among the members.

Activity 6

Answer Sheet for the Facilitator

A cooperative is a **democratic** business because all the members are involved in the decision-making process.

Activity 6

Answer Sheet for the Team

Teammates' names:

Our sentence is:

It means:

Activity 6

Answer Sheet for the Facilitator

- A cooperative is a business: its goal is to sell a product or offer a service with a goal of making a profit or saving money.
- A cooperative is an association of members who share common social needs and economic needs.
- Members of a cooperative are usually consumers or producers.
- A cooperative is a collective business because it belongs to its members.
- A cooperative is a fair business. Its resources are shared among the members.
- A cooperative is a democratic business because all the members are involved in the decision-making process.

Activity 7

The Democratic Functioning of a Cooperative[12]

➤ **Objective:** Understand the democratic functioning of a cooperative and a **Youth Co-op**.

Preparation

Materials for the facilitator

- Organization Chart Facilitator Sheet
- The **Youth Co-op** Cooperative Triangle Facilitator Sheet
- Facilitator Answer Sheet
- Types of Cooperatives Facilitator Sheet

Materials for each team

- One clue per team
- Key Words Task Sheet

Cooperative context

- Puzzle
- Discussion
- Roles: spokesperson, timekeeper

Group size

- Six teams

Activity

Getting Started

Each team receives one clue and six key words. Participants are given a fixed amount of time to do the exercise, and the timekeeper ensures compliance.

Procedure

Team members try to guess the key word that corresponds to the clue they've been given. They then agree on where to place the key word in the organization chart.

Large group

Each team takes a turn at sending its spokesperson to place the key word in the organization chart and to justify its choice.

12. Adapted by Dominique Blais, Cooperative Entrepreneurship Promotion and Awareness Officer, Coopérative de développement régional Bas-Saint-Laurent–Côte-Nord, 2006, from an activity created by Isabelle Boivin as part of the *Microprogramme en apprentissage coopératif et instruction complexe,* Université de Sherbooke, 2003. 2003.

Activity 7

The Democratic Functioning of a Cooperative

Feedback

The facilitator elicits a discussion with the members of the group, checks the accuracy of the answers given, and gives additional information about the roles and responsibilities of all members, emphasizing the importance of respecting them in order to maximize the democratic functioning of the cooperative.

The facilitator then introduces the **Youth Co-op** Cooperative Triangle depicting the dual structure of the cooperative.

Taking it a step further

To provide participants with a clearer understanding of how a co-op works, it might be a good idea to invite a co-op representative from the community to speak to the members of the **Youth Co-op**.

The facilitator supports the members of the group in their work and can also contact the local Entrepreneurship Awareness and Promotion Officer.

Activity 7

Key Words Task Sheet

Association
General Meeting of Members
Business
Board of Directors
Management
Employees

Activity 7

Clues Task Sheet

Clue # 1

This level indicates how members can participate by exercising their rights as members or elected representatives of members (general meeting, board, committee, etc.).

Clue # 2

This aspect of the cooperative indicates the roles assigned to management, administrative divisions (accounting, marketing, production and human resources) and employees of the cooperative.

Clue # 3

This part of the co-op decides on major orientations and establishes the operating rules.

Clue # 4

This section comprises a fixed number of members as determined by the bylaws. It includes the Directors who are elected at the General Meeting. The members cannot exercise the powers exclusively reserved for this authority and vice-versa. This section ensures that the business serves the best interests of its owners, the members. It has full power over administrative operations.

Clue # 5

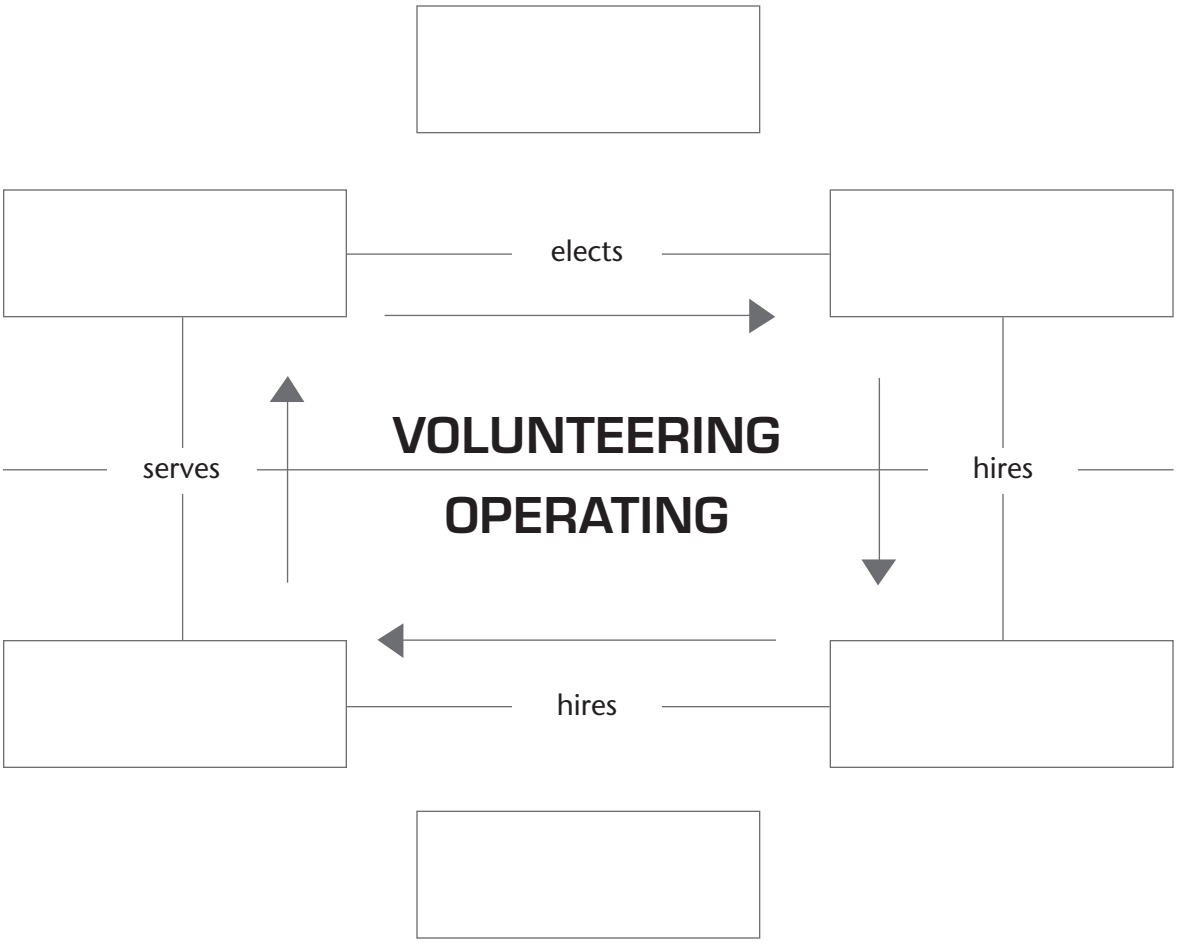
Reporting directly to the Board of Directors, this person carries out management tasks, applies the guidelines established by the Board of Directors and is responsible for daily operations. This person's duties and authority are defined by the bylaws and adopted at the General Meeting or by the Board of Directors..

