

Vocational Skills

Standard Five

Pupil's Book



Tanzania Institute of Education





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Vocational Skills

for Primary School

Standard Five

Pupil's Book

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

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Commissioner for Education

Tanzania Institute of Education





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Introduction

This is the first book in a series of three books of Vocational Skills for primary schools. The book is prepared according to the 2016 Vocational Skills syllabus for primary schools, issued by the Ministry of Education, Science and Technology.

The book is divided into seven chapters, which are Good grooming, Cookery, Forms and skills in performing arts, Drawing pictures, Clay modelling and weaving, Entrepreneurial skills, and Money management. Each chapter contains activities and exercises. You are encouraged to do all activities and answer all questions. The book uses songs, drama, poems and cases to help you develop the intended competences.



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Chapter One

Good grooming

Introduction

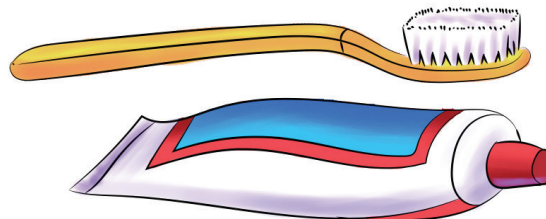
Good grooming means ensuring neatness and smartness of the body. Having clean clothes and dressing properly are also part of good grooming. Good grooming practices may vary according to culture and may change over time. Good grooming has to be instilled in a person by his or her parents, family members and other community members from childhood and developed through adolescence to adulthood. This chapter will enable you to practise the right procedures for cleaning and taking care of your body during puberty. You will also learn how to take care of your clothes by making simple sewing, repairing worn out parts and attaching buttons. In addition, you will learn how to perform daily, weekly and special cleaning of your bedroom. Finally, you will learn relevant procedures for disposing waste at school and at home.

Cleaning the body

It is important to wash our bodies daily to remove sweat, grease and other dirt. Cleaning the body also involves brushing the teeth. Different tools and materials can be used to clean and protect our bodies from diseases such as skin rashes. The tools include soap, a comb, petroleum jelly, and body oil or lotion. Figure 1 shows some of the tools and materials which are used in taking care of the body.



(a) Bucket



(b) Toothbrush and toothpaste





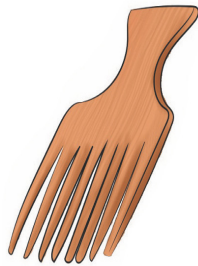
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(c) Petroleum jelly



(d) Towel



(e) Comb



(f) Teasing comb

Figure 1: Some tools and materials used for taking care of our bodies

The importance of cleaning the body: It is important to clean your body to prevent infectious diseases. Adolescents are encouraged to take extra care of their bodies because of the changes that occur during puberty. On one hand, adhering to good grooming practices helps the body to grow up healthy and strong. It may also make one look personable and smart. On the other hand, poor personal hygiene can contribute to infectious diseases, unpleasant body odour, social stigma and general ill health.

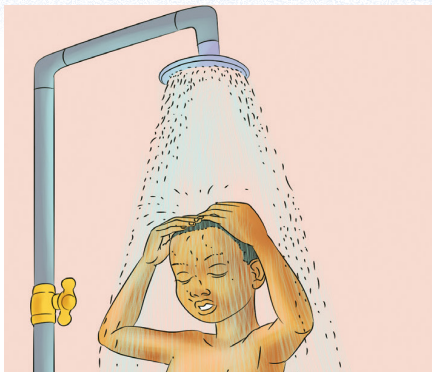
Steps to be followed in cleaning the body

- 1. Washing the entire body:** Wash the body daily to remove sweat. Use clean water, soap, and a piece of cloth or face towel to rub off dirt. Choose the soap wisely. It should not be too perfumed. Additionally, it should not contain caustic soda which takes away natural oil from the body, leaving the skin dry. When washing, pay attention to areas such as armpits, ears, between toes and fingers as well as all folded areas. Then, rinse the body with clean water to remove soap and dirt. Remember to clean nails and feet as well as the genital and anal areas to avoid bad odour and fungal infections.

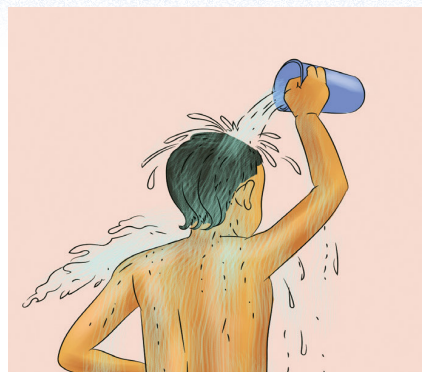




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(a) A pupil having a bath using a shower



(b) A pupil having a bath using a bathing tin

Figure 2: Pupils having a bath

2. **Drying the body:** Dry your body thoroughly using a clean piece of cloth or towel. Leaving the body with water may cause bad odour and fungus.
3. **Apply petroleum jelly or lotion:** This makes your skin healthy and shiny. People with albinism should use special cream to protect their skin from sun rays. If you can afford, use body fresheners such as deodorant on your clean and dry body. This is useful because it prevents unpleasant smell.



Figure 3: A pupil applying petroleum jelly



4. **Attend the hair:** Oil the hair, comb or plait it properly. Your hair should be cut short or plaited frequently.
5. **Wear clothes:** Wear clean underwear and school uniforms if your going to school. Make sure all buttons and shoelaces have been secured and tied properly.



Figure 4: Pupils dressed properly

Exercise 1

Answer the following questions:

1. List five tools or material used for cleaning the body.
2. What are the steps to be followed when cleaning the body?
3. Why is it important to wash the body?

Personal hygiene during puberty

Puberty is a stage of growth when the body experiences great changes from childhood to adolescent. During this period the body experiences



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great changes in hormones. These changes develop reproductive organs as well as increase the size of the body and the ability to reason. During puberty, the body produces a lot of sweat. Hence, regular washing of the body is emphasized to prevent unpleasant odour.

The following are signs of puberty in boys:

1. Growth of pubic and underarm hair
2. May experience wet dreams
3. Facial skin acne
4. Sexual feeling
5. Development of different emotions including shyness, arrogance and irritation
6. Unpleasant body odour
7. Maturity of reproductive organs
8. Body growth and muscles become more developed
9. Deep voice

The following are signs of puberty in girls:

1. Growth of pubic and underarm hair
2. Widening of the hips
3. Breast development
4. Maturity of reproductive organ
5. Start of menstruation
6. Smooth skin
7. Developing different emotions such as shyness, arrogance and irritation
8. Unpleasant body odour
9. Facial skin acne

When these changes occur, it is important to exercise a high standard of hygiene. Cleaning the body at this stage is not different from what was discussed earlier, but special attention should be paid to armpits and





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genital areas. These should be cleaned and dried thoroughly to avoid fungal infections and other related diseases. Hairs around armpits and genital parts should be removed regularly.

When girls start menstruation, it is crucial to have a bath twice a day. If this is not possible, they should clean the genital parts twice a day. During this period, girls need to use sanitary pads to maintain their cleanliness. Different types of sanitary pads are available on the market. Therefore, a girl may use disposable or reusable sanitary pads that are available in her area. Clean soft cloths may also be used instead of sanitary pads. Girls are required to change sanitary pads regularly to avoid bad smell and health problems. They should carry extra pads to change during the day to keep them dry and clean. They should always wash their hands before and after changing pads. Figure 5 shows examples of sanitary pads.



Disposable pads



Reusable pads

Figure 5: *Sanitary pads*

Girls should avoid throwing used sanitary pads anywhere or in the modern toilets as these pads may cause blockage. Used sanitary pads should always be placed in sanitary bins and, thereafter, disposed by burning or placed in waste disposal pits as shown in Figure 6. When they use soft cloths or reusable sanitary pads, girls should make sure that they wash them regularly with clean soapy water and dry them in an open area where there is direct sunlight. Avoid using toilet papers, table napkins, and rags for sanitary protection because such materials may cause infection.





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Figure 6: Pupils disposing waste

Exercise 2

Answer the following questions:

1. What is the meaning of puberty?
2. Write five signs of puberty in girls.
3. Write five signs of puberty appearing in both boys and girls.
4. Why is it important for girls to change sanitary pads regularly?

Activity 1

Clean the school environment including waste pits, dust bins, and incinerators.

Taking care of clothes

Clothes are among the basic needs for human beings; therefore, it is important to take care of them in order to last longer. This will also help to reduce costs of buying new ones. The proper care of clothes includes repairing, washing, ironing, and storing them in a clean and safe place.





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Sewing

Sewing is an art of joining two or more pieces of fabric using a needle and thread to make different stitches. Sewing can be done when preparing a new garment or repair a used one. Different tools such as a needle, a pair of scissor, thread and thimble are used in sewing as shown in Figure 7.

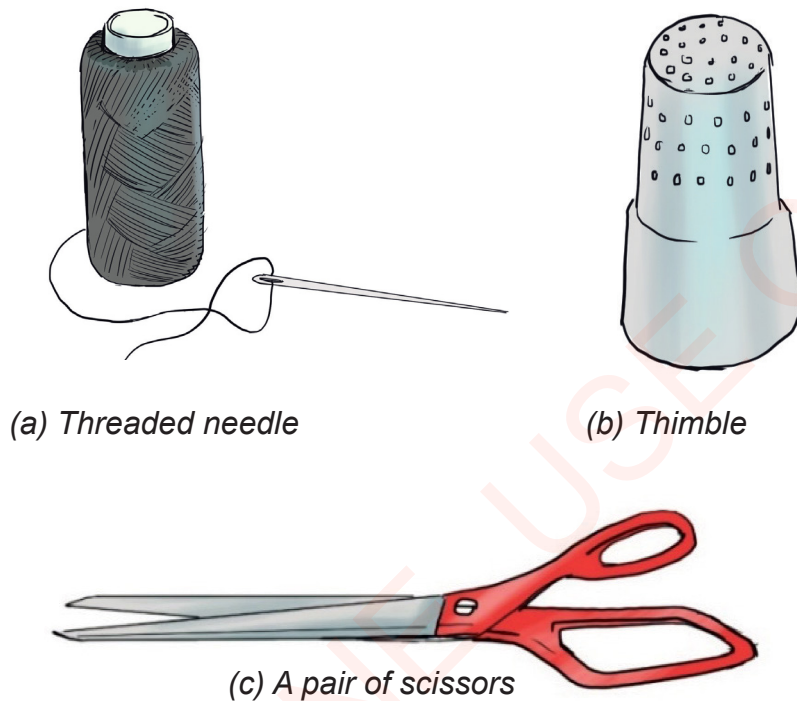


Figure 7: Sewing tools

Stitches: Stitches are formed by passing a threaded needle under and over the fabric joining together two or more layers of material. The general rules for working stitches are as follows:

1. Choose the correct stitch for the work to be carried out.
2. Use the appropriate size of the needle and the right type of thread for the material.
3. Fasten on and off securely.
4. Wear a thimble on the middle finger of the hand which is used for sewing. This protects the finger-tip when sewing.
5. Work one stitch at a time.



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6. Never use a knot to fasten stitches. The knot may come undone or can tear fine material. It can also cause tiny lumps in seam or hems when the material is pressed.

Types of stitches: Different types of stitches are used in sewing. These are categorized into two groups, temporary and permanent stitches.

(a) Temporary stitches: Temporary stitches are used to hold fabric temporarily until permanent stitches are made. The stitches are removed as soon as they have served their purpose. The following are examples of temporary stitches:

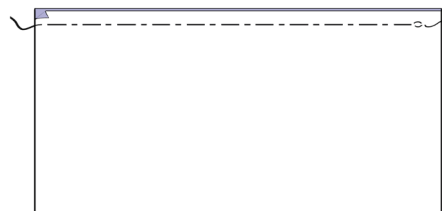
- (i) *Even tacking:* This is used to hold parts of the garment firmly in place so that permanent stitches may be worked accurately.
- (ii) *Long and short tacking:* It is used on a single fabric for marking-out purposes.
- (iii) *Running stitches:* These are used to hold seams and hems in position for stitching. Sometimes the stitches are used for making gathering.
- (iv) *Tailor's marking:* It is used on double thickness of a fabric for marking-out purposes.
- (v) *Diagonal tacking or Basting:* It is used for holding a pleat in position.

Some of the temporary stitches are shown in Figure 8.

Note: Running stitches can be worked on both the right and the wrong side of the material.



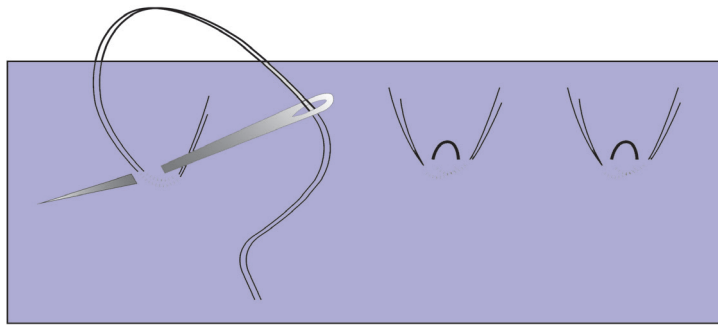
(i) *Even tacking stitches*



(ii) *Long and short tacking stitches*



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(iii) *Tailor's marking stitches*

Figure 8: *Temporary stitches*

Even tacking stitches

Steps to be followed when working with even tacking stitches

- (i) Thread a needle.

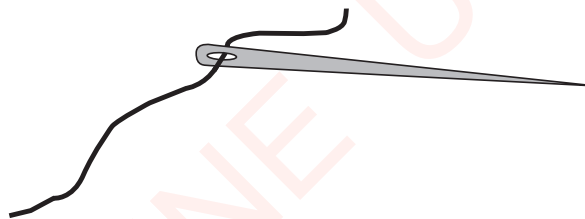


Figure 9: *A threaded needle*

- (ii) Wear a thimble on the middle finger.



Figure 10: *A thimble worn on the middle finger*





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(iii) Fold a piece of fabric on one edge as shown in Figure 11.



Figure 11: *A fabric folded on one edge*

(iv) Make a second fold as shown in Figure 12.

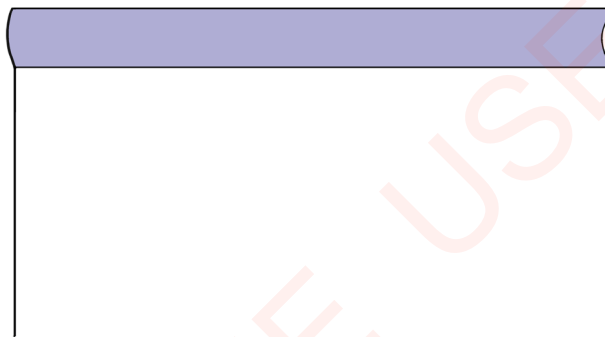


Figure 12: *Second fold*

(v) Fasten the thread by repeated stitches as shown in Figure 13.

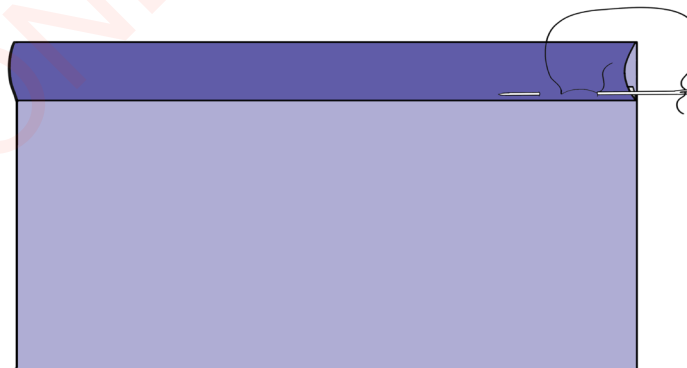


Figure 13: *Fastening the thread*





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(vi) Work the stitches as shown in Figure 14.

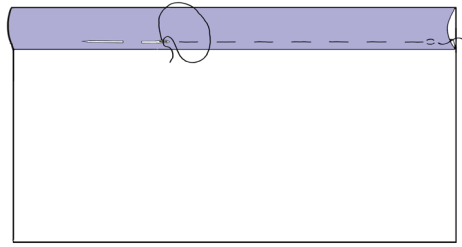


Figure 14: Working even stitches

(vii) Fasten off the thread as shown in Figure 15.

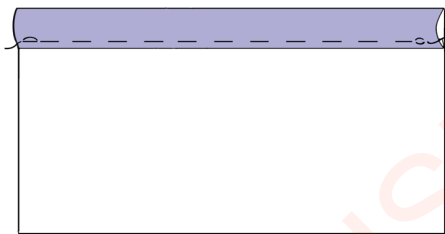


Figure 15: Fastening off the thread

(b) Permanent stitches: These stitches are used to hold together two or more layers of the material permanently. They are also used as decoration on garments or articles. Permanent stitches are divided into the following three groups:

- (i) Joining stitches
- (ii) Neatening stitches
- (iii) Decorative stitches

Joining stitches: These are used to join two or more pieces of material together for functional or decorative purposes. The thread used should match with the type of the material used. Examples of joining stitches are backstitches, running stitches, over sewing stitches, machine stitches, and hemming stitches.

Back stitches: These are worked from right to left. The following steps should be followed when working with backstitches:

- (i) Prepare two pieces of fabric by cutting the required size and iron them to remove wrinkles, if any, as shown in Figure 16.





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Figure 16: *Two equal fabric pieces*

- (ii) Thread the needle and wear a thimble on the middle finger.
- (iii) Work temporary stitches, i.e. even tacking stitches, 1.6 centimetres away from the edge to hold two layers of the material together as shown in Figure 17.

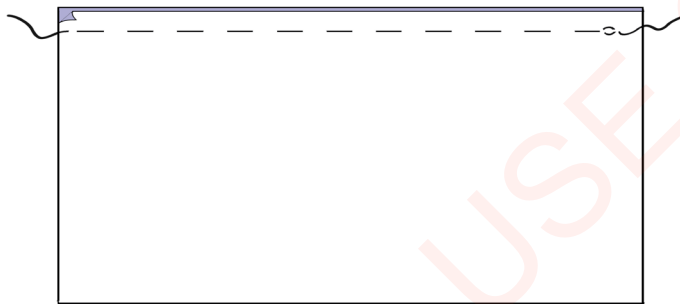


Figure 17: *Even tacking stitches*

- (iv) Fasten the thread along the tacked stitches as shown in Figure 18.

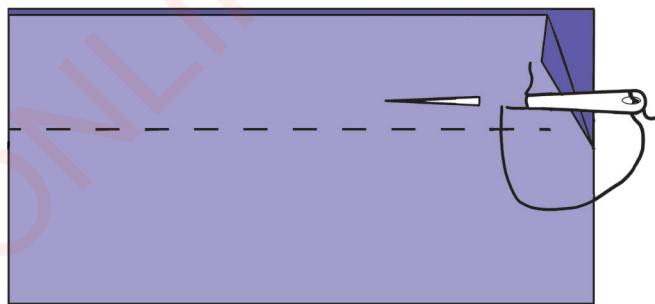


Figure 18: *Fastening the thread*

- (v) Continue working backstitches along the tacked stitches as shown in Figure 19.





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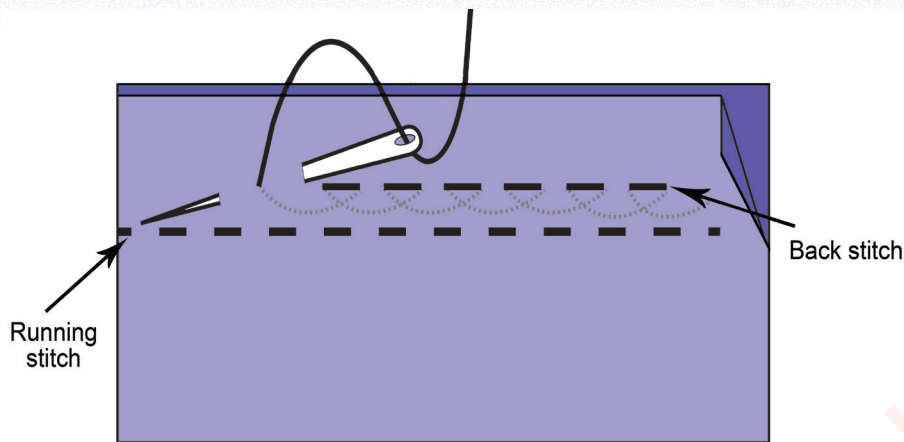


Figure 19: Working back stitches

(vi) Fasten off and remove the temporary stitches as shown in Figure 20.

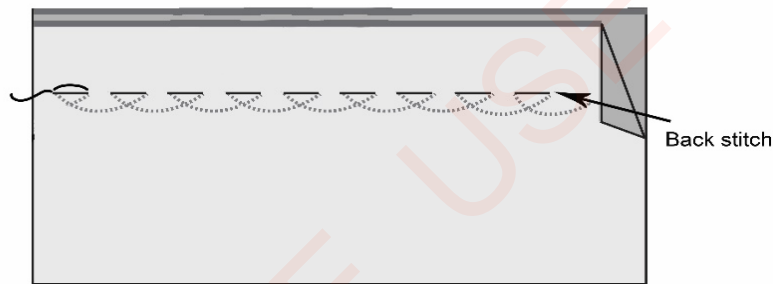


Figure 20: Completed back stitches

(vii) Iron the joined fabric depending on the type of seam.

Neatening stitches: These are used to neaten raw edges in order to prevent them from fraying and to hold hems securely in place. Examples of neatening stitches are hemming, loop, blanket, buttonhole, herringbone, and overcasting.

Hemming stitches: These are used to hold folded edges permanently, and they are worked on the wrong side of material, working from right to left. The hem should be held over the fingers of the left hand when working the stitches. Hemming stitches should be small and even in order to hold the material firmly.





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Steps to be followed when working with hemming stitches

- (i) Prepare a piece of material to be hemmed.
- (ii) Thread the needle.
- (iii) Wear a thimble on the middle finger.
- (iv) Fold the raw edge to make a small turn as shown in Figure 21.



Figure 21: A fabric folded on one edge

- (v) Make the second fold to make equal width of the hem as shown in Figure 22.



