

PlusOne

Social Science



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Teacher's Guide



Published by:

Secondary Book Press Private Limited

4th Floor, CABS Centre Building,

Cnr Jason Moyo & 2nd Street,

Harare, Zimbabwe

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PlusOne Social Science | Grade 7 – Teacher’s Guide

ISBN: 978-1-77932-139-8

First Published in 2025

Copyright: Secondary Book Press

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Design and text layout: Beverly Maraya

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Social Science is an integrated subject that brings together facts, ideas and concepts or generalisation from interrelated subjects of the Social Sciences.

The discipline, Social Science aims at producing a morally upright Zimbabwean, who is responsible and capable of maintaining a healthy lifestyle and preserving their environment for sustainable development.

The subject seeks to explore social, cultural/religious, geographical, and technological space to develop the cognitive, affective and psycho-motor domains of the learner.

The subject was specifically designed to focus on competency-based assessment of the learner that applies learner-centered approach to provide opportunity for the learner to develop their knowledge and skills in Social Sciences.

The objective of this Teacher's Guide is to make teaching and learning more interactive, practical, useful and to bring out the ingenuity of teacher professionalism in the teacher to produce well equipped learners for national development.

Philosophy of teaching Social Science

Social Science provides opportunity for teachers to adopt cross-cutting and creative pedagogic approaches such as talk for learning, project-based learning, games, modelling, questioning, songs, storytelling and role-play necessary for achieving conducive learning environment and developing learners into creative, honest and responsible citizens. The Social Science classrooms should be learning-centered where the teacher, acting as a facilitator, introduces the topics for the day and assists learners to describe and analyse issues raised. In addition, the teacher helps learners to interact and share ideas among themselves based on their knowledge of Zimbabwe and the world. The class will be encouraged to explore topics through enquiry-based questions. The teacher should emphasise these important areas in day-to-day learning as they are aimed at promoting higher order thinking among learners.

Philosophy of learning Social Science

Through the learning of Social Science, learners will specifically acquire:

- 1 critical thinking and problem-solving skills to be able to compare, analyse, evaluate and apply geographical knowledge with little or no supervision.
- 2 creative thinking skills to be able to reconstruct important information confidently.
- 3 digital literacy skills to be able to use IT tools and resources efficiently for investigations and project works.
- 4 effective communication skills to be able to share information at various levels of interaction.
- 5 introduction values to live as global citizens capable of learning about other peoples and cultures of the world.

- 6** leadership skills to be able to effectively build a team and also influence others to accomplish a common task.

Social Science aims at producing a morally upright Zimbabwean, who is responsible and capable of maintaining a healthy lifestyle and preserving their environment for sustainability.

Subject specific aims

The syllabus aims to enable pupils to:

- have an awareness of their heritage, its importance and preservation.
- know different types of shelter and its importance.
- promote an awareness of the need for personal health, well-being, diseases and preventive measures.
- understand child rights, responsibilities and the need for child protection
- develop pride in their identity and self-awareness.
- recognise the value and dignity of work, recreation and the need to participate in national development.
- appreciate the need for equal opportunities and sensitivity to the needs of the vulnerable groups.
- develop 21st century life-skills.
- promote the spiritual, religious and moral development.

Instructional expectations

Social Science provides opportunity for teachers to:

- adopt thematic and creative pedagogic approaches such as talk for learning, project-based learning, games, modelling, questioning, songs, storytelling, and roleplay necessary for achieving learner-centered classrooms.
- nurture and develop learners into creative, honest and responsible citizens.
- adopt collaborative approaches to lesson preparation within and across disciplines and grade levels to develop communities of Social Science learners.
- use multiple methods to systematically gather data about learners' understanding and ability to guide the teaching and learning of Social Science.
- put necessary arrangements in place to provide feedback to both learners and parents.

Interpretation of key words in the curriculum

Topics are the broad areas/sections of the Social Science curriculum to be studied. Units are larger groups of related objectives from units may sometimes be closely related.

Content objectives indicate what all learners should know, understand and be able to do. Objectives are clear statements of specific things learners should know and be able to do within each content objective.

The Social Science Grade 7 syllabus is organised under ten topics as follows:

Topics

- Identity
- National history, sovereignty and governance
- Heritage
- Work and leisure
- Transport and communication
- Shelter
- Global issues
- Managing and coping with changes
- Social etiquette
- Entitlements/Rights and responsibilities
- Health
- Career guidance and financial literacy
- Religion
- Social services and volunteerism

For effective learning to take place within specified time frame, four periods of 30 minutes per week will be ideal for Social Science. Remember that other lessons will be taught the same day with Social Science. If possible, there should be internal arrangements for more time for activities outside the classroom such as excursions and other educational visits. This will make learners have enough time for practical lessons.

Class management

Most teachers in Zimbabwe teach large classes. The teachers, based on their professional experience over the years, have developed skills in classroom methodology. Here are a few reminders about the whole class, group, pair and individual work that could be helpful with large classes.

Whole class teaching

Much of your teaching, especially when your class is large, will involve you standing at the front of the class explaining and listening to your learners. You can set out facts and concepts which everyone can understand. However, your class will vary in ability. More able learners should be given additional tasks to stretch their capabilities while those who find understanding more difficult should be given the time and attention they need.

When you introduce a topic make sure you use learners' existing knowledge and build upon it. The basic information for your lesson is in the text. If you are going to ask learners to read for themselves (at home or in class or to read out loud), work out during your lesson planning which words will be difficult for them to understand and explain these first. Make sure that all your learners have understood your explanation and give time to those having difficulty as well as talking and listening you will find other activities can be very valuable during whole-class teaching.

Group work

Class teaching is large group work but sometimes there are advantages in working in pairs or groups of four to six learners: some children make more progress when working in a group of the same ability.

On other occasions more able learners can help those who are not quite so quick at understanding. Groups of friends and groups working on different topics are other possible divisions that you could make.

For group work to be successful some thought must be given to the organization of class furniture. In most of our classrooms we still see rows of desks with several children to each desk. The classrooms are also often crowded so that it is not easy to move the desks around. Whatever the situation some kind of group can be organised. At its most basic level the group will have to be learners at one desk. It might be possible for those at one desk to turn around to face those at the desk behind.

There are many advantages in allowing several children to consider a topic, work jointly and bring their findings back to the whole class: each group will think in a slightly different way and have different experiences to share. Sometimes learners are better able to discuss sensitive areas in same-sex groups. Such work encourages co-operation and mutual support.

Individual groups can study a picture together or write a poem or discuss a topic like pollution in their community. You need to ensure that there is follow-up to group work so that work is not done in isolation but is instead considered by the class.

Pair work

Learners are often instructed to work in pairs – either with their desk mate, or with a partner. This is an ideal opportunity for learners to assist each other, and for them to assess each other.

Working with a desk mate offers the least classroom disturbance. The learners are already seated side-by-side. They ask and answer questions during Picture talk, and they discuss the readings before they write comprehension answers individually.

Working with a partner that you have allocated to the learner means that you can pair a slower learner with a faster learner, so that they can help one another. You may also choose to pair learners of similar abilities together, so that they can proceed more quickly with the work, while you assist the slower pairs.

Learner self-study

There will be times when you want the class to work as individuals to allow them to become familiar with material you have given them and to allow you to work with learners of different abilities.

It is worth bearing in mind that while there is a need for learners to learn how to read and study on their own; there are also dangers in this approach. It is essential that the material they read is understandable to them, and that your attention is still focused on the class to ensure that all learners are using the time to read and not misbehave. Use additional material at different levels to ensure that some learners do not finish more quickly than others.

Teaching tips

One of the most important skills in classroom management is the ability to ensure your learners are occupied for the whole lesson. If a group has finished its task and has nothing else to do it is likely to become disruptive. Break up your lesson and make sure it has several different parts:

- full class work,
- individual work,
- practical activities.

The curriculum emphasises the:

- creation of learning-centred classrooms using creative approaches to ensure learner empowerment and independent learning; positioning of inclusion and equity at the centre of quality teaching and learning; use of differentiation and scaffolding as teaching and learning strategies for ensuring that no learner is left behind.
- use of Information and Communications Technology (ICT) as a pedagogical tool.
- identification of subject specific instructional expectations needed for making learning in the subject relevant to learners.
- integration of assessment as learning, for learning and of learning into the teaching and learning processes and as an accountability strategy and questioning techniques that promote deep learning.

Learning-centred pedagogy

The learner is at the center of learning. At the heart of the national curriculum for change and sustainable development is the learning progression and improvement of learning outcomes for Zimbabwe's young people. It is expected that at each curriculum phase, learners would be offered the essential learning experiences to progress seamlessly to the next phase. Where there are indications that a learner is not sufficiently ready for the next phase, a compensatory provision through differentiation should be provided to ensure that such a learner is ready to progress with his/her cohort.

The curriculum encourages the creation of a learning centered classroom with the opportunity for learners to engage in meaningful “hands-on” activities that bring home to the learner what they are learning in school and what they know from outside of school. The learning centered classroom is a place for the learners to discuss ideas through the inspiration of the teacher.

The learners then become actively engaged in looking for answers, working in groups to solve problems. They also research information, analyse and evaluate information. The aim of the learning-centred classroom is to enable learners to take ownership of their learning. It provides the opportunity for deep and profound learning to take place.

The teacher as a facilitator needs to create a learning environment that:

- makes learners feel safe and accepted.
- helps learners to interact with varied sources of information in a variety of ways.
- helps learners to identify a problem suitable for investigation through project work.
- connects the problem with the context of the learners' world so that it presents realistic opportunities for learning.
- organises the subject matter around the problem, not the subject.
- gives learners responsibility for defining their learning experience and planning to solve the problem.
- encourages learners to collaborate in learning.
- expects all learners to demonstrate the results of their learning through a product or performance.

It is more productive for learners to find answers to their own questions rather than teachers providing the answers and their opinions in a learning-centered classroom. The content with reference to learner's activities in class and outside classroom focusses on learner-centered pedagogy, which emphasises active participation in class activities, making teaching and learning more practical and toward achieving positive learning outcomes that largely benefit the learner.

Pedagogical approaches

Effective teaching and learning in Social Science depend upon the use of actively participatory methods including the following:

- Drama, role-play and simulation
- Songs, rhymes and dances
- Educational tours
- Discussion
- Case studies
- Research and presentation
- Games
- Puppetry
- Experimentation
- Discovery
- E-learning
- Storytelling
- Collaborative learning
- Projects

Inclusion

Inclusion ensures access and learning for all learners, especially those disadvantaged. All learners are entitled to a broad and balanced curriculum in every school in Zimbabwe. The daily learning activities to which learners are exposed should ensure that the learners' right to equal access and accessibility to quality education is met. The curriculum suggests a variety of approaches that address learners' diversity and their special needs in the learning process.

When these approaches are effectively used in lessons, they will contribute to the full development of the learning potential of every learner. Learners have individual needs and learning experiences and different levels of motivation for learning. Planning, delivery and reflection on daily learning experiences should take these differences into consideration.

The curriculum therefore promotes learning that is linked to the learner's background and to their prior experiences, interests, potential and capacities learning that is meaningful because it aligns with learners' ability such as learning that is oriented towards developing general capabilities and solving the practical problems of everyday life; and the active involvement of the learners in the selection and organisation of learning experiences, making them aware of their importance and enabling them to assess their own learning outcomes.

Differentiation and scaffolding

This curriculum is to be delivered using creative approaches. Differentiation and scaffolding are pedagogical approaches to be used within the context of the creative approaches.

Differentiation is a process by which differences (learning styles, interest and readiness to learn) between learners are accommodated so that all learners in a group have the best possible chance of learning. Differentiation could be by task, support and outcome. Differentiation as a way of ensuring each learner benefits adequately from the delivery of the curriculum can be achieved in the classroom through:

- (i) task,
- (ii) one-on-one support,
- (iii) learning outcomes.

Differentiation by task: involves teachers setting different tasks for learners of different abilities.

Example in sketching the plan and shape of their classroom some learners could be made to sketch with free and while others would be made to trace the outline of the plan.

Differentiation by support: involves the teacher giving the needed support and referring weak learners to the Guidance and Counselling Unit for academic support.

Differentiation by outcome: involves the teacher allowing learners to respond at different levels.

Weaker learners are allowed more time for complicated tasks.

Scaffolding: in education refers to the use of variety of instructional techniques aimed at moving learners progressively towards stronger understanding and ultimately greater independence in the learning process. It involves breaking up the learning task, experience or concepts into smaller parts and then providing learners with the support they need to learn each part.

Common scaffolding strategies available to the teacher are:

- giving learners a simplified version of a lesson, assignment, or reading, and then gradually.
- increases the complexity, difficulty, or sophistication over time.
- describing or illustrating a concept, problem, or process in multiple ways to ensure.
- understanding.
- giving learners an exemplar or a model of an assignment, they will be asked to complete.
- describing the purpose of a learning activity clearly and the learning goals they are expected to achieve.
- describing explicitly how the new lesson builds on the knowledge and skills learners were taught in a previous lesson.

Learner activities

The types of activities used to ensure on-level, age-appropriate and multi-ability learning include:

- True or false activities
- Cloze activities
- Role-play
- Songs and games
- Crosswords and word searches
- Matching activities
- Case studies (for the higher grades) and interviews

Core competencies

Teaching instructions

- Diary entries, newspaper articles, brochures, posters and timelines. Activities included in the text are intended to serve several purposes:
- They break up the lesson to aid concentration and increase learner participation.
- They extend the knowledge gained from the text.
- They develop academic skills such as reading with understanding, writing, presenting and organising information, map drawing and map reading, interpreting pictures and diagrams, problem-solving.
- Some activities will develop communication skills: discussing, co-operating, and reporting.

In later primary years, the activities should also help learners to look beyond the material easily available to them by encouraging them to ask other adults, visit libraries (if there are any) and use the internet if it is available.

The learners' book aims to use a variety of approaches to offer as many ways of learning as possible. No one way suits every learner. As an example, there are many ways to teach reading. The best teachers use every method they know to suit everyone in their class. Some people learn quickly by reading with understanding. Others need to learn through practical experience. You will have all types of learners in your class.

Each topic in the learner's book contains activities that will help your learners achieve the objectives of that topic. They are designed to develop a range of skills and you can adapt individual tasks to the needs of each learner.

You will need additional activities to broaden the learning experience, some tailored to the needs of able learners and others to add variety and depth to various topics.

Practical activities

When we talk about practical activities, we tend to think of working with our hands but in this context the term covers all activities which include a practical skill. The obvious ones are writing and drawing related to the factual material of the lesson, but an equally valuable practical activity might be the making of a model of some aspect of the learners' surroundings, such as a house or the local market.

Another might be the writing and performing of a play based upon a traditional story.

All practical activities need careful organisation but they can add a good deal of fun to the learning process. Learning needs to be made enjoyable if children are to grow up wishing to carry on developing their knowledge and skills.

Playing team games, reading stories to each other and making up and acting simple plays can all contribute to the promotion of learning.

Practising skills

Acquisition of study skills and knowledge has by and large been through practical lessons. Oral lesson cannot necessarily and abundantly give the learner the required skills and knowledge.