Clue # 6

This group of individuals performs the tasks assigned to them by management. They are paid (or volunteers) directly involved in the cooperative's operations.

Activity 7

Facilitator Sheet: Organization Chart of a Cooperative

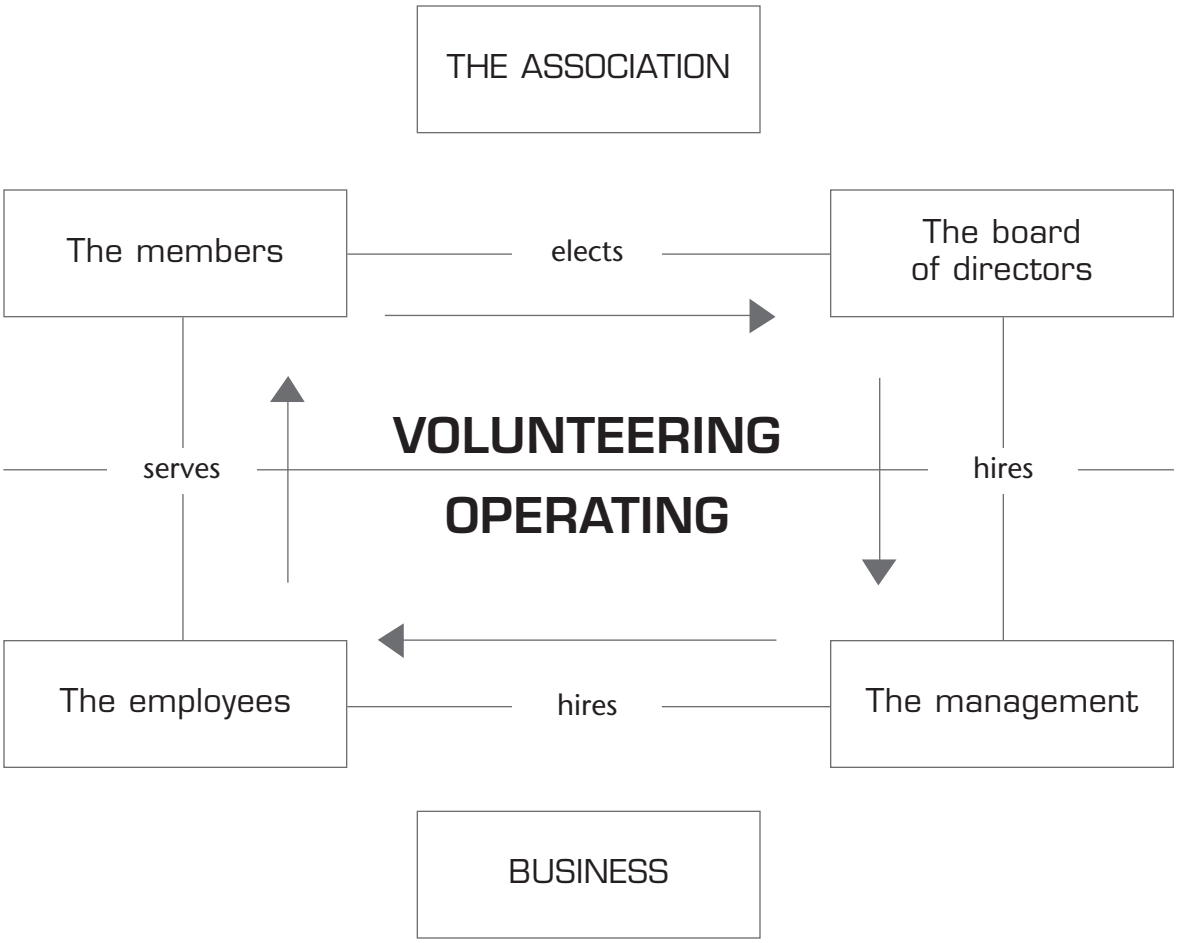


Note: This chart may be enlarged and displayed on wall or board.

