

## Module 2 Coops in the Community

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### Preface

Agricultural cooperatives connect farmers to international markets by providing supply chain services that include marketing, distributing, and processing. These services allow a farmer to transport products from the farm to consumers who may be local or found halfway around the world. Locally, cooperatives provide consulting services to farmers so they can better manage their crops. Other local services include storage and processing facilities for the farmer's commodities. International services include transportation of agricultural goods connecting a farmer to new markets, increasing the demand and price a farmer receives for his or her goods.

Cooperatives found in small communities appeal to potential employees interested in living in rural areas. Cooperative businesses have career opportunities similar to corporations. Those interested in an agricultural career can find jobs in career pathways, such as plant production, animal production, natural resource conservation, and agricultural mechanics at cooperatives located in communities around the country. Beyond the wide array of careers in rural communities, cooperatives also arrange philanthropic giving and community service for quality of life improvements in the community.

### Concepts

1. Agricultural producers utilize cooperatives to compete in a global marketplace.
2. Cooperatives range from local businesses to multi-national businesses.
3. Cooperatives provide opportunities for agribusiness and agriscience careers.
4. Cooperatives contribute to economic growth in local communities.

### Performance Objectives

1. Follow a commodity through the supply chain, from farm to international market, and explain how one cooperative is involved in the major sectors. (Task 2.1)
2. Take a virtual tour of a local cooperative and a multi-national cooperative, then compare and contrast the characteristics of each. (Task 2.1)
3. Identify careers within a cooperative that meet students' interests. (Task 2.2)
4. Determine and promote the value of a cooperative to a local community. (Task 2.3)

### Essential Questions

1. What does “farm to fork” mean?
2. What are the major sectors of the agricultural supply chain?
3. How do cooperatives help farmers deliver products to consumers?
4. How are local cooperatives connected to international markets?
5. What are your career interests?
6. What cooperative business careers align with your interests?
7. Why are cooperatives a key component of rural economies?
8. How do cooperatives give back to communities?

## Key Terms

**Career** – A person’s occupation or profession.

**Career pathway** – A group of occupations, industries, and majors with common knowledge and skills.

**Commodity** – Any unprocessed or partially processed good, such as grain, fruit, vegetable, or metal.

**Distribution** – Placement, location, arrangement, or disposition of items.

**Marketing** – The total of activities involved in the transfer of goods from the producer or seller to the consumer or buyer, including advertising, shipping, storing, and selling.

**Philanthropy** – Concern for human welfare and advancement, usually manifested by donations of money, property, or work to needy persons, by the endowment of institutions of learning and hospitals, and by generosity to other socially useful purposes.

**Processing** – A systematic series of actions directed to some end.

**Supply chain** – The sequence of processes involved in the production and distribution of a commodity.

## Day-to-Day Plans

### Time: 8 days

#### Day 1:

- Present **Concepts, Performance Objectives, Essential Questions**, and **Module 2 Glossary** to students to provide a lesson overview.
- Provide a copy of **Task 2.1 Business Connections, Task 2.1 Commodity Card**, and **Task 2.1 Evaluation Rubric** to students.
- Students complete Part One of Task 2.1 Business Connections by viewing **CHS Corporate Overview – Growing Value, Farmer-owned with global connections**, and answering analysis questions.

#### Day 2:

- Students work in groups to complete Part Two of *Task 2.1 Business Connections*.
- Use *Task 2.1 Evaluation Rubric* to assess *Task 2.1 Business Connections*.

#### Day 3 :

- Provide a copy of **Task 2.2 Co-Opportunities** to students.
- Students work individually to complete *Task 2.2 Co-Opportunities*.

#### Day 4:

- Students work individually to complete *Task 2.2 Co-Opportunities*.
- Present PowerPoint® **Survey Communication** while students take notes.
- Provide a copy of **Task 2.3 Community Values** and **Task 2.3 Evaluation Rubric** to students.

#### Day 5 – 6:

- Students work in pairs to analyze data and develop a brochure for *Task 2.3 Community Values*.

#### Day 7:

- Students work in groups to complete *Task 2.3 Community Values*.
- Assess *Task 2.3 Community Values* using *Task 2.3 Evaluation Rubric*.
- Distribute **Module 2 Assessment**.
- Students complete *Module 2 Assessment* and submit.
- Use **Module 2 Assessment Key** to assess student understanding.

