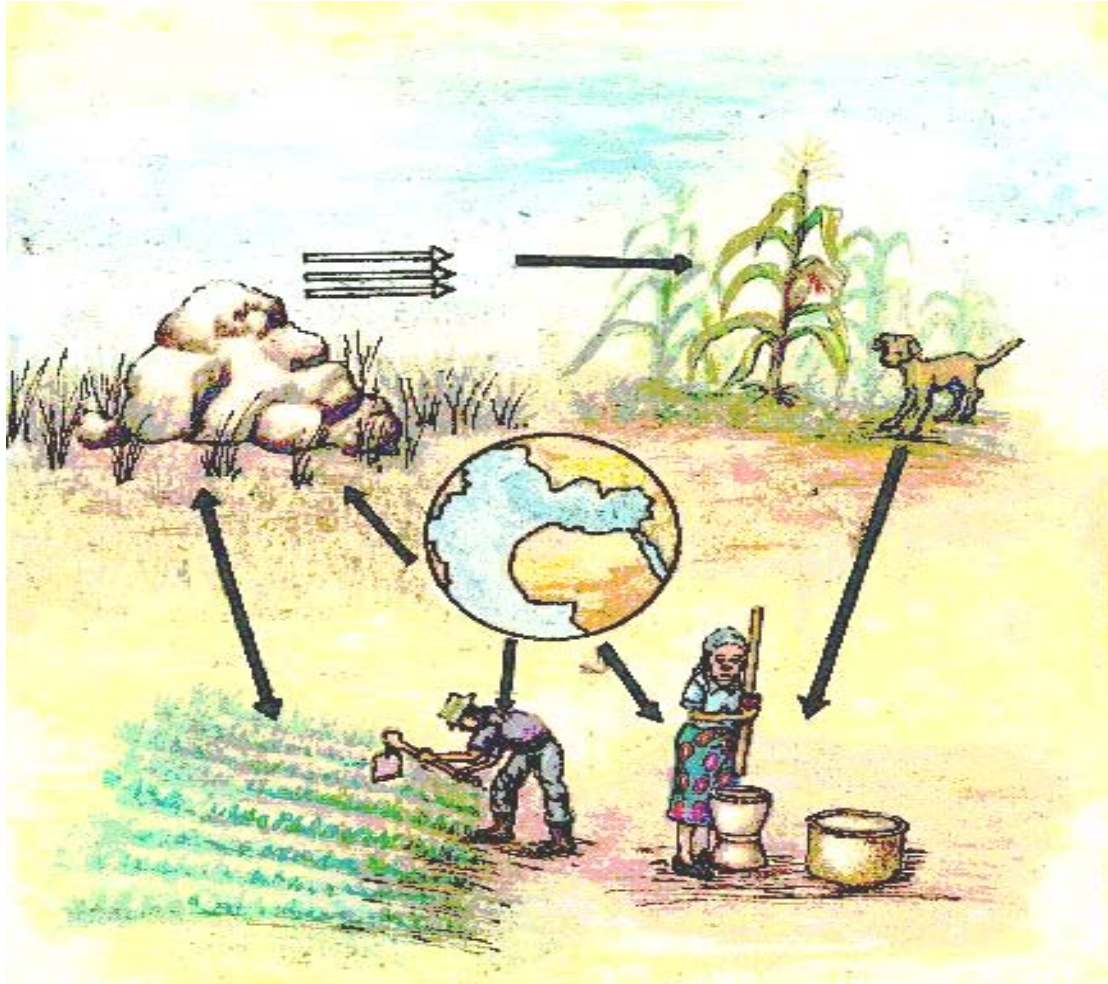


MALAWI PRIMARY EDUCATION

SOCIAL STUDIES



Supplementary Teacher's Guide
for
Standard 5

Malawi Institute of Education

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**Supplementary Teacher's Guide
for
Standard 5**

Malawi Institute of Education

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Introduction

Social Studies is the study of various integrated disciplines such as geography, history, civics, political science, religion and sociology. It is a unique subject on the school curriculum which deals with events or issues that continually take place in the local community, in Malawi as a nation and the wider global community. A number of contemporary socio-cultural and environmental issues such as governance, justice, HIV and AIDS, drug and substance use and abuse and environmental degradation demand our attention. Thus, the supplementary teacher's guide and pupils' book have been developed to equip teachers with relevant knowledge and methods to handle the contemporary issues being addressed by the new social studies syllabus. Teachers are encouraged to use participatory approaches when teaching social studies.

Purpose of the supplementary teacher's guide

The purpose of the supplementary teacher's guide is to:

- provide content on the new topics which have been incorporated in the social studies syllabus such as human rights and responsibilities, use and abuse of power, human virtues, district administration and the courts
- provide additional information on the already existing topics such as HIV and AIDS, environment, drug and substance use and abuse
- furnish teachers with learning activities for the various lessons
- assist teachers on how to effectively use the locally available resources
- build confidence in teachers when teaching social studies

How to use the supplementary teacher's guide

This supplementary teacher's guide has been developed for use by practising teachers and any other instructor in the teaching of social studies in Standard 5. The materials have been purposely divided into units that assist the teacher to prepare for social studies lessons. The units in this teacher's guide tally with those in the pupils book. Each unit has the following components: *why teach this unit, objectives, key words, skills to be developed, values and attitudes to be developed, suggested teaching and learning resources, pre-requisite knowledge, skills and values, suggested teaching and learning activities, summary, pupil assessment, glossary and references*. Outlined below are some guidelines on how each component can be handled.

Why teach this unit

- This component highlights the rationale of the unit. This will assist you to understand what the unit seeks to achieve.
- Make a deliberate effort to ensure that pupils understand the significance of the unit.

Objectives

- These are the expected learning outcomes which every pupil should achieve after going through the planned activities of the unit.
- State or write these objectives at the beginning of the lesson.
- These objectives can also be converted into lesson evaluation questions at the end of each lesson.
- Ensure that pupils have understood the objectives before you proceed

Key terms

- These are terms which pupils must first master if they are to understand the lessons.
- Ensure that pupils understand these terms by engaging in such tasks as concept formation so that they should know what the terms mean.

Skills to be developed

- Social studies helps pupils to develop useful skills which will assist them to behave as responsible citizens of their communities.
- This component suggests some of the useful skills the unit seeks to develop in children for them to participate as active citizens in their communities.

- These skills can only be developed if pupils are actively involved in classroom activities. Therefore, it is important for you to ensure that all pupils take part in lesson activities.

Values and attitudes to be developed

- Social studies is one of the subjects in the school curriculum which transmits values and attitudes to young children such as honesty and justice, responsibility and respect.
- Values and attitudes take time to develop and are difficult to assess. However, it is possible to find out by asking pupils to give their personal opinions on various incidents or situations and asking them to clarify their responses.

Suggested teaching and learning resources

- These are some of the teaching and learning aids that will assist you to simplify complex ideas.
- You are free to use or make any other teaching and learning resource where appropriate.
- You are encouraged to use your local environment as a source of resources as much as possible.

Pre-requisite knowledge, skills and values

- This is the experience which pupils bring with them into the classroom related to the unit.
- It is advisable to tap on this experience when teaching the unit by asking pupils what they already know about the topic. This helps to activate pupils' prior knowledge and stimulate their interest in the new material.

Suggested teaching and learning activities

- These are suggested activities designed to achieve the objectives of the lesson.
- Ensure that all pupils are engaged in the planned activities.
- Ensure that instructions are clear to pupils.
- Plenary sessions should be carefully conducted for effective discussion and feedback.

Summary

- This section highlights the main points covered in the unit.
- Use the points to consolidate the unit.

Pupil assessment

- These are activities for pupils to do that will assist you to find out whether your lesson has been successful.
- This component also allows pupils to demonstrate what they have learned.

Glossary

- This is a list of definitions of key terms used in the unit.
- Ensure that pupils understand these key terms.

References

This is a list of books, articles and papers which can be referred to for further information.

The new social studies syllabus: sources of information for handling the topics

This outline provides you guidance on:

- strands and topics that appear in the new syllabus
- sources of content you can use from the social studies materials already available in schools
- units that have been developed to assist you to fill gaps in the new syllabus

Theme: Our district

Strands and topics in the new social studies syllabus (2003)	Sources of information for use when teaching
<p>1 Population, past and present</p> <p>1.1 Composition of the population in the district</p> <p>1.2 Background of the people in the district</p> <p>1.3 Number of people in the district and their distribution</p> <p>1.4 Factors influencing population change in the district</p> <p>1.5 Effects of population change in the district</p> <p>1.6 Contributions of past and present prominent leaders in the district (traditional, religious and political)</p>	<p>Refer to the old Std. 5 Social Studies teachers' guide and pupils' book (1995)</p> <ul style="list-style-type: none"> • <i>Unit 4:</i> Composition of people in the district • <i>Unit 5:</i> Leaders in the district and their duties • <i>Unit 15:</i> The population of the district • <i>Unit 16:</i> Causes and results of population change in a district
<p>2 Physical environment</p> <p>2.1 Physical features in the district</p> <p>2.2 Importance of the physical features in the district</p> <p>2.3 Destructive agents of the environment</p> <p>2.4 Conservation of the environment</p>	<p>Refer to:</p> <p>(1) the Old Standard 5 Social Studies teachers' guide and pupils' book (1995)</p> <ul style="list-style-type: none"> • <i>Unit 2:</i> Location of the district • <i>Unit 3:</i> Major physical features in the district • <i>Unit 14:</i> The physical environment <p>(2) this supplementary teachers' guide and accompanying pupils' book (2004)</p> <ul style="list-style-type: none"> • <i>Unit 1:</i> The environment
<p>3 Resource management and development</p> <p>3.1 Types of resources</p> <p>3.2 Farming practices</p> <p>3.3 Manufacturing industry</p> <p>3.4 Fishing industry</p> <p>3.5 Transport and communication</p> <p>3.6 Trade and commerce</p>	<p>The Coordinating PEA is advised to organize a workshop to produce relevant materials for use in the district. The materials will thereafter be used during zonal training at the TDC.</p> <p>Information can be obtained from various departments and institutions within the district e.g. department of agriculture, forestry and works</p>
<p>4 Civic rights and responsibilities</p> <p>4.1 Institutions in the district</p> <p>4.2 District administration</p> <p>4.3 Types of courts and their functions</p> <p>4.4 Rights and responsibilities and freedoms for all citizens</p> <p>4.5 Use and abuse of power and status</p>	<p>Refer to:</p> <p>(1) the Old Standard 5 Social Studies teachers' guide and pupils' book (1995)</p> <ul style="list-style-type: none"> • <i>Unit 12:</i> Local government councils • <i>Unit 13:</i> Social institutions in the district <p>(2) this supplementary teachers' guide and accompanying pupils' book</p> <ul style="list-style-type: none"> • <i>Unit 3:</i> Human rights and responsibilities • <i>Unit 4:</i> Use and abuse of power • <i>Unit 5:</i> District administration • <i>Unit 6:</i> Types of courts and their functions
<p>5 Social environment</p> <p>5.1 Customs and traditions in the district</p> <p>5.2 Cultural expressions</p> <p>5.3 Beliefs, taboos and superstitions that promote or retard development</p>	<p>Refer to:</p> <p>(1) the Old Standard 5 Social Studies teachers' guide and pupils' book (1995)</p> <ul style="list-style-type: none"> • <i>Unit 9:</i> Aspects of culture, customs and traditions

5.4 Human virtues	(2) this supplementary teachers' guide and pupils book (2004) <ul style="list-style-type: none"> • <i>Unit 2: Human virtues</i>
6 Critical contemporary issues 6.1 HIV and AIDS 6.2 Gender 6.3 Drug, alcohol and substance use and abuse	Refer to Units 7, 8 and 9 from this supplementary teachers' guide and accompanying pupils book
7 Safety 7.1 Accidents at playground, in the kitchen, at the garden or field 7.2 Road safety	Refer to the old Standard 5 Social Studies teachers' guide and pupils' book (1995) <ul style="list-style-type: none"> • <i>Unit 10: Safety in working and recreational places</i> • <i>Unit 11: Safety on the roads</i>

UNIT 1

The environment

Why teach this unit

The environment can be defined as the world around us. It refers to the physical, social and cultural components around us which are all interrelated.

Changes in one of these components can have effects on the others. These changes can have either positive or negative effects on natural resources and the quality of life. It is therefore important that pupils are aware of the importance of the environment and the effects of destroying it so that they can take appropriate conservation measures.

Objectives

By the end of this unit, pupils should be able to:

- explain the meaning of the term *environment*
- identify components of the environment
- explain the interdependence of the components of the environment
- explain the importance of the environment
- identify wild animals found in the environment
- identify destructive agents of the environment
- explain the effects of destroying the environment
- describe ways of conserving the environment
- state the dangers of living in a dirty school environment
- demonstrate how to keep their school environment clean and attractive
- explain the importance of keeping the school environment clean
- appreciate the need for conserving the environment

Key terms

Ensure that pupils understand the following terms: environment, physical environment, social environment, cultural environment, pollution, poaching, catchment area, conservation, natural resources, destructive agents.

Skills to be learned

Ensure that pupils acquire, practise and develop the following skills: participation, drawing, decision making, problem solving, values clarification, taking up action, critical thinking, recording, and observation.

Values and attitudes to be learned

Ensure that pupils acquire the following values and attitudes: environmental appreciation, care for the environment, responsibility, respect, and cooperation.

Suggested teaching and learning resources

The following resources may be used:

- The local environment
- Chart showing components of the environment
- Photographs, magazines and newspaper articles on the environment
- Maps of the district
- Resource persons

Pre-requisite knowledge, skills and attitudes

Pupils already know some things that surround them and their importance. They may have experienced the consequences of environmental destruction. Pupils might have also taken

part in conserving the environment and keeping it healthy. This knowledge should be used in this unit.

Meaning of the term environment

The term *environment* refers to all living and non-living things that make up our surroundings. Some of the things found in the environment are: mountains, hills, rivers, plants, animals, water, air, light, soil, rocks, buildings and culture.

