



Civic and Moral Education

Pupil's Book

Standard Seven



Tanzania Institute of Education



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Civic and Moral Education

Pupil's Book Standard Seven

THE UNITED REPUBLIC OF TANZANIA
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Introduction

This is the fifth book in a series of five textbooks on Civic and Moral Education for Primary Schools from Standard Three to Seven. The book is based on the 2020 Civic and Moral Education Syllabus for Primary Schools, issued by the Ministry of Education, Science and Technology. This book consists of 14 chapters, namely Loving others in the community, Loving and being proud of your school, Loving and being proud of your country, Caring for ourselves and other people, Building good relationships with other people, Protecting resources in the interest of our country, Fulfilling responsibilities in the society, Obeying laws and regulations, Being patient, Achieving goals, Learning by critical analysis, Being trustworthy in the community, Protecting human rights and Building friendships with other countries.

This book includes passages, drawings, pictures, activities and exercises intended to enhance learning. You are encouraged to do all the activities and exercises in this book together with other assignments provided by your teacher.

Chapter One

Loving others in the community

Introduction

In Standard Six, you learnt about the concept of family, different needs of a family and acts of helping family members with special needs such as children, the elderly and people with disabilities. You also learnt to value family members' contributions to the development of a family, to respect family members and to protect them from dangerous groups. In this chapter, you will learn ways of educating the community about the importance of helping the needy. You will also learn ways of caring for the needy. The competencies gained will enable you to co-operate with other community members in loving and helping the needy.



Think

1. Support that you gave to any group of needy people.
2. Reasons for providing the support.

Educating the community about how to support the needy

The needy are people who lack basic needs like food, shelter, money, clothes and good health. It is important to participate in educating and motivating the community to support them. The following are the basic factors to consider in educating the community about the importance of helping the needy.

- (a) Identifying different groups of the needy in our community;
- (b) Understanding different kinds of needs for every needy group;
- (c) Identifying ways of motivating the community to support the needy;
- (d) Understanding ways of caring for and comforting the needy in the community;
- (e) Identifying kinds of services and comfort that we can give to the needy;

- (f) Understanding the importance of caring for and comforting the needy in the community; and
- (g) Developing strategies for identifying the needy.

Identifying different groups of the needy in the community

In our community the needy include orphans, vulnerable children, people with disabilities and the elderly. Other needy people can be the victims of famine, fire hazards, floods, communicable diseases and earthquakes.

Look at Figures 1 and 2 and answer the questions that follow.

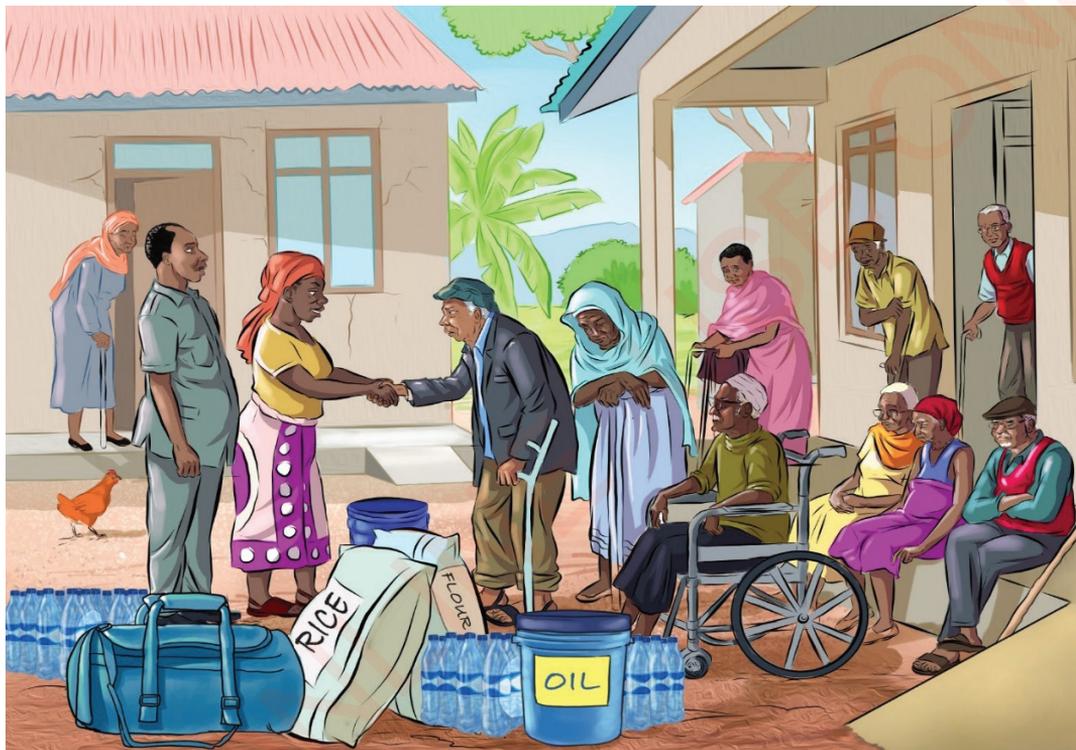


Figure 1: Supporting the elderly



Figure 2: Rescuing victims of floods

Exercise 1

1. What do you learn from the acts shown in Figures 1 and 2?
2. Mention the needy groups found in your community.
3. What benefits would you get by helping the needy in your community?
4. Explain how you would help your fellow pupil who is in need.

Activity 1



Discuss with your fellow pupils different ways of helping victims of floods. Then write your answers in your exercise book and submit the exercise book to your teacher.

Kinds of support given to the needy

Different kinds of support are given to the needy, depending on the needs of the particular group. Some of the needs are food, clothes, shelter, health services and facilities like sports gear, transport and first aid kits. Other needs include guidance and counselling, legal aid, financial and family care support. These kinds of needs and support are given to people whenever the need arises. For example, during famine or floods the needy are given food, drugs, clothing and shelter. Pupils who are affected by hazardous events may need school uniforms, exercise books and athletics and sports facilities like balls and shoes.

Likewise, the needy may also be given guidance and counselling so that they can cope with the challenges they encounter at school and at home. Legal aid is also important in providing justice to community members who are suing or sued before the court of law. For example, legal aid is needed by orphans who are humiliated and denied their rights to inherit their parents' property, being subjected to child labour and lacking access to quality health and educational services. Legal aid is normally provided by legal experts who provide free services by filing and defending cases before courts in the interest of orphans.

Exercise 2

1. Elaborate the needs of different needy groups in the community.
2. What challenges may make you seek guidance and counselling while you are at school?
3. What is the importance of legal assistance to the needy?
4. Explain any kind of support that you have ever given to the needy in your community.

Activity 2



Discuss with your fellow pupils how you will help others who are in need of school uniforms, exercise books and pens. Then write your answers in your exercise book and submit the exercise book to your teacher.

Ways of educating the community to support the needy

People and different societal organisations make the effort to support the needy so as to overcome the challenges they face. The following are some of the ways of educating community members to provide assistance to the needy.

- (a) **Through the use of mass media:** Different kinds of mass media can be used to educate community members to support the needy. They include television, newspapers and the radio. These can easily disseminate information or messages to many people. For example, through television, those supporting the needy can be seen and heard. This helps to sensitise the community about the importance of supporting the needy. The radio can broadcast different kinds of information that make people to support the needy. Similarly, the radio and television can be used to locate the needy and to motivate the community to help them.
- (b) **Through the use of social media networks:** Social media networks refer to modes of communication that enable groups of people to share information. The information shared generates various discussions in the community. Through social networks the needy may be provided with new ideas or other moral and material support. Examples of social media networks are Facebook, WhatsApp, Instagram and Twitter. These networks can be used to inform the community about the participation of people or certain groups in the provision of support to the needy. People can also have discussions on the importance of helping the needy. In addition, social media networks are used to motivate people to participate in helping the needy. Through these networks, different groups or institutions can participate in supporting the needy. As a result, other people who are using different social media networks platforms may be motivated to provide support to the needy.
- (c) **Through debates and conferences:** In debates and conferences, themes about the needy may be presented and discussed. The discussion may include ways of helping the needy. Issues concerning the needy like elders, people with disabilities, orphans, widows and people who are in dangerous situations may be given priority in order to sensitise the community to help them and improve their living conditions.

- (d) **Through posters and leaflets:** Posters and leaflets can be used to deliver messages to the community on the importance of helping the needy. The messages contained in posters and leaflets last longer, hence educate the community step by step.
- (e) **Through door to door visitations:** Visiting houses in your street is one of the ways of delivering messages to the community members. This method is also used by human rights activists to help community members to know their rights. Door to door visits have three different objectives: identifying the needy, collecting aid and distributing it to the needy as well as motivating people for voluntary work aiming at helping the needy.
- (f) **Through seminars and public meetings:** In order to disseminate information to the community on the importance of helping the needy, the leaders of the government and its institutions use this method to give directives and motivation to citizens on the importance of caring for the needy.
- (g) **Through peer group discussions:** Peer groups may come together and have a discussion on ways of supporting the needy. This is a good way because it enables age-mates to discuss issues freely due to the fact that they belong to the same age group and have common visions.
- (h) **Through the use of performing arts:** Performing arts are important in delivering messages to the community on the importance of providing services and support to the needy. Artistic works like songs, dramas and heroic poem make it easy to convey messages intended to the audience because songs and drama are interesting.
- (i) **Through voluntary groups at school:** A school may have voluntary groups. The function of these groups is to motivate other pupils to help the needy voluntarily.

Exercise 3

1. Why do you think that the mass media are important in educating the community on the importance of helping the needy?
2. By using examples, explain how mass media helped you to get information about the needy and how they motivated to help them.
3. Why do you think peer group discussions are effective in promoting youth's participation in helping the needy?

4. As a future leader, write a composition explaining your plans to educate the youth on their participation in helping the needy in the community.

Activity 3



Prepare a poster containing a good message for motivating your fellow pupils to participate in fundraising for buying school facilities for the needy pupils in your school. Present it in class and elaborate your message to your classmates.

Serving the needy in the community

Services and comfort are very important things to the needy because of the fact that they face various life challenges. Acts of helping the needy are associated with compassion, comfort and love. The needy have to be comforted so that they can enjoy life like other people. Normally, people get courage to face life challenges when they are given encouraging words.

Some of the services that may be given to the needy include:

- (a) **Legal services:** These services are provided to the needy when they are facing challenges like malicious prosecution, inheritance confiscation and sexual abuse. These services help the oppressed to get their rights and comfort. Usually, legal services are provided by people or institutions with legal expertise. When a legal service is provided free of charge it is called “legal aid”.
- (b) **Shelter:** This service is provided to victims of disasters that destroy residences. For example, people whose houses have been demolished by floods during the rain season or whose houses have been burnt or roofs blown away by wind are provided with temporary accommodation. Sometimes they are given plots of land and construction materials so that they can build their new settlements.
- (c) **Basic health services:** The needy are provided with these services in order to help them deal with the health problems they are facing. Health services may be medical equipment, drugs, medical treatment and health education.
- (d) **Counselling:** This service is provided to a person facing a problem



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that needs immediate solution so that he or she attains with his or her daily life plans or dreams. The dreams or plans may be related to education, health, employment, business or agriculture. This service may also be given to a person so that he or she copes with life challenges like the loss of parents or children, incurable diseases or parents' loss of employment.

The importance of caring for the needy in the community

Serving and comforting the needy have the following kinds of importance:

- (a) **Promotion of love among people:** The service provided to the needy helps to promote love among people. For example, a person who was involved in a car accident, a fire hazard, floods and other calamities builds good relationships with people who volunteered to rescue him or her.
- (b) **Promotion of unity and solidarity:** Co-operating with each other in supporting the needy promotes and maintains unity and solidarity among people in the community. Co-operation brings people together.
- (c) **Protection of human rights:** Caring for the needy builds a spirit of readiness and willingness to protect human rights. For example, community members protect the rights by providing the needy with services like shelter, clothes, food and treatment in order to sustain their lives.
- (d) **Maintenance of familyhood:** Caring for the needy promotes and maintains familyhood in the community. When community members provide support to the needy, it promotes love, co-operation and care for others, thus making them live as family relatives.
- (e) **Valuing people's dignity:** Supporting and comforting the needy means valuing their dignity. Examples of acts of valuing people's dignity include helping a blind pupil by holding his or her hand when he or she is going to the toilet or any dangerous place such as crossing the road.



Exercise 4

1. What kind of services are needed by the needy in your community?
2. Mention five advantages of providing services to the needy.
3. What actions do you do to show that you value your fellow pupils?
4. Briefly explain the importance of delivering services to the needy with kindness.

Activity 4



With your fellow pupils, analyse at least five groups of people who need care in your village or street. Thereafter, visit or propose the strategies you will use to provide services to the needy.

Strategies for identifying the needy

It is important to develop strategies in order to identify places where the needy are found and their specific needs. This will enable you to give them proper support. Some of the strategies include:

- (a) **Public meetings:** Public meetings in villages and streets help in identifying the needy in the community. The meetings provide an opportunity to community members to identify the challenges the needy are facing. For example, children who are at risk, widows who are denied their rights to inherit property and other community members with different challenges.
- (b) **Conferences and religious gatherings:** Many people, including the needy, attend religious gatherings. The co-operation between religious leaders and society members in conferences and religious gatherings helps to identify and support the needy. For example, there are different groups in churches and mosques that can identify the needy and help them.
- (c) **Mass media:** The mass media identify and broadcast the challenges facing the needy. Society members also use the mass media to report information about the needy. Examples of the mass media are television, the radio and newspapers. Through the mass media, the needy are identified and later helped, depending on their needs.

- (d) **Co-operating with governmental and non-governmental organisations:** Co-operating with these organisations is important because they deal with different activities in the society. Strategies for identifying the needy in the community involve institutions like schools, dispensaries, local government offices and religious institutions. These institutions have adequate information about community members, including the needy; thus, it is easy for them to identify people who are in need.
- (e) **Social media:** These are used by society members to send and receive information. Thus, they can easily be used to identify and provide support to the needy. For example, through social media platforms like Twitter, Instagram and WhatsApp, the needy can be identified and supported.

Exercise 5

1. What is the importance of identifying the needy in the community?
2. What is the role of governmental and non-governmental organisations in supporting the needy?
3. Briefly explain how the local or village government can identify the needy in your community.
4. Explain how social media networks can be used to identify the needy in your society.

Activity 5



In a group, prepare a short drama showing either a government or private institution providing food support to elders or victims of floods in your community. Perform the drama during a class session.

Exercise 6

Part A: Write **True** for a correct statement and **False** for an incorrect statement in the space provided.

1. People who have been affected by fire and floods are among the needy. _____

2. Television hinders immediate provision of support to the needy. _____
3. Food, clothing, health services and comfort are some of the needs of the needy. _____
4. Legal aid is important to the needy. _____
5. Songs, the radio and social media networks help to deliver messages to the society on the importance of supporting the needy. _____
6. To comfort is the act of consoling people with problems. _____

Part B: Choose the most correct answer and write its letters in the box provided.

7. Where can the legal services intended for the needy be obtained?
 - (a) in human rights centres, courts and prisons
 - (b) from lawyers, courts and human rights centres
 - (c) in schools, police posts and health centres
 - (d) in courts, village government offices and prisons
8. What is the importance of caring for the needy?
 - (a) promoting love and dignity
 - (b) maintaining brotherhood and self-promotion
 - (c) protecting human and political rights
 - (d) promoting dependence among the needy
9. Which methods may easily be used to educate the society on the importance of supporting the needy?
 - (a) television, the radio and the mass media
 - (b) seminars, public meetings and religious gatherings
 - (c) public meetings, seminars and leaflets
 - (d) the radio, public meetings and social media

Part C: Match each item from **Column A** with its corresponding item from **Column B**. Then write the letter of the correct response in the space provided.

Column A	Answer	Column B
10. Support to the needy		(a) the needy in the society
11. Posters and leaflets		(b) platforms through which people are connected to each other
12. Orphans and the elderly		(c) humanity, love and compassion
13. Dignity		(d) food, clothing, health services, different kinds of facilities and shelter
14. Social media		(e) means of providing education to the needy

Vocabulary

Malicious charge

an act of oppression whereby a person is charged or accused falsely before the court of law

Chapter Two

Loving and being proud of your school

Introduction

In Standard Six, you learnt how to identify the message contained in your school's motto and song. You also learnt about activities that bring about good reputation and respect for your school, as well as ways of promoting it. In addition, you learnt how to love your country, Tanzania, by identifying various ways of promoting it. In this chapter, you will learn how to participate in development activities and how to participate in preparing and implementing an action plan for the development of your school. The competencies gained will enable you to participate actively in bringing about development in your school.



Think

Activities you have participated in which were aimed at bringing about your school's development.

Participating in the development of your school

Every person is supposed to participate in activities that bring about development in his or her community. Hence, it is important for a pupil to participate in his or her school's development activities. A pupil may help to bring about his or her school's development by doing the following activities:

- (a) Protecting school resources like books, classrooms, toilets, teachers' offices, furniture and cleaning tools like hoes, slashers, dustbins and brooms;
- (b) Cleaning the school environment;
- (c) Constructing school infrastructure by cleaning the site, and collecting and carrying bricks and sand to the construction site;
- (d) Providing ideas and suggestions to the school management about matters that can help the school academically and socially; and



- (e) Studying hard and performing well in both internal and external examinations so as to promote the reputation of his or her school.

Requirements for the development of a school

There are things that enable a school to do well and gain good reputation in the community and in the nation. Such things also enable a school to provide good education to its pupils. Some of such things are food, facilities, tools, water, electricity, land and money.

Food: A school should provide food to its teachers and pupils. The kinds of food needed at school include rice, maize flour, cooking oil, sugar, beans, meat, fruits and vegetables. The provision of food enhances the performance of teachers and pupils.

Tools and facilities: A school needs various tools for improving the teaching and learning environment. The tools and facilities needed include textbooks, pieces of chalk and manila sheets. A school also needs cleaning tools like brooms, slashers, hoes and dustbins. Other needs include sport facilities like balls, nets, and sportswear. Furthermore, a school needs drugs, medical facilities and bedding.

Water: A school needs clean and safe water for the good health of its teachers and pupils, as well as for doing its development activities. Water is important for drinking, cooking and watering flowers and trees. Water is also needed for construction, bathing, cleaning toilets and classrooms, washing clothes, and so on.

Electricity: A school needs electricity for various purposes. Electricity is useful to pupils in their studies, especially at night. Electricity is also used to operate printers and photocopiers which are, in turn, used to process examinations. It also helps a school to protect other kinds of property. Electricity enables a school to achieve its goal of providing quality education to its pupils. The teaching and learning of science and technology is effective if there is electricity in a school.

Land: A school needs adequate land for different purposes. It needs land to build classrooms, teachers' offices, toilets, libraries and different kinds of sports grounds. Pupils cultivate various kinds of crops on land for consumption





purposes. Therefore, land facilitates the development of a school.

Money: A school needs money to carry out its various development activities. For instance, it needs money to print examinations, procure teaching and learning materials, build and repair infrastructure such as classrooms and toilets. Money is also needed in doing the general activities of a school. The above-mentioned needs may be obtained through various ways. Some of the ways are: capitation grants from government, contributions from parents, guardians or community members, and donations from various development partners.

Exercise 1

1. Mention the development activities in which you have participated at your school.
2. Explain the benefits of participating in the activities identified in question 1 above.
3. In addition to the activities you have studied in class, mention other ways of participating in school development activities.
4. With vivid examples, describe the things necessary for the development of your school.
5. Identify the tools and facilities needed for the development of your school.

Ways of getting funds for the development of a school

The management of a school can develop different ways of raising funds from various education stakeholders. When the school management is looking for funds from stakeholders it is important that it abides by the relevant laws and regulations. The following are some of the activities through which a school management may raise development funds:

- (a) **Distribution of donation cards to stakeholders:** The management of a school may prepare and distribute donation cards to various stakeholders for the purpose of soliciting funds for the development of the school.



Key education stakeholders include parents, government leaders at the local and central government levels, private institutions, corporations, farmers and the traders doing business near the school. Other important education stakeholders include alumni of that particular school. In order to implement this, the Head Teacher must get permission from the school committee or directives from district or village government officials.

- (b) **Fundraising events:** The school management may organise an event to raise funds for building classrooms, offices or toilets. It may invite government officials, traders and religious leaders to participate in the fundraising event. The invited guests may donate some money or materials like iron sheets, steel bars and cement.
- (c) **Auctioning of various items:** A school may organise an auction in which various items may be sold to the public. For instance, a school may sell the crops obtained from its farm. Crops like maize and beans, and livestock such as chickens, ducks, cattle, goats and sheep may also be sold. The money obtained may be used to pay for the school's daily operational activities.
- (d) **Hosting a charity dinner:** The school management may invite various people to a charity dinner. The people who are invited to the charity dinner may include top leaders from various government institutions, non-governmental organisations (NGOs), traders, farmers and pastoralists. After the dinner, the invited guests can be asked to donate some money or materials for the implementation of certain school projects such as the construction of teachers' offices or buying school furniture.
- (e) **Requests to foreign embassies:** The management of a school may ask foreign embassies to contribute some money or materials for the development of the school. The materials may be laptops, photocopiers or building materials. In our country some schools have been sponsored by different embassies of different developed countries such as Canada, Sweden, the USA and England, as well as local and international organisations.

