

# Health and Environment

## Standard Two

### Pupil's Book



Tanzania Institute of Education



FOR ONLINE USE ONLY  
DO NOT DUPLICATE

# Health and Environment

## Standard Two

### Pupil's Book

THE UNITED REPUBLIC OF TANZANIA  
MINISTRY OF EDUCATION,  
SCIENCE AND TECHNOLOGY

*Certificate of Approval*

No. 153


Title of Publication: Health and Environment Standard Two Pupil's Book

Publisher: Tanzania Institute of Education

Author: Tanzania Institute of Education

ISBN: 978 - 9987 - 09 - 007 - 5

This book was approved by the Ministry of Education,  
Science and Technology on 7<sup>th</sup> March 2019 as a Textbook  
for Standard Two pupils in Tanzania Primary Schools as  
per the 2016 syllabus.

  
Dr. Lyabwene M. Mtahabwa  
Acting Commissioner for Education

**Tanzania Institute of Education**

FOR ONLINE USE ONLY  
DO NOT DUPLICATE

© Tanzania Institute of Education, 2019

Published 2019

Reprinted 2021

ISBN 978 - 9987 - 09 - 007 - 5

Tanzania Institute of Education  
P.O. Box 35094  
Dar es Salaam - Tanzania

Mobile numbers: +255 735 041 170 /+255 735 041 168

E-mail: [director.general@tie.go.tz](mailto:director.general@tie.go.tz)

Website: [www.tie.go.tz](http://www.tie.go.tz)

All rights reserved. This book may not be reproduced, stored in any retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise without prior written permission of the Tanzania Institute of Education.



FOR ONLINE USE ONLY  
DO NOT DUPLICATE  
**Table of contents**

**Acknowledgements** ..... iv

**Introduction** ..... v

**Chapter One**  
Parts of the human body ..... 1

**Chapter Two**  
Ways of preventing diseases ..... 12

**Chapter Three**  
Our environment ..... 39

**Chapter Four**  
First aid ..... 54

**Chapter Five**  
Living things in the environment ..... 63



The Tanzania Institute of Education (TIE) would like to acknowledge the contributions of all the individuals and organisations who participated in the design and development of this book.

**Writers:** Ms Zena H. Amiri, Ms Lucy Kimbi, Ms Irasaeny G. Murro, Ms Marietha Belege, Ms Bertha E. Maselle and Ms Alice G. Buindiki

**Editors:** Dr Lilian Osaki and Dr John A. Mahugija

**Designer:** Mr Katalambula F. Hussein

**Illustrators:** Mr Fikiri Msimbe in cooperation with Alama Art and Media Production Co. Ltd.

**Coordinator:** Ms. Irasaeny G. Murro

TIE also extends its sincere gratitude to the teachers and pupils in the primary schools that participated in the trial of the manuscript.

Finally, the Institute would like to thank the Ministry of Education, Science and Technology for facilitating the process of writing this book.



Dr Aneth A. Komba

**Director General**  
**Tanzania Institute of Education**

## Introduction

This is the second book in a series of two books on health and environment for primary schools. The book has been prepared in conformity with the 2016 Standard Two Syllabus. It focuses on parts of the human body, ways of preventing diseases, our environment as well as giving first aid. The book also describes some living things found in an environment. These include domestic animals, wild animals, insects and plants.

The lessons will help pupils to develop good health habits. Good health habits help to minimize health problems. Through the use of the book, pupils will also develop reading, writing and counting skills.

The pupil is advised to read the textbook carefully in order to understand and develop the intended competences. The pupil is also advised to do all the activities and exercises. The pupil may also seek assistance from friends, parents and teachers in case of any difficulty.



FOR ONLINE USE ONLY  
DO NOT DUPLICATE

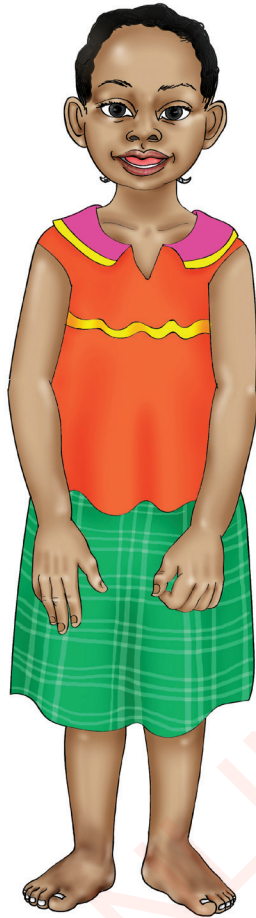
FOR ONLINE USE ONLY



FOR ONLINE USE ONLY  
DO NOT DUPLICATE

# Chapter One

## Parts of the human body



**In this chapter, you will learn about the following.**

1. Parts of the human body
2. Uses of the parts of the human body
3. Drawing the human body and labelling its parts

FOR ONLINE USE ONLY  
DO NOT DUPLICATE

## Parts of the human body

Study the picture below. Then, identify parts of the human body.



### Exercise 1

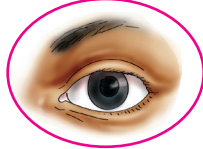

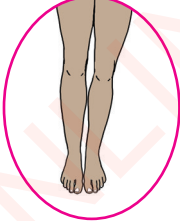
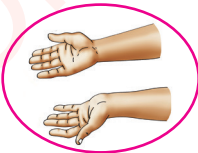
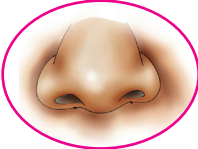
I. Mention five parts of the human body.

- (a) \_\_\_\_\_
- (b) \_\_\_\_\_
- (c) \_\_\_\_\_
- (d) \_\_\_\_\_
- (e) \_\_\_\_\_

2. Write the following parts of the human body correctly.

- (a) eey
- (b) thoum
- (c) rae
- (d) osne
- (e) otes

3. Match each picture with its name.

| Picture   | Name        |
|---|-------------|
| (a)    | (i) nose    |
| (b)   | (ii) eye    |
| (c)  | (iii) hands |
| (d)  | (iv) ear    |
| (e)  | (v) legs    |

## Activity I

Draw a picture of the human body and label its parts.

### Steps

1. Put a piece of paper on top of the picture.
2. Use a pencil to trace the visible picture.
3. Remove the piece of paper.
4. Label the parts of the human body.

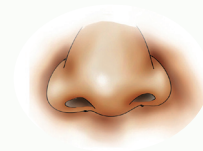
## Uses of the parts of the human body

### Song

Each part of the body has its use. x 2  
These are eyes; they are for seeing.  
What do they see?  
Different things.



This is a nose; it is for smelling.  
What does it smell?  
Different smells.



These are ears; they are for hearing.  
What do they hear?  
Sound and voices.



Each part of the body has its use. x 2

These are hands; they are for holding.  
What do they hold?  
Different things.



These are legs; they are for walking.  
Where do they walk to?  
Anywhere we go.



These are legs; they are for running.  
Where do they run to?  
Anywhere we go.

This is a mouth; it is for eating.  
What does it eat?  
Different types of food.



This is a mouth; it is for talking.  
Each part of the body has its use. x 2  
These are eye lashes.  
They are for preventing.  
What do they prevent?  
Dust and dirt.

This is my skin.  
It is for covering and sensing.  
What does it cover?  
The parts of the body.  
What does it sense?  
Heat and cold.

## Exercise 2

**Answer the following questions.**

1. Match each part of the body with its use. Draw lines as shown below.

**Example:** Toes – help in walking.

| Parts of the body | Use                                |
|-------------------|------------------------------------|
| Toes              | Covering the skin of the head      |
| Eyes              | Walking                            |
| Mouth             | Preventing dust and dirt           |
| Ears              | Hearing                            |
| Legs              | Help in walking                    |
| Arms              | Talking and eating                 |
| Nails             | Smelling                           |
| Hair              | Covering parts of fingers and toes |
| Skin              | Covering parts of the body         |
| Eye lashes        | Holding things                     |
| Nose              | Seeing                             |

2. Name other parts of the body which are not mentioned above.

3. Draw and name parts of the human body.



FOR ONLINE USE ONLY

DO NOT DUPLICATE

## Identifying different colours

Which part of the body do we use to see different colours?  
Eyes enable people to see. One of the things human beings see is colour.

### Activity 2

Look at the colours of the following shapes. Then, answer the questions that follow.

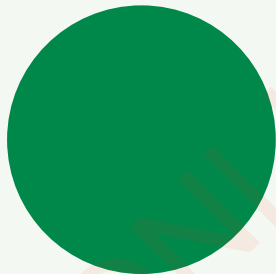
1.



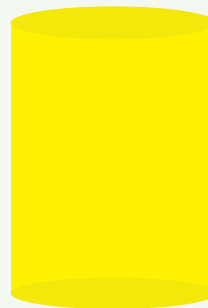
2.



3.



4.



5.



FOR ONLINE USE ONLY  
DO NOT DUPLICATE

**Mention the colours of the shapes you have seen.**

1. The colour of shape number 1 is \_\_\_\_\_.
2. The colour of shape number 2 is \_\_\_\_\_.
3. The colour of shape number 3 is \_\_\_\_\_.
4. The colour of shape number 4 is \_\_\_\_\_.
5. The colour of shape number 5 is \_\_\_\_\_.

## Identifying different sounds and voices

### Activity 3

1. Ask your friend to imitate different sounds of animals.
2. Ask your friend to imitate different sounds of non-living things.

### Questions

1. Which sounds did your friend imitate?
2. Which part of your body did you use to hear those sounds?

Different living things produce sounds. These include birds, insects and animals.



Dog

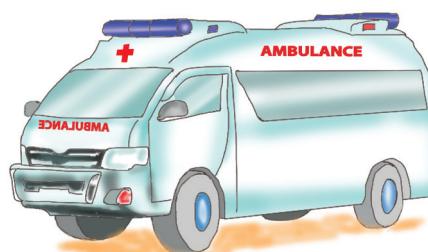


Parrot

Sounds can also be produced by non-living things. These include machines, bells, sirens and guitars.



Bell



Ambulance

We use ears to hear different sounds and voices.

### **A song of animals' sounds**

Meow! Meow! Whose sound is it?

It is the sound of a cat.

Cat, cat is our friend; it chases rats.

Wow! wow! Whose sound is it?

It is the sound of a dog.

Dog, dog is our friend; it guards us.

Meh - eh - eh! Meh - eh - eh! Whose sound is it?

It is the sound of a goat.

Goat, goat is our friend; it provides us with meat.

Mow! mow! Whose sound is it?

It is the sound of a cow.

Cow, cow is our friend; it provides us with milk.

### Exercise 3

Answer the following questions.

1. Which objects produce sounds when you hit them?
2. Draw three things that produce sounds.
3. Mention the animals whose sounds you can imitate.

### Identifying smells of different things

Read the story. Then, answer the questions that follow.

