

# Sema

Tanzania's Magazine on Child Development & Protection

## COVER STORY

### Universal Children's Rights

The way we see it

Meet our Hero, Mary Kessi

## SCHOOL PROFILE

Barney Primary School

## Fun Corner

Paint me  
Mind Breaker, Letters  
Horoscope, Hadithi

Homework Helper

**NYOTA  
YANGU**

GAMES | COLORING | SINGING | STORIES | PUZZLES

**WATOTO HELPLINE COMING SOON...**

TUPIGIE 116, TUNASIKILIZA.

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# Sema<sup>®</sup>

*It's Possible!*

## *Our Name*

Our organisation's name 'C-Sema' is derived from a Kiswahili word which literally means speaking. "SEMA" therefore affords children opportunity and space to speak out. We seek to allow children to talk about matters that are most important to them. This concept revolves around the belief that children are powerful agents of social and economic change. Listening to them will empower them to change and break the cycle of poverty. It will not only make them aware of what their rights and responsibilities are, but also equip them with the tools to put those rights into practice.

## *Our Philosophy*

We believe children need to share their experiences to better understand how well to cope with life's ever changing waves. These stories will change the way they view things, for better.

With growing concern on violence against Children in Tanzania; we are devoted to educating, advocating and lobbying for every child to be treated and to treat each other with respect and dignity regardless of whether one is a girl, disabled or a boy; a streetchild, an orphan, an HIV-victim, highly intelligent, or any other label.

## *Our Objective*

Our overall objective is to design projects that give answers to children's need to be heard. This magazine for instance, is one of our 3 key current projects which form the 'Sema Tanzania Child Protection Programme,' the other two are Child Helpline and Schools Outreach Projects, respectively

## *Our Work*

We directly work with children at their schools through Sema Clubs, organised in debates, symposiums, music and drama festivals. Each month, our student reporters compile stories of activities, news, financial concepts and other topics of interest; all these happen in their institutions. The stories largely contribute to what is published in Sema Magazine monthly. The Magazine is freely distributed to children in these schools. With guidance of teachers, pupils are encouraged to read, discuss and critically analyse these articles

*We urge you to join us every month as you grow up and get exposed to every day's life, growing up to be a responsible agent of change, for we believe:*

*It's Possible!*



**SEMA**  
Mtoto wa  
Tanzania

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Annick Miya-Verstraelen  
Production Editor  
Eng. Moses Chacha  
Art Director/Graphics  
Amon John Mtonyi  
Sema Outreach/Child  
Protection  
Michael, CK  
IT Manager  
Emanuel Gimeno  
Journalists/Reporters  
Itanisa Mbise  
Efatha Kanafunzi  
Jacqueline Joseph  
Mkami Ferdinand  
Agness Costantine  
Consulting Editor  
Kiiya, JK

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## Tumefika!

*SEMA ipo! Jarida la kwanza limeshachapishwa. limekuwa tayari kwa kusambazwa.*

*Tumetoka mbali, tumepita njia ndefu mpaka tumefika hapa: Kuchagua mada, kuchagua lugha, kuandika makala, kuandaa picha na kisha kupiga chapa.*

*Ninafurahi hemhem kuwaalikeni kusoma SEMA. Karibuni sana! Lakini kabla ya kusoma, ningependa kuwapa maelezo madogo kuhusu jarida hili. SEMA ni jarida linalotolewa na shirika la C-Sema, shirika lisilo la serekali linalohusika na ulinzi na maendeleo ya watoto wa Tanzania. SEMA ni "Sauti za watoto wa Tanzania!", na inataka kufikisha lengo lake kwa kuwapa ninyi, watoto, nafasi ya kuzungumza kuhusu mada mnazopenda wenyewe.*

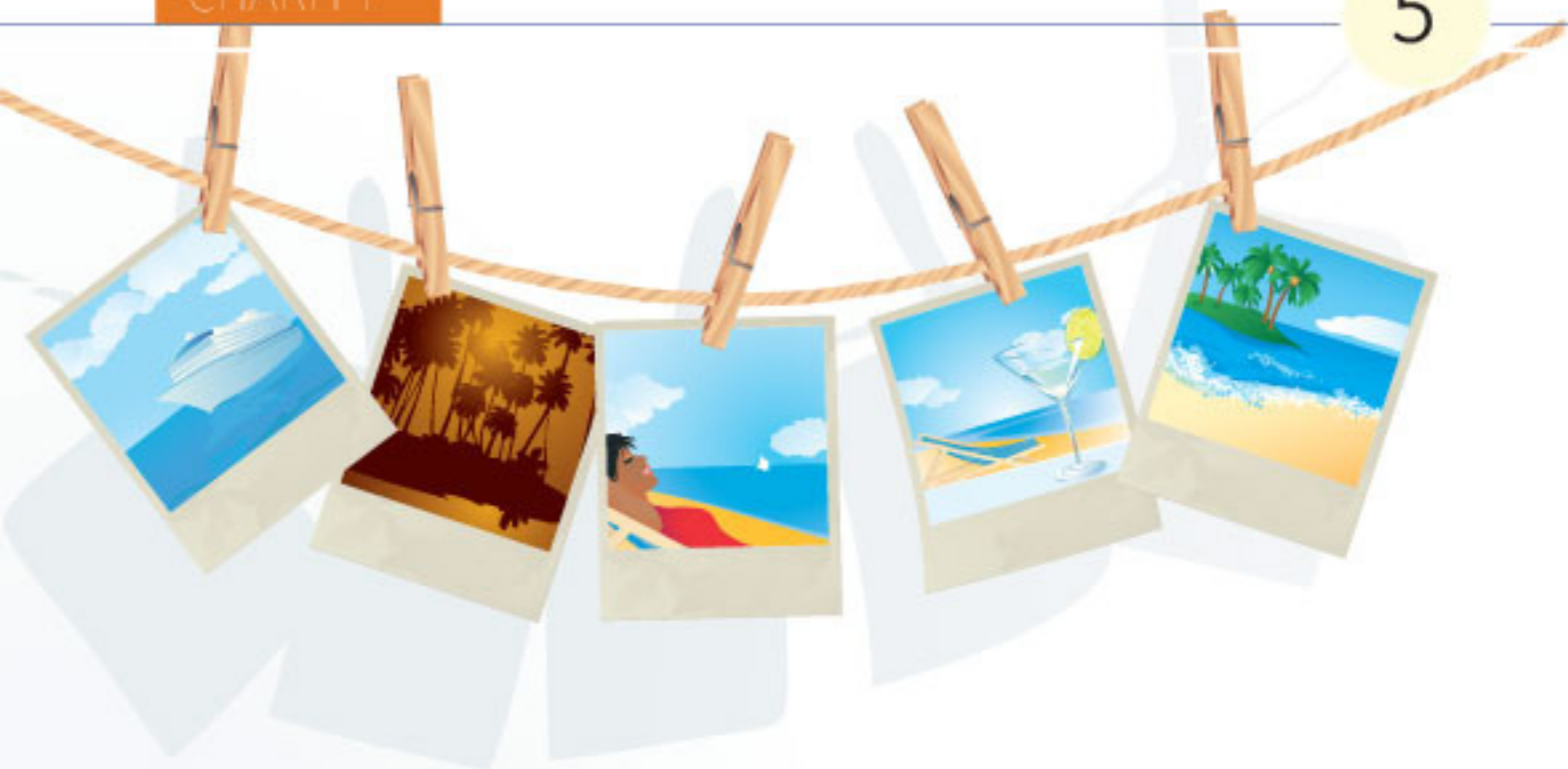
*Ningependa mchukue nafasi hii kuongea kwa sauti kubwa ili msikilizwe na watoto wote hapa Tanzania, pamoja na watu wazima.*

*Pia ningependa kutoa shukrani kwa watu wote waliohuwa na maono na imani ya kufanikiwa kwa kazi hii. Tunatambua juhudi zenu. Asanteni. Mada Kuu ya jarida hili la kwanza ni "Haki za Watoto". Mtaona nakala nyingi zinazohusu haki za watoto. Hero in the spotlight ni mahojiano ya Mary Kessi, mama anayefanya kazi kuhakikisha watoto wamepewa haki zao. How we see it... ni nakala za watoto wenzenu wanaotoa mawazo yao kupitia chombo hiki. C-Sema inazungumzia haki pamoja na majukumu za watoto. Na kuna nakala zingine nzuri kwenu.*

*Furahia kusoma!*

*Annick*

*Executive Editor of SEMA Magazine  
Sauti ya Watoto wa Tanzania!*



# TZ 2 WORLD 2 TZ

“IN 1991, 11 LOCAL TEENAGERS MEET WITH DR. Jane Goodall on her back porch in Dar es Salaam, Tanzania. They are eager to discuss a range of problems they know about from first-hand experience that causes them deep concern.” This was the beginning of the Roots & Shoots. Because of the strength of its philosophy, it spread all over the world. Loved and implemented by almost 100,000 young people. SEMA now brings all these good ideas back to Tanzania, introducing you another Roots & Shoots project every month. Let's first get to know about Roots & Shoots.

