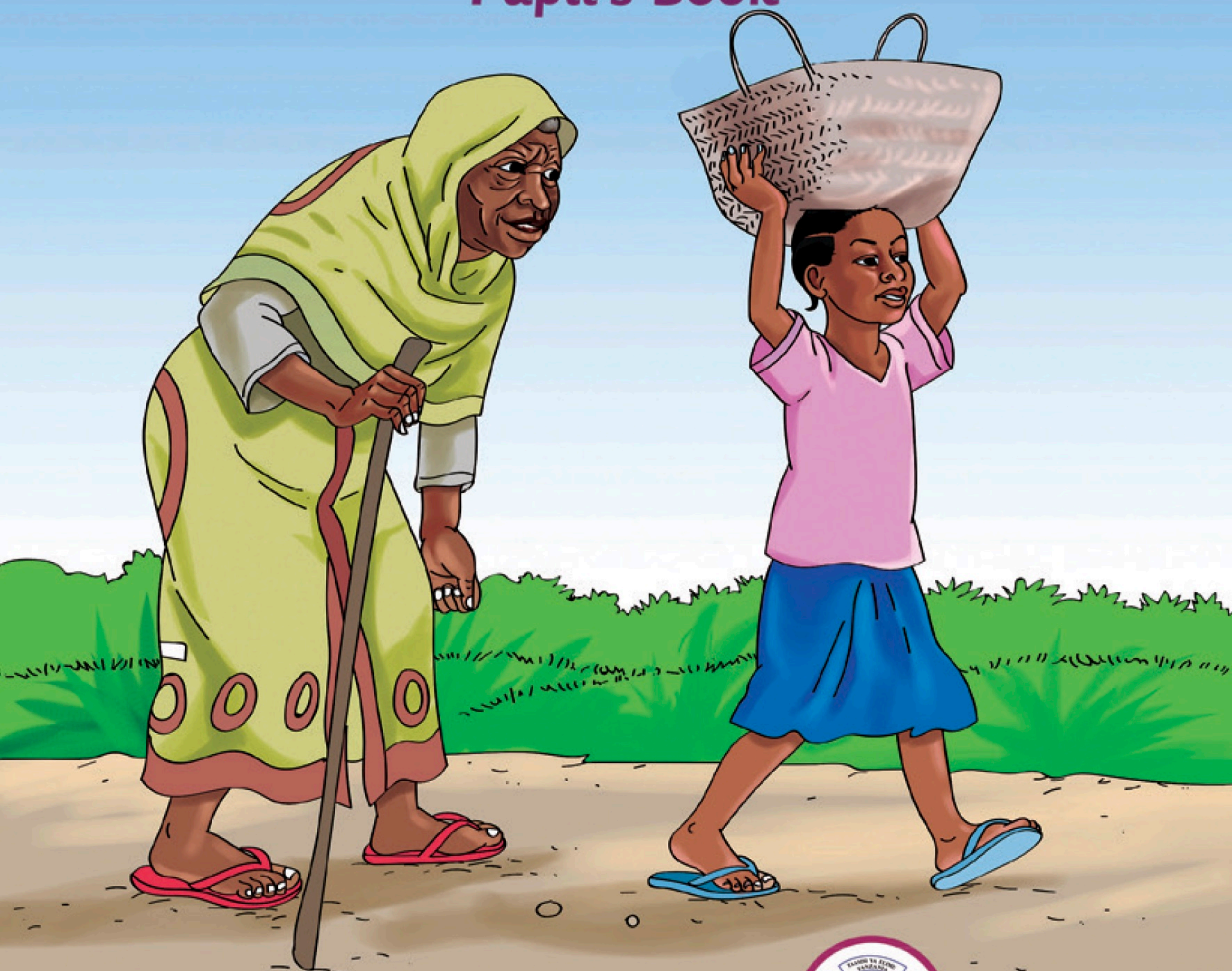


Civic and Moral Education

Standard Three

Pupil's Book



Tanzania Institute of Education



Civic and Moral Education



Standard Three Pupil's Book

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Commissioner for Education

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Dr Aneth A. Komba

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Introduction

This is the first book in a series of five books for Civic and Moral Education for primary schools. The book is designed according to the 2016 Civic and Moral Education syllabus. The book is divided into eight chapters that are in turn divided into a number of sub-sections. In each chapter, there are questions, exercises and activities that help the pupil to develop the intended competencies. Definitions of new and difficult words are provided at the end of each chapter.

Chapter One

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Loving our society

A society is made up of people who live together in a given area. Good people form a good society. In this chapter, you will learn how to live with other members of your society. You will also study good habits of the members of the society. The habits include self-love, self-awareness and love for others.

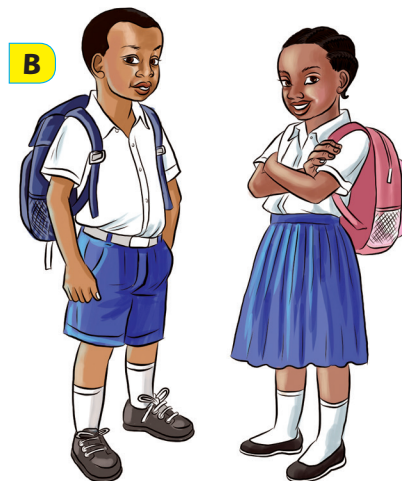
Loving yourself and loving others

Loving yourself

1. What actions does a person who love him or herself do?
2. What do people who do not love themselves do?
3. What are the benefits of loving oneself?
4. What are the disadvantages of not loving oneself?

Loving yourself means being proud of yourself and accepting who you are. A child who loves him or herself takes good care of his or her health. He or she avoids doing bad things and behaves well.

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



C



D



Figure 1 Acts of loving yourself

Questions

1. What activities do you see in Pictures A, B, C and D?
2. What other acts of loving oneself do you know?
3. What are the acts of a person who does not love him or herself?

Activity 1

List the actions in the following areas that show that you love yourself.

- (a) at home
- (b) at school
- (c) to the neighbours around you

Exercise 1

1. Mention actions which show that you love yourself.
2. What are the advantages of washing our clothes and cleaning our bodies?
3. Read the description of the following actions. What do you learn from them?

- (a) The pupil brushes his or her teeth and takes a bath every day.
- (b) Juma's friends are helping elders.
- (c) The pupil is wearing clean clothes.

Loving others

What do you do to show other people that you live well with others? Acts that show you love others include greeting them and listening to them. Others are helping people and guiding them well. People like to communicate with pupils who love others.

What steps would you take in the following situations?

- (a) A fellow pupil falls down and hurts his or her foot.
- (b) Your younger brother is crying.
- (c) A blind person is standing by the road side, waiting to cross the road.
- (d) Your fellow pupil does not have a pen, but you have two pens.
- (e) A teacher enters your classroom.
- (f) You wake up in the morning and meet your parents.

A pupil who loves others wishes them well. He or she also, helps them when they have problems. Similarly, she or he thanks them for their support and apologises when she or he offends them.

Questions

1. What other acts show that you love others?
2. What actions show that you love others
 - (a) at home?
 - (b) at school?
 - (c) in your neighbourhood?

3. What actions done by your friends show that they love others
 - (a) at school?
 - (b) at home?
4. How can you make your friends love others?

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

Nuru and Elifuraha are friends. They are both in Standard Three at Tupendane Primary School. They often visit each other. One day, Nuru went to Elifuraha's home. She saw Elifuraha's mother sleeping on the veranda. On that day, Elifuraha was not at home. Nuru greeted Elifuraha's mother. She told her that she was very sick. Nuru felt sad. Then, she went to ask for help from neighbours. Two neighbours arrived at the house and took the sick woman to hospital so that she could be treated. Later, she was allowed to go home. When Elifuraha returned home, she thanked her friend, Nuru. Nuru had shown love to Elifuraha's mother.

Questions

1. What do we learn from the above story?
2. What acts of showing love to others can you identify in the story?
3. What other acts of showing love to others do you know?
4. How else would you have helped Elifuraha's mother?

Activity 2

Write the steps that could be taken to help a fellow pupil who hurt his or her leg when playing football or netball at school.

Knowing yourself

Knowing yourself is being aware of your ability to do things. There are things you can do well and those you cannot. The natural ability to do good things is called talent.

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

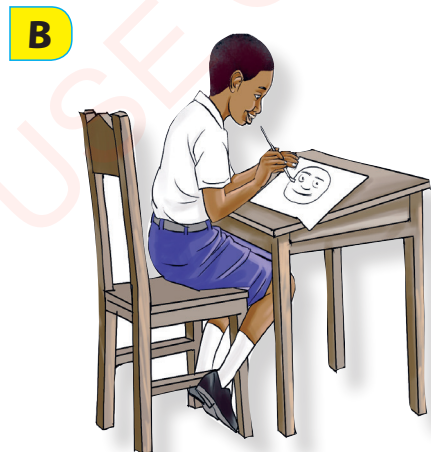




Figure 2 Actions showing different talents

Questions

1. What actions do you see in Pictures A, B, C, D and E?
2. Which action do you like best?
3. Can you perform the actions shown in Figure 2?
4. Which action can your friends do more effectively?
5. What talents do you have?
6. Which of the following actions require talent? Circle your answer.
 - (a) Singing, dancing, crying, sleeping and becoming sad
 - (b) Drawing, sitting, weaving, running and clapping hands
 - (c) Screaming, painting, acting and playing football

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

Miss Dina teaches Civic and Moral Education at Misufini Primary School. One day, she asked Standard Three pupils to talk about their talents. Each pupil was given an opportunity to share with others about his or her talent. Ashura and Juma said they could draw pictures very well. Sara and Musa said that they could sing very well. Grace and Zuberi said that they

could play football well. This made Miss Dina realise that her pupils had talents. She decided to develop the pupils' talents. She also advised them to work hard on their talents in order to develop them.

Questions

1. Which talents are mentioned in the story?
2. What is your talent?
3. What do you do to develop your talent?

Exercise 2

1. List five things you like to do.
2. Mention five actions you want your friends to do for you.
3. What actions can you perform well?
4. What should you do to perform better the actions in Figure 2?

Activity 3

Mention the names of the famous people that you know and their talents.

Ask yourself

What actions can you do to show that you live in peace with others?

Vocabulary

Skill an ability to do something well, especially because you have learnt and practised it

Talent a natural ability to do something very well

Chapter Two

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Loving our school

Schools are part of a society. Their role is to give the best care to children. A good school has good teachers and pupils. A school should have classrooms, toilets, teaching and learning materials, as well as a clean environment. A school with a good environment is important for learning. In this chapter, you will learn about activities that will make you like your school and be proud of it. Taking good care of the school environment is one of such activities. Others are working hard and showing good behaviour.

Knowing your school

There are things that you need to know about your school. They are school boundaries, the school emblem and the school uniform. Others are the school motto and the school song.