The following skills are expected to be acquired:

- Problem-solving skills
- Critical thinking
- Communication skills
- Technological skills

Use of Information and Communication Technologies (ICT)

Some schools in urban areas have access to computers in school or in libraries. A few schools in rural areas have computers too while the majority will become equipped in the future. You should learn how to use a computer as soon as you are able.

They open the world as your resource. The internet can provide as much additional material as you will ever need.

Once your learners have the chance to use a computer, they too will have access to a world of information. This can be done through effective use of the following ICT tools:

- Laptop or desktop computers
- Smartphones
- Tablets
- CD players
- Projectors
- Calculators
- Radios
- Cameras
- Television sets
- Computer and related software, such as Microsoft Office packages (Word, PowerPoint and Excel).

ICTs are useful communication technology that can by and large be used to enhance the quality of teaching and learning in schools. Internet systems have made the world a globalized one.

The teacher should try as much as possible to use whatever technological resources available such as any of those stated above to assist in teaching and learning. The use of ICTs in teaching and learning activities promotes a paradigm shift to learner-centred environment. Here are some useful ideas on how to go about this:

- Integrate ICT's in the learning process, as a key competence and contributing to the acquisition of skills and knowledge.
- Use ICT's in the classroom to work on information processing, authentic communication and on the learner autonomy, as the builder of his or her own learning process.
- Give ICT's a role to help young people be able to arrange, evaluate, synthesise, analyse and decide on the information that comes to them.
- Challenge students with different types of support and formats and, therefore, a great variety of activities in which they pass from receivers to makers.
- Attend to the diversity or learning needs of students, using the copious offer of interactive exercises available on the web.

Making sure that learners have absorbed the lessons taught and not just had fun through the entire lesson is equally important. There are assessments at the end of each lesson in the Learner's Book that are useful tools for reinforcement of lessons taught.

You can also adopt other forms of assessment during the lessons to ensure learners are on the same level of understanding.

Some of these assessments include the following:

Diagnostic assessment

This examines learners' prior knowledge and is used to establish links to the new lesson:

Test learners' prior knowledge by asking them to respond to key words, names and dates related to the next topic. Ask learners to define key words and terms.

Formative assessment

Formative assessment is the method that teachers use to evaluate and assess a learner's ability to understand and apply what they have learnt during a lesson. This also gives teachers the opportunity to continually assess learners and to use this assessment to address their learning needs, the progress they have made, and to address any barriers to learning or learning difficulties that they may have.

Formative assessment in the form of teacher observations and assessments, as well as self-assessment and peer-assessment done by the learners, will help to identify areas of difficulty so that these areas can be targeted and any problems addressed immediately before moving on to the next section of work.

Formative assessment is an important step in the teaching and learning process. It allows you as the teacher to observe your learners in a wide variety of learning situations and to collect, record and use this information, which you can then use to inform further teaching and learning.

You should use different types of formative assessment to address the different learning abilities of the learners in your class. These assessments could take the form of formal assessment and informal observations during whole class and individual, pair and group work activities, through the assessing of written work, projects, tasks and tests.

You can record your assessments as short notes in a record book or as a simple checklist on a class list of learners' names.

Summative assessment

Summative assessment is used to test whether the learners have achieved the objectives of the whole unit or series of topics, or a whole term or year's work. To guarantee adequate time for the course coverage and assessment, lessons must be planned for the week or the month. The best advice is to be well informed about the lesson content and teach with passion. The facilitator is always the best determinant of the time frame to adapt and diverge lessons based on the capability of the class. Irrespective of the time frame, each lesson should be as interactive and enjoyable as possible to ensure attentiveness and involvement of every learner. Be positive, confident about the subject matter and explicit in your directions on what learners need to do. Remember: Your attitude in delivering the lessons will determine the attitude of the learners towards the lesson!

Methods of assessment

Some type of assessment is going on all the time during a lesson. Throughout every lesson a good teacher is always watching his or her class for their reactions. Are they bored or restive? Is it because the work is too difficult, is it because I'm speaking too quietly? If the learners are giving you their full attention the lesson is going well, and the learners are learning. At the end of every lesson some form of assessment is necessary. It could be a question-and-answer session; it could be a class quiz or a short test. You need to know if the learners have achieved the lesson's objectives.

Written tests marked after the class is over are useful tools but be wary of over testing and never put the results in class order. Slower learners should not be made to feel failures but helped to catch up.

Reflection and self-evaluation

Reflective thinking is the ability to look at the past and develop understanding and insights about what happened and using this information to develop a deeper understanding or to choose a course of action. It provides teachers and learners with the skills to mentally process learning experiences, identify what they learned, modify their understanding based on new information and experiences, and transfer their learning to other situations. Never be too critical of yourself; teaching large classes with limited resources is a difficult task. No lesson is perfect but given a little time you can learn from every one of them.

- 1 What went well?
- 2 What went badly?
- 3 What would you improve next time?

When you mark your tests (oral or written) you need to assess the results quite formally.

What proportion of the learners showed real understanding of the topics and has achieved the specific objectives?

For those who you think need extra help you must find time by giving others some extra reading or research work to allow you time with the less successful. When there are so many lessons in a day it is difficult to reflect on every one of them. If you can think about the best and the worst to compare them, you might gain some insight into how you are doing. Do not be afraid to share your thoughts with colleagues. If you work in a caring school, you should be helping each other.

When considering a particular lesson, you might ask yourself these questions:

- Did the learners understand what I was trying to explain?
- Did they pay attention?
- Was there a quiet, hardworking atmosphere or was it too noisy?

- Did my learners enjoy my lesson, did we work well together?
- Were there smiles and some fun?
- Did the lesson achieve its objectives?

Evaluation of your lessons should help you to work out which parts of your course need to be repeated in some form.

Reinforcement and revision

Sometimes you will need to revise parts of the topic with the whole class. You will certainly need to start the next lesson by asking learners what they remember of the last one. Children need reinforcement. A few revision notes on the board to cover earlier work will be a very valuable start to every lesson.

Marking work

When you have a large class the marking of learners' work can become a burden. If it is postponed the burden can become unbearable. Learners need to have their work marked and returned promptly with constructive criticism and as much encouragement as you can give them.

Teaching tips

- Some marking of work can be done by learners themselves, swapping papers so that there is a check.
- You can mark work in class while you are going round supervising and encouraging the learners as they work. This has the advantage of offering instant praise and correction.
- Do not let your marking pile up from one day or one week to another.
- It is important to create an atmosphere of trust in which learners feel confident enough to ask you questions without feeling embarrassed.
- Learners should never be allowed to make fun of a learner who asks a question to which other learners already know the answer. Make it clear that such a response is not acceptable.

Using resources effectively

To help learners gain the most benefit from this Heritage and Social Studies curriculum, you will need to draw on as many resources as possible and use them imaginatively. This section contains some suggestions on how best to use the resources in the learner's book and how to make use of other resources that may be available. The factual material in the learner's book is useful but it should be used alongside other information that the learners find out for themselves. It is important that learners learn techniques for finding out additional information.

Education is not just about learning facts; it is about learning how and where to find information.

Learners may forget individual facts, but they will remember how to find the information when they need it again. By following this course, therefore, they will be helped to develop skills and attitudes benefiting themselves, community and the nation when they are adult.

The learner's book

Within each topic and unit of the learner's book there are different types of text, illustrations and activities. These are designed to be used in a variety of ways to make lessons interesting, to increase learners' knowledge and motivation and to encourage them to be inquisitive, skilled, confident and mutually supportive.

Other resources

You can use a variety of resources in your lessons. Below are some of them.

- **Equipment:** weather stations, gardening tools, craft tools, and computers
- **Buildings:** churches, workshops, shops, houses, memorials
- **Sound resources:** radio, audio tape, musical instruments
- **Places to visit:** farms, offices, forest and woodland, rivers, factories, museums, national parks, game reserves
- **Living resources:** plants, seedlings, animals, local people
- **Personal treasures:** photos, diaries, possessions, memories
- **Print resources:** magazines and newspapers, books, atlases, workbooks
- **Pictures:** photographs, maps, drawings, diagrams, cartoons, illustrations

Using the local environment

The study of Social Science is about the whole of your learners' physical, social and cultural surroundings. Your resources lie all around you, in the classroom and outside. Do not just rely on the written word or pictures; use your own knowledge, and that of your learners, of the world around you. Go outside and look with new eyes at your surroundings. Take the learners out into their environment including heritage sites, galleries and museums.

Bring people into the school to talk about their roles in the community; make the most of local examples. These resource people and other valuable material to be used as teaching aids are called realia.

Topic 1

Identity

Unit 1: Marital relationships

Unit objectives

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

- a** identify characteristics of ideal marital relationships.
- b** state possible causes and effects of marital disputes.
- c** suggest possible solutions to marital disputes.

Suggested teaching and learning materials

- PlusOne Social Science Grade 7 Learner's Book pages 1–6.
- Heritage Based Curriculum (HBC) Junior Social Science syllabus.
- Pictures of happy families and families in conflict.
- ICT tools (videos on marriage values and conflict management).
- Chart papers for listing characteristics of ideal relationships.

Teaching notes

- **Identity:** Each person has their own background and experiences, which shape how they see themselves and interact with others.
- **Marital relationship:** A social and cultural union between a husband and wife, often sealed by payment of lobola in indigenous culture.
- **Characteristics of ideal marital relationships:** Love, trust, respect, honesty, communication, patience, forgiveness, teamwork and compromise.
- **Causes of marital disputes:** Poor communication, misuse of technology, family interference, infidelity, bareness, religious differences and age at marriage.
- **Effects of marital disputes:** Emotional stress, family tension, loss of trust, health issues, financial problems and separation.
- **Solutions:** Open communication, counseling, compromise, teamwork, apologising, listening, spending quality time and focusing on solutions instead of blame.

Suggested answers

Activity 1.1

- 1 Divide learners into groups of 4–5.
- 2 Assign roles (husband, wife, children, relatives).
- 3 Ask each group to act out a short scene showing a marital dispute for example a misunderstanding due to poor communication.
- 4 After the role-play, let groups discuss how the problem could have been solved.

Model answer

- A group shows a husband and wife arguing about social media use.
- Children look sad during the fight.
- Solution: The couple agrees to discuss their issues calmly and set phone-use boundaries.

Exercise 1.1

- 1 Lobola.
- 2 Respect, Fidelity (or Love, Honesty, Trust).
- 3 Poor communication, Misuse of technology (or Educational differences, Barrenness, Family interference, Religious differences, Age of marriage, Sexual challenges).
- 4 Emotional stress (or Family tension, Loss of trust, Health issues, Separation, Financial strain).

Activity 1.2

- 1 Provide paper and crayons to learners.
- 2 Instruct them to draw two families—one happy and one having a dispute.
- 3 Discuss differences between the two drawings (smiling faces vs. angry gestures).

Model answer

- A happy family shows parents and children smiling together.
- A dispute family shows parents arguing while children look scared.

Exercise 1.2

- 1 An argument or disagreement between married couples (or Disagreements/quarrels in marriage).
- 2 Headaches (or Stomachaches, High blood pressure).
- 3 Emotional stress, family tension, fear in children (or any effects mentioned in teaching notes).
- 4 Scared or confused (or Sad, worried, frightened).
- 5 Long-term fighting can affect relationships for many years (or Can cause permanent damage, separation, divorce).

Activity 1.3

- 1 Put learners in pairs.
- 2 Ask them to role-play a calm discussion between a couple finding a solution.
- 3 Encourage them to use key skills: listening, apologising and compromise.

Model answer

- A wife apologises for shouting.
- Husband listens and suggests they spend more time together.
- Both agree to talk calmly in future.

Exercise 1.3

- 1 Open communication or honest communication.
- 2 Break (or time-out).
- 3 Counseling.
- 4 It builds trust and partnership.
- 5 Solutions or ways to fix issues.

Unit revision exercises

Multiple choice answers

- | | | | |
|---|---|----|---|
| 1 | D | 6 | B |
| 2 | A | 7 | D |
| 3 | B | 8 | C |
| 4 | A | 9 | A |
| 5 | C | 10 | B |

Structured questions answers

- 1 Love, respect, communication, fidelity, trust, honesty.
- 2 Poor communication, misuse of technology, family interference, religious differences, age of marriage, educational differences.
- 3 Emotional stress, health issues, family tension, separation, financial strain, loss of trust.
- 4 Not believing in someone's honesty anymore.

Unit 2: Conflict management

Unit objectives

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

- a** identify conflicts at home, school and community.
- b** examine causes of conflicts at home, school and in the community.
- c** suggest possible ways of resolving conflicts.

Suggested teaching and learning materials

- PlusOne Social Science Grade 7 Learner's Book pages 7–11.
- Heritage Based Curriculum (HBC) Junior Social Science syllabus.
- Role-play props and costumes.
- Conflict resolution video clips or case studies.

Teaching notes

- Conflicts are serious disagreements that can lead to fights and misunderstandings.
- Conflicts occur at home (between parents and children), at school (among learners or with teachers) and in communities (among neighbours or villages).
- Causes of conflict include cultural and religious differences, communication problems, social change, leadership competition, limited resources and more.
- Conflict resolution strategies include dialogue, negotiation, mediation, counselling and compromise.

Suggested answers

Activity 2.1

- 1** Divide class into small groups.
- 2** Assign each group a common home conflict, such as:
 - sibling arguing over turns to do a chore,
 - child delaying homework due to chores,
 - conflict over TV volume during study time.
- 3** Ask learners to perform both the conflict and a peaceful resolution.

Model answer

- *Scenario:* Two siblings argue because one refuses to sweep the yard.
- *Conflict:* The other sibling complains and they both shout.
- *Resolution:* They calm down, talk to a parent who helps them make a duty roster. They agree to take turns sweeping the yard.

Exercise 2.1

- 1 A serious disagreement between two people or groups.
- 2 Social change, individual differences, clash of interests.
- 3 Conflict between parents and children, conflict between father and mother.
- 4 Leadership positions, inadequate learning resources. discrimination.
- 5 Cultural differences, resource competition. clash of interests- resources, grazing pastures.

Activity 2.2

- 1 Put learners in groups of 4.
- 2 Assign each group one setting (home, school, community).
- 3 Let them list causes and effects of conflict in that setting.
- 4 Each group presents to class.

Model answer

Group discussing school may mention: cause - discrimination; effect - learners feel excluded.

Exercise 2.3

- 1 Mediation (or Dialogue, Compromising, Negotiation).
- 2 A discussion between two conflicting parties to solve a crisis.
- 3 Compromising (or Mediation, Negotiation, Dialogue).
- 4 Headmaster, Guidance and Counselling teacher.

Unit revision exercises

Multiple choice answers

- 1 A
- 2 B
- 3 C
- 4 A
- 5 D

Structured questions answers

- 1 Ways used to reduce or solve conflict.
- 2 Unequal sharing of household chores, Poor communication, Lack of respect, clash of interests.
- 3 Parent-child conflict, learners fighting over textbooks, dispute over grazing land.
- 4 Headmaster, guidance and counselling teacher.
- 5 Dialogue, mediation, negotiation.