Amani and Upendo are Standard Two pupils. One day after school, they had the following talk:

**Amani:** Upendo, where does the bad smell in our class come from?

**Upendo:** I don't know where it comes from.

**Amani:** I think it is from some of us. Some of the pupils do not bath regularly.

**Upendo:** May be they had a bath but put on dirty clothes.

**Amani:** Do dirty clothes produce a bad smell?

**Upendo:** Yes, they also keep germs which cause diseases.

**Amani:** We must inform the health care teacher. The teacher will inspect the whole class.

On the following day, Amani told the health care teacher. The teacher inspected each pupil's uniform. When he went closer to Papi, the bad smell increased. The teacher asked Papi to take off his shoes. He noticed that his socks produced the bad smell. He asked

FOR ONLINE USE ONLY  
DO NOT DUPLICATE

him to take off his socks and put them outside. The teacher ordered Papi to wash his legs. The teacher also advised the pupils to wash their clothes regularly. This would prevent them from smelling bad. Washed clothes should be dried properly in the sun. Papi went home after classes. At home, he took off his school uniform and washed them. The following morning, Amani and Upendo noticed something new; the bad smell in their classroom was gone.

### Questions

1. How many people started the talk?
2. In which class are Amani and Upendo?
3. Where did the bad smell come from?
4. What did you learn from the story?
5. Write three things that can produce a bad smell.
6. Write four things that smell good.

### Exercise 4

Use the following words to answer the questions that follow.

**mouth, Upendo, sun, nose, Papi, clothes, skin, inside, regulary, classes**

1. Washed clothes are dried by the \_\_\_\_\_.
2. Whose socks smelled bad?
3. What did the teacher inspect?
4. Papi went home after \_\_\_\_\_.
5. The teacher advised the pupils to wash their clothes \_\_\_\_\_.

# Chapter Two

## Ways of preventing diseases



**In this chapter, you will learn about the following.**

1. Cleaning and ironing clothes
2. Cleaning food utensils
3. Keeping food safe
4. Keeping water clean and safe
5. Using toilets properly
6. Infectious diseases

## Cleaning our clothes

Study the following pictures. Then, answer the questions that follow.

①



②



1. Picture number 1 shows ..... clothes.
2. Picture number 2 shows ..... clothes.

## Washing clothes

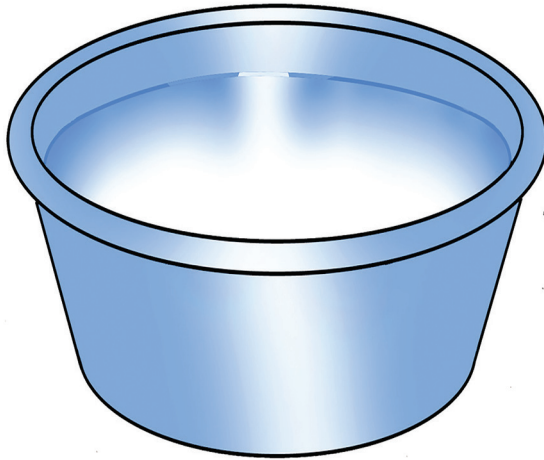
Read the following paragraph. Then, answer the questions that follow.

Standard Two pupils were taught how to wash clothes. They were told that clothes should be washed to remove dirt. Dirt can cause skin diseases. It can also attract lice. Clean clothes last longer and look attractive. Socks, handkerchiefs and underwears should be washed daily. When we wash clothes, we should separate white clothes from the coloured ones. Check the pockets carefully. We should wash clothes with clean water and soap. Then, we must rinse them well with clean water. Finally, we should hang them on the clothes line to dry.

### Questions

1. Clothes should be washed to remove \_\_\_\_\_.
2. Mention clothes which need to be washed daily.
3. What do we use for washing clothes?
4. Why do we wash clothes?
5. What diseases are caused by dirty clothes?
6. Write **true** for correct statements and **false** for incorrect statements.
  - (a) Dirty clothes are good. \_\_\_\_\_
  - (b) We should wash our clothes when they are dirty. \_\_\_\_\_
  - (c) We must use soap when washing clothes.  
\_\_\_\_\_
  - (d) We should rinse clothes before drying them.  
\_\_\_\_\_

# Things used for washing and drying clothes



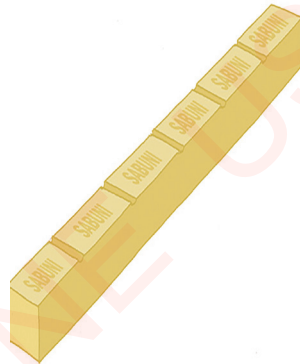
Basin of water



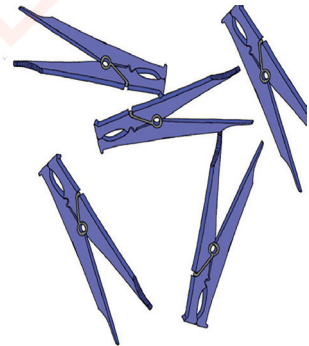
Bucket



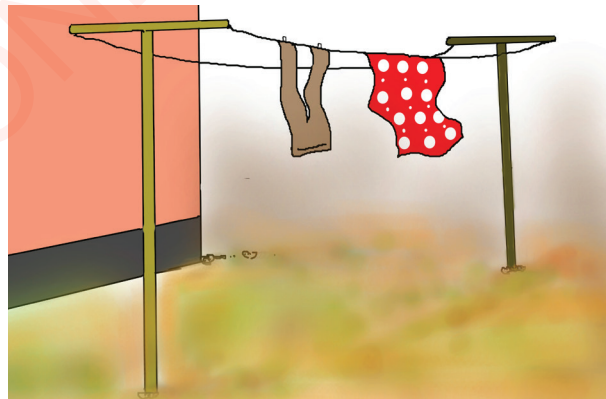
Powder Soap  
(Detergent)



Bar Soap



Pegs



Clothes line

FOR ONLINE USE ONLY  
DO NOT DUPLICATE

## Steps for washing clothes

Look at pictures 1 to 6. Then, do Exercise 1.

①



②



3



4



5



6



### Exercise I

Arrange the following sentences in the order of the events shown in the pictures.

1. Rinse the clothes in clean water and squeeze them.
2. Hang them on the clothes line and peg them.
3. Separate coloured clothes from white ones.
4. Soak dirty clothes in water.
5. Rub the clothes well with soap to remove dirt.
6. Turn clothes inside out before hanging them to dry.

## Activity 1

1. Wash simple clothes by following the washing procedure.
2. Mention the clothes you washed.

## Exercise 2

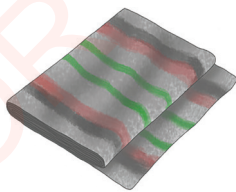
### Answer the following questions.

1. Write three reasons for washing clothes.
2. Mention and draw four materials that are used when washing clothes.
3. Why do we wash white clothes separately from coloured ones?
4. Why do we use soap when washing clothes?
5. Draw three types of clothes we wear.

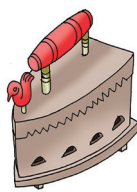
## Ironing clothes

After washing clothes, we hang them to dry. Drying clothes removes moisture. When such clothes are dry, we iron them to kill germs. It also makes them look neat. After ironing, we hang the clothes before putting them in a wardrobe.

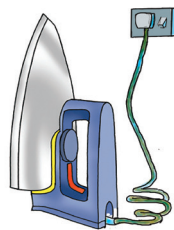
## Things used to iron clothes



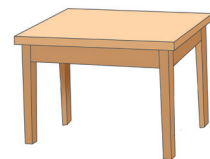
Bed sheet



Charcoal iron



Electric iron

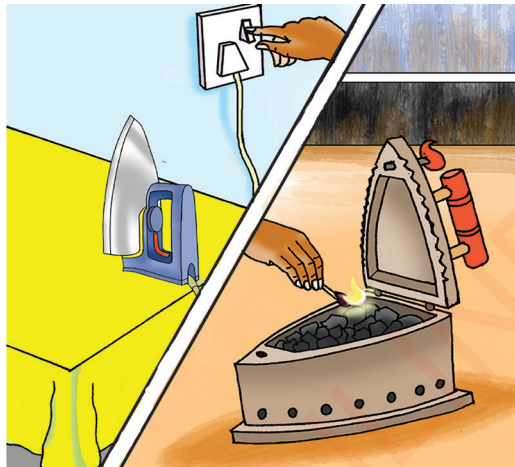
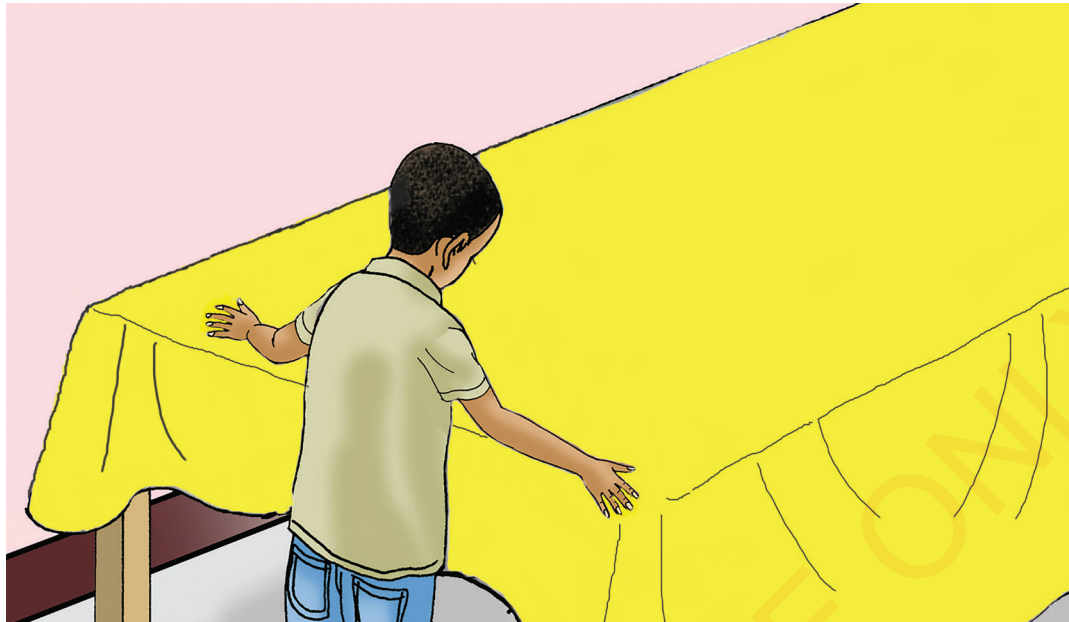


Table



FOR ONLINE USE ONLY  
 DON'T DUPLICATE

# Steps for ironing clothes



### Exercise 3

Arrange the following sentences in the same order as the events in the pictures.

1. The child is hanging the clothes after ironing.
2. The child is preparing the iron.
3. The child is preparing the table by covering it with a bed sheet.
4. The child is ironing the clothes.

### Activity 2

Demonstrate how to iron clothes.

### Exercise 4

Fill in the blanks by choosing the correct word from the following list.

