

# Civic and Moral Education

## Standard Six

### Pupil's Book



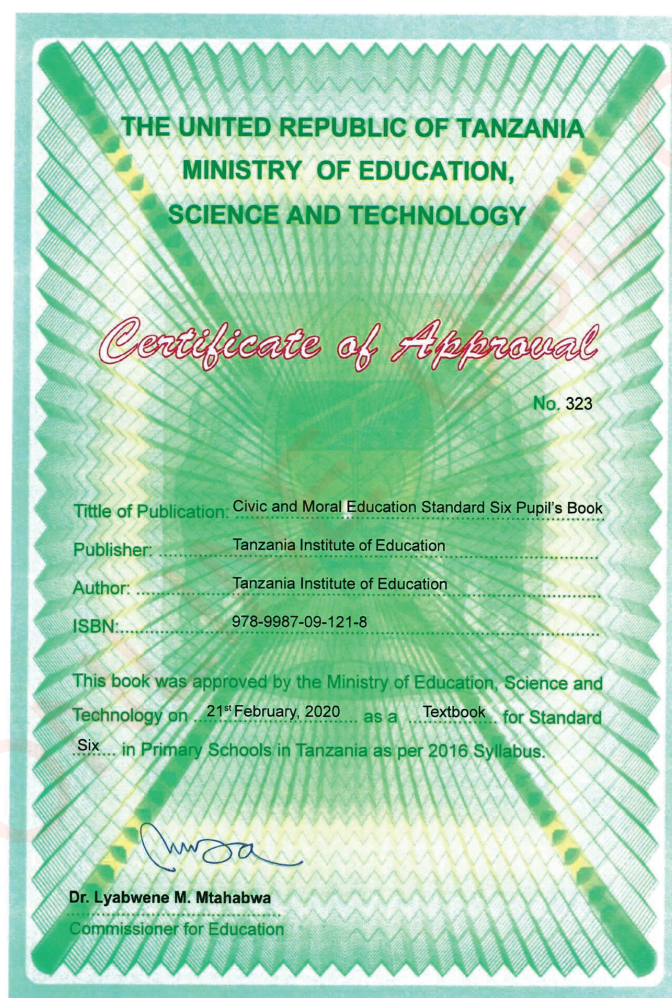
Tanzania Institute of Education



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# Civic and Moral Education

## Standard Six Pupil's Book



Tanzania Institute of Education

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# Contents

<b>Acknowledgements</b> .....	v
<b>Introduction</b> .....	vi
<b>Chapter One</b>	
Loving family members.....	1
<b>Chapter Two</b>	
Being proud of your school and loving our country .....	12
<b>Chapter Three</b>	
Structure of the Government of the United Republic of Tanzania .....	17
<b>Chapter Four</b>	
Democracy .....	30
<b>Chapter Five</b>	
Caring for others.....	45
<b>Chapter Six</b>	
Environmental conservation .....	57
<b>Chapter Seven</b>	
Building good relationships with others .....	63
<b>Chapter Eight</b>	
Being responsible and protecting public resources .....	75
<b>Chapter Nine</b>	
Fulfilling responsibilities.....	87



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**Chapter Ten**

Obeying laws and regulations ..... 109

**Chapter Eleven**

Self-discipline ..... 120

**Chapter Twelve**

Tolerance in life..... 134

**Chapter Thirteen**

Learning inquisitively ..... 141

**Chapter Fourteen**

Being trustworthy..... 148

**Chapter Fifteen**

Observing human rights ..... 156

**Chapter Sixteen**

Tanzania’s relations with other countries..... 165



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Dr Aneth A. Komba  
Director General  
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## Introduction

This is the fourth book in a series of five textbooks for Civic and Moral Education for Primary Schools. The book is prepared according to the 2016 Civic and Moral Education Syllabus for Primary Schools, issued by the Ministry of Education, Science and Technology. The book consists of 16 chapters, namely; Loving family members, Being proud of your school and loving our country, Structure of the Government of the United Republic of Tanzania, Democracy, Caring for others, Environmental conservation and Building good relationships with others. The other chapters are Being responsible and protecting public resources, Fulfilling responsibilities, Obeying laws and regulations, Self-discipline, Tolerance in life, Learning inquisitively, Being trustworthy, Observing human rights and Tanzania's relations with other countries.

The book includes passages, dialogues, drawings, pictures, short stories, activities and exercises that enhance learning. You are encouraged to do all activities and exercises. This will enable you to develop the intended competencies.

# Chapter One

## Loving family members

### Introduction

*In Standard Five, you learnt about acts which show that one loves people with special needs such as those with physical disabilities and albinism. In this chapter, you will learn about the concept of family, different needs of a family and how to help family members with special needs such as children, aged people and people with disabilities. You will also learn to value family members' contributions, respecting family members and protecting them from risky peer groups. The knowledge and skills to be acquired will help you to take care of your family members, assist the needy and encourage others to value the contributions of their family members, regardless of their sex, age or disabilities.*

### The concept of family

A family is a group of people who are related to each other, specifically a mother, a father and their children. However, it can be a single-parent family which is taken care of by a mother or a father. Sometimes, a family may consist of adopted children and other related family members, including uncles, aunts, cousins, nephews, nieces and grandparents. This is called an extended family.

### Needs of family members

Every family member has a special role to play in the family. If we want to build a good and strong family, we have to recognise the role of every family member. Parents and guardians are the leaders of a family. Children are required to observe and implement the instructions given by their parents or guardians. In addition, every family member needs to be loved, respected and heard. When you love a family member, you make him or her feel that he or she is part of the family. This leads to the building of good relationships in the family.



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Apart from the needs mentioned above, there are needs of family members with physical disabilities, blindness, deafness, mental illness and albinism. Moreover, family members who are sick or aged and those with behavioural disorders have certain needs. Furthermore, young children need close attention and care. As family members, people with special needs should not be denied their rights. We have a duty to love them and help them manage their lives.

**Helping family members with special needs:** A family member with special needs requires material support and a good environment that enables him or her to live happily. The kind of help that we can give them includes identifying their needs, encouraging them and helping them to do what they cannot do on their own. The following are the groups of family members with special needs:

- (a) **Children:** Children should be taught and helped to take care of themselves. For example, they should be taught and helped to wash their bodies, cross the road and play in a safe environment.
- (b) **Elderly people:** This group of people needs great attention and assistance from other family members. The kind of help this group of people needs includes carrying their luggage, helping them to do and complete their manual work, preparing their food, washing utensils and their clothes, cleaning their surroundings and providing them with basic needs.
- (c) **People with disabilities:** Family members with disabilities should be helped so that they can take care of themselves. For example, other family members should help a blind person to understand the environment in which he or she lives. This environment includes washrooms, dining rooms, bedrooms, classrooms and play grounds.



Study Figure 1 and then answer the questions that follow.



Figure 1: Helping people with special needs

### Exercise 1

1. Identify the pupil with a special need shown in Figure 1.
2. What kind of help is being given to the pupil shown in Figure 1?
3. What have you learnt from Figure 1?
4. What do you do to help the members of your family and community with such a disability?
5. What kind of advice would you give your fellow pupils who do not want to help people with special needs?

## Activity 1



Discuss with your fellow pupils why it is important to help the visually impaired pupils in your school. Write the answers in your exercise book.

**Valuing family members' contributions to the well-being of the family:** Family relationships can be divided into two main types, as shown below.

**Families with good relationships:** These are families in which there is good communication between family members. In order for a family to have good relationships, its members must value the contributions and consider the needs of each family member.

**Families with bad relationships:** These are families with conflicts, misunderstandings and disrespect among family members. This situation usually leads family members not to value each member's contribution and interests.

However, a family can have good relationships if each member can contribute to its development after he or she understands his or her responsibilities and values the contributions of other family members. For example, children need to recognise the role of their parents and guardians in grooming them so that they have appropriate behaviour, regardless of the life hardship they are facing. Parents are responsible for providing basic needs such as food, clothes, shelter, education and health care to their children.

Furthermore, children are required to do domestic chores which are appropriate to their age. Such activities include helping parents to clean the surroundings, going to the market or shop to buy domestic needs, taking care of young ones, washing clothes, fetching some water and obeying the directives given by elders. Children should help their parents with domestic chores after school hours, on weekends or during holidays.

Study Figure 2 and then answer the questions that follow.



**Figure 2:** Sharing responsibilities among family members

### Exercise 2

1. What kind of role is shown by the man carrying the baby in Figure 2?
2. What lesson have you learnt from the man?
3. What other uncommon acts are done by men apart from what is shown in Figure 2?
4. What kind of advice would you give family members with respect to what is shown in Figure 2?

## Activity 2



Discuss with your fellow pupils the importance of valuing the role of each family member in helping family members with special needs. Write the answer in your exercise book.

**Acts of respect in the family:** Respect is showing polite behaviour towards others. Some of the acts that show that one respects other people include talking politely, greeting others with kindness, avoiding murmuring, tendering or apologising and expressing appreciation for a service or help given. Respect begins with self-discipline which is seen in things like proper dressing, being obedient to principles and rules and being ready to forgive others.

All people, regardless of their position and status in the society, must be respected. They should not be discriminated against because of their status. If you respect other people, they will also respect you.

## Exercise 3

1. What acts, when done at school, will build a sense of respect in your family?
2. At what time are we supposed to show respectful behaviour in the family?
3. Why does everyone need to be respected?

## Activity 3



Discuss with your fellow pupils five acts which you did and made your family members respect you. Write the acts that you have discussed in your exercise book.



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**Protecting family members from risky groups:** In any society there are people with inappropriate behaviour who can affect the development of morality in a given family. Such people can be bad examples to others and hence cause sorrow and sometimes affect the health of others. People with risky behaviour include drug dealers, rapists and corrupt people. Risky groups also include groups of people who abuse children through sex and child labour as well as those who mistreat the elderly and people with special needs. People belonging to these groups can be our neighbours or even members of our families. Therefore, our collective responsibility is to make sure that we protect ourselves, our children and the elderly from them.

**Child protection:** Children's rights are stipulated in Child Law No. 13 of 2009 and in its amendment of 2014. The law also includes the following responsibilities of a child:

- (a) Working for the cohesion of the family;
- (b) Respecting his or her parents, guardians and elders all the time and assisting them if they need help;
- (c) Serving his community and nation by using his physical and intellectual abilities in accordance with his or her age and ability;
- (d) Preserving and strengthening social and national cohesion; and
- (e) Preserving and strengthening the positive cultural values of his or her community and of the nation at large in relation to other members of the community or the nation.

Apart from the above-mentioned responsibilities, various other children's rights are included in the law. One of the rights is the right to protection from torture and sexual harassment. If children are not protected and guided, they can easily join risky groups and be physically and mentally affected. Therefore, it is important for the family, community and the nation as a whole to protect children from peer groups with inappropriate behaviour. Children also ought to protect themselves from risky peer groups so that they can be good citizens.

Therefore, a child's other responsibilities include the following:

- (a) *Personal protection:* No child should imitate inappropriate behaviour which is against the morals of the society even if the people we trust have such behaviour;
- (b) *Take precautions:* Every child should take precautions, especially when he or she is away from his or her family. One has to interact with people



who are morally good and should offer help in times of need;

- (c) *Report crimes*: Every child must report to relevant authorities anything that happens to him or her. Children have to report events such as being beaten, being burnt with hot water or fire, being cut by sharp tools as well as any kind of sexual harassment.

Furthermore, in order to ensure that children are safe, the government should formulate strategies for dealing with risky groups and take legal action against them.

### Exercise 4

1. Mention the responsibilities of a child mentioned in Child Law No. 13 of 2009.
2. List three negative effects of risky groups on a family.
3. What would you do to protect yourself and other people from joining risky peer groups?

### Activity 4



Ask your parents or guardians how you should protect yourself from risky peer groups. Write the answer in your exercise book.

### Exercise 5

**Part A:** Write **True** for a true statement and **False** for a false statement. Write your answers in your exercise book.

1. All family members have similar needs. \_\_\_\_\_
2. People with special needs have to protect themselves. \_\_\_\_\_
3. A child has no right to protection. \_\_\_\_\_
4. The needs of family members may vary, but people with special needs have similar needs. \_\_\_\_\_

5. Apologising shows that we respect the people we have hurt. \_\_\_\_\_
6. Children cannot have risky behaviour. \_\_\_\_\_

**Part B:** *Choose the correct answer and then write its letter in your exercise book.*

7. The following acts show that we love others, except \_\_\_\_\_.
- (a) helping a sick family member
  - (b) thanking others after they have given us some help
  - (c) cooperating with people with inappropriate or risky behaviour
  - (d) greeting adults and young people
8. What do we need to do so as to live in harmony with people of different origins?
- (a) to reject their traditions and customs
  - (b) to segregate them from our society
  - (c) to respect their traditions and customs
  - (d) to segregate them on the basis of the colour of their skin
9. Which of the following is not an act that shows respect?
- (a) being drunk
  - (b) greeting elders
  - (c) dressing properly
  - (d) loving everyone
10. The following are ways of avoiding risky groups, except \_\_\_\_\_.
- (a) avoiding those groups
  - (b) cooperating with them
  - (c) reporting their acts to relevant authorities
  - (d) not using liquor and drugs
11. One of the following acts is not common to Tanzanian's traditions and customs \_\_\_\_\_.
- (a) children respecting elders
  - (b) children rebuking elders
  - (c) children helping the elderly to carry luggage
  - (d) children greeting elders

12. Acts of respect enable a person           .
- (a) to segregate the disabled and the elderly according to their sex
  - (b) to live peacefully with his or her family members
  - (c) not to be valued by a society
  - (d) to bring chaos in a society
13. Which of the following is done by a society which cherishes respect?
- (a) helping people with special needs
  - (b) rebuking people with risky behaviour
  - (c) undermining the traditions and customs of other people
  - (d) helping other people in a discriminatory way
14. Which of the following acts can build risky behaviour?
- (a) drinking alcohol and gambling
  - (b) participating in sport with people of different origins
  - (c) following the best traditions and customs in society
  - (d) respecting young people and elders
15. Which of the following would you do to protect other people from risky groups?
- (a) to educate and warn them
  - (b) to encourage people to interact with risky groups
  - (c) to be jealous of others
  - (d) to cooperate with people with inappropriate behaviour
16. Which of the following is the quality of pupils who are respectful at school?
- (a) refusing to be assigned any work by teachers
  - (b) obeying parents, guardians, teachers and fellow pupils
  - (c) making a noise and playing in the classroom
  - (d) associating oneself with notorious groups
17. Which of the following is the effect of risky peer groups on the society to which we belong?
- (a) strengthening security and peace
  - (b) causing fear, chaos and death in the society
  - (c) helping the family to get basic needs
  - (d) supervising division of labour

18. Who is responsible for helping the needy?

- (a) the government only
- (b) the government and everyone in the society
- (c) family members only
- (d) the President of the United Republic of Tanzania

**Part C:** Match the statements in **Column A** with those in **Column B**.

Column A	Column B
<i>Dangerous to family members</i>	<i>Precautions to take</i>
19. Risky groups	(a) separating accommodation for boys and girls
20. Boys and girls sleeping in one bedroom	(b) having a lover
21. Roaming around at night	(c) not having sex
22. Being indecently dressed	(d) selecting good friends
23. Early pregnancies	(e) wearing a cassock or robe
	(f) walking with respectful and ethical people
	(g) obeying a dress code

### Vocabulary

Adopt	to take someone else's child into your family and become its legal parent(s)
Cassock	a long, loose piece of clothing worn especially by priests
Chores	responsibilities or duties to be performed by a person

## Chapter Two

### Being proud of your school and loving our country

#### Introduction

*When you were in Standard Five, you learnt about loving yourself and being proud of your school, volunteering in various school activities and honouring our national treasures, which are the Kiswahili language, patriotism, unity, accountability, love, respect and humanism. You also learnt about our national symbols and public holidays. In this chapter, you will learn about the message carried by school mottos and songs, acts that bring honour to a school and ways of promoting it. You will also learn to love our country by recognising various ways of promoting it. The knowledge and skills to be acquired will enable you to be loyal to your school and to honour, love and protect your school's resources. They will also enable you to honour our country and promote its values inside and outside the country.*

#### Being proud of your school

You can show that you are proud of your school in various ways, for example by promoting your school's motto; knowing and singing your school's song; and composing poems, panegyric and songs that promote your school.

#### The school motto

Every school has its own motto which is used to motivate pupils to work hard when they are at school and after they leave school. Such a motto is usually in the form of a short meaningful message intended to motivate pupils to work hard in order to achieve the school's vision. The motto also motivates teachers and the community at large to work hard so as to achieve the goals of a given school.

The motto of a given school is usually written on the school's emblem or put on a signboard. In addition, the motto is normally part of the school song and, in some schools, pupils use it before greeting elders and teachers as well as before they ask questions during school meetings.

Examples of school mottos are: Education is the Key to Life, Education is the Light, Education is our Children's Inheritance, Education is Work, Wisdom is Freedom, and Effort and Discipline.

**Importance of the school motto:** The school motto is important for motivating pupils to work hard and make an effort to learn something so as to develop the required knowledge, skills and attitude. This motivation helps them to achieve the school's academic and disciplinary goals.

### Exercise 1

1. Mention the motto of your school.
2. Explain the importance of the message carried by the motto of your school.
3. Mention one thing that makes you feel proud of your school.

### Activity 1



Draw the emblem of your school and write the motto of your school in your exercise book.

### The school song

The song of a given school is used to introduce the school. Every school should have its own song. The song is sung on days selected by the school. It is often sung together with the National Anthem, Tanzania Nakupenda and Tazama Ramani.

**Importance of the school song:** The song of a given school motivates pupils to:

- (a) Study hard in order to achieve their personal and national goals;
- (b) Care for the school environment;
- (c) Participate in sports and games;
- (d) Show good behaviour;
- (e) Be loyal to your school and the nation; and
- (f) Remember their responsibilities of loving and protecting their school and national resources.

## Things that may promote your school

The things that can promote and bring pride to a school include:

- (a) **Pupil's discipline:** A school with disciplined pupils is well known. Parents often prefer to enrol their children on a school with disciplined and respectful pupils;
- (b) **Good academic performance:** Parents prefer to enrol their children on a school whose pupils excel academically;
- (c) **Good, clean and safe environment:** A good, clean and safe environment promotes a school. Therefore, it is important to make sure that your school has a good, clean and safe environment for learning;
- (d) **Excelling in extra-curricular activities:** Good performance in extra-curricular activities promotes a school. A school that does well in football, netball, swimming, athletics and self-reliance activities attracts the attention of the public; and
- (e) **Pupils' general appearance:** Pupils' general appearance, for example dressing smartly and neatly, promotes a school.

A school also can be promoted through other various things such as songs, drawings, pictures and poems.

### Exercise 2

1. Write your school's song.
2. When do you sing the song?
3. Mention five reasons why the school song is important.
4. Explain the message conveyed by the song of your school.

### Activity 2



Compose a poem to promote your school. Write the poem in your exercise book.

## Loving and honouring our country

There are several ways of showing that we love and honour our country. We can promote Tanzania through social, political and economic activities.

- (a) **Socially:** Tanzania promotes herself by organising national sport events and games. She also participates in various regional and international sport events and games. Examples of sport events and games are the Commonwealth games, the Olympic games, international football and netball, boxing matches and the military games for Africa. Furthermore, the presence of large modern conference centres, for example the Julius Kambarage Nyerere International Convention Centre in Dar es Salaam and the Arusha International Conference Centre, promote our country internationally. Moreover, the National Stadium in Dar es Salaam promotes the country internationally. For example, in 2019 the under 17 football competition organised by the Confederation of East and Central Africa Football Associations (CECAFA) took place in the stadium and the matches were broadcast live by both national and international television stations.
- (b) **Politically:** Tanzania has succeeded in promoting herself through its membership in different international organisations. Tanzania is a member of the Commonwealth countries, the United Nations, the East African Community (EAC) and the Southern African Development Cooperation (SADC). Tanzania also promotes herself internationally through her embassies and high commissions located in different countries such as Kenya, Uganda, Nigeria, Algeria, Rwanda and Malawi and other foreign countries.
- (c) **Economically:** Tanzania has succeeded in promoting herself internationally after establishing the Tanzania Investment Centre (TIC) found in Dar es Salaam. The aim was to create a good investment environment in the private sector. The centre also advises the government on matters relating to trade and investment so that local and international investors can invest in Tanzania. The country also promotes herself through international trade fairs. A good example is the SabaSaba International Trade Fair, which is held every year in Dar es Salaam. At this trade fair, various goods, services and tourist attractions are displayed so that people can see them. Tanzania also has national parks which are visited by tourists from various countries who come and spend their holidays in Tanzania. The country gets foreign exchange through tourism.

### Exercise 3

Choose the letter of the correct answer and write it in your exercise book.

- Which of the following is not an example of the motto of a school?
  - education is a resource
  - accidents cannot be prevented
  - build discipline for quality education
  - education is a key to life
- Which of the following attracts parents or guardians to enrol their children on a certain school?
  - lack of enough teachers
  - good examination performance
  - the number of farms a school owns
  - a shortage of staff houses
- Which of the following is not the benefit that a pupil gets from participating in sport and games?
  - building the body and mind
  - helping pupils to pay rent
  - strengthening the relationship between pupils and the society
  - encouraging confidence and boldness among pupils
- The following can be mentioned in the song of a given school, except \_\_\_\_\_.
  - the school environment
  - academic progress
  - pupils' sickness
  - discipline and obedience
- Which of the following is not a strategy used to promote our country?
  - trade fairs
  - mass media broadcasting
  - religious preaching
  - various sport events and games

### Vocabulary

Motivation eagerness and willingness to do something

Vision ability to think about or plan the future with great imagination and intelligence

## Chapter Three

# Structure of the Government of the United Republic of Tanzania

### Introduction

*When you were in Standard Five, you learnt about the structure of the government at the ward, district and regional levels. You also learnt about the concept of division of labour, responsibilities of the three state organs and the importance of a leadership structure in the government system. In this chapter, you will learn about the history of the United Republic of Tanzania, the leadership structure at the national level and the responsibilities of the three pillars of the state. You will also learn about the levels of decision-making authority in government, namely the street, village, ward, district and regional levels, and the government of the United Republic of Tanzania. The knowledge and skills to be acquired will enable you to understand the history of Tanzania, the structure of its government and leaders' responsibilities at different government levels. They will also help you to understand the three pillars of the state and their functions.*

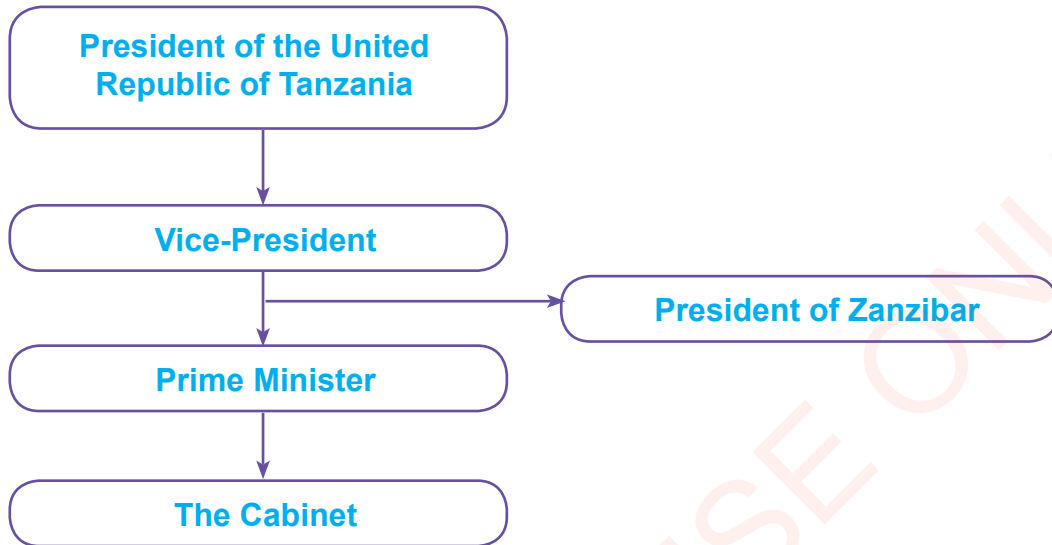
### The history of the United Republic of Tanzania

The United Republic of Tanzania is a union of two independent countries, namely Tanganyika and Zanzibar. Tanganyika achieved her independence on 9<sup>th</sup> December 1961 under the leadership of the late Mwalimu Julius Kambarage Nyerere. Nyerere led his people through the political party called Tanganyika African National Union (TANU). He was the first Prime Minister of Tanganyika.

Under the leadership of the late Sheikh Abeid Aman Karume, the people of Zanzibar fought for independence from the Sultan's government. The independence was attained after the 12<sup>th</sup> January 1964 revolution engineered by the Afro-Shirazi Party (ASP). After the revolution, Sheikh Abeid Aman Karume became the first President of Zanzibar. On 26<sup>th</sup> April 1964 Zanzibar and Tanganyika united and formed the United Republic of Tanzania. Mwalimu Julius Kambarage Nyerere became the first President and Sheikh Abeid Aman Karume became the Vice-President of the United Republic of Tanzania and the President of Zanzibar.

## The structure of the Government of the United Republic of Tanzania

The Government of the United Republic of Tanzania has a mandate for all Union Matters and those relating to Mainland Tanzania. Its functions are performed through the Government, Parliament and the Judiciary. The structure of the Government of the United Republic of Tanzania is shown in Figure 1.



**Figure 1:** The structure of the Government of the United Republic of Tanzania

The functions of the decision-making organs of the government are explained in the following sections:

**The President of the United Republic of Tanzania:** The President of the United Republic of Tanzania is elected by the citizens of Tanzania in a general election which is held every five years. The President may come from either Mainland Tanzania or Zanzibar. If the President comes from Zanzibar, the Vice-President must come from Mainland Tanzania, and vice versa.

The President is the Head of State, the Head of Government and the Commander-in-Chief of the Armed Forces. The President has the power to appoint government officials such as Ministers, Permanent Secretaries of all the ministries, Directors of the Public Parastatals, Regional Commissioners as well as District Commissioners. The President of the United Republic of Tanzania chairs all cabinet meetings.

**The Vice-President:** The Vice-President is the President's principal assistant and adviser on matters relating to the United Republic of Tanzania. The Vice-President assists the President in making follow-ups on the day-to-



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day implementation of the Union Matters. He or she performs all the duties which the President assigns him or her. He or she performs all the duties and functions of the Office of the President when the President is out of the country or due to any other reasons according to the Constitution. In addition, the Vice-President represents the President in local and international meetings.

The Vice-President is elected in the same election as the President. He or she holds office until his or her tenure ends. If the Vice-President dies or resigns, the President appoints someone else to that position. His or her name must be approved by Parliament. For example, when Dr Omary Ally Juma, who was the Vice-President of Tanzania, died in 2001, President Benjamin William Mkapa appointed Dr Ally Mohamed Shein as Vice-President. Dr Shein was seconded by Parliament.

**The President of Zanzibar:** The President of the Revolutionary Government of Zanzibar is elected by the people of Zanzibar during a general election. The President of Zanzibar attends all cabinet meetings and is an adviser to the President of United Republic of Tanzania on the Union Matters.

**The Prime Minister:** The Prime Minister is appointed by the President of the United Republic of Tanzania from among elected Members of Parliament. His or her name must be approved by Parliament. The Prime Minister is the chief supervisor of all government duties in Parliament. Furthermore, the Prime Minister oversees the undertaking of the day-to-day activities and responsibilities of the Government of the United Republic of Tanzania. Likewise, the Prime Minister ensures that anything directed by the President is done.

**The Cabinet:** Ministers are appointed by the President of the United Republic of Tanzania after consultation with the Prime Minister. Article 54 of the Constitution mandates that a cabinet be formed and that its members be the Vice-President, the Prime Minister, the President of Zanzibar and all Ministers. The President of the United Republic of Tanzania chairs cabinet meetings. The cabinet advises the President on matters that should be dealt with according to the Constitution of the United Republic of Tanzania. The Cabinet also assists and advises the President on anything presented to the Cabinet according to the specific instructions the President gives. The Ministers are the main supervisors of all the activities done by their respective ministries. They are assisted by deputy ministers and permanent secretaries. However, the deputy ministers and permanent secretaries are not part of the Cabinet.