Unit 3: Family disintegration

Unit objectives

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

- define family disintegration.
- state causes of family disintegration.
- suggest ways of curbing family disintegration.

Suggested teaching and learning materials

- PlusOne Social Science Grade 7 Learner's Book pages 12–16.
- Heritage Based Curriculum (HBC) Junior Social Science syllabus.
- Posters or diagrams showing family relationships.
- Case studies on family challenges.

Teaching notes

- Family disintegration is the breakdown or weakening of family bonds.
- Causes include substance abuse, divorce, violence, financial problems, absenteeism, migration and mental health issues.
- Effects include emotional stress, poor academic performance, social isolation, poverty and substance abuse in children.
- Preventative strategies include respect, fair distribution of resources, open communication, counselling and regular family meetings.

Suggested answers

Activity 3.1

- 1 Ask learners to brainstorm reasons families fall apart.
- 2 Discuss how each reason affects different members.
- 3 Record answers on the board for reference.

Model answers

- Substance abuse may lead to fights at home.
- Divorce can confuse or emotionally hurt children.
- Discussion covers domestic violence creating fear and unsafe home environment.
- Financial difficulties lead to stress and arguments among family members.
- Death of family member changes family dynamics and causes grief.

Exercise 3.1

- 1 Breaking apart.
- 2 Problems or conflict.
- 3 Emotional pain and confusion.
- 4 Arguments.
- 5 It can weaken bonds , relationships or connections.

Activity 3.2

- 1 Assign each learner to research one effect (behavioural problems).
- 2 Allow 15 minutes of reading or note-taking.
- 3 Let learners present findings briefly to class.

Model answer

- “When families break up, children might feel unsure of who they are and may lose confidence.”
- Learner researches behavioural issues and presents that children may act out due to stress.
- Another learner presents on social isolation showing children feel lonely.
- Presentation on academic performance showing stress affects school grades.

Exercise 3.2

- 1 Behavioural problems.
- 2 Isolation, loneliness.
- 3 Stress or family stress.
- 4 Making it hard to meet basic needs.
- 5 Drugs or alcohol.

Activity 3.3

- 1 Put learners in pairs.
- 2 Each pair discusses different solutions and how they can help their own families.
- 3 Invite a few pairs to share ideas.

Model answer

- “Regular family meetings can help everyone express their feelings before problems grow bigger.”
- Class discusses equal distribution of resources ensuring everyone gets what they need.
- Respecting each other builds trust and understanding in families.
- Counselling provides professional support for families dealing with challenges.

Exercise 3.3

- 1 It ensures everyone has what they need.
- 2 Discuss issues, share feelings, make decisions together (or Improve communication within the family).
- 3 It builds trust and understanding (or Shows kindness and respect).
- 4 Support and guidance for families dealing with challenges.
- 5 Family disintegration, conflict, divorce (or Issues that might break families apart).

Unit revision exercises

Multiple choice answers

- 1 B
- 2 C
- 3 D
- 4 B
- 5 B

Structured questions answers

- 1 When a family loses its strong connections or breaks apart.
- 2 Divorce, substance abuse separation or domestic violence, financial difficulties, death of family member, migration, mental health issues, cultural changes.
- 3 Sad, confused, angry, stress, misbehaving, acting out.
- 4 Regular family meetings, equal distribution of resources, counselling..
- 5 It builds understanding and trust and it creates stronger family bonds.

Topic 2

National history, sovereignty and governance

Unit 4: Independence and self-governance

Unit objectives

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

- a** define independence and self-governance.
- b** describe the importance of independence and self-governance.

Suggested teaching and learning materials

- PlusOne Social Science Grade 7 Learner's Book pages 17–19.
- Heritage Based Curriculum (HBC) Junior Social Science syllabus.
- Pictures or videos of Zimbabwe's Independence Day.
- Flags or clothes showing national colours.

Teaching notes

- Independence means a country is free to govern itself without outside control. Zimbabwe gained independence in 1980 after the liberation struggle against British colonial rule.
- Self-governance is when a country or people make their own rules and decisions without interference from others. It allows a country to develop its own identity, manage resources and promote patriotism.
- Benefits of self-governance include national identity, resource control, reduced conflict and inclusive development.

Suggested answers

Activity 4.1

- 1** Ask learners to discuss what colonial rule meant in Zimbabwe (controlled by Britain).
- 2** Then guide learners to contrast this with self-governance (Zimbabweans in charge of their own nation).
- 3** Record benefits of self-governance on the board.

Model answer

- Colonial rule: Zimbabweans had no say in decisions.
- External control over resources.
- Develops only areas of colonial interest.
- Creates conflicts with foreign rulers.
- Self-governance: Zimbabweans choose their leaders, use their resources and decide on laws.
- Nation controls its own resources without external dictation.
- Develops the whole nation rather than selected areas.
- Reduces conflicts because leaders are not foreigners.
- Develops patriotism and love for country.
- Preserves national identity.

Exercise 4.1

- 1 Self-rule without outside control.
- 2 1980
- 3 Liberation struggle.
- 4
 - a Nation controls resources, Develops the whole nation (or Reduces conflicts, Develops patriotism, Preserves national identity).
 - b Controls own resources, Develops whole nation (or Reduces conflicts, Creates patriotism, Preserves identity).

Unit revision exercises

Multiple choice answers

- 1 C
- 2 D
- 3 B
- 4 A
- 5 B

Structured questions answers

- 1 Being free from control or influence.
- 2 Controls own resources, has authority over territory or Self-governance, National sovereignty).
- 3 Through a hard fought liberation struggle or liberation war that removed British control.
- 4 Controls own resources, develops whole nation or reduces conflicts, develops patriotism, preserves identity.

Unit 5: The land reform programme

Unit objectives

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

- a** identify the cause of the land reform programme.
- b** discuss benefits of the land reform programme.

Suggested teaching and learning materials

- PlusOne Social Science Grade 7 Learner's Book pages 20–23.
- Heritage Based Curriculum (HBC) Junior Social Science syllabus.
- Diagrams of land resettlement.
- Maps showing resettled areas.
- Images of farming activities.

Teaching notes

- Land reform in Zimbabwe involved redistributing land from white settlers to indigenous Zimbabweans.
- Initial efforts started as a willing buyer-willing seller arrangement, but due to resistance and unmet promises from Britain, fast-track land reform began in 2000.
- Causes included land shortage, empowerment of blacks, political motivation and reclaiming African heritage.
- Benefits include economic empowerment, equality, increased food production, cultural restoration and poverty reduction.

Suggested answers

Activity 5.1

- 1** Divide learners into groups.
- 2** Assign each group one cause to discuss and present.
- 3** Let them summarise how it affected Zimbabwean society.

Model answer

- Groups discuss inequality in land distribution after independence.
- Population increase led to need for more land.
- Many Zimbabweans lived in unproductive land.
- Need to empower blacks to own means of production.
- British government backtracked on promises to fund land reform.

Exercise 5.1

- 1 Redistribution of land to black Zimbabweans.
- 2 Robert Mugabe.
- 3 Shortage of land for blacks caused but inequality in land distribution.

Activity 5.2

- 1 If possible, visit a resettlement area or use case studies.
- 2 Guide learners to observe benefits (food production, ownership).
- 3 Ask them to write short reflections.

Model answer

“I saw people growing maize and vegetables. They were happy to own land and sell food at the market.”

Exercise 5.2

- 1 Empowerment of blacks, land shortage.
- 2 Food production, economic empowerment.
- 3 Promotion of equality, food security, job creation, reduced poverty.

Unit revision exercises

Multiple choice answers

- 1 A
- 2 C
- 3 A
- 4 A
- 5 B

Structured questions answers

- 1 Redistribution of land to indigenous Zimbabweans.
- 2 Willing buyer, willing seller.
- 3 2000
- 4 Land shortage, political motivation.
- 5 Food production, equality, reduced poverty.

Unit 6: Zimbabwe as a member of other regional and international organisations

Unit objectives

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

- a identify major organisations Zimbabwe is a member of.
- b describe benefits of belonging to regional and international organisations.

Suggested teaching and learning materials

- PlusOne Social Science Grade 7 Learner's Book pages 24–27.
- Heritage Based Curriculum (HBC) Junior Social Science syllabus.
- Flags or logos of organisations (SADC, COMESA, AU, UN).
- News articles or short videos showing cooperation.

Teaching notes

- Zimbabwe is part of SADC, COMESA, AU and the UN. These help with trade, development, peace and education.
- SADC promotes cooperation in Southern Africa. COMESA helps remove trade barriers. AU works for peace and unity in Africa. The UN supports global issues like health and education.
- Benefits include trade opportunities, crisis support, knowledge sharing, peace and improved standards.

Suggested answers

Activity 6.1

- 1 Let each learner pick one organisation.
- 2 Guide them to find what the group does (trade, health).
- 3 Learners present findings to the class.

Model answer

- “The UN helps Zimbabwe through UNICEF, which provides school materials and health services for children.”
- WHO helps with health issues.

Exercise 6.1

- 1 SADC
- 2 African Union

- 3 Market for goods and services.
- 4 Health, education, human rights.
- 5 Southern African region

Activity 6.2

- 1 Assign learners to find one way an organisation helped Zimbabwe.
- 2 Use newspapers, online resources or video clips.
- 3 Learners write a paragraph summarising the help.

Model answer

- SADC supported Zimbabwe during Cyclone Idai with food aid and rescue teams.
- UN helped Zimbabwe during drought with food aid programmes.
- WHO provided support during COVID-19 pandemic with vaccines and health supplies.
- AU helped mediate conflicts and promote peace in the region.

Exercise 6.2

- 1 Trade.
- 2 During crisis like natural disasters.
- 3 Sharing knowledge from other countries.
- 4 By promoting development or trade opportunities.
- 5 Human rights.

Unit revision exercises

Multiple choice answers

- | | |
|-----|-----|
| 1 C | 4 B |
| 2 D | 5 C |
| 3 A | |

Structured questions answers

- 1 Trade opportunities, support in crises or sharing knowledge, promoting peace, improving standards.
- 2 Creates large market, increases trade, helps businesses grow or no high taxes, creates jobs).
- 3 Solving problems, discussing peace and security or supporting member countries during crises.
- 4 Programmes for food and medical care, health support, education support or human rights protection, development assistance.
- 5 Working together towards common goals or collaboration between countries.

Topic 3

Heritage

Unit 7: Indigenous courtship and marriage counsellors

Unit objectives

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

- a identify Indigenous courtship and marriage facilitators or counsellors.
- b explain the role of Indigenous courtship and marriage facilitators or counsellors.

Suggested teaching and learning materials

- PlusOne Social Science Grade 7 Learner's Book pages 28–31.
- Heritage Based Curriculum (HBC) Junior Social Science syllabus.
- Posters or pictures of traditional weddings and counsellors.
- Audio or video clips showing traditional marriage ceremonies.

Teaching notes

- Courtship is the time when two people get to know each other before marriage.
- In Indigenous Zimbabwean society, courtship and marriage involved guidance from family members and special counsellors.
- Counsellors include paternal aunts, uncles and go-betweens who provide guidance, mediate discussions and ensure cultural traditions are followed.

Suggested answers

Activity 7.1

- 1 Ask learners to interview elders or relatives about who helped during traditional courtship.
- 2 Let them write a short paragraph or share orally in class.

Model answer

- Paternal aunt also provides guidance and support to the couple.
- She ensures marriage follows family expectations and traditions.

- She offers advice on maintaining good relationships.
- She helps communicate between families.

Exercise 7.1

- 1 Father.
- 2 Marriage traditions.
- 3 Gwevedzi.
- 4 Likes, dislikes, their family traditions, where they come from, their totems and many other things.
- 5 Two families (the girl's and the boy's family).

Activity 7.2

- 1 Assign each learner a counsellor (paternal aunt, uncle, *gwevedzi*).
- 2 Ask them to describe how that person helps in marriage preparation.
- 3 Present findings to class.

Model answers

- The *gwevedzi* helps families agree on lobola and acts as a messenger.
- An aunt teaches the couple their roles and responsibilities in marriage.
- The uncle can explain cultural values and traditions related to marriage.
- Aunt, uncle. helps resolve conflicts between the couple or families.
- Give advice on sexual health and family life.
- Assist in planning and guiding marriage ceremonies.
- Offer support and guidance after the couple is married.
- Teach respectful communication between partners.

Exercise 7.2

- 1 Emotional support, conflict resolution, teach couples effective communication skills.
- 2 They help couples understand rituals and practices that are important to families.
- 3 Dowries, traditions, sexual matters and many other things.
- 4 They give guidance on effective communication.
- 5 Conflict reduction, strong family bonds, healthy role models for children.

Unit revision exercises

Multiple choice answers

- | | |
|-----|-----|
| 1 A | 4 B |
| 2 B | 5 D |
| 3 C | |

Structured questions answers

- 1 She gives advice and helps guide the courtship process.
- 2 By giving advice and ensuring family traditions are followed.
- 3 Helps communicate and negotiate between families.
- 4 To maintain cultural identity and respect tradition.
- 5 By acting as mediators and promoting respect.

Unit 8: Globalisation, courtship and marriage

Unit objectives

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

- a define globalisation.
- b explain how globalisation affects courtship and marriage.

Suggested teaching and learning materials

- PlusOne Social Science Grade 7 Learner's Book pages 32–34.
- Heritage Based Curriculum (HBC) Junior Social Science syllabus.
- Videos or charts showing traditional vs modern weddings.
- Online examples of cultural exchange (images, articles).

Teaching notes

- Globalisation connects countries and people through ideas, culture, goods and technology.
- Positive effects: Cultural exchange and broader dating choices.
- Negative effects: Loss of traditional customs and value confusion.

Suggested answers

Activity 8.1

- 1 Ask learners to interview someone about changes in courtship practices.
- 2 Record findings in a table showing “before” and “after globalisation.”
- 3 Share in class.

Model answer

- Before: boys and girls met at traditional ceremonies. Now: many meet on social media.
- Adoption of different wedding customs from other cultures.

Exercise 8.1

- 1 The process by which businesses and cultures become connected around the world.
- 2 Learning from other cultures, sharing wedding traditions or learning dating customs, cultural understanding.
- 3 Expanded dating pool or meeting people from different countries and cultures.
- 4 Cultural exchange, learning from other cultures or sharing traditions, understanding different practices.
- 5 Mixing cultural values, uncertainty about which practices to follow or confusion between traditional and modern approaches.

Unit revision exercises

Multiple choice answers

- | | | | |
|---|---|---|---|
| 1 | B | 4 | B |
| 2 | D | 5 | A |
| 3 | A | | |

Structured questions answers

- 1 The process of people and countries becoming more connected.
- 2 It lets people learn about and share traditions with others.
- 3 Cultural exchange, more dating choices.
- 4 Traditional practices may be forgotten.
- 5 People may feel unsure about which customs to follow.

Unit 9: Preservation of heritage sites

Unit objectives

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

- a identify major heritage sites in Zimbabwe.
- b describe ways of preserving heritage sites in Zimbabwe.

