

TANZANIA INSTITUTE OF EDUCATION



TEACHER'S GUIDE FOR SOCIAL STUDIES SUBJECT

**BASIC EDUCATION
STANDARD III-VII**

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STANDARD III-VII**

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Dr. Elia Y. K. Kibga
Acting Director General
Tanzania Institute of Education

FOREWORD

Tanzania Institute of Education has prepared this guide to enable a teacher to use the syllabus for Social Studies of 2020 effectively. This teacher's guide aims to enable the teacher to implement changes to the syllabus of a Social Studies subject that emphasizes building competences in teaching and learning so that the student can effectively deal with the life challenges in a surrounding environment .

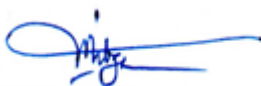
Teacher, when using this guide you are advised to consider all the outlined elements in order to translate the syllabus requirements in teaching and learning activities within the classroom and outside the classroom. This guide comprises of seven main chapters, which are introductory, use of curriculum materials, teaching and learning in inclusive class as well as teaching and learning of Social Studies. Other chapters are preparing to teach, assessing learning of the lesson and worked examples in development of competences.

Therefore, the teacher is encouraged to use this guide as a precious treasure for teaching subject effectively.

Tanzania Institute of Education will appreciate to receive any relevant suggestions and opinion from teachers and other education stakeholders for improvement of the guide.

All comments, opinions and suggestions should be forwarded to the Director General, Tanzania Institute of Education.

I wish you a successful implementation of the syllabus. Provision of quality education is our responsibility.



Dr. Elia Y.K. Kibga
Acting Director General
Tanzania Institute of Education

CHAPTER ONE

INTRODUCTION

In this chapter, you will read about introduction of a new subject called Social Studies. This subject has been introduced in 2016 by the Ministry of Education, Science and Technology. You will also be acquainted with the objectives of the subject, structure of the guide, its importance and how to use it. You are urged to consider this information every time to enable you to get the correct context while implementing the syllabus.

1.1 Background

Social studies subject was introduced in the country during the colonial period and continued to be taught even after Tanganyika got its independence until 1993. This subject has undergone reforms in different times according to the social and economic needs and it continued to be taught until 2006. In 2007, the subject was split to form three different subjects, these are Geography, History and Civics and it continued to be taught as a separate subject in standard III-VII until 2015. During that time, these subjects faced the following challenges:

- a) Pupil to be prepared as experts of a single subject instead of becoming competent in the concepts regarding these subjects
- b) Primary school pupils to learn social studies in fragmented ways
- c) Assessment and monitoring expenses
- d) Heavy load of subjects for teachers and pupils
- e) Repetition of some contents/subject matter

As a solution, Geography and History subjects have been combined to form Social Studies to counteract some of these challenges.

The objectives of teaching social studies subject are as follows:

- a) To develop pupil's competences and change in attitude that will enable him/her to value and protect the environment and national resources in everyday life.
- b) To prepare a pupil to be a good citizen of tomorrow by helping him/her to understand well the relationships among people and the environment,
- c) To develop creativity in understanding and using the available opportunities in his/ her environment
- d) To enable the pupil to understand the origin of various societies in the country

1.2 Objectives of the Guide

The Social Studies Subject Guide has been prepared to enable you as a teacher to implement the 2020 syllabus. Therefore, you are advised to read the aspects that form the content of this guide. In particular, this guidebook aims at helping you to do the following issues:

- a) To understand and analyze the curriculum and the syllabus of the subject
- b) To understand the competence you need to have so as to help a pupil to develop the intended competence
- c) To create and use the teaching and learning tools/aids

- d) To make preparation for teaching
- e) To teach by using participatory methods
- f) To assess and monitor pupil's development

1.3 Structure of the Guide

This guide is made up of two major parts, preliminary information and the content of guide. Preliminary information consists of a cover page, table of content, foreword and Acknowledgements. The content of the guide is divided into seven chapters. Chapter one aims at introducing the guide to users, chapter two presents the strategies that will enable you to analyze the syllabus and chapter three is about teaching and learning the Social Studies subject. However chapter four explains ways of teaching and learning in an inclusive class wherein; things to consider while teaching, ways of recognizing pupils with special needs and tools for teaching pupils with special needs have been identified in order for pupils with special needs to learn.

Chapter five of this guide presents instructions of crucial stages in the preparation of the scheme of work, lesson plan and tools for teaching and learning. Chapter six gives explanations on how to do assessment in the Social Studies' subject. Also methods and tools for assessment have been elaborated in this chapter. Chapter seven provides lesson models. Also identify methods and techniques of building main and specific competence as suggested in the syllabus of social studies and telling you the use of teaching and learning tools

1.4 Importance of this Guide

This guide is important since it intends:

- a) To enable you to use the syllabus of this subject.
- b) To emphasize on competence development in teaching and learning.
- c) To guide you on effective preparations of teaching and learning.
- d) To guide you on the new assessment that insists on efficiency and pupil's level of performance.
- e) To guide you on how to counteract the challenges you will be facing in the teaching process.
- f) To enable monitoring and administration of the implementation of the curriculum.
- g) To guide you on how to do the process of teaching and learning that build competence.

1.5 Targeted Group (s)

The main target of this guide is the subject teacher. Other target groups are heads of schools, quality assurers, College tutors, teachers' facilitators, pre-service teachers, curriculum coordinators, education officers, examination officers, parents, authors of books and other education stakeholders.

1.6 How to use this Guide

A teacher is advised to use this guidebook in order to make the teaching and learning of Social Studies subject effective by doing the following:

- i) To often read the guide so as to thoroughly understand it.
- ii) To carefully follow the recommended activities and devise others.
- iii) To carefully read the given instructions in the scheme of work and lesson plan and put them into actions.
- iv) To follow steps recommended for the types of assessment in all domains.
- v) To use case studies recommended in this guide that counteract the challenges during teaching.
- vi) To identify opportunities to be used in teaching and learning process, teaching and learning tools and the appropriate environment for effective teaching and learning processes.

1.7 Developing 3R's Skills

You should realize that along with developing the 3Rs skills in Standard I and II, such skills should be strengthened in Standard III-VII. Skills in reading, writing and counting are developed in all subjects including Social Studies subject. Therefore, when you are preparing activities to be performed by the pupils in the classroom you need to consider the development of such skills.

It is necessary to consider correct pronunciation of sounds, tonnation, and correct reading speed. You have also to ensure that all pupils have a correct interpretation of what they read every time you give them reading tasks. On the side of writing skills, you ought to help pupils construct letters correctly and that they abide to correct principles of writing when they write their works. Moreover, you ought to develop arithmetic skills by enabling pupils to pronounce and write numbers correctly and state the concepts reprinted by those numbers.

CHAPTER TWO

USING CURRICULUM TOOLS

This chapter presents the strategies of using curriculum tools. It is expected that, after you finish reading this chapter, you will understand the Standard III-VII curriculum that build competence and use various tools that will help you in the implementation of the new curriculum of Basic Education, Standard III-VII. Once you have read this guide you will do self-evaluation by using the proposed criteria available at the end of the chapter.

2.1 Competence Based Curriculum

Curriculum is a diverse concept which can be explained in various ways. It can be perceived as a list of all what a pupil learns under school supervision and the experience which a pupil gets when undergoing his/her studies.

It is important therefore, to realize that the meaning of curriculum depends on the perception of an individual. However for the purpose of this guide, curriculum is defined as a totality of activities which happen inside and outside the school environment. Also you ought to realize that there is a curriculum which emphasizes teaching for content development: this is composed of content of various topics. Another curriculum approach is that which emphasizes on teaching for competence development. The curriculum for standard III to VII of 2020 takes this orientation.

What are the features of a competence based curriculum? Probably, you might have thought about the following features:

- a) It dwells in activities or actions based on the intended competences.
- b) It focuses on professional actions or real life situations.
- c) Allows flexibility in terms of time order to achieve the intended competence.
- d) Measures by following criteria.
- e) Awards depend on the competence demonstrated by a candidate.
- f) Insists on a pupil to be a centre of learning.

Regardless of the above clarification, you are advised to refer to the curriculum document for standard III to VII for more elaboration.

2.2 Identification of Curriculum Materials

You will realize that when you implement the curriculum, you will use various tools. Such tools include syllabus, teacher's guide, text book, supplementary book, and other related reference materials. Remind yourself on vital information about those tools by acquiring skills on the meaning, characteristics and way of translating and using such tools through reading the following section:

2.2.1 Syllabus

There is no doubt that you have been using the syllabus in the teaching and learning process. What do you understand by the concept syllabus?

A syllabus is a guide that translates the curriculum by showing what to be taught, methods of teaching and how to assess teaching and learning. The syllabus provides reflection about all the activities to be performed in the classroom. Therefore a teacher uses a syllabus as a guide in teaching the subject so as to enable pupils to develop the intended competences. The syllabus for Social Studies focuses on activities or tasks of a pupil which are the main foundation of curriculum that builds competences. However, those activities adhere to the ability and age of a pupil in a specific level, and they are arranged in a chronological order from simple to complex. The content of the syllabus is arranged depending on the level of the class, which includes the main and specific competence, activities to be performed by the pupil, assessment criteria, pupil's level of performance, as well as number of periods for each specific competence. Please, refer to the syllabus for Social Studies for more skills about structure of the syllabus.

When using the syllabus for Social Studies in teaching and learning, it is important first to identify the specific competence expected to be developed in the pupil and the way it is translated from the main competence. Second, to identify activities to be performed by the pupil either inside or outside the classroom that are translated from the specific competences. Third, to identify the criteria and levels of pupil's performance in each proposed activity (refer to the syllabus for Social Studies).

2.2.2 A Teacher's Guide

Teacher's guide is a book that gives in depth guidance about teaching a particular subject. This guide directs how to go about on all stages from the preparation stage, teaching and the assessment of the subject. .

When using this guide, it is very important to refer to the syllabus so as to determine whether or not the main competence and specific competences translated in the guide are similar to those stipulated in the syllabus, the chronological flow of the activities to be performed by the pupil has been followed, and the criteria and level of assessment in the syllabus have been interpreted. Also, it is important for teacher to refer to the syllabus so as to know whether or not the aims of the subject have been attained as anticipated in the process of teaching and learning in the teachers' guide.

Teacher's guide will help you to do the following:

- i) To effectively use syllabus during preparation and teaching of Social Studies subject
- ii) To prepare tools for teaching and learning
- iii) Load pupils to develop competence and perform activities in teaching and learning
- iv) To involve and assess students and evaluate yourself during and after teaching

Relationship between a Syllabus and a Teacher's Guide

In order to have the effective teaching and learning, you should use both the syllabus and a guide at the same time. The syllabus has an image of what the pupil has to accomplish whereas the guide shows what a teacher has to do to enable a pupil accomplish the syllabus competences and activities. For example, main activities have been analysed to obtain specific activities which are developed in the class. Also the syllabus does not indicate teaching and learning methods and techniques. However those methods and technique have been analysed in a teacher's guides.

2.2.3 Text Book

This is among the materials used in teaching and learning. It is an important tool because it provides the content that is needed for competence development. Apart from that, a text book enables a pupil to learn independently and develop the specified competences.

Features of a textbook

The main feature of a textbook is that: its content focuses on developing competences specified in the curriculum and syllabus. Other features include;

- (a) It is written in conversational language to attract attention of the pupils.
- (b) It uses pictures and illustrations to enhance deep understanding of the concepts to the pupils.
- (c) It is written with consideration to a specific class, age and ability of the pupils.
- (d) The topics are sequenced in the same manner as the arrangement of competences in the syllabus.

You are not advised to use a text book as an alternative to the syllabus. Moreover, you have an opportunity to evaluate the text book given to ensure that it has the content which can enhance the development of competences in the syllabus.

Using a Text Book

As soon as you get a text book, check if the book is for the respective subject, class and if the book has been approved by the Ministry of Education, Science, and Technology according to curriculum

directives. Also, check the competences that a book contains and how they relate to the syllabus. Make sure a the respective textbook has been written by the approved authority. The chapters in the text book have been arranged as they appear in the syllabus. Therefore, you are advised to identify the competences that are intended to be developed for each chapter.

This book gives a teacher an opportunity to create the content needed for developing the competences to pupils. The content of the text book is in the form of case study, short stories, dialogue and various illustrations. Also, you are advised to use questions that will make a pupil think critically. These questions are found at the end of each story, dialogue or case study. Use these questions to prepare teaching and learning assignments. Enable pupils to discuss in groups while guided by brainstorming questions which are found in a book. These questions should focus on who? What? How? Where? Why? When? Use questions or assignments which are found at the end of each section of a chapter to assess the levels of competence developed for each specific activity.

A pupil is supposed to use a text book when she/he is being guided by a teacher to read or perform certain actions before a lesson begins in order to get prior knowledge to develop competence in a lesson. Also, during lesson pupils read content alone in pairs and investigates illustrations such as pictures, tables and drawings. Moreover, she/ he answers questions or performs actions as instructed by a teacher in order to develop respective competence. The pupil will attempt questions that are found at the end of each chapter as well as making reflection on the chapter in order assess the level of competence developed in a respective chapter.

2.2.4 Supplementary Books

A Supplementary book is another source that you can refer in order to increase your knowledge and the knowledge of your pupils.

This book is important in the following ways:

- a) It widens the teachers and pupils knowledge base.
- b) It gives you extra knowledge about issues related to your subject.
- c) It helps you to relate your subject with daily life experience.
- d) It empowers you and pupils to read books.
- e) It builds the pupil's capacity to learn independently.

Apart from the above mentioned importance, a Supplementary book has the following qualities:

- a) Its content is not limited to the competences stipulated in the syllabus alone as it is in the case of a text book.
- b) It can have deep information compared to what the syllabus insists .
- c) It can deeply relate to few topics in the syllabus.
- d) It should have an approval of the relevant government authority.

Using Supplementary Books

The supplementary book enables the pupil to develop competences which are found in the syllabus. Also, it includes content and exercises that makes pupil to learn in depth and with a wide scope in order to develop high level competences. Also, the book strengthen the competence which is developed in the class by providing opportunities for a pupil to learn more than where she/he

ended. For example, a pupil can find more case studies that build specific competence more than what exists in the textbook. Also, there are additional exercises that a pupil can perform apart from those which are found in the textbook.

You can also use supplementary books to get more elaborations of content which will enable you to prepare activities of teaching, learning and assignments to assess pupils. These books help pupils to learn more by performing learning activities which will enable them to develop competence according to each one's ability. You are advised to consider questions that make a pupil to think critically when preparing pupils learning and assessment activities. For example, use of opened-ended questions when preparing tasks that develop and assess competence as instructed in the text book.

Using References

References are the other sources that can be used to broaden your understanding of Social Studies subject. Along with textbooks, you will use brochures, atlases, dictionaries, magazines, newspapers, charts, articles, television and radio programmes and websites. Nevertheless, reference books can also be used by pupils and other educational stakeholders. Writers are not obliged to prepare them in accordance with the content that is inside the syllabus of that particular subject.

Before using reference, you are advised first to identify the competence you want to develop in a pupil. Then find references that align with the particular competence. It is good to find references that are easily available in your environment. It is very hard sometimes to find references for some of the competences but there is a greater possibility of getting everything you want on the internet library. However, you should observe the quality of reference because most of the references found on the internet are not exactly in line with the Tanzanian context.

Reflection

Teacher, once you finish reading this chapter, evaluate yourself by asking the following questions to see if you have gained the desired knowledge from the chapter:

- (a) What is the relationship between curriculum and the science and technology syllabus?
- (b) What are the curriculum support materials? What is their significance?
- (c) What is the importance of a Teacher's Guide to you as a teacher?

You have been given a transfer to a certain school. During teachers' meetings it happens that there is confusion on the difference between curriculum and syllabus. This state makes the teaching process to be implemented incorrectly. The head teacher invites one education stakeholder to run a short seminar regarding this issue. Unfortunately, you realize that he/she finishes the seminar without resolving such confusion.

What kind of action would you take to rectify such situation?

CHAPTER THREE

TEACHING AND LEARNING IN INCLUSIVE CLASS

In this chapter you will be competent in conceptualizing inclusive education, teaching in inclusive classroom, how to identify pupils with special needs, things to consider when teaching in the inclusive classroom, tools to be used and how to enable pupils with special needs. Therefore, by the time you finish reading this chapter, you will have acquired knowledge and skills that will enable you to teach effectively in an inclusive classroom.

3.1 Understanding the concept of Inclusive Education

The concept of inclusive education has been changing over time. Once it meant the action of including pupils with special needs in classes of normal pupils. Currently it is taken as a wider concept than that of pupils with special needs, the concept involves pupils who live in vulnerable conditions, children with religious, gender, tribal and social status differences (Beyers & Hay 2007)

3.2 Identifying Pupils with Special Needs

It is important to recognise that your pupils differ in learning needs. Therefore you ought to recognise pupils with special learning needs present in your class and assist them to develop the specified competences. Do you recognise those categories of pupils? The following are the categories of pupils who may be present in your class: a) Pupils with hearing impairment.

- b) Pupils with low vision.
- c) Slow learners.
- d) Gifted and talented pupils.
- e) Pupils with multiple impairments such as hearing, listening and vision.
- f) Pupils who are at risk as they come from vulnerable environment. Pupils with behaviour problems.
- g) Pupils with psychological problems due to various reasons.

How would you identify pupils with learning difficulties? Please, read these stages;

- a) Diagnostic assessment: This is made during the initial registration stage in order to identify pupils who face challenges that make them not to participate in learning. The aim is to deeply find the reasons which make the pupil not to participate in the learning and playing activities.
- b) To obtain feedback from parents or guardians about the needs of pupils/children.

- c) To use screen tests. This can be done by giving pupils ordinary exercises of mentioning, reading, listening to a story being read, to express oneself loudly, to express oneself by writing a short story, or to draw distinctions between writings and pictures.
- d) To identify them while teaching and learning: while teaching you should observe the pupil's ways of responding: the way they mention, read or listen to texts being read. Also observe the way they express themselves verbally, writing short stories and how they identify letters and pictures.
- e) By using special diagnostic centres to discern such problems, for example to diagnose them in hospitals.
- f) A student to repeatedly perform different activities from those she/he has been told to do.

3.3 Teaching an Inclusive Class

What do you perceive the term inclusive class? This is a class which combines all pupils from different physical, economic, social and religious backgrounds. These differences have an impact to learning abilities and styles of pupils. All these pupils have the right to feel secured and safe and be assisted accordingly.

The purpose of inclusive class is to reduce or completely remove hurdles which weaken the teaching and learning process. It is also to make a school friendly for learning to take place among all pupils. Failure to recognise and assist those pupils with special learning needs is to deny them with their rights to education.

When preparing for teaching, you should consider that pupils differ in the way they learn. It is therefore important to consider the needs and way to engage all pupils in the learning process including pupils with difficulties in vision, hearing and speaking problems. Others include those with a very low speed of learning, mentally retarded and pupils with multiple impairments. It is equally important to recognise and assist pupils who are vulnerable or at risk.

In order to have a successful teaching and learning in an inclusive class you ought to adhere to the following:

- a) Differentiate provision of instructions by using extensive array according to pupils' needs. For example, you may combine pupils without disability and those with hearing impairments, sight problems and the mentally retarded in the same group during group work.
- b) Use more actions and signs in giving instructions. For example, when teaching to develop the activity of "cleaning the classroom", demonstrate to pupils on how to hold the broom, positioning and how to sweep so that you help pupils with mild hearing problems and the deaf. However for pupils with low vision challenges and those with blindness, make them hold the broom or piece of cloth and show them how to sweep or wipe the dusts. For the mentally retarded, you are required to make them hold the broom, piece of cloth/mop and show them how to sweep, wipe the dusts and mop the floor.