**The Cabinet Secretary:** The Cabinet Secretary is the Chief Executive Officer in the Office of the Cabinet. He or she performs duties as directed by the President. Such duties include preparing items that are to be discussed during a cabinet meeting, recording minutes and maintaining a record of cabinet meetings. He or she explains the decisions of the Cabinet to the public and discharges any other duties and functions as may be directed by the President of the United Republic of Tanzania from time to time.

**The Attorney General:** The Attorney General must be a lawyer by profession and is a member of the Cabinet. The Attorney General attends cabinet meetings and has all the rights but he or she does not vote on any decisions that the Cabinet makes. He or she advises the Cabinet on matters relating to law.

### Exercise 1

1. Mention three main powers of the President of the United Republic of Tanzania.
2. Explain the responsibilities of the Cabinet.
3. Mention the members of the Cabinet.
4. Why is the Attorney General a member of the Cabinet while he or she is not a minister?
5. Explain the responsibilities of the President of Zanzibar in the Cabinet.

### Activity 1



Discuss with your fellow pupils the composition of the Cabinet of the United Republic of Tanzania and mention the names of all the Ministers and the ministries they lead. Write the answers in your exercise book.

### Pillars of the state

The State is an instrument with the power to do political and administrative activities in a country, regardless of the size of the country. In Tanzania, the State comprises three pillars, which are the Government (the Executive), Parliament (the Legislature) and the Judiciary. Each pillar has its own power



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and performs its duties without being interfered with by the other pillars. These pillars of the State perform their functions according to the Constitution of the United Republic of Tanzania.

### **The Government (the Executive)**

Article 34 of the Constitution of the United Republic of Tanzania of 1977 stipulates that the Executive is under the President. The Government performs administrative functions and provides public services. Specifically, its functions include protecting the Constitution, laws, national boundaries, citizens' well-being and natural resources. The Government is also responsible for collecting taxes and customs duties; receiving aid for the nation; providing quality social services like education, health care, water and communication; and improving the quantity and quality of infrastructure. Moreover, the Government is responsible for managing the national culture, values, customs, politics, economy, good governance and democracy as well as educating citizens about political elections, their rights and their responsibilities.

### **The Parliament of the United Republic of Tanzania (the Legislature)**

The Parliament of the United Republic of Tanzania was established according to Article 62 of the Constitution of the United Republic of Tanzania. It is responsible for enacting laws and representing citizens. In addition, Parliament discusses the achievements and challenges of the Government. It consists of two parts, namely the President and the National Assembly. As a part of the Parliament of the United Republic of Tanzania, the President is obliged to address the Parliament on the day the new Assembly convenes for the first time. Likewise, the President is obliged to address Parliament on the day of dissolving it in order to allow for the next general election to be held. The President authorizes laws by signing the bills discussed and passed by Parliament.

Parliament consists of different types of parliamentarians: Parliamentarians elected by citizens during a general election, ten parliamentarians appointed by the President, special seats female parliamentarians who constitute 30% of all the parliamentarians, members of the council of representatives from Zanzibar and the Attorney General of the United Republic of Tanzania.



## **Functions of the Parliament of the United Republic of Tanzania**

The core functions of the Tanzanian Parliament are:

*Enacting laws of the country:* The Parliament of the United Republic of Tanzania has the function of enacting all laws. However, Parliament can delegate its powers to other institutions and local government authorities so that they can make regulations and by-laws. The regulations and by-laws must not contravene the laws made by Parliament.

*Discussing and approving government budget:* The Parliament discusses and approves each ministry's budget and, through its public accounts committee, examines in detail revenue collection and expenditure plans by all ministries. It also discusses the implementation of ministries' previous budgets.

*Discussing and ratifying agreements or treaties:* National and international agreements and treaties are discussed and approved by Parliament.

*Overseeing and advising the Government and its organs:* On behalf of the citizens of Tanzania, Parliament oversees and advises the Government and its organs on how to discharge their functions.

*Electing the Speaker:* Parliament elects the Speaker and the Deputy Speaker who lead Parliamentary sessions and direct all its activities and those of its committees.

*Approving the appointment of the Prime Minister:* President appoints the Prime Minister after a general election. The name of the Prime Minister must be approved by Parliament.

*Casting a vote of no confidence:* Parliament has a mandate to cast a vote of no confidence in the President and the Government through a referendum. It has the power to remove the President from office if he or she violates the Constitution of the United Republic of Tanzania.

*Investigating acts of corruption and abuse of office:* Parliament has the power to investigate contracts, corrupt practices, violations of rights of citizens and financial embezzlement, and to make decisions.

### **Parliament leaders**

The Parliament of the United Republic of Tanzania has the following leaders: The Speaker, the Deputy Speaker, the Prime Minister, the leader of the opposition and the Secretary of Parliament.

*The Speaker:* He or she is elected by Members of Parliament and oversees all Parliamentary activities.

*The Deputy Speaker:* He or she is elected from among Members of Parliament. He or she assists the Speaker in carrying out the activities of Parliament.

There are also chairpersons who chair Parliamentary sessions in the absence of the Speaker.

*The Prime Minister:* He or she is the head of all Government activities in Parliament.

*The leader of the opposition:* He or she is elected by the Members of Parliament from the opposition. He or she must be a member of the opposition political party with the largest number of Members of Parliament.

*The Secretary of Parliament:* He or she is appointed by the President of the United Republic of Tanzania. He or she is the Chief Executive Officer of Parliament. He or she manages Parliament's servants and prepares Parliament's schedules and sessions.

## Exercise 2

1. Mention the types of Members of the Tanzanian Parliament.
2. Under what circumstances can Parliament remove the President from office?
3. Explain the functions of the Tanzanian Parliament.

## Activity 2



Discuss with your fellow pupils the importance of having opposition parties in Parliament. Write the answer in your exercise book.

## The Judiciary

The Judiciary interprets the laws that are enacted by Parliament and administers justice. It also hears, resolves conflicts and makes legal decisions for conflicting parties. In the Judiciary, legal decisions are made by courts. The court system of Tanzania has five levels, which are Primary Courts, District Courts, Resident Magistrates' Courts, the High Court and the Court of Appeal.

*Primary Court:* This is the lowest court in the judicial system in Tanzania. It is found in a ward and is headed by a magistrate. Defendants and plaintiffs are not represented by advocates in this court. This court handles both criminal

and civil cases of specific amounts, as stated in the law. The magistrate must hold a Bachelor's degree in laws and must possess a post-graduate diploma in legal practice.

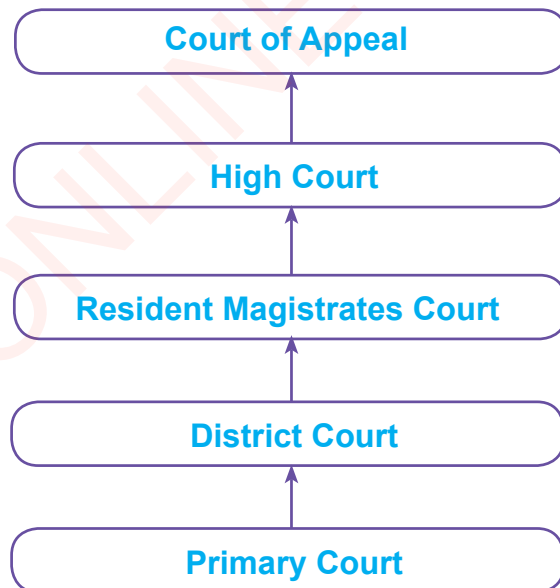
*District Court:* The court is headed by an experienced magistrate with a Bachelor's degree in laws and must possess a post-graduate diploma in legal practice. The court adjudicates and decides cases of a specific amount, as stated in the law.

*Resident Magistrates' Court:* This is called a regional court and is headed by an experienced magistrate with a Bachelor's degree in laws and must be a graduate of law school. Advocates can represent defendants or plaintiffs in this court in civil and criminal cases. All civil cases are heard at this level except for murder cases and special offences as stipulated in the criminal procedure Act.

*High Court of Tanzania:* It is headed by an experienced judge with a Bachelor's degree in laws. The judge hears murder cases and all civil cases above the specified amount of the district courts. The high court has divisions such as the commercial division, the labour division and the land division.

*Court of Appeal:* It is the highest court in the country and is headed by the Chief Justice. It hears all the appeals coming from the High Court of Mainland Tanzania and Zanzibar.

The structure of the Judiciary system in Tanzania is shown in Figure 2.



**Figure 2:** The structure of the Tanzanian Judicial system

**Functions of the Judiciary in Tanzania**

The core functions of the Judiciary include interpreting the laws that are enacted by Parliament and the local government authorities and providing equal rights to citizens, regardless of their colour, tribe, religion or status. Tanzanian courts also hear and decide different cases, enforce compensation, issue orders and ensure that rights are served to everyone in the country. In spite of the good job they do, the courts face certain challenges, including the failure to decide cases because of delays in investigations or incomplete investigations, poor infrastructure, lack of equipment, inadequate manpower and corrupt practices of some of the servants in the Judiciary.

**Exercise 3**

1. What does the word Judiciary mean?
2. Mention the name of the lowest court in the country and of its leader.
3. Explain five functions of the Judiciary in Tanzania.
4. Explain five challenges facing Tanzanian courts.
5. Mention the title of the head of the Judiciary in Tanzania.

**Activity 3**

Discuss with your fellow pupils the reason for advocates not representing suspects and complainants in the primary court. Write the answer in your exercise book.

**The relationship between the three pillars of the State**

*The Government:* It prepares bills, policies and development plans which are tabled and discussed in Parliament.

*Parliament:* It enacts laws, receives bills and government plans from the Cabinet and discusses, improves and approves or rejects them.

*The Judiciary:* It interprets, protects and enforces the laws enacted and passed by Parliament with a view to giving equal rights to citizens and non-citizens. In principal, the three branches of the State have the same powers and are interdependent.

## Levels of decision-making authority in government

The decision-making authority is the ruling system established in accordance with the Constitution of the United Republic of Tanzania. Government leadership starts from the village or street level to the national level.

**Decision-making authority at village or street level:** This is the lowest government authority. Villages are found in rural areas and streets in urban areas. A village is made up of several hamlets which are headed by chairpersons. Streets are headed by leaders who are elected by those living in such streets. The Village Executive Officer (VEO) is the highest leader at the village level and the Chairperson is the highest leader at the street level. The street or village government has a mandate to make and enforce decisions falling within its authority.

**Decision-making authority at ward level:** In Ward level, Ward Executive Officer (WEO) who is the head of all government activities. Also, there is Ward councilor who is representative of all citizens at the Ward. All decisions at the ward level are made through Ward Development Committee whose chairperson is the Ward Councilor and the secretary is Ward Executive officer. The committee involves chairpersons of the villages which made up a Ward or Mtaa chairpersons for the wards found in urban. Also, the committee involves experts from different departments found in the Ward for consultation..

**Decision-making authority at district level:** The decisions relating to a district's development plans are enforced by the local government authorities as agencies of the central government. At the district level, the local government is known as a district, town, municipal or city council. The district councils operate in rural areas, while the municipal, town or city council operate in urban areas.

The district, town, municipal or city councils are responsible for developing various programmes which are implemented in their areas.

**Decision-making authority at regional level:** The government at the regional level is responsible for implementing various development programmes at the regional level. Through the development committee, the regional government interprets policies and orders from the central government. The regional government is headed by the Regional Commissioner (RC), the Regional Administrative Secretary (RAS) and the heads of such departments as education, health and infrastructure.

**Decision-making authority in the central government:** The central government is responsible for all matters relating to the Union and Mainland

Tanzania. For example, it makes decisions on the provision of rights, law-making and supervision of the implementation of various public programmes. All national plans and activities are implemented and controlled by the Government of the United Republic of Tanzania and the Revolutionary Government of Zanzibar.

### Exercise 4

1. Mention the two functions of the government at the village or street level.
2. Mention the decision-making authority at the ward level.
3. Who is the head of government at the regional level?

### Activity 4



Discuss with your fellow pupils the responsibilities of the Village or Street Executive Officer. Write the answers in your exercise book.

### Exercise 5

**A:** Answer the following questions.

1. Mention the main supervisor of all government activities in Parliament.
2. Draw the structure of the Government of the United Republic of Tanzania.
3. What is the meaning of the term decision-making authority in the government?

**B:** Match the items in **Column A** with those in **Column B** by writing the letter of the correct answer in your exercise book.

Column A	Column B
4. A branch of the state which is responsible for enacting laws	(a) Members of Parliament
5. Appointed by the President and approved by Parliament	(b) The Government
6. Interprets laws and provides equal rights to all people	(c) The Judiciary
7. Citizens' representatives	(d) The Prime Minister
8. Provides education, health services and water to citizens	(e) Parliament
	(f) Democracy
	(g) The Police Force

**Part C:** Choose the correct answer and then write its letter in your exercise book.

9. The United Republic of Tanzania is the union of two countries, which are:
- (a) Parliament and the Judiciary
  - (b) Tanganyika and Zanzibar
  - (c) The Cabinet and the Representatives' Council of Zanzibar
  - (d) Street and central government
10. Which of the following is not the function of the Parliament of the United Republic of Tanzania?
- (a) discussing and signing treaties
  - (b) enacting laws
  - (c) punishing lawbreakers
  - (d) approving the budget of every ministry
11. The Judiciary performs the following functions, except\_\_\_\_\_.
- (a) receiving complaints
  - (b) enacting laws
  - (c) hearing and deciding cases
  - (d) interpreting laws
12. Laws are enacted and begin to be used after being signed by \_\_\_\_\_.
- (a) The Speaker
  - (b) The President
  - (c) The Principle Judge of Tanzania
  - (d) The Attorney General
13. Parliamentary servants who are not Members of Parliament are obtained by being \_\_\_\_\_.
- (b) employed by the Government
  - (c) elected by the citizens
  - (d) selected by the Prime Minister
  - (e) selected by the Attorney General

**Part D: Write True for a true statement and False for a false statement.**

14. The President of the United Republic of Tanzania is elected from among the Members of Parliament of the United Republic of Tanzania. \_\_\_\_\_
15. The Parliament of the United Republic of Tanzania enacts laws which are interpreted by the Judiciary. \_\_\_\_\_
16. A public servant can be a Member of Parliament and at the same time keep his or her job.
17. The judges of the United Republic of Tanzania are appointed by the President and approved by Parliament. \_\_\_\_\_
18. The revenue and expenditure estimates of the United Republic of Tanzania are approved by the Parliament of the United Republic of Tanzania. \_\_\_\_\_
19. The official name of our country's constitution is the Constitution of the United Republic of Tanzania. \_\_\_\_\_

**Vocabulary**

Approval	an agreement to or permission for something
Article	a part of a law or legal agreement that deals with a particular point
Criminal	a person who commits a crime

# Chapter Four

## Democracy

### Introduction

*When you were in Standard Five, you learnt about the concept of democracy and its importance. You also learnt about the responsibilities of political parties, political tolerance and the Constitution of the United Republic of Tanzania. In this chapter, you will learn how democracy is practised in Tanzania, the qualities of a national leader, observance of democratic principles in the workplace as well as the democratic process of electing the President and the Members of Parliament of the United Republic of Tanzania. You will also learn about the principles of good governance, the importance of good governance and the role of the government in promoting good governance. The knowledge and skills to be acquired will help you to evaluate the practice of democracy in Tanzania and citizens' participation in electing leaders. You will also be able to cooperate with others in advocating and promoting good governance.*

### Democratic practices in Tanzania

A country can be judged as democratic or undemocratic by observing the events occurring in that country. The events can be political, social or economic. According to the Constitution of the United Republic of Tanzania, Tanzania is governed democratically. Therefore, Tanzania is one of the countries that practise democracy. The following are the things that show that Tanzania is a democratic country:

**Freedom of expression:** A democratic country allows its citizens to express their views on various aspects of social, economic and political development. The citizens of such a country are free to express their views through the radio, television, newspapers, social media and public meetings.

**Free and fair elections:** A democratic country promotes and ensures that free and fair elections are conducted so that citizens can elect or be elected during elections. In Tanzania, local and central government leaders are elected during elections which are guided by laws and managed by the National



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Electoral Commission (NEC). During elections votes are counted and winners are announced.

**Establishing and joining political parties:** A democratic country allows its citizens to establish or join political parties of their choice, provided that they abide by the relevant laws, rules and regulations. Tanzania has had a multiparty system since 1992 and its citizens are free to start or join political parties of their choice.

**Freedom of assembly:** A democratic country allows its citizens to participate in different social forums and religious activities, as well as express their views on economic and political issues. For example, when a political party organises a rally, citizens are free to attend it without interference. Furthermore, citizens are free to attend religious gatherings or socio-economic forums, provided that they observe the laws and regulations of the country.

**Peaceful demonstrations:** In a democratic country, citizens are allowed to demonstrate and express their views and feelings on various issues. They show their feelings to the government when they criticise violations of their rights. Citizens also use demonstrations to support the things that the government has done well. The authorities responsible for maintaining peace and security provide clearance for people to prepare and participate in demonstrations after they have been assured that the demonstrations will be peaceful.

**Participation, transparency and accountability:** In a democratic country, citizens' participation in making decisions on various issues is very important. Citizens are given an opportunity to participate in setting development plans and in making decisions which affect their lives. In Tanzania, citizens are involved in setting development plans through meetings, beginning at the village or street level. Furthermore, through representatives they are involved in administration and leadership as well as in making laws and policies. Leaders should be transparent in discharging their responsibilities and accountable by giving reports on revenue and expenditure from the village level to the national level.

**Human rights:** Human rights are observed and protected in a democratic country. In Tanzania, human rights are protected by the Constitution of the United Republic of Tanzania. For example, the Constitution states that all people are equal before the law, that children must have access to education and that people are free to practise any faiths of their choice. Moreover, there is a special organ that protects the rights of women and children, as well as human rights in general.



**Rule of law:** The rule of law is very important in a democratic country because it protects citizens from oppression and guarantees their rights. It also prevents government leaders and officials from abusing their powers. The rule of law is observed in Tanzania and the mother law is the Constitution of the United Republic of Tanzania. The rule of law helps to promote equality in the society.

**Political tolerance:** A democratic country allows an individual, people, parties and communities with different views and perspectives to live together and cooperate in doing various activities harmoniously. Social services are provided without discrimination. Members of Parliament and ward councillors, though they are from different political parties, plan and discuss together the country's development plans in peace and harmony.

### Exercise 1

1. Which acts indicate that democracy is practised in Tanzania?
2. Explain the importance of citizens' participation in promoting democracy.
3. What are the advantages of practising democracy in our country?

### Activity 1



Identify the things which indicate that democracy is practised in your school. Write them in your exercise book.

### Principles of democracy

We have already identified the things that show that Tanzania is a democratic country. However, Tanzania is not the only democratic country in the world. There are other countries which also practise democracy. In general, there are principles that are regarded as principles of democracy. When such principles are violated, the country is considered as undemocratic. The principles of democracy are human rights, equality, multiparty politics, free and fair elections, the rule of law, good governance, transparency and accountability. These principles of democracy are presented in Figure 1 below.

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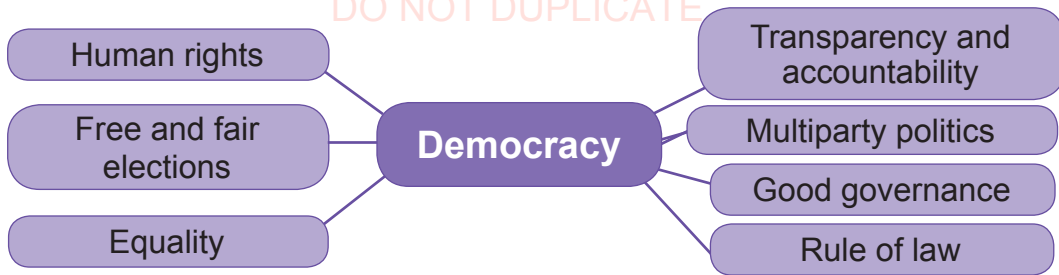


Figure 1: Principles of democracy

### The qualities of a leader

A leader is a person who leads others so that goals are achieved. In order to effectively discharge and manage his or her responsibilities, a leader must have the following qualities:

**Integrity:** A leader should be honest as this will enhance his or her effectiveness. He or she must observe laws, rules and regulations. A leader with integrity observes rules, laws and regulations; manages resources; is not corrupt; or does not use his or her position to embezzle public resources.

**Commitment:** Commitment is an important quality of a leader. A leader must be a committed, hard working and cooperative person. He or she should also be a person who works for the benefit of others.

**Truthfulness:** A leader must be truthful and transparent as well as a good listener when performing his or her duties. His or her intentions and plans should be clearly understood by his or her subordinates so that they can help him or her to achieve the goals of the organisation. He or she must be transparent, seek advice and listen to others.

**A visionary person:** A good leader must have a vision that helps him or her to achieve the goals of the institution or organisation which he or she is leading. He or she must have a plan and be creative in order to attain sustainable development for the institution or company. For example, a leader must be able to develop projects which help the company or institution to make progress.

**Confidence:** A good leader must be confident and he must be a risk taker. He must also make the right decisions during difficult times. He or she must be able to decide quickly and accurately for the benefit of the institution or organization he or she is leading. For example, he or she invests in or changes the working system in order to achieve the set objectives.

**Tolerance and patience:** A leader must be tolerant and patient with his or her subordinates even in difficult times. He or she must be able to decide correctly and without affecting the institution he or she is leading.

**Accountability:** A good leader is ready to answer and give directions and instructions to his or her subordinates about the decisions made in performing various duties.

**Fair treatment:** A good leader should be democratic and should observe human rights and equality. He or she should not discriminate against other people. A leader is appointed or elected to serve other people, but not serving himself or herself. He or she should work in the interest of the people. He or she should not consider himself or herself as being more important than others.

## Exercise 2

1. Explain the meaning of the word leader.
2. Mention five qualities of a leader.
3. Why is communication important in leadership activities?
4. Mention five benefits of having a leader in your community.
5. Why must a leader observe human rights and be transparent?

## Activity 2



Discuss with your fellow pupils five disadvantages of a leader who lacks leadership qualities. Write the answer in your exercise book.

## The democratic process of electing the President

The election of the President of the United Republic of Tanzania takes place every five years. The democratic process of electing the President is as follows:

- (a) A presidential candidate must be nominated by a registered political party;

- (b) She or he must collect presidential election forms, fill them in and return them on time to the National Electoral Commission;
- (c) The National Electoral Commission announces the names of those who qualify to contest the presidential seat;
- (d) The candidate talks about the election manifesto and ideology of his or her political party during an election campaign;
- (e) Voters cast their votes through secret ballot in polling stations. The polling stations are located in their localities;
- (f) The National Electoral Commission announces the results and the winner of the election;
- (g) Then, the winner of the election becomes the President-elect; and
- (h) The President-elect is sworn in by the Chief Justice of Tanzania so that he or she can start serving the citizens.

### **Qualifications of a presidential candidate**

The following are the qualifications of a presidential candidate in the United Republic of Tanzania:

- (a) She or he must be a citizen of Tanzania by birth;
- (b) She or he must be of 40 years of age or over;
- (c) He or she must have been nominated by a political party;
- (d) He or she must be qualified to be a Member of Parliament or a member of the House of Representatives; and
- (e) She or he must never have been convicted of a criminal offence such as tax evasion in a period of five years before the election date.

### **The democratic process of electing Members of Parliament in Tanzania**

Democratic governance requires citizens' participation in governing their country. Tanzania is a big country with a large population. Therefore, it is difficult for every citizen to participate in making national decisions. Therefore, Tanzanians elect representatives in their constituencies who represent them in Parliament. The representatives are called Members of Parliament (MPs). They are elected every five years under the supervision of the National Electoral Commission (NEC). The process of electing Members of Parliament is described below:

- (a) Each candidate fills in the forms collected from NEC after being nominated by a registered political party;
- (b) Each candidate campaigns in his or her constituency and talks to the people about the ideology and election manifesto of his or her party;
- (c) Each candidate appoints one person to be his or her agent in each polling station;
- (d) The results of each candidate are announced after votes have been counted and verified; and
- (e) The winner of a parliamentary election declares his or her commitment to serving the people and takes an oath of allegiance before the Speaker of the Parliament of the United Republic of Tanzania before starting to discharge his or her duties.

### Qualifications for contesting a parliamentary seat

Any person who intends to contest a parliamentary seat must have the following qualifications:

- (a) He or she must be of sound mind;
- (b) She or he must be a Tanzanian citizen who has attained the age of 21 years;
- (c) He or she must be able to read and write in Kiswahili or English;
- (d) She or he must be nominated by a registered political party; and
- (e) He or she must never have been convicted of a criminal offence relating to tax evasion in the past five years before the date of the election.

### Exercise 3

1. Who nominates a person to contest for a parliamentary post?
2. Who swears in the winner of a presidential election?
3. Why is it important for citizens to cast their votes through secret ballot?
4. List the procedures for electing Members of Parliament.

### Activity 3



Discuss with your fellow pupils the functions of the National Electoral Commission (NEC). Write the answer in your exercise book.

#### Good governance principles

Good governance means using political powers in the interest of citizens. The principles of good governance include transparency, accountability, the rule of law, participation in public activities, equality, human rights, integrity, effectiveness, democracy and avoidance of abuse of political power. These principles are described as follows:

**Transparency:** Transparency means doing things in a way that allows other people to see the truth easily. Transparency helps citizens to get information about how duties are performed so that they can assess the extent to which their leaders observe rules and regulations. Transparency is very important in providing information about revenue collection and expenditure. It helps people to get information about the plans and the budget for their implementation. It is also important in developing procedures for providing social services and ensuring the legitimacy of leaders' decisions.

**Accountability:** This refers to a leader's readiness to provide detailed explanations to citizens about the decisions or steps taken in discharging his or her duties.

**Rule of Law:** A country is governed by established rules and regulations. The rule of law is important in guaranteeing human rights. Leaders are required to observe or follow the laws of a given country so that people can enjoy their rights. All people should be treated equally before the law. Some of the pillars of the rule of law are:

- (a) Anybody who breaks the law should stand trial and be punished according to the law;
- (b) Everybody is obliged to respect the law;
- (c) A suspect must be taken to court without delay; and
- (d) A police officer is required to explain to the suspect the reasons for his or her arrest and his or her rights after arresting him or her.

**Participation:** Participation means involving everyone in making decisions that affect their interests. Leaders should involve all citizens in decision-making regardless of their sex or affiliation. Citizens' involvement in decision-making can be direct or through public meetings or their representatives.

**Equality:** Equality means equal treatment. It is important to guarantee human rights and avoid discrimination. Equality is achieved if everyone is given an equal opportunity to participate in various social activities. Opportunities include having equal access to social services. People must not be discriminated against and must be valued, regardless of their differences and affiliations, in order to improve their living standards.

**Human rights:** A right is what someone deserves as a human being. Examples of rights are the right to practise or follow a given faith, the right to quality education, the right to a good life, freedom of assembly and freedom of speech. These rights are protected and are considered to enable human beings to live peacefully.

**Integrity:** This refers to consistent observance of moral order or equality in providing rights to people. Integrity includes observing human rights, ensuring that personal interests do not override the interests of the public and leaders declaring their wealth each year. It also includes performing duties and responsibilities by observing rules, regulations and procedures, not being corrupt, being honest and being a hardworking person.

**Effectiveness:** The fact of producing the result that is needed. When funds are allocated for a certain project or service they should be used for that purpose, and not otherwise. Moreover, effective use of public resources means using few resources to produce great results in a community.

**Democracy:** In a democratic country, leaders observe the principles of good governance and promote and practise democracy by engaging citizens in economic, political and social activities. For example, citizens elect their leaders during free and fair elections and participate in decision-making.

**Controlling power:** This involves controlling misuse of power by leaders. It helps to prevent corrupt practices or discrimination. It also involves controlling misuse of public resources such as the use of funds and other public resources for one's own good. It means making a government abide by laws and observe the constitution of a given country.

