Civic and Moral Education

Teacher's Guide

Standard Seven



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Dr. Lyabwene M. Mtahabwa
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Tanzania Institute of Education
P. O. Box 35094
Dar es Salaam

Tell: + 255 222773005
Fax: + 255 222774420
Email: director.general@tie.go.tz
Website: www.tie.go.tz

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Dr Aneth A. Komba
Director General
Tanzania Institute of Education

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Introduction

This is the fifth book in a series of Five Teacher's Guides on Civic and Moral Education for Primary Schools which has been prepared for Standard Seven. The guide is prepared in relation to the textbook, which is based on the 2020 Civic and Moral Education Syllabus for Primary Schools, issued by the Ministry of Education, Science and Technology. The guide is intended to help you to facilitate the learning process so that the pupil gains the intended competencies.

This guide comprises fourteen chapters, namely Loving others in the community, Loving and being proud of your school, Loving and being proud of your country, Caring for ourselves and other people, Building good relationships with other people, Protecting resources in the interest of our country, Fulfilling responsibilities in the society, Obeying laws and regulations, Being patient, Achieving goals, Learning by critical analysis, Being trustworthy in the community, Protecting human rights and Building friendships with other countries

This guide shows how to teach the subject. Each chapter has been divided into four sections, namely introduction, pupil's activities, teaching and learning resources, and steps in teaching and learning.

The textbook includes passages, drawings, pictures, activities and exercises intended to enhance learning. You are required to encourage the pupil to do all the activities and exercises in the book, as well as other assignments.

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Chapter One

Loving others in the community

Introduction

In Standard Six, the pupil learnt about the concept of family, different needs of a family and acts of helping family members with special needs. The pupil also learnt how to value family members' contribution to a family's development, about showing acts of respect and about protecting the family against dangerous groups. In this chapter, the pupil will learn ways of educating the community about the importance of helping the needy. The competencies gained will enable the pupil to co-operate with other community members in loving and helping the needy.

Pupil's activities

(i) Identifying groups of the needy people and encouraging the community to support them

(ii) Identifying appropriate kinds of support for the needy

(iii) Identifying ways of educating the community on the importance of supporting the needy

(iv) Serving the needy in the community

Teaching and learning resources

(i) Pictures showing acts of serving or supporting the needy

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Teaching and learning steps

Guide the pupils to do the following:

(a) Read the text in the pupil's book about supporting the needy in the community and then ask them comprehension questions;

(b) Attempt the questions in exercise 1 and Activity 1 in the textbook and check the correctness of their answers and provide feedback;

(c) Read the text in the pupil's book about the kinds of support given to the needy in the community; then ask them comprehension questions;

(d) Attempt the questions in exercise 2 and Activity 2 in the textbook; check the correctness of their answers and provide feedback;

(e) Read the text in the pupil's book about ways of educating the community to support the needy and then ask them comprehension questions;

(f) Attempt the questions in Exercise 3 and Activity 3 in the textbook; check the correctness of their answers and provide feedback;

(g) Read the text in the pupil's book about the benefits of serving the needy in the community then ask them comprehension questions;

(h) Attempt the questions in Exercise 4 and Activity 4 in the textbook; check the correctness of their answers and provide feedback;

(i) Read the text in the pupil's book about strategies for identifying the needy; then ask them comprehension questions;

(j) Attempt the questions in Exercise 5 and Activity 5 in the textbook; check the correctness of their answers and provide feedback; and

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(k) Attempt the questions in exercise 6. Compare their answers with those given in the teacher's guide.

Answers to exercises

Exercise 1

1. *The answer to this question will depend on the answers provided by the pupil and accepted by the teacher as the right answer.*
2. *The answer to this question will depend on the answers provided by the pupil and accepted by the teacher as the right answer.*
3. *The answer to this question will depend on the answers provided by the pupil and accepted by the teacher as the right answer.*
4. *The answer to this question will depend on the answers provided by the pupil and accepted by the teacher as the right answer.*

Exercise 2

1. *The answer to this question will depend on the answers provided by the pupil and accepted by the teacher as the right answer.*
2. The challenges that may make one seek guidance and counselling while at school are:
   (a) Means of learning efficiently;
   (b) Difficulties relating to subjects and strategies for learning diligently;
   (c) Missing basic school requirements; and
   (d) Changes of the body as a result of growth.

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3. Besides the correct answers given by the pupil, legal services help to dispense justice to the needy.

4. *The answer to this question will depend on the answers provided by the pupil and accepted by the teacher as the right answer.*

Exercise 3

1. Besides the correct answers given by the pupil, the advantages of the mass media in educating the community include:
   (a) Quick delivery of information to many people;
   (b) Helping to identify the needy;
   (c) Enabling other community members to give their opinions; and
   (d) Motivating community members to give different kinds of support to the needy.
2. *The answer to this question will depend on the answers provided by the pupil and accepted by the teacher as the right answer.*
3. Besides the correct answers given by the pupil, peer group discussion is the best method of supporting the needy because:
   (a) Peer group members can discuss issues freely; and
   (b) Peer group members have a similar vision.
4. *The answer to this question will depend on the answers provided by the pupil and accepted by the teacher as the right answer.*

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Exercise 4

1. Besides the correct answers given by the pupil, the services and kinds of comfort needed in the community include:
   (a) Legal services;
   (b) Shelter, clothes and food;
   (c) Health services; and
   (d) Counselling.
2. Advantages of providing services and comfort to the needy include:
   (a) Building love among people;
   (b) Protecting human rights;
   (c) Valuing dignity;
   (d) Maintaining familyhood; and
   (e) Maintaining unity and solidarity in the community.
3. *The answer to this question will depend on the answers provided by the pupil and accepted by the teacher as the right answer.*
4. *The answer to this question will depend on the answers provided by the pupil and accepted by the teacher as the right answer.*

Exercise 5

1. *The answer to this question will depend on the answers provided by the pupil and accepted by the teacher as the right answer.*
2. Besides the correct answers given by the pupil, governmental and non-governmental organisations have the following contributions to the needy:
   (a) In education — building schools, repairing school buildings and delivering teaching materials like textbooks, exercise books and pieces of chalk;

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(a)	Health	building dispensaries and supplying equipment and drugs;
(b)	Shelter	building and repairing houses;
(c)	Clothing	providing school uniforms, blankets and clothes; and
(d)	Food	providing food of different kinds.

3. *The answer to this question will depend on the answers provided by the pupil and accepted by the teacher as the right answer.*
4. *The answer to this question will depend on the answers provided by the pupil and accepted by the teacher as the right answer.*

Exercise 6

Part A

Questions	1	2	3	4	5	6
Answers	True	False	True	True	True	True

Part B

Questions	7	8	9
Answers	b	a	a

Part C

Questions	10	11	12	13	14
Answers	d	e	a	c	b

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Chapter Two

Loving and being proud of your school

Introduction

In Standard Six, the pupil learnt how to identify the messages carried by the school's motto and song. The pupil learnt about issues which enhance reputation and respect for his or her school, and ways of promoting it. Moreover, the pupil learnt about loving his or her country by developing or devising various ways of promoting it. In this chapter, the pupil will learn how to get involved in his or her school's development activities. He or she will also learn how to participate in preparing and implementing a voluntary action plan for the development of his or her school. The competencies gained will enable the pupil to engage actively in his or her school's development activities.

Pupil's activities

(i) Participating in his or her school's development activities
(ii) Identify the kinds of assistance required for the development of the pupil's in school
(iii) Identifying the ways and strategies for raising funds for the development of his or her school
(iv) Preparing and implementing a voluntary action plan for the development of his or her school

Teaching and learning resources

(i) A sample of voluntary action plan
(ii) A list of development activities

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Teaching and learning steps

Guide the pupil's to do the following:

(a) Read the text in the pupil's book about the development of his or her school; then ask them comprehension questions;

(b) Attempt the questions in Exercise 1 in the textbook; check the correctness of their answers and provide feedback;

(c) Read the text in the pupil's book about ways of getting support for the development of his or her school; then ask them comprehension questions;

(d) Attempt the questions in Exercise 2 and Activity 1 in the textbook; check the correctness of their answers and provide feedback;

(e) Read the text in the pupil's book about a voluntary action plan for attaining school development; then ask them comprehension questions;

(f) Attempt the questions in Exercise 3 and Activity 2 in the textbook; check the correctness of their answers and provide feedback; and

(g) Attempt the questions in Exercise 4. Compare their answers with those given in the teacher's guide.