- c) During preparation of different tools prepare tool according to the needs of a specific group, for example when teaching about identifying the names of our leaders in Social Studies subject, prepare tools/aids which have got the following outlook:
 - i) Large pictures and the names of such leaders for both pupils without disability and those with poor vision
 - ii) Prepare tactile tools with names of leaders for the pupils who cannot see at all
- d) Moreover, when assessing teaching and learning, you are advised to consider the following:
 - i) Set different standards to be met, for example, set high standards for normal pupils and satisfactory standards for pupils with special needs. Therefore, the attainment of the standards and pupil's effective performance depends on the needs of each pupil. For example, when teaching Social Studies subject in activity of planting flowers in school's environment, pupils with special needs should be given a small area and normal pupils should be given large area.
 - ii) Create alternative activities and assessments depending on the needs of pupils. You may observe the actions, behaviour and ability of a pupil in different life skills, for instance in the social studies subject; in the activity of participating in seeding flowers, trees and grasses in the compounds you can assess the pupil by looking at the way she/he digs a hole, and put seeds in the hole; instead of telling him/her to write the stages in tree planting.
- e) When planning on how to provide instructions, consider the following:
 - i) The use of more than one method in presenting particular content: For instance, in the production process, dialogue and inviting a guest of honour methods may be used whereby pupils of all kinds can participate.
 - ii) Pupils should use different ways to present the content, for instance by using dialogue, drama, presentation of the discussion and performance.
- f) Use collaborative learning strategy. For instance, think-pair-engage so as to involve pupils.

3.4 To Enable Pupils with Special Needs to Learn

Remember that you can identify two groups of pupils with special needs. The first group can be that of severe problem that cannot be mixed with ordinary pupils. Take measures to take those pupils to the special centres with children of that kind of disability. The second group is that of pupils with mild disability. With this kind of disability you need to take various measures to enable pupils learn as indicated in the case study. Now, read the following case study in order determine what you need to learn in order to overcome the teaching and learning challenges in your class.

Case study:

Mr. Basitena has been teaching Social Studies lesson in Standard Three at Mabadiliko Primary School since January until the school closed in June. The teacher has been reporting that his class consists of three naughty pupils. The first one doesn't do assignment, even if he does, he does it wrongly. The second pupil pronounces and reads the words wrongly. Mr. Basitena adds that, a third pupil has a funny freak. When he chooses him to answer a question, he keeps on looking at the teacher. Mr. Basitena has reported to the school administration that these pupils do not respect him nor they follow his instructions even after giving them punishment. He reported that these

children should be removed from his class but when the school opened in July Mr. Basitena was transferred to another school.

Ms. Upendo was assigned to teach that class. This teacher noticed that the three pupils are calm and they were going to have a desire to learn. But there was something that was troubling them. He started to monitor the pupils closely. She was involving other teachers too. She disliked the use of punishment to students as a motivation for learning.

He also incorporates the head of his school. A strange thing happened. It was observed that in that class there were many pupils with minor learning problems. School administration did a diagnostic test in all classes at the school by involving experts of leaning problems.

Many pupils with common problems in learning were identified. A permanent system to rescue pupils with problems was established. The system had five things which were written on a special wood and pasted on the classroom. Each teacher was asked to follow and report to the head teacher.

a) Pupils with visual impairment will sit in the front part of the classroom with sufficient light.

b) Pupils with minor problems of hearing, someone has to read for them aloud and teachers to write text in uppercase.

c) Pupils with small problems in communication (think for a while before responding, pronouncing some of the words and sentences with difficulty), they will be given simple exercises and work with pupils who can help them.

d) Shy/fearful pupils, to be encouraged to cooperate with their fellows

Reflection

Ask yourself about the issues which impressed you in this chapter and what other things you think you need to search for more information in order to equip yourself well in Social Studies.

CHAPTER FOUR

TEACHING AND LEARNING SOCIAL STUDIES

The fourth chapter gives you important information about teaching and learning process by considering targeted competence. Issues that are described in this chapter include theories of teaching and learning which consider development of competence and the way of teaching and learning which develops competence. Also, tools for teaching and learning have been identified.

4.1 Teaching and Learning Theories that Develop Competence

Teaching and learning that develops competence in the subject of Social Studies follows various techniques which facilitate successful teaching in order to acquire the competence specified in the syllabus of the subject. These techniques involve teaching and learning by doing, to develop the spirit of inquiry in the pupils; to foster co-operation in learning, to create awareness in the teaching and learning environment; to relate one subject to the others; to apply the principles of Social Studies correctly and to assess learning on the stipulated criteria basis.

Teacher, you should understand that the teaching that develop competence is mainly based on some teaching theories.

According to the teaching and learning theories, the pupil develops the intended competence if the previous competence corresponds to the new one. The pupil develop a new competence if only she/he is enabled to create a new concept in the mind. Therefore, during the teaching and learning process, you must first know the previous knowledge/ competence the pupil has so that it can help in developing the intended competence.

In addition, learning is said to be an activity which relies on the things surrounding the pupil on daily bases. Competence development is achieved if the pupil participate with others in the learning process. Therefore, you should know the ability and capacity in learning for each pupil and be able to assist them to develop the intended competence. In line with the principle and theories of learning, you are advised to use the teaching methods which involves each pupil, to assess every learning activities and to record the whole teaching and learning process.

4.2 Using Teaching and Learning Methods/Techniques

Teaching strategies is the series of actions that a teacher uses in teaching. Whenever you want to teach, you are advised to refer to your curriculum in order to get methods to be used in teaching and learning process. For example, you may use questions and answers technique, study tours or experiments.

Nevertheless, teaching strategies are about the best way to arrange the specific competence and its activities so as pupils can learn effectively. Also it is better to realize that there are many participatory methods for the pupil to learn by doing, talking and recording. Some of those methods are: series of events, tree diagram, mixing dice, gallery walk and roleplay. Therefore, you need to consider about the teaching and learning activities which make pupils think critically and cooperate in learning. For instance, you may put pupils in pairs or small groups and give them tasks to do. You may also take them for short trips inside or outside the school so that they narrate to each other in the classroom. You can also give a case study for them to read and tell each other so as to effectively develop competence.

You are emphasised to arrange pupils in such a way that they will easily cooperate in learning. For example, groups should have number of pupils that is manageable.

4.3 Using Teaching and Learning Aids

Teaching and learning aids are resources that enable you to help pupils to develop competence. Before you prepare or selecting teaching and learning aids/ resources, observe the tools suggested in the syllabus. Then you can find the resources by buying, improvising and constructing it.

When preparing tools consider the following features:

- a) They should correlate with the age and ability of a pupil.
- b) They should be safe to pupil.
- c) They should attract a pupil.
- d) They should encourage creativity to pupils.
- e) They should be durable and long lasting.
- f) They should present expected concept.
- g) They should be large and well noticeable.

Whenever you want to pick teaching and learning tools it is good to consider the following things:

- a) Their availability in your environment.
- b) They should be less expensive.
- c) They should show creativity in making and improvising.
- d) They should relate to the activity that is intended to be developed.
- e) They should consider pupils with special needs.
- f) They should match with the number of pupils.
- g) They should match with the environment of the class.

4.4 Overcoming Challenges of Teaching and Learning

In the process of teaching and learning, there are various challenges which you are likely to encounter. Some of them are as follows:

- a) A big number of pupils in the classroom
- b) Shortage of teaching and learning facilities
- c) Lack of in service training to teachers, henceforth reluctance to cope with new changes that emphasise the development of competence.

The following case study is about a teacher who was unwilling to adopt changes of teaching and learning.

Mr. Ongujo teaches Social Studies in Standard Five, Six and Seven at Sote Primary School. He is among teachers who believe that a pupil is supposed to remain silent in the classroom and listen to the teacher without giving his/her contributions concerning learning. Therefore, whenever Mr. Ongujo enters the class, he becomes the main speaker while pupils remain silent and copy what their teacher has written on the chalkboard.

One day, the quality assurers paid a visit to Sote Primary School and entered Mr. Ongujo's class. Therefore when Mr. Ongujo started to teach about the solar system, one pupil named John raised a hand to ask a question. By the time Mr. Ongujo was trying to stop John to ask question, one of the quality assurers interrupted and asked Mr. Ongujo to allow the pupil to ask questions. John asked the following questions:

- i) *Where does the sunlight go after reaching earth's surface?*
- ii) *How big is the sun? Where did a person who measured the size of the sun stand?*
- iii) *Is there a day when the sun will shine off and leaves us in darkness?*

Mr. Ongujo was shocked by these questions and decided to post pone the lesson and he therefore asked quality assurers to help him answer the questions. While was with quality assurers he confessed that he did not like to involve pupils in learning but he discovered pupils have constructive ideas and he has not been letting them to learn effectively. The quality assurers told Mr. Ongujo on the importance of involving pupils in the teaching and learning process. They also advised him to congratulate pupils for good questions and that his/her efforts will help to find more solutions about solar system by the time he/ she reaches higher grades and that he/she help the world to get more information about the solar system.

Reflection: Ask yourself about the things you liked most in this chapter, and what things you will seek more information about so that you strengthen yourself in teaching Social Studies subject

CHAPTER FIVE

PREPARING TO TEACH

This chapter guides you on basic issues in doing important preparations so that you can teach Social Studies subject. The teacher is the main facilitator in the process of learning. Thus, you need to be aware of your pupils' psychological and physical needs. You need to treat and assist each pupil so that he/she attains particular competence depending on his/ her level. Apart from that, you need to use relevant methods which will enable pupils to fully participate in the learning process. The teaching and learning methods and techniques should develop pupils psychologically and hence strengthen their learning morale.

Also, the techniques you use should enable you to relate Social Studies with everyday life. When giving examples, it is better and important to relate environmental issues, road safety, corruption, HIV/AIDS and other cross cutting issues in order to place Social Studies in practical life.

In order for the teacher to be able to manage all these, you ought to prepare lessons before going to class. These preparations include preparing the scheme of work and lesson plan.

5.1 Preparing a Scheme of Work

A scheme of work is a plan prepared for a specific period of time that enables a teacher to analyse a syllabus and teach by developing the competence indicated in the syllabus. When preparing scheme of work, be aware of the subject's syllabus and school almanac. The structure of the scheme of work is divided into two parts, the first part is about preliminary information which includes school name, teacher's name, subject, class, term and year while part two consists of a table with matrixes which contain the following: main competence, specific competence, pupil's activities, month, week, number of periods, reference, teaching Aids/materials, assessment criteria and remarks.

The Importance of Scheme of Work

The scheme of work is important in that:

- i. It enables a teacher to use his/her time well when implementing the syllabus.
- ii. It enables another teacher to take over the teaching and learning process in case of emergency.
- iii. It helps in monitoring the teaching and learning processes.

Structure of the Scheme of Work

The Scheme of Work changes according to theories and the educational needs in the country. In this era of theoretical changes in teaching, the focus is on the building of the competence. Therefore the structure of the scheme of work has been improved by considering those changes. The structure of the scheme of work contains ten stages as follows:-

Scheme of Work

Name of school..... Name of Teacher.....

Subject..... Class

Term..... Year

Main Competence	Specific Competence	Teaching Activities	Month	Week	Number of periods	Teaching tools/aids	Assessment Tools	Reference	R

Clarifying parts of Scheme of work a)

Main Competence

This is the ability to achieve a certain task effectively and successfully after a particular time of learning. The main competence is built up by various specific competences which are developed after participating in various learning activities.

b) Specific Competence

Specific competence is the ability built by a pupil in performing different activities in a specific time.

c) Teaching Activities

These are activities which a teacher should do in order to enable pupils to achieve targeted main activity. They are not identified in the Syllabus and in the guide so you are required to prepare them by considering the main activities you intend to teach.

Please, refer to the sample of a lesson plan in the column of teaching activities to obtain more examples on how to write these activities.

d) Month

In this column, you are supposed to show a month which you will teach an activity concerned in order to build the competence intended to the pupils. You are supposed to adhere to the school calendar of the term concerned.

e) Week

In this column you are supposed to show a week of a Month concerned in which you will teach an activity concerned in building competence to the pupil. For example, the first week, second week and the third week.

f) Number of Periods

In this column of the Scheme of work, you are supposed to estimate the number of periods you will use to enable pupils to perform a particular task. The estimations of time distribution are done to each specific activity. Therefore you have to use this estimation to obtain the number of periods for each main activity. It is also important to consider the scope and weight of each main activity

in order to determine the number of periods needed to teach it. Finally consider a number of periods for a particular subject in a week.

g) Reference

It shows books and other references proposed in order to make the intended teaching and learning activity successful, examples of other references are journals, leaflets, charts, radio programs, video tapes, websites and various educational articles.

h) Teaching Aids/Materials

In this part you are supposed to identify Teaching and Learning Aids you will use in the teaching and learning process in enabling pupil to perform an activity concerned. An example of teaching aids are real objects which are found in the environment and which are related to the activity concerned, picture, copies of case studies, chats and different publications.

i) Assessment Tools

In this column you are supposed to categorise assessment tools which you will use to achieve the action of assessing learning of the activity concerned. Some tools which you can use are like checklist, portfolio, exercises and performing charts.

j) Remarks

In this column you are supposed to write the information which shows success or failure of teaching and learning process. Therefore you are supposed to show the level of pupils in performing the activity intended. If pupils failed to reach the intended competence, you are supposed to give reasons and measures to be taken to rectify the situation.

An Example of Scheme of Work

Name of the Teacher: Himiza Leo

Year: 2016

Week	Number of periods	Reference materials/books	Teaching and learning materials	Assessment Tools	Remarks
2	6	Social Studies, Pupil Book - Standard III Geography, Pupil Book, Standard III Classroom's Map	i. Real environment ii. Classroom environment iii. A chart bearing a list of things found in school environment pollution iv. Pictures of things found in the school environment v. Cleanliness tools/instruments	i. Coassessment ii. Rubrics iii. Performance chart	The intended competence of analyzing things that make up the school environment has been taught and completed.

Name of the School: Hapa Kazi Tu
Subject: Social Studies
Term/Semester: 1

Main competence	Specific competence	Teaching activities	Month
Recognizing different events occurring in his/her environment.	1.1 preserve the environment surrounding him/her	a) To prepare a field trip b) To prepare questions to ask pupils c) To prepare tasks for group discussions	January

5.2 Preparing a Lesson Plan

After preparing a scheme of work, your next duty is to prepare a lesson plan. A lesson plan is a guideline or programme prepared by a teacher which facilitates the process of teaching and learning a lesson in a class or out of class. In the lesson plan, you have to describe how you will teach your lesson with emphasis on the teaching methods, teaching aids and time allocation.

The important things to consider while preparing a lesson plan are: a)

How to introduce the lesson.

- b) How to motivate pupils.
- c) How to use teaching aids/materials.
- d) How to design learning tasks.
- e) Exercises to be given that are relevant to every pupil.

Importance of a Lesson Plan

You might ask yourself “what are the benefits of a lesson plan?”. Its importance can be viewed as follows;

- a) It enables you to follow the required steps in teaching the subject.
- b) It provides you an opportunity to prepare teaching aids.
- c) It enables you to plan the use of time efficiently.
- d) It enables you to teach according to plan without deviation.
- e) It enables another teacher to teach your lesson if you will be unable to teach.

Importance of the Lesson Plan

It is important for you to use the lesson plan because:

- a) It enables you to follow the various steps of the lesson in order to attract pupils.

- b) It gives you a chance to prepare tools/instruments.
- c) It helps you to manage time efficiently.
- d) It enables you to teach what you planned without leaving others.
- e) To enable another teacher to teach your subject if you fail to teach due to an emergency.

The Structure of the Lesson Plan

The structure of the lesson plan changes depending on the philosophy and educational needs of a country. Current structure of the lesson plan has been improved considering that learning and teaching aim at developing competences. The following is the structure lesson plan :

See a structure of a lesson plan below

Name of school _____

Name of teacher _____

Subject _____

Class _____

Date _____

Period _____

Time _____

Number of pupils _____

Registered			Present		
Boys	Girls	Total	Boys	Girls	Total

Main competence: _____

Specific competence: _____

Main activity: _____

Specific activities: _____

Teaching Aids/materials: _____

References: _____

Stage	Time	Teaching Activities	Learning Activities	Learning Indicators
Introduction				
Developing Competence				
Consolidating Competence				
Conclusion				

Reflection: _____

Evaluation: _____

Remarks: _____

Clarification of items of a Lesson Plan

The current lesson plan has been adopted to suit the requirements of the competence based teaching and learning. The lesson plan is organized into three parts. The first part comprises preliminary information with the following subheadings:

Name of the school name of the teacher, class, date, time and period, number of registered pupils and those who actually attended the lesson.

The second part comprises stages of lesson development which include the introduction, new knowledge, reinforcing competence (practice) and Conclusion (Competence Application and transfer).

The third part includes the ending of the lesson with pupils' reflection and pupils/teacher evaluation.

The main components of lesson plan are discussed below:

a) Main Competence

Main competence is a statement of what is intended to be covered in the lesson at a general level. Main competence is expected to be achieved through many lessons.

b) Specific Competence

Specific competence refers to specific knowledge, skills and attitudes which will be covered in the lesson.

c) Main Activities

This is an activity which a teacher aims to develop to pupils after undertaking several periods of learning. This activity is made of various specific activities.

The activities are outlined in the syllabus and are sub-divided into specific activities (specific activities).

In this item, you are required to write the objective of teaching and learning the main activity which a pupil is expected to accomplish. You are also required to write the intended attitude which a pupil will have developed after accomplishing the activity. The wording used to explain the item are supposed to be general statements like a pupil should be able to know, understand and use.

d) Specific Activities

This is a specified activity which a teacher aims at developing to pupils in a single period of interaction. When preparing a lesson plan you are required to fill the sections of main and specific activities with objectives derived from activities you aim at developing to your pupils.

Specific activities should have features which can be summarized in the acronym SMART. It stands for features qualifying each specific activity to be; Specific, Measurable, Attainable, Realistic and Time bound. These features are further elaborated as follows:

i) S pecific: This implies that a specific activity should be a single specified outcome to be performed. ii) Measurable: This means that each specific activity should clearly indicate criteria of measurement.

- iii) **A ttainable:** It should be achievable, it should be an activity which you are capable of developing to the pupils.
- iv) **R ealistic:** Specific activities should be practically possible and real instead of actions that are only stated and possible in dreams.
- v) **T ime bound:** This implies that it should have an aspect of time to be accomplished. In most cases primary school periods last for 40 minutes.

These are the activities that have been broken down from the main activity which the pupil will learn in the class in order to build the intended competence. These activities are not shown in the syllabus. You have an opportunity to add other activities that will help fulfil the goal of the respective main activity. These activities have been attached at the end of this guide.

e) Indicators of Learning

These are actions a pupil has to perform in every stage of the lesson in order to show the level of competence she/he intends to develop. Writing of the actions which indicate learning depends on the learning activity in the introduction stage, development of competence stage, consolidating of the competence and conclusion. Also, indicators of learning need to be match with specific activities so that they are achievable and understandable to teachers, pupil and the society at large. Refer to the example of a lesson plan to identify how to write indicators of learning.

f) Introduction

By using your experience, what things are you required to do in this first stage of teaching the lesson?