**Reconciliation:** Leaders are governed by the principles of good governance, tolerate different views and persuade people to reach conclusions or decisions that consider a society's interests. The principles of good governance are

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summarised in Figure 2 below.



**Figure 2:** Principles of good governance

### Importance of good governance in a society

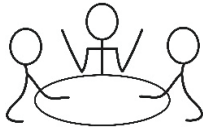
When the principles of good governance are observed, a government operates effectively, achieves its objectives and fulfill their responsibilities as expected. Good governance also ensures that everybody is given his or her rights. It also makes a government listen to its citizens by making good plans and addressing the challenges facing them. As such, leaders work in the interest of citizens as they promote people's rights, equality and integrity.

The concepts of good governance and democracy are so closely related that where there is no good governance democracy cannot flourish, and vice versa. Therefore, democracy is the fruit of good governance. A society that practises good governance has sustainable development. A government that observes the principles of good governance ensures that resources are not misused.

### Exercise 4

1. Explain the meaning of the word integrity.
2. Why should human rights be protected?
3. Mention five principles of good governance.
4. What is your opinion about leaders who do not observe the principles of good governance?

### Activity 4



Discuss with your fellow pupils how the principles of good governance are followed or observed in Tanzania. Write the principles in your exercise book.

### Separation of powers

The concept of separation of powers indicates how democracy relates to good governance. As mentioned earlier, there are three main pillars of the State: the Executive, Parliament and the Judiciary. Each pillar has its own functions. The Executive is responsible for executing plans, Parliament enacts laws and oversees the carrying out of activities by the Executive and the Judiciary interprets laws and ensures justice for citizens. The separation of powers prevents interference of one branch in another. The aim in separating powers is to sustain good governance and enhance the effectiveness of the organs in question. Figure 3 below shows separation of powers in Tanzania.

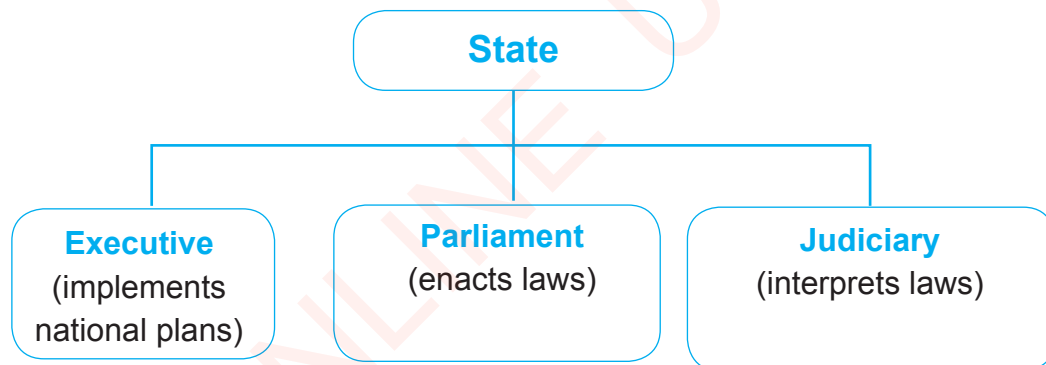


Figure 3: Separation of powers

### Exercise 5

1. Why is it important to have good governance?
2. Explain the relationship between good governance and democracy.
3. Mention three indicators of lack of good governance.
4. Explain why democracy cannot be achieved without separation of powers?

## Activity 5



Discuss with your fellow pupils the principles of good governance followed in your school. Write the principles in your exercise book.

### Government's role in promoting good governance

Any government is responsible for promoting good governance at all levels of leadership in order to achieve sustainable development. A responsible government promotes good governance by doing the following:

- (a) It makes a good constitution and laws which allow it to discharge its responsibilities. The constitution is the mother law of a country and each government leader in Tanzania swears that he or she will protect and respect the Constitution of the United Republic of Tanzania;
- (b) It divides the powers of the State among three pillars: the Executive, the Judiciary and the Legislature. This helps each pillar to check the performance of the others. The Executive is responsible for executing various plans and activities and the Legislature enacts laws and oversees the execution of government activities. The Judiciary interprets laws and ensures that citizens get justice;
- (c) It establishes institutions for protecting and promoting human rights so that rights are not abused;
- (d) It allows communities, civil society organisations, private organisations and institutions to participate in addressing challenges such as corruption;
- (e) It fights corruption in government institutions, parastatals and development projects with a view to ensuring that better and equal services are provided to all; and
- (f) It makes sure that national resources are equally distributed and used for the benefit of all citizens.

## Exercise 6

1. What issues do civil society organisations deal with in your community?
2. What is the importance of a national constitution in a democratic country?
3. Mention four ways of promoting good governance in Tanzania.

## Activity 6



Discuss with your fellow pupils what may happen if the government does not promote good governance. Write the answer in your exercise book.

## Exercise 7

**Part A:** Match the items in **Column A** with the correct items in **Column B**.  
Write the letter of the correct answer in your exercise book.

Column A	Column B
1. A democratic principle through which people are free to express their views freely	(a) The National Electoral Commission
2. Citizens are free to join political parties and to be elected as leaders	(b) a good leader
3. The institution responsible for announcing the winner of a presidential election	(c) human rights
4. He or she serves the people who elected him or her	(d) freedom of expression
5. Every person has a right to life and education	(e) transparency and accountability
	(f) presence of a multiparty system
	(g) equality

**Part B:** Choose the correct answer and then write its letter in your exercise book.

6. A leader who is democratically elected has the following qualities, except \_\_\_\_\_.
- (a) practises the rule of law
  - (b) is ready to be criticised
  - (c) respects the ideas of those who elected him or her
  - (d) serves all people
7. The following is an advantage of a multiparty system:
- (a) it divides citizens along ideological lines
  - (b) political parties can nominate a candidate who may not be elected by citizens
  - (c) citizens have a right to join political parties of their choice
  - (d) all parties get subsidies from a government
8. The following are human rights, except \_\_\_\_\_.
- (a) living anywhere without being disturbed
  - (b) education
  - (c) election campaigns
  - (d) freedom to have a family
9. One of the following is part of the procedure of electing the President of the United Republic of Tanzania:
- (a) being nominated by the people of his or her constituency
  - (b) being proposed by his or her friends
  - (c) being nominated by his or her political party
  - (d) being nominated by Parliament
10. Political tolerance is one of the principles of democracy, since \_\_\_\_\_.
- (a) it gives people electoral victory without their campaigning
  - (b) it helps to silence those who have been defeated
  - (c) it brings harmony among opposing groups
  - (d) it makes donors happy

**Part C:** Write **True** for a true statement and **False** for a false one. Write the answers in your exercise book.

11. Democracy is the rule of people and rulers rule through the people's consent. \_\_\_\_\_
12. Tanzanian Members of Parliament are elected by their parties before general elections. \_\_\_\_\_
13. A good leader receives directives from above and implements them without involving the people concerned. \_\_\_\_\_
14. In a democratic society, minorities are also respected. \_\_\_\_\_
15. After the President of the United Republic of Tanzania has been elected, he is sworn in by Parliament. \_\_\_\_\_

### Vocabulary

Declare	to say something officially
Justice	fairness in the way people are treated, for example in courts of law, and in the distribution of resources in society
Leadership	a group of people in charge of an organisation
Manifesto	a written statement in which a group of people explain their beliefs and aims, especially the one published by a political party
Swear	to make a public official promise

## Chapter Five

### Caring for others

#### Introduction

*When you were in Standard Five, you learnt to identify and avoid the kinds of behaviour which threaten peace at home and school. You also learnt to speak out and report things or kinds of behaviour which are not acceptable to society and to participate in development activities in the interest of the family and build good relationships in society. Moreover, you learnt how to promote good relationships with neighbours and to participate in solving social problems. In this chapter, you will learn how to avoid various kinds of bad behaviour and how to give priority to people with special needs. You will also learn how to ask for counselling services, where necessary, and to treat other people fairly. The knowledge and skills to be acquired will enable you to become an acceptable member of your society, avoid risky behaviour and motivate others to do good things or behave well. You will also be able to maintain equality and provide quick services and priority to the needy.*

#### Acts which make your peers avoid risky behaviour

Risky behaviour can be seen in acts which affect us and cause health, social and economic problems. Risky behaviour has certain negative effects on society and can cause insecurity for people and their property. Caring for others includes enhancing good communication between one person and another and helping others to avoid risky behaviour.

When communicating with our friends, it is important for us to know their life backgrounds so that we can help them without risking their lives. Normally, the things to which people are attracted can be used to help them stop doing wrong things or acts and become respectable members of society. Activities which can help to shape other people's behaviour include participating in sport activities and religious meetings, as well as helping other people. Other activities are avoiding bad peer groups, good school attendance and being sympathetic to others.

*Read the following passage and then answer the questions that follow.*

Lucy and Regina are Standard Six pupils at Kisiwani Primary School. They are friends and go to the school together. The school is located five kilometres from home. Despite the long distance from home to school, the girls always arrive at school on time. After school, they return home together. One day, Lucy fell sick and thus did not go to school. Her parents took her to hospital for treatment. After being examined, Lucy was found with malaria; she was admitted for three days. After her recovery, she returned home, where she took a rest for four days as she had been advised by her doctor.

During Lucy's sickness, Regina went to school alone. One day, while on her way home, Regina met a young man with a motorcycle. The young man stopped and greeted her. But she kept walking. The young man followed her and offered her a lift. Regina refused the offer; the young man left. The following day, the same young man travelled on the same road and found Regina returning home. The young man stopped Regina and introduced himself to her as Sele. He requested Regina to let him carry her on his motorcycle. Since Regina was tired, she accepted the offer. The next day, Sele travelled on the same road and found Regina going home. Sele offered her a lift and she accepted it. He took her home on his motorcycle. Sele continued to offer Regina free transport.

Lucy recovered from malaria and began going to school again. On the first day, she went to school together with Regina. In the evening, when they were walking back home Sele came to pick up Regina. But when he stopped nearby, he offered a lift to both of them. Regina wanted to accept the lift, but Lucy stopped her. Regina agreed with her friend. Sele left them. After that, Lucy warned Regina not to accept lifts, especially lifts offered by strangers, because lifts would expose them to risks such as being raped, getting pregnant, being infected with venereal diseases such as gonorrhoea, HIV/AIDS and syphilis, or being injured. The following day, Sele saw Lucy and Regina returning home. He stopped his motorcycle and greeted them. Regina strongly warned Sele not to follow them again; otherwise, she would report him to her parents. After Sele heard that, he stopped following them. Regina informed her parents about Sele's behaviour and Lucy's advice. Regina's parents thanked Lucy for the good advice she had given their daughter.

## Exercise 1

1. What was Sele's intention to Regina?
2. What kind of behaviour was shown by Lucy?
3. What might have happened if Regina had not listened to Lucy?
4. Apart from Lucy's advice, what other kind of advice would you give Regina?
5. What have you learnt from the passage?

## Activity 1



Write five advantages of avoiding risky behaviour. Write them in your exercise book.

### Effects of risky behaviour

Risky behaviour such as excessive alcohol consumption, drug use and selling, unprotected sexual acts, theft, quarrels, discrimination and family conflicts can cause insecurity and unrest in society. Some of the effects of risky behaviour include:

- (a) Someone who is involved in drug abuse, unprotected sexual acts, excessive alcohol consumption and robbery may die or get infected with a disease;
- (b) Someone who drinks much alcohol can cause family sorrow or loss of family property because he or she can sell the property to get some money for buying liquor;
- (c) A drug abuser may not build a good house for his or her family and may lose friends and respect from family members and society; and
- (d) Drugs can make someone to be troublesome and thus he or she can cause others to sustain injuries or permanent disabilities.

*Read the following passage and then answer the questions that follow.*

Tega and Kizenga are Standard Six pupils at Bombambili Primary School. They always go to school together. However, Kizenga is a troublesome pupil. While on their way to school or back home, Kizenga likes to play with dangerous things. He throws stones at electrical wires or kicks plastic bottles containing dirty water and plays in the mud. One day, while on their way, Kizenga saw a big snake crossing the road. Tega was afraid of the snake and did not even

want to continue walking near where the snake was, but Kizenga took a stone and threw it at the snake. Tega asked Kizenga not to throw stones at the snake because it could bite him and cause him to die.

But Kizenga did not listen, he followed the snake in the bush. The snake sensed that 'something' was following it, it took cover under a tree. When Kizenga approached the snake, it jumped and bit Kizenga's leg. Kizenga felt pain and called Tega for help. Tega carried him and put him beside the road. He gave him first aid by tying up his leg with a piece of cloth to stop the poison from spreading to other parts of the body. Tega requested some passers-by to help him take Kizenga to hospital. Kizenga's family thanked Tega for taking his friend to hospital. Kizenga was treated at a very high cost which his parents incurred.

## Exercise 2

1. Which school do Tega and Kizenga attend?
2. From the passage you have read, who did not have good behaviour? Support your answer with reasons?
3. What kind of risky behaviour did Kizenga show?
4. Why did Tega tie up Kizenga's leg with a piece of cloth?
5. What have you learnt from the above story?

## Activity 2



Write five kinds of risky behaviour which your fellow pupils have. Write them in your exercise book.

## Giving priority to people in need and those with special needs in service provision

In providing social services, the first priority should be given to people with special needs and those in need. Doing so shows we care for, value and respect them. People with special needs and those in need include elders, children, the disabled, sick people, pregnant women and those who care for infants.

People in need and those with special needs should be given priority so that they can get the services they want. When we are in a queue, we need to give priority to people with special needs so that they are served before we are. The areas where this priority should be observed are in medical treatment, voter registration and bank services. For example, if you are standing in a queue at a hospital and there is a woman with a baby behind you, let her get the service first.

### Exercise 3

1. What is the importance of giving priority to people in need and those with special needs in places where social services are provided?
2. Mention other people to whom priority should be given in such places.
3. Give one reason for giving priority to someone who is very ill so that she is attended before others.

### Activity 3



Write in your exercise book other five places, apart from those mentioned in the text, where people with special needs are given the first priority.

### Counselling

Counselling is a conversation led by an expert or a professional counsellor with experience in providing advice and direction to an individual or a group of people with problems or challenges in their lives. In this service, there are two parties, namely the counsellor and the counselee. A special quiet room is necessary for providing a counselling service effectively.

### Importance of providing counselling services

The following are the reasons for providing counselling services to people:

- (e) Counselling services enable a person to realise his or her potential and to have self-direction;
- (f) They are helpful in self-development;

- (g) They enable people to change their behaviour so that they are accepted by society;
- (h) They enable people to have academic self-direction which enhances their learning process;
- (i) Counselling services help people to have a positive attitude when they are facing various life challenges; and
- (j) They enable people to live in harmony with people from other cultures.

### Exercise 4

1. What is counselling?
2. Have you ever received a counselling service at your school?
3. What made you seek the service?
4. What is the importance of counselling services?
5. Why do you think counselling services are provided in special, quiet rooms?

### Activity 4



Discuss with your fellow pupils the importance of counselling services at school. Then list other places where counselling services can be provided. Write what you have discussed in your exercise book.

### Counselling services in solving academic difficulties

In the learning environment, there might be different academic difficulties facing pupils in their learning process. Counselling is needed to help pupils to tackle those difficulties. The following are some academic difficulties which may lead someone to seek counselling services:

**Failing examinations:** A counselling service is needed to instill hope and confidence in pupils with poor academic or examination performance so that they may perform better.

**Lacking good learning techniques:** A counselling service is given to pupils so that they can plan their learning process. A pupil who has been given a counselling service may have a reading timetable.

**Lack of necessary school requirements:** Some parents or guardians may not be able to provide all the requirements to their children because they are poor. Pupils who come from such families need counselling services and encouragement on how to proceed with their studies.

**Examination phobia:** Sometimes pupils may fear examinations and even suffer from an examination fever, counselling may help them to be confident and take examinations.

**Cross-cutting issues:** These are issues which touch many areas such as drug abuse, corruption, HIV/AIDS and globalisation. These issues have negative effects on pupils. Therefore, counselling services are helpful in making them build confidence and know how to avoid or deal with them.

**Communication challenges:** Communication, that is, information sharing, is rapidly growing and spreading all over the world in such a way that the world now seems to be like a single village. Thus, counselling may help pupils to use means of communication like mobile phones properly.

**Lack of confidence:** Counselling helps pupils to build self-esteem and the ability to make decisions on how to address challenges in their environment. For example, one may avoid peer pressure by not engaging in sexual immorality or smoking marijuana.

### Exercise 5

1. Briefly explain the meaning of the term self-confidence.
2. Mention five things that show that academic counselling should be provided to pupils.
3. What are the advantages of offering counselling services to the pupils in your schools?
4. Why do pupils fear examinations?

## Activity 5



Discuss with your fellow pupils how counselling services help the pupils in your school. Write your answer in your exercise book.

### Counselling for solving social problems

Usually, people face various problems. They may be moral, psychological, political or economic problems. In a society, there are institutions with people who are specialised in providing counselling services to other people. They usually provide counselling services to people so that they solve and cope with the problems they are facing in their lives.

*Read the following conversation and then answer the questions that follow.*

**Teacher:**

We are lucky; we have been visited by a counsellor. I would like to take this opportunity to ask him to talk to us. Welcome, counsellor!

**Counsellor:**

Thank you. Hurray!

**Pupils:**

Hurray!

**Counsellor:**

Thank you very much. Dear pupils, we are gathered here to discuss moral decay in our society. What do you understand by moral decay?

**First pupil:**

Moral decay refers to the doing of unacceptable things.

**Counsellor:**

Can you give examples?

**Second pupil:**

They include smoking marijuana or opium, excessive alcohol consumption, improper dressing, prostitution and using abusive language.

**Counsellor:**

What should be done to solve these problems?

**Second pupil:**

We want to hear from you because many youths are jailed but when they come out of prison they do not change their behaviour.



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**Counsellor:**

Exactly! First of all, social morals are indeed deteriorating for the reasons that you have mentioned. Therefore, we must get rid of those acts. Secondly, we need to understand that they cause moral decay. For example, smoking marijuana usually causes people to be violent, make bad decisions and engage in robbery. Drinking alcohol may cause someone to disrespect others and use abusive language or use money extravagantly. They may also cause families to lack peace. Improper dressing is also a kind of bad behaviour.

**Fourth pupil:**

Thank you very much, counsellor. But how can we avoid the effects of moral decay?

**Counsellor:**

That's a very good question! First of all, we must be self-conscious and stop committing such acts. Secondly, provide advice to your fellow pupils with the support of counsellors. Thirdly, condemn such acts in public. Fourthly, we should follow religious teachings, organise youth groups and talk about these acts. Fifthly, the whole society must be encouraged to fight moral decay.

**Fifth Pupil:**

Thank you for your good advice. Please visit us again in future.

**Teacher:**

Thank you very much for your good advice. Please visit us again in future.

**Counsellor:**

Thank you for your cooperation.

### Exercise 6

1. What is the purpose of this conversation?
2. Which of the things in the conversation may make one seek a counselling service?
3. What may make members of your society seek counselling services apart from what you read in the conversation?
4. What methods should be used to promote morals in our society?



## Activity 6



In groups, prepare a role-play showing how to provide counselling to your fellow pupils before they start their examinations. The role-play should take place in the classroom.

### Acts which indicate equality in life

It is important that we do things that show that people are treated equally, regardless of their sex, level of income or origin. It is important to promote good relationships with other people by knowing the limits of the relationships and valuing others as human beings.

*Read the following text and then answer questions that follow.*

Juma and Roza are siblings. Both are in Standard Six at Majohe Primary School. Their parents are farmers and spend most of their time working on their farm. After school hours, Juma and Rosa do all domestic chores, including washing clothes and utensils, feeding animals, cleaning the environment and watering flowers and vegetables in the garden.

One day, their parents told them that they should work cooperatively when they grew up, regardless of their sex, age or level of income. They were also told to value people with special needs such as aged people, children, pregnant women, the sick and the disabled. Such acts would indicate that they appreciate and value such groups of people. For example, they should be given the first priority in places where social services are provided such as in banks, bus stations, hospitals and polling centres or stations. Moreover, loving, respecting and involving them in family and national decision-making is a sign of appreciating and valuing them. After being advised by their parents, they were highly motivated and eager to help their parents and cooperate with other people in a community.

### Exercise 7

1. List the groups of people with special needs found in the society.
2. Explain how you will help the people with special needs in your community?

3. What activities show that Juma and Roza are equal?
4. List all the activities that are done by both men and women in your community.

### Activity 7

Identify the activities that are done by the pupils in your school. Consider gender balance and write the activities in your exercise book.

### Exercise 8

**Part A:** Match the items in **Column A** with the correct items from **Column B**. Then write the letter of the correct answer in your exercise book.

Column A	Column B
Risky acts	Description of acts
1. Drunkenness	(a) children being forced to work for some payment
2. Theft or robbery	(b) resulting from having sex at a young age
3. Truancy	(c) using alcohol, which affects the drinker's health
4. Child labour	(d) taking someone else's property by force
5. Early pregnancies	(e) not attending class
	(f) drug abuse
	(g) unhealthy eating

**Part B:** Choose the correct answer and then write its letter in your exercise book.

6. Which of the following is a kind of risky behaviour?
  - (a) working hard
  - (b) participating in sport activities
  - (c) roaming around at midnight
  - (d) eating and singing
7. Which of the following is the result of risky behaviour?
  - (a) health problems
  - (b) cooperating with friends in doing social activities

- (c) being respected by others  
(d) working effectively
8. Which of the following is a group of people who should be given the first priority in places where social services are provided?  
(a) religious leaders, counsellors and aged people  
(b) the sick, children, pregnant women and the disabled  
(c) children, the youth, the sick and aged people  
(d) leaders, children and teachers
9. The following acts show equality, except \_\_\_\_\_.  
(a) voting and being voted for  
(b) participating in decision-making  
(c) being given the first priority in getting social services  
(d) participating in discussions
10. We can help our friends stop endangering their lives by:  
(a) being a good example to them  
(b) leaving them to continue with their negligence  
(c) praising their bad behaviour  
(d) involving them in drug abuse

**Part C: Write True for a true statement and False for a false one.**

11. Drug abuse is dangerous. \_\_\_\_\_
12. Drunkenness cannot make one have risky behaviour. \_\_\_\_\_
13. Injuries exemplify the loss associated with risky behaviour. \_\_\_\_\_
14. Participating in sport events can help one to avoid risky behaviour. \_\_\_\_\_
15. When we do not have basic needs, it is not necessary for us to be counselled. \_\_\_\_\_

### Vocabulary

Counsellor	a person who has been trained to advise people with problems
Discrimination	the practice of treating somebody or a particular group in society less fairly than others
Self-esteem	a feeling of being happy with your own character and abilities
Troublesome	causing trouble, pain, etc. over a long period of time

# Chapter Six

## Environmental conservation

### Introduction

*When you were in Standard Five, you learnt about valuing the community by assessing environmental destruction in your surroundings and educating your community on the effects of environmental degradation. In this chapter, you will learn to assess the challenges facing the community with respect to environmental conservation, determine the existence of natural and planted forests and identify the laws protecting the environment. The knowledge and skills to be acquired will help you to develop appropriate strategies for overcoming the challenges relating to environmental conservation. They will also enable you to educate the community about the importance of obeying the laws protecting the environment and combating the acts that cause environmental destruction.*

### Challenges facing the community in conserving the environment

Any community should be aware of the importance of the environment and should protect it all the time. Environmental conservation needs regular assessment so as to overcome various challenges. Some of the challenges include the following:

**Poverty:** It is the state of being materially poor. The poverty of income influences people to engage in various activities that lead to environmental destruction. Examples of such activities are cutting down trees for charcoal and firewood, illegal animal hunting, establishment of unplanned settlements and doing agricultural activities that do not involve environmental conservation. Cutting down trees carelessly leads to inadequate water supply, rivers drying up, soil erosion and eventually drought and desertification.

**Disregard of environmental education:** Disregard of environmental education in doing activities such as mining, livestock keeping and agriculture leads to deforestation and soil erosion. These affect the environment and living things.

**High costs of renewable energy:** High costs of renewable energy such as solar energy, wind energy and natural gas cause communities to rely highly on the use of charcoal and firewood.

**Unplanned settlements:** In some urban areas houses or buildings are built without any plans. Squatters' areas do not have good transport infrastructure which would facilitate garbage collection from such areas. Furthermore, some people build their houses along water sources and direct the sewage into rivers or other water bodies. This causes water pollution and the spread of epidemic diseases such as cholera and bilharzia.

**Poor infrastructure:** Inadequate and worn-out sewage systems can cause wastes to spread somewhere, pollute the environment and lead to the eruption of epidemic diseases.

**Lack of stakeholders' involvement:** Some leaders do not involve community members in assessing environmental conservation plans and strategies. This situation makes community members feel that they are alienated and thus fail to see the importance of taking part in environmental conservation. Because of this alienation, other people argue that environmental conservation is the responsibility of the government. This is the wrong perception.

### Exercise 1

1. What are the environmental conservation challenges facing your community?
2. How are the stakeholders and community members in your area involved in environmental conservation?
3. What is done to conserve the environment in your area?
4. What should be done to overcome environmental challenges in our country?

### Activity 1



Discuss with your fellow pupils different ways of enhancing environmental conservation in your school. Write the answer in your exercise book.

**The importance of natural and planted trees to our environment**

Our environment provides us with all our needs, including food, water and trees. In order for us to be able to meet these needs sustainably, we must take care of and value our environment. Trees are the habitat of many things such as organisms like animals, birds and insects. They preserve water sources such as rivers and water springs. When you visit a forest, you will be entertained by birds' sounds. You will also see insects like butterflies flying around. Trees are also a source of rainfall and fresh air. Once the environment is destroyed because of cutting down trees carelessly, we should plant other trees in the area.

*Read the passage and answer the questions that follow.*

Ihanga is a village found along the River Barali. For many years, the village was affected by severe drought because of environmental destruction. The environment was destroyed by villagers who used to cut down trees carelessly. Environmental destruction changed the lives of the people in the village, as animals became unhealthy and crops dried. Life was difficult because of the increase in the levels of temperature. Furthermore, some of the water sources found in Nyangonje Mountain dried up. One day, the village chairperson called a meeting where the drought problem that was facing the village was discussed. After the discussions, the villagers agreed to value and conserve their environment. They agreed to plant trees on bare land and around the water sources. They also enacted by-laws and regulations for governing and protecting the natural and planted trees in their village.

A few years later, Ihanga village had many natural and planted trees which were a source of much rainfall. The rainfall filled the River Barali with much water which enabled Ihanga villagers and their neighbours to do agricultural and livestock activities throughout the year. There were enough pastures for animals and fertile land in the village which made it possible for the villagers to harvest enough crops for food and trade

**Exercise 2**

1. What problem did Ihanga village face for many years?
2. How important is the River Barali to Ihanga village?
3. What are the activities that led to deforestation in Ihanga village?

4. What did Ihanga villagers decide to do after the discussions?
5. What is the importance of Nyangonje Mountain to the lives of Ihanga villagers?

## Activity 2



Discuss with your fellow pupils the importance of protecting planted and natural trees in your area. Write the answer in your exercise book.

### Environmental protection law

Tanzania has an Environmental Management Law, which was enacted in 2004. This law replaced the Environmental Management Law of 1983. The law states that every person has a right to live in a clean, safe and healthy environment. The law gives citizens the rights to access various segments of the environment for recreational, educational, health, spiritual, cultural and economic purposes.

Moreover, every person can take legal action against anybody who is likely to cause environmental destruction. The law states that every person has a right and duty to safeguard and develop the environment and to inform the relevant authority of any activity that may affect the environment. The law directs the establishment of permanent environmental committees in hamlets, villages, wards and urban areas.

### Enforcement of the environmental protection law

Every citizen is obliged to obey the law. The following are examples of the provisions of the law and regulations that are used to protect the environment:

- (a) It is forbidden to leave rubbish in prohibited areas like homes, business areas and trenches or along the road;
- (b) Trucks carrying wastes are forbidden to dispose of and spread wastes along the road or compounds. In addition, neither a passenger nor a vehicle owner is allowed to throw rubbish or wastes on the road. Wastes must be put in a dustbin;
- (c) No one is allowed to attend the call of nature such as urinating in an open area. Each home must have a clean and safe toilet or a pit latrine;

- (d) Nobody is allowed to conduct any kind of business in areas which have not been set aside for that particular activity;
- (e) It is forbidden to dump wastes, have a bath, wash clothes or clean equipment and conduct agricultural and livestock activities in water sources; and
- (f) The law that prohibits the manufacture, supply, importation and use of plastic bags came into force on 1<sup>st</sup> June 2019. The bags highly contributed to environmental pollution.

