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UNIT 1

Natural resources

Introduction
Natural resources are important to the individual, family, community and the nation. Poor use of natural resources without thinking about the future may lead to the resources becoming less in quantities or finishing off completely. It is important therefore that you understand the term natural resources, types of natural resources, their importance and the effects of rapid population growth on natural resources. In that way, you will be able to take part in activities aimed at proper use and care of natural resources.

Resource and natural resources
A resource is a thing or material found in the environment which is used by people to satisfy their wants or needs. Examples of resources include water, land, soil, vegetation, wild animals, cattle, birds, fish, food, a house, a car, money, people, labour and time.

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

Types of natural resources
There are two types of natural resources:
- renewable natural resources
- non-renewable natural resources

Renewable resources are resources that can reproduce or renew themselves. For example,
- trees or plants can be re-planted or grow once cut
- water can be renewed through the water cycle (see unit 2)
- soil can be replaced if well looked after

Likewise, fish, air and wild animals can either reproduce or re-new themselves. However, renewable resources can be:
- completely used up or reduced in numbers if not managed properly eg fish, forests and wild animals
- affected in quality eg water can become impure or dirty through pollution
- affected in productivity eg soil can become poor because of erosion

Non-renewable resources are resources that do not replace themselves for human use. For example, when minerals like coal, oil, iron ore, copper and gold are mined from underground, they do not replace themselves. They become completely used up, hence the term non-renewable.
**Activity 1**

1. In groups:
   a. identify resources found in the local environment
   b. classify the resources into renewable and non-renewable resources.

   Present your work in a table like this one.

<table>
<thead>
<tr>
<th>Renewable resources</th>
<th>Non-renewable resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Report your group work in class.

**Importance of land as a natural resource**

Land is important because it:
- provides a habitat for people, animals and plants
- is a source of raw materials for industries, for example
  - minerals like copper, iron, gold, petroleum/oil
  - timber
  - rocks, sand, clay

**Activity 2**

1. Discuss the importance of the following resources in your local area:
   a. forest resources
   b. water resources
   c. wildlife resources

2. In groups:
   a. identify the natural resource in the following illustration.
Effects of rapid population growth on natural resources  
Rapid population growth has effects on natural resources as outlined below:

**Water resources**
- More people need water for drinking, cooking and washing. The water might become scarce as a result.
- High population may lead to polluting the water making it unclean and unsafe to drink through dumping of human wastes, domestic and industrial wastes.

**Fish resources**
- More people demand more fish. Even the small fish may be caught to satisfy these people leading to overfishing and scarcity of fish.
- Overfishing arising from high demand for fish might lead to destruction of fish breeding areas.

**Forest resources**
- More demand for trees for firewood and charcoal leading to depletion of forests.
- Destruction of catchment areas and cutting down of trees along water courses. This may lead to serious soil erosion and drying up of rivers.

**Wildlife resources**
- The habitat for wild animals and birds may be destroyed
- Wild fruits might become scarce
• People start opening up gardens and settlements in forest reserves, national parks or game reserves
• People start hunting wild animals in national parks and game reserves

**Activity 3**
1  a Take a scone and share it equally between two people.
    b Take another scone and share it equally amongst 10 of you.
    c What do you learn from this activity?

2  a Map out a small area of 2 metres by 3 metres.
    b Let your friend stand in the area and move about freely within it.
    c Let one more person go into the rectangle, then some more people but one after the other up to more than 15 people.
    d Explain:
       • what the activity demonstrates
       • what resource will always remain the same in spite of the growing population.

**Activity 4**
1  Discuss:
   • sources of firewood or water in your area
   • problems (if any) with firewood sources or water supplies

2  Compose a song or poem about a natural resource of your choice.

3  Report your group work to the class.

**Assessment**
1  Explain the meaning of the term *natural resource*.
2  Explain, with examples, the following terms:
   a  renewable natural resources
   b  non-renewable natural resources
3  Describe the effects of rapid population growth on
   c  land
   d  water
   e  forests
   f  wild animals
4 Tick against each of the following statements to indicate whether you agree (A) or disagree (D).

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

**Summary**
A natural resource is a thing or material found in the environment that is not made by people. Malawi has renewable resources such as soils, land, water, fish, wildlife, and vegetation. These are very important to the individual, family, community and nation. However, rapid population growth is reducing the quantity and quality of natural resources.

**Glossary**

- **Natural resource**: a component of the natural environment that is of value to people eg soil, water, plants, wildlife, air
- **Non-renewable natural resource**: a resource that cannot replace itself eg coal, oil, iron ore
- **Renewable natural resource**: natural resource that is able to renew or replace itself if conserved eg water, soil, plants

**References**
UNIT 2

Water resources

Introduction
Water is one of the most important resources on earth. It covers 71% of the earth’s surface. Water is essential in the maintenance of all forms of life. In this unit, you will learn about the water cycle, major sources of water, its uses, and conservation of water resources.

The water cycle
Fresh water is produced through what is referred to as water cycle. This is shown in the following diagram.

From the water cycle, you note that:
- during the day the sun warms the earth. This causes water to rise into the air as tiny droplets of water vapour. This is known as evaporation.
- being light, the drops rise up 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 clouds.
- in a cloud, some water drops grow even larger. 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 sink into ground. Some of it runs off the land into rivers flowing to the seas and lakes. Most is evaporated from the ground back into the air.

Activity 1
Study the water cycle carefully and answer the following questions:
1. In groups, write short notes on what is happening in the cycle.
2. Present your notes to the whole class in a 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

The lakes are Lake Malawi, Lake Kazuni, Lake Malombe, Lake Chiuta and Lake Chilwa.

