

CANADIAN CENTRE FOR THE STUDY OF CO-OPERATIVES (CCSC)

A Qualitative Comparison of Curriculum Elements in Three Educational Resources on Co-operatives

OCCASIONAL PAPER SERIES

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May 2025



Abstract

This paper presents a comprehensive analysis of three educational resources on co-operatives: *All 4 Each: A Unit to Empower Co-operative Consciousness*, *Co-operatives: The Business of Teamwork*, and *High School Co-operative Syllabus*. Through a comparative examination of educational goals, subject areas, pedagogical approaches, assessment strategies, and curriculum structures, the analysis highlights common themes and unique perspectives in co-operative education. The findings reveal a rich tapestry of educational strategies tailored to diverse learning environments and educational goals, emphasizing the importance of theoretical understanding and practical application of co-operative principles. Despite challenges such as the complexity of information and limited engagement opportunities, the analysis identifies opportunities for improvement and underscores the potential of co-operative education to empower students with the knowledge and skills to contribute meaningfully to co-operative endeavors. This analysis can serve as a guide to teachers and other co-operative educators on the benefits of using any of these three co-operative education resources in teaching youth co-operative education today, including challenges to address and opportunities for improvement.

key terms: Co-operative Education, Pedagogical Approaches, Curriculum Structures, and Assessment Strategies

This research was supported by the University of Saskatchewan's Living Skies Post-doctoral Fellows Program and the Communities and Sustainability Signature Area of Research.



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Introduction

As co-operative principle 5 makes clear, co-operative education programs serve a vital role in the vitality of the movement. When done well, it provides a platform for equipping learners with the skills and knowledge necessary to gain awareness of, learn about, and engage effectively in co-operative enterprises and contribute to their development.¹

Yet, according to the latest [CCSC annual survey](#), for the 7th straight year, Canadian co-operative leaders say lack of awareness of the model is the most pressing issue facing the sector. They identified lack of opportunities to learn about co-operatives in primary and secondary school as particular challenges to increasing such awareness amongst youth (Yu 2025).

While the sector continues to grapple with how to address the paucity of opportunities to teach co-ops in schools, there is a renewed interest in *what and how to teach* co-operative education to youth. This paper presents a comprehensive comparative analysis of three youth-focused co-operative education resources—*All 4 Each: A Unit to Empower Co-operative Consciousness*, *Co-operatives: The Business of Teamwork*, and *High School Co-operative Syllabus*. These resources were designed for middle and secondary school learners and have been used in co-operative education for more than a decade.²

Through a comparative examination of educational goals, subject areas, pedagogical approaches, assessment strategies, and curriculum structures, this analysis seeks to highlight common themes and unique perspectives in co-operative education. The objective is to provide a nuanced

understanding³ of curricular elements essential for effective, successful co-operative education programs and to guide revision and development of existing resources and programs.

Methodology

This qualitative study employed a content analysis method designed to conduct a comprehensive analysis and comparison of curriculum elements across three educational resources on co-operatives, specifically targeting high school and middle school students (grades 6–12). The aim was to systematically evaluate each resource in terms of its educational goals, curriculum structure, content, pedagogical approaches, assessment strategies, support structures, and overall effectiveness and challenges.

The educational resources selected for this analysis were: 1) *All 4 Each: A Unit to Empower Co-operative Consciousness* (SCA and PLEA 2012); 2) *The Business of Teamwork*, Section 3 (National Farmers Union 2012); 3) *High School Co-operative Syllabus* (Frederick and McKee 2012). These educational resources were chosen for their focused content on co-operatives and their accessibility. They provide relevant information that supports understanding of co-operative principles and are readily available online, offering practical insights for learners.

Each resource was thoroughly reviewed by lesson. We scrutinized, listed, and revised their related components multiple times, making additions, deletions, and ultimately finalizing them to gather comprehensive data on the following areas: General Aspects, Educational Goals, Curriculum Structure, Content, Subject Areas, Pedagogical Approaches, Assessment and Evaluation, Support Structures, and Challenges and Opportunities.

¹ “Education, Training, and Information” is Principle #5 of the [7 Co-operative Principles](#) guiding co-operatives in putting their values into practice (ICA 2015).

² An assessment and evaluation of the efficacy of these three resources would further enhance the analysis and findings of this paper.

³ This analysis is informed by insights on co-operative education, principles, and practices gleaned from Harold Chapman (2015), Murray Fulton (2016), and Melanie Shellito (2018).

The data collected from each lesson were systematically organized into tables to facilitate a structured comparison of each curriculum aspect across the three educational resources. This approach allowed for the identification of patterns, similarities, and differences in the instructional design and pedagogical strategies used to teach about co-operatives at the middle school and high school level.

The analysis aimed to discern the pedagogical implications of these findings and to propose ways

in which these educational resources could be enhanced to better achieve educational goals.

Ethical Considerations

As this study involved the analysis of publicly available materials and did not include human subjects, it was exempt from the typical ethical concerns associated with human research. Nonetheless, all educational resource content was treated with the utmost respect for intellectual property rights and confidentiality.

Findings and Discussion

Educational Resource 1: All 4 Each: A Unit to Empower Co-operative Consciousness

All 4 Each (SCA and PLEA 2012) is an educational resource crafted to foster a deep understanding of co-operative principles and their real-world applications among Grade 8 students, aligned with the Saskatchewan Social Studies Curriculum. Based on the Ontario Co-operative Association’s *All 4 Each* learning resource and developed collaboratively by the Saskatchewan Co-operative Association and the Public Legal Education Association of Saskatchewan, this comprehensive resource comprises 36 pages and encompasses five engaging lessons.

With a focus on promoting co-operative learning, critical thinking, and the development of practical skills, *All 4 Each* empowers students to comprehend the significance of co-operative values, democratic decision-making, and community development. Through a diverse

range of pedagogical approaches and assessment strategies, educators can effectively guide students through narrative-based, problem-solving, and project-based learning experiences, ensuring a holistic understanding of co-operative principles across various subject areas. *All 4 Each* not only equips students with the knowledge and skills to navigate co-operative endeavors but also inspires them to become active agents of positive change within their communities.

