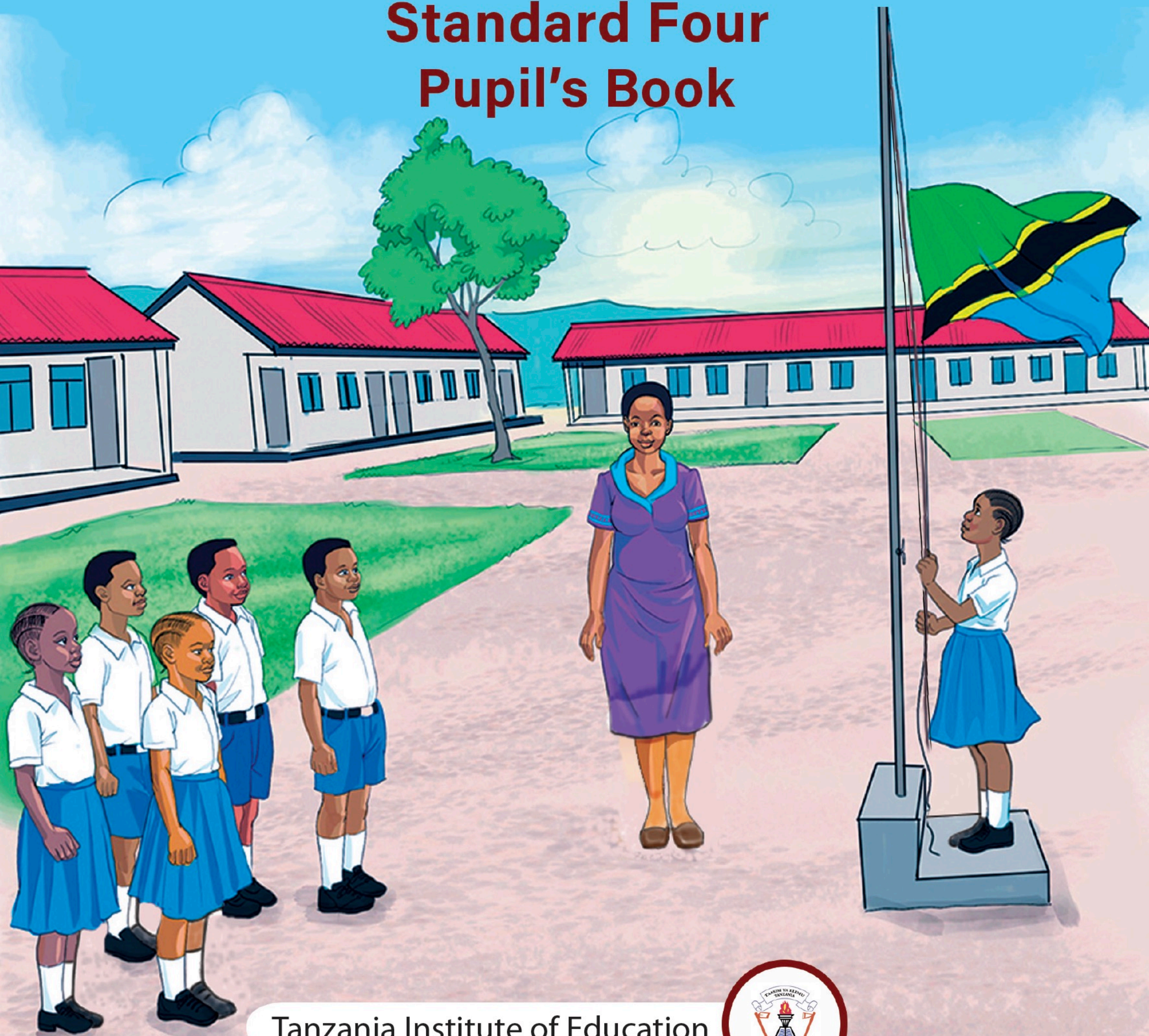


Civic and Moral Education

Standard Four Pupil's Book



Tanzania Institute of Education



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Civic and Moral Education

Standard Four

Pupil's Book

THE UNITED REPUBLIC OF TANZANIA
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Commissioner for Education

Tanzania Institute of Education

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Dr Aneth A. Komba
Director General
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Introduction

This is the second book in a series of five books for Civic and Moral Education for primary schools. It is prepared according to the 2016 Civic and Moral Education Syllabus for primary schools issued by the Ministry of Education, Science and Technology. This book consists of eleven chapters, which are Loving yourself and others, Loving our school, Loving our country, Democracy, Caring for oneself and others, Being responsible and caring for resources, Obeying rules and regulations, Being patient, Achieving goals, Learning through real-life experience, and Living with people from different cultures. The book uses songs, stories, dialogues, panegyrics, cases, and poems to help you in developing the intended competencies. Each chapter contains exercises and activities. You are encouraged to do all activities and answer all questions.

Chapter One

Loving yourself and others

Introduction

In this chapter, you will learn acts that show love for family members, including those with special needs. You will also learn to extend such love to members of a large community by respecting them, supporting them, caring for them, and avoiding risky behaviour.

Acts that show love in the community

There are many acts that show love to yourself and others in the community. Some of the acts include self-esteem and respect to other people, caring for others, protecting others and yourself against the harmful things. Other acts help people with disabilities, sick and elderly.

Acts that show love for our family members

We are responsible for showing love for our family members. Such family members include our parents, guardians, younger brothers, sisters, and other relatives.



Ask yourself

Which acts of love do family members do for you? Which acts do you do to show that you love others? Among the acts that show love for your family is participating in household chores. Which chores do you perform at home?

Read the following dialogue and answer the questions that follow.

Sikitu's mother: How is your family, my friend?

Furaha's mother: Just fine! Is your daughter, Sikitu, doing fine?

Sikitu's mother: She is doing fine! How is Furaha?

Furaha's mother: Honestly, Furaha is doing well and is helping me a lot. Every morning when she wakes up, she washes home utensils, cleans the surroundings, and fetches water before going to school. After coming home from school, in the evening, she waters the vegetable garden and helps me to prepare supper.

Sikitu's mother: You are so lucky! My daughter, Sikitu, is very lazy. She does not do any task at home. She neither sweeps the floor nor washes utensils. I have to wash her clothes and even iron them for her.

Furaha's mother: That is bad! Probably, you are pampering her.

Sikitu's mother: No, my friend! I have tried my level best to guide her but all in vain. She does not understand the instructions at all.

Furaha's mother: Do not give up. Try to stay with her and continue counselling her. Make her your

close friend. Show her the benefits of participating in domestic activities. Do this lovingly and consistently. She will slowly change.

Exercise 1

1. Which acts done by Furaha impressed Sikitu's mother?
2. Mention other acts that family members should imitate.
3. Which acts of love would you like your family to do for you?
4. If you were Sikitu's friend, how would you help her?



Activity 1

Write any other five acts done by family members to show love. Then submit your work to the teacher.

Caring for family members

There are activities done by family members that show love and care in a family.



Ask yourself

What acts of love do you show for the family members?

Caring for family members with special needs

Our families are comprised of different people. These include children, youths, and adults. It is important to know their needs in order to support them.

Consider the following actions:

1. A child is cooking for her sick mother.
2. A boy is taking his younger brother to hospital.
3. A sister washes clothes of her sick younger one.
4. Children lift their disabled father and help him to sit in the wheelchair.
5. A child is giving her grandmother some drinking water.



Ask yourself

What have you learnt from these acts?

Read the following story and answer the questions that follow.

Mr and Mrs Sheuta live in Soni Village in Lushoto District. They have three children, namely Bakari, Sharifa and Amina. Bakari is in Standard Two; Amina is in Standard Three; and Sharifa is in Standard Four. Bakari has a physical disability. Every morning, Sharifa and Amina help their younger brother to cross the road as they go to school. They do the same when they come back from school. The family also stays with their grandmother called Saufa. She is too old to see clearly. Sharifa holds her hand and accompanies her to the bathroom. She also prepares some food and drinking water for her. Amina helps her mother to cook food and wash family clothes. She also teaches Bakari how to read, write, and count.

Exercise 2

1. Which good behaviour have you learnt from this story?
2. What do you do to help family members with special needs?
3. What advice will you give to your fellow pupils who do not take care of family members with special needs?

Helping family members when they face problems



Ask yourself

What will you do in each of the following situations?

1. Your younger brother bleeds after cutting his finger with a razor blade.
2. Your mother suddenly falls sick while you are alone at home.
3. Your younger sister has wetted her shorts.
4. Your sister has lost her exercise book.

Read the following lyrics and answer the questions that follow.

Bahati: *Hello brothers and sisters,
Here is the message,
Relationship means support,
Not mere resemblance.*

Salama: *Why bother?
And lie to me!
Which kind of support?
I don't understand it!*

Bahati: *Caring for the parents,
Once they fall sick,
Helping the relatives,
Once found in trouble.*

Zawadi: *We console each other,
In difficulties,
Settle conflicts,
Once, they arise.*

Salama: *Now I understand you,
I get the point,
Let's care for the family,
Once in trouble.*

Exercise 3

1. What message do you get from the lyrics?
2. In what ways can you help your family members when they face problems?



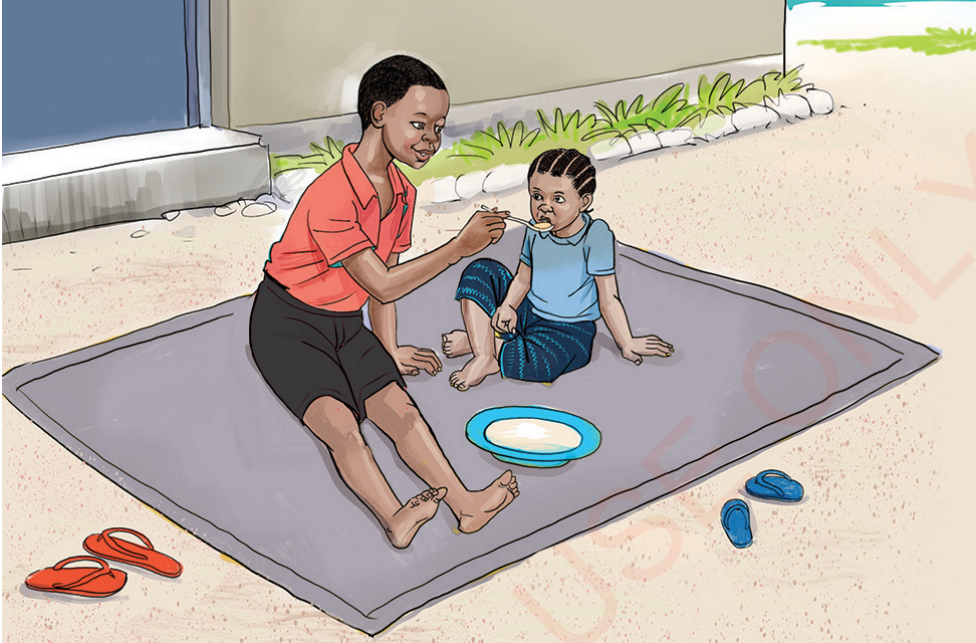
Activity 2

Write five good acts you should do for your family members.

Nurturing your younger siblings

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

1.



2.



3.



Figure 1: Nurturing your younger siblings and little ones

Exercise 4

1. Which acts are shown in Figure 1?
2. Which among the acts shown above do you practise at your home?
3. What other kinds of behaviour do you practise at your home?



Activity 3

Talk with your parents, guardians or relatives about the acts you should do to take care of your younger siblings. Write them at the back of your exercise book. Draw a table indicating the acts of caring for your younger siblings. Then show how many times you do those acts in a week.

For example:

Days of the week	Actions	Frequency
Monday to Friday	washing the baby	2

After a week, submit the table to your subject teacher.

Acts that endanger the safety of the community

It is our responsibility to make sure that family and community members are always safe. It is important to recognize them and avoid acts that can endanger their safety. Such acts include ignoring traffic signs, engaging in child labour and joining groups that use substances such as alcohol, marijuana and the like.

Effects of unsafe behaviour on children

Different kinds of behaviour endanger the safety of children.

Read the following dialogue and answer the questions that follow.

- Grandfather:** How are you, my grandchildren?
- Grandchildren:** We are fine! How are you too, Grandfather?
- Grandfather:** I am fine as well! Today, let us talk about kinds of behaviour that endanger children's lives. Can anyone mention them?
- Samata:** Engaging in child labour.
- Grandfather:** Good Samata! Have you ever seen children engaging in child labour?
- Selina:** Yes, Grandfather. I have seen many children engaging in child labour. This involves carrying heavy loads, crushing building stones, and mining.
- Grandfather:** Ah! This is very dangerous for children. What else can endanger a child's life?
- Fatuma:** Ignoring road traffic signs.

Grandfather: Yes, my granddaughter, Fatuma! You are right. Some drivers ignore road traffic signs as they drive cars and motorcycles. So, they can hit children and cause death or permanent disability.

Jacob: Also, I think that children can get involved into risky groups.

Grandfather: Yes, Jacob! Can you tell us more about risky groups?

Jacob: Yes, these include drug users and drunkards, among many others. Also, children can engage in teenage sex.

Grandfather: Who can tell us about the effects of teenage sex?

Upendo: Girls can get early pregnancy and drop out of school. Also, they can get sexually transmitted diseases such as HIV/AIDS and syphilis.

Grandfather: These kinds of behaviour are threatening the lives of children and of other citizens. My grandchildren, I advise you to be obedient. Do not risk your life.

Samata: Thank you, Grandfather, for your advice!

Exercise 5

1. Which kinds of behaviour endanger the lives of children?
2. What are the effects of risky behaviour on children?
3. Which kinds of behaviour among those mentioned in the dialogue above are most dangerous?
4. In your opinion, what kind of advice would the grandfather have given to the children about their safety and security?
5. How would you help your friends to avoid risky behaviour?

Exercise 6

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

1. It is good to do to others as you would have them do to you. _____
2. Pupils should only pay attention to the instructions given by teachers. _____
3. Caring is the best way to teach a lazy pupil. _____
4. Young children, sick, and disabled people need to be attended to. _____
5. Family members should only help each other during difficulties. _____
6. Alcoholism and teenage sex are kinds of risky behaviour. _____

Acts that destroy love in the community



Think

1. A pupil throws a stone at a fellow pupil.
2. A pupil is backbiting his or her fellow pupil.
3. A pupil insults a fellow pupil.
4. A child lies so as to get money from his parents or guardians.

5. The way you treat others
6. The way you would like others to treat you.

You might have witnessed some people mistreating others. Mistreatment includes disrespecting, insulting, beating, and injuring other people. It also includes gossiping, using abusive language, cheating, and envying others.

Read the following story and answer the questions that follow.

Shukuru and Sekela are Standard Four pupils at Jitegemee Primary School. Every morning, Sekela is given some money for bus fare and upkeep. Despite being given a sufficient amount of money, Sekela lies to her parents in order to get more money. At school, she buys juice and buns and eats them alone. One day, Shukuru lost his pen and asked Sekela who had two pens to lend him one, but Sekela refused.

During the break, Shukuru likes playing with his friends outside the classroom. They all leave their bags in the classroom. However, Sekela often remains in the classroom because she does not like to play with her friends. One day during the break, Sekela peeped through the window and noticed that no one saw her. She opened Shukuru's bag and stole a ruler. After the break, Shukuru returned to the classroom and he was puzzled to see the zipper on his bag open. When he looked in the bag, he realized that his ruler was missing. He ran to the class teacher's office and reported the loss of his ruler.

The teacher went to the classroom and searched through the pupils' bags. Gosh! The ruler was hidden inside Sekela's bag. The teacher urged Sekela to stop the stealing behaviour. As a pupil, you should learn to respect properties that belong to others. Therefore, you must always do the right thing.

Exercise 7

1. What kinds of mistreatment are mentioned in the story?
2. What is your opinion about Sekela's behaviour?
3. What will you do to help your friends avoid Sekela's behaviour?
4. What other kinds of mistreatment do you know besides those mentioned in the story?



Activity 4

Discuss with your parents or guardians the importance of loving others. Write the conversation in your exercise book.

Obeying instructions from teachers, parents, and guardians



Think

Have you ever been given instructions by your teachers, parents, or guardians?

Read the following story and answer the questions that follow.

Mr Shokolo has a daughter called Adila. She is studying at Kirore Primary School. Mr Shokolo always instructs her daughter to fulfil her daily responsibilities before going to school and after coming back from school. Such responsibilities include cleaning the surroundings, washing utensils, fetching water as well as watering vegetables and the flower garden. Other responsibilities include washing and ironing her clothes as well as doing assignments given at school.

Every morning, Adila washes home utensils and cleans home surroundings before she leaves for school. Adila always arrives at school early in the morning, waters her flower garden and

cleans the school surroundings. After school hours, Adila returns home early. She waters the garden, irons clothes, and completes assignments given by her teachers.