- (f) **Voluntary work:** The school management or a pupil in collaboration with local government can develop a strategy to encourage people to volunteer to do various school development activities. Citizens may be encouraged to build classrooms, libraries, offices and toilets.
- (g) **Voluntary donations:** The management of a school may decide to invite individuals to give contributions for the purpose of helping the school to do development activities. The donations may include money, teaching and learning materials, food, shelter, building materials and rehabilitation of infrastructure.

Exercise 2

1. List five ways of getting donations for your school's development.
2. Mention five kinds of donations which may be given to your school by various education stakeholders.
3. Briefly explain how you would participate in providing funds for the development of your school.
4. Explain the meaning of the term "charity dinner".

Activity 1



In collaboration with your fellow pupils in a group, examine your school environment and then identify three issues that necessitate seeking assistance. After doing that, suggest ways that can be used to raise funds for the purpose of fulfilling those needs. Then present your work in class for discussion.

A voluntary action plan for the development of a school

A voluntary action plan is a document with specific procedures on how to coordinate various activities without using force or any payment. In order for voluntary work to be done efficiently, it is recommended that a pupil should have a voluntary action plan for the development of his or her school. It can be a short-term action plan or a long-term action plan.

A voluntary action plan has the following components:

- (a) **Objectives:** This is a statement of intent to address a certain issue at school. In this component, a pupil should identify the objective which he or she wants to achieve. The objective may be to improve the school environment by planting trees or to help his or her fellow pupils to perform well in examinations.
- (b) **Time:** This is the duration in which an objective is expected to be achieved. It may be an hour, a day, a week, a month or a year. For instance, you may estimate the time you would use to help your fellow pupils to perform well in the Standard Seven National Examination.
- (c) **Requirements:** This category identifies the people, items or tools to be used to achieve the objective. For example, if you want to visit hospitalised patients, you should identify the things they need. Identifying their needs will enable you to develop strategies for mobilising others and identifying the tools you need to achieve the objective.
- (d) **Implementation:** This component shows the practical activities done to implement a voluntary action plan. This component is important because it indicates the strategy for doing voluntary activities at school's. For example, in order to improve your school's surroundings voluntarily, you have to identify the activities you will undertake within a specified period so as to improve on the school environment.
- (e) **Evaluation:** A pupil needs to assess the extent to which he or she has achieved his or her objectives in relation to resources and timeframes. Evaluation indicates success and failure as well as the reasons that led to the failure to realise some aspects of the action plan. For instance, if you planned to help your fellow pupils to perform well in examinations, you might evaluate the programme in order to know if the objective has been achieved on time or not. It should be noted that there is a formative assessment, which is done when something is being done, and a summative assessment, which is done at the end. The table below shows the components of the action plan.

Table: Action plan for helping pupils to perform well in their examinations

No.	Objective	Time	Requirements	Implementation	Evaluation
1.	To enhance the academic performance of Standard Seven pupils	At the beginning of May my fellow pupils and I are planning to score an A or B in all the examinations	<ul style="list-style-type: none"> a. Textbooks b. Reference books c. Past examination papers d. Extra-study time e. Group discussions 	<ul style="list-style-type: none"> a. Borrowing textbooks or reference books b. Pupils to do weekly tests c. Pupils to work on the examination papers of the past 10 years d. To read textbooks and reference books intensively 	Which pass mark has been scored by the pupils, to whom I offered some help so that they could pass the terminal examinations?

Steps in preparing a school voluntary action plan

To bring about school development through voluntary activities, it is important to consider the following:

- (a) **Needs assessment:** A pupil analyses the things required to achieve the set objective. For example, in order to help your fellow pupils to perform well in examinations, you have to identify their needs. Their needs may be books, adequate study time and a conducive learning environment.
- (b) **Data collection:** In order to achieve the set objective, a pupil must collect different kinds of data from his or her fellow pupils, teachers and other school workers on how to deal with a certain problem. For example, if your goal is to help your fellow pupils to perform well in their examinations, you can collect information from the pupils who need help and those who don't need it for the purpose of engaging them all in the process of attaining your goal.

- (c) **Preparing a draft action plan:** A pupil prepares a proposal, which may be modified or accepted by his or her fellow pupils or other people. This step makes the voluntary action plan formal and enables the preparation for implementing the plan to begin. The preparation of the action plan will involve other pupils and teachers.

The importance of having an action plan

An action plan helps one to identify the resources necessary for achieving a certain objective. Through an action plan, a pupil is able to succeed in implementing strategies that he or she adopts in order to achieve his or her goals. This increases efficiency because everything is well identified.

In addition, an action plan leads to effective and timely completion of planned activities. It shows clearly who will do what and how much time he or she will spend doing it. For instance, if the goal is to grow vegetables at school, the action plan will show the people who will help the pupil who has volunteered to grow vegetables, as well as the people who will provide hoes, fertilizers and seeds.

Furthermore, an action plan makes it easy to achieve the set objectives in time and cheaply. Through the action plan, a pupil will identify activities in accordance with his or her priorities. An action plan helps to identify things that have to be implemented first. Similarly, through an action plan, it is easy to evaluate the successes and challenges that emerge during the pursuance of goals.

Exercise 3

1. What is the meaning of the term “voluntary action plan”?
2. With relevant examples, explain the five components of a voluntary action plan.
3. Discuss the advantages of having a voluntary action plan at school.
4. Describe three steps in preparing a voluntary action plan.



Activity 2 In a group, prepare a four-month voluntary action plan for the development of your school. Then present it in class for discussion.

Exercise 4

Part A: Write **True** for a correct statement and **False** for an incorrect statement in the space provided.

1. Preparing a voluntary action plan is a wastage of time. _____
2. A pupil may participate in preparing and implementing a voluntary action plan. _____
3. It is not important to show how resources are used in an action plan. _____
4. Food, tools, stationery, electricity and land are things which may help to make a school develop. _____
5. Fundraising is not a source of income for a school. _____

Part B: Choose the most correct answer and write its letter in the box provided.

6. Which one of the following acts is the act of protecting school property?
 - (a) reporting to the school management an act which endangers the property of a particular school
 - (b) littering the school environment
 - (c) leaving water taps open or electric lights on even if no one is using them
 - (d) not reporting your fellow pupil who has broken a table in the classroom
7. Which of the following donation is not helpful to a school?
 - (a) drinks like soda and beer
 - (b) food and school uniforms
 - (c) teaching and learning materials
 - (d) provision of education at school

8. Which one of the following sentences does not show the advantage of having an action plan?
- (a) an action plan helps one to plan how to use resources
 (b) it makes monitoring and evaluation difficult
 (c) it enhances efficiency in the fulfilment of responsibilities
 (d) it helps to organise various activities
9. What does the analysis of the action plan for doing voluntary activities include?
- (a) action plan documents
 (b) action plan chapters
 (c) evaluation of institutional objectives
 (d) identification and preparation of the resources required
10. How does a voluntary action plan help to shape responsibilities at school?
- (a) everyone fulfils his or her responsibilities as per the action plan
 (b) everyone deals with his or her private matters
 (c) everyone fulfils each responsibility indicated in the action plan in his or her own time
 (d) everyone decides how to fulfil his or her responsibilities without supervision

Part C: Match each item from **Column A** with its corresponding item from **Column B**. Then write the letter of the correct response in the space provided.

Column A	Answer	Column B
11. Preparing and implementing a voluntary action plan		(a) another way through which pupils contribute to the development of their schools (b) assessing work in order to determine the extent to which objectives have been achieved
12. Giving views and suggestions to the school management		(c) one of the ways through which pupils contribute to the development of their schools

13. Donations given to schools	(d) one of the ways of delaying the development of a school
14. Sponsors	(e) the institutions or people who help other organisations and the needy
15. Evaluation	(f) providing computers to a school
	(g) to disdain the society and your schools

Vocabulary

Alumni	former male or female pupils of a particular school
Auction	a planned event which involves buying and selling goods and which is done in competition form
Charity	being good and helpful to the needy
Donation	something that is given to a person or an organisation in order to help them
Disdain	to think that something is not good enough to deserve your respect

Chapter Three

Loving and being proud of your country

Introduction

In Standard Six, you learnt about the message carried by the school motto and the school song, the acts that bring honour to your school and ways of promoting your school. You also learnt to love your country and to identify various ways of promoting it. In this chapter, you will learn how to participate in activities intended to enhance and maintain peace in your community. You will also participate in acts intended to safeguard the freedom and unity of our nation and engage in activities that show respect for human dignity. The competencies gained will enable you to be patriotic.



Think

About the situation in a country where there is no peace.

Maintaining peace in the society

Peace is a condition in which there is security and calm, and in which there is no war, conflicts or violence. In the society, peace lays the basis for safeguarding the citizenry and their property, and maintains order by preventing civil strife and war. In order to maintain peace, citizens have to obey the law, protect their country's borders, respect human rights and fight against evil acts. In addition, a country has to establish good diplomatic relations with other countries.

Obeying the law means voluntary respect for the regulations and procedures established by the relevant authorities in the country. Obeying the law helps people to maintain peace by avoiding conflicts and tensions among citizens, and between citizens and their government. Laws are put in place to govern people in their daily lives.



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All the citizens and the state security organs are responsible for protecting our country's borders. If a citizen notices practices that threaten border security, he or she must report such practices to the relevant authorities. Practices of that nature include the smuggling of the country's resources across the borders, human trafficking and illicit trade.

Peace may be maintained by respecting human rights such as the right to life, the right to basic needs like food, shelter, education and clothes, and the right to the security of people and property. Other basic rights include the right to participate in decision-making as well as in social, political, economic and cultural activities.

In addition, in our country, peace and security may be maintained by making sure that there are good diplomatic relations between our country and other countries. Good diplomatic relations with neighbouring countries are started by citizens who live near the borders by obeying the laws and regulations of both countries. Good diplomatic relations with other countries enable countries to avoid conflicts and wars. This situation helps our country to maintain peace and security.

In every society there are few people with a negative attitude towards maintaining peace. Such people have the tendency of breaking the law by engaging in theft and corrupt practices. In that regard, the society has to discourage such acts so that they do not affect the society's peace and security.

Ways to motivate the society to maintain peace

Peace is one of the important values of our nation. There are many ways of motivating the society to maintain peace. For example, the society may be motivated through performing arts, sports, social media, commemoration of the International Day of Peace and religious sermons. Through these strategies, citizens may easily understand the importance of peace and the consequences of its absence.

During national festivals, poems and drama are used to deliver messages of peace. Examples of such public holidays are the Independence Day, which is celebrated on 9th December; the Union Day, which is celebrated on 26th April; the Zanzibar Revolution Day, which is celebrated on 12th January; the Labour Day, which is celebrated on 1st May; and Farmers' Day, which is celebrated on





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8th August each year. These festivals can be used as platforms for promoting peace using the mass media like the radio, television and newspapers.

Sports like football, basketball, volleyball, netball and athletics are also means of motivating the society to maintain peace. Usually, sports establish good relationships and friendships among people and between one society and another.

Another way of motivating the society to maintain peace is by providing education on proper use of social media platforms such as Facebook, Twitter, WhatsApp and Instagram. Social media helps to build co-operation among society members and makes it easy for people to discuss how to maintain peace in their society. One of the advantages of social media platforms is that they disseminate information quickly and may, therefore, help to prevent conflicts in the society.

The United Nations has declared 21st September of each year as the International Day of Peace. This day can be used by our nation to celebrate and promote peace. On this day, presentations and discussions about peace may be conducted through different fora.

It is also worth bearing in mind the role of religion in maintaining of peace in our nation. Religious leaders may maintain peace through religious gatherings and by preaching and emphasizing to their followers the significance of peace and love.

The importance of maintaining peace in the society

Peace is important to the welfare of a society. A peaceful society carries out economic activities without disturbance or fear. Economic activities increase income and reduce poverty among citizens. Therefore, peace is necessary for economic development.

Peace enables citizens to use their resources for the benefit of all. Where there is peace, people can build permanent houses, send their children to school and generate income by doing various activities. A peaceful society builds unity and solidarity among its people. Peace enables society members to collaborate and help each other socially, economically and politically.



Look at Figure 1 below and answer the questions that follow.



Figure 1: Promoting peace in society

Exercise 1

1. Using Figure 1 above, briefly explain the relationship between peace and the building of an industrialised country.
2. Using Figure 1 above, describe the meaning of “gender equality and peace”.
3. What lesson have you learnt from Figure 1?

Activity 1



Study your community and identify the methods people use to safeguard peace. Present your findings in class for discussion.

Valuing human dignity DO NOT DUPLICATE

Valuing human dignity means caring for other people and recognising their worth by making sure that they are free from unnecessary suffering. A person who values human dignity loves others and respects them and their rights.

The importance of valuing human dignity

In our daily lives and in our areas, we live with different kinds of people. They need to be treated well as human beings with worth or value and dignity.

When other people show real love to a person by valuing his or her basic needs such as food, shelter, clothing and education, he or she reciprocates that by developing an attitude of love and respect for the dignity of other people. This enables the person to build solidarity with others, because he or she feels valued and loved by the community, of which he or she is a member.

Human rights are the foundation of human dignity. They may be divided into four main categories, namely political, social, economic and cultural rights. The promotion and protection of human rights plays a big role in making people value the dignity of others. Respecting human rights helps in valuing human dignity, because human rights are a guide on how human beings ought to relate with another, differently from the way they relate with other creatures.

Furthermore, when someone's dignity is valued, the person feels that he or she has a responsibility to fulfil in the society. That makes the person dedicate his or her time completely to serving, defending and protecting his or her society. At the same time, when one's dignity is respected, one lives in peace and harmony with others.

Acts of valuing human dignity

Self-respect is the first step in the process of respecting human dignity. Self-respect, therefore, presupposes one's awareness of one's own value as a human being. Being aware of one's own dignity enables one to do what is good and avoid evils such as prostitution, drug abuse and the use of abusive language. Every human being must respect his or her fellow human beings according to their positions in the society. The positions referred to here include parents, guardians, leaders, young people and the elderly. Children and the youth must respect their parents and other people who are older than them by greeting them properly and by being obedient to them. This is one way of valuing their dignity.

Loving other people and caring for them is also another way of showing respect for human dignity. For instance, helping children to cross a busy



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road and helping the elderly to carry their luggage show that they are loved. Similarly, helping parents and neighbours with domestic chores and helping the sick and those with special needs clearly indicate love and respect for their dignity.

Similarly, someone who is diligent and ethical will maintain his or her dignity in the society, in which he or she is living. This is because work is the standard measure of someone's dignity. We also value human dignity using polite language. For example, if a relative or a friend is facing various social challenges and does not want the information to be known to others, one is obliged to help the person concerned by treating the matter as confidential. Keeping their secrets helps to maintain their dignity and worth as human beings.

Exercise 2

1. Explain why helping other people is an act of valuing human dignity.
2. How does moral integrity contribute to the valuing of one's dignity?
3. Why are human rights important in valuing human dignity?
4. Explain five ways that show someone is valued in a society.

Activity 2



With your fellow pupils, discuss the acts of valuing human dignity in your community. Write your answers in your exercise book.

Our nation's freedom and unity

A nation is free when it is not controlled by another nation, economically, politically and socially. A free nation makes decisions without being interfered with by other nations. The freedom of a nation is very important in the implementation of the nation's short and long-term economic, political, cultural and social plans. Tanzania is a free nation, which was established by uniting Tanganyika and Zanzibar in 1964.



National unity is the state of the people of a particular nation having solidarity and co-operation in doing various activities in order to attain common political, economic, cultural and social goals. In addition, national unity means having a common position on issues that concern the nation. It is essential because a nation whose people are divided along religious, ethnic, racial and class lines cannot bring about their own development. Since they are divided, their nation lacks the common strength and understanding in implementing its own development plans. Tanzania is one of African nations whose people are firmly united. For that reason, Tanzania has made enormous progress in the economic, political, social and cultural spheres.

The importance of protecting our freedom and national unity

A free and united country develops faster than a country that is neither free nor united. A free country has several advantages because of the collective strength it has with respect to national issues, particularly those in the economic, political and social sectors. Freedom and unity promote peace and help a nation to implement successfully its plans as a result of the support and participation of the citizens in pursuing the set goals.

A free and united country maintains the defence and security of its people and their property. When a country is free, there is peace and security within its borders. Thus, its citizens have time to implement their social, economic and political programmes without fear of interference from anyone.

The co-operation and solidarity among citizens enable them to work hard and diligently for the well-being of their country. This situation propels the country's development, for every person works in the interest of the individual and the society as a whole. That is the moral lesson of the proverb "United we stand, divided we fall".

Acts of protecting national freedom and unity

Every nation has to make sure that its freedom and unity are protected. This may be realised if the government and citizens do the following:

- (a) **Obeying the law:** Every nation whose laws are based on its constitution has to ensure that its citizens obey them. Obeying the laws, rules and regulations of a country diminishes the possibility of conflict that



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can lead to the loss of a nation's peace and unity. When citizens of a particular country obey laws, rules and regulations, peace and solidarity prevail in the country.

- (b) **Protecting borders:** In order to protect its freedom and unity, each country must protect its borders against foreign enemies. The enemies can be illegal migrants, terrorist groups and spies. The presence of such groups in a country may disrupt the nation's freedom and unity. Tanzania, for example, is famously known for its freedom and the unity of its people, only because it works hard to protect its borders against enemies. The Tanzania People's Defence Force has been assigned the responsibility of protecting our national borders. Nevertheless, all citizens are obliged to protect our country's borders and the resources within it.
- (c) **Respect for human rights:** It is easy for a country that respects human rights to protect the freedom and unity of its people. This is because respecting human rights enables people to live in their country in freedom and peace. Secondly, respecting human rights enables citizens to love their country and to be proud of it. It also minimises, if not completely eliminates, conflicts that may lead to the loss of peace and national unity. When the rights of citizens are violated or denied, citizens hate their country, which is a threat to freedom and national unity.
- (d) **Denouncing bad acts:** In order for a country to maintain the freedom and unity of its people, it must develop the habit of denouncing bad acts such as theft, burglary, corruption, as well as political and tribal or ethnic incitement. The government should report and denounce such acts often so as to maintain peace and solidarity among its citizens.
- (e) **Building good relations with other countries:** Good relations with other countries enable countries to have joint plans and programmes in wealth production and in the provision of social services such as education, health care, transport, defence and security. Tanzania, for example, co-operates with the other members of the East African



Community (EAC) in eliminating or preventing criminal activities in the region. If a person commits a criminal offence in Tanzania and runs to Uganda, Kenya, Rwanda, Burundi or South Sudan, the security forces in those countries will continue to hunt down the criminal and, if apprehended, he or she is sent back to Tanzania to stand trial.

Exercise 3

1. Differentiate between national freedom and national unity.
2. Mention the advantages of maintaining our national freedom and unity.
3. How does the security of in a country's borders help to maintain freedom and unity in a country?

Activity 3



Using your community as an example, identify two acts that may lead to the loss of freedom and unity in the community. Write the measures that you would take to stop such acts from affecting your community's freedom and unity.

Exercise 4

Part A: Write **True** for a correct statement and **False** for an incorrect statement in the space provided.

1. Peace is a state of enmity between one person and another or between one society and another. _____
2. Voluntary obedience of the law is one of the acts of maintaining peace in society. _____
3. Social media may be used to promote peace in society.

4. Valuing human dignity means disrespecting other people. _____
5. Doing justice is one of the acts of valuing human dignity. _____

Part B: Choose the most correct answer and write its letter in the box provided.

6. Which of the following is an act which does not help to maintain peace in society?
- (a) voluntary obedience of the law
 - (b) condemning evil acts
 - (c) protecting national borders
 - (d) not using social media in accordance with the law
7. Which of the following is not an act of promoting peace in society?
- (a) exchanging heated arguments with one's neighbours
 - (b) using social media to fight against social discrimination
 - (c) using conferences and seminars to discuss unity
 - (d) using case studies and poems to promote love in the society
8. How does keeping our secrets and those of others help our society?
- (a) it helps to promote peace
 - (b) it helps us to value human dignity
 - (c) it reduces self-love
 - (d) it enables us to love ourselves first and then others
9. Why does justice help to preserve national unity and freedom?
- (a) because national leaders give instructions
 - (b) because people are free to do whatever they like
 - (c) because citizens are free to engage in terrorist activities
 - (d) because citizens love their country
10. Who is responsible for protecting our national freedom and unity?
- (a) the national intelligence unit only
 - (b) the police force only
 - (c) the migration department only
 - (d) every citizen

Part C: Match each item from **Column A** with its corresponding item from **Column B**. Then write the letter of the correct response in the space provided.