Suggested teaching and learning materials

- PlusOne Social Science Grade 7 Learner's Book pages 35–41.
- Heritage Based Curriculum (HBC) Junior Social Science syllabus.
- Maps and images of heritage sites.

Teaching notes

- A heritage site is a place of religious, historical, or economic value. Heritage sites hold religious, historical or economic value.
- Examples: Freedom Camp, Chimoio, Great Zimbabwe, Victoria Falls, Njelele.
- Indigenous preservation: taboos, spiritual beliefs.
- Contemporary methods: legislation, fencing, education, policing.

Suggested answers

Activity 9.1

- 1 Let groups research heritage sites using textbook or internet.
- 2 Each group presents their site and explains its significance.

Model answer

- Groups identify major heritage sites such as Great Zimbabwe, Matobo Hills, Victoria Falls, Khami Ruins, Chimanmani.
- Discuss importance: Cultural identity, historical significance, tourism, spiritual value.

Exercise 9.1

- 1 A place of religious, historical or economic value or places where ancestors used to visit for traditional reasons.
- 2 Chimoio, Freedom Camp.
- 3 Mozambique and Zambia.
- 4 Rain-asking ceremonies.

Activity 9.2

- 1 Plan visit or virtual tour to a heritage site.
- 2 Ask learners to take notes or draw something they observe.
- 3 Share findings in class.

Exercise 9.2

- 1 It reminds Zimbabweans of their liberation history.
- 2 Sally Mugabe, Josiah Tongogara and many others.
- 3 A natural heritage controlled by water spirit of the Zambezi river.

Activity 9.3

- 1 Assign learners to research indigenous and modern ways of preservation.
- 2 Compare methods on a chart.
- 3 Discuss which are most effective.

Model answer

- Indigenous ways: Spiritual beliefs, Traditional custodians, Oral traditions, Taboos.
- Modern ways: NMMZ, Laws and policies, Tourism management, Research and documentation.

Exercise 9.3

- 1 Protecting it for future generations.
- 2 Taboos, spiritual beliefs.
- 3 Njelele or Great Zimbabwe and many others.
- 4 Natural Resources Act.
- 5 Fencing, laws.

Unit revision exercises

Multiple choice answers

- | | | | |
|---|---|---|---|
| 1 | B | 4 | C |
| 2 | C | 5 | D |
| 3 | D | | |

Structured questions answers

- 1 Chimoio, Freedom camp.
- 2 Freedom camp in Zambia, Chimoio in Mozambique.
- 3 Zambis and Mozambique.
- 4 Taboos, spiritual beliefs.

Unit 10: Indigenous and contemporary ways of preserving food

Unit objectives

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

- a discuss the indigenous and contemporary ways of preserving food.
- b explain the importance of preserving food.

Suggested teaching and learning materials

- PlusOne Social Science Grade 7 Learner's Book pages 42–46.
- Heritage Based Curriculum (HBC) Junior Social Science syllabus.

- Samples of preserved food (mufushwa, salted meat).
- Images of modern food storage methods.

Teaching notes

- Food preservation helps prevent waste and ensures year-round availability.
- Modern methods: refrigeration, freezing, vacuum packaging, pasteurisation, sterilisation, additives.
- Indigenous methods: sun-drying, smoking, salting, underground storage, shade preservation.
- Benefits: increased food supply, reduced waste, dietary variety, longer shelf life.

Suggested answers

Activity 10.1

- 1 Let learners
 - Demonstrate drying vegetables or fruits in the sun.
 - Show how to salt meat or fish for preservation.
 - Demonstrate smoking process for meat.
 - Explain refrigeration and freezing methods.
- 2 Display examples for class discussion.

Exercise 10.1

- 1 The process of treating and handling food to stop or slow down spoilage, loss of quality and nutrient loss for later use.
- 2 To avoid food spoilage and shortages.
- 3 Refrigeration, packaging, additives.
- 4 Bacteria and fungi.

Activity 10.2

- 1 List indigenous and modern techniques on the board.
- 2 Group learners to compare methods.
- 3 Discuss pros and cons.

Model answer

Indigenous methods

- Drying in the sun.
- Smoking meat.
- Ash storage (for example, storing vegetables in ash).
- Using traditional clay pots.

Modern methods

- Refrigeration
- Canning
- Use of preservatives/chemicals
- Vacuum sealing

Comparison

Method type	Advantages	Disadvantages
Indigenous	Low cost, no electricity needed, natural	Shorter shelf life, weather-dependent
Modern	Long shelf life, preserves taste and colour	Expensive, needs electricity or machines

Exercise 10.2

- 1 The process of treating and handling food to stop or slow down spoilage, loss of quality and nutrient loss for later use.
- 2 Meat, leafy vegetables.
- 3 Sun drying, salting.
- 4 Underground storage (pfimbi).

Activity 10.3

- 1 Assign groups to brainstorm benefits.
- 2 Create a class poster with key points.
- 3 Display in the classroom.

Model answer

Importance of preservation

- Prevents food from going bad.
- Reduces waste.
- Ensures food is available during dry seasons.
- Helps store surplus for future use.
- Saves money by storing extra food.
- Maintains traditional knowledge and practices.
- Allows food to be transported over long distances.
- Supports family food security.

Exercise 10.3

- 1 Preventing food from spoiling and making it last longer.
- 2 Securing food supply during off seasons, which ensures continuous nutrition for the family.
Preventing spoilage, which reduces the risk of food poisoning and illness.
- 3 Drying
Smoking/Salting/Use of ash.
- 4 Removing moisture from the food prevents the growth of bacteria and fungi that cause spoilage.
- 5 Refrigeration/Freezing
Canning/Pasteurisation
- 6 Preserves food for longer periods.
The process is more hygienic, resulting in safer food.

Unit revision exercises

Multiple choice answers

- 1 A
- 2 C
- 3 B
- 4 D
- 5 A

Structured questions answers

- 1 Freezing, sterilization, pasturisation.
- 2 Nyevehe (leafy vegetables).
- 3 Drying, salting.
- 4 Underground storage (pfimbi).

Topic 4

Work and leisure

Unit 11: Human capital development in Zimbabwe

Unit objectives

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

- a identify different career opportunities in Zimbabwe.
- b examine different organisations involved in human capital development in Zimbabwe.

Suggested teaching and learning materials

- PlusOne Social Science Grade 7 Learner's Book pages 47–51.
- Heritage Based Curriculum (HBC) Junior Social Science syllabus.
- Career posters and charts.
- Videos or case studies on vocational training.

Teaching notes

- A career is a job or profession a person is trained for to earn a living.
- Careers in Zimbabwe are available in entrepreneurship, primary, secondary, tertiary industries, arts and sports.
- Career choices are shaped by academic achievement, skills, talents and training institutions.
- Human capital development involves training and upgrading skills for employment.
- Institutions like VTCs, universities, nursing colleges, teacher colleges, Zimdef and the Zimbabwe Defence Staff College play key roles.
- Career opportunities in Zimbabwe: These include enterprise (sole trading, carpentry, solar installations), primary industry careers (farming, fishing, mining), secondary industry careers (boiler makers, fitters and turners, tailors, technicians), tertiary industry careers (teaching, nursing, banking, insurance brokers), sporting careers (football, cricket, tennis, boxing) and arts careers (music, comedy, gospel music, visual arts).
- Enterprise: A career opportunity in Zimbabwe where one can start business venture for profit-making, creating self-employment among others.

- Primary industry: Careers derived from fishing, farming and small-scale mining (fish person, farmer, miner).
- Secondary industry: Career opportunities derived from manufacturing industries (drivers, fitters and turners, boiler makers, tailors, technicians).
- Tertiary industry: Teaching, nursing, banking and insurance brokers are career opportunities found in Zimbabwe that require specialised training in state-certified institutions.
- Sporting career: Sport is a paying and rewarding career. Examples include Khama Billiat (football), Tatenda Taibu (cricket), Benjamin Locke (tennis), Tatenda Garan'anga (tennis), Charles Manyuchi (boxing).
- Arts career: Arts can be performing or visual. Examples include Alick Macheso (music), Sabhuku Vharazipi (comedy), Gringo (comedy), Blessing Shumba (gospel music), Dominic Benhura (visual artist/sculptor).

Suggested answers

Activity 11.1

- 1 Organise a visit to nearby workplaces (school, clinic, market, farm).
- 2 Instruct learners to record observed careers.
- 3 After the visit, let learners list and share career occupations.

Model answer

Carpenter, vendor, nurse, police officer, tailor, mechanic, farmer.

Exercise 11.1

- 1 A job or profession in which one is trained.
- 2 It spans one's whole life.
- 3 Soccer player, artist.
- 4 Vending.
- 5 Teaching, nursing, sports, arts, entrepreneur

Activity 11.2

- 1 Arrange a visit to a local vocational or nursing college.
- 2 Let learners observe activities and ask questions.
- 3 Guide them to record information and share findings in class.

Model answer

- Observed motor mechanics and carpentry training at VTC.
- Learners noted importance of skills and practical work.

Exercise 11.2

- 1 Training and upgrading of skills for employment.
- 2 Universotoes or VTCs like Kushinga Phikelela.
- 3 Bondolfi Teachers College, Mutare Teachers College, Mary Mount, Masvingo teachers'.
- 4 University of Zimbabwe, Harare hospital, Parirenyatwa, Mpilo, Gutu Mission, Masvingo general Hospital and many others.
- 5 To impart life skills and vocational training.

Unit revision exercises

Multiple choice answers

- | | | | |
|---|---|---|---|
| 1 | D | 6 | C |
| 2 | A | 7 | B |
| 3 | C | 8 | D |
| 4 | D | 9 | C |
| 5 | C | | |

Structured questions answers

- 1 Boiler maker or driver, fitter and turner, tailor, technician.
- 2 Teaching (or Nursing, Banking, Insurance broker).
- 3 Sport is a paying and rewarding career today (or There are professional sports people earning a living through sports, or Sports personalities like Khama Billiat, Tatenda Taibu earn money through sports).
- 4 The training and upgrading of skills which are needed by the employer.
- 5 Bondolfi Teachers' College (or Hillside Teachers College, Mutare Teachers College, Mary Mount Teachers' College, Masvingo Teachers' Coll

Unit 12: Enterprise skills/self-reliance and employment creation

Unit objectives

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

- a explain the concept of self-reliance and employment creation.
- b suggest ways of being self-reliant and creating employment.

Suggested teaching and learning materials

- PlusOne Social Science Grade 7 Learner's Book pages 52–54.
- Heritage Based Curriculum (HBC) Junior Social Science syllabus.
- Charts on self-employment.
- Examples of vending, poultry and farming tools.

Teaching notes

- Self-reliance means surviving using one's own efforts.
- Employment creation is earning a living without formal employment.
- Self-reliance and employment creation include vending, farming, fishing, welding, carpentry, upholstery and small-scale mining.
- Cooperatives and income-generating projects help reduce poverty and create sustainable livelihoods.

Suggested answers

Activity 12.1

- 1 Pair up learners and ask them to suggest ways to create jobs.
- 2 Guide pairs to write their ideas on chart paper.
- 3 Allow pairs to present findings in class.

Model answer

- Pair A suggests: Vending snacks at school, farming vegetables, raising chickens.
- Pair B suggests: Carpentry work, welding metal gates, fishing in rivers.
- Pair C suggests: Market gardening, bakery, sewing clothes.
- Join a cooperative in clothing production.

Exercise 12.1

- 1 Using own resources to survive.
- 2 Vending, farming, fishing, welding, carpentry.
- 3 Creating jobs without formal employment.
- 4 Through self-run businesses.
- 5 Reduces poverty, earns income.

Exercise 12.2

- 1 A business or income-generating initiative.
- 2 Welding, carpentry, vending, cooperatives, market gardening.
- 3 Lack of job opportunities, limited skills.
- 4 Farming, vending, starting cooperatives.

Unit revision exercises

Multiple choice answers

- 1 D
- 2 B
- 3 A
- 4 A

Structured questions answers

- 1 A business venture for profit-making, creating self-employment (or Starting business for profit-making and creating self-employment).
- 2 Vending, Farming (or Income generating projects, Cooperatives, Carpentry, Welding, Market gardening).
- 3 Lack of skills, Closing of industries (or Low education levels, Economic challenges, Lack of opportunities).
- 4 Vending, Farming, Cooperatives (or Income generating projects, Market gardening, Bakery, Clothing and textiles, Carpentry, Welding, Motor mechanics).

Unit 13: Tourism

Unit objectives

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

- a identify tourist destinations in Zimbabwe, the SADC and other countries.
- b explain the importance of tourism in SADC countries.

Suggested teaching and learning materials

- PlusOne Social Science Grade 7 Learner's Book pages 55–60.
- Heritage Based Curriculum (HBC) Junior Social Science syllabus.
- Tourism brochures and maps.
- Images or videos of tourist destinations.
- Chart paper for group work.

Teaching notes

- Tourism is travel for pleasure, especially during holidays.
- Types of tourism: domestic (within country), regional (within SADC), international (outside Africa).

- Zimbabwe tourist destinations: Victoria Falls, Great Zimbabwe, Hwange, Nyanga, Chinhoyi Caves.
- SADC tourist destinations: Fish River Canyon, Serengeti, Mount Kilimanjaro, Kruger Park.
- Global destinations: Great Wall of China, Niagara Falls, Blue Lagoon.
- Benefits of tourism include job creation, infrastructure development, foreign currency, preservation of culture and heritage.

Suggested answers

Activity 13.1

- 1 Class visits Great Zimbabwe Monuments or any other heritage site.
- 2 Learners observe ancient stone walls, museum artefacts and cultural displays.
- 3 Tour guide explains the history and significance of the site.
- 4 Learners learn that Great Zimbabwe attracts tourists interested in African history.
- 5 They write reports describing the ruins, their historical importance and how tourism benefits the local community.

Exercise 13.1

- 1 The practice of travelling for pleasure, especially on holidays.
- 2 Kruger National Park (South Africa), Okavango Delta (Botswana), Mount Kilimanjaro (Tanzania) (or any three tourist destinations from SADC countries mentioned in teaching notes).
- 3 It is one of the largest and most famous waterfalls in the world (or it features a huge waterfall, spray and rainbow views, walking trails, cultural shows and adventure sports or it attracts visitors for its beauty and activities).
- 4 Creates employment, brings foreign currency, develops infrastructure or protects wildlife and heritage sites, supports local businesses and farmers, promotes culture and education or any three benefits mentioned in teaching notes.
- 5 Fees and taxes from tourists fund the care of national parks and historical sites, ensuring their preservation or tourism brings money that is used to protect wildlife and heritage sites.

Activity 13.2

- 1 Divide learners into groups of 4–5.
- 2 Provide chart papers, markers and reference materials (maps, brochures, textbooks).
- 3 Ask each group to select five tourist destinations in the SADC region.
- 4 Groups should write the name of each destination, the country it's in and explain why it's important.
- 5 Let groups present their work to the class.