Potential challenges to using the resource, such as alignment of learning objectives with assessment tools, as well as opportunities for improvement and modernization—like integrating technology and ensuring the curriculum is inclusive of diverse learners—are identified below.

Table 1: Overview of *All 4 Each*

Aspect	Evaluation	
General	Resource Name	<i>All 4 Each: A Unit to Empower Co-operative Consciousness</i>
	Pages	36
	Lessons	5
	Target Learners	Grade 8 Students
	Alignment with	Saskatchewan Grade 8 Social Studies Curriculum
	Year	2012

	Author(s)	Saskatchewan Co-operative Association (SCA) and the Public Legal Education Association of Saskatchewan (PLEA)
	Publisher	SCA and PLEA
Educational Goals	<ol style="list-style-type: none"> 1. Learn financial concepts (e.g., profit and surplus). 2. Develop presentation skills. 3. Promote co-operative learning. 4. Learn responsibilities and benefits of membership. 5. Develop critical thinking on co-operative solutions. 6. Promote awareness of co-operative values. 7. Comprehend real-life co-operative examples. 8. Understand co-operative democracy. 9. Learn about member decision-making. 10. Understand co-operative principles in real-life scenarios. 11. Understand co-operative capital management. 12. Analyze real-life examples of co-operative autonomy. 13. Foster appreciation for co-operative contributions to community development. 14. Understand co-operative education and training. 15. Promote understanding of co-operative benefits in communities. 16. Develop awareness of strength in co-operative collaboration. 17. Explore co-operative support for social responsibility. 18. Analyze historical and contemporary co-operative creation. 19. Inspire students to take action. 20. Appreciate the members' resilience. 21. Reflect on co-operative significance. 22. Understand socio-economic challenges in Canada. 23. Explore collective action and co-operation as tools for change. 24. Reflect on the global influence of the Antigonish Movement. 25. Inspire community-driven initiatives for social justice. 26. Explore Canada's co-op and credit union movement roots. 27. Learn about Desjardins' first credit union. 28. Inspire alternative finance models for community growth. 29. Understand Mondragon's co-op structure and growth. 30. Explore structures, challenges, and solutions in co-operatives. 31. Understand the initiative of Flying Dust First Nation in addressing diet-related issues. 32. Learn about the establishment and growth of the community garden. 33. Appreciate the importance of employment opportunities. 34. Inspire consideration of future expansion plans for the co-operative. 35. Learn to apply co-operative models to solve community issues. 36. Address geographical challenges in organizations through cooperation. 37. Propose creative strategies to address community needs. 38. Foster entrepreneurial mindset. 39. Develop research skills by investigating existing co-operatives. 40. Analyze common goals among co-operatives. 41. Facilitate experiential learning via potential field trips to local co-operatives. 42. Learn practical skills in drafting co-operative proposals (Business Planning) 43. Foster teamwork and effective communication in group projects. 	

Curriculum Structure	<ol style="list-style-type: none"> 1. Introduction 2. Instructions for teachers 3. Case Studies and Stories 4. Historical Background 5. Engagement Activities 6. Problem-Solving Exercises 7. Research Assignments 8. Project-Based Learning 9. Integration of Co-operative Principles 10. Reflection and Evaluation
Content	<ol style="list-style-type: none"> 1. Introduction 2. Teacher's Background Information 3. What is Co-operative? 4. Introducing Co-operatives 5. The Co-operative Principles 6. Principles into Practice 7. Narrator's Script 8. Scenario Slips 9. Collective Issues, Collective Solutions 10. Business Case Study Scenarios 11. Co-operative Search 12. Co-op Questions 13. Co-operative Constructions 14. First Ideas 1 15. First Ideas 2 16. Co-operative Business Proposal 17. Rubrics 18. Resources

Subject Areas	<ol style="list-style-type: none"> 1. History 2. Economics 3. Social Studies 4. Business Studies 5. Education 6. Finance 7. Sociology 8. Global Studies 9. Public Health 10. Agriculture and Food Systems 11. Environmental Sustainability 12. Indigenous Studies 13. Geography 14. Organizational behavior 15. Communication 16. Marketing 17. Human Resource Management 18. Nonprofit Management 19. Youth Development 20. Research 21. Entrepreneurship 22. Civic Engagement
Pedagogical Approaches	<ol style="list-style-type: none"> 1. Narrative-Based Learning 2. Problem-Based Learning 3. Co-operative Learning 4. Reflective Learning 5. Interdisciplinary Learning 6. Hands-on (Experiential) Learning 7. Inquiry-Based Learning 8. Project-Based Learning
Assessment and Evaluation	<ol style="list-style-type: none"> 1. Case Study Analysis 2. Business Proposal Creation 3. Group Discussions 4. Presentations 5. Reflection Activities 6. Research Assignments 7. Role-Playing Exercises 8. Assessment of Business Plans 9. Quiz Assessments 10. Peer Assessment 11. Self-Assessment 12. Written Reports

Support Structures	<ol style="list-style-type: none"> 1. Teacher Guidance and Instruction 2. Examples and Case Studies 3. Research Resources 4. Feedback Mechanisms 5. Practical Exercises 6. Online Resources 7. References
Challenges	<ol style="list-style-type: none"> 1. Assessment Alignment: Ensuring assessment tools and strategies accurately measure students' understanding while aligning with learning objectives can be a significant challenge. 2. Cultivating Global Awareness: Expanding co-operative learning to include global examples may present challenges in finding relevant case studies and effectively fostering global awareness among students. 3. Addressing Time Constraints: Optimizing instructional time while covering all key concepts and case studies within the curriculum can be challenging and require careful planning and prioritization.
Opportunities for Improvement	<ol style="list-style-type: none"> 1. Integration of Diverse Learning Styles: Addressing diverse learning needs among students, such as visual, auditory, and kinesthetic learners, presents an opportunity to enhance engagement and comprehension. 2. Incorporating Technology: Leveraging technology tools and resources can enhance learning experiences, facilitate research, promote collaboration, and engage students more effectively. 3. Fostering Entrepreneurial Spirit: Encouraging entrepreneurial initiatives within the co-operative model empowers students and promotes innovation. 4. Enhancing Real-World Application: Providing more opportunities for hands-on experiences, such as field trips to local co-operatives or simulated co-operative projects, allows students to apply theoretical knowledge in practical situations. 5. Supporting Teacher Professional Development: Offering professional development opportunities for educators enables them to deepen their understanding of co-operative principles and pedagogical approaches, enhancing their ability to deliver high-quality instruction effectively.