Answers to exercises

Exercise 1

1. *The answer to this question will depend on the answers provided by the pupil and accepted by the teacher as the right answer.*
2. Besides the pupil's correct answers, the pupil's participation in his or her school's development activities helps him or her to develop knowledge and feel that he or she is part of the development of his or her school

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3. The answer given by the pupil should focus on the following:
   (a) Volunteering to help needy pupils;
   (b) Participating in school productive activities; and
   (c) Participating effectively in sports and other activities intended to promote the school.
4. The five requirements necessary for the development of your school are tools, land, water, food, electricity supply and money.
5. The answers given by the pupil should focus on the following:
   (a) Cleanliness tools;
   (b) Teaching materials;
   (c) Construction materials; and
   (d) Sports facilities.

Exercise 2

1. Five ways of getting donations for the development of the school
   (a) Auction;
   (b) Fundraising;
   (c) Encouraging people to volunteer;
   (d) Voluntary donations; and
   (e) Charity dinner.
2. *The answer to this question will depend on the answers provided by the pupil and accepted by the teacher as the right answer, depending on the needs and the school environment.*
3. *The answer to this question will depend on the answers provided by the pupil and accepted by the teacher as the right answer.*
4. A charity dinner is special food prepared for high-profile people who are invited to a school to raise funds for a certain purpose like the construction of a library, classrooms and toilets, or making desks.

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Exercise 3

1. A voluntary action plan is a proposal which shows how to handle and organise various activities.
2. The pupil's answers will depend on how the pupil explains the categories of voluntary action plan. However, the explanation should focus on five components of an action plan, which are:
   (a) Objectives;
   (b) Time;
   (c) Requirements;
   (d) Implementation; and
   (e) Evaluation.
3. Other advantages of an action plan are:
   (a) Proper use of resources such as money, people, tools and facilities;
   (b) Enabling work to be done according to the prevailing needs of a particular time; and
   (c) Preventing the loss of resources caused by doing unnecessary and unplanned activities.
4. Answers to this question will depend on how each pupil explains with examples the steps in preparing an action plan. However, attention must be paid to the common steps in preparing an action plan, which are:
   (a) Analysis of needs;
   (b) Data collection; and
   (c) Preparing a draft of a voluntary action plan.

Exercise 4

Part A

Questions	1	2	3	4	5
Answers	False	True	False	True	False

Part B

Questions	6	7	8	9	10
Answers	a	a	b	d	a

Part C

Questions	11	12	13	14	15
Answers	c	a	f	e	b

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Chapter Three

Loving and being proud of your country

Introduction

In Standard Six, the pupil learnt about the messages carried by the school motto and the school song, acts that bring honour to a school and ways of promoting it. The pupil also learnt to love our country by identifying various ways of promoting it. In this chapter, the pupil will learn how to promote and maintain peace in his or her community. He or she will also be able to do acts that safeguard the freedom and unity of our nation and demonstrate acts of valuing human dignity. The competencies gained will raise the pupil's spirit of patriotism.

Pupil's activities

(i) Identifying ways of maintaining and promoting peace in the community or society
(ii) Recognising the importance of peace in the society
(iii) Demonstrating the importance of acts that show that one values human dignity
(iv) Identifying acts that protect national freedom and unity

Teaching and learning resources

(i) Illustrations showing acts of valuing human dignity
(ii) Pictures showing events that promote peace

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Teaching and learning steps

Guide the pupils to do the following:

(a) Read the text in the pupil's book on ways of maintaining and promoting peace in the society; then ask them comprehension questions;

(b) Read the text on the importance of maintaining peace; then ask them comprehension questions;

(c) Attempt the questions in Exercise 1 and Activity 1 in the textbook; check the correctness of their answers and provide feedback;

(d) Read the text in the pupil's book about valuing human dignity; then ask them comprehension questions;

(e) Attempt the questions in Exercise 2 and Activity 2 in the textbook; check the correctness of their answers and provide feedback;

(f) Read the text in the pupil's book about acts of protecting our national freedom and unity; then ask them comprehension questions;

(g) Attempt the questions in Exercise 3 and Activity 3 in the textbook; check the correctness of their answers and provide feedback; and

(h) Attempt the questions in Exercise 4. Compare their answers with those given in the teacher's guide.

Answers to exercises

Exercise 1

1. Peace is a situation in which there is no war, violence or fighting. Peace is important for the growth of an industrial economy because national resources are used for development purposes, and not for addressing conflicts.

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2. Gender equality is a situation in which there is a balance between the rights of women and men in society. Gender equality improves relationships between men and women, and therefore promotes peace from the family level to the society level. Gender equality also promotes social-economic development, which helps to maintain social welfare and peace in the country.

3. *The answer to this question will depend on the answers provided by the pupil and accepted by the teacher as the right answer.*

Exercise 2

1. Helping people and institutions is an act of valuing human dignity because:
   (a) It promotes love and solidarity;
   (b) It helps to preserve human rights;
   (c) It brings about development;
   (d) It helps to meet people's needs; and
   (e) It helps to maintain peace and security.
2. Moral integrity helps in valuing human dignity, especially when ethical values respect human rights.
3. Human rights are necessary for the maintenance of human dignity because they guide people's attitude towards human dignity.
4. Five ways of valuing human dignity in the society are:
   (a) Helping other people and institutions;
   (b) Respecting oneself and others;
   (c) Loving oneself and others;
   (d) Living an ethical life; and
   (e) Treating your matters and other people's matters as confidential.

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Exercise 3

1. The difference between national freedom and national unity is:
   (a) National freedom exists when a nation is not ruled by another nation or country, economically, politically or socially;
   (b) National unity exists when people of a particular nation co-operate with each other and live in solidarity.
2. In Tanzania, freedom and unity may help:
   (a) To maintain peace and security;
   (b) To preserve social welfare;
   (c) To support economic development;
   (d) To defend social equality; and
   (e) To defend and safeguard human rights.
3. The protection of our country's borders safeguards the country against outside enemies who could enter our country and disrupt unity and freedom. If our freedom and unity are interfered with, we may fail to achieve our development goals.

Exercise 4

Part A

Questions	1	2	3	4	5
Answers	False	True	True	False	True

Part B

Questions	6	7	8	9	10
Answers	d	a	b	d	d

Part C

Questions	11	12	13	14	15
Answers	h	e	a	g	f

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Chapter Four

Caring for ourselves and other people

Introduction

In Standard Six, the pupil learnt to do things which are attractive to others and to avoid dangerous behaviour. The pupil also learnt about the importance of asking for counselling where necessary. Moreover, he or she learnt how to give priority to people with special needs and ensure equality for all people. In this chapter, the pupil will learn about reproductive health education and its importance. He or she will also learn ways of providing reproductive health education. In addition, the pupil will learn how to educate people about how to handle fire hazards. The competencies gained will enable the pupil to avoid engaging in bad habits which may endanger his or her reproductive health. He or she will also gain knowledge of fire hazards and of how to rescue fire victims in the society.

Pupil's activities

(i) Recognising the importance and methods of reproductive education in the society
(ii) Identifying the challenges of applying reproductive health education in the society
(iii) Recognising the importance of fire and rescue education in the society
(iv) Identifying the use of fire and rescue education in the society
(v) Identifying the ethical issues to be considered during rescue operations during fire hazards

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Teaching and learning resources

(i) A chart showing firefighting and rescue facilities
(ii) A picture showing fire and rescue operations
(iii) Posters about reproductive health

Teaching and learning steps

Guide the pupils to do the following:

(a) Read the text in the pupil's book about reproductive health education; then ask them comprehension questions;
(b) Attempt the questions in Exercise 1 and Activity 1 in the textbook; check the correctness of their answers and provide feedback;
(c) Read the text in the pupil's book about firefighting and rescue education; then ask them comprehension questions;
(d) Attempt the questions in Exercise 2 and Activity 2 in the textbook; check the correctness of their answers and provide feedback;
(e) Read the text in the pupil's book about the precautions to take before, during and after a fire disaster; then ask them comprehension questions;
(f) Attempt the questions in Exercise 3 and Activity 3 in the textbook; check the correctness of their answers and provide feedback;
(g) Read the text in the pupil's book about the ethics to consider during fire extinguishing and rescue operations; then ask them comprehension questions;
(h) Attempt the questions in Exercise 4 and Activity 4 in the textbook; check the correctness of their answers and provide feedback; and
(i) Attempt the questions in Exercise 5. Compare their answers with the answers given in the teacher's guide.