Ground water is water which is contained in the rocks underground and comes out in the form of a spring. The water from underground can also come out through a well or bore hole.
Activity 2
1. Draw a map of Malawi
2. Locate and name the major rivers and lakes
3. In groups, discuss
   a. sources of rivers
   b. which of the water supplies (surface or ground) can be easily contaminated and why
   c. how ground water can be contaminated
4. Report your work to the rest of the class

Uses of water
There are many uses of water. Some of the uses are:
• cleaning and cooling of machines in factories
• production of hydro-electric power (HEP) such as at Tedzani, Nkula and Wovwe
• for domestic purposes eg laundry, drinking, cooking and sewage disposal
• processing of industrial products eg making of soft drinks, beers, cloth, biscuits, paper
• for irrigation eg at Nchalo and Dwangwa sugar estates
• a home for water animals eg fish and crabs which are also a source of food and money
• mode of transport
• as a source of chemicals like salt
• for tourism eg Lake Malawi attracts visitors
The diagram below is a summary of the uses of water.

![Diagram of uses of water]

**Domestic**
- Drinking
- Cooking
- Bathing
- Washing

**Agricultural**
- Irrigation
- Cattle and goat feeding
- Cattle dipping
- Breeding of fish

**Recreational and other**
- Water sports
- Fishing

**Industrial**
- Manufacturing
- Purification
- Cleaning
- Power generation

Adapted from UNESCO Harare (2001)

**Activity 3**
Role-play the following game as follows:
1. Make paper hats.
2. Let one hat be labelled WATER.
3. Let one of you put it on and stand at the centre of a circle made by other pupils.
4. Let the other pupils put on hats labelled with any of the uses of water.
5. Let each one of you explain to the class how he/she uses water.
6. Do this while one of your hands is stretched to the one at the centre to show your connection to water.
7. All of you should participate in the game.

**Conservation and management of water**
Conservation of water involves the reduction of water losses. The aim is to control wastage since water is very precious, and to preserve the water for use by people now and in the future.

Water, therefore, should be properly used by:
- not leaving taps running
- drawing enough for use at a time
- re-using it eg watering flowers with already used water
Water has to be looked after to ensure its 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 by digging pit latrines following defined specifications like 30 metres away from rivers and by not digging toilets in low-lying land

The right to clean water
People have the right to clean water. It is the responsibility of everyone of us to ensure that we protect water so that it is clean and safe for use by people, plants and animals.

Activity 4
1 In groups, discuss
   a the sources of water used in your homes
   b if the water you use is clean or not
   c if it is not, what you think you can do to make it safe for use
   d what you think the community should do to make it safe
2 Report your answers to the class.
3 In the same groups, discuss how the following could affect water supplies:
   a droughts or low rainfall
   b floods
   c wars
4 Report your answers to the class.

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 like chlorine to the water

Activity 5
Your teacher will ask you to carry out a water filtration experiment.

Materials to use: tins, gravel, sand, large stones, a hoe and water.

Procedure:
1 In groups, go out and collect the above materials.
2 Your teacher will explain and demonstrate to you the procedures for carrying out the experiment.
3 In groups, conduct the experiment as demonstrated by your teacher.
4 Describe what you see happening in the experiment.
5 Explain your findings to the whole class in a plenary
One of the things you might have noted is that the water comes out clean as a result of filtration. What happens is that filtration removes dirt. But it does not remove germs. It is therefore important that after filtration, the germs should be killed by either boiling the water or adding chemicals to it.

**Assessment**

1. Describe the water cycle
2. Explain the main sources of water in Malawi
3. Describe four uses of water.
4. In what four ways should water be conserved and used 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 necessary for life. It provides a home for animals and plants. It is also used to generate electricity, irrigate crops and for producing materials in factories. It is therefore necessary to look after it properly.

**Glossary**

*Safe water*: this is water which is free from germs or any contamination

*Water resources*: these are benefits which are acquired from water

**References**


UNIT 3

Forest resources

Introduction
In Standard 5 you learned about the environment. Forests are one of the components of the environment. Forests are sometimes mismanaged by people. In this unit, you will learn about forest resources, their importance and how they can be managed.

Meaning and types of forest
- The term forest refers to a large area of land covered by trees that either grow naturally or are planted. Forests are made up of either exotic or indigenous trees.
- Exotic trees are those that have been brought into the country from other countries, such as pine, cindirella and blue gum.
- Indigenous trees are those which grow naturally for example, naphini, chisekese, mlambe or mubuyu, muwanga, mbawa and msuku.

Importance of forests
Forests are important because they:
- are a source of firewood and charcoal
- provide shelter and food to animals and birds
- protect the soil from erosion
- are a source of medicines
- are a source of timber for furniture and the building industry; poles and ropes for building houses
- protect water catchment areas
- act as a windbreak
- are a source of fruits
- are a source of rain
- prevent desert conditions
- provide raw materials for making paper

Activity 1
1 Be in groups.
2 Go outside to observe and record names of trees around the school.
3 Classify the trees into exotic and indigenous trees.

<table>
<thead>
<tr>
<th>Exotic</th>
<th>Indigenous</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4 Report your work to the class.
**Activity 2**
1. Individually, write down the uses of each tree you named in activity 1.
2. Compare your answers with those of a friend, then complete the table below.

<table>
<thead>
<tr>
<th>Name of tree</th>
<th>Uses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Present your work to the class.

**Forest reserves in the country**
- A *forest reserve* is an area set aside for conservation and management of wildlife or as a water catchment area.
- Forest reserves are either government or privately owned.
- Forest reserves in Malawi are shown in the following map.

Study the map below and do the activity that follows.
Map of showing forest reserves in Malawi
**Activity 3**
1. In groups, list down the forest reserves by region.
2. Report your answers to the class.
3. Draw a map of Malawi in your notebooks and show all the forest reserves.

**How forests are destroyed**
Forest resources can be destroyed by:
- rapid population growth which leads to opening up of new settlements and farms
- 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 bushfires

**Activity 4**
1. An officer from the forestry department will talk to you on forest reserves and how they can be looked after.
2. Listen to his/her talk carefully.
3. Write down the main points of the talk.

**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
- replacing trees that have been cut down (re-afforestation and afforestation)
- involving local communities in tree planting

**Activity 5**
Study the illustration below and do the activity that follows.

1. In groups:
   a. explain what is happening in the illustration
   b. describe the people involved in the activity
c discuss the importance of involving the local community in planting and 
management of forest resources

2 Report your work to the class.

**Activity 6 (Project)**
1 As a class choose a site for a woodlot.
2 Prepare the land for tree-planting.
3 Raise seedlings of various trees.
4 Plant the trees and look after them through to standard 8.