Column A	Answer	Column B
11. Human dignity		(a) having a common stand on national issues
12. Importance of peace in society		(b) having bad behaviour
13. Having national unity		(c) freedom of expression
14. Respect for human rights		(d) national division
15. Helping people or institutions		(e) promotes development in society
		(f) an act of valuing human dignity
		(g) acts of preserving national freedom and unity
		(h) human value or worth

Vocabulary

Dignity	the state or quality of being worthy of honour or respect
Diligence	doing something thoroughly and carefully
Fora	places or meetings where people exchange ideas about an issue

Chapter Four

Caring for ourselves and other people

Introduction

In Standard Six, you learnt to do actions which are acceptable to other people and avoid risky behaviour. You also learnt about the importance of asking for guidance and counselling whenever necessary. Moreover, you learnt how to give priority to the needy and treat all people equally. In this chapter, you will learn about reproductive health education and its importance. You will also learn the methods of providing reproductive health education. Furthermore, you will learn how to educate people about managing fire hazards and rescuing people in the society. The competencies gained will enable you to avoid risky behaviour, which endangers reproductive health. Furthermore, you will be able to educate others on how to manage fire hazards and rescue victims of such hazards in the society.



Think

The benefits of:

- (a) reproductive health education; and
- (b) fire and rescue operations.

Reproductive health education

Reproductive health is a state of physical, mental and social well-being with regard to issues relating to the reproductive system. Reproductive health includes the reproductive system, growth, puberty, pregnancies, menstruation, family planning and sexually transmitted diseases (STDs). Reproductive health education is the knowledge which enables beneficiaries to get accurate information about reproductive health. This kind of education helps boys and girls to control their body emotions and feelings, to make the right decisions and to prepare themselves to be good parents in the community.

Methods of providing reproductive health education

Reproductive health education is provided using various methods. Some of the methods are:

- (a) **Teaching inside and outside the classroom:** Reproductive health education is taught in the classroom in various subjects. Examples of the topics on reproductive health which are taught include physical hygiene and reproductive organs, the reproductive system and sexually transmitted diseases. Pupils may also obtain this education outside the classroom from health experts. Pupils may also obtain this education from various school clubs that deal with cross-cutting issues at school like HIV/AIDS, corruption, child rights, gender and peer groups' activities.
- (b) **Leaflets and periodicals:** In an effort to provide reproductive health education to the target people in the society, people or organisations use leaflets and periodicals. Leaflets and periodicals contain specific messages targeted at specific groups of people. For instance, a leaflet may carry messages like “protect your kid’s life”; “early pregnancies are dangerous to her health!” or “strike the iron while it is hot” or “do not wait till puberty”; rapists do not consider age”. The leaflets and periodicals carrying such messages are accompanied by photos intended to educate specific groups of people about the effects of early pregnancies and sexually transmitted diseases.
- (c) **Performing arts:** The youth are highly attracted to performing arts like dances, songs, drama and alliteration poems. Thus, the use of performing arts makes it easy to convey messages to the target youth.
- (d) **Seminars and symposia:** Seminars and symposia are used to bring together the youth and educate them about reproductive health. Health experts are invited to talk about topics that can benefit the main target group, which is the youth.
- (e) **Religious teachings:** Religious leaders may educate young people about reproductive health. Since there are many young people in various religious denominations, it is easy for religious leaders to reach them and educate them about reproductive health. For example, young people are taught good conduct, good relationships and reproductive health.

- (f) **Mass media:** The mass media facilitate communication and the dissemination of information. They provide reproductive health education to the youth. They always prepare and air programmes and documentaries on youth reproductive health education.

The importance of reproductive health education

Reproductive health education is very important to young people. It protects them from reproductive health-related risks. It also enables them to cope with the changes that occur to their bodies during puberty and with the pressure from peer groups. The body changes caused by puberty and pressure from peer groups may negatively affect the youth physically, mentally and psychologically. For instance, they may cause them to engage in drunkenness and prostitution. This immoral behaviour may have negative effects on our health and economy, therefore making it difficult for us to achieve life goals.

Through reproductive health education, the youth increase their awareness on human rights, sex, gender, social relationships and reproductive health rights. Likewise, the education helps to reduce or eliminate problems like early pregnancies and early marriages. Reproductive health education helps the youth to have a positive attitude towards issues or problems and to maintain moral behaviour in life. In addition, it helps the youth to protect themselves from the kind of behaviour that may cause them to contract sexually transmitted diseases.

Exercise 1

1. Explain the meaning of the term “reproductive health”.
2. Describe the importance of reproductive health education to the youth.
3. Explain how the mass media can help young people to get reproductive health education.

Activity 1



Compose a poem of five stanzas to encourage people to provide reproductive health education to the youth. Write the poem in your exercise book and present it to your teacher.

Fire and rescue education in the society

Fire and rescue education enables people to manage fire hazards in their environment. Firefighting refers to the act of extinguishing fire. Rescue is the act of saving people, animals, buildings and other kinds of property from being burnt.

Fire and rescue operations denote a procedure that involves various stakeholders handling various fire disasters in our environment. This procedure involves rescuing people and their property from the fire disaster place. In our country, both public and private institutions participate in fire and rescue operations whenever fire hazards occur. The institution responsible for coordinating fire and rescue operations is the Fire and Rescue Force. This force was established under Parliament Act No. 14 of 2007.

The importance of fire and rescue education to the society

In order to reduce the risk of fire hazards, it is important to educate the society on how to deal with fire. If people in the society have basic education on how to deal with fire, they will manage their environment well and prevent the occurrence and spread of a fire.

Fire and rescue education is important in the following ways:

- (a) **Empowering citizens to protect themselves from fire hazards:**
The provision of fire and rescue education reduces the number of fire hazards. This education builds citizens' knowledge and courage to deal with fire hazards. In fire and rescue education, there are topics about causes of fire hazards and how to rescue oneself from such hazards.
- (b) **Building citizens' defensive behaviour against fire hazards:**
Fire and rescue education helps people to learn how to prevent fire disasters, how to rescue themselves from fire hazards and to collaborate with experts from the Fire and Rescue Force to deliver the service easily. Firefighting becomes more effective if people have been trained in how to fight a fire. The education provided gives people the courage to participate actively in firefighting and rescue.
- (c) **Increasing the number of trained firefighters:** A fire can spread very fast. Therefore, firefighting requires the collaboration of many people. The Fire and Rescue Force may be well-equipped, but it may not have enough firefighters. Therefore, education should be provided to people in order to increase the firefighting manpower.

Look at Figure 1 and think of what is going on.



Figure 1: Firefighting

Firefighting and rescue tools

Firefighting institutions and experts use various kinds of tools used in extinguishing fire. Every tool can produce positive results. Some of the tools include:

- (a) **Buckets of dry sand:** These are buckets which are painted red and are used to store fire extinguishing sand. When a fire starts, take a bucket containing dry sand, or if there is no such bucket, get any container which you can use to fetch dry sand and pour the sand on the fire to extinguish it.



Figure 2: Fire buckets painted red, containing dry sand

- (b) **A fire engine (truck):** This is a special vehicle designed to carry water and fire extinguishing chemicals. A fire engine is a very important firefighting tool with high capacity to extinguish a fire. It has been designed in such a way that it can discharge water and throw it very far with high pressure. The Fire and Rescue Force drives a fire engine to a place where a fire hazard has occurred. After making sure that there are no electricity cables, the fire brigade park their fire engine in the right place and unfold firefighting hose reels. They direct the water from fire balls onto the fire so as to extinguish it.



Figure 3: Fire engine (truck)

- (c) **A fire extinguisher:** This is a gas cylinder containing a special chemical for extinguishing fire. Fire extinguishers are placed in vehicles, public buildings, private houses and commercial buildings. They are only taken from where they are when there is a fire. The use of dry fire extinguishers is done as follows: Remove the safety seal, which is folded on the handle of the fire extinguisher; then remove the safety pin, which is attached to release lever of the cylinder; and finally point the discharge horn to the fire to extinguish it.

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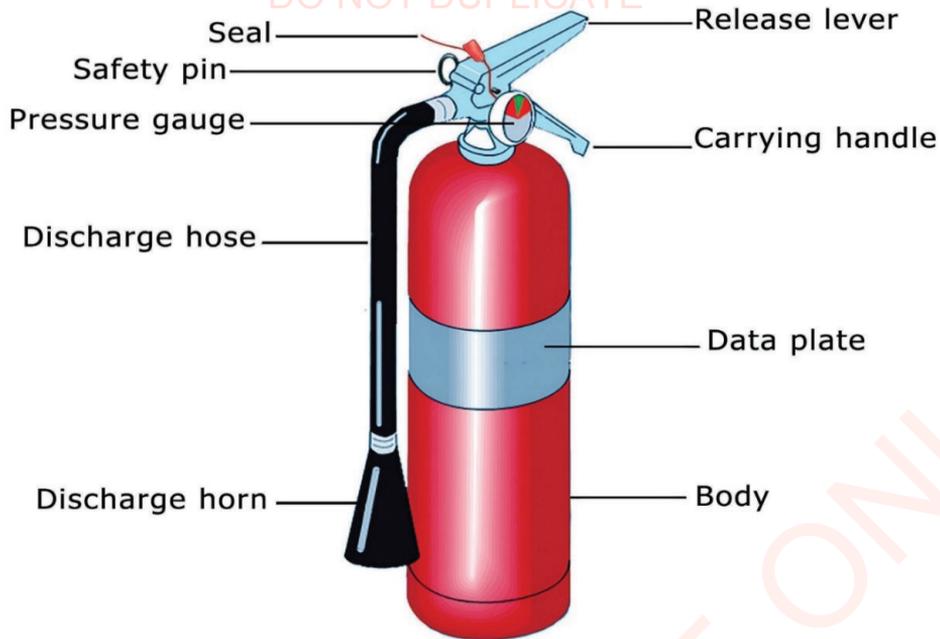


Figure 4: Dry fire extinguisher

- (d) **A fire blanket:** This is a special blanket used to extinguish fire. The blanket is used to cover the body of a burning person. If you do not have this kind of blanket, use a common blanket after soaking it in water.



Figure 5: Fire blanket

- (e) **A stretcher:** This is a kind of bed used to carry people who have been injured by a fire. Firefighters use the stretcher to carry the injured people. Chairs, ladders and blankets may also be used for the same purpose.



Figure 6: *Stretcher for carrying injured victims of a fire hazard*

- (f) **An ambulance:** This is a special car used to carry sick people. While in this car, a patient continues to receive first aid before reaching hospital. During a rescue event, the ambulance is one of the basic facilities needed. The injured victims of a fire hazard and those who have been terribly shocked by the fire are carried in the ambulance and taken to hospital for first aid and treatment.



Figure 7: *Ambulance for carrying sick people*



- (g) **An air ambulance:** This is a special helicopter used in firefighting and rescue operations. The pilot is instructed to head to the scene to evacuate the injured. The helicopter is used to extinguish fire from the air using a special pipe that releases water onto places where the fire engines cannot reach.

Moreover, in a crowded area, a specific place is identified and marked with a sign showing that it is an assembly area. During a fire incident, people gather at that area for safety and find out if anyone is missing among the people who are known to work in the place. It is usually an open area and cannot catch fire.

Exercise 2

1. With examples, explain the advantages of fire and rescue education.
2. Draw a diagram of a fire extinguisher and label its parts.
3. Explain the steps to be followed when one is extinguishing a fire using a fire bucket.
4. Mention the fire extinguishing tools found in your environment.

Activity 2



With your fellow pupils prepare a role-play which shows a firefighting activity in the home environment. Perform the role-play in your classroom.

Precautions to take before, during and after a fire hazard

It is important to take precautions when fighting a fire so as to prevent it from having negative effects on the community. The precautions taken depend on the stage of the fire disaster.

The appropriate precautions include the provision of fire-extinguishing and rescue education to people. People need to know that emergency doors and windows are important when building their houses. They may rescue or be rescued through such doors and windows. People must be educated about the importance of drawing signs that show where to go or pass through when a fire breaks out.



Likewise, people must know how to take care of fire extinguishers. Effective and continuous keeping of these facilities will help them to be safe whenever a fire hazard occurs. Besides, it is important to learn how to avoid actions which may cause explosions. It is also important to have fire insurance.

During a fire hazard, ring the emergency bell, switch on the emergency siren or scream to let people know about the fire hazard or ask for help. While doing all this, you should stay away from the fire so as to protect yourself from being burnt. Communicate with the Fire and Rescue Force by dialing **114**. When you are rescuing yourself from a storey building, do not use the elevator because there might be a power outage; you may be stuck in the elevator or suffocate and die. Cover your mouth with a piece of cloth or tissue to avoid inhaling the polluted air. Firefighters advise people not to touch things which may cause explosions. You should also help others wherever possible. You are also advised to shut the doors in all the places you are passing through to prevent the fire from spreading quickly.

After the fire hazard, we are advised not to enter the burnt building before getting assurance and confirmation from the authority which inspected the area that the place is safe. We are also advised to continue helping the injured by giving them first aid and other kinds of assistance. When the rescue operation is over, it is important to know the number of people so as to make sure that all people who were present in the building have been rescued. Keep away from places with remains of explosive items to avoid other explosions. When they are touched, flammable objectives explode quickly because they are exposed to excessive heat. Do not move anything, if it is not necessary to do so.

Exercise 3

1. Describe the effects of not taking precautions before, during and after a fire incident.
2. Explain the importance of taking precautions before a fire incident.
3. What steps will you take to manage fire hazards at your school?



Mention the fire-extinguishing tools in your school and prepare arguments to persuade the school management to install new tools or improve on the existing tools.

What to do when rescuing people from fire hazards

Before starting a rescue operation, assess the scene. The purpose is to protect yourself and others. In order to carry out an efficient and successful rescue operation, the rescuer must love the affected. If you are good and loving, you will obviously do anything to protect the affected from further harm. Rescue is not an easy task; the rescuer needs to be self-motivated. Besides, the rescuer must not use the rescue operation as an opportunity to harm the affected or steal their property. Rescue their property after rescuing them. Rescue operations should focus on taking care of the victims and appropriate procedures must be followed, depending on the circumstances of the disaster. The affected must be given shelter to protect them and preserve their human rights. Finally, an accurate report on the incident must be prepared.

Responsibilities of the Fire and Rescue Force

The main responsibilities of this force include:

- (a) Extinguishing fires;
- (b) Investigating and inspecting rescue and precaution measures in the place affected by fire in order to understand the source and effects of the hazard on the victims;
- (c) Conducting an investigation in order to find out whether the fire was intentional or unintentional;
- (d) Offering fire hazard and rescue training to employees, officials and volunteer firefighters;
- (e) Raising awareness in the society about the prevention of fire hazards and the services offered by the Fire and Rescue Force;
- (f) Preparing fire prevention plans in connection with disaster prevention plans; and
- (g) Inspecting architectural designs and the safety of infrastructure like industries, and oil and gas-related infrastructure.

Exercise 4

1. What actions are inappropriate during fire rescue operations?
2. What do the victims of fire hazards need?
3. What incidents may occur during fire rescue operations?
4. Explain the importance of the Fire and Rescue Force.

Activity 4



In collaboration with your fellow pupils, prepare a role-play showing how to attend to a person who has been injured by fire. Consider good moral principles in your preparation of the role-play.

Exercise 5

Part A: Write **True** for a correct statement and **False** for an incorrect statement in the space provided.

1. When the house you live in is on fire, quickly go into the room and disconnect the radio from the electric switch to protect it from being burnt. _____
2. In order to speed up self-rescue and to rescue others who are in a storey building, use an elevator. _____
3. Fire-extinguishing and rescue operation education is only given in classrooms because that is where many pupils are found. _____
4. Reproductive health education helps one to avoid early pregnancies. _____
5. A blanket is not used in rescue operations. _____

Part B: Choose the most correct answer and write its letter in the box provided.

6. Which of the following statements is not one of the objectives of providing reproductive health education?
 - (a) helping to eliminate wrong beliefs that affect reproductive health
 - (b) reducing the number of unemployed people in the world

- (c) preventing early pregnancies
- (d) building the capacity of the youth to cope with the changes that may occur to their bodies as they grow up
7. When was the Fire and Rescue Force established in Tanzania?
- (a) in 1975
- (b) in 1993
- (c) in 2005
- (d) in 2007
8. Which of the following precautions must be taken before a fire disaster occurs?
- (a) covering the mouth with a blanket
- (b) treating the victims of fire
- (c) building houses which have front doors and windows
- (d) building houses which have emergency doors and windows
9. Which of the following is the most risky act that may cause an explosion in our areas?
- (a) the use of modern charcoal
- (b) careful use of a stove
- (c) lighting a gas cooker without observing safety rules
- (d) all the three answers above

Part C: Match each item from **Column A** with its corresponding item from **Column B**. Then write the letter of the correct response in the space provided.

Column A	Answer	Column B
10. Marrying many women		(a) a period when the youth cope with changes in their bodies
11. Firefighting		(b) helps the youth to protect themselves from diseases
12. Youth age		(c) highly facilitates the infection of people with sexually transmitted diseases
13. Preliminary stages in managing fire disasters		

14. Reproductive health education		<p>(d) all the actions which prevent things from continuing to burn or prevent things from being burnt</p> <p>(e) training people in how to use fire-extinguishing facilities</p> <p>(f) it helps in self-employment</p> <p>(g) it is not the right time for someone to be given reproductive health education</p>
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Vocabulary

Fire brigade	an organised body of firefighters
Fire engine	a large vehicle that carries firefighters and their equipment
Firefighter	a person whose job is to extinguish fires
Scene	the place where an event has happened

Chapter Five

Building good relationships with other people

Introduction

In Standard Six, you learnt about acts that build understanding in the society and how to identify the kinds of advice that enable you to build good relationships with your fellow pupils. You also learnt about how to maintain good relationships with your fellow pupils and resolve conflicts in your society. In this chapter, you will learn how to build good relationships with others and identify acts that show honesty and good relationships that exist in society. Moreover, you will learn about how to denounce and discourage acts which may hinder the building of good relationships in society. The competencies gained will help you in building and maintaining good relationships with other people.



Think

Why is it important for one to build good relationships with other people in society?

Good relationships other members of society

A society that enjoys social welfare and development is one which is composed of people who are in good relationships with each other. Good relationships are normally built by society members themselves. There are various acts that help to build good relationships in the society. A person who is truthful and transparent is always realistic and does not mislead others. This is good behaviour, which should be imitated by other members of the society. For example, a pupil who is truthful and transparent is normally loved by his or her fellow pupils, teachers and the whole community.

The habit of valuing and preserving resources helps to build good relationships with other people. A person who preserves the resources of a society is normally respected and loved by the society. The preservation of resources makes the person who does so trustworthy. This helps this person to build



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good relationships with other society members. The preservation of resources includes, for instance, taking care of desks, chairs and school walls, and securing school property against theft.

Another way of maintaining good relationships in a society is co-operating with other society members in doing different development activities to achieve a common goal. A person who works with others builds and maintains good relationships with other members of the society.

A pupil who respects others is loved and cherished by all society members. The acts of respect done by a pupil such as greeting elders and doing community work enable him or her to build good relationships in the society in which he or she lives.

Good relationships are also maintained by volunteering to do certain things. A person who cares about others uses his or her time, knowledge and wealth for the development of others. In addition, a person who cares about others likes to see that the society moves out of problems. Therefore, he or she performs acts which are commendable in the society and which promote the building of good relationships with others.

Acts undermining good relationships in the society

There are certain acts that undermine the building of good relationships. In society such acts destroy peace and lead to hostility or animosity. Hatred leads people to kill each other or frequently sue each other in court. This may delay development. A person who has negative feelings of resentment cannot be loved and accepted in his or her society. When people quarrel, it is important for them to reconcile through forgiveness.

Moreover, theft or engagement in illegal work destroys good social relationships. Theft causes losses and a thief is hated by others. Sometimes a thief may be beaten to death. The occurrence of all these negative acts shows the absence of healthy relationship among people.

Furthermore, conflict is another source of bad social relationships. If conflicts are not resolved quickly and carefully, they may cause terrible loss in society. For example, conflicts between teachers and pupils may lead to pupils' failure in examinations or even expulsion from school. When pupils are in conflict among themselves, they may end up fighting and injuring one another.

Laziness and irresponsibility are other examples of habits that result in building bad social relationships. A lazy or irresponsible person delays the fulfilment



of responsibilities in the society. This may cause hatred. For example, when pupils agree to work in groups, each must fulfil his or her responsibilities. If one of them is irresponsible, the other group members may hate him or her and chase him or her away from the group because he or she is going against the goals of the group.

Lastly, if a person is selfish and does not care for others, he or she will be hated by others. This may destroy good social relationships. In order to build a strong society with good social relationships, it is important to co-operate with others in working for the development of all people. For example, a pupil who likes studying alone and who does not co-operate with others may fail to understand a certain question. If this happens, who will he or she consult while he or she does not like to co-operate with or talk to others?

Exercise 1

1. Briefly explain the meaning of the following statements:
 - (a) A person who has feelings of resentment is dangerous to the society.
 - (b) If you are a truthful person, people will like you.
2. Explain how voluntary work may be a way of building good social relationships

Activity 1



Describe some of the actions which destroy good social relationships in your society. Write short notes on such acts and then present your work to your subject teacher.

Strategies for preventing acts that destroy good social relationships

In order to prevent acts that destroy good social relationships, it is good to encourage unity and solidarity in your society. For example, at a pupils' general meeting, a pupil may urge other pupils to participate in the election of their leaders. He or she may also give suggestions that help the pupils to form study groups in preparation for their national examinations. He or she can also participate in the formation of special clubs whose aim is to advise pupils who are lazy, truant and troublesome, and who despise or hate others.

