

Civic and Moral Education

Standard Five

Pupil's Book

POLLING
STATION



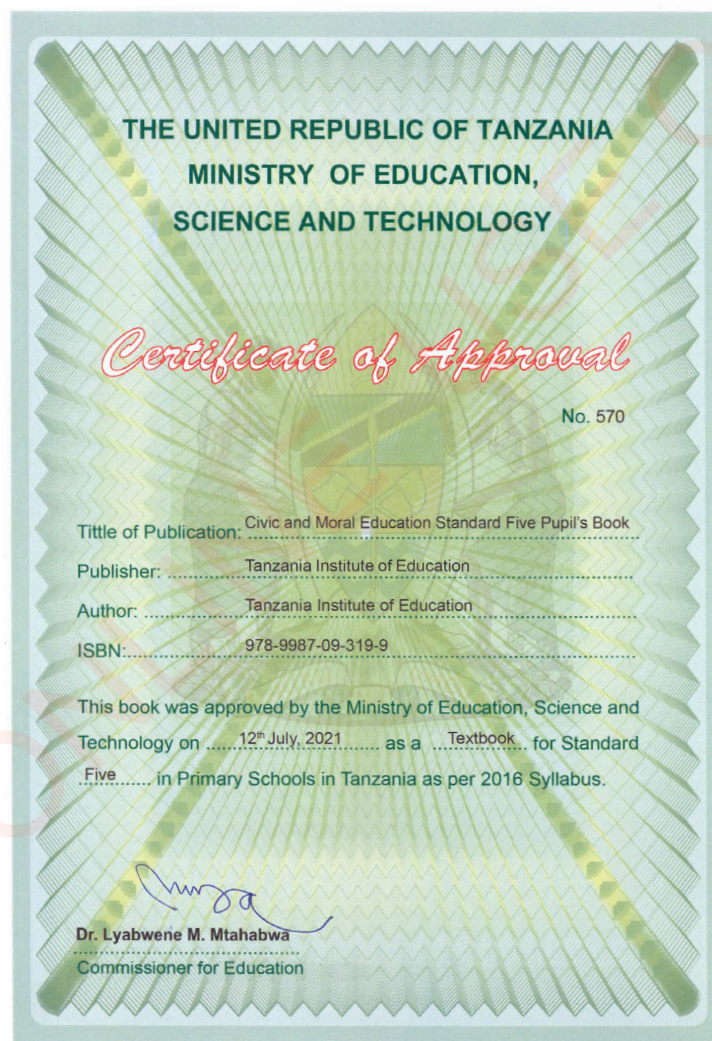
Tanzania Institute of Education





FOR ONLINE USE ONLY
DO NOT DUPLICATE

Civic and Moral Education Standard Five Pupil's Book



Tanzania Institute of Education





FOR ONLINE USE ONLY
DO NOT DUPLICATE

© Tanzania Institute of Education, 2019

Published 2019

Second Edition 2021

ISBN 978 – 9987 – 09 – 319 – 9

Tanzania Institute of Education

P.O. Box 35094

Dar es Salaam, Tanzania

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

E-mail: director.general@tie.go.tz

Website: www.tie.go.tz

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





FOR ONLINE USE ONLY
DO NOT DUPLICATE

Table of contents

Acknowledgements	v
Introduction	vi
Chapter One	
Loving yourself and others	1
Chapter Two	
Being proud of our school and country	12
Chapter Three	
Structure of government leadership	31
Chapter Four	
Caring for oneself and for others	51
Chapter Five	
Cherishing your community	66
Chapter Six	
Protecting resources and national interests	78
Chapter Seven	
Being responsible	89
Chapter Eight	
Being tolerant	99
Chapter Nine	
Achieving your goals	110
Chapter Ten	
Being moral and ethical	123





FOR ONLINE USE ONLY
DO NOT DUPLICATE

Chapter Eleven

Democracy 139

Chapter Twelve

Maintaining peace 154

Chapter Thirteen

International cooperation 174



FOR ONLINE USE ONLY
DO NOT DUPLICATE
Acknowledgements

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

Writers: Prof. Willy L. Komba, Dr Adolf S. Mihanjo,
& Mr Castor A. Lyuma

Editors: Dr Evaristi C. Magoti, Mr Benedict A. Ndelele,
Mr Peter T. Andrea & Dr Gerald E. Kimambo (Language)

Designer: Mr Sultan A. Tamba

Illustrators: Alama Art and Media Production Co. Ltd.

Coordinator: Mr Castor A. Lyuma

TIE also extends its sincere gratitude to primary school teachers and pupils who participated in the trial phase of the manuscript.

Likewise, the Institute would like to thank the Ministry of Education, Science and Technology for facilitating the writing of this textbook.

Dr Aneth A. Komba

Director General

Tanzania Institute of Education





FOR ONLINE USE ONLY
DO NOT DUPLICATE
Introduction

This is the third book in a series of five books 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 is divided into thirteen chapters, which are Loving yourself and others, Being proud of our school and country, Structure of government leadership, Caring for oneself and for others, Cherishing your community, Protecting resources and national interests, Being responsible, Being tolerant, Achieving your goals, Being moral and ethical, Democracy, Maintaining peace, and International cooperation. The book uses songs, stories, dialogues, cases and poems to help you develop the intended competencies. Each chapter contains exercises and activities. You are encouraged to do all activities and answer all questions.





FOR ONLINE USE ONLY
DO NOT DUPLICATE

Chapter One

Loving yourself and others

Introduction

When you were in Standard Four, you learnt how to love yourself and others. In this chapter, you will learn about acts that show love for people with special needs and how to dress properly on various public occasions in accordance with Tanzanian culture.

Loving people with special needs



Think

Have you ever heard someone saying that you are supposed to love others? What is love?

Love is caring for yourself and others. We usually say that true love has no limits. Therefore, we are supposed to love ourselves and others equally. People with special needs need more love because of their social and physical conditions. Accordingly, we are not supposed to hurt them by our acts. Examples of such people are the aged, disabled, poor, and orphans.

Look at the following picture and answer the questions that follow.



Figure 1: Pupils studying together

Exercise 1

1. Which pupils in the picture have special needs?
2. What kind of assistance do those pupils need?
3. What are the advantages of cooperating with people who need special care?
4. What will you do to your fellow pupils who are blind?
5. What other acts can you do to pupils with special needs for them not to feel lonely?



Activity 1

Discuss with your fellow pupils how to assist people with special needs. Outline their needs and the kind of assistance they need. Then, submit your exercise book to your class teacher.

Doing acts of respect for the opposite sex



Think

Have you ever heard about sex and gender? Do you think these words have the same meaning?

Most of the time, people fail to differentiate between sex and gender. There is a clear difference between sex and gender. The word “sex” means a biological difference between a male and a female. Sex roles and responsibilities do not change because of the genetic make-up.

Look at the table below which differentiates sex.

Table 1: Differences in sex

• Women	• Men
• Get pregnancy	• Cause pregnancy
• Have menstrual circles	• No menstrual circles
• Have breasts for feeding children	• Have no breasts for feeding children



FOR ONLINE USE ONLY DO NOT DUPLICATE

Gender refers to the roles and responsibilities of men and women that are created in our families, our societies and our cultures. It includes the expectations held about the characteristics, aptitudes and likely behaviours of both women and men. Also gender refers to the relationship between girls and boys, women and men, and even parents and children that are created in our families, communities and other institution. It includes differential expectations about roles and responsibilities, what we look like, how we dress, and what kind of abilities we have. Girls and boys learn different ways of behaving from their relatives, teachers, friends and other people, and often conform in order to fit in. Gender relationships often lead to different kinds of games, for example football for boys and netball for girls. Also gender relationship leads to different kinds of jobs at home like cooking for girls and tending cattle for boys.

Gender roles refer to roles and responsibilities done by either men or women in a given society. Although women and men differ physically, they can help each other to fulfill various duties. For example, both can be good leaders. Gender differences can be addressed by respecting human rights. Various actions can show respect for gender and sex.

Consider the following statements and mention the acts of respect for each other:

- (i) A female pupil assists a male pupil to do calculations in Mathematics.
- (ii) Male and female pupils wash utensils.
- (iii) A male pupil is helping a female pupil to get a bucket of water off her head.
- (iv) A male pupil refuses to sit between two female pupils.
- (v) Pupils are quarreling and using abusive language.

Acts showing gender equality

- (i) Providing equal education to both females and males
- (ii) Understanding that both boys and girls are equal because they are human beings
- (iii) Avoiding gender discrimination in doing work at home and at school



FOR ONLINE USE ONLY
DO NOT DUPLICATE

Look at the pictures below.

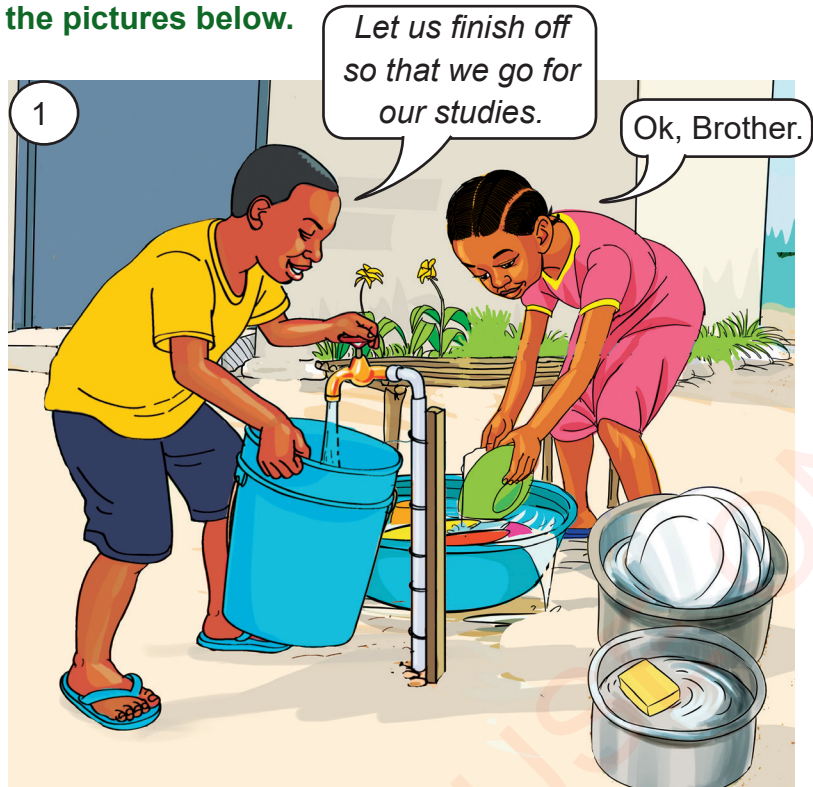


Figure 2: Acts of gender equality





FOR ONLINE USE ONLY DO NOT DUPLICATE

As you grow up, you will pass through different stages. Each stage requires you to be self-aware, accountable, and respectful. A good example is the puberty stage for boys and girls. This is the period of physical and mental maturity. This stage is associated with feelings which may cause negative impact on your personality. Therefore, it is better to think before doing or speaking anything. Your language should not offend others of the opposite sex; likewise, your acts should not make others feel bad or uncomfortable.

It is good to establish positive relationships between girls and boys by respecting the boundaries of such relationships and the dignity of others. For example, it is not good to laugh at your friends because they are going through puberty or menstruation. In addition, it is not good to use offensive language to others, to touch one's sexual parts, and to discriminate others. Normally, when a boy or a girl is in puberty, his or her body starts experiencing changes. For example, the girl starts to experience pimples and scabies; the menstruation cycle then begins; breasts enlarge, and the girl is now able to get pregnancy. Likewise, the boy starts to experience pimples on his face; the voice changes; he experiences wet dreams, and he can cause pregnancy.

In order to avoid negative impacts, every sex should be responsible and take care of themselves by knowing that it is not the time to be involved in love affairs. During this period, you should learn how to control your feelings to avoid immoral acts. Stay away from unsafe and threatening environments such as passing alone through narrow alleys at night or even during the day and roaming around. Girls are advised to refrain from receiving gifts from people of the opposite sex.

Read the following passage and answer the questions that follow.

Anna was a very intelligent girl in her class. She was charming. She was participating fully in sports and in various traditional dances at school. She had friends with whom she used to play. As she reached Standard Five, she suddenly changed. One day, her school uniform (skirt) was seen stained with blood. Her friends laughed at her, and boys started whispering. One boy winked mischievously at her. Anna started to feel embarrassed; her charming attitude decreased and she was not participating well in class and sport as she used to do. She started isolating herself from others and stopped cooperating with them.



FOR ONLINE USE ONLY
DO NOT DUPLICATE

Exercise 2

1. What kind of a girl was Anna before?
2. What changes did Anna get?
3. What acts were done to Anna against her rights?
4. What advice do you give to pupils like Anna's classmates who disrespected her?
5. What is the difference between sex and gender?
6. Mention acts that, when are done to you, would imply gender oppression.
7. Outline acts done at school showing gender equality.
8. Mention the acts that show respect for the other sex.
9. Outline acts done at home that do not show gender equality.
10. Differentiate between sexual harassment and gender oppression.



Activity 2

Discuss with your parents or guardians the domestic activities that you can do regardless of your sex. Outline those activities and submit your work to your subject teacher.

Dressing well on different occasions



Think

What kind of clothes do you prefer to wear most of your time? What dressing style shows respect?

Dressing styles define who we are. Proper dressing reflects good behaviour and respect. Normally, girls should wear long dresses or gowns which do not show their body parts, a good blouse which does not expose her breasts or belly, and long trousers which are not tight around the hips. Boys are supposed to wear unlighted trousers and which are not torn all over. They should also not wear their trousers below the waist (sagging pants).



FOR ONLINE USE ONLY
DO NOT DUPLICATE

Proper dressing on different occasions is very important. For example, people are required to dress properly when they go to church, mosque or school. In sports, they usually put on sportswear. Some clothes can be worn by both sexes. Such clothes are trousers, shorts, and jackets. However, a boy cannot wear gowns or skirts. In addition, the climatic condition can determine the type of clothes to be worn. Some clothes can be worn in cold conditions while others in warm conditions. The types of clothes to be worn in cold conditions are jackets, sweaters, long-sleeved shirts, and suits. Examples of clothes to be worn in warm conditions are long and short trousers as well as long and short sleeved shirts for men; long dresses for women, also known as *baibui*; and long dresses for men, also known as *kanzu*.

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



Figure 3: Proper and improper dressing in accordance with dressing codes





FOR ONLINE USE ONLY
DO NOT DUPLICATE

Exercise 3

1. Which pictures show proper dressing?
2. Which pictures show improper dressing?
3. What would you advise a friend who prefers improper dressing as shown in picture 2?



Activity 3

Observe improper dressing by people in your community and give advice by writing in your exercise book what should be done.

Traditional dress codes

Traditional dress codes are kinds of dress codes which define a particular society or tribe. Some clothes represent different cultures. Those clothes are like *lubega* for Maasai, *kanzu*, *msuli*, coat and *baraghashia* for the coastal people. Some dress codes are special for traditional leaders like chiefs; for example, chiefs of the Ngoni people and the Hehe usually put on *migolole*. In addition, there are special clothes for traditional dancing. Examples are white shorts and white shirts which are usually worn by the Nyasa. Another examples is *kaniki* worn by the Gogo.

Due to world development and globalization, Tanzania has become a market for different dress styles from different places around the world. Although the impacts of globalization are inevitable, we are supposed to choose proper dressing styles which do not show disrespect for our people.



FOR ONLINE USE ONLY
DO NOT DUPLICATE

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



Figure 4: Traditional dress codes

Exercise 4

1. Mention your tribe's dress code.
2. Which society wears the traditional clothes shown in picture 2 when performing their traditional dance?
3. Mention two advantages of traditional clothing.
4. Mention two impacts of adopting foreign dressing styles on your society.



FOR ONLINE USE ONLY
DO NOT DUPLICATE



Activity 4

Discuss with your fellow pupils the improper dressing styles worn by people in your society and how you are going to advise them. Write the decision in your exercise book and submit it to your subject teacher.

Exercise 5

Write **True** for a true statement and **False** for a false one in each of the following.

1. True love is all about loving yourself. _____
2. People with disability are a special group. _____
3. One of the needs of human beings is love. _____
4. Gender roles change. _____
5. Gender roles change due to the perception of the society. _____
6. Children of both sexes should be respected, and they should respect themselves. _____
7. All men do not cook at home. _____
8. Proper dressing behaviour means not following fashion trends.

9. Some clothes are worn by both men and women. _____
10. *Lubega* is not a dress code worn by the Maasai people. _____



FOR ONLINE USE ONLY
DO NOT DUPLICATE

Vocabulary

Kaniki	a piece of black coloured cloth with cotton material worn by women instead of Khanga or Kitenge
Location	a place where something happens or is situated
Manage	to seize something under strict control
Menstruation	the discharge of blood which a girl or woman experiences every month
Mgolole	a long sheet of cloth that is usually worn by traditional leaders
Obedience	respect and trustworthiness
Personality	proper and attractive behaviour that inspires people to respect others
Puberty	the biological body changes to either a girl or a boy entering maturity (Adulthood)



FOR ONLINE USE ONLY
DO NOT DUPLICATE

Chapter Two

Being proud of our school and country

Introduction

In Chapter One, you learnt about acts of love for people with special needs, love for people of the opposite sex, and wearing decent clothes. In this chapter, you will learn about things which enhance the positive reputation of the school. You will also learn about the importance of cherishing our national values such as culture, norms and traditions.

Being proud of our school



Think

Do you like your school? Are you proud of your school? Which school attributes are you most proud of?

A good school is a place where pupils and their teachers behave well. It is a place where buildings are kept clean and attractive. Therefore, a good school is a result of a conserved environment. Such an environment is kept well by planting trees that provide shade, fruit, and flowers. A good school is also a place where pupils are always smart as they take care of their own uniforms and learning materials. Pupils cooperate in taking good care of school resources. These include buildings, books, their exercise books, and school furniture such as chairs and desks. In addition, all pupils work hard and fulfil responsibilities willingly. The presence of these attributes always makes the school perform well academically which, in turn, makes the school famous.

A bad school is a place where those attributes are lacking. It is a school with pupils who show different kinds of bad behaviour, which are not accepted in the surrounding communities. For example, facilities are not well kept, and the environment is not cleaned. In addition, pupils show lack of discipline such as wearing improper uniform and mishandling their books; moreover, some pupils do not attend school regularly, do not work hard, or come to school early. Sometimes, some teachers in such a school do not obey rules and regulations related to their work. Examples are quarrelling among



FOR ONLINE USE ONLY
DO NOT DUPLICATE

themselves, causing conflicts between teachers and their pupils, and using abusive language in the school and outside the school environment. As a result, these acts may tarnish the image of the school.

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



Figure 1: Conserving the school environment



FOR ONLINE USE ONLY
DO NOT DUPLICATE

Exercise 1

1. What do you see in picture 1 and 2?
2. Describe the school environment in picture 1.
3. Compare the school environment shown in picture 1 with your school environment.
4. Make a list of activities that could make your school environment look similar to the environment shown in picture 1.
5. What are the pupils in picture 2 holding?
6. List kinds of behaviour which make your school environment dirty.
7. List things which enhance the good reputation of your school.
8. Which sports and games will you participate in to make your school famous?
9. What else should you, your fellows, and teachers do to make your school famous. (Distinguish the roles of pupils and teachers.)



Activity 1

Discuss with your environmental teacher the challenges you face in keeping your school environment clean and how you can overcome them. Write your recommendations and submit them to your subject teacher.

The school emblem



Ask yourself

Does your school have an 'emblem?' What do you understand by the term emblem? What is your school motto?

An emblem is a special symbol that is used to signify or identify something. The school emblem is used to identify a particular school. Usually, in the school emblem, you find the school motto and important school activities including the school environment.



FOR ONLINE USE ONLY
DO NOT DUPLICATE

Participating in voluntary activities at school



Think

Have you ever been engaged in voluntary activities at your school? How did you feel? What activity did you participate in?

Volunteering occurs when you do something for a group or community without being asked to do so and without expecting anything in return. For example, you may volunteer to plant trees or flowers in the school compound or establish a vegetable garden. You may also establish or join a club such as a scout club, an environment club, a HIV/AIDS club, an anticorruption club, or a tax club. Additionally, you may participate in preparing bricks for constructing a school office, classroom, and school toilets.

You may also participate in different self-reliance activities for raising your school income. Such activities can be conducting agriculture and livestock keeping, establishing a tree nursery, and joining vocational studies at school.

Exercise 2

1. What is the importance of the school emblem?
2. Identify the basic features contained in your school emblem.
3. Have you ever participated in voluntary activities either at your school or in the community? List them.
4. Considering the passage above, in which activities are you ready to participate?



Activity 2

Draw your school emblem in your exercise book and submit it to your subject teacher.



FOR ONLINE USE ONLY
DO NOT DUPLICATE

Values of our country



Ask yourself

What are the values of our country?

Values are all things that we feel proud to have. Our values include the Kiswahili language, national unity, patriotism, solidarity, accountability, love, respect and human dignity. It is our duty to cherish our values which identify our country. It is also important to respect our traditions and norms as well as to promote our culture as part of our national values.

Customs and traditions of our country



Think

Has anyone ever asked you to preserve customs and traditions of your country? What do they mean?

Customs and traditions relate to how our communities are used to do things for a long time. These are inherited from one generation to another. They are part of the culture of a particular community. Therefore, they help to identify that community. In Tanzania, customs and traditions distinguish different communities. Some are good while others are bad.

In order to promote national culture, we need to encourage good customs and traditions and discourage the bad ones. Bad customs and traditions hinder development at family, community, and national levels.

Table 1: Good and bad customs and traditions

Good customs and traditions	Bad customs and traditions
Encourage all people to work hard and cooperatively.	Require only women to work hard for the whole family while men contribute little or nothing.
The youth attend <i>jando</i> initiation ceremonies, and they are provided with appropriate training. They are taught customs and traditions of the community to prepare them to fulfill their responsibilities.	Some communities practise female genital mutilation and improper dance styles like <i>kumcheza mwali</i> or <i>vigodoro</i> (which are seductive).

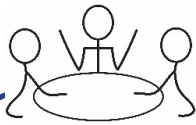


FOR ONLINE USE ONLY
DO NOT DUPLICATE

Encourage family members of both sexes to cooperate in performing household chores and in generating income.	Exempting boys from performing household chores like cooking and cleaning utensils.
Work distribution considers equality between men and women.	Work distribution does not consider equality between men and women.
Children's rights are respected.	Children's rights are violated.

Exercise 3

- 1 List other bad customs and traditions you know.
- 2 List good customs and traditions that exist in your community.
- 3 List other traditional dances that humiliate women in your community.
- 4 Write what can be done to stop the bad customs and traditions listed in Table 1.



Activity 3

Discuss with your fellow pupils three good customs and traditions in school. List and submit them to your subject teacher.

Preserving national culture



Think

Have you ever thought about the meaning of the word culture?

We may define culture as a way of life which includes the origin, traditions, customs, and dominant ideas of a particular community. We may also define culture as a total way of life. Therefore, preserving national culture needs to consider good customs and traditions as well as all other aspects which promote unity in the nation.



FOR ONLINE USE ONLY
DO NOT DUPLICATE

Importance of culture

Our nation derives its identity from culture. In addition, culture promotes self-confidence and self-value. For example, Kiswahili identifies Tanzania in a special way. When Tanzanian artists travel to other countries, they identify themselves as Tanzanians through their works of art and performances. In addition, culture promotes unity, love, cooperation, and mutual respect.

Culture preserves customs and traditions of our communities through training such as *jando* and *unyago* in some societies. Such training enables the youth to live responsibly in their communities. Culture encourages people to work hard using the acquired knowledge and skills. Works of art such as carvings, musical compositions, sport and dances contribute to personal, community, and national income.

Moreover, people get different kinds of entertainment through culture. Traditional songs and dances are often used by some communities to raise work morale and promote discipline. For example, the Sukuma hit drums when they are cultivating farms in order to boost the morale of the cultivators.

We may preserve our culture in different ways. One way is to participate in cultural activities. Another way is to use our mother tongue and our Kiswahili national language, depending on the context. We also have to proudly wear traditional clothes, to cherish good customs and traditions, and to eat our locally produced and prepared foodstuffs. We should also honour customs and traditions that encourage good neighbourliness. Moreover, we should respect traditional ways of greeting each other. Usually, children and youth are supposed to begin greeting the elders. In brief, culture is the life-blood of our society.



FOR ONLINE USE ONLY
DO NOT DUPLICATE

Study the following pictures and answer the questions that follow.



Figure 2: Acts of preserving and promoting our culture





FOR ONLINE USE ONLY
DO NOT DUPLICATE

Exercise 4

1. What do you see in picture 1 and 2?
2. List the advantages of the acts shown in both pictures?.
3. List the things held by people shown in picture 2.



Activity 4

Discuss with your parent(s) or guardian(s) the traditional musical instruments used in your community; then, draw the instrument(s) and submit your work to your subject teacher.

National symbols

The National symbols include the National Anthem, National Flag, The Giraffe, National Emblem (or Coat of Arms), National Currency, Presidential Flag, Uhuru Torch, Constitution of the United Republic of Tanzania as well as the map of Tanzania.

Uses of the national symbols



Think

Have you ever asked yourself about the importance of our national symbols?

The symbols are used on particular occasions and for specific purposes. Let us now look at how the symbols are used.

The National Flag

The national flag is a symbol of our nation. It differentiates our nation from other nations. Our national flag flies in all countries where Tanzania has opened high commissioners' offices. Additionally, when national leaders and some citizens travel outside the country, they take the national flag with them in order to represent our country.



FOR ONLINE USE ONLY DO NOT DUPLICATE

The national flag also shows the vehicles which are registered in Tanzania. These include ships, aircraft, cars and motorbikes. In addition, the national flag is used to identify public offices or institutions such as schools, villages, wards, districts and regional offices, courts, and ministerial offices.

You probably have seen the national flag flying at half-mast. This is when the nation mourns a national disaster such as the death of a national leader such as the father of the nation, Mwalimu Julius Kambarage Nyerere, the sinking of MV Bukoba on 21st May 1996, and the sinking of MV Nyerere on 20th September 2018 in Lake Victoria. Many people died from the disasters.

The National Anthem

The national anthem is used in almost similar ways to the national flag. It is sung when a national leader visits another country and when Tanzanian teams travel outside the country for tournaments or cultural performances. The national anthem is also sung to decree the death of a national leader such as the President, Vice President, or Prime Minister.

Moreover, when the President launches something of national importance, the national anthem is sung. Some examples are national celebrations, a new ship, a new aeroplane, or a state banquet in honour of a visiting President. In schools and defence forces, the national anthem is sung in order to inculcate a sense of patriotism.

The Giraffe



Ask yourself

The animal is used as a national symbol. What is the name of the animal? Where did you see its picture?

That animal is the giraffe. Its picture is used as a watermark in Tanzania's banknotes. It is also used together with the national flag to identify the aeroplanes owned by the government of the United Republic of Tanzania. Likewise, the images of the giraffe on the tails of such planes signify the country's natural resources.



FOR ONLINE USE ONLY
DO NOT DUPLICATE



Figure 3: The image of the giraffe on the tail of a Tanzanian aeroplane

The National Emblem or Coat of Arms



Think

Have you ever seen the national emblem? What does it contain? Where did you see it?

The national emblem contains the following thirteen symbols:

1. A woman and a man: They signify unity among Tanzanians.
2. The uhuru torch: It signifies our independence from colonialism; it also represents unity, love, and hope.
3. Elephant tusks: They represent wild life resources in our country.
4. The peak of Mount Kilimanjaro: It is the highest mountain in Africa, and it signifies the pride of Tanzania.
5. Sea waves: They represent the water bodies found in Tanzania.
6. The national flag: It signifies national sovereignty.





FOR ONLINE USE ONLY
DO NOT DUPLICATE

7. The spear: It stands for national defence.
8. Cotton and clove: These represent the cash crops produced in Tanzania.
9. The hoe: It represents farmers.
10. The axe: It represents workers.
11. National Motto - UHURU NA UMOJA: Means freedom and unity.
12. The red portion: It represents the fertile land found in Tanzania.
13. The yellow portion: It represents mineral resources found in Tanzania.

The national emblem is used to signify government ownership of documents and assets. It is seen in all government publications, books, national passports, and uniforms of high-ranking military officers. It is also used in official communication and announcements. The President's seal also shows the national emblem.

The Tanzanian Currency

The currency is one of our national symbols. Our currency is known as the Tanzanian shilling. It serves two functions. The first function is identifying Tanzania as an independent country, and the second is measuring the value of goods and services. Therefore, we should take good care of our currency, both in the form of banknotes and coins.

The Presidential Flag

The Presidential flag is used to symbolise the authority of the President of the United Republic of Tanzania during official functions in and outside the country. It is also flown on the President's official transport and the state house.

The Uhuru Torch

The uhuru torch was lit for the first time when our country got independence on 9th December 1961. It symbolises Tanzania's independence and solidarity among people. Every year, the uhuru torch is carried around the country in a ritual known as the Uhuru torch race. During the race, many development projects are launched. A special song is sung to remind the citizens to fulfill their responsibility of defending the nation.