Adila is a well-mannered daughter such that her teachers, parents, and the community are proud of her.

Exercise 8

1. What kinds of behaviour should be imitated from Adila?
2. What instructions does Adila get at home and school?
3. Why is it important to follow the right instructions that you are given?
4. How would you help your fellow pupils to follow instructions from teachers, parents, and guardians?
5. Mention three benefits of following instructions.



Activity 5

List all of your daily activities. Mention the activities you perform in accordance with the instructions given by your teachers, parents, or guardians. Mention the activities you perform without following the instructions given by your teachers, parents, or guardians.

Vocabulary

Child labour	an act of employing a child to perform some activities usually on contract
Community members	people who live in a certain area
Counselling	give advice to a person on social or personal problems
Impress	to make someone feel admiration and respect
Intention	desire to do something
Pampering	to look after someone very kindly and making him or her feel as comfortable as possible
Risky	involving the possibility that something bad or dangerous may happen
Console	to make someone feel better when they are feeling sad or disappointed

Chapter Two

Loving our school

Introduction

In Standard Three, you learnt about your school. You learnt to recognize school boundaries, logo, motto, and the school song. You also learnt how to conserve the school environment and promote the status of your school. In this chapter, you will learn about the structure of the school leadership. You will also learn about school rules, regulations, and activities that promote its status.

Structure of the school leadership

School leaders play a big role in the learning process. Those leaders help in maintaining discipline, ensuring academic progress and conserving the school environment. The leaders serve various roles depending on their positions. The arrangement of leaders based on their roles and position is called the structure of the school leadership.



Ask yourself

Do you know your school leaders? Do you know the structure of your school leadership? What are the respective roles of the school leaders?

Read the following paragraph and answer the questions that follow.

Maendeleo Primary School is one of the oldest schools in the country. Do you want to know about the leadership of this school? The leadership of this school is made up of the

school committee, the head teacher, assistant head teacher, academic teacher, discipline teacher, teachers and prefects.

Structure of the school leadership

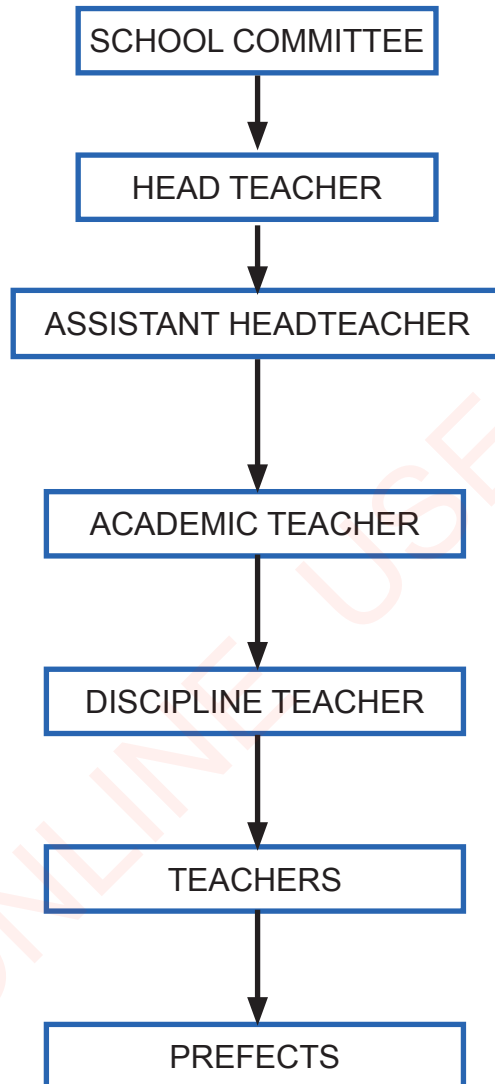


Figure 1: Structure of the primary school leadership

Exercise 1

1. Which are the school leaders mentioned in the passage?
2. What is the importance of prefects in the school?
3. What is the advantage of knowing your school leaders?



Activity 1

Discuss with your subject teacher the duties and responsibilities of the school committee, the head teacher, assistant head teacher, academic teacher, and the discipline teacher.

Responsibilities of school prefects



Think

What are the responsibilities of school prefects?

Read the following panegyric and answer the questions that follow.

Cleanliness Prefect: I have important responsibilities. The school is clean and attractive!

Academic Prefect: Not at all! My responsibilities are more important than yours. My strong supervision makes the school known for its better academic performance.

Discipline Prefect: You are both deceiving each other. How good can environmental cleanliness and academic performance be without discipline?

Cleanliness Prefect: It is not an easy task to ensure school

cleanliness, including of the toilets and the surrounding areas!

Discipline Prefect: I have to make sure that all pupils come to school early and wear appropriate school uniform. I also ensure that they always attend their classes and maintain good discipline.

Academic Prefect: Academic performance is everything. I supervise academic progress of pupils. I also oversee classroom teaching and learning as well as academic performance. I also advise school leaders on the best ways to facilitate teaching and learning.

Head Prefect: You people! Your roles are very important in developing our school. I congratulate you all on the good supervision, which promotes the status of our school. I am proud of being your overall supervisor.

Exercise 2

1. Who is the prefect responsible for school environmental cleanliness?
2. Mention the duties of the head prefect.
3. If you were a prefect, which duties would you like to supervise?

Obeying school rules and regulations

It is the responsibility of every pupil to obey school rules and regulations.



Think

What are the rules and regulations guiding your school?

Consider the following situations.

1. A pupil whose shirt does not have a school logo has been involved in a motorcycle accident.
2. A pupil arrives and leaves school on time.
3. A pupil has missed examinations because of truancy.

Read the following story and answer the questions that follow.

Amani Primary School is known for its well-disciplined pupils. The pupils obey school rules and regulations. Such rules and regulations include arriving at school early, attending all lessons, and wearing proper school uniform. All pupils arrive at school at seven o'clock in the morning in clean school uniform. Every day, lessons begin at eight o'clock in the morning and continue up to twenty minutes to two in the afternoon.

Mnyate and Asifiwe are Standard Four pupils at this school. Unfortunately, Mnyate and Asifiwe appeared to develop bad behaviour. They had been truanting regularly. Their class teacher always warned them against their behaviour and advised them to change, but they did not do so. One day, a commercial advertisement van passed nearby their school. Mnyate and Asifiwe listened carefully to the advertisement. Why do you think they were carefully listening to the advertisement?

The advertisement was about launching a new music band, which was going to take place in the afternoon. Mnyate and Asifiwe jumped over the school fence. A crowd of people attended the launching ceremony. Mnyate and Asifiwe squeezed themselves among the people. They then fell unconscious. Since their uniforms did not have school logos, it was difficult to know to which school they belonged. However, good people gave them first aid.

Fortunately, their teacher, Mr Masumbuko, passed by and saw the crowd. He went closer to see what was happening. He was told that two pupils had been squeezed up against the people during the launching of the music band. He asked, "Have you recognized them?" One person answered, "No, we haven't! Their uniforms do not have any school logo." So, Mr Masumbuko came closer to the pupils. "Ooh, My God! These are my pupils!" he said. Immediately, he reached his pocket, took his phone, and called the head teacher who sent some pupils to carry them back to school. When the pupils arrived, Mnyate and Asifiwe had already gained consciousness.

Exercise 3

1. Which school rules did Mnyate and Asifiwe disobey?
2. How would you help pupils with such behaviour in your school?
3. What are the possible effects of disobeying school rules and regulations?



Activity 2

Identify acts of disobedience to school rules and regulations in your class. Then, list the acts that occur most frequently in your exercise book.

Exercise 4

Match the items in **Column A** with their corresponding descriptions in **Column B**.

Column A	Column B
Leadership position	Role corresponding to the position
1. Head teacher	(a) general supervisor of the duties of school prefects
2. Head prefect	(b) ensures that the school is clean and attractive
3. Academic prefect	(c) enforcing school rules
4. Cleanliness prefect	(d) being proud of other prefects
5. Discipline prefect	(e) representing pupils on academic issues
	(f) paying head teacher, councillor and prefects
	(g) ensures success of all pupils by providing good leadership

Participating in activities that promote the status of the school

Every pupil is responsible for participating in various activities at school to promote the status of his/her school.



Ask yourself

What are the acts that make your school more respected than the neighbouring schools? What do you do to maintain the status of your school?

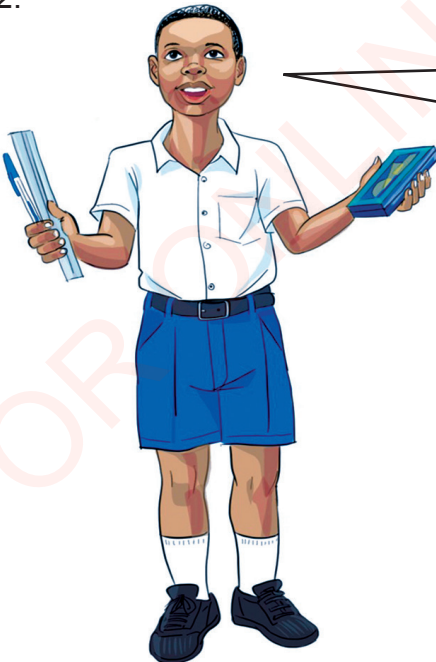
Look at the following pictures:

1.



I am a player in the school netball team. We have won the 'UMITASHUMTA' competitions for three consecutive years.

2.



I am one of the best pupils in the examinations.

3.



I enjoy being part of the school traditional dancing group. Last year, our group won a medal during the Bagamoyo Arts Festival

4.



We have set up a good nursery. Our club has won an environmental conservation award.

Figure 2: Activities which promote the status of a school

Exercise 5

1. Which acts are presented from Pictures 1 to 4?
2. What have you learnt from the activities presented in the pictures?
3. What other activities promote the status of your school?
4. What will you do to promote the status of your school?

Read the following poem and answer the questions that follow.

*Behold here we come, to present what we have,
The knowledge you acquired, apply it to your lives,
The school is proud, proud of your effort,
Not only in studies, but also culture and sports,
You have inspired us, you are our role model,
Promote the school, that is our aim.*

*You promoted the school, that is well known,
The school is proud, of the awards you received,
We shall do the same, for school status,
Better academic performance, and competing for medals,
We shall never fail, with good strategies,
Promote the school, that is our aim.*

*Promote talents, we pray for you,
The country depends on you, you must know this,
You have paved the way, we are passing through,
Get rid of evils, to escape destruction,
That you may succeed, benefiting the nation,
Promote the school, that is our aim.*

Exercise 6

1. What message do you get from the poem?
2. Which actions found in this poem can maintain the good status of a school?
3. What other activities can promote the status of your school?



Activity 3

Talk to your friends, parents or guardians about what they ever did to promote the status of their schools. Mention some activities which you have never done to promote the status of your school.

Exercise 7

1. Write **TRUE** for a true statement and **FALSE** for a false one.
 - (a) Cooperating with fellow pupils can promote the status of our school. _____
 - (b) Overseeing pupils' discipline at school is not the duty of school prefects. _____
 - (c) Pupils' truancy leads to poor academic performance. _____
 - (d) Maintaining the status of the school is not the duty of the pupils but teachers alone. _____
 - (e) Pupils' good behaviour is among the things that promote the status of the school. _____
2. Write a short story on how you will inspire your friend to participate in activities that promote the status of your school.

Vocabulary

Launch	start something
Medal	an award given to a winner; normally worn around the neck
Secretary	a person responsible for writing and keeping records at the meeting
Status	respect and importance that someone or something is given
Truancy	staying away from school without permission

Chapter Three

Loving our country

Introduction

In Standard Three, you learnt to identify the national symbols and values. You also learnt about the origin of Tanzania. In this chapter, you will learn kinds of behaviour that show love for our country. These include respect for the National Anthem, the Coat of Arms, the National Flag, the National Currency, and our Kiswahili national language.

National symbols

Some specific objects help one to identify Tanzania as a nation among other nations. These objects are called national symbols.



Think

Do you know the national symbols of our country?

Look at the national symbols of our country.



Figure 1: National symbols of Tanzania

Read the following panegyric and answer the questions that follow.

Coat of arms: I am the national emblem. You are all under my control.

Uhuru Torch: I am cone in shape. I represent freedom and light in our country.

National Flag: I have attractive colours. I fly on the mast.

Coat of Arms: I am blessed! Statues of a man and a woman are on my right and left sides. Besides, there are major crops grown in our country, namely cotton and clove.

Uhuru Torch: I lighten our country's borders and bring hope, love, and respect to all Tanzanians.

National Flag: I have four colours. At the upper part is green; in the middle are black and yellow lines; and at the lower part is blue. I am the symbol of independence.

Coat of Arms: I have a spear, a hoe, an axe, and two elephant tusks. I also have Mount Kilimanjaro, the highest mountain in the African continent. Not only those, but also I hold the National Motto "Uhuru na Umoja." I am the symbol of national power and authority.

Exercise 1

1. Have you ever seen our national coat of arms?
2. What does it contain?
3. What are the benefits of the uhuru torch as described in the panegyric?
4. Where do we normally find the national flag?
5. Mention other symbols of our nation that are not shown in the picture.



Activity 1

Draw in your exercise book a picture of the Tanzanian national flag. Then, describe each colour used.

Valuing national symbols



Think

1. Who is responsible for respecting national symbols?
2. Why should we respect those symbols?

It is important to understand that it is our responsibility to value and respect our national symbols. You are obliged to respect the national flag, national currency and the national coat of arms. You also have to respect the uhuru torch and the animal of the nation, “the giraffe”, as well as all other national symbols.

Sing the following song and answer the questions that follow.

OUR FLAG

*Our flag is waving in Tanzania,
It has four colours,
Green, blue, yellow and black,*

*When it is being hoisted, we should all stand still,
When it is being lowered, we should all stand still,
Let us respect the national flag,
Let us cherish the national symbols of Tanzania.*

*Let us be proud of being Tanzanians,
We must respect the national anthem,
Let us stand still when it is sung,
We should also sing it by showing our inner feelings,
Let us cherish the national symbols of Tanzania.*

*Let us cherish our national currency,
And keep it for hundreds of years,
We should also respect the uhuru torch,
Let us rally with it and honour the message,
Let us cherish the national symbols of Tanzania.*

*Let us cherish our coat of arms,
Let us use it correctly,
Let us protect the giraffe from poachers,
Let us be proud of being Tanzanians,
Let us cherish the national symbols of Tanzania.*

Exercise 2

1. In the song, what are the acts that demonstrate respect for national symbols?
2. Which national symbol is found at your school?
3. Why is it important to value our national symbols?
4. What will you do to make other people respect the national symbols?



Activity 2

Identify the national symbols found at your school. Write three acts of respect for the symbols.

Raising and lowering the national flag



Think

1. Have you ever seen the act of raising and lowering the national flag?
2. What time does the raising and lowering of the national flag take place?
3. What takes place during the raising and lowering of the national flag?

Read the following passage and answer the questions that follow.

Mpalile is a Standard Four pupil at Mapinduzi Primary School. He is also a member of the scout club at school. He has been assigned the duty of raising and lowering the national flag at his school. He raises the flag at 6.00 a.m. and lowers it at 6.00 p.m. In the morning, he takes the flag and walks fast towards the flagpole. As he approaches the flagpole, he takes a step ahead. He unrolls the thread and puts the flag on his shoulders. Then, he blows the whistle to draw people's attention. All people around the area stand still to show obedience.

Thereafter, Mpalile raises the flag. At 6.00 p.m., Mpalile arrives at school and walks towards the flag and blows the whistle to draw peoples' attention. All the people around the area stand still after hearing the whistle. Mpalile then salutes and starts lowering the flag. After completing the exercise, he blows the whistle to let people proceed with their activities. Mpalile educates his fellow pupils about the principles and

procedures for raising and lowering the national flag. He prepares other pupils for this responsibility after completing his primary education. Currently, all pupils demonstrate respect by following the instructions especially during raising and lowering the national flag.

Exercise 3

1. What have you learnt from the passage you have read?
2. Which acts are done during the raising of the flag?
3. Which acts are done during the lowering of the flag?
4. Mention other places where we can find the national flag.
5. How will you help your friend who does not show respect for the national flag?



Activity 3

List in your exercise book, all acts that should be done during raising and lowering the national flag.

Flying the national flag at half-mast



Ask yourself

1. Have you ever seen the national flag flying at half-mast?
2. When does the national flag fly at half-mast?
3. Who has the power to order the national flag to fly at half-mast?

Read the following dialogue and answer the questions that follow.

Mbeta:

Brother, when I was passing nearby the police station, I saw the national flag flying at half-mast. Did they fail to fly it at full mast?

Manyama:

Not at all! there must be a special reason for that. Didn't you learn about this at school?

Mbeta: We learnt only about the national flag, but we did not learn that sometimes it flies at half-mast.

Manyama: Ok, I am going to tell you why sometimes the flag flies at half-mast.

