

AMINA, THE GUARDIAN OF THE WILDERNESS

Story composed by Michael Damian,
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Leshata Secondary School, Gairo.

In the shadow of the mountains, where the earth was both rich with life and scarred by conflict, Amina stood firm. The weight of the world rested on her shoulders, but it was the weight of her child, tucked securely on her back, that kept her tethered to a future she wasn't willing to lose.

The gun in her hands was a stark contrast to the tenderness she felt for her baby's soft breath against her neck. It was an instrument of survival, not of violence. For Amina, it had become as necessary as the sun and the rain. She had once lived a simple life, tending to her village's crops and herding goats. But the world had changed, as it often does in places where power shifts like sand in the wind.

The militia had come for her village, raiding homes and tearing families apart. They took the men first, the ones who fought back. Amina's husband had been one of them. But she was not so easily broken. With her baby still too young to understand, Amina became a protector. She joined the resistance—women, men, and children, driven by the purpose to reclaim their land, families and their lives.

She had learned quickly how to move silently through the brush, how to hide in the caves when danger came near, how to fight when it was necessary. But her greatest weapon was her resolve. Each day, she fought not only for survival but for the dream of one day watching her child grow up in peace. A life that would not be shaped by war.

The sounds of distant gunfire echoed through the valley, a constant reminder of the enemy's presence. Amina didn't flinch. She adjusted the straps that held her child in place, the soft cloth woven with love and tradition, and crouched very very low in the undergrowth.

She had learned quickly how to move silently through the brush, how to hide in the caves when danger came near, how to fight when it was necessary. But her greatest weapon, her instincts told her that the enemy was near, but she wasn't afraid. She had learned to read the land and to listen to its whispers.

Every branch, every birdcall, every rustle of leaves told her something the way the wind told stories to the trees. The baby on her back stirred, and Amina's heart softened.

She wasn't alone. Around her, the resistance lay in wait, each person trained to strike with precision, to defend the land that was their birth right.

The time to act came swiftly. Amina moved with purpose, her gun steady in her hands, her eyes sharp. In a flurry of calculated movements, the resistance struck, reclaiming the ground they had lost. And Amina was everywhere, a figure of unwavering strength and fierce love, protecting her child and her people.

Her heart softened. She pressed a gentle hand to her child's head, brushing away a few stray curls. "I will keep you safe," she whispered, a promise more to herself than to her child. "No matter the cost."

When the battle was done, when the smoke cleared and the dust settled, Amina stood tall, her baby still safely secured on her back.

She had fought not for the glory of victory but for the quiet hope of a future where her child could live without the constant shadow of war. She didn't know what tomorrow would bring, but being safe today was enough.



Re-drawn for TIVO POSTER by Sabil Sufian,
Edited by Aweso Juma Aweso - Leshata Sec. School

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WELCOME TO TIVO CLUB



While school leaders, government agencies and educational stakeholders are aware of the significance of 21st Century Skills to students' future, pressure from parents make it hard for schools to deliver them effectively.

Most of parents trust monthly, terminal and annual examinations as a sole measure for their children's achievements. They do not consider the role of 21st Century Skills to their children's future. This leads to such children remain uncritical to 21st century challenges.

It is in this light that Tanzania Inclusive Vision Organisation (TIVO) has established TIVO CLUB with the aim of supporting schools to promote 21st century skills among the learners.

TIVO CLUB uses three tools to achieve this goal namely; TIVO Poster, TIVO Talk and TIVO Project Based Learning.

Marlius Merchiory,
TIVO-Executive Director.

Themes in Amina's Story Reflect Women's Resilience

By Mariam A. Hussein & Glory H. Waziri, Jangwani Secondary School

As students at Jangwani Secondary School, we draw inspiration from Amina and envision a future where young women lead communities. Through themes of resistance, bravery, and hope. Amina's journey reflects the numerous challenges women overcome;

Resistance: Resistance is crucial in the fight against oppression. Amina represents women who refuse to surrender their homeland. This theme reflects today's statistics on women around the globe—approximately 1 in 3 of whom experience physical or sexual violence (UN Women).

Bravery: Bravery is not the absence of fear but the determination to confront it. Amina exemplifies bravery as she faces danger while caring for her child. This determination mirrors the actions of women today who are breaking barriers in male-dominated fields and leading protests against gender-based violence.

According to the World Economic Forum, women hold approximately 28% of leadership roles, globally. This statistic is especially relevant in Tanzania, where women like **Her Excellence Samia Suluhu Hassan** demonstrate the potential for female leadership in politics, despite societal challenges.

Hope: Hope is the driving force behind progress. Amina's desire for a peaceful future for her child reflects the aspirations of women worldwide who dream of achieving gender equality. This potential for positive change inspires women and girls to envision a brighter future, including those of us at Jangwani Sec. School.