Activity 7

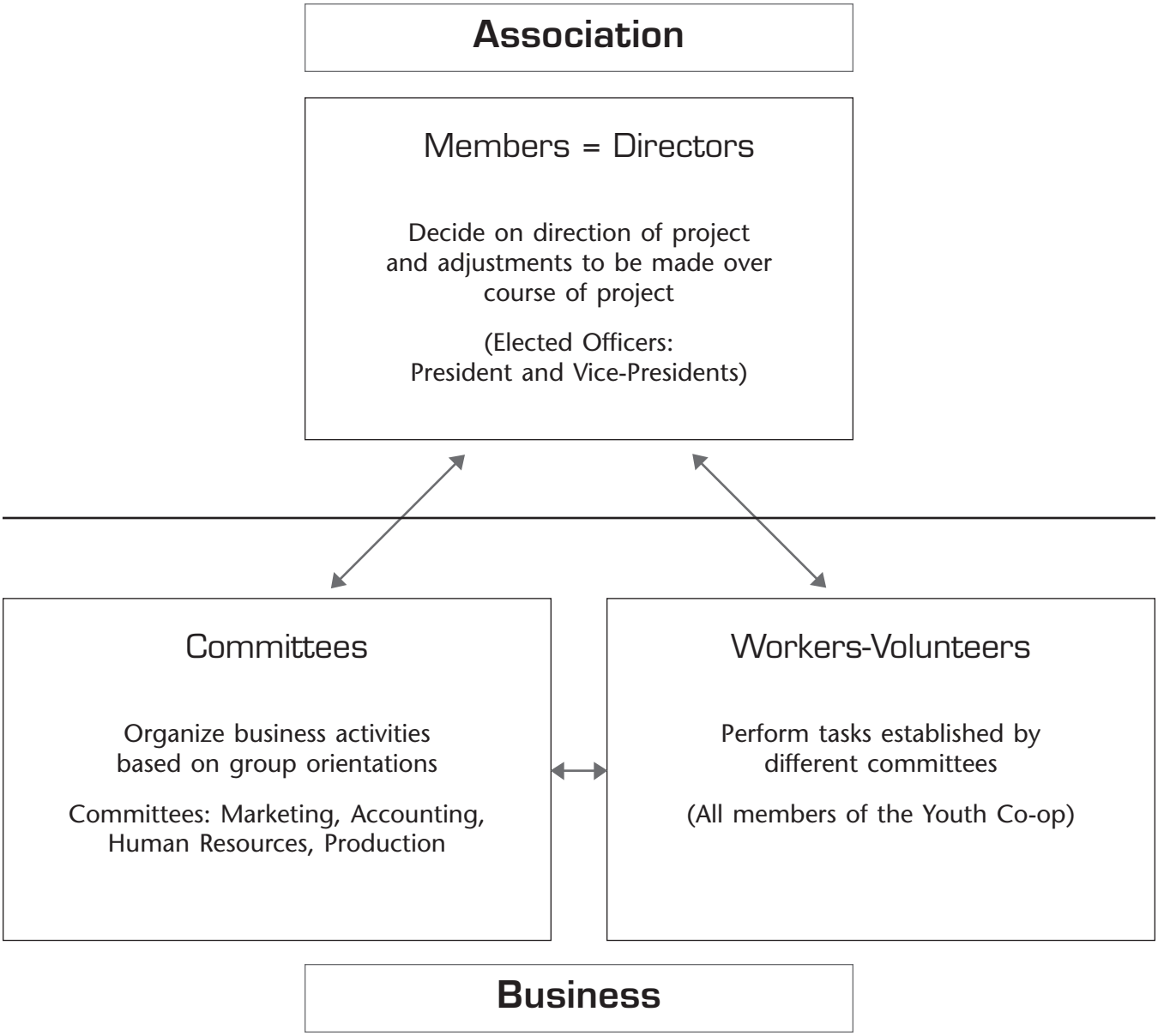
Facilitator Answer Sheet

Clue #1: The Association
Clue #2: The Business
Clue #3: The Members
Clue #4: The Board of Directors
Clue #5: The Management
Clue #6: The Employees



Activity 7

Facilitator Sheet:
Youth Co-op Cooperative
Triangle Based on a Workers Cooperative