## THE HISTORY

**T**HE DISCUSSION OF THAT meeting covered many topics that weren't in their school curriculum including pollution in the city, deforestation in the mountains, the welfare of domestic animals and the future of wild animals including Dr. Jane's threatened chimpanzees.

These motivated young people wanted to learn more, they were willing to take action and they hoped that

their peers would join with them to help make a difference. Dr. Jane was impressed by their compassion, their energy and their desire to develop a grassroots style solution to problems.

## THE FIRST EVER ROOTS & SHOOTS PROJECT

From their brainstorming and efforts, they came up with a project, that would be the first-ever Roots & Shoots project. It was a local project: educating villagers



about more humane treatment of chickens at home and in the region's markets. It was a small program, but encompassed all the hallmarks of what makes Roots & Shoots so special even today: youth-driven projects fueled by knowledge, compassion and action. Although Dr. Jane was involved in their meetings, the project was carried out totally by the teens.

Roots & Shoots is about making positive change happen — for communities, for animals and for the environment.

### THE PHILOSOPHY OF ROOTS & SHOOTS

As the Jane Goodall Institute's international and humanitarian programme for young people, the Roots & Shoots mission is to foster respect and compassion for all living things, to promote understanding of all cultures and beliefs, and to inspire each individual to take action to make the world a better place for people, animals and the environment. All Roots & Shoots members, from pre-school to university, demonstrate their care and concern for living things through service projects in their communities and on a global level.

### IN PRACTICE

Through Roots & Shoots, young people from pre-school through college work with adult mentors to gain a better understanding of the issues and challenges that affect their immediate community, as well as all those who call this planet home. Each group identifies issues that concern them and then creates hands-on projects to make the world a better place.

Roots & Shoots activities take place in all kinds of settings including classrooms, home schools, nature centres, neighbourhoods, refugee camps, zoos, scout troops and even

around the dinner table. In a fun, flexible and supportive environment, young people and adults alike connect with one another, share ideas and inspiration and endeavour to effect change in their own neighbourhoods or even in different time zones or hemispheres.

**SPECIAL TALENT?** Are you a writer? An artist? An athlete? You can use your special talents as the basis for designing your Roots & Shoots project. Whether you publish an essay in your school paper about conservation, or organize a baseball marathon for charity, you can develop a project that showcases your skills and most importantly, is lots of fun. Work on What You Care About!

**NEXT GENERATION** In addition, Roots & Shoots is about training young people who are the next generation of leaders. Through the Roots & Shoots Youth Leadership Initiative, dedicated high school students Join Youth Leadership Councils. These councils provide the training, tools and opportunities to help participants grow into powerful and compassionate leaders. Council members act as youth ambassadors, working to strengthen the Roots & Shoots network, and create and lead special projects.

### GLOBAL

Roots & Shoots makes it a priority to help young people connect with one another across miles, boundaries and cultures. The dynamic, interactive Roots & Shoots website provides members with helpful online tools, allowing them to take action, connect globally and combine forces. Discussion boards, project sharing, e-newsletters and downloadable resources enable youth to creatively and collaboratively take action.

*"Youth are our hope for the future,"*  
Dr. Jane Goodall

### A WAY FORWARD.

Today, the Roots & Shoots network has blossomed into one hundred thousand of members in more than 130 countries, all working on local and global community service projects. There are thousands of projects, and the number is continuously growing. Many of the original members are still involved, continually finding new projects and new ways to make our world a better place. Dr. Jane's unique, flexible model for youth engagement, aided by resources and guidance provided by Roots & Shoots leaders and staff, is what sets the Roots & Shoots program apart from the rest.

### YOU WANT TO KNOW MORE?

Check out their website @ [www.rootsandshoots.org](http://www.rootsandshoots.org), and have fun reading it!



Take  
One  
Small  
Step

2012

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## 2012 focus:

Barclays Bank has an ambition citizenship agenda.

Citizenship is one of the Bank's key performance drivers.

The focus for Barclays Bank Tanzania is in the following areas:

1. Financial literacy.
2. Job creation, entrepreneurship and economic growth
3. Maternal and child health (Tanzania specific)



**BARCLAYS**  
Tanzania



# UN Convention on the Rights of the Child

## In Child Friendly Language



"Rights" are things every child should have or be able to do. All children have the same rights. These rights are listed in the UN Convention on the Rights of the Child. Almost every country has agreed to these rights. All the rights are connected to each other, and all are equally important. Sometimes, we have to think about rights in terms of what is the best for children in a situation, and what is critical to life and protection from harm. As you grow, you have more responsibility to make choices and exercise your rights.

**Article 1**  
Everyone under 18 has these rights.

**Article 2**  
All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly or any less.

**Article 3**  
All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

**Article 4**  
The government has a responsibility to make sure your rights are protected. They must help your family to protect your rights and create an environment where you can grow and reach your potential.

**Article 5**  
Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected.

**Article 6**  
You have the right to be alive.

**Article 7**  
You have the right to a name, and this should be officially recognized by the government. You have the right to a nationality (to belong to a country).

**Article 8**  
You have the right to an identity – an official record of who you are. No one should take this away from you.

**Article 9**  
You have the right to live with your parents, unless it is bad for you. You have the right to live with a family who cares for you.

**Article 10**  
If you live in a different country than your parents do, you have the right to be together in the same place.

**Article 11**  
You have the right to be protected from kidnapping.

**Article 12**  
You have the right to give your opinion, and for adults to listen and take it seriously.

**Article 13**  
You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

**Article 14**  
You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.

**Article 15**  
You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.

**Article 16**  
You have the right to privacy.

**Article 17**  
You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.

**Article 18**  
You have the right to be cared for by your parents, if possible.

**Article 19**  
You have the right to be protected from being hurt and mistreated, in body or mind.

**Article 20**  
You have the right to special care and help if you cannot live with your parents.

**Article 21**  
You have the right to care and protection if you are adopted or in foster care.

**Article 22**  
You have the right to special protection and help if you are a refugee (if you have been forced to leave your home and live in another country), as well as all the rights in this Convention.

**Article 23**  
You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

**Article 24**  
You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.

**Article 25**  
If you live in care or in other situations away from home, you have the right to have these things arranged and looked at regularly to see if they are the most appropriate.

**Article 26**  
You have the right to help from the government if you are poor or in need.

**Article 27**  
You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.

**Article 28**  
You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

**Article 29**  
Your education should help you see and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

**Article 30**  
You have the right to practice your own culture, language and religion – or any you choose. Minority and indigenous groups need special protection of their rights.

**Article 31**  
You have the right to play and rest.

**Article 32**  
You have the right to protection from work that harms you, and is bad for your health and education. If you work, you have the right to be safe and paid fairly.

**Article 33**  
You have the right to protection from harmful drugs and from the drug trade.

**Article 34**  
You have the right to be free from sexual abuse. Article 34 also means it is illegal to kidnap or sell you.

**Article 35**  
You have the right to protection from any kind of exploitation (being taken advantage of).

**Article 37**  
No one is allowed to punish you in a cruel or harmful way.

**Article 38**  
You have the right to protection and freedom from war. Children under 15 cannot be forced to go into the army or take part in war.

**Article 39**  
You have the right to help if you've been hurt, neglected or badly treated.

**Article 40**  
You have the right to legal help and fair treatment in the justice system that respects your rights.

**Article 41**  
If the laws of your country provide better protection of your rights than the articles in this Convention, those laws should apply.

**Article 42**  
You have the right to know your rights. Adults should know about these rights and help you learn about them, too.

**Articles 43 to 54**  
These articles explain how governments and international organizations like UNICEF will work to ensure children are protected with their rights.



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# Littlewood

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# INTRODUCTION

*On Tuesday 6th of March, I had the honour of meeting Mary Kessi at Save the Children, Mikocheni A, Dar es Salaam. I wanted to hear more about her passion, her drive, her interests and her life as a child. She told me the whole story and I'm happy to share it with you, so you can be inspired and appreciate her accomplishments and I'm sure that, regardless of the many lives of children that she changed knowingly, there are many more kids in the villages, whose lives she ALSO changed even without realising it.*

*The RIGHT Lady for the JOB: our SEMA Ambassador for the "Universal Rights of Children".*



## DETAILS

MARY KESSI.