MOTIVATION TO YOUNG WOMEN

Bravery as a Motivational Force; Amina's bravery serves as a source of motivation for young women who may feel powerless. The belief that women can stand up for their rights is crucial. Findings reveal that girls engaged in leadership programs are three times more likely to advocate for issues affecting them than those who are not engaging in leadership.

Women's capability is potential; Amina's struggle for her homeland serves as a reminder of women's potentiality. Amina's story empowers girls to recognize that they are equally capable as men. This vision can inspire Jangwani Secondary School girls to aspire to leadership roles in our community.

In Tanzania, statistics indicate that business led by women perform better than those led by men. This proves the belief that "In the future, there will be no **female leaders**, there will be **leaders**."

Conclusion

The themes from Amina's story; resistance, bravery and hope reflects the context of women's roles in the 21st century. By embracing these ideals, we as young women can learn to confront challenges so that we may emerge as leaders within our communities.

The journey towards gender equality is ongoing, and as exemplified by Amina and President Samia Suluhu Hassan, the strength and brevity of women will pave the way for a brighter future.

At Jangwani Secondary School, we aspire to be like Amina, with the hope of one day producing a female president who will lead with courage as President Samia Suluhu does.

By; **Mariam A. Hussein & Glory H. Waziri**
Form Three,
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WELCOME TO TIVO POSTER



TIVO Poster is a print (noticeboard) and online publication dedicated to promoting collaboration, communication, creativity and critical thinking skills to learners through collaborative writing and publication. TIVO Poster engages students of different levels (Primary, Secondary, and college students) to research and write on topical issues for publication consideration.

TIVO Poster allows learners to write in different forms; diaries, articles, letters, poetry, narratives, drama scripts etc. Students from different parts of the country, regions, and world can collaborate and showcase their talents and ideas.

The printout, a collection of quarterly written works is published on an A3 poster and posted on a school notes board or in the library where the TIVO club operates so that it may be read, digested, and challenged by the public.

In this issue, we spotlight students' activities collected between September and November, 2024. Welcome and have a look.

Masanja Tungu,
Chief Editor-TIVO POSTER,
Lecturer, Mzumbe University.

THE VALUE OF TIME

Ecclesiastes 3: 1-11

1. to everything there is a season, A time for every purpose under heaven:
2. A time to be born, And a time to die; A time to plant, And a time to pluck what is planted;
3. A time to kill, And a time to heal; A time to break down, And a time to build up;
4. A time to weep, And a time to laugh; A time to mourn, And a time to dance;
5. A time to cast away stones, And a time to gather stones; A time to embrace, And a time to refrain from embracing;
6. A time to gain, And a time to lose; A time to keep, And a time to throw away;
7. A time to tear, And a time to sew; A time to keep silence, And a time to sleep.
8. A time to love, And a time to hate;; A time of war , And a time of peace.
9. What profit has the worker from that in which he labors?
10. I have seen the God-given task with which the sons of men are to be occupied.
11. He has made everything beautiful in its time. Also he has put eternity in their hearts, except that no one can find out the work that God does from beginning to end.



Interpretation

Time is something that never wait for somebody and a person should never wait for it. It might take take long or short but make use of it on time.

The way you spend your time is the way your time gives you ability of doing something GREAT!.

There is a season and time for every matter. But it is your responsibility to make effort on a particular time that matters.

Never ignore and let go of even a second that you have, that might be the time to change your history. That time will never return.

Sometimes are hard and sometimes are soft. Never blame anybody for your hard time. Learn from your soft times to simplify hard times.

Never wait for miracle-time, time is something real. Others say 'time is money', therefore, must be gained than it is spend.

ART BY ELIZABETH OSWARD (FORM IV)
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Content prepared by Ebeneza Secondary School students, Morogoro;

1. Elizabeth Oswald 2. Enlightens Elia 3. Vanesa Magayane

A Journey Towards Becoming a Future Protector of Animals

By Zunzu Mussa, Savannah Plains Pre and Primary School, Shinyanga

My name is Zunzu Mussa. I am in grade five at Savannah Plains Pre and Primary School. My life at Savannah has developed a deep a love for animals and their environments.

Recently, I had an exciting weekend adventure with my friends that truly inspired me. We visited Jambo Zoo, a place where not only we observed various animals but also learned the importance of kindness and care towards them.

During our visit, we had the opportunity to feed some of the animals and interact closely with them.

Now, I understand how to care for the environment and all living beings." These outdoor learning experiences are invaluable, as they equip us with the skills necessary to become compassionate and responsible leaders of the future.



At Savannah Plains, we learn about responsibility, empathy, and the importance of nurturing our surroundings.

We are proud of our teachers who play a big role in this journey. They prepare us not just for today's challenges, but also for the responsibilities we will face in the future.

I genuinely wish that everyone could learn how to care for and protect animals. By doing so, we can create a world where all living creatures are treated with the respect and kindness they deserve.

YOUTUBE: ZOOLOGY AT SAVANNAH PLAINS PRE AND PRIMARY SCHOOL

The Environment Prefect Wishes to Impart Environmental Management Skills to Every One.