Educational Resource 2: Co-operatives: The Business of Teamwork

Section 3 of the *Co-operatives: The Business of Teamwork*⁴ educational resource (National Farmers Union, 2012) serves as a comprehensive educational resource that explores the historical, economic, and social dimensions of co-operatives while emphasizing their practical

applications. Developed by the National Farmers Union in 2012, this 26-page section consists of four engaging lessons tailored for students in grades 6–8.

The curriculum delves into key subject areas, including history, economics, business studies, education, social studies, entrepreneurship, and finance, providing students with a well-rounded understanding of co-operative enterprises. Through hands-on activities, group discussions, and co-operative tasks, learners examine the

⁴ In this paper, “*Co-operatives: The Business of Teamwork*” will be used to refer to Section 3 of that resource (for Grades 6–8). The other sections of that curricular resource, targeting other grades and types of learners, were not included in this analysis.

evolution of co-operatives, their economic significance, and their role in fostering entrepreneurial and financial literacy. The resource promotes essential skills such as critical thinking, teamwork, leadership, and decision-making, encouraging students to apply co-operative principles in real-world contexts. Additionally, it highlights the importance of building partnerships with co-operatives and

incorporating experiential learning opportunities, such as co-operative visits, to deepen student engagement.

By providing a multidisciplinary approach, *Co-operatives: The Business of Teamwork* equips learners with the knowledge and skills needed to participate in and contribute to co-operative initiatives and community development.

Table 2: Overview of the Educational Resource *Co-operatives: The Business of Teamwork*

Aspect	Evaluation	
General aspects	Name of the resource	“Section 3: Grades 6-8” of <i>Co-operatives: The Business of Teamwork</i>
	Number of pages	26
	Number of lessons	4
	Target learners	Grades 6-8
	Alignment with	Social Studies, Economics, Business Studies, Citizenship Education, and Career & Life Skills Education
	Year	2012
	By	National Farmers Union

Educational Goals	<ol style="list-style-type: none"> 1. Understand Co-operatives vs. Corporations 2. Promote Awareness of Co-op Benefits 3. Identify Co-op Products and Services 4. Engage with Co-operative Business Principles 5. Explore the Role of Co-ops in Providing Services 6. Develop Critical Thinking on Business Structures 7. Build Teamwork and Decision-Making Skills 8. Understand the Diversity of Co-operatives 9. Learn Co-operative History 10. Explore the Flexibility of the Co-op Model 11. Identify Local and Global Co-ops 12. Participate in Hands-On Mapping Activity 13. Investigate Co-op Contributions to Communities 14. Promote Collaborative Learning 15. Explore Co-op Products and Benefits 16. Incorporate Food and Snacks into Learning 17. Understand Co-op Operations 18. Explore Membership and Benefits 19. Identify Industry Connections 20. Engage in Inquiry and research 21. Connect Theory to Practice 22. Increase Community Engagement and Awareness 23. Understand Teamwork and Leadership 24. Encourage Cooperation 25. Foster Synergy in Teams 26. Understand the Role of Communication 27. Reflect on Cooperation in Real Life 28. Recognize the Challenges of Group Work 29. Instill the Value of Cooperation Over Competition
Curriculum Structure	<ol style="list-style-type: none"> 1. Co-operative Crossing 2. Setting the Table Challenge 3. Snack Time & Product Sourcing 4. Discussion & Reflection 5. Assessment 6. Teacher's Insight 7. Life Skills 8. Closing Reflection 9. Flexibility and Adaptability
Content	<ol style="list-style-type: none"> 1. Lesson One: Co-ops Put People Ahead of Profits 2. Lesson Two: Putting Co-ops on the Map 3. Lesson Three: The Business of Co-operatives 4. Lesson Four: Ready, Set, Cooperate! 5. What does it take to cooperate? 6. Teacher's Insight: What does it take to cooperate? 7. Optional Activities

Subject Areas	<ol style="list-style-type: none"> 1. History 2. Economics 3. Business Studies 4. Education 5. Social Studies 6. Entrepreneurship 7. Finance
Pedagogical Approaches	<ol style="list-style-type: none"> 1. Problem-Based Learning 2. Project-Based Learning 3. Experiential Learning 4. Co-operative Learning
Assessment and Evaluation	<ol style="list-style-type: none"> 1. Discussion Checklist 2. Group Discussion 3. Reflection Questions 4. Teacher's Insight
Support Structures	<ol style="list-style-type: none"> 1. Teacher's Insight 2. Discussion Questions 3. Co-operative Resources 4. Group Work 5. Role Assignments
Challenges	<ol style="list-style-type: none"> 1. Communication: The success of co-operative tasks relies heavily on effective communication. If team members fail to communicate clearly, they may struggle to complete tasks or make decisions collectively. 2. Role Distribution: The need to assign tasks and responsibilities effectively. Without clear organization or proper role allocation, teamwork can become chaotic or inefficient. 3. Leadership: The challenge of leadership within groups. Some individuals may emerge as leaders, which could create imbalances in participation or leadership styles, leading to group dynamics issues. 4. Time Management: The challenge of completing tasks within a set time frame, particularly in co-operative tasks that require thoughtful planning and coordination. 5. Individual Accountability: Ensuring all group members contribute equally to the task. 6. Conflict Resolution: Managing conflicts that arise due to differences in ideas, strategies, or personal preferences.