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Answers to exercises

Exercise 1

1. Reproductive health is a state of physical, mental and social well-being relating to all aspects of the reproductive system.
2. Besides the correct answers given by the pupil, the importance of reproductive health education to the youth is:
   (a) To know the physical changes caused by puberty;
   (b) To avoid early pregnancies;
   (c) To know important issues relating to the puberty stage; and
   (d) To promote ethical living.
3. The mass media help the youth to get education about reproductive health by:
   (a) Including articles about reproductive health in newspapers;
   (b) Airing sessions or documentaries about reproductive health on television;
   (c) Preparing films about reproductive health education for the youth.

Exercise 2

1. Fire and rescue education is important, since it:
   (a) Builds people's ability to protect themselves from fire disasters;
   (b) Reduces the number of fire disasters;
   (c) Simplifies the provision of services to the victims of fire disasters; and
   (d) Produces more fire and rescue experts.
2. *A well-labelled diagram or drawing of a dry, powder fire-extinguisher cylinder.*

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3. *The answer to this question will depend on the answers provided by the pupil and accepted by the teacher as the right answer.*
4. *The answer to this question will depend on the answers provided by the pupil and accepted by the teacher as the right answer.*

Exercise 3

1. Besides the correct answers given by the pupil, the failure to take precautions before, during and after a fire disaster may cause:
   (a) The occurrence of a fire disaster;
   (b) The death of people and other living things;
   (c) The destruction of buildings and infrastructure;
   (d) The destruction of other resources found near the affected areas; and
   (e) Retardation of development as the government will use resources to manage fire disasters.
2. Besides the correct answers given by the pupil, taking precautions before the occurrence of a fire disaster helps:
   (a) To avoid the occurrence of a fire disaster;
   (b) To avoid deaths which would happen because of a fire disaster;
   (c) To save national resources like forests, buildings and national parks;
   (d) To help the government not to lose resources which would be used for other development activities; and
   (e) To avoid anxiety which may happen during a fire disaster.
3. As well as the correct answers given by the pupil, the measures to be taken when a fire disaster occurs at school are:
   (a) Knowing where the fire is burning;
   (b) Leaving the place where the fire is burning;
   (c) Switching off the source of electricity if you are near the switch;

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(d) Ringing the emergency bell or screaming to alert people of the fire disaster; and
(e) Participating in rescuing operations (if it is possible) while taking all precautions.

Exercise 4

1. Besides the correct answers provided by the pupil, unacceptable practices during rescue operations at the place where there is a fire disaster are:
   (a) Stealing the property of the people who have been affected by the disaster;
   (b) Entering without precautions in the place that is burning;
   (c) Taking photos of the seriously injured people; and
   (d) Failing to help the people who have been affected by the disaster.
2. Besides the correct answers provided by the pupil, the human needs of the people who have been affected by a fire disaster include:
   (a) Love and being cared for;
   (b) Accommodation;
   (c) Food;
   (d) Clean and safe water; and
   (e) Health services.
3. *The answer to this question will depend on the answers provided by the pupil and accepted by the teacher as the right answer.*
4. The Fire and Rescue Force reduces the number of deaths and of injured people, as well as the rate of destruction of people's property, which is caused by fire disasters, floods, earthquakes, road accidents and other disasters.

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Exercise 5

Part A

Questions	1	2	3	4	5
Answers	False	False	False	True	False

Part B

Questions	6	7	8	9
Answers	b	d	d	c

Part C

Questions	10	11	12	13	14
Answers	c	d	a	e	b

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Chapter Five

Building good relationships with other people

Introduction

In Standard Six, the pupil learnt to act in ways that build understanding in the society and how to identify the kinds of advice that enable him or her to build good relationships with his or her fellow pupils. The pupil also learnt how to maintain good friendships with fellow pupils and how to resolve conflicts in his or her society. In this chapter, the pupil will learn about how to build good relationships with other people and identify acts which show that honesty and good relationships exist in society. He or she will also learn how to discourage acts which may hinder the building of good social relationships in society. The competencies gained will enable the pupil to build and maintain good relationships with other people.

Pupil's activities

(i) Demonstrating actions that help to build good relationships in society

(ii) Identifying actions that portray trustworthiness and good relationships in society

(iii) Identifying the importance of building good relationships in society

Teaching resources

Pictures depicting actions that help to build good relationships in the society

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Teaching and learning steps

Guide the pupils to do the following:

(a) Read the text in the pupil's book about actions that help to build good relationships in the society; then ask them comprehension questions;

(b) Read the text in the pupil's book about actions that hinder the building of good relationships in the society; then ask them comprehension questions;

(c) Attempt the questions in Exercise 1 and Activity 1 in the textbook; check the correctness of their answers and provide feedback;

(d) Read the text in the pupil's book about strategies for discouraging the actions that hinder the building of good relationships in the society; then ask them comprehension questions;

(e) Attempt the questions in exercise 2 and Activity 2 in the textbook, check the correctness of their answers and provide feedback

(f) Read the text in the pupil's book about the importance of building good relationships in society; then ask them comprehension questions;

(g) Attempt the questions in Exercise 3 and Activity 3 in the textbook; check the correctness of their answers and provide feedback; and

(h) Attempt the questions in Exercise 4 in the textbook. Compare their answers with those provided in the teacher's guide.

Answers to exercises

Exercise 1

1. Besides the responses from the pupils:
   (a) A person who bears grudges, revenges and breaks good relationships is a threat to society; and

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(b) If you are a truthful person, other people will trust you and assign you responsibilities to fulfil.

2. Besides the pupil's answers, a person who volunteers to do something offers his or her time, knowledge and wealth for the development of others. This brings about love and unity, and therefore helps to build good relationships in society.

Exercise 2

1. Actions that help to build good relationships among pupils include:
   (a) Forgiveness;
   (b) Timely conflict resolution; and
   (c) Working hard and co-operatively.
2. Good social relationships bring about unity and development. They are also helpful in defence and security, as well as co-operation in good and hard times.
3. Good relationships bring about unity, which is important for development. Conflicts and hatred delay development.

Exercise 3

1. *The answer to this question will depend on the answers provided by the pupil and accepted by the teacher as the right answer.*
2. *The answer to this question will depend on the answers provided by the pupil and accepted by the teacher as the right answer.*
3. *The answer to this question will depend on the answers provided by the pupil and accepted by the teacher as the right answer.*

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Exercise 4

Part A

Questions	1	2	3	4	5
Answers	True	False	True	False	False

Part B

Questions	6	7	8
Answers	d	b	a

Part C

Questions	9	10	11	12	13
Answers	b	a	c	e	g

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Chapter Six

Protecting resources in the interest of our country

Introduction

In Standard Six, the pupil learnt about the role of the society in national development activities and the character of an educated person who uses his or her education to promote national development and identify acts that promote national security. The pupil also learnt about techniques of protecting public resources, acts of misusing public resources and activities that promote national development. In this chapter, the pupil will learn how to protect public resources in the interest of our country. The pupil will also learn how to participate in providing anti-corruption education so as to protect our resources. The competencies gained will enable the pupil to be patriotic to the country in the fight against corruption.