Components of the environment

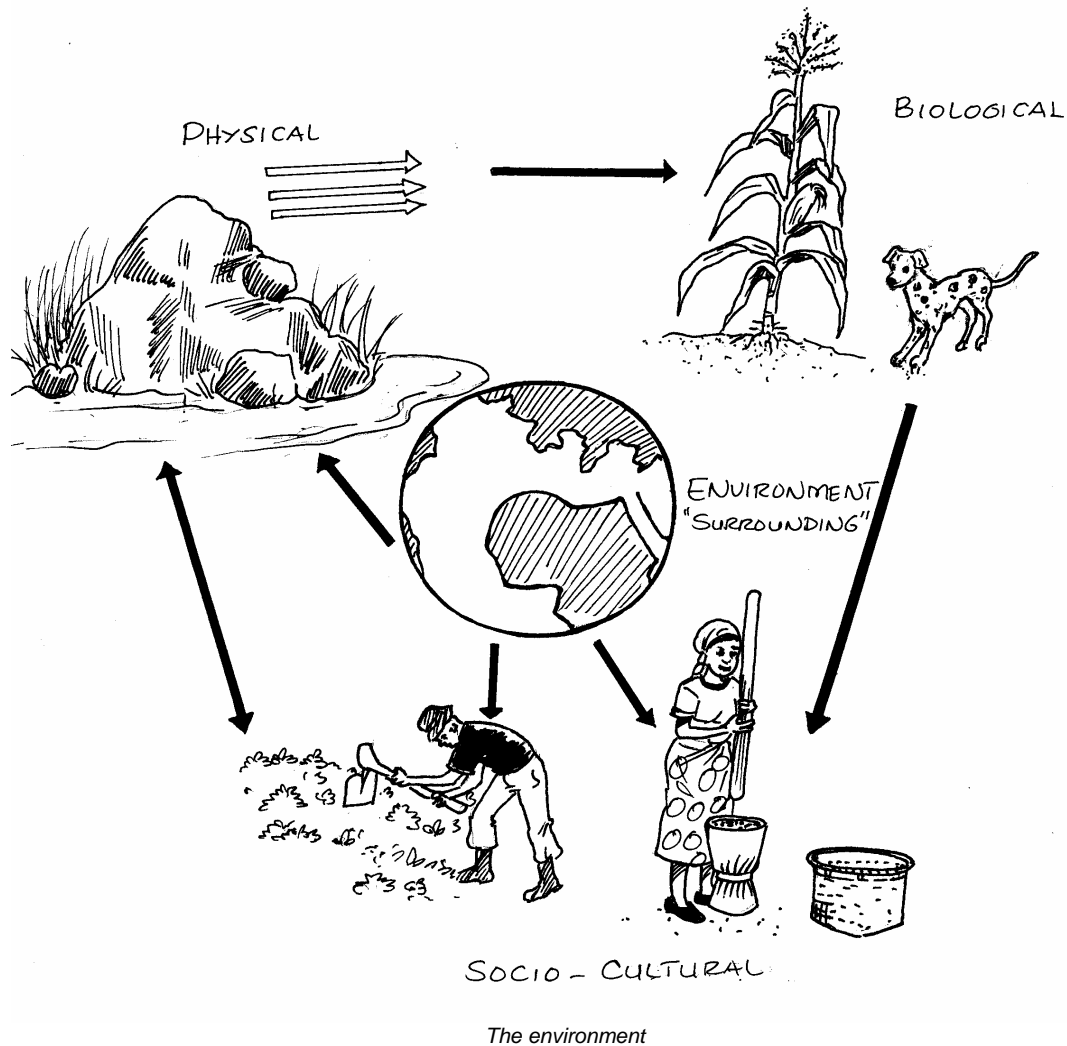
The environment is made up of the following components:

- Physical environment: soil, air, rocks, minerals, mountains, light, rivers, lakes, plants and animals
- Social environment: vehicles, buildings, roads, family, political system, bridges and dams
- Cultural environment: customs, traditions, values, buildings, languages, taboos and religion

Activity 1: (2 periods)

- 1 Pupils should visit the local school environment and record whatever they observe.
- 2 Pupils should report their findings in class.
- 3 The teacher should assist the pupils to discuss the meaning of the term 'environment' and its components.
- 4 In groups, let them classify things observed into physical, social and cultural environment using the table below:

Physical environment	Cultural environment	Social environment



- 5 Ask pupils to study the above illustration and in groups discuss the interdependence of the components.
- 6 Let them report their findings in a plenary.

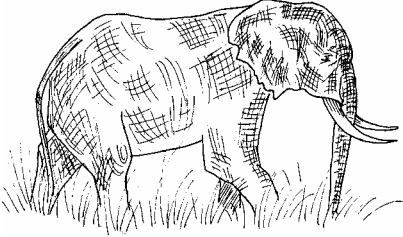
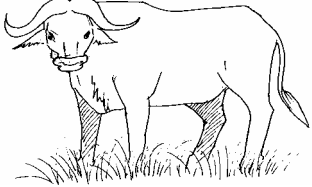
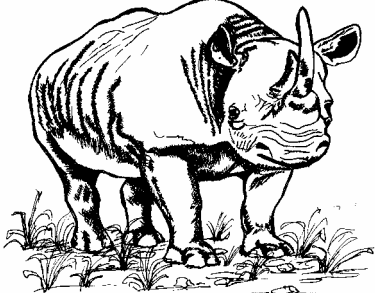
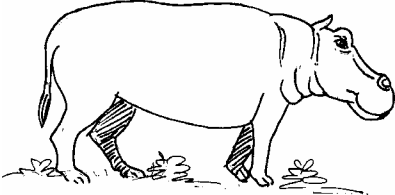
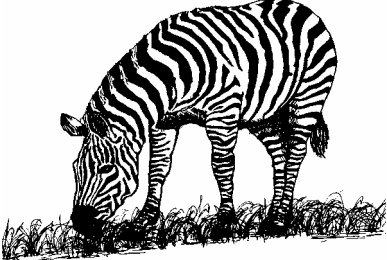
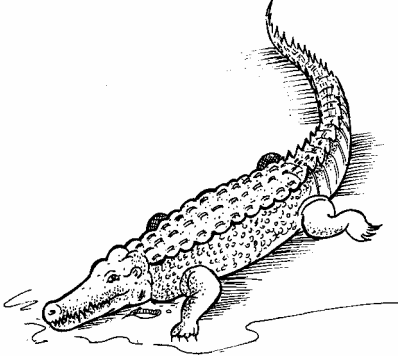
Importance of the environment

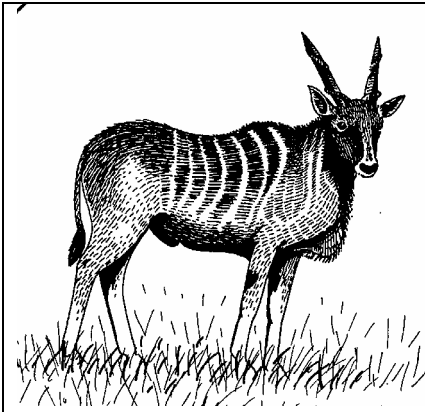
The environment is important because it:

- provides land which is used for growing crops
- provides building materials such as poles, reeds, timber and grass
- is a source of water
- is a source of minerals such as gold, copper, coal, oil and iron
- is a source of medicines
- provides land for buildings, roads and bridges
- is a source of fresh air (i.e. oxygen)
- it is the home of wild animals

Wild animals found in the environment

Some of the animals found in the environment are as follows:

	<p>Elephant (<i>njobvu, zovu</i>) is found in Vwaza Game Reserve, Kasungu National Park, Liwonde National Park. It feeds on grass, tree leaves and food crops. Most of the elephants have been killed for their tusks (ivory)</p>
	<p>Buffalo (<i>njati</i>) is a big animal, with bent horns, and looks like a cow. It feeds on grass and is found in Lengwe.</p>
	<p>Rhino (<i>chipembere</i>) has two horns, one shorter than the other. It eats grass. Its horn is sold at international markets. It is found only at Liwonde National Park. Like the elephant, it is hunted for its horns.</p>
	<p>Hippopotamus (<i>mvuu, bokho, chigwere</i>): Its body is big with short legs. It has a big head with a big mouth. It has small ears and eyes and a thick skin. It lives in rivers and lake swamps but can stay out on land as well. The hippo feeds on vegetation. In Malawi, they are found in Vwaza marsh, Shire river and Liwonde National Park.</p>
	<p>Zebra (<i>mbidzi, boli</i>) has black and white stripes. It is found on the Nyika National Park and feeds on grass.</p>
	<p>Crocodiles (<i>ng'ona, ng'wina</i>) are found in rivers (eg Shire) and lakes. They are killed for their skin which is used in the leather industry. Some people eat its meat, especially the tail.</p>



Eland (*nyala*) has long twisted horns. It is found in Lengwe, Nyika and Liwonde National Parks. It feeds on grass, leaves, flowers and fruits.

Activity 2: (1 period)

- 1 In groups, let pupils identify wild animals in their local environment.
- 2 Let them discuss the importance of the wild animals.
- 3 Let them present their group work in a plenary.

Destructive agents of the environment

The environment is being destroyed by different things referred to as destructive agents.. These agents cause damage to soil, water, vegetation and air. Examples of these destructive agents are people, animals, running water, wind and bush fires. The destructive agents cause damage to the environment in the following ways:

- **People**
 - by careless cutting down of trees leaving the soil bare, hence encouraging soil erosion
 - poor farming practices, such as cultivating along steep slopes, causing soil erosion
 - poor disposal of industrial waste and refuse causing water and air pollution
 - by opening of more settlements and farming areas which leads to less land for wild life
 - by poaching leading to reduction and disappearance of some wild species
- **Running water and wind**
These agents blow and wash away top soil leading to soil erosion.
- **Animals**
Through overgrazing, animals leave the ground bare. The bare ground is easily eroded by wind or running water.
- **Bush fires**
Grass and trees are burnt down. In the process, the ground is left bare whereas many living things are killed.

Activity 3 (2 periods)

- 1 In groups, let pupils move around the school and observe how the local environment has been destroyed.
- 2 Ask them to record the type of damage observed and suggest what may have caused the damage.
- 3 In the same groups, let pupils suggest solutions to the damage.
- 4 Ask pupils to draw pictures showing the destruction of the environment by different agents (*teacher to ensure that there is variety in the pictures drawn*).
- 5 Display the drawings on the chalkboard under the title “**STOP DESTROYING OUR HOME**”.
- 6 Let each group report the findings to the class for discussion.

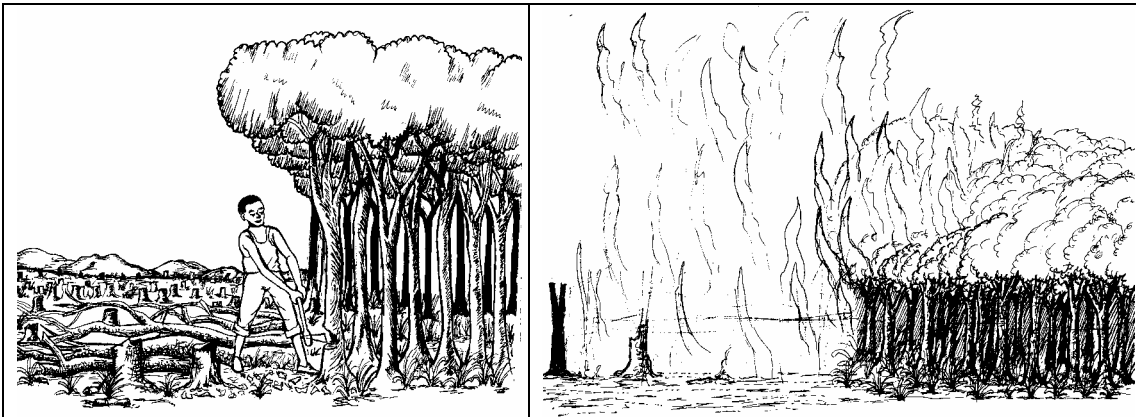
Effects of destroying the environment

When the physical environment is destroyed, there are a number of effects on plants, animals and people's lives. Some of the effects are:

- the top soil is washed away and crops do not grow well
- rivers and dams dry up due to intense heat leading to inadequate water supply
- vegetation is removed and animals lose their shelter; people lose firewood, construction materials and medicine
- rainfall is reduced, leading to drought in some cases
- natural forests and wildlife are destroyed, leading to a reduction in the number of tourists visiting our country hence less foreign income

Activity 4(1 period)

- 1 Ask pupils to study and write brief explanations of what they see in the two diagrams below
- 2 In pairs, pupils should share and discuss the effects of what is depicted on the environment.
- 3 Selected pairs should report their work.



Conservation of the environment

Conservation of the environment involves protecting, preserving, careful management and use of soil, vegetation, water and animal resources.

Conservation measures for soil

Soil can be conserved by:

- avoiding bush fires
- planting trees and grass
- avoiding overgrazing
- practising crop rotation
- making ridges across the slope
- making box ridges and contour bands
- applying composite manure

Conservation measures for vegetation

Vegetation can be conserved by:

- avoiding bush fires
- avoiding careless cutting down of trees
- planting trees and grass
- enforcing laws regulating the use of forest reserves
- establishing forest reserves
- constructing firebreaks
- avoiding overstocking and over grazing

Activity 5 (1 period)



Bare land with gullies

- 1 Let pupils study the picture that shows bare land with gullies formed.
- 2 Pupils should explain the effects of deforestation as depicted in the picture.
- 3 In pairs, let pupils discuss ways to address the situation.
- 4 Ask them to report their work to the whole class.

Conservation measures for water resources

Water can be conserved by:

- building dams
- planting trees in catchment areas
- avoiding overgrazing
- avoiding farming along rivers and lakes
- avoiding water pollution
- making box ridges and contour bands
- using water wisely

Activity 6 (1 period)

- 1 In groups, let pupils discuss sources of water in their area
- 2 Let them discuss ways of conserving this water
 - a. in homes
 - b. in farms
- 3 Let pupils report their work in a plenary.

Conservation measures for wild animal

Animals can be conserved by:

- rearing animals
- domesticating wild animals
- avoiding poaching
- avoiding bushfires
- controlling overpopulation of animals in an area
- establishing national parks and game reserves
- empowering local leaders to regulate/control the use of animal resources
- reinforcing the laws that protect animal resources

Activity 7 (1 period)

- 1 Let pupils in pairs discuss how wild animals can be conserved.
- 2 Let them identify wildlife protected areas on a map of Malawi.