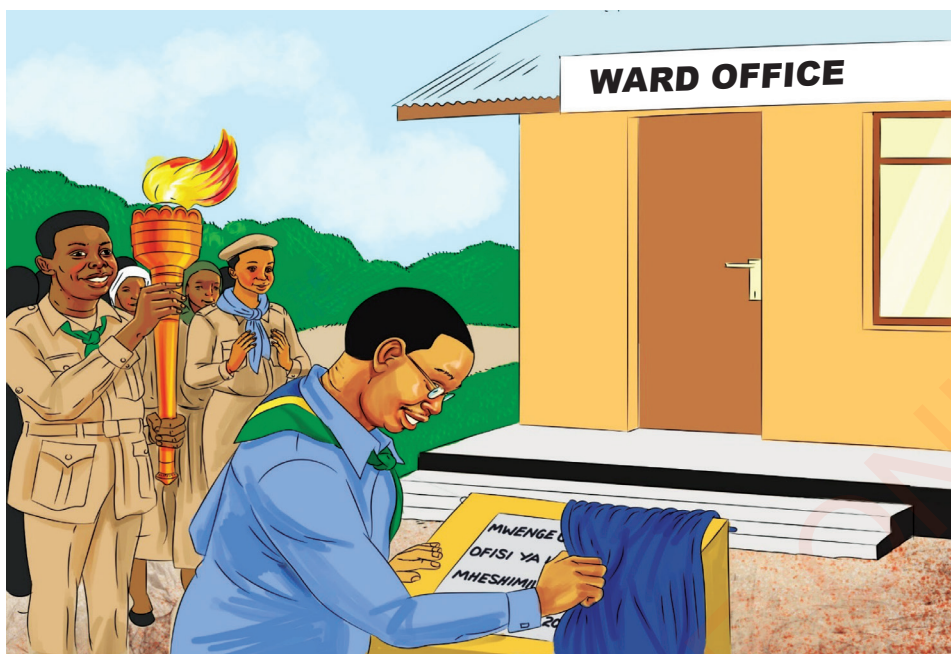


Figure 4: Inaugurating development projects during the uhuru torch race

Sing the song *Kuwasha Mwenge* and think about its contents.

Its lyrics are presented below:

'Kuwasha Mwenge'

Sisi tumekwisha uwasha Mwenge

Tumekwisha uwasha Mwenge

Na kuuweka juu ya mlima,

Mlima Kilimanjaro

Kuwasha Mwenge

Kuwasha Mwenge

Na kuuweka Kilimanjaro

Umulike hata nje ya mipaka yetu, ulete tumaini,

Pale ambapo hakuna matumaini,

Upendo mahali ambapo pana chuki

Na heshima ambapo pamejaa dharau



FOR ONLINE USE ONLY
DO NOT DUPLICATE

The Constitution of the United Republic of Tanzania



Think

Have you ever seen the constitution of the United Republic of Tanzania?
Have you read it?

A constitution is a set of laws and basic principles that govern the activities of a country, a political party, or a group of people who share the same goals. Tanzania is governed by the constitution of the United Republic of Tanzania, which is the mother law. It provides the basic principles governing politics, structure, jurisdictions, and functions of the government. It also stipulates the rights and responsibilities of the Tanzanian.

The constitution of the United Republic of Tanzania is also one of the symbols of our nation. It is used to preserve and protect all the laws made by the parliament of the United Republic of Tanzania. It stipulates the separation of powers between the three pillars of the state. The pillars are the executive, the parliament, and the judiciary. The constitution is used when key national leaders are sworn in after being elected or appointed. When the leaders are sworn in, they pledge to defend and uphold the constitution of the United Republic of Tanzania. Additionally, the constitution stipulates clearly the scope and functions of each leader to prevent conflicts while executing their responsibilities. It also preserves laws that protect the interests and rights of human beings.

The Map of Tanzania

The map of Tanzania is used to show boundaries between our country and the neighbouring countries. To the east, Tanzania is bounded by the Indian Ocean. To the west, the country is bordered by Burundi, the Democratic Republic of Congo and Rwanda. To the south, it is bordered by Malawi, Mozambique, and Zambia. To the north, Tanzania is bordered by Kenya and Uganda.

Exercise 5

- 1 How many national symbols does Tanzania have? Name them.
- 2 How many signs does the national emblem contain? List them.
- 3 Identify two forms of the Tanzanian currency.
- 4 List the benefits of the Uhuru torch to Tanzania.
- 5 List the values of Tanzania.
- 6 Explain the benefits of the national constitution to Tanzanians.
- 7 Which patriotic aspects does the song *Kuwasha Mwenge* promote?



Activity 5

Write the national anthem and list the cherished values.

National festivals



Ask yourself

Which national festivals do you remember? Which of the national festivals have you participated in as a pupil?

National festivals are special days that are observed nationally to commemorate important national events. The following list contains national festivals observed in Tanzania.

Table 2: National festivals

Date	Events observed/remembered
12 January	The Zanzibar Revolution
7 April	Death of the first president of Zanzibar, Sheikh Abeid Aman Karume
26 April	The Union of Tanganyika and Zanzibar to form Tanzania
1 May	Workers' Day
7 July	International Trade Fair
8 August	Farmers' Day



FOR ONLINE USE ONLY
DO NOT DUPLICATE

14 October	Death of the first President of the United Republic of Tanzania, Mwalimu Julius Kambarage Nyerere
9 December	Independence Day

There are also religious festival days for Christians and Muslims. Christians' festival days include Christmas, Good Friday, Easter and Easter Monday. Muslims' festival days are Eid-El Fitr, Eid-El Haj, and Maulid.

The importance of national festivals

National festivals are occasions on which we cherish important past events and the meaning attached to such events. On such occasions, national leaders get opportunities to explain the achievements of the country overtime, the development challenges to be tackled, and the way forward. For example, on Farmers' Day, which is celebrated on 8th August every year, our leaders ask farmers to visit agricultural exhibitions to learn new strategies for increasing efficiency and productivity in farming and livestock activities. Citizens have the opportunity to listen to and communicate with their experts, while reflecting on the challenges they encounter. For example, on May 1st, workers express their grievances which need the attention of decision makers at national level.

Exercise 6

- 1 What is the importance of celebrating the following national festivals?
 - (a) The Zanzibar Revolution
 - (b) The Union of Tanganyika and Zanzibar
 - (c) The Independence Day
- 2 Which benefits do workers get when celebrating Workers' Day?
- 3 What are the benefits of Farmers' Day to our nation?



Activity 6

Describe in writing how you participated in one of the national festivals and submit your description to your subject teacher.



FOR ONLINE USE ONLY
DO NOT DUPLICATE

Exercise 7

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

- 1 Which one of the following signifies national mourning?
(a) All flags fly at half-mast.
(b) The national flag flies at half-mast.
(c) The national flag is not hoisted on that day. ☐
- 2 The national flag on transport vessels like ships and aeroplanes signifies that ...
(a) they come from Tanzania or owned by Tanzania
(b) they are used in Tanzania only
(c) they are used by Tanzanians when they are outside the country ☐
- 3 The symbol that is used to show that the assets and documents are owned by the government is ...
(a) the photo of the Vice President
(b) the national flag
(c) the national emblem ☐
- 4 The source of all laws in Tanzania is ...
(a) the Tanzanian currency.
(b) the constitution of the United Republic of Tanzania
(c) the political parties. ☐
- 5 Occasions on which national leaders get the opportunity to talk about national achievements and developmental challenges to be addressed
(a) Only during the uhuru torch race
(b) Zanzibar revolution day only
(c) National festivals ☐
- 6 The President's flag is used for ...
(a) accompanying the President to various places.



FOR ONLINE USE ONLY
DO NOT DUPLICATE

- (b) showing the authority of the President. ☐
- (c) campaigning for the uhuru torch. ☐
- 7 Blue colour in the national flag is used to represent ...
- (a) Tanzanians. ☐
- (b) minerals. ☐
- (c) water bodies such as rivers, lakes and ocean in Tanzania.
- 8 On which of the following occasions is the national anthem sung?
- (a) In important national events, different national institutions and international competitions
- (b) When court proceedings begin ☐
- (c) Only when the President addresses the nation
- 9 When was the uhuru torch first lit?
- (a) 9/12/1962 ☐
- (b) 9/12/1961 ☐
- (c) 26/4/1964
- 10 The following are some of the features found in the Tanzania currency:
- (a) Giraffe, elephant, emblem and President's face
- (b) Emblem, mule, and rhinoceros ☐
- (c) Torch, giraffe, and chimpanzee
- 11 Culture means
- (a) advocacy for something that you like so much.
- (b) a total way of life of people in a particular community or nation.
- (c) traditional activities done by certain people. ☐
- 12 A good school is marked by the following features:
- (a) A good school band that attracts pupils from neighbouring schools to come and join school
- (b) A clean environment, smartly dressed pupils, outstanding performance in national examinations ☐





FOR ONLINE USE ONLY
DO NOT DUPLICATE

and disciplined pupils

- (c) Punctuality
- 13 Which of the following clubs can be established at school?
- (a) Scout, Environment club, PCCB club, subject clubs
- (b) *Upatu*, cooperative associations and political parties ☐
- (c) Scout, *singeli* and traditional dances.
- 14 Unity, patriotism, cooperation, love, respect, human dignity, are some of our cherished values, we must ...
- (a) always read and write about them. ☐
- (b) encourage all citizens to read them.
- (c) respect and cherish them.
- 15 Which of the following traditions is bad in the community?
- (a) Cooperating with others
- (b) Female genital mutilation ☐
- (c) Encouraging men and women to cooperate in raising family income

Vocabulary

Constitution	a system of laws or basic principles which a state, country or group is governed by
Grievance	something that you think is unfair and you need to complain or protest about
Humiliate	to make someone feel ashamed or stupid and lose the respect of other people
PCCB	Prevention and Combating of Corruption Bureau
Pillar	a strong supporter of something
Preserve	continue doing or having something because it is good



FOR ONLINE USE ONLY
DO NOT DUPLICATE

Chapter Three

Structure of government leadership

Introduction

In Standard Four, you learnt about the structure of government leadership at village and “mtaa” levels. In this chapter, you will learn about the structure of government leadership at ward, district, and regional levels. You will also learn about the division of labour as well as responsibilities and advantages of each leadership structure.

Leadership in the government

Leadership in the government is an authority legally constructed via the Constitution of the United Republic of Tanzania. The term “government” refers to the supreme body at different levels with the power to make policy and important development decisions. Government leadership in Tanzania starts from the grass root to the national level.

Leadership structure at ward level

A ward is an administrative area that constitutes several villages or *mitaa*. Wards are found in both rural and urban areas. The ward administration is made up of Ward Development Committee (WDC).

The Ward Development Committee is the highest organ of the ward that coordinates development activities in the Ward. It comprises the Ward Councillor who is its chairperson, a special seat councillor, village/*mtaa* chairpersons, the ward executive officer, who is the secretary, heads of departments and invited members from Non-Governmental Organizations (NGOs).

Leaders at the ward level include the following:

Councillor: This leader is elected by citizens in general elections after every 5 years.

The ward executive officer: This officer is responsible for all duties in



FOR ONLINE USE ONLY
DO NOT DUPLICATE

the ward and he/she is a government employee. Usually, this officer is the secretary of all ward meetings. During elections, he/she is responsible for all election activities in the ward. This officer represents the district executive director, and he/she is responsible for the social services provided in the ward.

In the structure of the ward administration, the village chairperson and *mtaa* or village executive officers are among the leaders who constitute the ward development committee. There are four kinds of leaders in a ward development committee:

1. The councillor and special seats councillor
2. The ward executive officer
3. Heads of departments such as health, education, agriculture
4. Village chairpersons or *mtaa* chairpersons

Exercise 1

1. Mention the departments in the ward administration.
2. Who is the overall leader of all these departments?
3. To whom is the ward executive officer responsible?
4. Identify the leaders at the lowest level of the ward administration structure.
5. Briefly explain the main duties of the ward administration.
6. What is the difference between leadership and administration?



Activity 1

Discuss with your fellow pupils the difference between the ward administration structure and the village or *mtaa* leadership structure.



FOR ONLINE USE ONLY
DO NOT DUPLICATE
Structure of Ward Administration

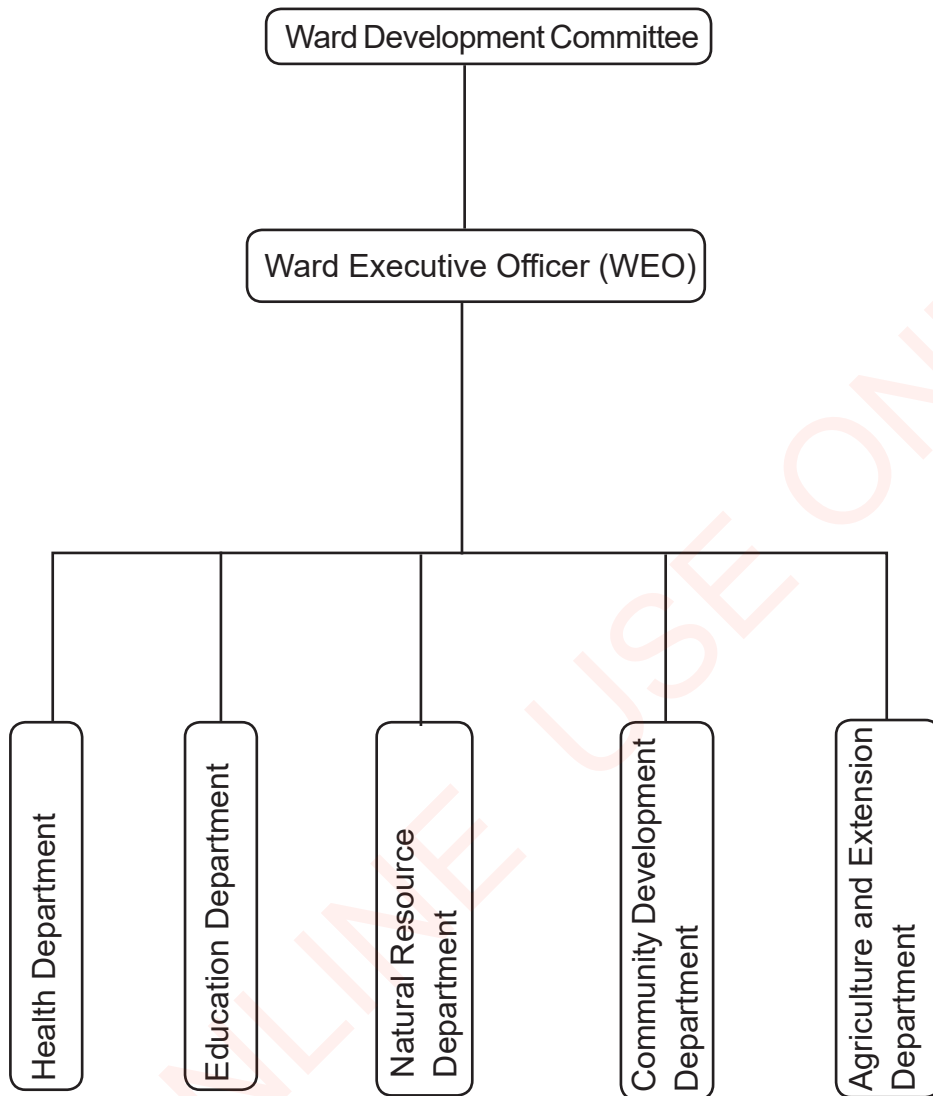


Figure 1: Structure of Ward Administration



FOR ONLINE USE ONLY
DO NOT DUPLICATE

Duties and responsibilities of ward leaders



Ask yourself

What does the word “responsibility” mean?

Responsibility refers to a task or duty which needs someone to do and accomplish without obligation. In general, obligations and good responsibilities of ward leaders are important because they encourage citizens to participate fully in their development activities. Leaders supervise and implement government policies and plans at ward, hamlet, village, and *mtaa* levels. It is the leader's obligations to find solutions to different problems and challenges facing their citizens, besides making follow ups on different directions provided by the higher authority levels of the government.

Read the following introduction done by ward leaders and answer the questions that follow.

Councillor : I am a councillor, a representative of citizens in all ward meetings in the district. I am the chairperson of various meetings conducted in a ward and the highest political leader in the ward. In addition, I usually collaborate with ward executive officers in a ward to run different projects and activities. Furthermore, I advise our member of parliament on development issues about our ward. I am also a member of full council of the respective municipal/district.

Special Seat Councillor : I am also a councillor, but I am elected in the general meeting by my political party. I am a member of the ward development committee. Usually, I cooperate with the elected councillor in realizing challenges and responsibilities in the ward. I am also a member of full council of the respective municipal/district.

Ward Executive Officer: I am a ward executive officer. I coordinate development activities in the ward, serve as secretary in all ward meetings, represent the district executive director at ward level, and maintain peace and security in my ward.



FOR ONLINE USE ONLY
DO NOT DUPLICATE

Ward Education Officer: I am the ward education officer. I am responsible for all issues related to primary, secondary, and adult education. I am the link between schools within the ward and the educational department in the district or municipal council. I implement all directives and orders from the top level of the government to the ward.

Ward Community Development Officer: I am the ward community development officer. My duties and responsibilities are to supervise and coordinate development activities in the ward, to advocate the fight against traditional beliefs that can hinder community development, and to educate the citizens on the importance of a balanced diet and environmental conservation in the ward. I am an advocate of gender equality and development. I also work with the community in identifying development projects as well as in supervising and coordinating implementation of ward plans. Moreover, I represent the district community development officer or municipal community development officer in the ward. Accordingly, I serve as a link between the ward and the district council in community development issues.

Ward Agricultural and Livestock Officer: I am an employee in the district council. I am also known as an extension officer. My duty is to ensure that proper agricultural procedures are maintained in the ward.

Ward Natural Resource Officer: I am the ward's natural resources officer. In addition to being in charge of all national natural resources within the ward, I also work with citizens to stop vandalism and environmental pollution by creating awareness among citizens.

Ward Health Officer: I am a ward health officer. My duties and responsibilities are to educate people on how they can protect themselves from diseases, to help them understand the importance of vaccination to children and infants, and to provide education on good health through maintaining environmental cleanliness.



FOR ONLINE USE ONLY
DO NOT DUPLICATE

Exercise 2

1. Mention different departmental officers at ward level.
2. What are the tasks of the ward health officer?
3. Who is the political leader in a ward?
4. Who is responsible for coordinating development activities in a ward?
5. What are the duties of the ward education officer?
6. We stand against bad traditional beliefs in the society. Who is in charge of fighting against bad traditional beliefs?
7. What are the duties of an extension officer?



Activity 2

Write in your exercise book the difference between the councillor and the special seats councillor. Submit your work to your subject teacher.

Structure of the district government

The leadership structure in a district is divided into two: District Government and District Council. The district government represents the central government while the district council represents the local government.

The district government includes District Commissioner (DC), the District Administrative Secretary (DAS) and division officers. The district commissioner and district administrative secretary are usually appointed by the President. Figure 2 shows the district government leadership structure.



FOR ONLINE USE ONLY
DO NOT DUPLICATE
Leadership Structure of District Government

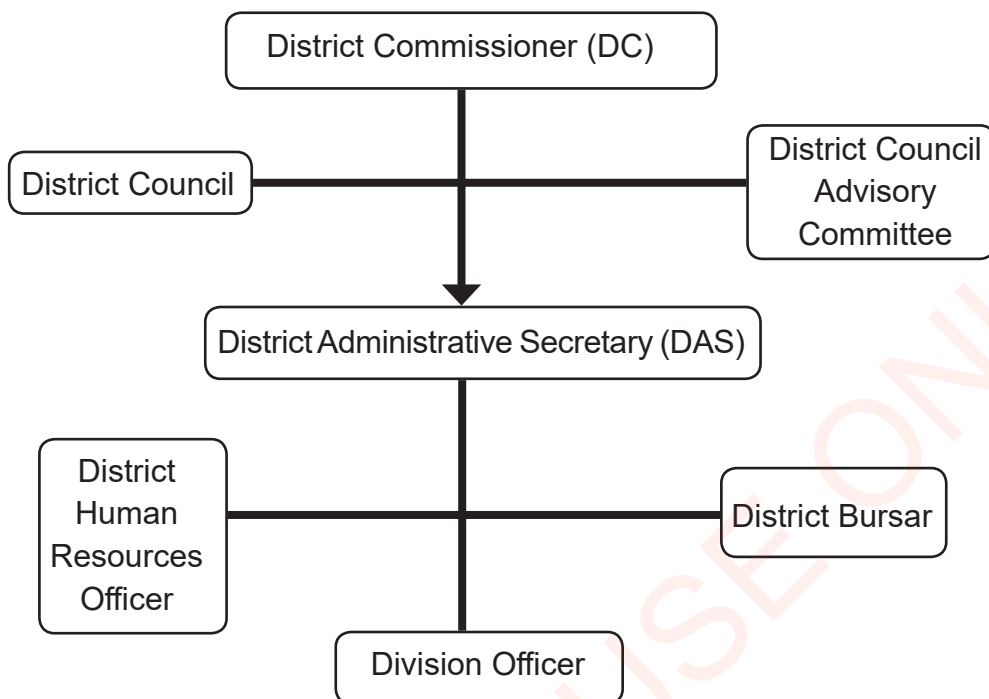


Figure 2: District leadership structure

District Commissioner: The district commissioner is considered to as the highest political leader in the district. This leader helps the regional commissioner in facilitating district council activities. From the perspective of the central government, the district commissioner is the top leader of the district. He/she is appointed by the President and is sworn in by the regional commissioner who acts on behalf of the President. The district commissioner has the following responsibilities: to ensure peace and security within his/her district, to represent the district in the regional advisory committee, to serve as the chairperson of several committees created within the district. In addition to being a marriage counselor, the district commissioner helps local governments in fulfilling their legal duties. The district commissioner assesses the validity of decisions and actions taken by local governments in his district to make sure that the interests of the citizens and the nation are realized.





FOR ONLINE USE ONLY
DO NOT DUPLICATE

District Advisory Committee: The district advisory committee is responsible for decisions made for the development of the district. It usually meets twice a year. This committee comprises the following members: the district commissioner, who is usually the chairperson; the district administrative secretary, who is the secretary of all committees; all members of parliament within the district; all chairpersons of the district council; leaders of political parties in the district; and experts from different district committees, including the defence and security committee in the district.

District Administrative Secretary: The district administrative secretary is appointed by the President. Some of his or her duties are to advise the district commissioner on peace and security issues and to prepare national celebrations and events. The district administrative secretary has a duty to listen to citizens' complaints related to the creation of a conducive environment for the district councils to fulfil their responsibilities. The district administrative secretary is an administrative leader at district level. He or she is responsible on registering birth and death information on the district level. The district administrative secretary prepares the district budget protocol and coordinates emergence disasters in the district.

Division Officer: The division officer is responsible for the duties of the central government and local governments in his division. Therefore, he or she is responsible to the central government, which is the district administrative secretary and to the local government, which is the district executive director. Other responsibilities of the division officer include monitoring performance of ward, village, and *mtaa* executive officers in his/her division. In addition, he or she helps leaders in local governments to implement development projects in his division. Furthermore, this officer advises on development plans in his division. He or she is a government employee in the district.

District, Town or Municipal Council Leadership

District councils, town councils or municipal councils are concerned with development planning in their jurisdiction. These councils prepare the implementation of projects at village/*mtaa*, ward and district levels. The district council constitutes the following organs:



FOR ONLINE USE ONLY
DO NOT DUPLICATE

The full council: The full council is the highest leadership body in the district, town or municipal. The full council is comprised of councillors elected from each ward and those who are appointed as special seat councillors. A meeting of the full council is led by the chairperson of the respective council. This leader is usually chosen from among ward councillors constituting the respective council. The district executive director is usually the secretary of the meetings of councillors.

The functions of the full council is to formulate by laws and regulations by considering circumstances of the respective council. The full council is responsible for the financial budget of the district, town or municipal council to make sure that the citizens within the council receive social services such as health care, electricity, water, transport, and education. This full council advises the district executive director or municipal on various developmental issues in the district or municipal. It is a very important organ in spearheading citizens' development in the division, ward, village, and *mtaa*.

Three standing committees: The district council has three permanent committees that serve different functions according to their respective sections. These include the finance, administration and planning committee chaired by the district council chairperson, the economic affairs, work and environment committee, and education, health and water committee. Members of the full council, who are ward councillors, come from these committees.

Six sections: These units in the district council comprise legal, election, beekeeping, ICT, public relations, and procurement. They facilitate development within the district council.

Departments of the district council: There are thirteen departments in the district council. These deal with different issues. They are headed by the heads of departments, who are employed as experts in specific fields.

According to local government rules and regulations, all administrative units and departments have the same authority. In other words, all employees are accountable to the district executive director or the municipal executive director.



FOR ONLINE USE ONLY
DO NOT DUPLICATE

The leadership structure of the district council or municipal is divided into five categories: the full council, standing committees, the district executive director, the heads of departments, and sections of the respective council. In the structure of this leadership, there are six sections and 13 departments as shown in Figure 3.

District Council Chairperson

The chairperson of the district council is the highest political leader in the district. Accordingly, he or she is the mirror of the council in and out of it. The following are the main duties and responsibilities of the district council chairperson: Firstly, he is a chairperson of the full council as well as the finance, planning, and administration committee. Secondly, he or she signs and stamps documents of the council and leads the full council to make decisions that are relevant to all citizens in the council. Lastly, he or she has the duty to ensure fairness to all councillors irrespective of their political ideologies, party affiliation, religion, race or tribe.

The district council chairperson is supposed to be given an office that can be used to meet with all citizens who have problems or suggestion geared towards improving the situation in the district council. He or she is supposed to meet the citizens twice a week and the timetable of those two days is supposed to be available to all concerned. When the chairperson wants to visit the council under his jurisdiction for the purpose of promoting development, he or she is supposed to do so on those two days, which are allowed by the law.

District Executive Director

The district executive director is the chief executive officer of the council. His or her duties and responsibilities include the following: Firstly, he or she ensures that all tasks and responsibilities in the council are implemented according to law and according to the directives and plans of the council concerned. Secondly, he or she is the secretary to the full council. He or she signs and stamps different types of council documents such as contracts on behalf of the citizens of the respective council, be it for investment or different development projects. Thirdly, the director receives and listens to problems, challenges and complaints from the citizens in the council concerned. He or she has the duty to find solutions to challenges presented to him by asking his assistants to make sure that such challenges are given proper and quick solutions.

Leadership Structure in the District/Municipal Council

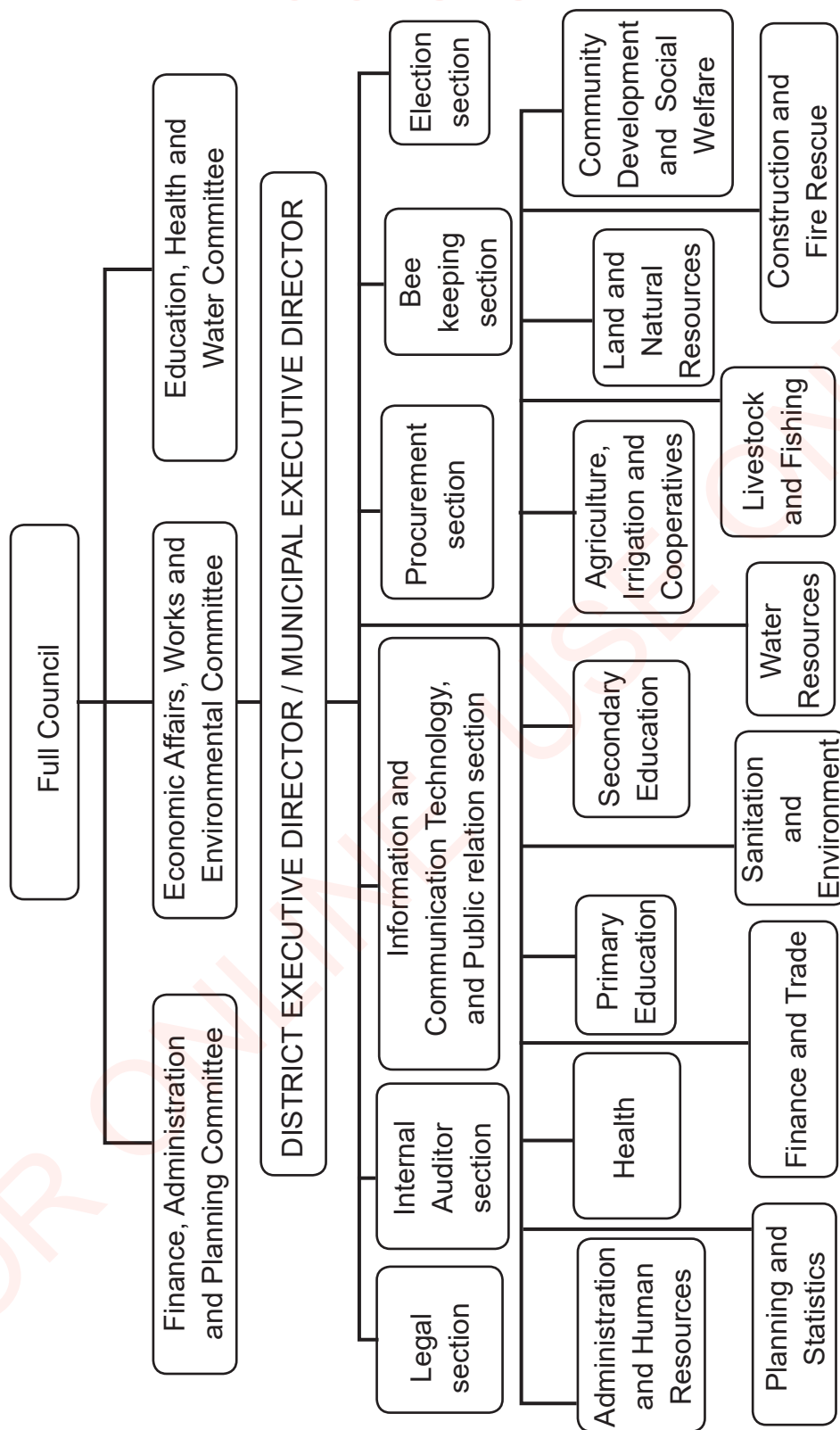


Figure 3: Leadership structure in the district council/ municipal council



FOR ONLINE USE ONLY
DO NOT DUPLICATE

Fourthly, he or she calls and steers management meetings in which decisions about different issues are made. As a public relation officer and the spokesperson of the council, the district executive director has the duty and responsibility to explain to the public the rationale behind decisions and resolutions made by the council. If the district executive director provides misleading information about resolutions, he or she will be responsible. Finally, the district executive director is the chairperson of the electoral commission in the electoral constituents under his council. He or she is the one who is responsible for coordinating the election exercise in his or her council.