By Brenda D. Shikobe,
Muungano USA River Sec.
School

Leadership is an essential quality that can influence change and inspire others. I, BRENDA DAUD SHIKOBE, believe that leadership is the ability of a person to influence others to achieve a specific goal. This means that a leader is not just a figurehead but a role model who guides others toward their shared objectives.

My journey toward becoming a leader began in my childhood, sparked by witnessing the respect and honor given to leaders like President John Joseph Magufuli. This experience ignited my imagination and aspirations. However, the defining moment for my leadership aspirations came after the passing of my father when I was in Form One. I wanted to become a leader to establish orphanage centers and safe havens for street children, aiming for a society where everyone has a chance to thrive.

My first leadership role was as a class monitress in Form One. From September to the national examinations in Form Two, I learned the importance of responsibility and cooperation. After this period, I decided to take on a greater challenge by applying for the leadership of the environment and library. I was nervous at first, but with time, I gained confidence and began to lead my fellow students effectively. I am proud to be the leader I aspired to be, and my passion for maintaining clean and sustainable environments drives my efforts.



One of the key responsibilities of a leader today is to be aware of environmental conservation and climate change. These are critical issues that affect our planet and our future. As an Environment Prefect, I am dedicated to teaching my peers about the importance of taking care of our environment.

Environmental conservation skills include understanding how to reduce waste, recycle materials, and conserve water and energy. It is essential for every leader to know these skills so they can set an example for others and create a culture of sustainability.

Climate change is a pressing global issue, and leaders must be equipped with measures to mitigate its effects. This includes promoting activities such as tree planting, which helps absorb carbon dioxide and provides habitats for wildlife. Additionally, advocating for reduced plastic use can significantly decrease pollution in our oceans and landscapes. As a leader, I strive to influence my peers to participate in these activities, creating a cleaner, healthier environment for everyone.

my leadership style differs from others because I approach my role with empathy and cooperation. I often engage with my fellow students during cleanliness drives, helping them sweep and maintain our school grounds. Some leaders may

adopt a more authoritative approach, but I prefer to work alongside my peers, treating them with respect and understanding. This way, I foster a positive environment where everyone feels valued and motivated to contribute.

Sometimes, students may disrupt our cleanliness initiatives, but I see this as an opportunity for education rather than punishment. Teaching my peers about the importance of cleanliness and helps them develop good habits. I make it a point to encourage punctuality and accountability, as these traits are vital for success in all areas of life.

As a leader, I am committed to making a difference in my community. I aim to influence my fellow students to not only take pride in their surroundings but also to understand the significance of their actions to tenvironmental preservation. I want to inspire a sense of responsibility in each student, encouraging them to take charge of their respective areas and contribute to a sustainable future.

Generally, leadership in today's world requires a deep understanding of environmental issues and a commitment to making a positive impact. As an Environment Prefect at Muungano User River Secondary School, I am passionate about transforming leadership through environmental conservation skills and climate change mitigation measures. By influencing my peers and leading by example, I hope to foster a culture of responsibility and sustainability so that we can create a better future for our planet and all its inhabitants.

RUMANYIKA WAS NOT BORN A CHIEF, WAS FAVORED BY 'NYABATAMA' TO RULE KARAGWE KINGDOM

By: Mwema Laurent, Asera Renatus & Elgiva Emmanuel, Chabalisa Secondary School, Karagwe.

The history of the Karagwe Kingdom is rich with stories of leadership and family conflicts. One of the most intriguing figures in this narrative is Mkama Rumanyika, a chief who was not supposed to rule but became one of the most significant leaders in Karagwe's history. His story surrounds on themes of fate, rivalry, and tragedy and illustrates how destiny can shape the lives of individuals and communities.

We, form three students at Chabalisa Secondary school bring to you this story as we have been narrated by our teacher, Mr. Essau Josiah who was narrated by Mzee Boneventure Bujune.

The Birth of Rumanyika and Rwegira

In ancient times, it was believed that a future chief would be born grasping seeds, symbolizing the prosperity and growth of the chiefdom. Rumanyika, known in Runyambo as Rumanyika Orugundu, was not born as the expected heir. Instead, his half-brother Rwegira was born with a fist full of seeds, marking him as the rightful successor to their father, the chief of Karagwe.

Rwegira, however, was not content to wait for his turn. He was boastful and arrogant, often mocking their elderly father. This behavior alienated him from his family and caused tension within the kingdom. Rwegira's impatience grew, leading him to side with his maternal uncles, further straining his relationship with his father.

The Curse of the Old Chief

The old chief, angered by Rwegira's disrespect, placed a curse upon him, declaring that he would die wandering among strangers. To solidify this curse, the chief arranged a feast for Rwegira and his uncles, where they unknowingly consumed forbidden meats, including those of animals not eaten by the Abanyambo people. This act was seen as a significant insult to the kingdom's traditions.