In order to maintain good social relationships at school, a pupil should collaborate with fellow pupils to form a small reconciliation committee that could work at class, family, or village/street level. The committee may also include people with different levels of knowledge and experience for advising people and reporting all those who go against social ethics. The committee may also have a task force which is responsible for conflict resolution. It is important to remember that even pupils can inspire their peers, their families and society members to maintain and promote good relationships in their societies.

Exercise 2

1. Explain three acts that helped you to build good relationships with your classmates.
2. What are the advantages of having good social relationships with others where you live?
3. Briefly explain how good relationships enable society members to attain quickly their own developments.

Activity 2



Examine any three acts done by some people in your society which have resulted in building good social relationships among society members. In your exercise book, write short notes explaining your findings.

The importance of good social relationships in society

Good social relationships contribute to social development and unity. A society with good relationships is united. Unity and solidarity enable a society to develop fast.

Where there are good social relationships people with various skills use them for the benefit of the whole society. For example, when we want to construct school buildings, some people may be better than others in inspiring society members to make financial contributions for the project. There will also be some technicians with various kinds of technical skills who may volunteer to construct the buildings. A mason may volunteer to make bricks, a carpenter may volunteer to roof the buildings and a painter may paint the buildings. A society with good social relationships makes rules and procedures to

govern behaviour and instill discipline into its members. In society, discipline is important for the maintenance of peace and security. It also enables members of the society to co-operate in protecting and making the environment secure. Security is important for the safety of the people, their property and other resources. Good social relationships eliminate hatred and thus create a good environment for people to co-operate and protect the society.

Exercise 3

1. Elaborate four acts that may undermine the building of good relationships with your friends in the community in which you live.
2. List and explain the strategies you may use to build good relationships with your friends or classmates.
3. Explain four advantages of maintaining good relationships between you and your society.

Activity 3



In collaboration with your classmates, form a conflict resolution group for the class. Write your strategies and present them in class for discussion.

Exercise 4

Part A: Write **True** for a correct statement and **False** for an incorrect statement in the space provided.

1. Good relationships bring about development and social welfare.

2. Hatred and selfishness bring unity and solidarity in your society. _____
3. Patience and endurance in your problems and the problems of others result in unity and peace in the society. _____
4. Pupils do not make any contribution to the building of good social relationships because they are still young. _____
5. Demonstrations by pupils are the best way to maintain good social relationships in society. _____

Part B: Choose the most correct answer and write its letter in the box provided.

6. Which of the following is a way of building solidarity in society?
 (a) being lazy and hating those who hate you
 (b) choosing rich and sound-minded friends only
 (c) loving your relatives by favouring them and mistreating the people you do not know
 (d) respecting all people, irrespective of their age, ideology or religion
7. How do respect for society, care for others, being truthful and being responsible help a society?
 (a) by building confidence and daring
 (b) by building good relationships
 (c) by building enmity among people
 (d) by building fear of those who are older than you
8. What is your role in maintaining unity among your fellow pupils?
 (a) giving suggestions or participating in doing activities that build unity like studying together
 (b) leading other pupils in rioting when they miss their tea or porridge
 (c) defending the pupils who are lazy and careless in doing class activities
 (d) isolating yourself from other pupils so that you can perform well in class

Part C: Match each item from **Column A** with its corresponding item from **Column B**. Then write the letter of the correct response in the space provided.

Column A	Answer	Column B
9. Hatred		(a) a way of maintaining unity and solidarity in a society
10. Faithfulness		(b) brings about enmity and is against development
11. Participatory security groups		(c) a strategy that a pupil may use to discourage acts that destroy unity in society
12. Defence and security		(d) the result of good relationships in the society



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13. Incite	<ul style="list-style-type: none">(e) the right and responsibility of all society members(f) to stir others to misbehave(g) causes people to go against the government(h) not being truthful and transparent
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Vocabulary

Hatred intense dislike

Truant a pupil who stays away from school without permission



Chapter Six

Protecting resources in the interest of our country

Introduction

In Standard Six, you learnt about the role of society in doing national development activities and the character of a person who uses his or her education for national development. You also learnt to identify acts of protecting national security. In addition, you learnt about proper techniques of protecting public property, acts of misusing public resources, effective ways to fight against misuse of public resources and activities intended to attain the development of the country. In this chapter, you will learn how to protect resources in the interest of our country. In addition, you will learn how to participate in providing anti-corruption education so as to protect the interests of our nation. The competencies gained will help you to be patriotic to your country and to participate in the fight against corruption.



Think

Who protects our country's resources?

The effects of corruption on a country's resources

Resources are important and valuable assets owned by a country, an organisation or an individual. A country's resources are essential for the development of the country and the well-being of its citizens. However, corruption can have great effects on the country's resources. Some of the effects of corruption include:

(a) **Affecting the planning and implementation of development plans:**

Dishonest leaders may engage in corruption and prepare poor plans for the development and protection of a country's resources. Corrupt leaders prepare plans and programmes in their own interest or in the interest of those who bribe them.

Plans such as the promotion of education at various levels, the protection of wildlife and mining, and the management of water resources may be affected by corruption. Thus, fighting against corruption helps to put in place effective plans for developing and protecting the resources of a given country.

- (b) **Infringement of law and human rights abuse:** When leaders accept bribes, it leads to the violation of law and infringement of rights; this may cause conflicts among people. For example, officials may allocate pastoralists' land to farmers or farmers' land to pastoralists after receiving a bribe. This causes land conflicts between farmers and pastoralists.
- (c) **Lack of social services:** Corruption may cause bias in the provision of health care, education, water and other social services. The government invests much money in social service provision, but corruption deprives of citizens these services. This happens when corrupt leaders use the money for personal benefit. For example, corruption in the provision of tenders for the construction of infrastructure may lead to the construction of low standard buildings. This situation causes early deterioration of infrastructure and ultimately the provision of poor social services to the citizens. Overall, corruption makes the government incur unnecessary costs.
- (d) **Violation of proper procedures guiding proper use of resources:** Corruption may lead officials to deliberately violate the procedures guiding proper use of public resources. This is done for their own benefit or for the benefit of those who bribed them. If resources are not used in accordance with the law, it is obvious that they are misused. This situation hinders the completion of government projects and thus delays the provision of social services and the development of the country in general.

Exercise 1

1. With examples, elaborate how corruption can affect the plan to develop and protect a country's resources.
2. How can corruption lead to conflicts in the society?
3. Explain how social services can be affected by corruption.
4. Suggest ways of preventing corruption in the use of a country's resources.

Activity 1



Discuss with your classmates acts that show the prevalence of corruption in your society. Suggest ways of dealing with such acts and then present them in class for discussion.

Participation of non-governmental organisations (NGOs) in the protection of our country's resources

The resources of a country refer to anything which the country deems necessary for the well-being and development of its people and which it is ready to protect or incur some cost to get. In addition, the interests of a country are all the things that benefit the country and its citizens in terms of bringing about prosperity to the country. The resources of a country must be protected by every citizen and all institutions, including religious denominations and other non-governmental organisations (NGOs) in the interest of the country. These organisations may provide anti-corruption education so as to protect the resources in the interest of the country.

Religious institutions provide education about corruption and its effects to their followers. Their teachings help the followers to hate and fight against corruption. Non-governmental organisations include religious organisations, charities and civil society organisations that provide social, economic and legal services free of charge. Religious institutions have been playing a great role in educating the society about the effects of corruption.

The education provided by non-governmental organisations gives citizens a deeper understanding of how to protect the country's resources. It also provides various tactics and strategies for fighting against corruption. In addition, it enables citizens to know the law and motivates them to fight against corruption.

Exercise 2

1. Make suggestions on how non-governmental organisations can participate in the provision of anti-corruption education.
2. What role do religious organisations play in fighting against corruption?
3. What role does the mass media play in providing anti-corruption education?

Activity 2



In collaboration with your fellow pupils, visit the legal, social or religious organisations found near your school and ask them about the strategies they use to educate the society on the prevention and combating of corruption. Write the answers in your exercise book.

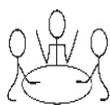
Challenges facing the provision of anti-corruption education

Government institutions and non-governmental organisations face various challenges in the process of providing anti-corruption education. Some of the challenges are:

- (a) **Inadequacy of human and financial resources:** Human and financial resources are important in the provision of education to the society. Inadequate funds and human resources hamper the provision of anti-corruption education.
- (b) **Lack of a national forum:** In the provision of anti-corruption education to the society, a national forum is important as it provides an opportunity for people to discuss corruption widely. The discussions provide an opportunity for various stakeholders to be trained in preventing and combating corruption. The lack of a national forum has denied the society an opportunity to access education on corruption. For example, they miss education on the causes of corruption, the effects of corruption, and the ways to prevent and combat it.
- (c) **Different perceptions in the society:** Different perceptions about the effects of corruption in the society make it difficult to have a common direction in the fight against corruption. Some citizens believe that, without giving bribe, they cannot get proper services in public and private offices. In some places, a bribe is considered a gift given after one has obtained services from a particular office. Some citizens believe that corruption is inevitable, so they do not see why it should be eliminated.
- (d) **Poor involvement of the private sector:** The private sector is a key player in the process of fighting against corruption. The sector provides basic social services such as health care, agriculture, trade and education. However, the participation of this sector in the fight against corruption has been weak. Hence, the sector fails to contribute effectively to the provision of anti-corruption education to the society.

Exercise 3

1. Name three ways that can help to fight against corruption.
2. With examples, explain how corruption can hinder your personal development.
3. Briefly describe four challenges facing the provision of anti-corruption education in Tanzania.



Activity 3

Discuss corruption with your fellow pupils and prepare a plan to eradicate acts that indicate corruption in your school or society. Then write the plan in your exercise book.

Exercise 4

Part A: Write **True** for a correct statement and **False** for an incorrect statement in the space provided.

1. Non-governmental organisations have the responsibility to combat all forms of corruption, except for sexual corruption. _____
2. Lack of morality and integrity is a major source of corruption in the country. _____
3. The success in the construction of infrastructure in our country is a sign of the success in the fight against corruption. _____
4. The fight against corruption is the responsibility of the Prevention and Combating of Corruption Bureau alone (PCCB). _____
5. The abuse of human rights is the result of the prevalence of corruption in the society. _____
6. Some civil servants deliberately destroy evidence relevant to the ongoing corruption investigations in the interest of the country. _____
7. In order for a nation to prosper, corruption must be fought in the workplace only. _____
8. Non-governmental organisations (NGOs) help to provide anti-corruption education to citizens. _____
9. Open debate against corruption builds citizens' capacity to fight against corruption. _____
10. It is only the government that is responsible for fighting against corruption in order to protect the country's resources. _____

Part B: Choose the most correct answer and write its letters in the box provided.

11. The persistence of corruption in Tanzania is a challenge facing governmental and non-governmental organisations because:
 - (a) people believe that corruption is good
 - (b) Tanzanians are kind

- (c) people lack morals and integrity
(d) people want to have personal and national development
12. What role do NGOs play in the society?
(a) they educate victims of corruption only
(b) they provide financial support to victims of corruption
(c) they educate the public on the effects of corruption
(d) they fight against anti-corruption reporters in the society
13. Preventing and combating corruption helps to bring about economic growth and development in the country. Which of the following has been improved?
(a) infrastructure
(b) the interests of the minority
(c) corrupt people
(d) the health of corrupt people
14. Why are there different perceptions about the effects of corruption in our society?
(a) poor performance
(b) poor anti-corruption education
(c) lack of planning
(d) non-prosecution of corrupt people
15. Which of the following is not the effect of corruption on the country's resources?
(a) lack of effective resource protection programmes
(b) lack of quality services
(c) unrealistic value of resources
(d) strengthening the Prevention and Combating of Corruption Bureau

Vocabulary

Bribe	a sum of money or other inducement offered to someone in order to dishonestly persuade him or her to act in one's favour
Infringe	to do something that is against someone's legal rights
Justice	the quality of being just, righteousness, equitableness, or moral rightness

Chapter Seven

Fulfilling responsibilities in the society

Introduction

In Standard Six, you learnt how to fulfil your responsibilities as a leader at school and at home. In addition, you identified alternative ways of solving problems and suggested ways of improving your performance. Similarly, you learnt about the advantages of involving other people and the disadvantages of not involving them in fulfilling responsibilities. Furthermore, you learnt how to co-operate with other society members in doing development activities and how to reveal crimes relating to corruption and fraud while fulfilling your responsibilities. In this chapter, you will learn how to fulfil your responsibilities in the society by doing voluntary activities. The competencies gained will enable you to fulfil your responsibilities and participate in activities that brings about development for you and for the society in general.



Think

What are the responsibilities of a pupil in his or her society?

Fulfilling responsibilities in your society

Fulfilling responsibilities in your society means performing the tasks or activities you are expected to perform in relation to the position you hold in the society. A pupil is part of a society; therefore, he or she is expected to participate in the activities intended to bring about the development of his or her society. A pupil can fulfil his or her social responsibilities while at home or at school.

A pupil may be involved in doing minor chores in the society, according to his or her age. The minor activities are very important because they prepare the pupil to learn how to fulfil his or her responsibilities and those of the society after completing primary education. For example, a pupil may help to take building materials such as sand, stones and wood to the sites where classrooms, staff rooms, staff houses and toilets are expected to be built.



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During construction a pupil can participate in the work by watering the walls of the buildings in order to strengthen it. Pupils' involvement in these activities builds some sense of responsibility and patriotism in them. In addition, pupils acquire technical skills as they work together with skilled persons. They are involved in the activities after class hours. All these activities should be age-appropriate and not risky.

Participation in the provision of social services

A pupil may help to make sure that the society gets quality and timely services. Thus, the pupil may collaborate with his or her parents or guardian to donate food to the needy. However, if a school has a farm, the pupil may persuade the school management to donate part of the produce grown by the school to the needy.

Likewise, a pupil who is honest may spend his or her time teaching children and others counting, reading and writing, which helps to reduce illiteracy rates in the society.

A pupil may also be involved in conserving the environment and protecting people's property by avoiding littering or starting a fire indiscriminately. A pupil may also be responsible for protecting the safety of society members and their property by providing information on any indicators of danger and denouncing any action that may bring damage to his or her environment.

A pupil may participate in the preservation of water sources so as to make them sustainable. A pupil may plant trees around water sources. Moreover, he or she may report the damage done to the infrastructure by people with bad intentions.

In addition, a good pupil can initiate a special project about environmental conservation to ensure that the society understands the importance of conserving the environment. The project can be associated with planting trees, slashing of grasses, preservation of water sources, collecting rubbish and prevention of air pollution. A pupil may implement the project at school or at home.

Planning and implementing a project to conserve the environment

A project means activities that are to be done in order to achieve a certain goal in a specific period of time. There are various steps to be followed when one is planning and implementing a project. The steps include identifying a problem and its source, setting goals and developing strategies for solving the problem. Other steps include preparing an action plan, identifying the



activities to be done, the tools, the cost and the timeframe, as well as doing a formative and a summative evaluation.

The preparation and implementation of a project has various advantages to a pupil and society. For instance, by preserving the environment, a project helps a pupil and society to develop various strategies for combating environmental destruction. It also builds the pupil's ability to understand his or her environment, and finally the pupil may educate the society on how to conserve it. Moreover, it builds the pupil's confidence in dealing with environmental challenges.

Exercise 1

1. Explain the importance of participating in the provision of services to society.
2. In what ways can a pupil preserve water sources in his or her society?
3. Mention three ways which you can use to participate in the development activities of your society.
4. Briefly explain the importance of teaching community members how to read and write.
5. Describe the steps and advantages of preparing and implementing a project.

Activity 1



Discuss with your fellow pupils how you would educate your society about the importance of protecting property and the environment. Present your work in class for discussion.

Resources that could help a pupil to fulfil his or her responsibilities in society

A society must have resources so that a pupil can fulfil his or her responsibilities. Some of the resources are time, land, money, people, forests, livestock, water sources, means of transport, the mass media and social media.

Time: Time is the world's scarce resource. This is due to the fact that, once time is wasted, it cannot be restored. We need time in order to fulfil our responsibilities properly.



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Land: Land enables a pupil to engage in different activities which are beneficial to society. A pupil may use land to grow vegetables, food and cash crops. Participating in agriculture equips a pupil with agricultural skills and enhances his or her commitment to do agricultural activities. The increase in food and cash crop production enables him or her to get food and some money for his or her family.

Money: Financial resources are essential in achieving various goals in society. The availability of money enables a pupil to buy agricultural and livestock inputs, and ultimately increases the income of his or her community. For example, if a pupil decides to open a vegetable garden at home, he or she will need the money with which to buy quality seeds which grow well in the area. A pupil may also engage in small-scale businesses which relate to his or her environment. All these activities may be done without affecting his or her school schedule.

Human resources: In order for a pupil to fulfil various responsibilities in his or her community he or she needs to co-operate with others. They help him or her to participate in various activities such as the construction of roads, classrooms and school toilets, or in agricultural activities.

Forests: The presence of forests in an area enable a pupil to learn and assist others. A pupil learns that some forests are habitats of special wildlife. Forests are also a source of rainfall and preserve humidity and water sources. Rainfall is important for agriculture.

Livestock: A pupil may participate in livestock keeping and help his or her society to have access to products such as milk, manure, skins and meat. For example, by keeping cattle, goats, sheep, rabbits, ducks and chickens, the pupil could fulfil his or her responsibility of producing for his or her family and community. A pupil may also participate in feeding the family's livestock after school hours.

Water sources: Rivers, lakes, wells, springs, rain and oceans are essential resources which enable a pupil to fulfil his or her responsibilities in his or her society. The preservation of these water sources enables the pupil to engage in fishing activities, especially during holidays or after class hours. They also help the pupil to fulfil his or her responsibility of fetching water for domestic purposes.



Transport facilities: Transport facilities such as cars, motorbikes and bicycles help a pupil to fulfil his or her responsibilities in his or her society. These transport facilities enable the pupil to go to school early and attend classes. Similarly, they help him or her to carry crops from the farm to the market or home.

Exercise 2

1. What is the importance of land in fulfilling your responsibilities in your society?
2. Identify five resources you might need in the process of fulfilling your responsibilities in your society.
3. Why do you need other people in order to fulfil your responsibilities in your society?
4. With examples, explain how water helps you to fulfil your responsibilities in your society.

Activity 2



Examine the land in your locality and determine how you would use it to fulfil your responsibilities in the family. Prepare a brief report on how best it could be used for development purposes. Present the report in class for discussion.

Benefits of participating in social activities

When a pupil participates in social activities, he or she builds the confidence and commitment to do various social activities, and becomes a good role model. Some of the benefits of participating in social activities are:

- (a) **Imparting new knowledge and skills to a pupil:** Participating in various social activities provides a pupil with new knowledge and skills. Participating in development activities, infrastructure building and caring for the environment helps the pupil to know various ways of performing these responsibilities. For example, if a pupil participates in agricultural activities, he or she will gain more knowledge about how crops are produced.
- (b) **Promotion of good relationships between a pupil and the society:** When a pupil participates in social and development activities, he or she makes himself or herself known and trusted. He or she is also involved in various development activities.

- (c) **Developing the enthusiasm to do voluntary activities:** A pupil's participation in various activities helps him or her to be active and dedicated to carrying out activities that stimulate development and production in society.
- (d) **Enhancing effective use of time:** Participation in social activities enables a pupil to develop good habits and the skill to use his or her time effectively. In order to engage in productive activities such as agriculture, fisheries and animal husbandry, he or she needs to make good use of his or her time after school, during breaks or during holidays. This enables him or her to perform academic tasks timely and to have time to participate in social activities.
- (e) **Relating theory to practice:** Through participation in various social activities, a pupil will have the opportunity to relate the theories acquired in class to practice. In this way, the pupil puts into practice the skills and knowledge he or she acquired in class.

Exercise 3

1. Name five benefits of participating in development activities.
2. Explain why your participation in social activities helps you to use your time properly.
3. Why do you think that if you participate in social activities you will be trusted in your society?
4. Explain how your participation in social activities enables you to relate theory to practice.

Activity 3



Discuss with your fellow pupils the resources available in your community and explain how you would use them to fulfil your social responsibilities.

Exercise 4

Part A: Write **True** for a correct statement and **False** for an incorrect statement in the space provided.

1. A pupil is required to attend school and participate in social activities. _____

2. Performing tasks at school is one way of fulfilling a pupil's responsibilities in his or her society. _____
3. Participating in school infrastructure construction activities is a waste of time. _____
4. Teaching society members how to read, write and count is the responsibility of a pupil only. _____
5. Money, time, people, livestock and the means of transport are resources. _____

Part B: Choose the most correct answer and write its letter in the box provided.