Duties and Responsibilities of Heads of Departments

In the council, the heads of different departments are usually employed by the respective council. At district level, the heads include the district education officer, the district community development officer, the district agricultural and livestock officer, the district land and natural resources officer, the district trade officer, and the district medical officer. These are experts in their own fields, and they are in charge of these areas. They are advisors to the district executive director and they are accountable to him for all matters regarding their respective competencies.

District Community Development Officer

The district community development officer coordinates development plans of the community in the district so as to achieve the desired goals.

He or she coordinates different development projects including women and children by considering gender. The district community development officer enables communities to participate in conceiving, planning, implementing, supervising and assessing development projects. The district community development officer coordinates activities aimed at fighting diseases such as AIDS, Malaria, and Tuberculosis (TB).

District Agricultural and Livestock Officer

The functions of the district agricultural and livestock officer include making sure that good farming and livestock rearing are emphasised in the district and protecting crops and plants from pests and diseases. This helps farmers engage in rewarding farming. To attain that objective, he or she initiates different training programs on agriculture and animal expertise.



FOR ONLINE USE ONLY
DO NOT DUPLICATE

The officer also investigates the quality of the tools used in agriculture and animal husbandry. Besides, he/she is responsible for directing good methods of farming and animal keeping.

District Land and Natural Resources Officer

The officer's duty is to protect the natural resources available in the district. He or she takes care of natural resources, such as forests, animals, and the whole environment. This officer also deals with those who destroy the environment in the district. He or she also has the duty to educate the citizens about proper ways of taking care of the environment in the district.

District Trade Officer

The district trade officer has the duty to initiate business projects in the district. The officer provides education to the citizens on how to initiate such projects and how to manage cooperative unions. Besides, the officer is responsible for advising and motivating citizens with financial resources to establish small scale industries that can employ other people living in or out of the district. The officer is also responsible for educating business men and women on the importance of paying tax and of having business licenses.

District Education Officer

The district education officer is responsible for educational issues in primary, secondary, and adult education in the district. He or she serves as a link between schools in his or her district and the ministry of education in the region. Besides, the district education officer has the responsibility to implement orders and programs related to education. He or she also defends interests and duties of all employees under him/her or employees in the education sector.

District Medical Officer

The district medical officer has the duty to educate citizens on how to protect themselves from diseases, public health, and child vaccinations. In addition, he/she has the duty to provide education to citizens about the advantages of a clean environment. Furthermore, the officer is responsible for making sure that health rules and regulations in the district are observed.



FOR ONLINE USE ONLY
DO NOT DUPLICATE

Exercise 3

1. What is the importance of the heads of departments in the district?
2. Who is the leader responsible for registering birth and death information at district level?
3. Mention the duties of the district commissioner.



Activity 3

Discuss with your fellow pupils the duties of the ICT Unit at district level. Write in your exercise book and submit it to your subject teacher.

Leadership structure of the regional government

The regional government is a body of implementation of the local and central governments within the region. Through the regional development committee, the government explains and interprets its policies and other national duties.

Structurally, the regional government has the following leaders: the regional commissioner, the regional administrative secretary, heads of sections/units such as information and technology, procurement, legal, accounting, and auditing. Departments are responsible for programs such as planning and coordination, health and social welfare, economy and productive sector, and education. Other departments are the administration and human resource management, water supply, infrastructure, and local government management. The regional government structure is shown in Figure 4.

Regional Government Structure

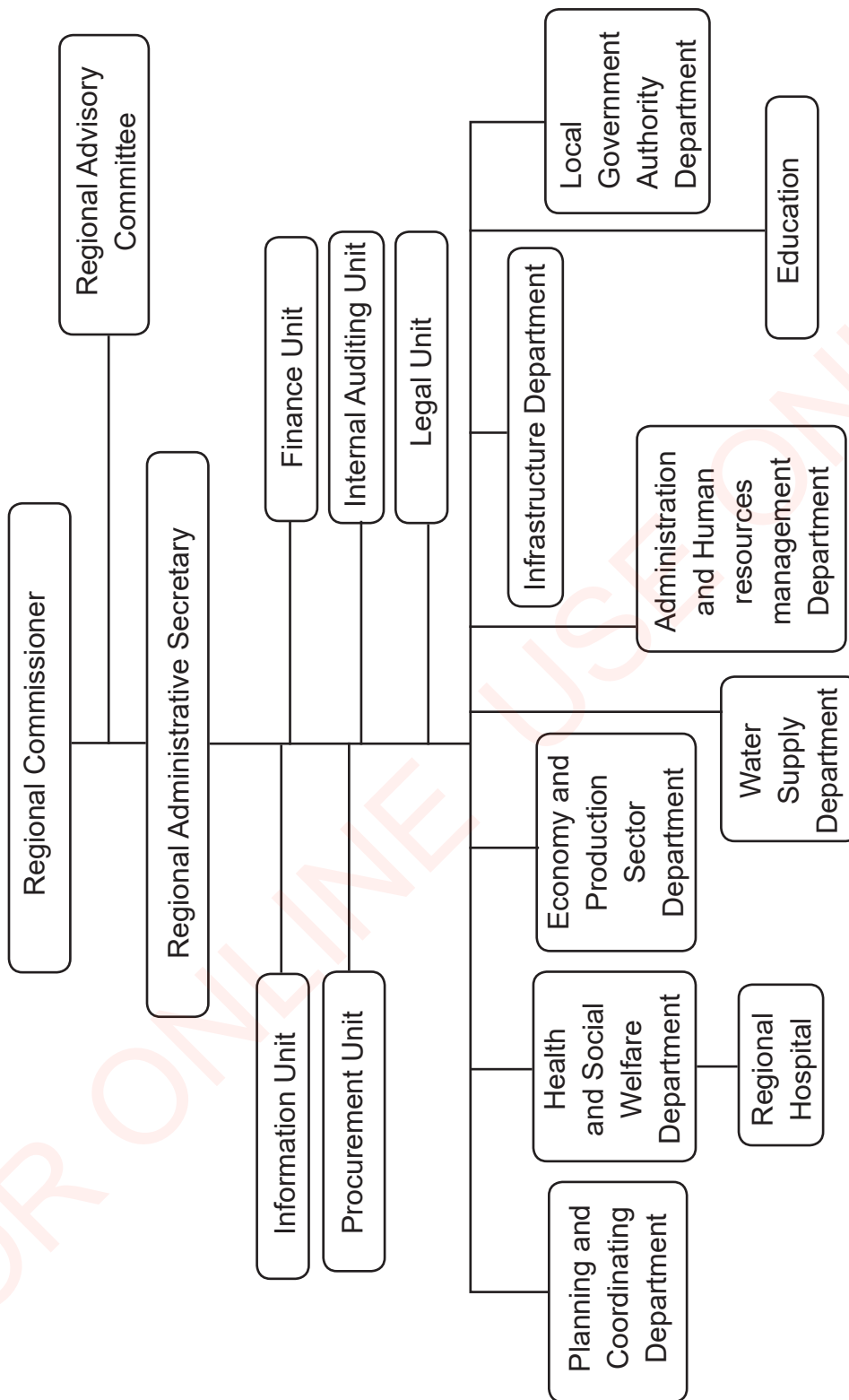


Figure 4: Regional government structure



FOR ONLINE USE ONLY
DO NOT DUPLICATE

Read the following and do the given activity.

Regional Commissioner: I am appointed by the President of the United Republic of Tanzania. I represent him/her in this region. I am in charge of all activities in my region. I swear in district commissioners on behalf of the President. I am also the chairperson of the peace and security committee as well as the regional advisory committee.

Regional Consultative Committee: I am the highest committee in the region. I am responsible for making decisions on different developmental issues. I conduct meetings twice a year which are legally recognised. I am comprised of members, such as the regional commissioner, who is the chairperson of the committee; the regional administrative secretary, who is the secretary of all regional meetings; all members of the parliament in the region and all political leaders. Additionally, there are all district commissioners of the region, mayors, the council chairpersons, municipal and district directors, all departments' experts in the region, and the regional defence and security committee.

Regional Administrative Secretary: I am coordinating all secretarial duties in the region. I am the top advisor to the regional commissioner on legal principles and procedures for running local government activities. I am responsible for controlling money sent to the region and those collected from different sources. I also receive and analyze statistics and implementation reports from different councils and different organisations.

Regional Internal Auditor: I am in charge of the auditing department in the region. I am the internal auditor of finance and government assets in the region. I collaborate with other auditors in the region to prepare and provide inspection reports on procurement and government expenditure in the region.

Regional Procurement Officer: One of my duties in the region is to supervise the procurement of all items in the office of the regional commissioner. I purchase different items such as car spare parts. I also prepare and provide reports on the procurement process by the regional government officer.

Assistant Administrative Secretary-Health: As a regional medical officer, my task is to make sure that health policy and issues related to social welfare are implemented. I cooperate with district medical doctors. I also advise the regional commissioner on health and social welfare issues.



FOR ONLINE USE ONLY
DO NOT DUPLICATE

Regional Accountant: As a regional accountant, my task is to control monetary issues in the region as well as to prepare and produce financial reports for the government in the region.

Assistant Administrative Secretary-Education: In collaboration with district education officers, I coordinate all issues related to education in the region. I am also in charge of national examinations and adult education in the region.

Regional Police Commander: I am the commander of police forces in the region. I collaborate with other forces to protect and provide security to citizens and their properties in the region.

Importance of the regional leadership structure

The government leadership structure helps to know government responsibilities and obligations of the leaders. It helps us to know who is responsible to whom. The structure also simplifies the implementation of responsibilities. It helps to set boundaries of responsibilities between government leaders. It makes it possible to assess or evaluate goals in the public sector.

Exercise 4

1. Identify different departments found in the regional government.
2. Mention the responsibilities of the Assistant Administrative Secretary-Health.
3. Identify and describe development activities conducted at regional level.
4. Briefly explain the importance of the government structure.
5. Mention the duties of the regional commissioner.
6. How do the regional commissioner, the district commissioner and the director of the council get into power?



Activity 4

Discuss with your subject teacher the challenges you face in your region. How do the leaders and citizens cooperate in solving them? Write your answers in the exercise book and submit it to your subject teacher.



FOR ONLINE USE ONLY
DO NOT DUPLICATE

Exercise 5

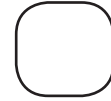
Choose the correct answer and write its letter in your exercise book.

1. Who assists the regional commissioner?
 - (a) The Assistant Administrative Secretary-Education ☐
 - (b) The regional administrative secretary
 - (c) The head of administration and public servant department
 - (d) The regional health officer
2. The district council chairperson leads -----.
 - (a) *mtaa* chairpersons
 - (b) the administrative secretary ☐
 - (c) the district councillors
 - (d) the ward executive director
3. In the ward, the chief executive is known as -----.
 - (a) the ward executive director
 - (b) the ward executive officer ☐
 - (c) the ward environment officer
 - (d) the ward development officer
4. How is the municipal director elected?
 - (a) Through voting by ward executives directors
 - (b) Through being employed by the public servant management
 - (c) Appointed by the President
 - (d) Through voting by the citizens in the respective municipal ☐
5. Who is the Secretary of the full council?
 - (a) The council chairperson
 - (b) The ward executive director special seat ☐
 - (c) The administrative secretary
 - (d) The municipal/district director



FOR ONLINE USE ONLY
DO NOT DUPLICATE

6. The head of department in the district council is responsible to
- (a) the council director.
 - (b) the district commissioner.
 - (c) the regional commissioner.
 - (d) the district administrative secretary.



Exercise 6

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

1. The chairperson of the full council and planning finance committee is the district executive director. _____
2. The duty of the Assistant Administrative Secretary - Education is to fight against diseases such as HIV/AIDS. _____
3. The regional commissioner is appointed by the President.

4. The district commissioner is sworn in by the regional commissioner.

5. The district administrative secretary is the advisor to the district commissioner. _____
6. The division officer has the responsibility to manipulate executive officers in the ward, villages and townships. _____



FOR ONLINE USE ONLY
DO NOT DUPLICATE

Vocabulary

Bail	the temporary release of an accused person waiting trial, sometimes on condition that a sum of money is lodged to guarantee their appearance in court
Councillor	a member of a council: He or she is a ward representative elected by citizens of a particular ward
District	an administrative area in the region which is smaller than the region but bigger than a division
District Executive Director	the chief executive officer of the council: He or she is appointed by the President.
Division	an administrative area in a region which is smaller than the district but larger than a ward
Financing	responsible with all issues related to operation and management of funds
Region	an administrative area which includes several districts



FOR ONLINE USE ONLY
DO NOT DUPLICATE

Chapter Four

Caring for oneself and for others

Introduction

In Chapter One, you learnt about love for oneself and for others, particularly for those with special needs. You also learnt about respecting people of the opposite sex and dressing decently. In this chapter, you will learn how to recognize and avoid kinds of behaviour that disturb peace in the family and at school. You will also learn how to denounce and report socially unacceptable behaviour. In addition, you will also learn how to participate in development activities in your family and how to relate with others in the community. Moreover, you will learn to maintain good relationships with your neighbours by participating in solving problems.

Unacceptable behaviour in the family

In the family, certain behavioural attributes are not acceptable. These include rape, homosexuality, mental punishment, child labour, asking children to do tasks that are beyond their ability, denying children of their basic needs (such as food, clothing, accommodation), not listening to their problems, and sexual harassment.



Think

How are some parents or guardians violating children's rights, thus deteriorating peace?

Read the following story and answer the questions that follow.

In Mr Soba's family, there were two children, a boy and a girl. The girl was called Aitu and the boy was called Bosa. Aitu had a disability; she was blind. Bosa was in Standard Five, but Aitu was not given an opportunity to go to school. Bosa and Aitu were not happy about this. They asked their parents to send Aitu to school, but Mr Soba refused. Their mother tried in vain to persuade Mr Soba. Consequently, she was subjected to ridicule and name-calling and was even beaten for suggesting sending Aitu to school.



FOR ONLINE USE ONLY DO NOT DUPLICATE

Nevertheless, Bosa was determined to support his sister. After witnessing their parents quarrel, Bosa explained the matter to his teachers. His teachers congratulated Bosa for sharing the information and agreed to support him. His teachers paid a visit to the family and explained the importance of sending all children to school. The teachers convinced Mr Soba and his wife to send Aitu to a school for children with special needs.

When Aitu was informed that she would go to school, she was very happy. She thanked the teachers, her parents, and his brother for their support. She also promised to study hard so that she could finally attain university education.

Exercise 1

1. Mention the kinds of unacceptable behaviour shown in the story you have read.
2. What kind of behaviour did Bosa show in this story?
3. What benefits did Bosa's behaviour bring to Aitu, the family, and the community?
4. How are children with disabilities supported to get their rights and essential needs like education, health care, and accommodation?



Activity 1

Discuss with your fellows the kinds of unacceptable behaviour that pupils demonstrate. Write a summary and submit it to your subject teacher.

Discouraging bad acts in school



Think

Have you ever been mistreated at your school? How were you mistreated? How did you feel?

Some forms of mistreatment could be being severely punished or being forced into immoral acts like sexual intercourse. Other forms of mistreatment include being oppressed, despised, and denied academic or life support.



FOR ONLINE USE ONLY
DO NOT DUPLICATE

Exercise 2

1. Have you noticed any acts of cruelty at your school or home?
2. Have you ever been mistreated? (If yes, please tell us how.)
3. What is your advice on the acts of cruelty you have noticed?
4. What will you do to avoid such cruelty at school or at home?



Activity 2

Discuss with your fellow pupils the mistreatment noticed. List the kinds of mistreatment and submit the list to your subject teacher.

Read the following story and answer the questions that follow.

Enna is a Standard Five pupil at Kokugu Primary School. She is living with her grandmother, who is very old. Before leaving for school, Enna cleans the home compound and prepares breakfast and lunch for her grandmother. Therefore, she always arrives late at school. Every day, her teacher punishes her for being late. Whenever Enna tries to explain to the teacher the reasons for being late, her teacher does not give Enna any chance. What hurts Enna more is being labelled “a naughty pupil.” She is being caned, ridiculed and made look funny. Such treatment humiliates Enna and makes her class performance drop. For two weeks, Enna has not been able to go to school because of home responsibilities. No teacher has ever followed up on Enna’s situation because of the belief that Enna is a naughty pupil.

Today, however, Enna arrived at school very early in the morning. The class teacher congratulated her and asked her, “In the past, you used to come late and sometimes you never came to school at all. Why?” Enna replied, “Today, I have come early because my aunt is at home assisting me to take care of my old grandmother.” The teacher responded politely “I am very sorry. Do you mean you have always been taking care of your grandmother?” Enna replied, “Yes, Teacher!”



FOR ONLINE USE ONLY
DO NOT DUPLICATE

Exercise 3

1. Which challenges did Enna face at home?
2. Why did Enna's academic performance drop?
3. Name the mistreatment which Enna received from her teacher.
4. What would you advise Enna's teachers?
5. What kind of assistance would you give to pupils like Enna?
6. What advice would you give to people who judge others before seeking to understand them?



Activity 3

Cooperate with your fellow pupils to prepare a role play which shows evils against pupils in your surrounding schools and societies. Then, role play it before the class.

Reporting unacceptable acts



Think

Have you ever been mistreated by your fellow pupils? What kind of mistreatment was it? How did you avoid being mistreated?

Any mistreatment that is happening at home should be reported. Mistreatment should be reported to organs that are legally established in order to maintain peace and security. For example, there is a gender desk at police stations that provides public education. You can report an act of gender harassment and encourage your friends to report such mistreatment to the gender desk at the nearest police station. You can also invite others to form groups that advocate the rights of children. Such groups are very important for maintaining peace in the community. At school, there is a guidance and counselling unit. Use it and encourage others to use it.

If you are afraid of reporting mistreatment, you can write it on a piece of paper and put it in the suggestion box. Besides joining groups that advocate peace at zonal or regional levels, you can join similar groups at your school. There is also pupils' government at your school. Use it. If you do that, various grievances that pupils suffer can be addressed and minimized. You should work closely with your teachers, parents, or guardians to ensure peace at home and at school.



FOR ONLINE USE ONLY
DO NOT DUPLICATE

Exercise 4

1. List the acts that threaten peace at home.
2. What will you do when you are humiliated at home?



Activity 4

Write a story on unacceptable acts that are done to pupils at your school and in the community. Submit the story to your subject teacher.

Participating in family income-generating activities

Family income-generating activities are activities that the family engages in for the prosperity of the family and community. Examples of income-generating activities are agriculture, fishing, and business. Such activities enable us to obtain food and money.



Ask yourself

Which activities does your family engage in to earn income?

Participating in different family activities is very important in life. The activities generate capital that can be used to start even bigger projects. The level of income depends on those activities. If the activities are divided among family members, it is possible to increase production. For example, the father can focus on producing food and cash crops while the mother can concentrate on keeping poultry. From poultry keeping, the family will obtain meat and eggs for food and sale. Through their parents, children can participate and learn how to produce food and generate income.

A family that engages in productive activities has a great opportunity to reduce poverty and dependency. They will have the capacity to produce their own food and raise funds to meet other needs. Such a family has the ability to support their children and the children of the needy relatives. In this way, there will be fewer street children. This will only be possible if the whole family is fully involved in income-generating activities.



FOR ONLINE USE ONLY
DO NOT DUPLICATE

Read the following story and answer the questions that follow.

Eliza is in Standard Five. She lives with her parents and her younger brother, called Tito. Her father's name is Chapakazi; he is a good farmer. He has four acres of land in which he cultivates maize, sunflower, beans and groundnuts. Every day, Mr Chapakazi wakes up early in the morning to work in the farm. Eliza's mother also wakes up early in the morning to prepare breakfast for the family. After preparing breakfast, Eliza fetches enough water for domestic use.

Tito, a younger brother of Eliza, goes to school at 12 in the afternoon. After waking up, he cleans the compound and washes the dishes. Mr Chapakazi returns home at 10 a.m to take his breakfast and discuss daily plans with his wife. He then goes back to the farm and Eliza's mother goes to work in the poultry yard and garden. When Tito and Eliza return from school, they take a rest, do their homeworks, and wait for dinner.

Exercise 5

1. Name the daily activities of Mr Chapakazi.
2. What does Eliza's mother do every day?
3. How does Eliza participate in family activities?
4. What is Tito's contribution to the family?
5. How do you participate in your family activities?
6. What advice would you give to your friends who do not participate in family activities?
7. List family activities that you will begin doing or continue doing after reading the story.



Activity 5

Discuss with your fellow pupils the economic activities done in your community. Then, list those which are done in your family.



FOR ONLINE USE ONLY
DO NOT DUPLICATE

Study the following pictures and answer the questions that follow.



Figure 1: Household economic activities



Exercise 6

1. What do you see in picture 1 and 2?
2. What is the other tillage method?
3. How do the children in this family participate in the prosperity of their family?
4. List the activities you do to contribute to the prosperity of your family.



Activity 6

Discuss with your parents or guardians the income generating activities that you would like to do after completing your basic education. Write the activities in your exercise book and submit it to your subject teacher.

Building good relationships with others in the community

Establishing good relationships with others in the community and cooperating with them when they are in need strengthen such relationships.

Study the following pictures and answer the questions that follow.





FOR ONLINE USE ONLY
DO NOT DUPLICATE



Figure 2: Acts which show good relationships

Exercise 7

1. What are the acts shown in picture 1 and 2?
2. List other acts you have seen in your society which are similar to the ones in picture 1 and 2.
3. Identify the advantages of showing kindness in your community.



Activity 7

Discuss with your parents or guardians the acts of kindness that can bring your family closer to the surrounding community. List them in your exercise book and submit it to your subject teacher.



FOR ONLINE USE ONLY
DO NOT DUPLICATE

Strengthening good relationships with neighbours

It is important to develop strong relationships with the people around you. There are different ways of doing this. One way is to visit each other. Other ways are to form study groups and to join sport teams and games. Events, such as burial ceremonies, planting trees, cleaning the environment in public places and repairing a village road, are good opportunities to strengthen good relationships. In the same way, neighbours can consult each other on how to deal with things that threaten peace in their surrounding.

Joining various clubs

Joining others in establishing associations is an important aspect of caring for self and others. It builds unity and consolidates social relationships. The constitution of the United Republic of Tanzania allows one to form and join associations as a means of strengthening our independence, unity, democracy, and development. Such freedom is an impetus for development. In addition, being a member of an association provides an opportunity for self-identity and for demonstrating your talents.



Ask yourself

Have you joined any club or association at school or in the community?

Study the following pictures and answer the questions that follow.





FOR ONLINE USE ONLY
DO NOT DUPLICATE



Figure 3: Groups showing unity in the community

Exercise 8

1. What activities can you see in picture 1 and 2?
2. List other activities which strengthen unity in the community like those in picture 1 and 2.
3. What are the advantages of joining a club or association in your school?
4. How would you assist a friend who is not interested in group activities?
5. List the clubs or groups found in your school.



Activity 8

Discuss with your teacher how you can establish clubs at your school.



FOR ONLINE USE ONLY
DO NOT DUPLICATE

Participating in solving problems

Building a friendly relationship with other people in the community involves supporting others in different ways including in solving their problems. In life, you will meet people who may need your support; they might be neighbours, fellow pupils, parents, or the community. For example, if your fellow pupil cannot afford to have an exercise book or a pen, you can give one to him or her. When they have lost their loved ones or suffered some injury, you can comfort them. You can even suggest to your parents and invite them to your home during the holidays.

Read the following story and answer questions that follow.

Juma and Moses were close friends. Moses' parents were rich. Moses had all his needs taken care of. His house was very close to the school. Juma was an orphan. He lived with his aunt in the village, which was a little bit far from the school. Juma's aunt was poor. So, she could not afford to provide Juma with some basic needs. Juma used to walk to and from school. Also, Juma often fell sick; this made him to perform poorly in his studies. Due to this, Juma was always unhappy. When Moses realized this, he tried to be close to Juma and to find out more about him. After Moses discovered the source of Juma's problems, he talked to his parents about Juma. Moses became closer to Juma by studying with him and helping him to obtain study materials and stationeries. Later, Moses suggested to his parents about inviting Juma to their house. When his parents agreed, Moses invited Juma to his house. Moses' parents sent Juma to hospital and paid all costs for Juma's treatment.

Juma's health improved significantly. He studied very hard. Both Moses and Juma performed very well in their primary education leaving examinations. Today, they are University students. Moses is studying veterinary medicine and Juma is studying accountancy. Both are doing very well in their studies.



FOR ONLINE USE ONLY
DO NOT DUPLICATE

Exercise 9

1. Which problems did Juma have?
2. How did Moses help Juma to solve his problems?
3. How do you help pupils with similar problems to Juma's in your school?
4. What are the other problems that your fellow pupils have?



Activity 9

Discuss with your parents or guardians how to help a friend who cannot afford to buy school uniforms. Write and submit your work to your subject teacher.

Exercise 10

Write the correct answer in your exercise book.

1. Caring for oneself and for others helps a pupil
 - (a) to be acceptable in the community.
 - (b) to be feared.
 - (c) to do evil.
 - (d) to be notorious.☐
2. Quarrelling frequently with others at home and at school
 - (a) is unacceptable behaviour.
 - (b) shows you care for others.
 - (c) is a sign of love.
 - (d) is a sign of humility or courage.☐
3. The following acts enhance good relationships with others:
 - (a) cooperating, helping people with special needs, respecting each other, and joining groups for helping each other



FOR ONLINE USE ONLY
DO NOT DUPLICATE

- (b) showing love, respecting each other, aggressiveness and dishonesty
- (c) helping the needy, lying, cooperating, and respecting each other ☐
- (d) helping everybody and being dishonest
4. One of the advantages of joining subject clubs at school is
- (a) promoting understanding and lies.
- (b) promoting understanding and self-confidence. ☐
- (c) Fighting against cruel behaviour.
- (d) being famous and against human rights.
5. It is not a way of helping a needy pupil:
- (a) Holding his/her hand ☐
- (b) Hugging him or her
- (c) Advising him or her how to solve the problem
- (d) Isolating him or her from the company of others
6. A good way of cooperating with neighbours is
- (a) running away from their problems.
- (b) not assisting them in carrying luggage. ☐
- (c) participating in social events.
- (d) not paying attention to requests for help
7. When you see acts of cruelty at school you should report to
- (a) the court.
- (b) the police station.
- (c) the school counsellor. ☐
- (d) the village chairman only.
8. It results from acts of cruelty in the family.
- (a) Good manner ☐
- (b) Good health





FOR ONLINE USE ONLY
DO NOT DUPLICATE

- (c) Economic well being
(d) Divorce
9. It is important for pupils to participate in family activities because
- (a) they can't be self employed.
(b) they can learn to be self reliant.
(c) they cannot prefer to eat whatever food they cook.
(d) they will be coming home late.



Vocabulary

Advocate

supporting something publicly

Mistreatment

to treat a person or an animal in a cruel, unkind or unfair way

Sexual harassment

saying or doing unpleasant things to someone of the opposite sex

Chapter Five

Cherishing your community

Introduction

In Standard Four, you learnt how to cherish your community by caring for oneself and others. You also identified acts of child abuse and protected children from such acts. In this chapter, you will learn more about cherishing your community by evaluating how the environment is being degraded where you live so that you can educate your community on the effects of environmental degradation.