**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 the local communities in forest 
management.

**Summary**
Forest is a large area covered by trees that either grow naturally or are 
planted. Forest resources can be 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.

**References**
Nantchengwa (1992) The *environmental education magazine of the Wildlife 
Nantchengwa (1992) The *environmental education magazine of the Wildlife 
UNIT 4

Fish resources

Introduction
There are many types of fish in Malawi. In this unit, you are going to learn about the importance of fish to Malawians, the main fishing areas in Malawi, fishing methods used, problems associated with fish as a resource and how to ensure that the fish are managed well.

Importance of fish
Fish are important because they:
- provide protein
- are a source of money to fishermen, fish sellers and the country
- are a source of employment

Activity 1
1 In groups, give other reasons why fish is important
2 Report your work to class

Fishing areas
In Malawi, fish are caught in:
- lakes such as Malawi, Malombe, Chiuta, Chilwa and Kazuni
- rivers such as upper and lower Shire, Rukuru, Linthipe and others

However, the main fishing grounds are in Lake Malawi as shown in the table.
Activity 2
1. In groups, identify areas where fish are caught in your local environment.
2. Draw the map of Malawi shown above and on it:
   - show the main fishing areas
   - name the districts where the fishing areas are found
3. Display your work to the class.

Types of fish in Malawi
The following are some types of fish in Malawi: *chambo, mulamba, usipa, utaka, matemba, kampango*
**Activity 3**
1. Name any other types of fish you know.
2. Draw any two types of fish you have mentioned.

**Methods of catching fish**
Fish are caught in many ways. The following are some of the methods and equipment used to catch fish.

*Fishing lines and hooks*
A bait is fixed to a hook, and when a fish eats the bait, it is hooked and caught.

*Fishing 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.
Gill net
The net is set in water and fish are caught by gills.

Trawl net
The net is pulled by motor boats and fish get caught in it.

Khoka
This is similar to the trawl net, where a loop is formed using a long net of tiny holes. Two canoes at about 10 metres apart pull the net to shore trapping fish 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. Which of the equipment above is used to catch fish in your area?
2. Draw diagrams of the various fishing methods
3. Describe the traditional methods of catching fish used in your area.

Problems of fish resources
The following are some of the problems in the fishing industries:
- overfishing in which even young fish are caught when using nets with small openings
- fishing at a time when the fish are laying eggs and producing young ones
- polluting the water with chemicals

Ways of conserving fish
Fish can be conserved in the following ways:
- by using nets which have larger openings. This will allow smaller fish to easily pass through
- not fishing during breeding times
- following laws set by government about net sizes

Assessment
1. Mention the fishing areas in your local environment, as well as in your district
2. Why is it important to conserve fishing areas in Malawi?
3. Mention any five names of fish

Summary
The main fishing areas in Malawi are Lakes Malawi, Malombe, Chilwa and Shire River. Chambo is the most popular fish. Other fishes include utaka, milamba, usipa, kampango. There are many different methods of catching fish such as the use of line and hooks, fish traps, gill nets and trawl nets. The
main fishing problems are over-fishing, pollution and destruction of breeding areas. It is important, therefore, to conserve fish resources.

**Glossary**
Fishing areas: These are all water sources from where fish are caught

**References**
UNIT 5

Industries in Malawi

Introduction
Many people in Malawi get jobs in industries. Industries also help to develop
the country. In this unit, you will learn about the terms industry and
manufacturing, types and location of industries found in Malawi, and the
importance of industries to the development of Malawi.

Industry
You have seen people engaging in different activities. Such activities
include production of food crops, growing of trees, quarrying rocks for
buildings, fishing, selling of goods in shops and markets, and mining. Any
economic activity of this nature is known as an industry.

On the other hand, you may have used things like cotton, soap, cooking oil,
sugar and cement. These products were changed from their original form as
follows:

<table>
<thead>
<tr>
<th>Original form</th>
<th>New product</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cotton</td>
<td>Cloth</td>
</tr>
<tr>
<td>Groundnuts</td>
<td>Soap</td>
</tr>
<tr>
<td>Groundnuts</td>
<td>Cooking oil</td>
</tr>
<tr>
<td>Sugar cane</td>
<td>Sugar</td>
</tr>
<tr>
<td>Limestone (a rock)</td>
<td>Cement</td>
</tr>
</tbody>
</table>

The process of changing cotton, groundnuts, sugar cane and limestone and
other materials into new products is called manufacturing. The original
products are known as raw materials which means materials that are not
refined and need to be processed into new products.

Types of industries in Malawi
Industries are divided into three groups: primary, secondary and tertiary.

Primary industries
These are economic activities which produce raw materials. Examples of
primary industries include:
- Crop production, for example:
  - 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
  - maize in almost all parts of Malawi
- Fishing in Lakes Malawi, Chilwa, Malombe and Chiuta; rivers Shire,
  Rukuru, Dwangwa and Bua
• 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
1 In which type of landform are rice, cotton and sugar cane grown?
2 In which type of landform are maize, tobacco, and groundnuts grown?
3 Which crops are likely to grow well in high rainfall areas? Give examples of these high rainfall areas.
Activity 2
1 Draw a map of Malawi showing tea and sugar growing areas. Also show afforested areas of the Viphya plateau; Dedza, Zomba and Mulanje mountains.

Secondary industries
These are industries which change raw materials into higher quality products. The changing of raw materials into new and better products is done in factories. Examples of secondary industries are the processing of tobacco into cigarettes; cotton into cloth; groundnuts into cooking oil or soap; sugar cane into sugar; limestone into cement; timber into furniture; wood into paper.

Activity 3
1 a Explain why the above industries are known as secondary industries
   b What would be required inside a factory to produce the manufactured goods?
2 Report your work to the class
   a Give examples of some of the companies involved in the manufacturing of different products and for each company, name the product made.
   b Suggest where most of the secondary industries are found and why
3 Report your group work in class

Tertiary industries
Once goods have been produced they need to be transported and distributed. The transportation and distribution of these manufactured goods is what is known as tertiary industry. This includes:
- rail, road, air and water transportation
- retail and wholesale shops
- postal and banking services

Activity 4
1 In groups, find out and record:
   a any manufactured goods available in your local area
   b where the goods come from and how they are transported to your area.
2 Report your work to the class.

