

Teacher's Guide





Éducaloi is a neutral and independent organization with a recognized expertise in legal education and clear legal communication. Its mission is to explain the law to Quebecers in everyday language and to enhance their legal competencies.

IMPORTANT NOTICE

This guide has been prepared for teachers interested in Éducaloi's legal education workshops. It contains legal information up to date as of **August 2023**. The information in this guide is not meant to be a legal opinion.

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Overview of the Workshops

The initiative

Éducaloi's workshops for schools give you the chance to have a legal professional (lawyer, notary, judge, etc.) visit your class free of charge to offer an introductory law workshop.

Objectives

The workshops help high school students understand the court system, laws and democratic institutions. They also help students develop the ability to recognize the legal dimensions of real-life situations. The program gives you ready made activities that are a perfect fit for the Broad Area of Learning "Citizenship and Community Life".

These workshops are currently offered by our volunteers		
Bullying: What's Your Opinion?	Debate questions about bullying: criminal law, intimate photos, privacy, and possible recourses. Students must take a position on these questions.	Secondary 1 (Grade 7)
The Law: It's Not Like in the Movies	Through a mock criminal trial , students are invited to discover the various actors in Québec's court system, the steps of a trial, and some of the foundational ideas of criminal law.	Secondary 1 (Grade 7)
Beat the Buzzer!	Quiz game based on the theme of justice and the different legal aspects of teenagers' daily life.	Secondary 2 (Grade 8)
The Small Claims Court Is in Session!	This workshop will let students experience a trial at Small Claims Court . They will learn about the different roles of the different actors and how a trial works.	Secondary 3 (Grade 9)

<p>Pick Your Side!</p>	<p>In this activity, students must take a position on different social and legal issues. They will learn that justice is a living concept that is shaped by debate.</p>	<p>Secondary 4 (Grade 10)</p>
<p>Ready, Set, Invest!</p>	<p>Students are invited to put themselves in the shoes of an investor and think about best business practices and the laws that govern them. This workshop will let students make informed investment decisions and think about the consequences of a company's actions.</p>	<p>Secondary 5 (Grade 11)</p>
<p>The Rules of the Game!</p>	<p>In this quiz game, students will debate, improvise, and put their own life experience to use to answer questions about the legal aspects of a teenager's life (work, housing, consumer laws, criminal law, etc.).</p>	<p>16-25 year-olds</p>
<p>Our Conflict, Our Solution!</p>	<p>Students are introduced to mediation, an alternative method of dispute prevention and resolution.</p>	<p>Secondary 3 (Grade 9)</p>
<p>Working: Not at All Costs!</p>	<p>Students will learn to demystify workplace harassment through a quiz and different role plays. They will also learn about what to do if they witness or experience harassment.</p>	<p>Secondary 5 (Grade 11), Professional training, CÉGEP</p>

The following pages explain the workshop that you have chosen.

For some workshops, there are activities with students you must do and material you must print for the volunteer ahead of time. You will find all the necessary information below.

Do not hesitate to send us your suggestions or any other information you think we might need to know: scolaire@educaloi.qc.ca





Ready, Set, Invest!

Secondary 5



Information about the Workshop



What you need to know	
Activity	Using various scenarios, students take on the role of potential investors in fictitious companies. They reflect on good business practices and whether businesses are complying with the law.
Objectives	Introduce students to some laws that apply to companies. Encourage them to think about whether the companies are respecting these laws. Encourage them to reflect on the ethical conduct of the company.
Duration	60 to 75 minutes
Level	Secondary 5
Materiel required (teachers)	<ul style="list-style-type: none"> • Computer, screen and projector • Sheet to be printed : Investment worksheet, 1 copy per student
Subjects	<ul style="list-style-type: none"> • Financial education • Culture and Citizenship in Quebec • Ethics and religious culture • Contemporary world • English Language Arts • Entrepreneurship
Broad areas of learning	<p>Personal and Career Planning</p> <ul style="list-style-type: none"> • Familiarity with the world of work, social roles, and occupations and trades <p>Environmental Awareness and Consumer Rights and Responsibilities</p> <ul style="list-style-type: none"> • Responsible use of goods and services • Awareness of social, economic and ethical aspects of consumption <p>Citizenship and Community Life</p> <ul style="list-style-type: none"> • Promotion of the rules of social conduct and democratic institutions

Running the workshop

1

Introduction (5 minutes)

2

Basic concepts (10-15 minutes)

- What is a company?
 - Shares and shareholders
 - How a company works

3

The game (35-45 minutes)

Students complete their Investment Worksheet after reading the scenarios and listening to information on the following topics:

- Company law
- Labour standards
- Environmental law
- Copyright law
- Social responsibility of companies

4

Conclusion (10 minutes)

- Review of students' results in class
- Question period and comments

After the Workshop: You can do some follow-up activities to increase and consolidate students' knowledge. (See the **Follow-up activities** section.)