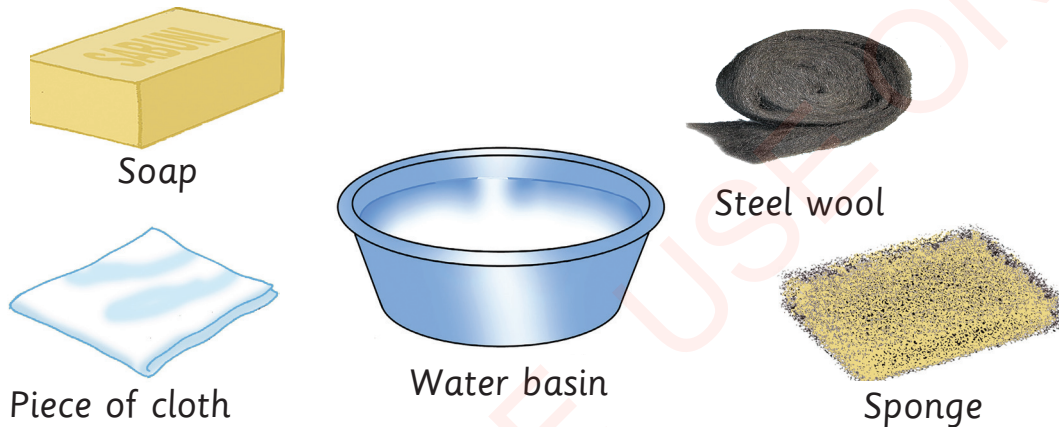
**germs, bed sheet, avoid moistness, neat, dirty, wardrobe**

1. Iron heat kills \_\_\_\_\_.
2. When we iron clothes, we use an iron, a table and a \_\_\_\_\_.
3. We hang clothes after ironing in order to \_\_\_\_\_.
4. We keep ironed clothes in a \_\_\_\_\_.

## Cleaning utensils

Utensils must be cleaned properly. They must be washed with clean water and soap. They should be wiped using a clean piece of cloth. They can also be placed on a special stand to dry. They should not be left on the stand for a long time. Dust and germs can make them dirty again. Dirty utensils attract insects like flies, ants and cockroaches. Insects carry germs that cause diseases like diarrhoea, typhoid and cholera.

## Things used for cleaning food utensils



## Steps for washing food utensils

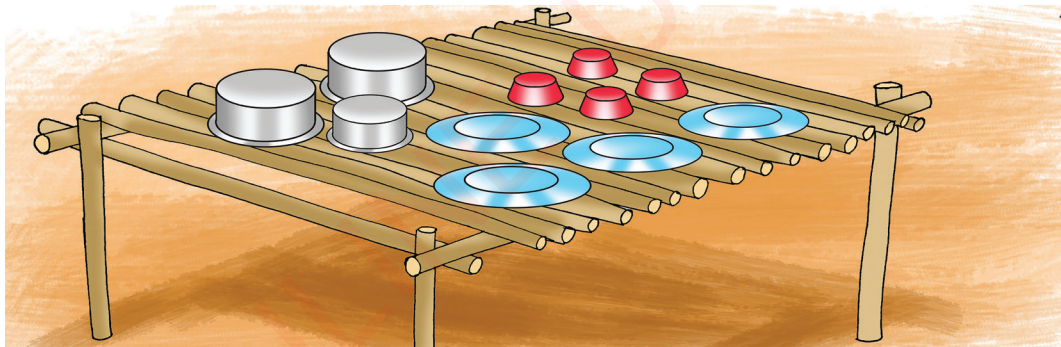
1. Prepare things to be used for washing utensils.
2. Remove food and other remains from the utensils.



3. Separate utensils which can easily be broken.
4. Separate oiled utensils from non-oiled ones.
5. Use a soap and sponge to wash each utensil.



6. Rinse the utensils with clean water.
7. Dry the utensils using a clean piece of cloth or dry them on a special stand.



8. Keep the utensils in a clean place to prevent them from dirt.



### Activity 3

Wash food utensils by following the steps.

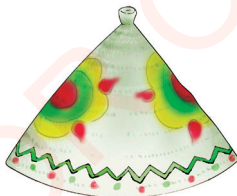
### Exercise 5

**Answer the following questions.**

1. Mention four things used to wash food utensils.
2. Write the names of the utensils that you have washed.
3. Mention two places where washed utensils can be kept.
4. List the diseases caused by using dirty utensils.
5. Mention insects which are attracted by dirty utensils.
6. Give two reasons for washing food utensils.

### Keeping food safe

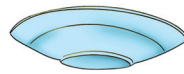
We should keep food clean and safe. The food that is kept well cannot be spoiled by insects such as cockroaches, houseflies and black ants. These insects spread diseases like diarrhoea and cholera. When they get into uncovered food, they leave germs in them. Eating such food can make someone sick. We must store foodstuffs properly to keep them safe.



Traditional food cover



Winnowing basket

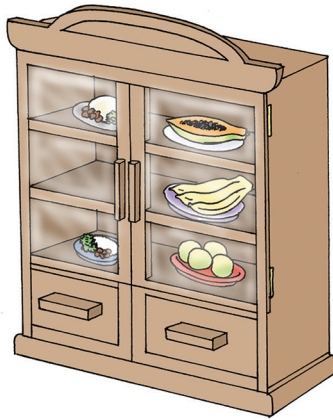


Plate

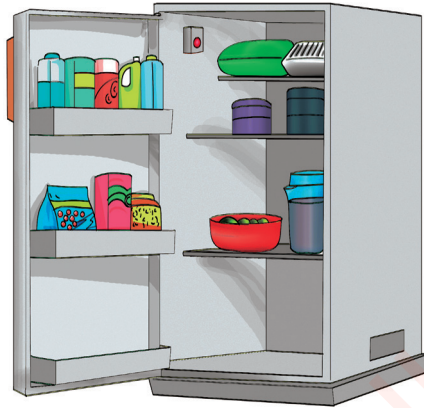


Calabash

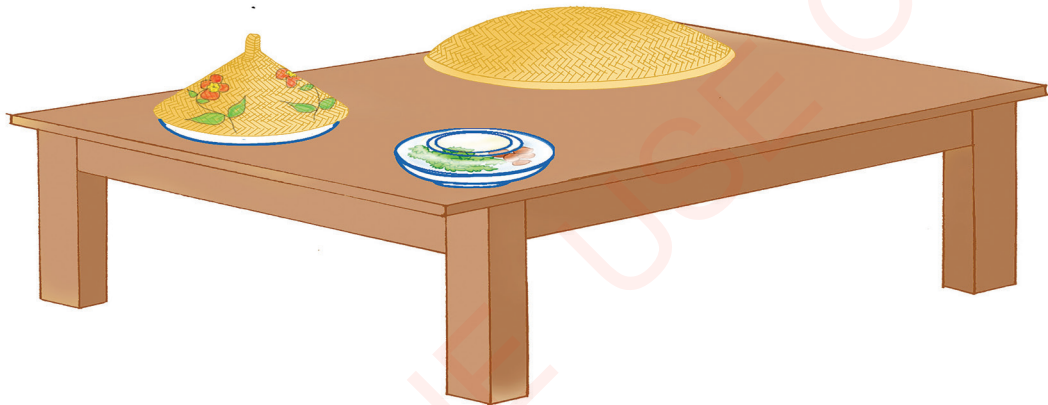
## Different ways of keeping food safe



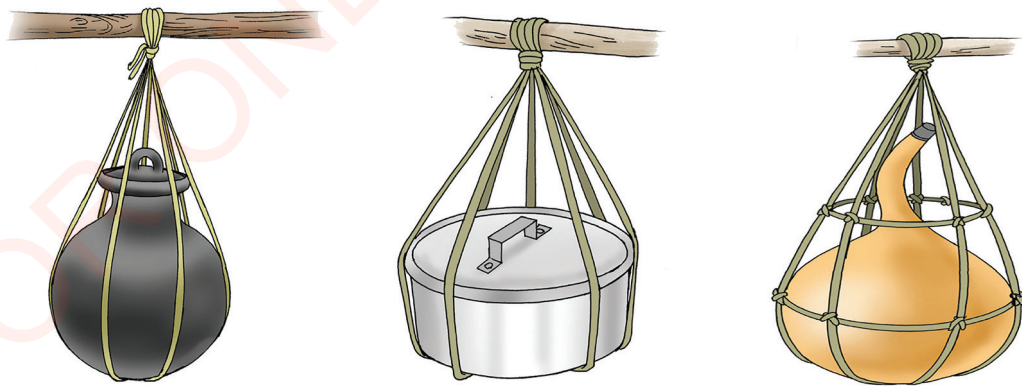
Keeping food in a cupboard



Keeping food in a refrigerator



Covering food with a traditional food cover, plate or winnowing basket



Special things for hanging foodstuffs

## Activity 4

1. Mention the covers we use for keeping food safe.
2. Draw two covers used for keeping food safe.

## Exercise 6

### Answer the following questions.

1. List diseases which are caused by eating contaminated food.
2. Mention insects which spread germs that cause diseases.
3. Give reasons for keeping food safe by hanging it.
4. Mention two other ways of keeping food safe.

## Keeping water clean and safe

We use water in our daily life. We use it for drinking, cooking and washing clothes. We also use it for bathing and watering plants.



Drinking



Cooking



Bathing



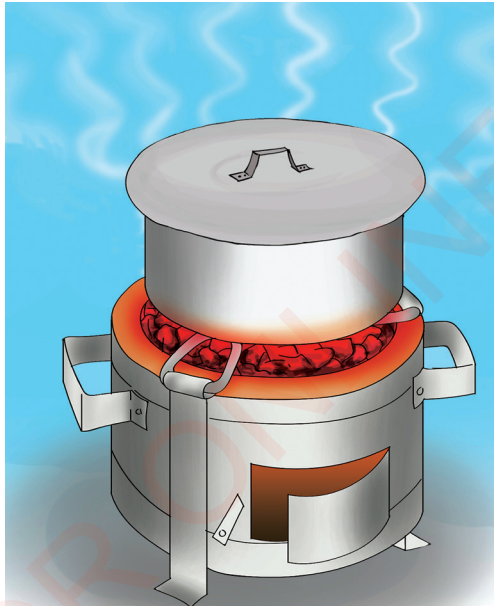
Washing



Watering plants

## Ways of keeping water clean and safe

There are different ways of keeping water clean and safe. For example, we can boil and filter it.



Boiling water



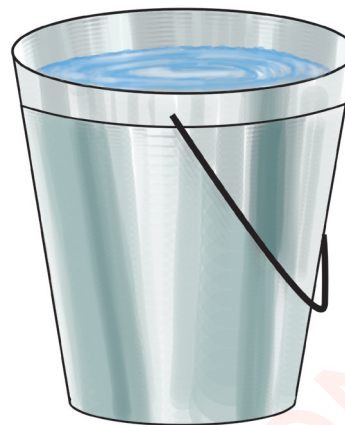
Filtering water

FOR ONLINE USE ONLY  
DO NOT DUPLICATE

We can also use chemicals to treat water.



Chemical for treating water

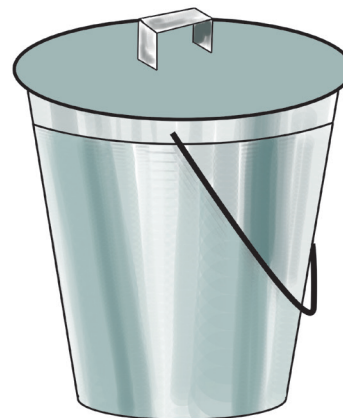


Bucket of water

Boiled water is free from germs which cause diseases. Drinking water must be kept in clean and covered containers. Examples of such containers are buckets and pots.



Pot



Bucket

Drinking unsafe water can cause diseases such as cholera, typhoid and diarrhoea.

## Exercise 7

1. Fill in the blanks using the following words;  
**jug, cholera, bacteria**
  - (a) Drinking unsafe water can cause diseases like \_\_\_\_\_.
  - (c) Boiled water is free from \_\_\_\_\_.
  - (d) The container used for keeping drinking water is a \_\_\_\_\_.
2. Mention three uses of water.