### Exercise 3

1. Explain how some community members can contribute to environmental pollution.
2. Mention the law that is used to protect and conserve the environment in Tanzania?
3. Which acts or kinds of behaviour are prohibited by the Environmental Management Law of 2004?

### Activity 3



Identify the by-laws that prohibit pupils' behaviour that may cause environmental pollution and destruction in your school. Write the answer in your exercise book.

### Exercise 4

**Part A:** Match the items in **Column A** with the correct items in **Column B**.

Column A	Column B
1. High costs of renewable energy such as solar energy and wind energy	(a) soil erosion
2. The presence of a poor sewage system	(b) illegal hunting
3. Dynamite fishing	(c) an increase in the amount of carbon dioxide
4. A large number of fuel equipment such as motor vehicles	(d) heavy rainfall
5. Overgrazing	(e) disappearance of forests
	(f) outbreaks of cholera
	(g) a shortage of fish

**Part B: Write *True* for a true statement and *False* for a false statement.**

6. Deforestation has adversely affected our country's environment.  
\_\_\_\_\_
7. Environmental conservation is very important and only peer groups should make it sustainable. \_\_\_\_\_
8. In our country, environmental management and supervision is the responsibility of the Office of the Vice-President of the United Republic of Tanzania. \_\_\_\_\_
9. In our country, environmental conservation depends highly on foreign aid. \_\_\_\_\_
10. Trees support the conservation of water sources. \_\_\_\_\_
11. Recycling wastes into raw materials such as scrap metal and plastic bags is one of the strategies for promoting environmental conservation.  
\_\_\_\_\_
12. Environmental conservation education should be a permanent agenda in the community, the government as well as at political and religious meetings and forums. \_\_\_\_\_

**Vocabulary**

By-law	a regulation made by a local government authority to influence the implementation of a law made by Parliament
Enforcement	the act of making people obey a particular law or rule
Stakeholders	a group of people with similar interests

## Building good relationships with others

### Introduction

*When you were in Standard Five, you learnt to participate in family development activities and to build good relationships with your neighbours and community. In this chapter, you will learn how to build good relationships with your fellow pupils and to maintain them. The knowledge and skills to be acquired will enable you to establish good relationships with your fellow pupils and to use various techniques to maintain them.*

### Promoting good relationships with your friends

Good relationships are established when people desire and decide to live harmoniously with others. Some of the indicators of the existence of good relationships in a community include eating, reading and playing together peacefully as well as helping each other during difficult and good times.

Look at the following pictures and then answer the questions that follow.

1



2



3



4



Figure 1: Acts that maintain good relationships and friendships

### Exercise 1

1. What indicators of friendships or good relationships do you see in pictures 1 to 4?
2. Mention things which help to build friendships or good relationships with friends apart from those you have seen in pictures 1 to 4.
3. Look at picture 3 and mention two advantages of family members sharing a meal.

### Activity 1



With examples, write five acts you do every day that help to maintain a good relationship between you and your family members.

**Advice that helps you to build a good relationship with your friend**

Advice is an idea given to a person so that she or he can solve a certain problem. Normally, people are advised to do certain things to build good relationships with others. Such things include working together, showing love to each other, offering others help during difficult and good times, accepting or tolerating other people's ideas, trusting each other and keeping each other's secrets.

*Read this passage and then answer the questions that follow.*

Tumaini and Edna are friends. They study at Maendeleo Primary School. Tumaini comes from a well-off family, but Edna comes from a poor family. Although Tumaini belongs to a well-off family, she loves her friend. They do class and extra-curricular activities together.

One day, Tumaini asked Edna to pay her a visit. She told her parents that on Saturday her friend would visit them. She asked her parents to prepare a good meal for her. The parents agreed because they loved their daughter very much. Edna visited her friend when the day came. Tumaini's parents were happy to get to know their daughter's friend and welcomed her with great joy. Edna gave Tumaini sweet potatoes as a gift. Tumaini introduced Edna to her parents and said that Edna had come top of their class. She also said that Edna assisted her in Science and Mathematics and enabled her to be the fifth pupil out of the 60 pupils in their class. Furthermore, she said that it was Edna who had taken her to the dispensary after she had injured her leg. Tumaini said, "I love Edna very much."

Tumaini's parents were happy because Edna was a good friend to their daughter. Edna told Tumaini's parents that her friend was honest, patient, kind and loving. She said in addition that Tumaini sometimes gave her pens and exercise books and that they played together at school.

Tumaini's father was impressed by Edna's attitude and kindness towards her friend. He asked her what her parents did for a living. Edna said, "My father runs a small business and does farming, while my mother is a food vendor." Then, Tumaini's father asked Edna to tell her father that he would like to meet with him that evening. Tumaini's mother also said, "You are a loving, kind and God-fearing child. You are a role model for our daughter. Please visit us again in future."

In the evening, Edna's father went to Tumaini's parents' place. He was warmly welcomed. He and Tumaini's father talked about various issues and how their children loved and co-operated with each other in doing various activities at school. Tumaini's father told him how impressed he was by Edna's kindness to her daughter. He also told him that he had asked him to visit them because he wanted to give him some

money for opening a retail shop.

Edna's father was happy and grateful to him for the support. After a period of six months, his retail shop became very big. He sold drinks at wholesale prices. He made a big profit which enabled him to support his family and other people.

His achievement greatly impressed Tumaini's father and his family. Edna and Tumaini were very happy and remained friends for a long time. They were happy that their friendship had brought the benefits to the two families and to the community at large.

## Exercise 2

1. What have you learnt from this story?
2. What should we do to build good relationships and friendships?
3. Why do you think Edna and Tumaini's friendship should be imitated?
4. What is the importance of having good friends in our lives?
5. What have you learnt from Tumaini's father's decision to give Edna's father some money?

## Activity 2



Discuss with your fellow pupils five benefits of building good friendships with one's schoolmates. Write them in your exercise book.

### Acts that help one to maintain good friendships in a community

A friendship is a healthy relationship between one person and another. There are many ways to build and maintain friendships in a community. They include participating in various sport events and donating things to those in need such as water, food and treatment support. Friendships can also be built and maintained by people studying and working together, participating in social events such as weddings and praying for dead people and against misfortunes.

*Read the passage and then answer the questions that follow.*

Nyangasada is a village with fertile soil and receives adequate rainfall every season. The village has a few people who live in harmony and participate in a variety of daily activities. In the village, there is a famous elder called Mr

Ngullo. He is a big farmer. He grows maize, rice, beans and sunflower. He also keeps cows, goats and chickens. During the harvest season, Mr Ngullo asks his fellow villagers to help him harvest the crops. After the harvest season, the villagers rejoice together with Mr Ngullo's family by eating and drinking what Mr Ngullo has prepared for them. Mr Ngullo also thanks every villager who participated in harvesting his crops by giving him or her two tins of maize and rice, five litres of milk and some sunflower oil. The villagers are very proud of Mr Ngullo's family because of their love for them.

### Exercise 3

1. Mention two features of Nyangasada village.
2. What kind of crops does Mr Ngullo grow?
3. Why do Nyangasada villagers love Mr Ngullo's family?
4. What have you learnt from this story?

### Activity 3



Write in your exercise book three things that you will do to maintain good friendships in your community.

### Participating in social events

Every day, our families and communities participate in events that touch the lives of many people. Things such as festivals, misfortunes, sport and disasters affect the lives of many people. We must respect and support others during difficult and good times. If people are happy, there will be peace in a community. The tragedy of one person is considered to be the tragedy of everyone in the community.

*Read the following passage and then answer the questions that follow.*

Many people in Msisimo village engage in agricultural activities, especially rice farming. The village is located along the banks of a great river called Sisimo where farming activities are done. Apart from growing rice, the villagers also keep animals such as goats, cows and domestic birds like hens and ducks. They also grow vegetables during the dry season, after they have harvested their rice. The lives of the villagers depend on the River Sisimo for water. During the dry season, the volume of water in the river decreases and the villagers drill wells to get water for irrigating their crops in their gardens. Because of the importance of the river, the villagers used to say, "The River Sisimo is our source of life."

This year, the village received heavy rainfall. The villagers did not take any precautions to protect themselves from the rain. The rain caused floods along the River Sisimo. The water from the river covered and destroyed their rice farms. The villagers whose houses were near the river were affected as their houses and food stocks had been destroyed by the floods. Msisimo Primary School was also damaged, and thus, pupils could not go to school. The situation was very bad and the people in the village needed help in the form of shelter, food and clothes.

The village chairperson, Mr Maarifa, contacted the leaders of the neighbouring villages, wards and the district for assistance. The residents of the neighbouring villages went to Msisimo to provide support to their neighbours. They gave them food, clothes, medicine, and drinking water. Health professionals provided health care to those who had certain health problems. The district leaders and others helped to repair and rebuild the classrooms which had collapsed.

A few days later, life in Msisimo village became normal again. Msisimo Primary School was re-opened and the pupils continued with studies. The village chairperson convened a meeting and thanked the neighbours for their support. He also wrote a letter of appreciation to the district administration for the support which had been given during the floods.

### Exercise 4

1. What kind of social events have you read about in this story?
2. What other social events happen where you live?
3. If you were the chairperson of Msisimo village, how would you have addressed the problem?
4. What precautions should have been taken by Msisimo villagers?

### Activity 4



Write in your exercise book any social event you have participated in where you live. Then narrate it to your fellow pupils.

## Resolving conflicts in a community

A conflict is a situation in which people, groups or countries are involved in a serious disagreement or argument. In a community, conflicts may occur if someone or people have not done justice to others with respect to various social, political, economic and religious issues. Conflicts cause frictions and divisions in a community. So, we must resolve conflicts early to prevent them from developing into violence.

*Read the following text and conversation, and then answer the questions that follow.*

Bondeni hamlet is located near a natural forest and is bordered by planted forests. One day, the hamlet's chairperson convened a meeting for the purpose of discussing how to resolve frequent conflicts emanating from the daily activities done in the forests. The conflicts caused destruction of the forests. An officer from the department of natural resources was one of those who attended the meeting. The discussion went thus:

**Chairperson:** Dear citizens, we are gathered here today to resolve the conflicts between our hamlet and the department of forests and natural resources. The conflicts are caused by the cutting down of trees, logging and honey combing in the forests. Some of our young men have been arrested by the forest security officers and taken to court. Others were injured in the shooting as they tried to fight against the forest security officers. Before you is a visitor from the department of natural resources who is going to tell us the real situation. Dear guest, please tell us how the situation is.

**Natural Resources Officer:** Mr Chairman, thank you very much! Dear citizens! Hurrah!

**Citizens:** Hurrah!

**Natural Resources Officer:** Dear citizens, I am here just to remind you that the forests around your hamlet are your property, you have been entrusted with the management and protection of the forests for the good of the present and future generations. Unfortunately, some hamlet members are irresponsible. There is severe destruction of the forests caused by logging, honeycombing, lumbering, the cutting down of young trees and illegal hunting of



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wild animals such as deer and buffalo. These criminals are among you and some of them have been arrested and others have already been punished for violating the law. So, today I am bringing this matter to your attention. The forests are a source of our life and are vital to our development and to the development of the nation as a whole. Thank you for your time.

**Chairperson:**

(stands up) Brothers and sisters, you may now give your opinions on how to address the problem.

**1st Citizen:**

(stands up) What you have said is true, officer, but the damage is caused by the shortage of farming land. So, after trees have been harvested, your office should give a large piece of land to us for cultivation before you plant other trees. Furthermore, our youth do not have jobs; they should be engaged to load logs onto lorries and plant trees. This will enable us to build staff houses in our school.

**2nd Citizen:**

(stands up) They are not our forests because all the guards are from other villages and we do not benefit from them. So, we are asking that some of the guards be from our village.

**3rd Citizen:**

(stands up) I propose the formation of a joint environmental defence committee.

**Chairperson:**

I would like to ask the Natural Resources Officer to respond to the concerns that have been raised.

**Natural Resources Officer:** Dear citizens, on behalf of the department of forests and natural resources, I thank you for your comments. In addition, I would like to promise you that we will collaborate with the village government to recruit four strong young men and women. They will undergo security training and they will be employed as guards of our forests. Secondly, when we have harvested the trees, we will allocate 300 plots of land for you to grow crops before we plant new trees. Thirdly, when we have harvested trees, we will provide casual employment to the youth of this village. Fourthly, we will allow women to collect firewood in the forests every day after they have obtained special permits from our department.



**Chairperson:** Thank you very much for all that you have promised us. We also promise you that we will take care of the forests.

**Natural Resources Officer:** Thank you. Have a nice day, everyone.

### Exercise 5

1. What is the source of the conflicts mentioned in the text?
2. What do you think is the importance of involving the community directly in conflict resolution?
3. What are the negative effects of the conflicts on the community?
4. Mention five conflicts which happened in your community.

### Activity 5



Discuss with your fellow pupils various ways of resolving conflicts in your community. Write them in your exercise book.

### Exercise 6

**Part A:** Answer the following questions.

1. Mention acts that promote good friendships.
  - (i) \_\_\_\_\_
  - (ii) \_\_\_\_\_
  - (iii) \_\_\_\_\_
  - (iv) \_\_\_\_\_
2. List four events that require mass participation in a community.
  - (i) \_\_\_\_\_
  - (ii) \_\_\_\_\_
  - (iii) \_\_\_\_\_
  - (iv) \_\_\_\_\_

3. What ways will you use to resolve conflicts among your classmates?
- (i) \_\_\_\_\_
- (ii) \_\_\_\_\_
4. What are the factors that affect good relationships among friends?
- (i) \_\_\_\_\_
- (ii) \_\_\_\_\_
- (iii) \_\_\_\_\_
- (iv) \_\_\_\_\_
- (v) \_\_\_\_\_

**Part B:** Choose the correct answer and then write its letter in your exercise book.

5. Which one of the following shows that certain people are good friends?
- (a) living in the same area
- (b) going to the same school
- (c) good manners and love
- (d) sleeping together
6. What should we do to build good relationships with our friends?
- (a) committing acts of fraud
- (b) avoiding misconduct
- (c) initiating a dispute
- (d) not listening to others
7. Which of the following acts brings harmony to a community?
- (a) cooperating in difficult and happy moments
- (b) setting friendship boundaries
- (c) setting strategies for work
- (d) stigmatising the disabled
8. How will you help a fellow pupil who is always quarrelling with your friends?
- (a) by reporting him or her to the class teacher
- (b) by involving other pupils in counselling him or her
- (c) by keeping away from him or her
- (d) by reporting him or her to his or her parents

9. The following are the benefits of building good relationships with other people in a community, except \_\_\_\_\_.
- (a) maintaining unity and peace
  - (b) solving family problems
  - (c) preventing infectious diseases
  - (d) participating in joint activities

**Part C:** Write **True** for a true statement and **False** for a false statement.

10. Disregard for the problems of others destroys friendships. \_\_\_\_\_
11. Participating in sport activities helps to resolve conflicts. \_\_\_\_\_
12. A celebration is a social activity that promotes love. \_\_\_\_\_
13. A good relationship means advising a companion to be a criminal. \_\_\_\_\_
14. Participation in religious conferences hinders the building of good relationships with other people. \_\_\_\_\_

### Vocabulary

Celebration	an occasion or party when you celebrate something
Dispute	a serious argument or disagreement
Fraud	the crime of deceiving people in order to gain something such as money or goods
Stigma	a set of negative and often unfair beliefs that a society or people have about something or ways of believing

# Chapter Eight

## Being responsible and protecting public resources

### Introduction

*When you were in Standard Five, you learnt how to protect public resources, to identify such resources and participate in conserving and disapproving of misuse of public resources. In this chapter, you will learn about a community's role in undertaking development activities, the role of an educated person in promoting national development and identifying acts that promote national security. You will also learn about strategies for protecting public resources, ways of fighting against misuse of public resources and activities that promote national development. The knowledge and skills to be acquired will enable you to value, protect and take care of public resources and to participate in development activities.*

### A community's role in national development

The development of any family, community and nation is the result of hard work. Community members must work hard in order to realise family, community and national development. Community members have to obey laws, protect public resources and ensure national security.

Obeying national laws helps to maintain the peace, harmony and general security of a nation. Peace and security are important determinants of national development. A country with peace and security permits the involvement of community members in development activities, but a country that lacks peace and security doesn't. Its citizens suffer from disease and hunger because they cannot engage in production activities.

### The qualities of an educated person

Education enables a person to get knowledge and skills so that he or she can face challenges that occur from time to time in a given community. These challenges can be social, political and economic in nature. Many countries

in the world provide education to their people so that they may engage in various economic activities. Education is a public good; hence, an educated person is expected to use his or her skills and knowledge to realise personal, community and national development. The following are the qualities of an educated person who uses his or her education for the development of his or her community and nation:

- (a) **Integrity:** An educated person must observe ethical principles that help him or her to be accepted by other members of society. In addition, an educated person must obey community and national laws as well as work and ensure that there is equality in the community and the nation at large. He is also expected to be honest and patriotic. He or she is not expected to engage in corruption and misuse of public resources.
- (b) **Conducts research:** An educated person uses research evidence to make decisions and solve the problems that happen in his or her community.
- (c) **Innovative:** An educated person uses his or her talents to come up with new ideas and techniques of solving problems and creating new opportunities. The world of science and technology is dominated by innovative people. Therefore, educated people should lead others in developing better techniques for self-advancement by identifying and designing various projects or business opportunities.
- (d) **Self-conscious and confident:** An educated person is always self-confident and self-conscious. He or she also has high self-esteem. These qualities help him or her to engage confidently in various activities at various levels.
- (e) **Obedient to the law:** An educated person obeys the law for his or her own good and for the good of his or her community. This helps him or her to peacefully engage in various social, political and economic activities. As a result, he or she contributes to his or her family's development and to the development of the community and the nation.

### Exercise 1

1. Why do you need to achieve your goals?
2. Explain the meaning of the word education.
3. Why are educated people advised to conduct research?
4. What are the qualities of an educated person?

## Activity 1



Write in your exercise book five effects of immoral behaviour on our community.

### Acts of maintaining national security

Security is about the safety of people and their property. It is the state of being free from worries and the danger of being harmed by human beings, animals, disease or disasters. It is the duty of all citizens to keep and maintain peace and security in our nation.

Each citizen should cooperate with the security agencies in maintaining peace and security in our nation. The national boundaries and property should be protected by all the citizens by providing information about the crimes committed in their localities. They should always inform the relevant organs about strangers or groups of people whose acts and behaviour may threaten community and national security. All citizens have to participate in community policing and contribute resources for purchasing tools for maintaining security in a given locality. In addition, they are supposed to take part in various rescue missions such as chasing and arresting thieves, fire-fighting and rescuing people from disasters like floods, volcanic eruptions, earthquakes and from wild animals. The institutions which are responsible for defence and security in Tanzania are the Tanzania People's Defence Force (TPDF), the Tanzania Police Force (PT), the Prisons, the Tanzania Fire and Rescue Force and Tanzania Intelligence and Security Services (TISS). Through community policing programmes citizens are encouraged to cooperate with the defence and security organs in promoting peace and security in their communities. The following acts promote peace and security in a country:

- (a) **Good governance:** This is an administrative system that is governed by rules and regulations. Leaders involve citizens in decision-making and provide equal rights to all without considering someone's income level, gender, religion, race, tribe or position. Lack of good governance may lead to strikes and demonstrations.
- (b) **Cooperation:** A community has to cooperate with the local government authorities and the central government in maintaining peace and security

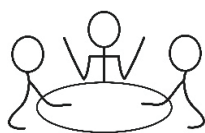
in the country. Lack of cooperation may endanger people's lives and their property.

- (c) **Respect for human rights:** The United Nations requires each person to observe human rights. At all government levels, leaders are responsible for ensuring that the rights of every citizen are not violated. A violation of human rights can be seen when citizens are denied their basic rights. One example is denying people their right to elect the leaders they want or declaring someone winner of an election which he or she has not won. Denying people their right may lead to violence and strikes in a community.
- (d) **Good use of public resources:** Government leaders are required to use public resources for the benefit of all citizens. Extravagance occurs when some leaders abuse their power, especially by using public funds and resources in their own interest, and hinders the implementation of projects and community development activities. Some government leaders do not provide clear information about income and expenditure. Such abuse of public resources makes citizens lose trust in their government, a situation which can endanger peace and security.
- (e) **Employment and self-employment opportunities:** Each person who is able to work should be given opportunities so that she or he can employ herself or himself or should be employed to sustain his or her life. Lack of employment opportunities may endanger peace and security, thus threatening people's well-being and their property.
- (f) **Quality education:** Quality education should provide the basis upon which ethics are built among graduates. This is important for them because it provides sound judgement in avoiding risky behaviour like drug abuse, theft and banditry.
- (g) **Sport and games:** Leaders at all government levels have to design programmes for sport and games that will involve all the people in a given community. Through sport and games, people become familiar with each other and develop a spirit of unity and cooperation. Participating in sport and games helps people to improve their health. Sport and games are a source of employment, which keeps people away from dangerous acts like rape, drug abuse, theft and banditry. Therefore, sport and games enhance defence and security.

## Exercise 2

1. Explain the meaning of the terms national defence and security.
2. What acts are highly likely to threaten the security of a country as well as its citizens and their property?
3. How can citizens promote their defence and security?
4. Explain the disadvantages of misusing public resources.

## Activity 2



Discuss with your fellow pupils the techniques used to maintain peace and security where you live. Write the answer in your exercise book.

## Ways of protecting public resources

Every citizen is responsible for safeguarding public resources. Public resources should be protected and used sustainably for the benefit of the present and future generations. They are assets owned and managed by a government on behalf of all citizens. A country's resources such as national parks, mountains, minerals, water and forests are important sources of government revenue. In addition, coal, gas and water provide us with the energy we use in industries, offices or homes. Forests are helpful in the formation of rain. The availability of water in an area facilitates the life of human beings and of other living things. The Constitution of the United Republic of Tanzania states that the protection of public resources is the responsibility of every Tanzanian. The following are the ways of managing public resources.

**Providing education for protecting public resources:** A community should be educated on the importance of natural resources and proper ways of protecting and managing them. For example, people living near national parks and game reserves should be educated on the importance of taking care of animals and forests. Moreover, citizens should be involved in setting strategies for promoting resource protection and should be given some of the dividends obtained from using the resources.

**Enacting laws for preserving public resources:** The government of Tanzania has enacted various laws for protecting resources. The laws are aimed at managing and improving the quantity and quality of resources and at controlling their use for the benefit of the present and future generations. For example, the law relating to the protection of water resources of 2009 is aimed at ensuring that water, as an important resource, is used sustainably.

**Developing strategies for protecting public resources:** It is important for citizens to know that public resources need to be protected. The existence of strategies which are well known to citizens influences the protection of those resources. The absence of such strategies results in the misuse of resources through the undertaking of illegal activities such as poaching, deforestation and starting of bush fires. Misuse of public resources may result in conflicts which threaten the peace and security of people and their nation.

**Promoting patriotism in managing public resources:** Patriotism means love of one's country and willingness to defend it. Every person ought to be patriotic and protect our resources so as to ensure that public resources are used to realise national development. Public leaders must be patriotic and manage public resources for the benefit of the present and future generations.

### Exercise 3

1. Why should we protect public resources?
2. Explain the contribution of education to the protection of public resources.
3. Why is it important to enact laws for guiding the utilisation of public resources?

### Activit 3



Discuss with your fellow pupils how you would promote patriotism in using and protecting public resources. Write the techniques discussed in your exercise book.

**Acts indicating misuse of public resources**

Misuse of public resources refers to government leaders and other community members behaviour of not valuing public property, thus misusing such property. An assessment is undertaken to identify those who misuse such resources. Punishing them promotes good governance which, in turn, enables citizens to attain sustainable development. The following are acts that indicate misuse of public resources:

**Disregard of public resources:** Public resources are all the things which are owned by a community or society. Some government leaders use public resources such as cars or buildings for their own benefit.

**Bribery:** People demand and give bribes in order to get services such as health care, employment and tenders. Such people misuse public resources. For example, some government leaders receive bribes and help some business persons evade tax. This behaviour causes the government to lose revenue, and hence fail to provide social services to its citizens.

**Fraud:** Fraud occurs when public leaders or servants misuse funds which have been set aside for implementing development projects, for example by setting high prices of goods so as to get some money from sellers. Fraud leads to poor implementation of development projects. The presence of ghost workers in a society allows big projects to be implemented without considering their impact on people and the environment.

**Fraudulent treaties:** Some government leaders sign contracts which are not beneficial to citizens and their nation. For example, fraudulent contracts are signed in the area of mineral resource exploration, forest resource exploration, the tenure of a land lease, hunting blocks and many others. Such contracts cause the government to lose revenue, but benefit few individuals instead.

**Abuse of power:** Some government leaders or public servants use their positions for their own good. For example, some of them sell to private pharmacies medicine which should be given to public hospitals.

**Exercise 4**

1. Which acts show misuse of public resources in our country?
2. What are the effects of such acts on our country?
3. Mention three ways of fighting against misuse of public resources.
4. Explain the importance of assessing the use of public resources.

#### Activity 4



Discuss with your fellow pupils ways of promoting morality among public leaders. Write the answer in your exercise book.

#### Ways of preventing misuse of public resources

Tanzania is one of the countries which are in sub-Saharan Africa. It is blessed with various natural resources. The resources include land, rivers, dams, lakes, the Indian Ocean, forests, mountains, valleys and minerals like gold, diamond and Tanzanite. Tanzania also has other natural resources like oil, gas, wild animals and tourist attractions such as the attractive coastal plains found along the ocean and lakes. Other tourist attractions include Mount Kilimanjaro and historical sites such as Isimila, Kondoia Irangi and the Amboni caves. These resources have to be protected for sustainable development of our nation. The following are ways of fighting against misuse of public resources:

- (a) Providing mass education about proper use of public resources through the media and social networks so as to make people value the country's resources;
- (b) Following laws, rules and principles relating to proper use of public resources. Laws and principles provide instructions on proper use of such resources and on how to punish those who misuse them;
- (c) Reporting to the police or a specific department anything that shows misuse of public resources;
- (d) Formulating policies for promoting the sustainability of public resources;
- (e) Avoiding environmental destruction so as to protect resources such as forests, minerals, national parks and game reserves; and
- (f) Fighting against corruption and fraudulent acts by civil servants and government leaders who are responsible for managing public resources.

## Exercise 5

1. Identify five types of public resources.
2. Explain three ways of managing public resources.
3. What should be done to protect the land resource in your area of residence?
4. What are the strategies for managing water resources in your area of residence?

### Activity 5



Discuss with your fellow pupils proper ways of solving conflicts relating to public resources in our country. Write the answer in your exercise book.

### Participating in development activities

The Constitution of Tanzania states that all citizens have a right to work, to own property and to be employed. Citizens are expected to use their talents and abilities to establish new development activities. The following are some of such activities:

- (a) Production of both food and cash crops such as vegetables, fruits and cereals;
- (b) Livestock and poultry keeping, for example keeping animals and birds such as cows, goats, sheep, chickens, guinea fowl and ducks;
- (c) Fishing in dams, lakes and the Indian Ocean;
- (d) Extraction of minerals such as gold, diamond, Tanzanite, iron, tin and chalk;
- (e) Domestic and foreign trade; and
- (f) Industrial activities such as the processing of raw materials.

## Exercise 6

1. Mention three kinds of human rights mentioned in the Constitution of the United Republic of Tanzania.
2. Mention three development activities done in Tanzania.
3. What is the main activity done in the lakes and the ocean?

## Activity 6



Discuss with your fellow pupils the benefits of engaging in economic activities. Write the answer in your exercise book.