Pupil's activities

(i) Protecting resources in the interest of our country

(ii) Participating in the provision of anti-corruption education

Teaching and learning resources

A chart showing a list of several activities done in various institutions that protect our country's resources

Teaching and learning steps

Guide the pupils to do the following:

(a) Read the text in the pupil's book about the effects of corruption on the country's resources; then ask them comprehension questions;

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(b) Attempt the questions in Exercise 1 and Activity 1 in the textbook; check the correctness of their answers and provide feedback;

(c) Read the text in the pupil's book about non-governmental organisations' participation in the protection of the country's resources; then ask them comprehension questions;

(d) Attempt the questions in Exercise 2 and Activity 2 in the textbook, check the correctness of their answers and provide feedback;

(e) Read the text in the pupil's book about the challenges facing the provision of anti-corruption education; then ask them comprehension questions;

(f) Attempt the questions in Exercise 3 and Activity 3 in the textbook; check the correctness of their answers and provide feedback; and

(g) Attempt the questions in Exercise 4. Compare the pupils' answers with those provided in the teacher's guide.

Answers to exercises

Exercise 1

1. Corruption may affect the development and implementation of strategic plans to protect and promote the country's natural resources. This is because dishonest leaders prepare poor development plans which are not aimed at protecting and promoting national resources. Similarly, corruption can cause leaders to approve plans which serve their own interests and the interests of those who bribe them.

2. Corruption affects the society in several ways, for example lowering solidarity, violating laws and injustice to citizens. Corrupt practices may lead to conflicts and insecurity among citizens themselves, or between citizens and their government.

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3. *The answer to this question will depend on the correct answers given by the pupil. However, the answer should focus on social services such as health care, education and water supply. Social services are affected when their provision favours a few individuals in the society.*

4. *The answer to this question will depend on the answers provided by the pupil and accepted by the teacher as the right answer.*

Exercise 2

1. *The answer to this question will depend on the answers provided by the pupil and accepted by the teacher as the right answer.*
2. Besides the correct answers given by the pupil, religious institutions have the following contribution to the fight against corruption:
   (a) To provide education on the negative effects of corruption; and
   (b) To teach their followers ethics and ethical conduct.
3. The mass media are important in providing education against corruption by:
   (a) Preparing articles and documentaries on how to fight against corruption;
   (b) Preparing anti-corruption dramas; and
   (c) Preparing various symposia on anti-corruption.

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Exercise 3

1. Three ways through which corruption may be eliminated are:
   (a) Provision of education to the public on the negative effects of corruption;
   (b) Making laws and strengthening institutions responsible for fighting against corruption such as PCCB and the Judiciary;
   (c) Using religious leaders to provide ant-corruption messages; and
   (d) Being patriotic by loving our country and our fellow Tanzanians.
2. *The answers to this question will depend on the answers provided by the pupil and will depend on how the teacher interprets the answers provided.*
3. The four challenges facing the provision of anti-corruption education in Tanzania are:
   (a) Inadequate human and financial resources;
   (b) Lack of a national forum for fighting against corruption;
   (c) Different perceptions about corruption in the society; and
   (d) Limited involvement of the private sector in the work.

Exercise 4

Part A

Questions	1	2	3	4	5
Answers	False	True	True	False	True

Part B

Questions	6	7	8	9	10
Answers	False	False	True	True	False

Part C

Questions	11	12	13	14	15
Answers	c	c	c	b	d

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Chapter Seven

Fulfilling responsibilities in the society

Introduction

In Standard Six, the pupil learnt how to identify his or her responsibilities as a leader at school and at home. The pupil also learnt how to identify alternative ways of solving problems, propose appropriate ways of improving work performance and co-operate with other people. He or she also learnt about the disadvantages of not involving others in fulfilling responsibilities. Furthermore, the pupil learnt how to co-operate with other community members in doing development activities and to reveal evils relating to corruption and fraud. In this chapter, the pupil will learn how to fulfil his or her responsibilities in the society. The competencies gained will enable the pupil to identify and fulfil his or her responsibilities in the society and contribute to the development of the whole society.

Pupil's activities

(i) Fulfilling his or her responsibilities in the society
(ii) Identifying resources for supporting a pupil to fulfil his or her responsibilities in the society
(iii) Identifying the benefits of participating in social activities

Teaching and learning resources

Pictures of the events or activities carried out in the society

Teaching and learning steps

Guide the pupils to do the following:

(a) Read the text in the pupil's book about participating in fulfilling responsibilities in the society; then ask them comprehension questions;

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(b) Attempt the questions in Exercise 1 and Activity 1 in the textbook; check the correctness of their answers and provide feedback;
(c) Read the text in the pupil's book about resources which may enable a pupil to fulfil his or her responsibilities in the society; then ask them comprehension questions;
(d) Attempt the questions in Exercise 2 and Activity 2 in the textbook; check the correctness of their answers and provide feedback;
(e) Read the text in the pupil's book about the benefits of participating in social activities; then ask them comprehension questions;
(f) Attempt the questions in Exercise 3 and Activity 3 in the textbook; check the correctness of their answers and provide feedback; and
(g) Attempt the questions in Exercise 4. Compare their answers with those provided in the teacher's guide.

Answers to exercises

Exercise 1

1. *The answer to this question will depend on the answers provided by the pupil and accepted by the teacher as the right answer.*
2. Ways that pupils may use to preserve water sources include:
   (a) Fetching water in a manner that does not contaminate water sources so as to allow other society members to continue getting water without any problem.
   (b) Planting trees around water sources to enable other society members to continue getting water; and
   (c) Restricting human activities near water sources.
3. In addition to other conceivable ways, a pupil may participate fully in development activities by:
   (a) Protecting the environment and public property;
   (b) Preserving water sources; and
   (c) Teaching society members how to read and write.

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4. Teaching society members how to read and write is important as it reduces the number of illiterate people in the society.
5. In addition to the answers given by the pupil, explanations on the steps in and the benefits of preparing and implementing projects should include the following:
   (a) Project preparation steps:
      (i) Identifying the problem and its source;
      (ii) Analysing project objectives and goal(s);
      (iii) Identifying the activities or work to be done to solve the problem; and
      (iv) Outlining evaluation indicators.
   (b) Benefits of preparing and implementing a project:
      (i) Building a sense of creativity in a pupil and the society;
      (ii) Having a deeper understanding of our environment;
      (iii) Building a pupil's confidence and ability to handle challenges in our environment; and
      (iv) Identifying the right ways of managing resources.

Exercise 2

1. In fulfilling responsibilities in the society, land is very important. Land is used in carrying out various production activities, which are beneficial to the society. For example, the availability of adequate land facilitates the cultivation of both food and cash crops.
2. The five resources that a pupil can use while fulfilling his or her responsibilities are:
   (a) Land;
   (b) Money;
   (c) Human resources;
   (d) Forests; and
   (e) Livestock.
3. A pupil has to co-operate with other people in fulfilling his or her obligation in the construction of infrastructure such as roads, classrooms and toilets, and in doing agricultural activities.

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4. The availability of water enables a pupil to fulfil his or her responsibilities in the society, specifically by supporting production activities, fishing (during vacation and after school hours) and fetching water for domestic use.

Exercise 3

1. The five benefits of a pupil's participation in development activities are:
   (a) Enhancing his or her knowledge and skills;
   (b) Being trusted in the society;
   (c) Building the enthusiasm and spirit of volunteering to do development activities;
   (d) Promoting good relationships between the pupil and his or her society; and
   (e) Enhancing effective use of time.
2. Participation in social activities helps a pupil to use his or her time properly at school so as to have a chance to participate fully in social activities.
3. Participation in social activities helps a pupil to be trusted and to be recognised by society members.
4. Participation in various social activities helps him or her to have an opportunity to translate theory into practice.

Exercise 4

Part A

Questions	1	2	3	4	5
Answers	True	True	False	False	True

Part B

Questions	6	7	8	9	10
Answers	c	b	c	c	a

Part C

Questions	11	12	13	14	15
Answers	d	e	b	c	f

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Chapter Eight

Obeying laws and regulations

Introduction

In Standard Six, the pupil learnt how to recognise the laws of his or her country, obey them and alignment of laws and regulations' enforcement with his or her day to day life. The pupil also learnt about the importance of questioning the existing laws and regulations, besides evaluating the measures taken to curb the violation of laws. In this chapter, the pupil will learn to obey the law and regulations governing communication networks. The pupil will also learn how to avoid committing cybercrimes and educate the society about the right way of using communication networks. The competencies gained will enable the pupil to obey the law and regulations governing the use of communication networks.