### Using toilets properly

A toilet is an important place for human beings. Toilets should be used properly to avoid diseases.

Study the pictures below. Which picture shows the proper use of the toilets?

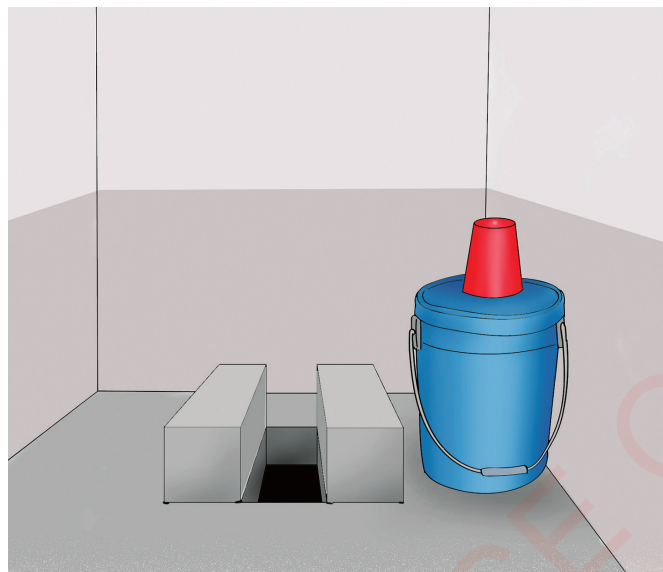
1.



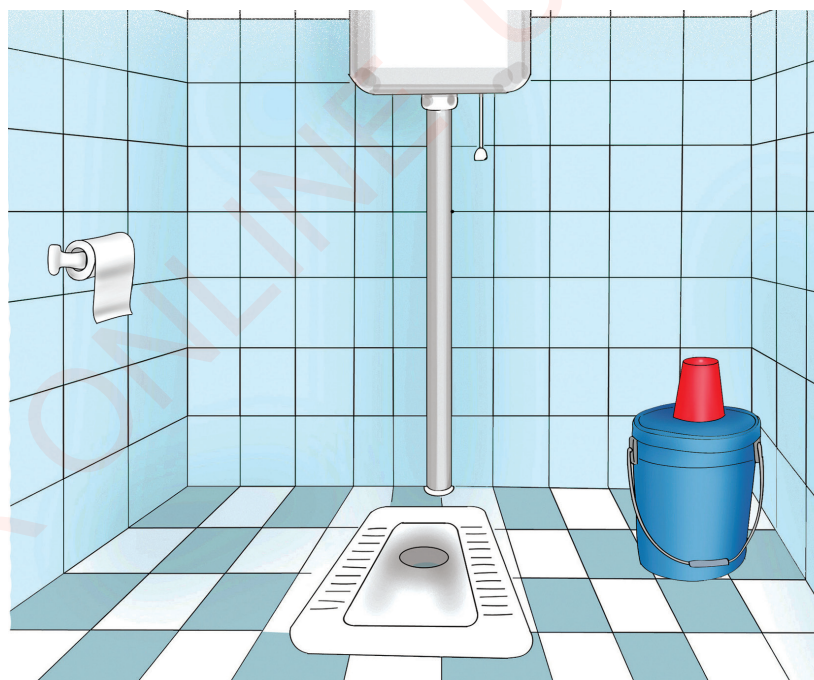
2.



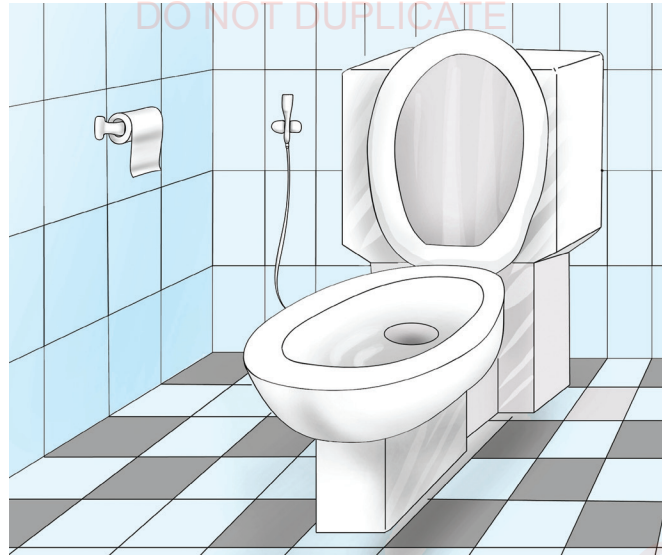
There are different types of toilets. Examples are pit toilets and flushing toilets. Flushing toilets can be squatting or sitting.



Pit toilet



Squatting toilet



Sitting toilet

### Steps for using a pit toilet

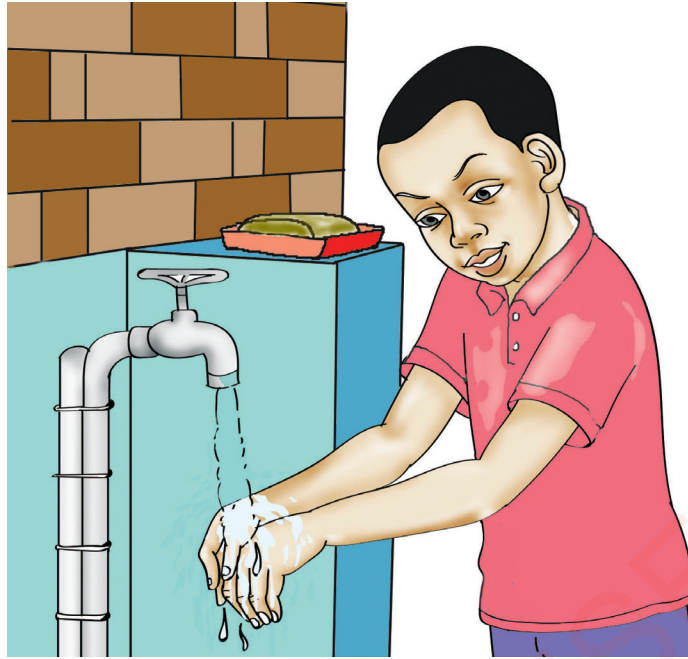
1. Open the pit lid before using the toilet.



- FOR ONLINE USE ONLY  
DO NOT DUPLICATE
2. Use the toilet properly.
  3. Clean yourself using clean water after using the toilet. Also, you can clean yourself using a toilet paper.
  4. Cover the pit hole with the lid after use.



5. Wash your hands properly with clean water and soap.



## Cleaning the toilet



FOR ONLINE USE ONLY  
DO NOT DUPLICATE

Why do we clean toilets? We clean toilets to avoid diseases like diarrhoea and cholera. Cleaning toilets also helps to remove bad smell. Toilets should be cleaned using water, soap and germicide. After cleaning the toilet, wash your hands with clean water and soap.



### Exercise 8

**Answer the following questions.**

1. Mention three materials used in cleaning a toilet.
2. Mention insects which live in uncleaned toilets.
3. Mention the types of toilets you know.
4. Mention two diseases you may get by using an unclean toilet.
5. What type of toilet do you use at your school?
6. Why do we wash our hands after using a toilet?



## Infectious diseases

Infectious diseases are diseases transmitted from one infected person to another. Examples of infectious diseases are Cholera, Tuberculosis (TB) and HIV/AIDS.

### Cholera

Cholera is a disease caused by bacteria. Cholera leads to diarrhoea and vomiting. We can get cholera by eating or drinking contaminated food or water. Food and water contaminated with faeces of a cholera infected person are common examples.

### Ways of preventing cholera

1. Drink and use safe water.
2. Wash your hands with soap and safe water.
3. Wash your hands with soap after using a toilet and before eating.
4. Use toilets properly.
5. Keep the environment clean to avoid dirt.
6. Wash fruits with clean and safe water.
7. Eat food that is cooked properly.

### Diarrhoea

Diarrhoea is a condition of giving out liquid faeces frequently. Diarrhoea is caused by eating contaminated food. It can also be caused by drinking contaminated water. It causes the body to lose water and energy.



## Ways of preventing diarrhoea

1. Keep the environment clean.
2. Eat food that is cooked and well covered.
3. Clean fruits with clean and safe water.
4. Wash your hands with soap and clean water. This should be done before eating and after using a toilet.
5. Drink and use safe water.

## Tuberculosis (TB)

Tuberculosis is an infectious disease caused by bacteria. It affects the lungs and other organs like bones. Tuberculosis is spread through droplets released from the air. When a person with tuberculosis coughs, sneezes or spits, bacteria spread through the air.

## Ways of preventing tuberculosis

1. Maintain cleanliness.
2. Take precautions when you are with a person who suffers from tuberculosis.
3. Stay in a ventilated room.

## HIV and AIDS

HIV is Human Immunodeficiency Virus. It weakens the body immunity. It causes AIDS. AIDS is Acquired Immune Deficiency Syndrome. Symptoms of AIDS are rapid weight loss, persistent diarrhoea and frequent fever.

### Song

HIV is the virus causing AIDS,

What is AIDS?

AIDS is the deficiency of body immunity x 2

We should not share razor blades, needles and toothbrushes x 2

We should not share haircombs and sharp objects

If we share such objects, we can get HIV/AIDS.

### **Read the following passage. Then, answer the questions that follow.**

Furaha is a teacher at Mpakani Primary School. She taught her pupils how to prevent themselves from HIV infection. During the lesson, one pupil asked, “How do you know if someone has HIV?” The teacher answered, “You can not identify an HIV infected person by just looking. He/she must be tested for HIV.”

Another pupil asked, “How do people get infected with HIV?” The teacher said, “People get infected through sharing sharp objects such as needles, toothbrushes, razor blades and shaving tools.”

After the conversation, the teacher mentioned ways of preventing HIV. These include the following:

1. Avoiding sharing syringes
2. Avoiding sharing needles when piercing ears
3. Covering wounds all the time to avoid blood discharge

- FOR ONLINE USE ONLY  
DO NOT DUPLICATE
4. Avoiding sharing toothbrushes, towels and haircombs
  5. Avoiding touching the blood of another person
  6. Wearing clean gloves when taking care of an injured person

### Questions

1. How will you know that you are infected with HIV?
2. Mention five objects that can spread HIV when shared.
3. Write five ways of preventing the spread of HIV.
4. Why is it dangerous to touch another person's blood?

### Exercise 9

1. Fill in the blanks by choosing the correct word from the list below.

**sponge, HIV, AIDS, gloves, needle**

- (a) HIV causes \_\_\_\_\_.
  - (b) A \_\_\_\_\_ is a sharp object.
  - (c) An object used to scrub the body when bathing is a \_\_\_\_\_.
  - (d) The materials worn on hands to prevent the spread of HIV are \_\_\_\_\_.
2. Mention two ways of preventing cholera.
  3. Mention two ways of preventing tuberculosis.
  4. Mention two ways of preventing diarrhoea.

# Chapter Three

## Our environment

An environment refers to all things that surround us. It includes living and non-living things.