Model answer

Group A presents:

- 1 Victoria Falls (Zimbabwe/Zambia) - Large waterfall attracting tourists for its beauty and adventure sports.
- 2 Kruger National Park (South Africa) - Famous for the Big Five animals and safaris.
- 3 Mount Kilimanjaro (Tanzania) - Africa's highest mountain, popular with climbers.
- 4 Okavango Delta (Botswana) - Unique inland delta with boat safaris and wildlife.
- 5 Lake Malawi (Malawi) - Large lake for swimming, snorkeling and relaxation.

Exercise 13.2

- 1 Victoria Falls, Zimbabwe, Kruger National Park, South Africa, Great Zimbabwe Ruins, Zimbabwe Serengeti National Park, Tanzania
- 2 Victoria Falls: Represents Natural/Adventure Tourism.
Great Zimbabwe Ruins: Represents Heritage/Cultural Tourism.
- 3 Tourism generates foreign currency, which countries use to import essential goods and support the national budget.
It creates employment opportunities for local people in hotels, lodges, transport, and guiding.
Infrastructure development: The need to cater to tourists leads to improved roads, communication networks, and airports.
- 4 Market for local goods: Tourism provides a ready market for local crafts, arts, and produce, supporting community incomes and small businesses.
Funding community projects: Revenues generated from tourism (for example, entry fees, levies) can be channelled back to the community to fund the building of schools, clinics, and water projects.
- 5 Eco-friendly practices: Implementing strict regulations to minimize waste, pollution, and energy consumption in tourist facilities.
Community involvement: Ensuring that local people are involved in the planning and management of tourism activities and benefit fairly from the revenues generated.
Conservation and preservation: Investing a portion of tourism income into the conservation of wildlife and the maintenance of natural and cultural heritage sites.

Unit revision exercises

Multiple choice answers

- | | |
|-----|-----|
| 1 B | 4 A |
| 2 C | 5 A |
| 3 A | |

Structured questions answers

- 1 The practice of travelling for pleasure, especially on holidays (or The activity of travelling for pleasure or to see places of interest).
- 2 Victoria Falls, Hwange National Park, Great Zimbabwe (or Kariba Dam and Lake Kariba, Matobo Hills, Mana Pools National Park, or any three major tourist destinations in SADC region mentioned in teaching notes).
- 3 Creates employment, Brings foreign currency, Develops infrastructure, Protects wildlife and heritage sites (or Supports local businesses and farmers, Promotes culture and education, Encourages regional cooperation and peace, Attracts investment and development).
- 4 Fees and taxes from tourists fund the care of national parks and historical sites, ensuring their preservation (or Tourism brings money for protecting wildlife and heritage sites, or Tourism helps governments and organizations maintain and preserve national parks and historical sites).

Topic 5

Transport and communication

Unit 14: Factors that influence choice of mode of transport and communication

Unit objective

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

- a explain factors that influence the choice of the mode of transport and communication.

Suggested teaching and learning materials

- PlusOne Social Science Grade 7 Learner's Book pages 61–64.
- Heritage Based Curriculum (HBC) Junior Social Science syllabus.
- Charts showing different modes of transport.
- Pictures of various goods and their transport needs.
- Videos on transport systems.

Teaching notes

- Transport is the movement of goods and services.
- Communication is the exchange of information.
- Factors influencing choice of transport:
 - Cost/Affordability: Many people choose cheaper options that fit their budget. For example, public buses are often cheaper than aeroplanes and walking or cycling is free of charge.
 - Status: Some people prefer using more expensive or luxurious options to reflect their social standing or lifestyle.
 - Availability: People use what is most accessible in their location.
- Factors influencing choice of communication:
 - Cost/Affordability: Sending a text message is usually cheaper than making a video call.
 - Status: Some people may choose smartphones with advanced features or use fast internet services because they want to show a higher social position.
 - Availability: In areas without internet connection, people depend on letters, phone calls or radio messages.

Suggested answers

Activity 14.1

- 1 Divide learners into groups of 4–5.
- 2 Ask each group to discuss and list all types of transport available in their area.
- 3 Let groups categorize them as cheap or expensive, common or rare.
- 4 Groups present their findings to the class.
- 5 Discuss which factors (cost, status, availability) influence each choice.

Model answer

- Group A identifies: Buses (cheap and available), bicycles (free and common), private cars (expensive, for status), kombis (affordable and available).
- Group B identifies: Walking (free), scotch carts (available in rural areas), motorbikes (moderate cost).
- Class discusses that buses and bicycles are chosen because of low cost and availability, while private cars show status.

Exercise 14.1

- 1 Buses, Bicycles or walking, Kombis, Scotch carts).
- 2 Cost/Affordability (or Cost).
- 3 To show status (or For comfort, For privacy, or Because they can afford it).
- 4 Walking (or Cycling, Buses, Kombis).

Exercise 14.2

- 1 Text messages, Letters (or Phone calls, Radio messages).
- 2 Smartphones with advanced features (or Fast internet services, Video calls, or Any expensive communication method).
- 3 Some prefer expensive options to show their status or social position, while others prefer cheaper options to save money (or People choose based on cost, status and availability).
- 4 Availability.

Unit revision exercises

Multiple choice answers

- 1 B
- 2 B
- 3 B
- 4 C
- 5 A

Structured questions answers

- 1
 - a Cost/Affordability: The amount of money needed to pay for something.
 - b Status: The social position or importance of a person in society.
 - c Availability: How easy it is to get or use something when it is needed.
- 2 Cost affects people's choice of transport because many people choose cheaper options that fit their budget to save money for other needs (or People select affordable transport like buses instead of aeroplanes because of limited money).
- 3 Using a private car instead of a bus, Travelling by aeroplane instead of by bus (or Using smartphones with advanced features, Using fast internet services).
- 4 To save money for other needs, Because they cannot afford expensive options, To fit their budget (or Lack of money, Limited income, or any three valid reasons related to affordability).

Unit 15: Importance of up-to-date maps and charts for travelling purposes

Unit objective

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

- a interpret maps and charts for travelling purposes.

Suggested teaching and learning materials

- PlusOne Social Science Grade 7 Learner's Book pages 65–67.
- Heritage Based Curriculum (HBC) Junior Social Science syllabus.
- Printed maps and charts.
- Tablets with map apps or GIS examples.
- Tourism brochures.

Teaching notes

- Maps and charts are important tools for travellers who travel, especially to areas where they are new. Today, some use technological gadgets like navigators for travelling purposes, which use geographical information systems (GIS).
- Interpreting maps and charts:
 - Reading map symbols and keys: Maps use symbols to represent different features such as roads, rivers, mountains, cities and borders. The map key or legend explains what each symbol means.
 - Scale and distance: Maps show scale which helps travellers calculate actual distance.

- Routes and directions: Maps show different routes to reach a destination..
- Contour lines and terrain: Contour lines indicate hills, valleys and flat areas..
- Importance of maps and charts for travelling:
 - They give proper directions.
 - They help in selection of right mode of transport.
 - They are important in determining time to be taken when travelling.
 - They make traveller make necessary preparations: For example, obtain enough fuel, food and other essential needs.

Suggested answers

Activity 15.1

- 1 Divide learners into groups of 4–5.
- 2 Provide each group with a map of Zimbabwe and rulers.
- 3 Ask groups to complete the tasks: identify symbols, calculate distance, identify direction, discuss terrain.
- 4 Groups present their findings to the class.

Model answer

- Group A identifies symbols: Major road (thick line), River (wavy line), City (dot), Airport (airplane symbol), Mountain (triangle).
- They measure distance between Harare and Bulawayo: 8.78 cm on map. Scale: 1 cm = 50 km. Calculation: $8.78 \times 50 = 439$ km.
- Direction from Harare to Bulawayo: South-West.
- Terrain: Mostly flat with some mountains near Bulawayo (shown by contour lines).

Exercise 15.1

- 1 A map key or legend is a section on the map that explains what each symbol means.
- 2 150 km (Calculation: $6 \text{ cm} \div 2 \text{ cm} = 3$, then $3 \times 50 \text{ km} = 150 \text{ km}$).
- 3 Major roads, rivers, mountains or cities/towns, airports, fuel stations, hospitals, or any three common map symbols.
- 4 Travellers can use contour lines to understand the terrain and choose appropriate transport or close contour lines show steep areas, so travellers prepare for difficult journey; widely spaced lines show gentle slopes.
- 5 Distance between cities, travel time estimates, route options or road conditions, types of roads.
- 6 It is important to understand map symbols before travelling so that travellers know what features they will encounter on their journey or to avoid confusion, to navigate properly, to identify important facilities like fuel stations and hospitals.

Activity 15.2

In pairs, read maps and charts in domestic, regional and international traffic routes. Identify the symbols, scale and routes shown on the maps.

- 1 Divide learners into pairs.
- 2 Provide different maps (local, regional, international) and distance charts.
- 3 Ask pairs to identify and list symbols, scales and possible routes.
- 4 Discuss differences between domestic, regional and international maps.

Model answer

- Pair A studies map of Zimbabwe (domestic): Identifies major cities, roads, scale 1 cm = 50km, routes between Harare-Mutare-Bulawayo.
- Pair B studies SADC regional map: Identifies countries, borders, capital cities, major highways, scale 1 cm = 100 km.
- Pair C studies world map (international): Identifies continents, oceans, countries, scale 1 cm = 500 km.

Exercise 15.2

- 1 A diagram or drawing which represents the position of something or the state of something (or A diagram that shows locations, roads, cities and features of an area).
- 2 Information written or drawn in the form of a picture or graph which explains something easily (or A table or graph showing travel information like distances between cities).
- 3 GPS navigator (or Geographical Information Systems/GIS, Smartphones with maps).
- 4 They give proper directions, They help in selection of right mode of transport, They help determine time to be taken when travelling, They help make necessary preparations (or Any importance mentioned in teaching notes).

Unit revision exercises

Multiple choice answers

- 1 A
- 2 B
- 3 B
- 4 D
- 5 C

Structured questions answers

- 1 A diagram or drawing which represents the position of something or the state of something (or A diagram showing locations, roads, cities and geographical features).

- 2 To use the scale on a map to calculate distance: Measure the distance between two points on the map in centimetres, then multiply this measurement by the scale value (or For example, if two cities are 5 cm apart and scale is 1 cm = 10 km, actual distance is 50 km).
- 3 Enough fuel (or Food, Water, Spare tires, First Aid kit, Warm clothing, or any valid preparation).
- 4 Maps and charts help people not to get lost because they give proper directions and show routes to follow (or They show the way to reach destinations without confusion).
- 5 Maps and charts are useful to travellers because they give proper directions, help select right transport, help determine travel time and help make necessary preparations (or they prevent getting lost, show terrain, show facilities along the way).
- 6 Contour lines on a map show hills, valleys and terrain features. This helps travellers understand if the area is steep or flat and choose appropriate transport (or close contour lines show steep slopes, widely spaced lines show gentle slopes, which helps plan for journey difficulty).
- 7 Distance between cities, travel time estimates, route options (or road conditions, types of roads, connections between cities).

Unit 16: Hazards and disasters in the transport and communication industry

Unit objectives

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

- a identify hazards and disasters in the transport and communication industry.
- b analyse causes and effects of these hazards and disasters.

Suggested teaching and learning materials

- PlusOne Social Science Grade 7 Learner's Book pages 68–73.
- Heritage Based Curriculum (HBC) Junior Social Science syllabus.
- Pictures/videos of road and rail disasters.
- Case studies.

Teaching notes

- Hazards = risks; Disasters = major harm.
- Hazards can be natural, mechanical or human-induced.
- Examples: road carnage, derailments, fog, floods, electrical faults.

- Causes of hazards in the transport and communication industry:
 - Natural factors: Floods, mist, fog, mass movement. Flooding is a hazard that causes loss of life in the transport and communication industry. It can cause the sweeping away of bridges. Mist and fog can cause visibility problems to road users which result in road accidents.
 - Human error: Careless driving, drunk driving, stressed pilots, ignoring road rules. The other cause is human error where by drivers and pilots do not follow expected procedures and rules. Some hazards may deal leading to the loss of human life as well as damage to property.
- Mechanical faults: Vehicle electrical faults, aeroplane engine failure, train derailments. Because some train crashes, passenger planes and transport vehicles may be caused by mechanical faults
- Effects: loss of life, trauma, economic losses, infrastructure damage.

Suggested answers

Activity 16.1

- 1 Pair learners.
- 2 Ask them to list five hazards from real or imagined situations.
- 3 Share and discuss as a class.

Model answer

Derailment, fog, floods, electric fault, road carnage.

Exercise 16.1

- 1 A risk or accident.
- 2 Derailment, road carnage.
- 3 Human error, natural factors.
- 4 Derailment.

Activity 16.2

- 1 Explain the topic: how modern technology reduces communication hazards.
- 2 Put learners in groups.
- 3 Ask them to list or discuss examples (for example, underground cables, solar power).
- 4 Let groups share answers.
- 5 Summarise key points on the board.

Exercise 16.2

- 1 floods, lightning, earthquakes, strong winds or storms.
- 2 They break poles and wires, they blow down towers, they damage antennas, they cut off power to equipment.
- 3 **Human-caused hazards:**
 - Vandalism (people damaging cables).
 - Accidents from construction or vehicles.
 - Theft of cables or equipment.
 - Poor maintenance or careless handling.
- 4 **How flooding disrupts communication services:**
 - Water damages underground cables.
 - It destroys equipment in buildings.
 - It cuts off electricity.
 - It makes repair work difficult.
- 5 **Importance of protecting communication equipment:**
 - To keep communication working.
 - To reduce repair costs.
 - To ensure safety during emergencies.
 - To avoid loss of information or service.

Activity 16.3

Begin by explaining what a **debate** is in simple terms:

“A debate is when two people share different opinions and give reasons to support their ideas.”

- **Pairing learners**
 - Divide the class into pairs. Assign one learner in each pair to argue for **human causes** of road accidents and the other for **environmental or mechanical causes**.
- **Prepare arguments**
 - Ask each learner to think of at least **two reasons** for their side. You may write example causes on the board to guide them.
 - Human causes: speeding, drunk driving, careless pedestrians.
 - Environmental/mechanical causes: potholes, bad weather, faulty brakes
 - Let each learner present their points while their partner listens. Encourage them to speak clearly and take turns.
- **Class discussion**
 - After all pairs have debated, ask a few pairs to share their points with the whole class. Guide a short discussion to summarise common causes of road accidents.

Model answer

Learner A – Human causes:

- Many road accidents are caused by people who drive too fast.
- Some drivers drink alcohol before driving, which makes them careless.

Learner B – Environmental/mechanical causes:

- Some roads have big potholes which make cars lose control.
- Sometimes brakes fail because the car is not serviced properly.

Exercise 16.3

- 1 Natural causes, human error, mechanical faults.
- 2 Floods, storms.
- 3 Careless driving or not following rules.
- 4 Brake failure.
- 5 Loss of lives and property, damage to vehicles or equipment.