Remember that the lesson you want to teach relates directly to the pupil's everyday life. Therefore it is important to understand pupils' prior-knowledge about that particular lesson which will be a good foundation to enabling them to develop new knowledge. At this stage, you may:

- i) Use brainstorming method, questions and answers in finding pupils' prior knowledge
- ii) To give pupils an activity that will enable them use the developed competences
- iii) To encourage pupils use the developed competences through the use of case studies

g) Developing Competence

In this stage, you need to teach specific activities you planned to implement a particular lesson in order to develop the intended specific competence.

h) Consolidating Competence

In this teaching and learning stage, you are obliged to involve pupils in merging the learned knowledge in order to have coherence in a particular concept. The application of the competence they develop in their actual life situations, for example, you may ask the following questions to a pupil who tries to develop a competence regarding solar system,: Why do we get day and night? What is the importance of a sun to you?

i) Conclusion

Make use of various methods when concluding your lesson by enabling pupils to get direction of a subject. For example, you can do the following things: i) To provide a summary of the lesson ii)

To give a chance to one of the pupils to conclude the lesson iii) To ask questions which need short answers regarding what they learnt iv) To ask the pupils to explain what they learnt

j) Reflection

The aim of this part is to provide you with an opportunity for developing your profession in the educational field. In order to reach this aim, you are supposed to do a reflection which will help you to improve your teaching. In this part you are supposed to ask yourself about teaching and learning in order to identify effectiveness and challenges arised in that process and therefore do improvement in the next teaching.

k) Evaluation

You have to stick on reflection you did about the whole process of teaching and learning, then ask yourself about the extent at which pupils performance of the activity holds the quality enough to develop the intended competence.

The following are some aspects and questions which can lead you in reflection and evaluation.

Aspects	Questions on reflection	Questions on evaluation
Activities to be done by Pupils	i) Which new things have I learned from the result of this activity? ii) How do I know that pupils learned as it was expected? iii) Why the given activities enable/disable to build competence proposed?	i) Which Standard/amount reached after the proposed activities to be done? ii) Do the pupils learn as it expected? iii) Do activities given enable pupils to build proposed competence?
Teaching and learning methods	Did the teaching methods develop competence to the pupils or not?	Were the teaching methods effective?
Teaching and learning Aids	How effective were the teaching/learning aids?	Were the teaching and learning Aids effective?

Teaching and learning	i) Did I explain the scientific concepts clearly or not? ii) Why did I deviate from my plans?	i) Were my explanations clear to the pupils? ii) Which part of lesson was implemented different from I arrange? And why?
Pupils activities	i) Are the pupils reached standard intended according to the explanation or not? And why? ii) Are the pupil able to relate things he learn with the daily life or not?.	i) Are there pupils who excellent/poor in performance? ii) Did the pupils relate their competence to their daily lives?

NOTE: Explanations about evaluation of teaching and learning can be given by considering the standard/quantity or value/quality of your performance and the pupil's performance. Also when reflecting about teaching and learning you are advised to use questions which target at efficiency and effectiveness of the teaching and learning process.

1) Remarks

After you have answered the questions on reflection and evaluation with other questions you might create, you have to give opinions and resolutions to take for improved future performance. Your remarks may be based on the following:

- Comparing the specific activities and your planned activities, explain if the lesson was a success or failure.
- Identify the areas of teaching which you will change and specify the changes in order to improve the success of the lesson.
- Identify new things you have learnt in the particular lesson.
- Explain how you will help the pupils who did not reach the intended performance.

An example of a Lesson Plan

Name of the School: Mapinduzi

Name of the Teacher: Bahati Njema

Main Competence: Identify different events in the environment that surrounds the pupil

Subject: Social Studies

Class: IIIA

Date: 9/11/2015

Time: 8:00 – 8:40 am (2nd period)

Number of pupils					
Registered			Present		
Girls	Boys	Total	Girls	Boys	Total
15	25	40	13	25	38

Main Competence: To identify various events in the pupil's surrounding environment

Specific Competence: To preserve the environment surrounding him/her

Main Activity: Within a certain number of periods a pupil should be able: to analyse things comprises the school environment

Specific Activity: Within 40 minutes a pupil should be able to name ten things which are available in the school environment

Tools/Instruments: The school environment and a piece of paper

References: Social Studies, Pupil's Book for Standard III, Geography, Pupil's Book for Standard III, A map of the class

Steps in Teaching and Learning

Steps	Time	Teaching Activities	Learning Activities	Indicators of Learning
Introduction	5 Minutes	In order to identify the prior-skills pupils possess regarding the school environment, I will ask them oral questions such as: Mention things you have seen in the school environment	To mention things they have ever seen in the school environment	Things ever seen by the pupils have been mentioned correctly

To develop competences	20 Minutes	<ul style="list-style-type: none"> i) To put pupils in small groups and give them directions on what they will do in a tour such as; recording things that are seen in the environment ii) To conduct a tour inside the school environment iii) To tell them to record by using pieces of papers ten things that are found in the school environment iv) To make a follow-up if pupils are recording well v) To identify pupils who have failed to attain the highest level of recording and help them. 	<ul style="list-style-type: none"> i) To sit in small groups and listen to teachers' explanations ii) To conduct a study tour inside the school environment iii) By the use of a piece of paper, to record names of things they saw in the school environment 	Notes on teacher instructions Things that are found in the school environment have been recorded
Consolidating competence	10 Minutes	<ul style="list-style-type: none"> i) To require the pupils to present information they recorded in their groups outside the classroom in order to discussed and improved ii) To make follow-up if the pupils presents effectively and then improve their presentations 	To present the recorded information in their groups outside the class and conduct discussion	Information about the things recorded in the tour has been presented and discussed correctly

Conclusion	5 Minutes	To ask oral questions about things found in the school environment	To mention things they saw in the school environment	Things like classroom building, teachers' office, trees, playing grounds, gardens, and boundaries have been mentioned correctly
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Reflection

Why did the methods I used in learning has made the lesson to be achieved or not?

Why did my elaborations in the class led some pupils to understand or not?

Why did pupils participate in learning effectively or not?

A sample of teacher's reflection about teaching and learning

I made efforts to apply interactive teaching and learning methods to make pupils cooperate and learn effectively. Pupils were excited with the methods because they allowed them to use their prior knowledge to develop the intended competence. I was amazed that they were reluctant to go out during break time. However I had some flaws in classroom management techniques and I spent some few minutes of the next period which belonged to a different subject.

Evaluation

My explanations enabled 31 pupils out of 38 to identify effectively things found in the school environment. 3 pupils out of 38 were in the level of beginners because they failed to understand my explanations. However, pupils have managed to get skills of writing, speaking listening through group discussion.

Remarks

In the next lesson I will improve my explanations. Three pupils who are in the level of beginners will be helped by their fellows. I will observe classroom and time management skills in order to spend time wisely.

NOTE: Observe that a single specific activity is scheduled to be accomplished within one period. However, it may extend beyond a single lesson depending on its scope.

CHAPTER SIX

ASSESSMENT LEARNING IN SOCIAL STUDIES

Assessment of the learning of social studies subject will give you feedback during and after the lesson regarding the competence you want to develop. You are advised to assess the pupil if he/she has attained the intended competence. Sometimes, you will give the pupils a chance to assess themselves and state the level of competence they have attained in Social Studies. Assessment is important because it enables you to improve the next teaching and learning.

6.1. To Understand the Concept of Assessment

The learning assessment is an important aspect in the teaching and learning of a subject. In the implementation of competence based on curriculum, the emphasis is put on enabling the pupil to build an ability to think before acting and then to think about the outcome of his/her actions so that she/he can think twice on the future expectations.

In the assessment, the teacher should consider main types of assessment which are:-

- a) Placement assessment, this is done at the beginning of the course or stage in order to know the readiness of the pupils to learn in the intended class or level.
- b) Formative assessment, this is conducted in the whole programme. It is sometimes known as educational assessment which helps to improve teaching and learning.
- c) Diagnostic assessment, this is a kind of assessment used to identify the ability in performance of the pupils according to the set criteria. This assessment is done at the beginning of a new learning level.
- d) Summative assessment, this is done at the end of the class level/learning programme. In most cases we assess the extent to which course objectives have been attained. It is used to give the marks obtained by pupils in the course by indicating grades.

6.2 To Recognise Approaches in Assessing Learning

There are two concepts in learning assessment which ought to be understood so that to achieve the teaching and learning that develop the competence intended to the pupil.

6.2.1 Assessment according to the level of the themes

This approach involves assessment which intends to determine the amount of content which a pupil has acquired after undergoing a learning programme. It is commonly done at the end of the course. The assessment tools are made of questions with closed ends. Also, the teacher is supposed to identify the learning outcomes which will be assessed in specific time.

6.2.2 Assessment which encourage Learning

This kind of assessment is based on activities given to the pupils to perform so that they are assessed as opposed to content based assessment which puts more weight on terminal assessment. This one uses tools for continuous assessment. Competence based assessment is integrated to teaching and learning process. Therefore it uses activities to be performed by pupils and their abilities being assessed. Moreover, this kind of assessment takes into consideration all taxonomies

of learning including cognitive, psychomotor and affective domains. This implies that as a teacher you should prepare assessment tools with items which cut across all learning domains.

Competence based assessment is implemented at a certain time of the course to identify the pupils ability to perform the specified activity in relation to predetermined benchmarks.

A pupil is assessed in accordance with the rubrics or benchmarks of performance. Under this approach, a pupil is given an opportunity to assess him/ herself and the teacher assesses pupil's ability to assess him/ herself.

You are therefore obliged to use proper assessment tools for Social Studies subject to assess pupils' ability to assess themselves. Pick appropriate methods and tools of assessment which are capable of showing actual level of pupils' competence development.

6.3 Tools for Learning Assessment

These are tools which enable you to be informed of pupils' ability to perform activities intended to develop required competences. You will see that assessment tools in context of developing competences differ from those used in content based assessment. Most of these tools are used by pupils to show his/her ability of performing intended actions. You are supposed to use these tools carefully and competently since your assessment is an important tool for effective implementation of this curriculum. The following are some of the assessment tools clarified:

6.3.1 Portfolio

A portfolio refers to a folder that is used to keep pupils' works. A teacher chooses pupils' works such as examination and tests (which are kept for a time and use for making followups on pupil's progress and level of performance).

Whenever you start teaching Social Studies subject, inform pupils that they will be assessed by looking at the activities they do. These activities include; reflections done after completing each specific competence and activities that the pupils did better in the Social Studies subject. You are advised to direct every pupil to prepare his/her work book regarding this subject. The portfolio should have at least 5 - 10 work examples (depending on the class) that have been done in one term. Look at the examples that have been elaborated below;

In Standard III, guide your pupils to put six (6) activities in their portfolio;

No.	Criteria	Marks
1	A list of groups which engage themselves in conserving the environment in a village	
2	A short essay about an event that happened at the village and the way it happened and what he/she learnt	
3	A short report they have written after conducting a tour in their village to look at the effects of heavy rainfall or drought	

4	Reflection log on a list of presidents and prime-ministers that have led Tanzania since 1961 which identifies the terms they were in power, and 5 important things they did for our country.	
5	One assignment they did to assess different competences in the subject in term	
6	A story they wrote about ‘If you were Chief Mangungo (or any hero you remember in the country) how would you fight against Germans this time?’	

6.3.2 Rubrics

Rubrics are sets of criteria and indicators of performance that inform the pupil about the way you will assess his/her performance. Use this tool when teaching to develop different competences and after finishing the lesson. Two examples have been given; continue preparing some other similar examples.

a) As a Standard III teacher, make a follow-up on your pupils by writing and using the following assessment process:

A Table of Indicators and Levels of Performance

Assessment Criteria	Levels of Performance			
	Beginner	Average	Good	Very Good
Investigate whether pupils have been able to do classroom cleanliness as the intended competence demanded	They were reluctant and they have cleaned the class without following the given procedures	They cleaned the floor only	Pupils showed the motive to participate and they have cleaned all parts of the classroom as directed	They arranged duties for each one of them, and designed more tools for cleanliness
	Levels of Performance			
	Beginner	Average	Good	Very Good
To investigate if they identified types of trees that are available in the school environment	They thought all trees are similar because they are all trees anyway	They identified few trees and prepared a list of them	They identified and prepared a list of such trees,	They drew pictures of trees even without being directed by the teacher

To monitor and see if pupils do not throw wastes randomly in the school compound	They continue throwing wastes randomly	Some pupils throw wastes in the dustbin	They throw wastes in the dustbins and put them in those places directed by the school	They yell at some of their fellow pupils who throw wastes randomly
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b) As a Standard IV teacher, observe and record the level attained by pupils by using the following criteria;

Main competence: Developing good relations in the community

Assessment Criteria	Levels of Performance			
	Beginner	Average	Good	Very Good
To draw a school map and fill information in the map	They have drawn incomplete drawing	They forgot to enter few important information like compass direction	They drew a map of a classroom and entered all the needed information	In some of the parts, they painted and the reality of the things was more evident
To write an essay which do not exceed one page about problems facing their village because of changes climatic change	They have not been able to write and connect ideas, and they did not adhere to the rules of grammar	They have written a good essay but the title of the essay was not good	They have followed all the rules of writing an essay	They have mentioned strategies that the villagers use in solving such challenges
To draw an illustration of a series of negative effects of throwing wastes randomly in the society	They have drawn and shown events which do not match with the concept of the effects of wastes	They have drawn a series of many events and have shown the sequence	They have drawn a series of events by evidently showing the effects of wastes	They have reached a stage of mentioning wastes which cause people's deaths

6.3.3 Performance Chart

This chart comes from the performance which helps you to assess your pupils. You will make sentences which show indicators of perfect performance and levels of assessment in every indicator. Every pupil should put a 'V' mark to show the level of performance he/ she has attained in every indicator. The following example will guide you to devise tools for assessing the competence in the Social Studies subject about developing good relations in the society. These are Standard IV pupils. Tell them that as they assess themselves, the quality of their work will improve from (1) poor to (5) very good (5).

Competence: Developing good relationships with the society that surrounds him/her

PERFORMANCE CRITERIA	levels of performance			
	1	2	3	4
Loving family members, pupils and villagers				
Identifying leaders of the family, school and village/ street and respect them				
Participates in cleanliness activities at home and school, participates in sports at school, sings school anthem, and adheres to school rules and regulations				
Understanding the effects that societies may face if they do not have good relationship in the country				
To solve problems when they occur in the classroom and with groups of pupils outside the classroom				

Elaborating the criteria of assessment

- a) **Beginning:** This is the lowest level of performing the main activity specified. At this level a pupil manifests signs of being able to do the activity. He/she also dares to do but with major errors.
- b) **Average:** This is the level where a pupil is able to do the activity, but cannot explain the principles of doing it and in most cases he/she needs an expert teacher to guide him/her in order to do it properly.
- c) **Good:** This is the level of performance at which the pupil can do and explain principles of doing the specified activity.
- d) **Very good:** At this level the pupil is highly competent. He/she is able to do the activity through guiding principle and he/she can improve or create new.

6.3.4 Peer assessment

The peer assessment helps to make the whole class become a single learning group. The pupils will get a chance to identify and discern their competency and weaknesses. When also get a chance to assess themselves and recognise that they are essential to each other. They come to know that their fellows can learn from them based on the competences of the work of each side. When the pupil is assessed through exchanging works, he/she becomes interested in learning more and listening to others' ideas.

When they exchange works, give them criteria of making follow-ups of their fellow pupils' works. Then pass through their suggestions and provide a help wherever necessary.

Competence: To write an essay on protecting throwing of wastes inside school compound/ environment

Some of the comments given by pupils with regard to their colleagues works	Step to be taken
He/she did well	
I have learned that I will do well just like him/her	
His/her handwriting is bad	
He/she answered correct all the questions	
He/she answered wrong all the questions	
His/her work was dirty, and I failed to read the answers	

6.3.5 Checklist List

This is a tool which is used to confirm the presence or attainment of the intended specific competence. It is used to confirm the presence of things, the ability to identify things that affirm particular competence. This preview list will help you to get the feedback if the pupil has done well or not, and measures to be taken thereafter. This preview can be done by you alone or you can involve your pupils.

Competence: Criteria which show how the pupil can identify types of entrepreneurial activities and places where they can be conducted in his/her society.

Criteria	Put <input type="checkbox"/> where suitable		Correction steps to be taken
	Yes	No	
Mentions at least five activities performed in a family			
Explains the responsibility of each family member in daily life			
Mentions five activities which can be done using land-resources in the village			
Lists five entrepreneurial activities which can be performed using rainfall water			
Has written five entrepreneurial activities that can be performed in a populated area			

6.3.6 Exercises and Assignments/Tests

This aspect includes assessment strategies which are used in planned settings and enable pupils perform practically things they know. Since earlier times, tests have been important as an assessment strategy. Exercises and tests are very important in assessing the ability of a pupil in a

subject, and depend on the quality of the tests. Also they can be used to assess the process, skills and attitudes. This type deals with tests such as: i) Testing through oral means/conversation ii) Performance test iii) Unlimited/free expression iv) Short answers
v) Matching items questions vi) Multiple choice questions vii) True and False questions

CHAPTER SEVEN

MODEL LESSONS FOR COMPETENCE DEVELOPMENT

This chapter gives you lesson models in order to develop competences to pupils in implementing the 2020 curriculum efficiently. Examples have been provided for every main competence from standard III-VII. Each main competence is built by a number of specific competences. Each specific competence has more than one main activities to be done by pupils. Every main activity is built by two or more specific activities. Therefore this guide contains lesson models of selected main activities with their specific activities as follows:

7.1 Standard Three

Main Competence 1: Recognise events occurring in his/her environment.

This main competence is intended to equip a pupil with recognition and identification skills in order to understand events happening in the environment they live. However, this main competence is built from two specific competences which are; to conserve the environment surrounding him/her and to use knowledge of weather condition in their everyday life.

Specific Competence 1: Conserve environment of the surrounding society

Environmental preservation includes actions of serving, improving, caring and valuing the environment in order to cater for socio-economic needs. The importance of building the mentioned specific competence is to enable a pupil to develop skills, attitude, knowledge and ethics which will help him/her to understand his/her environment and to use the available resources for his/her personal and sustainable development. The above specific competence is built up by the following main activities:

- a) To analyse things which make up school environment
- b) To clean a class.
- c) To clean school environment.
- d) To analyse advantages of clean environment.
- e) To explain stages of planting grass, trees and flowers in the environment.
- f) To elaborate how to plant and maintain flowers, trees and grass, step-by-step in school premises.

Things to consider when developing the specific competence.

When teaching and learning the mentioned specific competence, you are supposed to adhere to the following:-

- a) Tools that build competence to a pupil.
- b) Practical activities inside and outside the class in order to develop curiosity, feeling and attitude of love to the environment.
- c) Availability of resources/tools that enable pupils to conserve the environment.
- d) Activities to be performed in the respective environment.

In order to achieve the mentioned specific competence, you need to be competent in; a) Interpreting well the specific competence identified and its activities.

- b) Creating activities that will involve pupils in teaching and learning process.
- c) To possess skills that enable to create and use tools which build competence to a pupils.
- d) Recognising and love the surrounding environment.
- e) Building good relationship to teachers, the surrounding community and institutions or environmental based organisations.
- f) Identify pupils with special needs.

In the mentioned specific competence, you will be given a few examples on how to analyse the main activity and specific activities when teaching.

Main Activity 3: To clean the school environment

This main activity intends to enable a pupil develop a habit of cleaning the surrounding environment. Also this main activity is built by three specific activities.

- a) To mention the sources of dirt in the environment of the school.
- b) To categorize the equipments needed for environmental cleaning and their uses.
- c) To perform actions of cleaning the school environment.

Specific Activity 1: To mention the sources of dirt in the environment of the school This specific activity aims at enabling a pupil to identify things which cause the environment to be dirty so that it becomes easy to clean it.

Teaching and learning aids/resources

Real environment and other aids which will facilitate learning for pupils with special needs.

