

MALAWI PRIMARY EDUCATION

SOCIAL STUDIES



Supplementary Teacher's Guide *for* Standard 6



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Supplementary Teacher's Guide *for* Standard 6



MIE

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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 natural resources; justice, equity and human dignity; respect for life; peaceful conflict resolution, gender and constitution of Malawi.
- 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 6. 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 COUNTRY

Strands and topics in the new social studies syllabus (2003)	Sources of information for use when teaching
<p>1 Population, past and present events</p> <p>1.1 Composition of the population in the country</p> <p>1.2 Origin of the population groups, their early settlements and contributions (Chewa, Ngoni, Tumbuka, Lomwe, Yao)</p> <p>1.3 Past and present prominent leaders (traditional, political and religious)</p> <p>1.4 Historical events and places in the country (Christianity and Islam)</p> <p>1.5 Colonial administration and influence</p> <p>1.6 Population in the country</p> <p>1.7 Population change in Malawi</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"> • Unit 7: Maravi (Chewa) • Unit 8: Nkhamanga Kingdom (Tumbuka) <p>2 the old Standard 6 social studies teachers' guide and pupils' book (1995)</p> <ul style="list-style-type: none"> • Unit 8: Ngoni and Lomwe • Unit 9: Yao • Units 15-20: Historical events and places (Dr David Livingstone, UMCA, Scottish Missionaries, DRC Mission, Roman Catholics, Moslems) <p>3 the old Standard 7 social studies teachers' guide and pupils book (1995)</p> <ul style="list-style-type: none"> • Unit 18: Nyasaland Protectorate • Unit 20: Population distribution in Malawi • Unit 21: Population change in Malawi
<p>2 Physical environment</p> <p>2.1 Location of Malawi</p> <p>2.2 Major physical features of Malawi</p> <p>2.3 Climate of Malawi</p> <p>2.4 Destructive agents of the environment</p> <p>2.5 Conservation of the environment</p>	<p>Refer to the:</p> <p>1 old Standard 7 social studies teachers' guide and pupils' book (1995)</p> <ul style="list-style-type: none"> • Unit 1: Latitudes and longitudes • Unit 2: Location of the position of Malawi • Unit 12: Major physical features • Unit 13: Climate of Malawi <p>2 old Standard 6 social studies teachers' guide and pupils' book (1995)</p> <ul style="list-style-type: none"> • Unit 14: Conservation of the environment <p>3 the new Standard 5 social studies supplementary teachers' guide and pupils book (2004)</p> <ul style="list-style-type: none"> • Unit 1: The environment
<p>3 Resource management and development</p> <p>3.1 Development of resources in Malawi: types, renewable and non-renewable</p> <p>3.2 Industries (primary, secondary and tertiary)</p> <p>3.3 Importance of industries in development</p>	<p>Refer to this supplementary teachers' guide and accompanying pupils' book</p> <ul style="list-style-type: none"> • Unit 1: Natural resources • Unit 2: Water resources • Unit 3: Forest resources • Unit 4: Fish resources • Unit 5: Industries in Malawi
<p>4 Civic rights and responsibilities</p> <p>4.1 Chieftaincy</p> <p>4.2 Social services</p> <p>4.3 Malawi constitution</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"> • Unit 13: Social institutions in the district <p>2 this supplementary teachers' guide and accompanying pupils' book</p> <ul style="list-style-type: none"> • Unit 9: The constitution of the Republic of Malawi

Strands and topics in the new social studies syllabus (2003)	Sources of information for use when teaching
<p>5 Social environment</p> <p>3.4 Factors which influence culture</p> <p>3.5 Cultural expressions</p> <p>3.6 Justice, equality and human dignity</p> <p>3.7 Respect for life</p> <p>3.8 Peaceful conflict resolution</p>	<p>Refer to:</p> <p>1 the old Standard 6 social studies teachers' guide and pupils' book (1995)</p> <ul style="list-style-type: none"> • Unit 12: Aspects of culture <p>2 the old Standard 7 social studies teachers' guide and pupils book (1995)</p> <ul style="list-style-type: none"> • Unit 4: Matrilineal tribes in Malawi • Unit 5: Patrilineal tribes in Malawi <p>3 this supplementary teachers' guide and accompanying pupils' book</p> <ul style="list-style-type: none"> • Unit 6: Justice, equality and human dignity • Unit 7: Respect for life • Unit 8: Peaceful conflict resolution
<p>6 Critical contemporary issues</p> <p>6.1 HIV and AIDS</p> <p>6.2 Gender equity</p> <p>6.3 Drug and substance use and abuse</p>	<p>Refer to this supplementary social studies teachers' guide and accompanying pupils' book</p> <ul style="list-style-type: none"> • Unit 10: HIV and AIDS • Unit 11: Gender equity • Unit 12: Drug and substance use and abuse
<p>7 Safety</p> <p>6.4 Road safety</p> <p>6.5 Accidents in sports and recreation</p> <p>6.6 Organisations dealing with road safety in Malawi</p>	<p>Refer to the</p> <p>1 Old Standard 5 social studies teachers' guide and pupils' book (1995)</p> <ul style="list-style-type: none"> • Unit 10: Safety in working and recreational places <p>2 Old Standard 6 social studies teachers' guide and pupils' book (1995)</p> <ul style="list-style-type: none"> • Unit 26: Road signs and signals

UNIT 1

Natural resources

Why teach this unit

Natural resources play an important role to a person, family, community and the nation. Misuse and poor management of natural resources may lead to their degradation and depletion. Pupils, therefore, should develop an understanding of the term natural resources, types of natural resources, their importance and the effects of rapid population growth on natural resources. This will enable them to support and participate in efforts aimed at proper use, management and conservation of natural resources.

Objectives

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

- explain the terms *resource* and *natural resource*
- identify types of resources in Malawi
- explain the importance of natural resources
- explain the effects of rapid population growth on natural resources

Key terms

Ensure that pupils understand the following key terms: resource, natural resource, renewable resources, non-renewable resources and recycle.

Skills to be learned

Ensure that pupils acquire, practise and develop the following skills: observation, classification, participation and critical thinking.

Values and attitudes to be learned

Ensure that pupils acquire, practise and develop the following values and attitudes: appreciation and concern for natural resources.

Suggested teaching and learning resources

The following may be used:

- local environment
- pupils experiences
- newspaper articles on natural resources
- pictures on natural resources

Pre-requisite knowledge, skills and attitudes

Pupils live in an environment in which they see, experience and use various types of resources. Use this knowledge and experience when teaching this unit.

Natural resources

A resource is a thing or material found in the environment that is used by people to meet their needs. Examples of resources include water, land, soil, vegetation, wild animals, cattle, birds, fish, food, houses, cars, money, labour and time.

A natural resource is a thing or material found in the environment that is not made by people. Examples of natural resources include land, minerals, vegetation, wildlife or game, water, air, solar energy and wind.

Types of natural resources

There are two types of natural resources: renewable and non-renewable.

Renewable resources are those that can be recycled or are capable of reproducing themselves by natural processes. Examples of renewable resources include plants or forests, water, soil, fish, air and wildlife. However, these can be renewed only if they are used and managed properly. If not, they may be depleted, degraded or become extinct.

Non-renewable resources are resources that are not able to replace themselves for human use ie they can be depleted or become totally used up. Examples of non-renewable resources are coal, oil, natural gas, iron-ore, copper and gold.

Activity 1 (2 periods)

- 1 In groups, let pupils
 - identify resources in the local environment
 - classify the resources into renewable and non-renewable resources using a table as follows.

Renewable resources	Non-renewable resources

- 2 Ask group leaders to report their findings to the class.

Importance of natural resources

Natural resources are very important to the individual, family, community and the nation in the following ways.

Land

- is habitat for people, animals and plants
- is a source of raw materials for industries for example, minerals like copper, gold and iron and timber for the furniture industry
- provides physical features like rivers, lakes, mountains and valleys

Soil

- supports the growing of crops and vegetation
- provides raw materials for the building industry e.g. clay and sand
- is home for wild animals

Activity 2 (1 period)

In this activity, pupils will have already covered work on the other natural resources in Standard 5, Unit 1, the environment. Use this background information as much as possible.

- 1 As a class, brainstorm the importance of the following natural resources:
 - forest resources
 - water resources
 - wildlife resources
- 2 In groups, let pupils:
 - identify the type of natural resource associated with the following illustration
 - discuss the importance of the natural resource shown
 - report their work in a plenary



Effects of rapid population growth on natural resources

Rapid population growth puts pressure on natural resources as follows:

Water resources

- Pollution of water due to overcrowding and dumping of wastes
- Scarcity of water due to increased demand
- Silting of rivers and lakes due to destruction of vegetation that exposes the ground to excessive erosion

Fish resources

- Over fishing leading to scarcity, depletion and extinction of fish



- Destruction of breeding areas

Forest resources

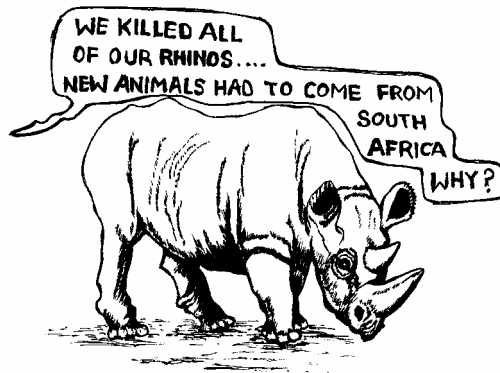
- Deforestation leading to scarcity, depletion and extinction of trees, wild fruits and other plants
- Destruction of forests due to increased demand for trees and tree products

Soil resources

- Soil erosion due to overcrowding and overcultivation
- Declining soil fertility due to improper agricultural practices

Wildlife resources

- Destruction of habitat which may lead to scarcity, depletion and extinction of wild animals, wild fruits and birds
- People encroaching into national parks, game reserves and forest reserves thus destroying habitat for wildlife and killing the wild animals themselves.



Activity 3 (1 period)

- 1 Conduct one or both of the following activities:
 - a Take a scone and let two pupils share it equally
 - b Take another scone and let 10 pupils share it equally.
 - c Let pupils discuss the relationship between the scone as a resource and the growing number of pupils

- 2
 - a Map out a small area in your classroom eg 2 x 3 metres.
 - b Let one pupil stand in it and move about freely.
 - c Ask other pupils to join him/her progressively until the area is too overcrowded for more to fit in.
 - d Ask pupils to:
 - explain what the activity demonstrates
 - explain what could result from such an overcrowded situation

Activity 4 (2 periods)

- 1 In groups, let pupils compose a song or poem about any natural resource.
- 2 Ask pupils to sing or say out the poem.
- 3 Let pupils comment on the messages from the song or poem.

Summary

Malawi has many renewable resources such as soil, water, fish, wildlife and vegetation. These are important to the individual, family, community and the nation. However, rapid population growth is causing depletion and degradation of these resources. They must therefore be used properly for present and future use.

Pupils' assessment

- 1 Explain the term *natural resource*.
- 2 How is the term resource different from natural resource?
- 3 Explain with examples, the following terms:
 - (a) renewable resources
 - (b) non-renewable resources
- 4 Describe the effects of rapid population growth on
 - (a) land
 - (b) water
 - (c) forests
 - (d) wild animals
- 5 Indicate with a tick against each of the following statements whether you agree (A) or disagree (D)

Statement	A	D
1 Cutting down of trees is necessary for opening up of new farms.		
2 People must be punished for cultivating on slopes of hills and mountains.		
3 There is no need to worry about conserving water because we have plenty of it.		
4 There should be no restrictions for cutting down trees and catching fish in Lake Malawi because these are gifts from God.		
5 Elephants should be killed because they fetch a lot of money for Malawi.		
6 Natural vegetation should not be destroyed.		
7 Wind is a natural resource.		
8 Water is a renewable resource.		

Glossary

<i>Habitat</i>	:	The natural home for animals and plants
<i>Natural resource</i>	:	A component of the natural environment that is of value to human needs eg soil, water, plant life and wildlife
<i>Non-renewable natural resource:</i>		Resource that cannot replace itself eg coal, oil and other minerals
<i>Renewable natural resource</i>	:	Natural resource capable of renewing itself if conserved eg water, soil and plants
<i>Recycle</i>	:	convert waste into new products

References

- MIE (2000). *Junior secondary population and sexual health education in social studies*. Domasi.
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UNIT 2

Water resources

Why teach this unit

Water is one of the most important substances found on earth. It covers 71% of the earth's surface. Water is essential in the maintenance of all forms of life. In this unit, pupils will learn about the water cycle, the major sources of water in Malawi, uses and management of water resources. The knowledge, skills and values of water management will enable pupils appreciate the need to conserve water for present and future generations.

Objectives

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

- describe the water cycle
- explain major sources of water in Malawi
- describe uses of water
- explain ways of conserving water
- explain the right to clean water
- describe ways of keeping water safe

Key terms

Ensure that pupils understand the following terms: evaporation, condensation, spring, safe water, water resource and catchment area.

Skills to be learned

Ensure that pupils acquire, practise and develop the following skills: drawing, taking up action, analyzing information, reporting and observation.

Values and attitudes to be learned

Ensure that pupils acquire the following values and attitudes: environmental appreciation, environmental concern, care for the environment, community belonging and participation.

Suggested teaching and learning resources

The following may be used:

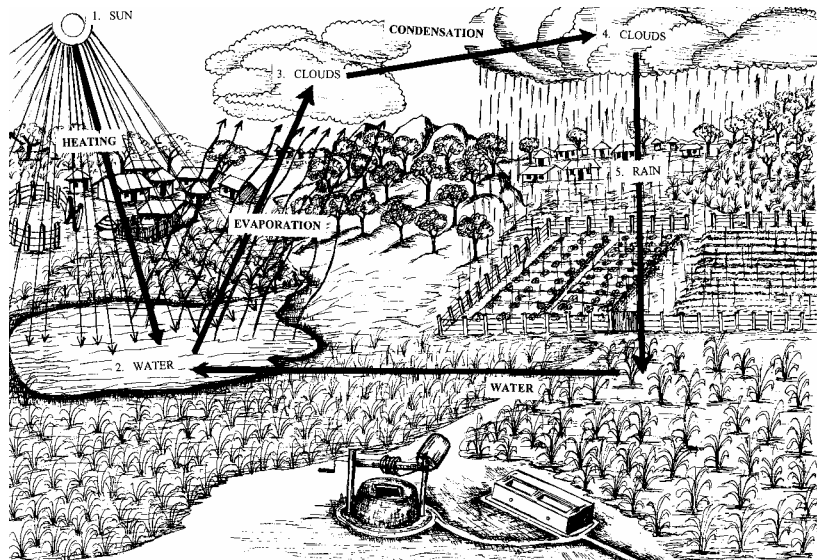
- diagram of the water cycle
- map of Malawi showing major rivers and lakes
- diagrams of water sources eg wells, taps and boreholes
- diagrams showing people using water

Prerequisite knowledge, skills and attitudes

Pupils have already seen water in rivers, lakes and wells. They use water daily. This knowledge should be used when teaching the unit.

The water cycle

Our fresh water supplies come about as a result of the water cycle. This is shown in the following diagram.