Pupil's activities

(i) Identifying and obeying the existing laws and regulations

(ii) Identifying kinds of cybercrimes

(iii) Identifying ways through which one can avoid committing cybercrimes

(iv) Identifying proper use of communication networks

(v) Identifying ways of providing education on proper use of computerised communication networks

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Teaching and learning resources

(i) A case study showing proper use of communication networks; and

(ii) A copy of the Cybercrimes Act, 2015.

Teaching and learning steps

Guide the pupils to do the following:

(a) Read the text in the pupil's book about the Cybercrimes Act, 2015; then ask them comprehension questions;

(b) Attempt Activity 1 in the textbook; check the correctness of their answers and provide feedback;

(c) Attempt the questions in Exercise 1 and Activity 2 in the textbook, check the correctness of their answers and provide feedback;

(d) Read the text in the pupil's book about the importance of the Cybercrimes Act, 2015; then ask them comprehension questions;

(e) Attempt the questions in Exercise 2 and Activity 3 in the textbook; check the correctness of their answers and provide feedback;

(f) Read the text in the pupil's book about the advantages of communication networks; then ask them comprehension questions;

(g) Attempt the questions in Exercise 3 and Activity 4 in the textbook; check the correctness of their answers and provide feedback;

(h) Read the text in the pupil's book about ways of educating others on proper use of communication networks; then ask them comprehension questions;

(i) Attempt the questions in Exercise 4 in the textbook; check the correctness of their answers and provide feedback; and

(j) Attempt the questions in Exercise 5 in the textbook. Compare their answers with the ones given in the teacher's guide.

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Exercise 1

1. The Cybercrimes Act, 2015, is a set of rules and regulations made by the Parliament of the United Republic of Tanzania for the purpose of regulating and controlling the use of communication networks in Tanzania. The law identifies the offences and penalties resulting from improper use of all Information and Communication Technology (ICT) devices.
2. Besides the correct answers given by the pupil, the use of the government's confidential information endangers national security and may cause social unrest.
3. *The answers to this question will depend on the answers provided by the pupil and on how the teacher interprets the answers provided.*

Exercise 2

1. The importance of the Cybercrimes Act, 2015, is shown below:
   (a) To prevent the defamation of government leaders and other individuals;
   (b) To prevent evil deeds like theft, illegal trade and the violation of human rights;
   (c) To educate the society on peace and security; and
   (d) To build good relationships among citizens or between citizens and their government.
2. It is important to verify the authenticity and correctness of information before sharing it with others. The correctness of the information you receive will keep the sender and the society safe.
3. Four ways of avoiding to commit cybercrimes are:
   (a) Confidentiality;
   (b) Verifying the authenticity of information and sources;
   (c) Respecting human equality; and
   (d) Sharing correct statistical data.

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4. *The answers to this question will depend on the answers provided by the pupil and on how the teacher interprets the answers provided.*
5. The Cybercrimes Act, 2015, is also important in:
   (a) Maintaining love and good understanding among citizens; and
   (b) Maintaining honesty and the authenticity of information in the communication networks.

Exercise 3

1. Communication networks promote development by simplifying the sharing of information and financial transactions. Businessmen and woman can easily pay or sell their commodities without using cash (money).
2. *The answers to this question will depend on the answers provided by the pupil and on how the teacher interprets the answers provided.*
3. Besides the correct answers given by the pupil, the advantages of the social services provided by the communication networks are:
   (a) Sending and receiving information;
   (b) Promoting development; and
   (c) Strengthening brotherhood.

Exercise 4

1. Besides the correct answers given by the pupil, seminars, meetings, conferences and symposia help to provide education and clarification on the cybercrime law.
2. Besides the correct answers provided by the pupil, Twitter and Instagram could be used to provide education on proper use of communication networks through audio materials, videos, pictures, narratives or signs.

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3. Besides the correct answers given by the pupil, focus should be placed on educating peer groups because they have similar desires, they can be taught easily and, above all, they collaborate among themselves according to their age.

Exercise 5

Part A

Questions	1	2	3	4	5
Answers	True	False	False	True	True

Part B

Questions	6	7	8	9	10
Answers	c	a	b	a	a

Part C

Questions	11	12	13	14	15
Answers	b	c	d	f	e

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Chapter Nine

Being patient

Introduction

In Standard Six, the pupil learnt about tolerance and endurance. The pupil also learnt how to motivate others to address life challenges and to have hope and celebrate victory over challenges. In this chapter, the pupil will learn how to be patient and control his or her feelings and emotions. The competencies gained will enable the pupil to be patient and become a role model for others.

Pupil's activities

(i) Building patience
(ii) Identifying acts of patience in the absence of important needs
(iii) Identifying alternative ways of solving problems
(iv) Controlling feelings and emotions
(v) Identifying techniques of managing and controlling feelings and emotions

Teaching and learning resources

(i) A chart and pictures showing how people control their feelings and emotions

(ii) A chart showing examples of ways of solving problems

Teaching and learning steps

Guide the pupils to do the following:

(a) Read the text in the pupil's book about the importance of patience in life; then ask them comprehension questions;

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(b) Attempt the questions in Exercise 1 and Activity 1 in the textbook; check the correctness of their answers and provide feedback;

(c) Read the text in the pupil's book on identifying acts of patience when you lack your basic needs; then ask them comprehension questions;

(d) Attempt the questions in Exercise 2 in the textbook; and check the correctness of their answers and provide feedback;

(e) Read the text in the pupil's book on identifying alternative ways of solving problems; then ask them comprehension questions;

(f) Attempt the questions in Exercise 3 and Activity 2 in the textbook; check the correctness of their answers and provide feedback;

(g) Read the text in the pupil's book about controlling feelings and emotions; then ask them comprehension questions;

(h) Attempt the questions in Exercise 4 and Activity 3 in the textbook; check the correctness of their answers and provide feedback;

(i) Read the text in the pupil's book on techniques of controlling feelings and emotions; then ask them comprehension questions;

(j) Attempt questions in Exercise 5 in the textbook; check the correctness of their answers and provide feedback; and

(k) Attempt the questions in Exercise 6 in the textbook. Compare their responses with the answers given in the teacher's guide.

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Answers to exercises

Exercise 1

1. Patience is the ability to endure problems and life challenges.
2. Patience helps you to reach your goals by:
   (a) Making the right decisions; and
   (b) Working hard.
3. Five advantages of patience:
   (a) Developing peace of mind;
   (b) Building good social relationships;
   (c) Building efficiency in your work;
   (d) Preserving a positive attitude; and
   (e) Making the right decisions.
4. *The answer to this question will depend on the answers provided by the pupil and accepted by the teacher as the right answer.*

Exercise 2

1. Patience helps a person in need. A patient person waits with hope while making the right decision whether to continue or stop doing something.
2. Forgiveness rebuilds broken relations.
3. Patience helps someone who is wronged not to revenge or make decisions without evaluating the possible outcomes.
4. Obeying laws and regulations is an act of patience because one follows procedures. Procedures must be followed patiently until the benefit is achieved.

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Exercise 3

1. Alternative ways of solving a problem exist when more than one of the ways of solving the problem are considered in order to find a solution.
2. Alternative ways of solving a problem help you to solve a problem after considering many available solutions and comparing them so as to get the best solution.
3. In order to identify the source, magnitude and possible outcome of an alternative way.
4. It is important to compare the requirements of alternative ways of solving a problem with your resources because this helps you to estimate the size of the problem and to determine if you have enough resources to solve it through the alternative way you have chosen and within the time that you have. This comparison helps you to be sure that your resources are enough for solving the problem.
5. An evaluation or assessment helps the problem solver to know the positive and negative sides of all the alternative ways available. This helps him or her to choose the best alternative way.

Exercise 4

1. The difference between feelings and emotions is:
   (a) Feelings refer to the ability of a living organism to detect the presence of something or a situation using physical or mental perception.
   (b) Emotions are strong feelings like anger, passion, desire or fear. Emotions come quickly and forcefully.

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2. The importance of making the right decision includes the ability to decide whether to continue or stop doing something. Controlling feelings and emotions, provides an opportunity for a person to make the right decision while he or she issettled in mind.

3. Five advantages of controlling feelings and emotions in society:
   (a) Making the right decisions;
   (b) Avoiding damage;
   (c) Preserving physical and mental health;
   (d) Maintaining good social relations; and
   (e) Building respect in society.