**In this chapter, you will learn about the following.**

1. Using different tools for cleaning the environment
2. Planting seeds and seedlings by following correct steps
3. Risky behaviours in the environment and their prevention
4. Dangerous organisms in the environment
5. The use of warning signs



## Tools for cleaning the environment

We use different tools to clean the environment.

| Picture   | Name                 | Uses                        |
|---|----------------------|-----------------------------|
|    | Broom                | Sweeping                    |
|   | Twig broom           | Sweeping                    |
|  | Slasher              | Cutting grass               |
|  | Big pair of scissors | Cutting small tree branches |

|   |         |  |
|---|---------|--|
|    | Dustpan | Collecting dust and waste from a floor |
|    | Dustbin | Dumping rubbish                        |
|   | Rake    | Collecting rubbish                     |
|  | Brush   | Scrubbing a floor                      |
|  | Hoe     | Digging                                |

## The importance of cleaning our environment

The home and school environments should be cleaned regularly. A clean environment looks good and attractive. It also keeps away insects and germs that can cause diseases.

**Study the following picture. Then, answer the questions which follow.**



### Questions

1. What are you supposed to do after collecting rubbish?
2. What are the effects of a dirty environment?
3. Draw pictures of the tools used for cleaning the environment.

### Exercise 1

Match the tools with their uses. Show by drawing a line as shown in the example.

| Name of tools        | Use   |
|----------------------|---|
| Hoe                  | For sweeping  |
| Rake                 | For digging   |
| Big pair of scissors | For collecting grass and rubbish                    |
| Broom                | For keeping rubbish before throwing them in the pit |
| Dustpan              | For pruning flowers                                 |
| Dustbin              | For collecting rubbish after sweeping               |

### Activity 1

1. Clean the classroom using the right tools.
2. Use the tools for cleaning the school environment.

### Planting seeds and trees

Trees and flowers make the environment look good and attractive. Trees help in maintaining our environment. We should plant seeds and seedlings to have trees and flowers. There are different ways of planting seeds and seedlings. Some seeds are planted directly in the ground. Examples of such seeds are maize and beans.

Other seeds must be sown to produce seedlings. Examples of these are tomato seeds, spinach seeds and onion seeds. Sowing means putting seeds in a nursery bed. A nursery bed is a piece of land prepared for raising seedlings.



## Steps for sowing seeds and planting seedlings

1. Prepare a nursery bed by tilling the soil and putting manure in it.



- FOR ONLINE USE ONLY  
DO NOT DUPLICATE
2. Water the nursery bed to make it moist.
  3. Sow seeds in the prepared nursery bed.



4. Cover the nursery bed with dry grass to maintain moistness.



5. Water the nursery bed every day until the seeds germinate.

- FOR ONLINE USE ONLY  
DO NOT DUPLICATE
6. Remove the grass to allow the seedlings to come out.
  7. Allow the seedlings to absorb air and sunlight.
  8. Prepare holes for planting the seedlings.
  9. Put manure in the prepared holes and water them.
  10. Plant the seedlings in the prepared holes.



11. Continue watering until the seedlings grow.



## Questions

**Answer the following questions.**

1. Mention five seeds which can be planted directly into the ground.
2. Why do we cover the nursery bed after sowing seeds?
3. Why do we water seedlings?

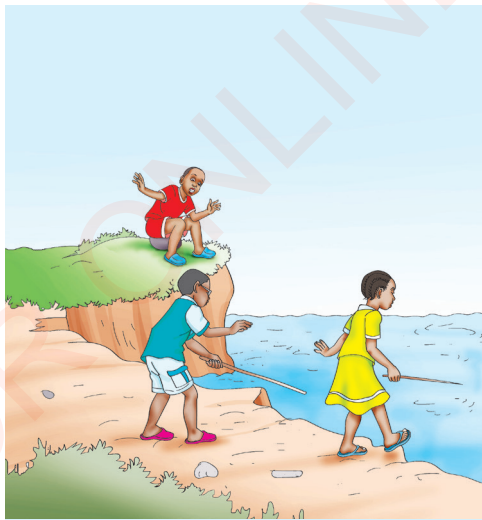
## Activity 2

1. Prepare a nursery bed and sow seeds.
2. Plant one seedling at school and another at home.
3. Water the seedlings every day until they grow.

## Risky behaviours in the environment

Look at the following pictures. Then, answer the questions that follow.

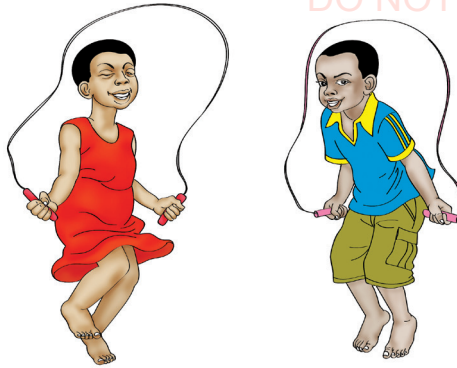
1.



2.



3.



4.



5.



6.



## Questions

1. Mention the risky behaviours shown in the pictures.
2. Name the behaviours in the pictures which are safe.

## Exercise 2

**Answer the following questions:**

1. What are the effects of swimming in deep water?
2. Label the following behaviours by choosing one of the following words: **Risky** or **Safe**
  - (a) Climbing tall trees. \_\_\_\_\_
  - (b) Supporting work at home. \_\_\_\_\_

- (c) Playing in dark places. \_\_\_\_\_
  - (d) Sweeping the compound. \_\_\_\_\_
  - (e) Playing with a razor blade or a knife. \_\_\_\_\_
  - (f) Washing the face. \_\_\_\_\_
3. Write two other risky behaviours which you know.

### Dangerous organisms in the environment

An organism is any living thing. There are different organisms in our environment. Such organisms include snakes, scorpions, bees, mosquitos, centipedes, lions, leopards and hyenas.

#### Activity 3

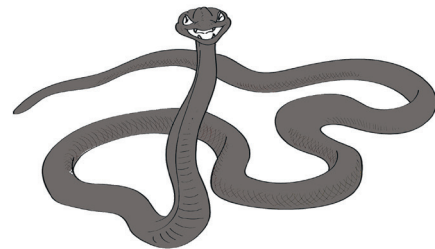
##### Boasting

In groups of six, let every one take a position of one organism and boast.

I am a **python**. I can swallow a human being.



I am a **cobra**. I have venom which can kill.



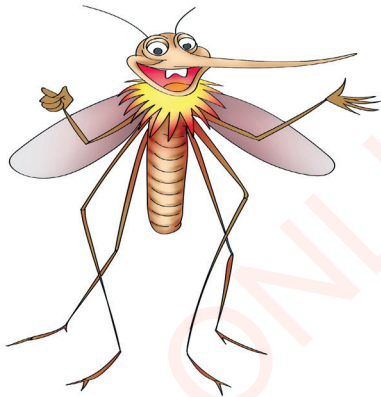


I am a **lion**, the king of the jungle. Human beings are afraid of me.

I am a **scorpion**. My venom is dangerous. It causes a lot of pain.



I am a **mosquito**. I suck blood and spread malaria.



I am a **bee**. I attack human beings and cause severe pains.



## Identifying warning signs in our environment

Warning signs are found in our environment. Examples of such signs are seen on roads, boxes, bottles of medicines and chemicals. They indicate conditions requiring special attention.

### Uses of warning signs

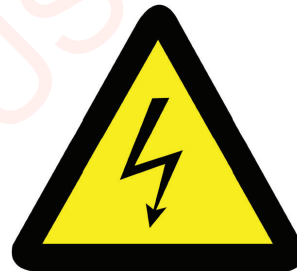
Warning signs are used to give conditions, restrictions and directives. They also show what may happen if we do not follow them.

### Warning signs

The following are examples of warning signs.



Fire



Electricity with high voltage



Danger or poison



Zebra crossing



No smoking



Explosive



Game reserve



Railway crossing



Traffic light

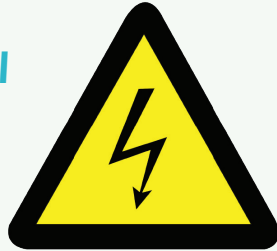


Pedestrian crossing

### Exercise 3

Study the following warning signs. Then, write the meaning of each sign.

1



2



3



4



### Questions

**Answer the following questions.**

1. Name the warning signs found at school or at home.
2. Mention three warning signs used on roads.
3. What does the following warning sign mean?



# Chapter Four

## First aid

First aid is a simple medical treatment given to an injured or sick person. It is given before the person is taken to hospital.

**In this chapter, you will learn about the following.**

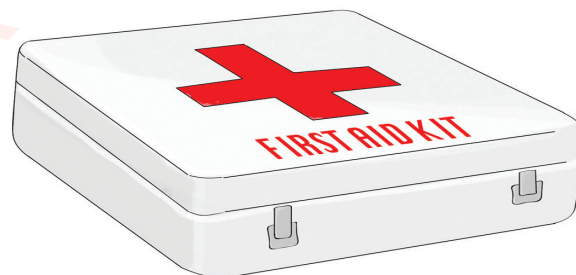
1. Aims of first aid
2. Principles of giving first aid

### **Aims of first aid**

- (i) To reduce pain
- (ii) To reduce blood loss
- (iii) To save the life of a patient

### **Principles of giving first aid**

1. Make sure you are safe while giving first aid.
2. Never do anything that would worsen the condition.
3. Control bleeding.
4. Ensure ventilation while giving first aid.
5. Observe the victim's part of the body which needs care.



The first aid kit is a box in which tools for first aid are kept.

### Items found in a first aid kit

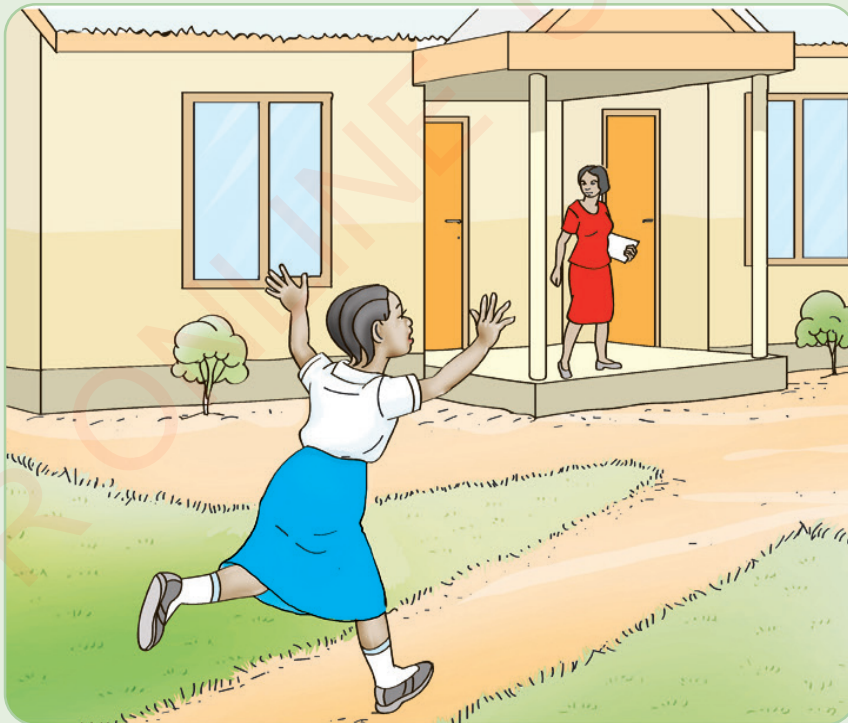
| Picture   | Name               |
|---|--------------------|
|    | Pain killers       |
|    | Pins               |
|    | Spirit             |
|   | Syringe needle     |
|  | Bandage            |
|  | Cotton wool        |
|  | Gloves             |
|  | A pair of scissors |

Study the following pictures. Then, answer the question that follows.