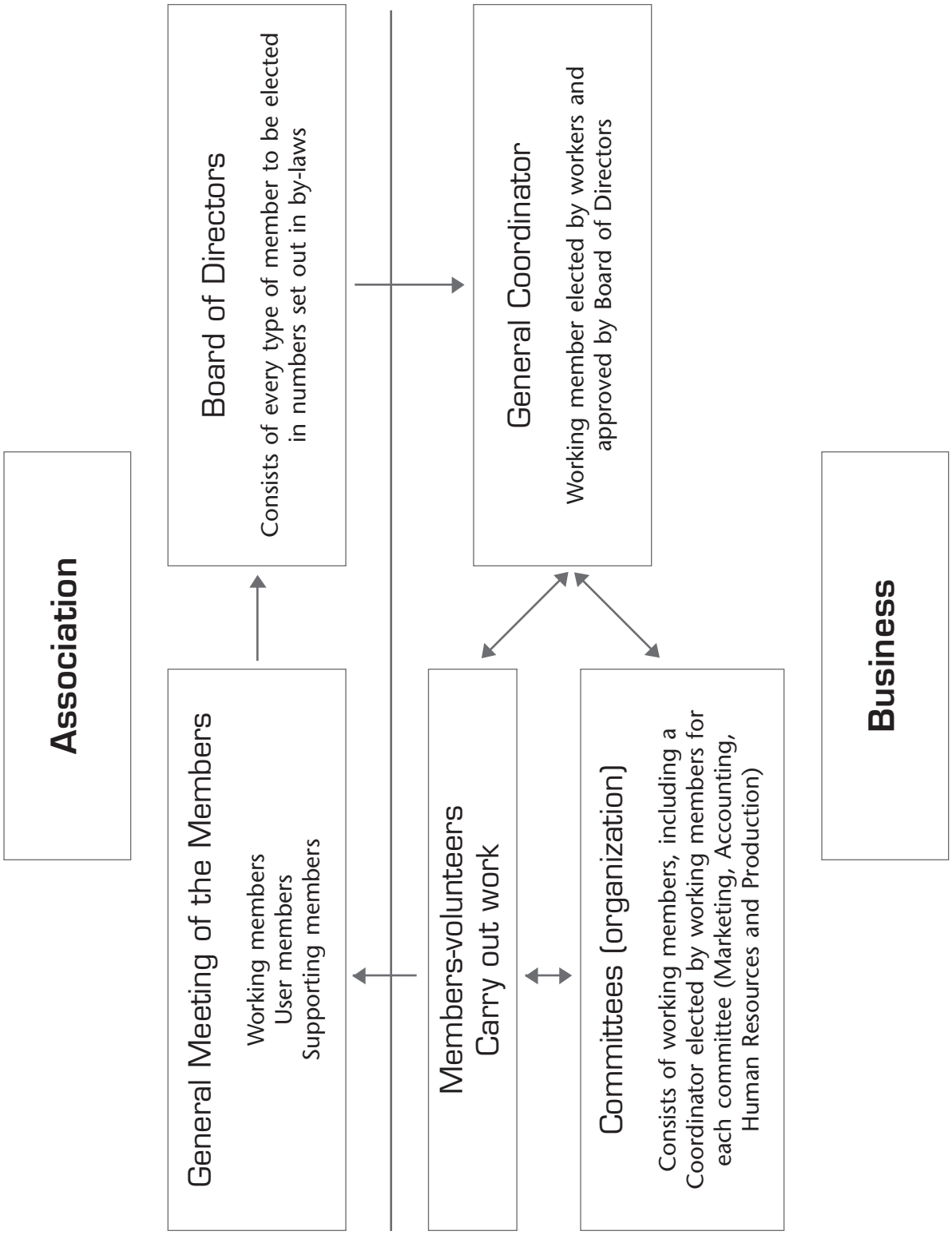


Double structure and triple status

The facilitator explains that each participant is not only a member, director and worker-volunteer but all of these at once. As a director, the member decides on orientations and elects the officers, but s/he is also part of the business structure since s/he works on a committee and performs assigned tasks.

Activity 7

Facilitator Sheet: **Youth Co-op** based on the Solidarity Cooperative Model



Activity 7

Facilitator Sheet: **Youth Co-op** Based on the Consumer Cooperative Model

Activity 7

Types of Cooperatives Facilitator Sheet[13]

There are five types of cooperatives:

- Worker Cooperatives
- Consumer Cooperatives
- Solidarity Cooperatives
- Producer Cooperatives
- Employee-Shareholder Cooperatives

Worker Cooperatives

In this type of cooperative, workers are both employees and collective owners. They ensure proper functioning of the business by participating in decision making and management. The main purpose of a worker cooperative is to create employment for its members. Worker cooperatives exist in areas such as forestry, ambulance service, transportation and factories.

For example, Youth Service Cooperatives (YSC) are worker cooperatives created by young people 14–17 years old that provide services to the community during the summer.

Consumer Cooperatives

These cooperatives provide goods and services to their members for their own use. They exist in sectors such as food, housing, school supplies, cable television and funeral services.

For example, school-based cooperatives, grouped under the Coopsco banner and present in most colleges and universities, offer a large range of products and services: books, school supplies, computers, clothing, sport supplies, food, etc.

Solidarity Cooperatives

Solidarity cooperatives have both consumer members and worker members. They can also have support members—any party interested in the goals of the cooperative. Solidarity cooperatives exist in home-help sectors, professional and business services, and proximity services (grocery stores, gas stations, restaurants) in rural and semi-rural areas.

For example, L'Échappée bleue, a network of lodgings around the Véloroute des Bleuets, is a solidarity cooperative working in the sustainable tourism sector.

13. Adapted from Ministère du développement économique, de l'innovation et de L'exportation, "Quelles sont les catégories de coopératives?", *Ministère du Développement économique, de l'Innovation et de l'Exportation* (November 30, 2005) www.mdeie.gouv.qc.ca/page/web/portail/fr/entreprises/service.prt?svcid=PAGE_GENERIQUE_CATEGORIES25&iddoc=45682

Producer Cooperatives

In these cooperatives, producers join forces to benefit from the economic advantage of buying products and services that are useful for their profession or their business. Producer cooperatives exist in various areas, such as the agri sector, taxi industry and in professional and business services.

Yoplait Tubes, now a household snack, is an example of product produced by an agri-sector cooperative.

Employee-Shareholder Cooperatives

An employee-shareholder cooperative is a company whose employees acquire equity in the company. Such cooperatives exist in the manufacturing, computer, and multimedia sectors, for example.

The Coopérative des travailleurs actionnaires d'Ambulance de l'Estrie (CTAAE) is an example of an employee-shareholder cooperative.

Step 4

Choosing a Collective Project

Activity 8

Choosing our Collective Project

➤ **Objectifves:** Consider existing needs in the community.
Define the group's abilities, skills and interests.
Select a project collectively.
Ensure the feasibility of the chosen project.

Preparation

Materials

- Stimulating Brainstorming Task Sheet
- Planning Chart Task Sheet
- Steps to Democratic Decision Making Facilitator Sheet
- Working Meeting Evaluation Grid

Checklist on meeting facilitation

- Ensure meeting is democratically moderated (all participants are entitled to speak, 1 member = 1 vote)
- Ensure the right to speak is requested and respected
- Elicit the opinions of those who do not speak
- Go around the room seeking opinions from time to time
- Aim for consensus
- Resort to vote when necessary

Group formation

- Large group (Board of Directors Meeting/Working Meeting)

Activity

Getting started

The facilitator begins a group discussion with participants to decide, as a group, on procedures they wish to follow to ensure the smooth running of the meeting. These rules may be modeled on those in the checklist or in the facilitator sheet entitled Steps to Democratic Decision Making. It is preferable that the facilitator co-moderate the first meeting to guide and support the President (the right to speak, etc.). The President or facilitator reiterates the purpose of the **Youth Co-op**: to find a business opportunity for a collaborative project.