Unit revision exercises

Multiple choice answers

- 1 D
- 2 A
- 3 B
- 4 C
- 5 B

Structured questions answers

- 1 A hazard is anything that causes harm or danger in the transport and communication industry or anything that causes loss of life or visibility problems in transport and communication).
- 2 Natural factors, human error, mechanical faults.
- 3 Floods, mass movement or mist, fog or any two natural factors mentioned in teaching notes).
- 4 Careless driving, drunk driving or stressed pilots, ignoring road rules or any two examples of human error).
- 5 Mechanical faults lead to hazards in transport and communication through vehicle electrical faults, aeroplane engine failure or train derailments or when transport equipment breaks down, it can cause accidents.
- 6 Derailment or train derailments.

- 7 Loss of human life through accidents and disasters or economic losses, destruction of infrastructure, trauma or any one effect mentioned in teaching notes.
- 8 Hazards in transport and communication affect a country's economy by causing economic losses where money that is used for development is diverted to repairs and recovery or money is spent on repairs instead of development.
- 9 Trauma or psychological suffering of victims and families.
- 10 Follow road rules and regulations or regular maintenance of vehicles, proper training of drivers and pilots, avoid drunk driving and reckless behavior, build better infrastructure or any one way to reduce hazards.

Unit 17: Prevention of disasters in the transport industry

Unit objective

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

- a identify ways of preventing hazards and disasters in transport and communication.

Suggested teaching and learning materials

- PlusOne Social Science Grade 7 Learner's Book pages 74–77.
- Heritage Based Curriculum (HBC) Junior Social Science syllabus.
- Posters on disaster prevention.
- Fire extinguishers, road signs, emergency drill materials.

Teaching notes

- Disaster prevention includes:
 - Early warning systems (weather alerts, radio announcements).
 - Road and vehicle maintenance.
 - Roadworthy vehicle checks (VID, Civil Aviation Authority).
 - Retraining transport operators.
 - Fire brigade, first aid training, funding.
 - Psychological support for victims.

Suggested answers

Activity 17.1

- 1 Divide learners into groups of 5–6.
- 2 Assign each group a disaster scenario (bus accident, train derailment, flooding blocking roads).

- 3 Groups plan and act out how to respond to the disaster (rescue operations, calling emergency services, evacuating victims, providing first aid).
- 4 Each group performs their drill for the class.
- 5 Discuss what was done well and what could be improved.

Model answer

- Group A simulates a bus accident: One learner plays the driver, others are passengers and some are paramedics.
- “Paramedics” arrive, check for injuries, call ambulance, move victims to safety.
- “Police” arrive to investigate and direct traffic.
- Class discusses the importance of quick response and proper training.

Exercise 17.1

- 1 Reducing impact of disasters.
- 2 Road crash, derailment.
- 3 Early warning, fire training, safety boards, training paramedics.
- 4 Precautions.
- 5 The Vehicle Inspection Department in Zimbabwe guarantees that vehicles are safe and suitable for use on the road or they certify road transport fit to be used by passengers and other stakeholders.
- 6 Constant maintenance is important in preventing transport disasters because some disasters are caused by bad roads and railway lines or regular maintenance prevents mechanical failures and keeps transport systems safe.
- 7 Roadworthy vehicles contribute to transport safety by being certified as safe and suitable for use on the road after inspection or they reduce mechanical faults that can cause accidents.

Unit revision exercises

Multiple choice answers

- | | |
|-----|-----|
| 1 C | 5 A |
| 2 B | 6 C |
| 3 A | 7 B |
| 4 B | 8 B |

Structured questions answers

- 1 To alert people about potential hazards before they occur or tools or methods used to warn transport users about natural hazards like floods, mist, fog so they can make necessary precautions.

- 2 It is important to maintain roads and railway lines regularly to prevent disasters because some disasters are caused by bad roads and railway lines or regular maintenance prevents accidents and keeps transport systems safe.
- 3 The Vehicle Inspection Department (or VID).
- 4 The Civil Aviation Authority or Civil Aviation Authority of Zimbabwe.
- 5 Drivers and pilots should be retrained regularly to learn new ways to reduce transport disasters or to improve their skills, to update their knowledge on safety procedures, to prevent human error.

Unit 18: Road etiquette

Unit objectives

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

- a define road etiquette.
- b outline responsibilities of road users.

Suggested teaching and learning materials

- PlusOne Social Science Grade 7 Learner's Book pages 78–80.
- Heritage Based Curriculum (HBC) Junior Social Science syllabus.
- Posters of traffic rules.
- Videos of proper and improper road use.
- Road signs chart.

Teaching notes

- Road etiquette = safe and polite behaviour on roads.
- Responsibilities:
 - Obey traffic signs.
 - Respect speed limits.
 - Avoid phone use while driving.
 - No road rage.
 - Do not litter.
 - Avoid drunk driving.
 - Show respect to other road users.

Suggested answers

Activity 18.1

Short drama where one person is a driver obeying traffic rules while another person is a pedestrian crossing safely.

- 1 Divide learners into pairs.
- 2 Ask each pair to create a short drama (2–3 minutes).
- 3 One person plays a driver, the other a pedestrian.
- 4 Show the driver stopping at a pedestrian crossing and the pedestrian crossing safely.
- 5 Pairs perform for the class.

Model answer

- Learner A (driver) approaches a pedestrian crossing and sees Learner B (pedestrian) waiting.
- Driver slows down and stops, waves at pedestrian to cross.
- Pedestrian looks both ways, waves thank you and crosses safely.
- Driver waits patiently until pedestrian has crossed, then continues driving.
- Class discusses how both showed good road etiquette.

Exercise 18.1

- 1 Drivers should always follow the rules shown on traffic signs or stop at stop signs, yield at yield signs, obey all traffic signs.
- 2 It is important to stay within speed limits for safety because going too fast can lead to accidents or driving at a safe speed prevents accidents.
- 3 Using a phone while driving can lead to distraction and make it harder to focus on the road or accidents, loss of concentration, or dangerous driving.
- 4 Road users should behave towards each other with respect, politeness and consideration or be patient, be kind, follow road etiquette.
- 5 Use phone or drink and drive, show road rage, litter, ignore road signs or any one thing that should not be done while driving.

Unit revision exercises

Multiple choice answers

- 1 B
- 2 A
- 3 D
- 4 C
- 5 B

Structured questions answers

- 1 It is important for drivers to obey traffic signs because these signs provide important information about safety and rules or following traffic signs helps everyone understand what to do and keeps traffic moving smoothly, prevents accidents.
- 2 Road rage can affect driving behaviour by making drivers angry or aggressive, which can lead to conflict and accidents or it causes drivers to make mistakes, drive dangerously or act aggressively towards other road users.
- 3 A pedestrian should look both ways before crossing the street or wait for cars to stop, use pedestrian crossings and pay attention to traffic signals.
- 4 Littering on the road is a problem because it is disrespectful and can create hazards or it can cause accidents, pollute the environment, make roads unsafe.
- 5 The role of speed limits in road safety is to prevent drivers from going too fast, which can lead to accidents or speed limits ensure drivers travel at safe speeds, giving them time to react to hazards.

Topic 6

Shelter

Unit 19: Solutions to shortages of shelter

Unit objective

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

- a suggest possible solutions to shortage of shelter.

Suggested teaching and learning materials

- PlusOne Social Science Grade 7 Learner's Book pages 81–84
- Heritage Based Curriculum (HBC) Junior Social Science syllabus.
- Charts showing types of shelter and housing cooperatives.
- Images of urban housing projects and slums.
- Videos on housing projects in Zimbabwe.

Teaching notes

- Shelter provides protection from sun, rain and wind and is a basic human need.
- Shelter shortage in Zimbabwe leads to poor health, crime and development of informal settlements.
- Common problems caused by shelter shortages include:
 - Poor hygiene and health risks.
 - Psychological stress among youth (for example, depression and violence).
 - Increase in crime.
 - Formation of squatter camps.
- Solutions include:
 - Formation of housing cooperatives.
 - Building affordable housing (Hlalani Kuhle programme).
 - Constructing flats/skyscrapers to save land.
 - Offering low-interest housing loans (by CABS).
 - Developing small towns to decongest cities.

Suggested answers

Activity 19.1

In pairs or small groups, discuss why it is important to provide shelter for everyone in a community

- 1 Divide learners into pairs or small groups of 3–4.
- 2 Ask groups to discuss why shelter is important for everyone.
- 3 Groups should consider: safety, health, dignity, stability, protection from weather.
- 4 Let groups share their ideas with the class.
- 5 Summarise the importance of shelter as a basic human need.

Model answer

- Group A discusses: Shelter protects people from rain, cold and hot weather. Without shelter, people get sick.
- Group B discusses: Shelter gives families a safe place to sleep and keep their belongings. It provides privacy and dignity.
- Group C discusses: Children need shelter to study and do homework. Families need shelter to cook and eat together.
- Class conclusion: Everyone deserves shelter because it is a basic need for safety, health and human dignity.

Exercise 19.1

- 1 Temporary shelters or storey buildings, low-cost houses: Temporary shelters provide quick protection after disasters, storey buildings save land space in crowded cities and low-cost houses make permanent homes affordable for families.
- 2 Building storey buildings affects the environment by using more construction materials and energy, but it saves land space and reduces urban sprawl.
- 3 The government and communities can collaborate to build low-cost houses by providing land, funding, materials and labour.
- 4 People might face challenges such as lack of materials, lack of space, poor construction quality or difficulty adapting to temporary living conditions when using temporary shelters after a disaster.

Unit revision exercises

Multiple choice answers

- | | | | |
|---|---|---|---|
| 1 | B | 4 | C |
| 2 | B | 5 | C |
| 3 | C | | |

Structured questions answers

- 1 A place or structure where people get protection from the sun, rainfall and wind.
- 2 Temporary shelters, storey buildings or low-cost houses.
- 3 Temporary shelters are important in disaster response because they provide quick protection in emergencies like floods, fires or cyclones.
- 4 Building storey buildings can contribute to urban development by maximising space in cities where land is scarce.

Unit 20: Factors that influence siting and designing of shelter

Unit objectives

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

- a list factors that influence the site and design of shelter.
- b explain factors that influence the site and design of shelter.

Suggested teaching and learning materials

- PlusOne Social Science Grade 7 Learner's Book pages 85–88.
- Heritage Based Curriculum (HBC) Junior Social Science syllabus.
- Charts or models of different shelters.
- Images of traditional and modern houses.
- Videos or illustrations showing different terrains and building styles.

Teaching notes

- Site: Location of the shelter.
- Design: Style or structure of the shelter.
- Factors influencing siting and design:
 - Weather (rain, heat, snow).
 - Soil type (weak or strong).
 - Availability of materials (wood, stone, ice).
 - Water supply (people settle near water).
 - Road and communication networks.
 - Terrain (low-lying or rocky).
 - Family size (larger families need spacious homes).
 - By-laws (laws regulating building standards).

Suggested answers

Activity 20.1

- 1 Pair learners and provide drawing materials.
- 2 Ask each pair to draw different shelter designs.
- 3 Display drawings and discuss what influenced the designs.

Model answers

Igloo (cold regions), Tonga hut (wet regions), brick house (urban), tent (desert).

Exercise 20.1

- 1 Place where a house is built.
- 2 Weather, soil type, water supply.
- 3 Igloo, Tonga hut, Ndebele huts.
- 4 Ice blocks.

Unit revision exercises

Multiple choice answers

- | | | | |
|---|---|---|---|
| 1 | A | 4 | B |
| 2 | B | 5 | B |
| 3 | A | | |

Structured questions answers

- 1 Place where a shelter is constructed.
- 2 Weather, soil type, availability of water.
- 3 Terrain, family size, weather, soil type.
- 4 Igloo, Tonga hut.
- 5 Ice blocks

Unit 21: Ways of acquiring accommodation

Unit objectives

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

- a identify different ways of acquiring accommodation.

Suggested teaching and learning materials

- PlusOne Social Science Grade 7 Learner's Book pages 89–93.
- Heritage Based Curriculum (HBC) Junior Social Science syllabus.
- Sample rental agreements and title deeds.
- Posters explaining inheritance and construction laws.
- Case studies of housing acquisition.

Teaching notes

- Accommodation: Shelter where people live.
- Ways of acquiring accommodation:
 - Buying: Legal ownership through deeds (deed of grant, full title, cession, sectional title).
 - Construction: Acquiring land from councils, following by-laws.
 - Inheritance: Legal passing on of property after death.
- Advantages: Security, protection from elements, prevents squatting.

Suggested answers

Activity 21.1

- 1 Divide class into groups.
- 2 Ask each group to discuss different ways to get housing.
- 3 Let each group share their findings.

Model answers

- Inherit from grandparents.
- Build after buying land.
- Buy a house with a mortgage.

Exercise 21.1

- 1 All land in Zimbabwe belongs to the state.
- 2 A cession title deed shows that land rights have been given or transferred from one person to another.
- 3 A sectional title deed shows ownership of a section or unit within a larger building, while an ordinary title deed shows ownership of an entire property.
- 4 A person can acquire land from private developers by purchasing stands or plots that developers have subdivided from large pieces of land, then constructing their own houses after obtaining necessary title deeds and following building regulations.
- 5 Testate succession is when a person dies leaving a valid will and property is distributed according to the will, while intestate succession is when a person dies without a will and property is distributed according to law.

Unit revision exercises

Multiple choice answers

- 1 A
- 2 C
- 3 B
- 4 C

Structured questions answers

- 1 Buying, constructing or inheriting, acquiring from private developers.
- 2 Deed of grant, full title deed or cession title deed, sectional title deed.
- 3 Local council, municipality, town council.
- 4 Provides a decent living environment, prevents squatting or offers protection from adverse weather conditions, protects from diseases, provides security or any two advantages mentioned in teaching notes.

Topic 7

Global issues

Unit 22: Desertification

Unit objectives

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

- a** define desertification.
- b** examine the causes and effects of desertification.
- c** suggest mitigatory measures to the problem of desertification.

Suggested teaching and learning materials

- PlusOne Social Science Grade 7 Learner's Book pages 93–97.
- Heritage Based Curriculum (HBC) Junior Social Science syllabus.
- Maps showing deserts.
- Posters and charts on desertification effects.
- Videos on climate change and land degradation.

Teaching notes

- Desertification: Productive land turning to unproductive land
- Causes:
 - Human: Overgrazing, deforestation, bad farming, urbanisation.
 - Natural: Climate change, natural disasters, resource extraction.
- Effects:
 - Hunger and food scarcity.
 - Flooding due to low infiltration.
 - Poverty and migration.
 - Overpopulation in unaffected areas.
- Solutions:
 - Sustainable farming and land use.
 - Education and awareness.
 - Use of alternative fuel (solar, electricity).

- Land rehabilitation (afforestation, reforestation, gully filling).
- Construction of skyscrapers to reduce land pressure.

Suggested answers

Activity 22.1

- 1 Group learners and assign each a cause to research.
- 2 Guide learners to create short presentations.
- 3 Discuss causes as a class.

Model answers

- Deforestation: Trees cut for firewood.
- Overgrazing: Too many cattle destroy grass.
- Urbanisation: Land cleared for buildings.