Importance of industries
Industries are important in the following ways:
- many people are employed in industries.
- raw materials need to be transported to factories before they are manufactured. Likewise, manufactured goods need to be carried to markets or places where they are needed. Industries, therefore, help to develop and improve transport and communication facilities
- Malawi is able to produce its own manufactured goods instead of importing them from outside. This helps to save money.
- Since Malawi exports the raw materials and manufactured goods, it earns money from other countries.
Activity 5
Study the following table:

<table>
<thead>
<tr>
<th>Product</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tobacco</td>
<td>61.6%</td>
</tr>
<tr>
<td>Sugar</td>
<td>9.3%</td>
</tr>
<tr>
<td>Tea</td>
<td>7.5%</td>
</tr>
<tr>
<td>Textiles and clothing</td>
<td>4.3%</td>
</tr>
<tr>
<td>Coffee</td>
<td>2.0%</td>
</tr>
<tr>
<td>Others</td>
<td>15.3%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

1. Draw a bar graph to represent the products. (Your teacher will show you how to do it)
2. a Which is the largest export product for Malawi?
   b From the list, which of these products could be grouped as primary industries, secondary industries and both primary and secondary industries?
3. Report your work to the class.

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

Summary
Industry refers to any economic activity that produces goods or materials. There are three types of industries: primary, secondary and tertiary. Primary industries produce raw materials; secondary industries refine the raw materials while tertiary industries distribute the goods to people. Industries are important because they provide employment and earn the country income through exports.

Glossary
*Raw materials*: unrefined materials taken to manufacturing industries where they are changed into higher quality products.
*Factory*: where goods are manufactured.

References
UNIT 6
Justice, equality and human dignity

Introduction
Justice, equality and human dignity help to build good relationships among people. The Constitution of Malawi has sections which protect justice, equality and human dignity. It is the duty of every Malawian to ensure that people are treated justly, equally and with dignity. In this unit, you will discuss values of justice, equality and human dignity.

Justice
Justice means treating people fairly.

Activity 1
1 In groups, read the following situations and answer 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 better than Bweya.

Situation 2
In Chiphazi Village, 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 Publication Company gave bonuses to two salespersons who had sold more books than others.

Situation 5
An employment agency is offering job opportunities to people coming from the same region and tribe as that of the Managing Director.

Situation 6
Two men were arrested and convicted of selling chamba to students. They were sentenced to three years imprisonment.
Situation 7
John was accused of having broken a desk. When the news reached the headteacher, he was punished instantly.

1. What is fair or unfair about each of the above situations?
2. What similar situations have you experienced or observed?
3. Report your group work to the class.

Equality
Equality means treating people in the same way regardless of their race, sex, religion, language, tribe, region or district of origin and political party.

Gender equality means, men, women, boys and girls being treated in the same way.

Activity 2
1. Work in groups to discuss situations in which people are treated differently
   a. at home
   b. at school
   c. in the community
2. Report your group work to the class.
3. 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
   a. What is the person speaking in the poem complaining about?
   b. What other cultural practices promote gender inequality in your communities?

Human dignity
- Human dignity is the respect that should be given to a person.
- Every person has a right to be treated fairly by the government or any person. It is unacceptable for government or anyone to torture, physically punish, beat or treat any person in a cruel manner.
- The right to human dignity includes the right not to be detained without trial, detained because of political beliefs or opinions and the right to be respected during trial.

Importance of observing justice, equality, and human dignity
Observing justice, equality and human dignity is important since it
- promotes fairness among people
- promotes unity
- prevents the cruel treatment of people
Activity 3
1  In groups, discuss
   a  factors that violate peoples’ right to human dignity
   b  whether people suspected of witchcraft should be killed or expelled from their homes
2  Report your work to the class.

Activity 4
Read the following story 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  Do 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 protect justice, equality and human dignity. These include the Office of the Ombudsman, Human Rights Commission of Malawi, Law Commission and Non-governmental human rights organisations:
• The Office of the Ombudsman hears complaints of workers who have been treated unjustly at their work place and makes recommendations on how to resolve the issues.
• The Human Rights Commission of Malawi investigates human rights violations in the country.
• The Law Commission assists in repealing or revising laws which violate people’s rights.
• Non-governmental human rights organizations check the observance of people’s rights in a country.

Activity 5
1  In groups, give examples of issues you have heard that have been referred to any of the institutions above.
2  Report your work to the class.

Summary
Justice means treating people fairly. Equality means treating people in the same way regardless of their status. There are several situations in our communities in which people are treated unjustly, discriminated against or 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 of Malawi to safeguard justice, equality and human dignity. Local and international human rights non-governmental organisations also help to check government’s observance and protection of human rights.
Assessment
1 Explain any two situations in which a person may be denied justice.
2 Identify any three cultural practices that promote gender inequality.
3 Write a brief 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 their religion, race, colour or language
Justice : means treating people fairly
Human dignity : means the respect due to a person

References
HURIMA (undated). The simplified version of the bill of rights in the constitution of the Republic of Malawi. Lilongwe: HURIMA.
UNIT 7

Respect for life

Introduction
Every person has 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. In this unit, you will learn about the value to life, threats of life and ways of protecting it.

Value of life
• The right to life is one of the most important human rights.
• Therefore, everyone has the responsibility to respect and protect it.
• The Malawi Constitution says that every person has the right to life and no person shall be denied his/her life.
• Life provides people with an opportunity to take part in the development of their communities. It enables one to achieve his/her plans.

Activity 1
Read the story below and answer the questions that follow.

One morning, 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. Kambiya was overjoyed. Neighbours were also filled with joy.

1 Why did the neighbours also rejoice at the birth of the new baby?
2 Do some people not rejoice when a new baby is born? Why?
3 Role play a family rejoicing because of 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. There are many threats to life such as:
• wars in which many innocent people are killed
• abortions in which some women kill the unborn baby
• diseases such as malaria and cholera
• famine due to poor harvests
• natural disasters such as floods, earthquakes and droughts
• accidents
• violence among people
Activity 2
Read the story below and answer the questions 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 K15,000.00 from a business woman.