Mbeta: I am eager to know about it, my brother.

Manyama: The national flag is flown at half-mast if the President has announced days of national mourning.

Mbeta: I had no idea! What do you mean by national mourning?

Manyama: The President announces days of national mourning when a national leader such as the Vice President or the Prime Minister dies. Other events of national mourning that may cause the national flag to fly at half-mast include massive deaths of people due to calamities such as floods, earthquakes, or accidents.

Mbeta: Was the national flag flown at half-mast when the MV Bukoba ship sank and when the Father of the Nation died?

Manyama: Yes, my younger brother!

Mbeta: Thank you brother for this clarification.

Manyama: My absolute pleasure! Thank you too for listening.

Exercise 4

1. What have you learnt from the dialogue?
2. What are the events that may cause the national flag to fly at half-mast?
3. Who orders the national flag to be flown at half-mast?

Singing the national anthem



Think

1. Do you know when the national anthem should be sung?
2. Note that the national anthem is sung only in special national events.

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





Figure 2: *Singing the national anthem*

Exercise 5

1. What are the acts shown in the pictures?
2. What do you learn from the acts shown?
3. What similar acts have you participated in?
4. In which events is the national anthem sung?
5. When do you sing the national anthem at your school?



Activity 4

1. Discuss with your classmates and identify five (5) events in which the national anthem is sung.
2. List those events at the back of your exercise book.

National Culture

National culture is the foundation of citizens' lives and development. It promotes unity among different tribes of Tanzania.



Think

Do you know the elements of our national culture?

Read the following dialogue and answer the questions that follow.

Rehema and Mpoto: Good morning, Teacher.

Teacher: Good morning, how are you?

Rehema and Mpoto: We are fine, Teacher!

Rehema: Excuse me, Sir! Today, you taught us about national culture. However, I did not understand it well.

Mpoto: Neither did I, Sir! In fact, I did not understand the lesson at all.

Teacher: Ooh! fine, what have you understood about national culture?

Rehema: I understand that national culture is made up of things like good governance and the national language.

Teacher: Aaah! Mpoto, what is your opinion?

Mpoto: Let me try, Sir! National culture is the total history of the nation, customs and traditions.

Teacher: Very good. You have tried. National Culture comprises all things which unite people

as a nation. Culture has united all tribes in Tanzania. In addition, culture identifies people. It includes conditions such as accountability and human dignity.

Rehema:

Now I have understood it. But Sir, what is the importance of culture to our country?

Teacher:

That is a very good question, Rehema. As I have said earlier, culture involves all things and events that unite people as a nation. It is also important because it promotes unity, solidarity, and patriotism among people of different tribes. These things enable Tanzanians to respect and value one another.

Rehema:

It is now clear, Sir.

Mpoto:

We sincerely thank you Sir. You have made us understand it well.

Exercise 6

1. What do you learn from this conversation?
2. What are the things that make up national culture?
3. What is the importance of national culture in national development?

The Kiswahili language



Think

1. Which language do you use to communicate with your friends?
2. Why do you think the Kiswahili language is mostly used in communication?

Kiswahili is one of our national identities. Kiswahili is our national language. It is used as the medium of communication by almost all Tanzanians. Therefore, you are supposed to use it when communicating with your friends.

Read the following lyrics and answer the questions that follow.

*Kiswahili our language,
It is our culture,
It promotes our unity,
It identifies our nation.*

*Let us promote our language,
Beyond our borders,
Let us strengthen our unity,
To promote our nation.*

*We should not abandon our roots,
And admire those of others,
Let us speak our language,
To promote our nation.*

*Let us show our love,
To the language of our nation,
Let us show our dignity,
To promote our nation.*

Exercise 7

1. What do you learn from these lyrics?
2. What are the benefits of the Kiswahili language as mentioned in the lyrics?
3. What are the other benefits of using the Kiswahili language?
4. What would you advise your friend who does not use the Kiswahili language regularly?



Activity 5

Discuss with your parents or guardians the benefits of using Kiswahili as a means of communication and write five (5) of them in your exercise book.

Valuing the national currency

The Tanzanian national currency is also a national symbol. It is referred to as the shilling. The Tanzanian shilling is available in form of banknotes and coins. We are required to value our currency.

Consider the following actions.

1. A pupil has drawn a cartoon on a thousand-shilling banknote.
2. A child holds a thousand-shilling banknote in his or her wet hands.
3. A child has dried his or her hands before holding a five thousand shilling banknote.
4. A child folds a ten thousand shilling banknote before keeping it in his pocket.

Read the following story and answer the questions that follow.

Zena is a Standard Four pupil at Tupendane Primary School. She is obedient and patriotic. One day, a Civic and Moral Education teacher taught about valuing the Tanzanian national currency. Zena was very happy about the lesson. During the lesson, the teacher asked, “How do you value our national currency?” All pupils were quiet except Zena who raised up her

hand. “Aah! Zena, tell us,” the teacher said. Zena answered, “I value and respect our national currency by storing it in my purse. I also dry my wet hands before holding it. I neither fold the banknote nor draw anything on it.” The teacher was so pleased and congratulated Zena for being patriotic. He urged all pupils to learn from Zena. He said that, by keeping it safe, it will last longer.

Exercise 8

1. What lesson have you learnt from this story?
2. What will you do to make a banknote last longer?
3. What are the advantages of valuing and respecting our currency?
4. What advice will you give to your friend who damages our currency?



Activity 6

Discuss with your classmates, then identify five ways of keeping our currency safe.

Exercise 9

1. What are the advantages of the national symbols?
2. What message do you get from our national anthem?
3. Write a composition on the advantages of respecting our national currency.

Exercise 10

Choose the correct answer and write its letter in the box provided:

1. Tanzanian national symbols include:
 - (a) the national flag, the uhuru torch, and the giraffe.
 - (b) an axe, a machete, and a hoe.
 - (c) the uhuru torch, the school song, and the giraffe.
 - (d) the lion, the coat of arms, and the national flag.
2. Which of the following is not contained in the National Coat of Arms?
 - (a) Elephant tusks
 - (b) Rice and maize
 - (c) A woman and a man
 - (d) A hoe and a hammer
3. Which of the following actions show disrespect for national symbols?
 - (a) To observe proper use of the coat of arms
 - (b) To stand still when the national flag is being raised or lowered
 - (c) To value the Tanzanian currency
 - (d) To sing the national anthem all the time

4. _____ is the sum of all values that unite people in the nation.
- (a) Culture
 - (b) Patriotism
 - (c) Sport
 - (d) Tribes
5. Acts that do not value our currency include the following:
- (a) Not folding the currency note
 - (b) Drawing on and playing with banknotes
 - (c) Holding banknotes with dry hands
 - (d) Keeping banknotes in a purse

Vocabulary

Calamity	an event that causes harm to many people and properties
Panegyric	published text in praise of someone or something
Patriotism	love for the country

Chapter Four

Democracy

Introduction

In Standard Three, you learnt about loving Tanzania and its values. One of the important values found in Tanzania is the practise of democracy. In this chapter, you will learn about the practise of democracy at school and family levels. You will also learn about good governance and leadership at family, school, and community levels.

The meaning of democracy



Think

1. What is democracy?
2. What are its main elements?

Read the following dialogue and answer the questions that follow.

- Tumsifu:** Good morning, my brother!
- Kiyando:** Good morning, my sister! How are you?
- Tumsifu:** I am fine, Brother! Excuse me, may I ask you a question?
- Kiyando:** Yes, you may.
- Tumsifu:** What is democracy?
- Kiyando:** Didn't you learn about it at school?
- Tumsifu:** The teacher taught us but gave this as a homework.
- Kiyando:** Can you please tell us how you get prefects at your school?

- Tumsifu:** We elect them.
- Kiyando:** How do you elect them?
- Tumsifu:** We elect them by voting.
- Kiyando:** Very good! What follows after voting?
- Tumsifu:** The votes are counted and the ones with many votes become prefects.
- Kiyando:** Good! Voting for leaders is part of democracy. You should understand that decisions are made by people who are the majority.
- Tumsifu:** Ooh! Thank you very much. I have understood it.

Exercise 1

1. What lesson have you learnt from the dialogue?
2. Which activities relate to democracy?
3. Mention other aspects of democracy.



Activity 1

1. Discuss with your teacher types and principles of democracy.
2. Write what you have discussed at the back of your exercise book.

Democracy at school and in the community

Democracy can be practised at school and in the community.

Look at these pictures.

1.



2.



3.



Figure 1: Democratic practises



Think

What have you noticed in the pictures?

Read the following passage and answer the questions that follow.

Msimbe Village is among the famous villages in Kingwendu District. Its leaders are elected by villagers through voting. The village leaders observe the rule of law. The villagers participate in developmental activities focusing on, for example, education, water, and health. They are regularly given financial reports and are involved in the discussion about village projects. The projects include drilling water wells, building classrooms and health centers as well as constructing roads. The villagers are free to criticize when they realize weaknesses in the implementation of the projects. They are free to suggest how to make improvements. They are provided with reports about

plans, income, and expenditure. The village leaders make sure that every school age child is enrolled in school. Children are given equal opportunity to learn and participate in decision making. For example, they are involved in contesting for leadership positions at school and in electing their prefects. They are also involved in education for self-reliance activities at school.

Exercise 2

1. What are the democratic practises mentioned in the passage above?
2. Which among them are practised at your school?
3. What good lesson have you learnt from the leadership of Msimbe Village?

Good governance at the family level

A family is led by a father and a mother or guardians. A good family involves all its members in making decisions, listening to each other, helping each other, and caring for each other. These are indicators of good governance at the family level.

It is better for good governance to start at the family level for the well-being of our nation. This is because good families create a stable nation.

Consider the following acts.

1. A pupil correcting his younger brother after doing the wrong thing.
2. A child involves his parents in decision making.
3. A child is denied food by his father because he did not water the garden.
4. Parents do not have time to talk to their children.



Ask yourself

What have you learnt from the acts mentioned above in relation to good governance?

Read the following story and answer the questions that follow.

Mr Masatu and his wife have four children, namely Kimati, Maria, Kirumo, and Kilindo. Mr Masatu and his wife ensure that their children get proper parental care. They provide their children with essential needs such as food, shelter, clothes, and education. These parents set time to talk to their children. They normally talk and provide them with guidance and counselling on different matters. They talk about a good way to live with people at school, home, and in the surrounding community. They teach their children good manners like obedience, hardwork, love, and unity. They involve their children in making decisions on family matters especially on developmental plans.

Kimati and his younger brothers discuss and share with their parents their future development plans. Their parents advise them on the best ways to achieve their dreams. Kimati and his younger brothers are responsible for all family activities. Some of their activities are loving, caring for their younger ones, and preparing food. They also participate in farming, caring for their livestock, and helping each other in their studies.

Exercise 3

1. What acts mentioned in the passage show good governance?
2. List other similar acts that you would like your family to practise.
3. What benefits would Masatu's family gain from good governance?
4. What can you do to promote good governance in your family?



Activity 2

Discuss with your parents or guardians factors which promote and maintain good governance in your family. Write the factors in your exercise book.

Village and *Mtaa* leadership

The government is responsible for providing good social services to its people. In order to ensure that all citizens get good social services, it is important for the provision of such services to start at *Mtaa* committee and village government levels.



Think

1. Do you know leaders at *Mtaa* or village levels?
2. Do you know how are they obtained?

Read the following dialogue and answer the questions that follow.

Mtanga:

Good morning, Grandfather!

Mr Sijaona:

Good morning! How are you my grandson?

Mtanga:

I am fine. Excuse me, Grandfather. I would like to know something from you.

Mr Sijaona:

Yes, what is it, Mtanga?

Mtanga:

What is the difference between *Mtaa* and a village?

Mr Sijaona:

Well, *Mtaa* is found within a town or a city, but a village is found in a rural area.

Mtanga:

What is the structure of the *Mtaa* committee?

Mr Sijaona: *Mtaa* is made up of not more than fifty households. Each *Mtaa* is led by the *Mtaa* committee chairperson.

Mtanga: And what about the *Mtaa* committee?

Mr Sijaona: It is recognized under the local government act. *Mtaa* is headed by the *Mtaa* chairperson, the *Mtaa* Executive Officer and other six members. These members are chairpersons from different sub-committees. These includes the security committee, the health and social welfare committee, and the finance committee. These committees also ensure education is provided to children and control *Mtaa* infrastructure such as water systems, roads, and electricity. There is also a sub-committee dealing with calamities.

Mtanga: How are these leaders obtained?

Mr Sijaona: *Mtaa* chairperson and the six members are elected by the respective local residents who are eligible to vote. The election takes place after every five years. The *Mtaa* Executive Officer is employed by the town, municipal, or city council. The head of *Mtaa* is the chairperson, and He/She is incharge of all the activities conducted in the respective *Mtaa*. The *Mtaa* Executive Officer is the secretary for all *Mtaa* meetings.

Mtanga: What about the structure of the village?

Mr Sijaona: The village is comprised of several hamlets. It is headed by the village chairperson. The village government supervises the

development projects carried out by its people. It ensures the availability of land, good water supply, education, health services, and roads. It also promotes the growth of industries through agricultural activities, fishing, and livestock keeping.

Mtanga: Thank you Grandfather for educating me. I do not have any more questions to ask.

Mr Sijaona: My pleasure. Be curious about things that you do not know.

Exercise 4

1. What is the difference between *Mtaa* and a village?
2. What is the importance of *Mtaa* committee and village governments?
3. Which *Mtaa* committee and village government leaders are elected by people?



Activity 3

Pay a visit to your *Mtaa* committee or village government office and ask for *Mtaa* or village leadership structure and its functions. Write your answers in the exercise book.

Exercise 5

1. Describe the acts of democracy at your school.
2. List three acts showing good governance in your family.
3. Mention four advantages of democracy in your family.
4. Outline four possible problems that can arise if pupils are denied freedom of speech and the opportunity to elect their prefects.

Exercise 6

Match the items in **Column A** with their corresponding ones in **Column B**.

Democratic principles	Advantages
i. Election of leaders through voting	(a) make citizens equal in the court of law
ii. Good governance at family level	(b) allows citizens to own the decisions
iii. Participation of the citizens in making decisions	(c) parents involving their children in making family decisions
iv. Rule of law	(d) children are not involved in making family decisions
	(e) allows good leaders to be elected
	(f) making sure villagers obtain social services and infrastructure such as electricity, roads, and buildings for schools and health centres

Vocabulary

Committee

a group of people formed for a specific activity

Democracy

a leadership system in which people participate in decision making

Chapter Five

Caring for oneself and others

Introduction

In this chapter, you will learn how to care for yourself and others. You will learn kinds of behaviour that can protect your health and that of others. In addition, you will learn how to protect resources and conserve the environment.

Caring for oneself

Some kinds of behaviour show that one is caring for herself or himself.



Think

How does one care for herself or himself? What behaviour would show that one is caring for herself or himself? How do you avoid affecting your health?

Consider of the following:

1. A pupil does physical exercise every day.
2. A child is using a treated mosquito net every day.
3. A female pupil tells her parents how she avoided being tempted to have sex with a boy.



Ask yourself

What have you learnt from the above kinds of behaviour? How do you take care of yourself?

There are different things that one can do to care for herself or himself.

Read the following passage and answer the questions that follow.

Dora is a Standard Four pupil at Chekereni Primary School. She wakes up early every morning and does physical exercise. Physical exercise makes her strong and active. She cleans and organises her room and makes her bed every day. Then, she brushes her teeth and goes to have a bath ready for school. Her parents prepare a healthy breakfast for her.

One day, when Dora and her friends were playing on the school ground, they saw a boy coming closer to them. The boy wanted to give them sweets and biscuits. Dora's friends wanted to take the sweets and biscuits, but Dora told them not to take things from a person they did not know. The boy persuaded Dora and her friends to take the sweets and biscuits. Dora ran to the teacher and informed him about the boy. The teacher went to the playground to see the boy. When the boy saw the teacher coming, he started running away. However, he was caught by other pupils before he could reach far.

The boy was taken to the head teacher's office for interrogation. The head teacher told the boy, "You are a very dangerous boy! You give sweets to girls so that you can have sex with them."

Exercise 1

1. What self-care behaviour have you learnt from Dora?
2. Apart from the kinds of behaviour mentioned in the passage, what else do you do to care for yourself?
3. What would you advise your friend who does not care for himself/herself?
4. What are the benefits of caring for yourself?
5. If you were the head teacher, what would you advise the pupils to do in order to take care of themselves?



Activity 1

Prepare two lists of what you would do to take care of yourself. On one list, show the actions done at school and, on the other one, show the actions done at home.

Risky behaviour

Ensuring your safety is a sign of caring and valuing yourself. In order to be safe, you should always avoid risky behaviour.