Figure 22: Second fold

- (vi) Make temporary stitches, i.e. even stitches, along the hemming edge as shown in Figure 23.

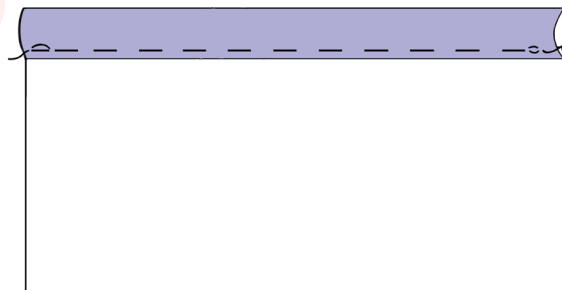


Figure 23: Temporary stitches





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(vii) Fasten the thread as shown in Figure 24.

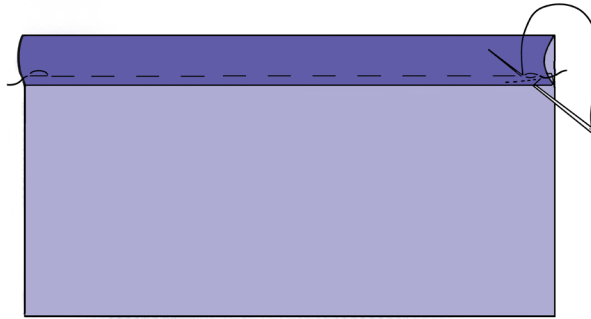


Figure 24: *Fastening the thread*

(viii) Continue working the stitches as shown in Figure 25.

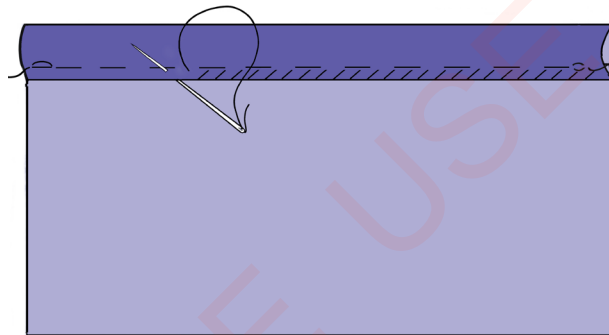


Figure 25: *Working hemming stitches*

Decorative stitches: These are used for decorative purposes on garments and various items such as table linen, pillow cases, bed sheets and sofa sets. Different types of embroidery stitches are used to obtain decorative effects. Examples of these stitches are satin, stem, chain, French knot, herring bone, and feather stitches. The following rules should be observed when decorating items:

- (i) A garment which is not well made should not be decorated.
- (ii) The method of decoration used should be suitable for the material, garment, and wearer.
- (iii) Elaborative decoration should not be used on poor material.
- (iv) The decoration should stand up frequently laundering as the same as the garment.





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- (v) The wrong side of the decoration should be as neat as the right side.
- (vi) The decoration must in no way weaken the decorated portion of the garment.

Satin stitches: These are used for filling shapes. They may be worked with horizontal or sloping stitches, although it is often easier to make a finely-pointed shape with sloping ones.

Steps to be followed when working with satin stitches

- (i) Prepare a piece of fabric, needle, and thread.
- (ii) Draw a design on the piece of fabric as shown in Figure 26.

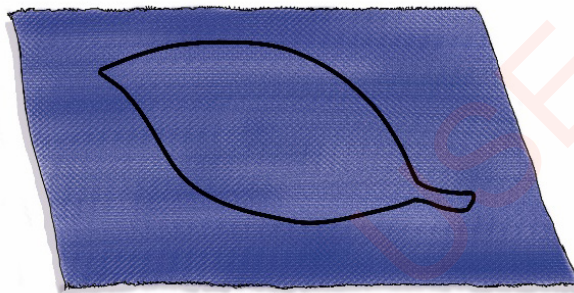


Figure 26: Drawn design on the fabric

- (iii) Wear a thimble on the middle finger.
- (iv) Hold the fabric to be sewn as shown in Figure 27.



Figure 27: Positioning and holding the fabric





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- (v) Start working by fastening the thread as shown in Figure 28.

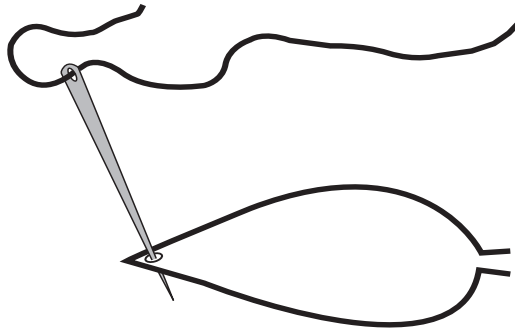


Figure 28: *Fastening the thread*

- (vi) Continue working the stitches by filling the designed area as shown in Figure 29.

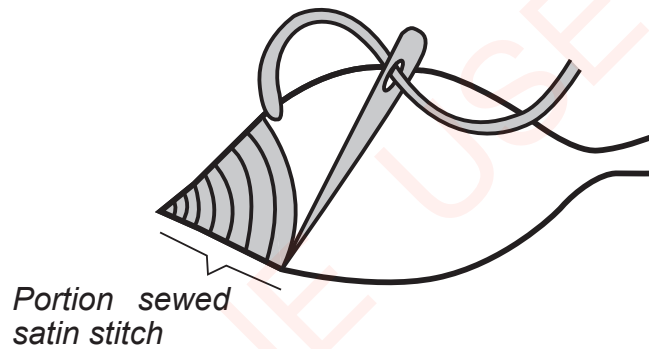


Figure 29: *Working satin stitches*

- (vii) Fasten off the thread on the wrong side as shown in Figure 30.

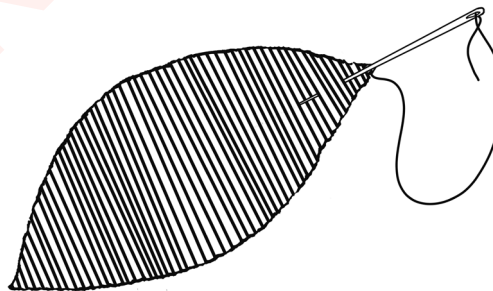


Figure 30: *Fastening off the thread*

- (viii) Cut the thread and iron the design on the wrong side.





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Repairing garments

Repairing garments involve sewing a worn out part of the garments to maintain or change their use. Repairing makes them neat and attractive. It is also important to repair clothes to prevent further wearing out and to reduce the costs of buying new ones. Sometimes, clothes are worn out too much to the extent that they cannot be repaired. They can thus be used for another purpose. For example, the worn out item can be used for mopping, dusting, making pillow cases and changing trousers to shorts or a dress to a skirt. Different ways such as re-stitching darning, patching, and changing usage can be used to repair worn out clothes.

Re-stitching: This method involves repairing the worn out seam using needle and thread. The colour of the thread should match the colour of the material. Permanent stitches such as back stitch can be used to re-stitch the worn out seam.

Darning: Darning involves repairing a worn out area such as a hole by filling it with thread using the needle. These are worked when the garment has worn thin but before a hole has appeared. The following points have to be considered when darning:

1. Work all darns on the wrong side of the material if possible.
2. The thread used should match the garment in terms of colour and texture.
3. The needle should be long enough to allow a whole row of stitches to be worked at once.
4. Darn up and down, picking up all loose loops as shown in Figure 31.
5. Leave loops at the end of each row in order to allow the garment to stretch as shown in Figure 32.

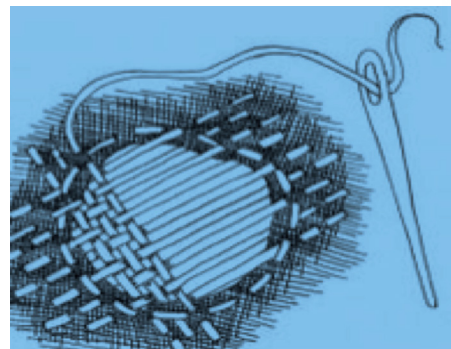


Figure 31: A hole darned fabric





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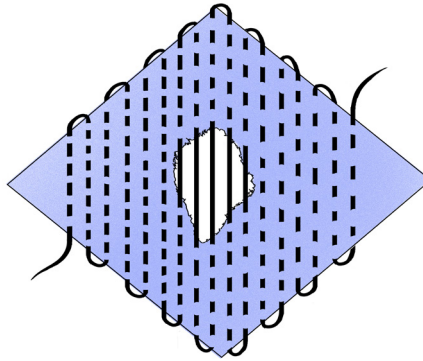


Figure 32: *Loose loops*

- (6) The completed darn must be large enough to cover the hole and the surrounding worn out parts.

Patching: This method involves repairing the garment using a patch of fabric and thread to cover the worn out area. The general rules for working patching are as follows:

1. The colour and texture of the patch should be similar to the garment to be repaired as shown in Figure 33. Do not use a new patch fabric for mending a worn out area.
2. The colour of the thread to be used should be similar to the colour of the clothes to be repaired.
3. The patch must be large enough to cover the hole and the thin part surrounding it.
4. Patches on patterned material are placed on the right side of the material in order to match the design as shown in Figure 34.



Figure 33: *A patched fabric*

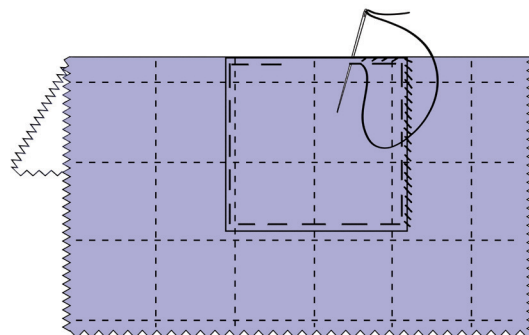


Figure 34: *A patch on patterned material*





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Attach buttons on the cloth

Attach buttons on the garment is one way of repairing the garment. It is important for a pupil to understand the proper way of attaching buttons. Different types of buttons are used on different clothes. Examples of buttons are flat buttons with two or four holes and buttons with shank. Repeated stitches are used to secure buttons properly.

The following are important points to consider when attaching buttons:

1. The colour of the thread should match with the button rather than with the garment.
2. Select the size of the needle according to the size of the button hole.
3. The distance from the edge of the fabric and mark should not be less than the width of the button.
4. Replace the button immediately after being moved out.

Steps to be followed in sewing a button with two holes

- (a) Put a mark for the button position.
- (b) Position the button on the fabric at a distance of about 1 cm from the edge.
- (c) Thread the needle.
- (d) Fasten the thread on the right side of the garment as shown in Figure 35.
- (e) Sew through the first hole as shown in Figure 36.

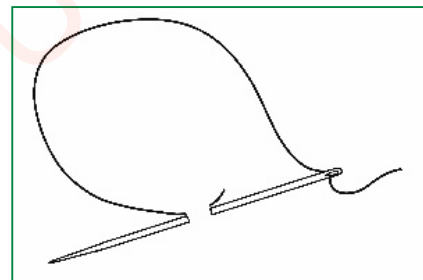


Figure 35: Fastening the thread



Figure 36: A thread through the first hole of the button





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- (f) Push the threaded needle to the next hole down through the fabric and pull the needle to the first point of the thread towards the first hole as shown in Figure 37. Make sure you hold the button in place so it does not move.

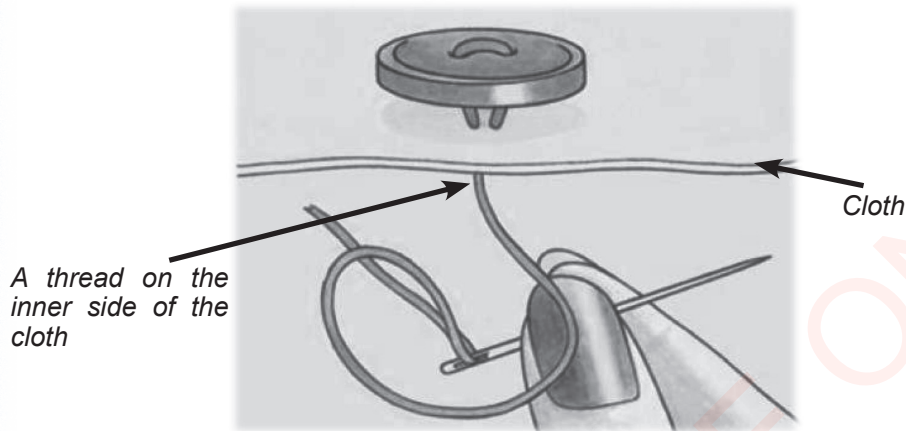


Figure 37: Sewing a button

- (g) Secure the button by repeated stitches in the fabric.
- (h) The stitches should be fairly loose so that a stem or shank is formed between the button and garment as shown in Figure 38.

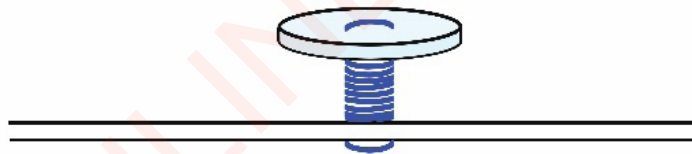


Figure 38: Worked button stem or shank

- (j) Finish neatly by means of a bar on the wrong side and fasten it as shown in Figure 39.

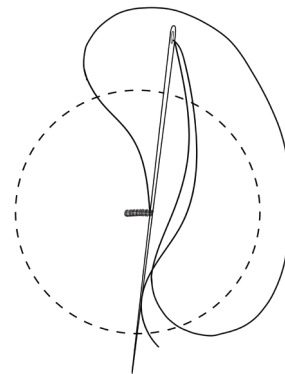


Figure 39: Fastening off the thread





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Activity 2

1. Make a sample of even tacking stitch and hemming stitch.
2. Re-stitch a worn out garment using back stitches.
3. Attach buttons on double layers of the fabric.
4. Make a sample of darning.

Laundering clothes

Clothes are constructed fabrics that are worn to protect the body, absorb sweat, and prevent people from cold and sunlight. Clothes may be soiled with perspiration, dust and other dirt deposited on them. Therefore, they should be washed frequently to keep them clean and give them a fresh smell. Clean clothes protect the body from skin diseases such as rashes. They also make a person look clean and neat.

Preparation before washing

Repair clothes before washing them to avoid further damage. Replace any buttons, examine stains and remove them before washing as some stains are hardened by the heat from water, sun and iron. Close zippers and fasteners as they may damage the fabric if they are left open. Empty the pockets by removing everything from them to avoid damaging the clothes, objects, and the washer. Sort out the clothes according to their nature, colour fastness and finish. Soak those which need soaking in order to loosen up dirt. Collect necessary equipment for washing.

Steps to be followed in washing a white shirt

- (a) Prepare everything required before starting to wash.
- (b) Put enough warm water and soap in a washing basin.
- (c) Remove all items from the pocket.
- (d) Soak the shirt in water with detergent for about ten or twenty minutes for easy cleaning. If the shirt is too soiled, soak it overnight.





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- (e) Start washing it gently by rubbing on the collar, calf, pocket, hemming and the underarm. Make sure the dirt has come out before washing the remaining parts of the shirt.
- (f) Rinse the shirt with clean water to remove all traces of soap and dirt. If the shirt is not rinsed thoroughly when washed, it gradually becomes discoloured, and its fibre becomes weak.
- (g) Properly hang out the shirt direct to the sunlight using pegs as shown in Figure 40.

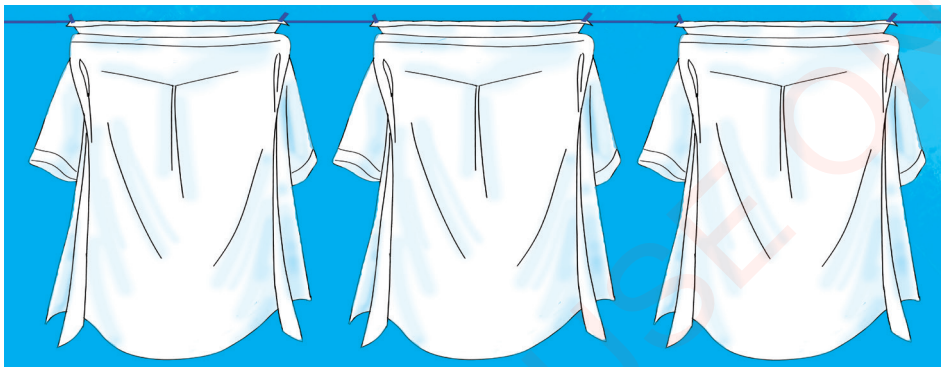


Figure 40: *Hanging out washed white shirts*

Washing coloured clothes

These may be plain or printed clothes. The following procedures should be followed:

- (i) Prepare a solution of warm water of about 40 °C and detergent.
- (ii) Insert clothes in the prepared solution and gently rub them starting with the belt, pockets, and hemming.
- (iii) Avoid rubbing them hardly to prevent the colour from running out.
- (iv) Rinse well in clean water. If the colour comes out during washing, add salt in the rinsing water to help fix the problem.
- (v) The last rinsing water should be plain without salt. Vinegar or lemon juice may be added to the last rinsing water to brighten the colour. 1 table spoon of vinegar or lemon juice to 4.5 litres of water may be used.





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- (vi) Carefully wring the clothes and hang them on a line, in a shade to avoid direct sunlight which normally affect the colour.

Note: It is important for a pupil to wash and take care of school uniforms in order to look clean and neat.



Figure 41: Pupils wearing clean and neat school uniforms

Activity 3

When at home, wash your school uniform following proper procedure.

Exercise 3

Answer the following questions:

1. Mention four steps to sew running stitches.
2. What do you need to consider when attaching buttons on school uniforms?
3. Draw a picture for a satin stitch.
4. What can be done with worn out clothes?
5. What are the methods that can be used in repairing worn out clothes?





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Environmental cleanliness

The need for proper and adequate sanitation in promoting health should be emphasized. Cleanliness of the residence and public areas is important for health. It enhances fresh air and protection from diseases.

Everybody has to play his or her role in preventing diseases due to inadequate cleanliness. Poor disposal of refuse can attract insects and harmful animals. Therefore, it is important to clean our environment and maintain sanitation by ensuring the following:

1. Proper cleanliness of our house and its surroundings
2. Proper methods of disposing refuse
3. Adequate control of household pests
4. Well ventilated and uncrowded housing for family members
5. Proper use of lavatories

Daily cleaning of the floor

A floor is a flat surface in the house on which people walk. It can be a natural floor or a man made floor with concrete, wood, ceramic tiles or marble. Floors need to be carefully maintained and cleaned regularly to last longer and look attractive. Removing dirt and dust prevents insects that can cause illness and allergies. Dirty floors especially in the kitchen and bathroom may lead to accidents. A floor should be cleaned according to its type. For example, a concrete floor is scrubbed with soap and water; a wood floor is polished or treated according to the finish; plastic tiles or sheets are mopped with warm, soapy water and they may be polished.

Natural floors (Earth or sand)

These are made up of soil or mud. They are common in rural areas. They are cheap to construct and maintain. They have the disadvantage of being dusty, and they can easily harbour dangerous insects and pests.

Caring and cleaning natural floors

Natural floors should be re-surfaced regularly to keep them in good conditions and prevent cracks which may harbour insects and pests. Natural floors should be cleaned regularly. The tools and materials used



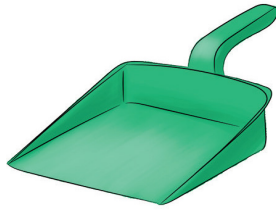


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to clean natural floors include water, broom, dust pan, and dust bin.



Bucket of water



Dustpan



Broom

Figure 42: Tools for cleaning natural floors

Steps to be followed in cleaning natural floors

- Pick up any waste paper and move furniture to the centre, if necessary.
- Sprinkle a little water over the floor to prevent dust from spreading while sweeping. Use a soft brush or broom for sweeping to prevent wearing out of the floor and raising of too much dust.
- Sweep the floor starting from the furthest end towards the door.
- Collect all dirt using the dust pan and dispose it properly depending on the type of dirt.
- Re-arrange the furniture in the room.
- Dust the surface of all furniture using a duster.

Note: Disinfect regularly to reduce the risk of jiggers and fleas.

Concrete floor

Concrete floors are made up of a mixture of cement and sand. These floors are well constructed and durable. They are difficult to be damaged and easy to maintain.

Tools and materials for cleaning the concrete floor

The tools and materials used for cleaning the concrete floor are a soft broom, dust pan, bucket of water, water, soap, brush, and mop.





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Bucket of water



Brush



Powder soap



Mop

Figure 43: Tools and materials for cleaning a concrete floor

Steps to be followed in cleaning a concrete floor

- (a) Sweep the floor starting at the corners of the house towards the door.
- (b) Collect dirt using a dustpan and dispose it in a dustbin or garbage pit ready for burning, or burying depending on the type of dirt.



Figure 44: A pupil mopping a concrete floor





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- (c) Wipe the dust off all surfaces in the room using a soft clean cloth.
- (d) Pour soapy water on the floor and scrub the floor using a brush.
- (e) Dry the floor by using clean water and a mop.

Note: When you want to do weekly cleaning or special cleaning, move aside some of the furniture and clean your floor as described. After cleaning the floor, rearrange all moved furniture as you like. You should wipe dust and remove cobwebs from the furniture and surfaces. Clean all the tools used for cleaning and leave them to dry before storing.

Cleaning the bedroom

A bedroom is a room a person uses for sleeping. A clean bedroom makes a person feel calm and relaxed while sleeping. A dirty room can cause illnesses. For example, a room with a lot of dust can cause flu and allergies. Therefore, it is important to clean our bedrooms for better health. Cleaning the bedroom can be done daily, weekly, or occasionally. Daily cleaning involves wiping dust from the surfaces, making your bed, sweeping, and mopping the floor.

Steps to be followed in doing daily cleanliness in the bedroom

1. Open the curtains and windows to allow air circulation.
2. Wipe the dust off the surfaces such as of the dressing table, bed and windows.
3. Sweep the floor, starting from the corner and under the bed, towards the door.
4. Collect dirt using a dustpan and dispose it in the dustbin or garbage pit.
5. Wipe off the dust again.
6. Make the bed.
7. Mop the floor depending on its type.
8. Arrange things such as shoes, clothes, and cosmetics properly in the room.