Opportunities for Improvement	<ol style="list-style-type: none">1. Enhancing Lectures with Multimedia Resources: Incorporating visual aids, videos, or interactive media to supplement learning.2. Providing Effective Follow-Up Activities: Designing follow-up activities that reinforce co-operative principles, such as reflection exercises or group discussions.3. Promoting Student-Led Research and Presentations: Encouraging students to conduct research on local co-operatives and share findings through presentations, fostering ownership of the learning process.4. Introducing Financial Concepts with Pre-Session Materials: Providing foundational materials that introduce financial concepts to ensure students are prepared for deeper learning during the session.5. Leveraging Interactive Tools for Financial Simulations: Using interactive financial tools or simulations to engage students in practical exercises, helping them better understand co-operative economics.6. Building Partnerships with Multiple Co-operatives: Collaborating with a variety of co-operatives to expose students to different organizational models and real-world examples.7. Enriching Learning Through Co-operative Visits: Organizing visits to local co-operatives for hands-on experiences, offering students insights into how co-operatives operate in practice.
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Educational Resource 3: High School Co-operative Syllabus

The *High School Co-operative Syllabus* (McKee et al 2012) stands as a robust educational resource aimed at cultivating a comprehensive understanding of co-operative principles and their real-world applications among students in grades 8-12. Authored collaboratively by distinguished experts in the field, this resource spans 61 pages and encompasses nine dynamic lessons.

Rooted in alignment with Social Studies curricula (USA), this resource embarks on a journey through the fundamentals of co-operatives, from their historical origins to their contemporary significance in various sectors. Through a myriad of educational goals, including fostering research skills, promoting financial literacy, and encouraging critical thinking, students engage with diverse subject areas such as business, economics, sociology, and environmental sustainability. The curriculum structure intricately weaves together theoretical

foundations with practical applications, integrating interactive learning activities, assessments, and supplementary materials.

While there are challenges to the curriculum (e.g., complexity of the information, limited engagement opportunities), avenues for improvement abound. Simplifying content, incorporating visuals, developing interactive activities, diversifying assessment methods, and providing real-world examples all emerge as promising opportunities to enhance the effectiveness and accessibility of this excellent educational resource.

With a commitment to empowering students with the knowledge and skills to navigate co-operative endeavors and contribute meaningfully to their communities, the *High School Co-operative Syllabus* stands poised to inspire the next generation of co-operative leaders.

Table 3: Overview of the *High School Co-operative Syllabus*

Aspect	Evaluation	
General aspects	Resource Name	<i>High School Co-operative Syllabus</i>
	Pages	61
	Lessons	9
	Target Learners	High School Students
	Alignment with	<i>Suggested:</i> Social Studies, Agricultural Education or Business, or general topic of Co-operative Business
	Year	2012
	Author(s)	Greg McKee and Donald Frederick Contributing Authors: <ul style="list-style-type: none"> • Mary Grosgebauer and William Fritz (Chapters 1-2) • Larry Lueck and Larry Sitter (Chapter 3-4) • Pete Hetle and Jeff Hagel (Chapters 5-7) • Bobbi Bingeman and Jeff Botts (Chapters 8-9)
	Publisher	North Dakota State University and Rural Business Co-operative Service, USDA
Educational Goals	<ol style="list-style-type: none"> 1. Understand Co-operative Principles 2. Master Mathematical Literacy 3. Understand Co-operative History 4. Understand relationships between Concepts and their real-world applications 5. Develop Analytical Skills 6. Foster Research Skills 7. Understand Co-operative Classification 8. Understand Co-operative Structures 9. Develop Communication Skills 10. Analyze Co-operative Benefits 11. Encourage Critical Thinking and Decision Making 12. Promote Financial Literacy 13. Explore Student Attitudes towards Co-operatives 14. Promote Presentation Skills 	
Curriculum Structure	<ol style="list-style-type: none"> 1. Basics of co-operatives 2. Principles of Co-operatives 3. The role of co-operatives 4. Types and Functions of Co-operatives 5. Business Structures and Comparison 6. Governance and Management in Co-operatives 7. Financial Management of Co-operatives 8. Co-operative Case Studies and Profiles 9. Interactive Learning and Assessments 10. Activities and procedures 11. Materials and resources 12. Extra activities/homework 	

Content	<ol style="list-style-type: none"> 1. Introduction to Co-operatives 2. Co-operatives in the Community 3. Benefits of Cooperation 4. Business Organizations 5. Classifying Co-operatives by Structure 6. People 7. Sources of Equity 8. Financial & Tax Planning 9. Activity
Subject Areas	<ol style="list-style-type: none"> 1. Business 2. Economics 3. Finance 4. Co-operative Business Models 5. Agriculture 6. Education 7. Marketing 8. Research 9. Sociology 10. Organizational Behavior 11. Communication 12. Human Resource Management 13. Environmental Sustainability 14. Geography 15. Entrepreneurship 16. History 17. Energy industry 18. Telecommunication
Pedagogical Approaches	<ol style="list-style-type: none"> 1. Co-operative Learning 2. Inquiry-Based Learning 3. Experiential Learning 4. Project-Based Learning 5. Reflective Learning 6. Interdisciplinary Learning
Assessment and Evaluation	<ol style="list-style-type: none"> 1. Concept Map 2. Written Research 3. Note Taking Organizer 4. Benefits Card activity 5. Class discussion 6. Content readings 7. One-Minute Paper 8. Worksheet 9. Student notes 10. Term Study 11. Crossword puzzle 12. Local Business Presentation 13. Reflection Paragraph Writing