Think

1. A pupil plays in a contaminated water canal.
2. A pupil surrounds himself/herself with people who smoke marijuana.
3. A pupil joins a gang of thieves.
4. A girl wears clothes such as miniskirts, which show her body parts.
5. A child roams around the street at night.
6. A child does not wash hands after using the toilet.
7. How you would protect yourself from behaviour or things that endanger your safety and health.
8. How you would protect your family members and the community from harm.

Read the dialogue between Juma and Mary and answer the questions that follow.

Juma: Hello Mary! How are you?

Mary: I am fine; thank you, Juma! What do you do after school?

Juma: I usually meet with my friends to talk and have fun.

- Mary:** How long does it take you to reach home from school?
- Juma:** It takes me about six hours, from 2.00 p.m. to 8.00 p.m. in the evening.
- Mary:** Oh! You roam until that time?
- Juma:** Yes! Why not?
- Mary:** Are you happy about that?
- Juma:** Yes! I am happy! Are you not meeting up with your friends?
- Mary:** No, I don't, Juma! I go straight home after school.
- Juma:** Why don't you meet up with your friends after school?
- Mary:** Because it is dangerous to roam after school.
- Juma:** Why is it dangerous?
- Mary:** There is a danger of meeting people with bad intentions such as drunkards and criminals.
- Juma:** You are right, Mary! I am afraid of such bad people.
- Mary:** Then you should stop staying out of your home until late in the evening. You should always go straight home and help your parents with house work.
- Juma:** Thank you, Mary! I am going to give similar advice to my friends.

Exercise 2

1. What kinds of risky behaviour have you noticed in the dialogue?
2. Mention any other kinds of risky behaviour, apart from those in the dialogue.
3. What behaviour has Mary demonstrated in the dialogue?
4. Whose behaviour would you prefer between Juma's and Mary's?
5. What would you advise your friend whose behaviour resembles that of Juma?



Activity 2

Observe how children behave in your neighbourhood. Write down the most occurring kinds of behaviour. Suggest how you would help children who involve themselves in bad behaviour.

Effects of childhood sex and drug abuse

Childhood sex and drug abuse are examples of risky behaviour.



Ask yourself

1. Why do children involve themselves in sex and drug abuse?
2. Have you seen or heard of children with such kinds of behaviour?
3. How were they affected?

Read the following dialogue between a mother and her two children. Then, answer the questions that follow.

Children: Hello Mother!

Mother: Hello, how are you?

Children: We are fine; thank you, Mother!

Mother: What did you learn at school today?

Mikidadi: We learnt about kinds of behaviour that endanger our health, family, and the whole community.

Lucy: Mother! Can children be involved in sex?

Mother: Absolutely, Lucy! They can.

Mikidadi: Oh! How possible?

Mother: Do you remember I asked you not to take things such as money or gifts from people you do not know?

Children: Yes, Mother! We do remember.

Mother: Now! Some people give children money and gifts to convince and involve them in sex.

Mikidadi: Oh! Really?

Lucy: Mother! What can be the effects of being involved in childhood sex?

Mother: Lucy! There are many negative effects like getting early childhood pregnancy and sexually transmitted diseases (STDs).

Lucy: I have understood you, Mother! Our teacher taught us about drug abuse.

Mother: Oh, yes, Lucy! That is another risky behaviour because drug abuse is very dangerous to your health.

Mikidadi: What other behaviour endangers our health?

Mother: Smoking cigarettes and taking alcohol.

Mikidadi: You are right, Mother! Our teacher warned us against staying out of home until late in the evening and against spending time with children with such behaviour.

Mother:

Children who stay out until late in the evening are vulnerable to drug and sexual abuse. If you value and care about yourselves, you should always avoid such children.

Children:

Thank you so much, Mother! We will follow your advice.

Exercise 3

1. What kinds of risky behaviour are being described in the dialogue above?
2. What problems do pupils who engage in such risky behaviour experience?
3. How would you avoid risky behaviour?
4. What advice would you give to your friend who is engaging in risky behaviour?



Activity 3

Discuss with your subject teacher the effects of childhood sex and drug abuse. Write a report on what you have discussed.

Taking care of family properties



Think

Which properties and resources do you see? How do you take care of the properties and resources?

When we take care of family properties, they last longer. Each family has its own properties and resources. It is important to take care of them.

Consider the following kinds of behaviour:

1. A child dumps food that was prepared yesterday.
2. A child is served with a lot of food, but he or she could not finish eating it.
3. The lights are left on while there is nobody at home.
4. A child is sent to the shop, and he uses the remaining money to buy sweets without permission from his parents.
5. A child leaves the tap running.



Ask yourself

1. What do the above kinds of behaviour indicate?
2. Do you do those acts at home?

Read the dialogue below and answer the questions that follow.

Teacher: How do you take care of family properties?

Joseph: I switch off the lights before getting out of my room to reduce cost.

Teacher: Very good, Joseph! This is one way to take care of our family properties. What else do you do?

Jacob: Another way is to use water wisely. After running the tap, we must always close it to avoid wastage of water.

Teacher: You are right, Jacob! This will help parents reduce water bills. Celine, what else can we do to protect family properties?

Celine: In most cases, people serve themselves food which they cannot finish. I think this is also a wastage of properties.

Teacher: Certainly! We should always serve food that we can finish. Joseph, do you want to add anything else?

Joseph: Another thing is to reduce unnecessary spending. We often buy things that we do not need. This is a wastage of family resources.

Celine: This is a very interesting discussion! I have learnt the importance of taking care of family properties and resources.

Exercise 4

1. What have you learnt from the dialogue above?
2. What behaviour contributes to the wastage of family resources?
3. Mention other bad behaviour that can contribute to the wastage of family properties and resources.



Activity 4

Discuss with your friends how to take care of family properties and write down kinds of behaviour and frequency as shown in the table below.

Example

Day	Behaviour	Frequency
Monday to Friday	Switched off the iron after using it	3

Tell your parents the results after a week.

Environmental conservation

Environment is anything that surrounds us. Environmental degradation is a result of our bad habits and actions.

Environmental conservation activities



Think

What acts do you do to conserve the environment?

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

1.



2.



3.



4.

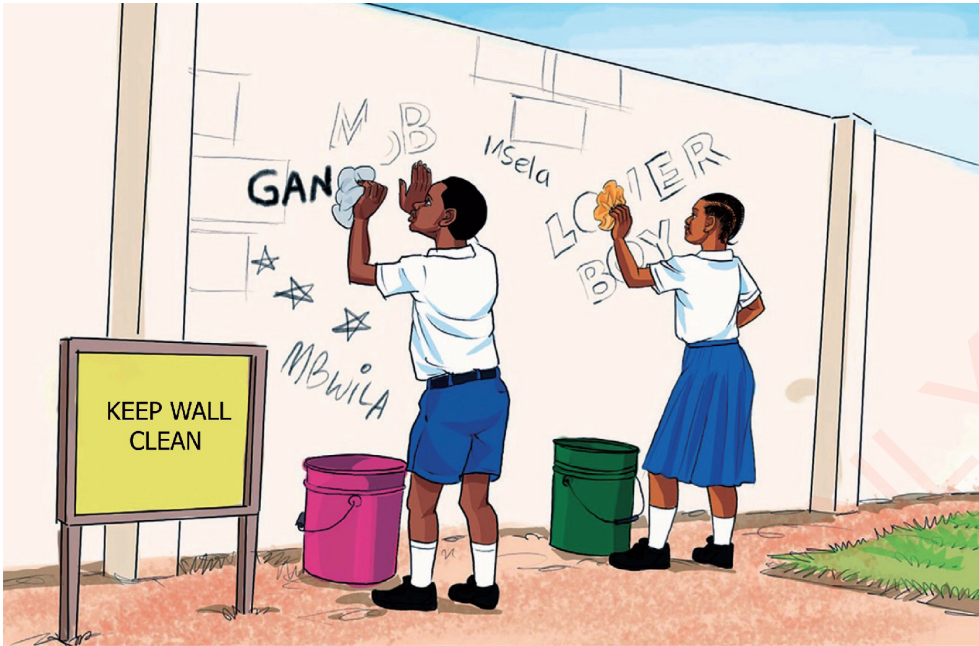


Figure 1: Environmental conservation activities

Exercise 5

1. What do the pictures above demonstrate in relation to environmental conservation?
2. How do you conserve the environment at home and school?
3. How do you mobilise and encourage your classmates to preserve the environment?



Activity 5

Discuss with your classmates how you can contribute to environmental conservation in your neighbourhood. Prepare a schedule of the activities you will do at the weekend.

Activities leading to environmental degradation



Think

Do you know activities and behaviour that degrade our environment?

Consider the following:

1. A passenger throws waste through the bus window.
2. People throw plastic carrier bags into water channels.
3. Pupils urinate on the walls of school buildings.
4. People dump raw sewage into the river.
5. A garbage truck leaves behind waste on the road while in motion.



Ask yourself

What have you learnt from the above kinds of behaviour?

Read the following story and answer the questions that follow.

Itaga Village is in Tabora Region. It used to have plenty of trees and rivers. The village had a lot of water sources flowing from a thick forest. The villagers used to sit in the shade of big trees. There was plenty of rain for cultivation. The villagers prepared their farms and got a lot of harvests. They also kept and grazed many animals.

However, over the years, the population of the Itaga village increased. Do you know what happened? The villagers cut down trees to build houses. They made furniture and built houses using timber. They also burnt forests and trees to get charcoal. There was a remarkable change in the village.

There were no more trees and forests. There were no longer water sources from mountains and forests. The villagers threw waste everywhere, and the village became very dirty. There was an outbreak of diseases in the village.

Exercise 6

1. List kinds of behaviour from the story above that degrade the environment.
2. What activities pollute the environment in your neighbourhood?
3. What kind of diseases are most likely going to affect the Itaga village?
4. How does environmental degradation affect crop production and animal keeping?
5. Which acts of conserving the environment would you suggest for the Itaga village?



Activity 6

Discuss with the teacher the causes of environmental degradation at your school. Suggest ways of conserving the environment.

Environmental conservation education



Ask yourself

1. Things have you done to ensure environmental conservation.
2. Things you would do to raise environmental awareness.

Read the following passage and answer the questions that follow.

Juma and Samia study at Michungwani Primary School. The school is located at Michungwani Village in Handeni District. The village is affected by environmental degradation. A Civic

and Moral Education teacher taught Juma and Samia how to conserve and preserve the environment. The two pupils are members of the school environmental club. They learnt different ways of conserving the environment. Juma and Samia used their knowledge to educate Michungwani villagers on how to preserve and conserve their environment. One day, Juma and Samia visited the village chairperson. They told the chairperson about their plan to educate Michungwani villagers on the importance of environmental conservation. The chairperson liked their plan very much and arranged a meeting with all villagers. Samia, Juma and the environment club leader attended the meeting. The environment teacher was also present. They educated the villagers on the importance of conserving the environment. They discussed with them the importance of cutting grasses, properly disposing waste, and preserving water sources. Similarly, they discussed the importance of cleaning canals and the negative effects of cutting down trees. The villagers agreed to join their efforts to protect the village environment.

Exercise 7

1. Mention different ways of educating people on the importance of environmental conservation.
2. What is Juma and Samia's contribution to environmental conservation in their village?
3. What can we learn from the story?
4. What will you do to educate your neighbours on environmental conservation?
5. Which benefits will the Michungwani village get from the environmental conservation education?



Activity 7

Discuss with your classmates and plan an environmental education session at the end of the week. Involve your Civic and Moral Education teacher as well as the environment teacher.

Exercise 8

1. What risky behaviour do pupils at your school practise?
2. Mention five ways of avoiding risky behaviour among children.
3. List down the effects of childhood sex.
4. Mention three family resources that you know.
5. What will you do to avoid environmental degradation at your school?

Exercise 9

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

1. Washing hands before and after eating is a habit of self-care. _____
2. Attending night traditional dances is risky. _____
3. Alcohol abuse and smoking cigarettes are kinds of good behaviour. _____
4. Throwing rubbish into the river protects the environment. _____
5. Burning forest and cutting down trees lead to drought. _____

Vocabulary

Conservation

management of natural resources such as water and land in ways that prevent them from being damaged or destroyed

Dispose

get rid of something because you don't need it

Degradation	the process of changing something into a worse situation
Interrogation	the process of asking someone a lot of questions in an angry or threatening way in order to get information
Resource	something useful that can be used to increase wealth
Risky behaviour	dangerous acts that may cause harm to a person
Schedule	a plan of activities or events and when they will happen
STDs	diseases such as AIDS, Syphilis and others which are mostly spread via sexual intercourse

Chapter Six

Being responsible and caring for resources

Introduction

In Standard Three, you learnt how to be responsible for taking care of school properties. In this chapter, you will learn the habit of volunteering in your community. You will learn also the art of developing a habit of respecting public properties and fulfilling your family responsibilities. Finally, you will learn how to work together with others to fulfil home and school duties.

Being responsible for the family



Ask yourself

What responsibilities do you perform at home?

It is important to know that it is your responsibility to take care of household chores.

One of the chores in the family is taking care of your siblings, family resources, and properties. It is also important to engage in family development activities, such as taking care of domestic animals. In addition, it is important to take care of your family and relatives in times of sickness and other problems.

Study the following pictures and answer the questions that follow.

1.



2.



3.



4.



Figure 1: Acts of being responsible

Exercise 1

1. What acts have you identified from Pictures 1 to 4?
2. What duties do you fulfil at home?
3. How do you feel when you fail to fulfil your family duties?
4. What will you do if you fail to perform your family duties?



Activity 1

Ask your parents or guardians to specify your duties and responsibilities at home. Then, write those duties and responsibilities in your exercise book and how you would perform them.

Doing minor domestic chores

There are many domestic chores that you can do. These include sweeping, ironing, mopping, and disposing waste.



Think

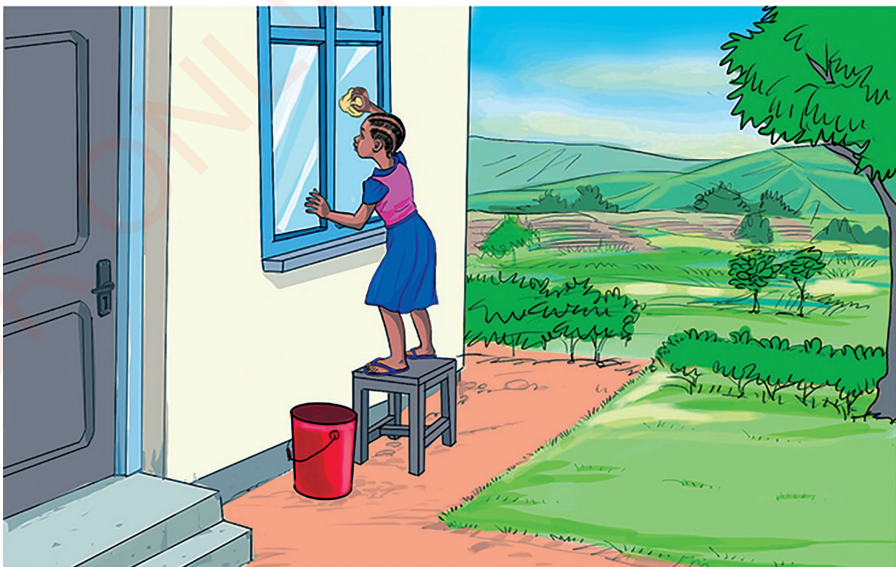
1. What domestic chores do you do at home?
2. How do you feel when you do the chores?

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

1.



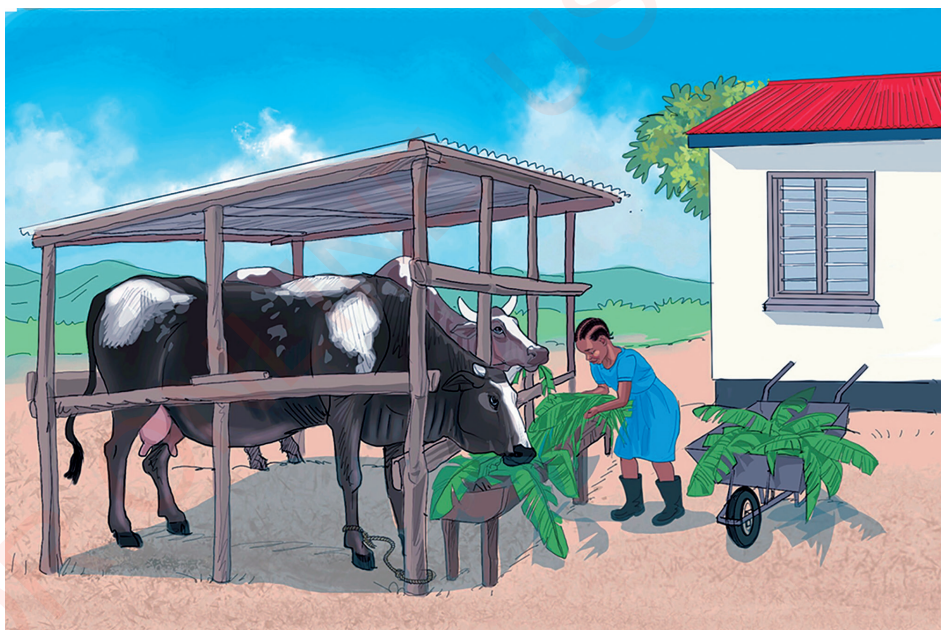
2.