From the water cycle above, it is clear that:

- Everyday the sun warms the earth. This heats water causing it to rise into the air as tiny droplets of water vapour. This change is known as *evaporation*.
- The tiny drops of water vapour are too small to see. Being light, they float up with the wind and become cooler.
- More cooling causes the vapour to form large drops of water around small dust particles. This is called *condensation* and may lead to *cloud* formation.
- In a cloud, some water drops grow large by mixing with other drops. When these drops are too heavy to float in the air, they fall back to the ground as rain
- Rain falling to the ground may follow many routes. It can fall on trees and plants or seep underground. Some runs off the land into rivers flowing to the seas and lakes. Most evaporates from the ground back into the air.
- Afterwards, this water is returned to rivers or the air.

Activity 1: (1 period)

- 1 Ask pupils to study the water cycle and in groups write short notes on what is happening in the cycle.
- 2 Ask them to present their notes to the whole class in plenary.

Sources of water in Malawi

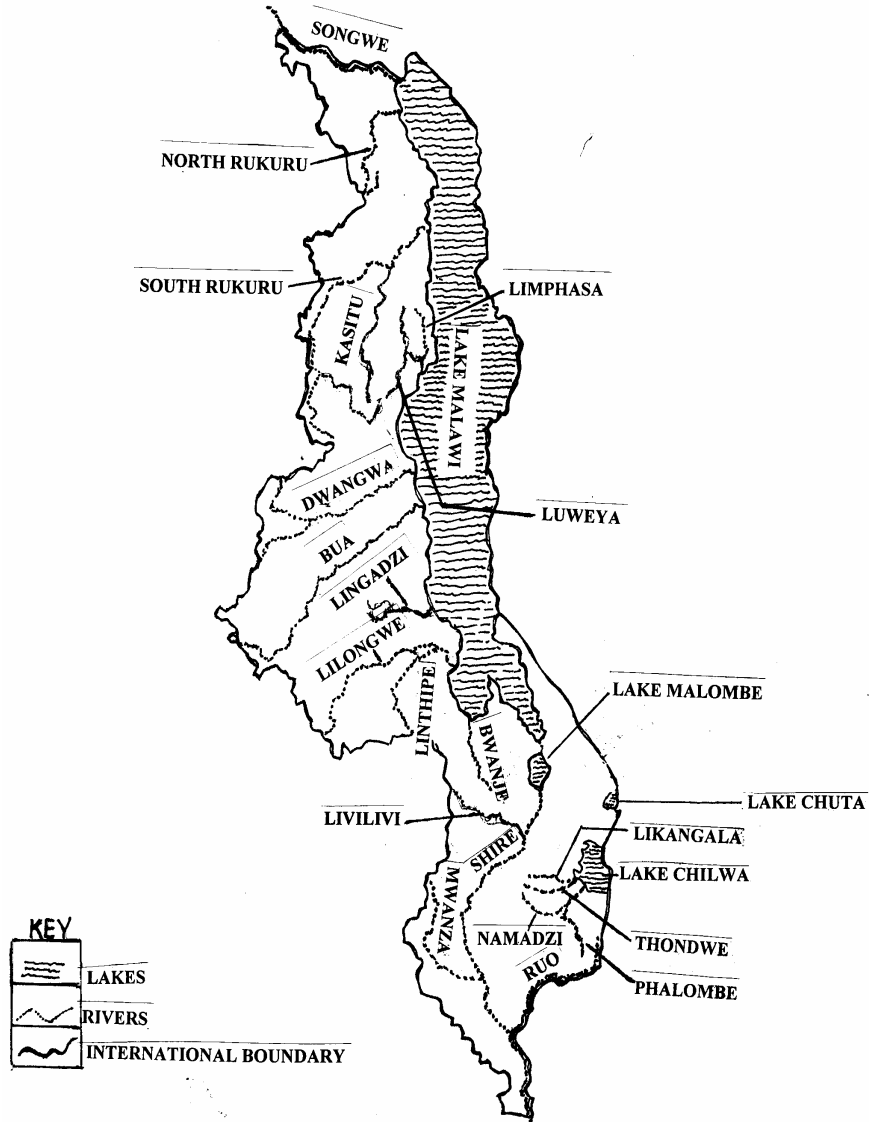
There are two sources of water in Malawi: surface water and ground water.

Surface water is found in rivers, streams and lakes. The major rivers include:

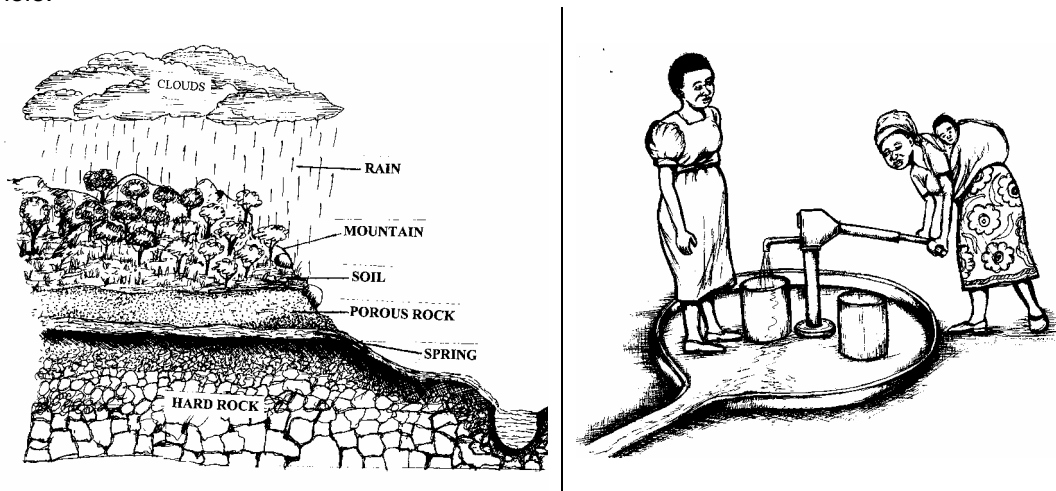
- Songwe, Rufira, North Rukuru, South Rukuru and Lweya in the Northern region
- Dwangwa, Bua, Lilongwe, Diamphwe and Linthipe in the Central region
- Shire, Ruo, Phalombe, Mkurumadzi, Lisungwe and Mwanza in the Southern region

Malawi has the following lakes: Lake Malawi, Lake Kazuni, Lake Malombe, Lake Chiuta and Lake Chilwa.

MAJOR SURFACE WATER RESOURCES OF MALAWI



Ground water is water which is contained in the rocks underground and may come out in the form of a spring. The water from underground is also obtained by constructing a well or bore hole.



Activity 2 (1 period)

- 1 Ask pupils to draw a map of Malawi and locate and name the major rivers and lakes.
- 2 In groups, let them discuss:
 - a sources of rivers
 - b sources of water supplies (surface or ground) that are easily contaminated and why
 - c how ground water can be contaminated
- 3 Ask them to report in a plenary.

Activity 3 (2 periods)

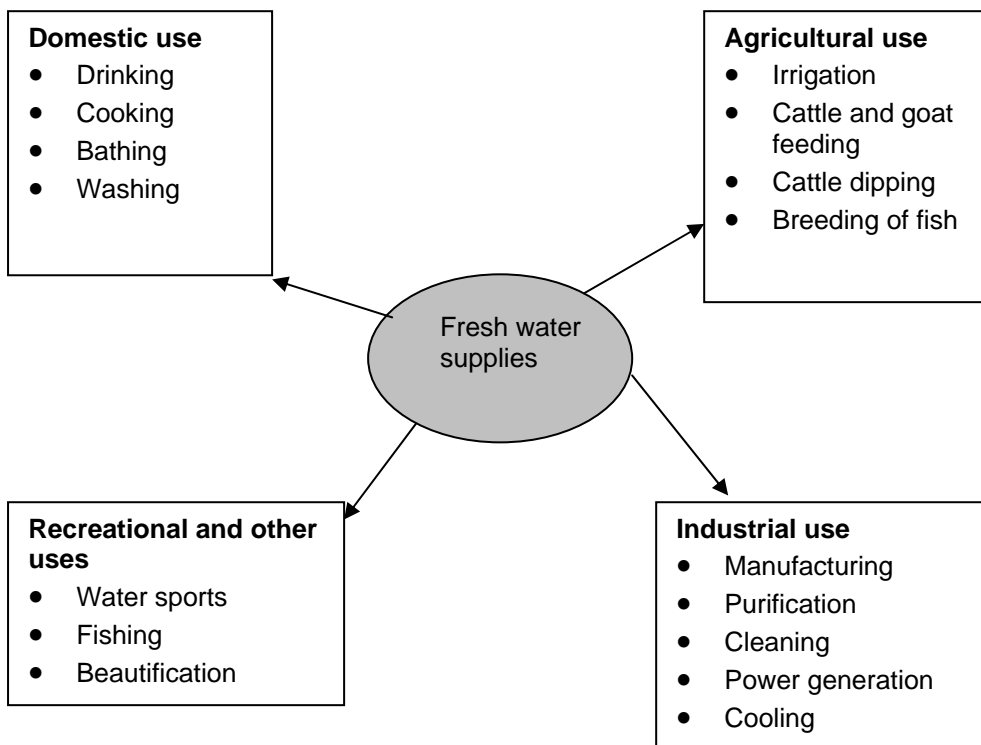
- 1 Take pupils out to visit different sources of water within their environment.
- 2 In groups, ask them to observe and record the various sources of water they see.
- 3 Ask pupils to report their findings to the class in a plenary.
- 4 Ask the pupils to draw the different sources of water and display their drawings on their classroom walls.

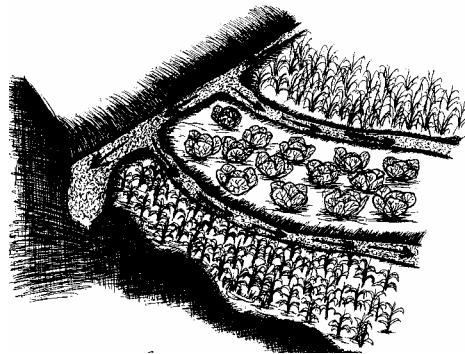
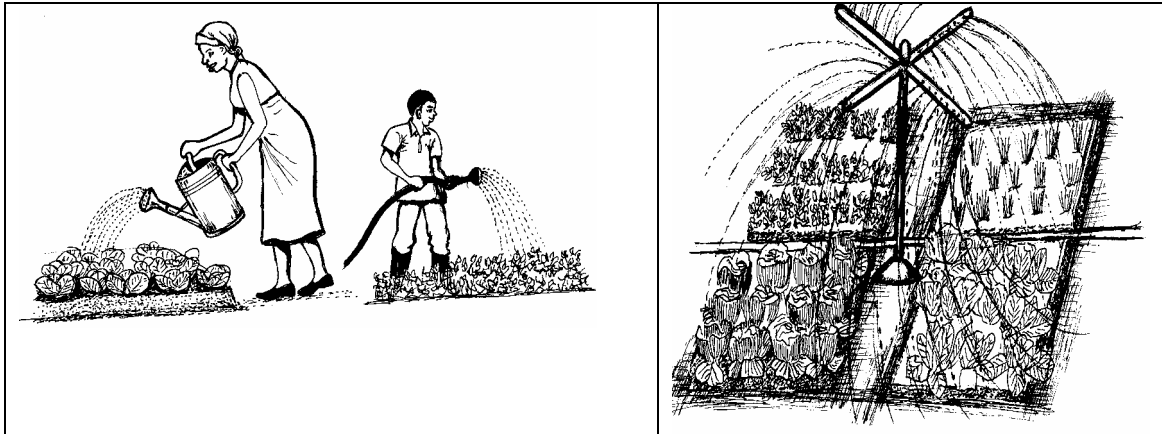
Uses of water

There are many uses of water. Some of the uses are:

- cleaning and cooling of machines in factories
- processing of industrial products eg making of soft drinks, beer, cloth, biscuits and paper
- production of hydro-electric power such as at Tedzani, Nkula and Wovwe
- for domestic purposes eg laundry, drinking, cooking and sewage disposal
- for irrigation eg at Nchalo and Dwangwa sugar estates
- as home for water animals eg fish and crabs which are a source of food and money
- a mode of transport such as Ilala and Mtendere in Lake Malawi
- a source of chemicals eg salt
- for tourism eg Lake Malawi
- helps in soil formation through weathering of rocks

The diagram below is a summary of uses of fresh water.





Activity 4 (1 period)

Let pupils play the game below:

- 1 Ask pupils to make paper hats. Let one hat be labelled "water".
- 2 Ask one of the pupils to put on the hat and stand at the centre of a circle.
- 3 Ask four other pupils to put on their hats labelled with any of the several uses of water and these should make a circle.
- 4 Ask each one of the pupils in the circle to explain how they use water. The pupils should do this while extending one hand to the one at the centre symbolizing connection to water.
- 5 Let all pupils explain uses of water in turns.

Conservation and management of water

Conservation of water involves the reduction of water loss or pollution. Water is such an essential constituent of living organisms and so useful to humans that it must be conserved at all cost. The objective for conservation of water is to ensure its availability for present and future generations. Conservation becomes even more critical when it is realized that out of all the very large global mass of water, only about 1% percent is available as fresh water to be shared by people, plants and animals. Therefore water should be used properly to avoid wastage by:

- not leaving taps running
- drawing enough water for use at a time
- reusing water eg watering flowers with already used water

Water has to be looked after to ensure continued use. Ways of managing water resources include:

- Planting trees and grass to avoid soil erosion which pollutes the water
- Avoiding defaecating in water
- Protecting catchment areas by not cutting down trees
- Avoiding polluting water for example by digging pit latrines following appropriate specifications eg 30 metres away from rivers and by not digging toilets in low lying areas.

The right to clean water

Water is provided freely by nature. People, therefore, have the right to clean water. It is the responsibility of every one of us to ensure that we protect water from pollution so that it is clean and safe to use by people, plants and animals.

Activity 5 (1 period)

- 1 In groups, ask pupils to discuss:
 - a the sources of water used in their homes for drinking, washing and bathing
 - b if the water they use is clean or not
 - c if it is not, how they can make it safe for use
 - d what the community can do to make the water safe

- 2 In the same groups, let them discuss how the following might have affected or may affect water supplies:
 - a droughts or low rainfall
 - b floods
 - c wars

- 3 Ask them to report in a plenary.

Keeping water safe

Clean water may still contain germs or harmful chemicals. It is therefore important to keep water safe. The following are some of the ways of keeping water safe:

- boiling
- filtering
- adding chemicals such as chlorine

Activity 6 (3 periods)

Water filtration

Ask pupils to carry out the following water filtration experiment.

Materials: tins, gravel, sand, large stones, hoe and water

Procedure

- 1 Put pupils in groups and ask them to collect the above materials.
- 2 Explain and demonstrate to the pupils the procedures for carrying out the experiment.
- 3 Let the pupils conduct their group experiment.
- 4 Ask the pupils to write what they see and explain their findings to the class in a plenary.

It should be noted that filtration only removes dirt but not micro-organisms. It is therefore important that after filtration, the germs should be killed by either boiling the water or adding chemicals to it.

Pupil Assessment

- 1 Describe the water cycle.
- 2 Explain the major sources of water in Malawi.
- 3 Identify four uses of water.
- 4 In what four ways should water be conserved and managed properly?
- 5 What would happen if there was no water in your area?
- 6 Describe two ways of making water safe for drinking.
- 7 Explain the relationship between water and vegetation.