Procedure

In order to stimulate ideas, the facilitator hands out the task sheet entitled Stimulating Brain-Storming to all participants. Each person answers the questions individually.

The moderator (President or facilitator) uses the brainstorming technique to help participants come up with ideas for activities. Before starting, the moderator emphasizes the importance of treating all ideas fairly, stating that s/he will have to call to order those who are critical of ideas or people.

Retain ideas that are accepted by the majority and, if necessary, take a vote.

Activity 8

Choosing our Collective Project

Feedback

As this is the first meeting of its kind, take a few minutes to analyze how the meeting went and to review the results.

Version 1
The facilitator gives all participants a copy of the Working Meeting Evaluation Grid.

Each participant answers the questions individually. The facilitator invites participants to share their impressions of the way the activity was conducted (democratic procedure), the results achieved (activities planned) and suggestions for improvements, if they have any.

Version 2
The facilitator gives all participants a copy of the Working Meeting Evaluation Grid.

Each participant answers the questions individually and confidentially. The grids are returned to the facilitator, who compiles and evaluates the results. At the next meeting, the facilitator summarizes the main ideas and suggests areas of improvement to be discussed by participants.

Taking it a step further

The same evaluation grid on group functioning and expectations can be used periodically throughout the project. It may prove useful if tensions arise between members or if individual or group results are less satisfactory than expected.

Activity 8

Steps to Democratic Decision Making Facilitator Sheet

Steps	Objectives	Facilitator's Role
Information	Present required information for decision making. Describe context and summarize problem.	Ensure that the necessary information is given. Allow questions for clarification. Check participants' understanding.
Discussion	Discuss the topic/problem. Explore proposals for potential solutions.	Give participants the right to speak. Summarize ideas discussed.
Proposals	Develop a proposal.	Ask participants to develop one or more proposals.
Decision	Make a decision.	Read over proposal. Ask for a "mover." Ask for a "seconder." Proceed with vote.

Note: We recommend that you display these instructions in a prominent place in the meeting room.

Activity 8

Stimulating Brainstorming
Task Sheet

1) What kind of fundraising activities are you familiar with (ones that your school or other schools have already tried)?

2) What kind of new activities could be organized by your **Youth Co-op**?

3) Do you know of any natural resources in your community (vegetables, fruit, etc.) that you could sell, in bulk or processed, at strategic times of the year?

4) Do you know of any material that you could recycle or process to sell at strategic times of the year (Christmas, Halloween, Mother's Day, Valentine's Day, etc.)?

5) Do you think that you could provide specific services to certain types of groups in your school (peers, younger students, teachers or other professionals)?

6) Do you think that your **Youth Co-op** could offer certain services to groups that have specific needs in your community and surrounding neighbourhoods (daycares, residences for seniors, etc.)?

7) Do you think that the members of your **Youth Co-op** have particular talents that could be used to organize an activity?

Activity 8

Planning Chart Task Sheet

Idea retained (time of year)	**What do we need to execute this idea?**	**How much will it cost to execute this idea?**	**How much time do we need to execute this idea?**	**When and where can we sell our product or service?**	**What steps need to be taken?**
Apple sales (Sept.–Oct.)	◦ Transportation to pick apples ◦ People to pick apples ◦ Packaging	◦ Volunteers (no charge) ◦ Cost of apples (picking fee) ◦ Packaging cost	◦ One day of apple picking ◦ Time to package (to be determined) ◦ Sales period and point of sale to be determined (school or elsewhere?)	◦ Set a realistic schedule for potential times and places	◦ Obtain necessary permission (from school, parents, target sales locations, etc.)
Sale of apple derivative products	◦ Same as above ◦ Recipes ◦ Containers and packaging	◦ Same as above ◦ Cost of containers ◦ Cost of ingredients	◦ Same as above ◦ Estimated time for preparing derivative products	◦ Same as above	◦ Same as above
Idea C					
Idea D					
Idea E					
Idea F					

Activity 8

Working Meeting/Board Meeting Evaluation Grid

Use this tool periodically to confirm that meeting procedures are being managed properly and to ensure a positive working environment. Not all questions have to be repeated each time.

1) How did today's meeting go?

2) Did everyone respect the established rules of procedure?

3) Were you able to express your opinions (as you wanted to)? If not, who or what prevented you from doing so?

4) Are you satisfied with the results of the meeting?

5) What was the most difficult aspect of the meeting?

6) What was the easiest?

Activity 9

Task Distribution

➤ **Objectives:** Understand the tasks of each working committee to help individuals choose which committee to join.

Ensure an equitable distribution of responsibility among members.

Work interdependently.

Discover the core functions of a business.

Plan the implementation of the **Youth Co-op**.

Preparation

Materials for each team
- Tasks Sheets A, B, C, D
- Team Answer Sheet

Material for each committee
- Schedule

Cooperative context
- Puzzle

Group size
- Teams of four

Activity

Getting started

After explaining the key democratic components of a cooperative, the facilitator announces that it is time to take a closer look at the day-to-day business operations of the cooperative which, like all other business, exists to fulfill a need. This may be achieved by producing, distributing or selling a product or service. For these activities to be successful, each working committee is responsible for a portion of the tasks. To begin with, the facilitator can use the results of the first activity, Find Someone Who, which identified participants' skills related to core business functions.

Procedure

Each team member will receive a different task sheet (either A, B, C or D). Each task sheet contains clues. Each member must share the clues with the others in order to find the solution. To proceed, the person with Task Sheet A reads out clue 1, followed by the person with Sheet B and so on. Once the four clues have been read aloud, each member writes down the answer s/he thinks is right in the blank space provided. Then participants discuss the answers in order to come to a consensus. One member writes the answer on the Answer Sheet for the team. When the Answer Sheet is full, all the members sign it, as proof of their agreement.