Preserving the environment

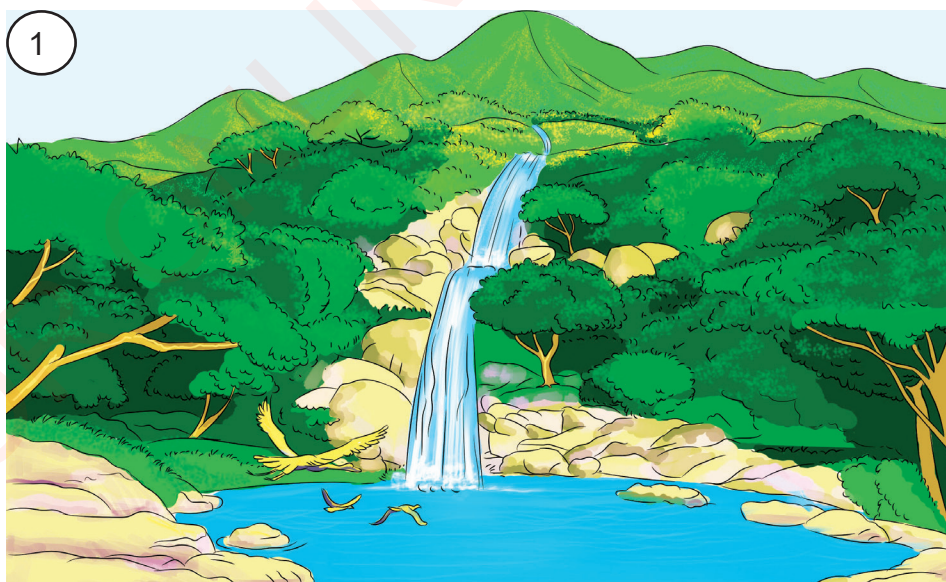


Ask yourself

What is a meaning of the word 'environment?'

The word 'environment' refers to the place we live and everything surrounding us. It includes natural features like mountains, forests, rivers, lakes, oceans, and valleys as well as man-made features like buildings, roads, railways, airfields and farms.

Study the following pictures and answer the questions that follow.





FOR ONLINE USE ONLY
DO NOT DUPLICATE



Figure 1: Well-preserved environments

Exercise 1

1. What do you see in picture 1 and 2?
2. Differentiate the origin of the things you see in the two pictures?
3. Have you ever seen such things in your environment?
4. What is the relevance of the things you see in picture 1 to our life?



Activity 1

Discuss with your fellow pupils how you will make your school environment clean and attractive. Write it in your exercise book and submit it to your subject teacher.

Activities leading to environmental degradation and their effects

Human activities are the major cause of environmental degradation. Natural factors contribute very little to environmental degradation. Some human activities that lead to environmental degradation are farming, livestock keeping, mining and industrial production. Natural events that can cause environment degradation include floods, volcanic eruptions, and strong winds.



FOR ONLINE USE ONLY
DO NOT DUPLICATE

Read the following story and answer the questions that follow.

Honda Ward, which is in Zunga District, was leading in activities that degrade the environment. Its residents were engaging in cutting trees and burning forest. Most of them prepared farms by burning forest. This caused a lot of smoke which increased carbon dioxide and polluted air. They used charcoal and firewood at their homes as a source of energy. Their behaviour was against the regulations to protect natural resources and build better houses or residents.

Also, the residents of Honda polluted water sources by conducting illegal activities at the source of water. These include bathing, farming close to the river, taking their livestock to the river, and emptying their bowels in the water. Some residents kept many livestock without considering the available land for pasture. In addition, they threw waste products into the river.

Some residents engaged in excavating building materials such as sand and gravel. In Honda ward, there were also industries for processing cotton and refining oil. The industries contributed to environmental pollution. Other residents engaged in small scale mining. The mining activities turned the land useless for farming activities because of the big holes created by the extraction activities. What is more, the river was polluted by poisonous substances such as mercury, which is used to purify minerals.

Due to water pollution, the residents around the river suffered from skin diseases. In addition, livestock and other water dependent creatures died. Other effects of environmental degradation include drought and soil erosion. This led to the shortage of food due to insufficient harvest, shortage of water due to the destruction of water sources, desertification and increase of other natural hazards such as floods and seasonal droughts.



FOR ONLINE USE ONLY
DO NOT DUPLICATE

Exercise 2

1. Which activities mentioned in the story contribute to environmental degradation?
2. What problems did the residents of Honda face from using fire to prepare their farms?
3. How do industries contribute to environmental pollution?
4. How do mining activities affect the environment?
5. List the consequences of directing mining and industrial wastes into the water source.
6. After reading the story, what recommendations can you make to improve the environment in the Honda ward?
7. What are the effects of overstocking on the environment?
8. Which diseases can be caused by environmental pollution?



Activity 2

Study the area you live. Identify any human activities that contribute to environmental degradation. List the activities in your exercise book and submit it to your subject teacher.

Activities which conserve the environment

The community must control activities that degrade the environment in order to protect and sustain life. The more we destroy our environment, the more we risk our own lives. At national level, the responsibility for environmental conservation falls under the Vice President's office. A ministry has been established specifically for that purpose. It is known as the Ministry of State, Union affairs and Environment-Vice President Office Division of Environment (VPO-DoE). Under this ministry, there is a council for the management and conservation of the environment. Its purpose is to supervise the implementation of laws for protecting the environment. Anybody who contravenes the environmental laws is liable for prosecution according to the law. There is also a ministry which is known as the Ministry of Natural Resources and Tourism. This ministry has special units all over



FOR ONLINE USE ONLY
DO NOT DUPLICATE

the country that deal with environmental conservation including preparing tree seeds, conducting research, and controlling illegal harvesting of forest products.

At local government level, there is an officer who is in charge of advocacy and environmental conservation. The officer is assisted by another officer who is in charge of natural resources. In addition, there are non-governmental organisations which deal with the advocacy of the environment. In a similar manner, there are women and youth groups that are concerned with the environment by preparing nurseries that protect the environment. Such nurseries contain various types of trees.



Think

Who is in charge of environmental conservation at your school? Have you ever seen a tree nursery? Where did you see it? Have you ever planted any trees?

Exercise 3

1. Suggest ways to avoid or reduce environmental degradation.
2. Mention the activities done around your area to ensure environmental conservation.



Activity 3

Discuss with your fellow pupils how you will conserve water sources in your village or *mtaa*. List the activities in your exercise book and submit it to your subject teacher.

Environmental education for the community

In order to protect our environment, we need to work together and educate ourselves on the benefits of environmental conservation. Therefore, everyone is obliged to take part in the campaign against environmental destruction. Education on the effects of environmental degradation should be given out to the community, and actions which conserve the environment should be done.



Ask yourself

How can we conserve the environment?



FOR ONLINE USE ONLY
DO NOT DUPLICATE

Look at the pictures below and answer the questions that follow.

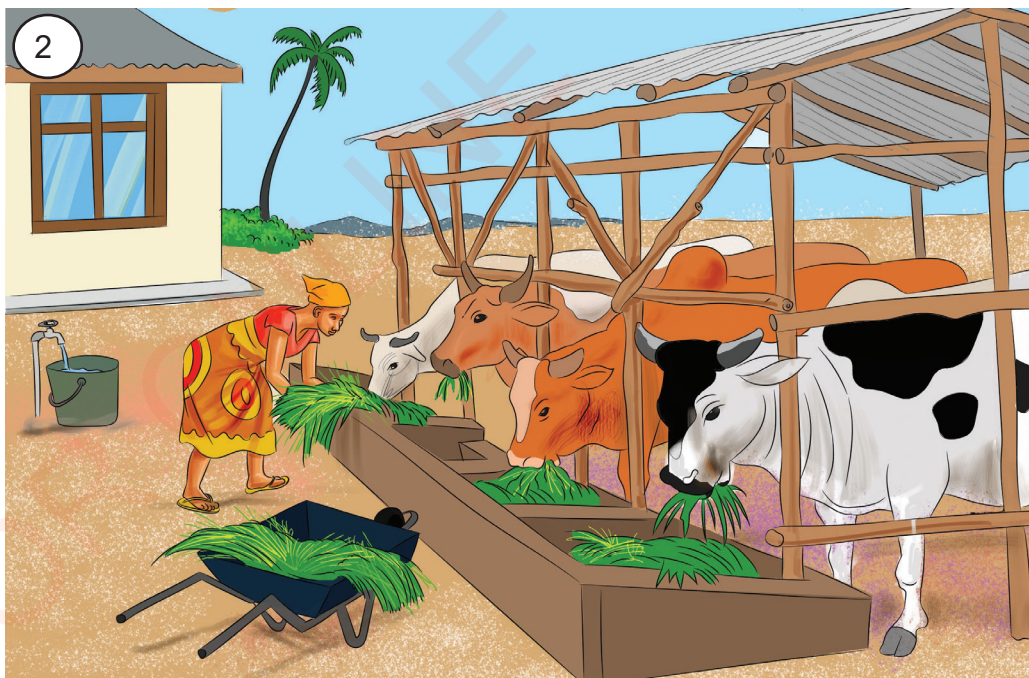


Figure 2: Acts of environmental conservation





FOR ONLINE USE ONLY
DO NOT DUPLICATE

Exercise 4

1. Which activities control environmental degradation in j 1 and 2?
2. How would you participate in improving the environment at your school or home?



Activity 4

Discuss with your fellow pupils how to conduct environmental conservation activities at your school. Write your discussion in your exercise book and submit it to your subject teacher.

Read the following story and answer the questions that follow.

Dotto is a Standard Five pupil at Jitegemee Primary School. He lives in Mkuyuni Village, particularly in the Kilacha ward. When he learnt about environmental conservation, he remembered his father. His father used to cut down trees in his farm without replacing them. When strong wind blew, the fertile top soil was eroded leaving behind the infertile part. Crop production decreased year after year. Also, the home compound was covered with litter of garbage, pieces of paper, and plastic materials. Some of the rubbish was generated from the farm and homes, while other pieces of rubbish like paper and plastic bags were brought by wind. As a result, the compound looked messy.

Dotto decided to apply the knowledge he acquired from environmental education by explaining to his parents and family the importance of conserving their home environment. He talked to his father about the importance of planting trees around the farm. This would protect the fertile soil from being blown away by strong winds. He also told his father about the importance of having a rubbish pit and to keep the home surroundings clean. The family members were very happy with Dotto's lessons. The whole family agreed to prepare a rubbish pit, to adopt better farming methods, and to set aside a garden for growing vegetables and flowers around the house. Within a short time, Dotto's home surroundings became very attractive. Their neighbours were astonished. They went to Dotto's family to learn how to conserve their environment.



FOR ONLINE USE ONLY
DO NOT DUPLICATE

Exercise 5

1. What was the problem with Dotto's home environment?
2. Which activities contributed to the environmental degradation?
3. What did Dotto do to conserve his environment?
4. Apart from his family, who else benefited from Dotto's knowledge?
5. List the activities that you use to conserve your environment.
6. List the activities that you will do in order to educate the community about environmental conservation.



Activity 5

Discuss with your fellow pupils how you will improve your school environment. Write a summary in the exercise book and submit it to your subject teacher.

Community development activities

Development activities are those that lead to prosperity of the community. Examples of development activities are construction of school buildings, dispensaries, roads, canals, and water pipes. Development activities are done by all members of the community. As part of the community, we must participate fully in such activities. We can take part in community development activities in different ways.

The first way is direct participation. For example, we cooperate with others to conserve and improve the environment by planting trees and flowers and by cleaning the surroundings. In addition, we establish garbage pits, clean the sewerage system, and cut grass around our homes to destroy mosquito breeding sites.

The second type is indirect participation. This includes forming groups or associations for protecting the environment and engaging in entrepreneurship activities. Within such groups, you can participate as a member or as a leader. We can also participate in community activities by supporting people with special needs to obtain their basic necessities and become active members of the community.



FOR ONLINE USE ONLY
DO NOT DUPLICATE

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



Figure 3: Participating in community activities





FOR ONLINE USE ONLY
DO NOT DUPLICATE

Exercise 6

1. What activities do you see in the two pictures?
2. What have you learnt from the pictures?
3. In which activities can you participate?
4. When you participate in community development activities, which behaviour do you develop?



Activity 6

Discuss with your fellow pupils the environmental challenges that require intervention for your community development. How are you going to address those challenges? Write and submit your work to the subject teacher.

Exercise 7

Part A

Write **True** for a true sentence and **False** for a false one.

1. Throwing litter and cutting down trees contribute to environmental degradation. _____
2. Burning forests is one way of conserving the environment.

3. Filling up large pits after mining activities protects the environment.

4. Burning garbage close to the forest keeps the environment.

5. Construction of schools, hospitals, roads and water ways are development activities. _____



FOR ONLINE USE ONLY
DO NOT DUPLICATE

Part B

Choose the correct answer from the three alternatives given and write the letter of the correct answer in your exercise book.

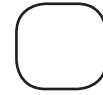
6. When participating in community development activities you bring about
- (a) solidarity and patriotism.
 - (b) problems to the citizens.
 - (c) network of beggars
7. Human activities that pollute water sources include
- (a) washing clothes and planting trees around the water source.
 - (b) cultivating and washing clothes near the river .
 - (c) protecting the natural environment and taking livestock to drink.
8. The organization that is responsible for the management and conservation of the environment is called
- (a) The Tanzania Revenue Authority.
 - (b) The Ministry of Health.
 - (c) National Environmental Management Council (NEMC).
9. It is necessary to improve methods of mining so as
- (a) to sustain mining activities and improve efficiency.
 - (b) to get less income.
 - (c) to improve farming.
10. Cutting trees and bushfire are the cause of
- (a) bad weather and famine.
 - (b) much rain and more farming land.
 - (c) good harvest.



FOR ONLINE USE ONLY
DO NOT DUPLICATE

11. Community Development activities include

- (a) stealing and telling lies.
- (b) destroying the environment.
- (c) cleaning the environment, roads, and water ways.



Vocabulary

Cherish love something very much and want to protect it

Contravene offend against the prohibition or order of (a law, treaty, or code of conduct)

Degrade/deteriorate make something worse (in quality) than it was before

Erode gradually reduce something

Excavate to make a hole in a ground by digging up soil

Intervene becoming involved in an argument, fight or other difficult situation in order to change what is happening



FOR ONLINE USE ONLY
DO NOT DUPLICATE

Chapter Six

Protecting resources and national interests

Introduction

In Standard Four, you learnt about being responsible and caring for resources, and fulfilling your duties at family level. You also learnt to cooperate with other people in order to fulfil responsibilities at school and at home. In this chapter, you will learn about the importance of protecting national resources as the duty of every good citizen. In addition, you will learn how to identify national resources, use them and protect the available national resources. You will also learn how to denounce the behaviour of not protecting public properties.

The meaning of resources

Resources refer to properties owned by an individual, a group of people, an institution or a nation. These include land, people, forests, mountains, and historical sites. Some resources such as houses, farms, water taps, and electricity are found at home. Resources are very important for development. Therefore, it is crucial to protect them. Several ways can be used to protect and conserve such resources. Some of these ways are explained below.

Ways of protecting and preserving national resources

Several ways can be used to protect and preserve national resources. Avoiding vandalism and reporting those who destroy resources are some of them. Additionally, mountains and valleys can be protected by preserving the natural vegetation available. Mount Kilimanjaro, Olduvai Gorge, Rufiji River, Kilombero River, Ihefu and Kihansi waterfalls are good examples of resources. Others include historical sites, such as Amboni caves in Tanga and Kondoa Irangi paintings in Dodoma. We can also preserve sources of water and restrict illegal fishing and poaching.

Different activities destroy resources in our surroundings. Examples include extraction of minerals, poor methods of agriculture, and burning of forests. These lead to land degradation and deforestation. Other negative practices involve using bad fishing methods such as using poison and dynamite, littering, and polluting water sources with mineral or industrial chemicals.



FOR ONLINE USE ONLY
DO NOT DUPLICATE

Look at the following picture and answer the questions that follow.



Figure 1: Preserving national resources

Exercise 1

1. List the resources you see in Figure 1.
2. Mention the activity that is being done in Figure 1.
3. Mention three (3) advantages of the activity done in Figure 1.
4. Outline ways of conserving natural resources and explain the advantages that our nation gets from those actions.



Activity 1

Discuss with your fellow pupils how you can protect the resources in your surrounding. Write it in the exercise book and submit it to your teacher.



FOR ONLINE USE ONLY
DO NOT DUPLICATE

Uses of national resources



Ask yourself

What are the uses of national resources? Which benefits do you get from them?

National resources are very important for the development of any country. The economy of the country is measured by the amount of resources it possesses. Our country is blessed with a lot of resources such as minerals, land, forests, water bodies, mountains, valleys, national parks, and people. In the following part, we will look at the uses of these resources.

Minerals: Minerals are valuable stones found in the land. Minerals are the most important resources for the development of a nation. Tanzania is one among the blessed countries with different minerals. It is rich in gold, Tanzanite, diamond, aluminum, limestone, iron, salt, and potassium. These minerals are used as raw materials to make expensive ornaments like earrings, chains, watches, and rings. In addition, some minerals such as limestone are used in making cement, chalk and gypsum. Additionally, iron is used to make strong agricultural tools, construction tools, and other domestic items. Aluminum minerals are used to make windows, pots, and iron-sheets. Gold is used to represent the wealth of a nation, if it is stored in the central bank.



Figure 2: Some iron materials painted with gold



FOR ONLINE USE ONLY
DO NOT DUPLICATE

Land: Land is the surface of the earth that is not sea. It is one of the important resources in any country, including Tanzania. Land includes all things which grow up on its surface and those in it. Land is used for agriculture, construction, and industry. It is also used to preserve natural resources such as water.

Forests: Forests involve different trees, bushes, and grasses. There are two types of forests: natural forests and man-made forests. Natural forests grow themselves. Examples include those in Udzungwa, Zaraninge, Pugu-Kisarawe, Kazimzumbwi, Ruaha, Mikumi, Serengeti and Katavi. Man-made forests are planted by human beings like Sao Hill in Iringa, Kibena Forest (Njombe) and Forest (Mbeya).

Forests are very important for the life of human beings, animals, birds and other living things. To human beings, forests provide building materials such as timber, logs, and rope. In addition, forests provide charcoal, firewood, and traditional medicine. Forests are also used in performing traditional rituals and sacrifices. A good example is the Nyumbanitu forest in Njombe. Moreover, other forests provide rich habitats for wild animals, birds, and different insects.



Figure 3: Natural forest





FOR ONLINE USE ONLY
DO NOT DUPLICATE

Water: Water is a colourless liquid which comes from rain, rivers, lakes, and oceans. People use water for cooking, drinking, and cleaning. Water is categorized into two types: salty water which is found in the ocean and fresh water which is found in rivers, lakes, springs and dams. Water is essential for the survival and well-being of all living things. Almost three quarters of the surface of the earth is covered with water.

Water is used for domestic and economic purposes as in agricultural and industrial activities. Domestically, for example, water is used for drinking, bathing, washing clothes as well as utensils. Water is also a habitat for living things such as salamander, fish, hippopotamuses, crocodile, frogs and crabs. In Tanzania, lakes are used to show national boundaries. Good examples are Lake Victoria, Lake Tanganyika, and Lake Nyasa. Water can also be used for irrigation activities and livestock. Examples include the rice irrigation scheme in Mbarali, Mbeya. Water falls are used to generate hydro-electric power. For example, the Kidatu hydro-electricity power uses water falls from Ruaha River and Kilombero River. Water is also used as a means of transport in the ocean, lakes, and rivers by using ships, dhows, boats, and canoes. Water also helps to stabilize the climatic condition and to preserve the natural vegetation. For example, water produces vapour which condenses to form rainfall. Water is used for cooking at home and cleaning machines in industries.



Figure 4: Uses of water



FOR ONLINE USE ONLY
DO NOT DUPLICATE

National Parks: A national park refers to a place where animals live. Examples of Tanzanian national parks are Serengeti, Mikumi, and Ruaha. These national parks have animals which attract tourists, and they help our country to earn foreign currencies.



Figure 5: National park

Mountains and valleys: Mountains and valleys help us to preserve and protect natural vegetation. They are the source of fertile land and tourist attractions. Tanzania is rich in mountain resources such as Kilimanjaro, Kipengere, Meru, Usambara and Uluguru. Mountains give raw materials such as stones, limestone, and sand for construction. Some of these mountains and valleys are sources of water. A good example is Mount Matogoro in Songea which is the source of the Ruvuma river. We should protect and preserve our mountains and valleys for the benefit of the current and future generations.

People: People are living beings with intelligence and free will. Therefore, they are the main resources due to their intelligence and free will. This makes them to be an important resource of any country, including Tanzania. By using their effort and knowledge, people produce goods such as agricultural goods, mineral goods, and industrial goods. All these lead to the development of the country. Human resources are the source of leaders and expertise. In addition, people are consumers of different agricultural and industrial products.



Figure 6: Tailors cooperating in sewing

Inappropriate use of national resources

Inappropriate use of national resources refers to the situation of misusing national resources.

Consider the following acts and answer the questions that follow:

1. A pupil is tearing a school book and another one is jumping over desks.



FOR ONLINE USE ONLY
DO NOT DUPLICATE

2. A pupil is drawing on the school wall and another pupil is destroying a school water tap.
3. Angry pupils are throwing stones at the school glass windows.
4. A pupil is passing across the school garden. The other one uproots flowers.
5. A pupil is covering a school book.
6. A pupil is weeding a school garden of flowers.
7. A pupil is fixing a leaking tap to save water.
8. A pupil is watering tree seedlings.

Exercise 2

1. Mention the acts that are supposed to be condemned among the ones you have read.
2. If it were you, what acts would you condemn among the mentioned?
3. Outline the public resources which are available at your school.
4. Explain how your school resources can be protected and preserved.
5. Explain the activities that you are going to do in order to discourage misusing school properties.
6. Outline other actions which destroy public resources in your community.
7. To which institutions will you report about vandalism of public resources?



Activity 2

Discuss with your friends how to use water resources for community development



FOR ONLINE USE ONLY
DO NOT DUPLICATE

Exercise 3

Write the correct answer in your exercise book.

1. Which of the following is a resource found in Tanzania?
(a) Forests
(b) Timber ☐
(c) Charcoal
2. Which among the following is the importance of forests?
(a) Provides us with minerals
(b) Provides us with timber ☐
(c) Provides us with crops
3. How can we preserve forests?
(a) By deforestation
(b) By burning them ☐
(c) By afforestation
4. What activity among the following accelerates the destruction of water resources?
(a) Cutting of trees around water bodies
(b) To avoid burning of forests ☐
(c) To avoid outflow of polluted water
5. Which among the following activities contributes to land degradation?
(a) Tilling across the slope
(b) Burning forests when preparing farms ☐
(c) Applying manure in the farms

SECTION B

Write **True** for a true sentence and **False** for a false one.

6. Minerals are the main source of national income. _____
7. Every person is responsible for protecting national resources. _____





FOR ONLINE USE ONLY
DO NOT DUPLICATE

8. Those who vandalise resources are helping the nation. _____
9. Fishermen who fish by using poison and dynamite conserve the environment. _____
10. Cutting down trees is one of the strategies for forest conservation. _____
11. All citizens have the obligation to protect natural resources. _____

SECTION C

Match the words in **Part A** with their correct counterparts in **Part B**.

PART A	PART B
Natural resources	Conservation strategies
1. National resources	(a) Use of poison
2. Land degradation	(b) Used for farming as well as human and animal settlement/ habitats
3. Illegal fishing	(c) Sources of water
4. Land	(d) Animal habitat only
5. Mountains and valleys	(e) People, forests, minerals, land, water, wild animals
6. Misuse	(f) Burning forests
7. Decoration	(g) Fishing without poison
	(h) Bad use of public resource
	(i) Originate from minerals



FOR ONLINE USE ONLY
DO NOT DUPLICATE

Vocabulary

Public resource	anything valuable owned by all people in a country
Raw materials	things which are used to manufacture other things
Traditional rituals	one of the traditional offerings provided to the oracle in order to receive blessings
Wild animals	kinds of animals which cannot be kept at home: They live in forests, bushes, and grassland.
Vandalism	deliberate destruction of or damage to public or private property



FOR ONLINE USE ONLY
DO NOT DUPLICATE

Chapter Seven

Being responsible

Introduction

In this chapter, you will learn about readiness to take responsibilities and the importance of fulfilling your responsibilities. You will also learn about good governance and the importance of obeying the law to ensure good governance.

Taking responsibilities

Responsibilities are duties that people must do. Being responsible should be voluntary; one should not be forced to fulfil his/her duties. One has to consider both, personal and social responsibilities. Personal responsibilities are activities that one is assigned to do in and outside the classroom. These include sweeping, cleaning the floor or chalk board, and watering the garden. In addition, they include fulfilling one's responsibilities at home without being forced. Social responsibilities are duties that the community assigns you to fulfil. Serving as a class monitor, a secretary of an association, and the head of a department or a national leader are examples of social responsibilities. If you are appointed as leader, you become responsible for ensuring that other people fulfil their responsibilities according to the law.

Look at the picture and answer the questions that follow.



Figure 1: Pupils fulfilling their responsibility





FOR ONLINE USE ONLY
DO NOT DUPLICATE

Exercise 1

1. Which responsibility is being fulfilled in the picture?
2. List other responsibilities that can be fulfilled at home and at school without being supervised by parents, guardians or teachers.



Activity 1

Discuss with your fellow pupils the best ways to fulfil your responsibilities at home and at school. Write a summary of the discussion and submit it to the subject teacher.

Readiness to take responsibilities and advice

Readiness is a state of being willing or prepared to do something. It also means accepting to implement directives according to the instructions given. It involves being independent in fulfilling responsibilities according to the set standards. An obedient pupil is ready to take and willingly fulfil his or her responsibilities. Such a pupil does not expect any reward. He or she feels good about fulfilling his or her responsibilities. Such a pupil is hard working and self-reliant. He or she is ready to take advice to improve his or her performance.

Readiness to take responsibilities goes hand in hand with humility. A humble pupil accepts his or her weaknesses, acknowledges the need to learn from others, and accepts advice to improve performance standards. Performance standards refer to the time one spends to complete a certain task efficiently and effectively. One needs to review his/her performance regularly so as to identify weaknesses. It thus becomes easier to work on them or seek assistance to improve performance standards.

Readiness to fulfil responsibilities involves doing even things that are not in your daily timetable, but they are useful to the society. These include even those which are happening outside the classroom. Such activities are like participating in sports and games, subject clubs, self-reliance activities, and environmental conservation. A pupil who is ready to take responsibilities implements them quickly, willingly, and efficiently. Therefore, readiness to take responsibilities also involves readiness to fulfil them.



FOR ONLINE USE ONLY
DO NOT DUPLICATE

Taking and fulfilling responsibilities

Taking and fulfilling responsibilities is an important aspect of managing responsibilities. Managing responsibilities means doing what we are supposed to do according to our positions in the community. For example, a class monitor fulfils his responsibilities by ensuring that his fellow pupils observe silence, reporting to the teacher when things are not going well in classrooms, and ensuring that his fellow pupils do what they are supposed to do in the classroom. Readiness to take responsibilities is an important determinant of personal willingness.

Read the following story and answer the questions that follow.

At Itamba Primary School, pupils engage in outdoor activities. Such activities include self-reliance and cooperative activities. Last Thursday, the school bell rang. All pupils assembled to be assigned responsibilities by the teacher on duty. According to their timetable, every Thursday after class hours, Standard Five pupils are supposed to clean the school compound. On that day, they were assigned to clean the toilets. Six boys were assigned to clean boys' toilets and six girls were assigned to clean girls' toilets. Each group was given tools such as soap, brooms, detergents, and disinfectants.

The group of girls quickly proceeded to their respective area in order to implement the assigned task. When they arrived, they realised that there was no water in the toilets. In addition, thick cobwebs were hanging in the dusty corners. Therefore, some girls went to fetch water and others used the brooms to remove the cobwebs and other kinds of dirt. They cleaned the wall and removed all the cobwebs. Then, they poured the disinfectant into the latrine pits to kill germs and to prevent bad smells. Within a short time, the group of girls had completed their duty and were now ready for inspection. When the teacher arrived, she found the girls had effectively done their duty. The toilets were clean and attractive; there were no bad smells at all. The teacher smiled and congratulated them for their excellent work.

The teacher went on with the inspection and arrived at the boys' toilets. To her surprise, she found some of the boys playing football while others were playing with water. When she entered in the toilet rooms, she saw cobwebs in the corners; the walls were messy; the floor was dirty; and the

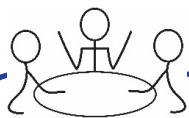


FOR ONLINE USE ONLY DO NOT DUPLICATE

toilet pits were stinking. The teacher was not happy. She insisted on the importance of taking and fulfilling responsibilities and ordered them to do their work seriously.

Exercise 2

1. Which acts show that the girls were ready to fulfil their responsibility?
2. Did the boys fulfil their responsibility? Briefly explain.
3. What advice would you give to boys who behave like the boys in the story?
4. What are the benefits of evaluating the implementation of responsibilities?