6. Feeding animals without affecting the environment is one of the ways in which a pupil could participate in providing:
 - (a) personal services
 - (b) school services
 - (c) social services
 - (d) government services
7. How could a pupil participate in the construction of roads?
 - (a) by operating a road-construction machine
 - (b) by maintaining roads
 - (c) by inspecting and identifying holes on roads only
 - (d) by training construction workers in how to build roads
8. What is the benefit of conserving water sources such as rivers, lakes and oceans?
 - (a) helps the disadvantaged to have access to water services
 - (b) leads to severe shortages of water
 - (c) increases the scope of the water supply
 - (d) reduces water supply and affects development activities
9. Which of the following is not the benefit of fulfilling social responsibilities?
 - (a) building a volunteering habit
 - (b) building new knowledge and skills
 - (c) increasing disunity in society
 - (d) building a habit of using time wisely

10. Which of the following is not a proper way of using money by a pupil in fulfilling his or her social responsibilities?
- (a) spending money on outings and eating delicious food
- (b) initiating various productive activities such as agricultural activities
- (c) purchasing equipment for doing agricultural activities
- (d) spending money on entrepreneurship training in order to acquire investment knowledge

Part C: Match each item from **Column A** with its corresponding item from **Column B**. Then write the letter of the correct response in the space provided.

Column A	Answer	Column B
11. Providing food to the needy		(a) participating in development activities
12. People		(b) the benefits of participating in social activities
13. Building unity in society		(c) roads, bridges, railways, classrooms, offices, markets and toilets
14. Infrastructure		(d) providing social services
15. Patriotism		(e) resources that a pupil could use to fulfil his or her responsibilities in his or her society
		(f) commitment to work diligently
		(g) classrooms, roads, lakes, railways and offices

Vocabulary

Enthusiasm	intense and eager enjoyment, interest or approval
Society	a group of people living together in a more or less ordered community

Chapter Eight

Obeying laws and regulations

Introduction

In Standard Six, you learnt to recognise the laws of our country and obeying the laws and regulations. You also learnt how to evaluate the measures taken against those who violate the laws and regulations. In this chapter you will learn how to obey the law and regulations governing communication networks. You will also learn how to avoid cyber-crimes and how to educate your community on proper use of communication networks. The competencies gained will enable you to obey the law and regulations governing the use of communication networks and, therefore, avoid improper use of such networks.



Think

If you were a leader and you saw someone breaking the law, what would you do?

The meaning of law

Law means a system of rules and regulations set by relevant authorities in a society in order to guide people's actions and relations. It is a system of procedures that guides people on how to live under a certain authority. Rules and regulations exist even at the family level. For example, in some families everyone must be at home by eight o'clock at night. Likewise, both government and non-governmental organisations have set their own rules and regulations. Schools also have rules and regulations that govern pupils, teachers and non-teaching staff. A person who breaks the law deserves to be punished.

Activity 1



In a group of not more than six pupils, study, write and present in class the following:

- The school rules governing pupils' behaviour; and
- The by-laws governing people in your street or village.

The Cybercrimes Act, 2015 NOT DUPLICATE

The Cybercrimes Act, 2015, is a set of rules and procedures passed by the Parliament of the United Republic of Tanzania. It is concerned with proper use of all communication networks in Tanzania. Parliament enacted the law on 1st April 2015 and was assented to by the President of the United Republic of Tanzania on 25th April 2015. The law shows all the offences and penalties for improper use of computer systems and Information and Communication Technology (ICT). The law was enacted following a rapid increase in the use of ICT in the country.

The internet is a computer system and a system of other electronic devices which are connected to each other for communication purposes. The system of electronic devices promotes the dissemination of information easily from senders to receivers. Some application using electronic media are websites, Twitter, WhatsApp, Instagram, Facebook and YouTube.

Acts showing obedience to the Cybercrimes Act, 2015

The acts that show obedience to the Cybercrimes Act, 2015, include the following:

- (a) **Sharing authentic data or information:** To show obedience to the Cybercrimes Act, 2015, one is mandated to make sure that all the data and other kinds of information shared through the mass media are correct. Prior to disseminating data or information, one must find out about the authenticity of the information from the right person or authority.
- (b) **Disseminating and sharing decent images:** According to the law, it is a criminal offence to print, disseminate or share any pornographic images or images that undermine human dignity. Therefore, it is important to ensure that you disseminate images that respect and protect human dignity. For example, sharing images of corpses of victims of fires or other accidents is unlawful.
- (c) **Respecting equality for all human beings:** According to the law, it is a criminal offence to create information that is aimed at devaluing and discriminating against people because of their race, religion, ethnicity or origin. Therefore, it is important to respect human equality. It is also important to know that all human beings are equal and that no one is better than others.
- (d) **Composing and sending fake news and messages:** The Cybercrimes Act, 2015, prohibits the composition and dissemination of fake messages for the purpose of deceiving or misleading the public for personal gain. Thus, it is necessary to prepare and disseminate information which is not intended to deceive or mislead the public.

- (e) **Maintaining confidentiality:** The Cybercrimes Act, 2015, prohibits unauthorised disclosure and exposure of confidential information. Thus, it is important to avoid disclosure of that kind of information, which should only be released by the responsible authorities such as the Police Force or the Courts.

Anyone who provides accurate information, distributes decent images, respects human equality, sends authentic messages and maintains confidentiality obeys the Cybercrimes Act, 2015.

Exercise 1

1. Briefly explain the meaning of the Cybercrimes Act, 2015.
2. Why is it unlawful for anyone to use confidential information of the government or private institutions without the permission of such authorities?
3. Discuss the effects of social media on the society, especially on the youth.

Activity 2



As a whole class, visit government institutions like courts, police stations, the Prevention and Combating of Corruption Bureau (PCCB) offices or the Tanzania Communications Regulatory Authority (TCRA) offices and ask for information on cyber-crimes. In a group of five, prepare and present your report in class after one week.

The importance of the Cybercrimes Act, 2015

The Cybercrimes Act 2015, has the following advantages:

- (a) Prevents the humiliation of government officials and other individuals;
- (b) Prevents evils like theft, crime, illicit trade and human rights abuses;
- (c) Educates the society on peace and security in the country; and
- (d) Builds good relationships among citizens and between citizens and their government.

Ways of avoiding unlawful acts when using communication networks

Any person owning an electronic communication device has to learn about the laws and regulations guiding proper use of that device. It is important for every person to read and understand the Cybercrimes Act enacted by the

Parliament of the United Republic of Tanzania in 2015. Thus, every user of communication devices should willingly obey the law in order to avoid being sued and punished.

Another way of avoiding to commit unlawful acts is through verification of the source of information and its recipients. This will help a person to avoid sharing information from unknown sources. The law requires the receiver of any information to verify its authenticity, and if there is any doubt, the information must not be disseminated.

It is very important to verify the authenticity of information before disseminating it. Verification of the information you receive before disseminating assures safety to the sender, the receiver as well as the society.

Exercise 2

1. Briefly explain why it is important to know the laws and rules guiding communication network.
2. Describe the importance of verifying the authenticity of information before sharing it.
3. Mention four ways of avoiding committing cybercrimes.
4. Explain the measures you would take when you realise that someone is disseminating fake information using communication networks.
5. Give an example showing another way in which the Cybercrimes Act is important.

Activity 3



Discuss with your fellow pupils how communication networks can cause moral erosion in your community.

Advantages of communication networks

Communication means sharing information. Information may be shared through the word of mouth, letters, emails, the telephone, the radio, television, newspapers, symbols and sign language. The word communication also refers to the means people use to move from one place to another.

Communication networks have become very useful tools of information sharing. People use these media to share information about health education, deaths, crises and disasters. Communication networks have made it possible for people and institutions to communicate easily and cheaply.

Telecommunication companies offer services that enable people to do online financial transactions. The mobile money services include T-Pesa, “M-Pesa”, “Tigo Pesa”, Airtel Money, “Halo Pesa” and “Ezy Pesa”. Traders and their customers get a better opportunity to do business. Another advantage of communication networks is that traders use them to advertise their products easily and to reach many customers.

Also, the networks promote familyhood and maintain friendships in the society. They provide a fast way of sharing information on defence and security and reduce unnecessary travels.

Exercise 3

1. Explain briefly how the use of communication networks promotes development in the society.
2. How do communication networks promote unity and solidarity in the society?
3. Mention any social benefits of communication networks in the country.

Activity 4



Examine the way communication networks promote people's economy in your locality. Then write notes on your findings in your exercise book.

Ways of educating the society on proper use of communication networks

There are various ways or methods that may be used to educate people on proper use of communication networks. The following methods are appropriate in the context of Tanzania:

- (a) **Peer group discussion:** This way simplifies the process of reaching out to users of communication networks because people of the same age have similar desires. For example, the youth aged between 18 and 35 are the main users of mobile phones and social media. This implies that education needs to be provided to this group so that its members avoid offences and misuse of communication networks.
- (b) **Publications by the mass media and regulatory authorities:** These institutions publish information on proper use of communication

networks. For example, their publications may contain advice on what kind of information should not be shared through communication networks. The mass media include newspapers, the radio, television and social media.

- (c) **Seminars, study tours, meetings, dialogue and symposia:** These platforms deliver or disseminate information on proper use of social networks. Seminars, conferences and meetings involve many participants; hence, they help to deliver information easily and to many people. Another way is through visiting regulatory authorities and seeking the right information.
- (d) **Religious denominations, cultural groups and arts groups:** It is important to use these institutions in educating the society on proper use of social media. Religious denominations can easily provide education, since their followers believe and follow the teachings of their leaders. Similarly, cultural and artistic groups convey messages about proper use of communication networks as many people like works of art.

Exercise 4

1. How does the use of seminars, meetings and conferences help to deliver education on proper use of communication networks in the society?
2. How could we use social media networks like Twitter and Instagram to educate people on proper use of social media networks?
3. Explain why you think that peer groups are important in the process of educating people on proper use of communication networks.

Exercise 5

Part A: Write **True** for a correct statement and **False** for an incorrect statement in the space provided.

1. Taking indecent photos and sending or disseminating them through social networks is unlawful. _____
2. Knowing and enforcing social media laws and regulations is not the right way to avoid cybercrimes. _____
3. Maintaining communication in society is one of the disadvantages of using social media. _____

4. Obeying the laws and regulations is one way of avoiding cybercrimes. _____
5. Communication networks are systems of communication which allow people to communicate through text-messages, pictures or videos. _____

Part B: Choose the most correct answer and write its letter in the box provided.

6. What is the advantage of being careful when using social media?
 - (a) solving financial conflicts
 - (b) growing our businesses
 - (c) avoiding to break the law
 - (d) isolating ourselves from other people
7. Which one of the following is an example of a method used to educate people on proper use of communication networks?
 - (a) debates and conferences
 - (b) customer service
 - (c) proper use of our religious beliefs
 - (d) observing the Cybercrimes Act
8. Which of the following is the right way to abide by the laws and regulations in relating to cybercrimes?
 - (a) filing a case at a police post
 - (b) obeying laws and regulations
 - (c) stopping to use communication networks
 - (d) stopping to use mobile phones
9. Which of the following is an advantage of using computerised communication networks?
 - (a) it simplifies information sharing
 - (b) it is a short-cut to employment among young people
 - (c) it makes it easy to get many enemies
 - (d) it promotes laziness
10. Which of the following is the real meaning of the term communication?
 - (a) a system for sharing information and messages
 - (b) journalism
 - (c) a voluntary activity of seeking information
 - (d) a system for uncovering hidden information

Part C: Match each item from **Column A** with its corresponding item from **Column B**. Then write the letter of the correct response in the space provided.

Column A	Answer	Column B
11. Social media		(a) education on proper use of communication networks
12. Cybercrimes		(b) Twitter, Instagram, WhatsApp and YouTube
13. Supports defence and security		(c) using abusive language on social media networks
14. The Cybercrimes Act, 2015		(d) proper use of communication networks
15. Verifying the authenticity of information before sharing it		(e) a way of avoiding cybercrimes
		(f) the rules and conditions that guide users of communication networks

Vocabulary

Authentic	real or genuine, not doubtful
Combating	take action to reduce or prevent something from happening
Confidentiality	the state of keeping or being kept secret or private
Defamation	the act of damaging someone's good reputation

Chapter Nine

Being patient

Introduction

In Standard Six, you learnt about tolerance, how to motivate others to address life challenges through your experience and to have hope and celebrate victory over challenges. In this chapter, you will learn how to be patient and to control your feelings and emotions. The competencies gained will enable you to be patient and become a role model for others.



Think

What does the saying “Patience yields good results” mean?

Being patient in life

Patience is a virtue that gives people the ability to wait for or to keep on doing something, regardless of the difficulties they are facing. It is the ability to endure tough situations in a calm and peaceful manner. As a pupil, you need seven years to be able to move from Standard One to Standard Seven. More specifically, you will have to wake up early in the morning and go to school. You will also have to work hard at school and at home. In addition, you will be required to sit for examinations each term as well as regional and national examinations. Patience helps a pupil to complete primary school, and if he or she passes the final examinations, he or she goes to secondary school.

Advantages of being patient

Being patient at school and at home has many advantages. The following are some of the advantages of being patient:

- (a) **Building good relationships with others:** Patience helps a pupil to build good relationships with others. This is mainly due to the fact that patience enables a person not to use strong, harsh and abusive language when opposing others. This helps him or her to avoid unnecessary conflicts or fights. It is the use of polite language that brings about peace and good relationships among people.

- (b) **Having a positive attitude:** Patience enables a pupil to have a positive attitude towards what he or she is doing. Patience builds confidence, which enables a person to believe that, if he or she works hard and fulfils his or her duties, he or she will attain the set goals and dreams. For example, a pupil who wakes up early every day believes that his or her action will enable him or her to attend all lessons and get time to do all school work, and eventually pass his or her examinations.
- (c) **Proper decision-making:** Patience gives a pupil an opportunity to make the right decision on whether to continue or stop doing something. Patience allows the pupil to get enough time to think and find solutions to the challenges facing him or her. For example, patience may be demonstrated when a pupil finds that studies are too difficult; when that happens, he or she will find a way of addressing the challenges in his or her studies, instead of giving up.
- (d) **Achieving goals:** Patience helps a person to achieve his or her goals in time. This is the result of good decisions and hardworking. For example, a pupil starts Standard One and later faces difficulties in his or her studies. If he or she is patient and listens to his or her teachers, he or she is likely to finish Standard Seven successfully.
- (e) **Learning new things:** Patience helps a person to respect and pay attention to others' views. By listening to other people's views, a person may learn and gain new knowledge.

Exercise 1

1. What is the meaning of patience?
2. Explain how patience could help you to achieve your goals in time.
3. Mention five advantages of patience.
4. Mention two problems that you faced at home and explain how you applied patience to solving them.

Activity 1



In a group of five, examine the major challenge facing you at school which requires you to be patient. Explain how you would be patient while solving the challenge, and ultimately complete your studies successfully? Present your answers in class for discussion.

Acts which show patience

A person who is patient does certain acts in dealing with the challenges he or she is facing. The following are examples of the acts of patience that a pupil must do when he or she runs short of basic needs:

- (a) **Avoiding initiating and participating in riots:** When you have needs which are not met in time, it is good to be patient. Patience will help you not to organise and participate in strikes, and not influence others to riot. Rioting is likely to cause disruption of peace in your community. For example, your school provides porridge at break time. However, porridge may sometimes not be prepared and served on time because there is a delay in the delivery of maize flour or there is no water. In situations like that do not influence other pupils to riot or to cause chaos. Instead, be patient, because porridge will be prepared and served.
- (b) **Abiding by laws, regulations and procedures when making your complaints:** If someone or an institution has not given you your needs, be patient and follow the governing rules, regulations and procedures of that place. This will help you to present your complaints to the relevant authority. For example, if you have lent your book to your fellow pupil but he or she does not want to return it, then it is not a good idea to beat him or her. Instead, report him or her to one of your teachers so that disciplinary measures may be taken against him or her.
- (c) **Waiting patiently for the need:** If you have run short of a certain need, wait patiently while thinking about the right alternative ways of getting your need. For example, if you have been promised a gift after performing well in your examination, and the gift could be part of your important need at the time, you must wait patiently for the gift to be given to you or find the right way of getting it. Patience helps a person to get enough time to find ways of getting his or her needs successfully.
- (d) **Forgiving others and asking for forgiveness:** When we offend others, it is important to ask for forgiveness from those whom we have offended, even if they are younger than us. Asking for forgiveness is one way of showing patience. A person who forgives others is also patient. When others offend us, we must forgive them. It is good to forgive others even if they have not asked for forgiveness. Forgiveness brings about reconciliation when there is a misunderstanding.

Exercise 2

1. Why do we need to be patient?
2. Explain the importance of forgiveness to your society.
3. Elaborate how patience may eliminate the habit of revenge in the society.
4. Why is abiding by laws, rules and procedures a good gesture of patience?

Using alternative ways to solve problems

Problems are part of human life and we cannot avoid them. In order to solve the problems that you are facing, you need alternative ways. The first step is to identify the source of the problem. The next step is to determine how big the problem is, the time and other resources required to solve it. Normally, there will be alternative ways of solving the problem. So, you will have to choose one of the ways, which is the most appropriate way in that particular environment.

The most appropriate way of solving a problem is the first option that you believe will result in solving the problem. Most of the time the most appropriate way depends on the extent of the problem. For example, if a pupil is not doing well in his or her studies, the first way of solving this problem is to find many books to read. If this way does not work, then an alternative way must be found.

Thus, an alternative way of solving a problem is another option that you think will help you to solve your problem after the first choice has failed. For example, when a pupil has a problem of sleeping in class, his or her teacher may move him or her to a front desk in order to watch him or her closely. However, if the pupil continues to sleep, the teacher may use an alternative way to solve the problem. This may involve putting the pupils in groups and assigning them questions to discuss. In this way, the pupil may stop sleeping in class. Thus, alternative ways may produce good results and help to solve a pupil's problem.

Factors to consider when using alternative ways to solve problems

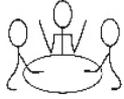
In using alternative ways to solve problems, there are important factors to consider. They include the following:

- (a) **To think deeply about the problem that you are facing:** In order to effectively use alternative ways to solve a problem, you must think deeply about the problem and understand it. This will help you to know the source of the problem, its magnitude and the possible outcomes of using an alternative way to solve it.

- (b) **To identify different, alternative ways:** In solving problems, you need to come up with different alternative ways of solving problems. This helps to compare the strengths and weaknesses of all the methods.
- (c) **To evaluate the advantages and disadvantages of each alternative way:** We are advised to evaluate each alternative way of solving a problem. By evaluating the advantages and disadvantages of each alternative way, you will be able to choose the best alternative way, depending on the kind of problem you are facing. Therefore, knowing the advantages and disadvantages of each alternative way will enable you to make the right decision on how to solve the problem.
- (d) **To compare the alternative ways with your ability to use them:** You are advised to look at your ability to use each of the alternative ways and then choose the way that is easy for you to use. You must choose the alternative way which is realistic and which will produce positive results. The alternative way you choose will depend on your skills and ability to face and deal with its advantages and disadvantages.
- (e) **To compare your resources with the requirements of the selected way:** It is advisable to check if the time and resources you have are adequate to meet the needs of the alternative way you have chosen. This allows you to choose the way that is suitable for you, depending on the resources you have.
- (f) **Applying the way you have chosen to solving your problem:** Having chosen the most suitable alternative way, use it to solve the problem. At this stage, it is important to monitor and evaluate if the expected results are attained. If they are not attained, you may need to abandon that alternative and try another alternative.

Exercise 3

1. Explain the meaning of the phrase “alternative ways”.
2. Elaborate the importance of having alternative ways in solving problems.
3. Why is it important to identify the source of a problem before choosing a way of solving it?
4. Identify the importance of comparing the amount of resources with the requirements of your alternative ways of solving your problem.
5. Explain why we need to assess the advantages and disadvantages of each alternative way of solving problems.



Activity 2

In a group of five, identify and discuss five alternative ways of solving the problem of destruction of desks in your school. Write the alternative ways in your exercise book.

Controlling feelings and emotions

Feelings refer to the emotional state of a living organism that happens due to the presence of something or a certain condition. This occurs through physical or mental perception. The mind of a human being is able to identify, think and analyse events and their results or consequences. For example, when your close relative, friend or parent dies, you get strong feelings of sadness and loss. Some people cannot control such feelings, so they cry and even faint.

Emotions are related to the bodily reactions resulting from strong feelings like anger, strong desire, passion or fear. They lead to a great desire to do something and normally cease when the desired condition has been fulfilled. Feelings and emotions may lead someone to make decisions quickly and sometimes take actions that are risky to him or others. For example, when we catch a thief, we become very angry. If we are not careful, we may beat the thief to death. It is a crime to injure or kill someone. Therefore, it is not a good idea to make decisions when we are overwhelmed with emotions.

The importance of controlling feelings and emotions

In life it is important for all of us to learn how to control our feelings and emotions in order to live peacefully with others. When feelings and emotions are not controlled well they may lead to problems. Similarly, feelings and emotions may cause one to make decisions that harm others and, consequently, cause the person to engage in unlawful acts.

Controlling feelings and emotions enables someone to think clearly before making any decision. Thinking clearly helps a person to identify the advantages and disadvantages of the decisions he or she wants to make. That helps a person to make decisions while he or she is in a peaceful state of mind. For example, a person who thinks carefully before taking action will avoid risky habits such as prostitution and drug abuse.