## Teacher Notes

### Task 2.1 Business Connections

Students follow the path of an assigned commodity from the local farm to the consumer's plate. Then they identify ways a cooperative helps a farmer raise, distribute, market, and process goods.

#### Teacher Preparation

Cut out the **Commodity Cards** and determine your assigned groups of four students. Distribute one card to each group when starting the task. Select an area for students to display their posters for a gallery walk by reading and analyzing each display at the end of the task.

#### Student Performance

##### Part One

Play *CHS Corporate Overview – Growing Value, Farmer-owned with global connections* from the following URL. [https://www.youtube.com/watch?v=HS\\_kWVyQ3Ag](https://www.youtube.com/watch?v=HS_kWVyQ3Ag) After viewing the video, discuss the analysis questions with students. Students record answers in the space provided on the student worksheet.

##### Part Two

Student groups research the supply chain for a specific commodity. Their research is based upon a specific cooperative and product made from that commodity. Each student in the group identifies specific services provided throughout the supply chain of a commodity. After students share their research with the group, they work together to make a presentation poster showing the supply chain of the commodity from the farm to the international market. Students display posters for class viewing via a gallery walk around the classroom. Then they answer analysis questions while completing the gallery walk.

#### Results and Evaluation

Use **Task 2.1 Evaluation Rubric** to assess student posters. Example answers to analysis questions will vary based upon student research.

### Task 2.2 Co-Opportunities

Students identify potential agricultural careers meeting their interests. Then they discover employment opportunities at agricultural cooperatives.

#### Teacher Preparation

Students will need internet access for this task.

#### Student Performance

Students use the Career Finder at [www.agexplorer.com](http://www.agexplorer.com) to identify careers matching their skills and interest. Then they select two of the identified careers that they could find at a cooperative. Students

explain why that career would be found at a cooperative and find a cooperative that employs individuals with those careers.

### **Results and Evaluation**

Students will have a completed *Student Worksheet* describing careers and their connections to cooperatives.

### **Task 2.3 Community Values**

Students work in groups to survey local cooperatives in their community. Then they interview a cooperative member and patrons. Students use the information from the survey and interview to make a brochure promoting a local cooperative.

### **Teacher Preparation**

Contact five local cooperatives in your community and identify a local manager and three members of each that students can interview. You could use the local cooperatives identified in **Task 1.2 Coop Detectives**. Present **Survey Communication** PowerPoint® to students before starting the task. Students will need the local population number for this task; you need to provide this information for your students.

### **Student Performance**

After students learn how to communicate while surveying people, they individually survey ten community members about cooperatives. The next day they work with their group to analyze survey results. A group will have a total of 40 community members surveyed. Next, student groups are assigned a cooperative manager and members to interview. One group member interviews the manager, and the other three interview cooperative members. The group members then work together to develop a brochure promoting local cooperatives. Students use the surveyed information and interviews to help them develop a brochure promoting the cooperative's value to the community.

### **Results and Evaluation**

Use **Task 2.3 Evaluation Rubric** to assess student brochures.

### **Module 2 Assessment**

Use *Module 2 Assessment* on the final day as a formative assessment tool. The answer key is provided below for evaluation and feedback purposes.

1. What supply chain services does a cooperative provide to its members?

**Production, Marketing, Distribution, and Processing of Commodities.**

2. How do cooperatives connect rural farmers to international consumers?

**Answers will vary.**

**By processing and packaging goods for shipping across the world.  
Pooling cooperative member resources to compete internationally.**

3. What advantages do farmers have as members of a cooperative?

**Answers will vary,**

**Farmers can market their crops for higher prices to world markets.**

4. What career opportunities do cooperatives provide?

**Answers will vary.**

**Cooperatives offer careers in animal, plant, natural resources, and agricultural power and technology pathways**

5. What careers at a cooperative interest you?

**Student's answers will vary.**

6. How do cooperatives support their local communities?

**Cooperatives participate and fund community service, educational support, and philanthropic activities.**

## Supplies and Materials

APP	Qty/ 20	Qty/ 30	Unit	Item Specifications
Task 2.1	20	30	Each	Computers with internet access
	5	8	Each	Poster paper
	5	8	Sets	Assorted markers or colored pencils
Task 2.2	20	30	Each	Computers with internet access
Task 2.3	5	8	Each	Computers with internet access
	5	8	Each	Calculators

## Reference Sources

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