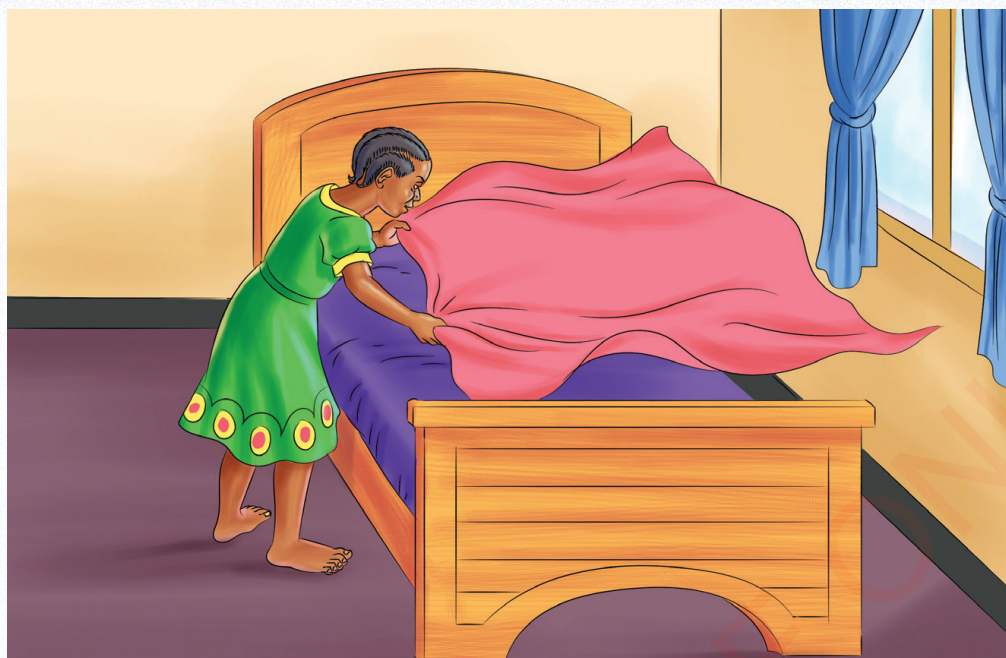


Figure 45: A pupil making her bed

Activity 4

Clean your classroom floor.

Managing Waste

Waste is any dirt that can affect our health and surrounding. Waste can be solid, liquid, or gas. Each of these requires different methods to dispose. Poor waste disposal can result into diseases such as cholera and dysentery. It can also cause injuries. There are two types of wastes: wastes that do not decompose and wastes that decompose.

1. Wastes that do not decompose

These include pieces of glass, iron, tins, iron sheets, plastic utensils, needles and razor blades. Figure 46 is illustrative.



Figure 46: Wastes that do not decompose



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2. Wastes that decompose

These may include boxes, food remains, pieces of paper, worn out garments, grasses, used sanitary pads as shown in Figure 47. Note that some materials used for making sanitary pads can decompose.

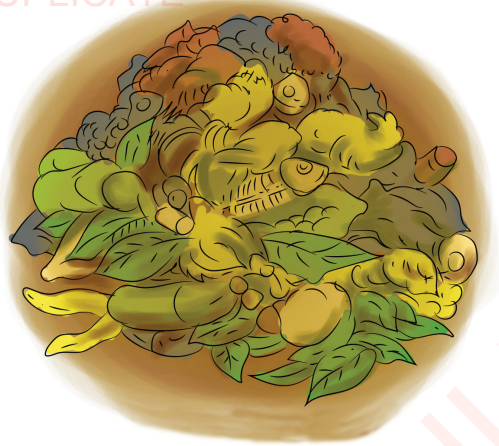


Figure 47: Wastes that decompose

Both types of wastes can be managed differently using specific containers made of different materials before disposal.

Examples of these containers are dustbins, specific waste bags, and specific waste disposal sites.

Each type of waste should be disposed in a different bin for easy management.

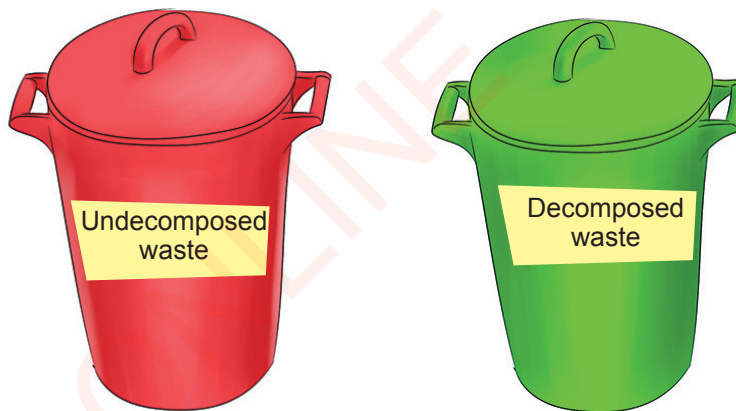


Figure 48: Bins for keeping different types of waste

Effect of poor waste management

- (a) It leads to environmental pollution.
- (b) It attracts insects and germs that can cause health problems.
- (c) It can cause injuries, such as cuts with pieces of glass.





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- (d) It can cause diseases such as cholera and dysentery.
- (e) It can cause a bad smell in the surrounding.

Activity 5

Cleaning the school environment and disposing waste.

1. Clean the school environment. Collect all waste and separate it properly.
2. Dispose the waste properly.

Exercise 3

A. Put ✓ for a decomposed waste and ✗ for a undecomposable waste.

Waste	Mark
1. Pieces of iron	
2. Papers	
3. Grass	
4. Pieces of glass	
5. Food remains	
6. Ice	
7. Razor blade	
8. Used cotton	

B. Write TRUE for a true statement and FALSE for false one.

1. It is important to bath every day to prevent skin diseases.

2. It is recommended to use water and a mop for cleaning a natural floor. _____
3. We use only water and a broom to clean a concrete floor.





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4. Washing and drying school uniforms properly make them look neat and last longer. _____
5. Running and hemming stitches are similar. _____
6. A thimble is a tool worn on the middle finger by a tailor when working stitches. _____

C. Answer the following questions:

1. Mention four effects of poor waste management.
2. List three signs of puberty in boys and girls.
3. Write three reasons for washing school uniforms.
4. Mention three things to consider when washing school uniforms.
5. Mention two types of wastes.
6. Why is it advisable to sprinkle water on the natural floor before cleaning?
7. Describe the steps to be used in cleaning a concrete floor.

Vocabulary

Detergent	A liquid or powder that helps to remove dirt for example from clothes or dishes
Fabric	Material made by weaving wool, cotton, silk, used for making clothes and articles
Maturity	The quality of thinking and behaving in a sensible, adult manner
Rinse	To remove soap from an item such as a cloth using clean water after washing
Stitch	One of the small lines of thread that you can see on a piece of fabric after it has been sewn





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Chapter Two

Cookery

Introduction

Cookery is the act of preparing and cooking food. It involves selection, preparation, and processing of food using different methods. Knowledge and skills in food preparation are important to school age children to develop competences in preparing healthy food. Much attention and hygiene is needed when preparing food to avoid health problems. In this chapter, you will learn hygienic ways in food preparation, food groups, cooking methods using various recipes, and beverage preparation.

Personal hygiene in food preparation

Unhygienic handling of food can cause diseases such as diarrhoea and dysentery. Meal preparation should be given adequate attention to prevent someone from getting sick as a result of eating contaminated food. Personal hygiene should be observed to prevent food contamination. The following are useful guidelines for personal hygiene:

1. Nails should be kept short and hands should be washed with clean water and soap before and after food preparation.
2. Wear clean clothes such as an apron and cover your hair with a hat or head scarf.
3. Cover cuts or sores or wounds with clean bandages or wear hand gloves while preparing and cooking food.
4. Cover the mouth and nose with a handkerchief when coughing or sneezing.

Kitchen Hygiene

A kitchen is an important area for food preparation. It should be kept clean to prevent health problems. A dirty kitchen environment may attract insects like flies and cockroaches as well as animals like rodents.





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These organism are dangerous to health. Therefore all working surfaces, cooking and serving equipment as well as storage areas must be kept clean. The following guidelines are useful for kitchen hygiene:

1. The kitchen should be well ventilated so that it is free from bad smells and pests.
2. Clean the stove or cooker and the walls surrounding the cooker immediately after cooking.
3. Wash all used kitchen utensils thoroughly using clean water and soap.
4. Dry the utensils either by using a draining board, dish rack, or a clean dry cloth and keep them in a safe place.
5. Sweep and mop the kitchen floor regularly depending on the type of floor.
6. Wasted food such as banana and potato peels should be kept into dustbins.
7. Empty the dustbins daily and cover them well to prevent pests such as flies, cockroaches, ants and rodents, which can spread diseases.
8. Wash all kitchen towels regularly, dry them in the sun, and iron them before using them.
9. Store leftovers in clean containers and place them in the refrigerator, in the netted cabinet, or in a clean area which allows air circulation.
10. Keep the food store clean and dry all the time. The stored food should be covered.

Note: Kitchen cleanliness should be done daily and weekly to maintain hygiene and good health for individuals.

Daily cleaning of the kitchen: The kitchen should be cleaned daily to remove dirt after food preparation. The following guidelines are useful for the daily cleaning of the kitchen:





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- (a) Open the windows in the morning to allow in enough fresh air.
- (b) Sweep the floor according to its type.
- (c) Wipe over the refrigerator and the cooking stove.
- (d) Clean the kitchen table or surface according to its type.
- (e) Dust any other equipment such as chairs in the kitchen.
- (f) Wipe the floor or clean it according to its type.
- (g) Tidy up the kitchen, for example, by putting things in their right places and arranging utensils.

Weekly cleaning of the kitchen: The kitchen should be thoroughly cleaned to ensure the removal of dirt and to prevent growth and multiplication of germs and pests. These are dangerous to health. The following are useful guidelines for the weekly cleaning of the kitchen:

- (a) Open the windows in the morning and carry out the daily routine.
- (b) Remove cobwebs.
- (c) Sweep down the walls and clean the cooker according to its type using an abrasive and cleaning pad.
- (d) Remove food containers from the cupboard shelves and keep them on the kitchen table.
- (e) Dust the shelves and scrub them with water containing disinfectant.
- (f) Wipe out the utensils drawers thoroughly. Leave the shelves and drawers to dry. Then re-arrange them if necessary.
- (g) Clean the racks and the dustbin thoroughly with soapy water and rinse them well. Clean the working surface according to the kind of material used.
- (h) Clean the sink thoroughly.
- (i) Clean the wall around the sink and cookers.
- (j) Clean the windows and window frames.
- (k) Clean the kitchen floor according to its type with warm, soapy water and some disinfectant. Rinse thoroughly and dry.
- (l) Wash the kitchen cloths using clean water and soap. You may boil them to loosen the dirt.





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- (m) Rinse and dry them in the sun.
- (n) Re-arrange the food containers on the shelves and tidy up the kitchen.

Activity 1

In a group, discuss personal hygiene guidelines for preparing meal and compare them to the usual practice at home.

Food groups

When preparing a meal, it is important to select food from different groups. Different food types are found in our community. These include plant and animal foods. Such foods can be grouped as follows:

1. Body building foods
2. Energy yielding foods
3. Protective foods

Body-building foods: Body-building foods are protein foods from animal, insect and plant sources. The main function of these foods is to grow and repair our bodies. Examples of foods that are protein in nature are milk, meat, fish, beans, cowpeas, pigeon peas, and green grams. Others are winged termites such as “*senene*” and flying termites (“*kumbikumbi*”)



Milk



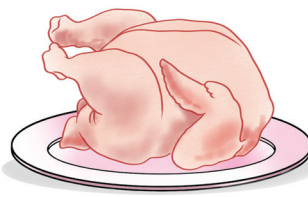
Beef



Senene



Sardine or anchovies



Chicken



Fresh fish





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Beans



Groundnuts



Green gram

Figure 1: Examples of body building foods

Energy yielding foods: These are foods we eat in order to get energy and heat to enable our bodies to do different activities. Energy-yielding foods involve carbohydrates, oils and fat. Examples of carbohydrate rich foods are rice, maize, potatoes, cassava, yams and green bananas. Examples of oil and fatty foods are groundnuts, sesame, pumpkin seeds and palm seeds as well as animal fat and ghee.



Cassava



Sweet potatoes



Maize



Rice



Sunflower seeds and oil



Ghee



Millet



Butter



Cheese

Figure 2: Energy-yielding foods





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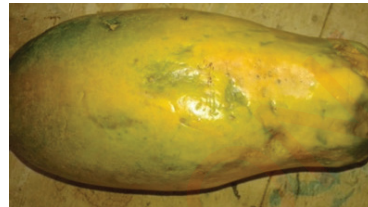
Protective foods: These are foods that contain adequate amounts of vitamins and minerals. They protect our bodies against nutrient deficiency diseases such as pellagra, beriberi, and scurvy. They also help our bodies to fight against diseases. Examples of these foods are green leafy or yellow vegetables such as amaranth, sweet potato leaves and carrots. Other protective foods are different types of fruits such as oranges, mangoes, pawpaw, tamarind, jackfruits, and baobab.



Pineapples



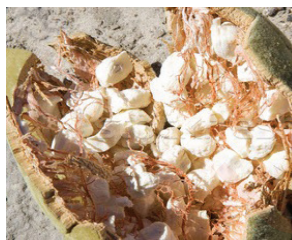
Mangoes



Pawpaw



Tamarind



Baobab



Jackfruits



Amaranth



Sweet potato leaves



Pumpkin leaves

Figure 3: Protective foods

Cooking methods

Many types of food are cooked before eating. Examples are maize, beans and rice. Foods such as carrots, cassava and coconuts are sometimes eaten raw. Food is cooked for the following reasons:

1. To kill germs and bacteria which may cause diseases.
2. To make it soft and therefore easily digestible.



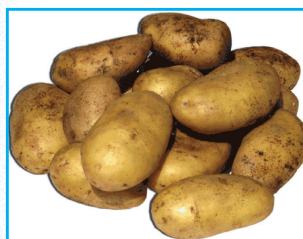


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3. Food becomes tasty as flavours of different types are added to it during preparation.
4. To make meal colourful and attractive, a cook has a chance of mixing a variety of foods.

Foods are cooked by using different methods. These methods include boiling, stewing, steaming, simmering, frying, roasting, baking and grilling.

Boiling: This is a moist method of cooking in which food is cooked in just enough boiling water to cover it. The food should be covered with lid to maintain temperature and prevent loss of nutrients. There are two ways of cooking by boiling. The first way involves adding the food in boiling water and the second one involves putting the food together with cold water and placed them on the stove for boiling. Examples of foods that can be boiled are rice, ugali, green bananas, cassava, potatoes, beans, green gram, pigeon peas, and yams.



(a) Irish potatoes



(b) Cassava



(c) Yams

Figure 4: Foods that can be cooked by boiling

Important consideration in boiling food

- (a) Ensure the food is boiling all the time during cooking.
- (b) Use enough water when cooking depending on the food being boiled.
- (c) Cover the pan with a fitting lid to increase boiling temperature and to prevent nutrient loss through evaporation.
- (d) Boiling at a very high temperature can harden the protein found in foods such as fish and meat. Therefore, one should use moderate temperature while cooking.





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Steps to be followed in cooking by boiling

- (i) Prepare utensils to be used for cooking.
- (ii) Prepare all ingredients required based on the food to be cooked.
- (iii) Put the food in a pan and add enough water.
- (iv) Put the pan on the cooking stove.
- (v) Boil until the food is cooked.
- (vi) Remove the pan from the stove and serve the food.

Boiling cassava

Utensils

Sauce pan with a lid, knife, basin, cooking stove, plate or bowl and chopping board

Ingredients

Cassava

Salt

Oil or fat, if preferred

Steps to be followed in boiling cassava

- (i) Wash the cassava with clean water and peel it.
- (ii) Cut the cassava into pieces and wash them with clean water.
- (iii) Put the pieces into a sauce pan and add enough water to cover them.
- (iv) Add salt, oil and other preferred ingredients.
- (v) Cover the cooking pan with a fitted lid. Banana or yam leaves may be used to cover the pot or pan firmly.
- (vi) Boil the cassava for 15-30 minutes and lower the temperature to allow the cassava to continue boiling until well cooked.
- (vii) Remove it from the stove and serve the food as shown in Figure 5.



Figure 5: Boiled cassava



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Activity 2

Prepare, cook, and serve any food of your choice by using the boiling method.

Frying: Frying is cooking food in hot oil. Frying can be divided into dry, shallow and deep fat frying. Dry frying is suitable for foods which are oily and can be cooked in their own oil. Examples are fatty meat, oily fish, fatty pork, senene, and sausages. Shallow fat frying is used for foods which need very little oil such as pan cakes, omelette, spanish egg and chapattis. Deep frying is when food is cooked by being completely immersed in hot fat. Examples of suitable foods for this method are African doughnuts, crisps, chips, kababs, samosa, bagia and egg chops.

Shallow frying: This method of cooking food uses little oil. It includes shallow frying and stir frying. Shallow frying involves cooking with little oil in a frying pan where one side of the food is fried first to attain a better appearance. Then the food is turned on the other side so that both sides are fried and coloured. Examples of foods that can be cooked using this method are eggs and African doughnuts. Stir frying is fast frying of food using little oil. Foods that can be cooked using this method are green leafy vegetables, liver, kidney, fish, cabbage, and other vegetables.

Advantages of shallow frying

- (a) It does not lose fat soluble nutrients.
- (b) It is a quick method of cooking.
- (c) It retains food colour, making it attractive and delicious.

Disadvantages of shallow frying

- (a) Partially fried food is not easily digested.
- (b) It needs close supervision when cooking.
- (c) If not thoroughly cooked, the food can retain pathogenic micro-organisms that may cause a stomach upset.

Frying chapatti

Chapatti is a type of food which can be eaten as a snack or main meal.





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Usually, it is made of wheat flour. This food provides heat and energy to the body.

Utensils

Frying pan, tea spoon, table spoon, flour sieve, bowl or plate, grater, rolling pin and board

Ingredients for cooking 7 chapattis

$\frac{1}{2}$ kg wheat flour

$\frac{1}{2}$ cup cooking oil

$\frac{1}{2}$ tea spoon salt

Steps to be followed in frying chapatti

- (i) Collect utensils and ingredients.
- (ii) Sieve the flour and put it in the bowl.
- (iii) Add salt into the flour and mix them.
- (iv) Add 3 table spoonfuls of oil or fat into the flour and mix them using fingers until the mixture is smooth.
- (v) Add warm water to the mixture and mix with fingers to make smooth dough. Mix until the dough does not stick on the fingers and the mixing bowl.
- (vi) Cut the dough into equal balls.
- (vii) Roll each ball into a round shape on a lightly floured surface.
- (viii) Spread with little melted fat or oil to make the mixture soft and roll this into a ball again.
- (ix) Cover the balls by using a clean, damp cloth and leave them for a few minutes.
- (x) Roll each ball again to about $\frac{1}{2}$ cm thickness.
- (xi) Start to cook the chapattis one at a time.
- (xii) Fry one side of the chapatti until brown.
- (xiii) When the chapatti changes colour on one side, turn it to other side and spread little oil on the brown side of the chapatti.
- (xiv) Turn the chapatti on the other side and spread little oil until it is brownish in colour on both sides.



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(xv) Keep the cooked chapatti in a covered dry container.

(xvi) The chapatti is now ready to be served.



Figure 6: A pupil frying chapatti



Figure 7: Prepared chapatti



Figure 8: Chapatti served with stewed beans

Activity 3

Prepare, cook, and serve food using shallow frying.

Frying amaranth

Amaranth is among the green vegetables which provide the body with vitamins and minerals for protection. Amaranth is palatable and easy to cook as it requires a short time. It can be consumed by people of all age groups, including children aged above six months.



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Utensils

Cooking pan, wooden spoon, winnower, basin, knife, vegetable strainer or colander, chopping board, plate or bowl

Ingredients

2 bunches of amaranth

1 onion

1 table spoon of cooking oil or fat

Salt

Steps to be followed in frying amaranth

- (i) Collect utensils and ingredients.
- (ii) Sort out amaranth on a winnower or platter to remove all dirt and unwanted parts.
- (iii) Wash the amaranth using running water before cutting into pieces to prevent nutrient loss.
- (iv) Put the amaranth in the vegetable strainer or a clean utensil to drain as shown in Figure 10.



Figure 9: Unsorted amaranth



Figure 10: Amaranth in the strainer

- (v) Chop onions and place them on a plate or in a bowl.
- (vi) Cut the amaranth in medium-size pieces by using a sharp knife ready for cooking as shown in Figure 11.





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Figure 11: *Chopped amaranth*

- (vii) Preheat the required amount of cooking oil or fat.
- (viii) Add chopped onions and fry them until they turn brownish.
- (ix) Add the amaranth and cover it with a lid to prevent nutrient loss.
- (x) After 3 minutes, turn over the amaranth and cover the mixture for 3 to 5 minutes. Then remove it from the stove and serve it while hot.

Note: Fried amaranth can be served with ugali as shown in Figure13. Avoid using sodium bicarbonate in cooking leafy vegetables because it destroys vitamins and minerals.



Figure 12: *Fried amaranth*



Figure 13: *Fried amaranth served with ugali*

Activity 4

Prepare, cook, and serve any vegetable of your choice using the frying method.





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Deep frying: In this method, much oil is used and the food to be cooked is completely covered with hot oil. It is important to select cooking oil depending on the type of food to be cooked. The temperature of the cooking oil depends on the type of food to be cooked.

Advantages of the deep-frying cooking method

- (a) It saves time because it is quick especially when a lot of food is to be prepared at once.
- (b) Deep fried foods can be stored for several days without going bad because much water is being reduced from the food.
- (c) The method makes the food delicious and tasty.

Disadvantages of the deep-frying cooking method

- (a) Deep fried foods take a longer time to be digested.
- (b) If the oil is not preheated well, the food can absorb oil that can affect its taste and our health.