1 Explain the evils of mob justice as described in the story.
2 List any three threats to life in your community.

Respect for life
Respect for life enables people to enjoy their right to life. As such, every person has the right to:
• enough food
• health care
• protection from cruelty and neglect

Activity 3
1 In groups, discuss the following:
   a ways in which disputes or quarrels can be settled peacefully
   b whether the police should shoot at a robber who is running away after stealing from someone
   c whether a person who has killed someone should also be killed
2 Report your group work to the class.

Assessment
1 Explain three ways of protecting life.
2 Why is mob justice not acceptable?
3 Should people be allowed to commit suicide? Give reasons for your answer.

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

References
**UNIT 8**

**Peaceful conflict resolution**

**Introduction**
People live together in families and communities. However, they do not always agree with one another in all they say or do. Quarrels or conflicts sometimes occur. It is important, therefore, that you understand how conflicts are caused, their effects and how to resolve them. This unit will help you appreciate the need to live together in peace.

**Peace**
The term peace refers to a situation where there is no disorder among people. The absence of wars, riots, crime and violence shows that there is peace.

**Activity 1**
1. Work with your friend and come up with a list of words that explain what you understand by the term *peace*.
2. Report your work to the class.
3. On your own, give examples of signs of peace:
   a. at home
   b. at school
   c. in the community
4. Report your work to the class.

**Conflict**
Conflict is a disagreement between two or more people who hold different ideas, views, beliefs and interests. They happen in families, in schools, in communities and throughout a country. Conflicts include:
- family quarrels
- quarrels over land
- quarrels over religious beliefs and practices
- quarrels between political parties
- quarrels over property

**Activity 2**
1. In pairs, give examples of recent conflicts
   a. at your school
   b. in your community
   c. in the country
2. Report your work to the class.

**Causes of conflict**
There are many causes of conflicts as outlined below.

**Quarrels over land**
These are quite common in Malawi. People quarrel over where to build their houses or cultivate their crops. They also quarrel over boundaries for their
gardens. The situation is worse in areas where there are estates, for example, those in Thyolo and Mulanje which are owned by big companies while the local people have very little land.

**Political differences**
Sometimes people belonging to a party beat up others who do not belong to their party. This does not show respect to other people who might have their own political views.

**Alcohol and drug abuse**
Conflicts may arise from alcohol and drug abuse since those abusing drugs may not control their behaviour.

**Property grabbing**
Death of a husband or a wife sometimes brings about suffering to the one left behind. Conflicts arise when relatives of the deceased take away all the property that belonged to the family.

**Religious differences**
Differences between religious groups could lead to conflicts. These conflicts may occur due to differences in values, beliefs and practices.

**Cultural reasons**
Differences in culture between different tribal or ethnic groups might lead to conflicts. This is because each group has its own traditional beliefs and practices which may not be understood by the other group.
Activity 3
Brainstorm causes of conflicts in your communities.

Effects of conflicts
There are many effects arising from conflicts.

Activity 4
Individually, read through the following newspaper article and answer the questions that follow.

Man killed at inter-school soccer match
by Peter Makossah

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 inter-school 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;

Questions
a What is the cause of the conflict in the above story?
b Do you sympathize with Mr Ngwemba and Mr Chilongo? Explain.
c Was the police action right? Explain.
d Suggest ways of reducing inter-school violence in your area.
e What are the other factors that can lead to conflicts during inter-school football matches?

Outlined below are some examples of the effects of conflicts.
**Civil wars**
Many people get wounded or killed during war. Children, women and the elderly are the ones who suffer most.

**Destruction of property**
Houses, schools, hospitals, roads, bridges, electricity and water supply systems are often destroyed. Diseases such as cholera and diarrhoea break out because health services and water supply are destroyed.

**Displacement of people**
Many people move from their original homes to peaceful areas because of wars. People running away to other countries because of wars are called **refugees**. They face many problems such as hunger, thirst, tiredness, loss of property, separation of family members and sexual abuse.

**Activity 5**
Study the picture below and in groups, explain what it shows about effects of conflicts

![Image](image.png)

**Ways of resolving conflicts peacefully**
Conflict resolution is a way of settling differences between and among people. There are several ways of resolving conflicts. The best way to resolve conflicts is without using violence. Some of the ways of resolving conflicts peacefully are:
Negotiation
For example, if you have quarrelled with someone, you can resolve the conflict by using the following steps:

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.
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

Negotiation is only possible if you are willing to talk and listen to each other.

Use of a third person
This is a process in which a third person who is not involved in the conflict helps conflicting people to reach an acceptable agreement. The third person could be a headteacher, a teacher, a prefect, a friend or an elderly person. He/she will:
- allow each one of the people in conflict tell the side of his/her story on how the conflict started and developed.
- listen to each person very carefully
- not allow anyone to interrupt the other
- discuss each side of the story of those involved
- discuss possible ways of solving the problem
- assist those involved to reach an agreement
• ask them to promise to remain friends
• sometimes a third person can make a final decision for the people in conflict

Both processes call for tolerance, respect, patience and understanding about what the other person feels.

**Activity 6**
1 Role-play conflict resolution.
2 Discuss the role play.

**Importance of peaceful conflict resolution**
Peaceful conflict resolution is important in that it may:
• promote unity and peace among people
• reduce suffering, loss of life and destruction of property
• promote development
• encourage good working atmosphere

**Institutions that help to promote peace in Malawi**
There are many institutions in Malawi that assist to promote peace. These include the Human Rights Commission, the Ombudsman and local human rights non-governmental organisations (NGOs).

**Activity 7**
1 Compose songs or poems on the importance of peaceful conflict resolution.
2 Read the poems and sing the songs to the class.
3 Display the poems and songs on the classroom walls.

**Assessment**
1 Explain any two causes of conflicts
   a in your school
   b in your community
2 How would you resolve conflicts in the
   a family?
   b school?
3 How would you respond if angered by a fellow school pupil?