Explanation - Investment worksheet



Each student begins the activity with a symbolic amount of \$50,000. Each investment costs \$10,000 and can generate either a \$10,000 gain over the amount originally invested or a loss of the \$10,000 investment.

Step 1: Present the scenario for each company

We suggest that you present one scenario at a time and give students a few moments to make their decision (**to invest or not**).

Step 2: Students decide whether to invest

Students decide whether or not to invest in the company you presented. If they invest, it will cost \$10,000. If they don't invest, it costs nothing.

Step 3: Reveal whether the company's activities are legal

Once students have made their decisions, reveal whether the company's activities are legal or not. Next, help the students understand by explaining the law involved in each scenario.

Students then complete the Investment Worksheet.

For students who have invested:

- If the company's activities are legal, the student earns \$10,000. Added to the initial investment, the value of the investment increases to \$20,000 (**that is, the original investment plus \$10,000**).
- If the company's activities are not legal, the student loses the original \$10,000 investment.

Total per company:

- Investor - company's activities are legal: + \$10,000
- Investor - company's activities are not legal: - \$10,000
- Did not invest: \$0

Explanation - Investment worksheet (continuation)



Volunteer

Step 4: Final calculation

Once all scenarios have been presented, give students a few minutes to calculate their total gains and losses.

This involves two steps:

1. Students calculate the total of the amounts in the right column (their gains and losses).
2. This amount is then added to or subtracted from the starting amount of \$50,000. For example,
 - If the total in the right column is negative, the student subtracts this amount from the starting amount of \$50,000.
 - If the total in the right column is positive, the student adds this amount to the starting amount of \$50,000.

Step 5: Discussion of results - activity wrap-up

We suggest you gather the students together to discuss their results. You can ask which student earned the most money. You can then briefly discuss the students' questions and ideas that the workshop has stimulated.





APPENDICES

Ready, Set, Invest!



Investment worksheet

(do not show it to students)

Starting amount: \$50 000

Company name	Investment	Value	Total
Big Boys	<input type="checkbox"/> YES - \$10 000	<input type="checkbox"/> legal + \$20 000	<input type="checkbox"/> + \$10 000
		<input checked="" type="checkbox"/> illegal	<input checked="" type="checkbox"/> - \$10 000
	<input type="checkbox"/> NO		<input type="checkbox"/> \$0
Sizzling Saucepans	<input type="checkbox"/> YES - \$10 000	<input checked="" type="checkbox"/> légal + 20 000 \$	<input checked="" type="checkbox"/> + \$10 000
		<input type="checkbox"/> illegal	<input type="checkbox"/> -\$10 000
	<input type="checkbox"/> NO		<input type="checkbox"/> \$0
All in the Family	<input type="checkbox"/> YES - \$10 000	<input checked="" type="checkbox"/> légal + 20 000 \$	<input checked="" type="checkbox"/> + \$10 000
		<input type="checkbox"/> illegal	<input type="checkbox"/> - \$10 000
	<input type="checkbox"/> NO		<input type="checkbox"/> \$0
Song Sacks	<input type="checkbox"/> YES - \$10 000	<input type="checkbox"/> legal + \$20 000	<input type="checkbox"/> + \$10 000
		<input checked="" type="checkbox"/> illegal	<input checked="" type="checkbox"/> - \$10 000
	<input type="checkbox"/> NO		<input type="checkbox"/> \$0
Jones Bikes	<input type="checkbox"/> YES - \$10 000	<input type="checkbox"/> legal + \$20 000	<input type="checkbox"/> + \$10 000
		<input checked="" type="checkbox"/> illegal	<input checked="" type="checkbox"/> - \$10 000
	<input type="checkbox"/> NO		<input type="checkbox"/> \$0
SuperTeeShirts	<input type="checkbox"/> YES - \$10 000	<input checked="" type="checkbox"/> légal + 20 000 \$	<input checked="" type="checkbox"/> + \$10 000
		<input type="checkbox"/> illegal	<input type="checkbox"/> - \$10 000
	<input type="checkbox"/> NO		<input type="checkbox"/> \$0
International Tablets	<input type="checkbox"/> YES - \$10 000	<input checked="" type="checkbox"/> légal + 20 000 \$	<input checked="" type="checkbox"/> + \$10 000
		<input type="checkbox"/> illegal	<input type="checkbox"/> - \$10 000
	<input type="checkbox"/> NO		<input type="checkbox"/> \$0
Games Inc.	<input type="checkbox"/> YES - \$10 000	<input type="checkbox"/> legal + \$20 000	<input type="checkbox"/> + \$10 000
		<input checked="" type="checkbox"/> illegal	<input checked="" type="checkbox"/> - \$10 000
	<input type="checkbox"/> NO		<input type="checkbox"/> \$0
Marketpro	<input type="checkbox"/> YES - \$10 000	<input checked="" type="checkbox"/> légal + 20 000 \$	<input checked="" type="checkbox"/> + \$10 000
		<input type="checkbox"/> illegal	<input type="checkbox"/> - \$10 000
	<input type="checkbox"/> NO		<input type="checkbox"/> \$0
Wood Brothers	<input type="checkbox"/> YES - \$10 000	<input type="checkbox"/> legal + \$20 000	<input type="checkbox"/> + \$10 000
		<input checked="" type="checkbox"/> illegal	<input checked="" type="checkbox"/> - \$10 000
	<input type="checkbox"/> NO		<input type="checkbox"/> \$0