DAUGHTER OF MR & MRS THEOPHIL KESSI.

BORN IN MARANGUU, KILIMANJARO IN 1975.

GREW UP IN KIBAMBA.

ATTENDED KIBAMBA PRIMARY SCHOOL

MACHAME SECONDARY SCHOOL

KOROGWE HIGH SCHOOL

UDSM – FACULTY OF LAW

LAWYER BY EDUCATION.

MOTHER OF 2.

LEGAL INTERNSHIP PROGRAM

PASSED EXAMINATION FOR ADVOCATE IN 2005

WLAC VOLUNTEER AS LEGAL OFFICER (2000)

(WLAC = WOMEN LEGAL AID CENTRE)

LAW RESEARCHER AT LAW REFORM COMMISSION

OF TZ (2001-2002)

TAWLA PROGRAM OFFICER IN 2003

(TAWLA = TANZANIA WOMEN LAWYERS

ASSOCIATION)

CONCERNED WITH WOMAN LAND RIGHT ISSUES

MASTER IN DEVELOPMENT (HUMAN RIGHTS &

SOCIAL JUSTICE)

UNICEF CHILDREN RIGHTS OFFICER (2007)

LEAD PROGRAM ON LEGAL REFORM OF LAW OF

THE CHILD

PROJECT MANAGER AT SAVE THE CHILDREN SINCE

2011

WORKS WITH HEART AND SOUL ON THE

STRENGTHENING OF THE CHILD PROTECTION

SYSTEM

AND A VERY CHARMING PERSON.

MARY IS A CHILD RIGHTS ACTIVIST BY PROFESSION.

*What does it mean to be a "Child Rights Activist"?*

It means that Mary is busy all day long to make sure that

√There is a good Law in place to protect and guide Children;

√People know the Rights of Children;

√People respect these Rights;

√Children and grown-ups bring these rights into practise;

√There is a supporting system to intervene when these rights are not respected.

## SO WHAT DOES MARY DO, WHEN SHE GETS UP IN THE MORNING?

She gets up, prepares her kids to go to school and herself for work. She drops her kids at their school before heading to work. Mary is a Project Manager for Child Protection in the field of system strengthening in 3 districts Hai (Kilimanjaro), Temeke central (Temeke), Maguu (Mwanza).

Waw, that is a mouth full...

And it actually means that Mary is meeting with a lot of different people at the districts, wards and villages. Her team include a social welfare, police officer, health care officer, juvenile court magistrate, etc. All works together to better protect children and create awareness to reduce abuse.

She attends meetings to inform people how important it is to protect children from violence – she knows the importance of to joining forces to better

protect children.

Ministry of Community Development, Gender and Children;

Commission for Human Rights and Good Governance;

UNICEF;

NGO's as Plan International, Save the Children, etc. ;

how they can organise themselves to better protect the children, create awareness – meaning that people know that these children rights exist – and reduce abuse.

(\*) At national level, she attends forums and meetings to lobby for these cases – this means to give extra attention so people will think it is important and start doing something about it, so that the situation will change-, and something she finds so much important herself is to bring people together, to join forces.

### *Quotes about Mary:*

*"A woman of targeted actions with big consequences!"*

### *A woman of the field!*

#### *Quotes from Mary:*

*You are the driver of your life! Parents & guardians can just fuel you, nothing more.*

*I love to spend a lot of time on the ground. I really like to bear challenges, listen to the situation of the people.*



*What is her biggest life ambition at the moment?*

She emphasises the need for better coordination on Child related issues and services to better serve the children.

And how about Mary & the 'Universal Children Rights'?

Mary would also like to see the Tanzanian Children Rights Forum growing. Finally, for all Child related issues to become integrated – that means that they get room in every field; there is a place for child related issues in Environment, in Road Safety, in Education, in Food and Nutrition, etc. – making sure Child Participation is becoming an



*Let's listen to what Mary has to say herself. agenda to all sectors and actors, and specifically Child Protection.*

The Child Protection Agenda should get room as a sector and within all the sectors. It should not be a stand-alone agenda but a strategy to achieve fulfilment of children's rights.

*You see, Mary is a very ambitious woman, but she is doing it all for a good cause! Mary, how do you remember your life as a child?*

During my primary education, I lived with my family in Kibamba. It was an extended family, most of the time there were about 10 to 13 people in the house. My mother was mostly at home, taking care of the family. My father was employed as a technician with TANESCO. He was very close to us and very much involved with our upbringing. He taught us a lot about life and hard work. We had to do a lot of house daily chores. It made me who I am now, a hard working woman, though I did dislike the chores. We had to do a lot of activities (milking the cows, taking them to the field, cleaning the area around the house, mopping, etc.)

*What were the most important values your parents tried to pass on to their offspring?*

To believe in God, never to give up and to work hard

*Which of your family members is most special to you?*

My twin brother had a big influence on me. He was good at school, very bright, so he motivated me to perform well as he did. I enjoyed his company a lot.

*Did you like school?*

I liked it very much because the school environment was good, the teachers were ok and I had a lot of friends. Going to boarding remains a memorable experience to me.

*How did your parents see education?*

It was not negotiable at home. We had to go to school! My father helped us a lot to make us go extra classes, so

we would do better in the tests.

*What were your favourite subjects?*

I liked arts, history, social topics, but not science, ooh, no!

*What did you want to become when you grow up?*

Giving hope to the hopeless has been the driving gears that propel me in my carrier. I remember at TAWLA, there was a lot of opportunity to have direct contact with the people. I enjoyed very much to bring change to the lives of women and children when I provided them with legal aid.

*Why did you aspire to work on the formation of the law, that is so much theoretical, for a woman from the field, a woman with her heart for the people?*

When I was working with TAWLA, I had a lot of questions, and challenges and I thought there was a need to influence policies for women and children. I wanted to go to that level and see what I can do to make changes to the Law myself, with the background I had at that time.

*Are you happy you are working now with Save the Children?*

Yes, now I'm working more in a practical organisation, and I can evaluate effectively the extent of my service. I never knew if the law (2009) would really benefit the children, but now I can do more than that by working with local councils directly. I have learnt how some issues can't be solved with policy making only but by real actions in the field.

*Which one of the Universal Children's Rights, do you think is undervalued in Tanzania?*

A lot need to be done about participation of children. Create facilities so that the children will be heard, and they get appreciated for the things that keep them busy, and foster their interests. Save the Children has a project for young reporters whereby a group of children between 13 and 17years, are trained in basic skills of



producing radio programmes. The aim is to give voice to children and enable them to advocate for their rights through radio. They choose topics, undertake field visit, interview people and produce programmes, which then are aired on the radio.

*What would you like to advise*

*Tanzanian youth to help them in making something out of their lives?*

Work hard, Listen to advices and Have confidence that you can make it.

*What is the most memorable moment in your life*

When I was still at UNICEF we were asked to think of what we can do to impact positively the welfare of the children. This proved a great challenge and cajoled me to think of shifting. Then that evening I saw in the television, news of a young boy who was struggling to protect the life of a young girl who happened to be his sister. The boy lived at kinondoni- makaburini slums and his parents were drug addicts. It looked

to me that the boy was clever, zealous yet without proper education. We did discuss the case and decided to help the boy get proper education so we contributed cash to take him to school. After we had done all the arrangements the boy refused to take the offer if her sister of the age of kindergarten was not accompanying him. So we went back to the drawing board and did fundraise for her too. The young boy taught me a lesson on the importance of the family and the determination to protect people close to us no matter the cost.

*If you look back on your career, which job had the biggest impact on you as a person?*

That is definitely my first job at WLAC. Working at WLAC made me very much sensitive to issues of women and children. I was confronted with a lot of cases, where women and children were the direct victims. That did and still affects me deeply.

*What is the best thing that you have been able to do in your career?*

When I was in UNICEF, I proudly remember what we accomplished during the review of the Child Development Policy 2008 and the enactment of the Law of the Child 2009. They are now in place and operational. I worked closely with the government and influenced them on what to put in the law, which was very satisfying.

*What is your wish for future?*

I wish that all different actors will look at the child in a more comprehensive way, that organisations will be able to work together, and to come up with a strategy for Child Protection (at National Level).