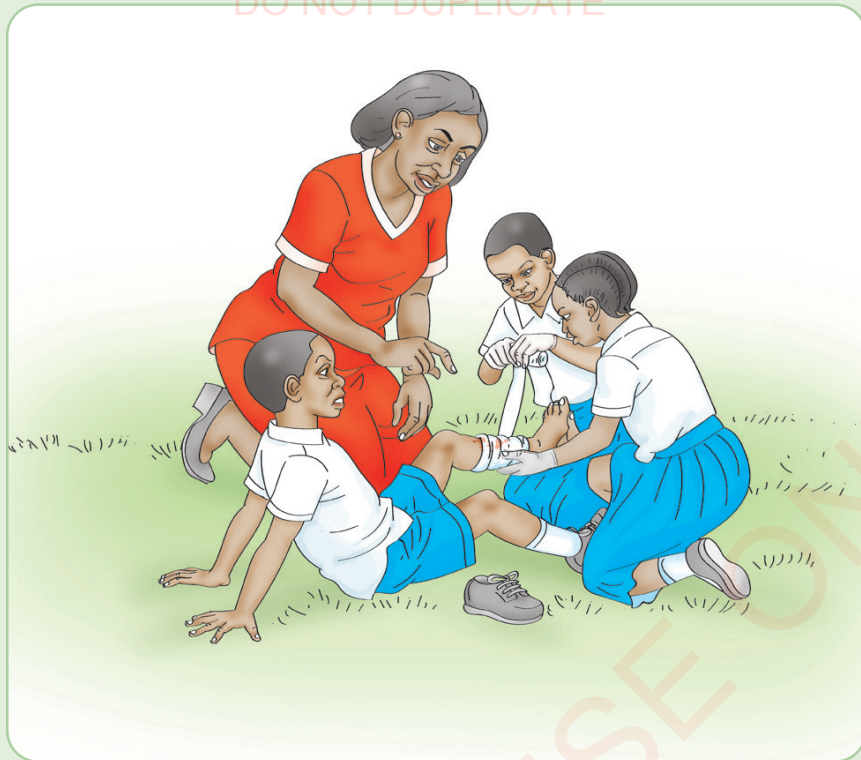
1.



2.



3.



4.



5.



### Question

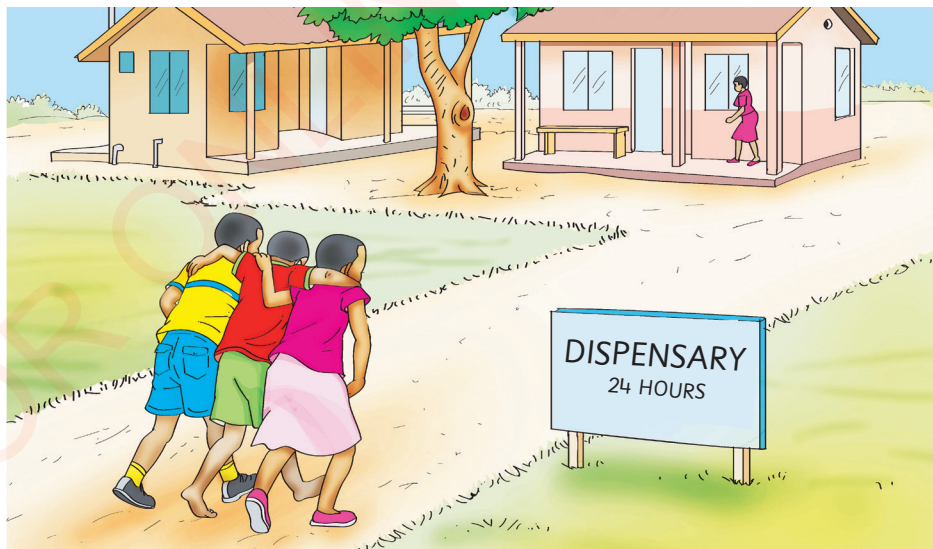
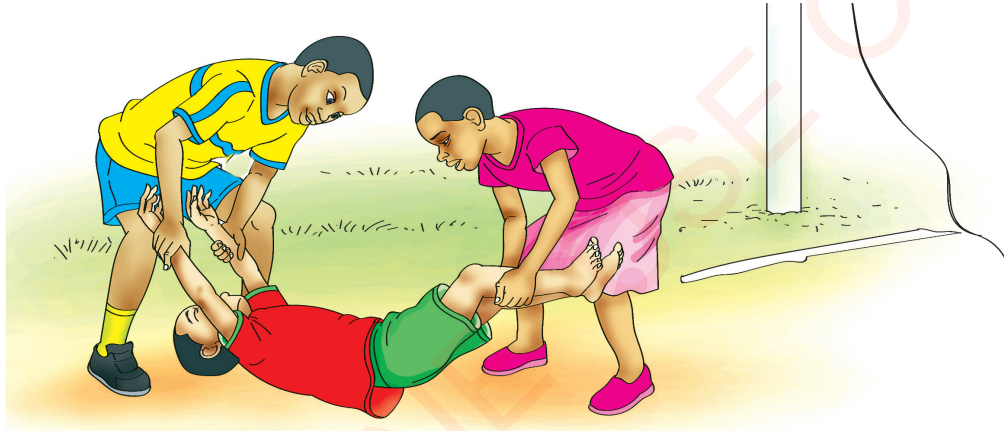
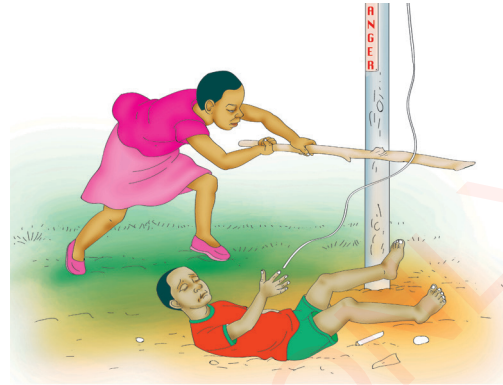
Following the sequence of the pictures, write four sentences.

### Activity I

Demonstrate how to give first aid to an injured person.

# First aid for a person who has suffered an electric shock

Study the following pictures and then do the exercise.



## Exercise 1

Write one sentence for each picture.

## Activity 2

Show the steps for giving first aid to a person who has suffered an electric shock. Let one of your friends act as a victim.

### Giving first aid

Read the following passage. Then, answer the questions.

Shukuru and Tuli are friends at Maarifa Primary School. One day, Tuli asked his mother, “Why don’t we have a first aid box?” His mother answered, “When you get injured, I will take you to the hospital.” Tuli felt sad due to his mother’s answer. The next day, Shukuru joined his friend Tuli on the way to school. When they were near the school, Tuli fell down and injured his leg. Shukuru ran to inform the teacher. The teacher and Shukuru went to the place where Tuli fell. Shukuru carried a first aid box. He put on gloves and cleaned the bruises. He used cotton wool and spirit to kill germs.



FOR ONLINE USE ONLY

DO NOT DUPLICATE

After helping Tuli, he put the used cotton wool and gloves into a waste paper bag. He also washed his hands with clean water and soap. The teacher and Shukuru took Tuli to the dispensary for treatment. When Tuli returned home, he told his mother what happened. His mother felt sorry. She thanked the teacher and Shukuru. She realized the importance of having a first aid box. She bought pins, soap, razor blades and spirit. She added cotton wool, plaster, a pair of scissors and bandages. Tuli put all the items in the first aid box he made. He was very happy.

### Questions

**Answer the following questions.**

1. Why did Shukuru put on gloves before giving first aid?
2. What part of Tuli's body got injured?
3. What did Shukuru carry after reporting the accident to the teacher?
4. Where was Tuli taken after getting first aid?



## Exercise 2

**Answer the following questions.**

1. Mention five tools found in a first aid box.
2. Name the item in a first aid box which kills germs.
3. Why is it dangerous to play with electricity?
4. What will you do to help a person who has suffered an electric shock?
5. We use a \_\_\_\_\_ to push away a person who has suffered an electric shock.
6. Name five items bought by Tuli's mother.

# Chapter Five

## Living things in the environment

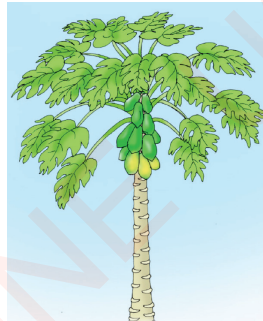
**In this chapter, you will learn about the following.**

1. Identification of different animals and plants
2. The benefits of domestic and wild animals
3. Dangerous animals and harmful insects
4. The benefits of plants

Living things can be divided into two main groups.  
These are animals and plants.



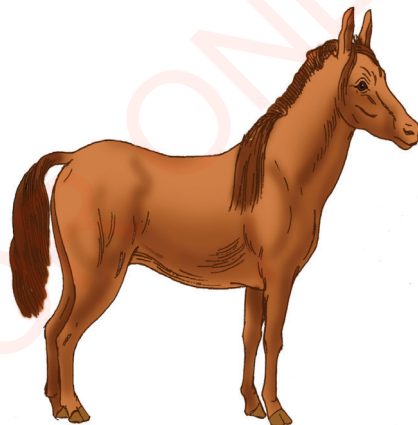
Sunflower



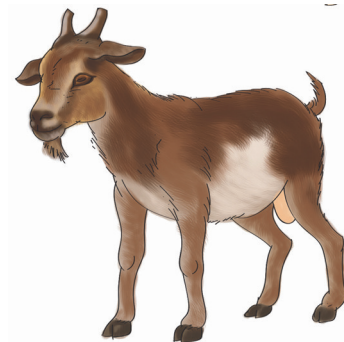
Pawpaw tree



Banana tree

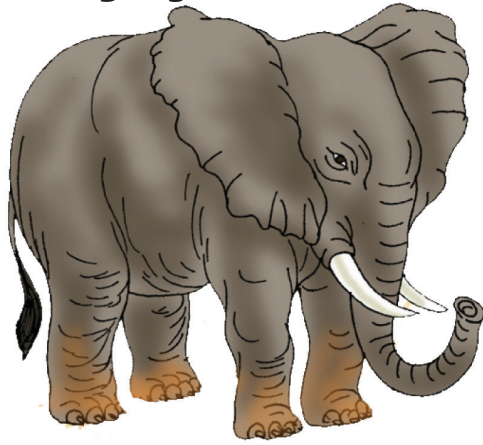


Horse



Goat

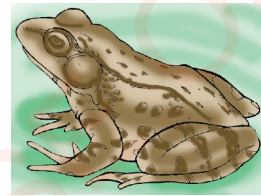
## Identifying different animals



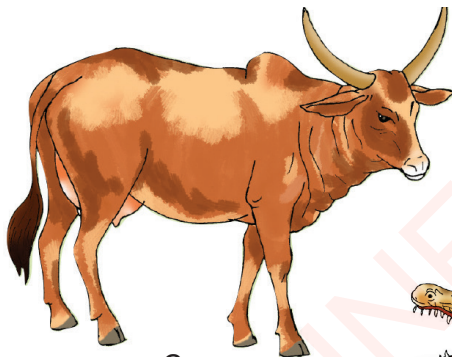
Elephant



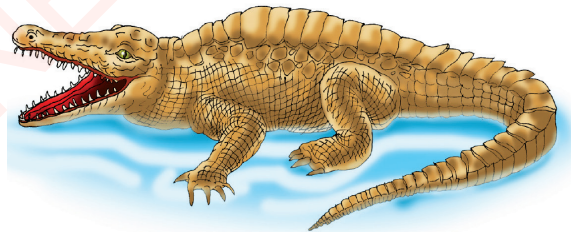
Cat



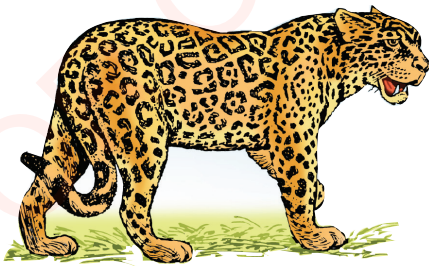
Frog



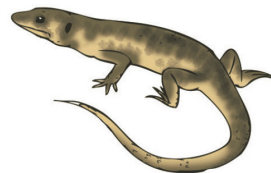
Cow



Crocodile



Leopard



Lizard

### Activity 1

Write the names of the animals shown in pictures 1 to 6.