Summary

Water is important for life. It has many uses such as generation of electricity, irrigation farming, transport and production of industrial materials. It also provides a home for animals and plants. It is therefore important to look after water properly.

Glossary

Water resources : these are benefits which are acquired from water

References

- Action Magazine (no 3). *Environmental health magazine*. Harare: Action Team.
- Muyanda, Mutebi P (2000). *Environmental education source book: a teaching and training guide*. ASESP. Kampala: Pan Africa Books.
- UNESCO (2001). *Education for human rights and democracy in Zimbabwe, Form 1 and 2 geography*. Harare: UNESCO
- Malawi Government (2002). *State of environment report 2002*. Development Centre: Malawi Government.

UNIT 3

Forest resources

Why teach this unit

Malawi has a lot of forest resources. Sometimes people mismanage forests. Pupils need to learn the different types of forests, their importance and how they can be managed. This knowledge will help them to understand how they can preserve forests in their areas for use by present and future generations.

Objectives

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

- explain the term *forest*
- identify types of forests
- explain the importance of forest resources
- identify forest reserves in Malawi
- describe activities that destroy forests
- describe ways of managing forest resources

Key terms

Ensure that pupils understand the following terms: afforestation, reafforestation and forest reserve.

Skills to be learned

Ensure that pupils acquire, practise and develop the following skills: problem solving, observing, drawing, participation, taking up action and classifying.

Values and attitudes to be learned

Ensure that pupils acquire the following values and attitudes: concern and care for the environment, community belonging and participation, cooperation and team-spirit.

Suggested teaching and learning resources

The following may be used:

- map of Malawi showing the location of forest reserves
- pictures and newspaper articles
- the local environment

Prerequisite knowledge, skills and attitudes

From Unit 1 in Standard 5, pupils already know the meaning of the term environment, agents that destroy the environment and ways of conserving it. They have also seen forests and used many forest products. This knowledge and experience should be used when teaching this unit.

Meaning and types of forests

Forest resources are trees and shrubs that either grow naturally or are planted. Forests are made up of either exotic or indigenous trees. *Exotic trees* are trees that have been brought into the country from other countries such as pine, cindirella and blue gum. *Indigenous trees* are local trees which grow naturally for example *naphini*, *chisekese*, *mlambe* or *mubuyu*, *muwanga*, *mbawa* and *msuku*.

Importance of forests

Forest resources are important because they:

- are a source of firewood and charcoal used in cooking
- provide shelter and food to animals and birds
- protect the soil from erosion

- act as a source of medicines
- provide water catchment areas
- are a source of edible fruits
- provide timber for furniture and the construction industry; poles and ropes for building houses
- act as windbreak
- are a source of rain
- enable water to be stored underground
- can be used for making tooth brushes
- prevent desert conditions
- control extreme temperatures
- provide raw materials for paper making

Activity 1 (2 periods)

- 1 In groups, take pupils outside and let them identify and name the trees found around.
- 2 Let them put the trees into exotic and indigenous groups as shown below:

Exotic	Indigenous

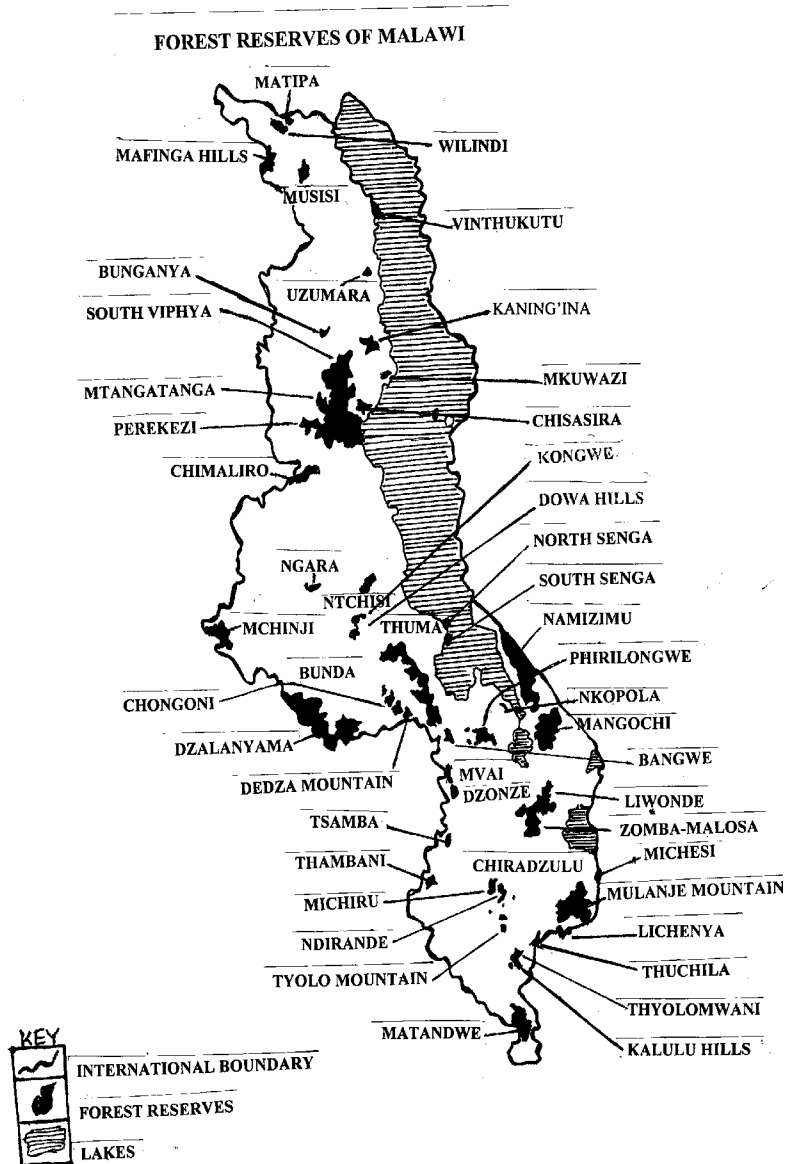
- 3 Ask pupils to present their group work to the class in plenary.
- 4 Individually ask pupils to come up with uses of each named tree in part 1 of Activity 1.
- 5 In groups let pupils compare their work.
- 6 Ask them to complete the table below while in their groups.

Name of tree	Uses
1 Baobab	<ul style="list-style-type: none"> • Edible fruits • Production of fruit juice • Bark used for fibre for making ropes
2	
3	
4	
5	

- 7 Let groups report their work to the whole class in plenary.

Forest reserves in the country

A forest reserve is an area set aside for conservation and management of wild life and water catchment area. Forest reserves are either government or private owned. Some forest reserves in Malawi are shown in the following map.



Activity 2 (1 period)

- 1 Let pupils study the map of Malawi above.
- 2 In groups, ask them to list down forest reserves by region.
- 3 Ask the pupils to report their responses in plenary.
- 4 Let each pupil draw a map of Malawi showing forest reserves.

Factors that cause forest destruction

Forest resources can be destroyed by:

- rapid population growth which leads to opening up of new settlements and gardens
- cutting down of trees for firewood and charcoal for sale and home use
- use of trees in local industries such as brick making and wood carving
- opening up of estates
- uncontrolled bush fires which destroy trees
- poor management of forests



Activity 3 (2 periods)

- 1 Contact a resource person from the Forestry Department and let her/him talk to pupils on forest resources and their management.
- 2 Let pupils ask questions for clarification.
- 3 Ask each one of them to write down what they have learned from the resource person.

Conservation of forest resources

Forest resources can be conserved in the following ways:

- avoiding careless cutting down of trees
- avoiding bush fires
- constructing firebreaks around forests
- using alternative fuel sources
- replacing trees that have been cut down (afforestation and re-afforestation)
- involving local communities in tree planting

Activity 4 (1 period)

- 1 Ask pupils to study the illustration that follows and let them answer questions that follow:



- 2 In groups, ask pupils to
 - a discuss what is happening in the illustration
 - b describe the people involved in the activity
 - c discuss and record the importance of involving the local community in forest management
- 3 Let groups report their answers to the whole class

Activity 5 (Project)

Let the class,

- choose a site for a woodlot
- prepare the land for tree planting
- raise seedlings of various trees
- plant the trees and look after them through to the time they are in Standard 8

You may also involve pupils in taking care of a nearby forest by making a firebreak around the plantation.

Pupil assessment

- 1 What is a forest reserve?
- 2 Explain the importance of forest resources.
- 3 Describe activities that contribute to the destruction of forest resources.
- 4 Explain the importance of involving local communities in creating forest reserves.

Summary

Forest resources consist of trees and shrubs that either grow naturally or are planted. Forest resources can be either exotic or indigenous. Forests are important because they are a source of firewood and charcoal, provide shelter and food to animals and birds and protect the soil from erosion.

Glossary

- Afforestation** - planting trees on bare grounds
- Reafforestation** - planting trees in a deforested area i.e. area that was previously forested
- Forest reserves** - is an area set aside by government for conservation and management of trees, and as a catchment area of water and other wild life

References

- Muyanda Mutebi P, (2000). *Environmental education sourcebook: a teaching and training guide*. Kampala: ASESP Pan Africa Books.
- Action Magazine (No 3). *Environmental health magazine*. Harare. Action team,
- Nantchengwa (1992). *The environmental education magazine of the wildlife society of Malawi, wood energy – Save trees*. Limbe: Department of National Parks and Wildlife.
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UNIT 4

Fish resources

Why teach this unit

Fish are a major source of protein and money for most Malawians. Fish are caught from rivers, lakes, dams and ponds. In this unit, pupils will learn about the main fishing areas in Malawi, the importance of fish, fishing methods used, threats to fishing and measures to control fish depletion. The knowledge gained will assist them appreciate the need to conserve fish for future use.

Objectives

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

- give reasons why fish are important
- locate the main fishing areas in Malawi
- name the types of fish found in Malawi
- describe various fishing methods used
- explain problems related to fish resources
- describe ways to conserve fish resources

Key terms

Ensure that pupils understand the following terms: fishing areas, fishing line, fish traps, gill nets, trawl nets and overfishing

Skills to be learned

Ensure that pupils acquire, practise and develop the following skills: observation, listening, drawing and reporting.

Values and attitudes to be learned

Ensure that pupils acquire the following values and attitudes: concern and care for fish resources.

Suggested teaching and learning resources

The following may be used:

- pictures of fish
- actual fish
- map of Malawi
- fishing equipment
- charts
- nearby rivers/dams/ponds/lakes

Pre-requisite knowledge

Pupils already know various types of fish from their local environment. They have seen, eaten and perhaps sold fish before. Some of them have caught fish in local rivers, or lakes using line and hook, nets or fish traps. This knowledge should be used when teaching the unit.

Importance of fish

Fish are important because they:

- provide food
- provide protein
- are a source of money to individuals and the country through local sales and exports
- provide employment to those involved in selling fish
- promote tourism

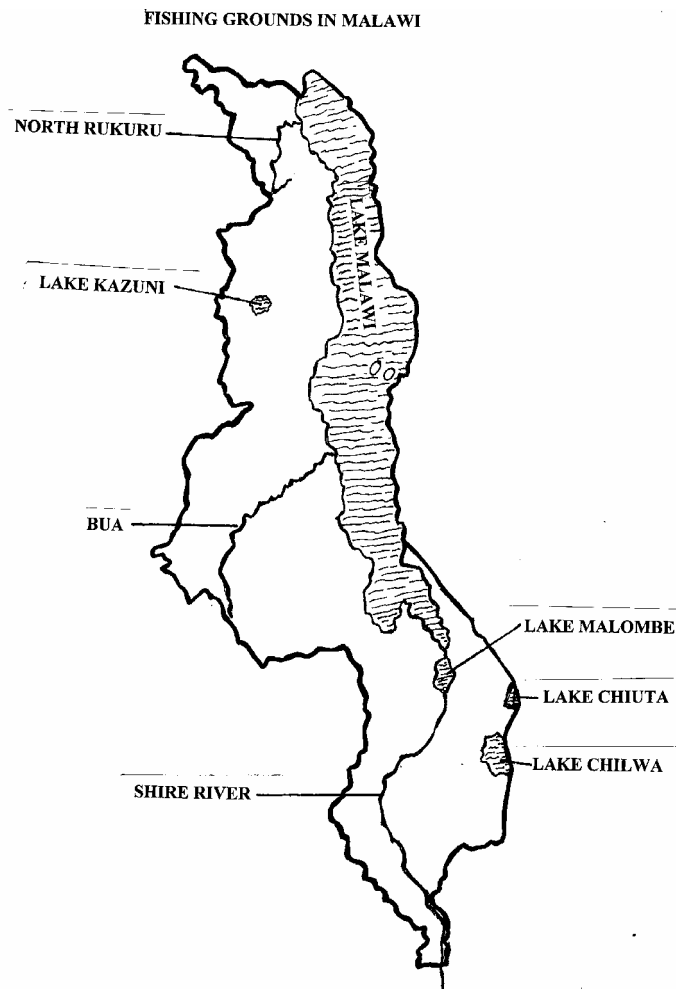
- are a source of medicines (eg cod liver oil) and oils

Activity 1 (1 period)

- 1 In groups, let pupils discuss the importance of fish.
- 2 Let the pupils report their work to the class.

Fishing areas

There are many fishing areas in Malawi. These are Lake Malawi, Lake Chiuta, Lake Malombe, Lake Chilwa, upper and lower Shire and other rivers. Lake Malawi however provides the major fishing grounds as shown in the map below. Fish are also caught in dams and ponds.

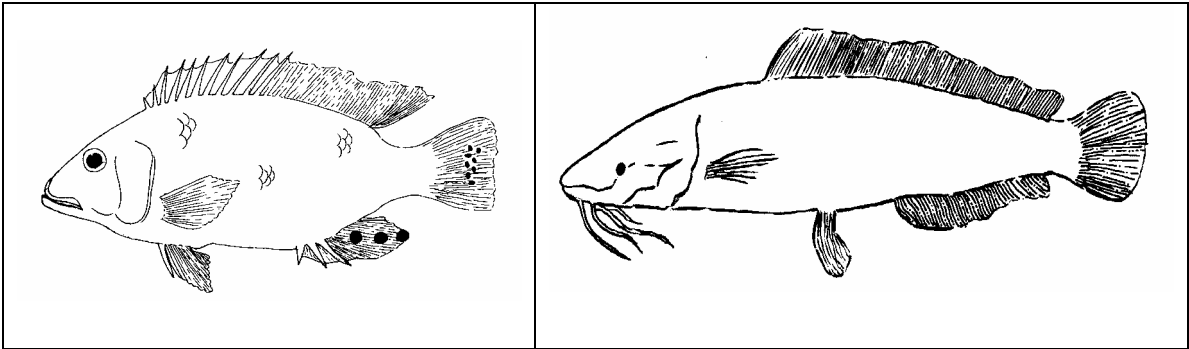


Activity 2 (2 periods)

- 1 Let pupils be in groups and discuss fishing areas in their local environment
- 2 Let pupils draw the map of Malawi in their books and name the districts where the fishing grounds are found.
- 3 Ask pupils to display their map to the class.