4. Controlling your feelings and emotions preserves physical and mental health by reducing stress, maintaining peace and building good social relations.

Exercise 5

1. The following are some of the important techniques you should use to control your feelings and emotions:
   (a) Participating in sport and physical exercise;
   (b) Avoiding risky environments/places;
   (c) Sharing your challenges with others;
   (d) Building a positive attitude and confidence;
   (e) Attending religious sessions and paying attention to religious teachings;
   (f) Spending time doing community work; and
   (g) Choosing friends who have good behaviour.

2. Sharing your problems with other people gives you an opportunity to get new techniques of solving problems.

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3. Paying attention to religious teachings which insist on peace, love, solidarity and forgiveness helps you to control your feelings and emotions.
4. It is advisable to keep away from places like bars, brothels and marijuana camps because they promote bad behaviour and provoke feelings and emotions, especially among young people. It is also advisable to avoid watching scary and action films and movies.

Exercise 6

Part A

Questions	1	2	3	4	5
Answers	True	False	True	True	False

Part B

Questions	6	7	8	9	10
Answers	b	d	c	b	d

Part C

Questions	11	12	13	14	15
Answers	f	g	d	h	c

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Chapter Ten

Achieving goals

Introduction

In Standard Six, the pupil learnt about the importance of identifying and implementing his or her priorities. He or she also learnt how to fulfil his or her daily responsibilities and share his or her real life experiences with others, and how to fight against hypocrisy in life. In this chapter, the pupil will learn about the importance of setting goals and attaining them timely. The competencies gained will enable the pupil to build a habit of living by planning and attaining his or her goals. Moreover, the pupil will be a good advisor with respect to the setting and attainment of goals in his or her society.

Pupil's activities

(i) Identifying the benefits of setting goals
(ii) To execute his or her plans timely
(iii) Identifying the challenges that might occur while he or she is pursuing his or her goals
(iv) Participating in educating the society on the importance of setting goals and achieving them timely

Teaching and learning resource

A chart showing goals

Teaching and learning steps

Guide the pupils to do the following:

(a) Read the text in the pupil's book about the importance of setting goals; then ask them comprehension questions;
(b) Attempt the questions in Exercise 1 and Activity 1 in the textbook; check the correctness of their answers and provide feedback;

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(c) Read the text in the pupil's book about the benefits of following steps in implementing a plan to attain goals; then ask them comprehension questions;
(d) Attempt the questions in Exercise 2 and Activity 2 in the textbook; check the correctness of their answers and provide feedback;
(e) Read the text in the pupil's book about challenges during the pursuance of goals; then ask them comprehension questions;
(f) Attempt the questions in Exercise 3 in the textbook; check the correctness of their answers and provide feedback;
(g) Read the text in the pupil's book about educating the society on the importance of setting goals and achieving them timely; then ask them comprehension questions;
(h) Attempt the questions in Exercise 4 and Activity 3 in the textbook; check the correctness of their answers and provide feedback; and
(i) Attempt the questions in Exercise 5 in the textbook. Compare their answers with the answers provided in the teacher's guide.

Answers to exercises

Exercise 1

1. Short-term goals are part of long-term goals. They are planned to be achieved within a short period of time. Long-term goals are goals which are planned to be achieved within a long period of time.
2. There is a very close relationship between setting goals and the right decision-making. Their relationship is that goals enable a person to make the right-decision, and within goals there are different steps to consider. By following these steps a person makes the right decisions.
3. Setting life goals speeds up development because it inspires and gives priority to set plans on how to fulfil set objectives; hence, encourages development in the society.
4. Besides the correct answers given by the pupil, the right methods of implementing plans are:
   (a) Focusing on short-term goals;
   (b) Not depending on other people while making decisions;

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(c) Avoiding doing many things at once;
(d) Saying no to wrong decisions;
(e) Keeping away from destructive people; and
(f) Never giving up in life.

5. *The answer to this question will depend on the answers provided by the pupil and accepted by the teacher as the right answer.*

Exercise 2

1. The following are some of the advantages of setting goals in life:
   (a) Encourages people to prepare plans for accomplishing or achieving goals;
   (b) Helps in making the right decisions;
   (c) Helps to manage time properly;
   (d) Increases one's ability to do self-assessment in managing and pursuing a goal; and
   (e) Promotes creativity.
2. Together with the correct answers given by the pupil, ways of implementing objectives include:
   (a) Identifying resources;
   (b) Increasing efficiency;
   (c) Using time wisely;
   (d) Being confident; and
   (e) Having a positive attitude.
3. The following are the advantages of proper time management.
   (a) Increasing discipline;
   (b) Promoting efficiency;
   (c) Achieving goals timely; and
   (d) Helping us to use resources properly.

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4. The implementation of a plan is efficient when a pupil prepares plans for making the right decisions, uses time appropriately and carries out assessments in every step.
5. The techniques whereby one could increase efficiency in order to achieve objectives or goals include considering the cost of implementation, manpower and time.

Exercise 3

1. The following are the reasons for devising proper ways of solving problems:
   (a) Proper ways help you to identify the source of a problem;
   (b) Proper ways help you to solve problems; and
   (c) Proper ways help you to achieve your objectives.
2. Following steps in solving problems has the following advantages:
   (a) Helps a person to observe procedures while solving a problem;
   (b) Helps a person to identify the source of a problem;
   (c) Helps a person to identify steps in solving a problem; and
   (d) Helps a person to evaluate the ways used to pursue his or her goals.
3. It is important to probe or investigate a problem in order to understand its source. It is important, for example, to ask yourself: What is the status of the economy? Are the available resources enough to solve the problem? Answers to these questions will help you to know the source and means of solving the problem.

Exercise 4

1. The following are five ways of educating the society on the importance of setting goals:
   (a) Dialogue allows individuals to give their opinions on the importance of setting goals;

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(b) A role-play could be used to educate the society on how to set goals because it also entertains the audience;

(c) Speeches are mostly used in public meetings where a leader or guest addresses the public on the importance of setting goals;

(d) Poems are composed and recited so that readers can get the message on setting goals.

2. Speeches are used to educate the society on the importance of setting goals when leaders are addressing public in various issues.

3. The best way to encourage the youth to set their own goals is through discussions, alliteration poems and other kinds of poems. They are the best ways because the youth enjoy them.

Exercise 5

Part A

Questions	1	2	3	4
Answers	True	False	False	True

Part B

Questions	5	6	7	8	9
Answers	c	a	a	d	c

Part C

Questions	10	11	12	13	14
Answers	h	b	f	e	d

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Chapter Eleven

Learning by critical analysis

Introduction

In standard Six, the pupil learnt how to be inquisitive about his or her environment and to evaluate his or her learning abilities. In addition, he or she learnt about the importance of co-operating with others in the learning process. In this chapter, the pupil will learn the means of analysing issues critically. He or she will also learn the skills for analysing critically and being responsible in learning. The competencies gained will enable the pupil to make the right decisions in the learning process. He or she will also be creative and analytical when facing learning challenges.

Pupil's activities

(i) Determining the benefits of learning analytically

(ii) Determining useful skills while learning analytically

(iii) Identifying methods of inspiring people to build a critical analysis learning habit

Teaching and learning resources

(i) A chart showing ways of analysing issues critically

(ii) A case study of a pictorial presentation that may inspire pupils to build the habit of learning analytically

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Teaching and learning steps

Guide the pupils to do the following:

a) Read the text in the pupil's book about the benefits of learning analytically; then ask them comprehension questions;
b) Attempt the questions in Exercise 1 and Activity 1 in the textbook, check the correctness of their answers and provide feedback;
c) Read the text in the pupil's book about skills useful in learning critically; then ask them comprehension questions;
d) Attempt the questions in Exercise 2 and Activity 2 in the textbook; check the correctness of their answers and provide feedback;
e) Read the text in the pupil's book about the methods of inspiring people to build the habit of learning analytically; then ask them comprehension questions; and
f) Attempt the questions in Exercise 3 and Activity 3 in the textbook. Compare their answers with those given in the teacher's guide.