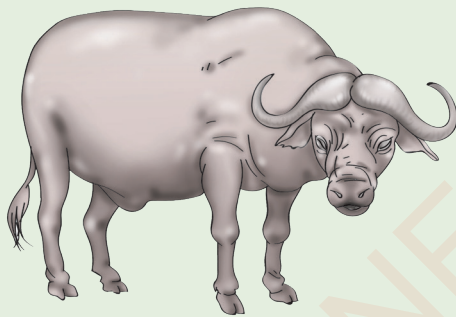
1.



4.



2.



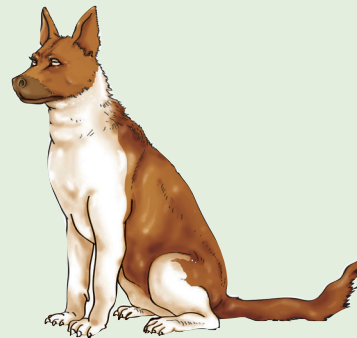
5.



3.

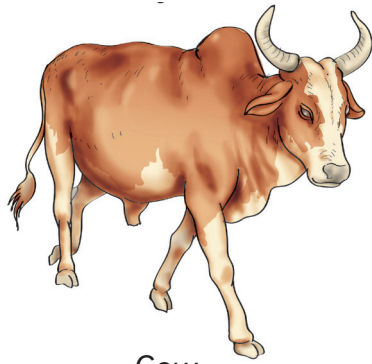


6.



## Domestic animals

Domestic animals are animals that are kept at home.  
The following are examples of domestic animals.



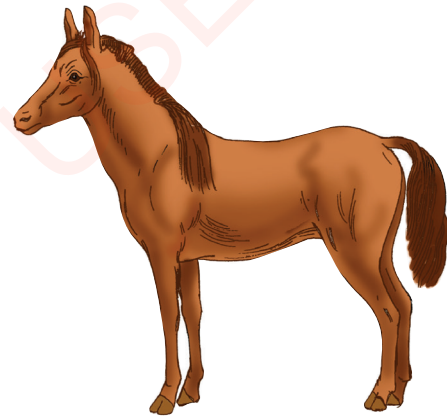
Cow



Donkey



Cat



Horse



Goat



Dog



Hen



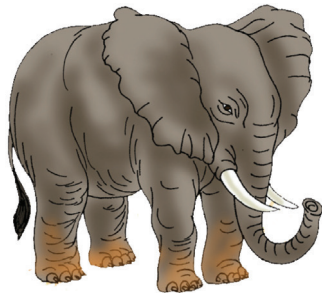
Duck

## Exercise 1

1. From the pictures above, how many domestic animals are edible?
2. Name two domestic animals which are used for security.

### Wild animals

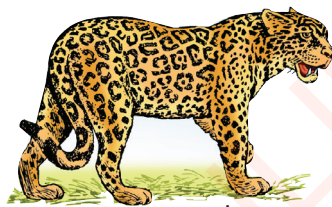
Wild animals are animals which are not kept at home. They live in forests. The following are examples of wild animals.



Elephant



Zebra



Leopard



Lion



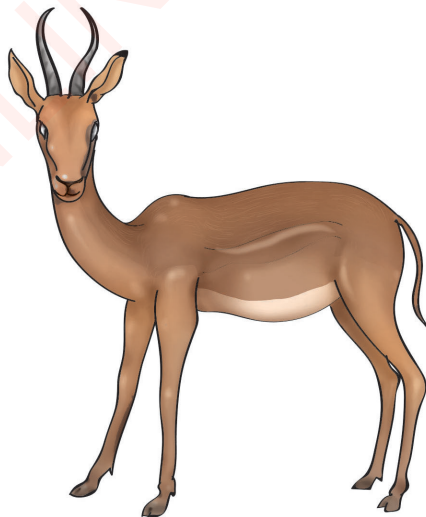
Giraffe

## Song

1. It is animal day,  
let's all stand up and move and clap our hands.  
Let's look around.
2. Our friend is lion,  
he goes roar, roar, during the day.
3. Our friend is leopard,  
he goes growl, growl, during the day.
4. Our friend is elephant,  
he goes trumpet, trumpet during the day.
5. Our friend is wolf,  
she goes howl, howl, during the day

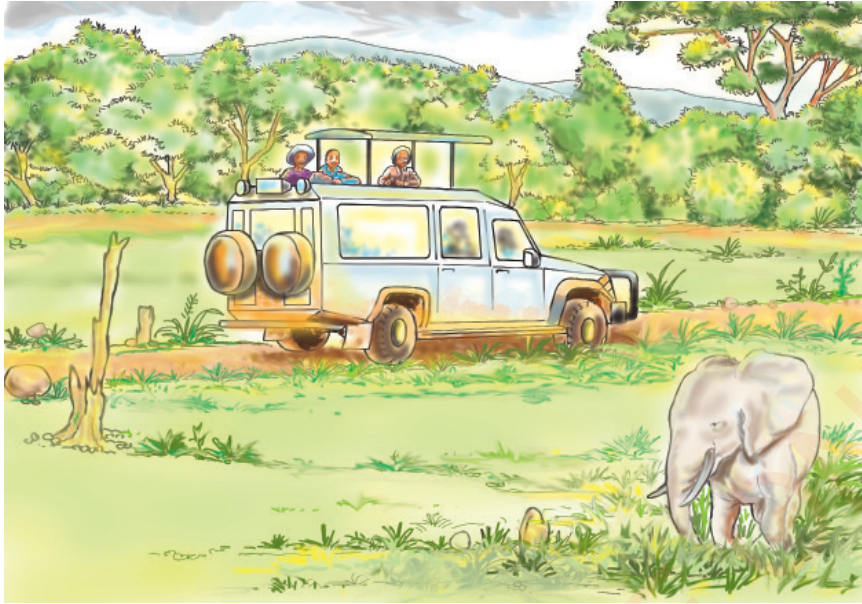
## Benefits of wild animals

1. They give us meat.



Antelope

2. They attract tourists.



Tourists looking at a calf elephant

3. They give us skin for making shoes, belts, drums and bags.



Shoes



Belt



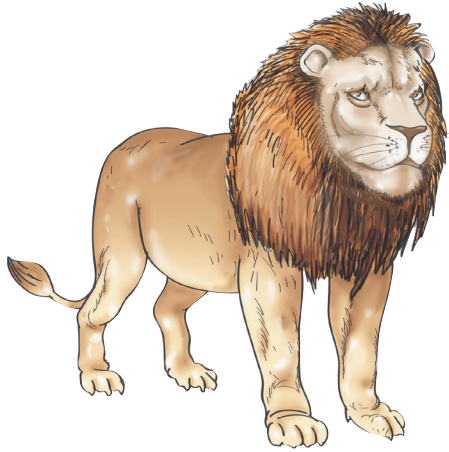
Drum



Bag

## Dangerous animals

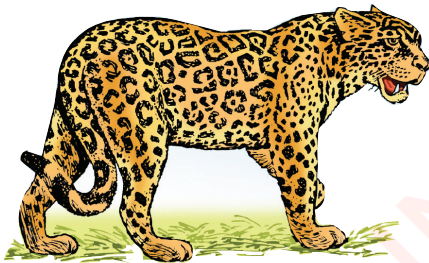
Dangerous animals are those which attack others including people. They may cause injuries or death. The following are examples of dangerous animals.



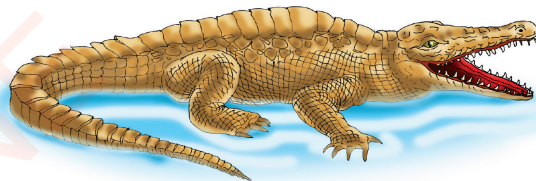
Lion



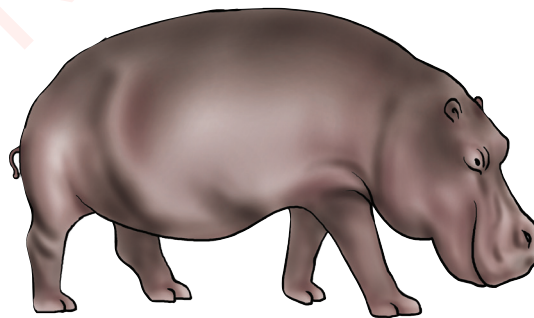
Snake



Leopard



Crocodile



Hippopotamus

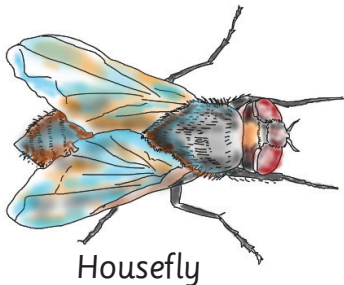
## Exercise 2

### Answer the following questions.

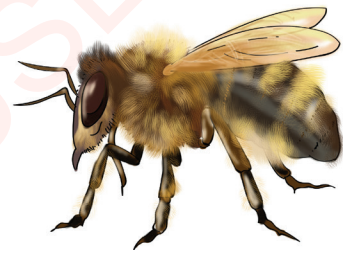
1. List eight dangerous animals that you know.
2. Name dangerous animals found in your home environment.
3. Mention three dangerous animals found in the bush or forest.
4. Name dangerous animals found in the school environment.

### Harmful insects

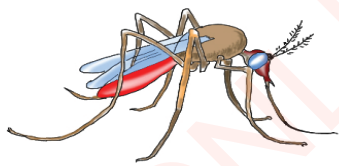
Harmful insects are insects that cause damage. The following are examples of harmful insects.