Points to consider when cooking by deep frying

- (a) Ensure the oil is heated well to prevent the food from absorbing oil or getting burnt before it is well cooked.
- (b) Make sure the oil used is clean, safe, and pure; it does not contain water. Avoid using dirty oil as this can cause a bad smell on food and health problems.
- (c) Ensure the food to be fried does not contain water in order to prevent explosions.
- (d) Utensils used for frying must be clean and dry.

Steps to be followed in deep frying

- (i) Choose appropriate frying oil depending on your preference and the type of food.
- (ii) Add cooking oil to the deep frying pan, about two thirds of the pan.
- (iii) Heat the oil to the desired temperature. Ensure that any foam on the surface of the oil is cleared.



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- (iv) Check whether the oil has attained the required temperature by adding a small piece of food. If the food suddenly floats, it means the oil is heated enough and ready for frying.
- (v) Immerse the food into the heated oil slowly in order to avoid splashes or splatter that may cause harm such as burns or fire explosions.
- (vi) Deep fry until the food attains a brown colour on both sides.
- (vii) Remove the food from the heated oil using a long perforated spoon and put it on a plate with cooking absorbent paper towel or a bowl with small holes to allow the food to cool and drain excess oil.
- (viii) Serve the food as desired.

Grilling: This method of cooking uses dry heat which originates directly from charcoal or firewood. You can also grill food in an electric or gas stove which has a grilling chamber. Examples of foods which can be cooked by grilling are meat, green bananas, fish, cassava, potatoes and green maize.

Advantages of grilling

- (a) It softens the food and makes it tender.
- (b) It is easy to be digested and absorbed in the body.
- (c) It makes the food tasty and palatable.
- (d) Grilled food is healthy for the body as less fat is used.
- (e) It preserves nutrients.

Disadvantages of grilling

- (a) It needs close supervision otherwise the food will get burnt.
- (b) Sometimes the food may not cook evenly.
- (c) The smoke can be harmful to human health.

Rules to follow in grilling

- (a) Apply little oil on the food especially meat to prevent it from too much drying during grilling.
- (b) When grilling using charcoal, make sure the charcoal does not produce smoke so that the food does not smell smoky.



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- (c) Use average temperature when grilling to allow the food to be evenly cooked. The duration used for grilling depends on type of food, texture, and thickness of the food to be cooked.
- (d) When grilling, turn over the food more frequently to avoid it getting burnt.

Grilling meat

Utensils

Stove, skewer or long sticks for grilling, plate or bowl, wire mesh

Ingredients

- $\frac{1}{2}$ kg of meat
- 1 tea spoon of salt
- 1 pepper
- 1 ginger
- 1 garlic
- 1 lemon
- 1 table spoon of oil

Steps to be followed in grilling meat

- (i) Prepare all utensils and required ingredients.
- (ii) Chop the meat in small pieces.
- (iii) Grind pepper, garlic and ginger.
- (iv) Add salt, a little amount of oil and lemon juice into ground spices.
- (v) Mix the ingredients with the chopped meat and leave them for 15 minutes.
- (vi) Skew the pieces of meat.
- (vii) Prepare the grilling stove.
- (viii) When the fire is ready, start to grill the meat while turning over all sides until the meat is well cooked as shown in Figure 14.
- (ix) Remove them from the stove and prepare them for consumption as shown in Figure 15.





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Figure 14: A pupil grilling barbecue



Figure 15: Grilled barbecue

Activity 5

Prepare, cook, and serve any grilled food of your choice.

Baking: This method of cooking food uses prolonged dry heat, normally in an oven heated by charcoal, gas, or electricity. It can also be done in hot ash or on hot stones. Bread, biscuits and cakes are examples of foods cooked using this method. Heat is gradually transferred from the surface of baked food to the centre.

Advantages of cooking by baking

- (a) The food can be preserved for a longer duration.
- (b) It enhances the flavour of the food.
- (c) Baked food is good for health because it contains a very little amount of fat or oil.

Disadvantages of cooking by baking

- (a) The food may lose its shape if the cook is not careful.
- (b) Dishes which require different temperatures cannot be baked at the same time.
- (c) Baking takes a longer time to prepare food compared to the boiling method.
- (d) It requires special skills which only a few people have.



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Rules to follow in baking food

- (a) Make sure all oven racks are placed well before switching on the oven.
- (b) Preheat the oven or furnace before baking food.
- (c) The amount of heat used in baking depends on the type of food to be baked. Some foods require high temperature in the beginning and medium or low temperature towards the end of the process. The upper part of the oven has high temperature so it has to be used when the food to be cooked requires high temperature.
- (d) All the food that is baked together must be placed in the oven at the same time.
- (e) Make sure that the amount of food to be baked fits in well with the size of the oven in order to avoid wastage of heat.
- (f) Put enough food in the oven which will allow air and heat circulation for the food to be cooked evenly.
- (g) Make sure the oven is closed throughout until the food is well cooked.
- (h) After opening the oven door, close it immediately to avoid cool air which may affect the texture and shape of the food.
- (i) Adhere to the required baking time for the individual food to prevent it from being burnt or uncooked.

Baking cakes

A cake is a snack which is liked by many people. Care should be taken when mixing the ingredients so as to meet the acceptable texture and taste. It is a snack which is a source of carbohydrates and proteins. It thus provides energy and proteins for body building.

Utensils

Baking pan, small basin or bowl, cup, table spoon, tea spoon, wooden spoon and food weighing scale





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Ingredients

- 1 cup or 4 serving spoons or $\frac{1}{4}$ kg of wheat flour
- 1 teaspoon of baking powder
- $2\frac{1}{2}$ table spoon of butter
- 2 table spoons of milk
- 2 eggs
- Vanilla or lemon
- 1 table spoon of sugar

Steps to be followed in baking cakes

- (i) Prepare the baking tin and ingredients to be used.
- (ii) Preheat the oven or baking stove.
- (iii) Mix the flour with baking powder and sieve to remove dirt and to allow aeration.
- (iv) Cream butter and sugar together until creamy using a wooden spoon or a special machine.
- (v) Whip the eggs in a cup and add in the mixture of butter and sugar. Gradually add a little amount of whipped egg while mixing until all egg is finished.
- (vi) Sprinkle little flour at a time. Fold into the mixture very lightly with a metal spoon until all the flour is mixed well.
- (vii) Add a little amount of milk or water in order to get a thick mixture. Add vanilla or lemon juice.
- (viii) Pour the mixture into a well-greased baking tin.
- (ix) Bake in a moderately hot oven for 15–30 minutes.
- (x) Check whether the cake is ready by inserting a clean and safe skewer through the cake. If the skewer is covered with sticky substance, it means the cake is not ready.
- (xi) Return it to the oven for 5 -10 more minutes based on the heat of the oven.
- (xii) When the cake is ready, remove it from the oven and place it on a cooling rack to allow it to cool as shown in Figure 16.





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(xiii) Serve the cake on a clean and dry plate as shown in Figure 17.



Figure 16: Baked cakes



Figure 17: Served cakes

Baking bread

Bread is a type of food which may be eaten during breakfast or main meal. It provides the body with energy and heat. Care is needed when preparing and mixing ingredients for making the dough to ensure good quality in terms of shape, texture, and taste. The major ingredient for bread is wheat flour which may be mixed with cassava, maize or sorghum flour depending on the type of bread to be prepared.

Utensils

Baking pan, cup, mixing or large bowl, basin, wooden spoon, tea and a table spoon

Ingredients

- 1 kg of wheat flour (Choose the best wheat flour for bread making)
- 1 tea spoon of salt
- 1 teaspoon of yeast
- 1 table spoon of sugar
- 4 table spoons of cooking oil

Steps to be followed in baking bread

- (i) Prepare the baking pan by applying little oil to the inside of it.
- (ii) Sieve the flour in order to remove large particles and dirt as well as to increase aeration.



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- (iii) Mix yeast, sugar and $\frac{1}{4}$ cup of warm water in a large bowl.
- (iv) Add the mixture to the flour.
- (v) Add salt and oil then mix well.
- (vi) Add water to the mixture to get thick dough and continue kneading it.
- (vii) Knead for about 10 minutes until it is smooth and uniform. Make sure the mixture does not stick on fingers or in the kneading bowl.
- (viii) Cover the dough and leave it for about 40 minutes to rise twice its original size.
- (ix) Prepare the charcoal or electric stove for baking.
- (x) Knead the dough again for about 5 minutes.
- (xi) Cut the dough into small portions and prepare them based on the shape of the baking tin. Then, leave them for 15 minutes to allow them to rise.
- (xii) Bake the bread in moderate temperature for about 30 to 40 minutes.
- (xiii) Start with low temperature for about 20 minutes then increase temperature to allow browning of the bread.
- (xiv) When the bread is ready, remove it from the oven and place it on a cooling rack to allow it to cool as shown in Figure 19.
- (xv) Serve the bread as shown in Figure 20.

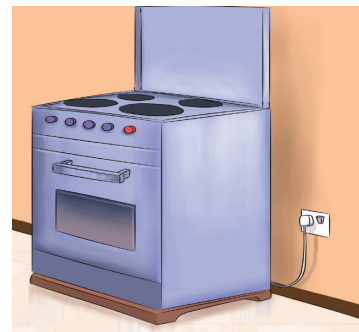
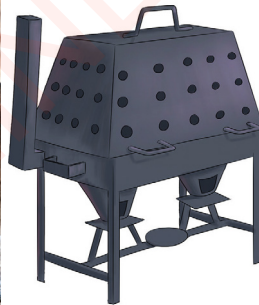


Figure 18: Baking stoves



Figure 19: Baked bread

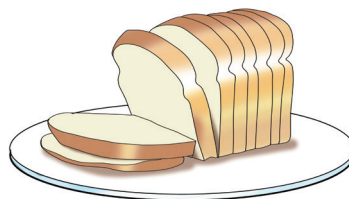


Figure 20: Served bread





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Activity 6

Prepare one dish of your choice using the baking method.

Beverages

Beverages refer to all items which are consumed in liquid form such as tea, juice, and porridge. Water can also be included in this group as universal beverage. Beverages are important in our bodies for refreshment. They also give nutrients to the body. They also aid digestion and maintain body fluids.

Preparing milk tea

Milk tea is a common drink in Tanzania. It is an important drink because it refreshes, energizes and nourishes the body by providing nutrients like fat, calcium, and other minerals.

Rules for preparing milk tea

- (a) Ensure the milk is boiled thoroughly to kill germs that can cause diseases. Serve the milk while hot.
- (b) Utensils used to preserve milk should be washed with clean, warm water and soap.

Utensils

Tea strainer, teaspoon, sauce pan, jar or thermos, and cup

Ingredients

The following ingredients are needed to prepare 4 cups of tea:

1 teaspoon of tea leaves

2 cups of milk

2 cups of water

Steps to be followed in preparing milk tea

- (i) Wash the jar or thermos flask by using clean, warm water.
- (ii) Boil the milk and put it into the clean jar, which maintains temperature for a long time.
- (iii) Boil the water in a clean pan.





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- (iv) Put tea leaves in the jar.
- (v) Put the boiled water in the jar with tea leaves and mix.
- (vi) Leave it for 3 minutes and strain the tea in a pot.
- (vii) Serve the tea, milk, and sugar as shown in Figure 21.



Figure 21: *Tea with milk*

Activity 7

Prepare and serve tea with milk attractively.

Preparing porridge

Porridge is a hot drink that is prepared by using flour made from different cereals such as maize, rice, sorghum, bulrush millet, cassava, finger millet, and wheat. Porridge is important to our bodies as it provides energy and heat. Porridge is a suitable drink for children, the elderly, and the sick.

Utensils

Sauce pan, cup, wooden spoon, sieve, bowl and spoon

Ingredients

3-4 cups of water

$\frac{1}{2}$ cup of cereal flour

$\frac{1}{2}$ cup of sugar

$\frac{1}{2}$ cup of milk





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Steps to be followed in preparing porridge

- (i) Sieve the flour to be used as shown in Figure 22.
- (ii) Boil the water in the saucepan.
- (iii) Stir a small amount of flour in cold water.
- (iv) Pour the mixture into the boiling water while stirring until the porridge starts boiling.
- (v) Lower the cooking temperature and leave the porridge to boil for 10 to 30 minutes depending on the type of cereal used.
- (vi) Add boiled milk and sugar then stir properly to add taste, if desired.
- (vii) Remove the saucepan from the fire.
- (viii) Serve the prepared porridge for consumption as shown in Figure 23.

Note: Porridge can be served when hot or cold depending on the user.



Figure 22: Sieved flour for making porridge



Figure 23: Maize flour porridge in a bowl

Activity 8

Prepare, cook, and serve porridge using any flour of your choice.

Preparing juice

Juice is a drink made from different fruits such as oranges, mangoes, and pineapples. Juice can also be made from baobab, tamarind or some plants such as carrots and sugar cane. Figure 24 is illustrative. Juice can be made from one fruit only or from a mixture of two or more fruits. The use of this drink refreshes our bodies and provides vitamins and minerals which help to protect our bodies.



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Juice can be used immediately after preparation or can be stored to be used later. Different methods can be used to prepare juice.

These include squeezing, mashing, blending, and soaking the ingredients. Examples of fruits that can be squeezed to get juice are oranges, lemons, and lime. Fruits such as avocado, pawpaw, and mango can be mashed or blended to get fruit juice.



Figure 24: Assorted fruits for making juice

Baobab or tamarind juice

can be made by soaking the fruit in warm water for a few minutes before straining them for consumption.

Rules for preparing fruit juice

- Select fresh and well ripen fruits.
- Wash the fruits with clean and safe water, preferably running water.
- Make sure the utensils, hands, and place for making juice are clean and free from pathogens.
- Water for making juice should be boiled and allowed to cool before use.
- Prepared juice should be covered well and stored in a cool place or in the refrigerator.

Orange juice

Oranges are fruits that are grown in tropical areas. Oranges are important to human health as they provide vitamin C which helps to protect the body against diseases.

Utensils

Sharp knife, jug, table spoon, squeezer, small basin, juice strainer, sauce pan and cooker or stove



Ingredients

- 2 big oranges
- 2 glasses of boiled and cooled water
- 2 table spoons of sugar

Steps to be followed in preparing orange juice

- Boil water with sugar and leave it to cool to make syrup. The amount of sugar depends on individual preference.
- Wash the oranges properly with clean and safe water and peel them.
- Use a sharp knife to cut the oranges into 2 pieces.
- Squeeze the oranges with a squeezer or by hand if you do not have a squeezer as shown in Figure 25.
- Strain the juice to remove the seeds and pour it into a clean jug.
- Add the syrup and stir properly.
- Pour the orange juice into a jar and store in a refrigerator or a cooling as shown in Figure 26.
- Serve juice attractively as shown in Figure 27.



Figure 25: Preparing orange juice



Figure 26: Prepared juice via squeezing



Figure 27: Served juice



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Activity 9

Prepare any juice of your choice using the squeezing method.

Exercise 1

A. Choose the correct answer and write its letter.

1. Foods that can be cooked by shallow frying are _____.
 - (a) eggs, African donut, and ground nuts
 - (b) kaimati, groundnuts, and bhajia
 - (c) chapatti, eggs, and liver
2. The following fruits can be used to prepare juice via squeezing:
 - (a) Oranges, mangoes and lemons
 - (b) Lemons, lime, and avocado
 - (c) Lemon, lime, and oranges
3. The following are proper methods of cooking food by dry heat:
 - (a) Frying and baking
 - (b) Baking and grilling
 - (c) Boiling and roasting
4. The following are rules for cooking food except _____.
 - (a) covering a wound with a bandage or glove.
 - (b) covering hair.
 - (c) cooking by using an oven.
5. Which rule is adhered to when cooking food by frying?
 - (a) Covering the sauce pan for quick boiling of oil.
 - (b) Using the amount of oil according to the type of food to be prepared.
 - (c) Coating the food with oil when cooking by partial frying.
6. It is not recommended to boil water with tea leaves because _____.
 - (a) it reduces the cost of preparing the tea.





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- (b) it reflect flavour of the tea.
- (c) the tea will be black.

B. Write TRUE for a true statement and FALSE for a false one.

1. It is recommended to frequently open the oven when baking to avoid for the food to be burnt. _____
2. If the electric stove has exploded, do not attempt to splash it with water. _____
3. The fruit for making juice should be well ripen and bitter. _____
4. Grilling is a method of cooking food by using much oil. _____
5. Eggs can be cooked by using little oil (partial frying). _____
6. It is recommended to wash vegetables after cutting them into small pieces. _____

C. Match the items in Column A with their counterparts in Column B to complete the meaning.

Column A	Column B
1. is the method of cooking using plenty of water.	(a) Preparation of juice
2. Food taste decreases.	(b) Baking
3. is a cooking method that may change the shape of food.	(c) Termites
4. is a type of food that is cooked without oil.	(d) Boiling
5. Water to be used should be boiled and allowed to cool	(e) Fried food
6. The food takes a long time to be digested	(f) Disadvantage of boiling food
	(g) Disadvantage of grilling
	(h) is a drink that has been prepared by using cereals





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D. Answer the following questions:

1. Mention three methods of cooking.
2. What are the advantages of baking food?
3. Specify three things to be considered when cooking food via partial frying (using little oil).
4. What are the ingredients used to prepare chapatti?
5. What are the important steps to follow in cooking amaranth?
6. Briefly describe the meaning of cookery?
7. Why do we cook food?

Vocabulary

Knead	A process of mixing flour and water to prepare dough to be used in making food such as chapattis or bread
Utensils	Tools which are found in the kitchen for domestic use
Ingredient	Various foods used in preparing a certain dish or meal
Strainer	A tool with small holes used for separating coarse from fine particles or A tool with small holes used for separating solid particles from a liquid
Shelf life	The length of time that the food stays fresh before deteriorating
Recipe	A list of instructions for preparing a particular dish: It contains a list of ingredients and methods



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Chapter Three

Forms and skills in performing arts

Introduction

Art is an individual's expression of ideas and emotions in order to deliver a message to the intended community. There are three categories of art. These are performing arts, fine arts, and literal arts. Performing arts include songs, dances, drama, jingles, films or motion pictures, plays or improvised skits, recitations, rituals, acrobatics, and storytelling. In this chapter, you are going to learn about forms and skills needed in the performing arts specifically songs, drama, and poems. These skills will enable you to perform art forms correctly as a way of enhancing Tanzanian culture and national patriotism.

Songs

A song is made of specific sounds that are arranged in a particular manner and according to the musical traditions of the community that owns it. Songs are composed in written or verbal lyrics and melodies. Lyrics are the words of a song. They usually consist of verses and a chorus. A tune is a memorable series of pitches arranged in particular key. The combination of the tune and lyrics forms a song. Songs are performed at different community events for specific purposes.

The purpose of songs

Songs serve the following purposes:

1. They encourage people during performing activities such as pounding, farming, construction, and hunting. They are also used to comfort people during funeral ceremonies.
2. They are used to praise people who have performed heroic actions in our communities such as killing a fierce animal like a lion or save community members or leaders from a physical attack or daring to speak against an injustice.





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3. Songs are also used as a teaching and learning tool and can help learners to learn how to read, write, and count.
4. They are used to entertain people during ceremonies such as school graduations, parents' day, and sport competitions.
5. They bring about a sense of national unity and identity. Good examples are national anthems.
6. They draw attention and attract people towards different events such as political campaigns and business promotions.
7. They are used to warn and raise awareness of different matters in the community. Such matters are corruption and environmental conservation.
8. Songs are a source of income. Artists may record their songs and sell them via different platforms.
9. Moreover, traditional songs are used to attract tourists.

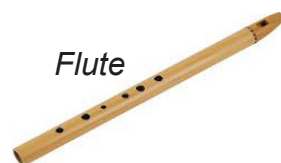
Singing: Singing is an art of performing songs or tunes by making musical sounds with a voice following a particular melody arrangement. Singing may be accompanied by music instruments and dancing. Singing may differ from one community to another.

Music instruments: In this part, we will look at the classification of music instruments and their use in singing. Tanzania has rich heritage of music instruments. Tanzanian music instruments come from more than one hundred and twenty ethnic groups. Some of the music instruments are imported from music traditions of foreign countries. Music instruments can be classified into various clusters.

Classification of musical instruments

Musical instruments are classified into five classes:

1. Music instruments designed to be blown or aerophones. Figure 1 shows an example of a blown musical instrument.



Flute

Figure 1: A musical instrument designed to be blown



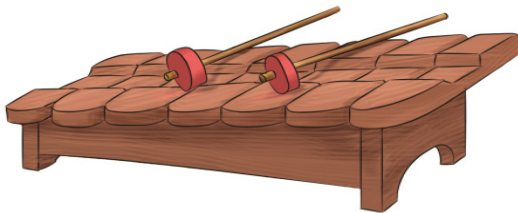


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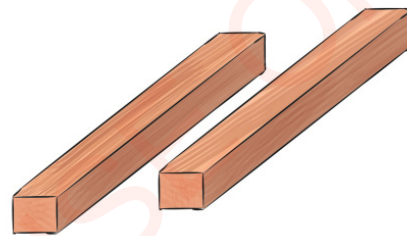
2. Musical instruments designed to be struck. Examples are drums, wooden xylophones, and wooden bars as shown in Figure 2.



(a) *Drums made of animal skin*



(b) *Wooden xylophone with its mallet*



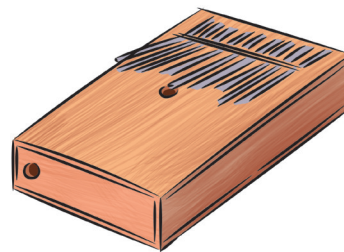
(c) *Wooden bars*

Figure 2: *Music instruments designed to be struck*

3. Musical instruments designed to be plucked or chordophones. Examples of plucked musical instruments are shown in Figure 3.



