

Ministry of Education
Secondary Engagement Programme
September 2020

Social Studies

Grade 8

WEEK NINE (9)

LESSON 1

Topic: Co-operative movement

Sub-Topic: The Concept of Co-operation.

Objectives: Students will:

- Define the term co-operation
- Identify co-operative activities in the home, community and at the national level.

Concept:

HAN' WASH HAN' MEK HAN'COME CLEAN

This well-known Guyanese proverb helps in the development of the concept of cooperation. Co-operation acts as a catalyst in the achievement of goals. Every individual is expected to participate fully in realising group goals. Co-operation facilitates the developmental process. Without co-operation progress is difficult.

We live and work in groups and goodwill is of primary importance. Cordial relationships existing within the group enable it to move forward. In our communities, even in school, there are tasks that cannot be effectively completed by one person. This is so because each person has different limited physical abilities. When resources of physical strength and skills are combined, tasks are complete in a shorter time and they are less burdensome. As we have seen in the lesson on Community leaders, the leaders motivate the other members of the society to co-operate so that development can be achieved.

Content:

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Cooperation

Cooperation is the process of groups of organisms working or acting together for common, mutual, or some underlying benefit, as opposed to working in competition for selfish benefit. Many animal and plant species cooperate both with other members of their own species and with members of other species.

Early Forms of Co-operation at the National Level

The early inhabitants of Guyana all practised some form of co-operation. Their successors recognised its importance for development and continued the practice.

The Amerindians worked together to clear the land, construct benabs and cultivate the land. When they were hunting they went out in groups and when they were organising attacks on other villages, the men were expected to do the fighting while the women prepared the meals.

After emancipation the ex-slaves were determined to be free from plantation labour. They pooled their resources and bought abandoned sugar plantations. This demonstration of a spirit of co-operation saw the development of villages such as Victoria, Friendship and Buxton. Because wages were inadequate, villagers depended on family and friends to assist with communal activities. One way of augmenting their income was by “throwing box”. Each box member would throw a hand (sum of money) into the box and in turn one member would draw all the hands. This would give the member a large sum of money to finance a project. After drawing his/her box money, the member continued to throw his/her hand until every other member was able to draw. The box was then closed and another may be reopened with consent of the members. At this point new members may be allowed to join.

The East Indians were contracted to work on the plantations for a number of years. After their period of indentureship many of them settled in the colony and developed themselves and their villages by means of co-operation. In planting, harvesting and selling of crops as well as during special ceremonies they used various forms of co-operation. Their effort was referred to as “Lend a hand” or “Give a day”.

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The Portuguese and Chinese did not remain long on the sugar plantations. They settled in villages and became businessmen and traders. In these activities the practice of co-operation was very evident.

Some benefits of Co-operation

- It reduces workload and gives individuals more time for other pursuits.
- Resources are shared. As members share what they have, they receive what they need from others.
- There is a feeling of goodwill and satisfaction as members work voluntarily
- Involvement in activities is motivated by interest in the particular goal.
- Rules are observed to avoid exploitation.
- Economic and social gains that accrue are shared.
- Problems are solved and services are provided.
- The standard of living of the poor can be improved.

ACTIVITY

1. Define the term co-operation
2. List five ways that you co-operate at home and at school.
3. Do members of your community co-operate to get projects completed? Describe how this is done

HOME WORK

Find out about of co-operative societies. Name the types and give examples of each type.

REFERENCE

1. Ministry of education Teacher's guide grade 8 pages 51 to 53
2. Ministry of Education Curriculum Guide grade 8 page 7
3. New Horizons in Social Studies book 2 pages 57 to 76