Activity 9
Task Distribution

Feedback

The facilitator proceeds with a collective evaluation (correction) and the participants choose the committee they wish to sit on. If participants require more information about the committees, please consult the Election Procedures and Task Descriptions Facilitator Sheet on pages 82 to 84.

According to the number of participants, two methods can be used. If there are many participants, the facilitator designates a corner of the room for each committee and asks the participants to go to the corner corresponding to their chosen committee. If there are few participants, a simple group discussion might be sufficient to divide participants into committees. If it is impossible to create four committees, the Production Committee should be merged with the Human Resources Committee.

Use the Schedule Sheet to plan each committee's tasks. The schedule should be updated on a regular basis taking into account unforeseen events and adjustments.

Taking it a step further

Inviting experts in each field (accounting, marketing, human resources, production) to come meet the participants of the **Youth Co-op** is strongly recommended. Ideally, experts should be working in a local cooperative. They will not only be role models for the young entrepreneurs but also form a natural network of expertise and support.

The facilitator is there to support the group in its networking efforts and can seek help from the local Collective Entrepreneurship Awareness and Promotion Officer.

Activity 9

Task Sheet A

1) Manage promotion and advertising
2) Manage conflicts
3) Organize tasks
4) Set the break-even point and sales price

My answers are:

1) _____

_____

2) _____

_____

3) _____

_____

4) _____

_____

Activity 9

Task Sheet B

1) Encourage knowledge about, or interest in, something
2) Organize meetings and follow-up on meetings
3) Quality control
4) Create a balance sheet of income and expenses

My answers are:

1) _____

_____

2) _____

_____

3) _____

_____

4) _____

_____

Activity 9

Task Sheet C

1) Find sponsors
2) Keep record of attendance
3) Plan production periods
4) Provide the project's financial information

My answers are:

1) _____

_____

2) _____

_____

3) _____

_____

4) _____

_____

Activity 9

Task Sheet D

1) Conduct a market study to ensure project answers a real need.

2) Develop a staff schedule for a booth

3) Develop production procedures

4) Compile cash flow data (income and expenses)

My answers are:

1) _____

_____

2) _____

_____

3) _____

_____

4) _____

_____

Activity 9

Team Answer Sheet

1) _____

2) _____

3) _____

4) _____

Team members' signatures:

_____

_____

_____

_____

Activity 9

Facilitator Answer Sheet

1) Marketing

2) Human Resources

3) Production

4) Accounting

Activity 9

Schedule

Our committee is:

_____

Members of our committee are:

_____

_____

_____

_____

Tasks	Person in charge	Due date

Step 5

Moving along with our **Youth Co-op**

Activity 10

The First Board Meeting

➤ **Objectives:** Elect Board of Directors (President and Committee Vice-Presidents).

Obtain an official accreditation certificate.

Define the rules of procedure.

The agenda must be sent out with each Notice of Meeting or at least submitted at the opening of the meeting.

The minutes of the meeting must be taken and saved in a binder in order to keep track of and follow up on decisions or work (this will facilitate updates and reports).

The sample agenda below contains several topics, perhaps too many for a single meeting. Depending on your group's availability, it might be a good idea to spread out these topics over several meetings.

Youth Co-op (Name)

Agenda-First Regular Board of Directors Meeting

Day, Date, Time, Location

1) **Opening and welcome**

   An attendance sheet is passed around and can be kept in a binder.

2) **Appoint a President and Secretary**

   It is a good idea for the facilitator to chair the first meeting in order to provide an example for the President, who will chair all subsequent meetings. Any of the participants can act as Secretary. At future meetings, this position will be held by a member of the Human Resources Committee. We recommend that you use the model provided in pages 79 to 81.

3) **Read and adopt the agenda**

4) **Elect Officers**

   President, Marketing Vice-President, Accounting Vice-President,

   Production Vice-President, Human Resources Vice-President

   Three possible election procedures are given on page 52.

5) **Choose a name for our Youth Co-op**

6) **Define in a few sentences the goal (purpose) of our Youth Co-op**

7) **Delegate a few individuals to fill out application documents for official accreditation of the Youth Co-op**

8) **Determine the operating rules of the Youth Co-op**

9) **Set time, date and location of the next meeting**

10) **Any other business**

11) **Adjournment**

Activity 10

The First Board Meeting

Youth Co-op (Name)

Minutes of the First Regular Board of Directors Meeting[14]
Day, Date, Time, Location

1) **Opening and welcome**

The meeting begins at _____ (time) and a list of attending members is appended to the minutes.

2) **Appoint a President and Secretary**

_____ (name) moves that _____ (name) chair the meeting. This motion is seconded by _____ (name).

Cette proposition est adoptée à l'unanimité.

_____ (name) moves that _____ (name) act as meeting Secretary. This motion is seconded by _____ (name).

Upon agreement of all the members, the motions are adopted unanimously.

3) **Read and adopt the agenda**

The President reads the agenda and asks if the members have any changes to make.

_____ (name), seconded by _____ (name), move that the agenda be accepted as presented (or as modified).

The motion is adopted unanimously.

4) **Elect Officers**

The facilitator describes the duties of each position (see Election Procedures and Tasks Description on pages 82 to 84). The facilitator then accepts nominations.

_____ (name) moves that _____ (name) be nominated for the position of President of the **Youth Co-op**. This motion is seconded by _____ (name).

next →

14. The suggested model can be adapted. The important thing is to provide an account of topics discussed and decisions made at the meeting.

Activity 10

The First Board Meeting

_____ (name) moves that _____ (name) be nominated for the position of Marketing Vice-President of the **Youth Co-op**. This motion is seconded by _____ (name).

_____ (name) moves that _____ (name) be nominated for the position of Production Vice-President of the **Youth Co-op**. This motion is seconded by _____ (name).

_____ (name) moves that _____ (name) be nominated for the position of Human Resources Vice-President of the **Youth Co-op**. This motion is seconded by _____ (name).