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MONTHLY MAGAZINE

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Adults don't have the right  
to make children fight in war



Watu wazima hawana haki ya  
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Thanks to the Mrs. Laurence, class teacher and the children of standard 1 - CP  
at the French School Arthur Rimbaud - Dar es Salaam,  
who made these statements and pictures during their lessons  
about the universal rights of the child.



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# HD BARBER SHOP

HD barber shop situated at 2188 Shekilango Road in Dar es salaam (Opposite Sinza Palestina Mosque) is a community haven. It's where men, women and kids come to relax, share stories and get a haircut. We cut your hair when it stands tall.

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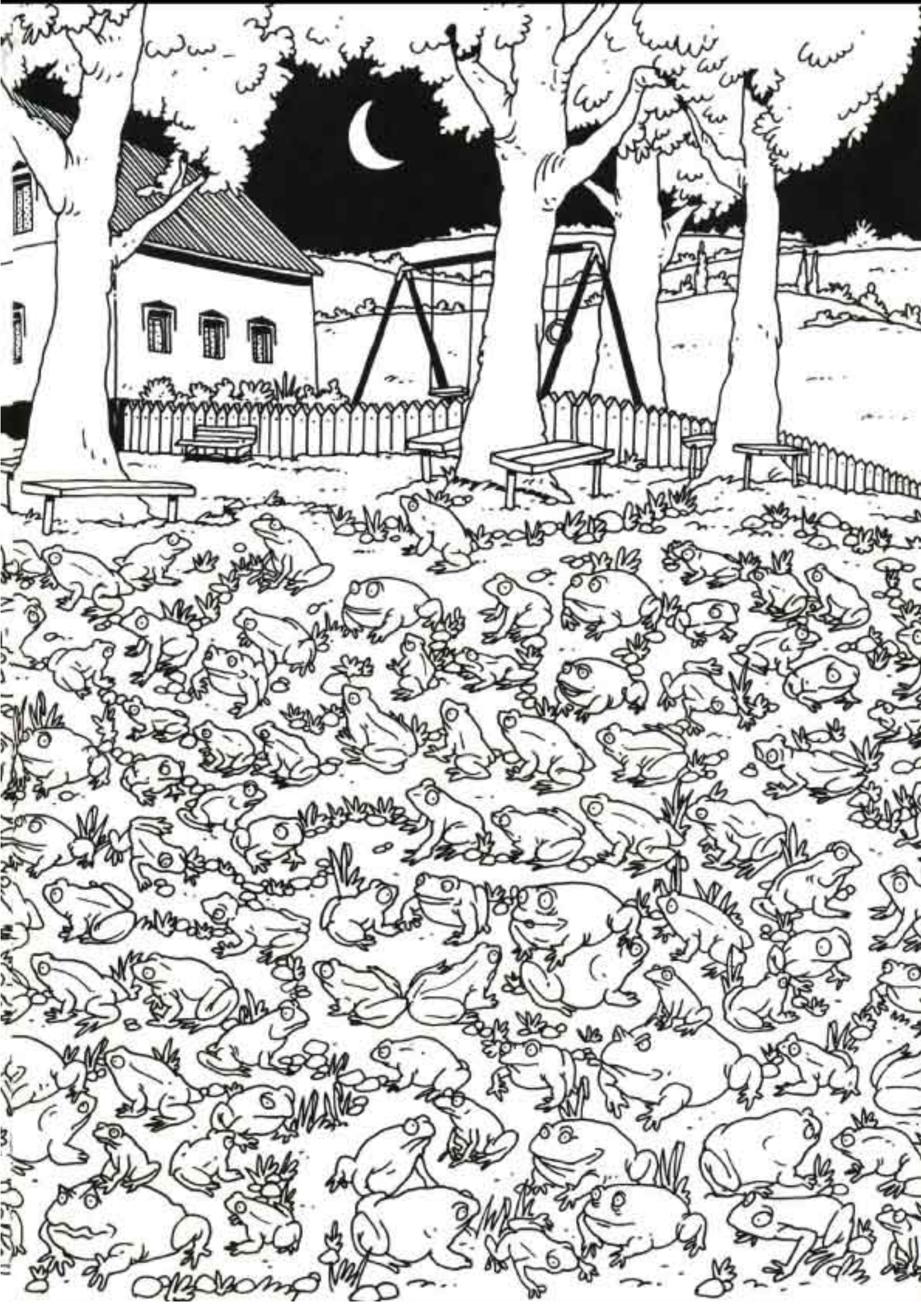
## KWAYA YA VYURA...

Juma anarudi nyumbani toka mpirani jioni sana. Giza limeanza kuingia na anawasha tochi ili kutafuta njia ya kwenda nyumbani. Anaendelea na safari vizuri ila anapokaribia nyumbani ghafla anakutana na kwaya ya vyura na safari yake inaanza kuwa ngumu. Njia imejaa vyura wenye kelele nyingi.

Msaidie Juma kuvuka vyura hawa. Kuna njia moja tu Inakayoweza kumfikisha Juma nyumbani. Itafute kwani Juma amechoka.









# Barney Nursery & Primary Schools

*Motto*

Education Enlightens Life

*Name of the Principal*

Marina Papadopulos Juma

*Registration number*

*Located at*

Mbezi Msakuzi, Barney School is located in a serene environment that facilitates learning and encourages students to exploit their full God given potential

*Started since*

The school started in 2004 as a kindergarten unit. It was fully registered as a primary school (upto standard 7) in 2009 making it one of the credible schools in Dar es Salaam.

*Number of students*

Ever since the school started, the number of pupils is growing. So far, Barney has 220 pupils for this school year.

*Number of students in standard 7*

This year our grade seven pupils are 17, last year they were 13 of which all got selected for Secondary Schools because of their excellent performance in National Examination

*School Transport*

The school provides transport to it's pupils to and from school in 3 school buses, making the students reach school and home timely and safely.

*Day or boarding?*

Day

*Medium of instruction*

English

*Meal?*

There is breakfast and lunch offered to the pupils. The meals are hygienically served and are balanced to sustain students throughout the learning and co-curricular time.

*School time table*

Barney classes always start at 8.00am and run until 2.30pm.

*Size of classes*

Maintaining small classes with a maximum number of 30 pupils facilitates an optimum student teacher interaction

*Where do your pupils come from*

Most pupils come from Mbezi Makabe, Sinza, UDSM and Ubungo – Some students come all the way from Kibamba



## MEET MARINA PAPADOPULOS JUMA

The Director Barney Primary School



SHE STUDIED BACHELOR OF EDUCATION IN THE UNIVERSITY OF DAR ES SALAAM. IN THE QUEST FOR CHILD EMPOWERED, SHE HAS SET THE GOAL TO EMBODY THIS IN ONE CENTER OF EXCELLENCE, BARNEY SCHOOL. SHE IS EXPLAINING ABOUT HER SCHOOL AND HER DREAMS TO INSPIRE CHILDREN TO ALWAYS DO THEIR BEST IN SCHOOL AND LOOK FOR A GOOD INSTITUTION THAT SUITS THEM

**Q. Why did you start a school?**

**Marina.** I always loved to work with children, increasing their chances to a better future, this has been since 1994. I started teaching English at Zanaki then moved to Academic International School Mikocheni, lower primary – where I taught the same subject. Finally, I started my own school, Barney Pre and Primary School. This school is located in Mbezi Msakuzi, a remote area of Dar es Salaam, to give children in the suburb an opportunity to study in English since at that time, there was no other school in Msakuzi which used English as the language for instruction. My main motivation to start the school is to offer children in this neighborhood quality education, hence a good chance to a successful future.

**Q. What are special characteristics of the school?**

**Marina** I emphasize on building self confidence starting from very tender age. I'm therefore proud to say that the students at Barney are very eloquent in English, Drama and Art. They speak fluently in public, and it is always our ambition to organize school concerts that have presentations in stories, songs, and performances from all students, kindergarten to grade 7.

**Q. Where do your students come from (area in Dar)?**

**Marina** Most pupils come from Mbezi Makabe, Sinza, UDSM and Ubungu, but we have also some students all the way from Kibamba.

**Q. What are the challenges?**

**Marina** Since the school is located

in a remote area, we face some challenges including limited access roads, electricity and inadequate water supply services. We are working hard to address these issues, for example to be able to provide IT-classes to our upper classes, we have installed solar panels. We are happy to be able to count on a good cooperation with private clean water providers – who would fill our tanks by just a call.

**Q. How do you interact with the teachers?**

**Marina.** Every week we have our Friday meeting, where we share experiences on best teaching practices, mentoring, etc. This is a nice forum to hear what is going on in school. I also sometimes have discussion with individual teachers on specific issues related to their classes.