Support Structures	<ol style="list-style-type: none"> 1. Lesson Level Assessment 2. Activities and Procedures 3. Materials and Resources 4. Webpage Resources 5. Concept Map Guidelines 6. Printed resources 7. Final Countdown 8. Co-operative Profiles
Challenges	<ol style="list-style-type: none"> 1. Complexity of Information: The text contains a lot of detailed information about various co-operative businesses, activities, and educational materials. This complexity might overwhelm some readers, especially those who are unfamiliar with co-operative principles. 2. Lack of Visual Aid: While the text includes activities and worksheets, it lacks visual aids such as diagrams or illustrations to help reinforce key concepts. Visual aids can enhance understanding, especially for visual learners. 3. Repetition: Some sections, such as the "Net Income Distribution across Business Structure Types Worksheet," are repeated, which may lead to redundancy and disengagement among readers. 4. Limited Engagement: The activities provided are mainly theoretical and lack interactive elements that could increase student engagement and participation. 5. Assessment Rigidity: The assessment questions at the end are primarily closed-ended, which may limit students' ability to express nuanced understanding and critical thinking.
Opportunities for Improvement	<ol style="list-style-type: none"> 1. Simplify Content: Break down complex information into simpler, more digestible chunks to improve readability and comprehension, especially for readers who are new to co-operative concepts. 2. Incorporate Visuals: Introduce visual aids such as diagrams, charts, or infographics to illustrate co-operative structures, processes, and benefits visually. 3. Interactive Activities: Develop more interactive activities that encourage active participation, collaboration, and critical thinking among students. This could include group discussions, role-playing scenarios, or co-operative decision-making simulations. 4. Diversify Assessment Methods: Include a variety of assessment methods beyond multiple-choice questions, such as short-answer responses, essays, or group projects. This allows students to demonstrate deeper understanding and application of co-operative principles. 5. Streamline and Organize Content: Avoid repetition and ensure the text is well-organized and logically structured to facilitate learning and comprehension. 6. Provide Real-World Examples: Incorporate more real-world examples of successful co-operatives to illustrate concepts and demonstrate their practical applications and benefits.

Comparative Analysis of Co-operative Education Resources

Educational Goals

To effectively compare the educational goals across the three educational resources on co-operatives, we will first identify overlaps and unique aspects among the listed goals from each resource. Then, we outline the general themes and trends observed across these goals.

Starting with the educational goals outlined in *All 4 Each*, we observe a comprehensive focus on various aspects of co-operative principles, financial literacy, critical thinking, co-operative history, and practical skills development. Common goals across the resources include promoting co-operative values, understanding democratic principles, and fostering research and analytical skills. Unique elements of this resource include specific examples of real-life co-operative scenarios, the exploration of socio-economic challenges in Canada, and the inspiration for community-driven initiatives such as the Antigonish Movement and local co-operative solutions.

Moving to *Co-operatives: The Business of Teamwork*, the section selected for analysis (Section 3: Grades 6-8) emphasizes understanding of co-operative history, principles, and practical applications in business operations. Overlaps with other resources include the promotion of critical thinking, communication, and teamwork skills. Notably, it introduces students to practical activities, such as hands-on mapping, and integrates co-

operative business principles with a focus on membership and benefits. Unique aspects of this resource include detailed discussions on the role of co-operatives in providing services, the flexibility of the co-op model, and the exploration of global co-op contributions to communities.

Lastly, the *High School Co-operative Syllabus* focuses on foundational understanding of co-operative principles, structures, and benefits, alongside the development of research, analytical, and mathematical literacy skills. Key overlaps with the other resources include fostering critical thinking, promoting communication skills, and encouraging financial literacy. Unique elements of this resource include the exploration of student attitudes toward co-operatives, fostering decision-making skills, and promoting presentation skills. This syllabus also emphasizes understanding co-operative classification and structures, making it a comprehensive introduction to co-op operations.

Through this comparative analysis, common themes such as promoting co-operative principles, research skills, financial literacy, communication skills, co-operative history, co-operative benefits, presentation skills, critical thinking, and analytical skills are evident across all resources. Furthermore, each resource contributes unique perspectives and emphasizes concepts and information that enrich the overall educational experience regarding co-operatives.



Fig. 1. Common educational goals in selected co-operative resources

All 4 Each stands out with its extensive range of educational goals, covering co-operative principles, financial literacy, teamwork, and socio-economic challenges. It uniquely emphasizes co-operative contributions to community development, real-life co-operative examples, and global influences such as the Antigonish Movement and the Mondragon model. Additionally, it promotes entrepreneurial thinking, problem-solving through cooperation, and community-driven initiatives for social justice.

Co-operatives: The Business of Teamwork takes a more structured approach, focusing on the operational and business aspects of co-operatives. It includes an in-depth analysis of co-operative vs. corporate structures, industry connections, and co-operative products and

services. It also encourages hands-on engagement through activities such as mapping co-operative contributions, exploring membership benefits, and fostering teamwork and leadership skills. This resource is particularly strong in practical applications, critical thinking about business structures, and decision-making within co-operative settings.

The High School Co-operative Syllabus provides a strong foundational understanding of co-operative principles, history, and structures. It emphasizes the development of research, analytical, and communication skills while promoting financial literacy and mathematical literacy. Additionally, it uniquely explores student attitudes toward co-operatives and fosters critical thinking about co-operative benefits and

decision-making processes. It serves as an ideal starting point for those new to co-operative education.

Educational Depth and Breadth

All 4 Each offers the most comprehensive and diverse educational experience, integrating real-world co-operative models, financial education, and co-operative-driven social change. *Co-operatives: The Business of Teamwork* provides a detailed, hands-on exploration of co-operative business operations and leadership dynamics. *High School Co-operative Syllabus* serves as an essential introductory guide, laying the groundwork for understanding co-operative structures and benefits.

Skill Development

All three resources emphasize critical thinking, communication, research, and analytical skills. *All 4 Each* enhances these skills by integrating experiential learning and business planning activities. *Co-operatives: The Business of Teamwork* strengthens decision-making and

teamwork skills through applied business principles. The *High School Co-operative Syllabus* focuses on foundational skill-building in research, analysis, and financial literacy.

Engagement with Real-World Implications

Each educational resource connects theoretical co-operative knowledge to practical applications. *All 4 Each* highlights the role of co-operatives in addressing socio-economic challenges and fostering community development. *Co-operatives: The Business of Teamwork* applies co-operative principles to business operations, helping students understand financial decision-making and co-operative management. The *High School Co-operative Syllabus* provides a solid theoretical foundation, preparing learners to explore more advanced co-operative applications in the real world.