3.



4.



5.



Figure 2: Children doing domestic chores

Exercise 2

1. Which domestic chores are done in Figure 2?
2. From the chores above, which ones do you do at home?
3. Mention other chores that you do at home.



Activity 2

List domestic chores done in your family. Write your weekly activities in your exercise book and submit it to your subject teacher.

Being responsible in the community

One way of being responsible is to volunteer to do different community activities.



Think

1. Have you ever volunteered to do something at school or at home?
2. What would you volunteer to do in your community?

Read the following passage and answer the questions that follow.

Tito is a brave and patriotic child. He is in Standard Four at Kaliwa Primary School. Teachers, family members, and the whole community like Tito very much. He takes care of his siblings and does community activities every weekend. Some of the activities include cutting grass, picking up garbage, and disposing it. He also volunteers to care of family and school gardens.

Tito joined an environmental club in his neighbourhood. The club educates and raises awareness of environmental conservation. Tito's neighbourhood is very clean and attractive. He is also a member of a peace building club at school. The club educates people on the importance of peace and unity within and outside the school compound. It educates how people with different backgrounds can live together in peace and harmony. The club also educates people on the importance of tolerance and caring for others. Tito and his friends do all the activities voluntarily. Their club also contributes a lot to the reduction of conflicts at school and in the community.

Exercise 3

1. What behaviour does Tito demonstrate in the story?
2. What do you think of Tito's behaviour?
3. Mention community activities in which you would like to volunteer.
4. What are the benefits of community volunteering?



Activity 3

Discuss with your classmates the importance of community volunteering. Draw a table showing the number of community activities in which you would like to volunteer at the weekend. Then, list the number of activities you would do.

Consider the following example.

Day	Activities and behaviour	Frequency
Saturday and Sunday	Cleaning the surroundings	2

Submit your assignment to your subject teacher.

Taking care of community resources

What would you do in the following situations?

1. Your friends destroy the water pump.
2. A pupil draws a cartoon on the wall.
3. A pupil defecates out of the toilet.

Read the passage below and answer the questions that follow.

Jumbo Village is known for taking care of its natural and man-made resources. These resources are buildings, roads, water pumps, forests, land, and water sources. The Jumbo villagers have a good plan of taking care of their resources. For instance, they have forbidden people from throwing waste into the water sources, cutting down trees, burning forests, as well as destroying buildings and roads.

There is plenty of rainfall in the village. There is a thick forest and a river with plenty of water throughout the year. Their roads

are good all the time and the villagers are doing their daily activities without any problem. The village chairperson educates his villagers on the importance of taking care of the village natural resources. The chairperson received an award as the best village chairperson of the year at a meeting involving all village chairpersons.

In contrast, their neighbouring villages do not take care of their resources. Their roads are so bad, with many pot holes. It is thus difficult to do business. There are no thick forests, their land is not fertile and all water sources have dried up.

Exercise 4

1. What made Jumbo villagers successful?
2. Why was the Jumbo Village chairperson awarded?
3. What other resources does your village value?
4. How were the other villages affected by not taking care of their environments?
5. What would you advise the chairpersons of the neighbouring villages?



Activity 4

Look around your village or street. List the available resources and write how they are being preserved.

Teamwork and cooperation

Cooperating with your fellow pupils in fulfilling responsibilities is very important. It is important to build a culture of cooperation and teamwork with different people. This will make you learn new things.



Ask yourself

1. Whom do you cooperate with in fulfilling your daily responsibilities?
2. How do you cooperate with them?

Read the following poem and answer the questions that follow.

*Roda, Doto and Pili are friends indeed,
Working hard and passing exams is their hobby,
Teamwork and cooperation is their strategy,
Indeed! Teamwork is the key to their success.*

*Civic and Moral Education, Roda is the best,
Science and Technology, Pili is the first,
Dancing as well, no one beats her waist,
Indeed! Teamwork is the key to their success.*

*In Mathematics, Doto is the best,
To Doto, conserving the environment comes first,
In all the subjects however, Amina is the poorest,
No teamwork, she is doing it alone.*

*Teamwork, is not Amina's hobby,
Her performance dropped, as a result of selfishness,
She thought she could do it all alone, Alas! She couldn't,
No teamwork, she is doing it alone.*

Exercise 5

1. What have you learnt from the poem above?
2. How did teamwork help the three friends?
3. How was Amina affected by disliking teamwork?
4. What would you advise a friend who does not cooperate with others?

Exercise 6

1. Which activities would you like to volunteer doing in your neighbourhood?
2. List the natural and man-made resources available in your neighbourhood.
3. Write your responsibilities in your family.

Exercise 7

Choose the correct answer and write its letter in the box provided.

1. The following is among the family responsibilities:
 - (a) Going to bed early
 - (b) Doing domestic chores
 - (c) Playing football
 - (d) Healing the sick
2. Cleaning the home environment is the responsibility of our
 - (a) father.
 - (b) mother.
 - (c) housekeeper.
 - (d) family members.

3. One of the community responsibilities is
- (a) watering the family garden.
 - (b) cleaning the village health centre.
 - (c) cleaning your room.
 - (d) taking care of our family domestic animals.
4. Which act demonstrates valuing community natural and man resources?
- (a) Destroying the water pump
 - (b) Planting trees around water sources
 - (c) Grazing animals in a preserved forest
 - (d) Burning down forest to get charcoal

Vocabulary

Defecate	get rid of waste matter from the body
Domestic chores	tasks that you do regularly at home
Patriotic	feeling of love, respect, or duty towards your country
Preservation	the process of protecting something valuable so that it is not damaged or destroyed
Responsibility	the state of being in charge of someone or something
Volunteer	to offer or choose to do something without being paid

Chapter Seven

Obeying rules and regulations

Introduction

In Standard Three, you learnt about school rules and regulations. You also learnt about the importance of respecting them. Obeying rules and regulations is very important for the safety and security of the community. In this chapter, you will learn about obeying school rules and regulations.

Observing school rules

Rules are procedures that one must follow when doing a task. Keeping rules means following the agreed-upon procedures of doing things. Examples are school rules, road safety rules and home routine rules. School rules include being punctual, attending classes and wearing a school uniform. Others are respecting teachers and not fighting with other pupils.

Understanding and following school rules

Every school has its own rules.



Think

Do you know the rules of your school? Do you follow them?

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

1.



2.



3.



Figure 1: Pupils obeying school rules

Exercise 1

1. What do you see in Pictures 1, 2 and 3?
2. Mention acts of observing school rules that are not shown in the pictures.
3. What action is taken against pupils who do not observe school rules?
4. Mention five rules of your school.



Activity 1

How would you make your friend who does not observe school rules observe them?

The benefits of observing school rules



Think

What benefits do you get from obeying school rules?

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

Hamisi: Hello, Neema! How are you?

Neema: I am fine, thank you.

Hamisi: What enabled you to pass your examinations very well?

Neema: Well Hamisi, I usually arrive at school early. I attend the lessons and pay attention to what the teachers say. In addition, I respect all my teachers.

Hamisi: Will I pass my examinations if I do the same?

Neema: Certainly! Those things will help you learn what your teachers teach successfully.

Hamisi: Thank you for the advice. I will follow in your footsteps.

Exercise 2

1. What are the benefits of arriving at school on time?
2. How can Hamisi pass his examinations?
3. What are the disadvantages of not observing school rules and regulations?
4. What are the benefits of observing school rules and regulations?

Developing self-discipline

Self-discipline is the ability to make yourself do what is right. Completing your work on time is a sign of self-discipline. Others are drawing up and following a study timetable and volunteering to perform tasks.

Consider the following actions and then answer the questions that follow.

- (a) A pupil has completed a task given to him by his teacher on time.
- (b) A pupil has drawn up a study timetable and follows it closely.
- (c) A pupil cleans the blackboard before the teacher starts teaching.
- (d) A pupil cleans a part of the school environment before entering his or her classroom.
- (e) A pupil dresses neatly all the time.
- (f) A pupil cleans the home environment before going to school.

Exercise 3

1. What have you learnt from these actions?
2. What are the benefits of self-discipline?
3. Mention other actions which show you are self-disciplined at home and at school.

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

Mongi and Salum are friends. They are pupils of Maendeleo Primary School. After school, Mongi fulfils his duties according to the timetable he has drawn up. His duties include watering the garden and washing clothes. Besides fulfilling these duties, he washes his school uniform and does his homework. Salum does not work unless he is reminded and supervised by his mother.

Exercise 4

1. What voluntary actions does Mongi do?
2. What other voluntary actions would you advise Salum to do?
3. What voluntary work will you do after this lesson?



Activity 2

1. Draw up a personal study timetable and follow it.
2. Draw up a personal timetable for home and school work.

Commitment to work

Read this story and then answer the questions that follow.

Hanga is a standard Three pupil at Nkende Primary School. He observes school rules and follows the instructions given by his parents. After waking up in the morning, he greets his parents, cleans his room and washes the dishes after eating his breakfast. After that, he goes to school. At school, he does his chores and other activities.

One day, the head teacher saw Hanga watering the flowers. The head teacher asked him if any teacher had told him to do the work. Hanga said he had not been told to do so by anyone. At the school assembly, the head teacher asked Hanga to go to the front. He announced that Hanga was a good boy. He showed commitment to works at school. So, the headteacher rewarded him a dozen of exercise books.

Exercise 5

1. What did you learn from the above story?
2. What does commitment mean?
3. To what work was Hanga committed?



Activity 3

1. Mention three activities you have been committed to in your life.
2. Mention the benefits one gets from being committed to work.

Building interest in self-study

The habit of studying shows self-discipline. You will benefit more if you like to study. A person who likes to study always searches for publications to read. He or she follows a personal study timetable. A person who reads increases his or her knowledge everyday.

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

Siwema: Good morning, sir!

Teacher: Good morning, Siwema; How are you?

Siwema: I am fine, thank you.

Teacher: How may I help you?

Siwema: Please, help me improve my study skills.

Teacher: But what is wrong with your study skills?

Siwema: Excuse me, sir, last term I did not perform well in my examinations.

Teacher: I see! Take courage and work harder this time.

Siwema: So, what should I do to build self-study discipline?

Teacher: First, draw up a personal study timetable. Then, follow it closely.

Siwema: Thank you, sir. I did not have a self-study timetable. I will draw up one.

Teacher: If you build a self-study habit, you will do well in your future examinations.

Siwema: Thank you very much, sir.

Teacher: You're welcome. Goodbye

Siwema: Goodbye.

Exercise 6

1. What did the teacher advise Siwema to do?
2. Apart from drawing up a self-study timetable, what other things make one study well?
3. What are the benefits of developing a good study habit?

Obeying rules and regulations

It is very important for pupils to obey rules and regulations in their daily life.



Think

Do you obey school rules and regulations? Doing so is important for you to succeed in your studies.

Consider the following acts:

1. A child throws trash on the road.
2. A pupil urinates in the bush.
3. A driver drives recklessly in an overcrowded area.
4. A youth makes a canal to direct raw sewage into the river.
5. A shopkeeper closes his shop and runs away from tax administration officials.



Ask yourself

1. What is your opinion about the acts listed above?
2. Which among them have you experienced in your neighbourhood?
3. What would you advise people with such kinds of behaviour?

Rules and regulations are important in any community. They allow community members to live in peace and harmony. Disobeying rules and regulations may lead to problems. Such problems are accidents, deaths, diseases, and conflicts.

Ensuring respect for school rules and regulations

It is important to ensure respect for school rules and regulations.

What will you do if you see the following kinds of behaviour?

1. A fellow pupil smokes marijuana.
2. A pupil goes out of the school compound by jumping over the fence.
3. Pupils urinate in the school surroundings.
4. Pupils harass a fellow pupil.

Read the following poem and answer the questions that follow.

*Zachary and Mgisa, Mivinja school prefects,
Ensuring school rules respected,
Zachary ensures clean environment,
Respect for rules must be ensured.*

*Duty teacher gives directives and orders,
Mgisa head prefect, receives orders,
He ensures school duties are accomplished,
Respect for rules must be ensured.*

*Class leaders guarantee clean classes,
They ensure calm and respectful classes,
Teachers keen, teaching classes,
Respect for rules must be ensured.*

*Duty teacher receives feedback,
Duty prefects ensure feedback,
That is vital in ensuring respect for rules,
Respect for rules must be ensured.*

Exercise 7

1. What are the duties done by Zachary which are also done by your school prefects?
2. Mention the duties that you can do at your home.
3. If you were Mgisa, what would you do at your school?
4. Apart from teaching, what else do your teachers do at your school?

You now know the importance of obeying school rules and regulations. You should always set an example in obeying school rules and regulations. You should also tell your fellow pupils about the importance of respecting school rules and regulations. You ought to take action when someone disobeys school rules and regulations.



Activity 4

Write the acts of showing respect for school rules and regulations in your exercise book.

Exercise 8

1. Mention four ways of avoiding road accidents.
2. Write three advantages of obeying school rules and regulations.
3. Mention two ways to ensure your classmates obey school rules and regulations.

Vocabulary

Accomplish

to succeed in doing something

Directives

an official instruction

Regulations

an official rule that controls the way things are done

Chapter Eight

Being patient

Introduction

In this chapter, you will learn how and why you should be patient and persistent in addressing life challenges, including taking criticism.

Facing challenges

Challenges can discourage you from achieving your goals. However, you should always be patient and persistent when you face challenges. You must always find ways of dealing with such challenges. When you face a challenge, you should not harm yourself. You should always seek advice and assistance from others.



Think

1. A challenge you have ever faced.
2. The way you dealt with it.

Read the passage below and answer the questions that follow.

Zuma and Janeth lived a happy life. Their father was a manager for a big company in Dar es Salaam. Their mother was a house wife who took care of the children. There were four housekeepers in their residence. Zuma and Janeth were taken to the beach and other playing grounds for children every weekend. They went to school by school bus every day. Their parents took them to national parks during holidays. One day, it was announced that the company, for which their father worked, went bankrupt. All workers lost their jobs. Family

income dropped. There were no more trips to the beach at the weekends. They could not eat well as they used in the past.

Zuma and Janeth had to go to school on foot every day. After two days, they could not go to school because they were tired. The next day, their father told them about his childhood life story. He told them so that they could learn how to be patient and enduring when facing challenges in life. He told them that he was walking ten kilometres to and from school every day for seven years. Despite the challenges, he passed very well in his examinations and studied up to university. Zuma and Janeth were impressed and encouraged by their father's story. They decided to work hard at school and at home.

Exercise 1

1. What have you learnt from Zuma and Janeth's experience?
2. What enabled their father perform well in his studies?
3. What could have happened if Zuma and Janeth had not learnt to be patient and enduring?
4. What would you advise a friend facing challenges similar to those faced by Zuma and Janeth?



Activity 1

Describe the most serious challenge you ever faced in life and how you dealt with it.

Dealing with challenges

When you face challenges, you can find ways to deal with them. You should always be careful when you find solutions to the challenges you face.

Read the following story and answer the questions that follow.

Zubeda and Herida are twin sisters. Their parents are Mr and Mrs Heri. Zubeda and Herida were the only children in the family of Mr and Mrs Heri. Their parents made sure that they got the necessary needs, and they lived a very happy life. One day, Mr Heri suffered from a severe fever. He was taken to hospital. Unfortunately, he died after three days. His family was very sad to lose their father.

Many people attended Mr Heri's funeral. Immediately after the funeral, everybody dispersed, leaving Mrs Heri with her two daughters. After a few days, the family's life changed completely. Mrs Heri could not meet the basic needs. Zubeda had to beg for money in the street to buy her school uniform and pay for transport. Her mother asked Zubeda to stop begging, but she did not stop doing so.

Herida did not beg for money in the street like her sister. She agreed to wear one pair of shoes and went to school on foot. She set herself some long-term goals. She asked for advice from her teachers, uncles, and her father's friends. She also talked to her friends and other people who experienced similar challenges. Some advised her to start a small business. Others advised her to set aside sometime for studies and for helping her mother. Herida worked with her mother to run a small business. They planted vegetables and sold them. Herida worked in the vegetable garden and set time for independent studies. She helped her mother to sell vegetables every weekend. Ms Pauline got some money to meet their basic needs.

Herida did not lose focus in her studies. She continued working hard and performed very well in her studies. Herida talked to the discipline teacher about her sister's behaviour. The teacher warned Zubeda and she stopped begging in the streets. Herida and her sister started working together and studied very hard.

They continued with their studies up to university. Herida is now a teacher and Zubeda is a paediatrician, a specialist doctor who studies and treats the diseases of children.