**Q. How do you communicate with the pupils?**

**Marina** Twice per week, we have Assembly in the morning, where I see all the pupils. Sometimes I just drop in a classroom to check how they are doing and to inform them about special events and development. They also know where to find my office, and then I kindly invite them to come and talk to me when they have something to share. I just love listening to children.

**Q. How do you follow up on the progress of the curriculum?**

**Marina** Sometimes I attend classes and follow up on their performance by

examining exercise books and also help in typing the exams. This gives me a chance to know the extent of syllabus coverage and so moderating the exams. I am in a panel of after exams evaluators – here together with teachers, we evaluate results so that necessary steps can be taken to identify shortcomings and prioritising revisions on the subjects or topics poorly performed.

*I invite all interested parents to visit our school, experience our elegant environment with its natural flora and fauna. Our gates are wide open to all of you. Please contact me, Mrs. Marina Juma (0712 57 42 08)*



# Mzazi wangu, mlezi wangu, malaika Wangu! ni mfano kwangu



Ninaitwa Itanisa Mbise, ni mtoto wa tatu katika familia ya wasichana wanne. Nina miaka 21, ninasoma 'BA in Geography and Environmental Studies',

**Katika safari yetu ya maisha, kila mtu ninayeishi naye, anachangia katika kunijenga. Wengine kwa mambo madogo na wengine kwa mambo makubwa.**

chuo kikuu cha Dar es Salaam. Dada zangu wawili ni wakubwa, kwa hiyo muda mwingi nimekuwa ninaishi na baba yangu na mdogo wangu mjini Arusha. Mama yangu alifariki mwaka 2000 na baba amekuwa akitulea kuanzia tukiwa wadogo mpaka hapa tulipofikia – yeye ndiye baba, na yeye ndiye mama. Baba ni mwalimu wa chuo kikuu na pia ni mwandishi wa vitabu vya fasihi ya Kiingereza.

Katika safari yangu ya maisha, kila mtu ninayeishi naye, anachangia katika kunijenga. Wengine kwa mambo madogo na wengine kwa mambo makubwa. Baba yangu ni kati ya watu muhimu kuliko wote maishani mwangu. Ni zaidi ya mzazi, ni rafiki yangu. Anajitahidi kuelewa ninachopitia kila siku. Alivyokuwa anakuja kutuchukua shuleni, alikuwa anatuuliza maendeleo yetu ya shuleni: "Leo mmejifunza nini? Mlipenda nini katika masomo? Mmcheza? Marafiki zenu hawajambo?" na kutupa nafasi ya kujibu na kusikilizwa. Nilivyokuwa mdogo alikuwa akanifuta machozi kila niliapo. Pia, tulikuwa tukikwama katika

lolote, alichukua muda wa kutusaidia na kutufundisha kusali. Anapenda kutuambia, "Watu wengi wana matatizo, na sisi tumebarikiwa kwa hiyo, tumshukuru Mungu kila siku, na kumwomba azidi kutulinda." Nilivyozidi kukuwa akanifundisha kuwa mvumilivu. Kwa sababu yake ninaweza kuwapa watu moyo kila wakinihitaji. Baba ni mtu mwenye roho ya msamaha na yuko tayari kumpa mtu aliyemkosea nafasi nyingine bila kumuhukumu.

Amebarikiwa na roho nzuri, na moyo wa kujitoa kwa watu. Ni mtu anayejitolea popote pale anapoweza ili kusaidia watu wengine. Kupitia kwake nimejifunza umuhimu wa kujitolea. Nakumbuka, kuna krismasi moja, alituaambia tufanye mpango ya kukusanya nguo kwa ajili ya watoto kijijini wasiojiweza. Tukaenda pamoja na Baba kuwapa wale watoto hizo nguo. Amenifundisha kuwa hakuna mwisho wa mafanikio. Kwa hiyo nisiwe na mwisho wa jitihada zangu kwa kuwa matunda ya jitihada nzuri ni mafanikio makubwa. Kwa mfano, katika masomo yangu, Fizikia ilikuwa ngumu sana kwangu. Kwa hiyo, nilikarwa nikifeli, baba ananipa moyo nisikate tamaa na kunifundisha kanuni mbalimbali kwa kunieleza na kusoma pamoja.

Baba ni mfano mzuri kwangu. Amepitia maisha magumu (alivyokuwa na miaka 7, aliona kijiji chao kikichomwa moto) na maisha rahisi pia (alipata bahati ya kuwa na mke mzuri na familia yenye upendo). Hunifundisha kuwa maisha hayawezi kuwa rahisi kila siku. Kwa hiyo maisha yakiwa mazuri, niishi kwa furaha, ila yakiwa magumu nisilalamike. Kwa kuwa nyakati ngumu ndio, zinatujenga kuliko nyakati rahisi. Hutuambia kuwa "jani zuri hupatikana kwenye miiba mingi". Kuwa kitu kizuri hupatikana tukikihangaikia.

Baba yangu hufanya kazi usiku na mchana bila kuchoka wala kulalamika. Kwa sababu yake napata moyo ya kujitahidi katika maisha ili siku moja, niweze kumtunza yeye kama anavyotutunza sisi.

Ni nyota yangu, kwa sababu katika giza, mwanga wake huwaka zaidi. Na kama nyota, hata akiwa mbali najua yupo, kila nikimuhitaji.

Bila baba, nisingefika hapa nilipofika leo hii. Nikimuangalia Baba, namwona mtu ambaye siku moja, ningependa kuwa kama yeye. Hata kama tunapenda vitu tofauti - yeye ni mwanafasihi, mimi ningependa kuwa mwanamazingira – bado nataka niwe na jitihada yake ya kazi, na kuwa mwerevu na mwenye uvumilivu kama yeye.





# Bibi mkubwa wangu, moyo wangu!

*M*imi nampenda sana bibi mkubwa! Bibi mkubwa ni bibi ya mama yangu. Nampenda kwa sababu ni mzee sana.

*K*a pia kwa sababu naweza nikamnunulia dawa na maua. Dawa, apone haraka, aweze kuendelea kuishi maisha marefu, tuwe pamoja naye.

*M*aua, ya kupendezesha nyumbani kwake, apate furaha kuishi na sisi.

Noemi Miya (miaka 6)



## CHILDREN RESPONSIBILITIES

*Children's responsibilities to parents,  
their family and the society.*

*ISHIKA MSHLAGHULEY IS MARRIED AND A MOTHER OF 3 BOYS; JERRY CURRENTLY PURSUING A DEGREE IN TELECOMMUNICATION ENGINEERING AT UDOM; BARAKA WHO HAS JUST COMPLETED HIS 'A' LEVEL (A DOCTOR IN THE MAKING) AND THE LAST BORN, GODSON – IN FORM V (KEEN TO BECOMING AN ENGINEER LIKE HIS BROTHER). SHE TALKS TO US ABOUT CHILDREN RESPONSIBILITY AS AN IMPORTANT INGREDIENT TO SUCCESS. ISHIKA HOLDS A BSC. IN HOME ECONOMICS & HUMAN NUTRITION; MA. RURAL DEVELOPMENT AND A DIPLOMA IN FOOD PRODUCTION & HUMAN NUTRITION. SHE WORKS AS A SENIOR RESEARCHER UNDER THE DIRECTORY OF RESEARCH AT THE MINISTRY OF AGRICULTURE FOOD SECURITY AND COOPERATIVES. SHE'S ALSO THE DIRECTOR OF RESEARCH AT C-SEMA.*

**I** AM WRITING ABOUT children responsibility not because I am proficient, but experience has taught me that the success of our children largely depend on the way we raise them. Most of the time, emphasis is placed more on the rights without little regard to responsibilities. Responsible children grow to be responsible adult. Do not assume that children will grow to become responsible with age, no! Nurture them through responsibility. Start by being the person you want them to be in future. None of us is born acting responsibly. A responsible character is formed overtime. A responsible child acts that way no matter whether someone is watching them or not. This stems from the knowledge of what is right and wrong; and the courage and self-control to act decently, even when tempted otherwise. Quite simply the general responsibilities include but are not limited to; respect, honesty, and mentorship.

**R**ESPECT Children need to learn to treat everyone fairly without looking upon their ethnicity, social-economic status or race. How we behave is mostly determined by culture, environment we grow up in, among other factors. People from other countries might do things that are different or even very strange to us. Some people eat caterpillar, some people eat dogs, some Tanzanians eat "senene" (grasshoppers.) Allow your children make their own decision and be responsible for the consequences thereafter. Sit down with your children - listen to their demands. Explain to them why you cannot fulfill all their demands by offering them an opportunity to learn to prioritize their needs. Once they choose something guide them through the outcome of missing all lots of things they would have loved to have. You are instilling a discipline of accepting the results of their actions. This will help them in their life generally including school works. A child will understand that failure is not an embarrassment when they have done their best, but a lesson that they must have messed somewhere along their decision making process. This will help shape better personal decisions in future and develop them to independent and responsible adults.