Types of fish in Malawi

There are various types of fish caught in Malawi. The following are names of some fish in Malawi: *chambo, milamba, ntchila, usipa, utaka, mbuna, nkhorokoro, matemba, kampango, kadyakoro.*



Activity 3 (2 periods)

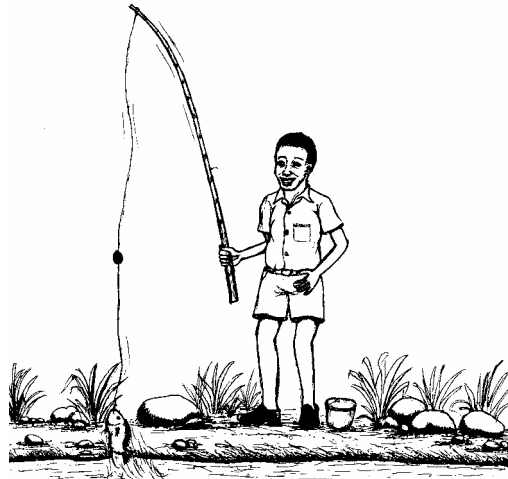
- 1 Ask pupils to name types of fish found in their local environment.
- 2 Take the class out to a nearby market to identify types of fish found there.
- 3 In groups, ask them to write down names of fish observed in the market.
- 4 Let pupils draw two of the types of fish they have identified.

Methods of catching fish

There are various types of methods used in fishing. These depend on the kinds of fish caught and the nature of the fishing grounds. Some of the fishing methods are:

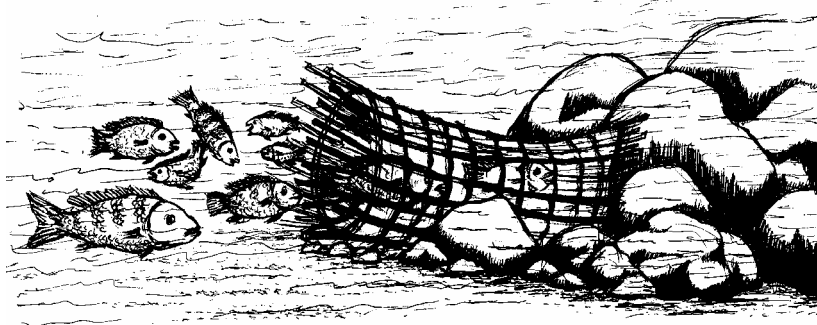
Fishing line and hook

A bait is fixed to a hook, and when fish eats the bait, the fish is hooked and caught.



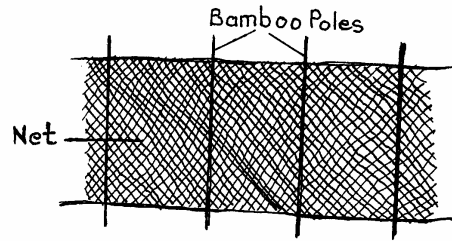
Fish traps (mono)

These look like baskets and they are set in water with or without food inside. When fish enter the *mono* they fail to get out and they are caught.



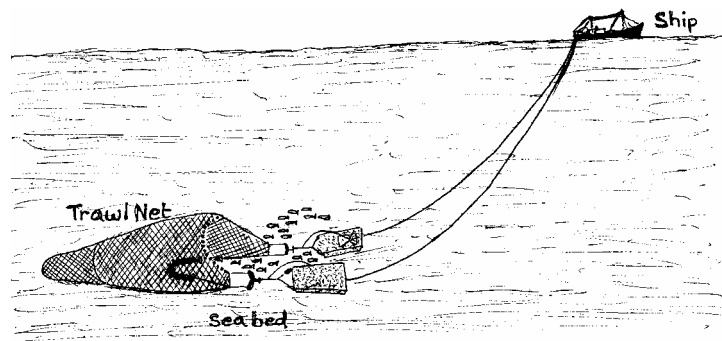
Gill net

The net is set in water and fish are caught by gills as they pass through the net.



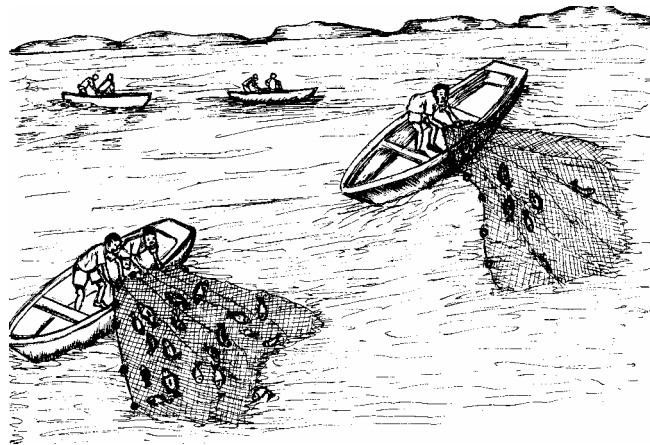
Trawl net

The net is pulled by a motor boat and fish get caught in it.



Khoka

This is similar to trawl net where a loop is formed using a long net of tiny holes. Two canoes about 10 metres apart pull the net to shore with fish trapped in it. Sometimes these nets are pulled by people.



Draining pond water

Water in a pond is drained and fish get exposed. Mature fish are collected before filling the pond with water again.

Activity 4 (1 period)

- 1 Ask pupils to select from the diagrams equipment used to catch fish in their local environment.
- 2 Draw diagrams of the various fishing methods.
- 3 Describe traditional methods of catching fish.

Problems related to fish resources

The following are some of the problems facing fish resources:

- overfishing in which even the young fish are caught when using trawl nets. Small sized nets also catch small fishes. This leaves few fish for future use.
- fishing during the times when fish are breeding
- pollution of water through dumping of chemicals from industries kills fish
- poor transportation systems to markets which leads to deterioration and rotting of fish

Ways of conserving fish resources

Fish resources can be conserved in the following ways:

- ensuring that laws on size of mesh for nets are enforced to prevent catching young fish.
- enforcing laws on dumping of chemicals in water resources
- controlling fishing during breeding time

Activity 5

- 1 Take pupils to a nearby market and let them ask questions on:
 - a source of fish found in the market
 - b types of fish sold
 - c problems fish sellers face
- 2 In groups, let pupils discuss the market study.
- 3 Ask them to report their group work in a plenary.

Summary

Fish are an important source of food and employment. The main fishing grounds are Lake Malawi, Lake Malombe, Lake Chilwa and Shire river. *Chambo* is the most popular fish. Other fish include *milamba*, *usipa*, *utaka*, *kampango*. There are different methods of catching fish such as use of hooks, fish traps, gill nets and trawl nets. Problems faced in the fishing industry include overfishing, pollution and destruction of breeding areas. There is a need therefore, to conserve fish resources by taking proper conservation measures.

Pupil assessment

- 1 Identify fishing areas found in your local environment as well as in your district.
- 2 Why is it important to protect fishing areas in Malawi?
- 3 Identify five types of fish.
- 4 Describe any three fishing methods used in Malawi.

Glossary

Fishing areas: These are all water sources, from where fish can potentially be caught.

References

- Kadzombe ED et al, (1973). *Lands and peoples of Central Africa*. London: Longman.
- Young, AD (1974). *A geography of Malawi*. London: Evans Brothers Ltd.
- Department of Environmental Affairs (2002). *State of the environmental report*. Lilongwe: Department of Environmental Affairs.

UNIT 5

Industries in Malawi

Why teach this unit

Many people in Malawi are employed in various types of industries. Industries contribute to the economic development of the country. It is important, therefore, that pupils develop an understanding of the term industry, types of industries found in Malawi, their location and importance.

Objectives

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

- explain the terms *industry* and *manufacturing*
- identify various types of industries in Malawi
- locate the major industries on a map of Malawi
- explain the importance of the industries to the development of Malawi

Key terms

Ensure that pupils understand the following terms: industry, primary industry, secondary industry, tertiary industry, manufacturing and raw materials.

Skills to be learned

Ensure that pupils practice and develop the following skills: map drawing, graph drawing, locating, identifying, classifying, observation and critical thinking

Values and attitudes to be learned

Ensure that pupils acquire the following values and attitude's appreciation for industrial development:

Suggested teaching and learning resources

The following may be used:

- pupils' experiences
- local environment
- pictures or photographs of industries
- maps showing location of industries

Pre-requisite knowledge, skills and attitudes

Pupils have seen some industries in their local environment and through pictures. This experience and knowledge should be used when teaching this unit.

Industry and manufacturing

Industry refers to any economic activity that involves the production of goods or materials such as crops, trees, minerals and the provision of various services.

Manufacturing refers to the changing of raw materials into new and better quality materials. For example, changing sugar cane into sugar or maize grain into flour.

Types of industries in Malawi

Industries are classified into three groups namely, primary, secondary and tertiary.

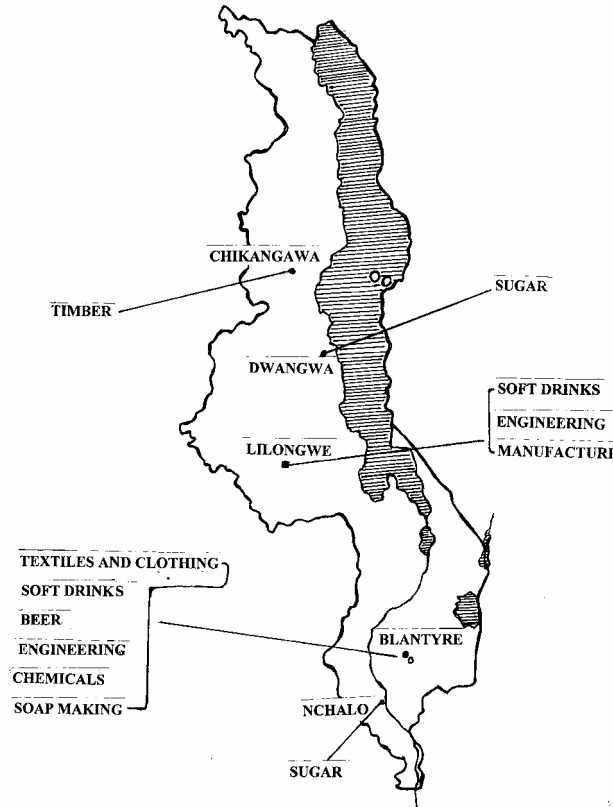
Primary industries

These are economic activities involving the production of raw materials some of which cannot be used straight away. Examples of primary industries are:

- farming of tea in Mulanje, Thyolo and Nkhata-Bay; tobacco in Lilongwe, Mchinji, Kasungu, Dowa, Mzimba and Rumphi; sugar cane at Nchalo and Dwangwa; rice in Karonga, Nkhota-kota and Salima; and maize in many parts of the country

- fishing in Lakes Malawi, Malombe, Chilwa and Chiuta; rivers Shire, Rukuru, Dwangwa
- forestry in the Viphya plateau, Mulanje, Zomba and Dedza mountains
- mining of coal at Mchenga in Rumphi and limestone at Chamama in Kasungu

MAP OF MALAWI SHOWING INDUSTRIES



Activity 1 (2 periods)

Ask pupils to study the map of Malawi above and, in groups, let them answer the following questions:

- 1 Which type of land form is associated with the growing of rice, cotton and sugar?
- 2 Which type of climate is associated with the growing of tea and coffee?
- 3 Which type of land form is associated with the growing of maize, tobacco and groundnuts?

Activity 2 (1 period)

- 1 Let pupils draw a map of Malawi.
- 2 Ask them to locate and name:
 - a tea growing areas
 - b sugar growing areas
 - c afforested areas of Viphya, Dedza, Zomba and Mulanje

Secondary industries

These are industries which change raw materials into more useful products. The changing of the raw materials into new products is done in factories. Examples of secondary industries are:

Raw material	Activity	Manufactured product
Tobacco	Grading, grinding and wrapping	Cigarettes
Cotton	Ginning, weaving, dyeing	cloth
Groundnuts	Grinding and refining	Cooking oil and soaps
Sugar cane	Crushing and refining	Sugar
Limestone	Crushing, grinding, sieving	Cement

Activity 3 (1 period)

- 1 In pairs, ask pupils to answer the following questions:
 - a. Why are the above known as secondary industries?
 - b. One of the things required to produce manufactured goods is raw materials. Suggest other things that are required.
- 2 Let the pairs report their work to the class.
- 3 In groups, let them:
 - a give names of processed products from the following and the companies involved: sugar, cooking oil, soap, beer, soft drinks, textile and cloths
 - b suggest places in Malawi where most secondary industries are located and explain why such is the case.
 - c Let them report their work to class.

Tertiary industries

These are economic activities that are involved in the transportation and distribution of manufactured goods and services. This includes rail, road, air and water services, retail and wholesale shops, companies and banking services.

Activity 4 (1 period)

- 1 Let pupils conduct a survey on manufactured goods in their local area.
- 2 Let them find out where the goods come from and how they are transported to their area.
- 3 Ask them to report their work in a plenary

Importance of industries

The industries are important in the following ways:

- provision of employment: Many Malawians are involved in farming, forestry, fishing and in various manufacturing industries. For example, 90% of Malawi's population is involved in primary industries – agriculture, forestry and fishing
- industrial development leads to improved transport and communication network systems
- provision of goods which would have been imported from other countries
- export of raw materials and manufactured goods earns the country money from other countries

Activity 5 (1 period)

- 1 Provide the statistics below on Malawi's exports:

Exports	Percentage
Tobacco	61.6%
Sugar	9.3%
Tea	7.5%
Textile and clothing	4.3%
Coffee	2.0%
Others	15.3%

- 2 Demonstrate how to draw a bar graph and let pupils draw their own.
- 3 Ask the following questions:
 - a Which is the largest export product for Malawi?
 - b From the above statistics, which exports are:
 - primary industries
 - secondary industries
 - both primary and secondary industries
- 4 Let them report their work in plenary

Pupil assessment

- 1 Explain the term *industry*
- 2 Explain the terms
 - a primary industry
 - b secondary industry
 - c tertiary industryGive at least two examples for each of the types of industries
- 3 Which of the three types of industries (primary, secondary and tertiary) is more important to Malawi? Give reasons for your answer.
- 4 Explain the importance of industries to the development of Malawi.

Summary

Industry is a term used to describe any economic activity that involves production of goods or materials. There are three types of industries: primary, secondary and tertiary. Primary industries produce raw materials while secondary industries refine the raw materials into more useful products. Tertiary industries, on the other hand, are concerned with the distribution of goods and services. Industries are important as they provide employment and bring foreign currency to the country.

Glossary

Raw material	:	unrefined materials to be converted in manufacturing industries into better quality services
Factory	:	a building where goods are manufactured

References

Kadzombe, ED et al (1973). *Lands and peoples of Central Africa*. London: Longman.
Young, A & D (1974). *A geography of Malawi*. London: Evans Brothers Ltd.
Macmillan Malawi (2001). *Senior secondary atlas*. Blantyre: Macmillan Malawi.

UNIT 6

Justice, equality and human dignity

What teach this topic

Justice, equality and human dignity are fundamental values in any community. These values help to regulate the manner human beings conduct themselves and interact with others. The values of justice and equality are essential factors in the promotion of a free and humane society. The absence of these values has often resulted into conflicts at local, regional and international levels. The knowledge and acquisition of the values of justice, equality and human dignity will assist young people acquire the necessary skills and attitudes to respect and treat others fairly.

Objectives

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

- explain the meanings of the terms justice, equality and human dignity
- examine situations where justice has been done or denied
- describe the importance of observing justice, equality and human dignity
- identify institutions that safeguard justice, equality and human dignity

Key terms

Ensure that pupils understand the following terms: equality, justice and human dignity.