How to teach and learn

As a teacher, you need to facilitate learning by doing the following:

- i) Organize pupils to make a study tour within school premises in order to list things which make the school environment dirt. Ask them to list those things.
- ii) Check if each pupil has managed to record things which cause the environment to be dirty.
- iii) Ask pupils to go back to the class then each pupil to read things they have recorded. Check the way a pupil is reading then correct errors.

Assessing learning

Now perform a general assessment by using a checklist on things which make the environment of the school dirt and record achievement level on the performance chart.

Feedback

Use assessment results to consolidate pupil's competences, identify pupils who failed to record sources of dirt to the school environment in order to help them develop the specified competence through peer teaching or remedial classes.

Specific activity 2: To categorize the equipments needed for environmental cleaning

When teaching this competence first insist on tools which are used to do cleanliness at the home environment.

Teaching and learning aids: Broom, hoe, rack, slasher and other aids which are used by pupils with special needs. Cards bearing cleaning equipments with their uses. For instance brooms for cleaning, hoes for digging and a slasher for slashing grass.

How to teach and learn.

- a) Ask each pupil to list activities of doing cleanliness at home and list equipments which they use.
- b) Ask each pupil to pair his/her list with a neighbour and each pair to form a group so that they make group of the activities and equipments for cleaning the home environment.
- c) Ask each group to present their list for plenary discussion while each pupil records a list of equipments and their uses.
- d) Ask them to mention other cleaning equipments which they know but they are not frequently used in their daily life.
- e) Finalize the lesson by emphasizing to the pupils about the presence of a variety of cleaning equipments and that they ought to identify them with their uses.

Assessing learning

Prepare a chart with a list of cleanliness activities and ask each pupil to write a corresponding equipment to each activity.

Feedback

Give feedback by discussing with your pupils about

- i) Things which need to be improved in the course of teaching and learning.
- ii) The possibility that teaching and learning has been sufficient enough to allow you move to the next stage of learning or you have to repeat the lesson.

Specific Activity 3: To perform actions of cleaning the school environment

This specific activity is intended to enable a pupil to have an ability of cleaning the school environment.

Teaching and learning aids/resources: Broom, hoe, dust, can, slasher,

How to Teach and Learn

- a) Using brainstorming technique ask pupils to mention activities they do everyday to clean the outside of the classroom environment.
- b) Ask them to note those activities together with the equipments used to clean each area.
- c) Organize pupils to move outside the classroom, pick the cleaning equipments and clean the environment by adhering to the principles identified in the class.
- d) Gather pupils after the exercise and ask them to explain the things they learned and challenges they faced during the exercise.

Assessing learning

Use a performance chart to record each pupil's ability to perform actions of cleaning the school environment competently. **Feedback**

Use assessment results to help pupils consolidate their competence of performing actions of cleaning the school environment.

The main competence 2: Recognise the principles of patriotism in the society

This main competence is intended to enable the pupil to have courage, develop proper plans which are realistic, be transparent, avoid putting his/her own interests before others, have a hard working spirit, persuasion skills using a force of argument and strong ability to engage people in his/ her community. Besides, this main competence is built up by three specific competences which are: to promote Tanzanian culture, to build good relationship in the community surrounding him/her and to value and acknowledge our national heroes and heroines in the society.

Specific competence 3: Honour our heroes in the society

An individual is named as a hero based on his/her contribution to his society especially when the society is having problems. It is during hard times when we see our heroes using their brains, talents and even their blood as sacrifice to their communities. The importance of teaching this specific competence is to enable pupils to identify heroic actions of society that inspired them to sacrifice and help to solve problems in their societies. Pupils are also to emulate what was done by our heroes and heroines.

The specific competence mentioned is built up by two main activities which are: To recognise senior government leaders in the United Republic of Tanzania since independence and to analyse the contribution of those leaders and their leadership terms.

In this mentioned specific competence, you will be given a few examples on how to approach the main and specific activities during the teaching and learning process. **Teachers competence;** you are required to be competent in the following areas;

- i) To identify heroes and heroines in our communities.
- ii) To perform actions of valuing and appreciating heroes and heroines
- iii) To use teaching learning aids which develop the specified competence to pupils iv)
To use participatory methods with respect to pupils age
- v) To assess learning

Main Activity 1: To recognise senior government leaders in the United Republic of Tanzania since independence

This main activity is formed by two specific activities which are: to identify names of Tanzanian presidents since independence with their leadership terms and to identify names of Tanzanian prime ministers with their leadership terms since independence.

Specific Activity 1: To identify names of Tanzanian presidents since independence and their leadership terms

This activity is intended to enable a pupil understand presidents who governed Tanzania since independence.

Teaching and learning aids: A chart bearing names of Tanzanian presidents since independence.

How to teach and learn

Now, you are advised to do the following:-

- a) Ask pupils to mention the names of Tanzanian presidents since independence and their terms of leadership. Observe pupils responses and correct their answers.
- b) Ask pupils to observe the chart bearing the names of Tanzanian presidents and their terms of leadership then they should match the list on the chart against what they have written to obtain a correct list which they will note in their books.

Check the way pupils list and arrange the names of presidents with their terms of leadership.

Assessing learning

Provide a general assessment to pupils on this specific activity by giving them an exercise of rearranging the names of presidents who governed Tanzania since independence correctly. Then use a performance chart to record their levels of performance.

Feedback

After the teaching and learning process, give feedback to your pupils and discuss with them on the issues which need improvement. Give assistance to the pupils who failed to reach the intended performance level in the specified activity.

Specific Activity 2: To identify names of Tanzanian prime ministers with their leadership terms since independence.

Teaching and learning aids/resources: chart bearing names and pictures of Tanzanian prime ministers since independence, copies of a dialogue between an oldman who witnessed independence celebrations and an inquisitive pupil.

How to teach and learn

- a) To brainstorm on the names of Tanzanian prime ministers they know.
- b) Organise pupils in groups and ask them to read the dialogue between an inquisitive pupil and an oldman. In this dialogue, the pupil asks questions which aim at getting information

about the names of prime ministers of Tanzania and their leadership tenure since independence.

- c) Ask pupils to identify those names of prime ministers with their leadership tenure since independence as they are portrayed in the conversation. Write the list from the pupils responses on the board and use a chart to show those names and leadership tenure for each prime minister.

Ask pupils to record the list in the list in their note books.

Assessing learning Give the pupils a general assessment on this specific activity by giving them an exercise of identifying the names of the prime ministers who governed Tanzania since independence. Then record their level of performance using the performance chart.

Feedback

Use assessment results to consolidate the pupil's competence and improve the teaching and learning process.

Main competence 3: Apply the knowledge of maps and solar system in the everyday life

This main competence intends to empower a pupil to use maps for different purposes and also to use knowledge of space profitably in his/ her surroundings. This main competence is formed by two specific competences which are: to use maps in the environment and to recognise the solar system.

Specific competence 1: Use maps in different environments

A map is different from a picture. A map is a representation of the earth's surface on a piece of paper drawn by using scale. The map helps us to get direction of various areas and also, it shows various shapes of things available in the environment. Therefore this specific competence enables the pupil to read, interpret and at last to use maps. This specific competence is divided into the following main activities: a) To identify real objects available in the class

- b) To draw maps of various objects in the school environment

In order to teach this specific competence, a teacher ought to be competent in the following: a) To draw, read and use maps

- b) To engage pupils in learning through participatory methods
c) To assess learning

Main activity 2: To draw maps of various objects at school.

This activity enables a pupils to have skills of drawing maps. It builds up with the following specific activities; to explain the concept of map and the relationship between a picture and its map and to draw a map of a class indicating objects available in the class

Specific activity 1: To explain the concept of map and the relationship between a picture and its map.

Teaching and learning aids/resources: A map of various objects and real objects.

How to teach and learn

In the course of teaching and learning process, you are advised to do the following:-

- a) To ask pupils to brainstorm in order to develop the concept of map.
- b) To stick a map and picture on the chalk board and ask pupils to relate a map and a picture. Ask them to elaborate the differences as they appear on the board.
- c) Improve pupils responses

Assessing learning

Assess pupils by giving them an exercise about the concept of map and record performance level reached by each pupil using a performance chart.

Feedback

After the teaching and learning process give feedback by discussing with your pupils on issues that need improvements.

Specific activity 2: To draw a map of a class indicating objects available in the class

Teaching and learning aids/resources: A map of a class, pencil, various drawing colours and erasers.

How to teach and learn

When facilitating pupils to draw a map of a class, you are advised to enable pupils to do the following:-

- a) Use a demonstration technique to show to pupils the steps taken to draw a map .
- b) Ask pupils to draw that map while following the step you have shown to them.
- c) Pass through each pupil to check their work and give advice. **Assessing learning**

Assess the pupils by giving them an exercise of drawing a map of the class indicating objects found in the classroom. Examine pupils' works and award them marks based on the quality of work.

Feedback

After teaching and learning give feedback in the class by discussing with your pupils on issues that need to be improved. Using the above mentioned examples, you can prepare the main activity and specific activities concerned the mentioned specific competence..

The main competence 4: Apply economic principles in production activities

This main competence is intended to enable a pupil to specify economic activities practised in the respective environment. The importance of this competence is that it enables pupils to understand the ways they can engage in various production activities by using the available resources. This main competence is built by three specific competences which are: to value and protect country resources, specify production activities and use entrepreneurship skills in social activities.

Specific competence 1: Honour and preserve resources of country

A resource is anything which can be used by an individual or society to get positive changes in the aspect of development. Our country Tanzania has resources such as natural forests, wild animals, minerals, water, mountains, land, finances and people. This specific competence is built by the following main activities: To identify resources own by a family and to categorize school resources.

Things to consider when building the mentioned specific competence

In order to facilitate pupils ability to value country resources, you ought to adhere to the following:

-

- a) Knowing the available resources in the respective environment.
- b) Identify activities performed in the respective environment.
- c) To use teaching and learning activities suitable for outside the class.
- d) Involving the community around in the teaching and learning process.
- e) Participatory methods based on the prior competence and age of a pupil.

Main Activity 1: To describe resources owned by a family. This activity is built by four specific activities explained below:a) To categorize resources owned by a family and their use.

- b) To explain the contribution of resources in developing a family.
- c) To explain methods of protecting family resources.
- d) To identify challenges hindering the proper utilization of family resources.

Specific Activity 1: To categorize resources owned by a family and their use.

Teaching and learning aids/resources: Real objects, a chart bearing various pictures showing the resources owned at the family level.

How to teach and learn

Facilitate pupils to do the following;

- a) Brainstorming on the concept of resources owned by a family.
- b) To investigate a chart showing various pictures of resources owned by a family.
- c) Ask pupil to record names of things shown on a picture then go through their work and make improvement.
- d) To list resources owned by a family and their uses.

Ask each pupil to read loudly about the resources owned by his/her family and correct the way he/she reads where necessary.

Assessing learning

You can administer a writing exercise to assess pupil's ability to identify resources owned by a family and their use and record performance levels by using performance chart.

Feedback

After teaching and learning process, give feedback by discussing with your pupils issues that need correction and improvements.

Specific Activity 2: To explain contribution of resources in developing a family economy

Teaching and learning aids/resources

A chart showing a list of various resources owned at a family level, for example car, cow, vegetable, garden, shop and also real objects.

How to teach and learn

Now you can do the following:-

- a) Ask pupils to brainstorm and specify the resources they own at home.
- b) Stick a chart showing a list of resources on a chalkboard.
- c) To guide pupils to investigate the list of resources shown.
- d) Ask each pupil to read aloud a list of resources shown on a chart and tell the resources available at home and their contribution on developing family income/economy.
- e) Improve the way they read then elaborate on the resources which are not mentioned.

Assessing learning

- f) Assess pupils by giving them a written exercise so that they can identify the contributions of resources in developing the family economy and record performance level by using performance chart.

Feedback

After teaching and learning, give feedback by discussing with your pupils on issues that need to be corrected and improved.

Specific activity 3: To identify challenges which hinder the proper utilization of family resources

Teaching and learning aids/resources: A chart bearing a list of challenges which hinder the proper utilization of family resources.

How to teach and learn

Engage pupils to do the following:

- a) To brainstorm and specify challenges which hinder the proper utilization of family resources.
- b) Organize the small groups' discussions to identify and explain challenges which hinder the proper utilization of family resources. These challenges are such as; misuse of family resources, poor keeping of family resources and unnecessary use of family resources.
- c) Ask pupils to present what they have discussed.

Observe their responses and improve them by sticking a chart bearing challenges hindering proper utilization of family resources and elaborate to them.

Assessing learning

Assess pupils by providing them with an exercise which requires them to identify challenges which hinder the proper utilization family resources

Feedback

After teaching and learning process, give feedback by discussing with your pupils issues which need correction and improvement. Use various methods to help pupil with low performance by;

- i) Assigning them to remedial classes.
- ii) Establishing a peer teaching.

Specific activity 4: To explain methods of protecting family resources

Teaching and learning aids/resources: Real environment.

How to teach and learn

When teaching, you are advised to enable pupils to do the following:

- a) Write a short story about methods used by families to protect resources, for example a story may carry the following methods: to build good houses, to set strong boundaries especially in the farms, to keep a dog, to use guards, to control our spending and to construct fences. Then ask pupils to read the story and insist them to identify the methods portrayed in it for protecting family resources. Inspect the work of each pupil and make improvement where necessary.
- b) Ask pupils one by one to explain ways they use to protect their family resource **Assessing learning**

Assess pupils by giving them an exercise concerning methods which are used to protect family resources and record performance levels by using a performance chart.

Feedback

After teaching and learning process, give feedback by discussing with your pupils on issues which need correction and improvement.

Now, you can proceed to the next main and specific competence in accordance with examples shown at this section.

7.2 Standard Four

Main competence1: Recognise events occurring in his/her environment

This main competence is intended to help a pupil to build skills of identifying events occurring in the environment he/she lives. Besides, this competence is built by three specific competences which are: to preserve the environment in the surrounding society to keep records of historical events and to use knowledge of weather condition in daily activities.

In this main competence, few examples have been given concerning teaching specific competences on how to keep historical events.

Specific competence 2: To keep records of historical events

This competence is intended to enable a pupil to develop moral and attitude of keeping personal, family and the society records in general. This competence is built by two main activities: To identify events occurring in the society and to keep records of historical events.

In order to facilitate the teaching of this specific competence, you are supposed to have competences in:

- a) Remembering the events happening now and those happened in the past.
- b) Relating current events and those which happened in the past.
- c) Composing and tell stories about various events.

Main activity 1: To identify events in the society

This activity is built by the following specific activities;

- a) To explain events ever happened in the family and school.
- b) To identify ways used to get information about certain events.
- c) To specify the tools which are used to record information about events.
- d) To use various tools to get information about events.

Specific activity 1: To explain events ever happened in the family and at school

Teaching and learning aids/resources: A text of various events

How to teach and learn.

When teaching this activity you are advised to enable pupils do the following:

- a) Organise and ask pupils to sit in groups and read the text of various events such as historical events about school and family.
- b) Guide to read those events while identifying things considered in elaborating the events concerned.
- c) Help pupils to notice that in elaborating events it is important to consider the title of the event, the time when the event occurred, characters of the event, how it occurred, causes of the event and its effects.
- d) Ask pupils to identify those principles in the events they have read by referring their reading.

Assessing learning

Ask pupils to write an explanation of different events by considering important things as they have learned

Feedback

Use the assessment results to reinforce the competence to the pupils who showed the beginner level of competence.

Specific Activity 2: To identify methods used to get information about events

Teaching and learning aids/resources: Real objects (telephone, newspapers, television, radio, books) and also, use the resources/teaching and learning aids which are available in your environment.

How to teach and learn

When teaching this activity, you are advised to do the following:

- a) To enable pupils to brainstorm on the ways or various methods which they use to get information.
- b) Show the pupils on how to use real objects like telephone, newspaper, radio, books, television to acquire information, etc (consider the availability of these things in the school environment) Use question and answers to guide pupils identify the use of those things.

Observe pupils' answers and make improvement.

Assessing Learning

Assess pupils by:

- a) By asking oral questions on the ways or methods used to get information on various events and allow answers from individual pupils (Avoid chorus answers).
- b) To give an exercise which is supposed to be done by each pupil through writing in his/her exercise book and make sure that you mark pupils work.

Feedback

Give feedback and discuss with pupils about issues that need to be corrected and improved in the teaching and learning process.

Note:

- a) It is important to note that in every step of teaching and learning process, you need to ensure that you assess pupils in order to be certain before proceeding to the next stage.
- b) Device a system of supporting pupils who have not reached good performance level based on assessment criteria.

Specific Activity 3: To specify the tools which are used to record information about events.

Teaching and learning aids/resources: Real objects like telephone, video and still picture camera, microphone, diary and note book.

How to teach and learn

When teaching you are advised to consider the following stages:

- a) Ask each pupil to categorize various information which they would like to know.

- b) Let them sit in groups to identify different sources of information that they have categorized. These sources can be hearing from others, reading different texts and through observation.
- c) Ask each group to identify the tools used to record information depending on the source of that particular information.
- d) Organize pupils to present their work and insist them to take the notes that was summarised on the board during presentations.

Assessing Learning

Make a list of tools used to take various information and ask pupils to write the information suitable for each tool.

Feedback

Devise a system in order to help those who have not reached good performance level.

Specific Activity 4: To use various tools to get information about events

When developing this activity to pupils, they should revise the tools used to take information from various sources.

Teaching and learning aids/resources: Real objects like telephone, video camera, still pictures, microphone, diary and note books

How to teach and learn

Guide pupils to learn by using the following steps:

- a) Put your pupils in small groups depending on their number in the class then distribute one tool for every group.
- b) Ask pupils in groups to discuss how to use those tools.
- c) Ask pupils to present what they have discussed especially on the how to use a tool they have discussed.
- d) Make a follow up on pupils' activities to check if they have presented properly then improve what they have presented.

Assessing learning

- e) Use a checklist to assess pupils ability and use real objects to record information on events.

Feedback

Use assessment results to consolidate pupil's ability to use various tools to get information about events.

Main competence 2: Recognise principles of patriotism in the society

This main competence is intended to enable the pupil to have courage, develop proper plans which are realistic, be transparent, avoids putting his/her own interests before others. have a hard working spirit, persuasion skills using a force of argument and strong ability to engage people in his/ her community.

Specific competence 1: Promote Tanzanian culture

This main competence is intended to enable a pupil to understand, value and uphold good cultural practices in his Tanzania society. This specific competence is built by one main activity which is: to cooperate with others in the society. Things to consider when teaching this specific competence

- a) Have knowledge of aspects of Tanzanian culture.
- b) Identify good and bad traditions and customs.
- c) Be conversant with the culture of people in the respective area.

In order to facilitate teaching this specific competence, you need to be competent in the following;

- a) To perform actions which promote Tanzanian culture.
- b) To value your culture and other peoples culture.
- c) To analyse culture of different societies.
- d) To build relationship with other institutions that promote culture.

Main Activity 1: To cooperate with others in the community

This activity is intended to enable a pupil to develop the habit of cooperation and have good relations with other members of the community especially at home and school. This main activity is built by the following specific activities:

- a) To identify things that make people to cooperate at home and school.
- b) To identify things through which the Tanzanian society cooperates currently
- c) To perform actions that show cooperation
- d) To explain the disadvantages of not cooperating with others in the society.
- e) To explain the reasons that can break relationships among people.

Specific activity 1: To identify things that make people to cooperate at home and school

Teaching and learning aids/resources: A chart bearing pictures that show people cooperating in various activities in a society. Real environment.