## Exercise 7

**Part A:** Choose the correct answer and then write its letter in your exercise book.

1. Why do we need to take care of public resources?
  - (a) to preserve them in the interest of the present and future generations
  - (b) to facilitate their availability for current use only
  - (c) to protect our resources from foreign exploitation
  - (d) to benefit investors
2. Which of the following is a way of protecting public resources?
  - (a) selling them to earn foreign exchange
  - (b) providing mass education about the importance of protecting our resources
  - (c) distributing them to communities
  - (d) preventing them from being used at all
3. Which acts indicate misuse of public resources?
  - (a) using them for the benefit of all citizens
  - (b) privatising them randomly to foreigners
  - (c) involving communities in protecting them
  - (d) preventing poaching and illegal hunting of wild animals

4. Which of the following is not an act of protecting our nation?
  - (a) reporting crimes
  - (b) protecting national boundaries
  - (c) providing information to criminals about our resources
  - (d) enforcing the laws and protecting resources
  
5. Which of the following is not an effect of corruption on our community?
  - (a) the government's failure to achieve its goals
  - (b) increase of administrative costs
  - (c) lack of confidence and failure to reach the highest level of integrity
  - (d) revenue increase

**Part B: Match the items in Column A with those in Column B.**

Column A	Column B
6. Fraud	(a) a person who misuses his or her education
7. Laws for protecting resources	(b) uses his or her time to educate society about development
8. National security	(c) using public resources to get personal benefits
9. Resources	(d) helps to fight against misuse of public resources
10. A patriotic person	(e) mountains, valleys, minerals and game reserves
	(f) the responsibility of all citizens
	(g) efficiency and productivity
	(h) physical and mental health

**Part C: Write True for a true statement and False for a false one in your exercise book.**

11. One of the ways of fighting against misuse of public resources is providing education. \_\_\_\_\_
12. We protect public resources in the interest of our country. \_\_\_\_\_
13. All educated people are committed to national development.  
\_\_\_\_\_
14. Every person who can work should be employed. \_\_\_\_\_
15. Receiving and providing some money in order to get things fairly is fraud. \_\_\_\_\_

## Vocabulary

Deceitful	making people believe something that is not true
Dividends	a sum of money paid regularly by a company or institution to its shareholders out of its profits
Research	a scientific study for discovering and generating new knowledge about different things
Sustainability	being maintained at a steady level without exhausting energy or momentum
Terrorist	a person who uses violent acts or force to threaten peace and security in a given country

## Fulfilling responsibilities

### Introduction

*When you were in Standard Five, you learnt how to fulfil responsibilities effectively and obeying laws. In this chapter, you will learn how to identify your responsibilities at school and home, identify alternative ways of solving problems and find appropriate ways of improving your performance. You will also learn about the advantages of involving other people and the disadvantages of not involving them in fulfilling responsibilities. Furthermore, you will learn how to cooperate with other community members in doing development activities and how to reveal crimes relating to corruption and fraud while fulfilling your responsibilities. The knowledge and skills to be acquired will enable you to identify and fulfil your responsibilities at home, school, in the community and in the country. They will also enable you to help others fulfil their responsibilities.*

### Leadership at family level

A leader is a person who influences others to achieve the goals which have been set. The main responsibility of a leader is to show the way that other people should follow. In a family, parents are the main leaders whose responsibilities are to bring up and lead children by ensuring that the family develops a collective attitude for the purpose of achieving family goals.

A good family ensures that every family member understands and fulfils his or her responsibilities through the leader's resilience. Many family problems arise because people do not understand their responsibilities. Thus, family leaders play an important role in creating a loving and collaborative environment so as to eliminate or reduce the number of conflicts in the families.

### Family responsibilities

Every family member has to play his or her role as a parent or child.

### Responsibilities of parents or guardians

Fathers and mothers have equal leadership status, although their responsibilities may vary a bit. Generally, the parents or guardians have the following responsibilities:

**Educating:** Parents or guardians are the first teacher in the life of their children. He or she teaches the children the best ways to overcome the challenges they face as they grow up. To fulfil this responsibility, parents must spend time with their children, love and involve them in various activities.

**Protecting the family:** Parents or guardians are responsible for ensuring that family members do not live in a state of fear. Parents or guardians should be aware of a risky environment that can hurt, humiliate or cause harm to children. They should know family members' dreams and encourage them to fulfil their dreams.

**Provision of services:** The role of parents or guardians is to make sure that family members meet their needs such as food, shelter, health care and education. A hardworking parent instils a spirit of hard work in his or her children from an early age so that they can be self-reliant when they grow up.

**Comforting the family:** Parents or guardians ensure family members are happy even when difficult situations arise. Through their behaviour, parents or guardians motivate family members to pursue and achieve their dreams. During difficult times, parents or guardians restore hope to their families.

### **Children's responsibilities**

Children are brought up under parents' or guardians' care. The following are the main responsibilities of children in the family.

**Respect and discipline:** One of the main responsibility of children is to respect their parents or guardians. In our traditions and customs, for example, it is not acceptable for children to argue with their parents for whatever reason. If parents are divorced or separated, good children respect both parents.

**Learning:** Children have to learn from their parents or guardians by listening to them and doing what they are told to do. A parent knows many more things than a child does. Therefore, a disciplined child is closer to his or her parents because he or she wants to learn the right way of living with other people as well as ways of solving problems, and to learn about the things to avoid in order to succeed in life.

**Being responsible:** Children have to participate in work without complaining. They have to study hard, admit their mistakes as well as live and behave as they are expected by society.

Men, women or children are given responsibilities according to religion, traditions and customs. The responsibilities show what men, women and children are expected to do. To a great extent, responsibilities differ from one culture to another and change over time. Responsibilities differ from one social group to another among people who belong to the same culture. Moreover, colour, class, religion, tribe, economic status and age influence family responsibilities. Family responsibilities are challenging when a society values the responsibilities of only one gender. This situation leads to inequality in decision-making, gender discrimination and injustice.

### Factors influencing change of family responsibilities

The factors influencing change of family responsibilities are:

**Traditions and customs:** The division of responsibilities in a family can be affected by the traditions and customs of a certain society. For example, in some societies, a man is not allowed to cook or take a child to clinic. However, intercultural changes have led men to cook in hotels and homes, and even take their children to school and clinic.

**Family conflicts:** Sometimes family members have misunderstandings. For example, a parent may quarrel with a child or parents may quarrel with each other and cause the family to disintegrate. If this happens, it can change the responsibility of a particular member of the family.

**Illness or death:** When one parent or guardian dies or fails to fulfil his or her responsibilities because of being ill, this situation affects the fulfilment of family responsibilities. In a family led by both parents, for instance, if the wife is ill or dies, then the husband has to fulfil all the responsibilities.

**Education:** Education influences people's attitudes towards work. For example, in the past only women served as office attendants, receptionists or secretaries. However, many men do such jobs nowadays.

**Policies:** There are various national policies implemented by Non-Governmental Organisations (NGOs). In one way or another, such policies influence people's attitudes to work and equality in a family.

**Disasters:** When tragic events such as wars, floods, earthquakes and droughts occur, they cause family disintegration. Thus, women assume the responsibilities of men.

## Activity 1



Discuss with your fellow pupils the responsibilities of every family member. Write them in your exercise book.

### Alternative ways of solving family problems

Everybody has his or her own ways of solving family problems. The following techniques can help to solve such problems:

**Respecting the feelings of others:** Human beings are different in terms of thinking and emotions. Something can be perceived differently by different people and something may cause different feelings and emotions among people. When solving problems in a family, avoid judging or blaming family members for their past mistakes. If someone has a different idea, disagree with him or her in a humble way. Otherwise, it will be difficult for two people to tolerate each other; thus, resolving misunderstandings becomes very difficult.

**Identifying the source of the problem:** Often the source of a problem is not seen easily. Therefore, it is important to search for more details or information about the main characters and the circumstances that led to the occurrence of the problem and to find alternative ways of solving it. All these require patience and tolerance.

**Understanding the will of each side:** In a situation where there is a misunderstanding between two sides, it is advisable to try to understand the point of view of each side. The truth about the matter cannot be well understood by listening to one side and ignoring the other side.

**Negotiating:** Negotiating in a harmonious way enables family members to express their feelings. If negotiations are done in a different way, it will be difficult for those involved in a conflict to negotiate freely. In order to have effective negotiations, it is important to respect and listen to what the person says.

**Agreeing on the steps to take:** People may have different ideas on how to solve a given problem. Therefore, it is important to consider the ideas of all

family members. The best way is to opt for ideas that consider the feelings of everyone involved in the problem in one way or another.

**Implementation of the decision:** Implementation of the decision made is an important step in solving the problem. During the implementation of the decision, an assessment is done to determine whether the solutions proposed are being applied.

### Exercise 1

1. Explain the importance of respecting other people's feelings in solving problems.
2. What techniques would you use to persuade a family member to participate in negotiations?
3. Mention two problems which happened in your community and which required negotiations in order to reach a consensus.
4. What are the steps that should be followed in solving a problem?

### Activity 2



Discuss with your fellow pupils the disadvantages of neglecting the steps that must be followed in solving problems. Write them in your exercise book.

### Leaders' responsibilities at primary school level

The structure of the primary school begins with a school committee member, a head teacher, a deputy head teacher, an academic teacher, a discipline master or mistress, a class teacher and a prefect. School leaders are responsible for the development of a school. Their responsibilities are explained below.

**School committee:** The law directs that every primary school should have a school committee. The committee consists of elected and appointed members who provide advice and oversee the undertaking of the school's activities. The committee consists of eight or nine members if the school has a unit for pupils with special needs. The members of the committee are: the head teacher (the secretary of the committee), the academic teacher, two teachers who represent other teachers, the head of the unit for pupils with special needs, three members elected by parents and one member appointed by



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the head teacher. The person appointed by the head teacher must be living near the school. The chairperson and the deputy chairperson of the school committee are elected from among the three members elected by parents.

**Responsibilities of the school committee:** The school committee is responsible for preparing, approving and putting in place strategies for implementing all development plans. The committee convenes parents' meetings in order to report on the school's progress in academics, discipline, sport and infrastructure development. The committee is also responsible for approving development funds and ensuring that they are used as intended. Moreover, it oversees the construction and maintenance of classrooms and other kinds of infrastructure. The tenure of the committee is three years, but if a parents' meeting recommends its extension, the members may be re-elected for another term.

### **Responsibilities of the head teacher**

The head teacher is the leader and chief supervisor of all administrative and managerial activities in the school. He or she is also responsible for overseeing the implementation of the school curriculum and assessing the school's academic progress. In addition, he or she ensures pupils' welfare, keeps pupils' records and ensures that pupils, teachers and other staff members are disciplined.

The head teacher is also responsible for ensuring that there are clear procedures for using the school's resources wisely and appropriately. Moreover, the head teacher is responsible for building and strengthening good relationships with various stakeholders from the council, ward, village, private institutions and religious institutions.

The head teacher has to involve other staff members in developing plans and making decisions. The head teacher is accountable to such higher authorities as the Regional Education Officer (REO), the District or Council Executive, the Director (C/DED), the District Education Officer (DEO) and the Ward Education Officer. The head teacher is appointed by the District Education Officer (DEO).

### **Responsibilities of the deputy head teacher**

The deputy head teacher assists the head teacher in managing the school. He or she arranges teachers' duties, supervises academic projects, the environment, income generating activities, sport, health issues and discipline. Moreover, he or she acts on behalf of the head teacher and implements the directives of the head teacher.



**Responsibilities of the academic teacher:** The academic teacher advises the head teacher on all academic issues. The academic master is the chairperson of the academic committee. He or she is responsible for keeping all syllabuses and books, schemes of work and lesson plans. He or she also prepares the main school timetable and ensures that all teachers follow it.

**Responsibilities of the discipline teacher:** The discipline teacher maintains obedience, respect and ethics by ensuring that pupils adhere to rules and regulations. He or she provides advice to pupils and parents on issues relating to pupils' conduct. He or she deals with issues relating to the awards and gifts given to pupils. Furthermore, he or she works with the discipline committee, the teachers and the prefects on duty to warn pupils when they misbehave.

**Responsibilities of the class teacher:** The class teacher takes pupils' daily class attendance. He or she is responsible for maintaining discipline and preparing examination reports for the pupils in his or her class. He or she is also responsible for keeping class property such as chairs, desks, noticeboards and chalk boards. He or she is the link between the head teacher, parents and the pupils in his or her class. He or she prepares the class academic timetable and supervises the cleanliness of the classroom. He or she ensures that all the lessons indicated on the timetable are taught. In collaboration with the teacher on duty, the class teacher gives permission to pupils.

**Responsibilities of pupils' leaders (prefects):** Prefects are elected by pupils and then work in collaboration with teachers and fellow pupils. Some of prefects' responsibilities are supervising pupils' discipline, cleaning the premises and helping pupils fulfil their responsibilities. Prefects also deliver information to pupils from teachers. The head prefect is the chairperson of the pupils' council.

## Exercise 2

1. Mention the members of the school committee.
2. Who appoints head teachers?
3. What are the responsibilities of the academic teacher?
4. Mention the responsibilities of your class teacher.

### Activity 3



Discuss with your fellow pupils how the prefects in your school fulfil their responsibilities. Write what you have discussed in your exercise book.

#### Ways of simplifying responsibilities at school

Various ways can be used to facilitate the fulfilment of various responsibilities at school. They include the following:

**Maintaining discipline:** Discipline is maintained by providing education about a variety of inappropriate kinds of behaviour. This education is provided through school rules and regulations which guide teachers' and pupils' behaviour. Discipline helps pupils perform well in their examinations.

**Improving academic performance:** Good academic performance is the ultimate goal of any school in our country. The academic committee should encourage all teachers to teach effectively in order to improve pupils' academic performance. Remedial lessons and motivation can help to raise the level of academic performance.

**Strengthening collaboration between teachers and parents or guardians:** The head teacher and teachers should make the school a good place for pupils. They should also tell parents that the school is part of their community. Positive relations between teachers, parents and the community will help children to learn better and ultimately achieve their academic goals.

**Effective communication:** It is important to strengthen communication between the school, parents and other stakeholders in order to enhance discipline and academic performance in the school. Good communication can connect pupils, parents and other stakeholders, and thus, enhance the progress of a school.

**Parents' meetings:** Meetings are very important in fulfilling responsibilities at school. The management of a given school should know the importance of these meetings. The main purpose of the meetings is to give the participants an opportunity to exchange ideas, clarify some issues and identify various strategies for improving the environment, academic performance and discipline.

**Parents' day:** This day may be held once or twice a year. On that day parents or guardians have the opportunity to visit the school, to know and discuss their pupils' academic progress and to express their opinions on various issues. Moreover, teachers share their reports with parents who may give advice on ways of enhancing discipline and realising the development of the school. This will help to improve academic performance and fulfil responsibilities.

### Exercise 3

1. Explain the meaning of the term responsibilities.
2. Explain the importance of discipline to pupils.
3. Mention strategies that can be used to facilitate the fulfilment of responsibilities in a school.
4. Explain the importance of making a school a child care centre.

### Activity 4



Discuss with your fellow pupils the importance of parents' or guardians' meetings to the fulfilment of responsibilities in a school. Write it in your exercise book.

### Involvement of people in fulfilling responsibilities

The involvement of people in fulfilling responsibilities is an important step in building a community that considers work to be the basis of achieving development.

### Benefits of involving people in discharging responsibilities

There are different benefits of involving people in discharging responsibilities. These benefits include:

- (a) Motivates people to fulfil their responsibilities;
- (b) Enhances accountability among leaders and community members, since everyone knows that he or she is responsible for doing something and that he or she will be held accountable if his or her responsibilities are not fulfilled;



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- (c) Enhances discipline and a spirit of hard work;
- (d) Facilitates effective undertaking of various development activities;
- (e) Enhances people's confidence in a leader, since everyone is aware of what is going on; and
- (f) Helps reduce fraud and corruption as citizens and leaders cooperate in discharging responsibilities.

### **Disadvantages of not involving other people in discharging responsibilities**

The disadvantages of not involving other people in fulfilling responsibilities include:

- (a) May cause unnecessary conflicts between leaders and subordinates;
- (b) May cause failure in carrying out various activities as people do not see the importance of doing such activities and, therefore, become less committed;
- (c) Weakens unity and cooperation among people, since what is being done is not understood;
- (d) May cause leaders to lack confidence and, thus, fear to involve other people in discharging responsibilities. This may result in poor performance of activities;
- (e) Decreases efficiency as everyone does what he or she thinks should be done because of lacking an action plan. The lack of an action plan demotivates people; and
- (f) Undermines patriotism, something which encourages people to engage in corruption as they do not see the benefits of what they are doing.

### **Language that unites people in fulfilling responsibilities**

In any society, language is an essential tool which enhances the discharge of daily responsibilities. Language helps in the discharge of responsibilities in the following ways:

- (a) Using polite language helps one to attract other people's attention and enhances their understanding of what they are being told to do;
- (b) Language unites people and promotes love and patriotism in discharging responsibilities;
- (c) Language that shows that the user considers dignity and the values of a given community; and
- (d) Simple language, which everyone understands, leads to the discharge of responsibilities.



## Exercise 4

1. What are the benefits of involving other people in fulfilling responsibilities?
2. Explain the disadvantages of not involving other people in fulfilling responsibilities.
3. What responsibilities did you perform at home?
4. Explain how your teachers involve you in the discharge of responsibilities in your school.
5. How does people's involvement in the discharge of responsibilities help your community?

## Activity 5



Discuss with your fellow pupils how language enhanced cooperation with your peers in addressing academic challenges at school. Write the answer in your exercise book.

### Co-operating with community members in doing development activities

Every community needs development. It can be an individual's development or the development of a group. In order for a group to achieve its goals, it must have principles that each member follows. Some of these principles are:

- (a) Respecting each other;
- (b) Commitment to work;
- (c) Obeying the law;
- (d) Exposing the evils of some group members;
- (e) Giving advice; and
- (f) Punishing offenders in accordance with the law.

*Read the following text and then answer the questions that follow.*

Naseku and Kisali are friends. They are in Standard Six at Oldonyosambu Primary School. They live with their parents on the slopes of Mount Meru. Since they were young, they had been seeing their parents work together. They had been collaborating in doing farm work and keeping their livestock sometimes. The children were impressed by their parents' cooperation.

Naseku's and Kisali's parents were popular for their co-operation, which had enabled them to do many development activities, including building houses and keeping livestock such as cattle, goats and chickens.

One day, after the Civic and Moral Education lesson, the subject teacher asked the pupils to form a group in order to educate their fellow pupils about the importance of cooperating with other people. Naseku and Kisali were very happy to get this opportunity as they had experienced their parents' cooperation. Later, they introduced their teacher's idea to their fellow pupils and got the names of four other pupils, namely Lebanese, Matilda, Mandomi and Lesioni. After forming the group, the teacher allowed them to gather somewhere, set their goals and say how they would be educating their fellow pupils about the importance of cooperating with each other. They chose Naseku as their chairperson and Kisali as their secretary. During their meeting, the conversation went as follows:

**Naseku:** You are warmly welcome to our first group meeting. We have been asked to educate our fellow pupils on the importance of co-operation.

**Kisali:** To achieve our goals, we must set principles that will guide us. Does anyone have any ideas?

**Lebayo:** Yes! We need to establish the principles that will guide us.

**Naseku:** I agree. What are those principles? Yes, Mandomi!

**Mandomi:** We must respect each other and all those we will be teaching. This will help us to create our own positive image in the community.

**Naseku:** What else? Lesioni!

**Lesioni:** We must be dedicated to work. This will help us accomplish our goals on time.

**Kisali:** I agree with Lesioni. However, we should also respect the opinions of others and not reject anyone's contribution.

**Naseku:** Lebayo, I saw your hand. What would you like to say?

**Lebayo:** Thank you, chairperson. We must be careful and report to our group if anything goes wrong as we do our work. We have to report it immediately.

- Naseku:** Thank you for reminding us of that. Matilda, do you have anything else to say?
- Matila:** Yes! We have to obey all the rules and regulations so that we may be role models for our fellow pupils.
- Kisali:** I support that. If anyone of us violates the school rules or regulations, he or she must be punished accordingly.
- Naseku:** Thank you very much for your contributions. Now we can prepare our timetable and set our goals and objectives.

### Exercise 5

1. Why were Naseku and Kisali given the responsibility of leading their group?
2. What have you learnt from Kisali's and Nasekus' parents?
3. What did the group members agree to get rid of so that they could be role models for other pupils?
4. What other things would you advise the group to do apart from what you have read about in the text?

### Activity 6



With the help of a parent or guardian, visit any productive group in your locality. Ask for an opportunity to talk to the group leader about the principles that are used to correct group members' behaviour so as to achieve their goals. Write the principles in your exercise book.

### Co-operation of peer groups in performing various activities

In any society, various peer groups do various activities according to their age. The groups can be of youths, adults and elders. Every peer group has certain responsibilities to perform in a society. The involvement of peer groups in fulfilling various responsibilities occurs when groups are represented in leadership. When the leadership consists of members of all peer groups, there will be unity and equality among community members.

The participation of peer group members in meetings enables each group to present their ideas regarding community development. This cooperation builds unity and facilitates the undertaking of development activities. Thus, peer groups' recognition and involvement in development activities increases morale and motivation to work. Furthermore, such participation enables groups to realise their goals and contribute to the undertaking of development activities.

Peer groups' participation in development activities simplifies the division and supervision of responsibilities, thus increasing accountability and efficiency. Moreover, collaboration builds motivation and competitiveness in doing development activities as each peer group seeks to demonstrate its ability to discharge its responsibilities.

### Exercise 6

1. Mention four activities that youth peer groups do in your community.
2. Explain the benefits of involving peer groups in community activities.
3. Who is responsible for encouraging peer groups to participate in community development activities?

### Activity 7



Discuss with your fellow pupils techniques for encouraging peer groups to participate in development activities in your community. Write them in your exercise book.

### Exposing evils relating to fraud in the discharge of responsibilities

Fraud is the moral decay that exists in society because of lack of integrity. Fraud occurs when persons with authority put their interests first. Fraud can be manifested in various forms such as bribery, embezzlement and misappropriation of resources, dishonesty, favouring relatives or friends and misuse of public property. Where there is fraud, responsibilities are not carried out according to the relevant rules, regulations and laws. Fraud is an evil that every member of a society ought to fight. However, fighting fraud is



not an easy task; it requires the effort of every member of a community and the upholding of the highest ethical standards. Research indicates that some employees and institutions who are entrusted with the task of fighting against fraud are involved in fraudulent practices.

### Effects of fraud on discharging responsibilities

Fraud has serious negative effects on society. Some of such effects are:

- (a) Stagnation of people's development because of the reallocation of funds intended for development activities contrary to regulations;
- (b) Emergency of hostility and misunderstandings in society because of the discriminatory conduct of some public officials or institutions on the basis of race, ethnicity, religion or region;
- (c) Citizens may not pay taxes or participate in national development activities;
- (d) Growth of the gap between the rich and the poor in society because of fraudulent practices;
- (e) Increased crime rates because of the failure of entities or regulatory authorities such as the Police Force and the Judiciary to effectively discharge their duties;
- (f) Low level of provision of social services such as education, health care, electricity and water because of embezzlement of the funds intended for the provision of such services by unethical leaders;
- (g) Endangerment of peace and security because of conflicts and wars among society members who are fighting for justice and against bullying and oppression; and
- (h) Citizens losing trust in the national and government leadership

### Preventing and combating fraud in society

Leaders at every level of governance have a duty to create a friendly environment for the eradication of fraud. Some of the ways that can be used to prevent and combat fraud include:

- (a) Leaders to practise what they preach so that they may be exemplary in rebuking fraudulent people openly and to take preventive measures;
- (b) Developing a culture of transparency which enables people to communicate openly, reporting acts of fraud and devising ways of dealing with the incidents;

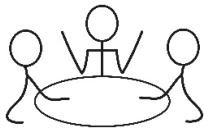


- (c) Judicial and security agencies such as the police should adhere to ethics while enforcing the laws and rules for fighting against fraud and fraudsters; and
- (d) Parliament to regularly revise laws so as to counter fraudsters' techniques.

### Exercise 7

1. What is fraud?
2. Mention five ways through which fraud may occur.
3. Mention five effects of fraud on community development.
4. Explain five ways of preventing and combating fraud in society.

### Activity 8



Discuss with your fellow pupils the causes of corruption and fraud in our society. Write them in your exercise book.

### Reporting corrupt practices

The word corruption has a broad meaning because different societies and nations define it according to their social, economic, political and religious contexts. Corruption is, for example, defined as the amount of money or anything valuable which is given to or received by a person so that he or she can provide a favour, a grant, a right or a thing to someone else. Corruption has also been defined as anything valuable that is offered and sometimes used to buy the right that a giver or receiver does not deserve. If he or she deserved it, then he or she did not believe that he or she would get that right or service. Corruption does not involve only giving or receiving money, but also includes giving anything valuable to a person with authority in exchange for a favour.

Corruption occurs when a person deliberately violates the laws and regulations of a country for personal gain by either being promised or being given a certain amount of money or anything else that is valuable.

Corruption includes bribery, embezzlement or misappropriation of resources, diversion and transfer of proceeds of corruption for personal gain, possession



of property that one cannot account for, using documents to mislead others for personal gain and obtaining any advantage, including sexual favours, while someone knows that he or she will make decisions in a matter related to the giver of the favours.

Corruption has been a serious obstacle to the development of many countries in the world, including Tanzania. It has caused a significant loss of government money. The main responsibility of a government is to ensure sustainable development for its people. Corruption undermines the capacity of a government to fulfil its responsibilities.

### Causes of corruption

In society, there are different reasons that make people engage in corruption. Some of the reasons include the following:

- (a) **Economic reasons:** Poverty, the rising cost of living, lack or scarcity of resources;
- (b) **Political reasons:** Selfishness and ideologically defending each other in order to achieve personal benefits; and
- (c) **Social reasons:** Family sizes, lifestyle and competition in a community.

### Types of corruption

Corruption can be divided into two types: petty corruption and grand corruption.

**Petty corruption:** This occurs daily when low-ranking officials engage in it by asking for money from people who need services. Another common example is when a person gives some money or gifts to someone else in exchange for things such as driving licences, health services and employment opportunities, or gives some money to win a case or lower the amount of money she or he is required to pay as tax, contrary to the law.

**Grand corruption:** This occurs when senior officials use their authority to influence decisions, contrary to regulations and laws. For example, a person gives some money to someone else to win project tenders such as tenders for railway construction, road construction, well-drilling, electrical projects, supply of military uniforms and machinery procurement. This type of corruption involves embezzlement and misappropriation of public funds and often shows the way and extent to which officials fail to honour their obligations.



### **Existence of PCCB**

PCCB, an abbreviation of the Prevention and Combating of Corruption Bureau, is a law enforcement organisation which has been established under Section 5 of Prevention and Combating of Corruption Act No. 11 of 2007. PCCB is responsible for leading and coordinating efforts of fighting corruption in Mainland Tanzania.

### ***The objectives of PCCB***

Section 4 of Prevention and Combating of Corruption Act No. 11 of 2007 mentions the following two fundamental objectives of the organisation:

- (a) To ensure that the country is governed by the principles of good governance; and
- (b) To eradicate corruption in the country.

### ***The responsibilities of PCCB***

Section 4, read together with Section 7 of Prevention and Combating of Corruption Act No. 11 of 2007, identifies the functions of PCCB that are necessary for achieving the main objectives. The functions are prevention and combating of corruption.

### ***Execution of PCCB's responsibilities***

Section 4, read together with Section 7 of Prevention and Combating of Corruption Act No. 11 of 2007, stipulates the following strategies for executing PCCB's responsibilities:

#### ***Preventing corruption***

In executing the function of preventing corruption, PCCB is mandated to fulfil the following responsibilities:

- (a) Examining and revising laws, operational systems and service delivery systems in order to facilitate the detection of loopholes or evidence of corruption;
- (b) Advising public and private institutions on methods of preventing and combating corruption;
- (c) Raising public awareness about the concept of corruption and the effects of corruption;
- (d) Sensitising the public to the effects of corruption and supporting the fight against corruption;
- (e) Ensuring value for money in government's development projects; and

- (f) Building cooperation and collaboration with local and international institutions so that the fight against corruption is successful.