_____ (name) moves that _____ (name) be nominated for the position of Human Resources Vice-President of the **Youth Co-op**. This motion is seconded by _____ (name).

The motion is adopted unanimously.

5) **Choose a name for our Youth Co-op**

After discussion, _____ (name) moves that the name of the **Youth Co-op** be _____. _____. This motion is seconded by _____ (name). All participants agree and no one asks for the vote. The motion is adopted unanimously.

6) **Define the purpose of our Youth Co-op**

After due discussion, _____ (name) moves that the purpose of the **Youth Co-op** be: _____

_____

_____

_____

This motion is seconded by _____ (name). All participants agreed and no one requests the vote. The motion is adopted unanimously.

7) **Delegate a few individuals to fill out application documents required for official accreditation of the Youth Co-op**

The members move that the President and the Human Resources Vice-President be mandated to complete the documents required for official accreditation of the **Youth Co-op** and send the application to the Conseil québécois de la coopération et de la mutualité. The motion is adopted unanimously.

The motion is adopted unanimously.

next →

Activity 10

The First Board Meeting

8) **Determine the operating rules of the Youth Co-op**
Members suggest that time should be set aside at the next meeting to develop a members' contract using the document available in the Management and Assessment Tools section of the **Youth Co-op** Toolkit.

The motion is adopted unanimously.

9) **Set date, time and location of next meeting.**
The members agree that the next meeting will be held on _____ (date), at _____ (time), in room _____ (location) and that the purpose of the meeting will be to follow up on the topics of this meeting and discuss the **Youth Co-op** activities plan.

These motions are adopted unanimously.

10) **Any other business**
No further business.

11) **Adjournment**
_____ (name) moves to adjourn the meeting. This motion is seconded by _____. The meeting is adjourned at _____ (time).

The motion is adopted unanimously.

Reminder

All participants are members and therefore Directors of the **Youth Co-op**. Officers are those elected by the members to take on leadership positions. In **Youth Co-op** Scenario 1, the Officers are the President and the Vice-Presidents of Marketing, Accounting, Production and Human Resources.

Activity 10

Facilitator Sheet: Election Procedure and Task Descriptions

Prior to the election, the responsibilities associated to each position should be explained. Every member should have the chance to ask questions.

1. Task descriptions

President

The President is the official spokesperson for the **Youth Co-op** and represents the **Youth Co-op** at public events and when dealing with the media.

The President also supports the Vice-Presidents' team in the performance of their mandates. Although the President does not coordinate any one committee, s/he must ensure that all committees run smoothly and that all decisions made by the group are respected, thus providing support where it is needed. The President is a member of the **Youth Co-op**, like any other, and takes part in the same tasks (production, sales, etc.).

The President's most important responsibility is to chair the meetings of the Board of Directors. As Chair, his/her duties are as follows:

- Open the meeting
- Ensure the adoption of the agenda
- Open and close the floor for debates on agenda items in accordance with the procedure established by members
- Provide guidance to committees about their duties. This does not mean managing the committees' work, but rather ensuring that all members fulfill their duties.
- Ensure that all meetings run smoothly by proposing rules of procedure and guaranteeing that they are respected by all (including by him/herself); the President is the watchdog for the rules adopted by the group
- Foster a positive environment for discussion
- Encourage all coordinators to actively participate in meetings
- Cede the floor to members fairly
- Seek opinions from those who have not yet spoken Reject topics as "out of order" if irrelevant or aggressive

Marketing Vice-President

The Marketing VP is the spokesperson for the Marketing Committee and is in charge of reporting on the working committee's activities at the Board of Directors Meeting.

This person coordinates the marketing tasks assigned to the committee or the activities proposed by the Board of Directors in this area. Tasks and activities include the following:

- Creating and conducting a market study
- Promoting and advertising the product or service
- Developing marketing strategies (packaging, etc.)
- Providing co-op members with sales training
- Organizing the official launch of the co-op (if applicable) and local media relations (if applicable)
- Assessing and stimulating sales
- Producing reports (follow up on activities) requested by Board of Directors and the final report

Activity 10

Facilitator Sheet: Election Procedure and Task Descriptions

The Accounting Vice-President

The Accounting Vice-President is the spokesperson for the Accounting Committee and is in charge of reporting on the working committee's activities at the Board of Directors Meeting.

This person coordinates the accounting tasks assigned to the committee or the activities proposed by the Board of Directors in this area. Tasks and activities include the following:

- Managing finances
- Preparing budget forecasts
- Preparing financial statements
- Determining a break-even point and sales prices (in conjunction with Marketing and Production Committees)
- Keeping accounts up to date
- Producing all financial reports (follow-up) requested by the Board of Directors and for the final report

Production Vice-President

The Production VP is the spokesperson for the Production Committee and is in charge of reporting on the working committee's activities at the Board of Directors Meeting.

This person coordinates the production tasks assigned to the committee or the activities proposed by the Board of Directors in this area. Tasks and activities include the following:

- Organizing production
- Producing a prototype
- Setting the cost of production or service
- Training members in production or service procedures
- Ensuring quality control
- Producing all reports requested by the Board of Directors and the final report

Human Resources Vice-President

The Human Resources VP is the spokesperson for the HR Committee and is in charge of reporting on the working committee's activities at the Board of Directors Meeting.

This person coordinates the tasks related to human resources assigned to the committee or the activities proposed by the Board of Directors in this area. Tasks and activities include the following:

- Keeping attendance records of Board Meetings and Working Meetings (production or sales)
- Producing schedules of attendance at sales or production events
- Managing conflict
- Handling complaints
- Managing meetings (notice of meeting, agenda, follow up on meetings, minutes) and keeping records of all meeting documentation
- Producing all reports (follow-up) requested by the Board of Directors and the final report

Officers meet when necessary to ensure that work is progressing as planned or to discuss solutions to problems that arise.