Controlling feelings and emotions also helps a person to be in good relations with other people. This enables a person to be loved and build good relationships with family members, friends and the community. It also helps

a person to earn respect from others. In the light of that, a person makes decisions that cannot affect other people negatively. Community members respect such a person because his or her decisions are usually supported by many of them.

Exercise 4

1. Show the difference between feelings and emotions.
2. Explain the importance of controlling emotions in making decisions.
3. Mention five advantages of controlling feelings and emotions in society.
4. Explain how the ability to control feelings and emotions may lead to good physical and mental health.

Activity 3



What event triggered your feelings and emotions in your life? In your exercise book, explain how you managed it and its results.

Techniques of controlling your feelings and emotions

There are many techniques that could be used to control feelings and emotions. The following are some of them:

- (a) **Physical exercise:** In order to control your feelings and emotions you must engage in physical exercise, for example playing football, netball, basketball and athletics. An idle pupil develops wrong thoughts, which may lead to risky behaviour. Physical exercise is, therefore, important to the well-being of the pupil and the community, since the pupil is able to avoid risky behaviour.
- (b) **Stay away from risky environments:** In order to control feelings and emotions, pupils must refrain from visiting places that are likely to stimulate their feelings and emotions. Such places include bars, brothels and marijuana smoking places.
- (c) **Share your problems with other people:** Sometimes your feelings and emotions may be too overwhelming. In order to avoid this, you need to share your problems with others and get advice from them. It is a good idea to share your problems with the people you trust or those with experience. People with experience are those who have experienced the same kind of problems before you and who know different alternative ways of solving them.

- (d) **Adopt a positive attitude:** It is important to be confident that you can solve your problems and help others solve their problems. This confidence will give you a positive attitude, which will help you to deal with your feelings and all negative emotions.
- (e) **Attend religious sessions:** It is important to attend religious sessions and pay attention to the teachings. Normally, religious teachings insist on peace, love, unity and forgiveness. All these are useful in managing feelings and emotions.
- (f) **Seek important information and participate in community work:** It is important to find time to interact with other people and co-operate with them in social events and in doing community work. Read books and newspapers to stay informed. Use your time to seek information through the radio and television. These habits will help you to adopt a positive attitude, which will help you to control your feelings and emotions.

Exercise 5

1. Explain how you control your feelings and emotions.
2. Why is it important for you to share your challenges with other people?
3. Explain how religious teachings help one to control his or her feelings and emotions.
4. Why are we advised to keep away from risky places?

Activity 4



In a group of five, present a short play which shows how pupils control their feelings and emotions. In your performance, show how pupils overcome temptations and reactions which may lead them into risky behaviour.

Exercise 6

Part A: Write **True** for a correct statement and **False** for an incorrect statement in the space provided.

1. Patience is the state of tolerating problems or suffering without becoming annoyed. _____
2. Being confident and helping your fellow pupils to address their problems is having a negative attitude to teachers. _____

3. Controlling feelings and emotions is one way of avoiding temptations. _____
4. Abiding by laws and procedures is one way of showing patience. _____
5. An alternative way means doing something differently after the previous way has succeeded. _____

Part B: Choose the most correct answer and write its letter in the box provided.

6. Which of the following is not the advantage of patience?
 - (a) getting wisdom
 - (b) developing fear
 - (c) getting peace of mind
 - (d) leading to the making of the right decisions
7. Which of the following is not the benefit of coming up with alternative ways of solving a problem?
 - (a) it helps to solve a challenge which is very difficult
 - (b) it helps to deal with a problem that has had no solution
 - (c) it helps to solve a new problem
 - (d) it helps to find extra time for leisure and meditation
8. Which of the following way is important in solving a problem once an initial way has failed?
 - (a) discussion
 - (b) reconciliation
 - (c) an alternative way
 - (d) an argument
9. Why do you think emotions make someone unable to make the right decisions?
 - (a) because people prioritise profit
 - (b) because the decision maker does not take time to assess the consequences of his or her decisions
 - (c) because the decision maker is influenced by emotions
 - (d) because the decision maker thinks for a long time and acts later

10. Which of the following is not the advantage of controlling your feelings and emotions?

- (a) preservation of mental and physical health
- (b) preventing negative effects
- (c) helping you to make the right decisions
- (d) building envy and hatred towards the people who offend you

Part C: Match each item from **Column A** with its corresponding item from **Column B**. Then write the letter of the correct response in the space provided.

Column A	Answer	Column B
11. Patience		(a) not being ready to listen to others
12. Things to consider when using an alternative way		(b) how to solve a problem
13. Emotions		(c) how to control feelings and emotions
14. Building confidence in doing things		(d) strong feelings like anger, fear or passion
15. Sharing your problems with other people		(e) the human ability to respond to effects physically, mentally and heartily
		(f) showing that one is patient
		(g) to identify the source of a problem, to choose an alternative way and to allocate the resources required
		(h) benefits of controlling feelings and emotions

Vocabulary

Contemplate	to think about something seriously or for sometime
Overwhelm	taking complete control of something or someone
Reconciliation	re-creating good relationships between two people who have had a misunderstanding
Virtue	behaviour showing high moral standards

Chapter Ten

Achieving goals

Introduction

In Standard Six, you learnt about the importance of identifying and implementing your priorities. You also learnt how to fulfil your responsibilities and using facts to defend your arguments. Likewise, you learnt how to fight hypocrisy. In this chapter, you will learn the importance of setting goals and attaining them timely and educating the society on the importance of setting goals. The competencies gained will enable you to plan and achieve your goals. You will also be a good advisor to others on how to set goals and achieve them.



Think

A pupil said: "I want to be one of the ten best pupils in the Standard Seven National Examination". What would you advise him or her?

Meaning of goals

Goals are aims or intentions which are planned to be attained within a certain period of time. It is something that a person intends to achieve. Goals are often driven by a purpose, ambition or vision to attain an objective. Goals go hand in hand with action plans that show specific steps for achieving them within a short or long period of time.

Kinds of goals

There are two main kinds of goals. They differ, depending on the time to be used to achieve each goal. There are short- and long-term goals. Short-term goals are usually part of long-term goals. They are pursued within a short-time. For example, assessing pupils weekly or monthly is a short-term goal. Long-term goals are expected to be achieved within a long period of time. For example, preparing pupils to perform well in Standard Seven National Examinations is a long-term goal because it might take several years to be achieved.

Best ways of implementing our strategies in order to achieve goals

The setting of goals or objectives adheres to a person's expectations in life. These expectations may be social, economic or religious. It is important to choose the best way of implementing our strategies in order to achieve our goals timely. Observing the steps in implementing our strategies is the best

way of achieving our objectives. The steps that must be followed in order to achieve our objectives are:

- (a) **Identifying important activities to do:** It is important to identify the important activities that you will do in order to achieve the set objectives. The nature of the problem facing you in your studies will determine the kind of activities you have to do to solve the problem. The following are some of the activities to do: preparing a study timetable, buying or looking for books in all subjects from different places, reading different texts diligently, discussing with your fellow pupils and listing ways of seeking help when you do not understand certain topics.
- (b) **Identifying basic requirements:** When implementing a strategy, it is important to analyse the basic requirements. For example, if a pupil's goal is to perform well in a Standard Seven National Examination, it is important for the pupil to identify the things that will enable him or her to excel in his or her studies, and finally pass the Standard Seven National Examination. The requirements may be textbooks, exercise books, pens and pencils, attending all lessons and studying diligently.
- (c) **Selecting methods of implementing your strategies:** In order to achieve a goal, choose proper ways of implementing your strategies. Apart from being taught in class, a pupil may have extra time to study in a conducive environment, discuss with his or her fellow pupils and do individual exercises. These strategies may help the pupil to use his or her extra time wisely.
- (d) **Setting priorities:** In order for you to implement any plans, identify the things that must be implemented before others. In order for a pupil to achieve his or her goal, he or she must put more energy into the priorities. For example, a pupil has to focus on his or her subjects all the time and complete all his or her assignments on time. If a pupil does many things or activities at once, he or she will be confused and fail to achieve the goals.
- (e) **Doing an evaluation:** An evaluation must be done throughout the whole time of implementing an idea or a plan. It is important to evaluate every stage. The stages of implementing plans must consider the set objective and its achievement. It also goes with continuous monitoring of the progress. Monitoring will help you to understand the success and failure in implementing an idea or a plan, thus helping you to identify the factors for your failure timely. Continuous monitoring helps you to correct mistakes and make certain changes so as to achieve your objectives.

The importance of setting goals

Goals are important because they transform people's lives. In life it is important to set goals, because: First, setting goals motivates you to develop strategies for achieving the goals. Because goals adhere to the implementation of strategies, several strategies are developed in order to attain the goals.

Secondly, setting goals helps us to make the right decisions because several steps are observed. For example, there is time to think about your goals and plans, analyse implementation costs and benefits, and think about the advantages and disadvantages of your plans. Some decisions help you to achieve your goals and other decisions prevent you from achieving your goals. Smart people make decisions that enable them to achieve their goals.

Thirdly, setting goals helps you to use your time properly, since it enables you to set a timetable for pursuing your goals. Be it a short- or long-term goal, time must be used carefully in implementing your plan. If a pupil prepares his or her study timetable, he or she will use time wisely and achieve his or her goals timely.

Fourthly, setting goals increases one's ability to assess the management and implementation of plans. It also allows one to determine what is required to achieve the set goals and thus increase responsiveness. A pupil may carry out this kind of assessment in his or her studies, depending on his or her objectives and priorities.

Finally, setting goals increases creativity, because in order to achieve your goals you have to use several ways. Stages in developing different strategies for achieving goals help a person to be creative in pursuing his or her objectives.

Exercise 1

1. Explain the difference between short-term and long-term goals.
2. Explain the relationship between setting goals and proper decision-making.
3. Discuss how goal-setting promotes development.
4. In order for goals to be achieved timely, it is important to choose the right strategies. Mention the strategies.
5. Identify the right ways you will use to attain your goal of passing the Standard Seven National Examination.



Activity 1

Discuss with your fellow pupils the goals you want to achieve before finishing primary school. Thereafter, mention the activities you will do to achieve your goals. Write them in your exercise book.

Advantages of following steps in implementing a plan

The following are the advantages of following steps in implementing an activity plan:

- (a) **Identification of the resources to be used:** In the process of implementing a plan, different resources are identified and assessed to determine whether they are adequate to achieve your goals. The resources include money, tools and people with the right expertise.
- (b) **Increasing efficiency:** If a person follows clear steps he or she will increase his or her efficiency and identify the methods to use. He or she focuses on basic requirements like finance, labour and time.
- (c) **Proper management of time:** Following steps in implementing your plan helps you to be time conscious and disciplined in pursuing your objectives.
- (d) **Confidence:** You may build your confidence if you set goals and observe the steps in the process of achieving them. Confidence will be built because you are sure about what you are doing. Confidence also increases patience and, in case of any problem, you will persevere, knowing or believing that your objectives will be achieved, despite the challenges you are facing.
- (e) **Positive inspiration:** Following steps in implementing your plan increases the motivation and belief that you will succeed. This will happen because different activities are done in different time spans. The success realised in the first step motivates you to move on to the second step.

Exercise 2

1. List the advantages of setting goals.
2. How do techniques of implementing activity plans help you in achieving your goals?

3. Mention the advantages of proper time management in implementing a plan.
4. Briefly explain how the implementation of plans increases efficiency.
5. Discuss techniques of increasing efficiency in order to achieve objectives.

Activity 2



Mention the ways you will use to perform well in the Standard Seven National Examination. Thereafter, explain briefly the ways you will use to do that.

Addressing challenges while pursuing goals

While pursuing your goals, there are challenges that you might face. It is important to address them immediately. In order for you to address them, you must do the following:

- (a) **Identify the source and magnitude of the challenge:** In this step, it is important to analyse the cause of the challenge you are facing. You have to ask yourself certain key questions. What the current economic conditions are like? Are the available resources adequate enough to be used to address the challenge? These and other questions will help you to identify the source of the challenge.
- (b) **Identify the right ways of addressing challenge:** It is important to identify the right ways of addressing challenge. For example, if the challenge is lack of money, you will have to find different sources of money, for example loans and grants from relatives or friends. If the challenge is the absence or lack of a market you will have to think about ways of advertising your business.
- (c) **Assessing the efficiency of strategies:** It is important to assess the efficiency of strategies in the whole process in order to achieve a goal.
- (d) **Careful use of strategies:** After assessing your strategies, use the method you have selected by considering priorities in your strategies. Carefulness is important in order to avoid mistakes that may prevent efficiency while implementing your action plan.
- (e) **Evaluation:** Doing an evaluation helps you to determine the results of implementing your plan. This will help you to know the level of success and failure. Evaluation of results will enable you to develop new strategies that will help you to pursue the goals you did not achieve as you expected.

Exercise 3

1. Briefly explain the reasons for developing proper strategies for solving problems.
2. Discuss the importance of following steps in addressing challenges.
3. Briefly explain how the source of a challenge may be identified.

Ways of educating the society on the importance of setting goals

Not every person understands the importance or necessity of setting goals. It is important to understand ways of educating the society on the importance of setting goals. Some of the ways are:

- (a) **Role-playing:** This is a good method of educating the society to set goals because it attracts or motivates the society and entertains the audience.
- (b) **Debate:** This is an important technique of educating the society, since it incorporates ideas from different people.
- (c) **Speeches:** This method is mostly used in public meetings where leaders or guests address the public on the importance of setting goals.
- (d) **Poems:** Through poems on themes about setting goals the audience may learn ways of setting goals.
- (e) **Discussion:** Discussion creates an understanding of the right methods of setting and accomplishing goals.

Exercise 4

1. Briefly explain five ways of educating the society on the importance of setting goals.
2. Elaborate how speeches are among the ways of educating the society on the importance of setting goals.
3. Which is the best way of educating the youth about the importance of setting goals? Why do you think it is the best way?

Activity 3



Prepare a role-play about the importance of setting goals in life. Thereafter, perform it in your class.

Exercise 5

Part A: Write **True** for a correct statement and **False** for an incorrect statement in the space provided.

1. Long-term goals are achieved within a long period of time.

2. Implementation of plans on time and in relation to the available resources helps to promote corruption in society. _____
3. An action plan is one of the ways of educating society on the importance of setting goals. _____
4. Short-term goals are part of long-term goals. _____

Part B: Choose the most correct answer and write its letter in the box provided.

5. Which one of the following items is not important while setting goals?
(a) evaluation skills
(b) preparation of resources
(c) knowing English
(d) the desire to achieve a goal
6. In life, what is the benefit of implementing action plans timely and according to the available resources?
(a) increasing a positive attitude towards the pursuance of goals
(b) fighting the pursuance of goals
(c) increasing a negative attitude towards the pursuance of goals
(d) failure to achieve goals
7. Which of the following strategies is important in solving problems while implementing your plan?
(a) identifying the source and magnitude of a problem
(b) highly investing in pursuing goals
(c) getting advice on the pursuance of goals
(d) persevering challenges while pursuing goals
8. Which one of the following is not the right way of educating the society on the importance of implementing a plan?

- (a) role-plays
- (b) speeches and discussion
- (c) poems and songs
- (d) history and speeches

9. Which one of the following is the best way of achieving objectives?
- (a) isolating yourself from other people
 - (b) isolating yourself from people who don't know you
 - (c) working with other people
 - (d) isolating yourself from people who don't love you

Part C: Match each item from **Column A** with its corresponding item from **Column B**. Then write the letter of the correct response in the space provided.

Column A	Answer	Column B
10. Long-term plans		(a) ways of educating the society on how to get wealth
11. Role-plays		(b) ways of educating the society on the importance of setting goals
12. Promoting creativity		(c) means of solving a problem
13. Evaluation of pursuance of goals		(d) the first thing to be identified while addressing challenges
14. The source of challenges		(e) the last step in addressing challenges
		(f) the advantages of setting goals
		(g) issues to be addressed within a short time
		(h) issues or things to be addressed within a long period
		(i) pursuing goals

Vocabulary

- Ambition** a strong desire to achieve something
- Inspiration** good ideas about what you should do, write and say, especially those you get suddenly
- Patience** the ability to continue waiting or doing something for a long time without becoming angry or anxious

Chapter Eleven

Learning by critical analysis

Introduction

In Standard Six, you learnt to be inquisitive and to evaluate your learning ability. In addition, you learnt about the importance of co-operating with others in the learning process. In this chapter, you will learn how to analyse issues critically. You will also learn various skills that will help you to analyse issues critically and to be responsible in learning. The competencies gained will enable you to make the right decisions in learning processes. You will also be creative and analytical when facing different challenges in learning.



Think

What is the benefit of analysing issues critically?

Learning analytically and responsibly

Analytical learning is a learning style aimed at building a pupil's ability to relate what he or she has learnt in class to reality. This method is different from rote learning. When a pupil learns by rote, he or she can only recall, but cannot apply what he or she has learnt to solve the problems facing him or her.

Responsible learning is a way of developing self-determination and responsiveness in the whole learning process. A pupil builds a culture of identifying what to learn and learns how to be responsible in the learning process without being forced; rather, he or she learns by following the instructions given.

Advantages of learning analytically

In analytical learning a pupil always has enough information and illustrations. Thus, he or she does not depend only on his or her emotions while explaining something. Learning analytically also helps a pupil to be creative and inquisitive. Creativity helps a pupil to confront different challenges in the whole

process of learning in collaboration with his or her fellow pupils. Therefore, learning analytically makes the pupil self-motivated and ready to engage himself or herself beyond depending on emotions only.

If a pupil learns something analytically, he or she will inquire into different issues while learning it. Because of his or her ability to inquire into and analyse issues critically, he or she gets enough examples and experience. The experience obtained increases his or her confidence and skills. If a pupil analyses issues confidently and skilfully, he or she increases his or her ability to analyse issues critically and correctly.

Analytical learning builds one's ability to think about and present ideas clearly. A pupil builds his or her ability by analysing issues that he or she has thought about. In critical analysis learning, a pupil is supposed to understand his or her argument clearly. For example, he or she needs to know an argument and to defend the idea with vivid examples, in order to show factual evidence. This will help him or her to think critically and confront challenges in the learning processes.

Exercise 1

1. Differentiate between analytical learning and rote learning.
2. Explain the advantages of learning by critical analysis.
3. Briefly explain how critical analysis learning helps to solve problems in the learning process.

Activity 1



Chandya is a Standard Seven pupil. Her first terminal examination score was below her school's average. Develop a strategy that Chandya may use to improve her academic performance.

Useful skills in learning analytically

Doing research is the basic thing in analytical learning. Analytical learning must go hand in hand with doing research in order to get answers and important explanations for building an argument. For example, in writing a report on Civic and Moral Education a pupil should be given an opportunity to visit government offices, Parliament, the Judiciary and other institutions to see how they work. That opportunity will enable the pupil to relate the theories learnt in class to reality.

In order to analyse and argue on a certain issue, it is important to observe different steps and to have illustrations about the issue. It is also important to understand the topic to be discussed and to have the right sources of information.

In order for analytical learning to be plausible, it is important to understand the meaning of everything. Analytical reading is also different from theoretical reading, which involves pupils partially understanding the meaning of the issues or topics. Analytical reading is built upon a context of understanding, and not on cramming or memorising facts. When a pupil understands something, he or she builds the ability and skills which enable him or her to be inquisitive and ultimately innovative.

Analytical reading requires the learner to build the capacity to contemplate about what is being read. As a pillar of analytical reading contemplation increases academic ability, innovation and responsiveness. It also helps pupils to arrange issues and implement them. Thus, reading by contemplating helps a pupil to adopt strategies that will help him or her to prosper in life and solve problems or limitations.

Exercise 2

1. Mention the three skills you need while reading analytically.
2. Briefly explain how critical analysis learning skills help you in learning.
3. Identify the steps you will follow in making the right decisions.



Activity 2

Visit any ward government office and examine the steps observed or followed in resolving conflicts relating to land, livestock and fisheries. Write the steps in your exercise book. Then present them in class for discussion.

Ways of motivating pupils to learn analytically

There are various ways that a pupil may use to build the habit of learning analytically. They include participation in role-plays, using case studies, group discussions, playing leadership roles and doing production activities.

Participation in drama reduces shyness and builds a pupils' confidence to make an argument before other people. A role-play helps a pupil to be realistic. By participating in role-plays, he or she uses his or her theoretical skills in building logical arguments. A role-play also helps a pupil to act confidently and to translate various theoretical skills into practice.

A pupil may use case studies to be motivated. Case studies use characters like people, birds, animals and objects in order to describe the behaviour of certain people in society. They also help us to know what to imitate and what to avoid. Case studies are as important as role-plays.

Group discussions may also be used. They help a pupil to make logical arguments. Analytical discussions help pupils to identify strong and weak arguments. The more a pupil is able to make good arguments, the more he or she will get motivated to be more analytical.

Finally, performing leadership roles, for example being a prefect at school, helps a pupil to build the habit of being realistic. Usually, a leader can and has opportunities to translate policies and laws into practice. Production activities also help a pupil to be realistic and practical. For example, after learning how to prepare a nursery for tree seedlings in the classroom, a pupil may participate in preparing a nursery practically. All these methods help him or her to learn things analytically.