Before his death, the chief instructed his court attendants that Rumanyika, rather than Rwegira, should inherit the leadership of Karagwe. This decision would set the stage for a fierce struggle for power once the old chief passed away.

The Struggle for Leadership

Upon the death of their father, Rwegira was taken to a sacred area known as Kagondo to determine if he would be recognized as the new chief. The central structure in this area housed a magical drum named **Nyabatama**, which would announce the rightful leader. Rwegira's call to the drum went unanswered, leading the attendants to summon Rumanyika. When Rumanyika entered the compound, the drum resonated loudly, signifying his acceptance as the new chief of Karagwe.

This moment infuriated Rwegira, who believed he was the rightful heir. His anger and arrogance led to a deep division among the people of Karagwe, resulting in a civil war. Rwegira allied himself with Gahindire, the chief of neighboring Rwanda, while Rumanyika sought the support of Kabaka, the powerful chief of Buganda.

The Civil War and Aftermath

The conflict escalated as both sides engaged in fierce battles. Rumanyika's forces, bolstered by the Buganda army, eventually defeated Rwegira and Gahindire's troops, forcing them to flee across the Kagera River into Rwanda. There, Rwegira received refuge, fulfilling the old chief's curse of dying in the wilderness, mingled with strangers.

As Rumanyika began his reign, he was known for his intelligence and soft-spoken nature. He worked diligently to unite the kingdom and restore peace among his people. However, his leadership was not without challenges.

Tragedy Strikes

Unfortunately Rumanyika's life ended tragically and prematurely for he committed suicide. He ended his glorious life after the death of his son, his future heir called Kakoko. Kakoko is said to have been poisoned by his step-mother. When Rumanyika was interrogating his wicked wife, the culprit woman threw her hands in the air refuting the murder claims. In the process, her bangles hit and injured one eye of Rumanyika making it blind. This act coupled with the untimely death of his son made Rumanyika ingest a very deadly and potent poison and died.

Conclusion

The story of Mkama Rumanyika is a compelling tale of destiny, rivalry, and the complexities of leadership. His rise to power and the chances stacked against him, reflect the unpredictable nature of life. Rumanyika's legacy lives on, reminding us of the impact that leaders can have on their communities, as well as the personal struggles that often accompany positions of power.

YOUR FUTURE BEGINS WITH YOUR PAST

BY ANZI ASHERY,
 AZANIA SECONDARY SCHOOL.

Once upon a time, there was a boy named Anzi. He was an enthusiastic young man, whose dreams flew above the clouds. Throughout his academic journey, Anzi dedicated himself to his studies.

Anzi enrolled in a university to study civil engineering, specifically focusing on road design. After years of study, he graduated and ventured into the world of business to earn some money and save for his future.

However, the road to success is paved with challenges. One day, Anzi experienced a loss in his business. Therefore, he approached the bank to withdraw some of his saved profit. He absorbed the loss also started thinking opportunities in his field of engineering, so that he may benefit from both his entrepreneurial spirit and his engineering expertise.

The salary he earned from his engineering job allowed him to invest further in his business where he opening a shop that specialized in selling beverages. . Month after month, he received a steady flow of income, a testament to the future he had started building long before he secured his job. With each paycheck, Anzi laid the foundation for a promising and secure future.

As the years passed, Anzi embarked on a significant personal project: building his own house. For a long time, he had lived with his mother, and now it was time to create a space that was truly his own. He toiled tirelessly, brick by brick, until the structure stood proudly, a symbol of his hard-earned success. But Anzi's generosity did not stop there; he also built a beautiful home for his mother, ensuring she had a comfortable place to live.

Anzi's dedication did not go unnoticed by his boss. Recognizing his exceptional work ethic and contributions, Anzi's employer rewarded him with a salary increment. With this newfound financial boost, Anzi reinvested a portion of his salary back into his business, which continued to flourish. The profits he earned were carefully deposited into his bank account while his salary was devoted to enhancing his mother's living situation.

As Anzi's future began to unfold, he realized the importance of laying the groundwork even before securing a stable job. His foresight and ambition allowed him to enjoy life fully, paving the way for a bright and prosperous future.

LESSON

Anzi's journey serves as a powerful reminder that with hard work, determination, and a bit of foresight, anyone can shape this/her destiny. Anzi not only fulfilled his dreams but also created a lasting legacy for himself and his family. His experiences is invaluable, shining a light on the path toward achieving one's aspirations.

CHAMPION GIRLS IN STEAM: SEBASTIAN MAHAMBA MENTEES



I am called Deborah From Angelina Mabula Secondary school, Mwanza.

My participation in the IQ Challenge TV Program enhanced my ability to think critically. This shaped me to initiate a science project called 'Making Artificial Blood in the Laboratory'.

So our teacher supports us with chemicals for making artificial blood and we finally sell it to arts in Mwanza who use it to create scary scenes and movies.



My name is Grace, Nyegezi sec. School, Mwanza.

I am one of the participants in the IQ Challenge TV Program.