Making our school environment clean and beautiful

The school environment has to be kept clean and beautiful for pupils to learn better. All pupils should be involved in cleaning and making their school environment beautiful and attractive.

Activity 8 (1 period)

Let pupils individually read the story and in groups answer the questions that follow.

Yendani and Changa were pupils at a certain school. One day they walked around the school surroundings. The surroundings were very dirty. But they picked two mangoes which had fallen from a mango tree and ate them without washing their hands.

Questions

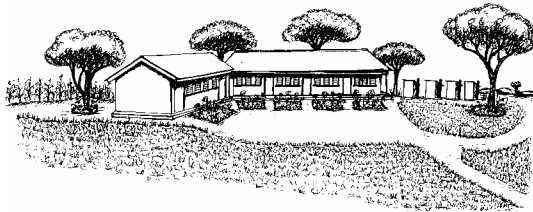
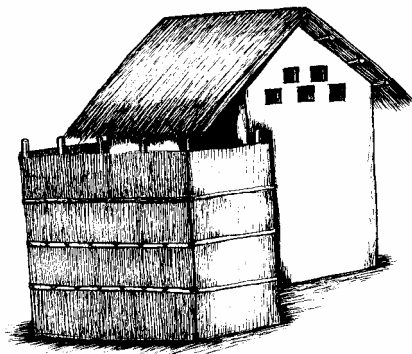
- 1 How did the school environment look like?
- 2 What might happen to the pupils after eating the mangoes? Give reasons for your answer?
- 3 If you were one of the two pupils, what could you have done after picking the mangoes?
- 4 Let groups report their work

Ways of keeping the school environment clean and beautiful

Some of the ways of keeping the school environment clean and beautiful are:

- sweeping school surroundings
- throwing rubbish into pits and burning it
- having well constructed pit latrines
- mopping or smearing latrines regularly
- cutting tall grass around school premises
- demarcating the school ground with necessary paths to avoid lawn trespassing
- making flowerbeds and planting a variety of flowers
- planting trees and shrubs around the school
- storing things and teaching and learning materials accordingly
- filling up cracks and holes in school walls and floors

The diagrams below show how to maintain a clean and beautiful school environment.



Activity 9

- 1 In groups, let pupils explain what they see from the diagrams
- 2 Let pupils draw pictures to show different activities of keeping the school environment clean
- 3 Project:
 - organise a practical class competition on how to make the school environment clean and beautiful
 - organise pupils in groups and assign portions during cleaning for the whole term and grade them continuously
 - the school should prepare prizes for the winning group at the end of each term

Importance of keeping the school environment clean and beautiful

The importance of keeping the school environment clean and beautiful is to:

- reduce the spread of diseases
- keep the air around the school clean and fresh
- keep the school environment clean and beautiful
- avoid injuries from sharp objects

Activity 10 (2 periods)

- 1 Take pupils around the school to observe the cleanliness of the surroundings.
- 2 In groups, let pupils discuss and record their findings.
- 3 Ask pupils to individually explain why it is important to keep the surroundings clean and beautiful.

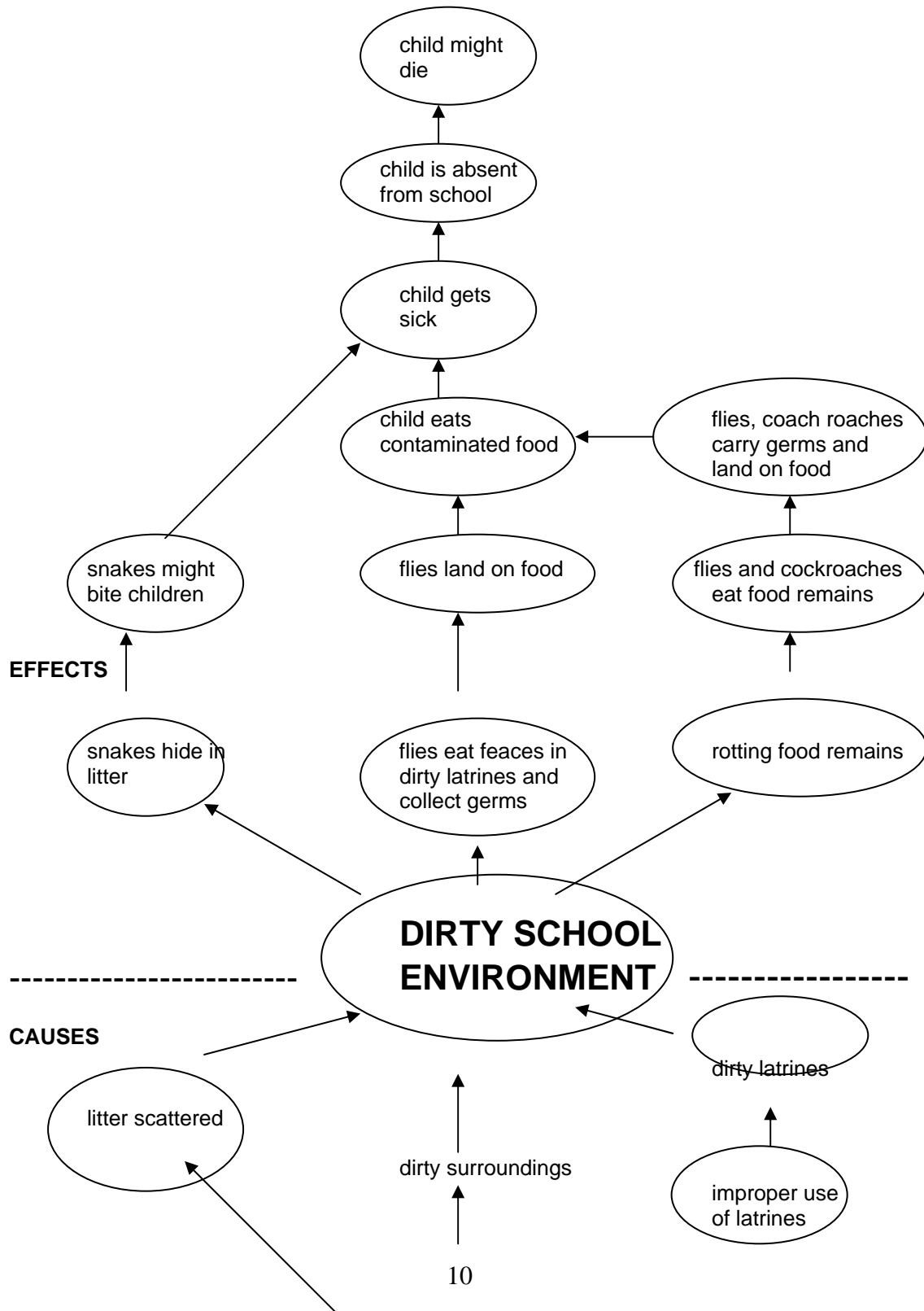
4 Let pupils report their work to the whole class.

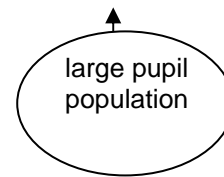
Dangers of living in a dirty school environment

Activity 11 (2 periods)

- 1 Demonstrate how to develop future's wheels.
- 2 In groups, let pupils develop future's wheels about a dirty school environment.
- 3 Ask pupils to present the future's wheels they have developed.
- 4 Let pupils display their work.

An example of future's wheels





Summary

The term *environment* is defined as constituting what surrounds us. Environment refers to the physical, social and cultural components all of which are interrelated.

The environment is important to all living things because they depend on it for survival. However the environment can be destroyed by different agents. It is therefore important that it should be conserved.

Pupil assessment

- 1 Explain the term *environment*.
- 2 List any two components of the environment.
- 3 Briefly describe how each of the following factors destroys the environment:
 - people
 - animals
 - running water
- 4 Explain five problems caused by destroying vegetation and soil.
- 5 How would you conserve vegetation in your area?
- 6 Explain two ways in which bush fires affect wild animals.
- 7 What happens when the school environment is dirty?
- 8 What would you do if you found a friend or someone:
 - throwing away rappers in the school grounds?
 - cultivating on a steep slope?
 - using the bush as a toilet?

Glossary

Culture : A way of doing things adopted by a given society

References

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UNIT 2

Human virtues

Why teach this unit

Human virtues play an important role in creating order, stability and harmony in our communities. Young people need to be socialised into acceptable moral behaviour if they are to behave in a constructive and responsible manner. This will assist them to differentiate between acceptable and unacceptable forms of behaviour. It is, therefore, important that moral virtues are transmitted to pupils so that they can behave in a morally acceptable way and uphold values of life.

Objectives

By the end of this unit, pupils should be able to:

- explain the term *human virtues*
- identify human virtues
- explain the importance of human virtues
- Identify human virtues needed in conflict resolution
- demonstrate human virtues needed in peaceful conflict resolution

Key terms

Ensure that pupils understand the following key terms: fortitude, honesty, impartiality, justice, prudence, temperance and tolerance.

Skills to be learned

Ensure that pupils are able to acquire, practice and develop the following skills: discussing, listening, critical thinking.

Values and attitudes to be learned

Ensure that pupils are able to acquire, practice and develop the following values and attitudes: impartiality, love, tolerance, human dignity, unity and empathy.

Suggested teaching and learning resources

The following may be used:

- Local environment
- Resource persons
- Pupils' experiences
- Pictures of children doing different activities
- Bible and Quran
- Newspaper articles on human virtues
- Videos on human virtues

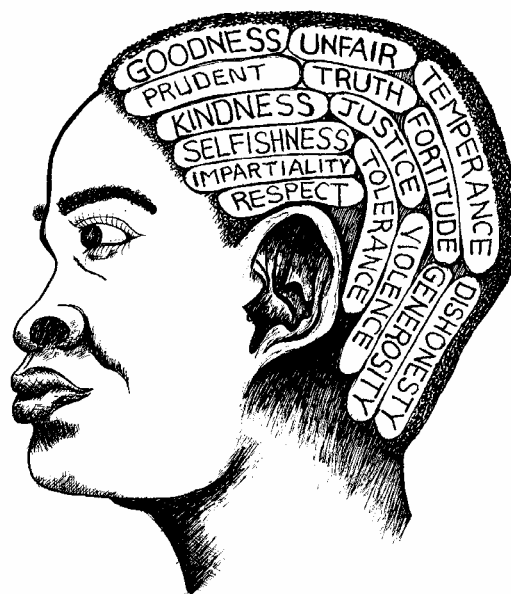
Prerequisite knowledge, skills and attitudes

Pupils have already experienced being loved, being in good relationships, being cared for and cooperation. This experience should be used to introduce the unit.

Human virtues

Human virtues are qualities, traits and characteristics displayed by human beings which are considered as socially acceptable. These qualities are universally recognised as good for

humanity. Examples of human virtues include honesty, justice, tolerance, impartiality, temperance, fortitude, prudence and respect.



Activity 1 (1 period)

- 1 In groups, ask pupils to explain what they understand by human virtues.
- 2 Let them give some examples of behaviours accepted by the society.
- 3 Let them discuss the drawing above and identify human virtues and vices
- 4 Let them share their findings with the whole class.

Justice is fairness or rightness in the treatment of other people. It implies fairness in making judgement as well as putting the law into action. For example, a class leader giving fair treatment to noise makers without regard to friendship.

Activity 2: (1 period)

Ask pupils to read the following story and answer the questions at the end.

Two brothers were driving from Blantyre to Lilongwe. On the way, they hit a pedestrian who died on the spot. Nobody else except the two witnessed the accident. After some time, the police announced the accident on the radio that the body of an elderly person was found along the Lizulu-Ntcheu road and that he was believed to be a victim of a hit and run car. In the announcement, the police appealed that anybody who witnessed the accident should report to the nearest police station.

- 1 If you were one of the two brothers who would like to see justice prevail, what would you do?
- 2 What would your brother do?
- 3 What should the two brothers have done during the accident to show that they believed in justice?

Impartiality is the absence of any bias towards a particular person or opinion. It implies fair judgement of a situation or opinion.

Honesty is to be truthful with one's conscience, doing the right thing at the right time. For example, a pupil who picks a lost pencil and gives it to the teacher to find the owner.



Tolerance means respecting other people's views even when they are different from our own. It is a very important value basic to living in harmony. Tolerance means more than a grudging acceptance of ideas that are different from our own. It also means being fair and open minded. For example, people of different cultures or religion should tolerate one another's beliefs and practices.

Temperance is a quality which makes a person govern/control his or her emotions. It is regarded as characteristic of all the moral virtues that control longing for pleasures of the senses, for example, the desire to steal. Temperance is associated with other virtues like abstinence, chastity and modesty.

Prudence is the ability to decide on the most suitable action. It means caution and wisdom in conduct.

Fortitude is the ability to stick to one's convictions or values. Such persons are not easily moved by emotions or appearance. It also describes the courage by individuals suffering great pain or facing great difficulties.

Activity 3 (2 periods)

- 1 Let pupils read the Biblical parable of the Good Samaritan.
- 2 In pairs, let them identify human virtues demonstrated in the parable.
- 3 Let pupils tell who displayed human virtues and who displayed vices in the parable.



A good Samaritan

Parable of the Good Samaritan (Luke 10:25-35)

A teacher of the Law came up and tried to trap Jesus. 'Teacher, he asked, What must I do to receive eternal life?'

Jesus answered him, 'What do the Scriptures say? How do you interpret them? The man answered, 'Love the Lord your God with all your heart, with all your soul, with all your strength, and with your entire mind'; and 'Love your neighbour as you love yourself.'

'You are right', Jesus replied; 'do this and you will live'.

But the teacher of the Law wanted to justify himself, so he asked Jesus, 'Who is my neighbour?' Jesus answered, 'There was once a man who was going down from Jerusalem to Jericho when robbers attacked him, stripped him, and beat him up, leaving him half dead. It so happened that a priest was going down that road; but when he saw the man, he walked on by, on the other side. In the same way a Levite also came along, went over and looked at the man, and then walked on by, on the other side. But a Samaritan who was travelling that way came upon the man, and when he saw him, his heart was filled with pity. He went over to him, poured oil and wine on his wounds and bandaged them; then he put the man on his own animal and took him to an inn, where he took care of him. The next day he took out two silver coins and gave them to the innkeeper. 'Take care of him,' he told the innkeeper, 'and when I come back this way, I will pay you whatever else you spend on him'.