Exercise 3

1. Mention different ways whereby one can become an analytical learner.
2. Explain how the performance of leadership roles builds practical learning among pupils.
3. Explain how you would help your fellow pupil who dislikes participating in group discussions.

Activity 3



Examine the factors that make some pupils hate or love studying in groups. Thereafter, explain the benefits of studying in groups and the consequences of not studying in groups.

Exercise 4

Part A: Write **True** for a correct statement and **False** for an incorrect statement in the space provided.

1. Analytical learning is a better way of learning than rote learning.

2. Learning responsibly is not a way of preparing pupils to be self-determined. _____
3. One of the advantages of learning analytically is promotion of creativity. _____
4. Doing research or examining an issue before making a decision is a waste of time. _____
5. Contemplating an issue is one of the skills built while one is learning analytically. _____

Part B: Choose the most correct answer and write its letter in the box provided.

6. Which one of the following is not a stage in proper decision-making?
(a) comprehending a problem
(b) devising strategies
(c) doing an evaluation
(d) not accepting a problem or a challenge
7. How does group discussion benefit a pupil?
(a) it helps him or her to ask questions
(b) it helps him or her to discuss issues freely
(c) it helps him or her to waste time
(d) it helps him or her to make logical arguments
8. Which sense organs help a pupil to do practical work?
(a) the nose and the mouth
(b) all the sense organs
(c) the eyes and the skin
(d) the tongue and the nose
9. What determines a pupil's dedication and responsibility when he or she is doing certain activities?
(a) his or her feelings
(b) other people's feelings
(c) parents' feelings
(d) teachers' feelings
10. Which of the following methods does not help one to develop the behaviour of learning analytically?
(a) doing practical work
(b) group discussions
(c) case studies
(d) tales

Part C: Match each item from **Column A** with its corresponding item from **Column B**. Then write the letter of the correct response in the space provided.

Column A	Answer	Column B
11. Role-plays		(a) steps and illustrations
12. Analysis of issues		(b) methods of motivating people to develop the habit of doing critical and responsive learning
13. Critical learning		(c) learning practically
14. Ability to contemplate issues		(d) build his or her understanding quickly
15. Rote learning		(e) research, creativity and inquisitiveness
16. Case studies		(f) learning theoretically
		(g) presenting an argument correctly

Vocabulary

Analytical learning	an approach to learning whereby components and structures of a concept are considered in detail to discover essential features so as to relate them to reality
Inquisitive	asking questions and trying to find out details about something or someone
Nursery	a place where young plants are grown
Plausible	reasonable and likely to be true or successful
Rote learning	the process of learning something by repeating it until you remember it, rather than by understanding it
Tale	a story about an exciting, imaginary event

Chapter Twelve

Being trustworthy in the community

Introduction

In Standard Six, you learnt to evaluate the fulfilment of your responsibilities. You also learnt how to refrain from acts that may undermine your integrity and trust in your community. In this chapter, you will learn about actions and kinds of behaviour that show that one is trustworthy at school and in the community. In addition, you will learn how to respect other people's beliefs and ideologies, as well as the right ways of fulfilling your duties. Moreover, you will learn how to participate in various elections at school. The competencies gained will enable you to behave in a way that makes you trusted at school and in your community.



Think

Acts you did in your community which showed your trustworthiness

Acts indicating trustworthiness at school and in the community

Trustworthiness is an important virtue through which you may earn respect from your peers at school and in the community. A trustworthy pupil often participates in various socio-economic activities at school and in the community. The following are some of the acts that may help a pupil to be trusted at school and in the community.

- (a) **Abiding by school rules and regulations:** In order for a pupil to be trusted at school and in the community, he or she must respect school rules and regulations. Abiding by school rules and regulations involves doing acts such as arriving at school on time, protecting school property, attending classes according to the school timetable, and respecting the National Anthem and the National Flag. In addition, pupils are supposed to stop doing bad acts such as theft and drug abuse.



- (b) **Being decent:** A pupil who is trusted at school and in the community always respects elders, leaders and his or her fellow pupils. It is by respecting others that a pupil creates good rapport and understanding in the community, to which he or she belongs. Moreover, respecting others enables a pupil to be trusted and loved by his or her fellow pupils, teachers and members of the community at large. Thus, it is easy for people to involve the pupil in economic, social and political activities. It is important for a Tanzanian pupil to respect leaders at the school level. This practice will eventually inculcate into the pupil the culture of respecting leaders at the national level.
- (c) **Taking care of personal and school property:** Being trusted by other people, whether at school or in the community, is often the result of taking care of personal, school or community property. A pupil who takes care of school property is highly likely to be trusted by his or her fellow pupils and teachers.
- (d) **Being truthful and transparent:** If a pupil is truthful and transparent in personal, school and community matters, he or she is likely to be trusted by colleagues, teachers and community members. The trust earned enables him or her to be involved by his or her fellow pupils or community members in various activities. For example, a pupil who seeks permission not to attend classes because of illness must in fact be ill so that those close to him or her can trust the report of his or her illness.
- (e) **Working hard:** A pupil who works hard in his or her studies and while doing social activities is highly likely to be trusted. A hardworking pupil accomplishes every task assigned to him or her. Thus, he or she is highly likely to be loved by his or her fellow pupils, teachers and community members. For example, a pupil who works hard in studies and in other school activities is highly likely to be selected to lead others.
- (f) **Being in good relationships with peers:** A pupil is trusted by peers, teachers and community members as a result of his or her ability to build good relationships with others. For example, a pupil builds good relationships with others through self-respect as well as respecting, loving and helping others.



Exercise 1

1. What acts do you do at school and at home that make you earn trust from your fellow pupils?
2. Briefly explain how being truthful and transparent helped you to be trusted by your community?
3. How does a hardworking pupil become trusted by the community or school?
4. Why does caring for school property help a pupil to be trusted by his or her peers, teachers and the community at large?

Activity 1



Explain the acts you do at school which make your peers and teachers trust you.

Respecting other people's beliefs and ideologies

A community that maintains peace, solidarity and unity respects the faiths, beliefs and ideologies of its people. Respecting the beliefs and ideologies of other people helps to maintain peace, solidarity and co-operation among community members. Equally, treating others with respect, regardless of their beliefs and ideologies, enables community members to co-operate with each other without discrimination. People who live peacefully, co-operate with each other in activities or events such as funerals and celebrations. The following are some of the actions demonstrating respect for other people's beliefs and ideologies.

- (a) **Not despising other people's beliefs and ideologies:** Treating other people with respect, regardless of their faiths, beliefs and ideologies, helps to strengthen social unity and good relationships among community members. It is important for every community member to follow his or her faiths and beliefs without breaking the law. It is equally important for people to avoid despising other people's faiths, beliefs and ideologies, for they embody people's spiritual and physical life. Thus, respecting other people's faiths, beliefs and ideologies is a reciprocal act. Such reciprocity breeds peace among members.

- (b) **Co-operating with people of other faiths and ideologies:** Respecting other people's beliefs and ideologies is an endeavour that requires, in part, co-operation of all faiths and ideologies in various issues in the society. Co-operation with people of different beliefs and ideologies builds love and solidarity, regardless of the ideological and religious differences.
- (c) **Participating in conferences and joint meetings:** The conferences and meetings that bring together people of different beliefs and ideologies enable them to understand what is acceptable and what is not acceptable in the community. This kind of interaction helps people to respect the faiths, beliefs and ideologies of other people, because the awareness of boundaries of each faith and ideology has the merit of diminishing conflicts.

Exercise 2

1. Briefly explain the advantages of respecting the beliefs and ideologies of other pupils.
2. Mention three activities that can be done to help people respect the ideologies and beliefs of other people.
3. Identify the acts which people are supposed to do one another, irrespective of their beliefs and ideological differences.
4. What advice would you give to your peers who despise and deprecate the beliefs and ideologies of others?

Activity 2



In a group of five, discuss five advantages of religious tolerance and then present them in class for further discussion.

Good ways of fulfilling responsibilities

For a proper fulfilment of your obligations at your school, it is important for you to obey school regulations. A pupil should develop various approaches in order to fulfil his or her learning obligations. The following are some of the ways through which a pupil may fulfil his or her responsibilities at school:

- (a) **Attending classes:** A pupil is obliged to attend classes and participate actively in lessons. If a pupil fulfils this obligation, he or she will be able to participate in economic activities, sports and environmental conservation.

- (b) **Following school timetables:** A pupil is supposed to follow the daily school timetable. He or she is required to participate effectively in learning by preparing all the required items on the basis of the timetable. The requirements include exercise books, textbooks, pens, pencils, a ruler and a mathematical set. These items will enable the pupil to learn all subjects effectively.
- (c) **Listening attentively to teachers:** When in class, a pupil is supposed to pay attention to what teachers say. This enables a pupil to understand well what is taught. He or she is not supposed to pay attention to some subjects and ignore others. A pupil should work hard in order to do well in all subjects.
- (d) **Conserving the school environment:** In order for a pupil to fulfil his or her responsibilities at school, he or she is required to take care of the school environment. A clean environment enhances concentration during the learning process. For that reason, a pupil is required to take care of the school environment by sweeping the school compound, cutting grass, collecting litter and planting trees. A clean and safe environment is important for effective learning among pupils.
- (e) **Arriving at school on time:** Arriving at school on time enables a pupil to attend classes on time. It also gives him or her enough time to prepare the necessary school items such as textbooks, exercise books, pens and a ruler.
- (f) **Co-operating with peers:** A pupil is required to co-operate with others in doing various activities such as learning, caring for the environment, sports activities and economic activities. All these activities may be done effectively if a pupil collaborates with others. For example, sweeping the school compound requires the collaborative effort of many pupils. Working together helps to complete cleaning the compound on time and to have ample time to engage in academic activities.
- (g) **Commitment:** To be able to achieve the goal of developing knowledge at school, a pupil must work hard. He or she is also supposed to engage in environmental conservation activities. This practice helps to instil in the pupil the attitude of effective participation in social and economic activities. In that way, the pupil becomes an important pillar of his or her community and the nation as a whole.
- (h) **Self-awareness:** A pupil is expected to know his or her place in the family, the community and the nation at large. That knowledge may help

him or her to achieve the set goals. However, in order for him or her to achieve the set goals, he or she must dedicate his or her time fully to studies and avoid bad habits. Otherwise, he or she won't participate in economic activities at home and at school.

Exercise 3

1. Briefly explain the advantages of arriving at school early.
2. How does the hard-working habit help you in your daily life?
3. Explain the significance of co-operating with others in your studies and in other school activities.

Activity 3



Identify the activities you do at school every day and explain how they enable you to fulfil your academic and non-academic responsibilities. Write the answers in your exercise book and then present them in class for discussion.

Participating in school elections

A pupil's participation in school leadership gives him or her an opportunity to implement decisions about school-related matters. Such matters include matters pertaining to studies, the environment, sports and economic activities. Through the election of pupils' leaders, pupils get their representatives in matters affecting their well-being at school. Participation in the election of pupils' leaders is important in the following ways:

- (a) **Learning democracy through practice:** When a pupil participates in the election of his or her leaders, he or she gets an opportunity to learn how democracy is practised. This improves his or her decision-making skills and competencies. In addition, through participation in elections, pupils learn how democracy and elections are practised or conducted at different levels in society.
- (b) **The right to elect and to be elected:** The election of pupils' leaders gives pupils their rights, particularly the right to elect and to be elected. The pupils who qualify are given an opportunity to contest leadership posts, and if elected, they become leaders. Pupils also get an opportunity to elect leaders of their choice on the basis of their abilities and competencies.
- (c) **Developing leadership skills:** The pupils who are elected usually have

the opportunity to develop various leadership skills. For example, they develop conflict-resolution skills and rational decision-making skills. In turn, these skills help them to assume and fulfil leadership roles in their societies after completing their studies.

Exercise 4

1. How does participation in elections at school help a pupil to learn democracy?
2. Briefly describe three advantages of participating in school elections.
3. How does participation in school elections help a pupil learn leadership skills?

Activity 4



Discuss with your fellow pupils how you participated in the election of your school leaders. Identify the lessons you learnt from your participation in the election and then write the answers in your exercise book.

Exercise 5

Part A: Write **True** for a correct statement and **False** for an incorrect statement in the space provided.

1. Honesty is a character that enables you to be appreciated by your peers and other people in the community. _____
2. Abiding by school rules and regulations does not enable a pupil to be trusted at school and in his or her community. _____
3. Despising the beliefs and ideologies of other people is a way of respecting them. _____
4. One of the advantages of school elections is helping pupils to learn democracy by practice. _____
5. Self-awareness is helpful in achieving one's goals. _____

Part B: Choose the most correct answer and write its letter in the box provided.

6. What benefit does a pupil get from attending lessons and studying all subjects?
- (a) not attending some lessons
 - (b) co-operation with others
 - (c) learning effectively
 - (d) guiding others in their studies
7. Abstaining from risky habits such as abusing drugs and having irresponsible sex implies the following about a pupil:
- (a) he or she is dedicated
 - (b) he or she arrives at school early
 - (c) he or she is a leader
 - (d) he or she is aware of himself or herself
8. Which of the following acts shows that a pupil respects school rules and regulations?
- (a) arriving at school late
 - (b) causing conflicts among fellow pupils
 - (c) obeying school rules and regulations
 - (d) respecting elders only
9. Which of the following acts shows the importance of respecting the beliefs and ideologies of other people?
- (a) despising the beliefs of other people
 - (b) creating or causing hostility among people in the community
 - (c) living without religious and ideological segregation
 - (d) living friendly, regardless of ideological differences
10. What does the phrase “caring for school property” mean?
- (a) it is one of heroic acts
 - (b) it is one of the acts that make one trusted at school and in the community
 - (c) one of the sources of popularity at school
 - (d) it is one of the acts of patriotism

Part C: Match each item from **Column A** with its corresponding item from **Column B**. Then write the letter of the correct response in the space provided.

Column A	Answer	Column B
11. Arriving at school early		(a) an important pillar that cannot make other people in the community respect you
12. Honesty		(b) enables a pupil to fulfil his or her dream of acquiring knowledge at school
13. Hard work		(c) enables a person to be popular
14. Obeying school rules and regulations		(d) the basis of being accountable
15. Knowing leadership skills		(e) the advantage of participating in elections at school
		(f) one of the ethical or moral acts
		(g) enables a pupil to fulfil his or her responsibilities at school
		(h) enables a pupil to be accepted at school and in the community

Vocabulary

Demarcate	to mark the limits of something
Ideology	a set of political beliefs

Chapter Thirteen

Protecting human rights

Introduction

In Standard Six, you learnt about the traditions and customs which violate human rights, the effects of corruption on human rights and how to co-operate with social groups in defending human rights. In this chapter you will explore the responsibilities of the three pillars of the State in defending human rights as well as the relationship between them. In addition, you will learn about things that may enable the pillars of the State to defend human rights. The competencies gained will enable you to explain correctly the relationship that exists between the three pillars of the State in defending human rights.



Think

Who is responsible for protecting human rights in Tanzania?

Responsibilities of the State in protecting human rights

According to the Constitution of the United Republic of Tanzania of 1977, the power to enact laws, the power to dispense justice and the power to govern have been given to the three pillars of the State, namely the Legislature, the Judiciary and the Executive. Collectively, they are responsible for protecting human rights in the country. Each pillar plays some role in making sure that citizens are not exploited and oppressed, and that the laws of the land are respected. The functions of these pillars are related in a way which ensures that the laws of the land are observed for the benefit of the nation.

The Legislature

The Legislature is one of the pillars of the State, which is responsible for promoting and protecting human rights through the following ways: making laws, discussing citizens' opinions, overseeing the provision of social services to citizens, denouncing human rights violations and approving or ratifying different international declarations on human rights. More specifically, in protecting human rights, the Legislature of the United Republic of Tanzania fulfils the following responsibilities:

- (a) **Enacting laws:** The Legislature is responsible for promoting and protecting human rights. It is the only pillar in the structure of the government with the constitutional power to enact laws and discuss the bills that the Executive submits to it for discussion and approval. The laws relating to human rights are made by the Legislature and have two main advantages. The first is that they help citizens to protect the rights in question. The second advantage is that the laws protect citizens against injustice and enable them to secure the rights and freedoms they deserve, including the right to life, equality before the law, the freedom of expression, the right to join or become a member of any political party, freedom of association, freedom of religion, the right to work and the right to be protected.
- (b) **Receiving public opinions:** As representatives of citizens, Members of Parliament usually receive and discuss opinions or complaints from citizens. This is done through public meetings or through the Office of the Member of Parliament in the constituency. Citizens' opinions may be about anything, including a shortage or absence of social services such as health care, education, roads, water and other services. After receiving public opinions on an issue, Members of Parliament present citizens' opinions in Parliament and make follow-ups on their implementation. In so doing, the Legislature fulfils its responsibility of promoting and protecting human rights.
- (c) **Overseeing that the Executive provides essential services:** It is the Legislature's responsibility to oversee the Executive in performing its function as provider of social services to citizens. The Executive is responsible for protecting human rights so that citizens can participate well in development activities. The Legislature acts as an overseer that ensures that the Executive protects human rights. It does so through various parliamentary sessions and debates where Members of Parliament usually pose questions to ministers. Ministers provide answers regarding how to address the concerns raised by Members of Parliament.
- (d) **Investigating the abuse of human rights:** Another responsibility of the Legislature is carrying out investigations on human rights violations in the country. Where human rights are violated, Members of Parliament have the obligation to present complaints in Parliament about the violation. This may be done through the creation of a Parliamentary Committee which, by carrying out a thorough investigation, can identify the source of the violation of human rights. In 2014, for instance, the Parliament of the

United Republic of Tanzania created a special committee to investigate the violation of human rights which related to police operations against poaching. When the findings of the investigation were presented in Parliament, a number of resolutions were passed, which included a parliamentary order to the government to take appropriate legal measures against all the people who were accused of being involved in the activities.

- (e) **Ratifying various declarations on human rights:** The Legislature is responsible for ratifying various national and international declarations on human rights. Government institutions and international organs such as the United Nations or the African Union may make such declarations. When such declarations are made, the Legislature has the duty to ratify them so that they can be used to defend human rights in the country, since Tanzania is a member of these organisations.

Exercise 1

1. Mention the importance of the human rights laws made by the Legislature.
2. Briefly describe the responsibilities of the Legislature of the United Republic of Tanzania in defending human rights.
3. Explain why health services are important in maintaining human rights.

Activity 1



Discuss with your fellow pupils the concept of “equality before the law” and then make a presentation in class for further discussion.

The Judiciary

The Judiciary is another pillar of the State, whose responsibilities include interpreting the law, hearing and judging cases, providing education on human rights and providing legal advice to citizens. The Judiciary, like the other pillars of the State, is responsible for promoting and protecting human rights, in accordance with the laws, regulations and procedures. The following are the responsibilities of the Judiciary in discharging its function of protecting and maintaining human rights in Tanzania:

- (a) **Interpreting the law:** The Judiciary is responsible for interpreting the laws enacted by the Legislature including those relating to human rights. The Judiciary interprets the laws relating to human rights during trials and sentencing sessions. Thus, the judicial interpretations of different laws helps to promote and protect human rights in the country.
- (b) **Adjudicating on cases of human rights violations:** Human rights violations are usually one of the main causes of conflicts in the society. The Judiciary performs the function of promoting and protecting human rights by hearing and adjudicating on cases of human rights violations. Thus, through the advice and judgments given by the Judiciary, citizens get their rights and live in peace.
- (c) **Providing education about human rights:** In addition to listening to testimonies, examining evidence and adjudicating on cases of human rights violations, the Judiciary also provides education to society members about different issues relating to human rights laws and regulations. Specifically, the Judiciary does that using the mass media such as television, the radio, newspapers, pamphlets and other communication networks. The Judiciary educates citizens through conferences and public lectures. All these means of communication contribute significantly to educating society members about the importance of respecting human rights and the danger of violating them.
- (d) **Providing legal advice:** The Judiciary is also responsible for providing legal advice to citizens on issues relating to justice. The legal advice given relates to procedures that must be followed in solving matrimonial conflicts, land conflicts and other issues existing in the society. In most cases, the legal advice provided by the Judiciary or the courts helps the people involved to decide whether or not to continue with cases or find alternative ways of addressing their problems, which are less costly but effective. Thus, by discharging its task as legal adviser, the Judiciary helps to protect human rights in the society.

Exercise 2

1. Briefly explain how the Judiciary helps to educate the society about the protection of human rights.
2. What is the role of the Judiciary in defending and protecting human rights?
3. Why do the courts punish those who violate human rights?



Prepare a role-play with your fellow pupils which shows how the Judiciary protects human rights and then present it in class.