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

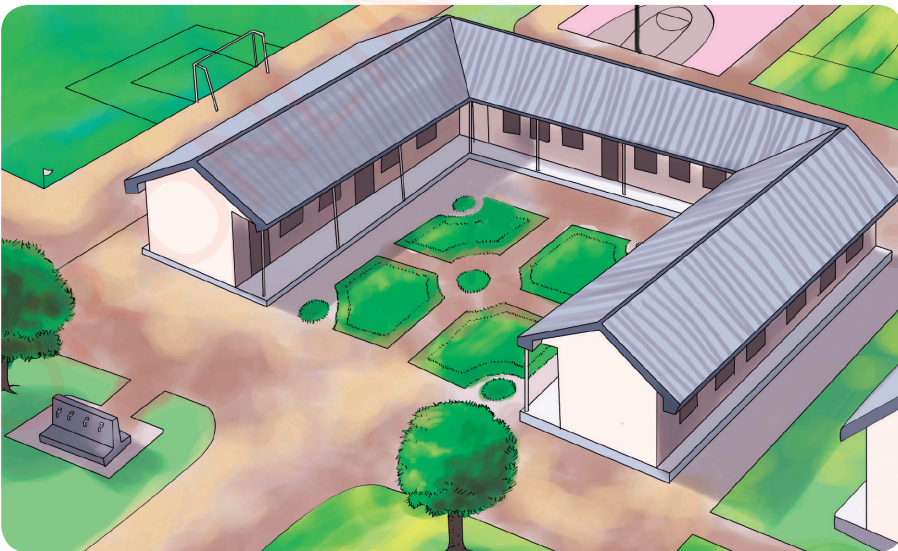


Figure 1 The school environment

Questions

1. What is the picture about?
2. What do you see in the picture?
3. Why is the area important to the community?
4. What activities are done in a school environment?

A song

Sing the following song and then answer the questions that follow.

We like our school, we like our school. x 2
We like our teachers, they teach us well.
We like our leaders, they lead us well.
We like our school emblem, it is our identity.
We like our uniform, it makes us look smart.
Academic commitment, discipline and the environment
constitute our school motto.
We like our school, we like our school. x 2

Questions

1. From the song above, which things tell us about the school?
2. Which other things can tell us about your school?
3. Write your school song.

Activity 1

List the things that show your school boundaries.

Taking care of the school environment

The school environment includes everything found in the school compound. It consists of buildings, playgrounds, flower gardens, trees and desks. Others are roads and toilets. Your school environment can be attractive if you keep it clean.

Every pupil must therefore keep the environment clean. You must clean the school grounds and plant trees and flowers. Furthermore, you should throw rubbish into dustbins. It is our duty to keep our environment clean.



Figure 2 Cleaning the school environment

Questions

1. What activities do you see in the picture?
2. Which actions can you take to keep your school environment clean?
3. How do you feel when you study and play in a clean and safe environment?

Activity 2

After class, cooperate with your classmates to clean the classroom.

Making your school well-known

Have you ever done anything good to make your school well-known? When pupils do good things, they make their school well-known. Good things include passing examinations, maintaining a clean environment and having good behaviour.

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

Upendo Have you seen the prize that we won? Without me, we would not have won the match.

Amani I am better than you! I am the most well-behaved pupil in our school. Our school will be well-known.

Nuru I am the best of you all. I am the pupil with the best examination results.

Tumaini Therefore, all of you are winners. You all deserve rewards, because you made our school well-known.

Nuru No! Doing well in examinations is not the same as playing games.

Amani Having good examination performance without having good behaviour is nothing.

Upendo We should not ignore sports and games because they help us build good character.

Tumaini It is not only good examination performance, games and behaviour that are important, but also cleanliness. We must keep our school environment clean.

Amani It is true that our victory is our school's victory.

Questions

1. What have you learnt from the conversation?
2. What things make your school well-known?
3. What other things can be done to make your school well-known?
4. How do you take part in different activities that make your school well-known?

Activity 3

Explain the things that have made your school well-known.

Exercise

1. Mention the symbols in your school emblem.
2. Mention the activities you do to keep your school environment clean.
3. List the things found in your school environment.
4. What things make you feel proud of your school?

Ask Yourself

What have you learnt about liking and being proud of your school? How can you use what you have learnt in your daily life?

Vocabulary

Boundary	a real or imagined line that marks the limits or edges of something and separates it from other things or places
Emblem	a drawing or picture that represents an institution, for example a school
Environment	the natural world in which people, animals and plants live
Motto	a short sentence or phrase that expresses the aims and beliefs of a person, a group, an institution, etc.

Chapter Three

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Loving our country

In this chapter, you will learn good things about our country and the symbols of the Nation. In the same way, you will learn about the national treasures as well as history of Tanzania.

Good things about our country

Our country is well-known for maintaining peace. Her people are honest and respect each other. The country has beautiful natural resources such as mountains and valleys. There are also rivers, lakes, an ocean and national parks in our country. People from various countries visit Tanzania. Some of them say that they like living in Tanzania.

There are various actions that show one's love for one's country. Examples are knowing and respecting national symbols. Another example is respecting national treasures and the history of a country. In Tanzania, we sing the National Anthem and other songs to praise our beloved country.

Sing the following song and then answer the questions that follow.

Tanzania Tanzania, nakupenda kwa moyo wote,
Nchi yangu Tanzania, jina lako ni tamu sana,
Nilalapo nakuota wewe, niamkapo ni heri mama wee,
Tanzania Tanzania, nakupenda kwa moyo wote.

Tanzania Tanzania, ninapokwenda safarini,
Kutazama maajabu, biashara nayo makazi,
Sitaweza kusahau mimi, mambo mema ya kwetu kabisa,
Tanzania Tanzania, nakupenda kwa moyo wote.

Tanzania Tanzania, watu wako ni wema sana,
Nchi nyingi zakuota, nuru yako hakuna tena,
Na wageni wa kukimbilia, ngome yako imara kweli wee,
Tanzania Tanzania, heri yako kwa mataifa.

Tanzania Tanzania, karibu wasio na kwao,
Wenye shida na taabu, kukimbizwa na walowezi,
Tanzania yawakaribisha, mpigane kiume chema wee,
Tanzania Tanzania, Mola awe nawe daima.

Questions

1. How do you feel when you sing the above song?
2. In the song, what praises are mentioned about Tanzania?
3. What other praises about Tanzania do you know?
4. How can you show your feelings and respect when you sing the song?

Activity I

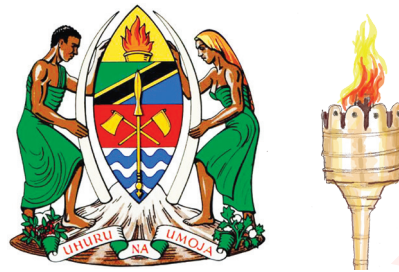
1. List other patriotic songs of Tanzania.
2. Write the song 'Tazama Ramani' in your exercise book.

National symbols

National symbols are items or signs that tell us about a nation. They represent the unity and pride of Tanzania. The symbols are the National Flag, the Coat of Arms and the National Anthem. The Uhuru Torch and the national animal (the giraffe) are others. Apart from the national symbols, there are also important official symbols that tell us more about Tanzania. These are the national festivals, the national currency and Kiswahili, the national language.

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

A



B



C



Figure 1 National and official symbols

Questions

1. Name the national symbols shown in Pictures A and C.
2. What are the features of the Coat of Arms?
3. Name the national symbol that appears on the following currencies in Picture B.
 - (a) The one-thousand shilling banknote
 - (b) The two-thousand shilling banknote
 - (c) The five-thousand shilling banknote
 - (d) The ten-thousand shilling banknote
4. Name the four colours of the National Flag.

Exercise I

Answer the following questions by filling in the gaps.

1. There are two types of currencies, which are _____ and _____.
2. The picture of the first President of Tanzania can be seen on the _____ note.
3. In the National Flag, the yellow colour represents _____.
4. The words on the Coat of Arms are _____ and _____.
5. The National Flag flies in the following places:
 - (a) _____
 - (b) _____
 - (c) _____

National treasures

Other things that tell us about our country are the national treasures. A treasure is a valuable thing which cannot be found easily. Our national treasures are peace, love, unity, patriotism, solidarity and dignity. Some of these treasures are mentioned in the national anthem.

Sing the National Anthem. Then, answer the questions that follow.

Mungu ibariki Afrika,
Wabariki viongozi wake,
Hekima umoja na amani,
Hizi ni ngao zetu,
Afrika na watu wake,
Ibariki, Afrika
Ibariki, Afrika
Tubariki watoto wa Afrika.

Mungu ibariki Tanzania,
Dumisha uhuru na umoja,
Wake kwa waume na watoto,
Mungu, ibariki
Tanzania na watu wake,
Ibariki, Tanzania
Ibariki, Tanzania
Tubariki, watoto wa Tanzania.

Questions

1. What are you supposed to take into consideration when singing the National Anthem?
2. What treasures are mentioned in the National Anthem?

Understanding the history of Tanzania

Tanzania is a union of two countries, Tanganyika and Zanzibar. Therefore, the name “Tanzania” was formed by combining parts of the two countries’ names.

Read the conversation between Mzee Jumbe and Fikiri and then answer the questions that follow.

- Mzee Jumbe** Do you know the history of Tanzania?
- Fikiri** No, I don’t. Please, tell me the history of our country.
- Mzee Jumbe** What in particular would you like to know about the history of Tanzania?
- Fikiri** I would like to know the origin of the name “Tanzania”. I would also like to know something about the union of Tanganyika and Zanzibar, and the founding fathers of our nation.
- Mzee Jumbe** I am pleased with your interest in that. Tanzania comes from the names of two countries.
- Fikiri** What countries?
- Mzee Jumbe** The countries were Tanganyika and Zanzibar.
- Fikiri** What happened to Tanganyika and Zanzibar?
- Mzee Jumbe** The countries united to form Tanzania.
- Fikiri** Ooh! When did they unite?
- Mzee Jumbe** Tanganyika and Zanzibar united on 26th April 1964.
- Fikiri** Thank you very much. Who were the leaders of the two countries at the time?
- Mzee Jumbe** Julius Kambarage Nyerere of Tanganyika and Abeid Amani Karume of Zanzibar.
- Fikiri** Thank you very much for explaining this to me.
- Mzee Jumbe** You are welcome.

Questions

1. What is the origin of Tanzania?
2. Who were the founding fathers of Tanzania?
3. When did Tanganyika and Zanzibar unite?

Activity 2

Mention important things you have learnt about the union of Tanganyika and Zanzibar.

Exercise 2

1. Name the things that make Tanzania attractive.
2. List the things that tell us about Tanzania.
3. Sing the National Anthem.
4. Draw and colour the National Flag of Tanzania in your exercise book.

Match the phrases in **Group A** with those in **Group B** so that they make complete meaning. Write the letter of the correct phrase in the box provided.

Group A	Group B
5. The union of Tanganyika and Zanzibar	(a) 24 th April 1964
6. The National Flag	(b) Peace, love, unity and dignity
7. The importance of the union of Tanganyika and Zanzibar	(c) The National Flag, the National Anthem, the Independence Torch and the national animal (giraffe)
8. Our national symbols	(d) Peace and security
	(e) 26 th April 1964
	(f) Blue, yellow, black and green

Ask yourself

What did you learn about Tanzania? Explain how you could use the knowledge you have acquired in your everyday life.

Vocabulary

Interest	the feeling that you have when you want to know or learn more about somebody or something
Origin	The point from which something starts, the cause of something
Patriotic	having or expressing a great love of your country
Treasure	something of great value which must be protected

Chapter Four

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Valuing our society

In this chapter, you will learn about valuing our society and taking care of the environment. You will also learn about building good relations with others.

Caring about yourself and others

What do you do to care about yourself? What do you do to show that you care about others?

Self-respect is one of the actions that show that you care about yourself. Another action is protecting yourself from things that may harm you. Acts of caring about others include loving, respecting and helping them. More importantly, you should protect them from things that can hurt them.

Caring about yourself

Caring about yourself means paying more attention to things that are important to you.