Total 50 000 \$ (-/+) TOTAL _____ = _____



Investment worksheet

Company name	Investment	Value	Total
	<input type="checkbox"/> YES - \$10 000	<input type="checkbox"/> legal + \$20 000	<input type="checkbox"/> + \$10 000
		<input type="checkbox"/> illegal	<input type="checkbox"/> - \$10 000
	<input type="checkbox"/> NO		<input type="checkbox"/> \$0
	<input type="checkbox"/> YES - \$10 000	<input type="checkbox"/> legal + \$20 000	<input type="checkbox"/> + \$10 000
		<input type="checkbox"/> illegal	<input type="checkbox"/> - \$10 000
	<input type="checkbox"/> NO		<input type="checkbox"/> \$0
	<input type="checkbox"/> YES - \$10 000	<input type="checkbox"/> legal + \$20 000	<input type="checkbox"/> + \$10 000
		<input type="checkbox"/> illegal	<input type="checkbox"/> - \$10 000
	<input type="checkbox"/> NO		<input type="checkbox"/> \$0
	<input type="checkbox"/> YES - \$10 000	<input type="checkbox"/> legal + \$20 000	<input type="checkbox"/> + \$10 000
		<input type="checkbox"/> illegal	<input type="checkbox"/> - \$10 000
	<input type="checkbox"/> NO		<input type="checkbox"/> 0 \$
	<input type="checkbox"/> YES - \$10 000	<input type="checkbox"/> legal + \$20 000	<input type="checkbox"/> + \$10 000
		<input type="checkbox"/> illegal	<input type="checkbox"/> - \$10 000
	<input type="checkbox"/> NO		<input type="checkbox"/> \$0
	<input type="checkbox"/> YES - \$10 000	<input type="checkbox"/> legal + \$20 000	<input type="checkbox"/> + \$10 000
		<input type="checkbox"/> illegal	<input type="checkbox"/> - \$10 000
	<input type="checkbox"/> NO		<input type="checkbox"/> \$0

Total

\$50 000 (-/+) TOTAL _____ = _____



Ready, Set, Invest!

Test your knowledge



Test your knowledge!

Answer the questions and give a brief explanation of your answers, where necessary.