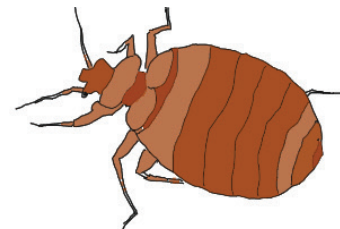
Housefly



Bee



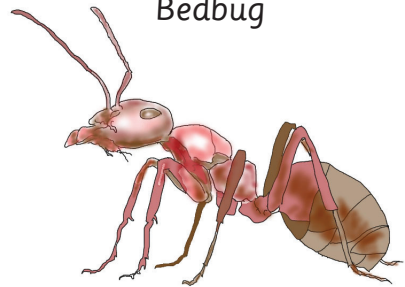
Mosquito



Bedbug



Louse



Ant

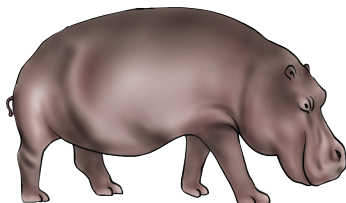
FOR ONLINE USE ONLY  
DO NOT DUPLICATE

### Exercise 3

#### A. Match the name of the insect with its effect.

| Insect      | Effect          |
|-------------|-----------------|
| 1. Mosquito | A. Skin itching |
| 2. Housefly | B. Cholera      |
| 3. Bedbug   | c. Malaria      |

#### B. Observe the following pictures, then answer the questions that follow.



Hippopotamus



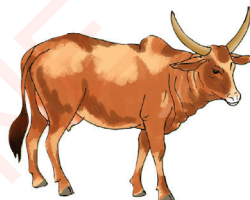
Goat



Giraffe



Crocodile



Cow

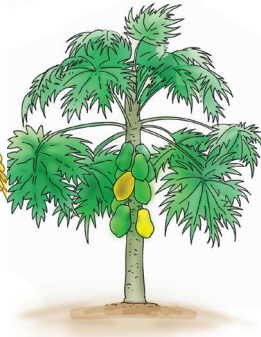
1. How many animals are there?
2. Name the domestic animals in the pictures.
3. Mention three wild animals.
4. Name the animals which live in water.
5. Mention the animal with the longest neck.

## Types of plants

Plants are living organisms. They produce their own food. Plants are very important because they provide food, shelter, medicine and shade. Some plants have flowers. They are called flowering plants. Other plants have no flowers. They are called non flowering plants.



Rice plant



Pawpaw plant



Egg plant



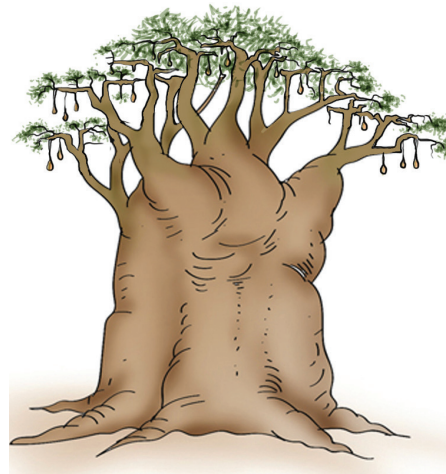
Maize plant



Sunflower plant



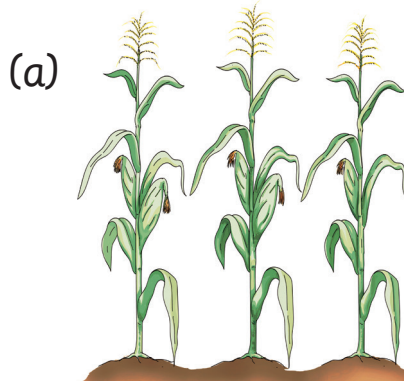
Banana plant



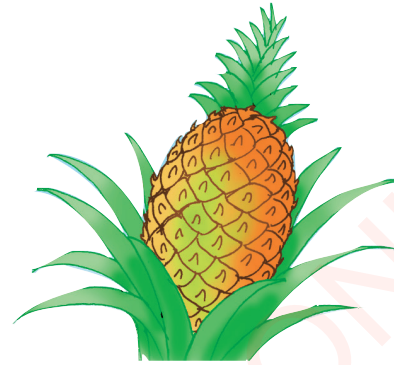
Baobab tree

## Activity 2

1. Look at the following pictures. Then, write the name of each plant.



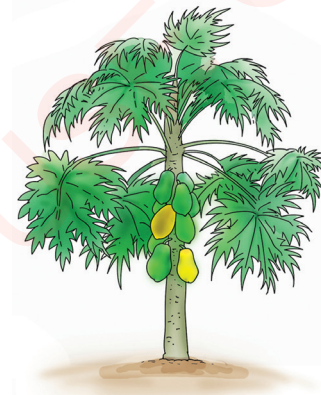
(b)



(c)



(d)



2. Write the names of five other plants which you know.

### Exercise 4

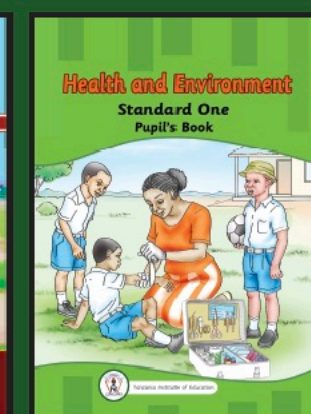
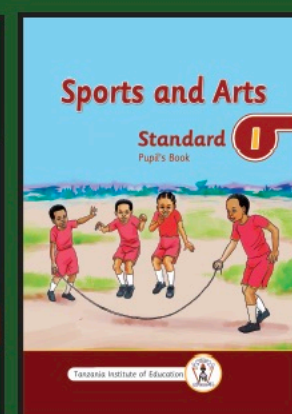
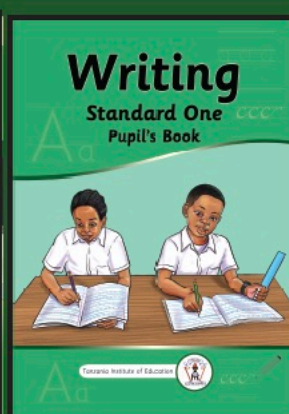
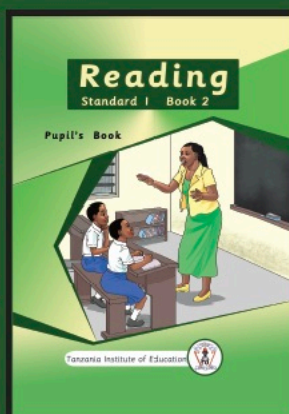
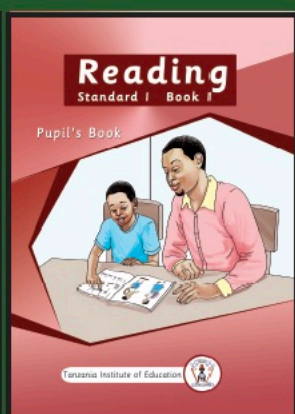
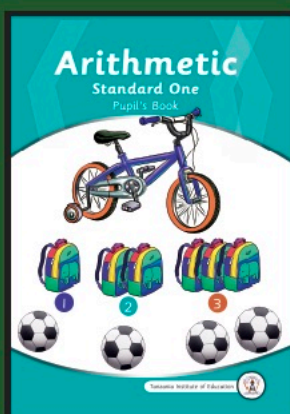
**Answer the following questions.**

1. Mention the groups of living things.
2. Name the plants found in your school environment.
3. Mention the importance of plants.

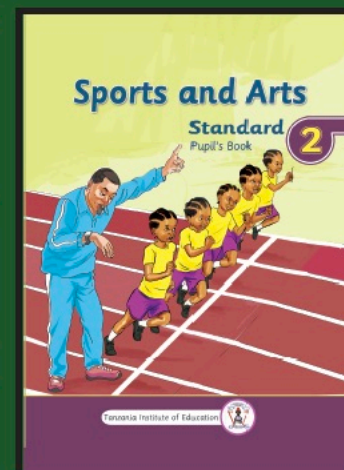
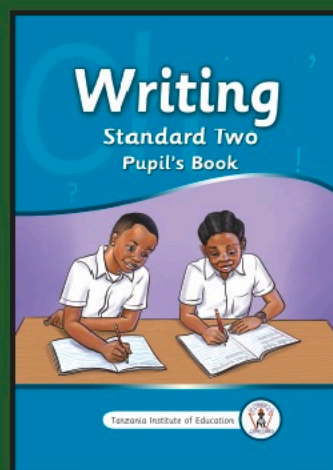
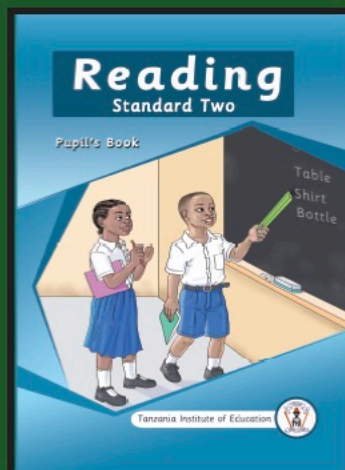
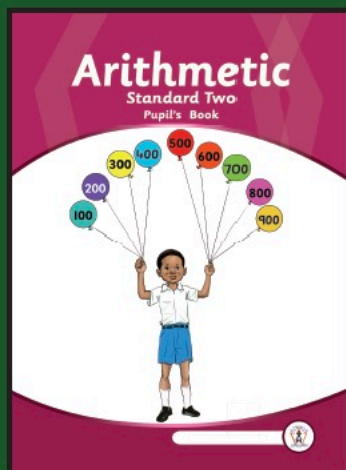
# Other Books by Tanzania Institute of Education



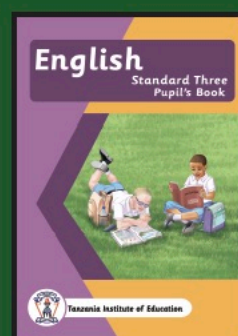
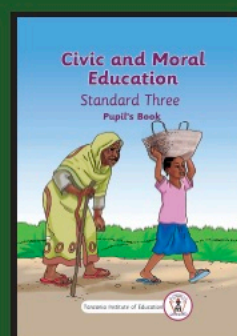
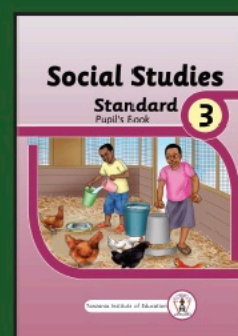
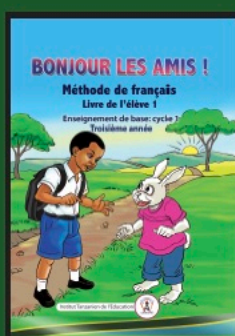
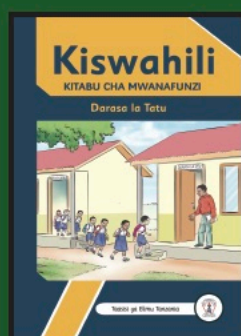
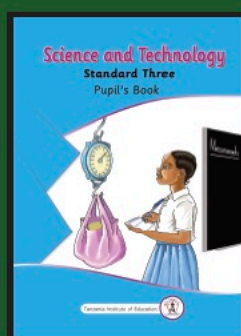
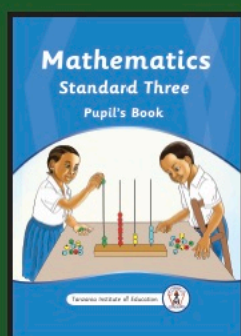
## Standard One



## Standard Two



## Standard Three



ISBN 978-9987-09-007-5



9 789987 090075