Activity 10

Facilitator Sheet: Election Procedure and Task Descriptions

2. Election procedures

Option 1 - Secret vote

The facilitator asks the members of the Board of Directors to nominate a candidate for President. They are given a few moments to reflect on their choice and then write the name of the person they choose on a small ballot. The facilitator collects and counts the ballots and the candidate who receives the most votes will be asked whether s/he accepts the position. If so, the position is filled. The same procedure is repeated for each position. If there is a tie between two candidates, the facilitator first asks them if they are interested in the position. If so, a second secret vote is held. To properly guide the members in their decision making, we recommended that they consult the Task Descriptions on pages 82 and 83.

Option 2 - Official presentation and formal election

After they have familiarized themselves with the task descriptions on pages 82 and 83, members decide whether they are interested in these positions. Those interested prepare an election speech. The facilitator invites the candidates interested in the position of President to step forward. Each candidate is given the floor. After the presentations, a secret vote is held. The facilitator collects and counts the ballots, then announces the results. The same procedure is repeated for each position.

Option 3 – Conventional formal election

The facilitator calls for nominations among the members present, for each position to be filled. After each proposal, the member accepts or refuses the nomination. If only one person is nominated, this person may accept or reject the position. If the member accepts, s/he is elected by acclamation. If there is more than one candidate, the candidates prepare an election speech and address the members. After all candidates have spoken, a secret vote is held. The facilitator collects and counts the ballots. The same procedure is repeated for each position.

Activity 10

Documents Required for Official **Youth Co-op** Accreditation Certificate

The Conseil québécois de la coopération et de la mutualité issues official accreditation for all projects that follow these procedures. The projects qualify under La Relève en action of the Fondation pour l'éducation à la coopération et à la mutualité and the Fondation Desjardins. They can also compete in the Quebec Entrepreneurship Contest and may receive funding as part of the Introduction to Entrepreneurship Measure (IEM) of the ministère de l'Éducation, du Loisir et du Sport. Awards are granted at special regional and national gala events.

A few points about Youth Co-op accreditation:

1) Through accreditation, projects that follow **Youth Co-op** procedures become visible.

2) This network of projects makes it possible to compile data (results) that are useful for the promotion of **Youth Co-op** programs. This serves to improve the tools that are available.

3) The accreditation process also helps to establish a framework for recognition of **Youth Co-op** projects (gala events, awards, etc.).

To obtain the official accreditation certificate the following three forms must be completed: articles for the **Youth Co-op**, list of the founding members and the application.

Articles of Accreditation

- The articles of the **Youth Co-op** contain the following:
- The name of the cooperative (chosen by the group)
- The address of its head office
- The purpose for which the cooperative was created (reason for existing)
- The territory or group from which members are recruited (Who will your members be and where are they from?)
- The list of the founding members (the promoters group who created the cooperative)

The cooperative's Articles of Accreditation must be signed by all the founding members, and attached to the application for accreditation. State the address of the cooperative as well as the name of the person designated as the provisional Secretary.

Send documents to the Conseil québécois de coopération et de la mutualité (by mail or fax) to the following address:

Conseil québécois de la coopération et de la mutualité
Youth Co-op Accreditation
5955 Saint-Laurent St., Suite 204
Lévis, Québec G6V 3P5
Fax: 418 835-6322

Activity 10

Sample of Articles

Articles of Accreditation

1. Corporate name

Sleeping Woods Youth Co-op
(Name of cooperative business)

2. Address

26, Unicorn Street, Montrec (Québec), H0H 0H0
(Head office)

3. Purpose of the cooperative

Youth CO-OP [X] Scenario 1 or [ ] Scenario 2

based on the following cooperative model:

- [X] Workers cooperative
- [ ] Solidarity cooperative
- [ ] Consumer cooperative

created to provide its members with:

Pillows
(Type of goods, service or employment)

in the field of: production
(Goods, production or employment sector)

4. Member territory or recruitment base:

Montrec High School
(Region, locality and/or group of individuals)

5. Collective Entrepreneurship Awareness and Promotion Officer supporting the project:

Amélie Poulain
(First and last name)

6. Entrepreneurship Awareness and Promotion Officer supporting the project:

Peter Lambert
(First and last name)

Activity 10

List of Founding Members

Founding Members

First and last Name	Title	Email	Signature

Activity 10

Sample Application and Notice to include with Articles of Accreditation

Application and Notice

We, the undersigned, founding members of the cooperative named herein,

Sleeping Woods Youth Co-op
(Name)

apply to the Conseil québécois de la coopération et de la mutualité for the accreditation of this cooperative, and give notice that the person designated as provisional Secretary is:

John Smith
(Name)

that the method and deadline for convening the Founding General Meeting are as follow:

method : email (Telephone, email, post, etc.) deadline: 5 days (days before the meeting)

that the head office address of the proposed cooperative

is: 26, Unicorn Street, Montrec (Québec), H0H 0H0
(Address)

Date : October 10, 2012

Signature: John Smith

Conclusion

Over to you!

You now have all the ingredients you need to launch your **Youth Co-op** project. It's up to you to channel your imagination, style and energy into creating unique activities. Don't forget to listen to your fellow members!

In order to successfully complete your project, consult the assessment and management tools included in the Toolbox section of this guide. You can also contact your regional Collective Entrepreneurship Awareness and Promotion Officer for additional information or assistance. You will find a contact list for these officers at the end of the guide.

In order to inform your community and other schools about your achievements, send a copy of your end-of-year report (a model can be found in the Toolbox section) to your partners, the local media and the Conseil québécois de la cooperation et de la mutualité.

You should also begin to think about taking part in the recognition program known as *La relève en action* of the Fondation pour l'éducation à la coopération et la mutualité and the Fondation Desjardins and entering the Québec Entrepreneurship Contest. Send in a copy of your end-of-year report along with your contest entry. If you get any good local media coverage, be sure to also submit a copy!

Best of luck with your project!