Together, these resources offer a well-rounded education on co-operatives, catering to different levels of familiarity and engagement with co-operative models and principles.

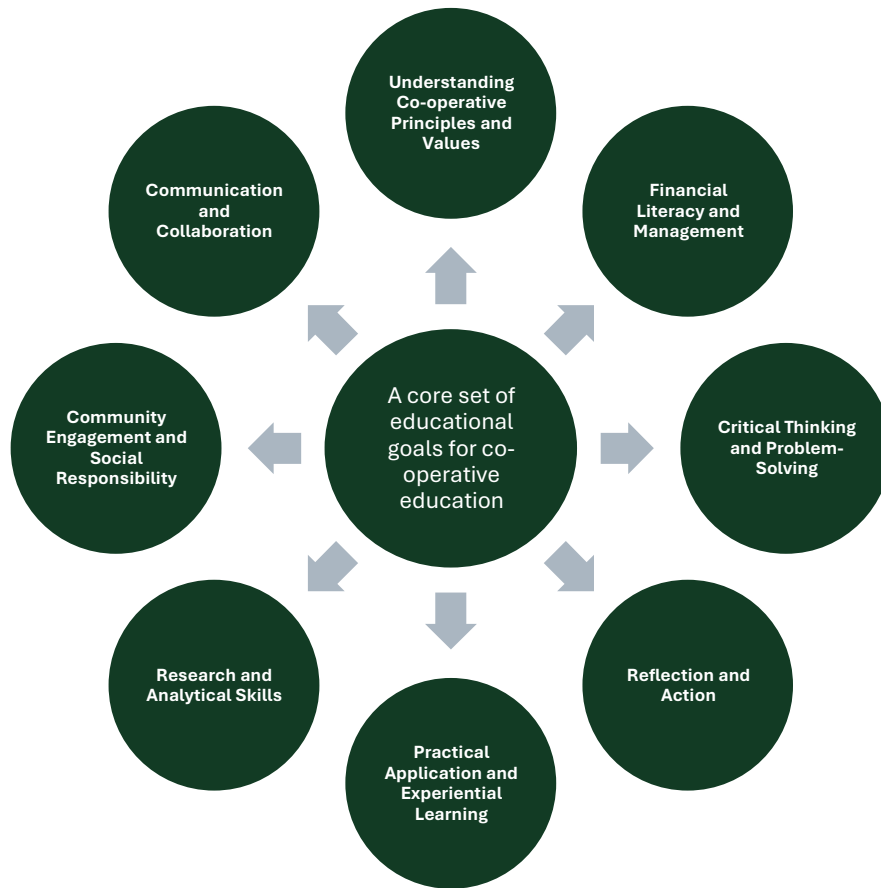


Fig. 2. A core set of educational goals in selected resources

A common thread woven through the educational goals of these resources is the aim to provide students with a solid understanding of co-operative principles, historical context, and the practical application of these concepts. Each resource offers a different emphasis, suggesting that they could be used complementarily in a comprehensive educational program about co-operatives. This overlap and diversity can be effectively used to cater to various educational needs and depth of study in co-operative education.

Subject Areas

In analyzing the subject areas covered by the three educational resources on co-operatives, several key trends and distinctions emerge. All three resources share a foundational focus on History, Economics, Finance, Business, Education, and Sociology, underscoring the essential role these subjects play in understanding co-operative models. Additionally, Marketing, Communications, Organizational Behavior, and Entrepreneurship appear across them, reflecting the practical application of co-operative principles in business and community development.

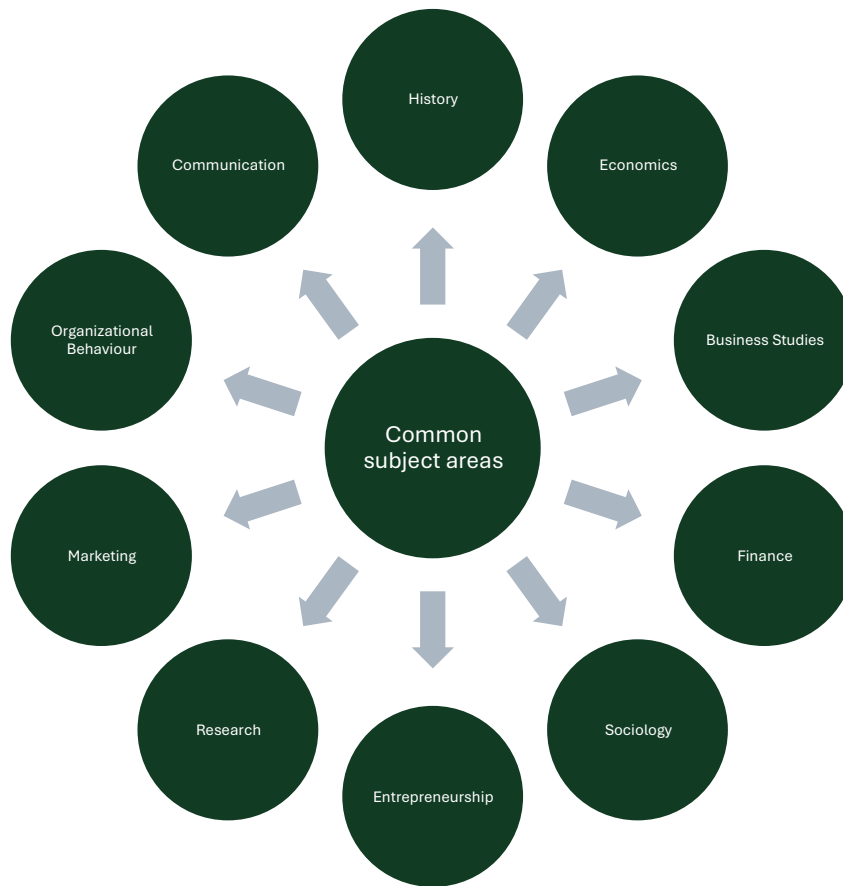


Fig. 3. Common subject areas in selected co-operative resources

All 4 Each stands out with its broad interdisciplinary approach, incorporating Public Health, Indigenous Studies, Civic Engagement, Global Studies, Environmental Sustainability, and Agriculture and Food Systems. These subjects expand co-operative education beyond business applications, emphasizing societal and community-driven impacts.