**H**ONESTY We want our children to tell the truth—even when it's not easy. But being honest is a tricky thing. There are white lies, half-truths, and withholding information. When we teach our children to be honest, we help them develop into individuals with tact and compassion. Don't ask questions when you already know the answer. If you're quite sure that your child hasn't cleaned his room, resist the urge to ask, "Did you clean up yet?" It just sets the stage for a lie and for a kid to think, 'Hey, I'm going to take a chance here,







and maybe I'll get away with it.' Instead say, "I see that you didn't clean your room yet," or, better yet, "Please show me your room after you've cleaned up," which lets him know that you intend to verify the facts personally. Similarly, if you're suspicious of your child's statements, don't ask, "Are you telling the truth?" The question only creates an opportunity for him to lie again. Here under is what I have done over the years to raise up 3 honesty sons.

- √ I create a warm, loving, and safe home environment so when my sons make mistakes, they feel they can admit them honestly and seek out my help. When they do admit their errors, I am careful in how I respond so I don't shut them down. Yes, they may need to be disciplined, but I approach the situation as a learning experience to them.
- √ Children learn a lot about honesty from the way we act. They notice when we tell lies over the phone—or to a salesperson (machinga) to get rid of him/her. Work on being honest yet tactful and respectful to others.
- √ I praise my sons when they're honest with me (even if I'm very angry about what they tell me). Notice when they're being honest—it's not always easy!

I must emphasize that children have a lot of opportunities to be dishonest—at home, at school, with their friends, and in many other places. It's up to you to teach them that being honest is the right thing to do, even when it might get them in trouble. Show them through your actions that telling the truth is always the best decision, and they'll follow suit.

#### Mentorship

How much do your children help with family chores? How much does your child take responsibility for working hard in school? As we have seen above teaching your child to be responsible does not happen overnight. Little by

little, we can help kids become responsible by giving them age-appropriate responsibilities and clear guidance on how to fulfill their obligations. Here is what I do.

- √ I create a family to-do list, making each family member responsible for a specific chore. Then periodically switch these chores so that family members don't get bored.
- √ I break responsibilities down into easy-to-do steps. Many kids don't act responsibly because they don't understand all the steps involved—or they get weighed down.

Finally, be aware that your children may go through a stage when they don't want to handle their responsibilities. Don't let

them whine their way out of their jobs. And don't let them put their jobs off until later. This behaviour starts them down that road to procrastination. Many of us struggle with teaching our children to be responsible. It's not something that comes easily, and it doesn't help that different generations have very different standards of responsibility. But with caring instruction, your children will learn the value of being responsible and come to realize that even though they may not like it, it's best for everyone.

**SEMA**  
Mtoto wa  
Tanzania



**TANZANIA CHILDREN'S**  
**MONTHLY MAGAZINE**

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# THE WAY WE SEE IT...

*Sauti za watoto wa Tanzania. A children's magazine does not belong to children if they are not given the opportunity to speak up. Our own "SEMA Reporters" are children, going to school in Dar es Salaam,*



**Mkami Ferdinand**  
Age 12 years  
Coming from Ubungo (Chuo Kikuu)  
In standard 7

**S**AUTI ZA WATOTO WA Tanzania. A children's magazine does not belong to children if they are not given the opportunity to speak up. Our own "SEMA Reporters" are children, going to school in Dar es Salaam, playing in the streets and at home, watching TV, studying and writing articles for SEMA Magazine...

**E**VERY DAY, AND every where, Children's Rights are discussed by everybody. But, Hey! What do you have to say about it? What do kids think themselves about these rights that are so important for them. Are they important to them? We asked our team of reporters at Barney Primary School what they think about this theme and were astonished by there answers.

### 1. Name the Universal Children Rights that are most important to you.

All rights are important. Especially, (1) a child must get freedom; (2) children are allowed to say their opinion everywhere; (3) children must have nationality; (2) children have right to live (no abortion); (3) children have a right to enjoy the things which he/she is doing.

### 2. What is your opinion on the Universal Children Rights?

On the second question, I think the rights are good because they give children freedom and make parents aware that children are allowed to have their own opinions and say them out loud. I think all people must know more about these rights. So we have to speak up and tell people so they will know and respect them. I see some rights are not followed. There are challenges like children do not get education, but child labour continues; children do not get shelter and clothes; children do

not get check-up and health care; children need food but some don't get. There are problems like albinos being killed; girls getting raped; children have to go to school.

### 3. Do you think they are observed in our homes?

I think the rights are not obeyed because parents are harsh to their children making the children to run away causes street children.



**Jacqueline Joseph**  
Age 13 years  
Coming from Kigamboni  
In standard 7

### 1. Name the Universal Children Rights that are most important to you.

Freedom of speech; protection against child abuse and freedom of choosing our own life.

### 2. What is your opinion on the Universal Children Rights?

I understand that there are those rights but as a boy some rights fight other rights for instance the right of child abuse: girls will take it so seriously that expressing feelings becomes hard for us, boys. That right is fighting us. I believe child abuse aims at protecting girls but sometimes girls too are the ones causing child abuse by showing themselves off to boys. A lot of parents actually don't give us children these rights. For example



the right to give opinion is carried only by big people. They don't let children express their opinions and feelings.

*3. Do you think they are observed in our homes?*

Sometimes life matters also lead to breaking the rights, e.g. child labour: poverty makes children to go to work to get

some food. In basic needs, food is there but sometimes it's not cooked properly, that is a challenge. Sometimes we are pressured to say our secrets. Sometimes, we have to be punished, by force and sticks, but I think there should be a limit to caning. Most people don't know the Children

Rights, there is need to educate them to protect the children: children are locked up, children are tortured and killed over superstition, children are not given time to refresh their minds, no leisure, etc.



Efatha John Kanafunzi

Age ...

Coming from ...

In standard 7

*1. Name the Universal Children Rights that are most important to you.*

I like them all, I think that they are good. They are all important.

*2. What is your opinion on the Universal Children Rights?*

They make us live happily, because at makes children to have a good life, and to know many things and have good behaviour.

*3. Do you think they are observed in our homes?*

There are some parents who are not respecting so they must be followed up and some steps must come behind. Some parents treat children as if they are not part of the family, this must be stopped immediately.

*1. Name the Universal Children Rights that are most important to you.*

I think that they are good. I think most important are (1) the rights to protect children from abuse and torture, including child labour and rape; (2) the right to express your own opinion freely; and (3) the right to privacy!

*2. What is your opinion on the Universal Children Rights?*

I think that all rights should be followed and respected by everybody so as to fulfill the Universal Rights of Children wishes to every child.



Agness Costantine Papadopulos

Age ...

Coming from ...

In standard 7

*3. Do you think they are observed in our homes?*

My problems are when my parents and teachers interfere with my privacy. I hate when parents are part of child abuse and torture to their own children. Children should be given their basic needs by their parents and not be left without being cared for, given health services. Children should acquire nationality and be allowed to offer their opinions. Children should be allowed some leisure time not being busy every time. Children should not be raped by anybody.



# The National Child Helpline

## 116, Coming Soon...

Is someone physically, sexually or emotionally abusing you?

Do you need to talk about your parents, your teachers or your friends? Need someone you can trust to talk to? Calling Child Helpline 116, our telephone helpline for children, speak to one of our counsellors. Just dial 116 from any mobile or landline phone. Calls will be completely free of charge



**Señia**<sup>®</sup>  
*It's Possible!*

The logo for Señia, featuring the brand name in a stylized orange font with a registered trademark symbol. Below the name is the tagline 'It's Possible!' in a smaller, italicized font.