(a) *Acoustic guitar*



(b) *Sansa or hand piano*

Figure 3: *Music instruments designed to be plucked*

4. Musical instruments designed to be pressed or electrophones. An example is an electric keyboard as shown in Figure 4.





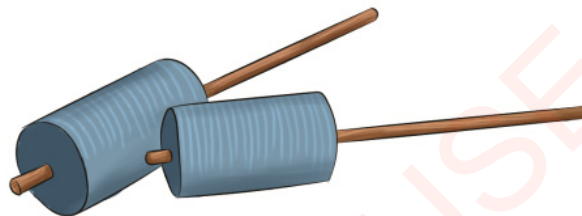
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Keyboard

Figure 4: Musical instrument designed to be pressed

5. Musical instruments designed to be shaken or percussions. Shakers are a good example as shown in Figure 5.



Shakers made of tins

Figure 5: Musical instruments designed to be shaken

Functions of musical instruments during singing

Musical instruments have been used in order to do the following:

- (a) Enhance the texture or timbre of songs
- (b) Encourage the singers
- (c) Guide the singers to the rhythm of the songs
- (d) Guide singers to the right key

Activity 1

1. Mention other musical instruments that you know based on the above classification.
2. Collect musical instruments that are found in your area.
3. Create a rattle and shaker.
4. Choose one musical instrument of your interest and practise how to play it.





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Traditional dance

Traditional dance is translated as *Ngoma* in *Swahili*. *Ngoma*, as used in *Swahili*, has multiple meanings according to different communities in Tanzania. The following are some of the item:

1. *Ngoma* is a musical instrument.
2. It is a particular way of dancing, singing, and playing instruments.
3. It could also stand for a particular event or ceremony such as initiations ceremonies. One may say, “*Naenda ngomani.*” This implies that he or she is going to a particular ceremony where *ngoma* is a central activity or symbol.
4. The youth use the word *ngoma* to suggest a song recorded in the studio that is foreseen to do well on the local media and the music industry.

Normally, traditional dances differ from one society to another. However, certain characteristics are common to most traditional dances. Such characteristics are as follows:

1. They use musical instruments.
2. Particular body movements are created and performed rhythmically following the beats from the drums.
3. They involve an ensemble of dancers, dancing to the same pattern and rhythm.
4. Singing, dancing, and playing of the musical instruments happen at the same time.
5. Each dance communicates a particular message.



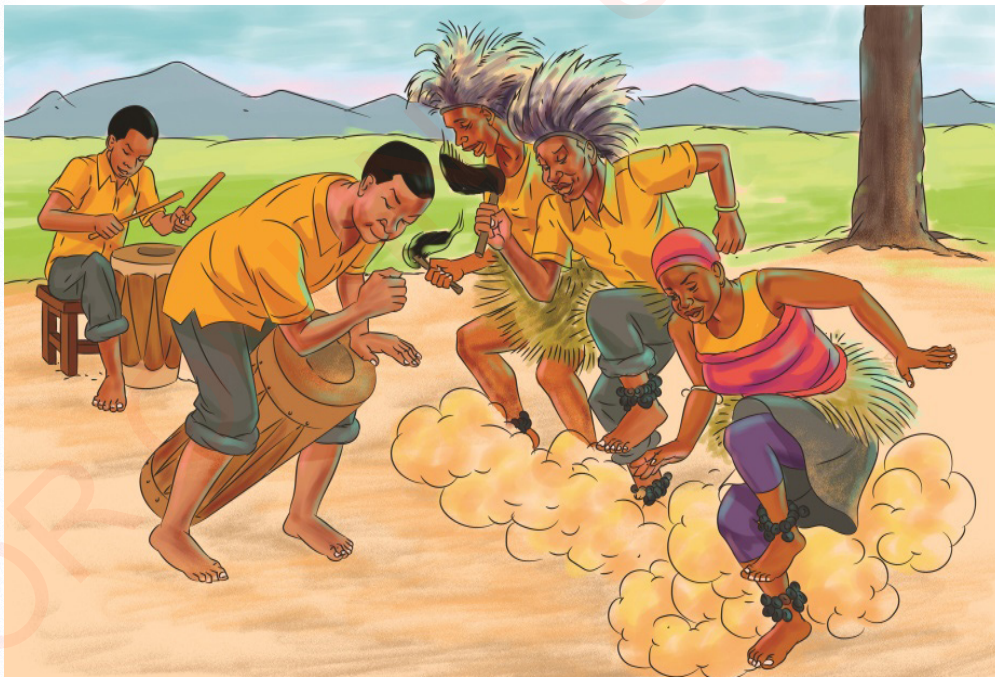


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Figure 6 shows some examples of traditional dances by different Tanzanian ethnic groups.



(a) Mdundiko



(b) Sindimba





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(c) Lizombe

Figure 6: Traditional dances by different Tanzanian ethnic groups

Activity 2

1. Mention traditional dances that you know.
2. Dance any traditional dance that you know.
3. Visit any artist who crafts drums and study how he or she makes such drums.

Basics of singing: In order to perform a song outstandingly, it is important to know the following basics of singing:

1. How to breathe properly.
2. How to properly sit, stand or dance during singing.
3. How to properly articulate words.
4. How to sing according to your vocal capability or vocal range.
5. Doing regular vocal exercises.

Activity 3

1. Practise how to breathe properly.
2. Practise how to sing while you are standing or sitting.





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Types of songs: Different types of songs are found in our communities. These songs can be grouped into the following categories:

- (a) National or patriotic songs
- (b) The national anthem
- (c) Traditional songs
- (d) Gospel, choir and qasida
- (e) Contemporary music for example *bongo fleva*, *taarabu* and *singeli*
- (f) Poetic recitations

In this section, we will learn how to sing the national songs or patriotic songs, national anthem, and a traditional poem.

National or patriotic songs and the Tanzanian national anthem

National songs are known as patriotic songs. In Tanzania, there are two recognized national songs and one national anthem. The national songs are *Tazama ramani* and *Tanzania nakupenda*. The Tanzania national anthem is known as *Mungu ibariki Afrika*. Let us learn the lyrics and how to sing each one of them correctly.

National or patriotic songs

TAZAMA RAMANI

Lyrics of the song

1. *Tazama ramani utaona nchi nzuri,
Yenye mito na mabonde mengi ya nafaka.
Nasema kwa kinywa halafu kwa kufikiri,
Nchi hiyo mashuhuri huitwa Tanzania.
**Majira yetu haya yangekuwaje sasa?
Utumwa wa nchi Nyerere ameukomesha.***
2. *Chemchem ya furaha ama nipe tumaini,
Kila mara kwako niwe nikiburudika.
Nakupenda hasa hata nikakufasili,
Nitalalamika kukuacha Tanzania.
**Majira yetu haya yangekuwaje sasa?
Utumwa wa nchi Karume ameukomesha.***



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3. *Nchi yenye azimio lenye tumaini,
Ndiwe peke yako mwanga wa watanzania.
Ninakuthamini hadharani na moyoni,
Unilinde nami nikulinde mpaka kufa.
Majira yetu haya yangekuwaje sasa?
Utumwa wa nchi Nyerere ameukomesha.*

TANZANIA NAKUPENDA

Lyrics of the song

1. *Tanzania Tanzania, nakupenda kwa moyo wote,
Nchi yangu Tanzania, jina lako ni tamu sana.
Nilalapo nakuota wewe, niamkapo ni heri mama wee,
Tanzania Tanzania, nakupenda kwa moyo wote.*
2. *Tanzania Tanzania, ninapokwenda safarini,
Kutazama maajabu, biashara nayo makazi,
Sitaweza kusahau mimi, mambo mema ya kwetu kabisa,
Tanzania Tanzania, nakupenda kwa moyo wote.*
3. *Tanzania Tanzania, watu wengi wanakusifu,
Siasa yako na desturi, vilikuletea uhuru.
Hatuwezi kusahau sisi, mambo mema ya kwetu hakika,
Tanzania Tanzania, nakupenda kwa moyo wote.*
4. *Tanzania Tanzania, watu wako ni wema sana,
Nchi nyingi zakuota, nuru yako hakuna tena.
Na wageni wakukimbilia, ngome yako imara kweli wee,
Tanzania Tanzania, heri yako kwa mataifa.*
5. *Nchi nzuri Tanzania, karibu wasio kwao,
Wenye shida na taabu, kukimbizwa na walowezi.
Tanzania yawakaribisha, tuungane kiume chema wee,
Tanzania Tanzania, mola awe nawe daima.*





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MUNGU IBARIKI AFRIKA

Lyrics of the song

1. *Mungu ibariki Afrika, wabariki viongozi wake,
Hekima, umoja na amani, hizi ni ngao zetu,
Afrika na watu wake.
Ibariki Afrika, ibariki Afrika,
Tubariki watoto wa Afrika.*
2. *Mungu ibariki Tanzania, dumisha uhuru na umoja,
Wake kwa waume na watoto, Mungu ibariki,
Tanzania na watu wake.
Ibariki Tanzania, ibariki Tanzania,
Tubariki watoto wa Tanzania.*

Activity 4

1. In groups, sing the song Tazama ramani, Tanzania nakupenda and the Tanzanian national anthem.
2. With the accompaniment of the school band as illustrated in Figure 7, practise how to sing the national songs, the Tanzanian national anthem, and your school song.



Figure 7: Pupils singing the national anthem accompanied by the school band





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3. Write the lyrics of the national song, the national anthem, and your school song.
4. Choose a song of your interest and sing while considering the basics of singing.
5. In groups, discuss the messages derived from the Tanzania national anthem.

Recitation of poems: Poems are one of the forms of performing arts. There are two types of poems: traditional poems and contemporary poems. Traditional poems are written by adhering to the strict rules of rhymes, metre, verses and stanza. Contemporary poems are written without following or adhering to the traditional rules of rhymes, metre, verses and stanza. They are known as free poems. Poems are also written as songs. In this section, we will learn how to sing a traditional poem.

Traditional poem

In order to properly sing a traditional poem, it is important to observe the following features:

1. **Stanza:** This is a group of lines or verse in a poem.
2. **Verses:** These are lines that form the stanza.
3. **Metre:** This is the number of syllables in each verse of a poem.
4. **Rhymes:** These are syllables in a poem verse that end with the same sound.

In the poem HAPA KAZI TU, the first stanza starts with the following verse:
Tamko mahiri hili, wengi limeunganisha.

HAPA KAZI TU

1. *Tamko mahiri hili, wengi limeunganisha,
Kwa binadamu halali, hasa hujishughulisha,
Kazi nyingi mbalimbali, kuendeleza maisha,
Vijana tuchape kazi, hapa kazi ni kazi tu.*



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2. *Iwe pale ofisini, fanya kazi kwa juhudi,
Shambani na viwandani, kamwe nyuma usirudi,
Dereva barabarani, usizidishe sipidi,
Vijana tuchape kazi, hapa kazi ni kazi tu.*
3. *Wanafunzi darasani, soma tena kwa bidii,
Jitihada zifanyeni, mitihani kukabili,
Soma sana darasani, michezo nayo ni dili,
Vijana tuchape kazi, hapa kazi ni kazi tu.*
4. *Maendeleo tapata, chanzo hasa ndiyo kazi,
Shughuli zenye utata, si halali kama wizi,
Unyang'anyi rushwa hata, siyo ya halali kazi,
Vijana tuchape kazi, hapa kazi ni kazi tu.*

Activity 5

1. Count the number of metres in the first verse of the poem Hapa Kazi Tu.
2. Identify the rhymes in the first stanza of the poem Hapa Kazi Tu.
3. In groups of five students, sing the poem Hapa Kazi Tu using a melody of your choice.
4. Recite any other traditional poems that you know.

The importance of learning the basics of singing

Singing as an art has its own basics. This help to do the following:

1. Improve the singer's voice
2. Sing while following the right key or tune of the song
3. Sing in a right rhythm of the given song
4. Sing for a long period of time without being tired
5. Articulate the words correctly while singing
6. Properly recognize different types of singing voices





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Exercise 1

A. Write TRUE if the sentence is true and FALSE if the sentence is false.

1. Rattle is a musical instrument that is in the group of percussion.

2. Musical instruments help a singer to sing while following correctly the key or tune of the song. _____
3. Beats help singers to sing with confidence. _____

B. Answer the following questions:

1. With examples, mention five functions of songs in your community.
2. With examples, give five classifications of musical instruments.
3. What is art?
4. Name three categories of art.
5. What is the difference between songs and singing?
6. Mention common characteristics of traditional dances.
7. What are the basics of singing that you need to follow?
8. Mention advantages of singing while adhering to the basics of singing.
9. How many rhymes and metre are found in the poem Hapa Kazi Tu?
10. How many stanzas are in the poem Hapa Kazi Tu?
11. What is ngoma?

Drama

Drama is a form of performing arts which is enacted by actors and actresses in front of a live audience. Drama is presented through dialogue and action. It carries messages about people and their environment. Drama needs the actor or actress to have the necessary acting skills to properly deliver the intended message to the audience. In this section, we are going to learn about acting as the core skill in drama, types of acting, make ups, costumes, and the props used in acting.





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Acting

Acting is an artistic skill in which the actor or actress depicts life of a human being in his or her environment. Acting requires the actor or actress to use his or her body and voice to portray people's life experiences. For acting to occur, three major requirements are needed. These are the actor or actress, the performing space, and the audience.

Types of acting

There are three types of acting. These are described in more detail below.

1. Acting without words

When acting without words, the actor or actress uses his or her body to portray a character, action or situation without using words. The actor or actress can use his or her body. He/she can also create still shapes or images without moving or talking to portray a character, action or a situation.

2. Acting with words and actions

In this type of acting, the actor or actress uses words or voice as well as body movements in order to depict character, action, or situation.

3. Acting while singing and dancing

In this type of acting, the actor or actress portrays a character, action or situation by singing and dancing. A good example of this type of acting is the hunting dance called *Ukala* of the *Sambaa* ethnic group in Tanga, the *Abasimba* dance among the *Jita* people of Mara and the *Bugobogobo* dance among the farmers of the *Sukuma* ethnic group.

Basics of acting

Acting as an art has its own basics. These include the following:

1. There should be actors and or actresses.
2. There should be an audience.
3. There should be performing space which is related to the theme of the drama.
4. There should be something to be performed on.
5. Actors and actresses should project audible voices.





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6. Actors and actresses should portray actions that are visible to the audiences, use the performing space properly, and represent the anticipated message accordingly.

Activity 6

1. Visit a drama group or dance group which is near your school.
2. Interview the members of the group about different types of acting as discussed above.
3. Discuss with the group members and practise with them how to project an audible voice and how to use the stage properly.
4. Look at Figure 8 below. In groups, use still images to portray various activities that are performed at your homes, farms, markets, schools, hospitals, and bus stops.



Figure 8: Pupils acting in still images

Exercise 2

Answer the following questions:

1. What is drama?
2. Mention three major requirements of acting.
3. What are the three types of acting?
4. Name three dances that are performed while singing and dancing.
5. List three basics of acting.





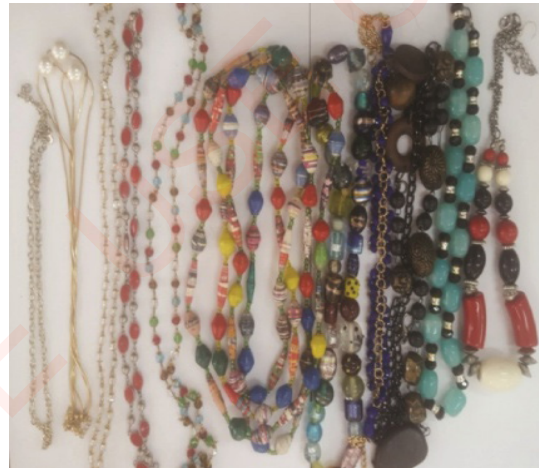
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Different materials that are used in drama: Materials that are used in drama are categorized into three: make ups, costumes, and props or properties. These are used to complement drama by enriching the character's action, supporting the theme of the drama and portraying time as well as the character's age and sex in order to give the drama the desired sense of reality.

Make-up: Make-ups include powder, ashes, mascara, nail polish, and lipstick. Other types of make-ups that are worn by actors and actresses include glasses, earrings, bracelets, beads, chains, tail feathers and crowns. Examples of different make-ups used in acting are shown in Figure 9.



(a) Earrings



(b) Necklaces and chains



(c) Bracelets



(d) Nail polish and lipstick

Figure 9: Different make-ups used in acting





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Costumes: Costumes are different sets of clothes that an actor wears when acting. Examples are a coat, trousers, gown, skirt, shorts, white rob, *kitenge*, *kanga*, *kikoi*, and shoes. Different costumes used in acting are shown in Figure 10.



Figure 10: Different costumes used in acting

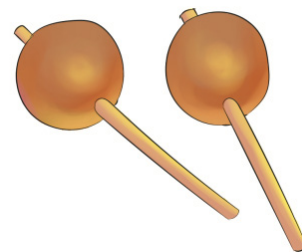
Props: In acting, props include masks, walking sticks, drums, xylophones, hoes, arrows, axes, kitchen utensils and other tools that are found and used in settings such as at home, hospital, farm, school and office. Props in acting include also different types of foods and drinks. Look at Figure 11 below. These are some examples of props used in acting.



(a) Walking stick used by elderly people



(b) Mask that actors wear when acting



(c) Shakers used in drama and dance

Figure 11: Props used when acting





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Activity 7

1. In groups of five pupils, collect make-ups, costumes, and different props that are available in your surrounding.
2. In the groups, act the following actions in different contexts.
 - (a) Eating
 - (b) Cleaning the environment
 - (c) Showing respect to parents and teachers
 - (d) Truancy
 - (e) Waking up children in the morning to get ready for school

Exercise 3

Answer the following questions:

1. What are the functions of make ups, costumes and properties in acting?
2. List different types of costumes used in acting.
3. Name and draw three props that are used in acting which can produce sounds.
4. Mention four types of props that can be used in acting.





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Chapter Four

Drawing pictures

Introduction

Drawing is an art of making pictures using lines. The lines are done using various tools such as a pencil, pen, chalk, charcoal and felt pen. Pictures are drawn for several reasons. In this chapter, you will learn the art of drawing pictures. Drawing pictures may enable you to improve creativity, memory, communication skills, problem solving skills, emotional intelligence, and brain-and-muscle coordination. In addition, you will be able to gain income in the future.

A picture

A picture is an image of an object that has been made by pencil, crayons, brush, colour, chalk, charcoal and camera. Pictures can be found at home, school, in books, newspapers, cards, posters, clothes and many other items. Such pictures can be in form of drawings, paintings, and photographs.

Drawing is an art that uses media such as a pencil, crayon, charcoal, chalk, and colour on paper or other materials. In this section, you will learn how to draw simple stick pictures using a pencil.

The aims of making pictures

Pictures are very important in our daily life. Out of pictures, we can get the following benefits:

- (a) Sell and get money
- (b) Decorate places
- (c) Educate and entertain
- (d) Keep record of events
- (e) Use them for communication



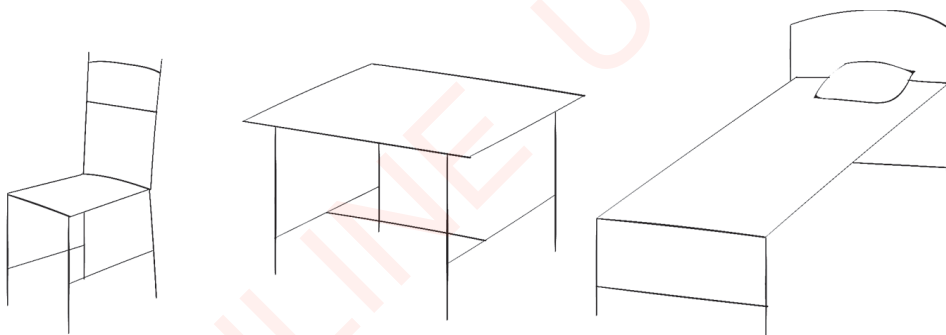
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Guidelines for drawing pictures

In order to make a good picture, some useful guidelines must be followed. Such guidelines include the following:

- (a) Using soft pencils: These are normally labelled (B, 2B, 3B and so on).
- (b) Using good drawing paper that can clearly show pencil lines
- (c) Using light lines in the beginning
- (d) Proper use of a picture frame
- (e) Depiction of balance of figures
- (f) Depiction of perspective elements
- (g) Depiction of lighted and shaded areas

Stick figure drawings: This is the first stage for art beginners. When drawing these figures, start by joining lines to get the required drawings. Look at the three examples of stick drawing as shown in Figure 1 below.



(a) Chair

(b) Table

(c) Bed

Figure 1: Examples of stick drawings

Drawing tools

The following are some of the tools needed to draw stick figures as illustrates in Figure 2:

- (a) Table
- (b) Chair
- (c) Pencil
- (d) Eraser
- (e) Piece of drawing paper
- (f) Drawing board
- (g) Paper clip





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(a) Table

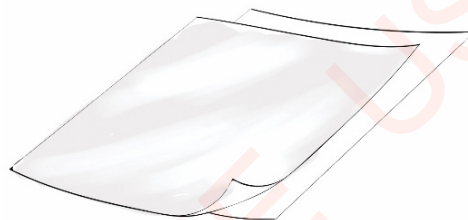
(b) Chair



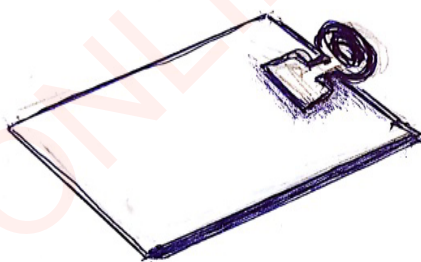
(c) Pencil



(d) Eraser



(e) Pieces of drawing paper



(f) Drawing board



(g) Paper clip

Figure 2: Stick figure drawing tools

Guidelines for making stick figure drawings

The following tips are useful in making stick figure drawings:

- (a) Have an idea of what you want to draw.





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- (b) Draw light lines to outline what you want to draw.
- (c) Use an eraser carefully to keep your drawing clean.
- (d) Decide wisely what you want to draw.
- (e) Prepare a soft B series pencil, and good paper.
- (f) Start drawing by making faint lines.
- (g) Pay attention to proportions.
- (h) Correct drawing mistakes by using a clean eraser.
- (i) Bold the lines after you have got the correct shapes.
- (j) Begin with simple to complex lines.

Figure 3 is an example of a stick drawing portraying a human figure.