Exercise 2

1. What behaviour does Herida demonstrate in the story?
2. What would have happened to Herida and Zubeda if they had not dealt with their challenges?
3. Mention challenges that you ever faced.
4. How would you help a friend who fails to deal with challenges?
5. What would you do to deal with the challenges that you face?



Activity 2

Talk to your fellow pupils and list three life challenges they face. Write the advice you would give them to deal with those challenges.

Read the following passage and answer the questions that follow.

Keto and Joshi were good friends with different personal characteristics. When Keto faced a challenge, he kept it to himself. He did not share it with anybody. When Joshi faced a challenge, however small it was, he always shared it with his friend, Keto.

Keto was very good at the English language but poor at Mathematics. In contrast, his friend Joshi was good at Mathematics but poor at English. Whenever they were given assignments, Joshi would show his grades and ask Keto for assistance. He would also ask pupils from other classes and his teachers to assist him and to clarify something that he had not understood. In

contrast, when Keto got a poor grade in Mathematics, he would hide it and keep it to himself. He always felt very bad about it but would not share it with others. He never asked for assistance from anybody.

All pupils thought that Keto was good at all subjects. In the final examinations, Keto did not do well in Mathematics while his friend Joshi did very well in all subjects.

All pupils were very amazed by Keto's results since they did not expect him to fail.

Exercise 3

1. Describe Keto's and Joshi's personal characteristics as shown in the story.
2. What other characteristics do you know?
3. What challenges did Keto face?
4. What would you advise Keto?
5. What did Joshi do to deal with his challenges?



Activity 3

Mention acts you would do in life based on what you have learnt from the story above. Write them at the back of your exercise book.

Taking criticism

Nobody is perfect. Every person makes mistakes in life. We become strong by being told about our mistakes by the community surrounding us and by learning from them. Someone who loves and cares for you would tell you when you go wrong in life. The one who does not love you would leave you without helping you. Taking criticism is, therefore, a wise thing to do.



Think

1. How do you react when your friend tells you that you have done something wrong?
2. What are the benefits of admitting that you are wrong?

Read the following dialogue and answer the questions that follow.

Juma: I am very good at football. Without my presence in the squad, the team fails.

Jumanne: Not at all! I am better than you. You cannot beat me at football. I am the best footballer at school.

Jonathan: You people, why are you always arguing about football and nothing about your studies?

Juma: Jonathan, do you mean football is useless?

Jonathan: Not at all! You put more effort into football than into your studies.

Jumanne: Juma, I think it is wise to accept criticism whenever we go wrong. Football is beneficial, but we are getting it wrong by not studying hard.

Joshua: Ah! Leave me alone. Football is more important to me than studies.

Jonathan: I also used to be very good at football, but it is better to focus on studies. I realized that I was performing poorly in my studies. I accepted that I was doing wrong and started putting more effort into my studies. I am now performing very well. I am surprised why you guys do not want to change your behaviour.

Exercise 4

1. Which acts in the dialogue indicate that one accepts criticism?
2. What problems can pupils who do not accept criticism face?
3. If you were Jumanne, what else would you advise your friends?
4. What would you advise a friend with similar behaviour to that of Juma?



Activity 4

Read different newspapers. Identify stories or events that show the behaviour of not accepting criticism. Insert the piece of the story into your exercise book.

Exercise 5

Match the items in **Column A** with the corresponding items in **Column B**.

Behaviour	Description of the behaviour
i. Criticising	(a) accepting being wrong and apologising
ii. Advising	(b) telling someone about his mistakes and weaknesses
iii. Listening to other people's opinion	(c) directing someone on how to deal with a problem
iv. Asking for forgiveness	(d) dismissing people who criticise you
	(e) understanding and respecting other people's thoughts
	(f) yelling at your critics

Vocabulary

Bankrupt	without enough money to pay debt
Patience	able to accept or tolerate delays, problems, or suffering without becoming annoyed or anxious
Perseverance	determination to keep trying to achieve something in spite of difficulties
Persistence	continuing with a course of action in spite of a difficulty or an opposition
Squad	a team or group, usually a football team

Chapter Nine

Achieving goals

Introduction

In Standard Three, you learnt the importance of being positive in life. In this chapter, you will learn how to develop a positive attitude, self-independence, and the benefits of teamwork in achieving your goals. You will also learn about an inquiring mind, forms of goals, and ways of solving problems.

Positive thinking

It is important to believe in yourself. You can do and achieve anything in life. Believe that you can do well in your studies, fulfil your duties, and complete your primary education. This is what we call positive thinking. Positive thinking helps you to achieve goals, become successful, and live a better and happier life. A positive attitude gives hope and courage that you can achieve anything in life.



Think

1. What expectations do you have for your life?
2. How would you build a positive attitude?
3. What benefits would you get by being positive?
4. How would you demonstrate your positive thinking?

Read the following passage and answer the questions that follow.

Maria and Tina are friends. They studied at Ramo Primary School. They were not doing well in their studies. Although they tried hard, they could not do any better in their examinations.

Maria did not give up. She believed that she would find a solution to her problem and finally improve her performance at school. She focused on achieving her goals. She asked her friends to form a discussion group.

She invited pupils who were doing well in different subjects. Why did Maria do that? She did that in order to ensure that her group has pupils who could assist those who were not doing well in their studies. They agreed that those who were good at certain subjects should ask their teachers to give them extra assignments. They woke up very early every weekend. They did all duties at home. Then, they met at Maria's home at 11 a.m. to study together. They answered all the questions given by their teachers. Each pupil submitted his/her assignment to respective subject teachers. After six months, Maria came top in her class. Her classmates were not only surprised by her performance but were very happy for her.

Exercise 1

1. What have you learnt from Maria's behaviour?
2. After reading the story above, how would you help a friend who does not study hard?
3. Mention steps you would take if you faced similar challenges to those of Maria.
4. What are the benefits of positive thinking?



Activity 1

Ask your subject teacher how he/she reached his or her goals. Write what the teacher tells you at the back of your exercise book.

Learning through group discussion

Pupils' expect to perform well in their examinations.



Ask yourself

1. What are the advantages of studying in groups?
2. How do you ensure that study groups are meaningful?
3. What should you consider in order to learn in study groups?

Learning in groups builds one's capacity and knowledge. You learn from others' experience and understanding. You will interact with a wealth of young talents in groups. Therefore, you will benefit a lot. You also get a chance to share your knowledge and experience with them. By doing so, you improve and promote your talent.

Look at the following pictures and answer questions that follow.

1.



2.



Figure 1: Studying in groups

Exercise 2

1. What activity is happening in Figure 1?
2. Which activities in Figure 1 are similar to what is happening in your school?
3. What benefit does one get from cooperation?
4. What would you advise your classmates in order to succeed?

Read the following passage and answer the questions that follow.

Sudi and Jonatha are good friends. They were not doing well in their studies. Each of them was studying individually. They considered their behaviour and finally decided to change their learning approach. They formed a study group. In the group, they focused on the subjects they were performing poorly. They persuaded and managed to convince pupils who were

good at those subjects to join their group. They created rules to guide their group discussion sessions. They also set a study timetable. They agreed to meet at school every Saturday. Each group member shared what she or he knew with the other members. Sudi and Jonatha made sure that they did everything that the group assigned them to do. If they did not understand something, they asked for assistance from others. Finally, Sudi and Jonatha improved their performance after changing their learning strategy.

Exercise 3

1. What techniques did Sudi and Jonatha use to deal with their problem?
2. Why did they set rules for their group?
3. Mention other benefits of studying in groups.
4. What else can you achieve through group discussion?



Activity 2

Discuss with your classmates the activities of different study groups at your school. Identify the advantages of study groups and write them in your exercise book.

Being independent in life

You might have solved some problems and made right decisions in your life. In addition, You might have also overcome bad influence. This includes going out of school without permission, fighting, using abusive language, and not doing assignments. The ability to solve your own problems and make decisions is what we refer to as being independent.

You should use your ability and talent to perform independent actions. These include washing your own clothes and cleaning

your room. You should also make a timetable for independent studies. In addition, you need to be independent in arranging your reading timetable.



Think

1. A pupil studies hard to pass in all subjects.
2. A pupil discovers a new learning approach.
3. A Standard Five pupil contests the head prefect position.
4. A Standard One pupil washes his clothes.
5. Your own decisions you have ever made.
6. Strategies you have to improve performance on a subject you are not doing well.

What have you learnt from the acts above? You might have noticed that those acts indicate self dependence and confidence. Such acts are very important in your life.

Read the following passage and answer the questions that follow.

Mwasi and Tausi are Mr Salumu's daughters. They study at Goweke Primary School. Tausi is in Standard Four while her sister is in Standard Six. The two girls study very hard. They use different learning approaches to improve their performance. Tausi likes Mathematics while Mwasi likes Social Studies.

Tausi made a list of numbers and posted it on her class wall. Tausi and her friends use the numbers to learn Mathematics. Mwasi made a model of the earth's sphere using clay soil. She coloured it and placed it in teachers' office. The two were very confident and made independent decisions. They have also formed a study group to help each other in their studies every weekend. They are both doing very well in their studies.

Tausi is a class leader while Mwasi is head prefect. Mwasi contested for the same post when she was in Standard Five. Her classmates thought it was too much of a responsibility for her, although Mwasi believed that she could do it. Unfortunately, she did not win until in the next election when she was elected head prefect. Mwasi is a very good leader.

While at home, Mwasi and Tausi engage themselves in fulfilling their responsibilities. Tausi prepares a budget to buy poultry feed. Mwasi sells poultry and eggs to customers. They have learnt a lot about raising chickens. Their dream is to start their own poultry farm after completing their studies.

Exercise 4

1. What do the acts in the story demonstrate?
2. What independent skills have you noticed?
3. What skills have you developed among those shown in the story?
4. Mention activities that you can do independently without assistance from your parents, teachers or any other person.



Activity 3

List the things that you are supposed to do independently. Write them at the back of your exercise book.

Being curious

In order to learn new things, you must always be curious. That is developing a culture of questioning to learn new things.



Ask yourself

1. If you are curious.
2. Aspects you have ever been curious about.

Read the dialogue below and answer the questions that follow.

James: Good morning, Brother Doto.

Doto: Good morning James.

James: May I ask you a question?

Doto: Yes, you may.

James: Why is our country poor? Despite having abundant natural resources like minerals, lakes, the ocean, national parks, and fertile land?

Doto: Having abundant natural resources does not guarantee us a rich country.

James: So, what makes us poor?

Doto: Poor management of the available resources and failure to process them into finished goods

James: Okay! But must we process them? Can't we simply sell them?

Doto: That is true! However, we will sell unprocessed materials at a very low price. If we process them and produce finished goods, we can sell the products at a high price. For instance, unprocessed cotton has a lower value than a shirt made out of it.

James: Aah! I understand. How did you know all that?

Doto:

There are many reliable sources of information. These are like books, credible newspapers, journal articles, and other communication channels. I usually learn a lot from these sources.

Exercise 5

1. What behaviour do you find interesting about James and Doto?
2. How has James benefited from being curious?
3. What are the other advantages of being curious?



Activity 4

Study whether your classmates are curious. Describe the behaviour that you would like to imitate.

Setting goals



Ask yourself

Goals you have set in your studies.

Read the passage below and answer the questions that follow.

Zera and Atanasi are in Standard Four at Mbuyuni Primary School. Zera has set goals to perform well in her studies and reach university level. She has set her study timetable, and she follows it accordingly. She also seeks advice and assistance from her teachers whenever she faces a problem. Academically, she always comes top in her class. Atanasi has not set any specific goals for himself. He does not have a study timetable, and he does not know what he wants to become in the future. His performance on terminal examinations is poor and he comes at the bottom in his class.

Exercise 6

1. What have you learnt from Zera?
2. How has setting goals and plans helped Zera?
3. If you were Atanasi's friend, what would you advise him?
4. What plans and goals have you ever set for your life?



Activity 5

Write what you would do to improve your academic performance in the following order:

- a. Mention your goals.
- b. Describe how you will achieve them.

Problems solving



Ask yourself

1. What do you do when you face a problem?
2. When a problem is beyond your control, what steps do you take to solve it?

Read the dialogue below and answer the questions that follow.

Tila: My Mathematics grades are very poor. I do not know what to do.

Jema: Why don't you just drop it and concentrate on other subjects?

Tila: No, I must deal with this problem.

Jema: How come you didn't deal with it all this long?

Tila: That is true. But I am going to put more effort.

Jema: Which particular effort?

Tila: I will set a timetable for independent studies at home and strictly follow it. I will solve ten Mathematics questions every day.

Jema: As for me, I have given up on Mathematics.

Tila: I am not giving up, and I believe my effort will help me.

Jema: Let me wait and see!

Tila: This challenge is within my capacity. I will put more effort into it and seek assistance from the teacher.

Jema: You have made the right decision my friend. If that works, I will use the same effort to succeed.

Tila: I believe that I am going to succeed.

Exercise 7

1. What have you learnt from Tila's behaviour?
2. What problems have you ever faced in life?
3. What would you advise Jema?



Activity 6

Discuss with your classmates the steps you would take to improve performance on your subject. Write the steps in your exercise book.

Taking advice

One way of achieving your goals is to take good advice from others.



Think

1. What would you like to be advised on?
2. What people do you think would give you proper and good advice?
3. What would you benefit from getting good advice?

Read the following passage and answer the questions that follow.

Paul and Lusiana are friends who are in Standard Four at Jitegemee Primary School. Paul's parents could not afford his school requirements when he reached Standard Four. Such requirements involved school uniforms and exercise books. Paul thought of dropping out of school and looking for work to earn some money. He decided to share his problem with Lusiana. Lusiana told him, "I think dropping out of school is not the right decision. Education is a key to life. We should share this problem with our subject teacher." Paul took Lusiana's advice, and they went to see their teacher. The teacher decided to assist Paul so as to enable him continue with his studies.

Exercise 8

1. Why did Paul seek advice?
2. What would you do if you were Paul?
3. If you were Lusiana, what would you advise Paul?
4. What advice have you ever received so far?
5. Mention the benefits you got from receiving the advice



Activity 7

Talk to your parent or guardian and ask him or her to tell you about any piece of advice they received in their life and how useful it was. Write the conversation in your exercise book.

Exercise 9

1. Write two actions that demonstrate positive thinking.
2. Mention four advantages of studying in groups.
3. Write three advantages of self-dependence.
4. Mention two strategies for improving your performance on your subjects.

Vocabulary

Creativity

The use of imagination or original ideas to create something or inventiveness

Curiosity

a strong desire to know or learn something

Goal

something that you hope to achieve in the future

Positive attitude

ideas one possess leading to desiring to do good things

Reflect

thinking critically about something

Self-dependence

reliance on one's own strengths rather than on others, being independent in doing things

Chapter Ten

Learning through real-life experience

Introduction

In this chapter, you will learn how to seek information from different sources and use the information as evidence to support your decision or make an argument. One source of information is the experience of other people. In addition, you will learn from other people's mistakes and their successes.

Sources of information

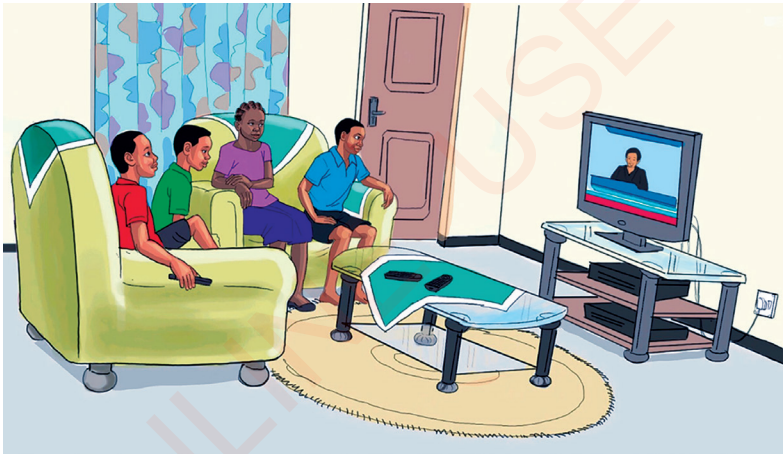
Information is very important especially if you want to make good decisions. In addition, having correct information enables you to perform an activity successfully. For example, if you want to prepare a farm, it is necessary that you get reliable information about weather conditions. At school, you can get information about your studies from different sources. The sources may include the notice board, parade announcements, and the school assembly. These are among the sources of information at school.

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

1.



2.



3.



4.



Figure 1: Accessing different sources of information

Exercise 1

1. What sources of information are shown in Figures 1?
2. What information can you get from the sources above?
3. What other sources of information do you know?
4. What do you do with the information you get from different sources?



Activity 1

Study and describe five sources of information available in your residential area.

Learning from other people's mistakes

There are advantages of learning from other people's mistakes in order to avoid them in future.