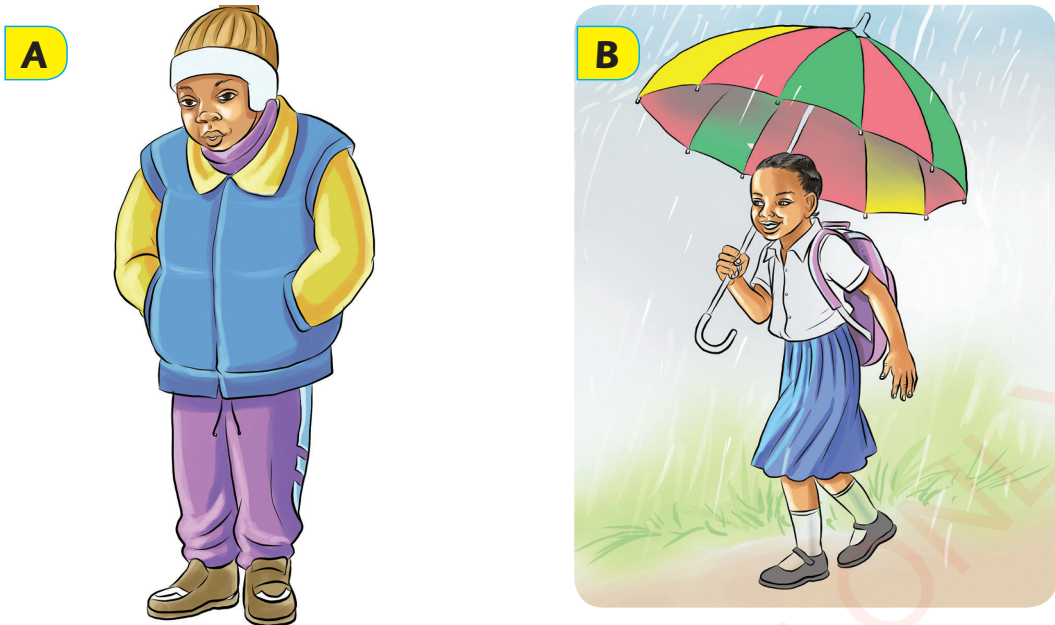


Figure 1 Acts of caring about yourself

What have you learnt after looking at the two pictures?

You have seen that the pictures show acts of caring about oneself. Do you know other acts of caring about oneself?

Read the story and then answer the questions that follow.

Masumbuko and Eliya are friends. They study at Chapakazi Primary School. They often go to school and return home together. One day, while on their way to school, Masumbuko saw ants crossing the road. Eliya was afraid and walked away from the ants, but Masumbuko walked closer to the ants and stepped on them. Eliya warned his friend that the ants would bite him, but he did not listen to him. He continued stepping on them. As he was doing so, Masumbuko fell down where the ants were. The ants climbed all over his body and started biting him. Masumbuko felt a terrible pain and started crying.

He called his friend for help. Eliya pulled him aside. He took off Masumbuko's shirt and wiped off the ants. Masumbuko was thankful for his friend's help.

Questions

1. What did you learn from the story?
2. What acts of caring about yourself are mentioned in the story?
3. Which actions show that someone does not care about him or herself?
4. What acts of caring about others do you know?
5. What advice would you give to a friend who behaves like Masumbuko?

Activity I

Mention five actions which you do every day and which show that you care about your health and safety.

Caring about others

If you do good things to your friends, it shows that you care about them. Caring about another person is treating him or her as you would like to be treated.

What would you do in the following situations?

- (a) You see an old woman or man carrying a heavy luggage.
- (b) Your friend has injured him or herself while playing football.
- (c) You found a school bag which belongs to another pupil.

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



Figure 2 Acts of caring about others

Questions

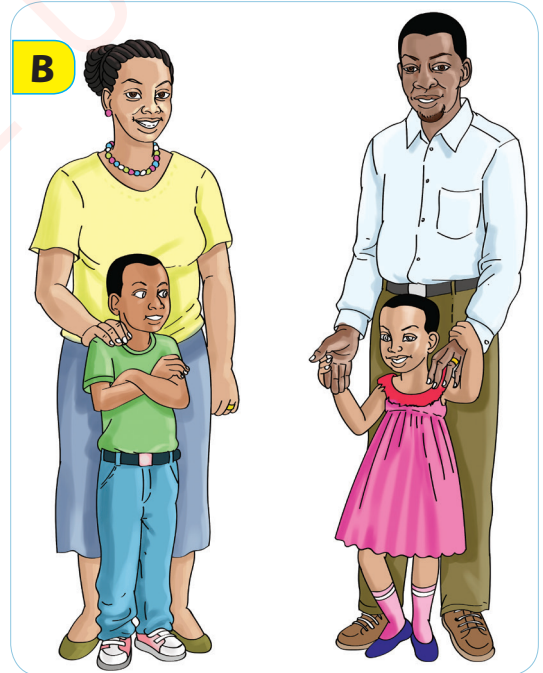
1. What do you see in Pictures A, B, C and D?
2. What acts of caring about others do you see in Pictures A, B, C and D?
3. What other acts of caring about others do you know?
4. What would you do if you were in the situations shown in the pictures?

Activity 2

Show how you cared for your fellow pupil.

Building good relations with others

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



C

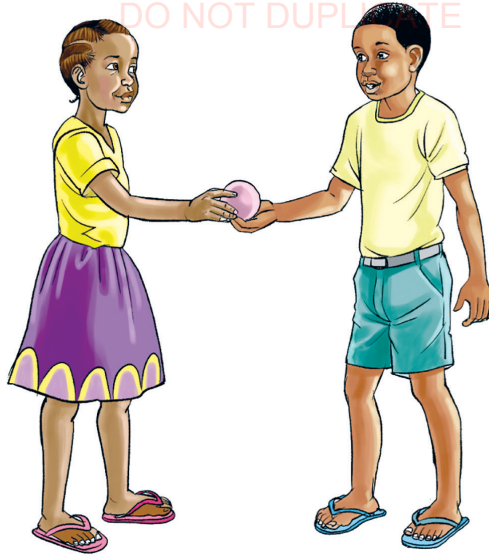


Figure 3 Actions that build good relations

Questions

1. What actions do you see in Pictures A, B, and C?
2. What have you learnt from such actions?
3. What are the other actions leading to good relations?

A good relationship is built on good communication with other people. It is also built by cooperating in solving problems. A good relationship makes people love one another and live together happily.

Good communication inside and outside the classroom

In everyday life, we communicate by sharing information, greeting one another and giving our views on various issues. Examples of words or expressions that show good communication with others are **thank you**, **I beg your pardon** and **I am sorry**. When does one use these words or expressions?

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

Nyamizi is a Standard Three pupil at Umoja Primary School. She has good manners. She fulfills her duties at school and at home. If she has not understood a lesson, she asks for help from other pupils. After getting help, she says “Thank you” to them. When she is wrong, she says “Sorry.” Also, she shows sympathy to other pupils when they are in trouble. Because of her good manners, she has made many friends at school.

Questions

1. What have you learnt from the story?
2. Which words show politeness?
3. Why does Nyamizi have many friends?
4. What are other ways of building good relationships?

Helping others to solve their problems

When you are solving other people’s problems, you build group affection. Furthermore, you build good relations with other people.

Study the following pictures and then answer the questions that follow.



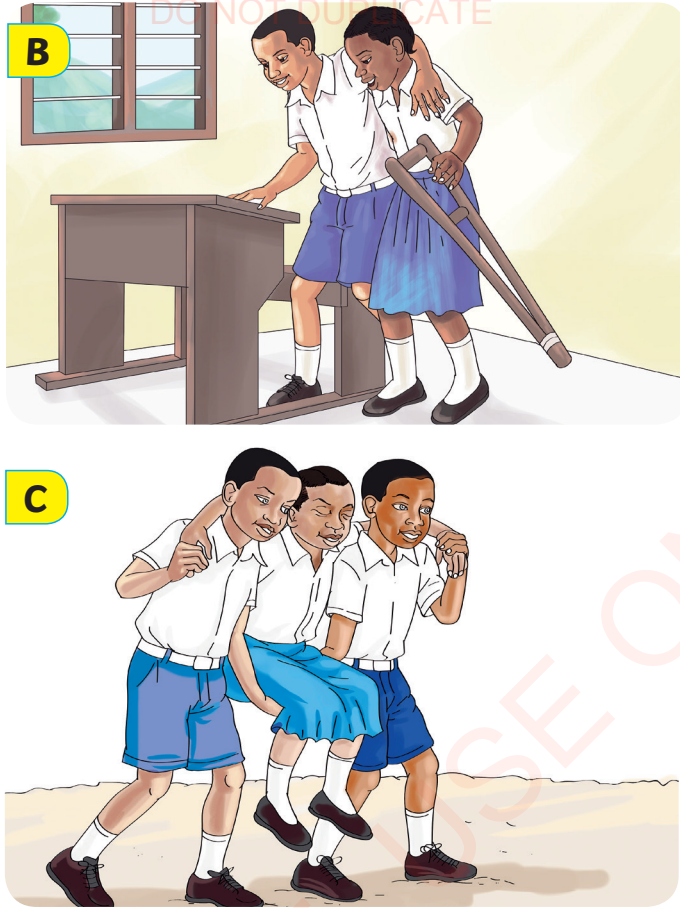


Figure 4 Actions of solving other people's problems

Questions

1. Which actions in the above pictures show that one is helping others to solve their problems?
2. Which other actions do you take to solve other people's problems?

Caring about the environment

Caring about the environment means protecting and keeping it attractive. It includes cleaning and putting rubbish in dustbins.

Knowing the environment around you

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

Asha

Good evening, Mwanaidi.

Mwanaidi

Good evening, Asha!

Asha

Excuse me, what is the meaning of the word environment?

Mwanaidi

Were you not taught it at school?

Asha

We were taught it, but I did not understand the lesson.

Mwanaidi

Well, the environment is the natural world in which people, animals and plants live. Also, the environment consists of air, water bodies and land.

Asha

Are birds and animals part of the environment?

Mwanaidi

Yes, they are. They are part of the environment.

Asha

Thank you! Now I know the meaning of the word environment.

Mwanaidi

You are welcome.

Questions

1. Based on the conversation above, what does the word 'environment' mean?
2. What things make up the environment?
3. What other things make up the environment, apart from those you have just mentioned?

Activity 3

What activities are done in taking care of the home environment and the school environment?

Valuing plants and animals

Have you ever cared about flowers in a garden? Have you ever fed animals like goats and cattle? Those who perform these actions care about plants and animals. The actions keep them alive.

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

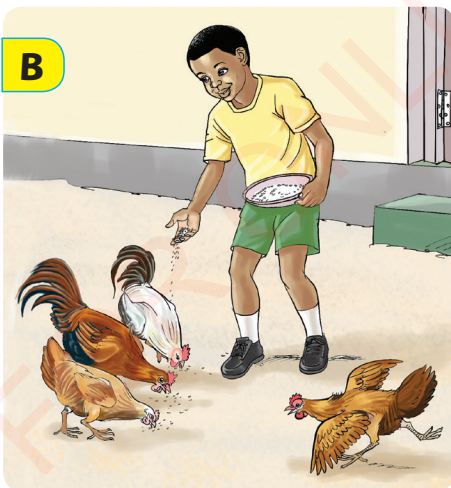


Figure 5 Caring for plants and animals

Questions

1. What did you see in Pictures A, B and C?
2. Which pictures show actions of caring about animals?
3. Which picture shows that you value plants?
4. What other actions show that you care about animals and plants?