Human virtues and conflict resolution

Human virtues play an essential part in settling differences among people holding different views or having different interests. Virtues such as tolerance, empathy and respect assist in reconciling people with different interests and views. For example, when a person has empathy, she or he is able to understand situations that other people are in.

Activity 4 (1 period)

- 1 Ask pupils to work in groups to discuss how each of the following virtues can assist in resolving conflict peacefully:
 - justice
 - tolerance
 - honesty
 - impartiality
 - temperance
- 2 Let pupils share their findings with the whole class.

Summary

Human virtues are qualities of behaviour that promote cooperation, unity and order in a society. Some human virtues include tolerance, honesty, fortitude, temperance, prudence, impartiality and justice. These virtues are important in resolving conflict peacefully.

Pupil assessment

- 1 List some behaviour that society would consider acceptable. Explain why.
- 2 Explain any three vices that can bring disunity to the community
- 3 Write any three advantages of human virtues.
- 4 Let pupils identify situations in the school that require human virtues.
- 5 Let pupils role play how human virtues can assist in conflict resolution.

Glossary

<i>Virtues</i>	:	standards of acceptable behaviour
<i>Vices</i>	:	behaviours that are not accepted by society
<i>Conflict</i>	:	quarrel or disagreement
<i>Resolution</i>	:	settlement of differences or disagreements

References

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UNIT 3

Human rights and responsibilities

Why teach this unit

Human rights are generally misunderstood by people including school children. For instance not many people appreciate that the enjoyment of rights is accompanied by responsibility. Therefore, it is important that people know their rights and responsibilities. This knowledge will assist them to exercise their rights responsibly. This awareness will also assist them to know relevant institutions from which to seek advice and protection when their rights are violated.

Objectives

By the end of this unit, pupils should be able to:

- explain the term human rights
- identify human rights and limitations to rights
- explain the rights and responsibilities of citizens in a democratic state
- identify children's rights and their responsibilities
- identify practices that violate children's rights
- identify women's rights
- describe practices that violate women's rights
- identify rights of the minority
- examine practices that violate rights of minority
- identify institutions that protect the rights of citizens
- appreciate the importance of observing human rights in a country

Key terms

Ensure that pupils understand the following terms: human rights, justice, rights of the minority, discrimination, citizen, responsibility.

Skills to be learned

Ensure that pupils acquire, practice and develop the following skills: assertiveness, communication, critical thinking and decision making.

Values and attitudes to be developed

Ensure that pupils acquire the following values and attitudes: respect, cooperation, tolerance, justice and empathy.

Suggested teaching and learning resources

The following resources may be used:

- Pupils' experiences
- The Constitution of the Republic of Malawi
- The Convention of the Rights of the Child (CRC)
- The African Charter for the Rights and Welfare of Children (ACRWC)
- The Convention for Elimination of all forms of Discrimination Against Women (CEDAW)

Prerequisite knowledge, skills and attitudes

Pupils have already come across the term *human rights* either through the radio, newspapers or their friends. They may have been personally abused or seen others whose rights have been violated. Use this experience when teaching this unit.

Human rights

There are several definitions of human rights. Below are some of them:

- Human rights are defined as generally accepted principles of fairness and justice.
- Human rights may be defined as universal moral rights that belong equally to all people simply because they are human.
- Sometimes human rights are called natural rights.

Human rights are supposed to be enjoyed, exercised and claimed by all people by virtue of being human.

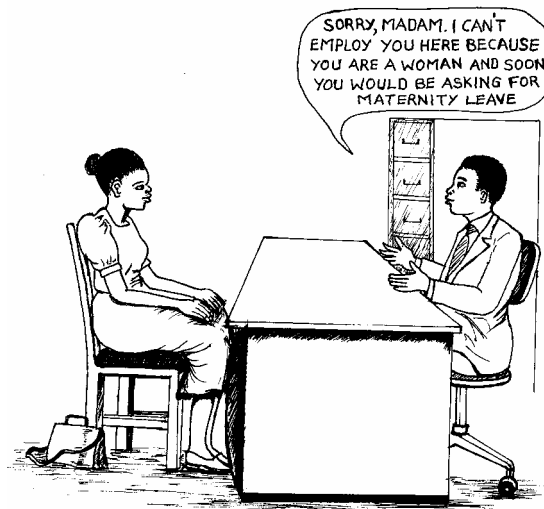
Activity 1 (1 period)

- 1 Ask pupils to write down what they understand by the term *human rights*.
- 2 Let pupils share their responses with their partners.
- 3 Pupils should share their responses during a plenary.

Human rights and limitations to rights

Some of the human rights are:

- *the right to liberty*: this means the right to move about freely from one place to another without fear of constraints on your freedom of movement. However, the police in Malawi have powers to arrest anyone moving about the streets late at night. Neither can one go freely into somebody's house because that would be violating that person's privacy.
- *the right to equality*: this means that no one should be discriminated against based on race, colour, sex, language, religion, political belonging, nationality, ethnic origin, disability or birth, health status (eg HIV positive). Even the president or minister is not above the law. All people, therefore, should be treated equally eg when giving jobs or treatment in hospitals.



Adapted from: Malawi CARER (2001)

- *the right to practise a religion of one's choice*: this means, for example, that if we see someone praying, we should not disturb him/her.

- *the right to life:* this means that every person has the right to be alive and to live freely. No one should kill or take that right from anyone. However, there are many threats to life such as:
 - lack of safe drinking water
 - lack of health services
 - lack of nutritious foods
 - insecurity
 - political intolerance



Adapted from: Malawi CARER (2001)

- *the right to a fair trial:* this means that one has a right to:
 - a public trial in an independent and fair court within a reasonable time after being charged with crime
 - be told what one is being charged for
 - be presumed innocent until proved guilty
 - remain silent during trial if you so wish or call for own lawyer
 - be tried in a language that you understand
 - appeal to a higher court if not happy with a sentence



Adapted from: Malawi CARER (2001)

- *the right to education*
- *the right to vote and to do so in secret*
- *the right to freedom of opinion and expression*, including those that are critical of government. However, you are not allowed to destroy other peoples good names by spreading lies about them or say something that may lead to conflicts.
- *the right to form, join or take part in a political party*
- *the right to human dignity*: that means every man, woman and child is entitled to be respected by government, court and fellow citizens



For example, it is illegal to be tortured, beaten or treated in a cruel manner. Even a detainee has the right to adequate nutrition, medical treatment and access to reading and writing materials.

- *the right to security*: not to be assaulted or tortured
- *the right to justice*: not to be detained without trial
- *the right to work*
- *the right to privacy* ie no person (chiefs, government officials etc) should search another person's house, read their letters etc without special authorization from the courts
- *the right to own property*
- *the right against discrimination*
- *the right to adequate food, housing and health care*
- *the right to freedom of the press* i.e. to report and publish freely
- *the right to a healthy and safe environment*
- *the right to clean air*
- *the right to clean water*
- *the right to safety*
- *the right of freedom to assemble peacefully and express one's grievances*

Activity 2 (2 periods)

- 1 In groups, let pupils discuss whether they agree or disagree with the following statements. They should give reasons for their answers:
 - a) The police should beat up people and use teargas during riots at football matches.
 - b) Schools should use corporal punishments.
 - c) Heads and teachers should give severe punishments to pupils who break school rules.
- 2 Let them report their answers to class.

Rights and responsibilities of citizens in a democratic state



Citizens have an important responsibility in a democracy through effective participation. Participation in the political life of the state is vital for the promotion of democracy.

- Citizens have the right to choose political leaders to govern them by taking part in elections.
- They have the right to express their views on matters that affect their well being. If citizens do not participate in checking the excesses of political leaders, a dictatorial government can easily take root.

It is important to recognize that every human right involves responsibility. Every citizen has a responsibility to:

- respect oneself
- respect human life
- respect his/her rights and those of others
- respect other people's views/be tolerant
- respect other people's property
- be compassionate
- respect leaders
- demonstrate self-control
- obey laws: laws assist to regulate the relationship between people and institutions
- pay taxes: taxes assist the government to provide social services such as hospitals, schools and roads
- work for the common good and respect public property
- participate in community development activities. As a member of the local community, a citizen takes part in activities that benefit the entire community and the nation as a whole

Activity 3 (1 period)

- 1 Let pupils brainstorm the meaning of the term responsibility.
- 2 Ask pupils to make a chart on the responsibilities they have:
 - at home
 - at school
 - in their communities
- 3 Ask pupils to display their charts on the classroom walls for others to see.

Children's rights and their responsibilities

The Constitution of Malawi recognizes the rights of children as it has a special section which stipulates these rights. Every child must receive the same and equal treatment like anyone else in Malawi. The term *child* refers to anyone who is below 16 years of age.

The *United Nations Convention on the Rights of the Child* puts together the existing international law on protecting children. Every child has a right to:

- be with their family or those who will care for them best
- enough food and clean water
- an adequate standard of living

- health care
- special care and training
- speak their own language and practise their own religion and culture
- play



- education: parents and governments have the responsibility of educating their children
- be kept safe and not hurt, exploited or neglected
- be used as cheap labour or soldiers during war
- protection from cruelty, neglect and injustice
- express their own opinions and to meet together to express their views
- love and care
- life, survival and development
- be treated equally before the law
- have a family name and nationality
- know and be raised by their parents
- be protected from economic exploitation or work or punishment which is dangerous to their health or which will interfere with their education or development

Although children have these rights they also have the duty or responsibilities to:

- listen to, obey and respect their parents, their teachers and other elderly people
- attend school
- obey rules and laws in different social contexts
- assist in family duties
- look after themselves
- behave well ie not to be involved in drug abuse, theft, vandalism including destruction of property

Activity 5 (3 periods)

- 1 a Ask pupils to work in groups to identify and discuss
 - forms of child abuse common in their communities
 - ways of protecting girls from sugar daddies and sexual abuse
 - places and organizations from their community where girls and boys can seek help when abused
- b Let them share their findings in a plenary.
- 2 a Ask pupils to work in groups to identify cultural practices that:
 - violate the rights of children
 - violate the rights of the girl-child
- b Ask group representatives to report their findings in a plenary.
- 3 Ask pupils to read the story below and answer the questions that follow.

Mariko lost both his parents to AIDS. He is staying with his distant aunt in Kawale township. Every morning before he goes to school, he is sent to sell scones in the location and other nearby townships. By the time he goes to school, he is tired and cannot concentrate on his studies.

- Identify Mariko's rights which are being violated.
- What advice can you give to Mariko's aunt?
- Ask pupils to role play the following situation: "When I do something wrong, my parents do not give me anything to eat for two days"
- Let the class discuss the role-play.
- Let pupils discuss the consequences of violating the rights of a child.
- Ask pupils to work in groups to discuss the importance of learning human rights at school.
- Instruct group representatives to report their findings to class for discussion.

Women's rights

The Constitution of Malawi recognizes the rights of women. However, like any other citizens, women must receive the same rights as men. Women should:

- not be treated unfairly because of being women or because of their marital status. For example, unfair treatment at work, sexual abuse and sexual harassment,
- enter into a contract (agreement between two or more parties or Mgwirizano)
- own property either alone or with others regardless of their marital status.
- have custody and care of children
- have an equal right to make decisions that affect the upbringing of the children
- have full citizenship and nationality
- have a fair settlement of the property that was owned jointly soon after the death of a husband
- be entitled to an education and to marry
- be entitled to run for public office eg Presidency and Member of Parliament

Activity 6 (3 periods)

- 1 a Ask pupils to brainstorm the rights of women.
- b Ask pupils to work in groups to list forms of discrimination that exist against women in their communities.
- c Ask group representatives to report their findings in a plenary.
- 2 Ask pupils to study the illustration below and answer questions that follow.



Adapted from: Malawi CARER (2001)

Questions

- Identify the women's rights which are being violated in the illustration
- What measures can be taken to redress the above situation?
- What other cultural practices violate the rights of women?
- As a class, discuss reasons why children and women have special rights stated in the Constitution of Malawi

Rights of minorities

As the term implies, minorities are groups of people who are few in number as compared to other people. Examples of minorities are people:

- with disabilities
- living with HIV/AIDS
- smaller ethnic groups

Rights of minorities include:

- right to practise their own religion
- right to use their own language
- right to development
- right to be represented on matters that concern them

Activity 7 (1 period)

- Ask pupils to brainstorm minority groups in their communities
- Let pupils work in groups to discuss the need to safeguard and protect rights of the minority.
- Ask group representatives to report their findings during plenary.

Institutions that protect rights of citizens

Several institutions have been established to safeguard the rights of citizens. These include:

- The Office of the Ombudsman
- Human Rights Commission
- Law Commission
- Courts
- Police
- Malawi Law Society
- Social Welfare Department

Activity 8 (1 period)

- Ask pupils to work in groups to list places they could go to if their rights have been violated.
- Let them share their findings in a plenary.

Pupil assessment

- 1 What do you understand by the term *human rights*?
- 2 Describe any five human rights that you know and their limitations.
- 3 Explain any rights you have as a child.
- 4 State any responsibilities you have at:
 - family level
 - community level
 - national level
- 5 Describe any social, cultural and economic practices that violate:
 - children's rights
 - women's rights
- 6 How are the rights of minorities violated?
- 7 Give examples of institutions you can go to if your rights are violated.

Summary

Human rights are a set of rights which one enjoys or exercises simply because one is human. There are many types of rights. The rights of women and children are protected by the Constitution of Malawi. However, most of their rights are violated. Institutions such as the Human Rights Commission and the Ombudsman have been established to protect the rights of citizens.

Glossary

Citizen: is an individual who forms part of the community of a village, town or a country

Constitution: is a set of laws by which a country is governed

Discrimination: treating people differently based on their race, culture, ethnic origin, nationality, sex, belief, religion, physical disability

Human rights: all the things to which individuals are entitled simply by virtue of being human

Responsibility: the duty to do or not do something

References

- Centre for Advice, Research and Education on Rights (Malawi CARER) (2001). *Human rights in the Constitution of Malawi: the bill of rights*. Limbe: Malawi CARER.
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UNIT 4

The use and abuse of power

Why teach this unit

In Malawi, elected leaders are entrusted with authority by the people. The Constitution empowers government officials to govern the country. Public officers have the responsibility to provide services to the people regardless of gender, political or religious affiliation or relationship. However, some government officials or people who occupy positions of authority and power use their status for personal gain. This practice is called the abuse of power. This unit will help pupils to gain a greater understanding of the use and abuse of power. This knowledge will assist pupils to take personal and collective responsibility to check the abuse of power.