Skills to be learned

Ensure that pupils acquire, practise and develop the following skills: critical thinking, effective communication, problem solving, empathy and assertiveness.

Values and attitudes to be learned

Ensure that pupils acquire the following values and attitudes: unity, equality, tolerance and justice.

Suggested teaching and learning resources

The following may be used:

- pupils' experiences
- resource persons
- constitution of the Republic of Malawi
- case studies
- video tapes
- newspaper articles

Pre-requisite knowledge, skills and attitudes

Pupils have already experienced situations in which they may have been treated fairly or unfairly. Therefore, when teaching this unit, use this experience to teach the values of justice, equality and human dignity.

Justice

Justice may be defined as fairness or rightness in the treatment of people. Legally, justice means that the law has been applied rightly. People who feel that they have been treated unjustly or have had their rights violated have the right to seek redress in a court of law.

Justice can be classified into three categories: distributive justice, corrective justice and procedural justice.

Distributive justice

Refers to the fairness in how something (eg resources or tasks) are shared among people.

Corrective justice

Refers to the fairness of a response to some wrong doing or injury. That is, a person gives back what he/she stole, pays for damages, or suffers some form of punishment.

Procedural justice

Refers to the fairness in the way information is gathered or the fairness in the way a decision is made.

Activity 1 (3 periods)

1 Ask pupils to read the following situations and, in groups, answer the questions that follow:

Situation 1

Bweya is a member of the school football team. The team captain keeps him on the bench and allows his personal friends to play even though some of them do not play as well as Bweya.

Situation 2

In Chiphazi Village, relief food was distributed to people based on religious belonging.

Situation 3

After a class quiz in social studies, five students who scored high marks were given prizes.

Situation 4

At the end of the year, the Managing Director of Sunrise Publications Company gave bonuses to two sales persons who had sold more books than their colleagues.

Case study 5

An employment agency is offering job opportunities to people coming from the same region and ethnic group as that of the managing director.

Situation 6

Two men were arrested and convicted of selling chamba or hemp to students. They were sentenced to three years imprisonment.

Situation 7

John was accused of having broken a desk. When news reached the headteacher, John was punished instantly.

Questions

- a What is fair or unfair about each of these situations?
 - b What similar situations have you experienced or observed?
- 2 Ask pupils to report their findings in a plenary.

Equality

Equality refers to the right of different groups of people to receive the same treatment regardless of their differences. The constitution of the Republic of Malawi, section 20, states that “it is against the law to treat people differently because of their race, colour, sex, language, religion, political belief or opinions, where they were born or any other thing that makes them different from other people.”

Gender equality means that people should be treated in the same way in similar situations regardless of being male or female.

Activity 2 (1 period)

- 1 Ask pupils to work in groups to discuss cases of discrimination:
 - at home
 - at school
 - in the community
- 2 Let them report their findings in a plenary.
- 3 Ask pupils to read the poem below and answer the questions that follow:
Kavivi and sons shop
Reads the name of our father's shop
So it is his and his sons only
We, the daughters are not part of it
Yet we too are his children

© S Chiziwa 2004

Questions

- 1 What is the main complaint of the writer?
- 2 Apart from what the writer is saying, what other cultural practices promote gender inequality in your communities?

Human dignity

Human dignity refers to the respect due to a person by virtue of being human. On human dignity, section 19 of the constitution of the Republic of Malawi states that:

- all people in Malawi are supposed to be respected as human beings at all times without any excuses
- whether a person is being tried in a court of law or any other circumstance such as serving his or her sentence he or she is supposed to be treated with respect like human being

This means that it is illegal for government or anyone to torture, physically punish, beat or treat any person in a cruel or inhuman manner. The right to human dignity includes the right not to be detained without trial or because of one's political beliefs or other opinions.

Activity 3 (1 period)

- 1 In groups, ask pupils to discuss:
 - a factors that violate the right to human dignity.
 - b whether people suspected of witchcraft should be punished. (Let them give examples of punishments).
- 2 Let pupils report their group work in a plenary.

Importance of observing justice, equality and human dignity

Justice, equality and human dignity are important values which promote good governance in a country. Observing justice enhances unity and social stability among people.

Activity 4 (1 period)

- 1 Ask pupils to work in groups to discuss the importance of observing justice, equality and human dignity.
- 2 Let group representatives report their findings to class for discussion.
- 3 Ask pupils to read the story below and answer the questions that follow.

Mr Longwe is staying with two children left by his late sister. He sends his own children to an expensive private school while the two orphans are learning at a nearby government school. He says he cannot pay school fees for all the children.

Questions

- 1 Explain whether or not you support Mr Longwe's behaviour. Explain.
- 2 What effect will Mr Longwe's behaviour have on the relationship among the children?

Institutions that safeguard justice, equality and human dignity

There are several institutions that have been established to safeguard justice, equality and human dignity in Malawi. These include the Office of the Ombudsman, Human Rights Commission of Malawi and other non-governmental organizations.

- The Office of the Ombudsman hears complaints of workers who have suffered injustice at their work places. It investigates cases of injustice and gives recommendations to resolve the cases.
- The Human Rights Commission of Malawi investigates human rights violations in the country.
- The Law Commission assists in getting rid of laws which violate people's rights.
- Human Rights Non-governmental organizations monitor the observance and protection of human rights in a country. These include the Malawi Centre for Advice, Research and Education on Rights (CARER), the Society for the Advancement of Women (SAW), Centre for Human Rights and Rehabilitation (CHRR), National Initiative for civic Education (NICE).

Activity 5 (2 periods)

- 1 Ask pupils to listen to a presentation by a resource person on the functions of the Office of the Ombudsman, the Law Commission and the Human Rights Commission of Malawi.
- 2 Let them discuss the presentation.
- 3 Ask them to give examples of issues that have been referred to for safeguarding justice and human dignity in their communities or through newspapers.

Summary

Justice means treating people fairly. Equality means treating people in the same way regardless of their status. Human dignity is the respect due to a person by virtue of being human.

There are several situations in our communities in which people are treated unjustly, discriminated against and subjected to conditions that lower their dignity. The government of Malawi has established institutions such as the Office of the Ombudsman and Human Rights Commission to safeguard justice, equality and human dignity. Local and international Human

Rights Non-governmental organizations also help to check government's observance and protection of people's rights.

Pupil assessment

- 1 Explain any two situations in which justice may be denied.
- 2 Identify any three cultural practices that promote gender inequalities.
- 3 Write a short composition on the effects of injustice and inequality.
- 4 Explain the importance of observing justice, equality and human dignity.

Glossary

Equality : means treating people in the same way regardless of religion, race or any other considerations

Justice : means treating people fairly

Human dignity : means the respect due to people by virtue of being human.

References

CARER (2001). *Human rights in the Constitution of Malawi – the bill of rights*. Limbe: CARER.
Centre for Civic Education (1993). *Foundations of democracy*. Calabass: Centre for Civic

Education.

HURIMA (undated). *The simplified version of the bill of rights in the constitution of the Republic of Malawi*. Lilongwe: HURIMA.

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UNIT 7

Respect for life

Why teach this unit

Every person has fundamental human rights and freedoms. One of these rights is the right to life. Life should be respected and every person has the duty to protect it. Therefore, it is important that pupils learn risky behaviours that threaten life. This will assist them to know strategies for protecting life.

Objectives

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

- explain the value of life
- identify threats to life
- describe strategies to protect life
- show appreciation for life

Key terms

Ensure that pupils understand the following key terms: mob justice, respect for life and abortion.

Skills to be learnt

Ensure that pupils acquire, practise and develop the following skills: problem solving, values clarification and decision-making.

Values and attitudes to be learnt

Ensure that pupils acquire the following values and attitudes: respect, caring, non-violence, concern and empathy

Suggested teaching and learning resources

The following may be used:

- resource person
- pupils' experiences
- posters
- constitution of Malawi
- local communities
- video tapes
- newspaper articles

Prerequisite knowledge, skills and attitudes

Pupils already know how to care of and show concern for one another. This experience should be used in this unit.

Value of life



The right to life is one of the fundamental human rights. Every person has the right to life and this right has to be protected by law. The Malawi Constitution, Chapter IV, section 16, says, 'every person has the right to life and no person shall be arbitrarily deprived of his/her life'. This means that no person can have his/her life taken away with no just cause. In religious circles, life is seen as God's precious gift to humanity. From a human point of view, life is valuable because it provides one with an opportunity to take part in the economic and social development of the human community. It also ensures one to fulfill his/her plans and vision. Thus, there can be no development without life.

Activity 1 (1 period)

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

One morning, Mr Kambiya was getting ready to go to the garden. He heard a knock at the door. It was his sister bringing the news that his wife had had a baby at the hospital. Mr Kambiya was overjoyed. The neighbourhood was also filled with joy. Gifts were brought to the family.

Questions

- a Why did the neighbourhood rejoice at the news of the newly born baby?
 - b Do some people not rejoice because of the arrival of a new baby? Explain
- 2 Let pupils report their answers in a plenary
 - 3 Let pupils role play a family rejoicing at the birth of a baby.

Threats to life

Although the right to life is one of the basic human rights, some people seem not to respect it. Everyday we hear of wars, abortions, diseases, famine, natural disasters, accidents or violence of different forms taking place. The rate of death resulting from such events is high.

Activity 2 (2 periods)

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

Mr Bonzo was visiting Kalimba City for the first time. The city was famous for its ancient history. On this day, he was travelling to Baluni Township to see its famous ruins. As he was on the queue boarding a bus, he heard a loud cry and a crowd of people shouting 'burn him! burn him!' There was a boy who was being beaten because he was suspected of having stolen K15,000 from a business woman.

- a Explain the evils of mob justice as described in the above story.
- b List any three threats to life that you know

Respect for life

Human rights and freedoms are basic entitlements of citizens to safeguard their well being. One such fundamental human right is the right to life. The United Nations Universal Declaration of Human Rights (1948) has a section on respect for life. It says that every person has to be protected from anything that threatens his/her life. Every person has the right to enough food, health care and protection from cruelty, neglect and injustice. It is therefore important to develop an attitude of respect for life. This can be done through fair treatment of one another.



Conflicts threaten life and should be resolved peacefully. It is therefore important that people acquire conflict resolution strategies such as negotiation, mediation, re- conciliation and arbitration.

Activity 3 (periods)

- 1 In groups, ask pupils to:
 - a come up with a list of strategies that can help to settle disputes peacefully
 - b discuss whether
 - the police should shoot at a robber who is running away after stealing something from someone
 - a person who has killed someone should also be killed
 - c discuss strategies that can be used to protect life
- 2 Let them report their work in a plenary

Pupil assessment

- 1 Explain three ways that can be used to protect life.
- 2 Why is mob justice not acceptable?
- 3 Should people commit suicide? Explain.

Summary

Life is important as it provides people with an opportunity to take an active part in the economic and social development in their communities. Life can be threatened by wars, famine, abortion, diseases, accidents, natural disasters or violence. Everyone must be protected from anything that threatens life.

References

- MIE (2001). *Citizenship education for Malawi schools forms 1 and 2*. Domasi: MIE.
 UNESCO (2001). *Education for Human rights and democracy in Zimbabwe. Forms 1 and 2 religious and moral education*. Harare: UNESCO.

UNIT 8

Peaceful conflict resolution

Why teach this unit

People live together in families, communities and the country. As people have different backgrounds, attitudes and beliefs, they do not always agree in whatever they say or do. This leads to conflicts. It is important, therefore, that pupils develop an understanding of the causes and effects of conflicts. This unit will help them develop skills of resolving conflicts in a peaceful manner and appreciate the need to live together in peace.

Objectives

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

- explain the terms *peace* and *conflict*
- explain causes of conflict
- describe effects of conflict
- explain strategies for peaceful conflict resolution
- state reasons for the importance of peaceful conflict resolution
- identify institutions that promote peace in Malawi
- appreciate the need for a culture of peace and tolerance

Key terms

Ensure that pupils understand the following terms: peace, violence, conflict, conflict resolution, agreement, negotiation, mediation and arbitration.

Skills to be learned

Ensure that pupils practise and develop the following skills: negotiation, effective communication, critical thinking, problem-solving, decision-making, conflict resolution or prevention and summarizing.

Values and attitudes to be learned

Ensure that pupils acquire the following values and attitudes: respect for others, justice and fairness, tolerance, cooperation, unity, impartiality, non-violence, peace-making, patience, empathy and human dignity.

Suggested teaching and learning resources

The following may be used:

- pupils' experience
- local environment
- case studies
- newspaper articles
- resource persons
- illustrations and pictures showing effects of conflicts

Pre-requisite knowledge, skills and attitudes

Pupils may have experienced quarrels in their families, amongst themselves and within their communities. They might have also seen how disagreements and quarrels were resolved. This experience can be used to introduce the unit.

Peace

Peace is a situation where there is no violence or disorder. For example, the absence of wars, crime, riots and vandalism would indicate that there is peace.

Activity 1 (1 period)

- 1 In pairs, let pupils come up with a list of words that explain what they understand by the term *peace*.
- 2 Let them report their pair work to the class.
- 3 Individually, let pupils suggest indicators of peace:
 - at home
 - at school
 - in the community
 - in Malawi
- 4 Let them report their work to the class.

Conflict

Conflict is a disagreement between two or more people who hold different views or opinions. The disagreement might get out of control with serious consequences if not peacefully resolved. Conflicts are a fact of life as they occur in families, schools, communities and places of work. They can be classified into three:

- Social conflicts: family quarrels, religious quarrels, tribal or ethnic or racial disagreements
- Economic conflicts: quarrels over land, quarrels over property after the death of a family member or quarrels over finances and resources
- Political conflicts: quarrels during campaigns for elections or fighting for power within parties

Activity 2 (1 period)

- 1 Ask pupils to give examples of recent conflicts:
 - at their school
 - in their community
 - in the country
- 2 Let them report their work to the class.

Causes of conflict

Causes of conflicts include the following:

Quarrels over land

These are becoming increasingly common because of rapid population growth and opening of estates in parts of Malawi. Thyolo and Mulanje are examples of areas where conflicts have occurred between estate owners and villagers. Quarrels over garden boundaries are also common in many areas in Malawi.

Ethnic or cultural differences

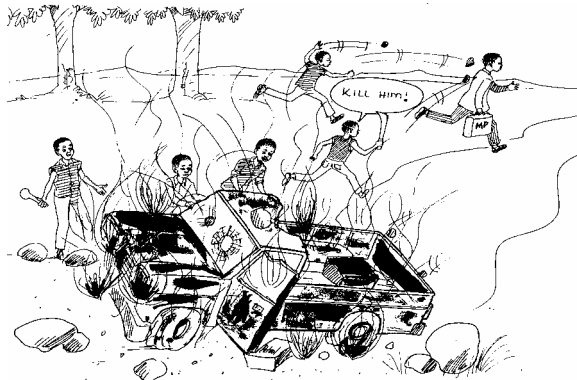
These conflicts occur when, example, a traditional belief or practice is not understood by another group.

Religious differences

These conflicts may occur due to religious differences in values, beliefs and practices.

Political differences

Political conflicts may arise due to different ideologies and lack of tolerance.



Social and cultural

Factors like property grabbing from widows end up in conflicts. Likewise, alcohol and drug abuse may make people indulge in violence, crime or vandalism.