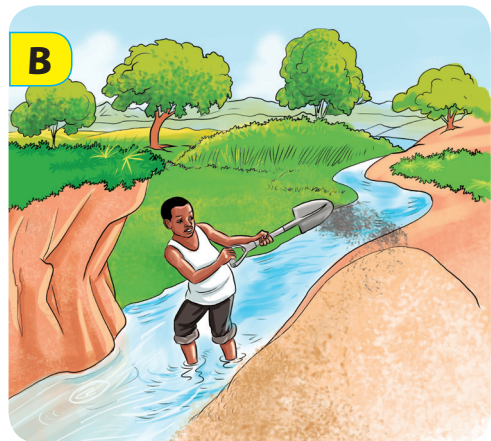
Activity 4

Draw up your weekly timetable. Indicate on it actions of caring about the home environment.

Caring about water sources

Water is important to people, plants and animals. Water comes from different sources such as rainfall, rivers, oceans, springs and lakes. Water is an important resource. We should not make it dirty. Actions which make water dirty are bathing, washing and urinating in it. Others are defecating and allowing animals to drink from water sources. Throwing waste and discharging chemicals into water sources are also bad actions. We should not waste water by leaving water taps on.

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



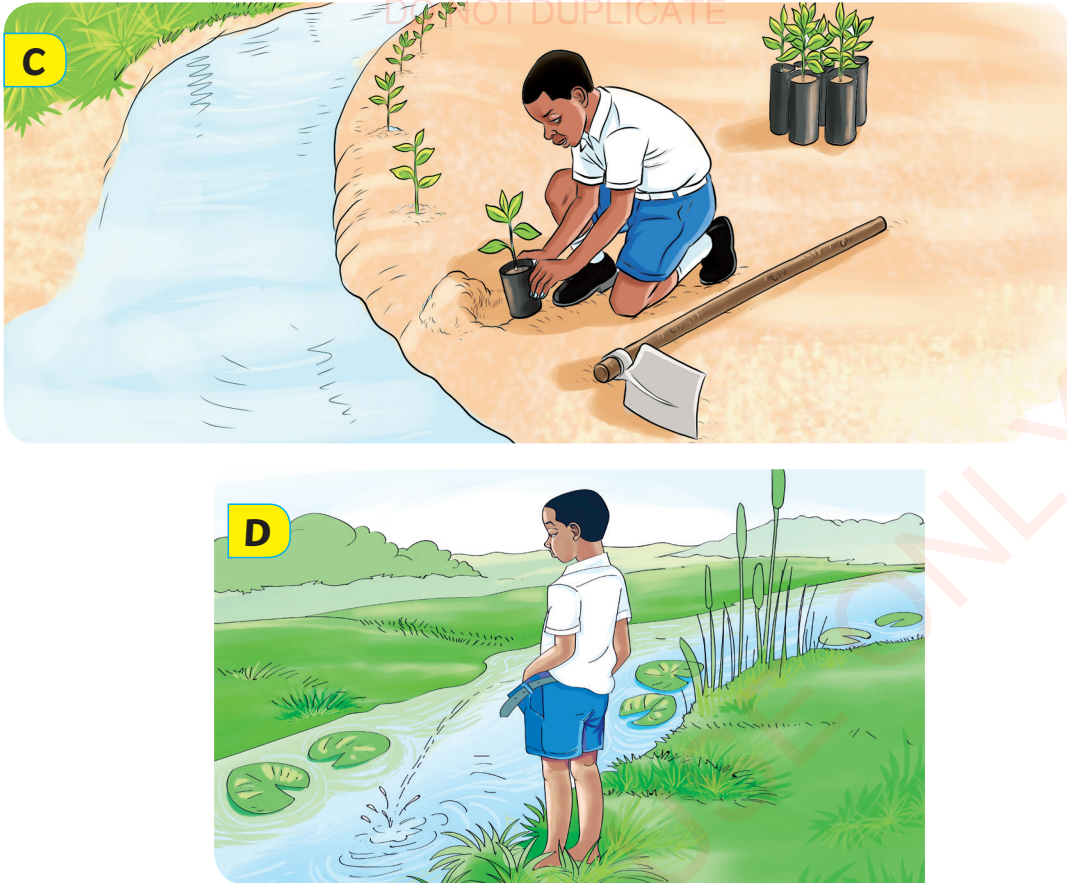


Figure 6 Actions showing caring about or damaging water sources

Questions

1. What actions can you see in the pictures?
2. Which pictures show that one cares about water sources?
3. Which actions show that one does not care about water sources?
4. What other acts of caring about water sources do you know?
5. What will happen if someone damages water sources?

Activity 5

Mention five actions which can spoil water sources.

Exercise

1. How can you help a classmate who has fallen down on the floor?
2. List the things you would do to build good relations with others.
3. Name the actions that can spoil water sources.
4. Explain how you would help another pupil to solve his or her problems.
5. Fill in every blank in **Column A** with an appropriate word from **Column B**.

Column A		Column B
Example: <u>I am sorry for you</u> , but you will get well soon.		
(a)	_____ lend me your pen?	Thank you a lot
(b)	_____ madam. I will not do it again.	I am Sorry
(c)	_____. You have really helped me.	Can you
(d)	_____ can I squeeze past?	Please
		Excuse me

Ask yourself

What actions show that you value your society?

Vocabulary

Resource property that a person or society owns

Chapter Five

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Being responsible

In Chapter Four, you learnt about the values and norms of your society. In this chapter, you will learn about being responsible and self-disciplined. You will also learn how to take care of your community resources. In addition, you will learn how to manage tasks. You will also learn how to cooperate with others in doing various activities.

Taking care of community resources

Resources are valuable things which can be used to bring about development. You should take care of the resources in your home, school and community.

Resources in our environment

Look around and ask yourself what resources are found in your school.

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



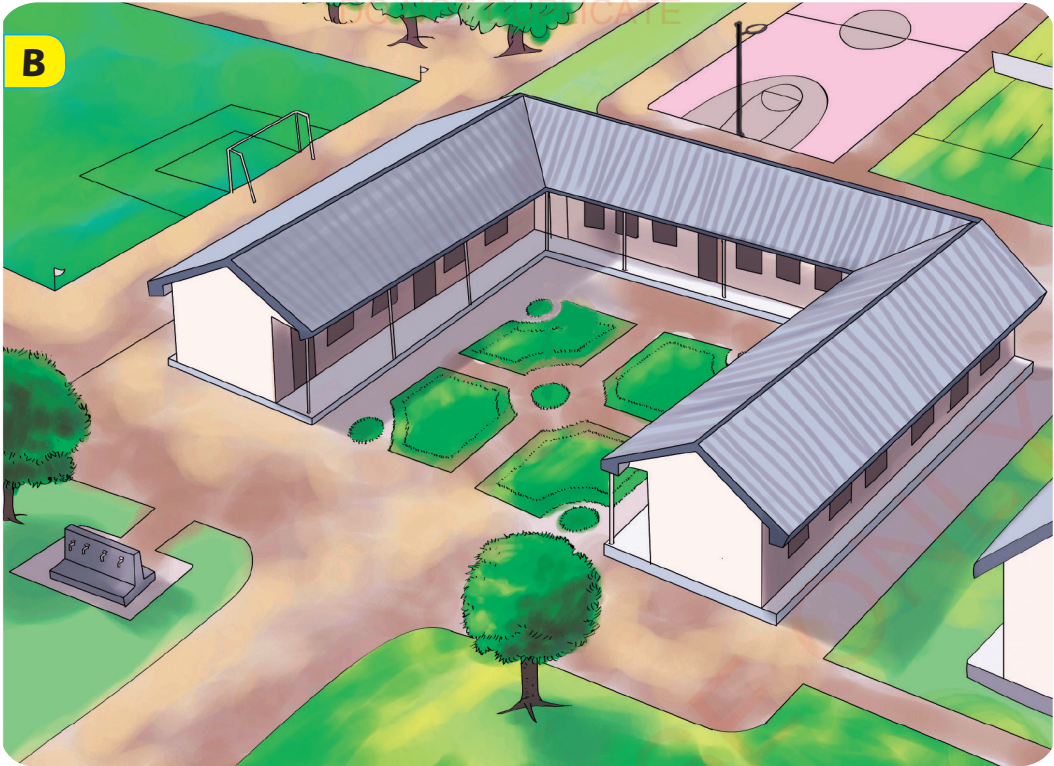


Figure 1 Resources found in the school environment

Questions

1. Name Pictures A and B.
2. Mention the resources shown in Picture A.
3. List the resources shown in Picture B.
4. Mention the resources available in your school.

Some of the resources available at school are buildings, desks and books. Others are school playgrounds, trees, water, electricity and sports facilities.

Activity 1

Mention all the resources available in your school.

Taking care of the resources in your surroundings

Taking care of resources means protecting them so that they can last longer. It is of great importance to one's community.

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

Baraka and Sara are the prefects responsible for safety and security at Kisiwani Primary School. Every morning, Baraka inspects the resources in all the classrooms and writes a report on them. Sara inspects the toilets, water taps and the tools for keeping the school environment clean. The aim is to ensure their safety. One day, Baraka noticed that three desks in the Standard Three classroom were damaged. Baraka asked the class monitor to name those who had broken the desks. He was told that Masero had stood on the desks and broken them. Baraka reported the damage to the class teacher. The teacher invited Masero's parents to school and discussed the damage with them. After the discussion, the parents gave the teacher some money for repairing the desks. The teacher told Masero not to damage desks again. He also said that no pupil should destroy school resources.

Questions

1. What have you learnt from the above story?
2. Which actions show protection and care for school resources?
3. Who are responsible for taking care of school resources?
4. What are you supposed to do to protect your school resources from being damaged?

Activity 2

List three school resources and mention where they are kept.

Example,

- | | | |
|-----------|---|------------------------------|
| (a) Radio | – | in the head teacher's office |
| (b) Books | – | in the library |

Doing home and school duties

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





Figure 2 Pupils doing household and school chores

Questions

1. What do you see in Pictures A, B, C, D and E?
2. What other chores do you do at home and at school?
3. Why is it important to fulfil your duties?

Activity 3

Draw up a one-week timetable for fulfilling your duties.

Managing your home and school duties

Have you ever been assigned a duty to do under someone's supervision? Have you ever supervised other pupils? What tasks did you supervise at school and at home?

What do you do when

- (a) a pupil throws rubbish in the classroom?
- (b) a pupil urinates outside the toilet?
- (c) a pupil fails to clean a classroom?

We hope that you will help your fellow pupils to perform the tasks they have been assigned to do.

Read the story and then answer the questions that follow.

Joshua is a Standard Three prefect at Ukombozi Primary School. He draws up the timetable for cleaning the classroom every week. He also encourages his fellow pupils to clean their classrooms properly. He writes the names of those who do the work well. He also posts them on the notice board. Fellow pupils clap for those who clean the classroom well. Also, Joshua collects other pupils' exercise books and submits them to the subject teacher. He was appointed the school's environment prefect because of his good leadership qualities.

Questions

1. What is Joshua's behaviour like?
2. Why was Joshua appointed the school's environment prefect?
3. What have you learnt from Joshua's behaviour?

Everyone is responsible for the tasks he or she performs at home and at school. We must not depend on our leaders and parents. In addition, one has to supervise others wherever necessary.

Activity 4

Imagine that you are a class monitor. Mention four ways of leading your classmates.