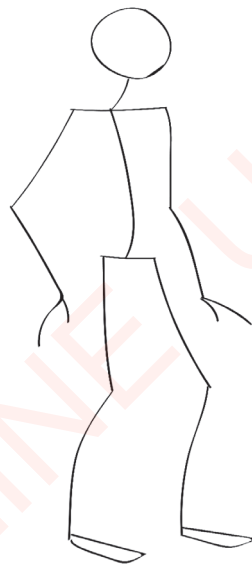


Figure 3: *Stick drawing of a human figure*

Steps to be followed in drawing a stick human figure

- (a) Draw a circle for the head.
- (b) Draw the neck and shoulders.
- (c) Draw the torso (chest, stomach and waist).
- (d) Draw legs and arms.





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Activity 1

1. Draw stick human figures doing the following activities:
(a) Pushing (b) Pulling (c) Groping (d) Jumping
(e) Crawling (f) Chasing (g) Bending (h) Kneeling
(i) Diving
2. Draw a stick bed.

Printmaking: Printmaking is a process of reproducing images in mass. Printing is done on surfaces such as paper, garment, leather, wall, glass and board. In printmaking, motifs are used to get different designs. A motif is a single shape or mark that can be made on a stencil or block. Some motifs such as leaves are obtained from the environment. Some plants have good leaves which fit for motif shapes. Other motifs can originate from the artist's imagination.

There are two types of motifs:

1. **Natural motifs:** These are natural things such as leaves and textures.



Figure 4: A leaf motif

2. **Man-made motifs:** These are artificial things. They are created by a person. Letter P shown in Figures 5, 6 and 7 is an example of a man-made motif.





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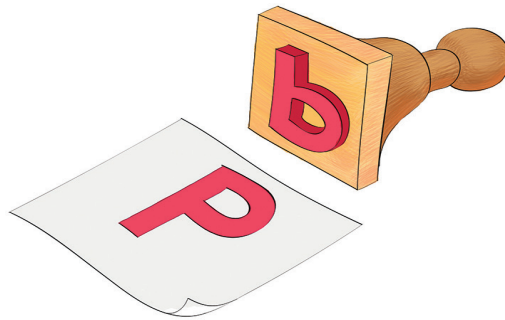


Figure 5: Block and motif of letter P



Figure 6: Stencil and Motif of letter P



Figure 7: Motif of letter P printed on a surface by the stencil method

Materials for printmaking: Printmaking involves using different materials. Such materials are a pencil, sharpener, eraser, knife, roller, motif, brush, colour, water container, sponge, hard paper, stool and table, razor blade, and drawing paper, as shown in Figure 8.

Different methods of printmaking: There are different methods of printmaking. These are block printing and stencil printing.





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Block printing is done when a motif, let us say a letter, is raised on the surface of the block. The letter is inked and then printed on paper or another surface. Another method is stencil printing. In this one, the open parts of the stencil allow colour to pass on to the paper, cloth or wall to be printed. The image to be printed can be a flower, plant, symbol, letters, and shapes made by a person. Examples of products of printing include posters, decorations, textiles, patterns, and symbols.

Steps to be followed in making a motif

A motif is used repeatedly to make a pattern. In making motifs, do the following:

- Design and draw motifs which can be used in the pattern that you want to make.
- Prepare materials that are used in making motifs such as a stencil or block.

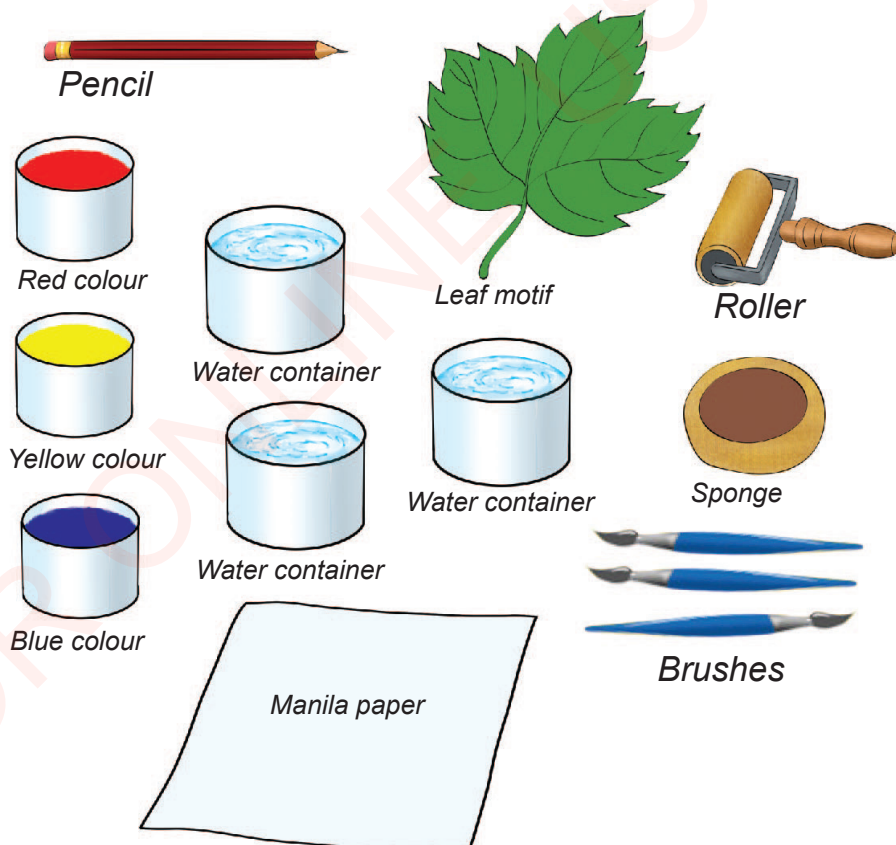


Figure 8: Materials for printmaking



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Steps to be followed in making a stencil

The following are important steps when making a stencil:

- (a) Think of the art work that you want to make, such as a window curtain.
- (b) Think again of the symbols (motifs). The symbol must match with the window curtain, such as the letter *P*.
- (c) Draw bold figure of the letter *P* on the hard paper.
- (d) Check correctness of the figure of the letter *P*.
- (e) Cut the image of the letter *P* using a sharp blade.
- (f) Use the negative space as a stencil.

Figure 9 shows a stencil of the letter *P*.

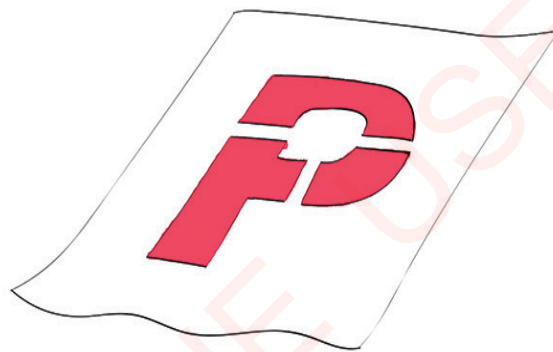


Figure 9: Stencil of the letter *P*

Steps to be followed in making a printing block

The following are steps for making a printing block:

- (a) Draw the image of any motif such as the letter *P* on a block surface.
- (b) Cut and remove unwanted parts around the letter *P*. The depth of cutting should be three millimetres. The letter *P* will come out on the top of the surface.
- (c) Make a holder for the printing block. You can use any piece of wood or rubber.
- (d) Use glue to stick the holder on the printing block.





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Figure 10 is an example of a block of the letter *P* and its printed image.

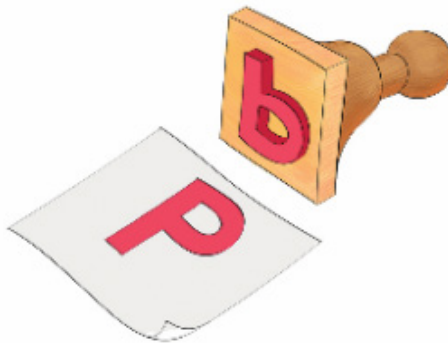


Figure 10: *Printing block of the letter P and its the image*

Activity 2

1. Prepare materials for stencil and block printing.
2. Cut stencil and block motifs.
3. Print the motifs.

Printing using multiple colours: Motifs are single items in decorative art. When a single motif is repeated to make decorations, it is called a pattern. A pattern is more attractive when more than one colour is used. You will now use multiple colours in making a decoration. You may use three colours of your choice.

Guidelines for printing patterns in multiple colours

The following are guidelines for printing patterns in multiple colours:

- (a) The shape of the motif must reflect the subject matter of the pattern.
For example:
 - (i) Fruit motifs such as an apple, pawpaw, or pineapple will fit for a table cloth.
 - (ii) A cross motif will fit for a Christian decorative pattern.
 - (iii) A star and crescent motif will fit for a Moslem decorative pattern.
- (b) The colour scheme should reflect the occasion.



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The following are examples:

- (i) Black motifs stand for sad occasions.
 - (ii) Red motifs stand for violent occasions.
 - (iii) Blue motifs stand for cool situations.
- (c) Motifs should be accepted by our society. That is, do not use socially unwanted symbols.

Steps to be followed in printing a patterns in multiple colours

(a) Stencil method

Steps

- (i) Think of the theme of your pattern. Let us say table cloth.
- (ii) Get three pieces of card paper.
- (iii) Draw apple motif shapes on each piece of the card paper.
- (iv) Cut motif shapes on the card paper. This is called a stencil.

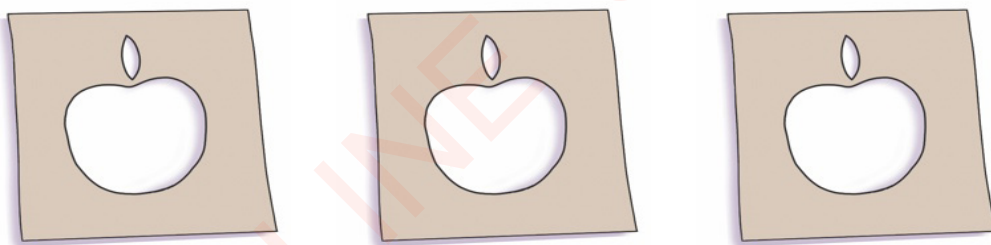


Figure 11: *Motifs cut on card paper*

- (v) Get colour, paper, and sponge.
- (vi) Lay printing paper on the table.
- (vii) Lay stencil on top of the paper.
- (viii) Apply ink into the negative space of the stencil by using the sponge. Do it by blotting.
- (ix) Remove the stencil.
- (x) The motif will be printed on the paper.
- (xi) Repeat the same procedures for the other two colours.





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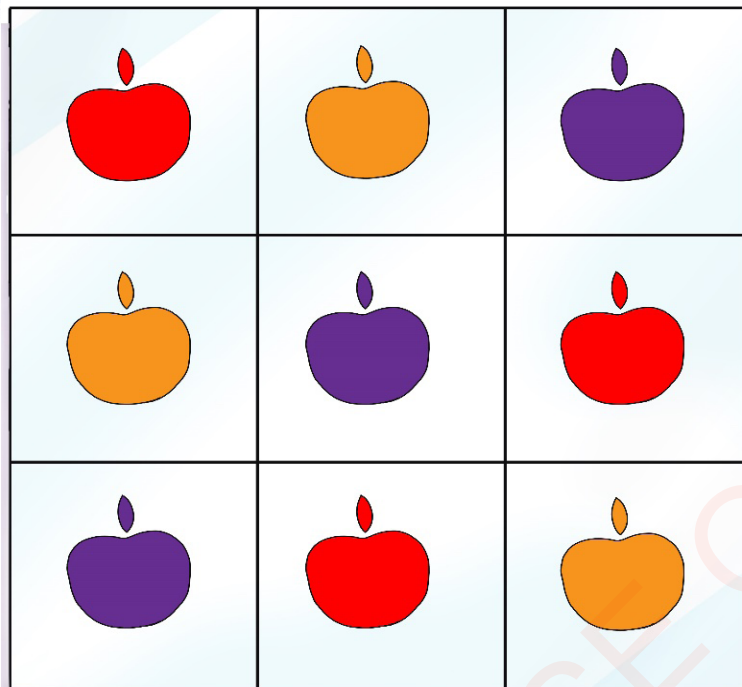


Figure 12: A multi-coloured table cloth pattern

(b) Block method

Steps

- (i) Think of the theme of your pattern. Let us say letters L, E, and F.
- (ii) Get a block, let us say a round potato.
- (iii) Divide the potato into two halves.
- (iv) Draw motif shapes on each piece of the potato in mirror image.

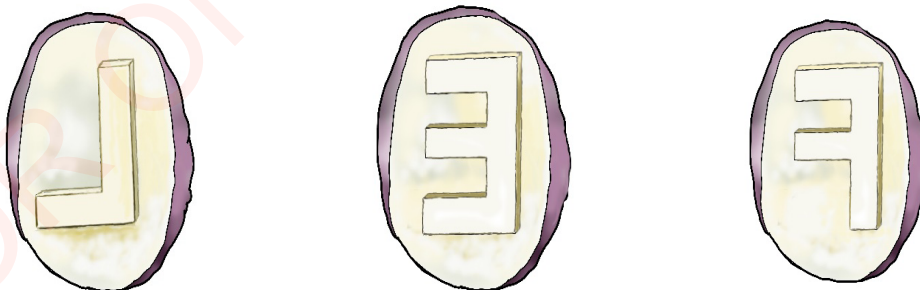


Figure 13: Motifs of letter L, E and F on the pieces of a potato





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- (v) Cut motif shapes on the surface of the potato.
- (vi) Remove the unwanted parts for the potato. The motifs will rise on the top of the potato
- (vii) Colour the motif using any colour of your choice. Examples are red, blue and orange.
- (viii) Press the motif on paper. It will be printed there.
- (ix) Repeat the same process for the other two colours.

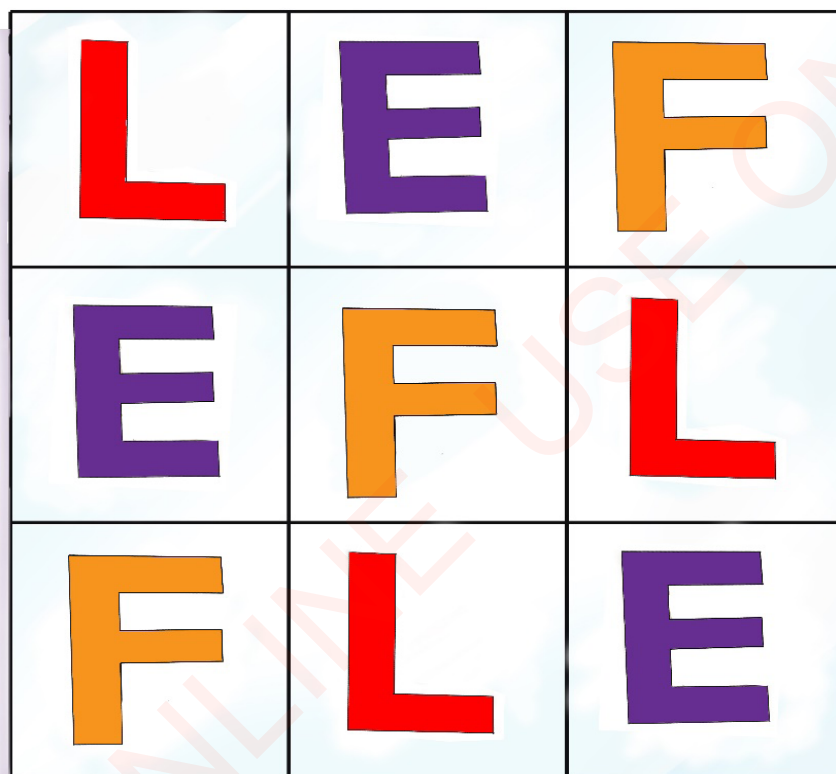


Figure 14: A multi-colour pattern printed by the block method

Printing motifs with different colours by pressing: You can print a pattern with motifs of different colours by pressing. For example, you can use a leaf motif and print a pattern using different colours. Look at the following steps and images.





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Steps

(a) Put everything on the table.



(b) Paint the top side of the leaf using a brush. Use one brush for one colour. Likewise, use one leaf for one colour.





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- (c) Lay the leaf on paper. Press it gently with tips of your fingers.



- (d) Do the same step for the second colour.
(e) Do it again for the third colour.
(f) Arrange the motifs in the format you want.
(g) Keep the pattern in the shade or room temperature to dry.



Activity 3

1. Collect three likely wide leaves.
2. Clean the leaves by wiping.
3. Paint the leaves with different colours.
4. Print the leaves on paper.





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Exercise 1

A. Answer the following questions:

1. Mention four materials needed in drawing pictures.
2. What are the guidelines that are used in drawing pictures?
3. What steps will you follow in drawing a table in stick?
4. Draw a chair and a table using the stick method.
5. Describe the following terms: (a) Motif and (b) Pattern.

B. Match the words in Group A with the corresponding words in Group B.

Group A	Group B
1. Motif	(a) Composed motifs
2. Picture	(b) Beauty of an object
3. Coin and leaves	(c) Green, Purple , Orange
4. Designs	(d) Copying
5. Stick figure drawing	(e) An imaginative shape created for printing using stencil or block methods
6. Print making	(f) Figure drawings
7. Colour	(g) A realistic drawing or photograph
	(h) Outline drawings
	(i) Artworks drawing
	(j) An object with relief surface
	(k) Natural motifs





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Chapter Five

Clay modelling and weaving

Introduction

In this chapter, you will learn about clay modelling and weaving. Some people like to model objects using clay. They model figures of humans, animals, insects, and plants. They also model utensils like pots, vases, bowls, and cups. The modelling activity is not without challenge. While the environment provides all the resources, people lack skills in modelling and hence its products. These skills will enable you to produce various objects that in the future you will sell them and generate income.

Clay modelling

Clay modelling is an art that produces different objects using clay. There are two ways of modelling with clay. These are manual and machine modelling. Clay modelling needs materials such as clay, water, a piece of timber, colour, brush, a piece of paper, and a sieve.

Steps to be followed in clay modelling

Before modelling, you need to prepare clay as follows:

- (a) Pound the clay until it gets soft.
- (b) Sieve to get rid of unwanted materials such as small stones.
- (c) Mix clay with water and knead it to get a soft clay lump.
- (d) Choose an object to make and start modelling.

Methods in clay modelling: There are ways of modelling with clay. These are (a) pinching (b) slab construction (c) coiling

(a) The pinching method

Using this method, one can produce pots, cups, bowls, plates, jugs, or urns.





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Modelling by the pinching method

Steps to be followed in modelling by the pinching method

- (i) Choose the object you want to model.
- (ii) Pick sufficient clay.
- (iii) Knead the clay to remove air.
- (iv) Create a clay ball between your hands.
- (v) Press your thumb between the ball.
- (vi) Enlarge the hole by pinching while turning the ball around.
- (vii) Continue pinching and moving the ball around. Ensure the wall of the object always has the same thickness.
- (viii) Complete the object by adding the handle or sprout.
- (ix) Place the object in the shade for a short time to slightly dry.
- (x) Put decorations such a colour before the object is completely dry.
- (xi) Then, place it in the shade again until it is completely dry.



Figure 1: Clay objects made by pinching

(b) The slab method

This method is suitable for modelling articles with a geometric shape.

Modelling using the slab method

Steps to be followed in modelling by the slab method

- (i) Choose the object you wish to model.
- (ii) Place a lump of clay on a piece of board and roll.
- (iii) Roll the clay to get a slab.





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- (iv) Cut the slab into pieces of the required size and shape.
- (v) Join the pieces by using clay.
- (vi) Smoothen the joined parts.
- (vii) Allow the object to dry in the shade for a short time. Decorate it and put it again in the shade to dry completely.

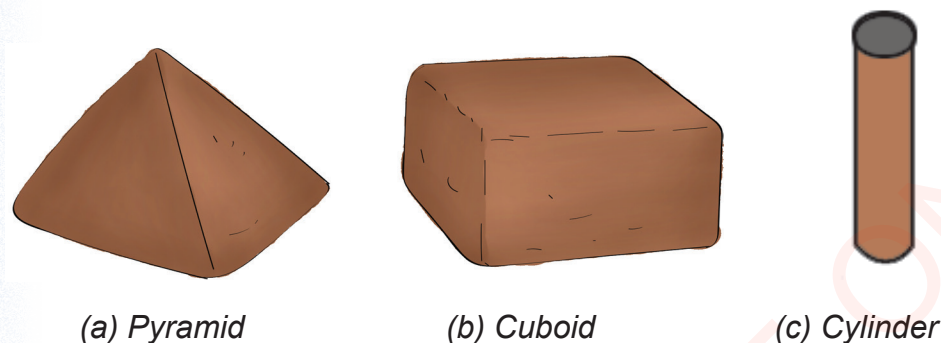


Figure 2: Some geometrical figures made by using the slab method

(c) The coiling method

This method is suitable for making water pots, jars, vases, flower pots and other articles.

Modelling using the coiling method

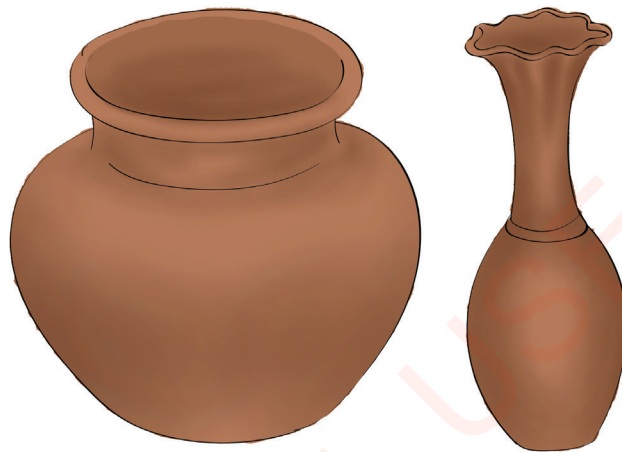
Steps to be followed in modelling by the coiling method

- (i) Choose the object you wish to make.
- (ii) Roll the clay until you get a slab to cut the base.
- (iii) Roll the coil to get the width of the object you want to make.
- (iv) Join the coil to the base.
- (v) Place another coil on top of the first one. Join the later to the base.
- (vi) Use fingers to press the coil from the top to the bottom.
- (vii) When one coil is finished, join it with another coil. Continue to go up until the required height is reached.
- (viii) Add coils to make the mouth of the object.
- (ix) Do not make it too tall because it will collapse. If it is necessary to make it tall, wait until it dries a bit.
- (x) Cover the object with a nylon sheet so that it never dries before it is completed.