Objectives

By the end of this unit, pupils should be able to:

- explain the difference between authority and power
- describe how power can be used
- describe how power can be abused
- explain how the abuse of power can be prevented

Key terms

Ensure that pupils understand the following terms: authority, power, abuse of power, and corruption.

Skills to be learned

Ensure that pupils acquire, practice and develop the following skills: participation, decision making, communication, critical thinking and problem solving

Values and attitudes to be learned

Ensure that pupils acquire the following values and attitudes: justice, fairness, honesty, patriotism, participation and empathy.

Suggested teaching and learning resources

The following resources may be used:

- Pupils' experiences
- Newspaper extracts
- Local environment

Prerequisite knowledge, skills and attitudes

Pupils have experienced or observed the use and abuse of power in their schools or communities. They may have heard or read about the Anti-Corruption Bureau and the Office of the Ombudsman. Use this experience when teaching this unit.

The difference between power and authority

The terms power and authority are often used interchangeably. However, the terms have different meanings. Power is the ability to control or direct something or someone. For example you can force someone who is weaker than you to do something against his or her

will. On the other hand, authority is power combined with the right to use that power. This right to exercise power comes from customs, laws, appointment or assignment. For example, parliament has the authority to pass laws in Malawi because the Constitution gives it the right to exercise this power.

Activity 1 (1 period)

- 1 Ask pupils to read the following situations:
 - The high Court Judge finds Masamba guilty of rape and sentences him to prison.
 - Goli, who is older than most of his friends, demands a share of their lunch meals during lunch breaks.
 - Referee Katsache sends a player out of the game for rough play
- 2 Let pupils answer the following questions as a class.

Questions

- a Which of the above situations shows the use of authority? Why?
- b Which of these situations shows the use of power without authority? Why?

The use of authority or power

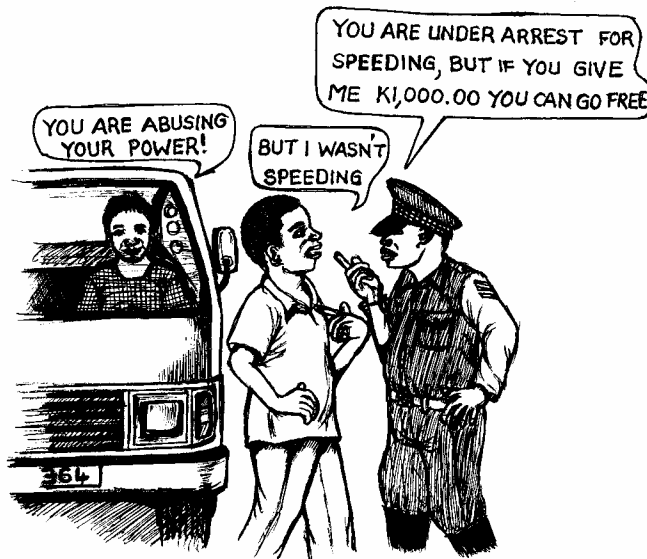
Government officials and other people are entrusted with power and authority to exercise it for the benefit of the people. At family level, parents use their position to discipline their children and provide for their daily needs. At school, the headteacher and teachers ensure that pupils are given meaningful instruction. At community level, ward councillors and members of parliament initiate developmental activities which benefit many people. At national level, the president and cabinet ensure that the rights and interests of the people are promoted and protected.

Authority can also be used to provide order and security and resolve conflicts peacefully among people.

Activity 2 (1 period)

- 1 Ask pupils to brainstorm positions of authority or power at:
 - family level
 - school level
 - community level
 - district level
- 2 Ask pupils to role play leaders exercising authority for the benefit of the people.
- 3 Ask pupils to discuss the role plays.

The abuse of power



Adapted from: *Street Law (SA)*; Centre for Socio –Legal Studies, University of Natal (1994)

Government officials and other appointed persons are supposed to use their authority for the benefit of the people. However, some people use their positions for personal gain as shown in the illustration above. This is known as abuse of power. In other words, power is not used for the intended purpose. The common form of abuse of power is corruption.

Activity 3 (2 periods)

1 Ask pupils to narrate personal experiences of abuse of power:

- in the home
- in school
- in their community

2 Ask pupils to read the story below and answer the question that follows:

Mr Malama, a Standard 5 teacher at Pumulani School, assigns his pupils to work in his garden during the manual work period.

- Do you think this is abuse of power? Explain your answer.

3 Ask pupils to role-play the above situation of a police traffic officer.

4 Ask pupils to study the illustration below and, in groups, answer questions that follow:



- Explain why the above activity is abuse of power.
- What right is being violated?
- Let them share their responses in a plenary.

Preventing the abuse of power



There are several ways of preventing the abuse of power.

- In Malawi, the government has established the Anti-corruption Bureau and the Office of the Ombudsman to prevent corrupt practices and abuse of power by public officers.
- Report any abuse of power to relevant authorities for example, the police, parents, teachers and head teacher and any other people that can be trusted.
- It is every one's responsibility to prevent the abuse of power.

Activity 4 (1 period)

- 1 Ask pupils to work in groups to discuss their role in checking or preventing the abuse of power in their school and communities.
- 2 Let them report their findings in a plenary.

Summary

Leaders are given authority to exercise power for the benefit of other people. When leaders use their positions for their own personal gain, they are said to be abusing power. It is everyone's responsibility to assist in preventing the abuse of power by reporting corrupt practices to relevant authorities.

Pupil assessment

- 1 Role play the use of authority in a positive way at home and school.
- 2 Compose songs or poems on the use and abuse of power.
- 3 Suggest what can be done at the following levels to stop the abuse of power:
 - family
 - community
 - district

Glossary

<i>Authority</i>	:	power combined with the right to use that power
<i>Power</i>	:	the ability to control or direct something or someone
<i>Abuse of power</i>	:	the use of status for personal gain or contrary to the accepted rules or laws
<i>Corruption</i>	:	practices which benefit individuals personally but are against the law
<i>Public officer</i>	:	a person working in the civil service

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UNIT 5

District administration

Why teach this unit

The 1993/94 political changes in Malawi brought in democracy which advocates peoples' participation in socio-economic and political development. Consequently, there is an emphasis on decentralization of powers from the central government to local governments. The district administration, through the local assembly, is expected to play the crucial role of effecting developments. In this unit, pupils will be provided with information on the structure and functions of the district administration. This will assist them to develop an appreciation of leadership roles at a local level.

Objectives

By the end of this unit, pupils should be able to:

- describe the administrative structure of the district
- explain the function of various organs in the administrative structure

Key terms

Ensure that pupils understand the following terms: district, local assembly, traditional authority, parliament, councillor, city or municipal assembly, mayor, by-laws, rights and responsibilities.

Skills to be learned

Ensure that the following skills are acquired, practised and developed: critical thinking, decision-making, leadership and participation.

Values and attitudes to be learned

Ensure that the following values and attitudes are acquired, practised and developed: cooperation, justice and community belonging.

Suggested teaching and learning resources

The following may be used:

- Pupils' experiences
- Resource persons
- Organisational charts

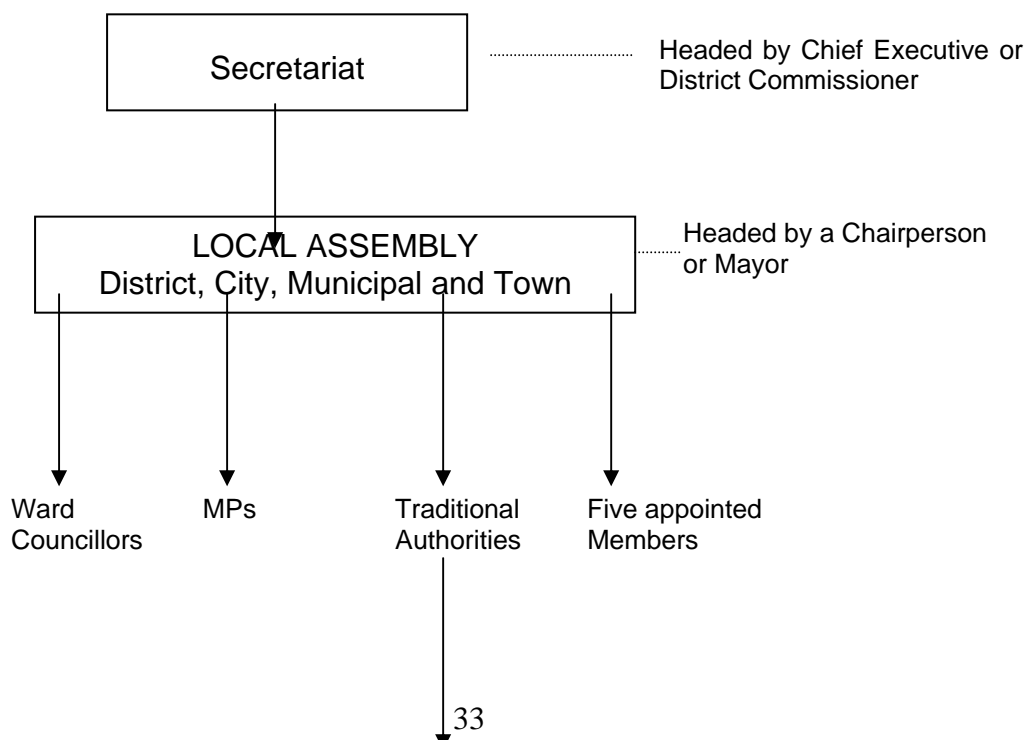
Pre-requisite knowledge

Pupils already know the administration structure of their school. They also know some officials who serve in the district administration. This knowledge should be used to teach this unit.

District administrative structure

The district administrative structure serves the purpose of bringing government closer to local communities hence the term local government. It is composed of a local assembly which consists of ward councillors, member(s) of parliament, traditional authorities of the area and five elected members that represent interests of special groups of people.

The following are also districts in their own right: Blantyre, Lilongwe and Mzuzu City Assemblies; Zomba Municipal Assembly; Balaka, Dedza, Karonga, Liwonde, Luchenza, Mangochi and Salima Town Assemblies.



Sub-Traditional Authorities

- *Ward councilors* are elected members representing their wards. They are eligible to vote on assemblies decisions and policies.
- *Members of Parliament (MPs)* represent their constituencies but are not eligible to vote.
- *Traditional Authorities (heads of area development committees) and Sub-Traditional Authorities (heads of village development committees)* are not allowed to vote either.
- *Five appointed members* by the elected members to represent the interests of special groups.
- *The assembly* has an elected Chairperson and Vice Chairperson for a period of 5 years. Chairpersons for City or Municipal Assemblies are called Mayors and Deputy Mayors.
- Administrative offices of the assembly are known as the secretariat. The secretariat is headed by a Chief Executive Officer or District Commissioner who is responsible for the day to day running of the assembly and implementation of assembly decisions.



A Mayor

Activity 1 (1 period)

- 1 In groups, let pupils describe the administrative structure of their school.
- 2 Let the pupils report their work to the class.

Activity 2 (2 periods)

- 1 Display the structure of the district administration. Ask the pupils to study the chart. In groups, let them discuss the following:
 - Who heads the district assembly?
 - Apart from the DC, who else participates in the running of the local assembly?
 - List the differences and similarities of the schools' and district administrative structures.
 - Let them report their work.
- 2 Individually pupils should draw the district administrative structure in their notebooks.

Functions of the district administration

The administrative structure has different sections that play different roles as follows:

The secretariat

- heads the administrative offices
- is responsible for the day to day administration including implementing decisions and policies made by assembly members

The local assembly

The assemblies are established by law to provide various services in a district, town, municipality or city. The assembly:

- looks after the management of nursery and kindergarten schools, primary schools and community day secondary schools
- supervises the running of health services, dispensaries, maternity clinics and provides health education
- provides and maintains water supplies eg bore holes, piped water projects and protected wells
- plans and implements community development projects; looks after the welfare of street children and orphans, and youth services
- establishes woodlots, city parks, nature sanctuaries and looks after forest resources
- constructs and maintains local roads (district, town and city)
- plans social and economic development
- assists local police in maintaining peace and security
- provides street lights
- provides burial services, disposal of rubbish (refuse) and sewage, and environmental education in urban areas
- manages ambulance and fire brigade services in cities
- establishes and manages sports stadiums, community halls, recreation parks and play grounds, public toilets, beer halls/taverns
- provides land for construction of commercial and residential buildings
- raises funds through fees and taxes eg market fees, rest houses, maize mills, bottle stores, ground rates/plots, burial services, refuse collection
- makes by-laws
- makes policies and decisions

All ministries of government are directly linked to assemblies. They provide a link of government ministries at district level by implementing government policies. Each Assembly has committees, for example works committee, finance committee, health committee and education committee which provides services to the local community.

Ward councilors

These:

- take the views and development needs of the people to the assembly eg roads, health clinics, markets and schools
- plan and initiate development projects
- mobilize people to participate in development
- contribute in making by-laws
- ensures adequate and quality services

Members of parliament represent their people in the National Assembly

Traditional leaders assist the elected assembly representatives to mobilize people in development work and ensure that their customs and traditions are maintained.