# Homework Profile: Test Yourself

*Question 1: How do you feel when the teacher mentions in class: "And this exercise, we are going to do it at home today"?*

A I feel like I can throw up, less time to just hang around and relax. Why do we have to do homework anyway?	B I think: "That's an easy nut to crack, give me five of these exercises and I'll still want to make more". Why should I worry, this is like a game! It's fun!	C I try to listen very carefully to understand what the exercise is all about & write down, so I won't have problems solving it at home.	D I don't like it very much. I don't understand it anyway. So, I'll just have to ask my big brother/sister/mother to help me/do it for me.
--	--	--	--

*Question 2: What do you do when the teacher announces a test coming up next week?*

A I don't mind, the teacher needs to check if we understood. Besides, it's not that hard, I will read it and do my best.	B I write it in my diary but I know I won't start reading the subject until the day before, and I'll regret I didn't start sooner.	C I wonder and I really don't understand: Why do we have to do that test? The teacher just likes to disturb us with tests.	D I start studying immediately. I will revise the entire subject very day until the test, in order to get a good mark.
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*Question 3: Make 3 lists, of all your subjects, the ones that you don't like at all, put them in the first list; the ones that you like very much: put them in the second list; the remaining subjects (that you don't like very much but you don't dislike them either), you put them in the third list. Try to figure out why you like/dislike them. Why you put that subject in the list you put it in. Fill out in the frame below.*

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*Question 4: Why do you do your homework? What is your personal motivation?*

A I need to be Number 1 in class. If I don't study, I won't make it. The other students are smart too, so the more I work at home: do exercises and study, the better my chances.	B Do my homework? Who are you fooling! Hahaha, I don't do my homework. I'll copy it tomorrow of one of the dweeps in class. Why would I waste time on that?	C I do my homework because I like it. I enjoy the new things we learn in class, and I like to read it again at home and do some extra exercises. They make me feel good.	D I only do it because my mom makes me do it, when I don't do it, she comes and sits with me, and she won't let me go until I'm finished. It is so embarrassing.
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*Question 5: When do you usually start doing your homework?*

A I'm always outside playing, until when I know my parents get home. Then I start faster faster to do my homework, so when they arrive they see me behind the desk working hard.

B I follow my schedule. I don't do any activities because that interrupts my concentration. When I get home, I need to study, study, study... I finish when my mom calls me for supper & bedtime.

C I don't do homework, not even when my parents make me. We always put up a fight, because I don't see the need. I don't like to do homework at all! It is just an annoyance.

D When I get home, I do my homework so I finish early and have time for other things, like playing, or music, or soccer. Rarely, I forget to do it, than I'm not allowed to do the activities.

*YOUR PROFILE: Add the points behind the answers that you have chosen, up and calculate your profile.1*

Question 1	Answer A = 0	Answer B = 6	Answer C = 9	Answer D = 3
Question 2	Answer A = 6	Answer B = 3	Answer C = 0	Answer D = 9
Question 3	Answer A = 9	Answer B = 0	Answer C = 6	Answer D = 3
Question 4	Answer A = 3	Answer B = 9	Answer C = 0	Answer D = 6

0-7 **DESINTERESTED.** You really don't find any reason to go to school. School is boring and dull. You prefer just to hang around but "Hey, snap out of it!" Remember, no rights without plights and who will take responsibility for you when you are grown up if you don't learn how to take it for yourself now? Try to enjoy this opportunity that you have been given, "Be a child": that means you are allowed to make mistakes, to learn from them and to become wiser! Other people are there to help you. You don't need to become a doctor, but you do need to learn some maths if you want to run your own workshop being a mechanic... Just stick with it, and give it your best shot! You might even be surprised about the results. Besides, life is not all about hanging around until the coconut falls... on your head ;o)

8-16 **LOW SELF ESTEEM.** Of course, you know that homework is important. And you have good intentions, but you never seem to be able to make them a reality. Are you afraid that it won't be good enough, or you will work hard and not have any results. If you don't work, the results won't be any better. Don't hesitate, don't doubt yourself. Because nobody can do it for you! YOU have to make it happen yourself. Try to have confidence. Because if you study hard, you will get results. Maybe not the first time, but everybody makes mistakes. And remember: it is from your mistakes that you learn most! Because who hasn't made a mistake so silly, that he never ever forget the right answer anymore. And later on, you laugh about those silly mistakes. They become a real funny story for years and years to come. Bringing history to your family... That is life. LIVE IT! And next time, you'll be able to solve the problem all by yourself.

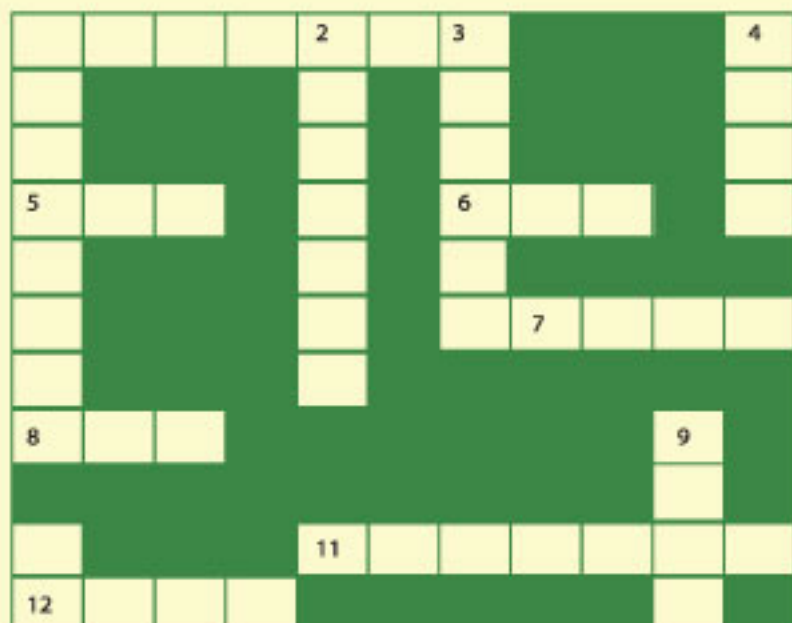
17-26 **RIGHT ON TRACK.** School is fun and interesting. You enjoy it, and you are eager to know more about life, you look forward to learn new things. But you also know that there is more in life. And you don't have to go to school to learn. So, you balance. Put your priorities first, finish your homework. And then, off to something else: sports, music, dance,... Reading a book... Be careful though, because things might get more difficult, and then you need to put more effort to your school. Try to learn the right skills for memorising knowledge and looking for creative solutions yourself. You are bright, you can do it! But for the moment, you know what you can, you know how to do it. Keep up the good work. School is indeed fun, if you allow it to be. So, keep on enjoying it!

27-36 **OVERACHIEVER.** You work hard! That is so admirable. But don't forget, you have a life too!! School is only part of it. And what is it worth, if you don't enjoy your life. You might not always be the best in class, but being second best every once and a while won't kill you. Try to relax, because if you study too hard, you get stressed, overworked, and your performance will go down. Aristoteles (a wise ancient Greek man) said it perfectly: "A healthy mind in a healthy body". So go out and have fun. Play around, enjoy real life. You can read about birds and bees, but how about going into the field and seeing them, hearing them sing, and smelling the flowers! After a break like that, you'll feel much much better and when you go and sit behind your books again, you'll notice that studying has never gone so smooth.

<?> My answers are always A, for the first question, I answered A, as well as for the second, for the third and the fourth. Then I look at the profile overview: 1A gives me 0 points; 2A gives me 9 points; 4A 6 points and 5A again 3 more points. The total is  $0 + 9 + 6 + 3 = 18$  points. My profile is in group 18-25.



# FUN WITH CROSSWORDS



## ACROSS / KULIA

1. Five multiply by three
5. Maoni ya mtu juu ya jambo fulani
6. The largest natural source of light
7. A long thin mark on a surface
8. To agree with what has been said
11. Mchuzi unaotumiwa kulia chakula
12. Tia kitu mdomoni kwa uchache ili kujuwa ladha yake

## DOWN / CHINI

2. A person from England
3. Takes care of patients in a hospital
4. The square of two
9. The meat of a cow, bull or an ox
10. To disagree

## JOKES CORNER

Alpha, Margaret & Hamisi came to school late. The teacher asked "WHY WERE YOU LATE?"  
 All of them told her that their tire got punctured!  
 The teacher asked "how were all of the tires punctured?"  
 how did all of your tires' punctured?  
 The pupils answered "WE WERE ALL IN THE SAME BIKE"

## DID YOU KNOW?

That the Egyptians could eat paper!!! The Egyptians made paper out of papyrus which is eaten either raw or cooked.

So if you have not done your homework tell your Teacher you got hungry and ate your book like the Egyptians!!!!



# Alfu

## LELA U LELA

1001

*KISA CHA PUNDA, FAHALI NA MKULIMA (Kisa hiki kimetolewa kwenye kitabu cha Alfu Lela U Lela)*

**H**APO KALE paliondokea mkulima mmoja tajiri aliyekuwa na kundi la wanyama wa kila namna na aliyejaaliwa kujua lugha zao. Hakuna aliyejua siri hiyo kwani aliye fundisha alimwonya asiitoe ama siyo atakufa!