### *Combating corruption*

In executing the responsibility of combating corruption, PCCB is mandated to do the following:

- (a) Receiving and analysing corruption complaints, as required by Prevention and Combating of Corruption Act No.11/2007;
- (b) Investigating any alleged or suspected offenses for the purpose of obtaining evidence to prove or disprove an alleged offense; and
- (c) Prosecuting suspects in accordance with the Prevention and Combating of Corruption Act and other related laws.

### **Ways of reporting corrupt practices to PCCB**

The law states that everyone is responsible for reporting acts of corruption. Anybody who is aware of someone's intention to engage in corruption and fraud is required to report it directly to PCCB. The information is kept confidential for the purpose of protecting the informer. Reporting complaints can be done in the following ways:

- (a) A citizen may report such complaints by dialing number 113 or sending a short-text message to it;
- (b) A citizen may visit the nearest PCCB office to report all those involved in giving or receiving bribes so that they can be prosecuted in accordance with the law;
- (c) A citizen may submit corruption complaints by writing a letter to PCCB; and
- (d) A citizen may also report such complaints to PCCB by e-mail

### **Ways of combating corruption**

The best way to fight corruption in a country is to uphold national values, which are patriotism, integrity, unity, transparency and accountability.

#### ***Humanity***

We have to act humanely, be ideal, uphold justice and use polite language and wisdom.

#### ***Patriotism***

It refers to the effort of each one of us to love and promote our country.

### **Unity**

United we stand and divided we fall. In the fight against corruption, unity will reduce and ultimately eradicate this problem.

### **Integrity**

This is the state of being equal, doing justice to others, being impartial and doing what is right and fair without favouring anybody.

### **Accountability**

Accountability is one of the tools used to prevent corruption in workplaces. Each one of us should know that he or she has to make a contribution to our success and development. To ensure accountability, we ought to consider the following:

- (a) Leaders take disciplinary action against irresponsible employees;
- (b) There should be timely, accurate and complete information which is easily understood; and
- (c) Outdated laws should be revised and improved.

### **Transparency**

It is one of the core pillars in fighting and reducing corruption. Transparency is important in discharging responsibilities, particularly in matters relating to revenues and expenditures.

## **Exercise 8**

1. Mention the ways that can be used to report corrupt practices to authorities in our societies.
2. Which mobile number is used to report corrupt practices to PCCB?
3. Mention the functions of PCCB.

## **Activity 9**



Discuss with your subject teacher the effects of corruption on your school's development. Write the effects in your exercise book.

## Exercise 9

**Part A:** Write **True** for a true statement and **False** for a false statement in your exercise book.

1. The collaboration of peer groups in doing development activities is important to the development of a society. \_\_\_\_\_
2. The school committee is responsible for building classrooms and staff houses. \_\_\_\_\_
3. The chief executive of the school committee is the school head teacher. \_\_\_\_\_
4. Corruption is an enemy of justice. \_\_\_\_\_
5. Corrupt practices can be reported using phones, billboards, letters or television. \_\_\_\_\_
6. Failure to involve people in decision-making may lead to the division of people into groups, hence decreasing their morale to fulfil their duties or responsibilities. \_\_\_\_\_
7. Polite and unifying language is used to unite people in carrying out their responsibilities. \_\_\_\_\_
8. In any situation, the truth is obtained by listening to one side. \_\_\_\_\_
9. Children's responsibility in the family is studying. \_\_\_\_\_
10. The father and the mother are leaders with equal status in a family. \_\_\_\_\_

**Part B:** Match the items in **Column A** with those in **Column B**.

Column A	Column B
<b>Responsibilities of school leaders</b>	<b>Position</b>
11. Makes school development plans	(a) school head teacher
12. Prepares teachers' duty roster	(b) head prefect
13. Enforces ethics	(c) academic teacher
14. Prepares the timetable	(d) school committee
15. Oversees the implementation of the school curriculum	(e) discipline teacher
	(f) class teacher
	(g) deputy head teacher

## Vocabulary

Bribe	a sum of money or something valuable that you give or offer to somebody to persuade them to help you, especially by doing something dishonest
Dishonest	telling untruths as well as lies and deception
Embezzlement	using money or property contrary to regulation
Fraud	the crime of cheating somebody in order to get money or goods illegally

**Chapter Ten****Obeying laws and regulations****Introduction**

*When you were in Standard Five, you learnt about the importance of obeying school rules and regulations. In this chapter, you will reflect on the laws of our country and the importance of adopting a critical attitude towards the laws and regulations used in our country. Finally, you will learn how to evaluate the measures taken against those who break the laws and regulations. The knowledge and skills to be acquired will help you to better understand the laws and regulations and encourage others to obey them and to maintain peace and security in our country.*

**Knowing our country's laws and regulations**

Laws are principles that govern decision-making procedures and the performance of certain functions. In a sense, laws are commands that are established by society in order to protect and ensure the success of a certain activity, irrespective of whether some citizens like the activity or not. Every society has its own ways of doing things; Tanzanian society is not different. As a country, Tanzania has its own laws, rules and regulations which must be obeyed by every citizen from the family level to the national level. Laws are enacted for different purposes. In general, however, they are enacted to ensure peace, love, happiness, joy and concord in society. Moreover, laws are also enacted to protect citizens and their property. Ignorance of laws is very dangerous. Failure to obey the laws of our society will lead to a disorganised life and chaos. For that reason, every Tanzanian has an obligation to live by obeying the country's laws, rules and regulations. Respect for them presupposes willingness on the part of citizens to follow instructions without being coerced or forced by anyone. Furthermore, respecting laws, rules and regulations presupposes discipline and attentiveness to them. There can be no alternative to respecting them. What is required is for everyone to obey legitimate instructions given by appropriate authorities. Since independence, the government of Tanzania has been taking various measures to encourage its citizens to obey its laws and regulations and to maintain social order and peace. The measures include enactment of laws against corruption and immorality.

**Principles of the rule of law** DO NOT DUPLICATE

The rule of law enables the members of a given society to obey laws and regulations. Obeying them helps the members to live in peace and harmony. Some of the principles of the rule of law are presented below.

**Respect for human rights:** Human rights refer to all basic and fundamental conditions that a human being, without discrimination, must be given in order to live with dignity. Examples of such rights include: the right to quality education, the right to healthy food, the right to proper upbringing, the right to life, the right to be respected, the right to be heard, the right to be protected and the right to be loved. Besides these natural rights, there are also social, political, cultural and economic rights. The effects of violating human rights include denial of access to quality social services like education and health care; moral erosion; and underdevelopment of a society.

**Existence of agencies for protecting human rights:** Tanzania has agencies that are dedicated to protecting human rights. The agencies or institutions are: Parliament, the Judiciary, the Prevention and Combating of Corruption Bureau (PCCB), the Commission for Human Rights and Good Governance (CHRGG), the Association of People with Special Needs and the Mass Media. In discharging their responsibilities, these institutions are not supposed to be interfered with.

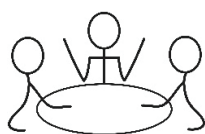
**Maintaining the peace and security of citizens:** In fulfilling their responsibilities, the defence and security organs are supposed to respect the law and avoid arbitrary violations of human rights. In this regard, all Tanzanian citizens and the security agencies are required to obey the laws and observe human rights. The state security organs include the Tanzania People's Defence Force (TPDF), the Police Force, the Fire Brigade or Fire and Rescue Force, the Prisons and the Tanzania Intelligence and Security Services (TISS).

**Providing equal opportunities:** A government that respects the rule of law considers equality in providing social services to its citizens. It understands that every citizen is an equal member of society, and as such, deserves equal social services such as education, health care and clean water which enable a person to live a decent life. These social services have to be provided equally to all citizens, regardless of their social, political and economic status. Therefore, leaders are supposed to provide these essential services to all citizens without segregation. By being fair, leaders can prevent conflicts that usually arise as a result of the inequality experienced in the provision of social services.

## Exercise 1

1. What is the meaning of the word law?
2. Mention four actions that show respect for human rights.
3. Mention the agencies which are responsible for protecting human rights in the country.

## Activity 1



Discuss with your fellow pupils acts that indicate violations of our country's laws and then write the answer in your exercise book.

### Encouraging society to obey the law

Encouragement is an outcome of giving someone support, confidence or hope in doing something. An encouraged person has an inner desire to do something with confidence. At the level of society, this condition is usually experienced in the undertaking of different development activities, when people are mobilised by their leaders to join hands in order to attain a certain community objective. The same can happen with respect to law. In order to build a disciplined society, it is important to use various ways of encouraging people to obey the country's laws. Such ways may include the following:

**Provision of legal education:** One of the best ways of encouraging society to obey laws is to provide education on the importance of obeying laws. This can be done through the mass media, public gatherings, posters, drama and public announcements. Informed citizens are highly likely to avoid getting into unnecessary problems, claim their rights, fulfil their responsibilities in peace, build discipline at work, prevent crimes and do various activities for the purpose of achieving community development.

**Effective implementation of laws:** Leaders can, in some instances, also help society to respect laws. When leaders govern according to the laws of a given society, they help its members to understand how the laws work. For instance,

if the crime committed by someone is reported to the village or ward officer, the accused will be taken to court to answer the charges against him or her. The act of taking the accused to court manifests proper enforcement of law and, as such, can help the members of a society to respect the relevant laws.

**Commemoration of a law day:** The tradition of having a day in a year for marking the existence of laws can also help to sensitise members of a society to respect its laws. This is possible because on that day legal experts provide explanations about the existence of different laws, how citizens can obey them, how citizens can use them to achieve justice, how to solve conflicts in society using the laws, the meaning of justice and equality for all and finally about the various agencies that dispense justice.

**Dispensing justice:** Law enforcement organs such as courts have a big role to play in helping citizens to obey laws. The court is the organ responsible for ensuring justice in a country. If the court dispenses justice fairly, the members of the society will have confidence in it and recognise the value of using it to settle disputes. Ultimately, this will lead to a belief in equality before law and can encourage and motivate citizens to respect the country's laws.

## Exercise 2

1. Mention three actions which show that the pupils in your school are being encouraged to obey rules and regulations.
2. What is the importance of obeying the laws in our society?
3. What methods are used to encourage people to obey laws in your community?
4. Mention four effects of disobeying laws.

## Activity 2



Discuss with your fellow pupils how the mass media can encourage people in society to obey laws. Write the answer in your exercise book.



## Relating laws and regulations in different contexts

Any society is guided by laws, norms, rules and regulations which enable it to build an ethical society, which maintains peace and love in different contexts.

### **Application of laws and regulations in different contexts**

Laws are enacted for the purpose of facilitating the undertaking of various activities in different contexts, for example at home, at school, on the road and at the workplace.

**Application of laws and regulations in a family context:** Every family has regulations which guide it in building discipline. For instance, parents or guardians usually establish rules and regulations that identify the rights and responsibilities of each member of the family. The establishment of such rules and regulations help family members to participate in different activities such as washing dishes, cleaning the environment, feeding livestock and farming.

**Application of laws and regulations in a school context:** In a school context, laws and regulations help the school to attain its goals and objectives. School laws contribute enormously to the building of discipline among pupils. In addition, they provide teachers with ways of addressing the challenges that emerge when they are fulfilling their responsibility of caring for and teaching pupils.

There are different rules and regulations in schools. Some require pupils to wear school uniforms when they are at school, attend lessons every day, arrive at school early and avoid fighting. Other rules require pupils to keep the school compound clean by not littering it and prohibit them to use abusive language. Most activities in schools succeed mainly because of the existence of school laws and regulations. It is on the basis of such laws and regulations that pupils have a right to be taught well, to be protected and to have their humanity respected.

**Application of laws and regulations in the context of sport and games:** In a school context, games and sport are also guided by various laws. For these to be performed well, it is necessary for those involved to abide by the rules and regulations of a particular sport or game. There are rules for different types of sport and games such as boxing, football, basketball, netball and volleyball. For instance, football has seventeen rules that guide it. The rules define the rights and responsibilities of players.

**Application of laws and regulations in a road context:** Road use is also guided by regulations. Road safety regulations define and explain proper use of roads so that road accidents are avoided. Road safety regulations are



helpful to drivers and pedestrians alike. For instance, a zebra-crossing sign for pedestrians, a steep slope sign, a slowdown sign, a narrow road sign and bridge or corner signs are all helpful in reducing the number of road accidents.

**Application of laws and regulations in environmental conservation:**

The process of conserving the environment is also governed by various laws and regulations. Environmental conservation is done for the benefit of the present and future generations. For example, there are laws governing the preservation of sources of water, lakes and ocean beaches, cultivation along rivers, arbitrary cutting down of trees, preservation of forests, urban planning and mineral extraction.

**Application of laws and regulations in the workplace:** Just as there are laws governing protection of the environment, there are also laws that govern the places where we work. In the workplace, there are laws that enable employees to fulfil their responsibilities effectively. For example, there are laws that help an employee to demand his or her rights from an employer, just as there are laws that help an employer to take disciplinary measures against an employee who has contravened such laws. This suggests that the use of laws, rules and regulations has to go hand in hand with the responsibilities that society members have in different contexts.

### Exercise 3

1. How does the enforcement of school laws help you to learn?
2. Describe the advantages of road safety regulations.
3. What is the importance of having family rules?

### Activity 3



Discuss with your fellow pupils how the enforcement of environmental conservation laws relates to your daily life. Write the answer in your exercise book.

**Questioning the relevance of rules and regulations**

It is very important to reflect on rules and regulations before accepting or enforcing them. Likewise, a critical attitude will build your ability to identify, enquire about and understand the challenges facing other people, thus developing talents. There is no doubt that questioning the rules and regulations used in the society in which you live develops your knowledge and creates inner strength or courage to demand justice. At school level, questioning the way rules, laws and regulations are used is important, in that it facilitates your learning, increases your knowledge, develops creativity, encourages you to be responsible and helps you to obey them willingly.

*Read this story and then answer the questions that follow.*

Mamose is a Standard Six pupil in a boarding school called Mpangala Primary School. Whenever the school re-opens, pupils are required to bring some items to school. The items include brooms, buckets, bathing and laundry soap, toilet detergents and toothpastes. All these items are collected by the school patron or matron and are kept in the storeroom. They are then distributed to the pupils on request without considering who brought them. This situation caused several complaints from the pupils. One day, Mamose had questioned the school's leadership about the wisdom of the regulation that required them to bring to the school the items bought by their parents and guardians for them. A few days after Mamose questioned the legality of the regulation, the school leadership changed the regulation and decided to write the name of each pupil on each item that he or she had brought to school so that when the need arose, he or she could use his or her items. The pupils were happy with the new regulation. The school leadership, however, kept on insisting that the items should not be kept in dormitories, but instead they should be kept by their guardians in the storeroom.

**Exercise 4**

1. Why were the pupils' items kept in the storeroom, and not in the dormitories?
2. What did the pupils complain about?
3. Given an opportunity to question the rules and regulations used in your school, which rules and regulations would you question?
4. What happened after Mamose questioned the regulation?
5. What lesson have you learnt from this story?

## Activity 4



Discuss with your fellow pupils the problems arising in your community as a result of the community members' failure to question the laws and regulations used. Write the problems in your exercise book.

### Evaluating observation of laws and regulations

Evaluation presupposes judging the value of something. Often judgements of that nature are arrived at through a careful investigation of the real situation for the purpose of obtaining information that enables a person to make decisions or interventions. Evaluating observance of laws and regulations in our country has helped to maintain peace, security and harmony in our communities.

### Paying tax for national development

A tax is a compulsory contribution to a country's revenue levied by its government on employees' and employers' incomes, as well as on business profits. A tax can be direct or indirect and it can be paid by cash or through work. Failure to pay tax, deliberately or otherwise, is a criminal offence that attracts punishment.

*A direct tax:* This is a type of tax that is paid to the government directly by an individual, organisation or institution. For example, income tax comes from an employee's salary.

*An indirect tax:* This is a kind of tax that is not paid directly to the government by an individual, organisation or institution, but rather it is paid by buying goods or paying for services. For example, when a person buys an item from a shop or a hotel, a certain percentage of the money is given to the government.

### Advantages of paying tax

Tax is the main source of a government's revenue. Thus, it is the responsibility of every citizen to pay tax. Many countries in the world have developed by collecting tax from their citizens. Some of the benefits of paying tax to the government are:

**Increasing national income:** Apart from spending money on social projects, a government uses the revenue collected as tax to meet the expense of protecting citizens and their property. The funds are used to fund military, scientific research and to conserve the environment.

**Initiating and implementing development projects:** Paying tax helps a government to implement various development projects and to create a conducive business environment. Examples of development projects include improvement of the quality of water infrastructure, electricity, harbours, roads, railways and airports. When completed, these projects improve the quality of citizens' lives. So, if citizens do not pay tax, a government cannot carry out development projects.

**Payment of salaries and pensions:** Tax enables a government to pay salaries and allowances to government employees and pensions to public retirees.

**Improving the quality of social services:** The money obtained from tax is also used by a government to provide social services such as health care, education, water, electricity and building infrastructure.

### Exercise 5

1. What is the meaning of the word tax?
2. Describe two types of tax.
3. Why does the government of Tanzania impose high taxes on alcoholic beverages?
4. Mention five things which show the importance of paying tax.
5. What kind of advice would you give people who evade tax?

### Activity 5



Discuss with your fellow pupils the possibility of establishing in your school "Tax Payers' Education Club". Then explain the plan to your subject teacher.

## Exercise 6

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**Part A:** Answer the following questions by writing the correct answers in your exercise book.

1. List the human rights principles mentioned in the Constitution of the United Republic of Tanzania.
2. What are the advantages of knowing the laws of our country?
3. In Tanzania, which organ or agency approves the treaties that protect human rights?
4. Mention five areas where laws are applied in the execution of everyday responsibilities.

**Part B:** Write **True** for a true statement and **False** for a false statement and then write your answers in your exercise book.

5. Leaders who abide by laws in the fulfilment of their responsibilities encourage society members to respect the laws. \_\_\_\_\_
6. The law day in Tanzania is commemorated on 5<sup>th</sup> February every year. \_\_\_\_\_
7. Paying tax is the responsibility of every Tanzanian. \_\_\_\_\_
8. In Tanzania, development projects do not depend on the tax collected from various economic activities. \_\_\_\_\_
9. A questioning habit does not lead to a better understanding and performing jobs effectively. \_\_\_\_\_

**Part C:** In the table below, match the responsibilities of citizens in **Column A** with the human rights in **Column B** and then write the letter of the correct answer in your exercise book.

Column A	Column B
10. Paying tax	(a) state organs
11. Obeying laws	(b) getting education
12. Fighting corruption and fraud	(c) equal opportunities
13. Increasing work efficiency	(d) good governance
14. Participating in decision making	(e) living peacefully
	(f) getting quality social services
	(g) decision-making organ



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## Vocabulary

Commission	a group of people selected specifically for looking into something
Complaints	words or writings by a person that show dissatisfaction
Context	a place or environment where a specific event has taken place
Court	a place where legal matters are decided by a magistrate or judge
Criminal	someone who has committed a crime



# Chapter Eleven

## Self-discipline

### Introduction

*When you were in Standard Five, you learnt about the importance of being a disciplined person in order to achieve your goals. In this chapter, you will learn about the importance of identifying and fulfilling your priorities, supporting your stand with arguments, making timely decisions in fulfilling your responsibilities and using evidence to support your arguments. You will also develop sincerity and honesty. The knowledge and skills to be acquired will help you to build self-discipline in fulfilling your daily responsibilities, especially identifying priorities in making correct decisions. They will also help you to live as a responsible person in your community.*

### Identifying and focusing on your priorities

Priorities are things that must be accomplished before others. When you have goals to achieve, you must prioritise them according to their importance. As a pupil, you need to set priorities which you will deal with at school, at home and in the community. For example, your priority at school is studying hard and passing exams. Thus, you will spend much of your time and use your intellect to ensure that you study hard and pass your examinations.

### Being critical of oneself in dealing with different situations

Everyone has his or her weaknesses. You can identify such weaknesses by reflecting on your behaviour such as being undisciplined, lack of confidence, quiescent, lack of tolerance, lack of integrity and patriotism. Such reflection will enable you to build self-discipline and self-confidence. Confidence is someone's belief that something can be done and achieved successfully. When you are confident, you work hard and seek other people's assistance so that you can do better. You also use various techniques or ways to build the confidence of others, for example avoiding criticising your fellows in an uncivilised way. Criticism that is made in an uncivilised way creates fear and hatred, and makes someone unable to do something. Never discourage your fellows. If you discourage them, you demoralise them and reduce their ability to do various things.

Read this passage and then answer the questions that follow.

Kajole and Mwajuma are Standard Six pupils at Gezaulole Primary School. The school has a serious shortage of classrooms and desks. Many pupils sit on the floor and others study under trees. In addition, the school has a shortage of toilets and textbooks. The latter makes many pupils share one textbook. Moreover, the school has a shortage of teachers for certain subjects. In spite of this situation, many pupils fear to ask why the school lacks basic facilities. One day, the District Education Officer (DEO) visited Gezaulole Primary School. When Kajole and Mwajuma heard about the visit, they co-operated with their fellow pupils in planning how to demand their right to quality education. They prepared lyrics and placards that showed their priorities. When the visitor arrived at their school, they requested that they present their lyrics before the visitor. The lyrics showed all the challenges facing their school such as the shortages of classrooms, textbooks, toilets and teachers for certain subjects. The District Education Officer listened to the lyrics and read the placards. The officer promised to address the challenges of Gezaulole Primary School.

### Exercise 1

1. Explain the meaning of the word priority.
2. What challenges did the pupils of Gezaulole Primary School face?
3. What was their first priority?
4. How did the pupils of Gezaulole Primary School express their problems?

### Activity 1



In a group, prepare lyrics showing the things which must be improved upon in your school so that you can get quality education. Write the lyrics in your exercise book.

## Supporting your views with arguments

A view is a way of looking at an issue. In everyday life, people have different views on different issues. Everyone has reasons for their views. Their perceptions influence how they fulfil their responsibilities and achieve their goals.

## Living by focusing on your life goals

Having goals helps someone to have direction in life. In addition, it helps a person to know what to do in order to achieve personal development.

*Read the following conversation and then answer the questions that follow.*

**Babu Chale:** My grandchildren, Mandomi and Makisi, I have called you here so that you may tell me your life goals. I will start with Mandomi and then go to Makisi.

**Mandomi:** When I was studying, I told myself that I will employ myself in commercial agriculture.

**Babu Chale:** What does commercial agriculture mean?

**Mandomi:** Oh! Grandfather! It is a type of agriculture which relates to the production of crops for sale. It also involves buying crops from farmers and selling them.

**Babu Chale:** So, will you be cultivating and buying farmers' crops and exporting them to different countries?

**Mandomi:** Yes, grandfather.

**Babu Chale:** Which crops will you grow?

**Mandomi:** I will grow Irish potatoes and sell grain such as maize, beans, cowpeas and pigeon peas. I will produce agricultural products by observing the principles of good farming. I will collect detailed information on the state of the market for such crops. I will also cultivate Irish potatoes on a two-acre farm. I will ask for a loan from a credit and savings group. A quarter of the loan will be used to cultivate Irish potatoes and three quarters to run the grain business. I expect to have a large capital for expanding my business. After five years, I will have made a big profit that will enable me to own a house and a pickup truck for transporting my products to the market.

**Babu Chale:** Thank you! Now, Makisi tell me your goals.

**Makisi:** I intend to keep hybrid cows and do a dairy business. I will

also carry passengers on my motorcycle and grow bananas.

**Babu Chale:** Do you want to do what I do?

**Makisi:** Yes, grandfather, but mine will be modern livestock keeping.

**Babu Chale:** Please clarify it for me?

**Makisi:** I was first trained in modern livestock keeping by a veterinary officer. Then, I secured a loan from our credit and savings group called “CHAPUCHAPU SACCOS.” I have already used some of the money from the loan to buy four bulls, which are in the cowshed. The other amount has been used to buy a motorcycle for carrying fodder. The motorcycle will also help to collect and deliver the products to my customers. Furthermore, I will use manure to produce biogas electricity for cooking and lighting. This will enable me to reduce overreliance on firewood, which contributes to environmental pollution. Moreover, I will use manure to fertilise the land on which I will be cultivating bananas, vegetables and maize for domestic consumption and commercial purposes.

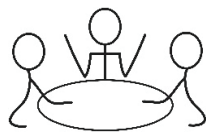
**Babu Chale:** My grandsons, I am very happy! So, I will top up your capital after selling my bulls during the auction. May God help you achieve your goals.

**Makisi and Mandomi:** Thank you, grandfather.

## Exercise 2

1. What have you learnt from the conversation between Babu Chale and his grandsons?
2. List Mandomi's goals.
3. What is the importance of setting goals in life?
4. Why do you think it is important to pursue one's goals?
5. Why was Babu Chale happy?

## Activity 2



Discuss with your fellow pupils what should be done before acquiring loans from credit and savings groups for achieving one's goals. Write the answer in your exercise book.

### Making timely decisions in fulfilling responsibilities

There are many advantages of making timely decisions when you are fulfilling your responsibilities. It is important to make the right decisions after receiving advice from different people. It is possible to learn many good things from other people and use them to make wise decisions while fulfilling one's responsibilities.

*Read this story and then answer the questions that follow.*

Mr Mtokambali had a wife and two children. His first born was nine years old, while the second born was six years old. They were poor. They lived in a mud-walled and grass-thatched house. They normally used firewood or charcoal as their source of energy for cooking. Whenever they wanted to cook anything they lighted charcoal or firewood using kerosene. The kerosene was kept in a jerry can in the kitchen. One day, Mr Mtokambali and his wife went to the farm. Before going to the farm, his wife prepared food for the children. Then, she told the children to take care of the house and prohibited them from touching the matchbox or making a fire in the kitchen. She said, "Nowadays there are many thieves, so don't play far from our home."

However, Mr Mtokambali told his wife not to trust the children. Nowadays, children do not follow parents' or guardians' directives. He advised his wife to put the matchbox and kerosene in their bedroom. His wife did not do that. She said, "I will remove them when I get back from the farm." Shortly later, they went to the farm. The children started playing around the house. Later, they left their house and went to play with their fellows who were playing far from their home. After playing for a while, they felt hungry. So, they went back home for lunch. After eating, they entered their bedroom and started playing with the matchbox which was on a table. One child struck a match and threw it onto the mattress. The mattress started burning. The other child went into



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the kitchen to get some water so as to put out the fire. Unknowingly, he took a jerrycan that contained kerosene and poured the kerosene on the mattress. Lo! and behold! A big fire started and the children ran out of the house. The fire spread quickly and the whole house was ablaze.

### Exercise 3

1. Mention the three instructions given to the children by Mrs Mtokambali.
2. Mention two dangerous things which the children did, contrary to their parents' warning.
3. What mistake did Mrs Mtokambali make?
4. List the effects of the children's failure to follow their parents' directives.
5. What is your advice to the parents or guardians who do not follow the advice given to them?

### Activity 3



In your exercise book, write a similar story in which something had negative consequences for your family's property.

### Daily life assessment

Assessing something is making a careful observation of it while taking its strengths and weaknesses into account in order to make the right and effective decision. So, a good life results from daily assessment of our conduct. Assessment of your school life can be done by looking at your academic performance and the report on how you interact with other pupils. In addition, this assessment shows your participation in extra-curricular activities such as sport and games, cleanliness and other family development activities.

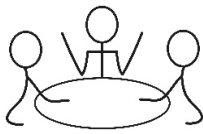
It is very important to do an assessment of your life. It will help you correct your mistakes and enhance self-reliance. Assessment helps to build an inquisitive mind and enables you to seek solutions to the challenges that arise in your life and family. Moreover, it builds courage and confidence in doing development activities. Furthermore, you must assess your life to know where you came from, where you are and where you are going. Don't live today the way you lived yesterday.



## Exercise 4

1. Explain the meaning of the word assessment.
2. How can you assess your everyday life?
3. What is the importance of assessing your everyday life?

## Activity 4



Discuss with your fellow pupils how assessment of your daily life is done at school. Write the answers in your exercise book.