Cooperating in doing tasks

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

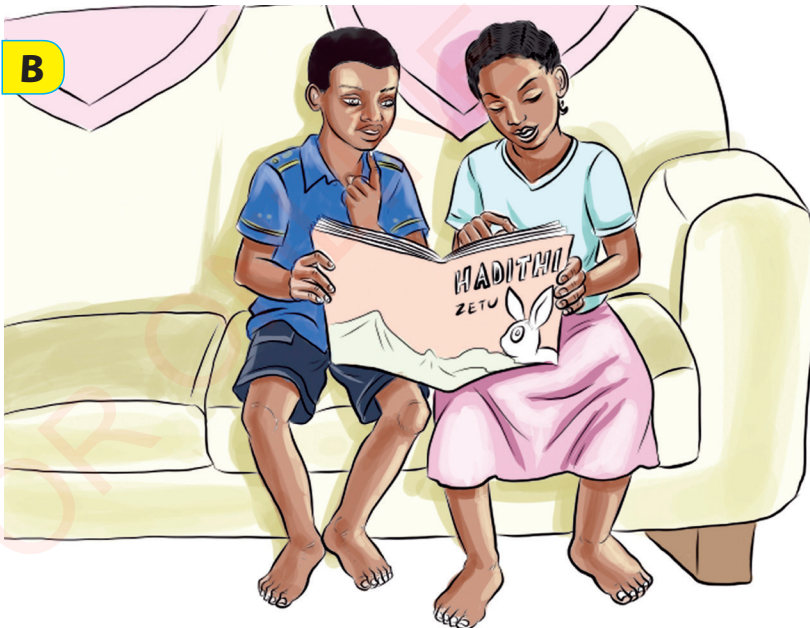




Figure 3 Pupils cooperating in doing tasks

Questions

1. What actions of cooperation do you see in Pictures A, B, C and D?
2. What other actions of cooperation do you know?
3. What are the advantages of cooperating with your friends in doing tasks?

Pupils cooperate in studying, cleaning and playing games. Cooperation builds friendships and enables one to work hard. To succeed in school, we must work together.

Activity 5

Mention five activities that require you to cooperate with others.

Criticising and accepting criticism

Criticising means telling someone his or her weaknesses. Accepting criticism is the same as accepting your weaknesses.

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

Maira is in Standard Three at Iringo Primary School. At break time, he discusses different things with other pupils. One day, he told another pupil that the first Prime Minister of Tanzania was Edward Sokoine. Amoni criticized him. He said that the first Prime Minister of Tanzania was Rashidi Kawawa. Maira did not agree but made fun of him. The next day the Civic and Moral Education teacher went to their classroom. Salma asked a question.

Salma Excuse me, madam, who was the first Prime Minister of Tanzania?

Teacher Pupils, can anyone of you answer the question?

Amoni Rashidi Kawawa was the first Prime Minister of Tanzania.

- Maira** Really? Was it not Edward Sokoine?
- Teacher** Amoni is right. Rashid Kawawa was the first Prime Minister of Tanzania.
- Maira** Thank you, madam. I agree with Amoni.

Questions

1. What behaviour did Amoni show?
2. What did you learn from Maira's behaviour?
3. What are the benefits of accepting criticism?

Activity 6

When were you last criticised? How did you react?

Exercise

1. Mention some of the things that you do to ensure that the school resources are looked after properly.
2. Name the actions that a self-disciplined pupil does at school and at home.
3. What are the roles of a class monitor?

Ask yourself

What things concerning being responsible have you learnt?
How will you apply them at home and at school?

Chapter Six

Handling difficulties in life

In the previous chapter, you learnt about the importance of being responsible. In this chapter, you will learn how to handle difficulties in life. You will also learn how to overcome challenges.

Understanding people with different kinds of behaviour

You must understand people with different kinds of behaviour. Understanding people with different kinds of behaviour will enable you to live with them peacefully.

Accepting others

Human beings are different in nature and think in different ways. Some have mental and physical disabilities. Some think differently from you. You must support, respect and accept people with different opinions or physical disabilities.

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

Robi, Juma and Sayi are Standard Three pupils at Mwakaleli Primary School. One day, Robi laughed at Juma when he was telling a story. Robi laughed at Juma because he was stammering. Sayi was not pleased with what Robi did. Juma became afraid of speaking in front of others. Sayi told Robi not to laugh at him again. This is because Juma did not choose to talk like that. Robi apologised to Juma. Juma forgave Robi and they continued to be good friends.

Questions

1. What did Robi do?
2. What do one learn from Sayi?
3. If you were Juma, what would you do?
4. What other actions do you know concerning accepting others?

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



Figure 1 Acts of accepting and rejecting others

Questions

1. What acts of accepting others are shown in Picture A?
2. What acts of rejecting others are shown in Picture B?
3. What other acts of accepting others do you know?

Activity I

How would you help a pupil with disability to sit on the desk?

Accepting the behaviour of others

In our society, there are people with different kinds of behaviour. There are proper and improper behaviours. Accepting the behaviour of others will help you live in peace with them. Have you ever been disturbed by your friends or classmates? If yes, how did you react?

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



Figure 2 Acts of tolerating other people's behaviour.

Questions

1. What kind of behaviour did John show?
2. If you were John, what would you do?
3. What other actions of accepting other people's behaviour can you perform?

You need to help others when they are in trouble while at school or at home. If you learn to accept others, you can study well. In addition, you will do well in your life.

Activity 2

1. List the kinds of behaviour you do not like.
2. Mention the kinds of behaviour you like and accept at home and at school.

Using polite language when you are annoyed

You will be respected if you use polite language while talking to other people. They will listen to you and you will avoid disputes. When you are criticised, use polite language because wisdom builds character. Wisdom will also help you avoid trouble.

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

Lomayani

Hello, Hadija! How are you today?

Hadija

I am fine, thank you. And you?

Lomayani

I am fine, too. Congratulations! I heard that you are top of your class.

Hadija

Yes. Please tell me about your position in your class.

Lomayani

I am in the middle position. I am neither the first nor the last pupil.

Hadija

Hahaha! I heard that you got a zero score in Mathematics!

Lomayani

Is it funny?

Hadija

Hahaa! What a shame?

Lomayani

Stop laughing at me. It makes me feel bad!

Hadija

Work harder! You will pass your examinations. If you do so, I will not laugh at you again.

Questions

1. Which words show that someone offended another?
2. Which words show that someone accepts someone else's behaviour?
3. Mention two events in which you were offended.
4. How did you react in each event?
5. What happened after you took action?
6. What will you do if you are offended again?

Accepting challenges in order to reach your goals

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

Hamisi is a Standard Three pupil at Balimi Primary School. He was the fifth in his class in the first term examinations. Hamisi worked hard. He did this in order to be the best pupil. He drew up a study timetable and followed it closely. He paid attention to the school rules and he did all his works on time. As he had no books to read, he borrowed some from other schools. Finally, he achieved his goal.

Questions

1. What challenges did Hamisi face?
2. How did Hamisi reach his goal despite all the challenges?
3. Do you think Hamisi's behaviour is good and should it be followed by others? If yes, why?

This story teaches us that to achieve our goals, we must accept challenges. We must also face them wisely.

Activity 3

1. What goal do you want to achieve by studying Civic and Moral Education?
2. Mention the challenges you are likely to face in the effort to achieve your goal.
3. How will you handle the challenges?

Being patient in learning new ideas

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

Sule is a Standard Three pupil at Wami Primary School. He lived with his parents near the Uluguru mountains. Sule often saw a white thing in the middle of the mountain. Sule wanted to know what it was.

One day, he met his friend, Kobelo. He told him what he had seen on the mountain. They agreed to climb the mountain together to find out what it was. One morning, they started going to the mountain. They walked for so long that they were very tired. Kobelo advised Sule to end the trip but Sule refused. He encouraged his friend to continue with the trip to the mountain.

Soon after, it started to rain. The rain made the path very slippery and walking was very difficult. They continued to walk, despite that. Finally, they reached a waterfall with fast flowing water. Sule was surprised. He said, "Ooh! This is what I saw! The waterfall might be the source of the river that runs near our house." They returned home happily and told their parents what they had seen.

Questions

1. What did Sule do to see closely what he had seen?
2. What did Sule do to show that he could handle difficulties?
3. What kind of behaviour did Kobelo show?
4. What did you learn from the story?

Activity 4

Mention actions of being patient in finding new ideas. Then, write them in your exercise book.

Exercise

1. Why should we accept the behaviour of others?
2. What are the advantages of accepting challenges in daily life?
3. Why should we use good language when talking to other people?
4. What are the benefits of working hard and completing tasks on time?
5. Write **"True"** for a correct statement and **"False"** for an incorrect one.

- (a) To reach our goals, we must face challenges wisely. _____
- (b) If you can handle problems in life, you cannot learn and succeed in life. _____
- (c) We should accept people with different ideas and those with disabilities. _____
- (d) A pupil who completes his or her work on time is obedient. _____
- (e) It is not good to talk to your friends using polite language. _____

Ask yourself

How can patience help you in your daily life?

Vocabulary

Challenge	a difficult situation which tests a person's ability and skills for reaching a goal
Disability	a condition that makes it difficult for someone to do things that other people can do for example, failure to walk, read, hear and speak properly
Goal	an objective to be achieved. What you want to achieve
Offend	to make someone feel upset by something you have said or done
Stammer	a speech problem in which someone speaks with unusual pauses or repeated sounds
Wisdom	the ability to make good decisions

Chapter Seven

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Being honest

In Chapter Six, you learnt how to develop character for handling difficulties in life. In this chapter, you will learn about honesty. Being honest is shown by being truthful and open, believable, and by doing what is right. Honesty is living according to the values of a given society.

Building an honest behaviour

Honesty comes from telling the truth, being sincere, keeping promises and being obedient. Trust is built by keeping promises and telling the truth. Other acts of being honest are keeping secrets and disclosing bad things. Honesty is also shown by taking good care of assets given to you. Similarly, a person is honest when he or she lives according to his or her plans. Honesty can help a person to reach his or her goals.

Think about the following actions.

- (a) A child picked up some money and gave it back to the man who had dropped it.
- (b) A pupil returned the book he had borrowed from the teacher on time.
- (c) A child spoke the truth about a fellow who had stolen some money.
- (d) A child told her mother that she had broken a plate.

You have seen different actions of being faithful. It is important to be faithful in life.

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

Hoza and John are Standard Three pupils. One day, Hoza and John were walking along the road. On the way, they saw Mzee Juma riding his bicycle. After passing them, Mzee Juma dropped his wallet without knowing. Hoza picked up the wallet and showed it to John.

John checked the wallet and saw some money in it. He advised

Hoza to share the money between them, but Hoza refused. He took the wallet, ran after Mzee Juma and gave it back to him. Mzee Juma thanked Hoza and gave him ten thousand shillings as a reward. Hoza refused to take it. John was angry and blamed Hoza for giving the money back to Mzee Juma.

On the following day, Hoza and John went to the shop. They went to buy a pen and an exercise book. At the shop, Hoza realised that he did not have enough money. He asked the shopkeeper if he could buy the items on credit. He promised to pay for them on the following day.

Shortly after, Mzee Juma appeared and asked, "Hoza, what do you want to buy?" The shopkeeper told him that the two boys wanted to buy a pen and an exercise book. But they did not have enough money. "I will pay for the items" said Mzee Juma. Hoza thanked him for his kindness and received the items from the shopkeeper.

Questions

1. What did Hoza do to show that he is honest?
2. What did John do to show that he is not honest?
3. Why do you think Mzee Juma decided to pay for the items?
4. What reward did Hoza receive for being honest?

Activity 1

Explain the benefits of being honest.

Acts of being dishonest

Acts of dishonesty happen often in daily life. Have you ever met someone who is dishonest?

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

Pupils at Rebu Primary School were planning to buy a ball. They contributed some money for that purpose. They chose Kimune as their treasurer (the person who would keep the money).