Economic differences

This could lead to conflicts when one group of people would like to have a share of the wealth.

Activity 3 (1 period)

- 1 Let pupils brainstorm causes of conflicts in their communities.
- 2 Consolidate the causes brainstormed by the pupils.

Effects of conflict

There are many effects of conflicts.

Activity 4

Let pupils individually read the newspaper article below and, in pairs, answer the questions that follow.

Man killed at inter-schools soccer match

Two teachers from a primary school in Kasungu have been arrested for allegedly causing the death of a 24-year old man during a fracas which erupted at an interschool football match in the district on Sunday, police have confirmed.

Pupils and teachers from Chitenje Primary School allegedly went on rampage and beat to death Kerson Kacherenga, 24, of Chaundira Village, Chief Chilowamatambe for attacking a referee during a friendly football match between their school and Chilowamatambe Primary School at the former ground.

A Police spokesperson confirmed yesterday in an interview that two teachers, Steven Ngwemba and Jonathan Chilongo, were arrested in connection with Kacherenga's murder.

The Police spokesperson said the two are suspected to have played a leading role in the beating to death of Kacherenga who is said to have invaded the football pitch with other villagers and attacked the referee whom they accused of favouring the hosts, Chitenje school. It is alleged that it was at this point that the two teachers instigated the pupils from Chitenje to retaliate, leading to the beating to death of Kacherenga.

Source: *The Nation*, Thursday, 20th March, 2003; report by Peter Makossah

Questions

- 1 What is the cause of conflict in the above story?
- 2 What other factors can lead to conflicts during inter-school soccer matches?
- 3 Do you sympathize with Mr Ngwemba and Mr Chilongo? Explain.
- 4 Was Police action right? Explain.
- 5 Suggest ways of reducing inter-school football violence in your area.

Below are examples of the effects of conflicts:

- Civil war: This results into killing and wounding of many people. Children, women and elderly people are usually the most affected. For example, about 800,000 people were killed in the civil war between the Hutu and Tutsi in Rwanda in the period between 1993 and 1994; the 1987-92 civil war in Mozambique led to 200,000 orphans

- Destruction of property: homes, schools, health centres, roads, bridges, electricity and water supply systems are destroyed. There are also heavy costs in repairing these facilities.
- Hatred and mistrust develop between people. This may not encourage people to live together in peace and cooperate in development work.
- Large scale conflicts in the form of war have usually resulted into movement of people from their homes to new areas as refugees. For example, about 2 million people were forced to flee their homes into Uganda, Tanzania, Democratic Republic of Congo, Burundi and Kenya as a result of the 1993/94 ethnic wars in Rwanda.
- As they are displaced from their original homes, they face many problems such as hunger, thirst, epidemic diseases, tiredness, loss of their possessions, separation of family members and sexual abuse. The people may also live in fear.

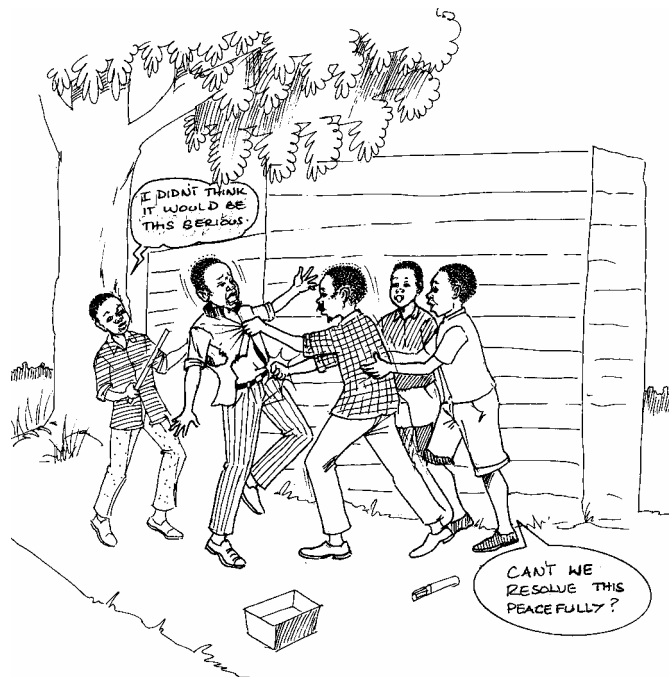


Activity 5 (1 period)

In groups, ask pupils what the illustration shows about the effects of conflicts.

Strategies for peaceful conflict resolution

Conflict resolution refers to the settling of differences between or among people. There are several ways of resolving conflicts in a family, school or community. The best way to resolve a conflict is to approach it in a non-violent or peaceful way.



Ways of resolving conflicts peacefully are:

Negotiation is a process followed when people involved in a conflict meet and talk to each other about the conflict and try to reach an agreement on the problem. This process calls for a willingness to talk and listen to each other to resolve a conflict.

Steps followed in negotiation

In order to resolve conflict through negotiation, the following should be done:

- 1 Calm down first.
- 2 Ask your friend to explain why he/she is angry.
- 3 Do not blame him/her for starting the conflict.
- 4 Listen carefully and try to understand his/her feelings.
- 5 Never insult him/her.
- 6 Explain to your friend why you are angry. But do not try to return anger with anger.
- 7 Ask him/her to try to understand your feelings.
- 8 Think together how to solve your conflict.
- 9 Finally, shake hands and be friends again after resolving the conflict.

Mediation is a process in which a third person who is not involved in the conflict helps conflicting parties to reach an agreement. The third person:

- brings the two people/parties in a face-to-face discussion on the issue
- allows both parties to tell their side of the story without interruptions. The story should focus on how the conflict started and developed. He/she may allow them to ask each other some questions for clarity. He/she will listen very carefully to both sides of the story, paraphrasing where necessary
- discusses with them the facts and issues involved in the conflict, helping them to see where each one went wrong
- discusses with them possible solutions to the problem
- involves both parties to arrive at a final solution and agreement to the conflict and reconcile

Arbitration involves almost the same process explained under mediation above. However, the arbitrator makes a final decision for both parties. He/she acts like a judge in finding out who is wrong.

Peaceful conflict resolution calls for tolerance, patience, respect and understanding about what the other person feels.

Activity 6 (1 period)

- 1 Let pupils prepare and role play conflict resolution through any one of the strategies outlined above.
- 2 Ask pupils to discuss the role play.

Importance of peaceful conflict resolution

Peaceful conflict resolution is important in that it may:

- promote unity and peace in schools, the community or the country as a whole
- reduce suffering, loss of life or destruction of property
- promote development
- enhance a conducive working environment

Institutions that help to promote peace in Malawi

There are many institutions that assist to promote peace in Malawi. These include the Human Rights Commission (HRC), the Ombudsperson and local human rights non-governmental organization (NGOs)

Activity 7 (2 periods)

- 1 In groups, let pupils compose songs or poems on the importance of peaceful conflict resolution.
- 2 Ask some of them to read their poems and others to sing to the whole class.
- 3 Display the poems on the walls.

Summary

Conflicts occur in homes, schools, the community and the country. Conflicts are caused through many ways such as quarrels over land, cultural beliefs and practices, political and religious differences. Conflicts, however, can have negative effects such as wars, hatred, hunger and suffering. It is important therefore that conflicts are resolved in a peaceful manner.

Pupil assessment

- 1 Explain any two causes of conflicts
 - in your school
 - at community level
- 2 How would you resolve conflicts at
 - family level?
 - school level?
- 3 How would you respond if a fellow pupil angered you?

Glossary

Peace	:	freedom from disorder, war and strife; quiet; calm
Conflict	:	disagreement between people with different ideas, beliefs, interests or opinions

References

- MIE (2001). *Citizenship education for Malawi schools: Forms 1 and 2*. Domasi: MIE
- UNESCO (2002). *Education for Human Rights and Democracy in Namibia: teachers guide*. Windhoek: Macmillan Publishers (PTY, Ltd).
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UNIT 9

The constitution of the republic of Malawi

Why teach this unit

The constitution is the highest and most important law in Malawi. All other laws are made in accordance with what is in the constitution. If any law or administrative act is not in agreement with what is stated in the constitution, that law is not valid. The constitution provides that all people have certain basic rights. It is therefore important for pupils to know their rights so that they can enjoy and exercise them responsibly.

Objectives

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

- explain the term *constitution*
- describe the main features of the constitution of the Republic of Malawi
- examine the functions of the Constitution
- describe the branches of the government in Malawi
- explain the functions of national symbols of Malawi

Key terms

Ensure that pupils understand the following terms: constitution, national symbol, legislature, executive and judiciary

Skills to be learned

Ensure that pupils acquire, practise and develop the following skills: communication, critical thinking and problem solving

Values and attitudes to be learned

Ensure that pupils acquire the following values and attitudes: appreciation, cooperation, tolerance, trust

Suggested teaching and learning resources

The following may be used:

- the copies of the constitution of the Republic of Malawi
- pupils' experiences
- parliamentary session pictures
- video tapes
- news paper articles
- resource persons

Pre-requisite knowledge, skills and attitudes

Pupils already know some of the rules that govern the day-to-day administration of their school. They are also aware of the administrative structure of their school. Use this knowledge when teaching this unit.

Constitution

A constitution is a body of principles and laws according to which a country is governed. Through the constitution, the citizens confer upon the state its authority to govern. Thus, the constitution prescribes the relationship between the citizens and the state.

Activity 1 (2 periods)

- 1 Ask pupils to brainstorm school rules.
- 2 Let pupils be in groups to discuss the importance of the school rules.
- 3 Let pupils report their findings in a plenary.

- 4 Relate the school rules to the functions of the constitution.
- 5 Ask pupils to be in their groups and define the term *constitution* in their own words.
- 6 Ask pupils to read out their definitions for discussion.

Main features of the constitution of Malawi

The constitution:

- is the highest law in Malawi. All other laws must be in agreement with what the constitution says
- states that Malawi is a fully self-governing and independent country
- defines Malawi's national boundaries ie all its land, airspace and waters
- provides a list of rights and freedoms that every Malawian citizen has
- states the importance of people (will of people) in all political matters
- describes the powers, duties, responsibilities and code of conduct of the president, cabinet ministers, members of parliament and all officers in government
- states that no one is above the law including the president
- describes the branches of government and their functions

Activity 2 (2 periods)

- 1 Provide your pupils with the rules of their school on a chart of paper or chalkboard.
- 2 Ask pupils to classify the rules of their school into those that instil discipline, promote hardworking spirit and promote respect of each other.
- 3 In groups, ask pupils to discuss the main features of the constitution.
- 4 Let pupils discuss their findings in a plenary.
- 5 Explain the main features of the constitution.

Functions of the Constitution of Malawi

The constitution is important because it prescribes the basic rules to guide and control the use of power by the government. Through the constitution, people transfer their political authority to the government on condition that it serves and protects their interest. The constitution:

- authorizes the making of laws and lays down guidelines for doing so
- encourages transparency in decision making in government
- assists citizens and government officials to understand their rights and responsibilities
- guides the state on how to serve and protect the interests of all citizens
- provides guidelines on roles and responsibilities for members of parliament

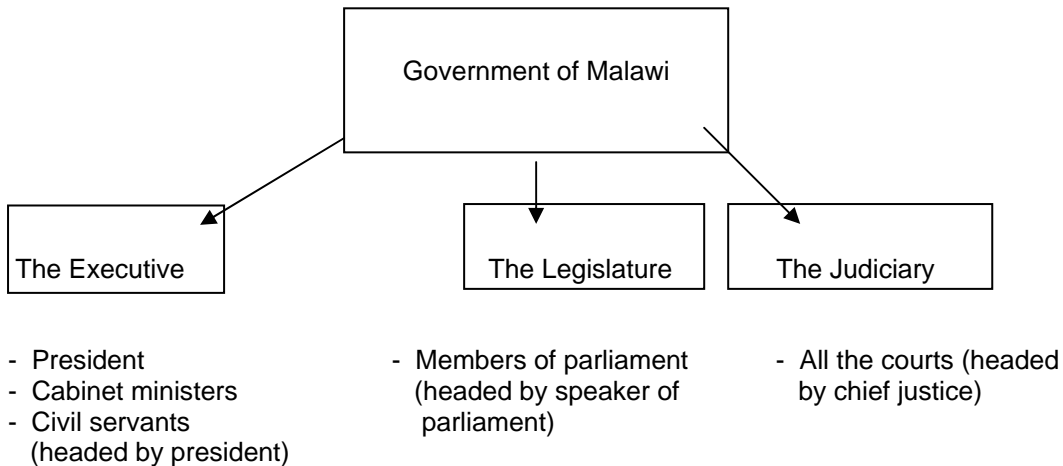
Structure of the government of Malawi

Structure refers to the branches of the Malawi government. There are three branches and these are:

- *The Legislature:* This is the body that makes laws and is also known as a *parliament* in Malawi. It consists of members of parliament.
- *The Executive:* This is composed of the President, the cabinet and all civil servants. The Executive is headed by the President. Thus, the President is the chief executive of government.
- *The Judiciary:* This includes all courts in Malawi. All courts are supposed to be independent of external influences

The diagram below shows the composition of branches of government

Branches of the Malawi Government



The three branches divide the power of government so that each branch performs a specific function.

Activity 3 (2 periods)

- 1 Ask pupils to brainstorm the structure of their school – such as the administration, teachers and pupils.
- 2 Draw and explain the structure of the government of Malawi on a chart paper or chalkboard.
- 3 Explain the functions of the three branches of the Malawi government.
- 4 Ask pupils to draw the structure of the Malawi Government.
- 5 Ask pupils to role-play a parliamentary session.

National symbols of Malawi

National symbols represent Malawi's identity. They are agreed representations passed by the law. According to the constitution, the national symbols are the national flag, national coat of Arms, national anthem and public seal.

National flag

It serves the following functions:

- It shows that Malawi is an independent sovereign state. It is flown
 - at all embassies/diplomatic offices outside Malawi to demonstrate cooperation with those governments in trade, business, education, health and other sectors
 - at international sporting activities
 - during national events presided over by the President
- It identifies government institutions eg DC's offices, courts, government buildings
- It is flown at half mast to signify the death of a senior politician, soldier or law enforcement officer in honour of their patriotism to the nation while alive.

The colours of the national flag have the following meanings:

- black represents the people of Africa
- red represents the blood shed by African freedom fighters
- green represents the vegetation of Malawi

National coat of arms of Malawi

The national coat of arms shows:

- a lion and a leopard standing on Mount Mulanje. They are holding a shield symbolizing protection.
- Lake Malawi (which is represented by the blue and white stripes), the fish eagle, the wreath of flowers and Mount Mulanje represent the natural resources of Malawi
- a lion inside the shield which is a presidential standard while the rising sun symbolizes the dawn of hope and freedom

- the words unity and freedom which are the national motto of Malawi or express the goals of the nation. The motto *unity and freedom* means that people should be united in order to fight for freedom. Similarly, people have to be united to use the natural resources effectively to achieve both individual and national development

The national coat of arms is used on government documents such as the Malawi Constitution, driving licences, passports and government stationery. It is also displayed in parliament and in the offices of senior government officers.