## Being sincere and honest

Being sincere and honest requires a person to do good things such as fulfilling promises, being honest and exposing evil.

*Read this story and then answer the questions that follow.*

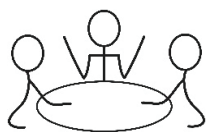
Mtonyo and Mwemwele are Standard Six pupils at Mapogoro Primary School. One day, as they took a walk they met Mzee Kibonye riding his motorcycle. When he had passed them, he dropped his wallet. Mtonyo picked up the wallet and showed it to Mwemwele. Mwemwele inspected the wallet and found a lot of money in it. He said that they should divide the money between them, but Mtonyo refused.

As Mtonyo and Mwemwele were arguing, Mzee Kibonye returned, looking for his wallet. When they saw him approaching them, Mwemwele hid the wallet in grass. When Mzee Kibonye asked whether they had seen his wallet, Mwemwele said they had not seen it. Mzee Kibonye lost the hope of ever finding his wallet. He drove away and continued with his journey. Mtonyo said aloud, "We have got your wallet. Please come and get it." Mzee Kibonye inspected his wallet and found the whole amount intact. He thanked Mtonyo for being a faithful and truthful child. He opened his wallet and gave him fifty thousand shillings. However, Mtonyo did not accept the offer. After Mzee Kibonye had departed, Mwemwele blamed Mtonyo for telling the old man that they had his wallet and for refusing to receive the money.

## Exercise 5

1. What have you learnt from this story?
2. What is your advice to children who behave like Mwemwele?
3. Why did Mzee Kibonye want to give Mtonyo some money?
4. Explain the consequences which children can get by having Mwemwele's behaviour.
5. Who was sincere and honest between the two pupils?

## Activity 5



Discuss with your fellow pupils the importance of being honest at school and at home. Write the answers in your exercise book.

## Recognising hypocrisy

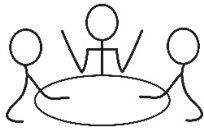
There are people with different kinds of behaviour in our society. One kind of behaviour is hypocrisy. Hypocrisy happens when someone does things contrary to what he or she says. A hypocrite gives wrong or false information intentionally. He or she pretends to have certain beliefs, attitudes or feelings when in fact he or she does not have them. Such a person normally knows the truth, but he or she intentionally gives false information in his or her own interest. A hypocrite makes fake promises and sometimes denies what he or she said publicly. Furthermore, a hypocrite does not keep secrets and talks about other people's issues without taking into account the effects of doing so.

Hypocrisy is unacceptable because it has negative consequences such as conflicts, misleading the truth and physical violence. It is important to advise hypocrites to stop being hypocritical and behave responsibly.

## Exercise 6

1. What is hypocrisy?
2. What are the effects of hypocrisy in your school?
3. How would you recognise a hypocrite?
4. What do you think should be done to end hypocrisy in your school?

### Activity 6



Discuss with your fellow pupils ways of fighting against hypocrites in your school. Write the answer in your exercise book.

### Fighting against hypocrisy

The appearance of a hypocrite does not show that he or she is one. We can tell that someone is a hypocrite through his or her intentions. We mustn't tolerate hypocrites, nor be friends with them. A hypocrite should not be involved in setting or executing development plans. A hypocrite can betray his or her faith, family, community and even the nation for personal gain. The most important thing to do is to rebuke hypocrites.

Hypocrisy should be publicly criticised, especially when there is sufficient evidence for that. We can fight against hypocritical behaviour in different ways, including the following:

- (a) Explaining the truth about hypocrisy, that is, telling hypocrites that we are not pleased with their hypocrisy and that they must apologise for it;
- (b) Protecting ourselves from hypocrites by not interacting with them;
- (c) Spending more time with those who love us and finding comfort in them. The purpose is to replace bad feelings with good ones;
- (d) We mustn't feel inferior by quitting our jobs because of fearing enemies. We shouldn't say, "I won't work with someone. I am quitting because I don't want to continue quarrelling with him or her." We must never give up leadership positions. Instead we should show others that we

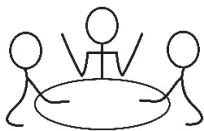
are fulfilling our responsibilities well, although certain people in our families, at school or at work hate us;

- (e) We must involve wise friends or relatives in everything that annoys us so that they may help us cope with it. We should never make decisions without other people's advice, especially when we are angry. We must take time to critically reflect on everything our enemies do to us before deciding to do anything; and
- (f) We mustn't tell everyone our challenges. We should be patient before we give up.

### Exercise 7

1. Mention the habits of a hypocrite.
2. Mention three things that cause people to be hypocrites.
3. Explain how you would discourage hypocrisy among the pupils in your school.

### Activity 7



Discuss with your fellow pupils the effects of hypocrisy on academic progress in your school. Write the effects in your exercise book.

### Sensitising the community about hypocrisy

In any society, people have various kinds of behaviour; some are good and others are bad. Habits can build or destroy a society's morals. Hypocrisy is one of the behavior found in a society. It is a bad kind of behaviour which causes unnecessary conflicts. We can discourage this behaviour by using various techniques, including the following:

**Using the mass media:** We may publish articles on newspapers to explain the effects of hypocrisy in a society. In addition, show role-plays on hypocritical acts on television, video-tapes or in theatre and present poetry and dramas on the radio and television.

**Using public meetings:** Hypocrisy can be one of the issues often discussed at public meetings so that the society gets the message to avoid this improper kind of behaviour. Likewise, religious gatherings, workshops, seminars or conferences can help to deliver the message to the community on the effects of hypocrisy in everyday life. Some of the effects of hypocrisy are conflicts, lack of cooperation, hatred and hostility.

**Debates on social media:** A society can alleviate hypocrisy through debates on social media. Telephone communication companies can be used to send messages to their customers to educate them about hypocrisy and its effects.

**Storytelling:** Stories can tell real incidents of hypocrisy in a community and the effects of hypocrisy.

These techniques will help hypocrites to know the effects of hypocrisy and get rid of it.

### Exercise 8

1. Mention the techniques which may be used to make society members stop being hypocritical.
2. What are the advantages of educating a society about hypocritical behaviour?
3. What effects does hypocritical behaviour have on your class?

### Activity 8



Discuss with your fellow pupils different ways of helping your fellow pupils not to be hypocrites. Write them in your exercise book.

### Formulating and implementing plans

A person thinks of something before addressing the challenge that he or she is facing. Thinking helps a person to justify his or her actions and plans. A person needs to ask himself or herself different questions for the purpose of understanding and identifying priorities.



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Read this text and then answer the questions that follow.

Mr Masanja lives in Likwidi village and he has three children, namely Adamu, Mwanaheri and Samata. Mwanaheri and Samata are twins. They are studying at Likwidi Primary School. Adamu is in Standard Six, while Mwanaheri and Samata are in Standard Four. Always Mr Masanja and his family work hard. This has helped him to have a large maize farm, bananas, cows and goats. The old man always involves his family in setting family work plans. This has helped his family know the plans and participate in various activities geared towards attaining the set goals. The following is a conversation between Mr Masanja and his family.

**Mr. Masanja:** My sons and daughter, the cultivation season is approaching. What crops would you like us to grow this time?

**Mwanaheri:** We will grow maize and take care of the banana farm.

**Adamu:** Father, before I answer your question I would like to ask you to tell us the amount of the harvest that we got last time. Did we make any profits or did we incur some losses?

**Mr. Masanja:** We made a little profit which helped us to buy three dairy goats.

**Adamu:** Why didn't you use modern maize seeds so that we could have harvested more?

**Mwanaheri:** We are encouraged at our school to put two maize seeds in each hole. Why don't we use rows on our farms and why do we put three to four seeds in a single hole?

**Mr. Masanja:** My child, I did not have enough money to buy modern seeds and thought most of the other seeds would have given us adequate produce. This season, we will follow all the principles of good farming and I have invited an extension officer to come to the farm on the day we plant the seeds. Furthermore, I have acquired an agricultural loan from our community development group, so all farming implements will be available.

**Adamu:** You bought three dairy goats. What if you gave us the goats so that we could feed them?



**Mother:** My children, you have asked good questions since the beginning of this conversation. Everybody will get one goat and we will cooperate in feeding them.

**Samata:** Mother, we have been advised at school to drink milk to improve our health. Why don't we have dairy cows like those of Daud's family?

**Mother:** My sons and daughter, after the harvest of this season we will sell all our local breed cows and remain with four bulls for ploughing. We will buy four modern breed cows for producing milk.

**Mr. Masanja:** Ok! Let us implement what we have planned for our own betterment.

**Mother:** My dear children, please go and clean the surroundings.

### Exercise 9

1. Mention the issues discussed by Mr Masanja's family.
2. Which truth did Adamu's argument prove?
3. What kind of benefit did Samata's question bring to the family?
4. What kind of argument have you ever presented and defended in your family?

### Activity 9



Discuss with your fellow pupils the importance of making and defending an argument to prove the truth about something. Write it in your exercise book.

## Exercise 10

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DO NOT DUPLICATE

Write **True** for a true statement and **False** for a false one. Write the answers in your exercise book.

1. We must defend and support our views with arguments inconsistently. \_\_\_\_\_
2. Doubtful acts create trust in society. \_\_\_\_\_
3. Hypocrites are needed to quickly deliver messages to a community. \_\_\_\_\_
4. An argument is made after one has investigated something. \_\_\_\_\_
5. Publicly condemning hypocrisy when one has adequate evidence is the only way to fight hypocrisy. \_\_\_\_\_
6. Learning from others' experiences is wrong. \_\_\_\_\_

### Vocabulary

Hypocrisy

a kind of behaviour that does not meet the moral standards or match the opinions that somebody claims to have

Plough

a farming tool with a blade that is used to dig and turn over the soil and it is pulled by a tractor or animals

# Chapter Twelve

## Tolerance in life

### Introduction

*When you were in Standard Five, you learnt how to be tolerant when you are facing life challenges and about the importance of endurance. In this chapter, you will learn more about tolerance and endurance. Moreover, you will learn how to motivate others to face life challenges through your experience and to have hope and celebrate victory over challenges. The knowledge and skills to be acquired will enable you to be patient when you are facing life challenges. You will also develop a habit of helping others in your community so that they can face their challenges.*

### Dealing with challenges

A challenge is a situation that faces a person and requires a solution. Challenges are part of our daily lives. Therefore, one needs to be tolerant in order to overcome them. Furthermore, you have to accept a challenge and find a solution for it. It is not good to harm yourself because you are facing certain challenges. It is better to seek advice or use other people's experiences in finding solutions to life challenges.

*Read the following story and then answer the questions that follow.*

Mwambene is a Standard Six pupil at Mbuyuni Primary School. He did the first terminal examination and ranked fifteenth in his class. Mwambene did not give up; he made more effort and ranked first in his class. He prepared his own reading timetable and followed it diligently. He followed school rules and regulations.

Sometimes, Mwambene did not have textbooks, so he borrowed them from his teachers and fellow pupils. Every Saturday he walked about five kilometres to another school to do revision tests. Finally, he did better in his studies and achieved his objective of being top of his class.

## Exercise 1

1. Mention the challenges that Mwambene faced.
2. What objective did Mwambene want to achieve?
3. Is Mwambene's behaviour worth imitating? Why?
4. What did Mwambene do to overcome his challenges?

## Activity 1



Write in your exercise book the challenges you face when you are studying the Civic and Moral Education subject. Then, explain how you are going to address them.

### Encouraging others to overcome life challenges

You need to use your experience to encourage others to overcome life challenges. Tolerance is important while encouraging others because people differ in terms of age, body structure and attitude. There are young people, elders and age-mates and those with positive and negative attitudes towards certain issues. Therefore, you need to be tolerant and accept people with different ideas.

### Challenges facing people in society

There are various challenges facing people in society. Some of them are disabilities, lack of shelter, lack of jobs, insufficient social services, lack of capital for establishing economic activities, diseases and poverty. When you are facing challenges, do not get discouraged. Instead, be brave and try to think and find ways of overcoming them. Moreover, we need to help others who are facing various challenges to overcome them. For example, children with disabilities need assistance in coping with their disabilities and interact with their environment. Likewise, these children need assistance in education. In case a family has a child with any kind of disability, that child should be assisted in going to and returning from school. Children with disabilities should be taught to be courageous, loving and proud of themselves and to participate in small activities in the family. When we get challenges in life, we

should take them as an opportunity for advancing our lives. An opportunity is an environment which one can use to do something positive.

## Exercise 2

1. What do you do to help your family members?
2. What kind of advice would you give your fellow who does not like to help the needy members in his or her family?
3. What are you supposed to do when you are facing challenges?

## Activity 2



List the challenges facing your society and then suggest ways of overcoming them.

### Advising others on the best ways of overcoming various problems

There are several problems that occur in our society. These problems may bring happiness or sorrow. Some of them can be overcome using proper strategies and advice. You can seek advice from any person whom you believe and trust. Advice is provided through proper ways of resolving problems. The first is someone's readiness to express his or her problems and accept advice. The second is identifying and analysing the problem. The third is establishing the source of the problem. The fourth is finding the right way and procedures for dealing with it. The fifth has to do with the selection of best ways of overcoming the problem.

*Read the following story and then answer the questions that follow.*

Natani is Mr Kivuyo's son who used to live in Magugu village. He was a well-mannered young man and a popular mechanic. Natani used to repair all the motorcycles in the village. He was good at his job and trustworthy. His job enabled him to earn much money. The high income received changed his behaviour. He started drinking alcohol; sometimes he quarrelled with his clients. His parents were very disappointed at his behaviour because it was unacceptable to the community. The number of his customers decreased rapidly; the clients took their motorcycles to other mechanics for repairing.

### Exercise 3

1. What problem was Natani facing?
2. What was the source of his problem?
3. What strategies could have helped Natani solve his problem?

### Activity 3



Discuss with your fellow pupils the importance of using proper ways to overcome a problem. Write it in your exercise book.

### Being optimistic and celebrating success

It is important to develop a positive attitude towards life when you are facing challenges. You have to believe that challenges can be overcome and that you have the ability to overcome them. Celebrate every success and move to the next stage.

### Showing acts of overcoming challenges

Challenges, when not dealt with, make a person uncomfortable, thus reducing his or her ability to perform his or her duties. Sometimes challenges cause fear and reduce confidence and strength. When challenges are not overcome, they may lead to psychological and mental problems. They may also lead to death. We must deal with challenges whenever they happen.

*Read the following conversation and then answer the questions that follow.*

**Sudi:** Father, why doesn't our mother cook meat and rice, or buy us new clothes during festivals nowadays? And you do not take us to the beach so that we can swim with our fellows either.

**Father:** My child, life has changed. Our family can no longer afford a good meal because of our low income. Didn't I tell you that I recently lost my job?

**Sudi:** Yes, you did, father!

**Father:** That is why your mother does not prepare nice meals any more.

**Sudi:** I understand, father. But what will happen to us? For how long shall we be in this kind of situation?

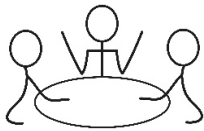
- Father:** I am also confused; let us discuss what to do.
- Sudi:** I think we should start a vegetable garden. We will sell the vegetables and get some money for buying clothes and food, and for medical treatment.
- Father:** Wow! That's a very good idea, my child. Let us start preparing our garden tomorrow.
- Sudi:** Okay.

Sudi and his father grew vegetables together in their garden. They sold their vegetables and earned enough money for buying their family's basic needs.

### Exercise 4

1. What shows that Sudi's family was facing hardship?
2. If you were Sudi, what would you advise your father to do in order to increase your family's income?
3. Mention two alternative ways through which you could address your family's income challenges.

### Activity 4



Work with your fellow pupils to identify the challenges which have occurred in your school since you joined it. Explain how you dealt with them. Write the explanations in your exercise book.

### Using alternative ways to overcome life challenges

Life is a long journey which is full of ups and downs. It has many challenges which should be addressed using alternative ways. Challenges are unavoidable. Therefore, we should find alternative ways and use them to overcome challenges.

Read the following story and then answer the questions that follow.

Maroroi is a hardworking old man who engages in farming and livestock keeping. He keeps goats, sheep and cows. He has dairy cows and four pairs of oxen which he uses for cultivation purposes and for carrying loads to the market. For many years, he has been a highly successful farmer and pastoralist. People used to praise him for his hard work and readiness to help others in the village. In recent years severe drought affected his livestock and crops. The drought weakened him economically.

After what happened to him, he thought of ways of overcoming the challenges he was facing. He found an alternative way of overcoming the challenges. He decided to sell all the cows, except for the bulls, goats and sheep. He also began keeping bees and local breed chickens.

These new projects earned him some money because there was a reliable market for honey, chickens and eggs in Puma town. The highway and the railway helped him to sell hens, eggs and honey to passengers. His lifestyle has changed and now he is living with his family happily and peacefully.

### Exercise 5

1. From the above story, explain the meaning of the word challenges.
2. What kind of person was Maroroi?
3. What challenges did Maroroi face?
4. How did Maroroi overcome the challenges?
5. Mention three things you have learnt from the story.

### Activity 5



Discuss with your fellow pupils how to stop the pupils who intentionally damage flowers in the school garden and break desks. Write your answers in your exercise book.

## Exercise 6

Write **True** for a true statement and **False** for a false statement. Write the answer in your exercise book.

1. Patience does not make a person tolerant to life challenges. \_\_\_\_\_
2. When you are facing challenges, it means it is the end of your success in life. \_\_\_\_\_
3. A child cannot tell his parent or guardian alternative ways of increasing their family's income. \_\_\_\_\_
4. You can turn a challenge into an opportunity so as to improve the quality of your life and increase your income. \_\_\_\_\_
5. Failing an exam is a challenge to pupils. \_\_\_\_\_
6. People use advice to deal with their problems. \_\_\_\_\_
7. You can improve the quality of your life by running away from challenges. \_\_\_\_\_
8. You can only address your problem after realising it. \_\_\_\_\_
9. Owning small economic projects can help one overcome life challenges. \_\_\_\_\_
10. Life is a long journey with ups and downs. \_\_\_\_\_

## Vocabulary

Challenge	a situation that faces a person and requires a solution
Disaster	an event that has caused great destruction
Endurance	that which enables us to reach our goals even when we are tired, or in pain and feel we may not be able to go on further or a determination to go on against the odds
Optimistic	being hopeful about the future
Tolerance	a mean between prohibition and acceptance. It is a response to something we disapprove but not to a degree that justifies prohibition

# Chapter Thirteen

## Learning inquisitively

### Introduction

*When you were in Standard Five, you learnt how to analyse issues inquisitively and learn from other people's experiences. In this chapter, you will also learn how to be inquisitive and evaluate your learning ability. In addition, you will learn about the importance of cooperating with others in the learning process. The knowledge and skills to be acquired will enable you to be curious and do things by relating concepts to your life experiences.*

### Being inquisitive by using the environment

The environment can be used by a person to obtain information about what he or she wants to learn and understand well. For example, we can use the works of art found in our environment which portray human life in ancient times to understand and develop a sense of appreciating what ancient people did. We may also adopt some of the equipment made and used by them.

### Testing concepts to prove the truth

A concept is an idea or a principle that is connected with something abstract.

*Read the following passage and answer the questions that follow.*

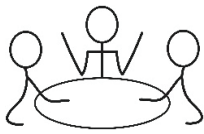
Mr Majula is a Social Studies teacher at Kwembe Primary School. He used to spend his holidays in Bagamoyo town, a town located along the Indian Ocean coast. One day, he visited the beach and watched ocean waves; he saw sand being pushed offshore, thus causing vacant areas to be covered by sand or soil for many years. While continuing walking along the beach, suddenly he found pieces of old pots on it and was surprised by the way the pots had been made and decorated. He also saw pieces of shaped stones which had been used to cut, hit and grind things. Moreover, he saw remains of bones of the animals which people used to hunt. From that day onwards, he took his pupils to the beach. He asked the pupils to study the things they saw and think about the time spent and the efforts made by the ancient people

to produce the items so as to give a true picture of the stages of development people have passed through.

## Exercise 1

1. Mention the three things that Mr Majula saw on the offshore areas in Bagamoyo town.
2. Why do you think Mr Majula took his pupils on study tours?
3. What kind of advice do you have for teachers who teach their subjects without relating them to real situations?

## Activity 1



Discuss with your fellow pupils the benefits of practical learning. Write the benefits in your exercise book

### Assessing your ability to learn

People need to learn every day. Learning helps people to manage their environment easily. Learning involves studying and assessing various concepts. Studying and assessing concepts help a person to prove concepts right or wrong by relating them to daily life.

### Relating concepts to daily life

Different concepts can be proved by putting them into practice. A person can learn by being taught or can acquire skills in the course of fulfilling his or her duties. By so doing, he or she will be able to relate ideas to reality.

*Read the following conversation and answer the questions that follow.*

Twilumba's mother makes efforts in doing her activities to earn a living. She is a good mother. She cares for her children and, in that case, her children are disciplined and are an example to others. The children greet old and young people with respect. In addition, they help elders to carry their luggage.

They participate in school activities such as cleaning the school compound and watering the school's flower garden. When they return home, they feed chickens and goats. Twilumba's mother decorates social halls. She has been doing this activity for a very long time. It enables her to meet such basic needs as food, shelter and clothes and to pay school fees for her children. She keeps some of her profit in the bank. She has used some of it to open a big cosmetics shop. On Saturdays, her children go to the shop to assist her in attending to customers. Twilumba observed her mother all the time and discovered that she was not issuing receipts to her customers. Thus, Twilumba talked to her as follows:

**Twilumba:** Mum, why are you not issuing receipts to your customers?

**Twilumba's mother:** I don't see the importance of issuing receipts to them because issuing receipts wastes both my time and profits.

**Twilumba:** Mum, we learnt at school about the importance of issuing receipts to customers. First, doing so helps to know the profits and losses in our businesses. It also helps to keep records of what has been purchased and sold. Apart from that, it helps the government to collect revenue, which is used to build schools, hospitals or health centres, and infrastructure such as roads, railways, airports and harbours.

**Twilumba's mother:** I see. I will do that and I hope it will help my business grow.

**Twilumba:** Our teacher also taught us how to fight against malaria. He said that we need to fill up all pit holes with soil. He further said that we should not allow stagnant water in our environment. We should also slash long grass around our surroundings and sleep under mosquito nets.

**Twilumba's mother:** Okay! That's why you are using mosquito nets and slashing long grass. You are indeed educated and you have applied what you have learnt at school.

**Twilumba:** Mother, we also practise what you teach us at home at school. For example, when we are at school our

teachers and fellow pupils tell us that we should work hard and respect others.

## Exercise 2

1. How did Twilumba and her relatives apply the knowledge which they received from their mother?
2. How has the idea of using receipts which Twilumba learnt at school practically helped her mother in her business?
3. Mention three things that you learnt at school and show how they helped you to improve the quality of your life at home.

## Activity 2



Explain how health care education helped you to fight against malaria. Write the explanations in your exercise book.

### Importance of cooperating with others in the learning process

There are different benefits one can get by cooperating with other pupils in the learning process. Some of the benefits are:

- (a) It helps to know other people's experiences, since talents and abilities differ from one person to another. So, cooperating in studying can help one to benefit from other people's ideas and experiences;
- (b) It helps to build one's long-term memory, to develop the ability to express oneself well and to have self-confidence;
- (c) It provides a chance to share your experiences with others and enhance your ideas and talents;
- (d) It builds the behaviour of tolerating and listening to other people's ideas; and
- (e) It builds unity and participation.

In order to enhance learning, it is important to understand the importance of what you are learning in your daily life. You should also be an independent learner and observe your study timetable. Furthermore, you should cooperate with others in the learning process and in doing exercises. Pupils are advised

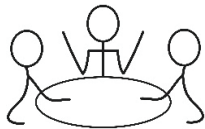
to form discussion groups comprising pupils with different academic abilities. Such groups can meet after class hours or during holidays or on weekends. The purpose of these groups is to enhance private study, to make pupils do the homework given by teachers and to discuss together the topics learnt in class. Group discussion is a proper way of managing and giving pupils an opportunity to share ideas and understand things.

Furthermore, pupil group discussions motivate them to work cooperatively. Every group member shares her or his ideas and understanding with others. Group discussion enables one to fulfil his or her responsibilities as a pupil, something that strengthens his or her academic performance and that of other group members.

### Exercise 3

1. What are the advantages of learning in groups?
2. What do you need to do to enhance efficiency in learning?
3. Explain three advantages of cooperating with your fellow pupils in learning.

### Activity 3



Discuss with your fellow pupils the effects of not cooperating with others in learning. Write the effects in your exercise book.

### Exercise 4

**Part A:** Choose the correct answer and then write its letter in your exercise book.

1. We can learn things in our environment in the following ways, except \_\_\_\_\_.
  - (a) by reading newspapers and books
  - (b) by listening to the radio and watching television
  - (c) through our dreams
  - (d) seminars in churches and mosques

2. The following are the reasons for testing different concepts, except \_\_\_\_\_.
- to prove their truth or reality
  - to differentiate them
  - to make them unacceptable internationally
  - to identify their inappropriateness
3. How can we prove the things that we learn in life?
- by passing examinations
  - by telling others
  - by applying them in life
  - by cramming them
4. When we learn with our fellow pupils we get the following benefits, except \_\_\_\_\_.
- building one's long-term memory
  - building tolerance
  - favouring others
  - making friends
5. How can you increase effectiveness in learning?
- by carrying many books
  - by studying in groups
  - by playing with others
  - by doing examinations

**Part B:** Match the leaning techniques in **Column A** with their advantages in **Column B**. Then write the letter of the correct answer in your exercise book.

Column A	Column B
Learning techniques	Advantages
6. Participating in manual work	(a) to entertain old people
7. Listening to stories	(b) to understand the life of ancient people
8. Asking questions	(c) to let down pupils
9. Examining old fossils	(d) to have morals
10. Exploring the environment	(e) to build an investigative habit
	(f) to be competent in something
	(g) to prove the truth about a theory

**Part C:** Write **True** for a true statement and **False** for a false statement.  
Write your answers in your exercise book.

11. Studying using a timetable enhances efficiency in learning. \_\_\_\_\_
12. Learning with others builds one's long-term memory. \_\_\_\_\_
13. A concept is an idea which is used to prove the truth about something.  
\_\_\_\_\_
14. You can prove the truth about a concept by asking your friends.  
\_\_\_\_\_
15. Tolerance originates from not cooperating with your friends. \_\_\_\_\_

### Vocabulary

Efficiency	the attribute of doing something well with little energy
Tolerance	willingness to accept other people's beliefs or opinions that are different from yours, although you might not agree with them

# Chapter Fourteen

## Being trustworthy

### Introduction

*In this chapter, you will learn to evaluate the way you discharge your responsibilities. You will also learn how to avoid behaviour that may jeopardise your integrity and good relationship with other people. The knowledge and skills to be acquired will enable you to evaluate yourself and motivate others to behave well in your community.*

### Assessing the discharge of your responsibilities

Responsibilities are the functions or duties which someone is assigned to do. For example, every pupil is required to study hard. It is important for you to evaluate how well you discharge your responsibilities at school and at home.

### Working hard for your own benefit and for the benefit of the community

You must work hard, especially reading and doing well activities that you are asked to do at school and at home.

*Read sentences (a)-(d) below and then answer the questions that follow*

- (a) A pupil completes assignments on time.
- (b) A pupil has prepared his or her own timetable for studying at home.
- (c) A pupil volunteers to arrange desks in the classroom before a lesson begins.
- (d) A pupil completes cleaning his or her portion before going to the parade ground.

### Exercise 1

1. What have you learnt from the statements above?
2. Which of the acts shown in the statements above can you do?
3. What other acts will you do at school?

## Activity 1



Write in your exercise book five benefits that a person who works hard gets.

### Fulfilling responsibilities at home and at school

When pupils are at home, they have to fulfil various responsibilities such as cleaning their bedrooms, washing utensils, cleaning the house and sweeping the compound. Other responsibilities include feeding animals and watering flowers and vegetables in the garden. They also have to follow all the instructions parents and guardians give them. Respecting all people, irrespective of their age, is also another responsibility that children are required to fulfil.