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- (xi) When you smoothen the wall, do not use too much water. That water will weaken the article.
- (xii) Smoothen inside and outside of the walls by using a smooth tool. You can use a spoon, a piece of glass or a piece of bone. You can also smoothen the inside walls and leave the outside walls rough as they appear.
- (xiii) Remember to decorate the article before it gets completely dry.
- (xiv) Lastly, put the object in the shade so that it dries slowly.



(a) Water pot

(b) Flower pot

Figure 3: Objects made by the coiling method

Firing the clay object: Clay objects are fired to make them strong and long lasting. The simplest method is an open kiln. The following is a process of firing clay objects in the open kiln.

- (a) Make a burning bed of thin woods and dry grass.
- (b) Arrange the objects on the burning bed.
- (c) Cover the clay objects with thin firewood and dry grass.
- (d) Light the firewood and grass.
- (e) Continue adding more and more firewood.
- (f) Check whether the objects are red hot. If so, they are ready.
- (g) Allow them to cool before you pick them up.
- (h) Decorate them to look beautiful. You can decorate them by painting.





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Activity 1

1. Model a ball and a cup by the pinching method.
2. Model two objects by using the slab method.
3. Model one object by using the coil method.
4. Model a figure of any animal of your choice by using the pinching method.

Exercise 1

Answer the following questions:

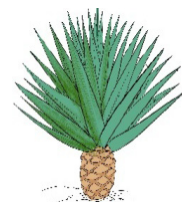
1. Mention three main methods of clay modelling.
2. Mention five steps you will follow to model different clay objects.
3. List three clay objects you can model by the pinching method.
4. What method can you use in modelling pyramid and cuboid figures?

Weaving: Weaving is an activity that uses fibres to make various objects. Such fibres come from plants like banana, palm, *miombo*, baobab, sisal, *mwani* and other plants. The fibres produce yarn that is used to produce different woven objects. Such objects are table mats, carpets, mats, baskets, *nyungo*, *kawa*, and many others.

The art of weaving also includes hair plaiting. In hair plaiting, we use yarn in making different hair styles. The following are examples of plants that produce fibre for weaving.



(a) Baobab tree



(b) Sisal plant





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(c) *Miombo*



(d) *Mwani*

Figure 4: *Plants that produce fibre for weaving*

In this section, you will learn different objects that can be woven.

Mat weaving: Mat weaving requires raffia. The fibres can be coloured to add beauty to the mat or basket. Weaving can be done by hand or machine. However, our focus in this section will be hand weaving.

In mat weaving, two sets of fibres are interlaced. The interlacing is done in an up-down movement. There are many weaving styles. These include a one-way twill band, two-way twill band, three-way twill band, and four-way twill band.

Materials for weaving

Pin, knife, dyes, water, pot or bucket, raffia, fibres or leaves

Steps to be followed in hand weaving

- (a) Prepare dried palm raffia.
- (b) Soak the fibre in cold water. Then boil some of the fibre in dyed water.
- (c) Allow the fibre to dry.
- (d) Choose the braiding style you want to use.
- (e) Start weaving.
- (f) Continue weaving until you get a long band.
- (g) Clean any extra fibres along the band.



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See an example of woven twill bands of three different ways in Figure 5.

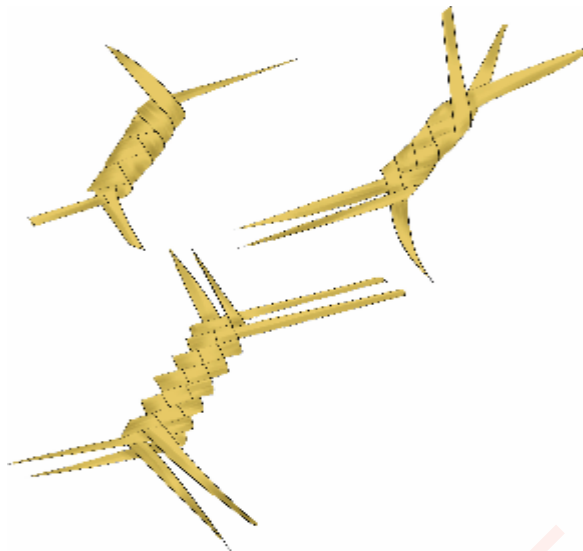


Figure 5: Woven twill bands of three different ways (one way, two ways and three ways)

Activity 2

Make two twill bands of two different ways:

1. Two ways
2. Three ways

Making table mats

A table mat is an article made by using different materials. These may include raffia, banana fibre, plastic, clothing, and many others. There are different kinds of mats. In this section, you will learn how to make table mats.

Materials for making a table mat

Raffia, pins, knife, ruler, needle, water basin, sailor's needle (*shazia*), razor blade paints and painting brushes.

Steps to be followed in making a table mat

Follow the following steps to make a table mat.

- (a) Prepare materials such as raffia, banana fibre, *mwani*, or palm tree leaves.





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- (b) Weave carefully by following the methods of weaving shown in hand weaving above.
- (c) You can decorate the mat by painting a picture on it.
- (d) Strengthen the mat by hemming the edges. Figure 6 shows a table mat.

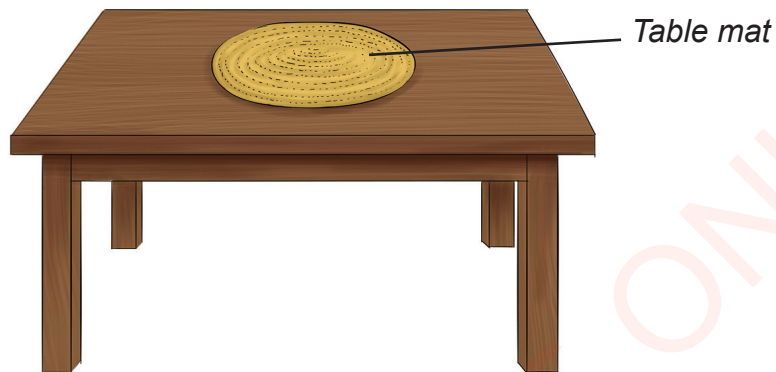


Figure 6: Table mat

Rope braiding: Rope braiding is a form of art that is common among the pastoralist, fishing, and farming communities of Tanzania. In these communities, rope braiding is practised since rope has many uses. There are different styles of making rope. Such styles include the following:

- (a) Two strands of threads.
- (b) Three strands of threads.
- (c) Four strands of threads.

Figure 7 is an example of rope braiding using three strands of threads.

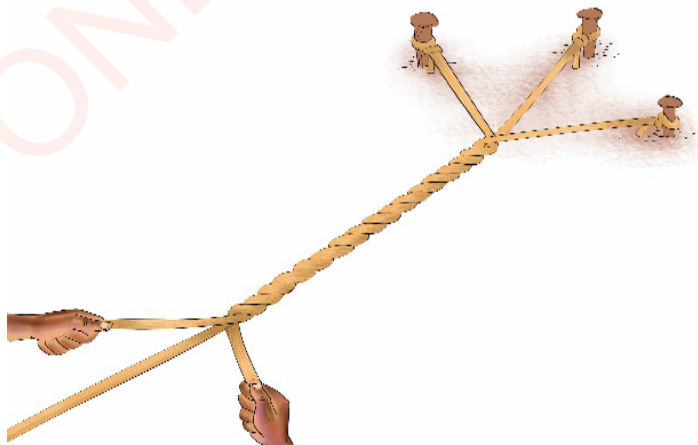


Figure 7: Rope braiding using three strands of thread





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Materials needed: Tools and materials that can be used in rope braiding include different types of thread, colour, water, knife, pair of scissors, razor blade, tea spoon, and a cup.

Steps to be followed in rope making for all three methods

The following are the steps for making rope:

- (a) Choose the method you wish to use.
- (b) Prepare tools for making ropes.
- (c) Hammer wooden pegs into the ground for holding the rope strands.
- (d) Make a knot around the pegs using the threads.
- (e) Hold the rope you have tied around the wooden pegs or the toes of your legs.
- (f) Braid the rope by interweaving the threads until you reach the end.
- (g) Go on braiding the rope by adding another strand until you reach the end.
- (h) Make a knot at the end of the rope. This will stop the rope from disengaging.
- (i) Remove the rope from the pegs as it is ready for use.

Below is an example of braiding rope using two and three way techniques. Look at the use of toes and wooden pegs in Figure 8.



Figure 8: Pupils braiding rope





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Making different objects from braided rope: Rope is used in making many objects. Some of the objects are beds and chairs. In this section, you will learn to make a stool and a bed by using rope.

Stool making

You can make a stool by using braided ropes.

Making a stool by using rope

Materials for making a stool

Rope, two pieces of wooden frames, harmer, nails, saw, colour, tools for mixing colour, water and spoon or a piece of wood for stirring.

Steps to be followed in making a stool

- Make a wooden stool frame like the one shown in Figure 9.
- Mix colours for dyeing the rope.
- Deep the rope in the colours you have chosen. They should not exceed three colours. Let them dry.
- Fasten the rope together with the frame you have made. Stretch the rope from one side and attach it to the other side. Make sure the rope is well tightened.
- Continue fixing the frame by the weaving method as shown in Figure 10.

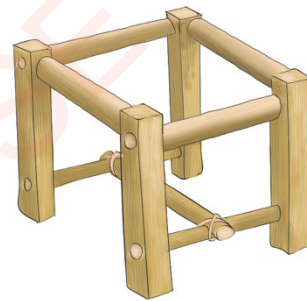


Figure 9: Wooden stool frame



Figure 10: Stool made by using rope

Making a string bed: A string bed is one of the oldest articles in our culture. These beds are made of wood and string. String beds are used for sleeping. They are also used at places of leisure such as along the beach. Currently, this kind of artwork has turned to be a good source of income for the makers.





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Requirements for making a string bed

The following tools and materials are required:

- (a) Strings
- (b) Two pieces of wood, measuring 180 cm each
- (c) Two pieces of wood, measuring 60 cm each
- (d) Four pieces of wood, measuring 50 cm each
- (e) Nails
- (f) A harmer
- (g) A saw or a *panga*

Steps to be followed in making a string bed

- (a) Cut two pieces of wood measuring 180 cm each by using a saw or a *panga*.
- (b) Cut other two pieces of wood measuring 60 cm each.
- (c) Cut four pieces of wood measuring 50 cm each.
- (d) Join the two pieces of 180 cm with those of 50 cm each.
- (e) Again, join the pieces of 60 cm with those of 50 cm each, at the front and back.
- (f) The bed frame is complete. (See Figure 11.)

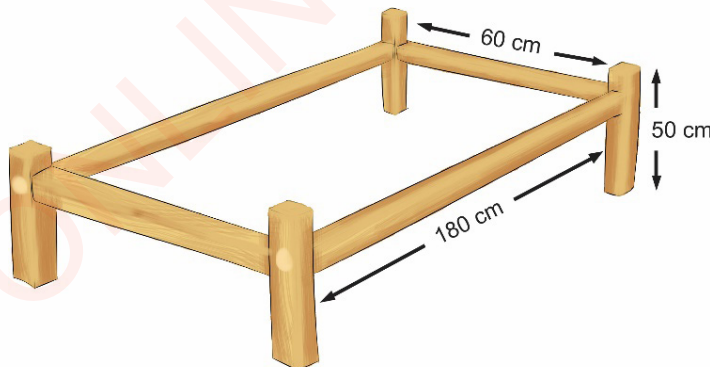


Figure 11: A bed frame made of wood and nails

- (g) Fix the strings from one side to the other side. The strings must be placed in close lines covering the whole area of the frame.
- (h) Weave the strings from one side of the frame to the other side. Do it until the bed is ready. (See Figure 12.)





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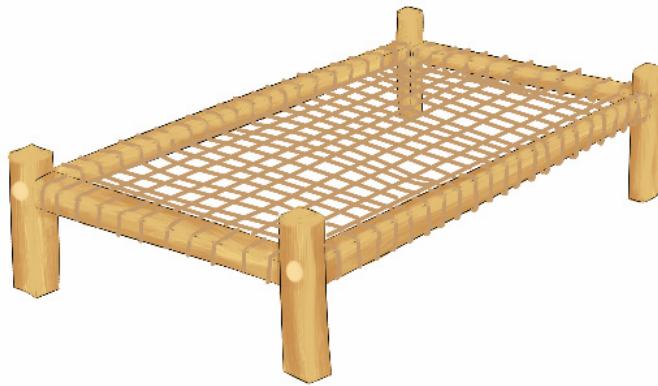


Figure 12: A string bed

Activity 3

1. Braid rope from the materials available in your environment.
2. Make any object out of the rope you have braided.

Exercise 2

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

1. Materials for making a string bed are _____.
 - (a) rope, pieces of wood, corrugated iron sheet, saw, and harmer
 - (b) saw, rope, *panga*, pieces of wood and needle
 - (c) *panga*, rope, corrugated iron sheet and harmer, pieces of wood, and needle
 - (d) pieces of wood, nails, harmer, rope, saw, or *panga*
2. Weaving produces the following items:
 - (a) Mats, carpets, *ungo*, and table mats
 - (b) Pots, kawa, baskets, and *ungo*
 - (c) *Kawa*, *ungo*, carpets and metal pots
 - (d) Ropes, pots, and table mats





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B. Write True if the sentence is true and False if the sentence is not true.

1. Out of split raffia leaves, we get fibres. _____
2. When raffia fibres are woven, we get *Ukindu*. _____
3. A needle is a special iron tool that joins *Ukili*. _____
4. When you join *Ukili*, you get a mat. _____

C. Fill in the blanks.

1. *Kawa* is used to cover _____
2. A table mat prevents the table from _____
3. A hat is worn so that _____
4. A raffia fan is used for _____

D. Answer the following questions:

1. What objects can you make from raffia fibres?
2. What objects can be made from rope?
3. Mention three plants which produce fibres.
4. What material do you use when making a mat?



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Chapter Six

Entrepreneurial skills

Introduction

The entrepreneur should possess skills that make him or her successful. Examples are to develop readiness for learning, the ability to find markets for businesses and money management skills. In this chapter, you will learn how to develop readiness for learning and markets for small-scale businesses. Learning entrepreneurial skills will enable you, in the future, to employ yourself, create employment opportunities for others, and generate your own income.

The meaning of an entrepreneur

An entrepreneur is any person who creates and develops a business idea. He or she takes the risk of setting up an enterprise and producing goods or services that satisfy community needs. The entrepreneur engages in the entrepreneurship process via designing, launching, and running an enterprise, which is a profit-generating activity.

Developing readiness for learning

A successful entrepreneur must possess a basic knowledge about his or her community members and their needs. For the entrepreneur to turn those community needs into business opportunities, he or she is required to learn about various things. Hence, it is important for the entrepreneur to be ready to learn to identify the needs of the surrounding community. He or she should also develop relevant entrepreneurial knowledge, skills, and attitudes. The entrepreneur can employ several ways to develop readiness for learning. These include the following:

1. Listening
2. Asking questions
3. Participating in entrepreneurial clubs



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Listening in entrepreneurship

Listening is an important verbal communication skill. In entrepreneurship, listening has a great impact on entrepreneurial interaction with customers and other entrepreneurs. Listening enables the entrepreneur to acquire information and find facts that can help him or her in making business decisions and necessary improvements.

The importance of listening in entrepreneurship

The reputation of a business depends on listening skills. Listening is essential for building trust and sometimes reducing conflicts between the entrepreneur and customers. For example, the entrepreneur who listens to her or his customer's complaints and advice might seek appropriate ways of handling complains, thus enhancing her or his business performance.

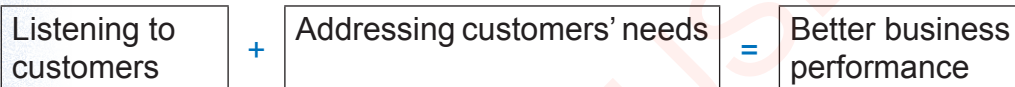


Figure 1: Relationship between listening to customers and business performance

Activity 1

- In groups, tell stories on any entrepreneurial activities taking place in your family or community.
- Discuss the lesson(s) derived from the stories in relation to entrepreneurship.
- Share your group's deliberations with the class.

Asking questions in entrepreneurship

In entrepreneurship, questions can be asked for the sake of learning. The questions are mainly of two kinds:

- (a) Personal questions:** These include self or personal questions that help to explore innovative ideas, which are very essential for success in entrepreneurship.





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(b) Questions posed to others: These involve questions that provide useful information to carry out entrepreneurial activities in a better way.

Normally, asking questions is associated with listening and speaking skills. This is because, when someone is speaking and another one is listening, he or she may need to rephrase her or his remarks and ask whether he or she correctly understands him or her. Asking questions enables one to gain a better understanding of spoken statements. One may ask such questions through the following:

- (a) Face-to-face conversation
- (b) Telephone calls
- (c) Written forms, such as letters and mobile phone text messages

Read Neema's case story and answer the questions that follow

It had never come into my mind that I would become an entrepreneur. I remember when I was in school, some pupils used to sell sweets, pens, pencils, rulers and erasers. Others shared their homemade lunch and fruits with the class for free. We used to enjoy a lot. They used to tell us that the money obtained from their businesses as profit was used to buy presents and personal belongings. In actual sense, I was just an observer.

During the Standard Seven graduation ceremony, while we were having our lunch, my fellows said that they were immediately going to start businesses. Their aim was to make money and start to be independent. I kept listening to them knowing that it had nothing to do with me. My ambition was to study until I become as successful as my aunt, Deborah, who is a nurse at our regional hospital. She owns a car, house, and a farm. Besides, all her three children were at university.

Unfortunately, after the first term, my father passed away in a bus accident. My mother was injured in the accident. At the end of the second term, life started to be hard. Our breadwinner was gone. My mother was not well after the accident. My two young brothers had to depend on me. Our relatives did not give us any help. I asked myself,





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“What should I do?”

One day our neighbour, Mama Shija, told me, “Neema, wake-up! This is life.” I started to look back and observe our home environment. There was an unattended garden since our father’s death. The garden reminded me of what my classmates used to sell. I decided to develop the garden commercially.

I sought advice on how to have the best garden. An agricultural extension officer advised me to start with vegetables. I had to use manure, dig a well, and use pesticides. My mother contributed 200,000 Tanzanian shillings as capital. Within four months, the garden started to produce enough. I became very popular as a vegetable entrepreneur in our village. In a week, I could get an average profit of 150,000 Tanzanian shillings.

The income was used for domestic purposes. I also started saving. After a year, our family income became stable. Most of the vegetables were sold in the village market. I had a plan to buy a milling machine for processing maize in order to sell flour to nearby villages.

Exercise 1

Answer the following questions:

1. What was sold by Neema’s friends in the class?
2. How did Neema become an entrepreneur?
3. What were the activities in Neema’s enterprise?
4. How did Neema spend the money earned in the enterprise?
5. What made Neema a successful entrepreneur?
6. What else have you learnt from Neema’s case story?

Participating in entrepreneurial clubs

Participating in entrepreneurial clubs cultivates entrepreneurial skills and attitudes among the members. The clubs instil confidence in the members and make them responsible entrepreneurs.





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Advantages of participating in entrepreneurial clubs

Participating in entrepreneurial clubs provide the following:

- (a) First-hand entrepreneurial experiences
- (b) Basic skills and knowledge in running entrepreneurial activities
- (c) Exposure to the different types of entrepreneurial activities
- (d) A platform to know how to run and manage entrepreneurial activities
- (e) Necessary skills and exciting opportunities in the business world
- (f) An opportunity to participate in external competitions and forums

Activity 2

1. Join an entrepreneurial club in your school and participate in its activities. If there is no club, initiate one and run it with the guidance of your club patron or teacher.
2. Prepare a portfolio of all activities or events carried out in the club. Use the portfolio to assess and evaluate what you have learnt periodically.

Markets for small-scale businesses

The term market may mean a place where buyers and sellers meet to exchange commodities. Nowadays, marketing is also done electronically without involving physical presence. The people who might want to buy a commodity are also termed as a market. Small-scale businesses usually mean those who sell commodities in small quantities. As far as markets for small-scale businesses are concerned, an entrepreneur needs to be conversant with some basic knowledge and skills. These include identification of different types of commodities that are needed in the market, knowing their expiry dates, setting their prices, and differentiating markets.

Identifying commodities according to the market demands

When the market is considered as people who buy a given commodity or who might want to buy a commodity, then they should be supplied with





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what they need. Thus in entrepreneurship, goods or services should be supplied according to the needs of the customers. For an entrepreneur to supply commodities that will be bought by customers, his or her commodities should meet three major conditions:

- (a) they should meet the customers' needs;
- (b) their prices should meet the purchasing power of the customers;
- (c) they should generally be accepted by customers.

To fulfil these conditions, it is important for an entrepreneur to study her or his market before starting to supply commodities. The focus of studying the market is to find out as much as possible about the customers' buying habits and the competition that exists.

Identifying customers' habits enables the entrepreneur to identify the types and quality of commodities that they need and the prices they are willing to offer at a time. In studying the market, the entrepreneur can identify likely customers' habits by asking questions that seek useful information for making decisions. He or she may ask them the following questions:

- (a) What goods or services do you want to buy?
- (b) What do you currently buy?
- (c) Where do you buy?
- (d) Why do you buy from the entrepreneurs you are used to?
- (e) When do you buy?
- (f) How much do you buy?
- (g) Which price do you pay?
- (h) What are your preferences?
- (i) Do you get any additions?
- (j) Are you satisfied with the goods or services provided?

Likewise, knowing the existing competition enables the entrepreneur to position her or his business to overcome it. This may be done by maximising the provision of good customer care. In order to study competitors' businesses, the entrepreneur needs to find out about the following:





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- (a) The quality and design of their products or services
- (b) The prices they charge
- (c) The goods or services they sell
- (d) How their products differ from his or her products
- (e) Where they get their inputs
- (f) Where they sell
- (g) How they promote their goods or services
- (h) If they have any special approaches to customer care
- (i) How they compete

Read the following case study and answer the questions that follow.