I have been a talented pupil since my primary school where I was awarded the **Young Scientist Award** when I was at Mkolani Primary School.

Now, at my school, I designed a method of destroying mosquito breeding by using an experiment of hard water. This helps to control malaria.



My name is Judith, Lwanhima sec. school, Mwanza

I am one of the participants in the IQ Challenge TV Program. During this challenge I showed a demo on how to make various items using local materials.

I have a talent of designing items using local materials. For example, I design table mats, toothbrush racks and so many.

I sell these items and get some money.



My name is Stephanie Kapripoint Sec. school, Mwanza

I am one of the participants in the IQ Challenge TV Program. This program enhanced my awareness and helped me to explore my inner self.

After this program, I started a club at my school which supports girls to be confident. The club is called 'Science for our future career opportunities'



My name is Salma, Buhongwa Sec. school, Mwanza.

I am so excited for participating IQ interschool program this year where I presented about road signs.

After this program, I organised the safety club at our school which awakens to follow the roads signs and be careful on the way.

Our club is making impacts to my school and community by educating creating road safety awareness.

FOOTBALL REVIEW

BY MOINE ELISHA & BRAYANI ALFRED MAHUNDI, EBENEZER SECONDARY SCHOOL, MOROGORO

The Global Impact of Football

Football, known as soccer in some parts of the world, is the most popular sport globally, enjoyed by millions of fans across continents.

The game has a rich history, starting many years ago, with its roots traced back to ancient China. Here, it gained traction due to its potential to generate individual income and foster community spirit.

Over time, football has evolved into a cultural phenomenon, influencing societies and uniting people from diverse backgrounds.

Evolution of Football

The turn of the millennium marked significant advancements in football, especially around the year 2000. Technology has transformed football, leading to the construction of advanced stadiums and the establishment of organizations like FIFA (Fédération Internationale de Football Association).

These institutions which oversee the rules and regulations governing the sport, are there to assure fair play and promote football worldwide.

The 2022 FIFA World Cup, held in Qatar, showcased not only the sport's growth but also the innovations in stadium design and game technology.

Structure of the Game

A standard football match is played between two teams, each consisting of eleven players. Each player has a specific role on the field, and the positions are numbered from 1 to 11. Understanding these roles is crucial for appreciating football game structure;

i. Goalkeeper (Number 1) The last line of defence and the only player allowed to use hands within the penalty area.



Images Credited to <https://blog.networldsports.co.uk/football-positions-numbers/>

- i. Full Backs (Numbers 2 and 3):** Positioned on the right and left flanks, respectively, responsible for defending against opposing wingers and supporting offensive plays.
- ii. Center Half (Number 4):** A key defender who helps shield the goal and initiates plays from the back.
- iii. Top Defender (Number 5):** Often the main defender, focusing on stopping attackers.
- iv. Midfielder (Number 6):** Links defence and attack, controlling the flow of the game.

- v. Wingers (Numbers 7 and 11):** Positioned on the right and left flanks, responsible for delivering crosses and providing width to the attack.
 - vi. Striker (Number 9):** The primary goal-scorer for the team.
 - vii. Assistant Striker (Number 10):** Supports the striker and creates scoring opportunities.
- The dynamic nature of football allows for remarkable skills, such as dribbling, free kicks, and penalties, which add excitement to the game.

Legendary Players and Rivalries

Throughout football history, iconic players have emerged, contributing to the sport's legacy. Legends like Pelé and Diego Maradona are celebrated for their extraordinary skills and impact on the game. Their rivalry inspired future generations of players.

In recent years, the rivalry between Cristiano Ronaldo and Lionel Messi has captivated fans worldwide. Both players have achieved incredible success, playing for top clubs like Real Madrid and Barcelona. Their individual brilliance and competitive spirit have set new standards in football, with fans eagerly following their careers.

Emerging talents, such as Kylian Mbappé, have also made headlines. The French forward has gained recognition for his exceptional speed and skills, generating discussions about his potential accolades, such as the prestigious Ballon d'Or.

Current Landscape and Future Prospects

As football progresses, advancements like VAR (Video Assistant Referee) and improved training methods enhance the game's integrity and performance.

Retired players often transition into coaching roles, sharing their experiences with the next generation of footballers. Notable examples include Zinedine Zidane and Pep Guardiola, who have successfully made the switch from player to coach.

Conclusion

Football's influence stretches beyond the pitch, fostering connections among fans and promoting cultural exchange. The sport's universal appeal is evident in its ability to unite people, regardless of background or nationality.

As the game continues to evolve, it remains a significant part of global culture, inspiring future generations to engage with the beautiful game. Football is not just a sport; it is a way of life for millions around the world.

CRIES IN THE ROYAL HOTEL

Story by Angel A. Sabuhoro, Ahava (form II Secondary School-Kibondo).