**Summary**
Conflicts take place in homes, schools, the community and the country. Conflicts are caused in many ways such as quarrels over land, different cultural beliefs and practices, religious differences and selfishness. Conflicts can have bad effects such as wars, hatred, hunger and suffering. It is important therefore that conflicts are resolved in a peaceful way.

**Glossary**
*Peace*: freedom from disorder or war; quiet, calm
*Rampage*: rush about in excitement or anger
*Conflict*: disagreement between people who have different
ideas, beliefs, interests, opinions.

Fracas: noisy quarrel
Tolerance: respecting the right of others even when you differ in ideas, ways of life, customs and beliefs
Retaliate: return the same sort of ill treatment that one has received

References
UNIT 9

The constitution of the republic of Malawi

Introduction
The constitution is the highest law of the country. Through it, people give the government authority to rule the country. The government is expected to follow the rules in the Constitution. In this unit, you will learn more about the constitution of the Republic of Malawi, its features and functions.

Definition of constitution
A Constitution is the highest law in a country. It contains laws and guides how leaders govern the country.

Activity 1
1 Brainstorm rules that are followed at your school.
2 Work in groups to discuss the importance of the school rules.
3 Report your findings to the class.
4 How are school rules similar to the constitution?
5 In groups, define the term constitution in your own words.
6 Report your work to the class.

Main features of the constitution
The constitution:
- is the highest law of the land
- states that Malawi is an independent state
- states that Malawi’s territory consists of its air space, its waters and its land
- recognizes the rights and freedoms that must be enjoyed by every citizen
- states that no one is above the law
- recognises the right to vote by every citizen who has reached the right age
- recognises the will of the people in all political and legal matters

Activity 2
1 Study the school rules provided by your teacher.
2 In groups, classify the school rules into:
   a rules that promote hardworking spirit
   b rules that promote discipline
   c rules that promote respect of each other
3 Study the main features of the Constitution provided by your teacher.
4 In groups, discuss the main features of the constitution.

Functions of the constitution of Malawi
The constitution of the Republic of Malawi:
- authorizes the making of laws
- provides guidance on the day-to-day running of the country
- provides guidelines on the rights and responsibilities of all citizens
- provides guidelines on how to serve and protect the interests of all citizens
Branches of the government of Malawi
The following are the branches of the government of Malawi

- President
- Cabinet ministers
- Civil servants (headed by the President)

- Members of Parliament (headed by the Speaker of Parliament)
- All courts (headed by the Chief Justice)

- The Legislature makes laws. It is also known as Parliament. It consists of MPs and is headed by the Speaker of Parliament.
- The Executive performs executive functions. It is composed of the President, the Cabinet Ministers and Civil servants.
- The Judiciary includes all courts (See Standard 5, Unit 6).

Activity 3
1 Brainstorm on structure of your school eg administration, teachers and pupils
2 Study the branches of the Government of Malawi provided to you by your teacher
3 Discuss the functions of the three branches of the Malawi Government
4 Draw the structure of the Malawi Government
5 Role-play a parliamentary session

National symbols of Malawi
National symbols are representations of the Malawi Society. The national symbols are: the National Flag, National Coat of Arms, National Anthem and the Public Seal.

The national flag
It serves to:
- show that Malawi is an independent sovereign state. It is flown
  - at all embassies outside Malawi to show cooperation with those governments in trade, education, health etc
  - at international sporting activities
  - during national events attended by the President
- identify government institutions eg DC’s offices, courts, government buildings
• recognize a person’s patriotism to the country

The colours of the national flag have the following meanings:
• black represents the people of Africa
• red represents the blood of the martyrs of African freedom
• green represents the vegetation of Malawi

**National coat of arms**

• The national coat of arms shows a lion and a leopard standing on Mount Mulanje. They are holding a shield symbolising 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.
• The lion inside the shield is a presidential standard while the rising sun symbolises the dawn of hope and freedom.
• The words *unity and freedom* are the national motto of Malawi. The features of the national coat of arms 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**

The national anthem of Malawi is a prayer which calls upon God to bless Malawi and maintain peace.
• The anthem also praises God 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.

The national anthem is sung at all public functions including sporting activities. It is also sung at school assemblies and at some religious gatherings. People stand at attention when singing the anthem to symbolise 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 parliament 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
1 Study and name the following pictures of national symbols.

![National Flag and Coat of Arms](image)

*Pictures of National Flag and Coat of Arms*

2 In groups,
   a suggest what each symbol stands for
   b discuss the functions of the national symbols
   c report your group work to the class
3 In pairs, give examples of
   a sporting activities where the national anthem is played
   b embassies in Malawi
   c occasions when the national flag is flown at half mast
   d when martyrs are remembered in Malawi
4 Report your pair work the class.

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

Summary
The Constitution is the most important law of the country. The main features of the constitution are: that it identifies Malawi as an independent state, spells out its territorial entity, outlines the rights and freedoms of every citizen, expresses the will of the people, rule of law and right to vote. The constitution provides the basic rules to guide and govern the government. The
government is made up of three branches, namely: the executive, legislature and the judiciary. The national symbols help to promote national unity, culture and national identity.

Glossary

Constitution : a body of laws and ways on how a country should be governed

Legislature : A branch of government responsible for making laws and consists of Members of Parliament

Executive : A branch of government headed by the President

Judiciary : Body of government that interprets the constitution

References


UNIT 10

HIV and AIDS

Introduction
HIV and AIDS has brought a lot of problems in families, communities and the nation as a whole. In this unit you will learn about behaviours that promote the spread of HIV and AIDS and ways of avoiding such behaviours. You will also learn about the effects of HIV and AIDS and how people with HIV and AIDS can live longer.

Behaviours that promote the spread of HIV and AIDS
The following are some of the behaviours that promote the spread of HIV and AIDS.

Prostitution : Having sexual intercourse with someone in exchange for money

Drug and substance abuse : Some people may not think properly because of drugs and have sex without using a condom

Cultural beliefs and practices : In some cultures, people are given another wife or take over the wife of a husband who has just died

Activity 1
Study the pictures below and answer the questions that follow.
1 Identify behaviours in the pictures that may promote the spread of HIV and AIDS.
2 Brainstorm other behaviours that promote the spread of HIV and AIDS.
3 In groups, select one type of behaviour and discuss how it can promote the spread of HIV and AIDS.
4 Report your finding to the class.