Co-operatives: The Business of Teamwork maintains a more business-oriented focus, covering Business Studies, Entrepreneurship, and Finance, reinforcing the operational and economic aspects of co-operatives.

The High School Co-operative Syllabus introduces specialized subjects such as Co-operative Business Models, Environmental Sustainability, Energy, and Telecommunication,

highlighting the role of co-operatives in emerging and industry-specific sectors.

While all three resources emphasize theoretical understanding and practical applications, their unique subject coverage allows for a comprehensive and adaptable co-operative education framework, catering to different levels of expertise and areas of interest.

Pedagogical Approaches

The pedagogical approaches utilized in the three educational resources reveal a diverse range of strategies designed to actively engage students and deepen their understanding of co-operative principles and practices. While each resource shares common methods, they also introduce unique instructional techniques that cater to different learning styles and educational needs.



Fig. 4. Common pedagogical Approaches in selected co-operative resources

Common Pedagogical Approaches

A review of the pedagogical methods in *All 4 Each*, *Co-operatives: The Business of Teamwork*, and *High School Co-operative Syllabus* highlights several overlapping strategies. Co-operative learning, experiential learning, project-based learning, and interdisciplinary learning are present in all three resources, emphasizing active engagement, collaboration, and real-world application of co-operative concepts.

Distinct Pedagogical Approaches

All 4 Each integrates the most diverse set of pedagogical approaches, incorporating narrative-based learning, problem-based learning, and reflective learning alongside hands-on experiential strategies. Its storytelling approach enhances student engagement, while problem-based learning encourages learners to tackle real-world co-operative challenges through critical thinking and creative problem-solving.

Co-operatives: The Business of Teamwork primarily emphasizes problem-based learning,

project-based learning, and experiential learning, focusing on real-world applications of co-operative principles. The strong incorporation of co-operative learning ensures students actively participate in discussions and collaborative problem-solving, fostering teamwork and shared decision-making.

The High School Co-operative Syllabus places a strong emphasis on co-operative learning, inquiry-based learning, and reflective learning. The resource encourages students to work together in exploring co-operative business models, fostering teamwork and self-reflection on their learning experiences. Interdisciplinary learning further broadens students' perspectives by integrating co-operative education with multiple subject areas.

While all three resources emphasize engagement, collaboration, and experiential learning, *All 4 Each* offers the most diverse and interactive pedagogical approach, integrating storytelling, hands-on experiences, and

reflection. *Co-operatives: The Business of Teamwork* focuses on real-world applications, while the *High School Co-operative Syllabus* emphasizes inquiry and reflective learning. These differences allow educators to select or combine these resources based on their teaching objectives, ensuring a comprehensive and adaptable co-operative education program.

Assessment and Evaluation Strategies

The assessment and evaluation methods used in the three co-operative educational resources reflect a blend of traditional and innovative techniques tailored to measure the depth of student understanding and engagement with co-operative principles. While all three resources share common assessment techniques, each also incorporates unique methods that align with its specific learning objectives.



Fig. 5. Assessment and evaluation of selected co-operative resources

Common Assessment and Evaluation Methods

All three resources emphasize discussion-based assessments, incorporating group discussions, reflection activities, and written components such as reports or paragraphs. These methods encourage students to actively engage with the material, articulate their thoughts, and analyze co-operative concepts critically. Additionally, research-based assessments, including research assignments and written evaluations, appear

across multiple resources, reinforcing the importance of inquiry-driven learning.

Distinct Assessment Approaches in Each Resource

All 4 *Each* employs a practical and hands-on assessment approach, incorporating case study analysis, business proposal creation, role-playing exercises, and business plan assessments. These strategies allow students to engage with real-world applications of co-operative

principles, fostering entrepreneurial and critical thinking skills. The inclusion of peer and self-assessments promotes collaborative reflection and self-improvement.

Co-operatives: The Business of Teamwork focuses on discussion-based evaluations, utilizing discussion checklists, group discussions, and reflection questions to assess student engagement and comprehension. The inclusion of teacher insights suggests a more instructor-guided assessment approach, ensuring students receive structured feedback.

The *High School Co-operative Syllabus* incorporates diverse and interactive assessment techniques, such as concept mapping, benefits card activities, crossword puzzles, promoting visual and gamified learning experiences. Additionally, structured note-taking organizers, one-minute papers, and local business presentations emphasize both independent research and real-world application.

The variety of assessment and evaluation methods across the three resources demonstrates a well-rounded approach to co-operative education. *All 4 Each* emphasizes practical, business-oriented evaluations, *Co-operatives: The Business of Teamwork* focuses on discussion and teacher-guided assessments, while the *High School Co-operative Syllabus* integrates interactive and research-driven techniques. Together, these resources provide a comprehensive and adaptable framework for assessing students' knowledge, skills, and application of co-operative principles.

Curriculum Structure

The curriculum structures of the three co-operative educational resources share core elements while also incorporating unique features tailored to their specific educational goals. These differences highlight the diverse approaches used to teach co-operative principles and applications.