Activity 2 (1 periods)

1 In groups, ask pupils to discuss:

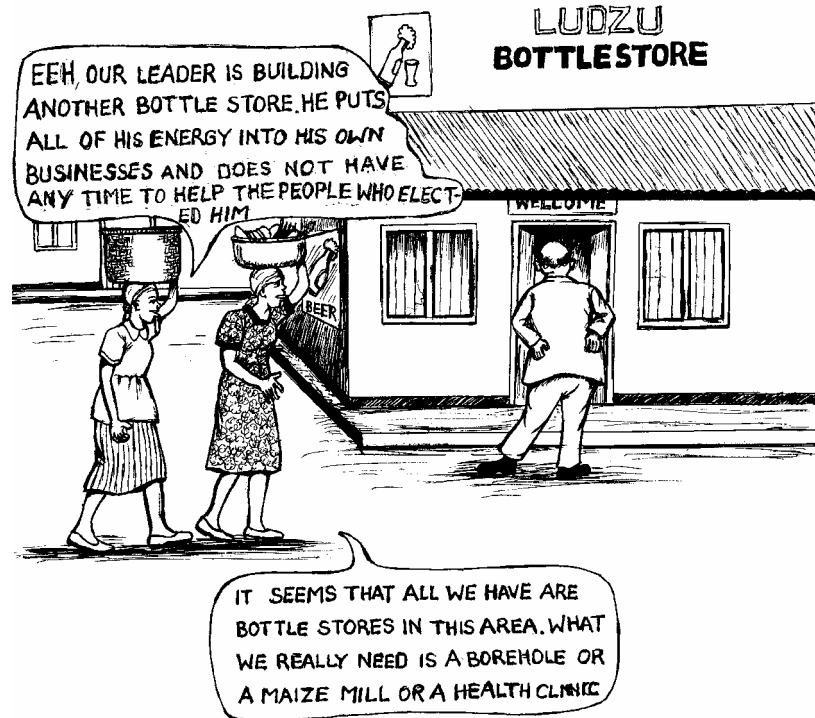
- where they go for medical services when they are ill
- where they buy their domestic supplies
- how they travel to different villages or townships
- how they get water for cooking and washing
- how they spend their free time

2 In the same groups, let them discuss:

- if what they have discussed above is to their satisfaction and why

- what they think could be done to improve their lives
- 3 Let group leaders present their work in class.

Activity 3



Adapted from: PAC (1996)

- 1 Let pupils study the illustration above showing a Member of Parliament.
 - What are the roles of a Member of Parliament?
 - Why are the people not happy with their Member of Parliament?
 - What qualities should people consider when electing their leaders?
- 2 Ask pupils to report in a plenary.

Summary

The district administration is structured to promote development activities at grass root level. It is composed of various sections headed by the secretariat. The local assembly is an important policy making section of the district administration.

Pupils assessment

- 1 List any two sections of the administrative structure of the district assembly.
- 2 State any five functions of the local assembly.
- 3 Suggest what should be done to improve the life of people in your area.

Glossary

Secretariat : Coordinating office; carries out the day to day functions of an organization or institute

By-laws : Are regulations and rules made by the local assembly

Local assembly : Composition of local leaders in a district such as

councillors who are responsible for the development of local areas

References

MIE (2001). *Citizenship education for Malawi schools, Forms 1 and 2*. Domasi: MIE
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UNIT 6

Types of courts and their functions

Why teach this unit

Disputes always occur between people or organizations and are resolved in different ways. Sometimes disputes are resolved through the courts. This unit will discuss courts and their functions. It is important for pupils to know the various types of courts and their functions. This knowledge can assist pupils to understand the roles of the courts in a democratic society.

Objectives

By the end of this unit, pupils should be able to:

- identify types of courts in their district
- explain the roles of courts
- describe the court structure in Malawi
- describe the functions of courts in their district
- conduct a demonstration on a court case
- appreciate the functions of courts

Key terms

Ensure that pupils understand the following terms: lawyer, judge, court, magistrate, sentence and case.

Skills to be learned

Ensure that pupils acquire, practice and develop the following skills: drawing, map reading, effective communication, research, critical thinking, observation and decision-making.

Values and attitudes to be learned

Ensure that pupils acquire the following values and attitudes: tolerance, cooperation, non-violence, temperance and justice.

Suggested teaching and learning resources

The following may be used

- Pupils' experiences
- Maps of Malawi
- Local environment
- Charts showing the court structure in Malawi
- Resource persons

Pre-requisite knowledge, skills and attitudes

Pupils have experienced disputes in their families, school and the communities. They may have experienced disputes that ended up in court. This experience is essential and should be used to introduce this unit.

Types of courts

There are different types of courts in Malawi. The courts have different functions. Each type has a presiding officer of a specific rank. It is the rank of the presiding officer which determines the grade of court in each area. Malawi has the following types of courts:

Magistrate courts: These are lower courts found in all districts in Malawi and are of two types: Graded Magistrate Courts and Resident Magistrate Courts.

- The Graded Magistrate Courts are structured as follows: Fourth Grade Magistrate, Third Grade Magistrate, Second Grade Magistrate and First Grade Magistrate Court.
- Resident Magistrate Courts are ranked as follows: Resident Magistrate, Senior Resident Magistrate, Principal Resident Magistrate; and Chief Resident Magistrate Court.

The High Court: This is the second highest court with unlimited jurisdiction to handle both civil and criminal cases that cannot be handled by the lower courts. At the moment there are four High courts with one located in each of the following districts: Blantyre, Lilongwe, Zomba and Mzuzu.

The Supreme Court: This is the highest court in the judicial system and is based in Blantyre. It handles cases from the High Court.

Activity 1 (½ period)

- 1 Ask pupils to be in groups and brainstorm the types of courts in Malawi.
- 2 Group leaders should report their findings for a whole class discussion.

Activity 2 (½ period)

- 1 Provide a map of Malawi with the major towns of Blantyre, Lilongwe, Zomba and Mzuzu; and your district (if its not one of the major towns).
- 2 Write each of the following on a separate card: the Supreme Court, High Court and Magistrate Courts
- 3 Let pupils stick the cards on the map to show the location of the courts.

The court structure in Malawi

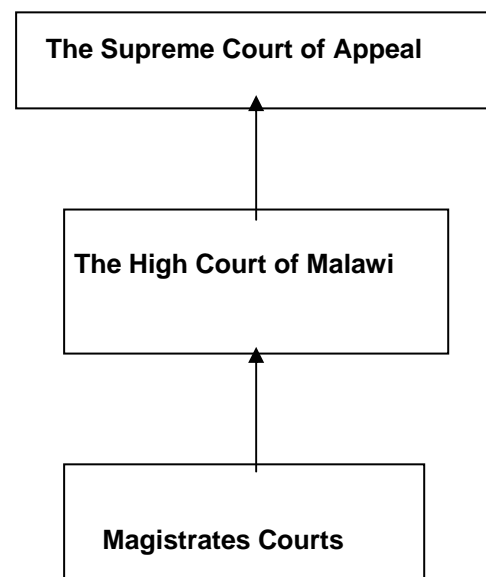
The arrangement of the courts from the highest to the lowest level is referred to as the court structure. The court structure in Malawi has been changing since colonial times. The current court structure was established in 1994 following the introduction of a multi-party system of government.

Activity 3 (½ period)

- 1 Provide a jumbled list of courts on chart paper/chalkboard.
- 2 Ask pupils to work in groups to produce a court structure from the highest to the lowest.
- 3 Let group leaders report their findings.
- 4 Show pupils the court structure drawn on chart paper/chalkboard and ask them to compare this structure and their own structures.
- 5 Let pupils individually draw the structure in their notebooks.

Note: Pupils should come up with the following structures:

The 1994 court structure in Malawi



The roles of courts

The roles of the courts are as follows:

- interpretation of the constitution and all laws
- protecting the constitution and all laws
- enforcing the constitution and all laws

Functions of the Courts

The main function of the courts is to settle disputes between people and/or organizations. The courts hear cases and then pass judgments.

The functions of different courts are as follows:

- The Supreme Court: This hears appeal cases from the High Court. The decisions made by this court are final.
- The High Court: This court handles cases that cannot be handled by lower courts e.g. murder. It handles appeal cases from lower courts and reviews any law, action or decision of government to find out if it is in agreement with the Constitution.
- Magistrates Courts: Both the Resident Magistrates courts and Graded Magistrates courts handle minor, civil and criminal cases.



How a court case is conducted

- When someone breaks a law, he/she may be arrested by the police
- The Police take him/her to a court where a magistrate or judge handles the case
 - a charge is made against the law breaker
 - a witness (eg a police officer person or someone else) tells the court what happened and produces evidence
 - the accused is asked questions to prove that he/she is innocent over the charge
- After going through the court case, the magistrate or judge will release the accused if not found guilty or sentence the accused for some months or years of imprisonment depending on the seriousness of the offence.
- The accused may appeal against the sentence to a higher court if not happy with the judgement.

Note that the hearing that takes place in a court is referred to as a trial.



Activity 4: (5 periods)

- 1 Arrange a field trip with your pupils to a nearby court to observe a court session.
- 2 Ask pupils to role-play a court session. Some of the roles that can be played are: Judge/chairperson, Court clerk, Court messenger, Accused, Witnesses, Public prosecutor, Audience, Police officers.
- 3 Summarise the main points from the role-play.

Activity 5 (1 period)

- 1 Let pupils read the story below and answer the questions that follow.

The story of Masanje and Kalaundi Schools

Masanje School went to play friendly games with Kalaundi School. The pupils from both schools started fighting, which resulted in the death of a pupil, Masautso, from Masanje

school. Some pupils broke property from Kalaundi School. The pupils were caught and taken to police. They were tried and imprisoned.

- 2 Suggest the type of court which heard the case of Masautso. Explain.
- 3 To which court did the head teacher of Kalaundi school go to for help?
- 4 Let pupils identify offences that might end up in a court.

Summary

Courts are important because they assist in solving disputes between people and/or organizations. They are also important because they interpret, protect and enforce the constitution and all laws in the country. There are different courts in Malawi which are graded differently.

Pupil assessment

- 1 Which court would you go to when the following incidents happen to you and why?
 - Your relatives grabbing family property after death of your parents.
 - Thieves breaking into your house.
 - Not being satisfied on court's ruling over loss of your family farming land.
- 2 Explain the importance of courts in your district.

Glossary

Lawyer	-	a person who is trained and qualified in law
Judge	-	a public officer with authority to decide cases in a high court
Court	-	a place where cases are held
Sentence	-	punishment given by a court of law
Case	-	matter/issue to be decided in a court of law (<i>mlandu</i>)
Magistrate	-	person who hears cases and passes judgement in a lower court

References

MIE (2001). *Citizenship education for Malawi schools Forms 1 and 2*. Domasi: MIE.
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UNIT 7

HIV and AIDS

Why teach this unit

In 1983 the Human Immunodeficiency Virus (HIV) that causes Acquired Immuno- Deficiency Syndrome (AIDS) was discovered by medical scientists. In Malawi the first AIDS cases were reported in 1985.

The HIV and AIDS pandemic has contributed to economic decline in the southern Africa region because it is affecting the sexually active group of ages between 15 to 49, who also happen to be the most productive group.

Schools are key places for educating children about HIV and AIDS in order to stop the further spread of HIV infection. The main responsibility of schools is to teach the young people how to avoid contracting the infection or transmitting it to others. Although HIV and AIDS is not curable, it is preventable. Responsible behaviour is the key to preventing the contraction and spread of the disease.

Objectives

By the end of this unit, pupils should be able to:

- state the meanings of *HIV* and *AIDS*
- identify the cause of AIDS

- explain different ways HIV and AIDS is transmitted
- identify misconceptions associated with HIV and AIDS transmission
- describe signs and symptoms of AIDS
- explain different ways of preventing the spread of HIV and AIDS
- examine the impact of HIV and AIDS in the community
- describe ways of caring for HIV and AIDS patients

Key terms

Ensure that pupils understand the following terms: HIV, AIDS, opportunistic infection, home-based care and people living with AIDS (PLWA)

Skills to be learned

Ensure that pupils acquire, practise and develop the following skills: critical thinking, communicating and interpreting.

Values and attitudes to be learned

Ensure that pupils acquire the following values and attitudes: open-mindedness, empathy, tolerance, respect, human dignity, equality, caring, values clarification and cooperation.

Suggested teaching and learning resources

The following resources may be used:

- chart paper
- pentel pens
- pictures of patients suffering from AIDS related diseases
- pieces of papers for recording
- resource person's
- Pupils' experiences

Prerequisite knowledge, skills and attitudes

Pupils might have heard or read about HIV and AIDS from the media or other sources. They might have also seen or heard about people or relatives dying of AIDS related illnesses. Probably they might have participated in HIV and AIDS clubs and discussion groups at school or in the village in which modes of contracting and preventing the spread of HIV were discussed. This knowledge should be used when teaching the unit.

Meaning of HIV and AIDS

Activity 1 (*½ period*)

As a class let pupils discuss the meaning of HIV and AIDS.

Meaning of HIV and AIDS

HIV is the virus that causes AIDS.

HIV stands for

H	-	Human (it attacks people only)
I	-	Immunodeficiency (the immune system is weakened)
V	-	Virus (very small germ)

AIDS stands for

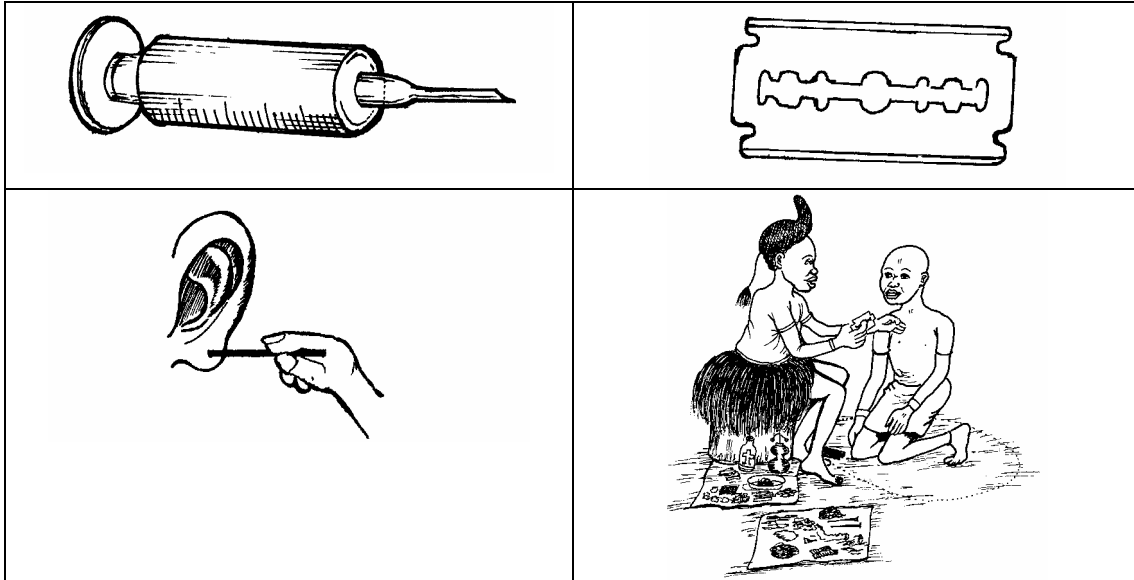
A	-	Acquired (become infected through a person)
I	-	Immuno (the immune system; the system that defends the body from infection)
D	-	Deficiency (is weakened)
S	-	Syndrome (there are many signs and symptoms. It is a collection of illnesses rather than just one)

Cause of AIDS

AIDS is a condition caused by a retrovirus called HIV.