The Executive

The Executive is one of the pillars of the State which is responsible for law enforcement as well as coordinating and carrying out administrative activities in the country. With respect to the promotion and protection of human rights, the Executive has the following responsibilities:

- (a) **Drafting bills:** It is the responsibility of the Executive to draft bills and submit them to the Legislature for adoption and enactment. Bills relating to human rights are tabled, debated and passed by the Legislature so that they become laws. Usually, the Executive drafts bills when there are issues or complaints or opinions from citizens. Then it submits the bills to Parliament so that they are passed as laws which, in turn, protect and maintain human rights in the country.
- (b) **Execute the law:** It is the President who is the Chief Executive of the government and who signs and assents to the laws made by the Legislature. After this, the Executive ensures that the laws, regulations and procedures established for the purpose of governing the country on the basis of justice and accountability are adhered to. The performance of this function helps to ensure that justice is done, in accordance with the laws and regulations made by the Legislature and implemented by the Executive. In the performance of this function, the Executive emphasises the rule of law, which requires every citizen to respect the law so that justice can be done to everyone.
- (c) **Providing social services:** In addition to preparing bills and executing the law, the Executive ensures that citizens have access to social services such as water, electricity, health care, education, roads and other services. The provision of social services in time contributes to the preservation of human rights, since every human being is entitled to such services.
- (d) **Protecting citizens and their property:** Another responsibility of the Executive is to protect its citizens and their property. When the government protects its citizens and their property it fulfils its obligation of defending human rights. When the security of citizens and their property gets fortified the conflicts that usually threaten peace

disappear. But when there is no security, peace also disappears. The absence of peace inevitably leads to crime, war, hatred, divisions and gross human rights violations. To restore peace somewhere, it is important for citizens to work in collaboration with the State peace and security organs such as the Tanzania Police Force and the Tanzania People's Defence Force (TPDF).

Exercise 3

1. How is defence and security maintained in your area?
2. Briefly explain how your street or village government makes sure that human rights are respected.
3. Briefly explain how the peace and security organs of the State make sure that human rights are respected.

The relationship between the pillars of the State in protecting human rights

In promoting and protecting of human rights, the three pillars of the State, namely the Legislature, the Judiciary and the Executive, work very closely. The Legislature makes human rights laws and directs the Executive to monitor human rights violations. The presence of Members of Parliament, who are the representatives of citizens, helps the Legislature to fulfil its obligation of making laws and protecting human rights.

The Judiciary, on its part, interprets the laws made by the Legislature, hears and issues sentences on cases relating to human rights violations, and provides education about human rights to citizens. In so doing, the Judiciary enforces the human rights laws made by the Legislature.

The Executive, on its part, ensures good governance at all levels of the society so that human rights are protected and development is achieved. In this regard, the Executive is responsible for enforcing the laws made by the Legislature for the purpose of promoting and protecting human rights. In addition, the Executive is responsible for establishing institutions which can defend and promote human rights, as well as prevent human rights violations and, at the same time, ensure that every citizen has access to justice, in accordance with the laws passed by the Legislature.

The pillars of the State, therefore, work closely with each other to promote and protect human rights. Each pillar is supposed to fulfil its obligations properly so that there is no violation of human rights in the country. If human rights are properly promoted and protected, there will be no conflicts in the society.

Principles facilitating the promotion and protection of human rights by the pillars of the State

The success of the three pillars of the State in promoting and protecting human rights mainly depends on their adherence to the following principles:

- (a) **Good governance:** In performing their function of promoting and protecting human rights, the three pillars of the State are obliged to observe the principles of good governance. They are supposed to seriously ensure proper use of the state organs and the country's resources for the benefit of all citizens. At the same time, each pillar is supposed to know the constitutional limits of its powers.
- (b) **Valuing human dignity:** Each State pillar is obliged to make sure that the dignity of every human being is valued. The Executive, the Judiciary and the Legislature are responsible for promoting and protecting human rights by making sure that citizens are not segregated on account of their sex, race, ethnicity or religion. The pillars must also ensure equality for all human beings before the law and try to avoid any form of segregation.
- (c) **Accountability and transparency:** The principles of accountability and transparency are essential in promoting and protecting human rights. These principles enable citizens not only to have a good understanding of their rights, but also to know the measures that they should take in order to protect their rights. To make sure that the three pillars of the State fulfil their obligations, they are supposed to provide regular information on the protection of human rights in the country through the mass media. It is also important for citizens to be informed about the outcome of investigations, each time there are human rights violations in the country. This will help to ensure that each pillar of the State protects human rights.

Exercise 4

1. Briefly explain how the principle of good governance could help to promote and protect human rights.
2. How do the three pillars of the State co-operate in promoting and protecting human rights?
3. Identify acts of the school management team which indicate the existence of accountability and transparency in protecting pupils' rights in the school.



Activity 3

Under the leadership of your subject teacher, visit your ward or village office and interview the leaders on how they protect human rights in your community.

Exercise 5

Part A: Write **True** for a correct statement and **False** for an incorrect statement in the space provided.

- The main responsibility of the Legislature is to enforce laws.

- The three pillars of the State recognise that every person is equal before the law. _____
- The Judiciary is the pillar that makes laws. _____
- The three pillars of the State have the powers to rule, to coordinate and to make decisions. _____
- The principles of transparency and truth help to ensure that there is proper use of the state organs in the country. _____

Part B: Choose the most correct answer and write its letter in the box provided.

- Which of the following is not the main responsibility of the Executive with respect to the promotion and protection of human rights?
 - providing social services
 - preventing criminals from obtaining justice
 - maintaining peace and tranquility
 - protecting the country's resources
- Which of the following institutions is responsible for ensuring justice for all through the provision of social services?
 - the Judiciary
 - the Executive
 - the Legislature
 - the Military

8. In which way does the Judiciary use conferences and public lectures to protect human rights?
- (a) by providing education to citizens so that they can secure their rights without being oppressed in any way
- (b) by providing education to citizens about how judicial employees make decisions
- (c) by educating citizens not to condemn corruption and fraud practices
- (d) by providing education about how people could demand their rights with fear
9. Who is responsible for protecting human rights and maintaining peace and security in the country?
- (a) the Executive
- (b) state organs
- (c) the three pillars of the State
- (d) all citizens
10. Which responsibility is fulfilled when the government provides social services to citizens?
- (a) providing citizens' rights
- (b) promoting and protecting human rights
- (c) protecting the country's wealth
- (d) maintaining the country's security

Part C: Match each item from **Column A** with its corresponding item from **Column B**. Then write the letter of the correct response in the space provided.

Column A	Answer	Column B
11. The Legislature		(a) adjudicating on cases
12. Bills		(b) statements on human rights
13. The right to live and the freedom of expression		(c) human rights
14. The African Union		(d) written proposals that are submitted to the Legislature for discussion and passing
		(e) to coordinate and to govern

15. The Judiciary		<p>(f) to protect and maintain human rights</p> <p>(g) the law-making organ</p> <p>(h) statements about the protection of human rights in African countries</p>
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Vocabulary

Assent	approval of a law by a President
Bill	a proposed law before it is passed as a new law
Rule of law	a legal principle that stipulates that all citizens are equal before the law and nobody is above the law
State	a political community consisting of a permanent population, boundaries, a government and international recognition

Chapter Fourteen

Building friendships with other countries

Introduction

In Standard Six, you learnt about the importance of maintaining and strengthening cultural, trade and sport relationships with people from other countries. You also learnt how to live with people from different sociocultural, economic and educational backgrounds so that you can cope with the challenges of globalisation. In this chapter, you will learn about the meaning of diplomatic relations, the meaning of the term embassy, and the roles and responsibilities of embassies. You will also get to know some of the foreign countries in which Tanzania has opened its embassies, the responsibilities of Tanzanian ambassadors in such countries and the importance of opening embassies in foreign countries. The competencies gained will enable you to know how to get diplomatic services from Tanzanian embassies found in different countries. You will also get to know the various sociocultural and economic opportunities available in foreign countries and be able to use them effectively.



Think

The world we live in is made up of several nations and states. Each nation has its own culture, traditions, norms and beliefs. How could we live co-operatively and peacefully?

Tanzania's diplomatic relations with other countries

Tanzania's diplomatic relations with other countries are important for the development of our country and its people. Diplomatic relations contribute significantly to the attainment of the sociocultural, economic and technological interests of countries. Usually, diplomatic relations are developed, maintained and strengthened through national representation in other countries. This representation involves opening embassies and appointing ambassadors and officials who work in embassies.

The meaning of the term embassy

The term embassy refers to the official residence or office of an ambassador in another country. An ambassador is a diplomat who is appointed by a President and sent to another country as a permanent or temporary representative of a given country. In international relations, the piece of land in which the embassy of a country is situated is usually considered as the country of the ambassador's origin. The embassy performs several important functions. They include strengthening diplomatic relations and co-operation and protecting, defending and representing the nation's economic and social interests. Other duties of an embassy are issuing visas and other travelling documents to the citizens of a given country who are travelling to other countries. For example, the Egyptian Embassy in Tanzania issues visas to Tanzanian citizens who want to travel to Egypt.

Some of the foreign countries hosting Tanzanian embassies

In its efforts to establish and strengthen diplomatic relations with other countries, Tanzania has opened embassies in various countries. The following are examples of the countries in which Tanzania has its embassies:

- (a) East Africa: Kenya, Uganda, Rwanda and Burundi
- (b) Southern Africa: Zambia, Zimbabwe, Malawi, Botswana, South Africa and Namibia
- (c) Europe: the United Kingdom, France, Sweden and Germany
- (d) Asia: Israel, Saudi Arabia, China and South Korea
- (e) North America: the United States of America and Canada

The responsibilities of Tanzanian embassies

Tanzanian embassies have two categories of responsibilities, namely responsibilities of the embassy and those of the ambassador.

Responsibilities of Tanzanian embassies

The responsibilities of Tanzanian embassies may be divided into:

- (a) **Political responsibilities:** Tanzanian embassies are responsible for developing, maintaining and strengthening political relations between Tanzania and other countries. In particular, they have to defend and protect Tanzania's political interests in other countries.
- (b) **Economic responsibilities:** Tanzanian embassies have to promote Tanzania's economic interests through trade, direct investment and tourism. At the same time, the embassies are supposed to promote

economic diplomacy through the promotion and advertisement of Tanzania's tourist attractions and the investment opportunities available in the country.

- (c) **Social responsibilities:** They are responsible for maintaining sociocultural relations between Tanzania and the host countries. At the same time, the ambassador's office has the duty to protect the rights and interests of the Tanzanians living in the host countries, including helping them to access educational, and cultural and business opportunities.
- (d) **Representation-related responsibility:** There are three main representation-related responsibilities. The first is concerned with issuing and renewing visas and providing emergency travel documents to Tanzanian citizens living abroad. The second responsibility is to receive requests or applications from citizens of the host countries who want Tanzanian citizenship and submit them to Tanzania for further consideration by the government. The final responsibility is to provide advice to Tanzanians living abroad.
- (e) **Other responsibilities:** The other responsibilities of Tanzanian embassies are consolidating and strengthening the relations between Tanzanian non-governmental organisations and other non-governmental organisations in the host countries. In addition, they are responsible for maintaining the co-operation between Tanzania and other countries in fields such as education, science and technology.

Responsibilities of Tanzanian ambassadors

As Tanzania's representatives in the host countries, our ambassadors have the following responsibilities:

- (a) Attending to and engaging the government leaders and other representatives from the host countries regarding sociocultural, economic, political and technological matters;
- (b) Conducting negotiations about bilateral and multilateral agreements and contracts between Tanzania and the host countries;
- (c) Monitoring the state of international relations in the world;
- (d) Monitoring projects, programmes and foreign aid from the host countries; and
- (e) Coordinating official Tanzanian leaders' visits to the host countries.

Exercise 1

1. What is an embassy?
2. Mention the responsibilities of Tanzanian ambassadors abroad.
3. Explain the responsibilities of a Tanzanian embassy in a host country.
4. Apart from the countries mentioned above, mention five other countries in which Tanzania has embassies.

The importance of opening Tanzanian embassies in foreign countries

Tanzanian embassies help the citizens of the two countries (Tanzania and the host country) to access various kinds of information and opportunities. The opportunities may help Tanzanians to achieve socio-economic development. The following are some of the advantages of opening Tanzania embassies in foreign countries:

- (a) **Employment opportunities:** One way to become aware of the employment opportunities available in a host country is through the ambassador as the key contact person in the embassy. The ambassador is responsible for disseminating important information regarding various sociocultural, economic and technological opportunities for Tanzanians and announcing various international employment opportunities so that Tanzanians who qualify can apply. Employment opportunities may be found in international organisations or institutions.
- (b) **Attractive environment for foreign investment:** Tanzanian embassies have to help our country to get investors for various sectors of the economy, including minerals, farming and trade. Through its embassies, Tanzania can promote its tourist attractions such as the national parks, mountains, waterfalls and culture. These and other tourist attractions enable the country to develop economically, since tourism provides the country with foreign exchange.
- (c) **Loans, grants and aid:** Tanzanian embassies make it possible for the country to secure loans, grants and aid from the host countries for improving the quality of social services in the country. Specifically, loans and foreign aid may be used for road construction, building health facilities and water projects, and increasing the number of study opportunities, all of which are essential for the development of Tanzanian citizens.

- (d) **Markets for Tanzanian goods and services:** Tanzanian embassies help to secure markets for the goods and services produced in Tanzania. This is because the ambassador lives in a given country and knows the needs and consumption habits of the people in the host country. The availability of markets contributes to the growth of trade.
- (e) **Science, technology and innovative skills:** In order to create a strong economy for Tanzanians, Tanzanian embassies usually encourage scientific and technological transfers between Tanzania and the host countries. In so doing, the embassies promote creativity and innovation, and nurture the skills of our professionals. The purpose is to increase efficiency in the use of science and technology in the social, economic and political spheres.

In order for Tanzania to build good relationships and secure various opportunities from other countries, Tanzanian embassies have to provide information about the opportunities available in the host countries. This is usually done through various means, including the radio, television, websites, social media and trade fairs. The same means of communication are also used to strengthen international and diplomatic relations between and among countries.

Figures 1 and 2 show pupils receiving information from representatives of some of the countries which have diplomatic relations with Tanzania. Carefully examine the figures, and then answer the questions that follow.



Figure 1: Pupils receiving information from the Chinese Embassy in Tanzania



Figure 2: Pupils receiving information from a Syrian Pavilion during the Sabasaba International Trade Fair in Dar es Salaam.

Exercise 2

1. Examine pictures 1 and 2 carefully and explain what you have learnt.
2. What is the importance of the activity shown in Figure 2?
3. Briefly explain four ways of accessing information and opportunities from embassies?

Activity 1



Discuss with your fellow pupils how foreign embassies bring about economic development and investments in Tanzania.

Opportunities arising from diplomatic relations

The following are some of the opportunities arising from the diplomatic relations between Tanzania and other countries.

- (a) **Business opportunities:** One of the main responsibilities of a Tanzanian ambassador is to look for business opportunities. Therefore, Tanzanian traders have been getting access to international markets for their goods. For example, they sell food crops within the East African Community (EAC). That is probably because of the strong diplomatic relations between Tanzania and the other EAC member countries.
- (b) **Technical assistance:** Diplomatic relations with other countries provide the opportunity to secure technical assistance from developed and developing countries. Health and technical professionals from other

countries have been coming to Tanzania and their Tanzanian counterparts have also been going to such countries to enhance their expertise. Again, this is only possible because of the good diplomatic relations between Tanzania and the countries in which the country has opened embassies.

- (c) **Scholarships:** Strong diplomatic relations enable Tanzanians to get scholarships to study in countries like China, Germany, the United States of America, Cuba and Turkey. The scholarships enable Tanzanians to acquire skills, knowledge and competencies which are important for the development of our country.
- (d) **Financial assistance:** Through strong diplomatic relations Tanzania can initiate, negotiate and sign bilateral and multilateral financial agreements with other countries. The agreements have enabled Tanzania to obtain loans, grants and financial aid for implementing various development projects, including the construction of roads, schools and hospitals.
- (e) **Technology and investment opportunities:** Diplomatic relations help the country to get new technologies and investments. For that reason, Tanzanian ambassadors need to be aware of new technologies and encourage technology experts from other countries to come and invest in Tanzania. Investments increase national income through tax collection and the sale of goods and services inside and outside the country.

Maintaining and strengthening diplomatic relations between Tanzania and foreign countries

Diplomatic relations between Tanzania and other countries may be maintained and strengthened in the following ways:

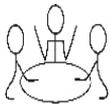
- (a) **Strong commitment:** There should be a strong commitment to implement what has been mutually agreed upon by countries which are in diplomatic relations. Relations are built on the basis of collaboration. Transparency and accountability are very important in building and maintaining good diplomatic relations.
- (b) **Dialogue:** Regular dialogue is important in building good diplomatic relations between countries. When a misunderstanding arises, for example, it is important for the two countries involved to sit down and find a solution to the problem.
- (c) **Joint search for opportunities:** Maintenance of good diplomatic relations requires the co-operation of countries when searching for economic and trade opportunities. Partnerships strengthen the pursuit of various economic and social opportunities for the benefit of both parties. Mutual gain helps to strengthen diplomatic relations.

- (d) **Honesty:** In order to strengthen diplomatic relations between two countries, mutual trust is of paramount importance during the time of planning, discussing and working on different issues. Where there is trust between countries, it is easy to build strong mutual ties.
- (e) **Conflict resolution through diplomatic relations:** Diplomatic relations are usually strengthened when countries search for good ways of resolving their differences. Good ways are those that focus on the interests of the citizens of both countries.
- (f) **Strengthening communication:** Communication between countries is usually strengthened and developed when leaders from those countries visit each other and exchange ideas and experiences. It may also be strengthened through study tours by leaders and senior government officials from the countries concerned.

Exercise 3

1. How can an ambassador help to maintain good diplomatic relations between Tanzania and other countries?
2. Explain how embassies can promote trade and investment in our country.
3. Explain how diplomatic relations can facilitate communication between Tanzania and other countries.

Activity 2



Discuss with your fellow pupils how ordinary citizens can maintain good relations between Tanzania and other countries. Write the answers in your exercise book.

Exercise 4

Part A: Write **True** for a correct statement and **False** for an incorrect statement in the space provided.

1. Tanzania is a country that does not need to have diplomatic relations with other countries. _____
2. When the government creates an attractive environment for internal and external investments, it prevents the growth of the economy. _____

3. Science, technology and innovation are not important in addressing the diplomatic challenges facing Tanzania and other countries. _____
4. The main responsibility of an ambassador is to represent the host country. _____
5. Promoting tourism and foreign investments in our country is the responsibility of every Tanzanian. _____

Part B: Choose the most correct answer and write its letter in the box provided.

6. What is the main responsibility of Tanzanian ambassadors?
 - (a) developing political, economic, social, cultural and technological relations with other countries
 - (b) fostering international trade
 - (c) preparing and coordinating Tanzanian leaders' visits to other countries
 - (d) establishing the union of foreign countries
7. Which of the following is the best way of promoting the opportunities available in Tanzania in foreign countries?
 - (a) websites, social media, journals and fliers
 - (b) mobile phones
 - (c) political rallies
 - (d) the radio
8. Which of the following is a means of developing good international relations?
 - (a) the transport of commodities
 - (b) investment
 - (c) tourism
 - (d) globalisation
9. Who is responsible for appointing the ambassadors who represent Tanzania abroad?
 - (a) The Cabinet
 - (b) Members of Parliament
 - (c) The President of the United Republic of Tanzania
 - (d) The Prime Minister

Part C: Match each item from **Column A** with its corresponding item from **Column B**. Then write the letter of the correct response in the space provided.

Column A	Answer	Column B
10. Diplomacy		(a) the responsibility of every Tanzanian
11. To protect the integrity and security of our country		(b) a misunderstanding between countries
12. Trade and employment		(c) solutions to the challenges caused by the relations between Tanzania and other countries
13. The responsibility of all Tanzanians is to promote their country		(d) the knowledge and skills to manage international relations in a sensitive and tactful way, typically by a country's representatives abroad
14. To represent a country internationally		(e) one of the responsibilities of Tanzanian ambassadors
		(f) reduces the country's revenue and employment opportunities
		(g) the consequences of Tanzanians' failure to respect the laws of other countries
		(h) the opportunities accruing from the good relations between Tanzania and other countries
		(i) developing good relations with citizens of other countries

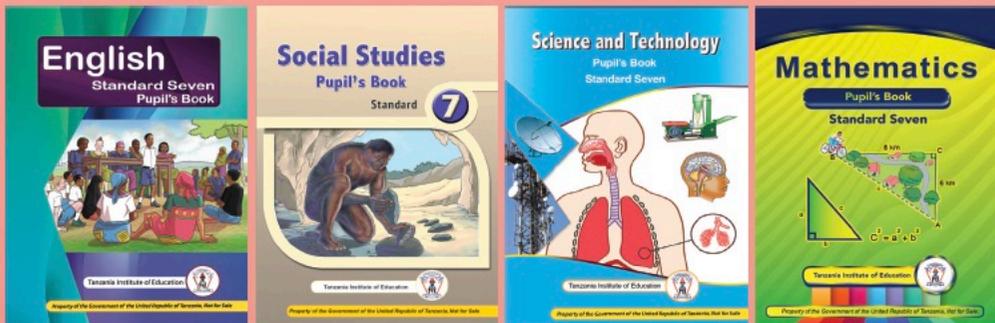
Vocabulary

Ambassador	an accredited diplomat sent by a country to represent it in a foreign country
Diplomacy	management of international relations in a peaceful, sensitive and tactful way, typically by a country's representatives abroad
Embassy	the official residence or office of an ambassador

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