Basi katika banda moja mkulima huyo aliwaweka wanyama wawili; punda ambaye ndiye humtumia aendapo safarini, na fahali amlimiaye shamba lake. Ikawa kila jioni, baada ya kazi fahali humwendea punda aliyewekwa mahali pazuri penye nafaka nyingi na maji safi ya kutosha, ili aongee naye.

Kwa kuwa yule mkulima hakuwa na safari nyingi, ikawa kazi ya yule punda ni kula na kupumzika tu mle bandani wakati mwenzake fahali anababuka kwa kazi ngumu ya kukokota jembe zito kule shambani!

Siku moja yule mkulima alimsikia fahali wake akimwambia punda, "Bahati ilioje hiyo uliyonayo mwenzangu! Mimi humenyeka kutwa shambani ilhali wewe mwenzangu wapumzika kutwa humu bandani ukilishwa na ukinyeshwa vizuri bila hata kupandwa na bwana wetu!"

Punda akamwambia fahali, "Tumia akili, rafiki yangu, bila kutumia akili mambo hayaendi. Kwa hiyo nakushauri ufanye hivi,

Sherehezade is married to the Sultan. All his many previous brides have been beheaded the morning after their wedding. Her plan to stay alive is to keep the terrible tyrant amused with stories, always leaving him wanting more. Her first story is an amusing tale which she heard from her father.

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"kesho utakapotywa hatamu kwa madhumumni ya kupelekwa shamba, jibwage chini ujifanye mgonjwa! Usinyanyuke hata kama watakutandika mijeledi mia! Ukinyanyuka, jibwage tena chini; na watakapokurudischa hapa na kukuletea nyasi, susa kabisa kuzila! Fanya hivyo kwa muda wa siku mbili tatu upate kupumzika!"

Mfanyakazi alipompeleka shamba asubuhi ya pili, yule fahali akajifanya mgonjwa wa kufa! Na aliporudishwa bandani na kuletewa nyasi, akafuata ushauri wa mwenzake punda. Ndipo mkulima akamwambia mfanyakazi wake, "Leo mwache fahali apumzike, mchukue punda akafanye kazi badala yake!"

Jioni, baada ya kufanyishwa kazi kwelikweli, yule punda akarudishwa bandani yu hoi taabani! Alipoingia ndani yule fahali akamshukuru punda kwa ule ushauri wake mwema uliomfaa sana lakini punda hakujibu kitu ila alijuta kimoyomoyo kwa kumshauri haraka mwenzake bila

kufikiri matokeo yake yatakuwaje!

Siku ya pili mfanyakazi akaja tena akamchukua punda akaenda akamfanyisha tena kazi kutwa mpaka jioni. Aliporudishwa hoi, yule fahali akamshukuru tena mwenzake.

"Laiti nisingemshauri!" Punda akajuta kimoyomoyo. Hapo akamgeukia mwenzake akamwambia, "sahib yangu, nilipokuwa nikirudi, nilimsikia bwana wetu akimwambia mfanyakazi: 'Kama fahali hakupona, kesho mpeleke machinjoni akachinjwe!' Kwa kuwa u rafiki yangu mpenzi nimeona ni kheri nikuarifu mapema upate kujua mambo yalivyo!"

Fahali kusikia vile, akamshukuru tena mwenzake akamwambia, "kesho nitajitolea mwenyewe kwenda kazini!" Asubuhi ya pili mkulima na mkewe wakaenda kule bandani kumwanganalia fahali huku wakiongozana na mfanyakazi. Walipofika, wakamwona fahali anatimka mbio mle bandani huku akitoa mashuzi kuthibitisha kuwa yu mzima kama kigongo! Hapo mkulima akaangua kicheko, akacheke sana!

"Unacheke nini, mume wangu?" Akataka kujua mkewe. Mume akamjibu, "linalonichekesha halifai kuambiwa mtu, si wewe wala si mwingine."

Mke akashikilia lazima aambiwe; mume akakataa katakata mpaka kule nyumbani kwao kukawa hakuna tena furaha isipokuwa bughudha, manung'uniko na kununa kwa mke aliyedai sharti aambiwe lililomchekesha mume siku ile.



# Classified

## Natafuta...? Nimepata!

Naitwa Simon, nina viatu vya mpira wa miguu la ADIDAS. Bado vipya kabisa, nimevitumia tu mara mbilimbili. Vimekuwa vidogo, nataka kuvuza kwa kununua vingine. Saizi 37 (EUR), 4.5 (US). Bei ni Tsh 50'000/= . Kwa mawasiliano zaidi, nipigie! 0652 – 613 713

## Swimming

Dar Swim Club is open for swim lessons on Mondays to Fridays from 4pm to 6pm and Saturdays from 8am to 2pm at DIA (Dar International Academy) Swimming Pool. Children start from 3 years in different groups depending on the swim level. For more details contact [darswimclub@gmail.com](mailto:darswimclub@gmail.com) or check them out on Saturday at 12.00pm for a level test.

## Soccer

Dar Weekend Sports Club are organising soccer trainings at IST (Secondary School) for only 10'000/= per session. Come & check it out: Saturdays at 9.00am for 4 to 7 year olds & at 10.30am for 8 to 12 year olds. Weekly matches against other teams are organised. Questions or more info, ask Edward 0715-33.09.99.

## Do Re Mi Fa Sol La Si DOO

Namtafuta mwalimu wa Musiki kunifundisha kila wiki. Ningependa kuwa na uwezo wa kucheza piano. Recorder najua kidogo. Contact - 0774-23.64.21. (Neema)

## Wanted (dead or alive)

Tunatafuta mpira wa kucheza basketball. Tuna timi moja ya wavijana sita. Ikishatumika si tatizo lakini hali yake bado nzuri. Ikuweza kutusaidia, naomba uwatafute waandishi wa magazine. Watatusaidia zaidi!

Kama kuna mtu ana vipande vidogo vidogo vibakisho vya vitambaa (kama vitenge, kanga), naomba ivikusanya na kunipatia. Napenda kivitumia kwa kushona (mito, vitambaa vya kuchezea, n.k.) Asante. Contact zangu: [tanzanian.tissues@gmail.com](mailto:tanzanian.tissues@gmail.com) (barua pepo). Ama, vikete ofisi za C-Sema na kitambulisho "Vitambaa vya kushonca".

## Jump!!! jump!!! jump!!!

Elements Events is your dream of a party organiser; you relax while we take care of decoration, snacks (sugar cone; popcorn; hamburgers), drinks, the theme, clowns, fun train, jumping castle and much more entertainment for young & old. Don't wait, just call 0783-333333 and Elements Events will make your dreams come through, listen to your wishes & demands. In short, we take care of it all!

Planning a party for your kids? Look no further! Jolly Jumpers specialises in rental of jumping castles for family fun at parties and events. We also offer cartoon characters, clowns, face painting, trampolines and make fun party loot bags. Our team is friendly, dependable and knows how to keep kids fully entertained. We have unbeatable rates, call us today: 0713-41.09.84.

## Skate for fun, skate for life!

Spearhead Skate School offers skateboarding lessons (private & groups) for beginners and advanced skaters. Saturday you can find us at UDSM Grounds at Science (from 10.00am to 11.00am or from 11.30am to 12.30pm). Don't forget to bring your skateboard, drinking water, a hat & sunscreen. A helmet is advised. For more details contact Baraka (0782-522.489.)

## Yami yami

Keki nzuri, keki tamu... Ndogo na kubwa... Nyekundu, Kijani, Blue au Zambarau... Icing juu au bila kabisa. Sisi tunatengeneza unavyotaka wewe. Tims mbalimbali (Ben10, Hannah Montana, Princess au Soccer...Kuanzia elfu10 mpaka ukubwa unaotaka wewe. Nipigie kwa kuweka order yako (tafadhali wiki moja kabla ya keki inayohitajika ile tuweze kujiandaa vizuri!). 0719-56.55.27.

Fresh cakes for birthday parties and other kinds of celebrations, all different flavours (chocolate, strawberry), with or without icing, different themes and designs (Hannah Montana, Transformers, Ben10, and many many more.) from 10'000/= to 50'000/= . Call me to put your order (at least 1 week in advance!). 0719-56.55.27.





RIGHT TO  
HEALTH,  
EDUCATION  
&  
BASIC NEEDS

RIGHT TO  
MAKE  
OUR OWN  
DECISION

RIGHT TO  
BE LOVED

RIGHT TO  
CHILD  
PROTECTION



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