Art by Neville Paul (Form V Mzumbe High School-Morogoro)

In a village called Mtakuja, there lived a boy named Charles. He came from a poor family but met a good Samaritan who changed his life, leading him to wealth. At the Royal Hotel, where he had once cried after being abandoned by his mother, fate brought them back together fifteen years later. Now, it was his mother's turn to cry, facing her son in the same hotel.

Our story begins on a night like any other. The moon cast its silvery glow over the town while a mysterious woman roamed the dark streets. As all people in Royal Hotel slept soundly, she quietly entered a nearby room— Charles' room. She began to call his name, her voice softly echoing until it finally moved him from his sleep.

Surprized, Charles awoke to find a woman standing before him. Overcome with shock and fear, she began to cry, Charles still caught between dreams and reality. The woman approached him and enclosed him in a warm hold. "I am so sorry, my son," she wept. "I abandoned you when you were young. Look at you now, have grown up, with a good job. Please forgive me."

Tears flowed down the woman's cheeks as Charles responded, "Do you know how long I have suffered trying to find you?" His voice trembled with emotion, and in a moment of rage, he pushed her to the ground. The woman cried out, "I know, Charles! But I am truly sorry!"

"I cannot forgive you easily," he replied, his heart heavy with memories of the past.

Fifteen years earlier, Charles had lived a different life with his mother and father. One day, his mother took him on an outing. After a long journey, they arrived at Royal Hotel, where a man hugged his mother with affection. Confused, Charles asked, "Mom, why did that man do that?"

"This is my boyfriend," his mother replied, her eyes sparkling with affection.

"Who is he? Is he your son?" the man queried. Without hesitation, Charles' mother said, "No, he is not my son. I found him outside and he begged me for food. "Charles cried out, "What do you mean, Mom?" But she turned her back on him and left with her boyfriend.

Heartbroken, Charles returned home, but found his father had remarried another woman who came with a son.



Few months later, his stepmother's true nature emerged. She forced Charles to do all the chores, punishing him and making him eat leftovers while her own son received all the privileges. Even when Charles' father returned home, his stepmother twisted the truth, making Charles suffer even more. Their neighbour, Hekima, who had longed for a child, watched in sorrow as Charles suffered this cruelty. Her heart ached for him, and she often cried silently for his pain.

One day, while Charles' father was away, his stepmother locked him in a room. Desperate for help, Charles begged to be let out, but no one came to his rescue. He planned to escape, yet he ended in frustration.

In a moment of desperation, he sought food for himself. Unlucky to him, his younger stepbrother, Chriss, had left the gas on. When Charles lit a stick to see in the dark, flames erupted around him. He fell to the ground, desperately trying to escape, but his efforts were in vain.

Just then, Mrs. Hekima arrived with two strong boys and rushed into the room, saving him from the fire. Charles woke up with burns covering his skin, but he was alive. "I will take care of you," Mrs. Hekima promised, "if you accept me as your mother."

Overcome with joy, Charles agreed, tears of happiness streaming down his face. Finally, he got someone who understood his pain and was willing to care for him. Mrs. Hekima took him to her home and they escaped Mtakuja Village to Hekma's husband in a distant town called Solemba Town. Hekima's husband welcomed Charles with open arms.

"Though you are not my son, I will love you as if you are," he said warmly. "I am sorry for all that you have endured. Please forgive and forget."

But Charles, still haunted by the past, shouted, "I will never forgive you, mother! Don't ever dare come before my eyes!" He called for Royal Hotel security, and they swiftly removed her from his room.

The Royal Hotel became a place of contrasting cries; Charles' tears of despair as a boy abandoned, and his mother's tears of sorrow as she faced the consequences of her cruelty, both bound by the same hotel yet separated by time and fate.

Lake Lwakajunju Reveals Kagera River Dynamics and Becomes a Panacea for Karagwe Water Supply

By: *Gonza Amry, Frenkius Rwejuna & Respicius Mwombeki (Form Three), Chabalisa Secondary School, Karagwe.*

Introduction

For over three years, we form three students at Chabalisa Secondary School have been curious about the nearby Lake Lwakajunju and its relationship with the Kagera River. This lake, located just a few meters from our school, raises some questions about its formation.

Observations show that the Kagera River appears to flow through Lake Lwakajunju, with clear waters on one side and darker waters on the other. Guided by our teacher, Mr. Essau Josiah, we researched to better understand this interesting phenomenon.

The Kagera River and Its Geological Context

The Kagera River originates in Burundi, flows through Rwanda, and ultimately crosses into Tanzania before flowing into Lake Victoria. This river is a key tributary of the Nile and plays a significant role in the hydrology of East and North Africa.

Kagera river's passes through various geological formations, including the Karagwe and Kyerwa mountains.

The Karagwe and Kyerwa mountains and hills are arranged in a parallel formation referred to as the **Pre-Ankolean System**. This geological structure has significant implications for Kagera river's behaviour and the creation of lakes along its path.