Activity 2

Discuss with your fellow pupils how to advise a pupil who does not participate in class group activities. Write a summary of the discussion and submit it to your subject teacher.

Good governance in schools



Think

What does good governance mean? Have you ever heard of this word before? How would you like for your parents, guardians, and teachers to lead you? How would you want for them to help you when you misbehave? What comprises good governance?

Good governance is a system in which leaders fulfil their duties by observing human rights and the agreed rules and procedures. It has the following principles. It is based on agreed rules, regulations, and procedures. It is also based on the principles of justice, quality, as well as equitable and timely provision of service. Good governance is a fundamental aspect that enables the fulfilment of responsibilities and hence the attainment of the expected results.



FOR ONLINE USE ONLY DO NOT DUPLICATE

A school is said to have good governance if it is managed according to the principles we have just explained. In other words, a school has good governance if management, teachers, pupils and everybody observe the rules, regulations and procedures that have been agreed. No one is above the law. Another principle of good governance is the participation of stakeholders in making various decisions that affect members. This democratic principle respects opinions of everybody in the school. Opinions can be given out in different ways including using a suggestion box. Principles of good governance help in running the school smoothly.

Read the following story and answer the questions that follow.

A long time ago, there was a king who ruled Kijito Kingdom. His name was Kazimoto. King Kazimoto ruled his kingdom according to the rules, regulations, and procedures set by his country. He was a man of justice, and he treated everybody fairly. He protected the country's resources for the benefit of all citizens. The kingdom became wealthy, peaceful, and prosperous. People lived in harmony. They were happy and everybody loved one another. One day, King Kazimoto contacted a strange disease. His legs became numb. Therefore, he could not walk. The citizens were shocked when they heard the news. They managed to find medicine that healed their king.

Exercise 3

1. Briefly describe King Kazimoto's leadership in his Kijito kingdom?
2. What disease did King Kazimoto contact?
3. What kind of life did the citizens of Kijito live?
4. Why do you think the citizens volunteered to help King Kazimoto?



Activity 3

Discuss with your fellow pupils what good governance means. Arrange with your subject teacher to conduct a study visit to learn about good governance in a local government office.



FOR ONLINE USE ONLY
DO NOT DUPLICATE

Obeying the law

Obeying the law means self-discipline in observing rules, regulations, and procedures. It is one of the basic principles of democracy. It facilitates monitoring activities in a systematic and civilized way. Obeying the law is very important because the end result is always good. If you obey the school rules, the school will be lead smoothly and successfully. Laws can be made to govern institutions, such as a country, school, village and Parliament.

As a pupil, you are supposed to obey your school rules. Some of the school rules are as follows:

1. Maintain punctuality at school whenever required.
2. Wear proper and clean school uniforms.
3. Never wear earrings or other ornaments at school.
4. Keeping silence in classrooms and at assembly meetings.
5. Always keep your body, clothes, and the school environment clean.
6. Maintain good discipline, obedience, and respect towards others at school and outside the school irrespective of their age.
7. No one should steal, quarrel, or act in a dishonest manner.
8. Respond immediately to the school bell.
9. Report to the discipline master/mistress, class teacher, or teacher on duty whenever you have a health problem.
10. Classroom attendance is compulsory on all school days.
11. Getting into mischief, using foul language, selling or drinking alcohol, smoking, selling of cigarettes and drug abuse are prohibited.
12. Always conserve the environment and protect public property and the good name of the school.
13. Love affairs are strictly forbidden at school and outside the school.

Read the conversation between John and Hamisi. Then answer the questions that follow.

Hamisi: Do you know that one of the school rules restricts to possess, engage in selling, or using drugs?



FOR ONLINE USE ONLY
DO NOT DUPLICATE

John: Oh! Stop that Hamisi! What have you seen?

Hamisi: I have seen you with marijuana!

John: Me? (Raising both hands) are you crazy? Where did you see it?

Hamisi: Ok! Come closer. I will show you.

John: Leave me alone, and mind your own business!

Hamisi: But do you know that our school prohibits us from possessing alcohol and using drugs?

John: Ok, Hamis! yes I do. Let me give you a piece for you to taste it.

Hamisi: Aaah! No way! So are you persuading me to smoke marijuana? I'm going to report this to the teacher.

John: Not that! No one is going to be reported to the teacher

Hamisi: Don't you know it's bad to smoke marijuana?

John: (silent)

Hamisi: (Pulling John's hand). Let's go to the teacher. This is for your benefit.

Exercise 4

1. Is John obeying the school rules? Why?
2. What problems is John likely to face as a result of smoking marijuana?
3. Are there pupils who use drugs at your school?
4. What advice would you give to John?
5. What is the difference between Hamisi's behaviour and John's?



Activity 4

Discuss with your fellow pupils the advice you can give to pupils who engage in drug abuse. Write your suggestions in the exercise book and submit it to your subject teacher.



FOR ONLINE USE ONLY
DO NOT DUPLICATE

Obeying rules and regulations

To obey rules and regulations is to act in accordance with the law. It is an important principle for successful attainment of goals. Likewise, obeying rules and regulations prevents conflicts. Another benefit of acting in accordance with rules, regulations and procedures is the avoidance of conflicts between teachers, between teachers and pupils, and between an organisation and its employees. Everybody will work in peace and harmony aiming to achieve good results. You always have to observe rules, regulations, and procedures in order to ensure justice.

Exercise 5

1. Outline the rules of your school.
2. Are the rules you have outlined similar to or different from those listed in this book?
3. Why is it important to have school rules and regulations?
4. What will happen if the school rules are ignored?
5. What advice would you give to a pupil who does not obey the school rules?



Activity 5

Discuss with fellow pupils the benefits of obeying school rules and regulations. Summarise them in your exercise book and submit it to your subject teacher.

Exercise 6

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

1. Readiness to accept responsibilities depends on...
 - (a) self-awareness and readiness to accept advice.
 - (b) competition with others.
 - (c) refusing advice from anybody.
2. Supervision of activities at school is done by ...





FOR ONLINE USE ONLY
DO NOT DUPLICATE

- (a) teachers only. ☐
- (b) pupils only. ☐
- (c) teachers and prefects.
3. All leaders are required to consider ...
- (a) only their personal interests. ☐
- (b) principles of good governance. ☐
- (c) dictatorship government.
4. Obeying the law ...
- (a) does not discriminate leaders or citizens.
- (b) cannot be implemented willingly. ☐
- (c) delays fulfilling responsibilities.
5. The head teacher is responsible for ...
- (a) receiving school fees and spending it as she likes. ☐
- (b) leading and supervising all activities in the school.
- (c) punishing pupils for nothing.
6. A suggestion box facilitates ... ☐
- (a) leakage of pupils' secrets.
- (b) protects teachers from what is going on in the school.
- (c) gives out opinions secretly.
7. A good leader is ...
- (a) a person who is liked by many people.
- (b) a person who rules in accordance with justice. ☐
- (c) a person who is elected by many votes.
8. Conflicts can be solved in schools if ...
- (a) all mischievous pupils are not expelled from school.
- (b) teachers cooperate with parents.
- (c) there is transparency and the school is managed according to justice principles. ☐



FOR ONLINE USE ONLY
DO NOT DUPLICATE

Exercise 7

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

1. Responsibilities are activities that one is required to perform.

2. Monitoring of activities is the work of a police officer. _____
3. In order to fulfil one's responsibilities, there is need to be forced and supervised. _____
4. A pupil who listens attentively is ready to fulfil responsibilities by force. _____
5. To take advice is to recognize one's shortcomings and the need to learn more. _____
6. Good governance is a kind of leadership that uses rules and regulations for the benefit of a few people. _____
7. Obeying rules and regulations facilitates a systematic conduct of activities. _____
8. Attending school is one of the school regulations. _____
9. Keeping the school environment clean is the responsibility of a few pupils. _____
10. Good governance brings peace and facilitates conflict resolution. _____

Vocabulary

Disinfectant	a substance that removes bad smells and kills germs
Humility	being humble; not thinking you are better than others
Stakeholder	a person or company that is involved in supporting an organisation or enterprise because of investment



FOR ONLINE USE ONLY
DO NOT DUPLICATE

Chapter Eight

Being tolerant

Introduction

In this chapter, you will learn how to be tolerant as you face day to day challenges. You will also learn about physical, health, and psychological effects arising from unaddressed challenges. This chapter will also expose you to other people's life experiences so as to learn from them as you strive to solve various challenges resulting from daily life activities.

Acts of tolerance

Tolerance is the ability to bear with what other people say or do even if you do not agree with them. In this section, you will learn to recognize other people's behaviour and attitudes that may be different from yours due to family backgrounds, religious beliefs, or race. It is important to recognize and respect other people's beliefs, ideologies, and perspectives even if they are different from ours. That will enable us to have many friends.

Consider the following situations:

- (i) When you hear the church bell ringing at 6 a.m.
- (ii) When you hear the adhan call to prayer at 5 a.m.
- (iii) Some members in your study group hold conversations in their vernacular language without considering your presence.
- (iv) A pupil seated next to you in class is getting into mischief and talking aloud.

Read the following conversation and answer the questions that follow.

Kadoda: How are you, Mwanalomi?

Mwanalomi: I'm very fine, Kadoda. How are you?

Kadoda: I'm fine! How is your class?

Mwanalomi: Frankly speaking, I can't tolerate being in that class. I wish I could be transferred to another class.



FOR ONLINE USE ONLY
DO NOT DUPLICATE

Kadoda: Why so, Mwanalomi? Your class is doing very well academically!

Mwanalomi: Oh, yes! However, some pupils are very mischievous.

Kadoda: Oh, come on, Mwanalomi! Is that the reason for you being unhappy?

Mwanalomi: So, don't you see it as a problem?

Kadoda: Mischievous pupils are everywhere, even in our class. Usually, we tell them to stop their bad behaviour. If they continue, the class monitor reports them to the class teacher.

Mwanalomi: Ooo! So, is it possible to study in the same class with such mischievous pupils?

Kadoda: Yes! It is important to advise them rather than segregating them; in the end, they will become responsible pupils.

Exercise 1

1. What is it that annoys Mwanalomi in the class?
2. What advice did Kadoda give to Mwanalomi?
3. What have you learnt in relation to tolerance from the conversation?



Activity 1

Discuss with your fellow pupils the importance of tolerance. Write a summary of the discussion and submit it to the subject teacher.

Facing life challenges

Life challenges are difficult situations one encounters in his/her daily life. Examples of such challenges are loss of a loved one, separation of families, or imprisonment. Other challenges can be loss of property due to natural calamities such as earthquakes and hurricanes. Some challenges arise as a consequence of being sexually harassed, oppressed, ridiculed, and discriminated against due to social, economic, political, religious, or racial backgrounds. In order to solve those challenges, you need tolerance and



FOR ONLINE USE ONLY
DO NOT DUPLICATE

perseverance. Perseverance is the quality of continuing to try to achieve your aim despite the difficulties or challenges you encounter.

Read the following story and answer the questions that follow.

Dilasi and Jefu are friends. They are in the same class. They became friends after realizing that they were great academic competitors. However, Jefu's academic performance dropped after his father lost his job. Jefu's school attendance was not good. He would pretend going to school, but he never reached school. He joined bad company and started smoking marijuana and stealing other people's properties. His friend, Dilasi, persuaded him to go to school, but he said that he had no money to buy stationeries. Dilasi was not happy with Jefu's situation. Dilasi explained Jefu's problem to Jefu's parents. Jefu's parents asked Jefu to persevere with the situation and start going to school. They also encouraged Jefu not to lose hope and work hard so that he can support the family in the future. However, Jefu did not have any hope for his future. With the support from teachers, his parents continued to encourage Jefu to resume studies.

Finally, Jefu took the advice and agreed to go back to school. Dilasi was very happy to see Jefu back at school. Within a short time, Jefu started to perform well in his examinations and came top of the class despite the challenges he encountered.

Exercise 2

1. Which challenges did Jefu encounter?
2. If you were Jefu, what would you have done differently?
3. Was Jefu's strategy to deal with the challenges appropriate? Why?
4. Give examples of similar challenges that pupils encounter.
5. Outline the activities that you will do to help your fellow pupils who face life challenges.



Activity 2

In your surrounding, which challenges did your friend face? What did you do to help him/her? Write in your exercise book a summary of what you did. Submit your work to your subject teacher.



FOR ONLINE USE ONLY
DO NOT DUPLICATE

Accepting changes in life

Change is the tendency of being in a situation that is different from what it used to be and, therefore, likely to be interesting and enjoyable. You are responsible for your own change. If you believe that you can change your life, it will happen. So, you need to develop confidence in your ability to change, and you should be hopeful that change will come. Being self-confident will help you to build the habit of persevering and embracing changes without losing hope.

Read the following poem and answer the questions that follow.

1. Truly, I tell you, life is full of change,
Despite its woes, we shall all catch up,
Life as behaviour, can easily change,
Be hopeful, for this too shall pass.
2. Believe in yourself, in facing life,
If you are hopeful, you are likely overcome,
Pray to God, in facing challenges,
Be hopeful, for this too shall pass.
3. Don't fight alone, cooperate with others,
Get projects, and marketable products,
Be it hot or cold, avoid conflict,
Be hopeful, for this too shall pass.
4. Always be positive, to avoid sadness,
Game can keep, your body healthily,
You have gone through many challenges, and yet succeeded,
Be hopeful, for this too shall pass.



FOR ONLINE USE ONLY
DO NOT DUPLICATE

Exercise 3

1. What advice does the poet give to the reader in the second stanza?
2. What secret(s) does the author share with the reader in order to avoid sadness and keep the body healthy when experiencing changes in life?
3. What are the conditions for success mentioned in the third stanza?



Activity 3

In not less than 100 words, describe the challenge that you encountered and the strategies you adopted as well as people you invited to overcome the challenge.

Importance of being tolerant

Being tolerant in the face of challenges has great benefits. The benefits include being efficient, academically progressive, intellectually mature and reliable. A friend who gives you company when you are in difficulty is a true friend. There is a saying, “a friend in need is a friend indeed.” When you face challenges, try to get good counselling from other people. Remember that challenges strengthen you.

Read the following poem and answer the questions that follow.

1. I wish to remind you, please listen,
Be tolerant, be successful,
Your goals to realize, your belt fasten,
Challenges you face, are part of life.
2. The challenges you face, should make you solid,
Avoid problems, stay away from bad company,
There is no shortcut, to succeed in time,
Challenges you face, are part of life.



FOR ONLINE USE ONLY
DO NOT DUPLICATE

3. Timid you shouldn't be, challenges are life mates,
Should not make you regret or despair, to improve your life,
You are not alone, many comrades have gained victory,
Challenges you face, are part of life.
4. When in a dilemma and feel you can't handle, involve others,
Avoid being controversial, fulfil your promises,
Approach the victims, and quickly assist them,
Challenges you face, are part of life.
5. Do the needful, with your resources,
Whatever you do, will have challenges,
Work hard, to achieve your dreams,
Challenges you face, are part of life.

Exercise 4

1. What are you doing to overcome the challenges you are facing?
2. Why do you think challenges can strengthen you in life?
3. List what you need to consider when you face challenges.
4. What advice would you give to a fellow facing a challenge?
5. What can you do to overcome challenges?



Activity 4

List five strategies you will use from now on to address the challenges that you and your fellow pupils face. Submit your work to your subject teacher.



FOR ONLINE USE ONLY
DO NOT DUPLICATE

Problems arising from unaddressed challenges

When someone fails to address challenges which he or she faces, he or she might be affected, for example, physically, psychologically and health-wise. Some of the physical effects could be bodily pain, which can lead to disability and paralysis. Additionally, one can develop peptic ulcers or high blood pressure which will affect his/her ability to work efficiently.

Psychological effects

Psychologically, one can develop fear, inconfidence, and shock. One is affected psychologically when he or she fails to make the right decision. If such a condition is not addressed immediately, it can be fatal. Psychological effects make the person unable to address challenges because of feeling powerless. The person is likely to attribute his or her condition to people around as the cause of the problem. If a pupil is affected psychologically, his or her academic performance will also be affected. Such a pupil may decide to stop going to school due to the belief that his problems cannot be solved.

Read the following story and answer the questions that follow.

Bupe is a Standard Five girl at Songwe Primary School. She lived happily with her parents. Her father was a farmer, producing food and cash crops. Her mother was keeping poultry. Their family income was enough to sustain their life. Since Bupe was the only girl in the family, her parents loved her and provided her with almost everything that she needed.

One day, they boarded a bus to visit their relatives in Sange Village, which is in Ileje District, Songwe Region. On the way, one of the front wheels of the bus bursted, causing a fatal accident. Bupe lost both parents. Bupe sustained some injuries and was rushed to hospital. After the burial of her parents, Bupe felt very lonely. She could no longer concentrate on her studies. As a result, she did not do well in primary school leaving examinations. Therefore, she stayed in the village with her grandparents, and that marked the end of her many dreams.



FOR ONLINE USE ONLY
DO NOT DUPLICATE

Exercise 5

1. Why did Bupe despair?
2. If you were in Bupe's position, how would you address the challenge?
3. What advice would you give to a friend who faces challenges similar to Bupe's?



Activity 5

Discuss with your fellow pupils how you will assist a pupil who is psychologically affected.

Drawing on the experience of others to address challenges



Think

Have you ever consulted a guidance and counselling expert at your school about your problems? Or have you ever sought advice from elders regarding the challenges you face? Have you ever consulted your friends who faced similar challenges?

It is important to recognize that challenges are part of life and that you are not the first to face challenges. Therefore, do not despair when you face challenges. Life has to continue. Other people faced similar challenges, and they managed to address them. Hence, it is a good idea to look for such people and use their experience to deal with your challenges. There are elders in the community who have a lot of experience in handling difficult situations; consult them. Teachers or counsellors at your school are helpful resources, too. In addition, think about how you can use your parents or guardians to address your challenges. Involve your parents or guardians in dealing with the challenges facing your family.



FOR ONLINE USE ONLY
DO NOT DUPLICATE

Read the following conversation and answer the questions that follow.

Roza: Mom, you are no longer buying meat and new clothes for us. Why?

Mother: Roza, my daughter! Life has changed. Our financial situation is not good at all. Don't you remember our shop was consumed by fire?

Roza: I do, Mom.

Mother: That's when our problems started. The shop was our major source of income. Everything was burnt up.

Roza: So, what shall we do now?

Mother: I have no idea. Perhaps, we need to discuss this.

Roza: Mom, I have an idea.

Mother: Oh! What is it, Roza?

Roza: I think we can establish a vegetable garden. Monika's parents have done just that. It is difficult to get vegetables in this village. So, if we establish a garden we will attract many customers. If we sell the vegetables we shall get money to buy clothes, rice and meat. And, who knows, we might even establish a new shop! How about that, Mother?

Mother: That is a brilliant idea, my daughter. Let's do it, starting by preparing a garden tomorrow.

Roza: Ok, Mom!

Exercise 6

1. What disaster did Roza's family encounter?
2. If you were in Roza's position, what would you have suggested to raise your family income?
3. Mention three alternative ways which you can use to overcome your family income-related challenges.



FOR ONLINE USE ONLY
DO NOT DUPLICATE



Activity 6

Discuss in your groups the challenges that each one faces at home. Write in your exercise book how you will overcome the challenges and submit it to your subject teacher.

Exercise 7

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

1. Tolerance enables a person to persevere when faced with challenges. _____
2. It is good to let people of the same faith or ideology live separately so as to avoid conflicts. _____
3. It is wise to tolerate people who hold different perspectives from ours. _____
4. Tolerance goes together with accepting changes. _____
5. When you face challenges, it is the end of your aspirations. _____
6. If your parents fail to provide you with school necessities, your performance will always drop. _____
7. When you face challenges, do not join bad company. _____
8. It is possible to turn a challenge into an opportunity. _____
9. You cannot use advice from others to resolve your own challenges. _____
10. When you use challenges wisely, you become stronger. _____
11. A child cannot advise his or her parent to address life challenges. _____



FOR ONLINE USE ONLY
DO NOT DUPLICATE

Vocabulary

- Adhan** the Islamic call to prayer, recited at prescribed times of the day
- Despair** a feeling of having lost all hope
- Disaster** an event that causes damage to people and property
- Fatal** capable of causing death
- Ridicule** to laugh at a person



FOR ONLINE USE ONLY
DO NOT DUPLICATE

Chapter Nine

Achieving your goals

Introduction

In Standard Four, you learnt about positive thinking, which involves thinking and developing curiosity to reach your goals. In this chapter, you will learn the strategies for enriching your goals and evaluating your efforts and self-discipline. You will also learn how to analyse things and compare them during the learning process to achieve your goals.

Strategies for achieving your goals



Ask yourself

What does the word “goal” mean?

Goal is the thing you aim to achieve. Goals give you a direction when doing something to get positive outcomes. Goals also help you to be focused and passionate about the specific issue you planned to achieve. They help you to determine what to do, when to do it, and whom to involve. After setting your goals, you can easily identify the right decision to enable you achieve them.



Think

How have you set your goals and strategies to achieve them?

In order to achieve your goals, it is important to analyse your expectations.



Ask yourself

Which academic level do you want to reach? What job do you want to do?

Make sure that your goals are specific and the time to implement is realistic. As a pupil, you are supposed consider whether your goals reflect your ability. Your goals should neither be too big nor too small. Prepare a plan which will help you to achieve them. Set performance criteria to help you in pursuing them. For example, in order to achieve my goal, I should score above 70 in each subject. Start implementing your plan carefully. Use your skills and ask for advice on how to deal with the challenges arising in creating a good plan to achieve your goal.



FOR ONLINE USE ONLY
DO NOT DUPLICATE

Read the following dialogue between Father and Jumbe. Then, answer the questions that follow.

Jumbe: Good afternoon, Father?

Father: Good afternoon, Jumbe! How is school going?

Jumbe: It's going well, Father.

Father: What do you aspire to be after your studies?

Jumbe: I want to become a medical doctor, Father!

Father: Oh, right! Then what strategies have you set to achieve your goal?.

Jumbe: Studying very hard to join secondary school and then majoring science subjects which will enable me to achieve my goal.

Father: Nice, Jumbe! Make sure that you study hard.

Jumbe: Thank you, Father! I will do so.

Exercise 1

1. What does Jumbe aspire to be in the future?
2. What strategies will Jumbe use to achieve his goals?
3. What did Jumbe's father advise his son?



Activity 1

Discuss with your fellow pupils what you would like to become and what strategies you are going to use in order to achieve your goals. Submit your work to your subject teacher.

Evaluation in pursuing goals

Evaluation is usually done during and after the implementation of a certain task or activity. During the implementation, you should know whether the strategies used were correct. For instance, as a pupil, you should have a daily, weekly, monthly, or annual self-development evaluation plan. This will help you to reach your goals successfully.



Ask yourself

"Is the learning time sufficient?" Am I following my timetable? Do I pay



FOR ONLINE USE ONLY DO NOT DUPLICATE

attention to the teacher in class? Are my friends helpful? Am I answering and asking questions in the classroom? Am I accomplishing class work and homework on time?

If you realise that the time you are using for studying is not sufficient, then you are supposed to extend it, or when you recognize that you always do not pay attention to a teacher during class hours you will then have to change. Another evaluation is done after the implementation of your goals. For example, if your goal was to pass your annual examinations, you will then measure whether you reached the expected target .



Ask yourself

Are these grade scores satisfactory? What led to this performance? Which area needs more attention? What should I do in order to improve my performance?

However, you may face many challenges in pursuing your goals. These normally occur. For example, an emergency at home might interfere with your timetable. If such a thing happens, you should find an alternative way so that your goal will still be realised. For example, you can compensate for your lost time by avoiding unnecessary conversations and working hard instead.

Read the following passage and answer the questions that follow.

Athumani and Neema are Standard Seven pupils at Muungano Primary School. They were both studying together. Their goal was to perform well in their final examinations. Neema had responsibilities like helping her mother to clean utensils and cooking after school hours. She had her timetable and put effort into self studying.

At home, Athumani spent most of his time playing and going to the cinema. He set only a little time for private studies; sometimes, he did not study at all. When Standard Seven results were announced, Neema was selected to join secondary school while Athumani was not. This situation disappointed and hurt Athumani. He went to talk to Neema and asked her why he failed while they were studying together. Neema told Athumani that setting goals is one thing and implementing it is another. Neema told Athumani that, though she had other tasks to do at home, she was still able to follow her timetable. Athumani realised his mistake and asked his parents to give him a chance to pursue his secondary studies in a private school so as to get secondary education. Athumani started studying hard and following his timetable. Eventually, both Athumani and Neema completed their secondary level education with good performance. Each scored Division One.



FOR ONLINE USE ONLY
DO NOT DUPLICATE

Exercise 2

1. What goal did Neema and Athumani set at first?
2. Why did Neema achieve her goals?
3. What mistake did Athumani make in pursuing his goal?
4. When Athumani set a second strategy, did he implement and follow it?
5. What would you advise pupils like Athumani?
6. Mention the actions that you are going to do after reading the passage.



Activity 2

Set your goals and write how you are going to pursue them within a year. Then submit your work to your subject teacher.

Addressing challenges in pursuing goals

In pursuing your goals, you have been facing different challenges.



Ask yourself

What strategies do you use to address them?

Read the following conversation and answer the questions that follow.

Teacher: Juma, why are you sad? What is your problem?

Juma: Madam, I was just thinking about family problems.

Teacher: Ehee! Can you tell me about them?

Juma: Whenever I ask my parents to give me some money for buying stationeries, they respond negatively. My timetable is not organised, even at home, I don't have time for studying. I think they don't love me, and they don't want me to achieve my goals.

Teacher: I'm very sorry Juma. Have you ever shared this problem with anybody else?

Juma: No, Madam



FOR ONLINE USE ONLY
DO NOT DUPLICATE

Teacher: Okay. I will then talk to your parents. We will know how to handle this situation. I hope you will get help. Don't think too much. Okay Juma?

Juma: Thank you so much Madam

Teacher: Next time, when you face challenges, make sure that you share them with the people you trust. They will give you proper advice. Don't panic because sometimes you can make bad decisions about your life. Okay?

Juma: Ok Madam! Thank you so much for your advice.

Exercise 3

1. Mention the challenges facing Juma?
2. How did the teacher help Juma?
3. When you face challenges, what should you do?
4. Describe other ways of managing challenges and reaching your goals.



Activity 3

Discuss with your friends the challenges facing some fellow pupils. Then, identify the strategies you will use to help them reach their goals. Write the strategies and submit your work to your subject teacher.

Being disciplined

Discipline is one of the most important requirement towards achieving your goals. Discipline is the ability to control and lead yourself. One of the actions that portray discipline is to do the right things without being supervised. A disciplined pupil usually puts more effort into doing activities both in class and out of class. He or she willingly follows school rules and regulations. Such a pupil usually sets goals and makes follow-ups on the pursuit.



Think

How can you inculcate a sense of discipline in you and others?



FOR ONLINE USE ONLY DO NOT DUPLICATE

You can do so by becoming confident. When you are confident, you will put more effort into finding more support which will make you better. Confidence is an inner belief or motive that enables you to accomplish your tasks. Even external rewards, such as acknowledgments, are not as powerful as confidence. You can also make other people confident. For example, avoiding inappropriate criticisms. These can reduce the ability of a person to perform a particular activity, besides creating worry, guilt and fear. Never use language which will discourage your friend. Discouraging language reduces morale and decreases the ability to work. You should also avoid being discouraged.



Think

Have you ever seen someone doing a certain activity without supervision? Have you ever done an activity without being supervised? How did you feel?

A person who usually performs a task without being supervised shows discipline. He or she has the ability to lead himself and confidence that he or she can do so. That is a way of assessing dignity.

Disciplined people usually perform their duties passionately. They also use their talents effectively. Accordingly, they achieve the best results. Being supervised all the time creates fear and doubt, which decrease efficiency. Working under no supervision makes you trusted and accepted. An obedient person can be entrusted with big tasks and important leadership positions.

Exercise 4

1. What is discipline?
2. Outline actions of a disciplined person?
3. Outline what you will start doing in order to create a sense of discipline.
4. How can discipline help you to set and achieve your goals?



FOR ONLINE USE ONLY
DO NOT DUPLICATE



Activity 4

Outline acts done by indisciplined pupils. How will you help them change. Write your answers in the exercise book and submit it to your subject teacher.

Learning by analysing things critically

Being curious refers to a tendency of finding the truth about something. The habit enables a person to question things or issues which are going on, by comparing and evaluating things while considering moral values in seeking knowledge from different sources. In this section, you will learn how to analyse things critically and argue by making comparison.

Questioning about things

Asking before doing or receiving something is very important. This behaviour enables you to understand and stabilise what you have already done. It also creates awareness and develop other people's talents and abilities. In the classroom, asking questions is the best way of learning. It adds knowledge, develops creativity and encourages responsiveness.

Read the following passage and answer the questions that follow.