On Saturday, Kimune and Duda were told to go to the market to buy a ball. They asked several sellers about the prices of balls before buying one. At the market, they saw people gambling. Kimune was attracted to the game. He suggested that they should also gamble so that they could get more money. Duda refused to gamble. He said, “What if we lose the money? What will we tell our friends?” But Kimune did not listen to him and gambled.

As Kimune was gambling, Duda left and went to inform his friends about it. Kimune tried the first time and won. He did it again and lost all the money. Kimune cried and regretted his decision.

Questions

1. What have you learnt from the above story?
2. Do you think a situation like that is common in your society?
3. What kind of loss was caused by dishonesty?

Activity 2

Mention five acts of being dishonest.

Being open and truthful

The absence of openness and honesty can cause serious problems. Examples of such problems are quarrels, doubts, breach of peace and insecurity.

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

Mcheku and Sara are Standard Three pupils at Kideka Primary School. At break time, they played in the bush near their school. They picked up pebbles and played a game called “kwangukwako.” Suddenly, Mcheku screamed. Sara asked, “What is the matter?” Mcheku said that a snake had bitten her. They walked back to school as Mcheku’s pain increased. They were afraid of reporting the snake bite to one of their teachers. This was because they were not allowed to play in the bush.

The bell rang and the pupils entered the classroom. Mcheku and Sara entered the classroom with fear. The snake poison continued to spread in Mcheku’s body. Within a short time, she fainted. The pupils who sat next to her reported Mcheku’s problem to the teacher. The teacher did not know what had happened. So, Mcheku was taken to hospital.

At the hospital, Mcheku’s condition got worse. No one knew what had happened to her, except for Sara. Finally, Sara told the head teacher what had happened to Mcheku. The head teacher ran quickly to the hospital. He told the doctor what had happened to Mcheku. She got treated and recovered later. The head teacher returned to school. He called all the pupils and told them about Mcheku’s illness. He also advised them to obey the school rules.

Questions

1. What did you learn from the above story?
2. What happened to Mcheku?
3. What kind of advice would you give to pupils who behave like Sara and Mcheku?
4. If you were Sara, what would you do in such a situation?

It is good for children to talk openly to parents, guardians and teachers. Children should not keep secret what they do or what happens to them. Being open and truthful, it will help them to solve their problems in time.

Activity 3

Mention five benefits of being open and truthful.

Duties and rights of children

What rights and duties do you have as a pupil and as a child? Ask yourself the following questions.

- (a) What would you like your parents to do for you?
- (b) What wouldn't you like your parents or other people to do to you?
- (c) What responsibilities do you have at school and at home?

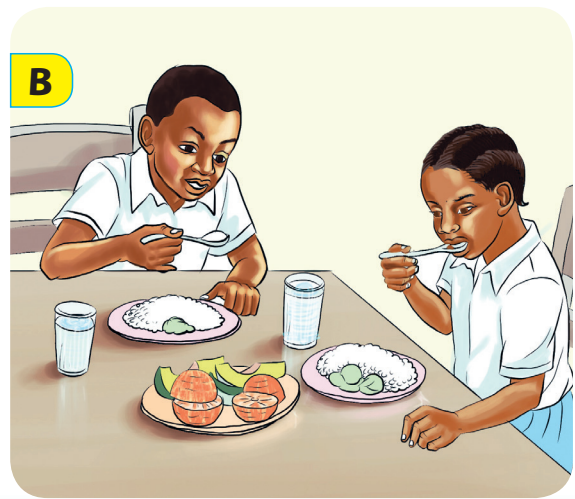
Children have rights. Some of the rights are to be loved and to be educated. Children also have the right to quality health care and the right to eat a balanced diet. They have the right to be heard and protected. However, children are required to fulfil their duties. Their duties are to work hard, love others and take care of their health. They must obey their parents and teachers. They should also help others.

Think of the following actions which show the rights and duties of children. Put a tick (✓) in the column of your choice.

See the examples given in 1 and 2.

No	Actions	Right	Responsibility
1	Learning from mistakes		✓
2	Living in a good house	✓	
3	Taking part in decision-making		
4	Accepting people with disabilities		
5	Playing for fun		
6	Receiving good parental care		
7	Listening to others		
8	To be given a good name		
9	Getting protection		
10	Working according to one's abilities		
11	Getting a good education		

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



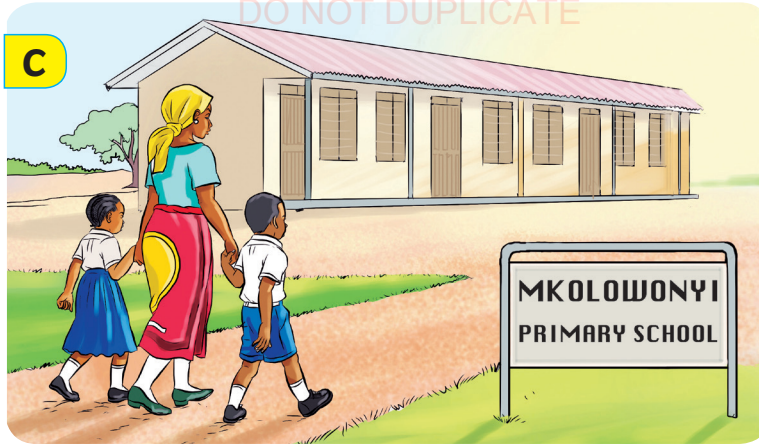


Figure 1 Actions showing the rights and duties of children

Questions

1. What do you see in Pictures A, B, C and D?
2. Are the actions done in your society?
3. Which actions show that children are given their rights?
4. What rights are you given at home and at school?
5. What will you do if you are not given your rights at home?
6. What will you do if you are not given your rights at school?

Activity 4

Mention five kinds of work you do at the following places.

- (a) at school (b) at home

Actions that deny children their rights

In order for children to grow well, they must be loved and protected by all. It is wrong to harass children. Children should not be assigned work to do that can harm their health. Examples are crushing gravel carrying heavy loads and corporal punishment.

Activity 5

Mention the actions that are against children's rights in your community.

Exercise

1. Outline the honest actions you have done both at school and at home.
2. What are the dishonest actions done by children at school and at home?
3. List at least three rights of children.
4. Explain children's duties that are fulfilled both at home and at school.

Ask yourself

How can you apply what you have learnt from being honest in your daily life?

Vocabulary

Responsibility

what someone is expected to do

Right

something a person deserves to have or get

Chapter Eight

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Maintaining peace

In this chapter, you will learn about how to live with others peacefully. You will also learn about how to cooperate with other people in your community. You will also learn to respect their different ways of life. This will help you build friendships with people from different countries.

Peace is a feeling of calmness and freedom. Peace exists when you get your rights on time and in harmony. We have got to understand the fact that we live in one society but we are different. Yet, we must work closely when reading, travelling and playing. We must also be happy living together.

Living with other people and respecting their ways of life

There are many ethnic communities in our country. Thus, different languages are spoken in our country. We also eat different types of food. We wear different kinds of clothes and live in different kinds of houses. We also live with people from various parts of the world, including Europe, Asia, Australia and America.

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

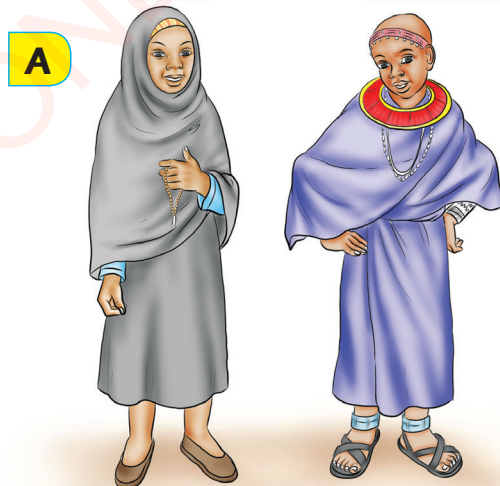




Figure 1 People with different cultures

Questions

1. What do you see in Pictures A and B?
2. What did you learn from the two pictures?
3. Have you ever lived with people of different origins?
4. Mention the things which you have seen and which differ from those found in your community.

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

Hehe

We are the Hehe from Iringa. We are proud of our ethnic community.

Nyakyusa

What exactly are you proud of?

Hehe

We are at the backbone of the history of Tanzania. We are proud of Kalenga.

Nyamwezi

That is not true. Keep quiet! The backbone of the history of Tanzania is Tabora!

Hehe

We fought the Germans and killed their soldiers more than any other ethnic community did.

Nyakyusa

We did not fight the colonialists or the Arabs.
They both feared us.

Nyamwezi

Tanzania's history lies in Tabora! The home
of Isike and Mirambo.

Questions

1. What ethnic communities are mentioned above?
2. What have you learnt from the above conversation?
3. What benefits do we get when different ethnic communities live together in peace?

Activity I

Ask your fellow pupils to mention the ethnic communities which they belong to and the regions they come from. Then, write the information in your exercise book.

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



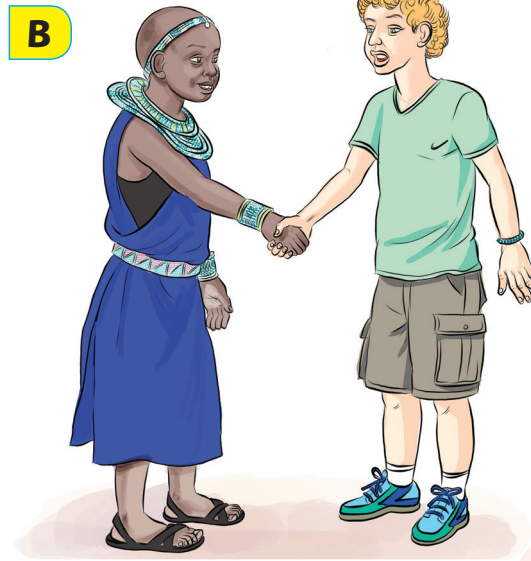


Figure 2 People of different origins playing together and greeting each other

Questions

1. Mention the actions shown in Pictures A and B.
2. What do you learn from the pictures?
3. How do you work with people belonging to different ethnic communities?

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

Tumaini and Mkakeni were friends. They started school at the same time. Tumaini was from Iringa but Mkakeni was from Kilimanjaro. When they were in Standard Three, Mkakeni's parents died. Therefore, she became an orphan. Mkakeni started to face certain challenges because she lacked some basic needs. Sadly, Mkakeni stopped going to school. The reason was that nobody was willing to buy her important school items.

Tumaini was not happy about what had happened. She asked her father to buy Mkakeni the school items. Her father agreed and began to buy her the items. He supported her until she completed her university education.

Questions

1. Where did Tumaini and Mkakeni come from?
2. What have you learnt from the story?
3. Which actions show love and cooperation between people belonging to different ethnic communities?

Activity 2

Mention ten ethnic communities found in Tanzania.

Learning about different ways of life

It is important for you to know the ways of life of different people you live with. Therefore, try to learn about the lives of others. After knowing their ways of life, respect them. Respecting them will help you to build good relations with other people. It will also help you to live happily with others.

Read the following poem aloud and then answer the questions that follow.

1. Knock, Knock here we come
We speak different languages at home
Kingindo, Kizaramo, Kizigua and Kihehe
We are proud to be here.
2. For our country to be strong
We must respect our culture
Let us respect our customs and traditions
Protecting them is our mission.
3. Let us protect our bodies with long clothes
That cover us no matter how the wind blows
Let us value our culture
And abandon things that are vulgar.

4. We dance to Mganda and Lizombe
Drums beating makes people move at once
Let us learn from others
But never ignore what is ours.
5. Ugali, kande and matoke make us strong
Our natural food is what our bodies long for
Pizza, coke and popcorn taste good
But they make us weak.
6. We are proud of our culture
Sister, brother, father, mother
Our customs of Tanzania
Will spread far and wide.