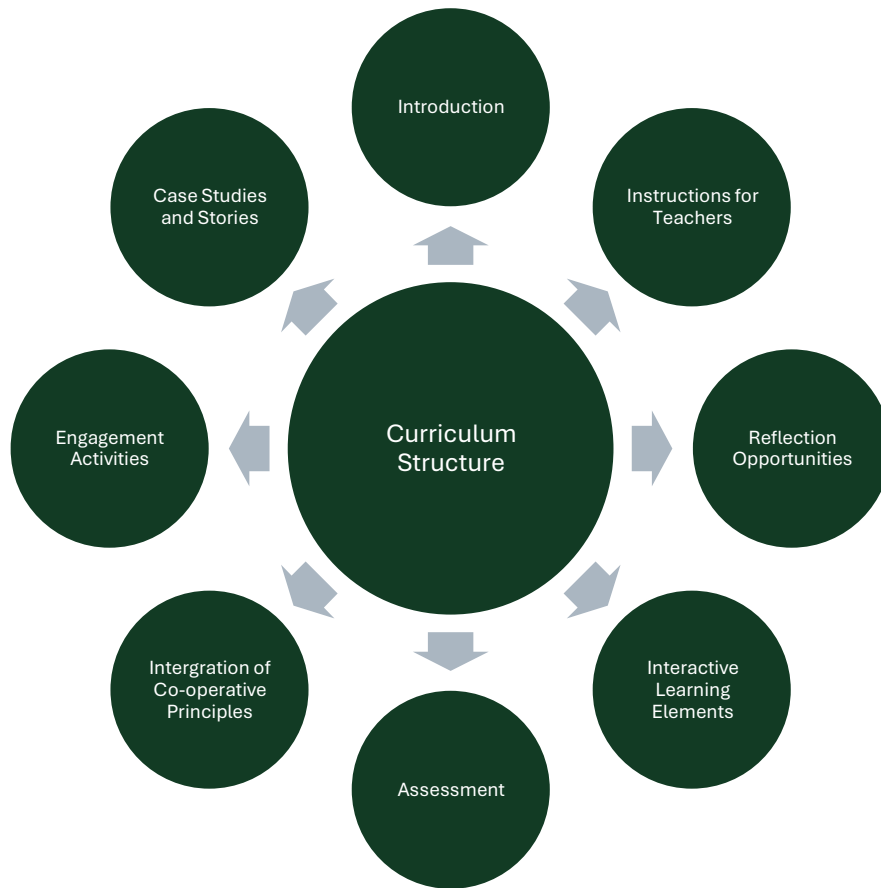


Fig. 6. Overlapping elements in Curriculum Structure of the selected resources

Common Curriculum Components

Each resource includes an introduction to familiarize students with co-operative concepts and teacher instructions to guide the learning process. Additionally, all three incorporate engagement activities, assessments, and reflection opportunities, ensuring active student participation and comprehension. The use of case studies, co-operative principles, and interactive learning elements further supports a well-rounded educational experience.

Unique Aspects of Each Resource

All 4 Each integrates a hands-on, problem-solving approach, featuring case studies, research assignments, project-based learning, and problem-solving exercises. This structure

encourages critical thinking and practical application, making it ideal for experiential learning. The inclusion of historical background and evaluation activities provides additional context and opportunities for reflection.

Co-operatives: The Business of Teamwork places strong emphasis on interactive and adaptable learning, incorporating life skills development, co-operative challenges, product sourcing activities, and teacher insights. The curriculum's flexibility and adaptability allow educators to tailor the lessons to different learning environments, while Q&A discussions and guest speaker sessions enrich students' understanding with real-world perspectives.

The *High School Co-operative Syllabus* offers a comprehensive and structured exploration of co-operative organizations, covering the basics, principles, governance, financial management, and business structures. It also includes interactive assessments, extra activities, and resource materials, ensuring a thorough and academically rigorous understanding of co-operatives.

While all three resources provide a solid foundation in co-operative education, their

unique curriculum structures cater to different learning styles and objectives. *All 4 Each* emphasizes active, project-based learning, *Co-operatives: The Business of Teamwork* focuses on interactive, real-world applications, and the *High School Co-operative Syllabus* offers a detailed, theoretical framework for understanding co-operative organizations. Together, these resources provide a diverse and adaptable approach to co-operative education.

Conclusion

The comparative analysis of three educational resources on co-operatives highlights the multifaceted nature of co-operative education. The findings reveal a rich tapestry of educational strategies tailored to diverse learning environments and educational goals, emphasizing the importance of theoretical understanding and practical application of co-operative principles.

While each resource offers unique perspectives and emphases, collectively they underscore a robust framework for understanding and applying co-operative principles. The synthesis of findings reveals common themes such as promoting co-operative values, fostering research skills, and developing critical thinking across all resources.

Additionally, the analysis identifies challenges such as the complexity of information and limited

engagement opportunities, along with opportunities for improvement such as incorporating visual aids and diversifying assessment methods. Overall, this work underscores the potential of co-operative education to empower students with the knowledge and skills to contribute meaningfully and navigate co-operative endeavors effectively.

Moving forward, this analysis can serve as a guide to teachers and other co-operative educators on the benefits of using any of these three co-operative education resources in teaching middle and secondary school-aged students. With some updates, modernization, and creative approaches to addressing the challenges identified and taking some of the opportunities for improvement for each resource, each of these robust resources could be used in teaching youth co-operative education today.

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ABOUT THE CANADIAN CENTRE FOR THE STUDY OF CO-OPERATIVES

The Canadian Centre for the Study of Co-operatives (CCSC) is an interdisciplinary research and teaching centre located on the University of Saskatchewan campus. Established in 1984, the CCSC is supported financially by major co-operatives and credit unions from across Canada and the University of Saskatchewan (USask). Our goal is to provide practitioners and policymakers with information and conceptual tools to understand co-operatives and to develop them as solutions to the complex challenges facing

communities worldwide. We are formally affiliated with the Johnson Shoyama Graduate School of Public Policy at the University of Saskatchewan and the University of Regina. The connection strengthens the capacity of everyone involved to develop research and new course offerings dedicated to solving social and economic problems. Our most recent collaborative work has resulted in a new Graduate Certificate in the Social Economy, Co-operatives, and Nonprofit Sector.

OUR FUNDERS

The CCSC and USask acknowledge with gratitude the support and commitment of our funders. These organizations provide the CCSC with resources and leadership, helping us to develop the knowledge needed to construct co-operative solutions to the increasingly complex challenges

facing global communities. Since the CCSC opened its doors in 1984, our co-op and credit union sector partners have contributed nearly \$12 million to co-operative teaching, research, and outreach.

PROUDLY SUPPORTED BY



This research was supported by the University of Saskatchewan's Living Skies Post-doctoral Fellows Program and the Communities and Sustainability Signature Area of Research.



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