Answers to exercises

Exercise 1

1. Analytical learning is a learning style that is aimed at building a pupil's ability to relate what he or she has learnt to daily experiences in his or her surroundings. Rote learning enables a pupil to merely recall what he or she has learnt.
2. The following are the benefits of critical learning:
   (a) It helps pupils to analyse issues skilfully and with more confidence;

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(b) It enables pupils to plan and present arguments correctly; and
(c) It helps pupils to co-operate with and listen to each other while making the right decisions.

3. *Answers to this question will depend on the answers given by the pupil and on how the teacher interprets the answers during marking.*

Exercise 2

1. Besides the correct answers given by the pupil, other skills which should be used by pupils to learn critically include:
   (a) Investigating, probing or doing research on a problem;
   (b) Analysing a problem; and
   (c) Interpreting and identifying a problem.
2. *The answers to this question will depend on the answers provided by the pupil and on how the teacher interprets the answers provided.*
3. The following are the basic steps that you should follow while making the right decisions:
   (a) Understanding the problem that you need to make a decision on;
   (b) Devising methods or strategies for facing the problem;
   (c) Assessing your strategies; and
   (d) Making decisions.

Exercise 3

1. Besides the correct answers given by the pupil, the following are the methods that may be used to inspire people to build the habit of learning analytically:
   (a) Participating in role-plays;

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(b) Participating in group discussions;
(c) Fulfilling leadership roles or duties; and
(d) Using case studies.

2. *The answers to this question will depend on the answers provided by the pupil and on how the teacher interprets the answers provided.*
3. Besides the correct answers given by the pupil, the following are the methods of helping a person who hates group discussions:
   (a) Understanding the reasons that make him or her avoid participating in group discussions; and
   (b) Telling him or her the advantages he or she will get by participating in group discussions.

Exercise 4

Part A

Questions	1	2	3	4	5
Answers	True	False	True	False	True

Part B

Questions	6	7	8	9	10
Answers	d	d	b	a	d

Part C

Questions	11	12	13	14	15	16
Answers	b	a	e	g	f	d

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Chapter Twelve

Being trustworthy in the community

Introduction

In Standard Six, the pupil learnt to evaluate the way his or her responsibilities were discharged and to avoid actions that might undermine his or her integrity and trust among people in his/her community. In this chapter, the pupil will learn about the actions and kinds of behaviour that could help him or her to be trusted at school and in the community. In addition, he or she will also learn how to respect other people's beliefs and ideologies, as well as the right ways of fulfilling his or her duties. Moreover, the pupil will learn how to participate actively in various elections at school. The competencies gained will enable the pupil to act in ways that will earn him or her the trust and confidence of other pupils, teachers and his or her community members.

Pupil's activities

(i) Identifying acts that indicate his or her trustworthiness at school and in the community
(ii) Recognising the attitude of respecting other people's beliefs and ideologies
(iii) Identifying the right ways of fulfilling his or her responsibilities
(iv) Participating in elections at school

Teaching and learning resources

(i) A chart showing school laws
(ii) A chart indicating the regulations that guide elections at school

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Teaching and learning steps

Guide the pupils to do the following:

(a) Read the text in the pupil's book about acts that indicate one's trustworthiness at school and in the community; then ask them comprehension questions;

(b) Attempt the questions in Exercise 1 and Activity 1 in the textbook; check the correctness of their answers and provide feedback;

(c) Read the text in the pupil's book about respecting other people's beliefs and ideologies; then ask them comprehension questions;

(d) Attempt the questions in Exercise 2 and Activity 2 in the textbook; check the correctness of their answers and provide feedback;

(e) Read the text in the pupil's book about the right ways of fulfilling pupils' responsibilities; then ask them comprehension questions;

(f) Attempt the questions in Exercise 3 and Activity 3 in the textbook; check the correctness of their answers and provide feedback;

(g) Read the text in the pupil's book about the regulations guiding participation in elections at school; then ask them comprehension questions;

(h) Attempt the questions in Exercise 4 and Activity 4 in the textbook; check the correctness of their answers and provide feedback; and

(i) Attempt the questions in Exercise 5 in the textbook. Compare their answers with those provided in the teacher's guide.

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Answers to exercises

Exercise 1

1. *The answer to this question will depend on the answers provided by the pupil and accepted by the teacher as the right answer.*
2. In addition to the correct answers provided by the pupil, the habit of being truthful and transparent helps one to be trusted by the community in a number of ways, including:
   (a) Being loved; and
   (b) Increasing opportunities to participate in various community activities.
3. Pupils who work hard inspire other pupils, teachers and other community members. This increases their trustworthiness and enables them to earn the confidence of other people or pupils.
4. Pupils who take care of school property make teachers, their fellow pupils and other community members have more confidence and trust in them. This makes it easy for others to co-operate with them in doing social, political and economic activities.

Exercise 2

1. Besides the pupil's correct answers, respecting other people's beliefs and ideologies has the following advantages:
   (a) Helping to maintain peace and harmony at school and in the community;
   (b) Building a spirit of co-operation;
   (c) Helping to build a culture of tolerance and patience; and
   (d) Enabling people to love one another.

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2. There are three things that can make people respect the beliefs and ideologies of others. These are:
   (a) Not despising the beliefs and ideologies of other people;
   (b) Building co-operation between people of different ideologies and faiths; and
   (c) Organising joint conferences.
3. People from different faiths and ideologies are supposed to co-operate with each other in good times (e.g. celebrations) and in bad times (e.g. funerals), irrespective of their ideological and religious differences.
4. I advise my fellow pupils who despise the beliefs and ideologies of other people to:
   (a) Stop despising other people's beliefs and ideologies by building a culture of tolerance;
   (b) Respect the beliefs and ideologies of others without breaking the laws and hurting others; and
   (c) Establish close relationships with their fellow pupils who have beliefs and ideologies that are different from theirs.

Exercise 3

1. Arriving at school early has the following advantages:
   (a) Enables pupils to prepare well for class;
   (b) Enables pupils to participate in activities such as cleaning the school compound, activities which have to be done before classes begin; and
   (c) Helps pupils to attend lessons on time.
2. Besides the pupils' correct answers, the attitude of commitment has the following merits:
   (a) Achieving goals on time;
   (b) Developing confidence; and
   (c) Being loved by the community.

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3. When a pupil co-operates with others in studies and in other activities at school he or she gets the following advantages;
   (a) He or she learns easily;
   (b) They spend a short time to clean the school compound;
   (c) They participate in sports and produce wealth through education for self-reliance; and
   (d) Finally, they get ample time to do academic activities.

Exercise 4

1. Participation in election activities at school helps a pupil to acquire leadership experience and argument-making skills.
2. Participating in elections at school has three main advantages:
   (a) Learning about democracy through practice;
   (b) Acquiring basic knowledge of the rights to be elected and to elect; and
   (c) Learning leadership skills.
3. Pupils who are elected as leaders usually acquire different leadership skills, especially the skill to solve conflicts, make the right decisions and how to listen to others. These skills are likely to help them in future when they are called upon to fulfil bigger responsibilities in their communities.

Exercise 5

Part A

Questions	1	2	3	4	5
Answers	True	False	False	True	True

Part B

Questions	6	7	8	9	10
Answers	c	d	c	c	b

Part C

Questions	11	12	13	14	15
Answers	g	d	b	f	e

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Chapter Thirteen

Protecting human rights

Introduction

In Standard Six, the pupil was introduced to the traditions and customs which violate human rights and examined the effects of corruption on human rights. He or she was also introduced to different ways of co-operating with social groups in defending human rights. As a continuation of the theme on human rights, in this chapter, the pupil will explore the responsibilities of the three pillars of the State in defending human rights, as well as the relationship between them. In addition, he or she will also learn about the conditions and activities that could enable the three pillars of the State to defend human rights. The competencies gained will enable the pupil to explain correctly the relationship that exists between the three pillars of the State in protecting human rights.

Pupil's activity

Identifying the relationship that exists between the three pillars of the State in protecting human rights.