Questions

1. What have you learnt from the poem?
2. What would you like to know about other ethnic communities?
3. Are all the things in our ways of life good? Explain.

Activity 3

Select five ethnic communities found in Tanzania and fill in the following chart. Show where people belonging to such ethnic communities live and their traditional foods. Number one has been done for you.

No	Ethnic community	Region	Traditional food
1	Masai	Arusha/Manyara	Meat and milk
2			
3			
4			
5			
6			

Respecting other people's cultures

We live in a society whose people differ in terms of their ways of life and culture. The differences can be seen in clothing, language, food and dance, among others. You must respect these differences and the cultural beliefs forming them. It is not good to ignore or use harsh language against other people's ways of life.

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

A



Figure 3 Actions and dresses showing the cultures of different people

Questions

1. What do you see in Pictures A and B?
2. Are these actions and dresses common in your society?
3. How do you feel when you perform traditional dances belonging to other ethnic communities?
4. What advice would you give your friends who despise other people's ways of life?
5. Mention five actions that you do to show respect for other people's ways of life?

Activity 4

From any ethnic community, mention the traditional instruments played in their traditional dances.

Avoiding bad ways of life

It is important to abide by the traditions and customs of our ethnic communities. We must know that some ways of life are not good for others.

Read the following story and then answer questions that follow.

Losinyari and Esupati are Mzee Lendise's children. Losinyari is ten years old and Esupati is nine. Losinyari is a Standard Four pupil at Miti Mirefu Primary School. Esupati is not enrolled in school by her father. She stays at home, working with her mother. One day, Losinyari asked his father why his sister had not been sent to school. Mzee Lendise said that their customs did not allow girls to get an education. Losinyari tried to persuade his father to send Esupati to school. However, he was not successful. Esupati cried whenever she saw other children going to school.

After seeing that all his efforts had failed, Losinyari decided to talk to the head teacher about the matter. The head teacher called Mzee Lendise and asked him about Esupati. He wanted to know why Esupati had not been enrolled in school. Mzee Lendise said, "Our customs and traditions do not allow girls to go to school."

The head teacher said that it was every child's right to get an education. "You must bring Esupati to school tomorrow morning. Otherwise, you will be taken to court." The next day, Esupati was enrolled in school. Losinyari was very happy about it.

Questions

1. What did you learn from the above story?
2. Do such things happen in your society?
3. What will you do if your close relative is denied his or her right to education?
4. What customs are considered bad in your society?

Activity 5

Discuss with your parent or guardian the negative customs and traditions practised by different ethnic communities.

Building good friendships

A friendship is a good understanding between one person and another. There are many ways of making friends. Helping each other, playing, studying and working together are only some of them.

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

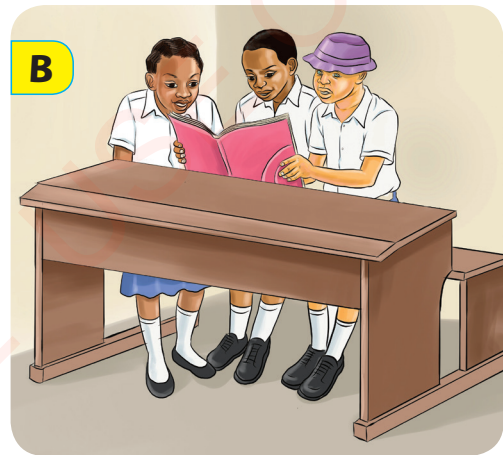
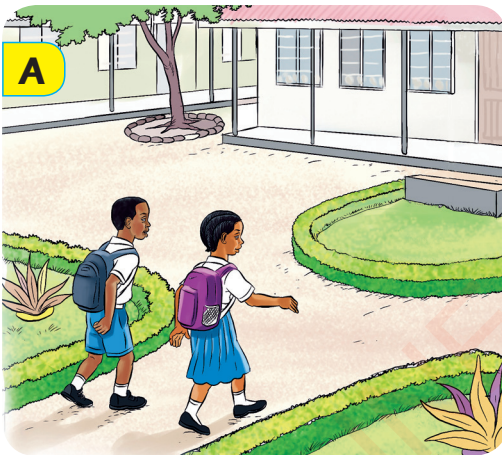


Figure 4 Building good friendships

Questions

1. What actions do Pictures A, B and C show?
2. Which actions can help you build good friendships with other people?
3. What would you like your friend to do for you?
4. What do you have to do to build a friendship with another pupil?
5. Why is it important to have a friend?

Activity 6

Observe your friends. List the good actions you would like to copy from them.

The difference between good and bad friends

It is good to have friends. In order for us to live happily and achieve our goals, we need good friends. You must know the behaviour of a good or bad friend.

Ask yourself

What actions do your friends do to show good behaviour?

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

Leila is a Standard Three pupil. She behaves well at school and at home. Many pupils in her class like her and want to be friends with her. Julipendo and Beda were among them. One day, Leila and Julipendo decided to study together at Julipendo's house. When Leila arrived at Julipendo's house, she was told that Julipendo was not at home. Her parents did not know where she was. Leila was surprised because her friend had lied to her.

Another day, Julipendo told Leila to skip classes so that they could go somewhere and pick mangoes. Leila refused because she remembered how Julipendo had lied to her. That evening, Leila had malaria. Beda visited her. The next day, Beda told the class teacher about Leila's ill health. Julipendo did not visit Leila even if she knew about her illness.

Questions

1. What did you learn from the above story?
2. Which one is a good friend, between Beda and Julipendo? Explain.
3. What are the benefits of having a good friend in life?

Activity 7

1. Write a short paragraph about your friend in your exercise book.
2. Explain why you have chosen him or her to be your friend.

Exercise

1. Explain how you feel when people belonging to different ethnic communities treat you well.
2. Explain the actions which show that someone is a good friend.

Ask yourself

What would happen if there was no peace in our country?

Tanzania's friends

Friendly countries have good relations. Such relations may manifest themselves in both their traditions and cultural matters. They may also manifest themselves in the way their leaders are chosen.

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

Neema How are you, Musa?

Musa I am fine. Thank you.

Neema I am in Class Three. What about you?

Musa I am in Class Five.

Neema I would like to ask you some questions.
May I do so?

Musa Yes, you may.

Neema Which countries are friends of Tanzania?

Musa That is a good question. Countries which are friends of Tanzania are Kenya, Uganda, Burundi and Rwanda.

Neema Aha! So, those are Tanzania's friends. Are there any others?

Musa Yes, there are. For instance, Malawi, Zambia and Mozambique.

Neema What benefits does Tanzania get by being friends with such countries?

Musa First, the citizens of Tanzania and those countries can do business with one another and generate some income. Also, they can visit one another as friends.

Neema Thank you very much for your good answers.

Musa You're welcome.

Neema Goodbye.

Musa Goodbye.

Questions

1. Mention three countries that are friends of Tanzania.

(a) _____

(b) _____

(c) _____

2. How does Tanzania benefit by being friends with them?

(a) _____

(b) _____

Vocabulary

Culture the way of life of a particular community

Custom an accepted way of behaving or of doing things in a society or a community

Peace a state of harmony or the absence of war, fighting or trouble

Traditions a belief, custom or way of doing something that has existed for a long time among a particular group of people

Assignments

First assignment

Section A

Choose the letter of the correct response and write it in the box provided.

1. One advantage of involving children in decision making is _____.
(a) promotion of love and unity
(b) promotion of favouritism
(c) encouraging them to fight

2. Meat and milk are traditional foods among the _____.
(a) Zaramo
(b) Sukuma
(c) Masai

3. When the National Anthem is sung at school we are supposed to _____.
(a) sit down
(b) stand calm and still
(c) rush to the parade ground

4. One of the following is not a national symbol.
(a) The National Flag
(b) The Police Force
(c) The Uhuru Torch

Section B

Fill in the blanks with the correct answer.

5. The Tanzania National Flag has _____ colours.
6. The name Tanzania is formed from the names of two countries, namely Tanganyika and _____.
7. A school is part of the society that gives children _____ and _____.
8. _____ and Julius Nyerere were the founding fathers of our nation.
9. _____ comes from different sources like rain, rivers, springs, lakes and oceans.

Section C

Match the items in Group A with those in Group B by writing the letter representing a group of words from Group B to get a correct meaning.

Group (A)	Group (B)
10. Private study	A. things that can bring about development
11. Keeping the environment clean	B. is necessary for the life of people, plants and animals.
12. Water	C. is one of the actions that show self-discipline.
13. Resources are	D. protecting and caring to make them attractive
14. Faithfulness	E. living by following social values
	F. important for the life of plants
	G. obeying everything

Write YES for a correct sentence and NO for an incorrect one.

15. Disability is the mental condition that means you can not use a part of your body completely or easily.

16. The song “Tanzania Nakupenda” has two stanzas.

17. Using decent language when talking to others can help you avoid trouble. _____
18. One of children’s rights is to get a good education.

Second assignment

Section A

Choose the letter of each correct response and write it in the box provided.

1. One of the following countries is Tanzania's closest friend

(a) South Africa

(b) Kenya

(c) Nigeria

2. Things that identify a nation are

(a) symbols of trees

(b) national symbols

(c) water

3. Actions that show you love and are proud of your school are

(a) taking care of the school environment

(b) dodging school or truancy

(c) fighting at school

4. _____ is one's ability to do a certain task or activity.

(a) A talent

(b) A culture

(c) A torch

Section B

Match the phrases in Group A with those in Group B.

Group A	Group B
Example The Nyamwezi ethnic community C	A. Throwing poisonous substances
5. Attractions found in Tanzania	B. Revealing evils
6. One of children's rights	C. In Tabora Region
7. Destruction of water sources	D. To get a good education
8. Actions of faithfulness	E. National parks
9. Instruments used in traditional dances	F. Kibwaya na njuga

Section C

Write **TRUE** for correct sentences and **FALSE** for incorrect ones.

10. Kenya and Uganda are among Tanzania's friends.

11. Springs are sources of water. _____
12. Fights, mistrust and lack of peace are important things in life. _____
13. Working hard, loving others and obeying parents are some of children's responsibilities. _____
14. Stones, sand and grass are sources of water. _____
15. Our National Anthem has four stanzas. _____

Fill in the blanks with a correct response.

16. Peace, love, unity, patriotism, solidarity and dignity are _____ of our nation.
17. One of the things that make many people love Tanzania is _____.
18. Mention five symbols found on the Coat of Arms of Tanzania.
- (a) _____
 - (b) _____
 - (c) _____
 - (d) _____
 - (e) _____
19. The first Prime Minister of Tanzania was _____.