How to teach and learn

- a) Organise pupils in groups to read a case study about a pupil who was cooperating very well with others in different occasions such as studying together and supporting each other. Also the case should show that there was a pupil who never wanted to cooperate with others and he/ she thought that cooperation would prevent him/her from enjoying the money and books that she/he had.
- b) After reading this case study, ask pupils to identify actions which show cooperation and aspects of cooperation in the case study.
- c) Also ask them to mention other acts which show cooperation apart from those presented in the case study. These may include; contributing for ceremonies, working together to build classrooms and supporting each other in funerals.
- d) Write pupils responses on the board and demand them to take notes in their books

Assessing Learning

Give pupils an exercise to assess their ability to identify aspects of cooperation in the society

Feedback

Use assessment results to identify pupils with poor performance and assist them to develop that specific activity.

Specific Activity 2: To identify things through which the Tanzanian society cooperates currently

Teaching and learning aids/resources: A chart with pictures showing people cooperating in various activities.

How to teach and learn

- a) Ask pupils to brainstorm and mention aspects in which people in their society cooperate, observe pupils responses and correct them.
- b) Stick the chart with pictures showing people cooperating in various activities on the chalkboard.
- c) Ask pupils to observe and identify acts that show cooperation on the chart.
- d) Make a follow up to check if pupils correctly identify acts of cooperation.

Assessing Learning

Use a portfolio method to assess pupils' ability to categorize aspects of cooperation among Tanzanian people.

Feedback

Give feedback and discuss with your pupils in the class on things to be improved in the course of teaching and learning.

Specific Activity 3: To perform Acts which show cooperation

Teaching and Learning aids/ resources: real objects, copies of a case study.

How to teach and learn

- a) Ask pupils to list actions which they perform individually and those which require them to cooperate with others when they are at school or at home.
- b) Ask each pupil to pair his/ her list with that of the neighbour. Thereafter, ask them to form groups and make a group list of the acts which they can do individually and those which they do in cooperation with others.

- c) Ask pupils to present a list of what they have discussed showing actions which they do by cooperating with others.
- d) Ask them to mention actions of cooperation which are done by other people in the community. These acts include, engaging in funerals, building schools, wedding ceremonies and helping people with various needs.
- e) Emphasize to pupils about the importance of cooperating in different activities when they are at school or outside school.

Assessing Learning

Give the exercise to assess pupils' ability to identify issues that need cooperation within society.

Feedback

Use assessment results to improve pupils' performance of actions which show cooperation with others in the society.

Specific Activity 4: To explain the disadvantages of not cooperating with other people in the society

Teaching and learning aids/ resources: Tools for performing a role play, copies of a role play script.

How to teach and learn

Use a role play to teach this specific activity.

Ask pupils to dramatize the following story:

Malaika is a girl who lives in Mwendakulima village. Whenever her fellow girls ask her to go fetch water together, she normally refuses. You could not find her attending burial or funeral ceremonies of neighbours and relatives. She normally prefers to work and be alone.

One day she went to the forest to fetch fire wood. She stumbled and fell on a tree. She lost consciousness. She came to her senses at midnight. She was so terrified and ran back home. When arrived at home she was taken to hospital by her parents because she was injured. After being discharged from hospital, she came back home but no one came to greet her. She felt so lonely while nursing her pain.

After pupils have dramatized the role play, ask them to mention the disadvantages of not cooperating with others in the society they have identified in the role play. Then improve their answers where necessary.

Assessing learning

Use peer assessment methods to check pupils ability to explain problems of not cooperating with others in the community. Record pupils activities in a performance chart. **Feedback**

Give feedback and discuss with your pupils in the class on:

- a) Things which need to be improved in the course of teaching and learning.

- b) Check if the process of teaching and learning have been performed and enable them to proceed to the next level or repeat the lesson.

Specific activity 5: To analyse the reasons that can break relationships among people

Teaching and learning aids/resources: A chart bearing reasons which can cause break down of relationship.

How to teach and learn

In teaching this activity you are advised to do the following:

- a) Enable pupils to form small groups, then in each group they should discuss the reason which can cause break down of relationship.
- b) Visit each group to check if all pupils participate in the discussion.
- c) Ask each group to present on the chalk board what they have discussed.
- d) Improve their presentation then display a chart board with reasons why relationships break.
- e) Ask pupils to read the reasons loudly and compare them with what they had presented for clarity and improvements.
- f) Make a follow-up and improve the way they read.

Assessing learning

Give an exercise to determine the pupils ability of explaining the reasons that may cause relationships to break.

Feedback

After teaching and learning process, give feedback and discuss with your pupils about things that need to be improved.

Main competence 3: Use maps and knowledge of space in daily life

This main competence is intended to enable a pupil develop knowledge about the earth and space in connection to daily life. The pupil should be able to apply map reading and interpretation skills in various uses. Also knowledge about the solar system and other systems in space is emphasised in order to make a pupil able to apply it meaningfully for a successful living. This main competence is built by two specific competences which are; Recognise the solar system and using maps in different environment.

Specific competence 1: Recognise the solar system

The solar system is an arrangement of the planets and others heavenly bodies which revolve around the sun. In order to develop this competence, you need to be conversant with knowledge of the solar system. The pupil is ought to perform various activities in order to manifest this competence. Examples on how to develop those activities are provided in this section.

The basic things to consider when teaching this specific competence are; a) Knowledge of things which form the solar system.

b) Things which are available on the planet earth.

c) Properties of the planet earth.

In teaching this competence you are supposed to:

a) To have an ability to differentiate one planet from the other..

b) To draw a planet.

c) To understand the life of living things in the respective planet.

d) To show the effects of earth planet.

Main Activity 1: To analyse the solar system

Specific Activity 1: To list eight planets that are available in the solar system

Teaching and learning aids/resources: Real environment, a chart with a drawing of the solar system, compass and other drawing tools.

How to teach and learn

You are supposed to enable pupils to do the following:

a) To sit in a way that will enable each pupil to effectively participate in the act of learning.

b) To brainstorm and conceptualize the solar system.

c) Listen to the answers given by pupils and improve them where necessary.

d) To use the solar system chart to list eight planets that form the solar system by starting with a closest planets to the sun up the farthest planet from the sun.

Assessing learning

Asses the pupils by using a chart of the solar system. Ask each pupil to draw the solar system and arrange planets in a correct order. Examine each pupils work and correct them. **Feedback**

Make sure you give feedback on each stage you reach in your teaching and learning in order to determine if there are any challenges and decide whether to move or repeat a lesson.

Specific Activity 2: To identify things which are available on the planet earth.

Teaching and learning aids/resources: Real environment, a chart with drawing of earth planet.

How to teach and learn

Read the following role play and decide which method of teaching and learning will make a pupil to effectively participate in the act of learning.

Mrs. Msemakweli is a teacher at Mauamazuri primary school. She wants to teach standard four pupils about the things which are available in the planet earth. She has a big class which she normally splits into seven small groups with nine pupils each. She knows that group work helps in classroom management and makes each pupil to participate effectively in not only learning but also enhances learning and cooperation skills.

She attended each group to prepare a list of 10 things which make up an environment at school and home. She distributed a paper to each group to write down things they had discussed. She selected one pupil from each group to write down all important information discussed. After a few minutes she ended the discussion and asked each member of a group to mention one thing among the things which were discussed in a group. At the same time Mrs. Msemakweli was writing on the chalkboard. After the presentation, she realised that three groups listed wrong answers. She decided to take all pupils outside the class and guided them to investigate things available on the planet earth. Pupils improved their work and presented again.

Now prepare a role play with specific activity you want to teach in the class. After you have prepared your role play let pupils read a passage themselves and list things which are available in the solar system. Investigate the list given by pupils and make improvements where necessary.

Assessing Learning

Use group exercises to assess the competence reached by pupils in identifying things which are available in the planet earth.

Feedback

Give feedback to each teaching and learning stage in order to determine challenges and to be certain before you move to the next level.

Now you can proceed to the next main and specific activities in the respective specific competence by following the given examples.

The main competence 4: Adhere to the economic principles in production activities

Refer to earlier explanations on the main competence as elaborated in standard three. This main competence has three specific competences which are:-

- a) To value and preserve resources of the country.
- b) To identify production activities in the society.
- c) To apply entrepreneurial skills in social activities.

However, one specific competence has been executed as an example.

Specific competence 3: Apply entrepreneurial skills in social activities.

This specific competence is intended to enable a pupil to acquire skills, attitude, knowledge and ethics about the correct utilization of various opportunities available to his/her surrounding environment in order to add income, to improve his/her life and to strengthen his/her personal, family and the societal economy in general. This specific competence is composed of three main activities, but only one activity as been given as an example to guide you when addressing the remaining activities.

The basic things to consider when teaching this specific competence are:

- a) Production activities available at a certain environment.
- b) Resources available at a given environment.
- c) Things which stimulate production activities at a given environment.

In teaching this competence, you are supposed:

- a) To create and prepare various production activities.
- b) To understand and use the available opportunities in the environment.
- c) To apply entrepreneurial skills.

Main Activity 3: To categorize the available opportunities in the area with mineral, national parks, game reserves and forests.

This main activity targets to enable pupils to categorize different opportunities found in different areas. The main activity is built up by four specific activities which are;

- a) To explain the available opportunities in areas with minerals.
- b) To identify the available activities in areas with forests.
- c) Mention the opportunities in the national parks.
- d) Identify opportunities available around the village/street.

Specific activity 1: To explain the available opportunities in areas with minerals.

Teaching and learning aids/resources: Real environment, a chart showing the available opportunities in areas with minerals.

How to teach and learn

You can teach this activity by using a study tour method to an area with minerals, invite a guest speaker or use any other method deemed necessary.

- a) Give instructions about how to go about in the study tour such as note taking skills, observation skills and how to enquire and get information on opportunities available in the environment.
- b) To accompany pupils to a study tour.
- c) To make follow-up to ensure that pupils have recorded the available opportunities correctly.
- d) To ask pupils to go back to school.
- e) To ask each pupil to make a presentation on the opportunities she/he saw at the mineral area.
- f) Improve their presentation then stick a chart with words representing mining activities on the chalkboard.
- g) Ask each pupil to read aloud.

Assessing learning

Assess pupils by giving the exercise in order to understand if they were able to explain the available opportunities in the area with minerals.

Feedback

You can use the assessment results to help pupils who failed to archive the required standard and giving feedback to them by reffering the previous examples.

Specific activity 2: To identify the available activities in areas with forests

When teaching this specific activity tell pupils to identify three activities that are performed by people who live around the area with forest.

Teaching and learning aids/resources: Bill board, pictures showing forests and various activities performed by people in areas with forests, real environment.

How to teach and learn

When teaching this part, you are advised to enable pupils to do the following

- a) Invite a person who is an expert in the activities that take place in forested areas. Such a person can be a forest officer or a forest guard. Ask him/her to tell the pupils the activities that take place in a forest area.
- b) Ask pupils to take notes of what the guest speaker says. The teacher should ensure each pupil is paying attention to the guest speaker's talk.
- c) Pin a poster on the blackboard. The poster should show activities which take place in forest area. Ensure the activities of the people shown in the poster do not differ much from those the guest speaker may have mentioned.
- d) Let each pupil identify and mention the activities he/she saw in the poster. **Assessing learning**

Assess pupils by providing them with an exercise to examine their ability to identify activities carried out around forests. Record their performance level in the performance chart.

Feedback

After the teaching and learning process do a recap with the pupils by discussing what needs to be changed or improved.

Specific activity 3: Mention the opportunities in the national parks

Teaching and learning aids: Poster of words.

How to teach and learn

Invite a guest speaker from the nearest national park who is well informed about the national park. Do the following:

- a) Ask the guest speaker from the national park to explain to the pupils about the opportunities that are in the national parks.
- b) Ask the pupils to listen carefully.
- c) Let the pupils ask questions.
- d) Collaborate with the guest speaker to respond to pupils questions.
- e) Pin on the blackboard the poster with words.
- f) Ask each pupil to read the words on the poster loudly. **Assessing learning**

Give the pupil's an exercise to test if they have been able to mention the opportunities that are in the national parks.

Feedback

You can use the assessment results to help pupils who fails to meet the required standards and giving feedback by refering to previous examples.

Specific activity 4: Identify opportunities available around the village/ street

Teaching and learning aid: Poster of words.

How to Teach and Learn

You can teach this activity through the following steps

- a) Divide the class into small groups.
- b) Expose the lesson with its objectives and guide the pupils on to enquire, observe and record events or information during field trip
- c) Take pupils to the field trip in the nearby village or street where various opportunities can be explored.
- d) Ask each pupil to record the opportunities he/she noticed in the village.
- e) Follow up to see if they are recording properly.
- f) After the trip they should come back to class.
- g) Ask each pupil to make a presentation of what he/she recorded.
- h) Improve their presentations **Assessing learning**

Assess the performance by peer assessment to find out the opportunities that are the village or street.

Feedback

Use the assessment results to assist the pupils to strengthen the competence and improve teaching and learning process.

You can now proceed to develop the remaining main activities based on the provided examples.

7.3 Standard Five

This section deals with the competence which the pupil should develop in the following areas:- Recognise different events occurring in his/her environment, realize the principles of patriotism in the community; understand the changes taking place in his/her environment and adhere to economic principles in the production activities.

Main competence 1: Recognise events occurring in his/her environment

This competence aims at giving the pupil the skills of recognizing the events occurring in the environment in which he/she lives. This competence is composed of three specific competences which are: care for the surrounding environment, recording and preserving historical events and using weather knowledge in daily activities.

Specific Competence 1: Conserve the environment of the surrounding society

Care for the environment involves performing action of valuing, changing the pupil's habits so that they can value and be concerned about the environment in order to get their economic and social needs. The importance of this competence is to enable the pupil to develop skills, attitude, knowledge and behaviour which will help him/her to conserve his/her environment and use the resources in it to get his/her needs sustainably. This specific competence is built by the following activities:-

- a) To assess environmental degradation.
- b) To analyse ways of conserving sources of water.

When teaching and learning in the cause of developing the above competence you should observe the following points:

- a) Apply methods and techniques that will develop the pupil.
- b) Perform activities in and outside the class that motivate pupils and make them care for the environment.
- c) Availability of tools that enable pupils to conserve the environment.
- d) Activities done in the specified environment.

In order to accomplish this task successfully the teacher should be competent in the following:

- a) Be conversant with the specific competence and the activities to be undertaken.
- b) Create activities which will involve participation of the pupils in the course of teaching and learning.
- e) Be skillful in creating and use the right methods and techniques for developing pupils' competence.
- c) Understand and care for the surrounding environment.
- d) Build good relationship with fellow teachers, the community and institutions dealing with environmental issues.
- e) Recognise the pupils who may need special attention.

Main activity 1: To assess environmental degradation

This activity enables the pupil to develop ability to identify actions and effects of degradation of the surrounding environment. This activity is accomplished by two specific activities which are; to conceptualize environmental degradation, to categorize the effects of economic activities on environment and to explain the techniques of fighting against environmental degradation caused by economic activities.

Specific activity 1: To categorize the effects of economic activities on environment

When teaching this topic you are advised to guide the pupils to point out the effects that may happen due to economic activities in the environment where they live.

Teaching and learning aids/resources: Existing environment, pictures of degraded environment.

How to teach and learn

- a) Organize a field trip to a site which has been degraded to see the effects of economic activity on the environment.
- b) Ask the pupils to make a note of the type of degradation and the economic activity that has been going on in the particular environment.

You should ensure that the pupils make a note of the type of degradation and the economic activity in the environment. Help those who have not noted the environmental damage and those who may need a special attention.

- c) When back in class ask the pupils to describe the effects they saw in the field. Assist where they are unable to describe clearly.

Assessing learning

Give the pupils an exercise to point out the effects of economic activities on the environment. Record the results of the exercise in the performance chart.

Feedback

Recap with the pupils on:-

- a) What needs to be changed in the following session of teaching and learning.
- b) Reflect on whether the teaching and learning was successful and therefore proceed to the next topic; if not, repeat the lesson.

Specific activity 2: To explain the techniques of fighting against environmental degradation caused by economic activities.

Teaching and learning aids/ resources: Real environment, pictures which show degraded environment for example growing carpet grass, growing trees and terraced form.

How to teach and learn

- a) Ask pupils to brainstorm and state what they know about ways of combating environmental degradation.
- b) Divide the class into small groups.
- c) Give a preliminary brief about the trip they will make.
- d) Let the pupils go out of class to find out the status of environmental degradation so that they can think of ways of fighting it.
- e) Find out if the pupils were able to observe and record the extent of environmental degradation and ways of combating it.
- f) Ask pupils to make presentations.
- g) Use the photographs to support their presentations. **Assessing Learning**

Give pupils an exercise on ways of combating environmental degradation caused by economic activities

Feedback

Put in place a system of assisting those pupils who have not achieved the set standard using the following ways:-

- a) Set suitable time for consultation.
- b) Start a system of peer mentors.

Main competence 2: Recognise the principles of patriotism in the society

This main competence is intended to enable the pupil to have courage, develop proper plans which are realistic, be transparent, avoids putting his/her own interests before others, have a hard working spirit, persuasion skills using a force of argument and strong ability to engage people in his/ her community. This main competence is built by three specific competences which are: to promote the Tanzanian culture, to build good relationships with the surrounding society and to value our heroes. A specific competence number two has been processed as an example.

Specific competence 2: Build good relationships with the surrounding society

This specific competence aims at enabling to redefine the relations which existed between Tanzania and European countries prior to 1961 in order to develop the ability to analyse and build relations that are constructive to all people involved. The specified competence has the following main activities:

- a) Analyze the relationships between Tanganyika and European countries up to 1961.
- b) Analyze the methods used to establish the relationship between Tanganyika and European countries up to 1961.
- c) Elaborate ways through which Tanganyika was affected by the relations between her and European countries up to 1961

When you are developing this competence observe the following:

- a) The aids to develop the specified pupil's competence.
- b) Availability of enough information about the relationship that was established between Tanganyika and European countries.
- c) Classroom activities which can arouse interest to the pupils.
- d) Activities which take place in the relevant environment.

Also you should be competent in the following aspects in order to develop this competence to pupils;

- a) Elaborate clearly the specified competence and the relevant activities resulting from it.
- b) Innovate activities in which the pupils should participate in the course of teaching and learning.
- c) Be skilful and imaginative in the use of techniques of developing the specified competence to the pupil.
- d) Draw maps showing countries which had relationships with Tanganyika up to 1961.
- e) Recognise pupils who require special attention.

Main Activity 2: To analyse relationship between Tanganyika and European countries up to 1961.

This activity is accomplished by the following specific activities.

- a) Explain the factors for the relationship between Tanganyika and European countries up to 1961.
- b) Identify the aspects of the relationship between Tanganyika and European countries, e.g. economic, political and social.

Specific activity 1: Explain the factors for the relationship between Tanganyika and European countries up to 1961.

Teaching and learning aids/ resources: Map showing the European countries which had relationships with Tanganyika up to 1961, texts with factors for relations between Tanganyika and other European countries up to 1961, picture of slave trade, ivories and the Zanzibar slave market.

How to teach and learn

Use KWL (know, want to know and what you have learnt) technique to teach this specific activity.

- a) What do you know? What do you want to know? And what have you learnt?
- b) Draw a table on the chalkboard

What do you know?	What do you want to know?	What have you learnt?

- i) Ask the pupils what they know about the relationships between Tanganyika and European countries up to 1961. Enter their answers in the first column.

- ii) Ask them what they want to know about the relationship between Tanzania and European countries up to 1961. Enter their answers in the second column.
- iii) Give each group a text passage on the relationship between Tanganyika and European countries up to 1961. Let them fill what they have learnt in the third column.
- iv) Let the pupils compare what they want to know and what they have learnt.
- v) Recap with the pupils in order to know what they found out to all they wanted to know. If not, tell them.

NOTE:

- i) At every stage note if all are participating.
- ii) You can use this style to teach the topic on specific activities in the next lessons.