Yusta and Amina are Standard Five pupils at Iwawa Boarding School. Each found a friend in Standard Seven. Yusta's friend was called Mage while Amina's friend was called Anastazia. After two weeks, Yusta was given a task to wash clothes for her friend. After a month, Yusta was almost performing all the duties of Mage. All of the environment portions provided to Mage were now cleaned by Yusta. Even a piece of farm, which Mage was responsible for, was being cultivated by Yusta. However, things were so different to Amina. When Anastazia asked Amina to wash her clothes, she would question why. In addition Amina questioned the reason behind that friendship. "What problems did Anastazia have?" She asked. From that moment, Anastazia did not ask Amina to help her, and their friendship ended.

After three months, Yusta's academic performance was poor compared to Amina's. Amina advised Yusta to stop her friendship with Mage. After that piece of advice, Yusta refused to do all duties assigned by Mage. She realises that there was no need to do all those duties. Eventually the friendship between Mage and Yusta started deteriorating. After six months, her academic performance improved.



FOR ONLINE USE ONLY
DO NOT DUPLICATE

Exercise 5

1. Which part of the passage indicates the questioning habit?
2. Which part of the passage doesn't indicate the questioning habit?
3. What were the advantages of the questioning habit to Amina?
4. What were the effects of not questioning on Yusta?
5. Why do you think Yusta's performance became poor?



Activity 5

Mention the problems which arise in the society due to the tendency of not questioning issues before implementation. Write them in the exercise book and submit it to your subject teacher.

The purpose of questioning in our daily life

Questioning is a tendency of being curious to seek the truth about a particular thing. The purpose of questioning is to get the right answer. We should ask in order to make the right decision. For example, a pupil who has violated school rules is usually called by a teacher and asked in order to find out the truth behind the problem. Before a suspect is being sentenced to jail, he/she is usually asked some questions in order to find out the truth. Questioning helps to find solutions to various challenges in our daily lives. For example, when you start going home late from school several times, your parents will ask you in order to find the solution to the problem.

The teacher can use questioning to find the right answer from a pupil in the classroom. Questioning involves processes such as question and answer. This is useful when the teacher needs immediate answers from the pupil.

Learning from other people's experiences

Learning from other people's experience is an important aspect in our daily life. There are different ways of doing so. You can either learn through the actions or life of others. For example, a pupil can learn from his or her fellow pupils, teachers, parents, guardians, and the society. People can also learn through observing others. What other people are experiencing can teach us a lesson.



FOR ONLINE USE ONLY
DO NOT DUPLICATE

Read the following passage and answer the questions that follow.

Chakubanga is a Standard Five pupil from a rich family. An expensive car usually brings him to school and takes him home after the sessions. His closest friend is Julius. He is also coming from a rich family. His parents drive him to school and back home. Both pupils feel special and discriminate themselves from other pupils such as Mohamed. Mohamed comes from Lazaro's family, a poor family that depends on agriculture; they own a small tomato field.

One day, it was reported on television that Chakubanga's father is being investigated for embezzlement of public funds. Shortly afterwards, he was arrested and sentenced to jail. All properties were confiscated by the government. Chakubanga's life became very hard. As a result, Julius started discriminating Chakubanga. He considered him as useless. One day, Chakubanga had no transport fee. Mohamed felt pity and gave him 300 Tanzania shillings to help him go to school. Julius looked angrily on Mohamed and asked him, "Why have you given Chakubanga that money?" Mohamed replied, "It's good to help each other regardless of our differences."

Exercise 6

1. What have you learnt from Julius and Chakubanga's friendship?
2. What have you learnt from Mohamed's behaviour?
3. What have you learnt from Chakubanga's behaviour?
4. In your opinion, why did Julius stop his friendship with Chakubanga?
5. What lesson do you get from what Mohamed did to Chakubanga?
6. What lesson have you learnt from the imprisonment of Chakubanga's father and confiscation of his assets?
7. Identify people whose behaviour are similar to Mohamed's behaviour in your community.



FOR ONLINE USE ONLY
DO NOT DUPLICATE



Activity 6

Discuss with your friends how you will help your fellow pupils whose behaviour is similar to that of Julius and Chakubanga.

Evaluation of performance

Evaluation refers to the process of examining something by identifying advantages and disadvantages in order to come up with the right decision. Therefore, good performance results from critical evaluation.

Evaluating performance at school and at home

Evaluating performance at school is usually done when a pupil is being assigned a task to do after learning to measure his/her ability to do it. For example, a pupil is given an exercise after studying a certain topic. It can also be done by making a follow-up on the pupil's academic performance and cooperation with other pupils. This evaluation will also show how he or she performs duties and activities out of the classroom. Such duties involve engaging in sports and in other self development activities.

The picture below shows pupils doing an examination in the classroom.



Figure 1: Pupils doing an examination





FOR ONLINE USE ONLY DO NOT DUPLICATE

Evaluating a child's performance at home is usually done through observing kinds of tasks and duties he or she performs. Such tasks are washing utensils or clothes. We assess whether the child is capable of doing such tasks efficiently. We also focus on how the child participate in different production activities at home. Examples of such activities are going to the farm, feeding cattle and managing a vegetable garden.

Importance of evaluating performance at home

Evaluating household chores is important. When such evaluation is effectively done, it may lead a child to be curious in finding solutions to the challenges facing the family. It helps the child to be courageous and confident to do things which will bring development. In addition, good performance at home reflects better performance at school. This information is more useful when parents and teachers meet to discuss the pupil's behaviour. This enhances good performance both at school and at home.

Exercise 7

1. Describe how evaluation is conducted in your school.
2. Which ways do your parents or guardians use to evaluate your performance at home?
3. How is evaluation important in enhancing performance at school and at home?
4. What will happen if performance at home and school is not evaluated?



Activity 7

Discuss with your fellow pupils how evaluation of performance is conducted at school. Write your answer in the exercise book and submit it to your subject teacher.



FOR ONLINE USE ONLY
DO NOT DUPLICATE

Exercise 8

Match each item in **Section A** with its corresponding one in **Section B**.

SECTION A	SECTION B
1. Goal	(a) A state of being equal or the same
2. Implementation of goals	(b) Ask someone questions in order to know the truth
3. Curious	(c) Duties are done as planned
4. Way of questioning	(d) Evaluation of performance in school
5. Comparison	(e) How to observe results at school
6. Examination results	(f) A habit of questioning or being curious
7. Hard working at home	(g) Expectations in doing something
8. Doing evaluation	(h) Evaluation of implementation
	(i) Evaluation of home performance
	(j) Making decision legally due to evidence



FOR ONLINE USE ONLY
DO NOT DUPLICATE

Vocabulary

Curiosity	the state of wanting to know about something
Empathy	the ability to understand other people's feeling and problems
Embezzle	steal money from a place where you work
Income	earning obtained after doing a certain task or profit gain after selling something
Morale	the amount of confidence felt by a person or group of people, which enables them to perform a certain task
Plan strategy	the tendency of doing things step by step in order to achieve a certain goal.
Priorities	first thing to be implemented or done
Evaluation	to analyse something to measure its value



FOR ONLINE USE ONLY
DO NOT DUPLICATE

Chapter Ten

Being moral and ethical

Introduction

In Chapter Nine, you learnt how to achieve our goals. In this chapter, you will learn about being moral and ethical. This will involve understanding the meaning of concepts such as morality, moral, ethics, ethical, and integrity.



Ask yourself

What is moral? Have you ever been moral?

Moral refers to principles of right and wrong behaviour. Thus, to be moral is to do good acts to oneself and to others and to be immoral is to do bad acts to oneself and to others. Being moral can also refer to a condition of behaving according to the established and accepted moral or ethical principles, such as responsibility, transparency, trustworthiness, and obedience. On the other hands, being immoral means failure to follow accepted principles of right behaviour.

Using the Internet wisely

Like other means of modern communication such as mobile phones and computers, the Internet is a modern form of communication. Due to its nature, it provides some information that can negatively influence people's perception and perspectives about their social, political, economic, and cultural situations.

Increased use of the Internet in the world has brought about interaction from different cultures and nations. What is posted on the Internet may contain good or bad messages. Accordingly, there is a need to extract messages that are appropriate to Tanzania values from those which are not.

The Internet provides us with news, education, and knowledge. It also connects us with other people in the world. However, the Internet has a lot of immoral content. Such content promotes negative values.

We should use the Internet wisely to acquire knowledge and improve the way we do our daily activities as well as to understand what happens in the world. Through the Internet, we can learn better ways of farming, fishing, entrepreneurship, cooking, and constructing houses.



FOR ONLINE USE ONLY
DO NOT DUPLICATE

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

Mother: My daughter, what are you doing?

Christina: Mom, I'm studying.

Mother: How do you study with an exercise book and a mobile phone at the same time?

Christina: I'm using the mobile phone to search something on the Internet. Then, I write it in my exercise book.

Mother: Alright my daughter! But be careful. Don't use the mobile phone to watch immoral things like pornography, robbery, theft, and killings.

Christina: I take your advice Mom. Our teacher taught us and advised us on using the Internet wisely. I understand that the Internet has both good and bad things.

Mother: It's true, my daughter! I'm glad that you take it. There is bad and good information on the Internet. Therefore, you should be careful and follow the instructions given by your teacher.

Christina: Thank you Mom. I will do that.

Mother: Okay, Nice studies.

Christina: Thank you, Mom.

Exercise 1

1. What was Christina doing when her Mom appeared?
2. What was the teacher's advice to Christina?
3. What was the advice of the mother to Christina?
4. Mention some good information available on the Internet.



Activity 1

In groups, discuss how you can use Internet wisely.



FOR ONLINE USE ONLY
DO NOT DUPLICATE

Obeying the law



Think

Have you ever been told to “Obey the law”? When you were told so, what did you understand?

The law can be defined as principles that guide decisions and operational procedures of different activities.

Every society has its rules and regulations, which are supposed to be followed by every citizen. They help to ensure that the society lives in peace, harmony, happiness, and understanding. Also, they are used to ensure the security of people and their properties.

Violating rules and regulations leads to loss of peace, justice, and harmony in the community. Usually, agreements are promises to do something that involves two or more people, companies or organizations. Such agreements can be written or spoken. Respecting the terms of the agreement is essential in order to avoid conflicts in the society.

Read the following passage and answer the questions that follow.

Ali and Remi were in Standard Five at Kibaya Primary School. They spent most of their time playing football. They were restricted from playing near classrooms and offices, but they ignored. One day, after the morning break, their fellow pupils went back to the class, but Ali and Remi did not. They continued playing football near the classrooms and offices. Remi kicked the ball which hit the window of the head teacher’s office. The head teacher was angry and ordered Remi and Ali to bring their parents. When their parents arrived at school, the teacher showed them the damage caused by their children and asked them to pay for it. Their parents agreed to do so. Remi and Ali were also punished for the damage. They were asked to plant and water two trees until they grow. As the result, Remi and Ali learnt the importance of obeying school rules and regulations.



FOR ONLINE USE ONLY
DO NOT DUPLICATE

Exercise 2

1. What damage did Ali and Remi cause?
2. Make a list of actions you will take to improve your ability of making decision in obeying the law.
3. What kind of agreements have you ever engaged in and implemented in your life?
4. List negative consequences of violating terms of agreements.



Activity 2

“Write a short composition about the lesson you learnt from the punishment you receive from your teacher, parents or guardian. Submit your work to your teacher.

Following orders and directives

In this section, you will learn how to respect orders and directives given to you both at school and at home. This is because moral standards are determined by the way you obey the orders and directives given to you. Therefore, you should respect all good orders given to you by authority so as to maintain peace and happiness.

Read the following poem and answer the questions that follow.

1. Hello! Hello! Viewers, I'm on the stage flow, want to tell you something new!

There is something wrong disturbing us, both adult and youth.

What is wrong especially among the youth?

Obeying rules is a problem among young people.

2. Asha and John love argumentations,
When parents beseech us, pride we always display,
And tasks at school, reluctantly implement,
Obeying directives, is a problem among young people.



FOR ONLINE USE ONLY
DO NOT DUPLICATE

3. The problem is deep, we have to fight against it,
Let us educate one another without confrontation,
Receive directives, perform superbly,
Obeying directives is a problem among young people.
4. I plead to be heard, as I vacate the scene,
Our obligations as youth, any obey directives,
For our parents and teachers, and the whole society,
It is important to consider, once given direction.

Exercise 3

1. What is the problem affecting the youth?
2. What can be done to solve the problem?
3. What is the source of the problem?
4. Outline what you would do to help your friends who do not follow directives from parents and teachers.
5. What problems have you observed at home and at school that result from disobeying the rules.
6. Mention measures that you will take to strengthen your ability to obey directives from your teacher, parents and guardians.



Activity 3

Discuss with your friends how you can identify pupils who do not obey instructions. What advice would you give them? Write your answer in the exercise book and submit it to your teacher.

Caring for personal and public properties

The word “care” means keeping something in good condition. Thus property caring is one of the moral attitudes. As a pupil, you have an obligation to take care of properties at home and at school. Examples of school properties include desks, books, classrooms, boards, and tables. As for household properties, these include furniture and utensils.



FOR ONLINE USE ONLY DO NOT DUPLICATE

It is your responsibility as a good citizen to protect and preserve such properties. You are obliged to take good care of your school bag in which you carry exercise books, school uniforms, and other school items. Caring for property, whether at home or at school, has the following features: first, it involves keeping school desks, reference books and exercise books clean. Secondly, it involves careful use of food utensils, which include cleaning them.

Consider the following acts and answer the questions that follow:

- (i) Ampokile has been congratulated for being a good keeper of school property.
- (ii) Mwasifa has been punished for not taking care of school properties.
- (iii) Mdeka has been ordered to pay for the hoe that he lost.
- (iv) Isimwe has always been breaking ceramic cups and plates at home.
- (v) Sarafina has always been breaking clay stoves. She is now using firewood in cooking which produces smoke that has caused bloodshot eye redness.

Exercise 4

- 1. Which of the above kinds of behaviour resemble yours?
- 2. How do you plan to change your behaviour?
- 3. What are the effects of not taking care of domestic and school properties?
- 4. Mention the advantages of taking care of the properties we use at home or at school.



Activity 4

Discuss with your pupils how to take care of domestic and school properties. Write it in the exercise book and submit your work to your subject teacher.



FOR ONLINE USE ONLY
DO NOT DUPLICATE

Planning for home and school responsibilities

One of the secrets to success is proper planning. In order to succeed at home and at school, you are supposed to identify all duties and activities. Then set a daily timetable and follow it accordingly. You are also supposed to set goals and assess the effectiveness of their implementation. In addition, you are supposed to avoid unacceptable behaviour and provide information about it. You should also collaborate with your fellow pupils and provide assistance to students or families.

Read the following dialogue and answer the questions that follow.

Journalist: How are you?

Yusto: I'm fine, and you?

Journalist: I'm fine. Please introduce yourself.

Yusto: My name is Yusto, I'm a Class Five pupil, studying at Mkongotema Primary School

Journalist: Congratulations Yusto for winning as a young poet in the country.

Yusto: Thank you very much.

Journalist: How do you feel about your victory?

Yusto: I'm excited because my dream has become true.

Journalist: So did you have a dream? Please tell us more about it.

Yusto: Our Swahili teacher usually encouraged us to write good poems until we become competent like Mathias Mnyampala and Shaban Robert.

Journalist: Enhee? What steps did you take?

Yusto: First, he encouraged me to read poems published by others in newspapers and books.

Journalist: Is that so! Have you ever written a poem and sent it to a newspaper for publication?

Yusto: Yes! Several times. For example look at this one (*Showing him a newspaper published his poem*). There are also many others.



FOR ONLINE USE ONLY DO NOT DUPLICATE

Journalist: Is there any editorial assistance you received before sending your poem to the newspaper?

Yusto: I work with some of my friends. I give them my work for them to read through. Then, I take it to my teacher before I send it to a newspaper.

Journalist: Congratulations! You are a good pupil with good plans and goals.

Exercise 5

1. What dream did Yusto have?
2. What steps did Yusto take to realize his dreams?
3. What dreams do you have in your life?
4. What strategies do you have to achieve your dreams?
5. Who is it that can help you achieve your dreams?



Activity 5

Discuss with your friends how you are going to fulfil your responsibilities at home and at school. Write your discussion in the exercise book and submit it to your subject teacher.

Good behaviour



Think

Have you ever questioned somebody about something? Why did you do so?

Acts that are not questionable are those which do not show any signs of lies or illegalities. An ethical or moral person performs acts that cannot be questioned. This moral behaviour breeds trust and acceptance in the community. Such acts can be done at home and at school. For a student, the following acts can cause doubt and mistrust:



FOR ONLINE USE ONLY
DO NOT DUPLICATE

- Secrecy
- Loneliness or silence
- Unusual appearance of some body organs, such as red eyes and drunk walking
- Always sleeping in class
- Crying
- Inability to read
- Having a lot of money
- Possessing a lot of valuable items

The following acts do not lead to suspicion or bad behaviour:

- Being happy or joyful
- Participating well in tasks at home and at school
- Arriving early at school
- Going to bed early
- Waking up early to prepare for school

The best way to avoid behaviour that causes doubt at school and at home is to cooperate with your parents or guardians, teachers, and fellow pupils. You are also supposed to introduce your friends to your parents or guardians to focus on your studies and to maintain obedience.

Exercise 6

1. Why is it important to choose friends with good behaviour?
2. In this story, which acts are questionable?
3. How are you going to help your fellow pupils who are known to have bad behaviour?



Activity 6

Investigate unacceptable kinds of behaviour which you doubt at school. Write them in the exercise book and submit it to your teacher.



FOR ONLINE USE ONLY
DO NOT DUPLICATE

Transparency and accountability in fulfilling responsibilities

You may have heard a friend telling you, “Tell me the truth.” You also might have heard people asking others to be transparent. Transparency and accountability are some of the most important aspects of morality. We will refer to these as truth and transparency in this part.



Ask yourself

What advantages did you get from knowing the truth?

Transparency is a habit of speaking the truth without hiding anything. It denotes freedom of expressing acceptable ideas without breaking the law. It also indicates plans and acceptable policies by virtue of being made by people. Respect and transparency become a condition or an attitude of doing what is acceptable in society. Consider a person who does not tell you the truth. Truth has advantages. It is the impetus to denounce immoral acts in the society. A truthful person attracts attention and trust. He or she usually has the ability to criticize and denounce wrong acts or bad behaviour in the society.

Some kinds of undesired behaviours at school are sedition, telling lies, and hiding the truth. Information originating from a truthful and reliable person can be easily accepted. For instance, information originating from parents, guardians, and teachers can be easily implemented. Similarly, information provided by trusted media outlets is loved and trusted by many. Such information can come from radio, newspapers, television and social media such as Facebook and WhatsApp. More often, unreliable information originates from streets. Such information is not confirmed; it is thus not trustworthy.

Exercise 7

1. Explain the importance of being a transparent and trustworthy person at school?
2. How will you help a person who is not trustworthy?
3. What disadvantage did you get from telling the truth?



FOR ONLINE USE ONLY
DO NOT DUPLICATE



Activity 7

Discuss in groups on how to help your fellow pupils who are not trustworthy in the class. Write it in the exercise book and submit it to the subject teacher.

Effects of being untrustworthy



Think

Have you ever lied to someone? Is being a liar a good attribute? Have you ever thought about the effect of telling a lie?

Lying is a habit of denying the truth or reality of something or an action.

Read the following passage and answer the questions that follow.

Kaboga and Kajembe were friends. They were in the same class. Both were good football players, but they had different academic abilities. Kajembe always came top of his class while Kaboga was always at the bottom of the class. Kaboga was, therefore, jealous of Kajembe and decided to do whatever possible for Kajembe to be expelled from school.

As the pupils were in class, Kaboga asked to go to the toilet. Instead of doing so, he went to the dormitory, broke Kanene's case, took his beautiful shirt, and placed it under Kajembe's mattress. Upon noticing the incident, Kanene reported it to the teacher on duty. When interrogated, Kajembe denied being involved in it. However, Kaboga's plan was not helpful as Kanene found Kaboga's identity card in the broken case. Then it became evident that Kaboga was behind the incident. Therefore, stern measures were taken against him.

Exercise 8

1. What do you think will be the outcome of Kaboga and Kajembe's friendship?
2. What would have happened to Kajembe if Kaboga's identity card had not been found in Kanene's case?
3. Apart from being a liar, what other behaviour does Kaboga seem to have?
4. What advice would you give to pupils who behave like Kaboga.



FOR ONLINE USE ONLY
DO NOT DUPLICATE



Activity 8

Write two stanzas warning pupils against jealousy and untrustworthiness.
Submit your work to the teacher.

Effects of hypocrisy



Ask yourself

What is hypocrisy? What is the behaviour of a hypocrite?

Hypocrisy is a behaviour of not showing one's true feelings or ideas about a particular situation. It denotes the habit of hiding one's true behaviour. This behaviour might have negative impacts to you and to others.

Read the following conversation and answer the questions that follow.

Kasenene: Hello Kadege! How are you?

Kadege: I'm fine, my friend!

Kasenene: You are my friend, and I don't have any other friend that I trust more than you.

Kadege: True, Kasenene! I'm more than a friend to you.

Kasenene: Today, I want to confide something to you.

Kadege: No problem. Just trust me. I won't betray you.

Kasenene: Today I managed to steal thirty thousand shillings from someone. Please keep the money for me, as I suspect he will come to school to complain.

Kadege: Is that all? Don't worry – give me the money. I will give you when you need it back.

Teacher on duty: There are students among you who have stolen money from this old man.

Old man: *(Passes to identify the one who snatched his money; Kasenene was standing)* This is the one who stole my money.

Teacher on duty: *(In the office with the old man and Kasenene)* Kasenene please return the old man's money.



FOR ONLINE USE ONLY
DO NOT DUPLICATE

Kasenene: Yes I'm the one who stole the 30,000 shillings, but I gave it all to my friend Kadege to keep it for me.

Teacher on duty: (*Ordering Kadege to be called*) Kadege. It seems you are the one who kept the stolen money.

Kadege: No, Teacher! I didn't receive any money from Kasenene. Kasenene has never been my friend. I don't cooperate with thieves.

Head teacher: (*When they were in the head teacher's office*) Kasenene you have shown bad behaviour, and you have tarnished the good name of our school. You are hereby suspended from school. Come with your parents to school on Monday with the money you stole.

Exercise 9

1. Who has shown hypocrisy?
2. Was Kadege right to keep the stolen money?
3. If Kadege was a good friend, what would he have done?
4. What advice would you give to Kadege and Kasenene?
5. List kinds of bad behaviour in your school apart from those presented in this story.



Activity 9

Mention the risks that a hypocrite can face and submit your exercise book to your subject teacher.

Doing justice



Think

Have you ever complained for not being treated justly? Have you ever been told by someone to do justice?

Doing justice is an act of giving someone something that he or she deserves. For instance, a child deserves education, security, medical treatment, food, shelter, and attention. A society that does not respect human rights is full of selfishness and exploitation.



FOR ONLINE USE ONLY
DO NOT DUPLICATE

Defending your rights and those of others equally

Justice entails treating yourself and others according to the established rules. It entails respecting human rights. For instance, as a student, you have the right to education, right to be protected, right to freedom of expression, right to live, right to be consulted, right not to be segregated, and right to be listened.

Although some children are denied these rights, in principle, every child deserves them. Accordingly, you have the obligation to defend those rights so that other children can have them.

Note that rights go together with obligations. Therefore, for every right, there is an obligation. For example, if you have the right to education, you also have the obligation to read for more knowledge. Since school regulations aim at protecting the rights of every pupils, you have the obligation to obey school rules and regulations. Likewise since you have the right to be heard, parents, guardians, and teachers have the duty to listen to your concerns; you also have the duty to listen to others.

Reporting information about violation of human rights to responsible authorities

Reporting information about violation of human rights to responsible authorities is a fundamental step to ensure that justice is done. To achieve this, it is important to have sufficient evidence.

Exercise 10

1. Explain how you will defend your rights and the rights of others in school.
2. What are the rights that you would prefer your parents, guardians and teachers to prioritize?
3. What is your responsibility in each right identified in question 2 above?



Activity 10

Discuss with your fellow pupils the fundamental rights violated at your school. Write the strategies that you will use to defend those rights. Submit your work to the subject teacher.



FOR ONLINE USE ONLY
DO NOT DUPLICATE

Exercise 11

SECTION A

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

1. All information from the Internet is moral. _____
2. If you use the Internet wisely, you will get constructive knowledge and skills. _____
3. If you misuse the Internet, you will be charged according to the law. _____
4. The law refers to rules or regulations enacted by the competent authority not to guide particular actions or events. _____

SECTION B

Write the correct answer in your exercise book.

5. Principles set at school and home help us in
 - (a) following the rules and controlling obedience.
 - (b) child violence.
 - (c) parent and guardian arrogance.
 - (d) bringing conflict.☐
6. Which of the following acts defend your rights and the rights of your fellow pupils?
 - (a) Bad governance
 - (b) Obeying laws but not using them
 - (c) Reporting to the respective organs or bodies
 - (d) Crying in pain☐
7. Which behaviour among the following shows disobedience to school rules?
 - (a) Arriving at school early
 - (b) Studying hard
 - (c) Fighting and dodging
 - (d) Having a personal study session at home☐



FOR ONLINE USE ONLY
DO NOT DUPLICATE

8. What is hypocrisy?
- (a) Openness and transparency
 - (b) Being responsible
 - (c) Untrustworthy and laziness
 - (d) Pretending to be a friend while you are an enemy
9. The following are the effects of not being transparent:
- (a) Being praised and destroyed
 - (b) Bringing conflicts
 - (c) Laziness and theft
 - (d) Brotherhood and laziness
10. Which among of the following organs is legally responsible for protecting human rights?
- (a) Police
 - (b) Parliament
 - (c) School
 - (d) Court
11. Which of the following reasons increase human rights violation?
- (a) Paying taxes responsibly
 - (b) Not sending children to boarding schools
 - (c) People taking the law into their own hands
 - (d) Love to people with special needs

Vocabulary

Hypocrite a person who does not do things as he or she said or promised

Technology scientific applied knowledge

Transparency aspect or behaviour of speaking without hiding

Useless man someone who does not have something to do, roaming here and there

Confide to tell someone you trust about personal things



FOR ONLINE USE ONLY
DO NOT DUPLICATE

Chapter Eleven

Democracy

Introduction

In this chapter, you will learn about the importance of democracy to the wellbeing of society, functions of political parties, significance of political tolerance, and the constitution of the United Republic of Tanzania.

The meaning of democracy

Democracy is a form of government that draws its legitimacy from the people and functions for the people. This system considers the decisions of the majority as a guide to government policy and decision. It is worth noting that the idea of “people” does not include everybody.

The people referred to are those who are 18 years old and above. It should be born in mind that children under 18 years, prisoners, and those who are mentally ill have no legal right to vote.

Significance of democracy

Democracy has the following advantages: First, it emphasizes the provision of human rights. It demands truth and transparency. A democratic government is transparent. It involves citizens in its plans and activities. In addition, it obeys and respects the rule of law. In this regard, all citizens and leaders are equal before the law. For example, to punish a criminal suspect instead of taking him or her to security organs is considered to be taking the law into somebody’s own hands.

The second advantage of democracy is freedom. There are so many types of freedom in which people benefit from having a democratic government. These are as follows:

- Freedom of expression
- Freedom of worship
- Freedom to collaborate/cooperate with others
- Freedom of movement



FOR ONLINE USE ONLY
DO NOT DUPLICATE

The third advantage is that democracy enhances responsibility among leaders. This means that, in a democratic government, leaders become responsible to citizens by providing public services according to their positions. Citizens become responsible to their government by paying appropriate tax and by participating in development activities.

In a democratic government, power is divided among three pillars, namely the judiciary, the legislature, and the executive. This division of power is crucial for smooth running of the government. In democracy, there is also political tolerance. This means respecting the opinions of others even if you disagree with them. Tolerance leads to peace, harmony and stability in any country.

Exercise 1

1. Describe the significance of truth and transparency in a democratic government.
2. Why is political tolerance very important in a democratic government?
3. Explain why it is important to obey the law in a democratic government
4. Who is supposed to be responsible in a democratic government? How?
5. Mention the advantages of freedom of expression in a democratic government



Activity 1

Write how the principles of democratic government are implemented in your school. Then submit your exercise book to your class teacher.

The roles of political parties

Before explaining the role and duties of political parties, let us look at the meaning of political parties.

Political parties refer to organised groups of people who share the



FOR ONLINE USE ONLY
DO NOT DUPLICATE

same faith or philosophy and whose intention is seizing political power. Such political parties have the duty to provide knowledge, criticize the government in power, and suggest alternative methods of resolving the challenges facing the society.

Another function is to strengthen cooperation among them and to arrange meetings with their members. Additionally, they have a duty to participate in general elections.

In order to maintain democracy, political parties should hold meetings to advocate their policies and to make sure the government fulfils its obligations to citizens. Moreover, they solicit votes from the citizens during elections. Political parties have a duty to motivate citizens to participate in development activities. They are obliged to defend justice by denouncing all forms of exploitation and oppression. Above all, they have a duty to maintain peace.