Patriotic song (in musical notes)

Tanzania Tanzania, nakupenda kwa moyo wote



1. Ta nza ni a Ta nza ni a _____ na ku pe nda kwa mo yo wo te _____
 2. Ta nza ni a Ta nza ni a _____ ni na po kwe nda sa fa ri ni _____
 3. Ta nza ni a Ta nza ni a _____ wa tu we ngi wa na ku si fu _____
 4. Ta nza ni a Ta nza ni a _____ wa tu wa ko ni we ma sa na _____
 5. N chi nzu ri Ta nza ni a _____ ka ri bu kwa wa si o kwa o _____



1. N chi ya ngu Ta nza ni a _____ ji na la ko ni ta mu sa na _____ Ni la
 2. Ku ta za ma ma a ja bu _____ bi a sha ra na yo ma ka zi _____ Si ta
 3. Sia sa ya ko na de stu ri _____ i na ku le te a u hu ru _____ Ha tu
 4. N chi nyi ngi za ku o ta _____ nu ru ya ko ha ku na te na _____ Na wa
 5. We nye shi da na ta a bu _____ ku ki mbi zwa na wa lo we zi _____ Ta nza



1. la po na ku o ta we we, ni a mka po ni he ri ma ma we _____
 2. we za ku sa ha u mi mi, ma mbo me ma ya kwe tu ka bi sa _____
 3. we zi ku sa ha u si si, ma mbo me ma ya kwe tu ha ki ka _____
 4. ge ni wa ku ki mbi li a, ngo me ya ko i ma ra kwe li wee _____
 5. ni a ya wa ka ri bi sha, m pi ga ne ki u me che ma wee _____



1. Ta nza ni a Ta nza ni a _____ na ku pe nda kwa mo yo wo te.
 2. Ta nza ni a Ta nza ni a _____ na ku pe nda kwa mo yo wo te.
 3. Ta nza ni a Ta nza ni a _____ na ku pe nda kwa mo yo wo te.
 4. Ta nza ni a Ta nza ni a _____ he ri ya ko kwa ma ta i fa.
 5. Ta nza ni a Ta nza ni a _____ Mo la a we na we da i ma.

The national anthem (in musical notes)

Mungu Ibariki Afrika

1. Mu ngu i ba ri ki A fri ka, Wa ba ri ki vi o ngo zi wa ke,
 2. Mu ngu i ba ri ki Tanza ni a, Du mi sha u hu ru na u mo ja,

1. He ki ma, u mo ja na a ma ni, Hi zi ni ngao ze tu, A fri ka na
 2. Wa kekwawa u me nawato to, Mu ngu i ba ri ki, Tanza ni a na

1. wa tu wa ke, I ba ri ki, A fri ka I ba ri ki,
 2. wa tu wa ke, I ba ri ki, Ta nza ni a I ba ri ki,

1. A fri ka Tu ba ri ki wa to to wa A fri ka.
 2. Ta nza ni a Tu ba ri ki wa to to wa Tanza ni a.

Other Books by Tanzania Institute of Education

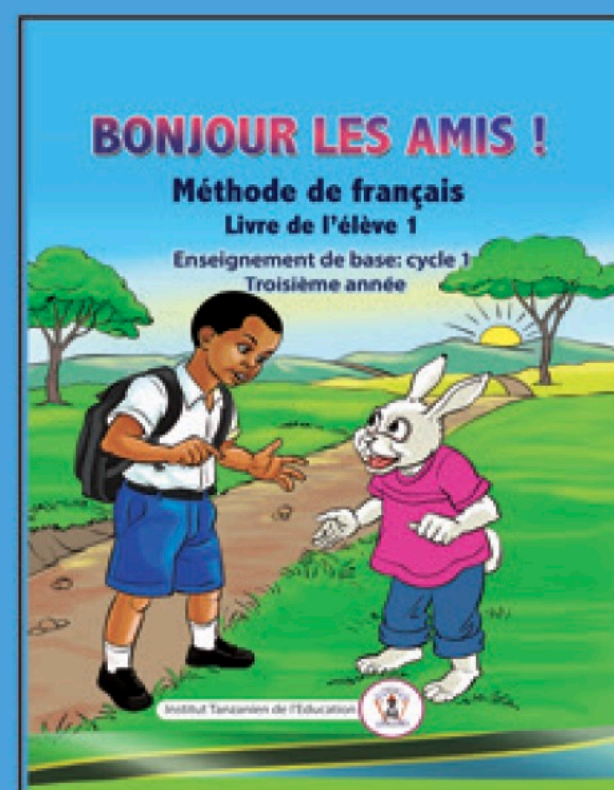
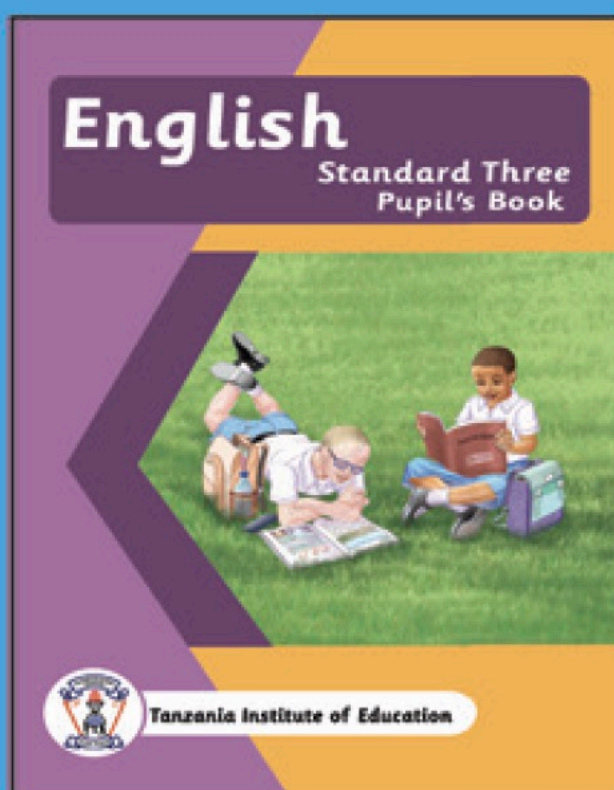
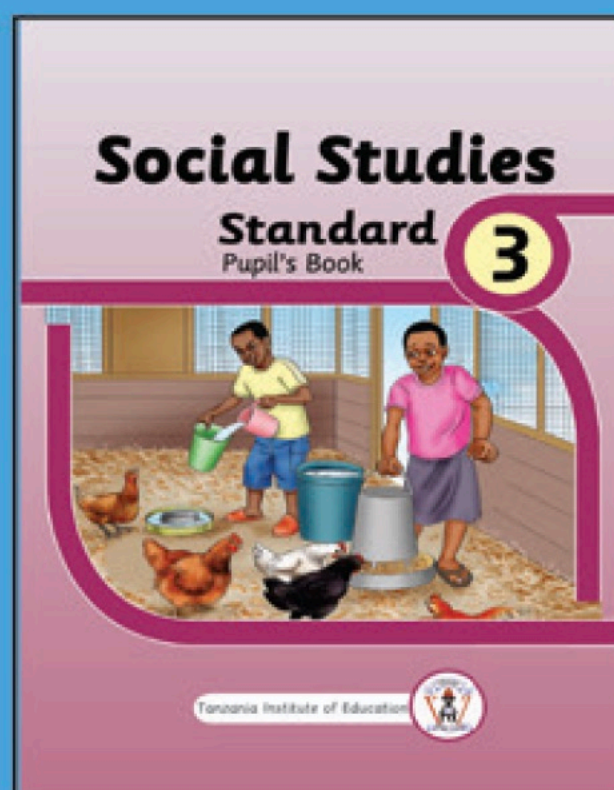
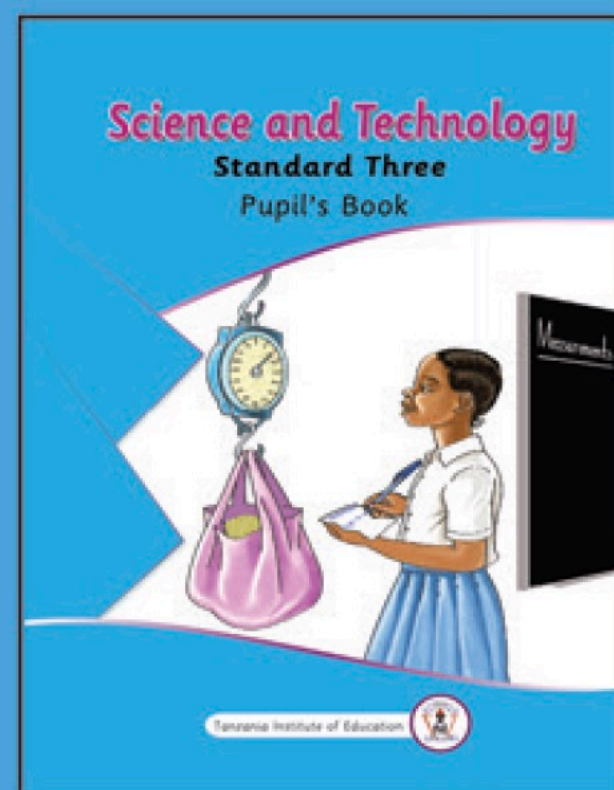
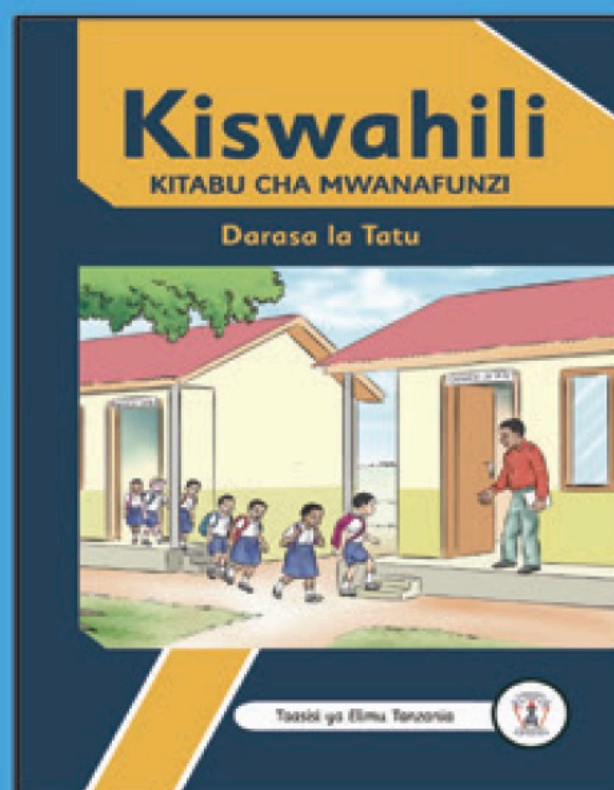
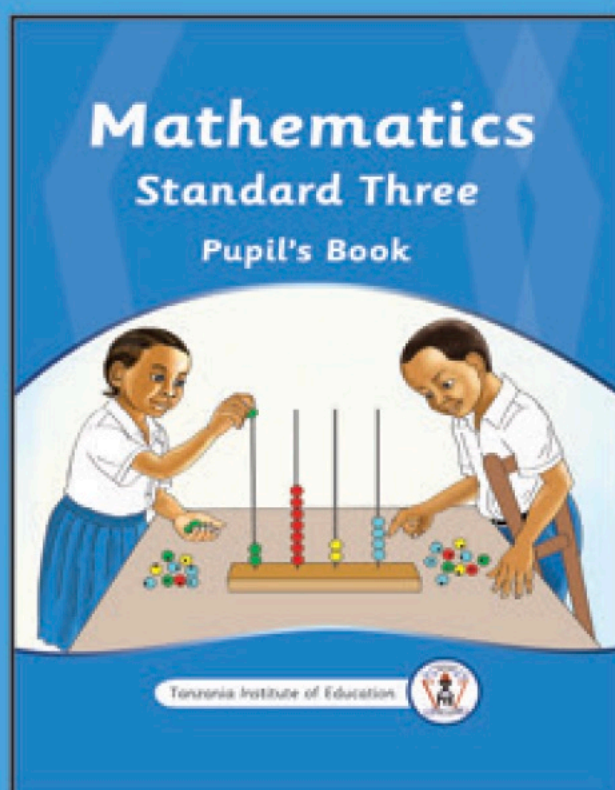


Standard Three

Civic and Moral Education

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