Ask yourself

1. Things you learn from successful people.
2. Things you learn from other people's mistakes.

Read the following story and answer the questions that follow.

Kulwa is a Standard Four pupil at Kigwa Primary School. His brother is called Amos. Amos did not complete basic education because he was expelled from school when he was in Standard Six. This happened because he was involved in selling and using illegal drugs. One day, on his way home from school, Kulwa met two boys who were on a motorbike. The boys persuaded Kulwa to join them in selling drugs. Kulwa did not agree. He told them about the disadvantages of using and selling drugs since he learnt from the mistakes of his brother. Later on, Kulwa reported to his parents and teachers about the event. He also advised his classmates not to engage in selling and using drugs.

Exercise 2

1. What are the mistakes mentioned in this short story?
2. What did Kulwa learn from his brother, Amos?
3. Have you ever learnt from other people's mistakes?
4. What have you ever learnt from your fellows' mistake?



Activity 2

Discuss with your parents or guardians the mistakes they had made in their lives. Write a short story about what you have learnt from their mistakes.

Making an argument

It is advised that when you talk about a certain thing, you should provide relevant and correct information in order to confirm its truth. For example, when you are answering questions or discussing something in class, you should confirm whether

what you are saying is correct. When you want transfer from one school to another, you have to provide correct and valid reasons for the transfer. These reasons will convince your parents to accept your request. The process of providing correct and valid information to support your idea is known as making an argument.



Think

Have you ever made an argument for something and presented it before friends, teachers, parents or guardians?

Read the following passage and answer the questions below.

Levina and Joshua were children of Mzee Heri. Both were in Standard Four at Msufini Primary School. Levina was performing very poorly in almost all subjects. Joshua was performing very well in his subjects. Levina's class teacher decided to investigate what caused the difference in performance between the children. The teacher realised that Levina does more household chores than Joshua. She had less time to rest and engage in private studies at home compared to her brother Joshua. Joshua had enough time for playing, resting, and studying at home. In addition, he was also getting enough time to go to the library. Levina realized that her academic situation worsened. So she went to her class teacher to explain it. The class teacher decided to meet and discuss with Levina, Joshua, and both parents.

The following was their dialogue.

Class teacher:

I have met with you parents today to discuss the academic progress of your children. Joshua is performing well in all his studies, but Levina is under

performing. What is wrong with Levina, dear parents?

Joshua's father: Joshua is a man; he must do well. Don't you know that women are weak in everything?

Class teacher: Joshua, please, tell us about your daily home timetable.

Joshua: Yes Sir! After going back home, I take my lunch and a rest for one hour. After getting up, I join my friends to play football. After playing, I have a shower and start doing my homework before having my dinner. After dinner, I watch television for some time and prepare my school uniforms. At 9:00 p.m., I go to sleep. I wake up at 6:00 a.m. the following day. I have a shower and then breakfast before leaving for school.

Class teacher: And you, Levina, tell me about your home timetable?

Levina: After going back home from school, I attend our livestock. Then I start cooking food. Thereafter, I prepare bites for breakfast. Then I have dinner and go to bed at midnight. I work up at 4.00 a.m. so that I can clean the home surrounding and prepare breakfast for the whole family. Then I go to school.

Teacher: What time do you go to bed?

Levina: I normally go to bed at 12: 00 p.m.

- Class teacher:** Why can't Joshua and Levina help each other to accomplish household chores?
- Joshua's father:** Those are women's roles! How can a boy help?
- Class teacher:** Can't you see that your daughter does not get enough time for resting and doing her private studies?
- Joshua's father:** Excuse me. What do customs and traditions say about girls?
- Class teacher:** We do have customs and traditions. However, it is important to have equal distribution of responsibilities among children.
- Joshua's father:** Ooh! I understand.
- Class teacher:** Both are your children. None of them is better than the other. It is important to treat them equally and to allow them to help each other.
- Joshua's father:** Thank you, teacher. I will follow your advice for the wellbeing of my children.

Exercise 3

Write **Yes** for a true sentence and **No** for a false one.

1. Joshua was performing well in his studies because he had enough time for resting and doing his assignments. _____
2. Levina was performing poorly because she was careless in her studies. _____
3. The argument about equality between Levina and Joshua made Joshua's father agree with the teacher's advice. _____
4. When you discuss with your friends by providing correct and valid reasons you will be making an argument. _____

The dialogue you have read shows you how the teacher's argument convinced Joshua's father to change his perception. When you make an argument, you have to provide correct and valid reasons to support your argument.



Activity 3

Discuss the importance of education to boys and girls in the family. Write your arguments in your exercise book.

Exercise 4

1. Which sources of information do you use to make an argument?
2. What lessons did you learn from other people's mistakes?
3. What are the problems of making careless decisions?

Vocabulary

Argument

an idea that is supported by evidence

Drugs

an illegal substance such as marijuana or cocaine

Persuade

make someone believe something or feel sure about something

Chapter Eleven

Living with people from different cultures

Introduction

In Standard Three, you learnt how to live with people from different cultures. In this chapter, you will learn the importance of understanding other peoples' culture, beliefs, and ideologies. You will also learn about principles and strategies for promoting relations with other nations under globalization, respecting different cultures, and developing good relations with people from other nations.

Valuing local languages

Our societies comprise various local languages. These languages are used for communication.



Ask yourself

What is your local language?

Read the following different tribal greetings and answer the questions that follow.

Ngoni Tukuwoni mawu	Haya Marairota	Gogo Mbukwenyi yaya
Hehe Kamwene yuva	Sambaa Uinuke zeze mnaa	Sangu Ulamwishe mai

Figure 1: Tribal greetings

What have you discovered from those greetings? It is important to understand that we live with people from different language groups. Every ethnic group has its own local language.



Think

Which ethnic group are you familiar with?

Read the following story and dialogue. Then, answer the questions that follow.

Siwatu is the last born in the family of Mr Hoza. Siwatu and her family live at Bwama Village. She is in Standard Four at Bwama Primary School. During the holidays, Siwatu visits her aunt who lives at Mtimbwani Village. One day, Siwatu heard somebody knocking on the door. She went to open the door. After opening it, Siwatu saw an old man. It was Mr Mgalla, a famous old man at the village. Although Siwatu did not know him, the old man greeted Siwatu, “Ukalamkaze?” Siwatu did not know how to respond. Mr Mgalla realized that Siwatu was new to the village. He asked, “Where is the house owner?” Siwatu replied, “She went to town.” Mr Mgalla left and promised to come back later. After her aunt had returned home, their conversation went on as follows.

Siwatu: How is town, Aunt?

Aunt: It was good, my niece! How are you?

Siwatu: I am fine, Aunt. Only that a visitor came whose name is not familiar to me.

Aunt: Okay! What did he say?

Siwatu: He promised to come back in the evening. But he spoke some words that I couldn't understand.

- Aunt:** Which words did he speak?
- Siwatu:** He said, “Ukalamkaze?” What did he mean?
- Aunt:** He meant *Good morning, how are you?* It is a Digo greeting.
- Siwatu:** How was I supposed to respond?
- Aunt:** You could have responded, “Sijambo, simanyaue?” meaning *I am fine, how about you?*
- Siwatu:** How would I know Aunt? Is there any other ethnic language spoken in this village?
- Aunt:** Sambiaa is also used. There are Sambiaa people in this village.
- Siwatu:** How do the Sambiaa greet each other?
- Aunt:** In the morning, they greet “Shikamoo shangazi, uinuke zeze?” Meaning *how are you, Aunt?*
- Siwatu:** Thank you, Aunt! I shall work hard to learn ethnic languages.

Exercise 1

1. What behaviour did Siwatu show in the story?
2. What ethnic languages did Siwatu learn according to the story above?
3. Mention any other five ethnic languages found in Tanzania.
4. What is your advice to a person who can not speak his or her ethnic language?



Activity 1

Identify ethnic languages spoken by your neighbours. Write their respective greetings in your exercise book.

Activities done by people with different backgrounds



Think

What are the activities done by people of your tribe?

Activities done in a certain area depend much on the natural resources available, climatic conditions, traditions, and customs. For example, the Pare traditionally engage in pottery making. This is due to the availability of clay soil around their area. The Makonde commonly engage in carving because their surrounding has ebony trees, which are good for carving. The Kerewe engage in fishing because they live along Lake Victoria.

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

1.



2.



3.



4.



Figure 2: Activities done by people with different cultures

Exercise 2

1. Mention the activities you see in Figure 2.
2. Name the ethnic group engaging in the activity shown in each picture.
3. What are the activities done by people in your tribe?



Activity 2

Identify five different Tanzanian tribes and fill in the following chart

S/N	Tribe	Region	Activity
1.	Pare	Kilimanjaro	Pottery
2.			
3.			
4.			
5.			
6.			

Learning the cultures of different tribes

As pointed in the preceding part, we live with people from different cultures. Such people live according to their customs and traditions.



Think

What differentiates people of your tribe from others?

Read the following passage and answer the questions that follow.

Malenga is a Standard Four pupil at Uhuru Primary School in Iringa Region. One day, during Civic and Moral Education class, the teacher asked the pupils to describe the cultures of their tribes. Malenga was excited to hear that. He stood up and narrated a story about the culture of the Hehe tribe. He explained that the Hehe tribe is originally found in Iringa Region. It is one of the famous tribes in preserving its customs and traditions. Hehe is a local language spoken by the Hehe people. The Hehe people highly value and respect their customs and traditions. They are also known for their patience, courage, and hard work. A lazy person has no room in Hehe. He or she is normally despised and laughed at by the whole community.

The main activity of the Hehe is farming. They grow food crops such as maize, millet, cassava, sunflower, peas, and beans. Other crops grown by the Hehe are sweet potatoes, Irish potatoes, groundnuts, and millet. The Hehe invite each other and cooperate during cultivation and harvesting seasons. The act is known as “Mugove.” During the harvest, the host prepares local brew and food, namely “Kande,” for people who come to

help him or her in harvesting.

When they meet, they shake hands. Thereafter, they kiss each other's hand twice. The act of kissing is called "Kunonela or Kwinonela." In Hehe, it is strictly forbidden for someone to point a finger at others as a warning. They believe that the action brings bad luck.

The Hehe have a traditional dance called "Kiduo." They wear rattles on their legs while dancing "Kiduo." It is danced in ritual worship or funerals. The traditional houses of Hehe are made up of mud and dry grass. Some of the grass roofs are covered with soil in order to prevent them from catching fire. The chief of the Hehe is called "Mtwā." Leaders in Hehe are obtained through heritage from a clan of the Hehe chiefs.

All pupils and their teacher clapped hands and congratulated Malenga for his good description. They also congratulated him for his efforts to learn about the culture of his tribe. Their class teacher encouraged all pupils to learn about other people's cultures in order to live happily with them.

Exercise 3

1. Which are the things that identify the culture of the Hehe tribe?
2. Which are the activities that identify the culture of your tribe?
3. What would you advise a friend who doesn't know his or her culture?
4. Mention four advantages of learning the cultures of different tribes.



Activity 3

In a group of three, discuss and fill the chart below. Number one is done for you.

S/N	Tribe	Region	Chief	Local Language	Traditional Dance	Economic Activity
1.	Sambaa	Tanga	Zumbe	Sambaa	Mdumange	Agriculture and business
2.						
3.						
4.						
5.						
6.						

Respecting the cultures of others



Think

1. A person has crafted teeth and pierced ears.
2. An elder person performs a rainmaking ritual.
3. People are dancing in a wedding party.
4. Boys have lined up for circumcision.
5. Your opinion about the situations 1 – 4 above.

Read the dialogue below and answer the questions that follow.

Bahati: Something wrong happened in our street yesterday.

Riziki: What was it?

Bahati: “There was a “Mdundiko” dance at our neighbour’s house.

Riziki: Aah! What’s wrong with that?

Bahati: I didn’t like the dance. The dancers made noise the whole day.

Riziki: They were promoting their culture. What did you want them to do? Have you forgotten that last month you had the “Mganda” dance at your brother’s wedding?

Bahati: “Mganda” is a dance of wise people.

Riziki: It is not good to despise the culture of others.

Exercise 4

1. What is your opinion about Bahati’s behaviour?
2. What is your opinion about Riziki’s behaviour?
3. Whose behaviour do you think is good to imitate? Why?



Activity 4

Observe different cultural events taking place in your area and write a short passage on how your community respects culture.

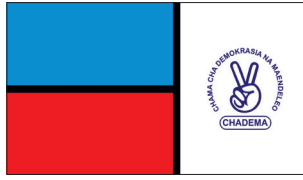
Respecting different ideologies and beliefs

It is important to understand that every person has his or her own belief, religion, or political party. In our community, there are different political and religious ideologies as well as beliefs. Respect for others’ ideologies and beliefs is very important for peaceful coexistence.

Look at the flags of some political parties in Tanzania and answer the questions that follow.



ACT - WAZALENDU



CHADEMA



CCM



CUF



NCCR - MAGEUZI



TLP

Figure 3: Flags of some political parties in Tanzania

Exercise 5

1. Mention other political parties found in Tanzania.
2. List three advantages of adopting a multiparty system.
3. How can people of different faiths and ideologies live together in harmony?



Think

1. On each Friday, classes are postponed to allow pupils attend Friday prayer.
2. Pupils of different faiths attend religious sessions in different classrooms.
3. Pupils are allowed to dress according to their religious beliefs.
4. Pupils do not go to school during religious ceremonies.
5. Your opinion about each of the practises above.

It is important to respect other people's beliefs. Doing so promotes unity and love among the people with different ideologies.

Read the following dialogue and answer the questions that follow.

Josephat: Today is Friday. Don't you go to the mosque?

Amina: Ooh! I forgot. Thank you for reminding me. Let me get prepared. But remember, you are also required to attend the religion session.

Josephat: I always miss the sessions. I am lazy!

Amina: It is not good to miss the religion session. We are taught good things that strengthen our faiths.

Josephat: Thank you for your advice. From now on, I will attend all sessions.

Amina: Our school has a good system. It allows everyone to pray according to his or her religion.

Josephat: It is true, my friend. It is good to respect other people's beliefs.

Amina: Allowing pupils to dress according to their faith is also something good and interesting.

Josephat: I love my country. It respects every one's belief.

Exercise 6

1. Which acts show respect for other people's beliefs?
2. What are the benefits of respecting other people's beliefs?
3. Which acts show respect for different ideologies?



Activity 5

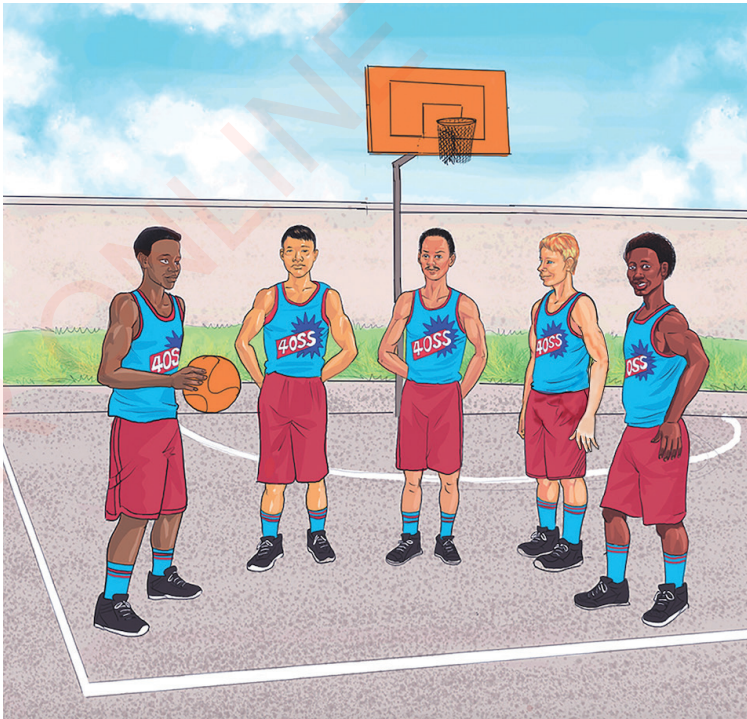
Discuss with your religious leaders the advantages of respecting other people's beliefs. Write them in your exercise book.

Good relationships with other people

We live in a community of people with varied nature and behaviour. We are required to have good relations in order to live in peace and harmony with other people.

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

1.



2.



3.



Figure 4: Events showing good relationships with others



Ask yourself

What have you learnt from the pictures in Figure 4? What do you do in order to maintain good relationships with your friends at school? How do you help your friends to maintain good relationships in your class? There are various ways to build and maintain a good relationship with your friends. Do you know them?

Read the following passage and answer the questions that follow.

Regina is a Standard Four pupil at Kiloleni Primary School. She is a class monitor. She traces problems and challenges facing her classmates and reports them to their class teacher. She reports problems like fighting in class and tries to address them in collaboration with the teacher. Regina's class is happy. Most of the pupils live in peace and love each other because of her good leadership.