National anthem of Malawi

- The national anthem of Malawi is a prayer which calls upon God to bless Malawi and maintain peace.
- The anthem also praises the Lord for the rich and beautiful natural resources that Malawi has.
- It encourages unity and hard work among people in order to develop Malawi.
- The anthem also encourages patriotism among Malawians.
- It is sung at all public functions including sporting activities. It is also sung at all school assemblies and in some religious gatherings. People stand at attention when singing the anthem to symbolize respect and loyalty to the nation.

The public seal

- The public seal is an official stamp for the Office of the President. It combines the national coat of arms with the words Republic of Malawi.
- The public seal is used only on very important government documents such as passports and bills for assent or approval by the President.

The national symbols of Malawi are protected by law. No country can use the national symbols of another country.



Activity 4 (2 periods)

- 1 a Show the pupils illustrations of national symbols and ask them to name each one.
b Ask pupils to be in groups and suggest what each national symbol stands for.
c Ask pupils to report their findings to class for discussion.
- 2 a Ask pupils to be in groups to discuss functions of the national symbols
b Ask pupils to report their findings to class for discussion
- 3 Let pupils sing the national anthem.

Summary

The constitution is the supreme law of the country. The main features of the constitution are supremacy, sovereignty, territorial entity, human rights/bill of rights, will of the people, rule of law and the right to vote. The constitution prescribes basic rules to guide the government. The government is made up of three branches: the executive, legislature and judiciary. The national symbols of Malawi help to promote national unity, cultural identify and national aspirations.

Pupil assessment

- 1 Write a short essay on the importance of the constitution.
- 2 Describe the composition and functions of the following branches of the government:
 - a) The legislature
 - b) The executive
 - c) The judiciary
- 3 Explain the functions of the following national symbols:
 - a National flag
 - b National coat of arms
 - c National anthem
 - d Public seal

Glossary

Constitution	:	body of law and way of how a country should be governed
Legislature	:	a branch of the government responsible for making laws and it consists of members of Parliament
Executive	:	branch of the government headed by the president
National symbols	:	these are agreed representations of the Malawi society
Judiciary	:	the branch of government that interprets the constitution

Reference

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Centre for Human Rights and Rehabilitation, (Undated) *A guide to the constitution of Malawi*
Malawi Government (2000). *The constitution of the Republic of Malawi*.
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UNIT 10

HIV and AIDS

Why teach this unit

HIV and AIDS is spreading at an alarming rate. Yet there is still no drug to cure it. No vaccine has been found to prevent people from developing AIDS. The disease has brought a lot of problems among families, communities and the nation as a whole. For example, reduction in productivity, increased numbers of orphans and pressure on the economy are some of the impacts of HIV and AIDS in Malawi.

In view of this, it is important that pupils should be aware of behaviours that promote the spread of HIV as well as ways of avoiding contracting the virus. They should also know how to care for HIV and AIDS patients.

Objectives

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

- identify behaviours that promote the spread of HIV and AIDS
- suggest preventing the spread of HIV and AIDS
- describe the impact of HIV and AIDS in Malawi
- explain the importance of living positively with HIV and AIDS
- suggest ways in which HIV and AIDS patients can live longer

Key terms

Ensure that pupils understand the following terms: abstinence, prostitution, promiscuity and living positively.

Skills to be learned

Ensure that pupils acquire, practice and develop the following skills: taking up action, decision making, problem solving, reporting, describing, communicating, participation, collecting information.

Values and attitudes to be learned

Ensure that pupils acquire the following values and attitudes: responsibility, caring, equality, human dignity, empathy, community belonging and participation.

Suggested teaching and learning resources

The following may be used:

- resource persons
- pupils experiences
- local environment
- pictures
- charts
- posters
- models

Prerequisite knowledge, skills and attitudes

Pupils have already learnt the causes, transmission, prevention and impact of HIV and AIDS in standard 5. They may have taken part in caring for patients with long illnesses that might be AIDS related. The knowledge and experience should be used when teaching this unit.

Behaviours that promote the spread of HIV and AIDS

People have received messages about HIV and AIDS from various sources. These sources include friends, relatives, workmates, the radio, TV and newspapers. Yet there is little change in

behaviour and attitudes to prevent contracting and spreading HIV. Behaviours that promote the spread of HIV and AIDS include the following:

Prostitution

Some people engage in commercial sex in order to earn a living. This results in having multiple sexual partners some of whom might be HIV positive.

Drug and substance abuse

People who engage in drugs and substances may make improper decisions. This may result in having unsafe sex that can lead to contracting and transmitting HIV.

Promiscuity

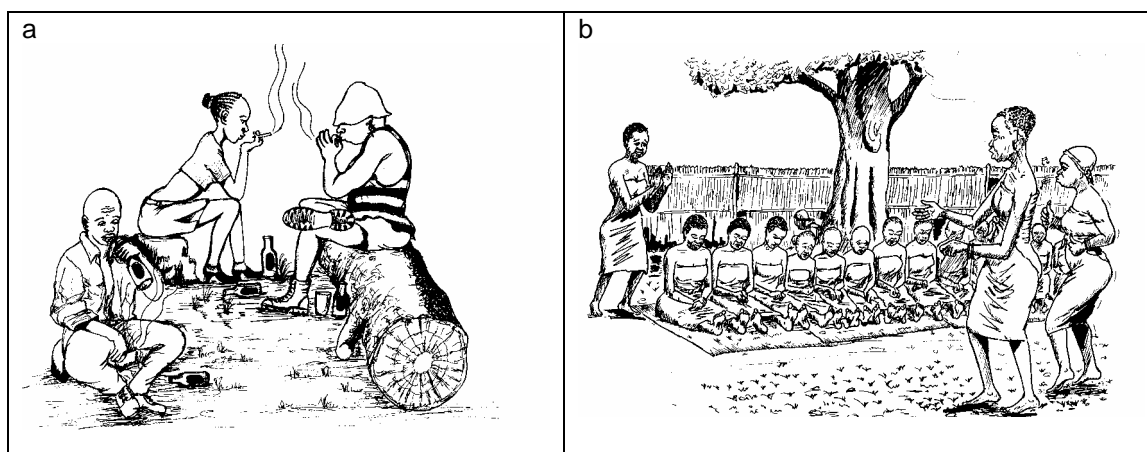
Having more than one sexual partner may put one at high risk of contracting HIV and AIDS.

Cultural beliefs and practices

There are a number of cultural beliefs and practices that may promote the spread of HIV and AIDS. These include sexual cleansing of a widow (*kulowa kufa*), polygamy, *hlazi* (bonus wife), *fisi* and wife inheritance (*chokolo*).

Activity 1 (2 periods)

1 Let pupils study pictures “a” and “b”.



- 2 Ask pupils to identify behaviours in the pictures that may promote the spread of HIV and AIDS.
- 3 Let pupils brainstorm other behaviours that promote the spread of HIV and AIDS.
- 4 In groups, let pupils select one type of behaviour and discuss how it can lead to the spread of HIV and AIDS.
- 5 Ask them to report their findings to the class.

Ways of avoiding preventing the spread of HIV and AIDS

Since AIDS has no cure or vaccine, the only way to avoid being infected is by adopting behaviours that prevent contracting the virus. Below are some of the ways of avoiding such behaviours:

Being faithful – ie sticking to one partner

Abstinence – This means avoiding sexual intercourse before marriage. This can be achieved by resisting peer and other pressures. Females should learn to say ‘no’ to sexual proposals without feeling guilty

Promoting safer sex - One way of achieving this is by using a condom during sexual intercourse.

Avoiding exposure to blood - All cutting or surgical instruments should be sterilized and should not be shared.

Drunkness – Avoiding becoming drunk helps one to make proper decisions

High risk cultural practices – Avoiding cultural practices that promote spread of HIV and AIDS
HIV and AIDS clubs – Joining clubs such as AIDS Toto clubs helps one to learn more about the disease and ways of avoiding it.



Activity 2 (2 periods)

- 1 Ask pupils to be in groups and compose a poem or song about avoiding behaviours that promote the spread of HIV and AIDS.
- 2 Ask a representative from each group to recite the poem or the whole group to sing the song.
- 3 Ask the class to discuss the messages in the poems and songs.

The impact of HIV and AIDS in Malawi

HIV and AIDS epidemic is affecting many families in Malawi. A person suffering from AIDS cannot effectively take part in any activity which affects their everyday life. The person becomes weak. As such, the person depends on other people for support and care. Other effects of HIV and AIDS in Malawi are outlined below.

Reduced labour force: HIV and AIDS causes long suffering from illnesses. This results in people not working efficiently. Teachers, nurses, farmers and others may not be productive if they are suffering from AIDS.



Retarded development – High death rate of skilled people due to HIV and AIDS results in low social and economic development of a country.

Increased expenditure on social services eg establishment of orphanages

Large number of AIDS patients has affected the government in many ways. For example, there is increased medical expenses to meet the high demand of patients and overcrowding of patients in hospitals. Government is also spending a lot of money on funerals.

Increased number of orphans – When parents or guardians die of AIDS, children are left with no one to care for them. Families and organizations have to take responsibility although it is becoming very difficult to cope with the high numbers of orphans.

Unstable families - HIV and AIDS has brought a lot of problems in families especially if one of the partners is HIV positive. Some have abandoned family members because they are suffering from AIDS - related illnesses and do not want to take responsibility in caring for them.

Activity 3 (2 periods)

- 1 Ask the pupils to brainstorm the impact of HIV and AIDS on the family and community.
- 2 Let pupils discuss the impact of HIV and AIDS on the family and the community.
- 3 Select pupils to role play the impact of HIV and AIDS on the family.

Living positively with HIV and AIDS

It is important to know if one is HIV - positive or not. The reasons for living positively are to:

- avoid infection
- avoid being re-infected
- avoid infecting others
- accept the condition if infected

People who are HIV positive may become affected physically, psychologically and emotionally. For them to live longer and happier, they require support from everyone. Treating HIV and AIDS patients equally is a fundamental human right.

Activity 4 (2 periods)

- 1 Divide your class into two groups.
- 2 Let pupils debate the importance of knowing their HIV and AIDS status.
- 3 Consolidate the importance of living positively with HIV and AIDS.

Ways in which a person with AIDS can live longer

A person who is HIV infected can live longer before suffering from AIDS. AIDS patients too can live longer if they are given all the support and care required. The following tips can help AIDS patients to live longer and happier:

- being loved
- accepting them in the family and community
- giving them various types of support such as:
 - taking them to the hospital when they become sick
 - caring for them at home because the hospitals are very full
 - praying with them
 - helping them develop a positive attitude towards their problems to reduce stress, fears or worries
 - chatting with them
 - encouraging them to mix freely with other people in the community
 - washing their clothes
 - sharing their feelings and concerns
 - helping them do some exercises if they can in order to keep fit
 - encouraging them to attend counselling sessions to help them get rid of shock, depression, anger and grief
 - helping them with domestic chores
 - helping them to stop smoking and drinking alcohol.

Activity 5 (1 period)

- 1 Ask a resource person to give a talk on how AIDS patients can live longer.
- 2 Ask pupils to take note of important points of the presentation.
- 3 Let pupils share with the class the information they found useful.

Summary

HIV transmission may be promoted by behaviours such as prostitution, promiscuity, drug and substance abuse, and some cultural beliefs and practices. Avoiding such behaviours can reduce the impact of the disease on families and communities. There is need to support HIV and AIDS patients for them to live longer and more comfortably.

Pupil assessment

- 1 What behaviours promote the spread of HIV?
- 2 What should be done to prevent the spread of HIV and AIDS?
- 3 What advice would you give to an AIDS patient for him or her to live longer and productively?
- 4 Explain the impact of HIV and AIDS on the family and the community.

Glossary

<i>Abstinence</i>	:	refraining from sex
<i>Promiscuity</i>	:	having multiple sexual partners
<i>Prostitution</i>	:	engaging in sex for money
<i>Living positively</i>	:	knowing and accepting ones HIV status and living accordingly

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UNIT 11

Gender equity

Why teach this unit

Pupils have a right to education and equal treatment in the school as well as the home. Some cultural beliefs and practices are based on prejudiced ideas regarding boys and girls performance and opportunities. Girls or boys may be exposed to prejudices in the classroom and this affects their performance and achievement.

In this unit pupils will study the meaning of gender equity and equality and how different cultural beliefs and practices affect gender equity and equality. This will enable them to identify acts of prejudice and discrimination that affect them based on gender. In so doing, they will learn to treat each other fairly in their schools and homes.

Objectives

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

- explain the meaning of the terms *gender equity* and *gender equality*
- describe instances of gender equity and equality
- identify acts of prejudice and discrimination based on gender
- show respect for each other

Key terms

Ensure that pupils understand the following terms: equity, equality, prejudice and discrimination.

Skills to be learnt

Ensure that pupils acquire, practise and develop the following skills: tolerance, decision-making and effective communication.

Values and attitudes to be learnt

Ensure that pupils acquire the following values and attitudes: cooperation, value judgment, respect, tolerance, unity and caring.

Suggested teaching and learning resources

The following may be used:

- pupils' experiences
- case studies
- newspaper articles
- reference manual on gender issues in schools
- local communities.

Prerequisite knowledge, skills and attitudes

Pupils have some knowledge on human rights and gender issues. Pupils may have knowledge of some cultural beliefs and practices that affect gender equity and equality. They may also have been victims of prejudice and discrimination based on gender. This knowledge and experience should be used when teaching this unit.

Gender equity

Gender equity refers to fair treatment given to all people. For example, if a nation discovers that there are fewer girls at a certain level of education, deliberate policies could be put in place to assist the girls. This is called affirmative action.

Gender equality

Gender equality refers to the provision of equal opportunities to all people regardless of sex. This means people should be treated in the same way in the same situations.

Activity 1 (1 period)

- 1 The following is a list of some tasks that men/women, boys and girls do in the home. Ask pupils to show who does what task more by ticking in the appropriate column.

Task	Who does what		
	Males	Females	Both
Preparing meals			
Fetching water			
Gardening			
Washing clothes			
Washing dishes			
Sweeping the house			
Feeding a baby			
Shopping			
Pounding maize			
Planting crops			
Building a house			

- 2 Let pupils answer the following questions:
- Is one sex group performing more tasks than the other?
 - Do you think there is fairness in the distribution of tasks in the home? Explain.
 - Suggest ways on how to achieve equality in sharing tasks in the home.

Prejudice and discrimination

Prejudice is an unreasonable or unfair dislike of a person or group of people. Discrimination is closely related to prejudice. It refers to treating a category of people more favourably than another group.

Cultural beliefs and practices influence prejudice and discrimination on gender. Since cultural beliefs and practices vary from one society to the other, forms of prejudice and discrimination are also varied.

Some of the cultural beliefs and practices that lead to gender prejudice and discrimination are as follows:

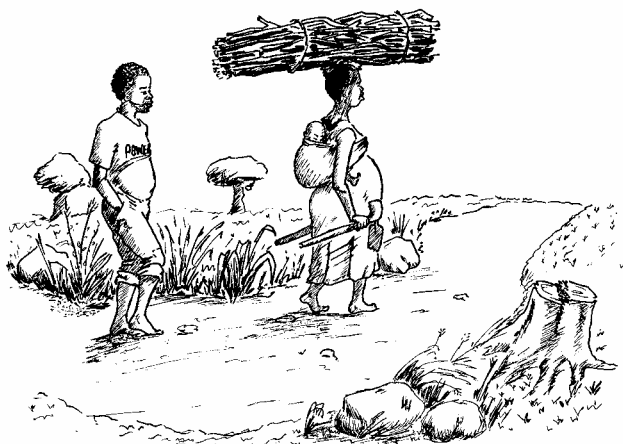
- favouring one sex at the expense of another
- property inheritance
- decision making in a family or society
- leadership roles in a society
- household chores
- females are a weaker sex

Activity 2 (1 period)

- In groups, let the pupils identify cultural beliefs and practices that lead to discriminate people based on sex.
- Let group leaders report their findings to the class.