When at school pupils also have to fulfil their responsibilities. Examples of such responsibilities include the following:

- (a) Participating in all class activities, including attending all lessons and completing all assignments;
- (b) Participating in various extra-curricular activities such as sports and games, and cleaning the school environment; and
- (c) Safeguarding and caring for school property.

Some pupils are elected as prefects. School prefects have various responsibilities to fulfil. For example, the prefect responsible for the environment has the following responsibilities:

- (a) To allocate to pupils areas to clean;
- (b) To supervise cleanliness in a school;
- (c) To keep records of the pupils who excel in cleaning their areas and to publish their names on the school noticeboard;
- (d) To motivate other pupils to clean the school compound;
- (e) To cooperate with other pupils in cleaning the school compound; and
- (f) To make plans for rewarding the best class or pupils in relation to cleaning the environment.

Furthermore, some pupils are elected to pupils' councils so that they participate in carrying out school administrative duties. These pupils have the following responsibilities:

- (a) To present to the school management the opinions and needs of other pupils, especially those of the pupils with special needs;
- (b) To participate in setting and supervising school plans, including plans relating to income and expenditure; and
- (c) To convey information to other pupils, school management and the neighbouring community.

The school guide about pupils' responsibilities in school administration gives pupils the right to be listened to and an opportunity to provide advice on how best to improve the condition of the school.

Pupils must always be responsible, think critically and ensure that people get justice both at home and at school. Failure to fulfil their responsibilities may affect other pupils learning and their own.

## Exercise 2

1. What kind of duties do you perform at home before you go to school?
2. What duties do you perform at school?
3. Mention one responsibility fulfilled by pupils who are elected to participate in school management activities.

## Activity 2



Write in your exercise book a responsibility which you fulfilled with commitment and then identify the advantages you gained from fulfilling it.

## Self-evaluation for self-improvement

It is important to evaluate your conduct every day. This will help you to understand yourself and take appropriate steps to improve the quality of your life. For example, you can evaluate the progress in your studies. You could undertake this evaluation at the end of an academic term. Compare your performance in a certain term with your performance in a previous term.

You can also compare your pass mark in that subject with your pass mark in other subjects. This comparison will show whether you are doing well in your studies or not. If your evaluation shows that you are not doing well, you are advised to see your class teacher who may help you identify strategies that can help you to do well at school.

You can communicate with your parents or classmates who may suggest various strategies for improving your performance. Some of the strategies for improving your performance are doing your assignments well, preparing and following a personal reading timetable and managing your time well.

### Exercise 3

1. What are the advantages of evaluating your behaviour and conduct?
2. What two other things may help you to improve your reading habit?
3. What advice would you give your classmate who is not doing well in his or her studies?
4. Mention three groups of people who can give you advice if you notice a negative change in your life.

### Activity 3



Write in your exercise book five advantages of having a personal reading timetable.

### Avoiding acts which may destroy good relationships between people

Good relationships with other people can be destroyed if people lack patience. Everyone should avoid acts that can destroy relationships with others people.

### Identifying acts that threaten good relationships

The development of any family, community and country can be explained on the basis of various things, including the level of relationship among people. A community which is always in conflict wastes much time trying to resolve conflicts. As a result, the people do not engage in development activities. Acts which may destroy good relationships in a community should always be identified and avoided. The following are some of the acts which may destroy good relationships in a community and proper ways of dealing with them:

**Excessive alcohol consumption, smoking, theft, quarrels and fraud:** Excessive alcohol consumption often leads to fatal accidents and quarrels that may cause people to harm or kill each other. Our people must be educated on the problems caused by excessive alcohol consumption. Excessive alcohol consumption may be controlled by prescribing specific times for opening and closing bars and other places where alcohol is sold.

For example, nowadays many lounge bars or pubs are opened at four o'clock in the afternoon and closed at midnight so that people do not drink alcohol during working hours. In order to end forms of undesirable behaviour, deliberate efforts should be made by all stakeholders to build a society with people with good manners. The government and religious leaders should make sure that parents teach their children good manners. At the community level, leaders should conduct regular meetings with parents so as to discuss problems and find ways of dealing with them. At the village and street levels negative acts can be controlled by establishing a security keeping programme involving militias and nearby police stations. There should be a community policing programme for ensuring the security of people and their property.

**Inadequate resources:** A shortage of resources in a community can lead to the emergency of bad relationships. Inadequate water and land resources in villages often lead to conflicts which may result in fights and killings, for example conflicts between pastoralists and farmers over land allocation and use. Local government leaders must make sure that important resources are provided and distributed to people fairly. Generally, conflicts over the distribution of resources such as land should be resolved through negotiations which are aimed at restoring and maintaining peace in a community.

**Political conflicts:** Political conflicts are also a source of bad relationships in a society. People should be educated on how to conduct political activities without offending others.

#### Exercise 4

1. What is the role of the local government in resolving conflicts which are related to the scarcity of resources?
2. Mention and explain a technique which may be used to solve land conflicts in our country.
3. Which steps should be taken in dealing with alcoholism, marijuana smoking and theft?

#### Activity 4



Briefly explain the source of acts which may destroy or damage relationships in the community in which you live. Write the source of such acts in your exercise book.

#### Ways of building good relationships with other people

Good relationships are helpful in making people live peacefully and help each other. The following are ways of building good relationships:

- Being truthful, trustworthy and respectful to the people around you;
- Obeying laws and regulations;
- Fearing God and following the teachings of our religious leaders; and
- Loving all people.

#### Exercise 5

- Suggest three ways through which good relationships can be built in a society.
- Mention the advantages of having good relationships in a community.
- Mention the advantages of being trustworthy and respectful to the people around you.

#### Activity 5



Discuss with your classmates ways of avoiding acts that may destroy good relationships with other people in your community. Write the ways in your exercise book.

## Exercise 6

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**Part A:** Choose the correct answer and then write its letter in your exercise book.

- Which of the following is not a child's responsibility?
  - helping with daily household chores
  - helping younger siblings
  - paying school fees
  - washing his or her clothes
- Hard work has many benefits. Which of the following is NOT one of the benefits of working hard?
  - increasing a family's income
  - being tired
  - being respected by a community
  - getting physical and mental pleasure
- Which of the following acts destroys people's relationships?
  - being truthful and trustworthy
  - respecting the people around you
  - not helping your neighbours
  - caring for other people
- Which of the following is NOT the responsibility of a pupil when he or she is at school?
  - preparing food for his or her schoolmates
  - cleaning the classroom
  - attending parade
  - working hard
- Which of the following acts can destroy relationships?
  - not caring for others
  - warning others
  - working hard
  - telling the truth

**Part B:** Match the items in **Column A** with those in **Column B**. Write the right answer in your exercise book.

Column A	Column B
<b>Acts showing a spirit of hard work</b>	<b>Benefits of working hard</b>
6. Attending classes	(a) showing love
7. Helping pupils with special needs	(b) showing moral integrity
8. Learning physical activities	(c) environmental cleanliness
9. Reporting crimes	(d) raising your pass mark
10. Joining an environment club	(e) indulging in something
	(f) being an entrepreneur
	(g) being a good player

**Part C:** Write **True** for a true statement and **False** for a false statement. Write the answers in your exercise book.

11. You can change your conduct after evaluating it. \_\_\_\_\_
12. You must love others in order to maintain good relationships with them. \_\_\_\_\_
13. You don't need to work hard to get your life needs. \_\_\_\_\_
14. There is no difference between school and home responsibilities. \_\_\_\_\_
15. We can help a cruel person change his or her behaviour by isolating him or her. \_\_\_\_\_

### Vocabulary

**Assign** to give somebody work to do

**Resource** a valuable object or thing in a country or which a person has

## Chapter Fifteen

### Observing human rights

#### Introduction

*In this chapter, you will learn to critically reflect on traditions and customs that violate human rights. You will also learn about the effects of corruption on human rights. In addition, you will learn how to cooperate with social organisations in defending human rights. The knowledge and skills to be acquired will enable you to be an advocate of other people's rights by denouncing norms and customs that violate human rights.*

#### The meaning of human rights

Human rights are fundamental rights which every human being is entitled to from birth to death on the basis of his or her humanity. Every human being must be given such rights, regardless of his or her race, tribe, age, position, gender or religion. These rights were listed in the Universal Declaration of Human Rights by the United Nations in 1948. The rights have been recognised and are respected by the members of the United Nations. Some of these rights are the right to life, the right to quality education, the right to participate in leadership, the right to own property, the right to freedom from torture and abuse, the right to freedom of opinion and expression, the right to a nationality and the right to be recognised everywhere as a person by the law. These rights must be respected, protected and observed without being violated by any individual or institution.

#### Traditions and customs violating human rights

Traditions and customs can be defined as a society's beliefs or ways of doing things. They are passed from one generation to the next. Generally, customs and traditions are forms of culture and identify a society as being distinct from others. In Tanzania, there are different customs and traditions belonging to our communities. Despite their importance, the practice of some of them violates human rights, for example early marriage, gender inequality in education, widow inheritance, Female Genital Mutilation (FGM), denying



women the right to own property and discrimination against women in different decision-making organs.

### **The effects of Female Genital Mutilation (FGM)**

Female Genital Mutilation is most frequently carried out by traditional practitioners called '*Ngaribas*'. *Ngaribas* are experienced people who are selected by a community so that they can carry out female genital mutilation. Mutilating girls and marrying underage girls are violations of human rights. The effects of Female Genital Mutilation include:

- (a) Shock, pain and body damage;
- (b) Excessive bleeding;
- (c) Spread of HIV and AIDS;
- (d) Difficulties in delivery; and
- (e) Death.

### **Reasons for the persistence of early marriage**

The Marriage Act of 1971 allows girls to be married at 14 and boys at least at 18. Because of the outdated traditions and customs existing in our society, many girls are forced to get married early through some initiation ceremonies. Early marriage is influenced by:

- (a) Poverty;
- (b) Outdated traditions and customs;
- (c) Initiation ceremonies;
- (d) Getting a dowry;
- (e) Reducing family expenses;
- (f) Local dances;
- (g) Poor education about reproductive health; and
- (h) Avoiding shame for the family if a girl becomes pregnant before marriage.

### **Effects of early marriage**

The effects of early marriage include the following:

- (a) Increased maternity and child mortality rates;
- (b) Spread of HIV/AIDS;
- (c) Inadequate support for girls affected by early marriage because they are excluded from a community;



- (d) Limited access to reproductive health education;
- (e) Failure to meet the child's basic needs; and
- (f) Poverty.

Because bad traditions and customs have negative effects, our society should be enlightened about the customs and traditions that violate human rights.

### Exercise 1

1. List the traditions and customs that violate human rights in your community.
2. Explain the effects of Female Genital Mutilation.
3. What are the reasons for early marriages?

### Activity 1



Discuss with your fellow pupils the techniques you will use in order to fight against the traditions and customs that violate human rights in your community. Write the answer in your exercise book.

### The effects of corruption on the observance of human rights

When corruption increases in a society, it threatens its survival. Corruption has the following effects:

**Poor provision of social services:** Corruption affects the provision of social services like education, health care, water and infrastructure because financial resources end up in the pockets of corrupt people, who then monopolise the services. This situation causes a government to fail to fulfil the responsibility of providing social services to citizens and leads to conflicts among citizens who have to compete for the limited services. In addition, some citizens can bribe service providers in order to access services, while others do not have access to them. For example, the education sector may lack money for buying teaching and learning materials, building classrooms and laboratories and employing teachers and paying them on time. In the health sector, the

government may fail to build health centres and provide health care to people because of financial constraints. In addition, it may fail to build communication and transport infrastructure. For example, some construction tenders may be given to incompetent companies through corruption. This situation causes some infrastructure to be constructed below the standards, hence causing loss to both the government and the society.

**Increase of infectious diseases:** Corruption influences the quality of health services. Nurses may be given some money to change the results of someone's laboratory medical examination for the purpose of hiding the truth or sometimes a person may ask for sexual favours in exchange for a specific service.

**Unqualified experts:** Corruption causes some unqualified people to give bribes so as to get credits necessary for them to complete their studies. As a result, unqualified experts are produced.

**Increase of crime rates in a community:** Corruption increases crime rates, especially when laws, rules and regulations are violated. For example, a police officer may release a criminal after being bribed. This situation prompts some citizens to take the law into their own hands.

**Election of unethical leaders:** Corrupt practices in an election produce unethical leaders. Many citizens may be bribed to elect unqualified leaders. When such leaders have been elected, they make sure that they recover the costs they incurred during the election, rather than serving the voters and the nation.

**Justice:** Corruption causes organs with a mandate to enhance justice not to provide equal rights or a person may bribe someone to get his or her rights.

**Rise of classes:** Corruption increases the gap between the haves and have-nots in a society.

**Rise of costs of services:** Corruption leads to a high cost of living because some people recover the expenses they have incurred through corrupt means.

**Conflicts:** Corruption causes conflicts and misunderstandings between one person and another or one person and a community.

**The occurrence of deaths:** This occurs when doctors, nurses or other health personnel do not provide appropriate treatment to a patient until they are bribed. In addition, death may occur when drivers offer bribes when they

are found driving motor vehicles that are not roadworthy. These vehicles may cause accidents which, in turn, may lead to the death of people and the loss of manpower in a country.

**Unexpected pregnancies:** Corruption may lead to unexpected pregnancies in a society.

In addition, corruption affects the implementation of government plans and projects, hence reduces the wealth of a nation.

## Exercise 2

1. Explain five effects of corruption on society.
2. Why is corruption regarded as an enemy of justice and development?
3. What are the effects of releasing criminals?

## Activity 2



Discuss with your fellow pupils how corruption contributes to the violation of human rights in your community. Write the answer in your exercise book.

## Collaborating with community-based organisations in advocating human rights

A community that is united protects human rights. It is important to cooperate with other people or organisations in bringing efficiency in demanding human rights. One of the ways of defending human rights is forming social groups. These groups are formed after training some community members in human rights through seminars or conferences. These groups can collaborate with local community organisations in their communities to educate community members about human rights through various seminars and publications on such rights.

### Evaluating observance of human rights in your community

A community that observes human rights can be evaluated by examining the extent to which the acts of its members promote justice. Acts that indicate observance of human rights include equal provision of social services such as clean water, quality health care and quality education, and construction of infrastructure such as roads and communication networks. These social services should not be provided on the basis of one's social status, race, tribe or economic capability.

Another criterion is the presence of good governance in the fulfilment of various responsibilities in the community. Citizen participation in decision-making, electing leaders and the freedom to express one's opinions on various issues without violating the laws, rules and regulations are some of the elements of good governance.

Others are being free from oppressive and abusive acts such as imprisoning and torturing people unnecessarily.

Similarly, peace and security as well as a clear system of resolving conflicts within our society are important in observing human rights. Thus, human rights should be observed in order to build a society with dignity, integrity and prosperity.

#### Exercise 3

1. Are human rights observed in the provision of social services in your community? Why?
2. Mention the effects of human rights violations in your community.
3. Mention one of the ways through which a person can advocate human rights in your community.

#### Activity 3



Discuss with your fellow pupils acts that indicate that human rights are observed in your school. Write the answer in your exercise book.

**Institutions mandated to defend and protect human rights**

Human rights must be constitutionally and legally protected so as to improve the well-being of people in a society. In order for human rights to be fully protected there must be bodies that have the authority to protect and enforce them. Examples of such institutions and organisations in Tanzania are the Parliament, the Judiciary, the Prevention and Combating of Corruption Bureau (PCCB), the Tanzania Media Women's Association (TMWA), Tanzania Women Lawyers' Association (TWLA), Tanzania Gender Networking Programme (TGNP), Special Needs Organisations, Media and the Constitution. These organisations perform various functions in defending and protecting human rights. Their functions are described below.

**The Judiciary:** The main functions of the Judiciary are to enforce and protect human rights, interpret the Constitution and the list of human rights, interpret various laws that deal with human rights and provide justice to citizens.

**The Parliament of the United Republic of Tanzania:** Parliament enacts various laws that protect and defend human rights. It also discusses a wide range of issues, including human rights violations and the search for solutions. In addition, Parliament may institute a commission to investigate human rights violations, discuss them and adopt resolutions that protect human rights.

**The Commission for Human Rights and Good Governance (CHRGG):** This commission has various responsibilities with respect to human rights. The responsibilities are stepping up efforts of defending and protecting human rights and receiving and investigating issues relating to violations of human rights in the country. Other responsibilities are conducting research on aspects of human rights in the country and initiating court proceedings, investigating complaints of people or institutions about human rights violations, ensuring the country signs international treaties about human rights and facilitating harmonisation of domestic and international laws on human rights.

**Prevention and Combating of Corruption Bureau (PCCB):** It is a specific institution responsible for preventing and combating corruption in the country. It protects and promotes human rights by ensuring that there is no violation of human rights in service delivery in courts, hospitals, education institutions and other places.

**Tanzania Media Women's Association:** This advocates the defence and protection of women's rights in the society.

**Tanzania Gender Networking Programme:** This programme enhances gender equality by protecting and promoting the rights of men and women.

**Tanzania Women Lawyers' Association:** This association provides legal assistance to women and children when their rights are violated.

**Organisations of people with special needs:** These organisations advocate the defence and protection of the rights of people with special needs. For example, the rights they advocate include the rights to their disabilities and the rights to equal representation in decision-making bodies.

**The media:** The media provide information to the people and expose human rights abuses. This information helps the relevant authorities to take action against those who violate human rights.

**The Constitution:** The Constitution of the United Republic of Tanzania stipulates human rights in Articles 12 to 24. They include freedom of opinion and expression, the right to life and the freedom to practise any faith. The government and its institutions are responsible for protecting these rights as mandated by the law. Therefore, the Constitution helps to make the government, institutions or individuals observe human rights all the time.

### Exercise 4

1. Mention five institutions that advocate defence and protection of human rights in Tanzania.
2. Mention the responsibilities of the Commission for Human Rights and Good Governance.
3. Mention four techniques which you will use to encourage observance of human rights in your community.

### Activity 4



Examine reports by newspapers, the radio and television, and then highlight their contribution to the protection of human rights in the country. Write the answer in your exercise book.

## Exercise 5

**Part A:** Write **True** for a true statement and **False** for a false statement.  
Write your answers in your exercise book.

- Human rights are for adults only. \_\_\_\_\_
- One of the responsibilities of the institutions responsible for defending and protecting human rights is demanding the rights of oppressed people. \_\_\_\_\_
- The Commission for Human Rights and Good Governance is a public institution responsible for preventing and combating corruption. \_\_\_\_\_
- The institutions responsible for defending and protecting human rights are led by Parliament. \_\_\_\_\_
- Negative traditions encourage human rights abuse. \_\_\_\_\_

**Part B:** Match each item in **Column A** with the corresponding item in **Column B**. Then write the letter of the corresponding response in your exercise book.

COLUMN A	COLUMN B
<i>Acts which violate human rights</i>	<i>Institutions/strategies for protecting human rights</i>
6. Receiving and giving bribes	(a) Tanzania Gender Networking Programme
7. Female Genital Mutilation	(b) observing good governance
8. Early marriage	(c) mass education
9. Providing services unequally	(d) good health
10. Lack of citizens' involvement in decision making	(e) observance of laws
	(f) PCCB
	(g) The Parliament of Tanzania

### Vocabulary

Monopolise	to have complete control over something so that other people cannot share it
Mortality	the number of deaths during a particular time
Tender	to make a formal offer to supply goods or to do a job at a given price

# Chapter Sixteen

## Tanzania's relations with other countries

### Introduction

*When you were in Standard Five, you learnt about international cooperation and diplomatic relations with the international community. You also learnt about the advantages and disadvantages of globalisation. In this chapter, you will learn about the importance of maintaining cultural, sport and commercial relationships with people of different origins. You will also learn how to live with people of different backgrounds and how to deal with the challenges of globalisation. The knowledge and skills to be acquired will help you to build good relationships with people of other nations in social, political and economic activities. They will also enable you to appreciate the effects of globalisation.*

### Importance of maintaining relationships with people of different origins

Relationships with people are about knowing each other and working together. There can be relations between people or countries in the areas of culture, commerce, sport and athletics. It is important to maintain international relations because they promote unity, love and understanding. In business and culture, maintaining relationships with people of different origins helps to promote peace, love, solidarity and communication, and provides an opportunity to learn aspects of other people's cultures. In addition, it helps people to share knowledge and experiences, to gain new knowledge and talents, and to maintain brotherhood and friendships.

The term international trade relations refer to the act of people of one nation doing business with people of other nations. This kind of relationship helps to increase a nation's wealth and business scope. In sport, relationships involve people of different nationalities meeting in sport and recreational activities. For example, someone from a certain country can participate in games in another country or a club can participate in games in another country. In addition, sport teams from different countries meet in one country for certain tournaments.

This act promotes players' talents and promotes their respective countries as well. Moreover, cultural relations involve one nation allowing his or her culture to be known to and to be used by other nations. For example, the Kiswahili language can be taught and spoken by the Chinese, the Japanese, the Koreans, the Americans, the British and people from other nations.

These relations help to promote Tanzanian business, sport and culture. Other ways of promoting international relations is giving students an opportunity to study abroad, implement military security programmes and do professional research studies.

### **Cultures of people with different origins**

Culture is a way of a people's life. People who live in a particular country are driven by their commonly agreed values and customs socially, politically and economically. Tanzania is well known for its hospitality, peace and love for foreigners. There are 120 ethnic groups that maintain their traditions and customs. Tanzania's love, unity and solidarity make many foreigners from Asia, Europe and America come and live in or visit our country. In spite of our differences in language, food, clothing, and economic, sport and leisure-related activities, we should develop and maintain mutual respect, peace and love.

### **Good lifestyles in living with people of different origins**

It is important to understand the customs and values of people of different origins. Understanding them helps to learn and respect their lifestyles and thus build good relationships and live happily with them.

## **Exercise 1**

1. What is your experience of living with people of different origins?
2. What is the importance of maintaining good relations with other nations?
3. Mention things that differentiate our nation from other nations.
4. Explain the importance of sport in international relations.

## **Activity 1**

Select five ethnic groups found in Tanzania and then list their languages, foods and traditional activities. Write them in your exercise book.

### Strategies for countering negative effects of globalisation

In spite of its advantages, globalisation has various effects on people's lives and the environment. Some of the effects are foreign goods dominating the domestic market, corruption and immoral behaviour. Others are foreigners taking away national resources and jobs, the policies of powerful nations influencing domestic policies and the environment being destroyed as a result of the increase in the number of human activities.

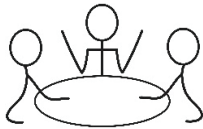
We must find strategies for countering the negative effects of globalisation. The following are the ways for countering the negative effects of globalisation:

- (a) Promoting domestic production to avoid dependence on external products and consuming products made in our country. Let us 'strengthen' ourselves through the East African Community (EAC), the Southern African Development Community (SADC) and the African Union (AU) by producing various kinds of quality goods so that we do not depend on developed nations;
- (b) Having one voice in opposing oppressive policy arrangements initiated by developed countries against poor countries;
- (c) Improving the quality of our education system so as to produce competent people in all aspects of development. This will help Tanzanians to compete with people from other nations for employment opportunities;
- (d) Establishing and strengthening groups which engage in production activities by funding them so that they can invest in businesses;
- (e) Uniting to eradicate the corrupt practices that delay the development of our country. Controlling our leaders so that they do not create an environment whereby they can provide or receive bribes and embezzle public funds for their personal gain. This will result in the public benefiting from the country's resources;
- (f) Promoting equality in the use of resources like minerals, land, water and forests in the interest of all citizens. This enables citizens to grow their companies, industries and private businesses;
- (g) Providing Tanzanians with opportunities so that they may get capital or loans for opening businesses from different financial institutions at low interest rates;
- (h) Investment laws favouring and benefiting indigenous investors, rather than favouring foreign companies; and
- (i) Investment laws protecting the environment, workers' rights and human rights.

## Exercise 2

1. What is globalisation?
2. Why is it important to enact a law that controls companies that invest in our country?
3. Mention five ways of reducing the negative effects of globalisation on our country.

## Activity 2



Discuss with your fellow pupils how globalisation can affect our country's culture. Write in your exercise book what you have discussed.

## Exercise 3

**Part A:** Match an item in **Column A** with its corresponding explanation in **Column B**. Write the letter of the correct answer in your exercise book.

Column A	Column B
1. Culture	(a) unites people of different cultures
2. Quality education	(b) development of businesses, information and communication technology and population growth
3. Language	(c) combats corruption and fraud
4. Listening	(d) moral decay
5. Globalisation	(e) helps a country get professionals for various sectors
	(f) helps to avoid conflicts in society
	(g) includes language, arts, clothing and faith

**Part B:** Write **True** for a true statement and **False** for a false statement.  
Write the answers in your exercise book.

6. Countries that cooperate with Tanzania have similar cultures. \_\_\_\_\_
7. You can only live with people of different origins if you respect their lifestyles. \_\_\_\_\_
8. Language, food, clothing and works of art constitute culture. \_\_\_\_\_
9. Being responsible is the result of globalisation. \_\_\_\_\_
10. Tanzania is one of the countries with hospitality, peace and love.  
\_\_\_\_\_

**Part C:** Choose the correct answer and write its letter in your exercise book.

11. Tanzania's relations with other African countries have improved as a result of:
  - (a) globalisation
  - (b) environmental conservation
  - (c) integration
  - (d) sport relations
12. Tanzania promotes its culture by:
  - (e) protecting citizens against globalisation
  - (f) teaching local languages
  - (g) using the organs responsible for cultural development
  - (h) controlling all foreign cultures
13. You can live peacefully with people of different origins by:
  - (a) knowing their customs and values
  - (b) respecting their cultures
  - (c) knowing their languages
  - (d) teaching them our culture
14. One of the following is not important in developing Tanzania's relations with other nations:
  - (a) getting professionals and technology
  - (b) maintaining Tanzanian culture
  - (c) promoting inter-state conflicts
  - (d) getting foreign exchange
15. Kiswahili has promoted Tanzania's relations with other countries through the following, except \_\_\_\_\_.

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- (a) internal and external business activities
  - (b) international sport events and games
  - (c) Tanzanian culture and tourism
  - (d) weakening relations

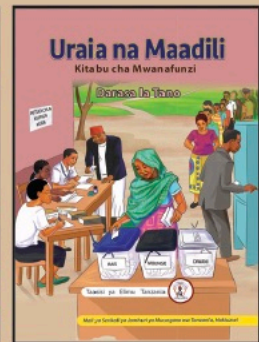
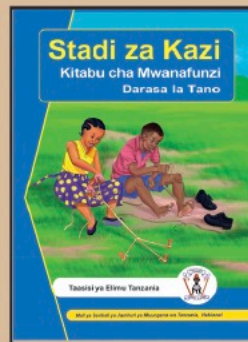
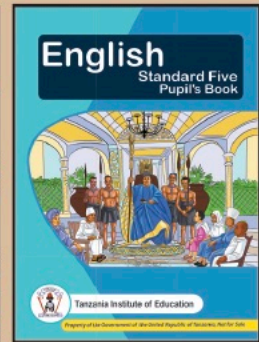
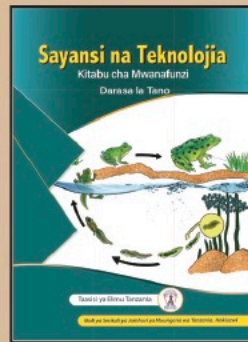
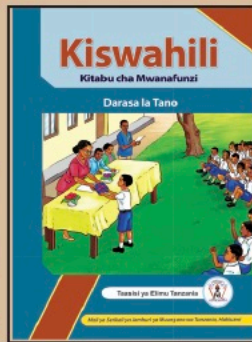
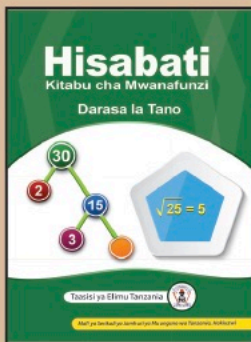
### Vocabulary

Globalisation	a process by which people and countries are connected to each other by means of information and communication technologies
Indigenous	naturally existing in an area or country, rather than coming from another country or area

Vitabu kutoka  
Taasisi ya Elimu Tanzania



Darasa la Tano



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