Read the following conversation and answer the questions that follow.

Chairperson: Hello members, you are warmly welcome to the meeting.

Members (All): Thank you

Chairperson: Let me welcome our secretary to read the minutes of the previous meeting. Welcome!

Secretary: Thank you, Chairperson! In the previous meeting, we discussed the constitution of our political party. We also discussed ways to get new members. Today, we have only two agenda. The first is to discuss the coming of new members, and the second is to discuss the two members who are contesting for the chairperson position.

Chairperson: Brothers, I hope all members have heard today's meeting agenda. Welcome to the discussion of the first agenda (*Names of new members who requested to join the party are being read by the secretary. Members discuss and decide to accept them*) Let us proceed with the second agenda).

1st member: Chairperson, I think we have no time to waste. Let us nominate the first candidate.



FOR ONLINE USE ONLY
DO NOT DUPLICATE

2nd member: For me, I think we should nominate the second name. This will be helpful to all of us.

Chairperson: Members, I believe everybody has heard the opinions of our two fellow members. How about others; what do you suggest?

3rd member: Thank you chairperson for giving me this opportunity to give my suggestion. I think we should vote for them.

Chairperson: Members, what are your opinions?

Members (All): Yes, let us vote! Let us vote!

Chairperson: Secretary! Please prepare the ballot papers. In addition, each contestant should select a person who will represent him or her in counting the votes. *(The secretary mentions the names of people contesting for the chairperson position. The contestants get a chance to speak before the members after being allowed by the chairperson. Then the members are given a chance by the chairperson to ask three questions to each contestant. When the contestants finish addressing the questions, votes are casted and counted. Then, results are announced by the chairperson in front of all members).*

Chairperson: My fellow members, as regards the two agenda we have discussed today, I would like to use this opportunity to welcome new members to our union. I'm also happy to announce that the second contestant is now our new chairperson elect after getting more votes than his opponent. Thank you for participating in this free and fair election.

(The chairperson gives the chairperson elect an opportunity to thank members on behalf of the new members. The meeting is then closed.)



FOR ONLINE USE ONLY
DO NOT DUPLICATE

Exercise 2

1. How many people contested for the chairperson position in the political party?
2. Why did they reject the first contestant?
3. Which criteria demonstrate truth and transparency in this election?
4. How did truth and transparency help in this election?



Activity 2

List in your exercise book the democratic practices conducted at your school and submit your work to the subject teacher.

Importance of political tolerance

Political tolerance refers to the situation in which citizens who have different beliefs and ideologies accept other people's opinions, even if they disagree with them. A good example of political tolerance is when political parties conduct their political rallies without interference. In this situation, members of such political parties usually challenge each other by asking questions without violating the principles of justice, truth and peace. Also, political tolerance helps members from different political parties to cooperate. It is good to respect other people's opinions even if you are against them. Political tolerance breeds political maturity. Even when one party loses in an election, it is good to accept the outcomes of the election; that is what it means by political maturity.

Tanzania has several political parties. These are legally established and permanently registered. Registration is usually done by the registrar of political parties. Tanzania (then Tanganyika) was a multiparty state before and after independence up to 1965. Thereafter, a single-party system was introduced. Then, in 1992, the multiparty system was reintroduced. This led to the formation of many political parties. These were registered as opposition parties. The following table shows the names of political parties which are fully registered in Tanzania. These are alphabetically arranged.



FOR ONLINE USE ONLY
DO NOT DUPLICATE

Table1: Names of fully registered Tanzanian political parties

No	Abbreviation	Full name
1	ACT – Wazalendo	Alliance for Change and Transparency – Wazalendo
2	ADC	Alliance for Democratic Change
3	CCK	Chama Cha Kijamii
4	CCM	Chama Cha Mapinduzi
5	CHADEMA	Chama cha Demokrasia na Maendeleo
6	CHAUMA	Chama cha Ukombozi wa Umma
7	CUF	The Civic United Front
8	DEMOKRASIA MAKINI	Demokrasia Makini
9	DP	Democratic Party
10	NCCR – MAGEUZI	National Convention for Construction and Reform – MAGEUZI
11	NLD	National League for Democracy
12	NRA	National Reconstruction Alliance
13	SAU	Sauti ya Umma
14	TADEA	Tanzania Democratic Alliance
15	TLP	Tanzania Labour Part
16	UDP	United Democratic Party
17	UMD	Union for Multiparty Democracy
18	UPDP	United people's Democratic Party



FOR ONLINE USE ONLY
DO NOT DUPLICATE

The picture below reflects one of the principles of democracy during the general elections of President, members of parliament and councillors.



Figure1: Citizens participating in voting

Obligations of political parties in democratic competition

Political parties in Tanzania are established according to the law, and they are supposed to function according to the law. Political parties are subjected to the registrar of political parties. The task of leaders are to hold political rallies or meetings, to explain their policies, and to convince people to accept their ideologies. In addition, they are obliged to have good relations with other parties, to strengthen democracy, and to maintain peace and culture. They are also obliged to hold elections with their respective parties so as to get good leaders. Accordingly, they are obliged to lead their parties according to their constitution.

Political party leaders are obliged to motivate the citizens in general to participate in active development programs. Their members are obliged to implement their respective policies according to their election manifestos. In addition, they are obliged to build good relations with other parties. They are supposed to respect the national flag as well as the uniforms of other parties.



FOR ONLINE USE ONLY
DO NOT DUPLICATE

Exercise 3

1. Why is it important for a political party to respect other parties' political meetings?
2. What are the advantages of political tolerance?
3. How can political parties unite Tanzanians?
4. Which obligations do political leaders have?
5. Which acts by political leaders and their parties signify political maturity and political tolerance to the ideologies of other political parties?
6. What is the significance of political parties to obey the law and follow regulations of the country?



Activity 3

Write the names of chairpersons within the political parties registered in Tanzania. Submit your work to your subject teacher.

The Constitution of the United Republic of Tanzania

The constitution is a set of principles, laws, rules, and regulations that governs a nation, association, party or group of people with the common goals.

The 1977 constitution of the United Republic of Tanzania has a total of ten (10) chapters. Each chapter has its parts as indicated below:

Chapter One covers the United Republic, political parties, the people and the policy of socialism and self-reliance. The chapter is divided into the following parts: Part 1 presents the United Republic and the People. Part 2 entails Fundamental objectives and directive principles of state policy. Part 3 covers Basic rights and duties. These include Equality of human beings, Equality before the law, The right to life, Right to personal freedom, Right to work, Freedom of expression and Social responsibilities.

Chapter Two describes the executive of the United Republic. It is also divided into the following parts: Part 1 covers the President of United Republic of Tanzania and his/ her duties and powers. Part 2, focuses on



FOR ONLINE USE ONLY
DO NOT DUPLICATE

the Vice President, his/her duties, and powers. Part 3 talks about the Prime Minister, cabinet and the government.

Chapter Three describes the legislature of the United Republic of Tanzania. It covers the parliament members, constituencies and election of members, procedures, powers and privileges of the parliament.

Chapter Four describes the Revolutionary Government of Zanzibar, the President of Zanzibar, Zanzibar revolutionary council, and the house of representatives of Zanzibar.

Chapter Five focuses on the dispensation of justice in the United Republic. It covers the High Court of the United Republic of Tanzania, The Judicial Service Commission for Mainland Tanzania, the High Court of Zanzibar, the Court of Appeal of the URT and the Special Constitutional Court of the United Republic of Tanzania.

Chapter Six describes the Commission for Human Rights and Good Governance and the Public Leaders Ethics Secretariat. This chapter has two important parts: the Commission for Human Rights and Good Governance and Public Leaders Ethics Secretariat.

Chapter Seven covers the Provisions regarding the finances of the United Republic of Tanzania. This chapter is divided into two parts. Part 1 presents the contribution and allocation of the revenue of the United Republic of Tanzania. Part 2 entails the consolidated fund and the finances of the United Republic of Tanzania.

Chapter Eight covers public authorities.

Chapter Nine presents armed forces

Chapter Ten covers miscellaneous provisions such as the title, commencement, and application of this constitution.

Read the following conversation and answer the questions that follow.

First citizen: How are you?

Second citizen: Fine! Today is an important day for us to elect local government chairpersons.

Third citizen: Yes, it's our constitutional obligation.



FOR ONLINE USE ONLY
DO NOT DUPLICATE

- First citizen:** Constitutional obligation? How?
- Third citizen:** The constitution is the mother law to govern a country. Even the right to vote or to be voted for is well explained in the constitution.
- First citizen:** Thank you! You have enlightened me.
- Second citizen:** Our constitution has explained well our responsibilities as citizens to obey the laws of the country.
- Third citizen:** Okay, let us go and fulfil our constitutional right by electing good leaders.
- First citizen:** Come on! Let's go.

Exercise 4

1. What is the constitution?
2. How many chapters are there in the constitution of the United Republic of Tanzania?
3. What are the advantages of understanding your national constitution?
4. What rights have been identified in the first chapter of the constitution of the United Republic of Tanzania?
5. What message has the third citizen (in the dialogue) given to the fellow citizen?



Activity 4

Ask for the constitution of the United Republic of Tanzania from your teacher and discuss with your fellow pupils the roles of the constitution and identify the human rights which are covered in the constitution.

Types, attributes, and responsibilities of a Tanzanian

Citizenship refers to a state of an individual to be recognised as a legal member of a particular country. In Tanzania, citizenship has been categorised into three. Citizenship by birth, citizenship by naturalisation, and citizenship by registration. Citizenship by birth is a kind characterizing one born in Tanzania. Citizenship by naturalisation is concerned with someone who was not born in Tanzania, but one or both parents belong to



FOR ONLINE USE ONLY
DO NOT DUPLICATE

Tanzania. Citizenship by registration is given to a foreigner who requests citizenship from the Immigration Department under the Ministry of Home Affairs.

Read the following conversations and answer the questions that follow.

Chezo: Hi Uncle!

Uncle: Hi Chezo. How are your studies going?

Chezo: They're going on well, Uncle! I usually see you going to work every day. Where do you work?

Uncle: I'm working at the Immigration Office in Dar es Salaam.

Chezo: Ahaa! So, are you the ones who issue citizenship and passports (travel documents)?

Uncle: Yes!

Chezo: What makes one become Tanzanian?

Uncle: One is required to be born in Tanzania. In addition, his or her parents, grandfather and grandmother are supposed to have been born in Tanzania. The one who is requesting for Tanzanian citizenship is required to deny his or her citizenship in writing. Then, he or she will be registered as a Tanzanian citizen. A Tanzanian citizen is not allowed to have another citizenship (dual citizenship). Every Tanzanian is required to be patriotic.

Chezo: Ahaa! So what are the criteria used for deciding whether one should be granted citizenship?

Uncle: According to the Citizenship Act No. 6 of 1995 and its Regulations of 1997, a foreigner who is requesting Tanzanian citizenship should be 18 years old or above, mentally fit and able to take decisions. He or she is supposed to fill the application forms. These are available at all Immigration Offices in Tanzania. Then his or her requests will be announced in the state owned media. He or she should not have any criminal record.

He or she is required to deny his or her citizenship in writing. He/she must have stayed or lived in the country for a period of 12 months consecutively before submitting his/her requests. Within 10 years, he or she must have



FOR ONLINE USE ONLY
DO NOT DUPLICATE

lived in the country for not less than seven years.

Chezo: Now I have understood it. I'm a citizen by birth. I was born in Tanzania. My father, mother, grandfather and grandmother were born in Tanzania.

Uncle: I'm glad that you understood.

Chezo: Thank you very much, Uncle.

Exercise 5

1. Mention three types of citizenship in Tanzania.
2. Which department is responsible for issuing citizenship in Tanzania?
3. What makes one become a Tanzanian?
4. What kind of citizenship do you have? Why?
5. How do you prove that you are a Tanzanian?
6. List the criteria for deciding whether someone should be granted Tanzanian citizenship.



Activity 5

Discuss with your fellows the steps to be followed if you suspect a person is living in Tanzania illegally.

Responsibilities of a citizen



Ask yourself

What are the responsibilities of a Tanzanian citizen?

Every citizen has constitutional duties and obligations. Responsibilities are things that every citizen is supposed to accomplish according to the law. As a citizen, you are supposed to engage in different legal activities. You are supposed to work hard to improve social wellbeing and the national economy. You are also required to work in accordance with the laws and to report people who violate the laws of the country. You are supposed to condemn all forms of extravagance and vandalism. You are required to



FOR ONLINE USE ONLY
DO NOT DUPLICATE

respect one's properties, as well as to protect our properties and national resources. You are also supposed to protect, cherish, and preserve peace, unity and the security of the country.

Exercise 6

1. What are your responsibilities as a Tanzanian?
2. Which responsibilities do you fulfil as a citizen?
3. Which responsibilities haven't you fulfilled yet? Why?



Activity 6

Discuss with your fellows how you will educate the society about the responsibilities of Tanzanians. Write it in your exercise book and submit your work to the subject teacher

Exercise 7

Section A

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

1. Principles of democracy recognize human rights. _____
2. Democratic leadership is well identified by obeying only the country's laws. _____
3. Citizens are just receivers. They are not responsible for anything in a democratic system? _____
4. Women do not have equal rights to men in a democratic government. _____
5. One of the duties of opposition political parties in a country is not to criticize the government in power. _____
6. Political tolerance to all political parties maintains peace. _____
7. Banning of meetings by members of another political party indicates political tolerance. _____



FOR ONLINE USE ONLY
DO NOT DUPLICATE

Section B

Write a letter of the correct answer in your exercise book.

8. One of the responsibilities of a Tanzanian is.....
 - (a) to let yourself known by all people through media
 - (b) to be extravagant
 - (c) to maintain, endure, and restore freedom, authority, and unity of the nation
9. How many chapters does the constitution of the United Republic of Tanzania have?
 - (a) 9
 - (b) 10
 - (c) 11
10. The roles of political parties in a country include the following:
 - (a) Mobilising citizens to participate in development activities
 - (b) Calling for a political rally and mobilising people to boycott/riot
 - (c) Asking for votes during the election period only
11. Freedom of expression is one of the principle of.....
 - (a) obeying law
 - (b) responsibility
 - (c) democracy
12. Division of power helps to.....
 - (a) avoid interference of responsibilities
 - (b) reduce tasks and condemn exploitation
 - (c) people in power to be humbled
13. When members of different political parties criticize and challenge themselves based on the principle of justice, truth and peace, it is called.....
 - (a) political rest



FOR ONLINE USE ONLY
DO NOT DUPLICATE

- (b) political tolerance
- (c) political challenges
- 14. People may get Tanzanian citizenship by birth, naturalisation and
 - (a) visiting parents who live in Tanzania
 - (b) using voting identification card
 - (c) registration
- 15. The following is one of the criteria for requesting Tanzania citizenship.
 - (a) To accept this nationality by writing
 - (b) Not necessary to be announced in the mass media
 - (c) Not confirmed to have committed any criminal offense since he/she arrived in Tanzania.

Vocabulary

Cast	voting
Contradict	say against something, disagree with something
Contestant	some who competes in a contest
Endure	to be in a difficult or painful situation for a long time without complaining
Manifesto	written statement by a political party saying what they believe in and what they intend to do
Vandalism	crime of deliberately damaging things especially public properties



FOR ONLINE USE ONLY
DO NOT DUPLICATE

Chapter Twelve

Maintaining peace

Introduction

In Standard Four, you learnt how to respect cultural differences and people of different origins. In this chapter, you will learn the importance of interacting with people of different origins and how to fight discrimination in order to maintain peace. You will also learn how to respect the right to life and human dignity. Additionally, you will learn how to take all precautions against strangers. Besides, you will learn to respect people's views and establish friendly relationships with other nations.



Ask yourself

What is peace? How do we ensure peace?

Tanzania is proud of being a peaceful country. A peaceful country has security. There is no war. This situation results from solidarity, mutual respect, and brotherly love among its citizens.

Peaceful coexistence

Peaceful coexistence is a state of living together peacefully in the same place and at the same time regardless of differences in religious belief, political ideology, sex, or socio-economic status. Look around your class.



Ask yourself

Are there pupils of different origins?



FOR ONLINE USE ONLY
DO NOT DUPLICATE

Look at the following picture and answer the questions that follow.



Figure 1: Interacting with people of different origins

Exercise 1

1. What do you see in the picture?
2. Have you ever lived with people of different origins?
3. Is it easy for you to cooperate with people of different origins? Explain.
4. Why is it good to interact with people of different origins?



Activity 1

Discuss with your fellow pupils how you will interact with people of different origins. Write a summary of your discussion and submit it to your subject teacher.

Importance of interacting with others



Ask yourself

What is the advantage of living with people of different origins?

It is important to recognize that in the community, we live with people of different origins. We, therefore, need to respect our differences and discourage behaviour that segregates other people.



FOR ONLINE USE ONLY
DO NOT DUPLICATE

Read the following story and answer the questions that follow.

Dadi is a Standard Five pupil at Kandete Primary School in Songea Municipality, Ruvuma Region. Dadi has a friend called Raja. Raja's parents are from India. Raja studies in Arusha at Hansanga Primary School. During the holidays, Raja used to travel to Songea to visit his aunt, where he also met Dadi. They became friends. One day, as Dadi was coming back home, he met his friend Yusufu. Dadi informed Yusufu that he has an Indian friend called Raja. Dadi also told Yusufu that Raja was interested in a traditional dance called 'Mganda'. Yusufu advised Dadi to take Raja to Mbamba Bay where there were 'Mganda' dance competitions. Dadi thanked Yusufu for his advice and shared the idea with Raja. Raja agreed. So, they planned to leave the following morning. Early in the morning, they boarded a bus to Mbamba Bay (Nyasa).

While they were in Mbamba Bay watching the competitions, Raja suddenly joined the dancers and started to dance. Dadi and other dancers were very happy to see Raja dancing 'Mganda'. Although 'Mganda' was not Raja's traditional dance, he learnt and danced it so well.

Exercise 2

1. What have you learnt from Dadi's behaviour?
2. Which of Dadi's activities are worth emulating? Why?
3. What have you learnt from Raja's behaviour?



Activity 2

Discuss with your friends Raja's and Dadi's decision to interact with people of different origins. Make a summary in your exercise book and submit it to your subject teacher.



FOR ONLINE USE ONLY
DO NOT DUPLICATE

Condemning segregation

To condemn something is to express strong disapproval of something because it is morally wrong. Segregating others because of their race, religion, sex or tribe needs to be strongly condemned. In Tanzania, people do not segregate others on any grounds, be it religious, gender, or colour.

Read the following panegyric and answer the questions that follow.

Passer-by: Knock, knock, and knock! Let me say my heartfelt,
A person has his/her home, why coexist?
Without foreigners, we profit what is ours,
Take me from doubt, by helping me to understand.

Peacemaker: For us it is inhuman, segregation is wrong,
I speak with pains, to you of hearts ugly,
I'm not out of mind, I'm saying what's sensible,
I condemn segregation, because it is immoral.

Passer-by: Be careful, we are losing our identity,
Let us not pretend to care, by embracing foreigners,
Should not enter the country, those who come from afar,
Take me from doubt, help me to understand.

Peacemaker: Nyerere Father of the nation, may he rest in peace,
Let us promote, His many good deeds,
Segregation is not love, for sure must be avoided,
I condemn segregation, because it is immoral.

Passer-by: You've opened my eyes, but satisfied I'm not,
What you are saying, a lot of sense it makes,
Although it is still hidden, explain to my satisfaction,
Take me from doubt, help me understand.

Peacemaker: Embracing segregation, will surely affect us all,
It will be the beginning of having, Europe and Africa,
Let Tanzania be praised, for all generations,



FOR ONLINE USE ONLY
DO NOT DUPLICATE

I condemn segregation, because it is immoral.

Passer-by: Slowly I understand, but not yet out of the woods,
I'm not intoxicated; I hope you understand,
For me to speak, explain for me to understand,
Take me from doubt, help me to understand.

Peacemaker: Segregation by colour from nation to tribe,
By devil's shrewdness, religion will make us fight,
Human beings are equal, by God design,
I condemn segregation, because it is immoral.

Passer-by: To condemn segregation, I begin to understand,
Embracing segregation, is blaspheming God,
For peace to disappear, research is not vital,
I condemn segregation, because it is immoral.

Peacemaker and Passer-by:

Let us maintain love, brotherhood and peace,
Let us do business, to increase our national income,
Home and abroad, let Tanzania be proclaimed,
Let us condemn segregation, because it is immoral.

Exercise 3

1. What have you learnt from the panegyric?
2. What is the peacemaker condemning?
3. What effects can result from segregation?
4. If you were the peacemaker, what would you say to the passer-by?



Activity 3

Discuss with your fellow pupils how you will eradicate segregation in your school. Write a summary of the discussion and submit it to the subject teacher.



FOR ONLINE USE ONLY
DO NOT DUPLICATE

Socializing with people of different cultures

To socialize with people is to meet and spend time with them in a friendly way in order to enjoy or learn something from each other. In the preceding part, you learnt how to socialize with other people. In this section, you will learn to compare different cultures by looking at things that we share and those that we don't. One culture may be similar or different from another in terms of dressing styles, types of food, the languages they speak, cultural performances, works of art, and rituals.

Look at the following picture and answer the questions that follow.



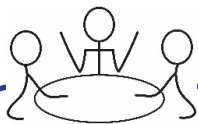
Figure 2: Various cultural dresses

Exercise 4

1. What do you see in the picture?
2. What is the difference in the dressing styles?
3. What things are common in the dressing styles?



FOR ONLINE USE ONLY
DO NOT DUPLICATE



Activity 4

Discuss in your group the cultural differences found in your community. Write a summary and submit it to your subject teacher.

Limitation of cooperation with other cultures

Every community has its culture that gives it vitality. Culture serves to unite people and gives the community identity that distinguishes it from other communities. Such cultural identity sets the limit of cooperation between the communities. Consider your community.



Ask yourself

What are the limitations of cooperation with people of different origins?

Read the following conversation and answer the questions that follow.

Stranger: Hello!

Farijala: Hello! How do you do?

Stranger: How do you do? (*Continues to take pictures*)

Farijala: What are you doing?

Stranger: I'm taking some pictures because this environment is so beautiful.

Farijala: Do you have permission to take pictures around here? It is strictly forbidden to do any activity including taking pictures near the state house, courts, bridges and hospitals without permission from the authorities.

Stranger: Oh, sorry! I didn't know that. I love this area around the court and decided to take pictures.

Farijala: It's Ok! Can I take you to the office where you can ask for permission to take pictures?

Stranger: No problem. Let's go, and thank you for informing me.

Farijala: Let's go, and thank you too for understanding.



FOR ONLINE USE ONLY
DO NOT DUPLICATE

Exercise 5

1. Do you think the stranger did anything wrong? Why?
2. How did Farijala assist the stranger?
3. If you were in Farijala's position, what would you have done?
4. What are the other things that limit cooperation with people of different origins?



Activity 5

Discuss how you will help a stranger who has visited your community to abide by the existing rules and procedures. Write a summary of your discussion and submit it to your subject teacher.

Working with people from different cultural origins

In the preceding part, you learnt how to recognize limits to the involvement of people of other cultures in various social activities. In this section, you will learn how to work with people from different origins who are living in Tanzania. This will enable you to interact and share work experience with them without endangering the security of our nation.



Ask yourself

What type of work have you ever done with people from different origins?

Exercise 6

1. Make a list of jobs in which Tanzanians work together with non-Tanzanians.
2. Mention the benefits of working with non-Tanzanians.



Activity 6

Identify jobs in which Tanzanians work together with non-Tanzanians in your community. Write them in your exercise book and submit your work to your subject teacher.



FOR ONLINE USE ONLY
DO NOT DUPLICATE

Read the following story and answer the questions that follow.

One fine morning, as Asia was attending a Civic and Moral Education lesson, she suddenly fell sick. She suffered severe stomach pains. She was firstly rushed to the village dispensary. When the problem became more serious, she was rushed to the district dispensary.

While being attended, Asia realized that the team of nurses and doctors were of different nationalities. She was afraid. A Chinese male nurse assured her that she would be fine. Asia was taken to the female ward to be diagnosed. It was discovered that Asia had a tumour in her stomach which needed to be operated on.

In the theatre, Asia saw two Japanese nurses and a Tanzanian doctor. After the operation, Asia's health condition improved quickly. She was very thankful to the team of nurses and doctors from the different nationalities who attended her with so much care and love.

Exercise 7

1. What were the nationalities of the team of nurses and doctors who attended Asia?
2. Why do you think Asia was afraid when she saw them?
3. List the benefits of working with people of different nationalities.



Activity 7

Discuss with your friend areas in which working with people of different nationalities should be encouraged. Write a summary and submit it to your subject teacher.

Respecting cultural differences

Respecting cultural differences is very important in order to maintain peace. Without recognizing cultural diversities and perspectives, there can be no long lasting peace. In this section, you will learn about your culture and recognize differences between your culture and that of others.



FOR ONLINE USE ONLY
DO NOT DUPLICATE

Your cultural origin



Ask yourself

Do you know your tribe? Are you proud of your tribe?

You are probably aware that each one belongs to a tribe. A tribe is a group of people of the same race, with the same customs, language, and religion living in a particular area under a chief. Every tribe has its own way of showing respect for their culture and maintaining it. They do so by speaking their tribal language and teaching their offspring to speak their tribal language. Through the language, moral principles and technical skills such as iron smith, traditional healing, food preparation and hair plaiting are passed from one generation to another. Many tribes maintain their cultures through traditional dances, greetings, and dressing.

Sing the following song and answer the questions that follow.

Express yourself x 6.

Am expressing sister!

Am called Nyemo Mazengo,

A Gogo by tribe,

Coming from Dodoma,

Am expressing sister!

Our staple food is *Ugali Mlenda*,

We speak *Kigogo*, and dress *Kaniki*,

Our dance is *Sansa*,

Am expressing sister!

Express yourself x 6

Am expressing brother!

Am called Said Komba,

A Ngoni by tribe

Coming from Songea

Am expressing brother!

Our staple food is *Ugali Maharage*



FOR ONLINE USE ONLY
DO NOT DUPLICATE

I speak *Kingoni* and dress red *Mgolole*

Our dance is *Lizombe*

Am expressing brother!

Exercise 8

1. What are the elements that differentiate one tribe from another?
2. Mention things which characterize your tribe.
3. Mention how cultural identity is maintained in your tribe.



Activity 8

Discuss each one of your group member's tribal origin and mention what distinguishes your tribes. Write a summary and submit it to your subject teacher.

Cultural differences within the community

You may have realized that there are different cultures in the same community. Cultural differences are caused by customs and traditions.



Ask yourself

What are customs and traditions? What is the difference between customs and traditions?

Customs are practices that change from time to time. Tradition is a way of life that a particular community has practised over a long period. People's behaviour is influenced by customs and traditions. There are desirable and undesirable customs and traditions. The desirable ones should be preserved and promoted, but undesirable ones should be discarded and discouraged. Marriage customs, *jando*, *unyago*, greetings and burial ceremonies ought to be preserved. Customs may change depending on the needs and perceptions of the community at a particular time. For example, in some tribes, people greet each other differently; some people greet one another by shaking hands; others greet by embracing, bowing down or kneeling down. All those are signs of greeting but the way it is done is different, and it can change with time.



FOR ONLINE USE ONLY
DO NOT DUPLICATE

Customs and traditions unite people. Tanzanians have Kiswahili, which unites them. They also love each other, cooperate with each other, and show community solidarity in undertaking development activities.

Read the following story and answer the questions that follow.

Asha is in Standard Five at Boma Primary School in Morogoro. She was never informed about her tribal origins. Her parents were not interested in following their customs and traditions. That is why Asha did not see their value. Asha's parents did not like to eat traditional foods; they like to wear exotic dresses, and they did not speak their mother tongue. As a result, Asha did not like to eat traditional foods and could not acquire her mother tongue because she was born in town. When Asha learnt about the importance of customs and traditions, she encouraged her parents to change their attitude. Her parents are now eager to promote their customs and traditions.

Exercise 9

1. List kinds of behaviour of Asha's parents which discourage customs and traditions.
2. Which other behaviour undermines African customs and traditions?
3. Mention three benefits of promoting African customs and traditions.



Activity 9

Discuss in your group activities that promote African customs and traditions in your school. Write recommendations and submit them to your subject teacher.

Respecting freedom of residence

You have learnt how to condemn segregation so as to promote freedom of residence. Freedom of residence is another aspect of maintaining peace. Every citizen has the right to live anywhere in order to make a living without being discriminated on the grounds of race, religion, tribe or nationality. The freedom that exists in this country enables everyone to enjoy peace wherever they are.



FOR ONLINE USE ONLY
DO NOT DUPLICATE



Think

Have you ever thought that you could live anywhere in Tanzania without being harassed by anybody?

Read the following story and answer the questions that follow.

Ikupaeli is a girl from Kilimanjaro Region. She completed Standard Seven two years ago at one primary school in Rombo District. After completing school, she made up her mind that she would apply the acquired knowledge and skills to engage in business and become a successful businesswoman. She started by selling fruits. She made sure that the profit she got increased her capital. When the capital was large enough, she opened a shop in which she sold clothes. However, her business was not as good as she expected. Since she had developed good relationships with African and Indian merchants. They advised her to move her shop to another place. Ikupaeli was reluctant because she had never experienced living out of Rombo. For some time, she could not sell the goods.