Hills Surrounding Lake Lwakajunju Revealing how Kagera River Fill the Valleys Before Crossing Them

The Pre-Ankolean System consists of valleys and basins that are formed due to tectonic movements and erosion over millions of years. As the Kagera River navigates through these valleys and basins, it encounters a natural constraint that forces it to fill these depressions with water.

This process is crucial for the formation of lakes in the region, including Lake Lwakajunju, as well as other adjacent bodies of water such as Lake Rweru, Lake Bishonga, Lake Kafari, and Lake Mubari

The Creation of Lake Lwakajunju

To say that the Kagera River simply crosses Lake Lwakajunju is an understatement. Instead, it is the Kagera River that creates Lake Lwakajunju.

As the Kagera River flows through the Lwakajunju Valley, it accumulates water and sediments, gradually shaping Lake Lwakajunju and then the river keeps its way going, seeming like crossing the lake. This interaction between Kagera river and the geological formations around Lwakajunju illustrates how natural processes combine to form complex ecosystems.

Currently, lake Lwakajunju is home to a vibrant ecosystem that supports a variety of plant and animal life. The wetlands and marshes surrounding the lake serve as vital habitats for numerous species, including birds, fish, and livestock.

Furthermore, the lake is essential for local communities, providing resources for fishing, and agriculture.

Lake Lwakajunju, a Panacea for Water Problem in Karagwe

Lake Lwakajunju is becoming a remedy for the problem of water in the Karagwe District. The government has allocated 70 billion Tanzanian Shillings for the Lwakajunju Water Project, which will supply water for more than 164,000 people across many villages in Karagwe.

Currently, the project is over 30% complete and is expected to be finished by 2025. We acknowledge our government for considering this project. Additionally, we appreciate our Member of Parliament and Minister for Construction, Mr. Innocent Bashungwa, for his dedication and efforts to develop Karagwe specifically and other regions in general.

We also acknowledge the hard work of Nyabiyonza ward chancellor, Mr. Thomas Lwentabaza, for cooperating with all people who are keeping Lake Lwakajunju, to ensure the Lwakajunju Water Project is a success.

Conclusion and recommendation

The relationship between the Kagera River and Lake Lwakajunju is a remarkable example of how geological processes and hydrology interact to create significant natural features.

The **Pre-Ankolean System** serves as a foundation for understanding how rivers can shape the lakes. Generally, the complexities of the Kagera River and the formation of Lakes such as Lwakajunju and others helps appreciate the beauty of nature.

To keep this ecosystem safe, there is a need for efforts to conserve Lake Lwakajunju and to ensure Kagera River keep flowing. Sustainable practices in agriculture and land management can help mitigate the impacts of human activities, allowing the natural processes that formed these lakes stay uninterrupted.

The Impact of Bush Burning Practices Among the Mang'ati People in Mkuranga, Costal Region

BY GEOGRAPHY FACT CLUB-HOCET SECONDARY SCHOOL

Written and edited by Salehe P. Kigod and Natasha Elias Maganga

The Mang'ati people in Mkuranga, located in the Costal region, have a long-standing tradition of burning bushes to create fresh vegetation for their cattle. This practice, while beneficial for livestock, has negative effects to air quality and the environment. In this report, the Geography Fact Club at HOCET Secondary School explores how these bush burning activities contribute to air pollution and its effects on health and the ecosystem.

The Tradition of Bush Burning

Bush burning is common among pastoral societies like the Mang'ati. This practice is primarily aimed at promoting the growth of new grasses that are nutritious for cattle. As these communities rely heavily on livestock for their livelihood, the burning of vegetation is seen as a necessary step in ensuring their cattle receive adequate nutrition. However, this traditional practice has negative consequences.

In addition to bush burning there are other practices done by this community which leads to air pollution;

Burning of Charcoal

Many residents in this community engage in charcoal burning as a source of income. This process emits gases like carbon monoxide, which is toxic and poses health risks to the community.

Burning of Solid Wastes:

Solid waste burning, particularly from local dumping sites, also contributes to air pollution around our school. Items like plastic bottles and other refuse, when burned, release toxic chemicals into the atmosphere, further compromising air quality.

The Effects of Air Pollution

The consequences of air pollution are far-reaching and can have devastating impacts as follows;

Air Pollution from Bush Burning

When the people burn bushes, they release a variety of harmful pollutants into the atmosphere. The smoke produced during these fires contains particulate matter and gases such as carbon monoxide which can lead to serious health issues.

Health Effects

Exposure to air pollutants can lead to a variety of health problems. Short-term effects include respiratory issues, irritation of the eyes, nose, and throat, and headaches. Long-term exposure can exacerbate chronic conditions such as asthma, lead to cardiovascular diseases, and even decrease life expectancy. Vulnerable populations, including children and the elderly, are particularly at risk.

Environmental Impact

Air pollution does not only affect human health; it also harms the environment. The emissions from burning bushes and other waste contribute to the greenhouse effect, leading to climate change.