Assessing learning

Ask each pupil individually to elaborate the relationship between Tanzania and European countries up to 1961. Record the level of performance in the performance chart.

Feedback

Recap with the pupils and discuss:-

- a) Things that need to be changed in the style of teaching and learning.
- b) Reflect on whether the teaching and learning was successful so that you can proceed to the next topic if not, repeat the lesson.
- c) Help pupils who did not attain the required levels of performance through remedial classes or peer mentors system.

Specific activity 2: Identify the aspects of the relationship between Tanganyika and European countries, e.g. economic, political and social

Teaching and learning aids/resources: Map showing European countries which established relationships with Tanganyika 1961, texts for reading.

How to Teach and learn

Use the style of what do you know. What do you want to know and what have you learnt.

What do you know?	What do you want to know?	What have you learnt?

- i) Ask your pupils to work in groups and tell what they know about the relationships between Tanganyika and European countries up to 1961. Enter their answers in column one.
- ii) Ask them to work in groups and tell what they want to know about the relationships of Tanganyika and European countries up to 1961. Enter their answers in column two.
- iii) Give each group a reading text which contains information on the relationships between Tanganyika and European countries up to 1961. Let them read then enter what they have learnt in column three.
- iv) Let pupils reflect on what they knew before, what they wanted to know and what they have learned.
- v) Find out if all they wanted to know has been recorded in column three; if not assist to complete their quest to know.

At every stage ensure that all pupils participate actively. This method can be adopted to teach the rest of specific activities.

Assessing learning

Ask each pupil to mention the area of relationship between Tanganyika and European countries up to 1961. Record their level of performance in a chart.

Feedback

Give the pupils an exercise to relate the current and the past relationship between Tanganyika and European countries before 1961.

Main activity 2: Analyze strategies used to establish relationships between Tanganyika and European countries up to 1961.

This main activity is built by three specific activities which are; explain the contribution of explorers to the establishment of relationships between Tanganyika and European countries up to 1961; explain the contribution of missionaries to the establishment of relations between Tanganyika and European countries up to 1961; explain the contributions of traders to the establishment of relations between Tanganyika and European countries up to 1961.

Specific activity 1: Explain the contribution of explorers to the establishment of relationships between Tanganyika and European countries up to 1961.

Teaching and learning aids/resources: Chart bearing a list of things done by explorers, map showing the routes of the explorers.

How to teach and learn

When teaching this topic you advised to enhance pupils to do the followings:

- a) Form discussion groups.

- b) Discuss in groups the contribution of explorers to the establishment of relationships between Tanzania and European countries up to 1961.
- c) Display a chart to the class.
- d) Ask each pupil to read the words on the chart loudly for the purpose of identifying the differences between what they discussed and what is on the chart.
- e) Ask the pupils to elaborate the contribution which they did not mention in their groups.
- f) Elaborate on the contribution of explorers to the establishment of relationships between Tanzania and European countries.
- g) Ask pupils to explain strategies used now days to explore resource, weather condition and strategies of penetrating the foreign domination.

Assessing learning

Use peer assessment techniques to examine their ability to elaborate explorers' role to the establishment of relationships between Tanganyika and European countries up to 1961. **Feedback**

Use assessment results to identify:

- a) Things that need to be changed in the style of teaching and learning.
- b) On whether the teaching and learning was successful so that you can proceed to the next topic; if not, repeat the lesson.

Specific activity 2: Explain the contribution of missionaries to the establishment of relations between Tanganyika and European countries up to 1961.

Teaching and learning aids/resources: Map showing the areas and centres of the missions, a chart listing the activities of the missionaries.

How to teach and learn

When teaching this specific activity, you can invite a person who knows the events at the coming of the missionaries to come and talk to the class. Proceed as follows:

- a) Welcome the visitor and ask him/her to tell the class the history of the coming of the missionaries, identify their companies and activities performed.
- b) Let the pupils ask questions after the talk. You and the visitor respond to the questions.
- c) Hang up the map and ask the pupils to point at the areas where there was a missionary influence.
- d) Pin the chart on the blackboard and ask the pupils to read the activities of the missionaries.
- e) Correct and assist them in the reading. **Assessing Learning**

Use a checklist to find out if each pupil was able to point out the contribution of the missionaries in establishing relations between Tanzania and European countries

Feedback

Use assessment results to consolidate the ability of each pupil to elaborate the contribution of missionaries in establishing the relationship between Tanganyika and European countries before 1961.

Specific activity 3: Explain the contribution of traders in the establishment of relations between Tanganyika and European countries up to 1961.

Teaching and learning aids/resources. Map showing the routes of the traders, a chart bearing list of the ways by which the traders contributed to the establishment of relations between Tanganyika and Europe. A chart showing chartered companies with their areas of operations. Example; Germany East Africa (GEACo) and British East Africa Company (BEACo).

How to teach and learn

- a) Ask pupils to brainstorm in order to identify trade opportunities which attracted the traders from Europe before 1961.
- b) Elaborate to pupils about the chartered companies with their leaders such as Karl Peters of GEACo and the efforts they made to secure areas of influence.
- c) Hang up the map and ask the pupils to point out the areas and routes of the traders.
- d) Pin the chart on the blackboard and ask the pupils to read.
- e) Correct and assist them to read. **Assessing Learning**

Give the pupils an exercise to compare the former and current ways of trading between Europe and Tanzania

Feedback

Recap with the pupils in a discussion to find out.

- a) Things which need to be improved in the style of teaching and learning.
- b) On whether the teaching and learning was successful so that you can proceed to the next topic; if not, repeat the lesson.

You can treat other main activity and specific activities in specific competences in the above style.

Main competence 3: Apply the knowledge of maps and solar system in daily life

This competence enabling pupils to build an ability of using maps for different purposes and also to use the knowledge of solar system profitably in the environment he/she lives. Besides, this main competence is built by two specific competences which are; using maps in different situations and recognise of the solar system.

Specific competence 1: Using maps in different situations

To use maps in different environment is an ability of reaching a certain place without direction but by translating symbols, distance and direction of different places in the map. These actions help to reach those areas easily by using cardinal points and maps. This competence will enable the pupil to get skills on map reading. The competence is developed by two activities;

- a) Drawing the eight intercardinal points.
- b) Drawing a map of the village or street and a map of the district.

In order to facilitate the teaching of this specific competence, your supposed to be competent in:

- a) Drawing, reading and using maps.
- b) To use participatory method in teaching.
- c) Assessing learning.

Main activity 1: Using the eight cardinal points.

This activity aims at enabling the pupil to draw and apply knowledge of the eight inter cardinal points for the purpose of knowing directions on the earth. This activity is accomplished by the following specific activities:

- a) Drawing the eight inter cardinal points.
- b) Making a model of the eight inter cardinal points.
- c) Using the eight inter cardinal points to determine the direction of the pupils village or street from the school.

Specific activity 1: Drawing the eight inter cardinal points.

Teaching and learning aids/resources: models of eight inter cardinal points and the real objects in the environment

How to teach and learn

You are advised to facilitate pupils to do the following;

- a) Mention eight inter cardinal points of the Earth.
- b) Ask pupils to move outside the class and show directions with reference to eight inter cardinal points.
- c) Show a model of eight inter cardinals points to the pupils and ask them to draw it in their note books.
- d) By using a model, explain to the pupils eight inter cardinals points.
- e) Asks pupils to draw eight inter cardinals points.
- f) Ask pupils to mention again the directions of places which surrounding the school area with respect to eight inter cardinal points on earth, then check if they mention correctly.

Assessing learning

Provide pupils with an exercise to show the direction of different objects around the classroom using eight inter cardinal points.

Feedback

Use assessment results to identify and design mechanisms to help pupils who have not attained the desired performance standards to reach those levels.

Specific activity 2: Making a model of the eight inter cardinal points

Teaching and learning aids/ resources: box papers, pieces of wood, razors blade, marker pens, a pair of scissors and glue.

How to teach and learn

Facilitate pupils to perform the following learning tasks.

- a) Mention eight inter cardinal points of the Earth.
- b) Cut pieces of box papers using a razor blade or a pair of scissors.
- c) Ask pupils to join box papers using a glue to make a model of eight inter cardinal points and label the points correctly by using a marker pen.

Assessing learning

Use a checklist to assess pupils' ability to make a model of eight inter cardinal points of the earth without the help of a teacher.

Feedback

Use assessment results to identify areas which need improvements and set strategies for the better performances.

Specific activity 3: Using the eight inter cardinal points to determine the direction of their village or street from school.

Teaching and learning aids: Model of eight inter cardinal points, existing environment.

How to teach and learn

When teaching this topic, facilitate pupils to do the following:-

- a) Name the eight inter cardinal points.
- b) Let the pupils go out of the classroom and point out the direction of things and places from where they (pupils) are.
- c) Ask the pupils to use the eight inter cardinal points to indicate the direction of the villages or streets from school.
- d) Ask the pupils to name the directions of places surrounding the school in respect to the eight inter cardinals points.

Follow up to check if they are naming correctly.

Learning assessment

Assess their abilities by asking them to mention places/environment where eight inter cardinals points are used, for example, in the army, forest and sea/ocean.

Feedback

Discuss with pupils about the success and gaps in the teaching and learning process and finally suggest ways of improving the process. You can use these examples to teach the remaining main and specific activities for other specific competences.

Main Competence 4: Apply economic principles in production activities

This main competence intends to empower pupils to identify economic activities taking place at their surroundings. The importance of this main competence is to enable pupils create ways through which they can participate in various production activities using the available resources. This main competence is broken down into three specific competences which are; to value and protect country resources, to identify production activities and applying entrepreneurial skills in societal activities.

Specific competence1: Value and preserve resources of the country

Resources refer to people and things which can bring development and positive change when utilized properly. Tanzania is endowed with various resources including natural forests, wild animals, minerals, water bodies, mountains, fertile soil, people and finances. This specific competence is built by the following main activities: to categorize resources available in his/ her region and identify resources owned by the family and categorizing resources belonging to the school.

Things to consider when facilitating pupils to develop this competence include:

- a) To identify resources available locally.
- b) Recognise production activities taking place at the surrounding area.
- c) Applying proper teaching and learning methods and techniques in and outside the class.
- d) Engaging the local community in the teaching and learning process.

Main activity 1: To categorize resources available in his/ her region.

This main activity aims at enabling a pupil to recognise and utilize the available resources in a region of his/her residence. This main activity is developed by the following specific activities:

- a) To identify resources available in his/ her region of residence.
- b) To evaluate the contribution of resources to the development of the region.

Specific activity 1: To identify resources available in his/ her region of residence

Teaching and learning aids/ resources: Pictures showing various resources such as: minerals, manufacturing industries, animals, plants, forests and mountains. Actual environment and tools which can enable pupils with special needs learn effectively. **How to teach and learn**

Facilitate pupils to do the following:

- a) To brainstorm in order to conceptualize the term resources.
- b) Use brainstorming technique to identify resources found in the region they live.
- c) Take a field trip to the areas composed of the resources in the region and list what they observe.
- d) Organise them to return to class then report individually what they observed in the field.
- e) Observe pupils reading on their field records and improve them.

Assessing learning

Ask pupils to investigate more on the resources available in their region, collect deep information about their exact location and possible ways of utilizing them. Ask them to put their work in portfolios.

Feedback

Conduct a discussion with pupils and get views about the effectiveness of methods and techniques in developing the specific activity concerned.

Specific activity 2: To evaluate the contribution of resources to the development of the region.

You are advised to emphasize to your pupils to appreciate the role of resources to the development of the region where they live.

Teaching and learning aids/ Resources: pictures which show various resources such as minerals, manufacturing industries, forests, animals and mountains. Tools which assist pupils with special needs to learn effectively.

How to teach and learn

Facilitate pupils to do the following:

- a) Brainstorm in order to identify resources available in the region they live. These include land, forests, people and water sources.
- b) Take a field trip to a place with the resources mentioned to observe, enquire and record what they come across in the field.
- c) Examine pupils' activities when they are in the field.
- d) Organize them to return to the class and sit in groups to identify the contribution of each resource to regional development.

Observe pupils presentations and make necessary improvements.

Assessing learning

Ask pupils to continue investigating other resources apart from those discussed in the class and put their work in a portfolio.

Feedback

Discuss with pupils in the class about the effectiveness of the methods and techniques used in enabling them to appreciate the contribution of resources in the region's development.

7.4 Standard Six

This section explains about competences intended to be built to pupils of which include: Recognise different events occurring in his/her environment; to identify the foundations of patriotism in the society, to identify changes happening in the environment and adhere to economic principles in daily activities.

Main competence 1: Recognise events occurring in his/her environment

This main competence focuses on enabling a pupil to build understanding and identification skills in order to know events happening in the environment she/he lives. Besides, the main competence is composed of two specific competences which are: to conserve the surrounding environment in the society and to keep records of historical events. **Specific competence 1: To conserve environment of the surrounding society**

Environmental conservation involves caring and valuing the environment for socioeconomic needs. The importance of building this specific competence is to enable a pupil to build skills, attitude, knowledge and ethics which will help him/ her to understand the environment and use the available resources to obtain personal needs for sustainable development.

This specific competence is built by two main activities namely: to evaluate activities related to fighting against environmental degradation and to analyze hazards resulting from environmental degradation.

You are advised to consider the following things when developing this specific competence:

- a) Tools that build competence to a pupil.
- b) Practical activities inside and outside the class in order to build and promote curiosity feeling and positive attitude to environment.
- c) Availability of resources/tools that enable pupils to conserve the environment.
- d) Activities performed in the respective environment.

In order to achieve the specific competence mentioned above you need to be competent in:

- a) Interpreting well the identified specific competence as well as its activities.
- b) Creating activities that involve pupils during the learning and teaching process.
- c) Having skills of creation and use tools that build competence to a pupil.

- d) Understanding and caring for the surrounding environment.
- e) Building good relationship with other teachers, in the surrounding society, institutions or organisations that involve themselves in environment.
- f) Understanding pupils with special needs.

Main activity 2: To evaluate activities related to the fighting against environmental degradation.

This activity is intended to enable a pupil to have ability to identify activities related to environmental degradation and its effects on the surrounding environment. Besides, this activity is built by the following specific activities.

- a) To elaborate methods used to fight against environmental degradation.
- b) To identify the benefits of using alternative energy to overcome environmental degradation.

Specific activity 1: To elaborate methods used to fight against environmental degradation.

When teaching this specific activity you need to enable a pupil to identify methods which will give him/her skills of fighting against environmental degradation.

Teaching and learning aids/resources: Pictures showing environmental degradation, for example people cutting trees, over grazing, quarry, agriculture at the source of water, real degraded environment. **How to teach and learn**

- a) Ask pupils to brainstorm on methods of fighting against the environmental degradation.
- b) Display the picture on the board and ask pupils to elaborate the environmental degradation seen in the picture.
- c) Ask pupils to sit in groups of not more than five pupils and discuss ways of protecting the environment.
- d) Go through pupils' works in order to determine what they have discussed.
- e) Ask each group to present their works then improve where needed.

Assessing Learning

Assess pupils by giving them an exercise in order to determine the performance level reached on the ways of fighting against environmental degradation. Then record pupils' performance in the performance chart.

Feedback

Give feedback and discuss with pupils if teaching and learning methods help to reach the highest performance level according to their need to elaborate ways of fighting against environmental degradation.

Specific activity 2: To identify the benefits of alternative energy in fighting against environmental degradation.

Teaching and learning aids: The real degraded environment, pictures showing the degraded environment, for example people is cutting trees, overgrazing, quarry, cultivation near the source of water. **How to teach and learn**

- a) Ask pupils to brainstorm on meaning of alternative energy.
- b) Ask pupils to mention alternative energy they know.
- c) To put on board chart of a list of benefits of using alternative energy
- d) Ask pupils to read aloud the placed chart.
- e) To give elaboration on the benefits of alternative energy.
- f) Ask pupils to mention other benefits of using alternative energy which are not in the list.

Assessing learning

Assess pupils by giving them a project work about the benefits of alternative energy so as to fight against environmental degradation.

Feedback

By using the assessment results find the way of helping pupils who failed to reach the expected competence level.

Main Competence 2: Recognise principles of patriotism in the society

This main competence is intended to enable the pupil to have courage, develop proper plans which are realistic, be transparent, avoid putting his/her own interest before others, have a hard working spirit, persuasion skills, using a force of argument and strong ability to engage people in his/her community. Besides, this main competence is built up by three specific competences which are; to promote Tanzanian culture, to build good relationship in the community surrounding him or her and acknowledge our heroes and heroines in the society.

Specific competence 1: Promote Tanzanian culture

This main competence intends to enable pupils to recognise, value and promote their acceptable culture. This competence is built by one main activity which is to be cooperative with others in the society.

Things to consider in teaching this specific competence

- a) Aspects of Tanzanian culture.
- b) Norms and practices which are acceptable and those which are not acceptable.
- c) Culture of the area concerned.

In order to manage to teach this specific competence you are supposed to be competent in; a)
Showing cultural actions.

- b) Appreciating your culture and other peoples' culture.
- c) Analyzing the culture of different societies.
- d) Building good relationship with other institutions which promote culture.

Main Activity 2: To elaborate the importance of culture in the society.

This main activity is made by the following specific activity:

- a) To identify the importance of having a culture in the society.
- b) To elaborate the disadvantages of not having a culture in the society.

Specific activity 1: To identify the benefits of having a culture in the society.

Teaching and learning aids/resources: A chart bearing a list of words of benefit of having a culture in the society.

How to teach and learn

You can enable pupils to develop this specific activity by using a method of inviting a guest speaker who can elaborate the culture of different tribes.

- a) A guest speaker to explain culture of different tribes in the society.
- b) Give chance to pupils to ask questions on the benefits of having a culture.
- c) Display on board the chart bearing a list of benefits of having a culture in the society (they should resemble with those narrated by the guest speaker).
- d) Ask each pupil to read the benefits of culture on a chart loudly and correct their readings were necessary.

Assessing learning

Assess your pupils by giving them an exercise on the benefits of having a culture in the society, then record their level of performance in the performance chart.

Feedback

Refer the assessment results to find ways of helping pupils who failed to reach to the higher level of performance.

Specific activity 2: To elaborate the disadvantages of a nation which have no culture

Teaching and learning aids/resources: Chart bearing a list of words of disadvantages of a nation which have no culture

How to teach and learn

- a) Ask pupils to sit in groups for discussions.
- b) Give them questions to discuss on disadvantages of a nation which have no its own culture. For example the disadvantages of not having our own tradition and customs, disadvantages of not having our own foods, clothes and thinking.
- c) Ask pupils to present their discussions.
- d) Show to the pupils a chart bearing a list of words of disadvantages of a nation which have no culture. Let them give their opinions when they compare their answers with the list of words on the chart.

Assessing learning

Assess your pupils by giving them an exercise of explaining the disadvantages of a nation which have no its own culture then record their level of performance by using a performance chart.

Feedback

After teaching and learning do a recap in the class with your pupils by discussing if there are things which need to be corrected and modified in teaching and learning.

Now you can continue teaching other main and specific activities in the specific competence mentioned by following model of lesson provided.

Specific competence 3: Honour our heroes in the society

Heroic of a hero is identified by the way is helping his/her society especially during problems. Those times is when many heroes use their brain, gifts and even to sacrifice themselves for others. The importance of developing this specific competence is to enable pupils to identify things heroes did to their societies especially in solving different problems so that they can build that habit.

This specific competence has got the following main activities;

- a) To evaluate the present liberation movements in our societies (Economic political social, conceptual and cultural).
- b) To analyze heroes of Africa.
- c) To evaluate contribution of heroes of Africa.