1. Is there a difference between a company and a corporation? Explain your answer.
 - **Answer:** No! They are the same thing. The term “corporation” is the actual legal term for a company.¹
2. True or false: In Quebec, there are several types of companies. Explain your answer.
 - **Answer:** True. There are many ways to run a business. The sole proprietorship (self-employment), the corporation and the non-profit organization are three examples.²
3. Is a company a person? Explain your answer.
 - **Answer:** Yes. By law, it is a legal person. The company has a legal personality distinct from that of its directors. It therefore has an existence of its own, i.e. it is autonomous and has its own rights and obligations.³
4. Who are the owners of a company? Explain your answer.
 - **Answer:** The shareholders. These are the people who buy shares and invest their money in a company. They are therefore the owners of the company. There may be one or more shareholders.⁴

Test your knowledge! (continuation)

5. Name and explain one of the rights held by shareholders.

- **Answer:** Two shareholder rights were discussed during the activity:
 - Voting rights: shareholders meet at least once a year, at a general meeting. At this meeting, they vote on important issues concerning the company’s operations. Among other things, they can vote to elect the company’s directors, or on the merger of their company with another.⁵
 - The right to dividends: shareholders are entitled to receive a share of the company’s income, in proportion to the amount they have invested. The amount of dividends varies from year to year. The company may decide not to pay dividends if it chooses to invest its earnings in a new project. If the company makes no profit in a given year, it cannot pay dividends.⁶

6. Are all companies listed on the stock exchange? Explain your answer

- **Answer:** No. Companies can be either private issuers (not listed on a stock exchange) or reporting issuers (listed on a stock exchange). When a company is listed on a stock exchange, it must provide information to potential shareholders in a document called a prospectus.⁷

7. Who is responsible for the day-to-day management of the company? Explain your answer.

- **Answer:** Directors. Directors are elected by the company’s shareholders. They may or may not be shareholders themselves. In the case of large companies, directors may delegate some of their duties to senior executives, such as a chief executive officer or a finance or human resources manager.⁸

1. *Business Corporations Act*, CQLR c S-31.1, ss 20 and 714 and *Canada Business Corporations Act*, RSC 1985, c C-44, s 2(1) “corporation”.
2. *Civil Code of Quebec*, CQLR c CCQ-1991, art 1525 (3), *Companies Act*, CQLR c C-38, s 218(1), *Canada Not-for-Profit Corporations Act*, SC 2009, c 23, ss 3 and 4, *Corporations Act*, CQLR c S-31.1, ss 20 and 714 and *Canada Corporations Act*, RSC 1985, c C-44, s 2(1) “corporation”.
3. *Corporations Act*, CQLR c S-31.1, s 10(2), *Canada Business Corporations Act*, RSC 1985, c C-44, s 2 (1) sub verbo “body corporate” and 15 (1), *Civil Code of Quebec*, CQLR c CCQ-1991, arts 298, 301, 303 and 309.
4. *Securities Act*, CQLR c V-1.1, s 1(1), *Business Corporations Act*, CQLR c S-31.1, ss 2 “security”, 5 paras 5 and 44, *Canada Business Corporations Act*, RSC 1985, c C-44, ss 2 “security”, 6 (1) c) and 24 (4) and Paul Martel, *Le capital-actions*, Collection de droit 2022-2023, vol. 10, Entreprises et sociétés, p. 85.
5. *Business Corporations Act*, CQLR c S-31.1, ss 110, 179, 194 and 372, *Canada Business Corporations Act*, RSC 1985, c C-44, ss 103 (5), 106 (3), 140 (1), 183 (3), Paul Martel, *Le capital-actions*, Collection de droit 2022-2023, vol. 10, Entreprises et sociétés, p. 89-90.
6. *Business Corporations Act*, CQLR c S-31.1, ss 53, 63, 103 and 104, *Canada Business Corporations Act*, RSC 1985, c C-44, ss 42, 43 and Paul Martel, *Le capital-actions*, Collection de droit 2022-2023, vol. 10, Entreprises et sociétés, p. 91-94.
7. *Regulation 45-106 respecting prospectus and registration exemptions*, CQLR c V-1.1, r 21, *Regulation 41-101 respecting General Prospectus Requirements*, CQLR c V-1.1, r 14, *Securities Act*, CQLR c V-1.1, ss 11, 43, 68, 73.
8. *Business Corporations Act*, CQLR c S-31.1, ss 108, 110, 112, 116, 118, *Canada Business Corporations Act*, RSC 1985, c C-44, ss 105 (1), 106 (3), 115 (1), 119, 121 and *Civil Code of Quebec*, CQLR c CCQ-1991, arts 311, 312 321, 327, 335, 338.