Having HIV means that the virus is present in one's body and one can infect others. AIDS is the final stage of having HIV. As such, the body's defence system gets weakened and opportunistic infections begin to occur. There is no known cure for AIDS.

Different ways HIV is transmitted



Different ways through which HIV is transmitted

HIV lives in human fluids. It can be passed through one of the following ways:

- having sexual intercourse with an infected person
- infected blood entering the body through blood transfusion, syringes, needles or other cutting instruments
- infected mother to her unborn child
- through breastfeeding

Activity 2 (1 period)

Ask pupils to study the illustration on page 36 their books and answer the following questions:

- 1 identify ways in which HIV can be transmitted
- 2 Apart from the ways that have been illustrated, state other ways in which HIV is transmitted

Misconceptions about HIV transmission

Some people believe that HIV can be transmitted through:

- wearing second hand clothes
- sharing toilet facilities
- living with a person who is HIV positive
- shaking hands
- kissing on the cheek
- mosquito or insect bite
- hugging
- coughing or sneezing
- travelling on a crowded bus

HIV cannot be transmitted through any of the above ways, unless one has an open cut on the body that is exposed to infected blood.

Activity 3 (1 period)

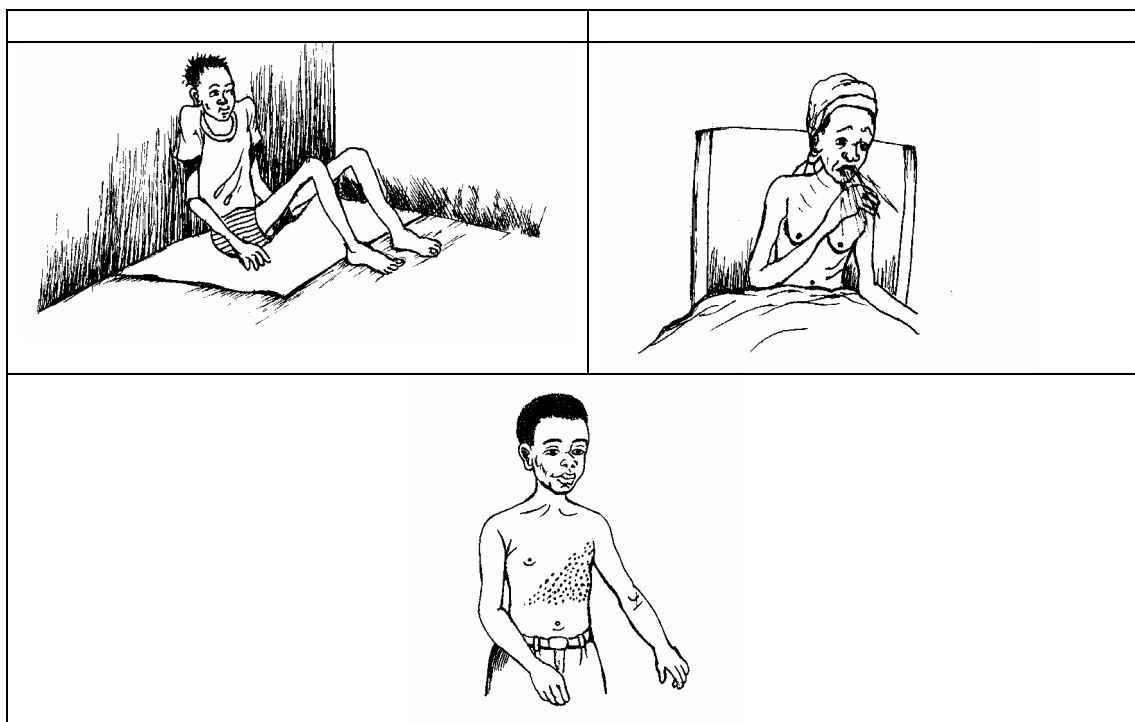
1 Ask pupils to indicate whether the following statements are true or false by ticking in the appropriate box in the table below.

Statement	True	False
a You can get HIV from unprotected sex.		
b You can get HIV from a mosquito bite.		
c HIV can be transmitted to the child during pregnancy.		
d Not everyone who is HIV positive has AIDS.		
e You can get AIDS by shaking hands.		
f You can get HIV by piercing or tattooing.		

- 2 Let them compare their answers with those of a partner and come up with one consolidated list.
- 3 Ask them to report their findings to class.

Signs and symptoms of HIV and AIDS

Soon after contracting HIV, a person does not show any signs or symptoms. Over time, depending on the immunity of such a person, AIDS develops. Having AIDS means the person's immune system is destroyed. This allows different opportunistic infections to attack the person. Signs and symptoms are outlined below:



Minor signs

- Persistent cough lasting over one month
- Itchy skin disease
- Shingles (herpes zoster)
- Tuberculosis
- Night sweats
- Severe drug reaction
- Loss of hair texture
- Skin nerve damage
- Thrush in mouth and throat (oral candidiasis)
- Long lasting swollen glands

Major signs

- Weight loss of over 10% of body weight
- diarrhoea for over one month
- fever for one month
- Repeated abscesses
- Loss of memory

However these signs and symptoms can also show infection with other diseases. Only a blood test can prove that a person is HIV positive or negative.

Activity 4 (1 period)

- 1 In pairs, pupils should list down other signs and symptoms of AIDS.
- 2 Let the pairs report their findings in class.

Ways of preventing the spread of HIV and AIDS

Although AIDS is not curable, it can be prevented. Some of the ways of preventing the spread of HIV are:

- Avoiding premarital or extra-marital sex
- Being faithful to your partner
- Using a condom when having sex
- Avoiding sharing needles and other cutting instruments for piercing or tattooing
- Avoiding harmful cultural practices such as:
 - sexual cleansing (*kuchotsa fumbi*)
 - wife inheritance (*chokolo*)
 - sexual initiation ceremonies
 - sex orgies (*chimwanamay*)

Activity 5 (1 period)

- 1 Ask pupils to be in groups to discuss ways of preventing HIV transmission.
- 2 Let them report their work in plenary.

Impact of HIV and AIDS in the Community, district and nation

HIV and AIDS has negatively affected families in one way or the other. Malawi, just like other developing countries in the southern African region, is experiencing a lot of problems because of HIV and AIDS. Here are some of the problems:

- high death rate
- low productivity
- loss of income due to poor health
- pressure on health resources
- reduced number of teachers, nurses and other skilled personnel
- low quality of education
- high teacher and pupil absenteeism
- high numbers of orphans

- stigma due to discrimination. For example, people living with AIDS or HIV are sometimes rejected by people who are afraid of being infected. They are also discriminated against when they look for employment or ask for further training.

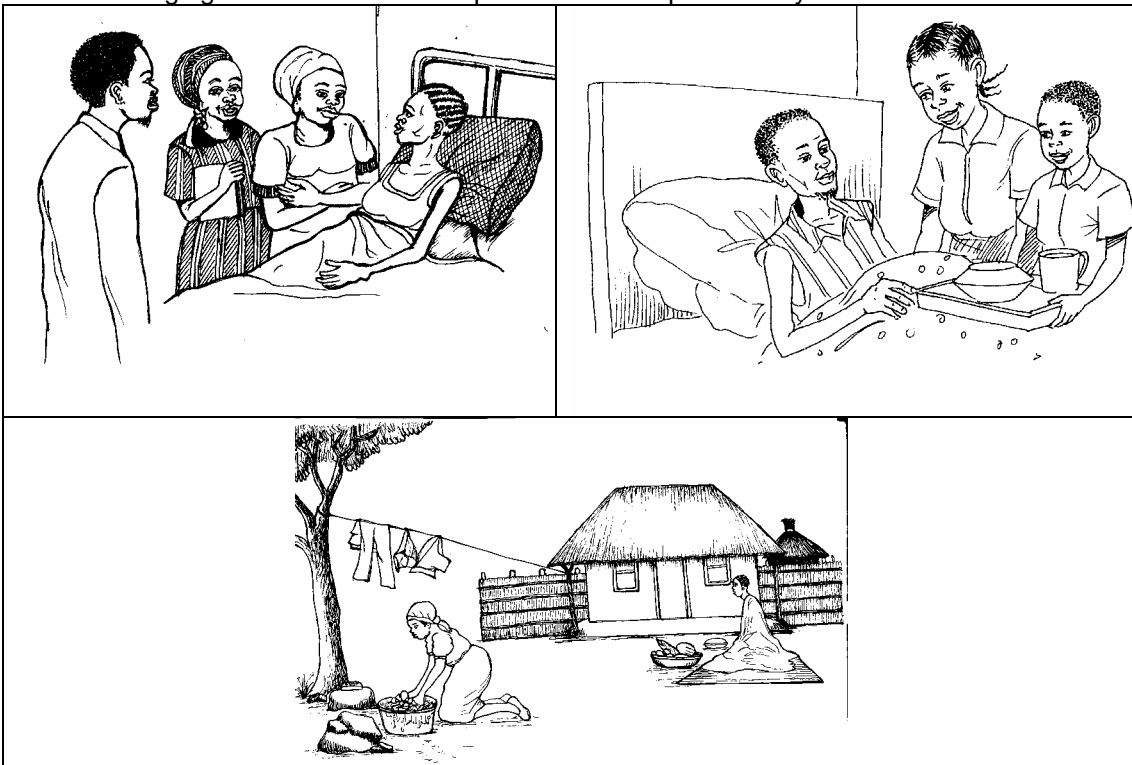
Activity 6 (2 periods)

- 1 In groups, ask pupils to develop futures wheels on effects of HIV and AIDS.
- 2 Let them display the wheels for class discussion.
- 3 Pupils should listen to a health talk on HIV and AIDS by a resource person.
- 4 Let pupils ask the resource person questions.

Caring for people living with HIV and AIDS

People living with HIV and AIDS need care, love and support from all of us.. Here are examples of the support they might require:

- Providing them with adequate variety of food in the diet
- Ensuring that they take meals regularly
- Providing them with a lot of juices and not beer or minerals
- Giving them soft food if they have difficulty with chewing or swallowing
- Encouraging them to seek early treatment of infections
- Helping them to avoid life styles that are stressful to the body
- Advising them not to have unprotected sex to avoid faster deterioration of health
- Encouraging them to discuss their problems with a person they trust



Activity 7 (1 period)

Ask pupils to study the illustrations above and answer the following questions:

- a Describe what is happening in the illustration
- b In groups, suggest ways of caring for people living with HIV and AIDS
- c As a class, discuss reasons for caring for people living with HIV and AIDS

Community home-based care providers

These are voluntary groups of people who assist in taking care and supporting people living with HIV and AIDS (PLWA).

Activity 8 (3 periods)

- 1 Ask a community home-based care provider to talk to the class on what they do in caring for people living with HIV and AIDS.
- 2 Let pupils discuss the resource person's presentation.
- 3 Ask pupils to compose songs or poems on HIV and AIDS.

Summary

AIDS is claiming a lot of lives of both young and old worldwide. There is no known cure for AIDS. HIV is transmitted through unprotected sexual intercourse, unsterilized blood transmission and use of unsterilized instruments. HIV and AIDS can be prevented by sexual abstinence, faithfulness and having protected sex. People living with HIV and AIDS need our physical and emotional support.

Pupil assessment

- 1 What is the difference between HIV and AIDS?
- 2 How is HIV transmitted?
- 3 What are the signs and symptoms of AIDS?
- 4 How can HIV infection be prevented?
- 5 Explain the impact of HIV and AIDS in the family and community.

Glossary

<i>AIDS</i>	-	Acquired Immune Deficiency Syndrome
<i>Discrimination</i>	-	not accepting to live or work with someone
<i>HIV</i>	-	Human Immuno-deficiency Virus (which causes AIDS)
<i>Opportunistic infection</i>	-	an illness which takes advantage of a weakened immune system eg shingles, tuberculosis (TB) and diarrhoea
<i>Prevalence</i>	-	existing commonly; generally or widely in some place or at some time
<i>Vulnerable</i>	-	weak, not well protected
<i>PLWA</i>	-	People Living With HIV and AIDS

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UNIT 8

Gender

Why teach this unit

Gender is a status that represents the set of sociological differences between females and males. Men and women, boys and girls perform different roles and duties in the family, school, community and society at large. They all have different skills and abilities which should be used to benefit everyone in the family and in the community. It is important that pupils know the various roles that boys and girls play in the society. This knowledge can assist pupils to understand how roles can equally be shared.

Objectives

By the end of this unit, pupils should be able to:

- explain the meaning of the terms *gender* and *gender roles*
- identify family roles and responsibilities
- demonstrate the effects of gender inequalities

Key terms

Ensure that pupils understand the following terms: gender, gender role, gender equality and gender-inequality

Skills to be learnt

Ensure that pupils are able to acquire, practice and develop the following skills: observing, narrating, collecting information and listening.

Values and attitudes to be learnt

Ensure that pupils are able to acquire the following values and attitudes: cooperation, respect, tolerance, promotion of justice and human rights, equality.

Suggested teaching and learning resources

The following may be used:

- Pupils' experiences

- Gender checklists for schools and classrooms
- Reference manual on gender issues in schools
- Resource persons
- Films

Pre-requisite knowledge, skills and attitudes

Pupils already have an idea about the different roles and responsibilities people perform in their families. They have also heard about gender issues. This knowledge should be used to introduce this unit.

Meaning of gender

The term *gender* refers to a status. It represents a set of sociological differences between men and women, boys and girls.

Activity 1 (1 period)

- 1 In groups, ask pupils on their understanding of the term gender.
- 2 Let pupils report their group work to the whole class.