One day, her friends came to tell her that she could do good business if she moved to Mtwara. Ikupaeli agreed and went to Mtwara. She was warmly welcomed by residents of Mtwara. Ikupaeli worked hard to face the challenges of living in a new place. The residents gave her good cooperation. Within a short time, her shop grew bigger. Currently, she has established other business branches in Arusha, Dar es Salaam, Mbeya, Dodoma, and Iringa.

Exercise 10

1. Why did Ikupaeli move from Rombo to Mtwara?
2. How did the residents of Mtwara welcome Ikupaeli?
3. If you were Ikupaeli would you leave your home for another place?



Activity 10

Work with your group to identify people of different origins who live in your community. Prepare a chart to show their names and original places and submit it to your subject teacher.



FOR ONLINE USE ONLY
DO NOT DUPLICATE

Treating others fairly



Think

Have you ever heard someone complaining that he or she has been treated unfairly? Have you ever made a biased decision?

To treat others fairly is to do justice to them. If everybody is treated according to the law, there will be justice and peace. That is why segregating others based on race, religion, gender, or income can be regarded as injustice.

Read the following story and answer the questions that follow.

One day, Lungo's father asked Lungo to go for a walk in town. Lungo was very happy to go out with his father. He quickly dressed up, and he was ready for the walk. They were heading to town. The village was far from town. Therefore, they started their journey off by bus. When they arrived in town, Lungo's father took Lungo to different shops looking for a bicycle. They went to four shops comparing the units. Two of the four shops belonged to Indian merchants, one belonged to a Tanzanian and the last one belonged to a Chinese. Lungo's father finally decided to buy a bicycle from the Indian merchant's shop because the price was relatively cheaper.

On their way home, Lungo told his father how surprised he was to see many shops being owned by non-Tanzanians. His father explained to him that this was a result of our history. Since independence, our country was against racial discrimination. Everybody regardless of their physical characteristics, was equal before the law.

Lungo thanked his father for the gift and for the opportunity to learn many things including living with people from other cultural origins. But he still wondered how they could be Tanzanians while their origins were Indian or Chinese. His father explained to him that one can be a citizen after following legal procedures for becoming a citizen. Hence, Lungo learnt that a citizen can be anybody who has legal rights to live in a country by birth or registration.

Exercise 11

1. What is the thing that surprised Lungo when he came to town?
2. What do you understand by the word "citizen"?
3. What did Lungo learn from his journey to town?



FOR ONLINE USE ONLY
DO NOT DUPLICATE



Activity 11

Discuss in your group why non Tanzanians do business in the country peacefully. Submit your summary to the subject teacher.

Maintaining international relations

The way two people, groups or countries interact with each other or help each other is what we mean by a relation. In many countries, relations can be social, cultural, or commercial. It is very important to establish and maintain international relations because they promote solidarity, love, mutual understanding, and peace. International relations define geographical boundaries, making possible for one country to learn from other countries. For example, through exchange of programmes, individuals from one country can study in another country and acquire technological skills that are useful for the home country.

Commerce is another area of cooperation between countries. Goods which are produced in one country can be exchanged for goods from another country to promote economic development. Similarly, in sports and games, players from one country can freely travel to play in other countries. In this way, individual talents can be developed further, and the good name of the country can be promoted.

Cultural cooperation can make a language of one country to be used in another country. For example, many countries in Africa and in some parts of Europe, Asia, and America have to learn Kiswahili as one of the international languages. In this way, our culture is promoted by people of other cultures.



FOR ONLINE USE ONLY
DO NOT DUPLICATE

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



Figure 3: Maintaining trade and cultural cooperation with other nations

Exercise 12

1. How do you maintain relations with people of other cultures?
2. What do you learn from cultural and commercial relations with other nations?



FOR ONLINE USE ONLY
DO NOT DUPLICATE



Activity 12

Discuss with fellow pupils how you will maintain relations with people of other nationalities. Write a summary and submit it to your subject teacher.

Respecting human dignity



Ask yourself

What is humanity?

Respecting other people's dignity is an eventual ingredient for peace. To be human is to have dignity. A person has dignity if he/she is valued, accepted, loved, listened to, not segregated or discriminated against.

The basis of all this is the belief that all human beings are equal. Valuing others involve valuing their lifestyles as well as their economic status. Thus, to be able to live with people from different cultures, we have to value them by accepting them, loving them, listening to them, and by respecting their feelings. Additionally, we should neither disturb them nor segregate them.

Exercise 13

1. Mention things that you will do to show you respect human dignity.
2. List acts of respect for human dignity that you know.
3. Explain acts that you did to people of other cultures that show respect for human dignity.



Activity 13

Identify and discuss (in your group) treatments given to fellow pupils at your school but do not show respect for human dignity. Summarize it and submit it to your teacher.

Different ways of recognizing illegal immigrants

An immigrant is a person who lives in a country which is not his or her own. In this section, you will learn different ways of identifying persons who



FOR ONLINE USE ONLY DO NOT DUPLICATE

live in our community without following legal procedures. It is important to identify such people for the sake of the security of our country. You can obtain information about them by talking to them, talking to people who are close to them, or getting information from the immigration office. You can also ask them to show their identification documents or listen to their stories.



Think

Why do you think it is important to get information about them?

Consider the following three episodes:

1. An immigrant who lives in the community establishes a karate club. In the end, young people who joined the club become criminals.
2. An immigrant teacher establishes a school in the community without following proper procedures. The parents of the children start to complain about the quality of the school.
3. A neighbouring village was visited by young people who came looking for casual jobs. One day, they attacked a woman, raped her, and



Ask yourself

What have you discovered from the three episodes?

Read the following story and answer questions that follow.

One day, the village chairperson convened a meeting of all villagers to receive complaints and discuss security issues. In his opening speech, the chairperson asked everybody to express their grievances concerning security in the village. Many speakers said that the increase in the number of immigrants has increased the number of crimes. They talked about the likelihood of the criminal acts being done by illegal immigrants. The chairperson expressed his appreciation for the information and asked everybody to be vigilant and to report any stranger whom they suspect to be an illegal immigrant. He also asked all people who rented their houses to take pictures of all tenants and communicate with the village government before welcoming strangers in their homes. He said, "Even when your relative visits you, make sure that the village government is informed."



FOR ONLINE USE ONLY
DO NOT DUPLICATE

Exercise 14

1. Why is it important to report a suspected illegal migrant to the village government?
2. If you attended the village meeting, would you reveal people who are suspected of being illegal immigrants?
3. In the community you live, how do you get information about illegal immigrants?



Activity 14

Under the guidance of your teacher find out ways in which illegal immigrants are identified. Write a summary and submit it to the subject teacher.

Exercise 15

Answer the following questions by choosing the correct answer and writing its letter in your exercise book.

1. Which of the following is the advantage of cooperating with people of other cultures?
(a) Love and respect ☐
(b) Segregation
(c) Disrespect for human dignity
2. Which one of the following items shows the effect of segregation based on colour, tribe, or religious beliefs?
(a) Respect for other people
(b) Development of each group ☐
(c) Hatred and conflict in the community
3. When you hear a person of Chinese origin speaking Kiswahili, what does it imply?
(a) The person cannot speak Chinese. ☐



FOR ONLINE USE ONLY
DO NOT DUPLICATE

- (b) The person likes Kiswahili more than Chinese.
- (c) The person is strengthening the cultural relationship with our country.
4. Freedom of residence signifies
- (a) human rights. ☐
- (b) ways of creating enemies.
- (c) ways of discouraging loitering.
5. Which acts demonstrate human dignity?
- (a) Looking at the person's appearance ☐
- (b) Treating people fairly
- (c) Looking at his face and dress

Vocabulary

Convened	coming together for formal meeting
Exotic	something which is related to a foreign country/origin
Grievance	something you think is unfair and that you complain or protest about
Vigilant	giving careful attention to what is happening
Vitality	life, energy and enthusiasm



FOR ONLINE USE ONLY
DO NOT DUPLICATE

Chapter Thirteen

International cooperation

Introduction

In Standard Four, you learnt about building good relations with people of different origins, including the acts of hospitality and brotherhood and the concept of “globalization.” In this chapter, you are going to learn about international cooperation, diplomatic relations, and international communities. You will also learn about the advantages and disadvantages of globalization.



Ask yourself

What is international cooperation?

International cooperation refers to agreements made by different nations aimed at working together. When the cooperation involves neighbouring countries or countries under the same geographical region, it is termed regional cooperation.

Importance of international cooperation

Many nations in the world cooperate in order to be powerful in all aspects. International cooperation fosters sharing of professional skills and experiences among members. It also builds friendships, for example through cultural exchange, business, politics, and economy. Stable international relations enhance peace and security. Good relations among nations is more important especially to neighbouring countries. Through international cooperation, Tanzania benefits via, for example, getting markets for her products, loans, expertise, and scholarships.

Tanzania foreign policy

The 2015 Tanzanian foreign policy identifies the direction of international relations. The policy focuses on the following major aims: to protect peace and security of the United Republic of Tanzania and to stabilize the international relations and forecasting development, peace and security in



FOR ONLINE USE ONLY
DO NOT DUPLICATE

the world. It also focuses on the rectification of the United Nations and other monetary institutions. In addition, it allows collaboration with any country which has trust in Tanzania. Additionally, the policy encourages developing cooperation among other developing countries, fighting beyond the new economic model, and strengthening the African Union.

Advantages of international relations

Tanzania cooperates with other nations in politics, economy, diplomacy and culture. Economic cooperation is more sensitive since no nation in the world is economically self satisfactory. International trade can be conducted only if there are good international relations. Different embassies have been opened to stabilize political, economic and cultural relations between Tanzania and other countries. Cultural cooperation is strengthened by economic and political integration. International relations also strengthen peace and security in the neighbouring countries. For example, the relations between Tanzania and Kenya, Uganda, Zambia, Rwanda, Mozambique, and Burundi is strengthened by their good neighbourhood.

International cooperation strengthens peace, facilitates development and fosters professional integration. It also strengthens trade, especially when the nations decide to have a common currency. In addition, international relations help in exchanging technology among members to facilitate free movement of people from one country to another.

Challenges facing international relations

Several challenges face international relations. Some of them include contract violation, untrustworthiness, as well as ideological and cultural differences. Other challenges include boarder conflicts, business conflicts, and administrative regime change. Additionally, economic and development differences may lead one nation to be superior than others. Political instability, rebellion, and terrorism are also among the challenges facing international relations.



FOR ONLINE USE ONLY
DO NOT DUPLICATE

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

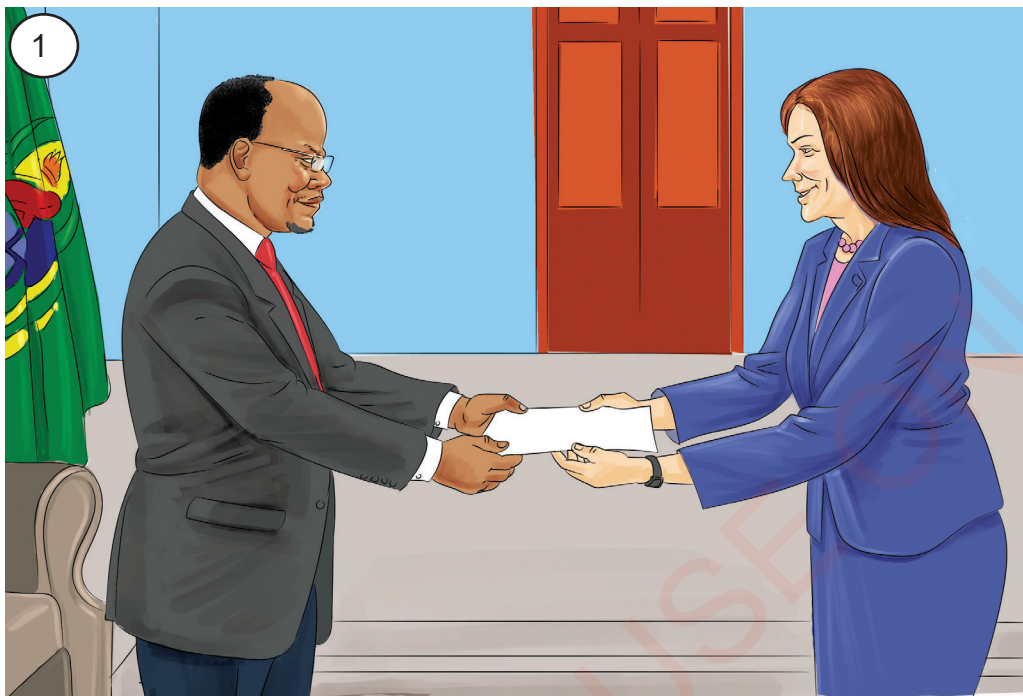


Figure1: Relations between Tanzania and other countries





FOR ONLINE USE ONLY
DO NOT DUPLICATE

Exercise 1

Answer the following questions:

1. What do you see in picture 1?
2. Mention the advantages brought by the activity in picture 2
3. What are the neighbouring countries of Tanzania?
4. What is the policy guiding the relations of Tanzania with other countries? In which year did the policy become operational?



Activity 1

Discuss with your fellow pupils the importance of international relations between Tanzania and other nations in economic and political development. Write the advantages in your exercise book and submit it to your teacher.

International communities

International communities are made of several countries. Examples of international communities are Commonwealth (CW), the United Nations (UN), African Union (AU), the East African Community (EAC) and the Southern African Development Community (SADC). These communities have been formed purposely for different goals and international duties.

Commonwealth

Commonwealth refers to the union of free nations that were once colonised by the British. It was established in 1949. One of its goals was to build cooperation, friendship, and brotherhood among the nations. Another goal was to deal with political resolutions especially among the member states. This relation intends to ensure equality, human rights and dignity as well as respect.

Tanzania is a member of commonwealth countries. It benefits the following: The country has an opportunity to share their views with developed countries. Economically, Tanzania gets market for its products. In addition, rich nations like England, Canada and Australia provide aid and grants to developing member countries.



FOR ONLINE USE ONLY
DO NOT DUPLICATE

United Nations (UN)



Ask yourself

What is the United Nations?

The United Nations is the union of free independent states in the world. It was established in 1945 soon after the Second World War.

Objectives of the United Nations

1. To ensure peace and security of the whole world
2. To resolve political, economic, social, cultural and legal conflicts among nations

Achievements of the United Nations

The following are some of the achievements of the United Nations:

- (i) Refraining from the occurrence of another World War.
- (ii) Reducing the production of dangerous weapons such as nuclear weapons.
- (iii) Helping countries such as Tanzania, Zimbabwe, Namibia, Kenya, and Uganda to get independence.
- (iv) Resolving different inter-political conflicts and civil wars between member states.
- (v) Providing peace keepers and other aid to countries with political instabilities.
- (vi) Forming different United Nation agencies for development such as the International Labour Organisation, United Nation Children Education Fund, and United Nation High Commission for Refugee.
- (vii) Combating racism and colonialism.

Challenges facing the United Nations

The United Nations faces many challenges. These include the division between poor and rich countries and civil wars in different areas, such as Nigeria, Burundi, South Sudan, and the Democratic Republic of Congo.



FOR ONLINE USE ONLY
DO NOT DUPLICATE



Figure 2: Refugee camp

African Union (AU)

The African Union was established in 2002 with the following objectives: to bring solidarity and togetherness among African countries, protect peace and morality among member states, insisting on international cooperation and respect for human rights. The union enhances peace, security and safety of the African continent. It also promotes principles of democracy and good governance among its member states. The African Union strengthens sustainable economic, societal, and cultural development. It also facilitates development of science and technology among the member states.

Achievements of the African Union

Through this union, different achievements have been made. One of the achievements is to maintain good economic relationships between member states such as the East African Community, Southern African Development Community, Common Market for Eastern and Southern Africa and the



FOR ONLINE USE ONLY
DO NOT DUPLICATE

Economic Cooperation of Western African States.

The main objective of these communities is to fight against poverty and diseases among member states and to ensure peace and unity among them. Another achievement is the construction of infrastructures, which link together different African countries so as to simplify trade and transportation. A good example is the road from Cape Town to Cairo (Egypt) through Dodoma and Manyara in Tanzania.

Challenges of the African Union

The biggest challenge facing the African Union is poverty and political instability among its member states. A good example is the conflict in South Sudan.

The East African Community (EAC)

The cooperation among East African countries such as Tanganyika, Kenya and Uganda started in 1947. These countries were under the British Colonial rule. At that time, their cooperation was based on social services. Colonial governors were the highest people who gave orders. After the independence of these countries, a New East African Community was formed in 1967. Various aspects of cooperation were established. These included railway, monetary, postal, and the examination council.

This cooperation collapsed in 1977 due to different reasons. One reason is the difference in political ideology. Whereas Kenya adopted capitalism, Tanzania adopted socialism. In contrast, Uganda was under the dictatorship form of government by Idd Amin. Idd Amin destroyed neighbouring relations by claiming that Kagera Region was part of Uganda. It was also said that Kenya had more seats than Tanzania and Uganda on the decision-making committee. In 1993, leaders of East Africa, namely Daniel Arap Moi (President of Kenya), Ali Hassan Mwinyi (President of Tanzania) and Yoweri Kaguta Museveni (President of Uganda), discussed revamping the East African Community. On 7th July 2000, the new East African Community was formed with its headquarters in Arusha, Tanzania. Later on, other members joined the EAC and marked a total of six (6) countries. These are Burundi and Rwanda which joined it in 2007 and South Sudan which joined it in 2016.



FOR ONLINE USE ONLY
DO NOT DUPLICATE

Objectives of the East African Community (EAC)

Some objectives of the East African Community are to foster sustainable development, enhance good governance by removing economic sanctions, encourage free movement of people, and strengthen unity and solidarity among its member states. Other objectives are starting political federation and reaching economic development and good life to the member states.

It seeks to collaborate in removing economic sanctions by having common tariffs, a common market, a common policy, and strategies for industrialization. The community expects to have a common currency and engage in environment conservation.

Southern African Development Community (SADC)

Tanzania is one of the members of the Southern African Development Community. This community was established in 1980. It involves all southern African countries. Its headquarters are in Lusaka, Zambia. This community has 15 member states which are South Africa, Angola, Botswana, eSwatini, the Democratic Republic of Congo, Lesotho, Madagascar, Malawi, Namibia, Seychelles, Tanzania, Zambia, Zimbabwe, Mauritius, and Mozambique.

Objectives of the Southern African Development Community (SADC)

The objectives of the Southern African Development Community include ensuring security, solidarity and safety; building infrastructure such as communication; and reducing dependence on foreign aid. The community intends to resolve economic challenges, socially and politically within the member states. SADC also aims to develop agriculture and industries among member states.



FOR ONLINE USE ONLY
DO NOT DUPLICATE

Exercise 2

Answer the following questions:

1. List different international communities in which Tanzania is a member state?
2. Outline the advantages that Tanzania is getting from being a member of different international communities.
3. What do you understand by the term “United Nations”?
4. What are the objectives of the United Nations?
5. Mention the objectives of the East African Community.
6. Mention the names of the Presidents who formed the East African Community.



Activity 2

Discuss with your teacher and fellow pupils the advantages that Tanzania is getting from being a member of the East African Community.

Indicators and effects of globalization on Tanzania



Ask yourself

What is Globalization?

Globalization is a form of international relation between nations in different aspect such as economy, business, politics, society and culture. This system is accelerated by science and technology as well as information systems. Technology simplifies communication through electronic tools, such as computers and mobile phones.

This system has led to interaction and cooperation among states. Therefore, in this section, you will learn the advantages and disadvantages of globalization. You will also learn how to address the effects of globalization in Tanzania.

Indicators of globalization include freedom of investment of capital



FOR ONLINE USE ONLY
DO NOT DUPLICATE

and money internationally, free market, freedom of people, wealth and technological transfer around the world. Globalization ensures democracy and good governance. Another indication of globalization is the spread of international agencies such as international banks and business companies. Other indicators include withdraw from international business forums by some governments, improvement in information technology especially the international media and uses of social media.

Read the following conversation and answer the questions which follow.

Zena: Was there globalization during your time?

Grandfather: Globalization? What is it?

Zena: It is a new way by which nations interact with each other easily and effectively in political, economic, social and cultural aspects.

Grandfather: Ahaa! So what are the advantages of globalization?

Zena: It has several advantages: it reduces economic sanctions, provides job opportunities, increases investments, and leads to technological advancement. Therefore, globalization helps to improve social welfare such as health, water, education, and transport services.

Grandfather: You have mentioned these advantages. Then, what about its disadvantages?

Zena: It is true! There are disadvantages of globalisation. For example, it has reduced the power of states to decide their affairs independently. It leads to the increase of illegal things such drugs and weapons. Globalisation has also affected our culture since people adopt foreign customs and traditions, which are against our values. It also leads to cyber- crime, terrorism and exploitation of developing countries.

Grandfather: That is why, nowadays, there is an increase in moral decay. So, what can we do to fight against those negative impacts?



FOR ONLINE USE ONLY
DO NOT DUPLICATE

Zena:

We're supposed to help each other since unity is strength. We're supposed to improve our education system so that it can filter and allow only the acceptable content to be accessible to us. We should use our resources properly to reduce over dependence on foreign aid, which normally comes with difficult conditions.

Grandfather:

Good, my granddaughter! We're supposed to respect our moral values. We should protect and cherish our culture and stop copying everything foreign. All youth who will be imitating bad foreign customs and conducts should be punished.

Zena:

I understand you. I won't be one of them, Grandfather!

Exercise 3

Answer the following questions:

1. Mention the advantages of globalization.
2. What are the effects of globalization?
3. Mention ways which can be used to fight against negative effects of globalization



Activity 3

Discuss with your fellow pupils the impact of globalization on your community. Summarise your discussion in your exercise book and submit it to your teacher.



FOR ONLINE USE ONLY
DO NOT DUPLICATE

Exercise 4

SECTION A

Match the items in **Part A** with their correct counterparts in **Part B**.

PART A	PART B
1. International Relations	(a) Moral decay
2. Communities in which Tanzania is a member	(b) All independent states are voluntary member states.
3. Strengthening international relations	(c) Promoting business
4. Effects of globalization	(d) Separation
5. United Nations	(e) Relation between one nation with another nation(s).
	(f) United Nations, African Union, Southern African Development Community, Commonwealth, East African Community
	(g) East African community, globalization and technology, trade Union, Commonwealth African Union

SECTION B

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

1. It is prohibited for a low income country to join the East African community. _____
2. A Tanzanian business man or woman is supposed to conduct his or her business activities only in Tanzania. _____
3. The relation between Kenya and Tanzania has helped to strengthen economy in both countries. _____
4. The United Nations provides financial support to its member states. _____
5. Diplomatic relations help Tanzania to promote her culture. _____



FOR ONLINE USE ONLY
DO NOT DUPLICATE

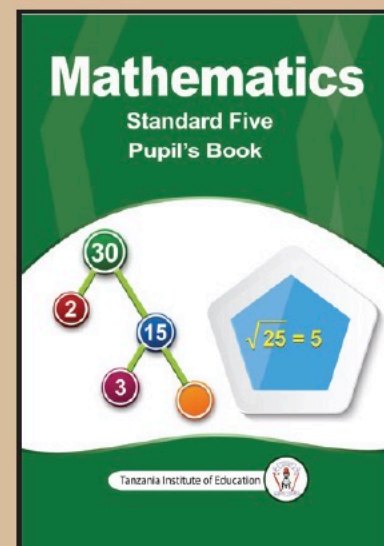
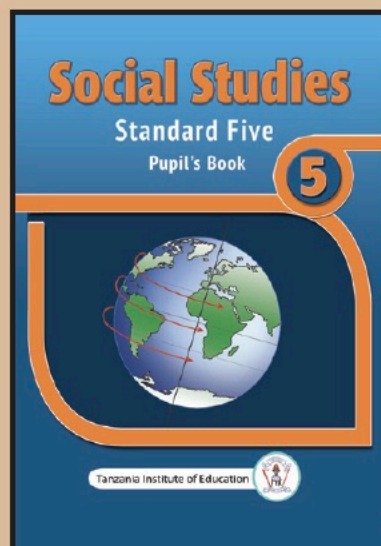
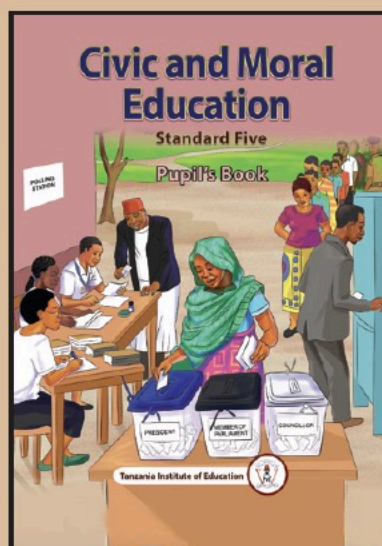
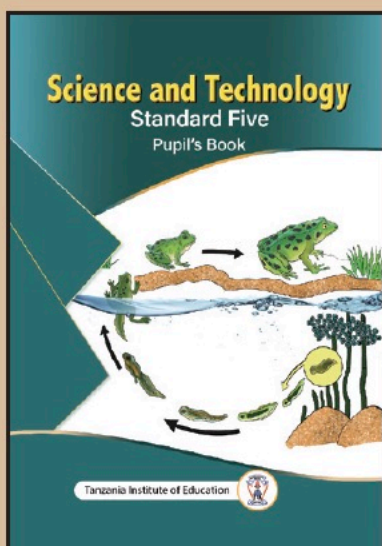
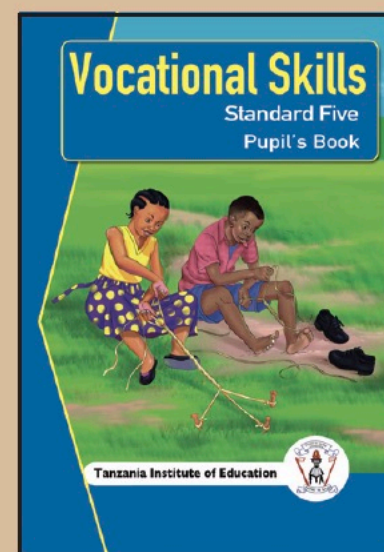
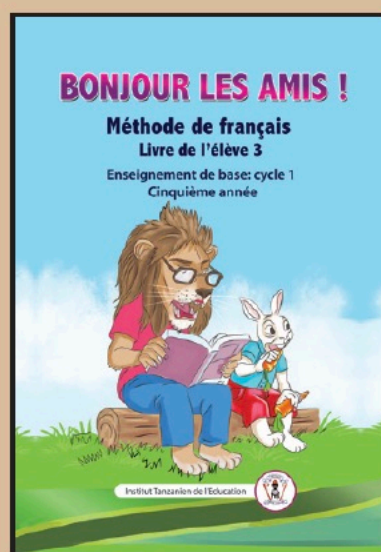
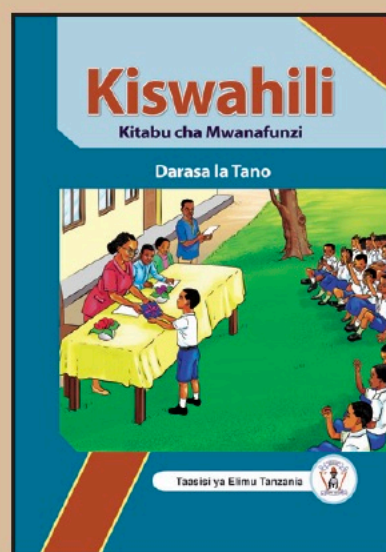
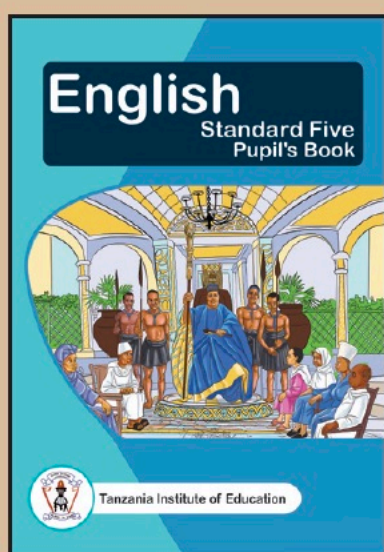
Vocabulary

Almighty	God
Challenge	restrictions and problems that someone faces
Community	a social unit with commonality such as norms, religion, values, customs, or identity
Dignity	a state of being respected as a human being
Diplomacy	wisdom of dealing with people to build relations with other countries or nations
Discrimination	treating one person or group differently from another in an unfair way
Government	a body of authority with legal political power of domination
Revamp	give new and improved form, structure or appearance to
Terrorism	a state of fear and threat of a group to others

Books by Tanzania Institute of Education



Standard Five



Civic and Moral Education

Standard Five

Pupil's Book

ISBN 978-9987-09-319-9



9 789987 093199