Additionally, air pollutants can affect soil and water quality, harming local ecosystems and biodiversity. The smoke from bush burning can also hinder the growth of surrounding vegetation, disrupting the balance of local flora and fauna.

Conclusion

While the burning of bushes by the in Mkuranga serves a practical purpose in supporting pastoral lifestyle, it presents significant challenges regarding air quality and health.

The consequences of this practice, alongside other local sources of air pollution such as charcoal burning and waste incineration, highlight the urgent need for sustainable alternatives.

Communities must find ways to balance their economic activities with environmental responsibility to ensure a healthier future for both people and the planet.

**By Geography Facts Club
 Salehe Parocco Kigod and
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Learning to Use Technology Responsibly

Baraka Albinus and James Jacob,
 Kasese Secondary School, Mwanza

The world is changing quickly, especially in science and technology. These changes have both good and bad effects on education and society. It is important to find a balance between using technology for learning and keeping everyone safe.

Some parents and guardians still worry about technology's negative effects on children. However, a child's behavior is more influenced by their mindset and values than by the tools they use. It is not technology that causes problems; it is how we teach students to use it.

Risks of Technology

Hackers are like robbers; they invade networks and can cause financial loss and emotional harm. Students must learn to use technology responsibly and be aware of its dangers.

Benefits of Technology in Education

Despite the risks, technology offers many benefits in education. For example, platforms like Google give students and teachers quick access to information. Students can find answers, check their results, and research job opportunities from home. Technology also allows for remote learning, connecting teachers and students even when they can't meet in person.

Additionally, technology can make learning more engaging. Interactive tools can appeal to various learning styles and create a more inclusive environment.

Learning to Use Technology Responsibly

It is essential to teach students how to use technology safely. This includes understanding online privacy and securing personal information. Schools should provide programs that promote digital citizenship, focusing on the advantages and ethical use of technology.

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JANJA LEARNING COMMUNITY: MAKING OUR WEEKENDS COUNT BEYOND CLASSROOM SKILLS

Story by Justina Joel, Diamond Primary School

We, Kids of the Janja learning community use weekends for learning. We are six members and our mentor, Tamasha Kitalima. We started with playing different games as neighboring houses, then making stories. Our mentor told us that we can use our bond for learning. It is six months now since we formed this group and we have gained a lot.

Our community is unique because it consists of members from different schools; I, Justina Joel and God (Diamond Primary School); Gidion, Naveen, and Damari (Matsapa Primary School), and Raheem (Kibangu Ruge Primary school).

Janja Learning Community gives us an opportunity to exchange ideas from different school communities shaped by different teachers' experience..

We love our mentor, Aunt Tamasha. She teaches us different skills that we do not get from our school lessons. Through Janja Learning Community we learn to be confident, search information on the internet and make presentation.

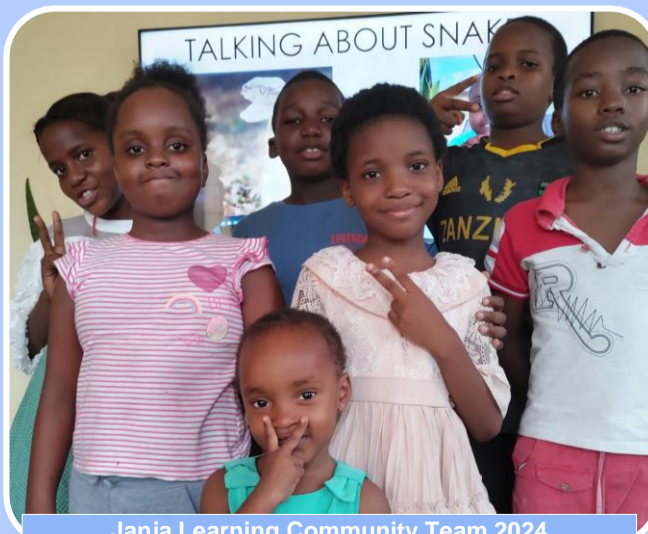
Moreover, we learn to present using computers. Every weekend, one of us is assigned a topic which he/she presents and we learn from the presentation. We make a ten to fifteen-minute presentation which is followed by members' questions, additional points and discussion.

Now, we know many vocabularies, have friends to learn with, we are responsible inquirers, we are committed and enjoy learning together. We learn how to plan and we have our expectations for the future. We wish our community to grow by receiving more friends from different schools.

We are located at Ubungo-Kibangu street. We welcome fellow children, parents, and neighbors around Ubungo-Kibangu to our presentation sessions, and make our activities known to other kids through different social platforms.

We are also planning to improve our activities with more outdoor activities and different community educational outreach.

To see how we do, follow us on YouTube, JANJA LEARNING COMMUNITY.



Janja Learning Community Team 2024

For example, members have presented on the topics related to animal life span, machines and robots, helping others, snakes' behavior, our environments, first aid, talking about animals, our world's landforms etc.

OUR MOTTO: 'JANJA LEARNING COMMUNITY MAKES THE LEARNING TO HAPPEN'.