Kingwendu is a Standard Five pupil at Mabwelebwele Primary School. One day, he described his mother's business to his Vocational Skills teacher, "Sir, my mother sells milk, milk tea, and cakes at a restaurant that is located close to Mtibwa sugar plantations. That farm has quite a large number of employees including casual labourers who visit her restaurant to buy food. Nevertheless, when they go to the restaurant, only a few of them do buy and eat in it. Most of these workers normally ask for black tea, boiled and salted beans, buns, and cassava. However, these foods are not served at my mother's restaurant. Therefore, these employees opt to go and buy them at a nearby restaurant. As a result, her capital slowly decreases. My mother wants to close her restaurant since the sales are low."

The teacher advised Kingwendu to tell his mother to change her intention to close the restaurant. She should instead sell foods that were needed by customers. Perhaps the customers could not afford the price of items at her restaurant. Kingwendu shared the advice with his mother.

After a month, Kingwendu reported to his teacher, "Nowadays, my mother's restaurant has a lot of customers. She is too busy to stop and sit. The foods she prepares get finished. She earns more than she used to do previously. Her capital keeps increasing."

The teacher responded, "That is very good! It is totally awesome that your mother now sells foods that are needed by customers."





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Thus, when you want to establish a business, you should ask yourself the following questions:

- (a) Who are going to be my customers?
- (b) What are their needs?
- (c) Where are they located?
- (d) How can they be reached?
- (e) Who are the competitors?
- (f) What do they do best?
- (g) What is not done properly?

Kingwendu thanked his teacher for the advice that helped to improve his mother's business.

Exercise 2

Answer the following questions:

- 1. What could be the title of this case study?
- 2. What is the potential of the location of the restaurant?
- 3. Why did Kingwendu's mother want to close her restaurant?
- 4. Why did Kingwendu select that teacher?
- 5. Why did the customers shift to the neighbouring restaurant?
- 6. What in particular were the needs of the customers?
- 7. What was the advice of the teacher to Kingwendu's mother?

Activity 3

Study the school and families found in your community to determine the following:

- (a) Different types of goods and services needed according to time
- (b) Prices that people are able and willing to pay for the goods and services
- (c) The quality of the goods and services required





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The expiry date of commodities

An expiry date is a date that is labelled on consumables. Such products are foods, drinks, and medicines. It shows that the product should not be used after the specified expiry date because it may be spoiled, damaged, or ineffective. Indicating expiry date in commodities is compulsory worldwide. The expiry date is often abbreviated to EXP or ED. The usage of the term expiry date tends to vary between countries and products. It may also be done in one of the following forms:

- 1. Best before** This indicates the date after which a product is no longer of its best quality. This is typically used with products such as baked goods, cereals, snacks, and some canned foods.
- 2. Use by** This indicates the date after which a product is no longer of sufficient quality, and it should not be consumed. This is typically used with products such as eggs, yeast, and refrigerated products.
- 3. Sell by** This is the most commonly used form for perishables such as meat, seafood, poultry, milk and bread. A “sell by” date indicates the last day the product should be sold. However, depending on how the perishable product is stored, most products remain safe to eat up to seven days past this date, or much longer if stored in a freezer.

Even if the expiry date is important especially to processed foods, it also applies to other consumables. Examples of these are beverages, cosmetics, medicines, tires, batteries, fertilizers, pesticides and other chemicals. Therefore, entrepreneurs and consumers should strictly adhere to the expiry dates of all commodities. Adhering to expiry dates helps to avoid health hazards or ineffective results of the expired commodities. On the entrepreneur’s side, it protects the consumers’ health and builds a good reputation among his or her customers.

Activity 4

- Study various commodities at school, home and nearby shops for their expiry dates.





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- (b) From your observation, have you noticed any commodity that is being sold or used while it has already expired? If yes, what are the expected effects?

Setting prices of commodities

A price refers to the monetary value of goods or services. Entrepreneurs charge prices to cover the total costs and profits that are desired from each unit of good or service. Entrepreneur's prices must be relatively low to attract customers. Prices must also be fairly high to earn the entrepreneur's business a profit. Therefore, in order to set prices for your goods or services, you need to know the following: your costs, the prices the customers are willing to pay, your competitors' prices, and your competitive prices.

The following formula can be used to estimate the selling price of a good or service.

Selling price	=	Cost of producing or buying a good or service per unit	+	Operating costs of producing or buying a good or service per unit	+	Desired profit per unit (Mark-up)
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Figure 2: Representative formula for estimating the price of a good or service

An added amount of profit desired on the sale of a good or service is called a mark-up. Thus, mark-ups should be added to production costs to get the selling market prices.

Example

Suppose you want to set a selling price for a glass of passion fruit juice with a mark-up of 20%. You will be needed to calculate the costs of producing a glass of juice, and then add the desired profit per glass as it is shown in Table 1.





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Table 1: *Estimating the selling price of a glass of passion juice*

Items	Cost (Tsh)
4 kg of passion fruit @ 5,500 shillings	22,000
Approximately 1 kg of sugar	3,000
12 $\frac{1}{2}$ litres (approximately 50 glasses) of boiled and cooled water	-
Cost of producing 50 glasses of juice is (22,000 + 3,000)	25,000
Cost of producing a glass of juice is (25,000 ÷ 50)	500
Mark-up 20% profit, that is ($500 \times \frac{20}{100}$)	100
Therefore, the selling price of a glass of juice might be (500 + 100)	600

Note: From the above calculation, the selling price of 600 Tanzanian shillings for a glass of juice might be indicative as some costs such as the fuel used to boil water, tax or levy and wages for producer and seller are not yet included. Therefore, the realistic price for a glass of juice might be higher than 600 Tanzanian shillings.

Activity 5

With the assistance of your teacher, perform the following activities in groups and present them in class:

- Go through registers of expenditures used for making goods in various Vocational Skills lesson practicals. For example, chapattis, grilled meat, cakes, juices, tea, rope, clay articles, pictures, table mats, string stools, tables, and beds.
- Calculate the cost of producing each item.
- Assume that you are going to sell those goods, estimate and sum up the expected operating costs for producing and selling each good.
- Calculate the sums of production and expected operating costs for each good item.





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- (e) Calculate the unit cost for each good item.
- (f) Decide the profit you desire (that is, a mark-up) from each good.
- (g) Set the selling price for each good by adding the desired profit to the unit cost for each good or article concerned.
- (h) What challenges have you faced in performing the tasks?
How have you overcome them?
- (i) What lessons have you learnt from this activity?

Differentiating a shop from a market

On one hand, a shop is an enclosed building or part of a building where goods or services are sold. Goods and services sold in the shop may be on retail or wholesale and they are normally close up from the manufacturing industries. Normally, the price of commodities in a wide range of shops is more or less similar regardless of the location.

On the other hand, a market is a place where buyers and sellers meet to buy or sell commodities. This place may be in a building, especially in an urban area or in open air space, which is commonly found in most rural areas. In most cases, commodities sold at the market are locally produced. Their prices depend on the force of the quantity of commodities supplied by the producers against the quantity of commodities demanded by the consumers.

Activity 6

1. In groups, visit a place where there are several shops and a market. Study the commodities and the prices offered in the shops and at the market.
2. Prepare a report on lessons learnt and share it with the class.





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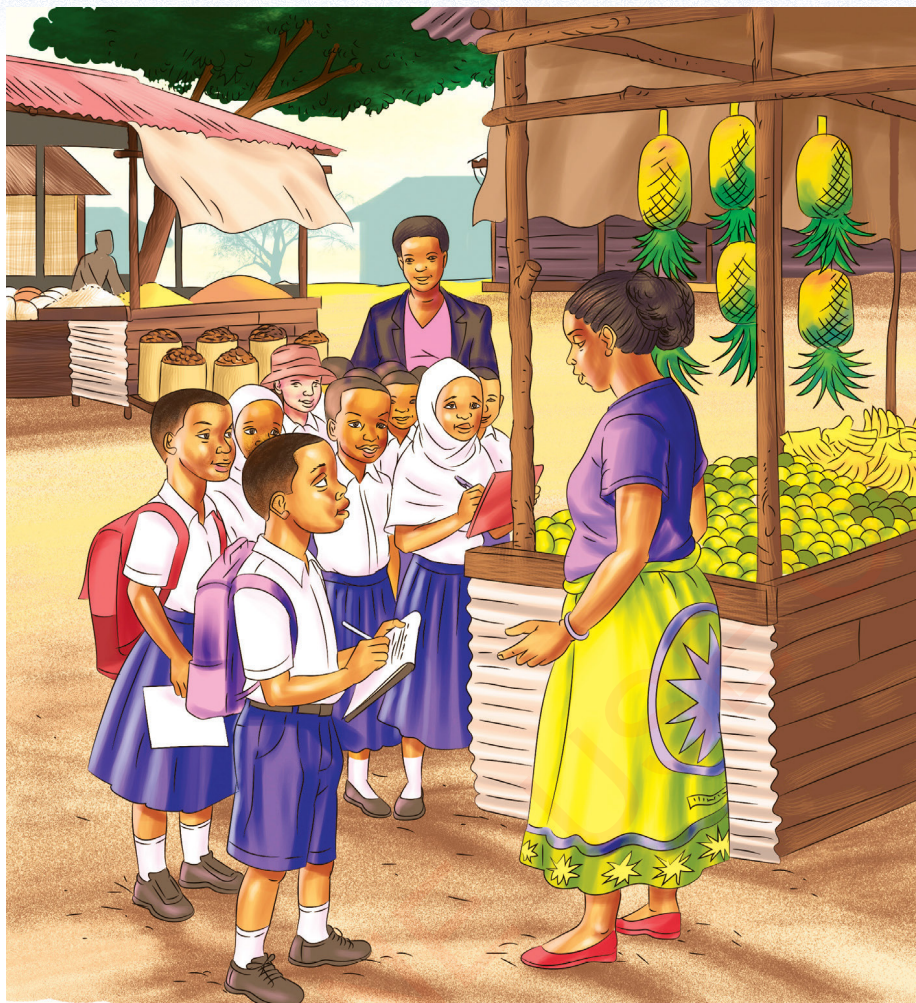


Figure 3: Pupils asking questions on entrepreneurship at the market stall

Exercise 3

Answer the following questions:

1. What is the meaning of entrepreneurship?
2. What is the importance of listening in entrepreneurship?
3. Write down three kinds of questions the entrepreneur has to ask himself or herself frequently.
4. What is the importance of an entrepreneur to participate in entrepreneurial clubs?
5. Why is it important for an entrepreneur to identify the needs of the community before starting entrepreneurial activities?





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6. Apart from the needs of the community, mention two other things that are equally important for an entrepreneur to determine before starting entrepreneurial activities.
7. Why is setting the price of goods or services important for a business to succeed?
8. (a) What is the meaning of the expiry date of a commodity?
(b) What are the advantages of adhering to the expiry dates of commodities? List at least two advantages for the entrepreneur and two for the consumer.
9. (a) What is the difference between a shop and a market?
(b) Mention five goods that are commonly sold in a shop.
(c) Mention five goods that are commonly sold at the market.

Vocabulary

Beverage	Any type of drink, except water
Capital	Wealth, especially the amount of money that is used for producing more wealth or for starting a new enterprise
Consumables	Goods, especially food or services which people buy regularly because they are quickly used and need to be replaced quite often
Competitor	An entrepreneur or organisation engaged in commercial or economic competition with others
Consumer	A person who buys goods or services for own use
Cosmetics	Substances or products used to put on the face or body for beauty purposes
Customer	A person who buys goods or services
Innovate	To introduce new things, ideas, or ways of doing things
Perishables	Items of food that decay quickly





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- Pesticide** A chemical substance used to kill harmful insects, small animals, unwanted plants and other unwanted organisms
- Profit** The money that is made in business after paying the costs involved. This is a reward of the entrepreneur
- Purchasing power** A person's ability to buy goods or services
- Reputation** The opinion that customers have of the entrepreneur or business based on past behaviour

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Chapter Seven

Money management

Introduction

Money is important in establishing and running business. For entrepreneurs to succeed in business, they need to be knowledgeable about money management. Money is what a person earns from various sources such as selling goods or services and use it to buy commodities. In this chapter, you will learn how to keep records of income and expenditure, saving money and mobile money services. Learning money management will enable you to manage money properly.

Record keeping for income and expenditure

An entrepreneur should keep business earnings separately from personal expenditures so as to notice the growth of his or her business. Failure to do so will make it difficult for them to realise whether they are getting profit. This will enable him or her to fix any potential source of loss. While engaging in entrepreneurship, he or she will be dealing with seeking, buying, transporting, and selling products to customers.

Table 1: Purchases and sales

Purchases			Sales			Profit (Tsh)
Date	Particulars	Amount (Tsh)	Date	Particulars	Amount (Tsh)	
2/5/2019	2 cartons of juice	20,000	2/5/2019	10 bottles of juice	10,000	
2/5/2019	Transportation of juice	1,000	3/5/2019	8 bottles of juice	8,000	
			4/5/2019	6 bottles of juice	6,000	
Total		21,000		Total	24,000	3,000





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Table 1 provides an example of records of both purchases and sales in a business that involves buying and selling soft drinks. It indicates that the entrepreneur bought 2 cartons of juice worth a total of 20,000 Tanzanian shillings. These goods were transported at a total cost of 1,000 Tanzanian shillings. Thus, the total of the purchasing price and transport cost is 21,000 Tanzanian shillings. This entrepreneur sold these goods at a total price of 24,000 Tanzanian shillings. Accordingly, this entrepreneur generated a profit of 3,000 Tanzanian shillings.

Moreover, in order to become a successful entrepreneur, it is important to keep records of income and expenditure for your money.

Table 2: Income and expenditure

Income			
Date	Particulars	Receipt	Amount (Tsh)
7/5/2019	Juice sales	0022354	24,000
Total			24,000
Expenditure			
Date	Particulars	Receipt	Amount (Tsh)
7/5/2019	Personal expenses	0042356	2,000
Total			2,000

Table 2 shows that the entrepreneur managed to generate 24,000 Tanzanian shillings. We have to recall that this entrepreneur generated a profit of 3,000 Tanzanian shillings. Having deducted 2,000 Tanzanian shillings from the profit for personal expenditures, the entrepreneur remains with 1,000 Tanzanian shillings that can be added to the existing capital of 21,000 Tanzanian shillings. This can be used to expand the business.

The importance of keeping income and expenditure records

In any activity an entrepreneur engages, the success of that activity depends on, among others, income and expenditure record keeping.

Keeping records for income and expenditures has the following importance:

- It helps the entrepreneur anticipate the profit and loss that can be generated in the business.





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- (b) One can understand the actual value of the business.
- (c) It is easy to plan.
- (d) It helps to plan for realistic expenditures.

Activity 1

1. In groups and with the assistance of your teacher, compile income and expenditure records of various activities done in the Vocational Skills subject and present your work in class.
2. With assistance of your parents or guardians, go through the family income and expenditures and compile a record.
3. What lessons have you learnt from these activities?

Saving money

Success in any entrepreneurial activity relies heavily on the effectiveness of money management, which include saving. Saving money involve keeping it for use in the future. In doing so, you need to adhere to the important steps.

Steps to be followed in saving money

1. **Track your day-to-day earnings and spendings:** This can be achieved by recording your earnings and daily expenditures. Then, look closely at your daily money habits. This will enable you to make realistic choices on where you want your money to come from and spend.
2. **Compare the money earned and the money spent:** This involve tracking how much money is earned and spent. It can be achieved by preparing a plan which among others will fit in with your saving goals. The plan will show you whether what your earnings, spendings and savings is more or less than what you can afford.

Then, you can find the right balance on earnings, spendings and savings. In preparing a plan, you should be aware of money coming in and the money going out of your enterprise in each specific period.





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- 3. Prioritise where you want your money to be spent:** This can be achieved by refining your plan and direct your money to where it matters most. You should decide how much money to allocate for needs and wants. To help you save, you should prioritise needs over wants. This will help you to find the right balance between spendings and savings.
- 4. Take action to save:** You can achieve this by putting your priorities into action. Start saving no matter how small the amount you can set aside. Always set aside the amount before other expenditure to avoid spending it otherwise.

Ways of saving money

The earned money needs to be kept safely by using various means. These include banks, cash boxes or electronic money systems. Thus, an entrepreneur can select from amongst these means the appropriate way to keep money so that they are safe throughout.

Advantages of keeping money in the bank

There are many advantages of keeping money in the bank. Some of them are as follows:

- (a) To reduce chances that the money will be lost, stolen or destroyed.
- (b) To improve security.
- (c) To make it possible to get additional income through, for example, opening a fixed account and therefore to raise capital.
- (d) Easier to get credit or loan for running and expanding the entrepreneur's business.

Read the following case story on Kurwa's savings

I learnt how to use and save money when I was young. My parents gave my sisters and I a small amount of money after doing chores excellently. I could buy things for myself and others and I could save. Even though the amount was small, I often found ways to do all of these. I used to request my mother to keep my savings.

When I was 10 years old, my mother come up with an idea to open a savings trust bank account for me. At first, my father was against the idea.





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But on Parents' Day, bank officials visited our school and showed us how we could save money from small amounts given by our parents. They also showed us how to get money through small backyard enterprises. After sometimes, with other allowances, I had saved 200,000 Tanzanian shillings.

That's when I started my own business of selling groundnuts through a labourer whom I paid. By the time I started Form One, I had a kiosk which sold different items and I had good savings in my bank account. Currently, I am 25 years old with various enterprises, and I have employed 15 people. I achieved this because of my ability to save and use money wisely.

Exercise 1

Answer the following questions:

1. When did Kurwa learn to use and save money?
2. How did Kurwa get the money?
3. How did Kurwa get the idea of saving money in the bank?
4. Mention two advantages of saving money in a bank.
5. Explain how you can save money in a bank.

Activity 2

In groups, perform the following activities and present your work in class:

- (a) Discuss different ways to save money.
- (b) What are the advantages of saving money?

Mobile money services

Mobile money services are financial services that are provided through mobile phones. They have been given significant importance in our society because of being accessible to customers even in rural areas.

A mobile phone user is able to keep savings, withdraw, receive and send money to anyone who has access to mobile money services elsewhere. In using these services, the beneficiary saves a lot of time that could otherwise have been wasted by walking a long distance for financial services.





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Mobile money services also help the user to access his or her balance easily.

Advantages of mobile money services

The mobile money services have the following advantages:

- (a) A high level of security for the saved money
- (b) Convenient ways of saving and withdrawing money
- (c) Enables purchasing goods and services online
- (d) Easy to send and receive money
- (e) Easy and quick way of getting the balance
- (f) Easy and convenient way of transferring money between the bank and mobile phone
- (g) Increases financial security and reduces risks of cash handling such as loss, theft or fraud
- (h) Time saving
- (i) Enables cashless payment, hence allow tracking transaction records

Activity 3

1. Pay a visit to a nearby place where mobile money services are offered and hold a conversation about the nature of the business they are engaged in, benefits, and challenges.
2. Apart from banks and mobile phones, what are the other means of keeping money? What are the advantages and disadvantages of those means?

Exercise 2

Answer the following questions:

1. Mention different types of petty businesses and services which are carried out in the area around your school.
2. Mention different ways that entrepreneurs use to keep their money safely.
3. What are the four advantages of saving money in a bank?
4. Mention five advantages of mobile money services.
5. Write two disadvantages that you are likely to get when you keep money at home.





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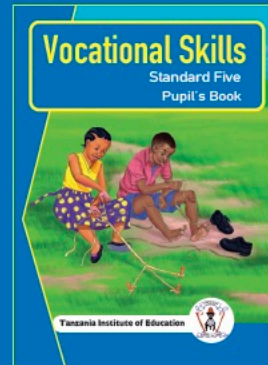
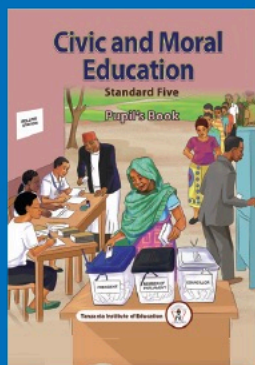
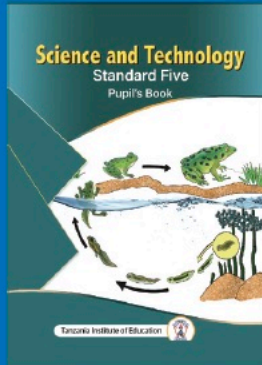
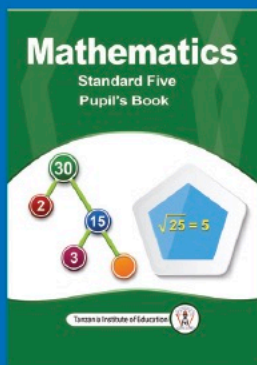
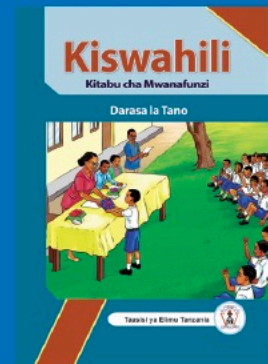
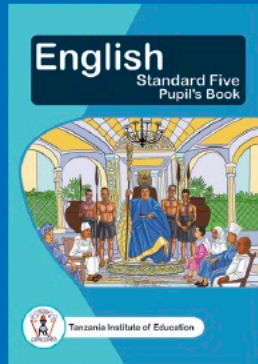
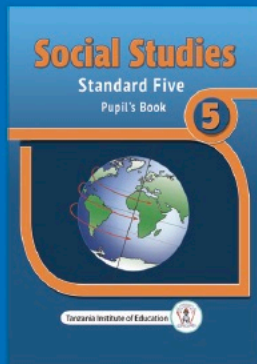
Vocabulary

Enterprising	Good at thinking and doing new things, especially things that will make money
Expenditure	Money used in personal or business expenses
Needs	Basic necessities that you need to live on
Profit	Money that you make in a business after paying the costs involved
Revenue	Money received from enterprising
Sales	An act of offering goods or services to customers or consumer for money
Savings	The money which you keep in an account in a bank or in other safe means
Trust account	A bank account that is opened and managed by someone, e.g. parent or guardian who makes himself or herself the trustee for a beneficiary e.g. child, but once the child reaches 18 years old control of the funds in the account will pass to him or her
Wants	Lifestyle choices that you want but could live without them

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