Ways of avoiding the spread of HIV and AIDS
There are many ways of avoiding the spread of HIV and AIDS. These include:
• being faithful to one partner
• avoiding sexual intercourse before marriage
• promoting safer sex by using condoms during sex
• avoiding sharing of sharp instruments such as needles, razor blades and knives
• avoiding becoming drunk in order to make proper decisions
• avoiding cultural practices that may promote the spread of HIV and AIDS such as *fisi, chokolo, hlazi* and *kuchotsa fumbi*
• joining clubs such as AIDS Toto club to learn more about the disease
Activity 2
1 In groups, compose a song or a poem on avoiding the spread of HIV and AIDS.
2 Choose a representative to recite the poem or as a whole group sing the song you have composed.
3 As a class, discuss the messages in the poems and songs.

Effects of HIV and AIDS in Malawi
AIDS has brought a lot of problems in families, communities and the nation as a whole. A person suffering from AIDS cannot participate in development activities well. Other effects of HIV and AIDS in Malawi are:
- reduced labour force
- slow development
- increased expenditure on social services eg orphanages and health services
- increased number of orphans
- physical and mental suffering

Activity 3
1 As a class, brainstorm the effects of HIV and AIDS on the family and the community.
2 As a class, discuss the effects of HIV and AIDS on the family and the community.
3 Role play the effects of HIV and AIDS on the family.

Living positively with HIV and AIDS
It is important to know one’s HIV status. The reasons for knowing one’s HIV status are to:
• avoid being re-infected
• avoid infection
• avoid infecting others
• accept the condition if infected

Activity 4
1 Debate on the importance of knowing your HIV and AIDS status.

Ways in which HIV and AIDS patients can live longer
A person who is infected with HIV can live long before suffering from AIDS. For them to live longer, they should learn how to take care of themselves and get support from others.

AIDS patients need support and care from family members and the community. The following can help AIDS patients to live longer and happier:
• showing them love
• accepting them in the family and community
• caring for them at home
• praying with them
• helping them to deal with fears or worries
• chatting with them
• washing their clothes
• encouraging them to mix freely with others
• helping them do exercises to keep fit
• encouraging them to attend counselling sessions
• helping them to stop smoking and drinking

Activity 5
1 Listen to a talk by a resource person on how AIDS patients can live longer
2 Take notes of important points
3 Share with the whole class the information you found useful

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?
4 Explain the effects of HIV and AIDS on the family and community.
Summary
HIV and AIDS is killing a lot of people. It is important to prevent the spread of HIV and AIDS. This will help to reduce the effects of HIV and AIDS on the family and the community. HIV and AIDS patients can live longer if they are supported and taken care of.

Glossary
Counselling: a process in which an individual with a problem is helped by another person to find a solution to the problem
Prostitution: engaging in sex for money
Orphan
HIV status

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Mhango NAC (2003). Social studies resource unit for Std. 7 (AIDS) (unpublished), Virginia Polytechnic Institute and State University, USA.
UNIT 11

Gender equity

Introduction
All the children in Malawi have a right to equal treatment in school and in the home. Culture sometimes promotes unequal treatment between males and females. When this happens, some groups, either males or females are not treated fairly. In this unit, you are going to learn about gender equity and equality so that you can treat each other fairly in your school and home.

Gender equity and equality
Gender equity is fair treatment given to both males and females. Gender equality is giving equal chances to both males and females.

For example, in Malawi, there are few girls in secondary schools and in colleges. Sometimes this is because there are few hostels for girls. The Government sometimes directs that girls occupy some of the hostels which were for boys in order to be fair to the girls.

Gender equality

Activity 1
1 The following is a list of tasks that men and women, boys and girls do in the home. Tick in the boxes to show who does which work in the home.

<table>
<thead>
<tr>
<th>Task</th>
<th>Who does it</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Females</td>
</tr>
<tr>
<td>Preparing meals</td>
<td></td>
</tr>
<tr>
<td>Drawing water</td>
<td></td>
</tr>
<tr>
<td>Gardening</td>
<td></td>
</tr>
<tr>
<td>Washing clothes</td>
<td></td>
</tr>
<tr>
<td>Washing plates and pots</td>
<td></td>
</tr>
<tr>
<td>Sweeping the house</td>
<td></td>
</tr>
<tr>
<td>Feeding a baby</td>
<td></td>
</tr>
<tr>
<td>Shopping</td>
<td></td>
</tr>
<tr>
<td>Pounding maize</td>
<td></td>
</tr>
<tr>
<td>Planting crops</td>
<td></td>
</tr>
<tr>
<td>Building a house</td>
<td></td>
</tr>
</tbody>
</table>

2 Is one sex group doing more tasks than the other?
3 Do you think there is fairness in doing the work in the home? Give reasons for your answer.
4 Suggest ways of achieving equality when sharing work in the home.

**Prejudice and discrimination**
Prejudice is a dislike of a person or group of people based on no proper reason. For example, when someone says that Malawians are lazy, that person is prejudiced. Discrimination is related to prejudice. It is the behaviour of treating a group of people differently from others. For example, when some people are not given free food because they belong to a different religion, those people are being discriminated against.

There are beliefs and practices that promote prejudice and discrimination on gender. Below are some of the examples:
- favouring of one sex
- hating someone because he/she belongs to another tribe
- when a girl child is given household work while a boy is studying.

**Activity 2**
1 In groups, identify cultural beliefs and practices that discriminate people based on sex.
2 Group leaders should report their findings to the class.

**Activity 3**
Study the picture below and answer the questions that follow.

1 Explain whether what is happening in the picture is fair or not.
2 Identify cultural practices that affect the work of males and females in a society.
3 Suggest ways of improving the situation.
**Activity 4**
Your teacher will divide you into groups
1. Prepare poems, jingles, posters and placards that say something against prejudice and discrimination based on sex.
2. Sing the poems and jingles or show the posters and placards during morning assemblies. Your teacher will organise this for you.