Gender is a term that is socially constructed to define what males and females should do because of their being males or females in a particular cultural context.

Gender roles

These are roles that are socially assigned for males and females in a given society.

Activity 2 (2 periods)

- 1 Ask pupils to be in their sex groups ie girls separate from boys. (In a single sex school one group should pretend to be the opposite sex).
- 2 Ask them to list down as many roles as possible that they are expected to perform at home with regard to their being male or female. They can start their list in the following way:

At home, because I am a boy/girl, I am told to:

- 3 Ask pupils to present their work to the whole class.
- 4 Lead a discussion on comparing the lists of the two groups.
- 5 List down the similarities and differences from the two lists.
- 6 Let pupils debate on the differences if any.

Gender roles are not universally fixed; they vary from society to society depending on the values attached to males and females.

Family roles and responsibilities

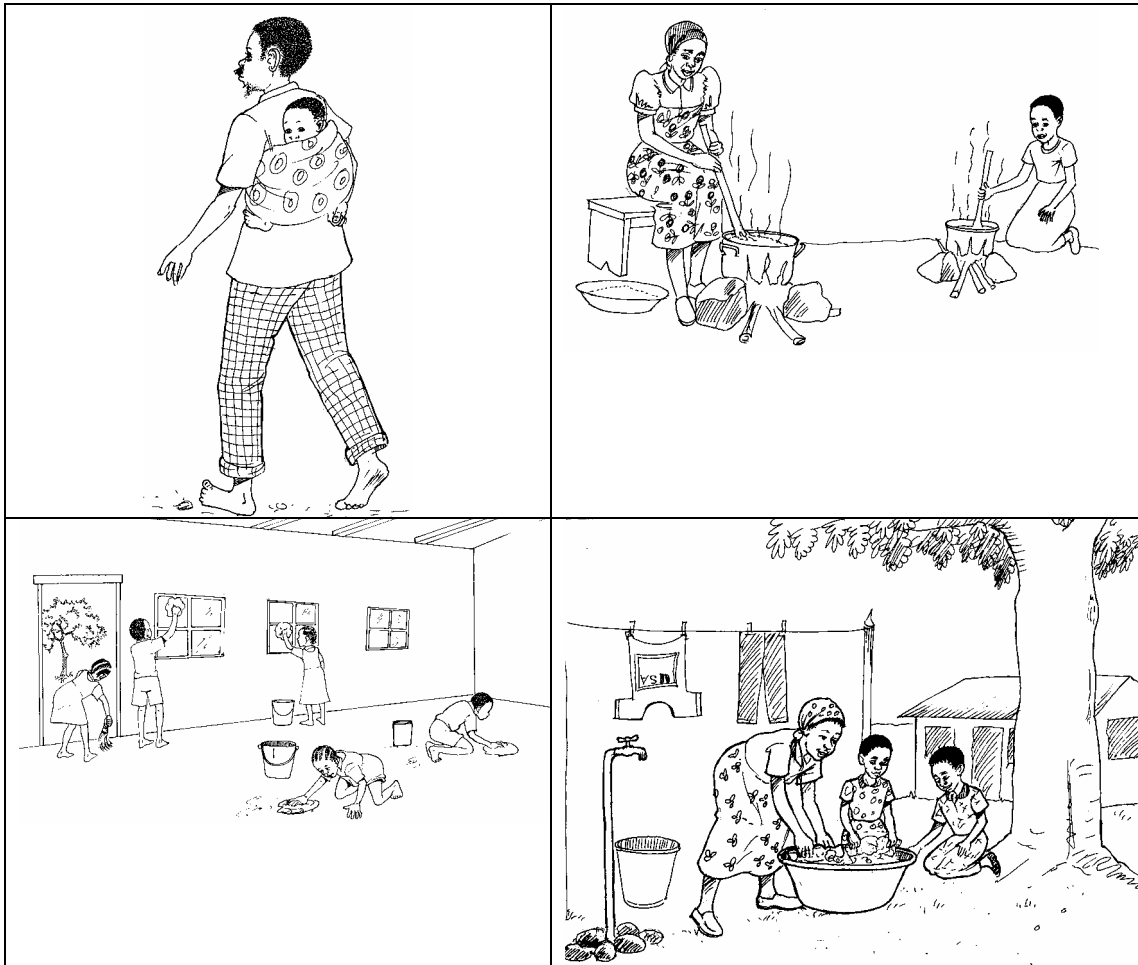
Gender roles are determined in the family. Parents and relatives portray what is expected of males and females to young ones as they assign different roles and responsibilities for boys and girls. This is because they themselves undertake these roles and responsibilities in response to cultural demands.



Activity 3 (1 period)

- 1 Ask pupils to study the illustration of a village scene in their books.
- 2 Ask pupils to list down roles and responsibilities being undertaken by men, women, boys and girls.
- 3 Ask them to comment on the roles and responsibilities being performed by women, boys and girls.
- 4 The teacher should summarise the roles and responsibilities depicted in the illustration.





Jobs and roles for men and women in the community

Activity 4 (1 period)

- 1 Ask pupils to individually study the illustration of jobs and roles for men and women in the community.
- 2 Pupils should discuss in groups on the importance of men and women doing similar jobs in the community.
- 3 Pupils should report their group discussions to the whole class.

Gender inequality

Gender inequality occurs when there is unequal treatment of males and females. It also occurs when either men or women, boys or girls are not given an opportunity to do a task because of their sex. For example, if a school allocates or decides to enroll more of one sex for no convincing reason, this is unequal treatment on the basis of gender. If a teacher interacts more with one sex group than the other in the classroom during a lesson, it is also gender inequality.

Activity 5: (2 periods)

- 1 Ask pupils to individually narrate to the whole class incidents of unequal treatment experienced in their homes.
- 2 Let pupils individually read the story on life at Liu School.
- 3 Arrange pupils in groups to answer the questions that follow.
- 4 Pupils should report their group discussions in a plenary.

Life at Liu School

Read the story below and answer the questions at the end.

Nila wakes up very early in the morning to go to school. She has to be at school at 6.30 in the morning every school day in order to sweep the headteacher office and also their classroom. Her brother, Kaka, leaves a bit late because he only has to ring a school bell at 7.30 am and lead the assembly. At Liu School, it is only girls who sweep and mop classes in the morning and after classes. Boys are given other tasks during class time such as collecting books or distributing books. Teachers at this school feel that it is girls who should clean offices, toilets and classrooms. Every morning, the head boy of the school, Samala, checks the classrooms and the office. If classrooms and the office are not swept, he punishes the girls.

Questions

- 1 How do teachers at Liu School treat boys and girls?
- 2 Why do you think there is this type of treatment?
- 3 What do you think about this way of treating boys and girls? Explain.

Summary

Gender is a term that is socially and culturally used to define males and females. It describes roles which men, women, boys and girls should do. In families, roles are usually assigned to individuals depending on their sex. This limits one's chances of developing other skills. Gender inequality occurs due to unequal treatment of males and females.

Pupil assessment

- 1 Why do you think gender inequality not good in families and in the communities?
- 2 What is your school doing to solve the problem of gender inequality?
- 3 What roles do boys and girls perform in the school?
- 4 Suggest what schools should do in order to promote gender equality
- 5 Let pupils role play the effects of gender inequality in the school

Glossary

<i>Gender</i>	:	a term that refers to the way roles of males and females are defined in a given society
<i>Gender role</i>	:	these are functions which culture expects males or females to do
<i>Gender equality</i>	:	means both males and females being seen as equal
<i>Gender inequalities</i>	:	means treating males and females differently

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UNIT 9

Drug and substance abuse

Why teach this unit

In places like industries, hospitals, schools and homes, different types of drugs and substances are used in everyday lives. Some drugs are used to cure diseases while others are used for other purposes. Sometimes drugs and substances are used for wrong purposes. This is called drug and substance abuse. Drug abuse is common amongst school going children. It has many adverse effects on young people. Some have failed to complete their education and their future prospects have been destroyed. It has also led to crime and death.

In this unit, learners will study the appropriate uses of drugs. This knowledge will assist learners to refrain from abusing drugs and substances.

Objectives

By the end of this unit, pupils should be able to:

- describe appropriate uses of drugs and substances
- explain ways in which drugs and substances can be abused
- examine the effects of drug and substance abuse
- suggest preventive measures against drug and substance abuse
- explain the importance of counselling and rehabilitation for drug addicts
- identify counselling centres for alcoholics and drug addicts

Key terms

Ensure that pupils understand the following terms: abuse, drug, counsel, expire, overdose, rehabilitation, substance and suffocate

Skills to be learned

Ensure that the following skills are acquired, practised and developed: describing, value clarification, inquiring, applying, counselling and decision making

Values and attitudes to be learned

Ensure that the following values and attitudes are acquired, practised and developed: responsibility, caring and empathy.

Suggested teaching and learning resources

The following may be used:

- Samples of drugs such as aspirin, panadol and quinine
- Resource persons
- Pupils' experiences
- Newspaper cuttings of stories about effects of drug and substance abuse

Prerequisite knowledge, skills and attitudes

Pupils might have seen people drunk. Some might have seen or heard someone dying because of drug overdose or addiction. This knowledge will be used in this unit.

Appropriate use of drugs and substances

A drug is a chemical that is used to relieve pain and treat or prevent diseases. The appropriate use of drugs is to take the drug according to a doctor's prescription. Some uses of some drugs and substances are:

Drug/substance	Use
Panadol	kills pain
Aspirin	kills pain
Fansidar	cures malaria
Petrol	to run motor engines
Cocaine	prevents pain in medical operations
Valium	makes one to sleep
Coffee/tea	Beverages
Spirit	Antiseptic

Activity 1 (1 Period)

- 1 Let pupils brainstorm names of drugs and substances.
- 2 Ask them to work in groups to classify the substances and drugs as indicated in the table below:

For cure of diseases	For cleaning purposes	For beverage or drinking

- 3 Let pupils report their work to the whole class for discussion.

Drug and substance abuse

The term substance abuse means using any substance for some reasons other than what it is intended for or in wrong quantities. Examples of abuse of drugs and substances include:

- smoking substances like tobacco, chamba
- taking overdose of medical drugs
- taking expired drugs
- self medication

Activity 2 (1/2 Period)

Let pupils study the picture below closely and answer the questions which follow:



- 1 In pairs, discuss what the picture is showing.
- 2 Identify two ways in which drugs and substances are being abused in the picture.
- 3 What advice would you give to the group in this picture?
- 4 Let pupils report their work to the whole class.

Effects of drug and substance abuse

Problems of drug and substance abuse are increasing especially among the youth. These affect them in different ways. The following are some effects of drug and substance abuse:

Drug/substance	Effect
Alcohol	liver disorder, nutritional deficiency, family disagreements, neglecting family members
Hemp (chamba)	Mental disorder, crime, suffocation
Tobacco	Cancer of the lungs, heart attacks, stomach ulcers
Glue	Intoxication, death
Chloroquine	Death

Activity 3 (1 period)

Mr Phiri's family

Let pupils read the story below and answer the questions that follow:

Mr Phiri is a father of six children. He drinks a lot. Sometimes the family goes without food. Sometimes children do not go to school. When he comes home from drinking beer, he beats the wife and children for no reason.

Questions

- 1 Identify the likely effects of Mr Phiri's behaviour.
- 2 What are the possible causes of the problems?
- 3 If Mr Phiri was your father, what advice would you give him?

Ways of avoiding drug and substance abuse

The following are some of the ways that can be followed to avoid abusing drugs and substances:

- Do some sporting activities to keep one busy.
- Avoid taking expired drugs.
- Avoid bad company (friends).
- Seek guidance and counselling.
- Avoid taking drugs without prescription.

Activity 4 (1 period)

- 1 Let pupils role play effects of bad company where one pupil resists to get involved in drug and substance abuse.
- 2 In pairs, let pupils discuss what they have seen in the role play.
- 3 Let them explain what lessons they have learnt in the role play.

Importance of counselling alcoholics and drug addicts

Alcoholics and drug addicts need a lot of care and support to help them get through the bad habit. There are many benefits of counselling a drug and substance addict. The drug addict will live a happy and healthy life after effective counselling sessions. As a result of this, the drug addicts and substance abusers can:

- stop stealing
- cooperate with friends and families
- support the family
- participate in development work
- work hard in class
- avoid crime or suicide

Activity 5 (1 period)

- 1 Let pupils individually work on the following questions:
 - Give reasons why it is important to counsel a drug addict
 - What advice would you give to a drug addict?
- 2 Let them share their responses in a plenary.

Counselling centres for drug and substance addicts

Counselling centres help drug addicts to improve and lead useful lives in their communities. Counselling services are offered in hospitals, churches, various NGO institutions and traditional settings.

Activity 6: (2 periods)

- 1 In pairs, let learners identify counselling centres in their area.
- 2 As a class, let pupils visit a nearby clinic or invite a resource person to talk on the topic of drug and substance abuse.
- 3 Let pupils discuss their finding in a plenary.

Summary

Drugs and substances have various uses. Some are used as medicines, fuel and cleaning agents. However, some people use them for wrong purposes. This is known as drug and substance abuse. Such habits bring about negative effects on individuals, families and the nation as a whole. Drug abusers cannot effectively participate in development work. People should therefore avoid abusing drugs and substances.

Pupil assessment

- 1 What is the meaning of the term *drug and substance abuse*?
- 2 How are the following abused:
 - alcohol?
 - valium?
- 3 How can you avoid drug and substance abuse?
- 4 Complete the table on the effects of drug and substance abuse

Drug/substances	Effects on the individual	Effects on the family
Glue		
Alcohol		
Chamba		

Glossary

- Addict* - a person who is unable to free oneself from a harmful habit
- Drug* - substance such as chamba or medicine whose use can result into a habit
- Substance* - any particular kind of matter eg water, coffee and drugs
- Rehabilitation* - help given to addicts to get over their addiction and become more useful members of the society
- Counsel* - a helping service given to someone in need in order that they take appropriate actions or decisions in their lives
- Abuse* - wrong or bad use of something
- Suffocate* - failure to supply fresh air into the lungs which may lead to death
- Expire* - to go beyond the time the thing was supposed to be used
- Overdose* - taking too much of a drug at one time

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