Exercise 22.1

- 1 Overgrazing is when too many animals feed on a small area for too long, removing grass down to the roots and leaving the soil bare.
- 2 Overgrazing leads to soil erosion because with no plant cover, heavy rain or strong winds can wash away the fertile topsoil, leaving ground that cannot support new grass.
- 3 Over-cultivation is farming the same land repeatedly without restoring its nutrients, causing the soil to become exhausted.
- 4 Learners provide a local example of over-cultivation based on their area.
- 5 Farmers can reduce over-cultivation by practicing crop rotation, allowing land to rest between growing seasons, or using cover crops to restore soil nutrients.

Activity 22.2

- 1 In pairs, learners research additional effects of desertification.
- 2 They can use textbooks, internet resources, or ask knowledgeable adults.
- 3 Pairs present their findings to the class.

Model answer

- 1 Pair 1 discovers that desertification can lead to migration as people move to find better farmland.
- 2 Pair 2 learns that desertification increases poverty as farming income declines.
- 3 Provide learners with a map of Africa.
- 4 Ask them to identify major deserts.
- 5 Label Sahara, Kalahari and Namib deserts.

Exercise 22.2

- 1 Soil erosion affects crop production by removing the fertile topsoil, making the land rocky and unproductive, which reduces crop yields.
- 2 Crops likely to be affected when soil fertility is lost include maize, wheat, rice, vegetables.
- 3 Desertification leads to water shortages because desertified land cannot retain water, leading to dry wells and exacerbated drought conditions.
- 4 One reason famine may occur in areas affected by desertification is that poor soil and reduced water availability lead to crop failures, resulting in food shortages.
- 5 One effect of the loss of vegetation on the local climate is that when vegetation is destroyed, stored carbon is released, increasing local temperatures and weather extremes.

Activity 22.3

- 1 As individuals, learners design a short 4-step plan that a school or village could implement to start a tree-planting project aimed at reducing desertification.
- 2 Plans should be practical and consider available resources.
- 3 Selected learners share their plans with the class.

Model answer

- Step 1: Form a tree-planting committee with students and community members.
- Step 2: Identify suitable land for planting (school grounds, riverbanks, community land).
- Step 3: Source tree seedlings from forestry departments or grow them in a nursery.
- Step 4: Organize tree-planting days and establish a watering and protection schedule.

Exercise 22.3

- 1 Planting trees helps stop soil erosion because trees bind the soil with their roots and shade the ground, keeping it moist. Their roots hold the soil together, preventing wind and rain from washing or blowing it away.
- 2 Rotational grazing is moving animals between fields to allow grass to recover in previously grazed areas.
- 3 Rotational grazing benefits the land by allowing grass to regrow and preventing overgrazing, which helps maintain soil cover and prevents erosion.
- 4 A cover crop is a crop planted to protect and restore soil nutrients. When ploughed in, it adds organic matter to the soil.
- 5 One way rainwater harvesting improves water supply is by using techniques like check dams and efficient irrigation (such as drip irrigation) to store water in the soil and use it wisely.

Unit revision exercises

Multiple choice answers

- 1 B
- 2 B
- 3 D
- 4 D
- 5 C

Structured questions answers

- 1 Desertification is the process whereby once-fertile land becomes dry and unproductive. It is a problem for farmers because it reduces soil fertility, leading to poor crop yields, water shortages and potential loss of livelihood.
- 2 Three causes of desertification are:
 - Overgrazing – when too many animals feed on the same land, removing vegetation and leaving soil exposed to erosion.
 - Deforestation – large-scale cutting down of trees without replacement, which removes soil protection and accelerates degradation.
 - Over-cultivation – farming the same land repeatedly without restoring nutrients, causing soil exhaustion.
- 3 Two effects of desertification on people's livelihoods:
 - Crop failures lead to food shortages and potential famine, threatening survival and increasing poverty.
 - Water shortages develop as desertified land cannot retain water, affecting drinking water supplies and agriculture.

Long-term actions to address each effect

- For crop failures: Implement sustainable agriculture practices such as crop rotation and cover cropping to restore soil nutrients and improve yields.
- For water shortages: Establish rainwater harvesting systems and efficient irrigation methods to conserve and store water.
- 4 Contour ploughing works by ploughing across slopes (following the contour lines) rather than up and down. This creates ridges that slow water runoff and trap soil. It is useful on sloping land because it prevents water from rushing downhill and washing away topsoil, thereby reducing erosion and helping the land retain moisture and nutrients.

Topic 8

Managing human growth and development

Unit 23: Puberty

Unit objectives

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

- a describe different types of changes that occur to boys and girls at puberty.
- b discuss myths and misconceptions about puberty.

Suggested teaching and learning materials:

- PlusOne Social Science Learner's Book page 98–102.
- Heritage Based Curriculum (HBC) Junior Social Science syllabus.
- Charts showing puberty changes in boys and girls.
- Pictures or drawings illustrating stages of puberty.
- Flip charts and markers for myth presentations.

Teaching notes

- Puberty is the stage when a child begins to develop into an adult and becomes capable of reproduction.
- Adolescence refers to the transition from childhood to adulthood, usually between 10 and 19 years (WHO).
- The changes during puberty are grouped into physical, psychological and emotional changes.
- Puberty age varies due to genetics, nutrition, health and environment.
- Key physical changes in girls include breast development, menstruation (menarche) and widening hips.
- Key physical changes in boys include growth of genitals, deeper voice and wet dreams.
- Psychological changes include decision-making, problem-solving and establishing identity.
- Emotional changes may include mood swings, feeling misunderstood or romantic interest.

- There are many myths and misconceptions about puberty (for example, that menstruating girls should not cook).
- It is important to correct these through education and dialogue.

Suggested answers

Activity 23.1

In pairs or small groups, discuss how physical changes during puberty can affect self-esteem.

Model answer

- Physical changes like acne, body shape changes, or growth spurts can make some people feel self-conscious or uncomfortable about their appearance.
- Comparing oneself to peers who may develop at different rates can affect confidence and self-image.
- Understanding that these changes are normal and happen to everyone can help improve self-esteem.
- Support from family, friends and trusted adults is important during this time.

Exercise 23.1

- 1 A growth spurt is a rapid increase in height and weight that occurs during puberty. It happens during puberty because hormones trigger the body to grow quickly as it transitions from childhood to adulthood.
- 2 One physical change that occurs in boys during puberty is voice deepening (or shoulders broadening, or facial hair growth). One physical change that occurs in girls during puberty is breast development (or hips widening, or menstruation beginning).
- 3 Personal hygiene is important during puberty because increased sweating and oily skin can lead to body odor and acne. Daily bathing, using deodorant and keeping skin clean help maintain good health and confidence.

Activity 23.2

Write down a time when you felt a strong emotion during puberty. How did you handle it?

Model answer

- (This is a personal reflection exercise. Learners should share individual experiences if comfortable.)
- Example: 'I felt very angry when my friend teased me about my changing voice. I handled it by taking deep breaths and talking to my parent about how I felt.'

Exercise 23.2

- 1 Hormones affect your emotions during puberty by causing chemical changes in the body that can make feelings become much stronger and sometimes change quickly.
- 2 An example of a mood swing you might experience during puberty is feeling very happy one moment and then suddenly feeling sad, angry or frustrated the next, often for no clear reason.
- 3 It is normal to feel confused during puberty because you are going through many physical, emotional and social changes all at once. This confusion about who you are or what you want to be is a normal part of growing up and developing your identity.

Activity 23.3

In small groups, discuss how social changes during puberty can affect relationships with family and friends.

Model answer

- Seeking independence can create tension with parents who may still see you as a child, while you want more freedom.
- Friends become more important during puberty and you may prioritize them over family time, which can affect family relationships.
- Interest in romantic relationships can change friendship dynamics, as some friends may feel left out or relationships may become more complicated.
- Developing your own values may lead to disagreements with family or friends who have different beliefs.

Exercise 23.3

- 1 Friendships might change during puberty because your friends become extremely important, sometimes even more so than family. You may seek deeper connections and friend groups may shift based on shared interests, values or experiences.
- 2 Seeking independence can impact your relationship with your parents by creating tension or conflict. You may want more freedom to make your own decisions, while parents may still want to protect and guide you. Open communication and compromise help maintain a healthy relationship.
- 3 Some values you might start to develop during this time include beliefs about honesty, respect, fairness, responsibility, friendship, education, cultural identity, religion or personal goals and ambitions.

Activity 23.4

In pairs, discuss the myths mentioned above and determine whether they are true or false.

Model answer

- Myth 1: False - Puberty is a gradual process that takes several years.
- Myth 2: False - Both boys and girls experience emotional changes due to hormones.
- Myth 3: False - Bodily changes are normal and natural, not something to be embarrassed about.
- Myth 4: False - Development continues into young adulthood, not just until a certain age.

Exercise 23.4

- 1 One common myth about puberty is that puberty happens overnight (or that only girls experience emotional changes, or that you should be embarrassed about bodily changes or that puberty ends at a certain age).
- 2 It is important to understand the truth about puberty because myths and misconceptions can lead to confusion, embarrassment, or unnecessary worry. Accurate information helps you understand that the changes you are experiencing are normal, which reduces anxiety and helps you navigate this important developmental stage with confidence.

Unit revision exercises

Multiple choice questions

- | | |
|-----|-----|
| 1 A | 4 B |
| 2 C | 5 A |
| 3 D | |

Structured questions answers

- 1 Two physical changes that occur in boys during puberty are:
 - Voice deepening – the voice box grows larger, causing the voice to ‘crack’ before settling into a deeper, adult sound.
 - Shoulders broadening – the body shape changes as shoulders become wider and muscles grow bigger and stronger (or facial hair growth).
- 2 Emotional changes during puberty can affect friendships in several ways. Mood swings can make interactions unpredictable, causing misunderstandings or conflicts with friends. Increased sensitivity to others’ opinions can lead to hurt feelings or overreactions to comments. The development of stronger emotional attachments may cause jealousy or changes in friend dynamics. Interest in romantic relationships can shift priorities, making some friends feel neglected or left out.
- 3 One myth about puberty is that ‘puberty happens overnight.’ The correct information to dispel this myth is that puberty is actually a gradual process that takes several years to complete. Physical, emotional and social changes occur slowly over time, not suddenly. Everyone develops at their own pace and the changes happen in stages as the body transitions from childhood to adulthood.

Topic 9

Social etiquette

Unit 24: Acceptable behaviour at the workplace

Unit objectives

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

- a explain acceptable behaviour at the workplace.
- b demonstrate acceptable behaviour at the workplace.

Suggested teaching and learning materials

- PlusOne Social Science Grade 7 Learner's Book pages 103–105.
- Heritage Based Curriculum (HBC) Junior Social Science syllabus.
- Role-play cards.
- Posters illustrating workplace behaviour.

Teaching notes

- Social etiquette is the proper way to behave, especially at work.
- Good behaviour includes punctuality, respect, appropriate dress, avoiding gossip and respecting others' space.
- Punctuality means arriving on time.
- Respect means treating everyone kindly and valuing their input.
- Dress code is a set of rules about what is appropriate to wear.
- Gossiping is harmful talk about others and should be avoided.
- Being considerate means being thoughtful about others' needs and space.

Suggested answers

Activity 24.1

Dramatise a situation where someone shows good behaviour at work, like being respectful or arriving on time.

- 1 Divide learners into groups of 4–5.

- 2 Ask each group to create a short drama (3–4 minutes) showing good workplace behaviour.
- 3 Groups can choose scenarios: arriving on time, showing respect, dressing appropriately, avoiding gossip, being considerate.
- 4 Each group performs for the class.
- 5 Discuss what made the behaviour acceptable and professional.

Model answer

- Group A dramatises: A worker arrives on time for a meeting, greets colleagues respectfully, listens attentively and contributes positively.
- Group B dramatises: A worker helps a colleague, avoids interrupting when someone is busy and refrains from gossiping.
- Group C dramatises: A worker dresses appropriately, follows workplace rules and maintains a positive attitude.
- Class discusses how these behaviors create a good work environment.

Exercise 24.1

- 1 Punctuality.
- 2 Respect (or Treating others kindly and valuing their feelings).
- 3 Dress code (or Accepted dress code, Appropriate dressing).
- 4 Gossiping (or Talking negatively about others).
- 5 It means respecting their personal space, not interrupting them unless important, thinking about their feelings and needs (or being considerate, showing respect for their workspace).

Unit revision exercises

Multiple choice answers

- | | |
|-----|-----|
| 1 B | 4 B |
| 2 A | 5 D |
| 3 C | |

Structured questions answers

- 1 It is important to be on time for work because it shows you are responsible and care about your job.
- 2 You can show respect to a co-worker by listening when they talk, not interrupting, valuing their opinions, treating them with kindness and understanding.
- 3 You should wear clothes that are neat and suitable for the job to follow the dress code.
- 4 Gossiping is harmful in the workplace because it can hurt feelings and create a bad atmosphere.
- 5 You can respect a colleague's personal space by not interrupting them when they are working unless it is important.

Unit 25: Communication and assertive skills

Unit objectives

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

- a** explain communication and assertiveness.
- b** outline characteristics of assertive communication skills.

Suggested teaching and learning materials

- PlusOne Social Science Grade 7 Learner's Book pages 106–111.
- Heritage Based Curriculum (HBC) Junior Social Science syllabus.
- Posters or drawings.
- Scenario role-play cards.

Teaching notes

- Communication includes speaking, listening, writing and body language.
- Assertive communication is expressing yourself clearly while respecting others.
- Assertive people are confident, calm and clear in communication.
- They avoid aggressive or passive language and use “I” statements.
- Key skills include clarity, active listening, emotional intelligence and appropriate body language.
- Assertive communicators set boundaries and respect others' views.

Suggested answers

Activity 25.1

- 1** Present each situation to learners (borrowed book, misunderstood friend, etc).
- 2** Let learners role-play and express their feelings clearly and respectfully.
- 3** Discuss the assertive behaviours shown.

Model answers

- Situation 1: “You promised to return my book two weeks ago. I really need it back to study.”
- Situation 2: “Mum, I understand your concern, but I am not close to that classmate. I just walked with him today.”

Exercise 25.1

- 1** Expressing yourself clearly and respectfully.
- 2** Confidence, clarity, calmness.

- 3 Fear or aggression and openly.
- 4 Non-verbal cues include facial expressions, maintaining eye contact (or body posture, gestures, voice tone, alongside body language).

Unit revision exercises

Multiple choice answers

- 1 A
- 2 C
- 3 D
- 4 B
- 5 C

Structured questions answers

- 1 Assertiveness is expressing ideas respectfully and clearly; it improves communication.
- 2 It helps others know your limits and prevents discomfort.
- 3 Looking at the speaker and nodding.
- 4 Emotional intelligence is important in assertive communication because it involves being aware of your own emotions and those of others, allowing you to respond appropriately in conversations.
- 5 Body language can support your spoken message by using facial expressions that match your words, maintaining eye contact to show confidence, using appropriate posture and gestures.

Topic 10

Entitlements/Rights and responsibilities

Unit 26: Ownership of property

Unit objectives

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

- a** identify types of property.
- b** name types of property ownership documents.
- c** state types of property ownership.
- d** explain the importance of patent rights.

Suggested teaching and learning materials

- PlusOne Social Science Grade 7 Learner's Book pages 112–117.
- Heritage Based Curriculum (HBC) Junior Social Science syllabus.
- Property title samples, animal registration cards, copyright samples.
- Videos on land, housing and branding.