Important things to consider in developing the mentioned specific competence

In order to implement the development of the specific competence mentioned you are supposed to consider the following;

- a) To use tools which build competences to pupils.
- b) To recognise heroes who are in our country.
- c) To understand the contribution of our heroes in our country.

d) To use participatory methods and techniques regarding the level of the pupils.

Main activity 1: To evaluate the present liberation movements in our societies (Economic political social, conceptual and cultural)

This main activity is made by the following specific activities;

- a) To elaborate the present liberation movements.
- b) To identify techniques of liberation movements which are current used.
- c) To elaborate challenges arises in those movements.

Specific competence1: To elaborate the present liberation movements.

This specific competence aimed at enabling a pupil to elaborate the present liberation movements

Teaching and learning aids/resources: Maps, magazine, flies, posters, films which show different activities of present liberation movements.

How to teach and learn Now you

can do the following;

- a) To ask pupils to read aloud article from the magazine which elaborate the present liberation movements.
- b) Ask them questions on the article they have read.
- c) Ask pupils to discuss in groups on the present liberation movements done by individuals, religious organization and the government.
- d) Ask pupils to present their discussions in the class.

Observe whether pupils have presented accordingly then improve their presentations.

Assessing Learning

Assess your pupils by giving them an exercise on the present liberation movements then record their level of performance in the performance chart.

Feedback

After teaching and learning do a recap in the class with your pupils by discussing if there are things which need to be corrected and modified in teaching and learning.

Main competence 3: Apply the knowledge of maps and solar system in daily life

This main competence enables a pupil to apply the knowledge of maps and solar system for different purposes in the environment in which he/she lives. Besides this main competence is built by two specific competences; use maps in different environment and recognise the solar system.

Specific competence 1: Use maps in different environments

This is about identification and translating maps for various uses such as direction, economic activities, terrain, construction and settlement. The importance of developing this specific competence is to enable a pupil understand ways to identify and reach an area or a place concerned in different environment. The specific competence mentioned is made up of the following main activities:

- a) To draw and read a map of the region he/she is staying.
- b) To draw and read a map of Tanzania.

In order to enable pupil to develop the specific competence mentioned a teacher is supposed to be competent in

- a) Drawing, reading and using the map.
- b) To use methods which engage pupils actively in learning.
- c) To assess learning

Main activity 1: To draw and read a map of the region of his/her residence.

This main activity targets at enabling pupils to develop competence in drawing and reading a map of the region he/she is staying. Moreover this activity is made of the following specific competences;

- a) To draw a map of the region he/she is staying showing its boundaries.
- b) To read the direction of the district in the region map by using cardinal points.

Specific activity 1: To draw a map of the region he/she is staying by showing its boundaries

When you are teaching this specific activity you are supposed to insist pupils to identify his/her location and different areas surrounds him/her.

Teaching and learning aids/resources: Map of the region he/she is staying showing different things/ locations like boundaries, settlement, natural vegetation and economic activities.

How to teach and learn

- a) Show to pupils the map of the specified region.
- b) Ask pupils to sit in groups to observe the map and identify different things like boundaries, settlement, natural vegetation and economic activities.
- c) Ask each group to draw a map of the region concerned, some groups to show boundaries, another one settlement and the next natural vegetation and economic activities.
- d) Each group to present the map they have drawn.

Observe if pupils present accordingly then improve their presentation.

Assessing Learning

Assess your pupils by giving exercise of drawing and reading the map of the region he/she is staying and record their level of performances in performance chart.

Feedback

Use assessment results to identify pupils with low levels of performance and take measures to help them grow in their performance.

Specific activity 2: Use eight inter cardinal points to read the direction of the district where he/she resides

Teaching and learning aids/resources: A map of a specified region and a model of eight inter cardinal points
How to teach and learn

- a) Ask pupils to mention eight inter cardinal points.
- b) Display a map of their region of residence on the board, ensure that a north direction symbol is visible to pupils.
- c) Ask each pupil to state a direction of their district of residence through the help of a north direction symbol.
- d) Improve pupils reading and presentation skills.

Assessing learning

Give pupils an exercise of reading maps and state the direction of different places on the map using eight inter cardinal points.

Feedback

Refer to assessment results and take measures to help pupils improve their performance

Main competence 4: Apply the economic principles in the production activities

This main competence enables the pupil to identify economic activities taking place in his/ her surrounding and how he/she can benefit from them and be independent. It is composed of three specific competences which are: to appreciate and protect country resources for sustainable development, to identify economic production activities and apply entrepreneurial skills when performing various activities.

Specific competence 3: Apply entrepreneurial skills in social activities

Entrepreneurial skills are techniques of creativity and hard work which empower a pupil to have self-awareness and build different competences for development. This specific competence enables the pupil to develop knowledge, skills and attitude that is essential for solving different problems. It is built by the following main activities: to analyse the concept of entrepreneurship and to elaborate obstacles which hinder the process of identifying opportunities available at the surroundings

Main activity 1: To analyse the concept of entrepreneurship

This main activity intends to develop pupils understanding of aspects of entrepreneurship including creativity and hard work in order to improve his/her development in learning and production. This main competence is built by the following specific competences;

- a) To explain the concept of entrepreneurship.
- b) To visit entrepreneurs at nearby communities.
- c) To elaborate the advantages of being an entrepreneur.
- d) To identify challenges facing entrepreneurs in daily activities.

Specific activity 1: To explain the concept of entrepreneurship

You are advised to emphasize to your pupil that they ought to conceptualize entrepreneurship in the course of developing this specific activity

Teaching and learning aids/ resources: A poster with features of entrepreneurship

How to teach and learn

- a) Use brainstorming technique to empower pupils conceptualize entrepreneurship
- b) Improve pupils answers and then display a poster bearing features of entrepreneurship on the board
- c) Ask each pupil to read loudly the poster which bearing features of an entrepreneurship.
- d) Observe pupils participation in group discussions and organize their presentations.

Observe pupils presentations and improve them.

Assessing learning

Assess them by using an exercise that examines their ability to conceptualize and explain features of entrepreneurship. Record their performances on a performance chart.

Feedback

Use assessment results to identify pupils with low performance and take measures to help them improve.

Specific activity 2: To identify entrepreneurs who are nearby their communities

Teaching and learning aids/resources: A chart bearing names of prominent entrepreneurs who are nearby communities.

How to teach and learn

- a) Ask brainstorming questions for the pupils to mention prominent entrepreneurs that they know with their activities.
- b) Display a chart bearing a list of names of entrepreneurs.

- c) Ask pupils to read those names of entrepreneurs on a chart.
- d) Ask pupils to mention various activities of entrepreneurs performed by those people mentioned.

Assessing learning

Use an exercise to determine pupil's ability to identify entrepreneurs who are nearby their places with the activities they perform.

Feedback

Use assessment results to identify pupils with a low level of performance and take measures to help them develop their ability to identify entrepreneurs available at their locality.

Specific activity 3: To elaborate the advantages of being an entrepreneur

Teaching and learning aids/resources: A chart bearing a list of advantages of entrepreneurship.

How to teach and learn

You can use a guest speaker method which requires you to invite an expert in entrepreneurship education or an entrepreneur to talk to pupils.

- a) Invite a guest to explain advantages of entrepreneurship.
- b) Allow pupils to ask questions with regards to explanation of guest.
- c) Display a chart showing advantages of entrepreneurship and ask each pupil to read them on a chart and make corrections where necessary

Assessing learning

Give pupils an exercise to examine their ability to elaborate advantages of entrepreneurship.

Feedback

Hold a discussion with pupils on issues which need to be improved for a successful learning in the future.

Specific activity 4: To identify challenges which entrepreneurs encounter in their daily activities.

Teaching and learning aids/resources: A chart bearing a list of challenges facing entrepreneurs.

How to teach and learn

Facilitate pupils to do the following;

- a) Prepare a case study of an entrepreneur who faced challenges such as fall of prices of goods, rise of transportation costs and loss of some goods.
- b) Organize pupils in groups and let them read the case study to identify the challenges inside it.

- c) Ask pupils to identify other challenges of entrepreneurship apart from those portrayed in the case study.
- d) Display a chart of challenges and ask pupils to compare them with what they have identified.
- e) Wind up the session by elaborating the importance of overcoming challenges in order to become successful entrepreneurs.

Assessing learning

Assess pupils with a small project of interviewing entrepreneurs they know about challenges which they face in their daily life, then put the information in their portfolio.

Feedback

Based on assessment results identify pupils whose performance is low and take measures to help them.

You can now proceed with preparation and teaching of the remaining specific competences.

APPENDIX

The Table of Analysis of Main and Specific Activity for Standard III to VII Social Studies

STANDARD III

S/N.	Main Competence	Specific Competence	Main Activity	Specific Activity
			a) To analyse things which make up the school environment	<ul style="list-style-type: none"> • To mention things that are available in the school environment. • To explain the benefits of the things available in the school environment. • To draw things which are available in the school environment.

			<p>b) To clean the classroom</p> <ul style="list-style-type: none"> • To sweep the class and collect the waste product • Dust rubbing • Mopping the classroom
			<p>c) To clean the environment around the school area</p> <ul style="list-style-type: none"> • To mention the things which pollute the school environment. • To identify tools which used to clean the school environment and their uses. • To perform actions of cleaning the school environment.
			<p>d) To analyse the benefits of clean environment</p> <ul style="list-style-type: none"> • To mention the benefits of cleaning home and school environment • To identify the effects resulting from dirt environment. • To explain the benefits of environment to living things.

S/N.	Main Competence	Specific Competence	Main Activity	Specific Activity
			<p>e) To describe steps in planting grass , trees and flowers in the environment.</p>	<ul style="list-style-type: none"> • To describe how to select an area for planting. • To describe how to dig/ to prepare an area for planting trees and putting manure. • To plant and irrigating the grass, trees and flowers.
			<p>f) To elaborate how to plant and maintain flowers, trees and grass at home and school premises step-by step.</p>	<ul style="list-style-type: none"> • To describe how to select seeds and seedlings to be used in flowers, trees and grass. • To participate in planting seeds and seedlings for flowers, trees and grass in the school premises. • To explain how to maintain flowers, trees and grass.

		1.3 Use knowledge of weather condition in daily activities.	a) To elaborate the concept of temperature.	<ul style="list-style-type: none"> • To describe symptoms of heat conditions. • To describe the symptoms of cold conditions. • To measure temperature and record the readings. • To explain the condition of temperature in his or her living area.
			b) To identify different ways of protecting ourselves against severe cold and high temperature in the environment.	<ul style="list-style-type: none"> • To mention ways of protecting oneself against cold and hot condition. • To describe the strategies of protecting oneself against high cold. • To describe the strategies of protecting oneself against high temperature.
2	Recognize the principles of patriotism in the society.	2.1 Promote Tanzanian Culture.	a) To demonstrate acts of greetings among Tanzanian ethnic groups.	<ul style="list-style-type: none"> • To demonstrate actions of greetings like shaking hands, kissing, kneeling and hugging. • Greeting people of different age correctly. • Greeting in different times of the day correctly.

S/N.	Main Competence	Specific Competence	Main Activity	Specific Activity
			b) To sing and play various known traditional games and dance.	<ul style="list-style-type: none"> • To identify different traditional tools used to play various traditional games and dances • To prepare different traditional tools used to play various traditional games and dances. • To play various traditional games and dances.
			a) To analyse our family.	<ul style="list-style-type: none"> • To explain the meaning of and the origin of the family. • Explain the relationships of people living in a family.

		surrounding society.	b) To elaborate his/her relationship with friends.	<ul style="list-style-type: none"> To show activities performed by him and his friends at school. To analyse five benefits of having good relationship with friends at school. To analyse the disadvantages of lack of good relationship.
			a) To identify senior leaders of Tanzanian government since independence.	<ul style="list-style-type: none"> To identify the names of presidents and their tenure of power since independence. To identify the names of leaders acted as prime ministers at different phases of their regime since independence.
			b) To elaborate the contribution made by Tanzanian senior leaders since independence	<ul style="list-style-type: none"> To mention the contributions of senior Tanzanian leaders since independence. To explain the contributions of senior Tanzanian leaders since independence.
3	Apply the knowledge of maps and the solar system in daily life.	3.1 Use a map in different environment.	a) To identify real objects available in the classroom.	<ul style="list-style-type: none"> To mention real objects available in the classroom. To draw pictures of real objects available in the classroom. To relate real objects with pictures.

S/N.	Main Competence	Specific Competence	Main Activity	Specific Activity
			b) To draw a map showing different objects in the school.	<ul style="list-style-type: none"> To explain the meaning of map by showing the relationship of a picture and its map. To draw the map of classroom which shows the objects like desks, chairs, blackboard, doors, rubber,

				chalks and cupboards of books.
		3.2 Recognize solar system (in surrounding environment).	a) To explain things that make the solar system.	<ul style="list-style-type: none"> • To identify the objects that seen in the sky during the day. • To lists the objects that seen in the sky during night. • To elaborate the objects that seen in the sky during the day and night.
			a) To explain the resources owned by the family.	<ul style="list-style-type: none"> • To identify resources owned by a family and their uses. • To explain the contributions of resources in promoting family income. • To identify the challenges facing the use of family resources. • To explain ways of protecting family resources.
			b) To identify the resources which are owned by the school.	<ul style="list-style-type: none"> • To mention the resources owned by a school. • To elaborate the uses of school resources. • To discuss the sources of destruction of school resources. • To explain how pupils participate to protect school resources.
S/N.	Main Competence	Specific Competence	Main Activity	Specific Activity

		4.2 Identify production activities in the society.	a) To analyse production activities in a village.	<ul style="list-style-type: none"> • To identify production activities in a village. • To mention tools which are used in production activities in a village. • To mention the benefits of production activities in the village.
			b) To assess the responsibility of each member of the family in production activities.	<ul style="list-style-type: none"> • To explain the responsibility of each member of the family in production activities • To assess the importance of production in the society.
		4.3 Apply entrepreneurial skills in social activities	To assess economic activities in different environments.	<ul style="list-style-type: none"> • To categorize the economic activities which can be practised in a fertile land. • To mention economic activities which can be practised in areas with heavy rain.

STANDARD FOUR

S/N.	Main Competence	Specific Competence	Main Activity	Specific Activity
			a) To identify activities which contribute to the environmental degradation in a village neighbourhood.	<ul style="list-style-type: none"> • To identify things which make up the village/street environment. • To mention activities which contribute to the environmental degradation in a village/street area. • To explain the impact of environmental degradation in a village/stree/ward.

			<p>b) To elaborate activities related to environmental conservation in the village/street.</p>	<ul style="list-style-type: none"> • To identify environmental conservation activities in a village/street. • To assess the benefits of conserving village/street environment. • To categorise people and various institutions that involved in protection of the environment.
			<p>a) To identify events in the society.</p>	<ul style="list-style-type: none"> • To describe events which occurred at school and home. • To identify means of getting information. • To identify materials used to collect information on events. • To use various tools to collect information on events.
			<p>b) To analyse methods used to collect information on historical events</p>	<ul style="list-style-type: none"> • To describe methods used to keep her records of his/her subject at school. • To elaborate the benefits of keeping records of events in the family and at school. • To identify the disadvantages of failure to keep records of family events.

S/N.	Main Competence	Specific Competence	Main Activity	Specific Activity
			<p>a) To elaborate the concept of weather.</p>	<ul style="list-style-type: none"> • To lists the components of weather. • To identify rain conditions. • To identify advantages of rain.

			b) To identify the weather changes of rainfall.	<ul style="list-style-type: none"> • To explain the concept of weather changes. • To explain the impacts of heavy rainfall. • To assess appropriate ways of precluding with rain.
	2.1 Promote Tanzanian culture		a) To identify things which build relationship among people in the society.	<ul style="list-style-type: none"> • To identify things which make people to cooperate in school and at home. • To identify things which Tanzanian society currently cooperate. • To perform actions which show cooperation. • To explain the disadvantages caused by lack of cooperation among the people in the society. • To analyse the causes of relationship breakdown.
			a) To elaborate the concept of relationship.	<ul style="list-style-type: none"> • To explain the benefits of good relationship in the family. • To analyse the benefits of good relationship in the family. • To identify the disadvantages of lack of good relationship in the family.
			b) To analyse our clan.	<ul style="list-style-type: none"> • To explain the concept of clan. • To explain the conflicts that occur in the current clans. • To mention ways of solving them.

S/N.	Main Competence	Specific Competence	Main Activity	Specific Activity
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		<p>c) To identify ancient communal society.</p>	<ul style="list-style-type: none"> • To mention characteristics of ancient communal society. • To identify factors which built relationship in ancient society. • To identify the current societies of Tanzania which have characteristics of ancient communal societies.
		<p>d) To analyse ancient feudal society.</p>	<ul style="list-style-type: none"> • To identify the characteristics of ancient feudal society. • To identify things which enhanced relationship in feudal society. • To identify the current Tanzania societies with feudal characteristics.
		<p>a) To identify our heroes.</p>	<ul style="list-style-type: none"> • To explain the characteristics of heroes in Tanzanian context. • To identify the names of the former heroes opposed invasion in our nation. • To explain the reasons which cause those heroes to oppose invasion in our nation.
		<p>b) To identify invasion of our Nation.</p>	<ul style="list-style-type: none"> • To state the current invasion conflicts in our society. • To explain the background of conflicts caused by the contemporary invasion in our society. • To explain the reasons for protesting invasion in the contemporary society. • To explain the methods which are used to protest the invasion in our contemporary society. • To analyse the challenges of protesting against such invasion.

S/N.	Main Competence	Specific Competence	Main Activity	Specific Activity
			c) To assess the contributions of our heroes	<ul style="list-style-type: none"> To explain the contribution of our heroes in the contemporary generation. To explain methods of honouring our heroes in our nation.
			a) To draw the map of a school and indicate map symbols.	<ul style="list-style-type: none"> To identify symbol of maps. To draw a map of a school and shows its boundaries and the things available in the school environment.
			b) To draw the cardinal points	<ul style="list-style-type: none"> To identify the cardinal points. To draw the cardinal points. To elaborate the cardinal points by using a drawing..
		3.2 Recognize solar system in the environment. moon light.	a) To analyse solar system	<ul style="list-style-type: none"> To mention eight planets which form a solar system. To identify things available on the planet earth such as land, lakes, forests, house, rift valleys, human being, animals, trees, grasses, oceans, river and mountains.
		Explain the different between sunlight and	b) To identify natural light in the environment.	<ul style="list-style-type: none"> To mention objects which provide natural light in the environment. To explain the importance of natural light in the environment. To explain the different between sunlight and moon light.
4	Apply economic principles in production activities.	4.1 Value and preserve the resources of the country.	a) To identify resources in a village/street and ward.	<ul style="list-style-type: none"> To mention the resources available in a village/street and village and ward

				<ul style="list-style-type: none"> To elaborate the uses of resources in a village/ street and ward.
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S/N.	Main Competence	Specific Competence	Main Activity	Specific Activity
				<ul style="list-style-type: none"> To elaborate the contribution of resources in the development of a village/street/ward. To explain the actions which destroy the resources of a village/ street/ ward.
			b) To analyse the methods of protecting the resources of the village and ward.	<ul style="list-style-type: none"> To identify the methods of protecting the resources of a village/street/ ward. To identify ways of keeping a village/street and ward resources. To explain the challenges related to protection of village and ward resources.
			c) To assess the resources available in our district.	<ul style="list-style-type: none"> To mention the resources available in our district. To identify the contributions of resources in the development of our district.
			a) To identify production activities in a village/street/ward.	<ul style="list-style-type: none"> To explain the production activities in a village/street and ward level. To categorise the needs of the village/street and ward To make a survey to the areas where there are production activities in a village and ward. To analyse the importance of production activities for the development of a village/street and ward.