**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 acts of discrimination practised in the school and home.
4. Suggest measures to address these acts of discrimination.

**Summary**
Gender equity refers to fair treatment of both males and females. Gender equality means treating people in exactly the same way regardless of their sex. Some cultural practices and beliefs promote discrimination and prejudice based on sex. Avoiding such practices and beliefs would promote respect and equality between men and women.

**Glossary**
- **Gender equality**: treating people in exactly the same way regardless of their sex
- **Gender equity**: fair treatment of both males and females
- **Prejudice**: having a positive or negative attitude to a group of people
- **Discrimination**: the behaviour of treating a group of people differently from others.

**References**
UNIT 12

Drug and substance abuse

Introduction
Drug and substance abuse has got serious effects on the individual, family, the community and the nation. In this unit you will learn more about drug and substance abuse. You will focus on the causes, misconceptions and effects of drug and substance abuse. You will also learn how to prevent drug and substance abuse.

Causes of drug and substance abuse
The following are examples of the causes of drug and substance abuse:

Peer pressure
People of the same group or age influence each other on drug and substance abuse.

Lack of confidence
Sometimes people start using drugs and substances because they are not sure of themselves.

Lack of self control
For example, some people become smokers because they fail to control themselves. Lack of self control results in addiction. Addiction is when someone fails to free himself or herself from a bad habit.

Poverty
Some people go for cheap but dangerous substances because they cannot afford anything better.

Leisure
When people have nothing to do, they may get involved in drug and substance abuse to avoid dull moments.

Curiosity
Others take drugs in order to find out the effects of certain drugs and substances.

Ignorance
Some take drugs and substances because they do not know their effects.

Means of escaping frustrations
Different people have different reactions to frustrations and despair such as failure in examinations, failure to get a job or losing a partner in marriage. Hence such individuals end up taking drug and substances.
Lack of parental care and support
Some parents do not have time to advise and counsel their children and wards. They may not even support them financially and emotionally. As a result, such children feel ignored and make friends with drug users.

Activity 1
1 Fill in the blank wheels on the causes and effects of drug and substance abuse.

Causes
- Peer pressure
- Ignorance

Effects
- Getting addicted
- drop out from school
- Loss of self control
- Poverty
- High crime rate
- Death

2 Compare your responses with those of others.
Activity 2
1 You will listen to a talk on drug and substance abuse. Take note of the main points and ask for clarification wherever necessary.
2 Using information from the talk complete the table below.

<table>
<thead>
<tr>
<th>Problem</th>
<th>Effects on the individual</th>
<th>Effects on the family</th>
<th>Effects on the nation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intoxication</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Violence, rape and sexual harassment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Death</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIV/AIDS infection</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 may lose concentration on their studies and eventually abandon their studies.
- **Mental confusion**: Some people become mentally disturbed as a result of drug abuse.
- **Poor judgement**: Drugs may make a person fail to reason properly and engage in activities that put him/her at risk of contracting STIs and HIV/AIDS.
- **Low productivity**: Drug abusers may not participate effectively in development work.
- **Involvement in crime**: Drug abuse may lead to violence, rape, sexual harassment and robbery.
- **Diseases**: Drug abusers risk having diseases such as cancer and liver diseases.
- **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, one may become ill or contract STIs including HIV/AIDS requiring medical treatment.

Misconceptions about drugs and substances
Some people abuse drugs because they have a wrong understanding of how drugs and substances work in their bodies. The following are some of the misconceptions about drugs and substances:
- Taking substances like chamba makes one become intelligent in class
- Taking drugs makes one become energetic when doing manual work
- It is fashionable for a teenager to use drugs and substances
- Drugs and substances can help someone to forget his or her problems
- Abuse of drugs is one way of socializing
- Drugs make a person courageous.
Activity 3
1. In pairs, discuss the misconceptions you have heard from people in your communities about drug and substance abuse.
2. Discuss the effects of each misconception you have.
3. Share your points with others in your class.

Precautionary measures against drug and substance abuse
To avoid drug and substance abuse, several precautions can be taken. These measures include:
- avoiding negative influence from your friends or peers.
- joining school clubs to keep yourself busy.
- avoiding experimenting with drugs and substances.
- avoiding taking expired drugs.
- using drug with instructions from a qualified medical person
- avoiding self-medication
- seeking guidance and counselling

Activity 4
In groups, study the diagram above and answer the questions that follow.

1. Explain what is happening in the diagram.
2. What would be the effects of this behaviour?
3. Suggest measures that can be taken to avoid the behaviour.
4. Report your answers to the class in a plenary.

Counselling and rehabilitation of drug addicts
Counselling is a helping service given to someone in need in order that he/she changes for the better. Counselling helps drug addicts to be changed and become more useful to the society. There are centres in Malawi that provide counselling and rehabilitation services such as Chilwa Approved school in Zomba, Mpemba Boys Home in Blantyre, mental hospitals in Lilongwe and Zomba, social welfare centres and health clinics.
**Activity 5**  
In groups, read the story below and answer the 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.

1. In groups, discuss the following 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. Was it necessary to counsel Maria? Give reasons for your answer.
   d. If Maria was your sister, what would you advise her to do?

**Importance of counselling and rehabilitation centres**  
Rehabilitation and counselling centres are important because:
- they help people with social and health problems due to drug and substance abuse
- they provide advice and support so that abusers can redirect their lives
- they help to reduce the number of mentally challenged persons

**Activity 6**  
1. In pairs, write a story of someone who may have received counselling services. In the story, include the following points:
   - who the person is
   - what happened to him/her
   - who was the counsellor
   - how he/she was helped
   - how she/he is now?
2. Read your story to the class.

**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 the likely problems she/he may face?
4. What can be done to avoid drug and substance abuse?
Summary
Drug and substance abuse is a serious problem in our societies. A lot of youths are affected. There are several causes of drug and substance abuse. One of the causes is influence from friends. Sometimes people abuse drugs and substances because of the misconceptions about drugs and substances. Drug and substance abuse can have negative effects on the individual, family, community and nation. When people are sick, they cannot participate in development activities. Those who are involved in drug and substance abuse should seek help.

References