Activity 3 (1 period)

Study the picture below and answer the questions that follow.



- 1 Let the pupils individually study the picture above. Let them identify cultural practices that affect the roles of males and females in a society.
- 2 Let them debate on what is depicted; whether it is fair or not.
- 3 Let them suggest ways of improving the situation.

Activity 4 (2 periods)

- 1 Divide your pupils into groups.
- 2 Let them prepare poems, jingles, posters and placards for sensitization campaigns on prejudice and discrimination based on sex.
- 3 Let them conduct sensitizations during morning assemblies.

Summary

Gender equity refers to how fairly people are treated regardless of being male or female whereas gender equality means people should be treated in exactly the same way in the same situations. Where one sex is disadvantaged in terms of some opportunities, there is need to take an affirmative action to redress the situation. Some cultural practices and beliefs promote discrimination and prejudice based on sex. Avoiding of such practices and beliefs would promote respect and equality between men and women.

Pupil assessment

- 1 Why is it important to treat males and females equally?
- 2 What are the disadvantages of prejudice and discrimination based on sex?
- 3 Explain some acts of discrimination practiced in the school and at home
- 4 Suggest measures to address such acts of discrimination

Glossary

Gender equity – the principle of fair treatment which leads to gender equality

Gender equality – the application of the same standards of status, rights, respect, and opportunities irrespective of gender

Prejudice – having a negative attitude towards person or a group category of people without getting more knowledge about them

Gender discrimination – preferential treatment that leads to one sex being at a disadvantage compared with the other

Affirmative action – a deliberate policy put in place to assist the disadvantaged group

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UNIT 12

Drug and substance use and abuse

Why teach this unit

One of the major challenges facing the youth in our society is drug and substance abuse. Many people are getting involved in drug and substance abuse. The abuse of drugs and substances can have adverse effects on an individual, family, community and the nation as a whole. This is because the abuse of drugs and substances can cause accidents, moral decay, indiscipline, illnesses, underperformance in class and many others. Pupils should therefore learn about dangers of drug and substance abuse so that they behave responsibly. This knowledge will assist them to refrain from the habit.

Objectives

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

- explain the meaning of drug and substance abuse
- explain the causes of drug and substance abuse
- explain the impact of drug and substance abuse on the individual, family, community and the nation
- describe misconceptions about the use and abuse of drugs and substances
- describe precautionary measures against drug and substance abuse
- identify counselling and rehabilitation facilities for drug addicts and alcoholics
- explain the importance of counselling and rehabilitation centres for drug addicts and alcoholics

Key terms

Ensure that pupils understand the following terms: unproductivity, insecurity, poverty, counselling, rehabilitation and misconceptions.

Skills to be learned

Ensure that pupils acquire, practise and develop the following skills: decision making, communication, assertiveness, negotiations, values clarification, problem solving and critical thinking.

Values and attitudes to be learned

Ensure that pupils acquire the following values and attitudes: cooperation, respect, responsibility, caring, community belonging and participation, human dignity and non-violence.

Suggested teaching and learning resources

The following may be used:

- resource persons
- reports from the hospital
- newspaper cuttings
- samples of some drugs
- posters
- cards where words like *don't drink and drive* are written
- medical drug packets or containers with instructions

Prerequisite knowledge, skills and attitudes

Pupils might have been affected in one way or another by the consequences of drug and substance abuse. Furthermore, in Standard 5, they also learnt how drugs and substances are used and abused. Use this knowledge to teach this unit.

Drug and substance abuse

The term *substance abuse* means using a drug for reasons other than those intended by the manufacturers. It may also mean taking drugs not in the required or appropriate amounts or manner. Some commonly abused drugs and substances are petrol, glue, hemp (chamba), mandrax, cocaine, heroin, spirit, valium, alcohol, tobacco and caffeine.

Causes of drug and substance abuse

People may indulge in drug and substance abuse because of the following reasons:

Peer pressure

Some people think drinking and smoking is fashionable. These people may influence their peers to do likewise.

Lack of confidence

Sometimes people engage in the habit because they are not sure of themselves. They cannot make their own decisions because of low self-esteem.

Lack of self-control

Most people form a habit by using drugs now and again. If this continues they find problems to stop. They can even use the money which was for other purposes on drugs.

Insecurity

Lack of life skills like assertiveness and self esteem makes some people fail to stand on their own.

Poverty

Some people go for cheap drugs and substances to satisfy their desires quickly.

Curiosity

Taking drugs in order to find out what will happen after taking the drugs can eventually lead to addiction.

Ignorance

Taking drugs without knowledge on how the drug works

Idleness

People who have nothing worthwhile to do may engage themselves in drug abuse. It is common to find jobless people or school drop outs indulging in drug abuse to avoid boredom.

Means of escaping frustration

Different people have different reactions to frustrations and despair such as failure in examinations, failure to get a job and losing a partner in marriage. Some such individuals may end up taking alcoholic drinks, chamba or madrax.

Lack of parental care and support

Some parents do not have time to advise and counsel their children or wards. They may not even support them financially and emotionally. As a result, the children may feel ignored and end up making friends with drug users.

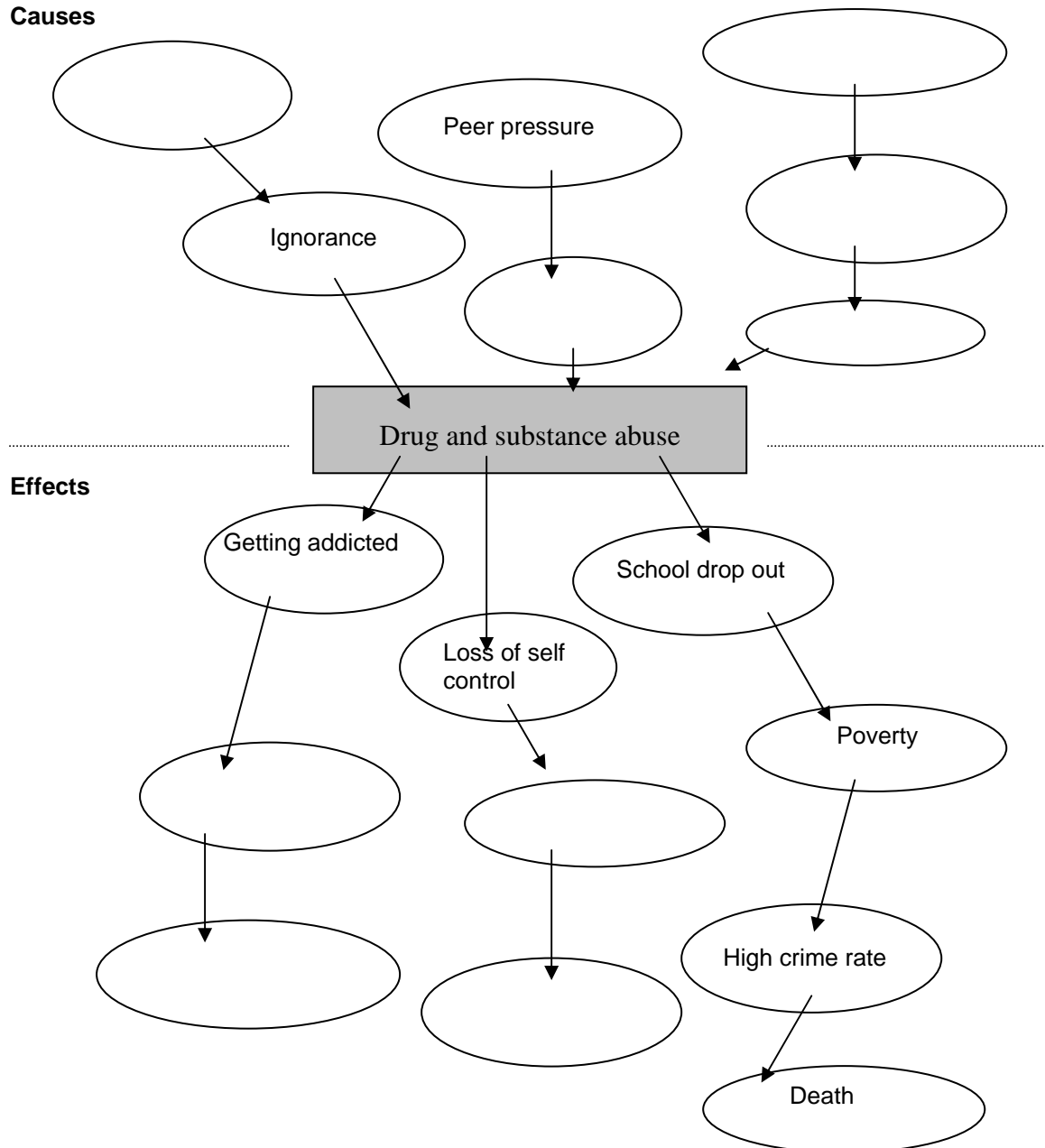
Rapid political and social change

The advent of democracy in Malawi has led some people to abuse drugs as a way of enjoying their "democratic rights".

Activity 1 (1 period)

- 1 Ask pupils to work in groups to fill in the blank wheels the causes and effects of drug and substance abuse.

Causes



2 Let groups compare their responses with those of other groups.

Effects of drug and substance abuse

Drug and substance abuse can lead to many social and health problems. Some of the effects of drug and substance abuse are:

School dropout

Students who take drugs lose concentration in their studies and eventually abandon their studies.

Mental confusion

Some people become mad or mentally disturbed as a result of drug abuse

Poor judgement

Drugs make people fail to reason properly as a result they are at risk of contracting STIs and HIV/AIDS

Low productivity

Drug abusers do not participate effectively in development work.

Involvement in crime

Drug abuse may lead to violence, rape, sexual harassment and robbery.

Diseases

Drug abusers risk Contracting diseases such as cancer and liver diseases.

Infertility

Most drug abusers are not capable of bearing children.

Death

Drug abuse can lead to death in the following ways: committing suicide, overdosing and contracting diseases such as STIs including HIV/AIDS.

Pressure on medical resources

Due to drug and substance abuse, most people become mad or contract STIs including HIV/AIDS. These people take up space in hospitals, necessitating that government should provide more hospitals, doctors, nurses as well as medicines.

Activity 2 (2 periods)

- 1 Invite a resource person to address pupils on drug and substance abuse. Allow pupils to ask questions on the presentation.
- 2 Ask pupils to complete table below on the impact of drug and substance use and abuse on the individual, family and the nation.

Problems created	Impact on the individual	Impact on the family	Impact on the nation
When people become intoxicated			
Cases of violence, rape and sexual harassment			
When people die			
When people have HIV/AIDs			

Misconceptions about the use of drugs and substances

Some people get involved in drug and substance abuse as a result of the following misconceptions:

- a Taking drugs and substances (eg chamba) can increase one’s intelligence.
- b Drugs and substances give more energy than one would get from food.
- c Abuse of drugs is one way of socializing.
- d Drugs can ease tension, frustration and stress.
- e It is fashionable for a teenager to drink alcoholic
- f Driving after smoking chamba is not as dangerous as driving after drinking alcohol.
- g Drugs make a person courageous.

Activity 3 (1 period)

Ask pupils to be in pairs and do the following exercise:

- 1 Discuss misconceptions they have heard from people in their communities about drug and substance abuse.
- 2 Discuss the effects of each misconception they have identified.
- 3 Share their findings with another pair.
- 4 Share their ideas with the whole class.

Precautionary measures against drug and substance abuse

Drug and substance abuse has many serious effects on the individual, family and the entire nation. There are many precautionary measures that may be taken against drug and substance abuse. These include:

- Putting restrictions on drug and substance sales
- keeping drug and substances away from children
- putting proper warning labels on drugs and substances

- avoiding self medication
- getting prescriptions from qualified personnel only
- avoiding use of drugs and substances to ease tension, frustration and stress
- avoiding taking expired drugs
- seeking guidance and counseling
- avoiding experiments with drugs and substances
- joining school clubs to keep oneself busy
- involvement in vocational and recreation activities
- avoiding bad company

Activity 4 (1 period)

Ask pupils to study the diagram below and answer the questions that:



- 1 Explain what is happening in the diagram
- 2 What would be the possible effects of this behaviour?
- 3 Suggest measures that can be taken to avoid drug and substance abuse.
- 4 Share your responses with the class in a plenary

Counselling and rehabilitation facilities of drug addicts

When a person knows that he/she is indulging in drug and substance abuse, he/she must seek help. This help may be in the form of counselling. This can be obtained from parents, relatives, teachers and counsellors in rehabilitation centres. The rehabilitation centres include Chilwa Approved School in Zomba, Mpemba Boys Home in Blantyre, Mental Hospitals in Zomba and Lilongwe, Social Welfare Centres and Health clinics. Through counselling, drug and substance abusers can be rehabilitated and become more useful members of the society. Cases such as vandalism, rape, sexual harassment and premature deaths can be minimised.

Activity 5 (1 period)

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

Maria, a Standard 6 girl, slowly became very rude to both her parents and teachers. She could use abusive language and sometimes threaten to beat her mother or teachers in her class. She was not even afraid of old boys who were planning to rape her. Her friends were not fellow girls but boys of her age or older who used to smoke chamba and drink alcohol. Her mother was receiving reports from her teachers complaining of her bad behaviour. Her performance in class dropped. The parents and teachers did not know what was happening to the girl. They thought she had been bewitched. They did not know what to do. Parents started consulting herbalists. The teachers suspended her from school as she was involved in violent activities.

2 Questions

- a What do you think was wrong with Maria?
- b Why was it hard for both parents and teachers to know what happened to Maria?
- c If Maria was your sister, what would you do?

Importance of counselling and rehabilitation centres for drug addicts and alcoholics

Drug and substance abuse has negative impact on the nation. Rehabilitation and counselling centres are important because they help people who have social and health problems due to drug and substance abuse. They provide advice and support so that abusers can redirect their lives.

Activity 6 (1 period)

- 1 Ask pupils to work in pairs. In their pairs they should write a story of someone who may have received counselling services. In the story they should include the following:
 - who the person is
 - what happened to him/her
 - who was the counsellor
 - what advice he/she was given
 - how he/she is now
- 2 Let pupils read their story to the whole class

Summary

Drug and substance abuse is a serious challenge to society. Most of the people are influenced by their friends. Some people abuse drugs and substances because of misconceptions about drugs and substances. Drug and substance abuse can have negative impact on the individual, family, community and the nation. Those who are involved in drug and substance abuse are advised to seek help before it is too late. In so doing lives and many different resources can be saved.

Pupil assessment

- 1 What is meant by drug and substance abuse?
- 2 Explain any two causes of drug and substance abuse.
- 3 If someone abuses drugs and substances, what are some of the likely problems she/he may face?
- 4 What can be done to avoid drug and substance abuse?

Glossary

Misconceptions	-	wrong understanding of some thing
Rehabilitation	-	help given to addicts to get over their addiction and become more useful members of the society

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