One day, Ali and Sheila were about to fight in the classroom. Regina saw them and stopped them. She told them that fighting creates hatred. She told other pupils that it is not good to provoke each other. Regina insisted that, in order to succeed in studies, pupils must love one another. All pupils were happy to hear that. Ali and Sheila are now good friends. They play and study together. Both have done well in their examinations.

Exercise 7

1. What lesson have you learnt from the passage above?
2. How does Regina promote good relationships among the pupils?
3. What do you do to promote good relationships with your classmates in your class?
4. What do you do to help your friends have good relationships?

Exercise 8

Choose the correct answer and fill it in the space provided

1. _____ are examples of the tribes mentioned in this chapter.
 - (a) Ngoni, Ha, and Gogo
 - (b) Hehe, Sambaa, and Gogo
 - (c) Haya, Ngoni, and Nyamwezi
 - (d) Mwela, Sangu, and Hehe
2. Respecting the cultures of others brings _____.
 - (a) love and solidarity
 - (b) courage and love
 - (c) solidarity and politeness
 - (d) noise and tranquillity
3. Two cultural activities mentioned in this chapter are _____.
 - (a) carving and cotton farming
 - (b) pottery and carving
 - (c) fishing and honey harvesting
 - (d) honey harvesting and carving
4. The benefits of good relationships at school include _____.
 - (a) bringing about hatred
 - (b) disappearance of love
 - (c) success in studies
 - (d) lack of cooperation



Activity 6

Ask your relatives to tell you what they did to create good relationships with others. Summarise those ways in your exercise book.

Good relationships with other nations

There are several advantages of having good relationships with people of other nations. For example, Tanzanians get business, education, and sport opportunities outside the country.

Study the following map.

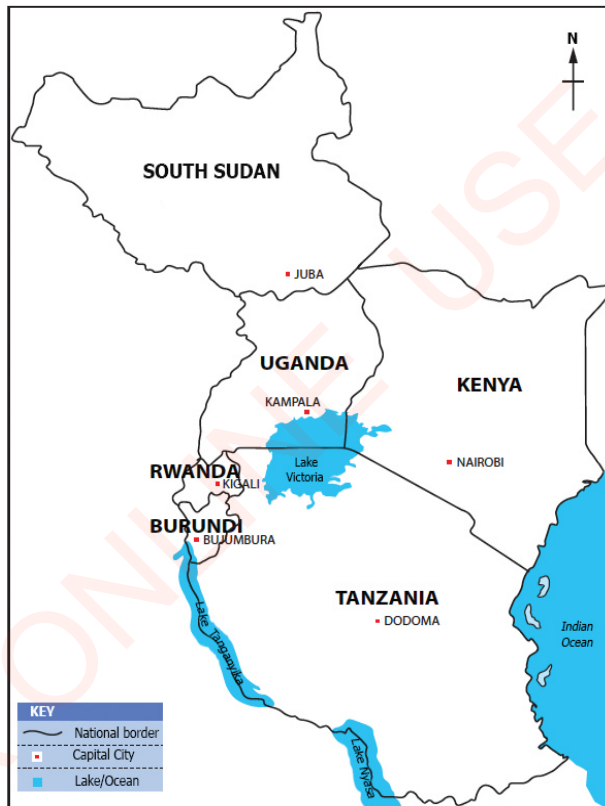


Figure 5: East Africa countries



Ask yourself

1. Things you have noticed on the map.
2. Name of the President of each country.

Maintaining relations with other nations

There are several ways to promote and maintain good relations between Tanzania and other nations.



Think

How does Tanzania promote good relations with other nations?

Read the following passage and answer the questions that follow.

Tanzania cooperates with other nations in various aspects. It is a member of different international organizations. For example, it is a member of the East African Community (EAC). Other member countries of this community are Kenya, Uganda, Burundi, Rwanda, and South Sudan.

Tanzania interacts with other nations in cultural aspects such as sports, music, and film. Tanzania has participated in different sport competitions involving nations such as Kenya and Uganda. Furthermore, Tanzanians learn different cultures and languages, such as English, French, Arabic, Korean, Japanese, Russian, and Chinese. Through these languages, Tanzanians communicate with people from different countries. People from other nations also learn Kiswahili in order to understand more about our country and its people.

Tanzania also interacts with other nations through business. On one hand, it sells various cash crops such as cotton and coffee as well as minerals and fish. On the other hand, it buys clothes, machines, and transport facilities. In addition, people from other nations come to invest in Tanzania.

We are required to be kind to people from other nations who visit our country. We can show them love by guiding them to where they can get the services they need. For example, when they want to visit our national parks and museums, we can describe our cultural attractions to them. We can also protect them from evils by telling them about safe places to visit and stay, safe means of transport, and time for visiting various tourist attractions.

Exercise 9

1. How does Tanzania promote its good relations with other nations?
2. Why do people from other nations love Tanzania?
3. Mention two countries you would like to visit.



Activity 7

Discuss with your friends Tanzania's commodities sold to other nations. List five commodities exported by Tanzania.

Good friendship with other nations



Think

Do you know the principles of Tanzania's foreign policy?

Read the following passage and answer the questions that follow.

Tanzania is well known for promoting good relations with other nations. Tanzania's foreign policy is based on equality and human dignity. It is because of this policy that some Tanzanians sacrificed their lives and wealth to liberate other African nations.

Such nations include Mozambique, Zimbabwe, Angola, and the Republic of South Africa. In addition, Tanzania participates in resolving conflicts in various countries such as Rwanda, Burundi, and Somalia. Tanzania also receives refugees from various countries with political conflicts. Do you know the meaning of the word “refugees”? Conflicts cause people to leave their countries and go to neighbouring countries. These people are called “refugees.” Tanzania receives them and protects them in refugee camps which are located in Kigoma, Kagera, and Katavi regions.

In addition, Tanzania shares her infrastructure with other nations. Such infrastructure includes ports, roads, and railways. Countries which use our infrastructure include Malawi, Zambia, the Democratic Republic of Congo, Burundi, Rwanda, and Uganda. The Tanzania and Zambia railway is one example of a good friendship between Tanzania and Zambia. Also the construction of the oil pipe line from Uganda to Tanzania is another way of promoting and maintaining the good relation between the two countries.

The presence of various natural resources attracts people from different nations to invest in business and tourism industries. Some of these natural resources are minerals, forests, mountains, and national parks. Good friendship also promotes peace and harmony.

Exercise 10

1. What are the things promoting good relations between Tanzania and other nations?
2. What is the importance of having good relations with other nations?



Activity 8

Using information obtained from the radio and television, write about the friendship between Tanzania and any other two nations.

Globalization

Nowadays, people communicate, travel, and trade easily. This is because of good information and communication technologies like mobile phones and computers.

Consider the following actions:

1. The youth are watching football on television.
2. A teacher tells classmates about an event which occurred in a neighbouring country.
3. Children are watching a movie on television.
4. A child imitates an actor's improper dressing on television.
5. A pupil writes a report using a computer.

Read the following dialogue and answer the questions that follow.

Mr Kazimoto is a Standard Four Civic and Moral Education teacher at Mazengo Primary School. One day, he was talking about globalization. The following was the conversation between Mr Kazimoto and his pupils.

Teacher: Today, we are going to learn about globalization. Do you know what globalization is?

Juhudi: Sir, globalization is a new word to me.

Teacher: How do we get information about events that have happened in our country?

Salome: Sir, we get information through radio and television.

Teacher: Good. What other technologies can give us information?

Sikujua: Mobile phones, books, newspapers, and computers

Teacher: Well! What information do you get from these sources?

Juhudi: Sir, I use television to watch football, film, and music competitions.

Teacher: That's good. Getting instant information about other places is part of globalization. Through globalization our world has become a village.

Salome: Sir, what do you mean when you say the world has become a village?

Teacher: We get information very fast. For example, when the President is addressing the nation, other parts of the world can watch him in real-time. Information spreads so fast. This is due to the advent of information and communication technology (ICT).

Juhudi: Oh! Yes. Our grandfather in the village got information about the United States presidential elections through watching television.

Exercise 11

1. What advantages do we get from globalization?
2. What are the possible effects of globalization?
3. Write to your friend telling him or her about the advantages of globalization.



Activity 9

Talk to your parents or guardians about advantages and disadvantages of globalization. Write your report in your exercise book.

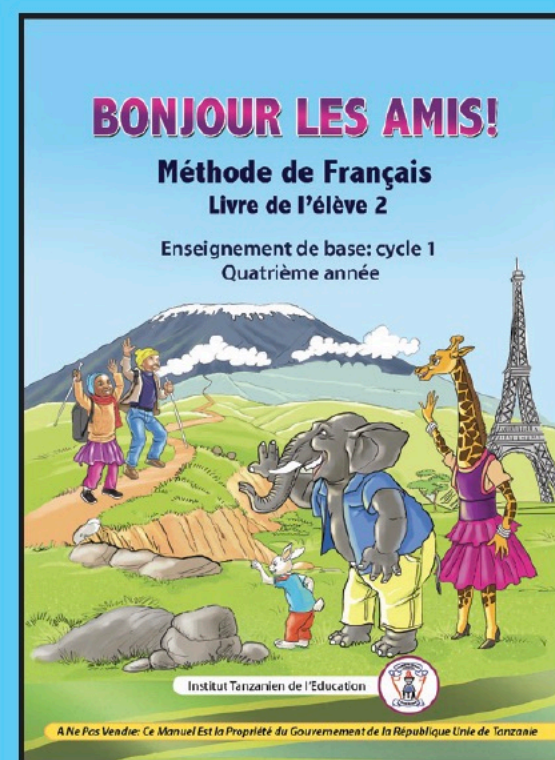
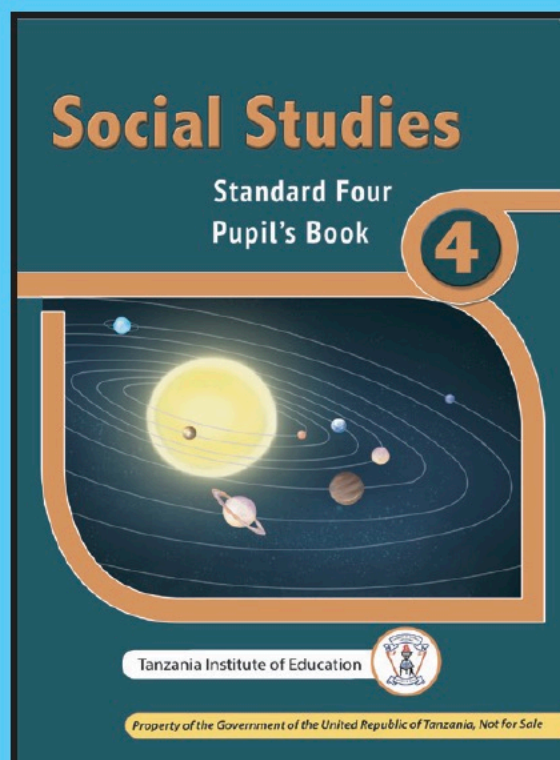
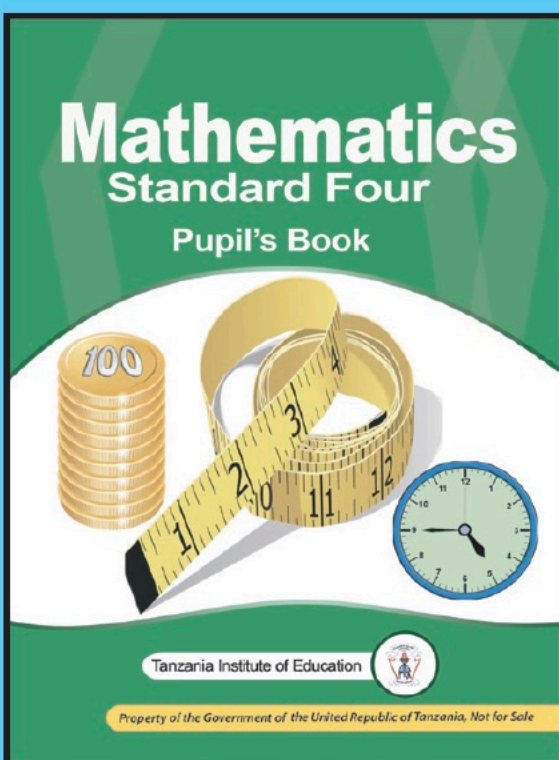
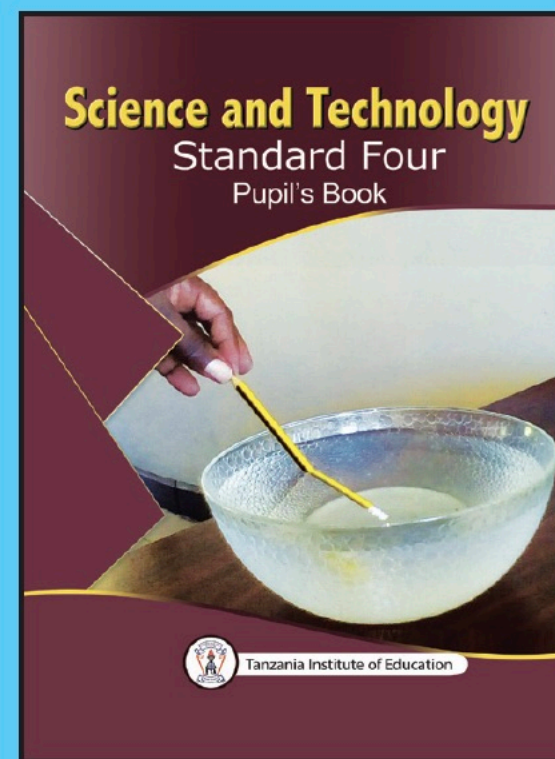
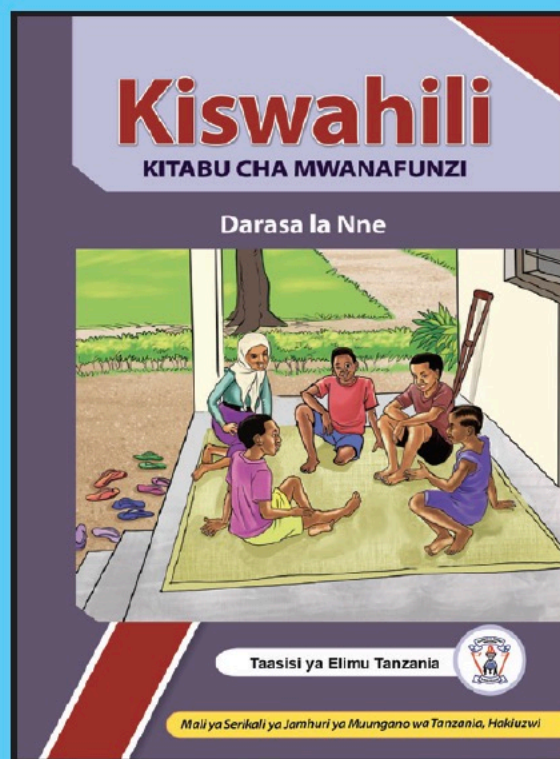
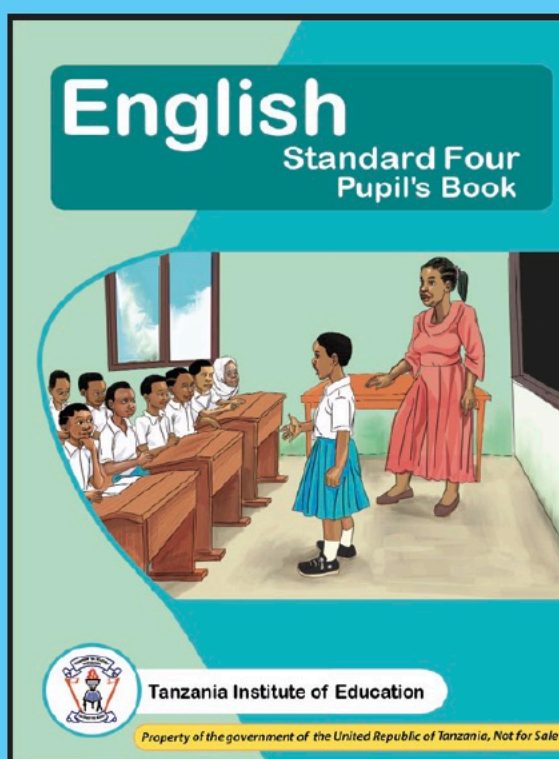
Vocabulary

Belief	an idea one accepts as being true or real with no need of demonstration
Camp	a place to stay for a short time
Globalization	a situation where information is shared very easily throughout the world and people, goods and money travel fast all over the world: This is facilitated by computer networks and other information facilities
Ideology	a set of opinions or beliefs of group or an individual
Ritual	worshiping practice

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