Name: _____ Group: _____

Test your knowledge!

Answer the questions and give a brief explanation of your answers, where necessary.

1. Is there a difference between a company and a corporation? Explain your answer.

• **Answer:** _____

2. True or false: In Quebec, there are several types of companies. Explain your answer.

• **Answer:** _____

3. Is a company a person? Explain your answer.

• **Answer:** _____

4. Who are the owners of a company? Explain your answer.

• **Answer:** _____



Test your knowledge! (continuation)

5. Name and explain one of the rights held by shareholders.

- **Answer:** _____

6. Are all companies listed on the stock exchange? Explain your answer.

- **Answer:** _____

7. Who is responsible for the day-to-day management of the company? Explain your answer.

- **Answer:** _____



Ready, Set, Invest!

Follow-up activities



Applying workshop concepts

The following pages contain suggestions for applying the concepts from Éducaloi's workshop in your classroom. The workshop will have raised important issues in addition to the legal ones. You can use these issues for other classroom activities.

For instance, you can ask students to think about business ethics, the role of business in our society, how different types of businesses have evolved, and how to be a responsible consumer.

You can conduct an activity as we have suggested, or you can present it differently, for example, an oral presentation, a debate on a chosen company's social responsibility, an activity based on the television show "Dragon's Den," etc.

Suggested activities for applying the workshop concepts in your classroom:

- Activity 1** Research and Assessment of a Company.
- Activity 2** Essay on Business Ethics and the Role of Business in Society.
- Activity 3** Small Group Discussions of Essays and Self-Evaluation.
- Activity 4** Create a Form to Assess a Company's Social Responsibility.

Suggested activities according to subject:

English Language Arts	activities 1-2
Contemporary World	activities 1-2-3
Entrepreneurship	activities 1-3-4
Culture and Citizenship in Québec	activities 1-3-4
Ethics and Religious Culture	activities 1-3-4

Activity 1: Research and Assessment of a Company

Duration 60 to 75 minutes.

Objective Assess the conduct of a real company.

Running the Activity

Ask students to assess the social responsibility of a real company by completing the Assessment Form.

The choice of company can be left to the students. The activity will be more interesting if each student chooses a different company. This will ensure that several examples are available for discussion.

Direct students to the company's official website. Many websites have a link to an "About Us" section at the top or bottom of the home page. Students should also do Internet searches to find information critical or supportive of the company.

You can evaluate students yourself, have them do self-evaluations or peer evaluations, or you can evaluate them later on after another activity.

Company suggestions: <https://brandirectory.com/rankings/canada/table>

Suggested Marking Guide

5 = excellent, 4 = very good, 3 = good but needs further development, 2 = not well developed, 1 = poor, 0 = no effort

Criteria	Comments	Grade
Amount of information		/5
Relevance of information		/5
Quality of sources		/5
Clarity and detail		/5
Total		/20



Name: _____ Group: _____

The Social Responsibility of a Company

Choose a company and research it on the Internet. In this activity, you'll be assessing how socially responsible the company is.

Don't limit your research to the company's official website, which will give you only one side of the story. Look for independent websites or articles that either confirm or contradict what the company says. Important: Make sure the websites you consult are credible!

Enter the company's name in the search engine's search bar, followed by keywords such as "rights," "human rights," "labour law," "ethics," "morality," "environment," "social responsibility," "corruption" or "fraud."

Company name	
General information (type of company, number of employees, head office, business sector, global presence, etc.)	
Respect for the environment	
Compliance with the law	
Customer relations	
Labour relations	
Community involvement	
Advertising practices	
Other	

Activity 2: Essay on Business Ethics and the Role of Business in Society

Duration 90 minutes.

Objective Write an essay on corporate responsibility.

Running the Activity

Before students begin their essays, it's a good idea to get them thinking about some of the important aspects of corporate responsibility. Here are some suggestions of discussion questions:

- What does it mean to be a socially responsible consumer?
- Do you think you are a socially responsible consumer?
- Is it difficult to be a socially responsible consumer? Why?
- How do you decide which business to buy from?
- Why do many companies adopt “business ethics?”
- What is social entrepreneurship?
- Should the government get involved by regulating how companies conduct themselves?
- How does globalization limit the power that local governments have over business? How can we make companies more responsible?
- Should companies be made to answer for not acting responsibly? If so, how?