			<p>b) To elaborate the obstacles in production activities.</p>	<ul style="list-style-type: none"> • To identify challenges which face production activities in a village and ward. • To analyse the importance of production activities for the development of a village and ward. • To suggest ways of solving barriers of production activities.
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S/N.	Main Competence	Specific Competence	Main Activity	Specific Activity
		4.3 Apply entrepreneuring skills in social activities.	a) To identify the opportunities available in the environments which have minerals, national parks and forests.	<ul style="list-style-type: none"> • To explain the opportunities which are available in the areas with minerals. • To identify the opportunities which are available in areas with forests. • To mention the opportunities available in areas with national parks. • To visit a village/street and ward environment in order to identify the available opportunities.

STANDARD FIVE

S/N.	Main Competence	Specific Competence	Main Activity	Specific Activity
			a) To assess the environmental degradation.	<ul style="list-style-type: none"> • The concept of environmental degradation. • To identify the impact of economic activities on the environment. • To explain the strategies of dealing with environmental degradation caused by economic activities.
			b) To analyse the preservation of source of water.	<ul style="list-style-type: none"> • To explain source of water. • To explain actions that destructing source of water source. • To identify the impact caused by destruction of source of water. • To explain the methods used to protect water sources in the surrounding areas.
			a) To analyse historical events	<ul style="list-style-type: none"> • To identify historical events occurred in Tanzania. • To identify the source of historical events.
			b) To elaborate on historical events record keeping.	<ul style="list-style-type: none"> • To collect and write historical information in the surrounding environment. • To explain the methods of taking historical records. • To identify areas in Tanzania where historical records are kept.

		1.3 Use knowledge of weather condition in daily activities.	a) To elaborate the concept of wind	<ul style="list-style-type: none"> • To explain the indicators of wind in the environment. • To mention the benefits of wind to the people and environment. • To identify effects of the strong wind to human beings and environment.
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S/N.	Main Competence	Specific Competence	Main Activity	Specific Activity
			b) Wind Measuring	<ul style="list-style-type: none"> • To explain the tools used to measure wind. • To explain the steps to follow in measuring wind. • To draw tools which used to measure speed and direction. • To create a model which is used to measure wind direction.
		2.1 Promote Tanzanian culture.	a) To identify elements of culture	<ul style="list-style-type: none"> • To explain the concept of culture. • To explain the importance of culture in the society. • To elaborate factors which affect our culture. • To identify elements of culture available in the society where he/she lives. • To play dances and sing traditional songs of the society they live. • To identify methods of maintaining good customs and traditions in the society.

		2.2 To build good relationship with the surrounding society.	a) To analyse the relationship between Tanzania and European countries up to 1961.	<ul style="list-style-type: none"> • To explain the reasons of relationship between Tanzania and European countries up to 1961. • To identify areas of relationship between Tanzania and European countries up to 1961 in terms of economic, social and political aspects.
			b) To analyse the strategies used to establish the relationship between Tanzania and European countries up to 1961.	<input type="checkbox"/> To explain the contributions of explorers in the establishment of relationship between Tanzania and European countries up to 1961.

S/N.	Main Competence	Specific Competence	Main Activity	Specific Activity
				<ul style="list-style-type: none"> • To classify the contributions of missionaries in the establishment of relationship between Tanzania and European countries up to 1961. • To explain the contribution of traders in the establishment of relationship between Tanzania and European countries up to 1961.

			<p>c) To elaborate the results of the relationship between Tanganyika and European countries up to 1961</p>	<ul style="list-style-type: none"> • To identify the results of the relationship between Tanganyika and European countries up to 1961 economically. • To analyse the results of the relationship between Tanganyika and European countries up to 1961 socially • To identify the results of the relationship between Tanganyika and European countries up to 1961 politically
		2.3 Honour our heroes in the society	<p>a) To identify current invasion on African countries (economically, politically, socially and culturally.</p>	<ul style="list-style-type: none"> • To explain the causes of current invasion in African countries (economically, politically, socially and culturally. • To mention the techniques used to invade the African Continent. • To explain the methods which African countries use to protest against current invasion.

S/N.	Main Competence	Specific Competence	Main Activity	Specific Activity
			<p>b) To analyse African heroes who protested invasion of their countries</p>	<ul style="list-style-type: none"> • To explain the characteristics of heroes. • To state the reasons for African heroes to protest invasion of African continent. • To elaborate the methods which were used by heroes to protest against invasion in African Continent. • To assess the contribution of our heroes to protest against invasion in African continent.

3	Apply the knowledge of maps and the solar system is the daily life.	3.1 Use maps in different environment.	a) To use eight inter cardinal points.	<ul style="list-style-type: none"> To draw eight inter cardinal points of the world. To construct a model of eight inter cardinal points. To use eight inter cardinal points of the earth to explain the direction of their neighbourhood and village from their school.
			b) To draw a map of a village and ward.	<ul style="list-style-type: none"> To show boundaries. To use eight inter cardinal points to read a map of a village and ward.
			a) To analyse the solar system.	<ul style="list-style-type: none"> To identify components of the solar system. To identify the characteristics of the planet earth.
			b) To elaborate the rotation of the earth.	<ul style="list-style-type: none"> To explain the rotation of the earth on its axis. To analyse rotation of the earth around the sun. To explain the impacts of the rotation of the earth and its axis on human being and environment.

S/N.	Main Competence	Specific Competence	Main Activity	Specific Activity
			c) To elaborate the concept of low and high tides.	<ul style="list-style-type: none"> To explain the meaning of high and low tides. To analyse the reasons for high and low tides. To elaborate the impacts of high and low tides.
			a) To identify the resources available in the region where he/she lives.	<ul style="list-style-type: none"> To identify the resources available in the region where he/she lives. To assess the contribution of resources in the development of region.

			b) To elaborate the strategies of protecting resources of the region.	<ul style="list-style-type: none"> To identify the actions of destructing resources in his/her region. To suggest ways of protecting the resources of a region.
		4.2 Identify production activities in the society.	a) To differentiate the production activities that existed before and after independence.	<ul style="list-style-type: none"> To identify activities that existed before and after independence. To explain the activities that existed after independence. To explain the income and expenditure which result from production activities.
		4.3 Apply entrepreneurship skills in social activities.	a) To identify the activities practised in areas with lakes, ocean, animal husbandry urban and the industries.	<ul style="list-style-type: none"> To explain activities practised in areas with lakes and ocean. To analyse activities practised in urban areas To mention activities practised in areas with and animal husbandry and industries.

STANDARD SIX

S/N.	Main Competence	Specific Competence	Main Activity	Specific Activity
			a) To analyse the hazards associated with environment degradation.	<ul style="list-style-type: none"> To explain the concept of climate change. To elaborate the concept of global warming. To suggest methods used to fight against hazards caused by environmental degradation.
			b) To assess the actions which deal with environmental degradation.	<ul style="list-style-type: none"> To elaborate methods to fight against environmental degradation. To identify the benefits from using alternative energy in response to

				environmental degradation.
			a) To arrange events by considering the sequence of time. (For example from present to past.)	<ul style="list-style-type: none"> • To collect information from different events. • To analyse information according to time. • To arrange information of events according to the sequence of time.
			b) To present the historical information of events.	<ul style="list-style-type: none"> • To explain the methods of presenting information of different events. • To write and explain information of different events.
			c) To analyse the methods of keeping records by considering the sequence of time. (For example from present to past.)	<ul style="list-style-type: none"> • To elaborate the methods of keeping records example magazine, books and pictures etc. • To analyse the benefits of record keeping. • To identify the disadvantages of each method of record keeping. • To explain things which can destroy the kept records.

S/N.	Main Competence	Specific Competence	Main Activity	Specific Activity
			a) To identify components of weather.	<ul style="list-style-type: none"> • To explain weather condition of an area where one lives. • To explain the weather conditions of Tanzania.

		daily activities.	<p>b) To measure the components of weather in a where one place lives.</p>	<ul style="list-style-type: none"> • To visit the centre of weather condition in order to write various information about weather. • To identify equipment used to measure weather. • To explain the importance of measuring weather condition.
			<p>c) To analyse seasons of the year.</p>	<ul style="list-style-type: none"> • To identify seasons of the year. • To explain the activities practised in the respective environment. • To elaborate the relationship between seasons of the year and the activities practised in the environment.
			<p>a) To analyse culture for life.</p>	<ul style="list-style-type: none"> • To identify the ancient customs and traditions in the society. • To differentiate current customs and traditions from the past in the society. • To identify appropriate customs and traditions present in the current society. • To explain the impact of inappropriate traditions and customs in the society. • To explain ways of fighting against bad customs and traditions .
			<p>b) To describe the importance of culture in the society.</p>	<ul style="list-style-type: none"> • To identify benefits of culture in the society. • To explain the disadvantages of a nation without its own culture.

S/N.	Main Competence	Specific Competence	Main Activity	Specific Activity
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		<p>2.2 Build good relationship with the surrounding society.</p>	<p>a) To analyse the relationship between Tanzania and other African countries.</p>	<ul style="list-style-type: none"> • To explain the concept of relationship between Tanzania and African countries. • To identify the reason for such relationship. • To identify the areas of relationship between Tanzania and other African countries (politically, socially and economically.) • To identify the methods used to build relationship between Tanzania and other African countries. • To analyse the benefits that Tanzania gain from other African countries due to relationship.
			<p>b) To elaborate the methods of maintaining relationship between Tanzania and other European countries.</p>	<ul style="list-style-type: none"> • To mention ways which are used to maintain the relationship, for example the establishment of various communities. • To explain the precautions to take before establishing relationship, for example to be careful in signing different treaties. • To analyse the precautions to take after establishing the relationship for example to be carefully in signing treaties.
		<p>2.3 Honour our heroes in the society</p>	<p>a) To assess the current liberation movements in our societies (economically, politically, socially, intellectually and culturally).</p>	<ul style="list-style-type: none"> • To explain the current liberation movements. • To identify techniques for liberation available in the environment. • To elaborate the challenges facing liberation.

S/N.	Main Competence	Specific Competence	Main Activity	Specific Activity
			b) To analyse African heroes	<ul style="list-style-type: none"> • To identify names of African heroes who participated in liberation movement in African continent. • To explain the reasons for participating in liberation movements in the African continent. • To identify methods used by heroes in liberation movements in Africa.
			c) To assess the contribution of African heroes.	<ul style="list-style-type: none"> • To explain the contribution of our heroes (economically, socially, politically and culturally) in Tanzania and African continent in general. • To elaborate the lessons our societies learnt from our heroes.
			a) To draw and read a map of the region he/she lives	<ul style="list-style-type: none"> • To draw a map of a region he/she lives and indicate its boundaries. • To read the direction of district in the map of the region by using eight intercardinal points.
			b) To draw and read the map of Tanzania.	<ul style="list-style-type: none"> • To draw a map of Tanzania. • To show its regions. • To read directions of regions in the map of Tanzania by using eight intercardinal points. • To show vegetation on a map of Tanzania. • To show the ethnic groups Tanzania and their community on the map of Tanzania. • To identify the importance of map in daily life.

S/N.	Main Competence	Specific Competence	Main Activity	Specific Activity
			a) To elaborate the concept of the earth to rotate around the sun.	<ul style="list-style-type: none"> To explain the results of the earth to move around the sun to human and environment. To explain the relationship between changes of seasons and human activities.
			b) To elaborate the eclipse of the sun and the moon.	<ul style="list-style-type: none"> To explain the concept of eclipse of the moon/lunar To identify the results of the lunar eclipse (moo). To explain the concept of eclipse of the sun To identify the results of the eclipse of the sun
			a) To analyse the resources of Tanzania.	<ul style="list-style-type: none"> To explain the resources available in Tanzania To identify the contribution of resources in the development of the nation. To explain the obstacles on using of our resources. To suggest methods of overcoming obstacles on using our our resources. To identify challenges which an entrepreneur face in his/her daily activities.
			b) To explain the activities involved in the protection of our resources.	<ul style="list-style-type: none"> To discuss the methods which contribute to the destruction of resources. To describe the methods of protecting the resources of the nation.
		4.2 Identify production activities in the society.	a) To assess the production activities in Tanzania.	<ul style="list-style-type: none"> To explain the benefits of production activities to Tanzania. To explains things which promote production in Tanzania.

S/N.	Main Competence	Specific Competence	Main Activity	Specific Activity
			b) To analyse how production activities contribute to relationship between Tanzania and other countries.	<ul style="list-style-type: none"> To explain the concept of investment activities. To explain the concept of open market.
			a) To explain the concept of entrepreneurship.	<ul style="list-style-type: none"> To explain the meaning and characteristics of entrepreneurship. To identify the entrepreneurs from their societies. To describe the benefits of entrepreneurship. To identify challenges which face an entrepreneur in daily activities.
			b) To elaborate limitations in identifying the available opportunities in the environment.	<ul style="list-style-type: none"> To identify the challenges that the society face in using the available opportunities in the environment. To elaborate steps which are taken to overcome challenges of using available opportunities in the environment.

STANDARD SEVEN

S/N .	Main Competence	Specific Competence	Main Activity	Specific Activity
	1.0 Identifying different events occurring in his or her environment	1.1 Conserving one's surrounding environment	A)Analysing natural disasters caused by environmental degradation and their effects on our daily life	<ul style="list-style-type: none"> Mentions natural disasters Explains natural disasters and how they cause environmental degradation Explains causes of natural disasters
			b) Analysing the link between	<ul style="list-style-type: none"> identify Causes of natural disasters that

			environmental degradation and natural disasters	by relating the causes to each other
			c) Analysing the precautions to take in order to deal with the effects of natural disasters by giving examples	<ul style="list-style-type: none"> analyse The precautions to take when one is dealing with the effects of natural disasters
				<ul style="list-style-type: none"> Analysing the causes of fire disasters and showing how to prevent them
				<ul style="list-style-type: none"> Explaining how to use the principles of firefighting and rescue in his or her environment
		1.2 Keeping records of historical events	a)Comparing the development of tools of production during the Stone Age, Iron Age and the present Age of science and technology	<ul style="list-style-type: none"> The development of tools of production during the Stone compare Age, the Iron Age and the present Age of science and technology
			b)Differentiating the changes in development between the Stone Age and the Iron Age in economic, social, political and cultural aspects	<ul style="list-style-type: none"> Differentiate the changes in development between Stone Age and the Iron Age in economic, social, political and cultural aspects
			c) Discussing technological effects on the society during the Stone Age and the Iron Age	<ul style="list-style-type: none"> Discuss technological effects on society during the Stone Age and the Iron Age

		1.3 Using knowledge of weather conditions in everyday activities	Climatic zones and their characteristics have been analysed in relation to daily activities	<ul style="list-style-type: none"> • Defines the term • ‘climatic zones’ • Explain the term ‘climatic zones’ and the climatic zones of weather conditions in • Tanzania
			b) Differentiating the changes in development between the Stone Age and the Iron Age in economic, social, political and cultural aspects	<ul style="list-style-type: none"> • Differentiated the changes in development between Stone Age and the Iron Age in economic, social, political and cultural aspects
			c) Discussing technological effects on the society during the Stone Age and the Iron Age	<ul style="list-style-type: none"> • Discuss Technological effects on society during the Stone Age and the Iron Age have been
		1.3 Using knowledge of weather conditions in everyday activities	a) Analysing the climatic zones of Tanzania and their characteristics in relation to daily activities	<ul style="list-style-type: none"> • Analyse Climatic zones and their characteristics in relation to daily activities
			b) Clarifying the factors affecting climate in Tanzania in relation to daily activities carried out	<ul style="list-style-type: none"> • Analyse Factors affecting climate in Tanzania in relation to daily activities carried out
			c) Analysing the climatic changes in Tanzania and their effects on daily activities	<ul style="list-style-type: none"> • Analyse The climatic changes and their effects on daily activities
	2.0 Identifyin	2.1 Maintaining the	a) Evaluating the role of	<ul style="list-style-type: none"> • Evaluate The role of Tanzanian traditions

	g the principles of patriotism in the society	Tanzanian culture	Tanzanian traditions and customs since the pre-colonial period and suggesting ways of maintaining suitable cultural practices	and customs since the pre-colonial period and ways of maintaining suitable cultural practices
			b) Evaluating the effects of Tanzanian unacceptable traditions and customs since the pre-colonial period and ways of eradicating them in order to build the foundation for societal development	<ul style="list-style-type: none"> Evaluate the Effects of unacceptable traditions and customs in Tanzania since the pre-colonial period and ways of eradicating them to build the foundation for societal development have
		2.2 Honouring our heroes	a) Analysing the effects of the nationalist struggles that were organised by African heroes in fighting for their countries' independence and explaining how to use those struggles to protect and value our independence	<ul style="list-style-type: none"> The effects of the nationalist struggles organised by African heroes in fighting for their countries' independence have been and explanations on how to use those struggles to protect and value our independence
			b) Evaluating strategies which	<ul style="list-style-type: none"> Strategies devised to fight for

			Africans devised to fight for independence in various colonies in Africa and their effects	independence in various colonies in Africa and their effects on developing good relationships in the societies
		2.3 Building good cooperation for the development of society	a) Analysing economic, political, cultural and social developments that have been attained in Tanzania since 1961 and its effects	<ul style="list-style-type: none"> Economic, political, cultural and social developments that have been attained in Tanzania since 1961 and their effects
			b) Describing the available means of transportation connecting Tanzania with other countries and their contribution to maintaining international relations and fostering the economic development of Tanzania	<ul style="list-style-type: none"> The available means of transportation connecting Tanzania with other countries and their contribution to maintaining international relations and fostering the economic development of Tanzania
	3.0 Applying the knowledge of maps and the astronom	3.1 Using maps in different kinds of environment	a) Using the concepts of latitude and longitude to locate different parts of the	<ul style="list-style-type: none"> Latitudes and longitudes have been used to locate different parts of the country on maps

	y to daily life		country on maps	
			b) Calculating time by using longitudes	<ul style="list-style-type: none"> calculate Time been by using longitudes and all the steps followed
		3.2 Describing the solar system	a) Explaining the earth's movements and their effects on human activities	<ul style="list-style-type: none"> The earth's movements and their effects on human activities
			b) Identifying human activities and explaining how they affect the ozone layer	<ul style="list-style-type: none"> Human activities on the earth's surface and how they affect the ozone layer
			a) Evaluating population and settlements and showing how they affect production activities	<ul style="list-style-type: none"> Population and settlements and how they affect production activities
			b) Relating geographical, economic and social criteria to factors for population distribution	<ul style="list-style-type: none"> Geographical, economic and social criteria have been identified as factors for population distribution
			c) Analysing the factors affecting population and showing how to control them	<ul style="list-style-type: none"> Factors affecting population and how to control them
			d) Identifying the effects of rapid population growth	<ul style="list-style-type: none"> Effects of rapid population growth and how

				to control it have
4.0 Applying economic principles in income generating activities	4.1 Identifying production activities in the society	a) Relating economic activities to their advantages in East African countries		<ul style="list-style-type: none"> Economic activities and their advantages in East African countries have been related
		b) Analysing tourism activities in East Africa and their economic contribution		<ul style="list-style-type: none"> Tourism activities in East Africa and their economic contribution
	4.2 Applying entrepreneurial skills to daily activities	a) Discussing entrepreneurial activities and their contribution to the growth of production		<ul style="list-style-type: none"> Entrepreneurial activities and their contribution to the growth of productions
		b) Analysing opportunities arising from transport and means of communication found in his or her locality		<ul style="list-style-type: none"> Opportunities arising from transport and means of communication found in his or her area
		c) Evaluating the effects of illegal entrepreneurial activities and showing the way they can affect social development		<ul style="list-style-type: none"> The effects of illegal entrepreneurial activities and the way they can affect the development of the society

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