Teaching and learning resources

(i) A chart showing different roles that each pillar of the State plays in protecting human rights

(ii) Pictures showing how the functions of the three pillars of the State are performed

(iii) A role-play showing the roles of the Legislature, the Judiciary and the Executive in defending human rights

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Teaching and learning steps

Guide the pupils to do the following:

(a) Read the text in the pupil's book about the role of the Legislature in protecting human rights; then ask them comprehension questions;

(b) Attempt the questions in Exercise 1 and Activity 1 in the textbook; check the correctness of their answers and provide feedback;

(c) Read the text in the pupil's book about the role of the Judiciary in protecting human rights; then ask them comprehension questions;

(d) Attempt the questions in Exercise 2 and Activity 2 in the textbook; check the correctness of their answers and provide feedback;

(e) Read the text in the pupil's book about the role of the Executive in protecting human rights; then ask them comprehension questions;

(f) Attempt the questions in Exercise 3 in the textbook; check the correctness of their answers and provide feedback;

(g) Read the text in the pupil's book about the relationship between the three pillars of the State in protecting human rights; then ask them comprehension questions;

(h) Attempt the questions in Exercise 4 and Activity 3 in the textbook; check the correctness of their answers and provide feedback; and

(i) Attempt the questions in Exercise 5 in textbook. Compare their answers with those in the teacher's guide.

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Answers to exercises

Exercise 1

1. The human rights laws made by the Legislature help the society to protect and defend human rights. At the same time, the laws that the Legislature makes protect citizens against injustice and enable them to secure their rights, including the right to life, equality before the law, freedom of expression, rights of association, the right to worship and the right to work.
2. The Legislature has the responsibility of making laws, including human rights laws, as well as monitoring human rights maintenance in the country.
3. Health services are essential in protecting human rights because they help to protect life.

Exercise 2

1. Besides the correct answers given, the pupil needs to know that the Judiciary educates citizens about how to protect human rights using the mass media such as television, the radio and newspapers.
2. In defending and protecting human rights, the Judiciary has the following responsibilities:
   (a) Interpreting the laws;
   (b) Adjudicating on cases of people who are involved in human rights violations;
   (c) Providing education about human rights to citizens; and
   (d) Providing legal advice.
3. The Judiciary punishes citizens who violate human rights because:

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(a) It is the only pillar of the State with the constitutional mandate and power to protect and maintain human rights;
(b) It has the constitutional mandate and power to help citizens get their rights; and
(c) It has the constitutional obligation to help citizens live in peace by respecting laws, rules and regulations, which are the foundation of human rights.

Exercise 3

1. *The answers to this question will depend on the answers provided by the pupil and on how the teacher interprets the answers provided.*
2. *The answers to this question will depend on the answers provided by the pupil and on how the teacher interprets the answers provided.*
3. Besides the correct answers given, the pupil needs to know that there are state organs which ensure that human rights are protected. They do so by:
   (a) Ensuring security to citizens and their property;
   (b) Defending citizens when their rights are violated; and
   (c) Ensuring peace and tranquillity in the areas that are prone to violence.

Exercise 4

1. Besides the pupil's correct answers, the pupil needs to know that good governance contributes significantly to the implementation of human rights requirements. Good governance draws attention to the rule of law, which helps to ensure that there is equality in society. Another way of expressing this is to say that, according to the rule of law, no one is above the law.

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2. The relationship between the three pillars of the State in protecting human rights is as follows. The Legislature makes laws, the Executive makes sure that the laws are enforced and the Judiciary translates the laws made by the Legislature and adjudicates on cases relating to human rights violations.
3. *The answers to this question will depend on the answers provided by the pupil and on how the teacher interprets the answers provided.*

Exercise 5

Part A

Questions	1	2	3	4	5
Answers	False	True	False	True	True

Part B

Questions	6	7	8	9	10
Answers	b	b	a	d	b

Part C

Questions	11	12	13	14	15
Answers	g	d	c	h	a

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Chapter Fourteen

Building friendships with other countries

Introduction

In Standard Six, the pupil learnt about the importance of maintaining sociocultural, trade and sport relationships with people from other countries. The pupil also learnt to live with people from different backgrounds so that they can cope with the challenges of globalisation. In this chapter, the pupil will learn about the meaning of the terms diplomatic "relations" and "embassy" and the roles and responsibilities of Tanzanian embassies. The pupil will also get to know the foreign countries in which Tanzania has opened embassies, the responsibilities of Tanzanian ambassadors as well as the importance of having Tanzanian embassies abroad. Furthermore, the pupil will identify the opportunities resulting from having diplomatic relations and learn how to maintain diplomatic relations between Tanzania and other countries. The competencies gained will enable the pupil to know Tanzanian embassies and to know how he or she can get diplomatic services such as the sociocultural and economic opportunities available in other countries.

Pupil's activities

(i) Identifying the role and functions of Tanzanian ambassadors
(ii) Identifying the role of our embassies in obtaining information about opportunities
(iii) Identifying solutions to the challenges relating to Tanzania's diplomatic relations with other countries

Teaching and learning resource

A chart that the pupil will use to list the responsibilities of Tanzanian ambassadors

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Teaching and learning steps

Guide the pupils to do the following:

(a) Read the text in the pupil's book about the responsibilities of Tanzanian embassies and ambassadors; then ask them comprehension questions;

(b) Attempt the questions in Exercise 1 in the textbook; check the correctness of their answers and provide feedback;

(c) Read the text in the pupil's book about the importance of having Tanzanian ambassadors abroad; then ask them comprehension questions;

(d) Attempt the questions in Exercise 2 and Activity 1 in the textbook; check the correctness of their answers and provide feedback;

(e) Read the text in the pupil's book about opportunities accruing from diplomatic relations; then ask them comprehension questions;

(f) Attempt the questions in Exercise 3 and Activity 2 in the textbook; check the correctness of their answers and provide feedback;

(g) Attempt the questions in Exercise 4 in the textbook. Compare their answers with those given in the teacher's guide.

Answers to exercises

Exercise 1

1. An embassy is an official residence or office of an ambassador in a host country. In international relations, the area where the embassy of a country is situated is considered as the country of the ambassador's origin. An ambassador is an accredited diplomat of a certain country who is sent to another country as its permanent or temporary representative.
2. The five responsibilities of Tanzanian ambassadors include:
   (a) Representing Tanzania in host countries;
   (b) Conducting negotiations about bilateral and multilateral agreements and contracts between Tanzania and a host country;
   (c) Monitoring the status of international relations;

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(d) Monitoring projects in a host country; and
(e) Coordinating official visits of Tanzanian leaders to a host country.

3. The responsibilities of Tanzanian embassies in host countries are:
   (a) Establishing, maintaining and developing political relations between Tanzania and a given country;
   (b) Strengthening Tanzania's economy and other interests such as trade, investments and tourism;
   (c) Maintaining cooperation between Tanzania and the country concerned;
   (d) Issuing visas, renewing visas and issuing emergency travel documents to Tanzanian citizens living in the country concerned; and
   (e) Facilitating co-operation between the non-governmental organisations in Tanzania and those in the host country.
4. The other five countries in which Tanzania has opened embassies are: Tunisia, the Democratic Republic of the Congo (DRC), Japan, Italy, Brazil, Algeria, Angola, Egypt and Russia.

Exercise 2

1. *The answers to this question will depend on the answers provided by the pupil and on how the teacher interprets the answers provided.*
2. *The answers to this question will depend on the answers provided by the pupil and on how the teacher interprets the answers provided.*
3. Four means of getting information about opportunities through an embassy are:
   (a) Television and the radio;
   (b) Websites;
   (c) Social media; and
   (d) Newspapers and fliers.

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Exercise 3

1. An ambassador can maintain relations between Tanzania and other countries by:
   (a) Having a strong sense of purpose;
   (b) Holding fruitful discussions as often as possible;
   (c) Co-operating with the host country in identifying various opportunities; and
   (d) Strengthening communication between the two countries involved.
2. An embassy can promote trade and investments by inviting foreign investors to come and invest in our country.
3. Diplomatic relations may facilitate communication through the following:
   (a) Frequent visits by leaders of the countries involved;
   (b) Sharing experiences between the countries; and
   (c) Organising study tours for leaders and senior government officers.

Exercise 4

Part A

Questions	1	2	3	4	5
Answers	False	False	False	False	True

Part B

Questions	6	7	8	9
Answers	a	a	b	c

Part C

Questions	10	11	12	13	14
Answers	d	a	h	i	e

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