Next, have students write an essay according to the “Essay Structure” outlined in the instructions to students.

Student Evaluation

If you want to evaluate students' essays, you can develop a marking guide according to the subject you're teaching.

For the English Language Arts and Contemporary World courses, you can base yourself on the marking guides for the ministerial exams for activities of this type.

You can also have students evaluate each other's essays and ask them to divide into small groups to discuss the issues raised ([refer to activity 3](#)).



Name: _____ Group: _____

Essay on Business Ethics and the Role of Business in Society

Question: Who should intervene to make companies responsible for their actions and how can this intervention be done?

Write an essay on what companies, the government and the public can do to make companies responsible for their actions. Base your essay on what you learned from the workshop, your assessment of a company and your class discussions.

Essay Structure:

Introduction (1 paragraph)

Introduce the issue of corporate responsibility by explaining the role businesses have in society and which players can get involved (companies, government, the public).

Body (3 paragraphs: companies, government, the public)

Explain what each of these players can do to make companies responsible for their actions. Give examples and explain whether their involvement is enough to produce results.

Conclusion (1 paragraph)

Return to the role businesses have in society and why it's important for them to act responsibly. Explain which player, in your opinion, has the greatest impact on getting companies to be socially responsible. Give your readers something to think about.

_____ words

Activity 3: Discussion of Essays and Self-Evaluation

Duration	Approximately 30 minutes.
Objective	Critical discussion of corporate responsibility and self-evaluation.

Running the Activity

This activity can be done independently or as a follow-up to activity 2. Divide students into small groups and have them discuss the issues listed in the discussion table on the students' worksheet.

Groups should consist of four to five students. You can set a time limit to ensure students are productive. You can ask each group to elaborate on a specific issue to make sure the topic is thoroughly covered.

Student Evaluation

Students evaluate themselves and present their self-evaluation to the group. Each group member then decides whether the grade is appropriate or is too high or too low. Of course, you can change the grade based on peer opinions and your own classroom observations.



Name: _____ Group: _____

Discussion on the Social Responsibility of Companies

As a team, discuss the issues listed in the discussion table and take notes. Evaluate yourself at the end of the discussion. Your peers will then review your self-evaluation.

Discussion table

Issues	Notes (write down the main points discussed)
What is the role of business in society?	
Why should a company be socially responsible?	
What can a company do to become more socially responsible?	
What can governments do to make companies more socially responsible?	
What can the public do to make companies more socially responsible?	
What does the future hold?	
What did you learn from this activity?	



Name: _____ Group: _____

As a team, discuss the issues listed in the discussion table and take notes. Evaluate yourself at the end of the discussion. Your peers will then review your self-evaluation.

Self-evaluation

5 = excellent, 4 = very good, 3 = good but needs further development, 2 = not well developed, 1 = poor, 0 = no effort

Criteria	Comments	Grade
Participation in the discussion		/5
Relevance of discussion		/5
Clarity of messages		/5
Attentive listening		/5
	Total	/20

Next, you must decide whether your team members' grades are appropriate or are too high or too low.

Student's name	Grade is too low	Grade is appropriate	Grade is too high

Activity 4:

Create a Form to Assess a Company's Social Responsibility

Duration 30 minutes or more.

Objective Define the criteria for assessing a company's social responsibility.

Running the Activity

Students must define the criteria that they'll use to assess how socially responsible a company is. The objective of this activity is to encourage students to think about what they consider is a socially responsible company.

If you feel it is appropriate, students can consult the Internet or other resources for this activity.

Once students have completed the activity, you can suggest a company and ask them to determine whether it is socially responsible using the criteria they've defined.

In the Entrepreneurship course, these criteria can be applied as a "code of conduct" for the students' entrepreneurship project.

Student Evaluation

5 = excellent, 4 = very good, 3 = good but needs further development, 2 = not well developed, 1 = poor, 0 = no effort

Criteria	Comments	Grade
Number of criteria		/5
Relevance of information		/5
Diversity of criteria		/5
Total		/15

Name: _____ Group: _____



Criteria for Assessing the Social Responsibility of a Company

Define the criteria for assessing the social responsibility of a company. Base your criteria on the following categories:

Respect for the environment	
Compliance with the law	
Customer relations	
Labour relations	
Community involvement	
Advertising practices	
Other	