Teaching notes

- Property is a possession or asset a person or group owns.
- Property can be movable (for example, cars, furniture) or immovable (for example, land, houses).
- Ownership is proven through documents like title deeds, registration books, or patents.
- Property ownership types include: freehold, leasehold, communal, state, customary and joint ownership.
- Patent rights protect inventions. Other intellectual property includes copyrights and trademarks.
- Branding shows animal ownership and is conducted by veterinary services.

Suggested answers

Activity 26.1

In pairs, classify the following items as movable or immovable property: a car, a house, a bicycle, a piece of land, a smartphone and livestock.

- 1 Divide learners into pairs.
- 2 Provide the list of items to classify.
- 3 Pairs discuss and classify each item as either movable or immovable property.
- 4 Pairs share their classifications with the class.
- 5 Discuss the characteristics that make property movable or immovable.

Model answer

- Movable property: Car (can be driven to different locations), Bicycle (can be ridden or carried), Smartphone (can be easily moved), Livestock (animals can walk or be transported).
- Immovable property: House (fixed structure that cannot be moved), Piece of land (ground that stays in one place).
- Discussion: Movable property can be transported, while immovable property is permanently fixed in one location.

Exercise 26.1

- 1 Movable property refers to items that can be moved, such as vehicles and furniture.
- 2 Land and buildings that cannot be moved.
- 3 Land (or buildings, natural resources, houses, schools or any example of immovable property).

Activity 26.2

In small groups, research and present on one type of property ownership document not mentioned in this unit

- 1 Divide learners into small groups of 3–4.
- 2 Ask groups to research other property ownership documents (for example, lease agreements, land permits, business licenses, fishing licenses).
- 3 Groups prepare presentations including: what the document is, what it proves, who uses it, why it's important.
- 4 Each group presents to the class.

Model answer

- Group A researches: Lease agreement - A document showing someone rents property from the owner for a specific time and price. Used by tenants and landlords. Important because it protects both parties' rights.
- Group B researches: Business license - A document that gives permission to operate a business. Issued by local authorities. Important for legal business operations.
- Group C researches: Mining permit - A document giving rights to extract minerals from specific land. Important for legal mining operations.

Exercise 26.2

- 1 The purpose of a title deed is to prove that you are the true, legal owner of land and buildings on it.
- 2 A vehicle registration book is important because it proves legal ownership of a vehicle and provides important details like engine number and chassis number.
- 3 A stock card helps farmers by recording the number of animals they own and preventing stock theft.

Activity 26.3

Discuss in groups how patent rights and copyrights can encourage creativity and innovation in your community

- 1 Divide learners into groups of 4–5.
- 2 Ask groups to discuss how protecting ideas encourages people to create and invent.
- 3 Groups should consider: local inventors, musicians, writers, artists in their community.
- 4 Groups share examples and ideas with the class.

Model answer

- Group A discusses: If people know their inventions are protected, they will be more willing to create new things. For example, a local inventor who creates a solar-powered lamp would be encouraged to sell it if they know others can't copy it.
- Group B discusses: Musicians and artists would create more music and art if they know they will earn money from their work without others stealing it.
- Group C discusses: Patents encourage innovation because inventors know their hard work will be rewarded, leading to economic growth and new useful products.

Exercise 26.3

- 1 Patents are important for inventors because they give the inventor exclusive right to make, use and sell their invention.
- 2 Copyrights protect creative works by preventing others from copying songs, books, poems, movies or paintings without permission.

- 3 The purpose of animal branding in agriculture is to prove ownership of livestock and prevent stock theft.

Unit revision exercises

Multiple choice answers

- | | | | |
|---|---|---|---|
| 1 | B | 3 | C |
| 2 | A | 4 | D |

Structured questions answers

- 1 Title deeds, Vehicle registration books or stock cards or any two property ownership documents mentioned in teaching notes).
- 2 Patent rights are important for inventors because they give the inventor exclusive right to make, use and sell their invention for a set number of years, which encourages innovation and ensures their hard work will not be stolen.
- 3 Animal branding helps farmers protect their livestock by applying a unique permanent symbol registered with government that proves ownership.
- 4 Movable property includes items that can be easily transported like vehicles, furniture, electronics, clothing (examples: cars, chairs, smartphones). Immovable property includes land and permanently attached structures like buildings, houses, schools (Examples: land, house, factory). The main difference is that movable property can be relocated while immovable property is fixed in place.

Unit 27: Inheritance

Unit objectives

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

- a define inheritance.
- b explain concepts guiding inheritance.

Suggested teaching and learning materials

- PlusOne Social Science Grade 7 Learner's Book pages 81–84.
- Heritage Based Curriculum (HBC) Junior Social Science syllabus.
- Chart of inheritance flow (spouse → children).
- Copy of a simple will.

Teaching notes

- Inheritance means passing property/rights after death.
- Guided by the Deceased Estates Succession Act.
- First heirs: spouse and children.
- Wills state how estate should be shared.
- Heirship means being legally entitled to inherit.
- Institutions: Master of High Court, Legal Resources Centre, ZHRL.

Suggested answers

Activity 27.1

- 1 Form small groups.
- 2 Assign roles: testator, heirs, master of court.
- 3 Groups role-play the inheritance process.
- 4 Class discusses what was learnt.

Model answer

Will read aloud → heirs confirmed → estate shared by master.

Exercise 27.1

- 1 Passing on property after death.
- 2 Master of High Court.
- 3 ZHRL, Legal Resources Centre.
- 4 Must be written, signed by testator.
- 5 Right to inherit property.

Unit revision exercises

Multiple choice answers

- 1 D
- 2 C
- 3 B
- 4 C
- 5 D

Structured questions answers

- 1 Practice of passing property after death.
- 2 Master of High Court.
- 3 ZHRL, Legal Resources Centre.

- 4 Must be signed, have witnesses.
- 5 Right to inherit legally.

Unit 28: Indigenous institutions and domestic legislation on gender equity

Unit objectives

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

- a name indigenous institutions that promote gender equity.
- b explain the importance of gender equity.

Suggested teaching and learning materials

- PlusOne Social Science Grade 7 Learner's Book pages 122–126.
- Heritage Based Curriculum (HBC) Junior Social Science syllabus.
- Constitution excerpts.
- Images of Mbuya Nehanda, Msasa Project, Women's Bank.
- Charts of women's roles.

Teaching notes

- Gender equity is fair treatment of all genders.
- Indigenous institutions like Musasa Project, Women's Bank and Women's University of Africa promote equity.
- Legal framework: Constitution Section 17.
- Encourages equal participation in leadership and access to resources.
- Indigenous practices also value women: spirit mediums, diviners, caregivers.
- Contemporary society promotes equity to empower women economically, politically and socially.

Suggested answers

Activity 28.1

In groups, discuss ways of promoting gender equity in society.

- 1 Divide learners into groups of 4–5.
- 2 Ask groups to brainstorm and list ways to promote gender equity.
- 3 Groups share their ideas with the class.
- 4 Create a class chart of all ways to promote gender equity.

Model answer

- Group A suggests: Equal education opportunities for boys and girls, encouraging girls to pursue careers in science and technology, having women in leadership positions.
- Group B suggests: Equal pay for equal work, removing gender stereotypes, teaching boys and girls to respect each other, providing financial support to women entrepreneurs.
- Group C suggests: Implementing laws that protect women's rights, creating awareness programs about gender equality, supporting women's savings groups, ensuring equal representation in government.

Exercise 28.1

1 B

2 C

3 Financial access: They provide women with a safe and reliable way to save money and access small loans without needing collateral or formal bank accounts.

Business capital: The loans allow women to start small businesses, buy farming inputs, or invest in income-generating activities.

Decision-making power: By earning and controlling their own income, women gain confidence and greater influence over household financial decisions, leading to economic independence.

4 Savings groups often involve both genders in the process of community development projects. They might pool resources or work jointly on community-wide economic initiatives, promoting cooperation and shared responsibility for community wealth. (Alternatively, the group may encourage shared household financial planning.)

5 Poverty reduction: Women often reinvest their earnings into their children's education, health, and nutrition, improving the family's well-being and helping to lift the entire family out of poverty.

Equality and respect: Earning their own income gives women greater respect within the family and the community, helping to promote gender equity.

Empowerment: It gives women the ability to take care of themselves and their families, reducing their vulnerability and dependence on others.

Activity 28.2

In pairs, discuss the importance of gender equity.

1 Divide learners into pairs.

2 Ask pairs to discuss why gender equity is important in both traditional and modern society.

3 Pairs share their discussions with the class.

4 Summarise the key importance of gender equity.

Model answer

- Pair A discusses: Gender equity is important because it ensures women have equal opportunities in leadership, education and property ownership. It helps build stronger economies and improves quality of life.
- Pair B discusses: In traditional society, women played important roles as spirit mediums, healers and advisors. In modern society, gender equity removes discrimination and ensures women are independent.
- Pair C discusses: Gender equity provides role models for girls, reduces conflicts and ensures fair distribution of resources. It helps the country have a variety of human resources.

Exercise 28.2

- 1 Gender equity is the process of allocating resources, programmes and decision-making fairly to both males and females without any discrimination based on sex.
- 2 Gender stereotypes, Discrimination based on sex (or cultural and social myths, lack of equal provision of resources, gender bias, or any two problems that affect gender equity).
- 3 Women act as spirit mediums, Women partake in ritual action (or Women act as babakadzi, Women as healers, Diviners who foretell the future, Mothers valued for nurturing children, or any two roles mentioned in teaching notes).
- 4 Gender equity in contemporary society ensures women have leadership roles and are involved in decision-making, improves quality of life, builds stronger economies, makes women independent, removes stigma and discrimination, provides variety of human resources and helps girls deal with health issues (or any importance mentioned in teaching notes).

Unit revision exercises

Multiple choice answers

- | | |
|-----|-----|
| 1 A | 4 B |
| 2 A | 5 A |
| 3 A | |

Structured questions answers

- 1 Gender is the social construction of what a male and female is.
- 2 Gender equity is the process of allocating resources, programmes and decision-making fairly to both males and females without any discrimination based on sex.
- 3 Community savings groups (VSLAs), Zimbabwe Gender Commission.
- 4 Encouragement of positive behaviours on both boys and girls. Equal provision of resources.

Topic 11

Health

Unit 29: Drug and substance abuse

Unit objectives

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

- a** state risks associated with substance abuse.
- b** identify ways of avoiding drug and substance abuse.
- c** outline support systems for people abusing drugs and substances.

Suggested teaching and learning materials

- PlusOne Social Science Learners book page 140–146.
- Heritage Based Curriculum (HBC) Junior Social Science syllabus.
- Posters/images of commonly abused substances.
- Charts showing health effects of drug abuse.
- Directory templates for support services.

Teaching notes

In this unit, learners explore the serious effects of drug and substance abuse. They are guided to understand the psychological, physical and social risks of abusing drugs like marijuana, cocaine and alcohol. The unit encourages learners to reflect on positive lifestyle choices and support systems available for rehabilitation. Focus areas include:

- **Risks of drug and substance abuse:** Addiction, hallucinations, impaired judgment, school failure, mental illness, aggression and antisocial behaviour.
- **Prevention strategies:** Avoiding peer pressure, positive peer groups, structured activities, education, counselling and school monitoring.
- **Support systems:** School counsellors, chaplains, rehabilitation centres (St Giles, Ruwa), Alcoholics Anonymous and police drug units.

Suggested answers

Activity 29.1

Drugs in schools and solutions

- 1 Divide class into small discussion groups.
- 2 Ask each group to list drugs abused in schools (marijuana, broncleer).
- 3 Discuss possible suppliers (peers, vendors, older students).
- 4 Guide learners to brainstorm strategies to maintain drug-free schools.
- 5 Let each group present their findings and proposed solutions.

Model answers

- **Drugs:** Marijuana, Broncleer, Alcohol, Inhalants (glue)
- **Suppliers:** Peers, illegal vendors, external drug dealers
- **Solutions:**
 - Spot checks.
 - Drug-free school policies.
 - Counselling programs.
 - Involving parents.
 - Awareness campaigns.

Exercise 29.1

Classification and matching

- 1 Psychological risks:
 - Hallucinations
 - Aggression
 - Mental illness
 - Mood swings
 - Loss of self-control.
- 2 Physical risks:
 - Weakened immune system.
 - Liver damage.
 - Low grades.
 - Weight loss/gain.
 - Scruffiness
- 3 Matching examples:
 - Overdose – Cocaine
 - Memory loss – Marijuana
 - Liver damage – Alcohol

Activity 29.2

Role-play on peer pressure

- 1 Pair or group learners to dramatise a situation where a learner is being pressured to try drugs.
- 2 Encourage groups to perform both the pressure situation and how the learner responds.
- 3 Lead a class discussion after each presentation.
- 4 Let learners list more ways of resisting peer pressure.

Model answers

- Say “No” firmly
- Walk away
- Suggest another activity
- Use humour
- Seek adult support

Exercise 29.2

- 1 Poor concentration in class.
Declining grades or academic failure.
Increased absenteeism or dropping out of school.
- 2 It causes conflict and isolation from family and non-using friends.
The individual associates only with other drug users.
It may lead to criminal activity.
- 3 Severe damage to vital organs (for example, liver, heart).
Development of chronic mental health issues (for example, psychosis, severe depression).
- 4 Drug use severely affects the ability to think clearly and assess risks, causing the person to engage in dangerous behaviours like reckless driving or unsafe activities, resulting in accidents.
- 5 Addiction consumes the user’s energy and motivation, leading them to prioritise drug use over all basic personal care responsibilities like hygiene and appearance.

Activity 29.3

Support services

- 1 Assign learners in groups to research support centres (using internet or teacher-provided resources).
- 2 Let each group collect name, address and contact details of one centre.
- 3 Collate class findings into a wall directory or class poster.

Model support directory examples

- **St Giles Rehab Centre** – Harare, Tel: 0242 707272
- **Ruwa Rehabilitation Centre** – Ruwa, Tel: 0242 213385
- **Alcoholics Anonymous** – Nationwide, Tel: 0772 121 148
- **Anti-Drug Abuse Association** – Harare, Tel: 0242 794384

Exercise 29.3

- 1 Antisocial behaviour:
 - Truancy
 - Stealing
 - Fighting
 - Selling possessions.
- 2 Marijuana as medicine:
 - Prescribed for chronic pain, epilepsy, or anxiety under strict medical supervision
- 3 General effects:
 - Health issues.
 - Academic failure.
 - Social isolation.
 - Crime involvement.

Unit revision exercises

Multiple choice answers

- | | |
|-----|-----|
| 1 D | 4 A |
| 2 D | 5 A |
| 3 C | |

Structured question answers

- 1 Organ damage (liver, heart).
Severe mental health issues.
Addiction/dependence.
- 2 Provides emotional support and a safe environment.
Helps the individual follow treatment plans.
- 3 Provide confidential guidance and screening.
Connect students with professional treatment services.
- 4 Saying “No” firmly: Use assertive communication to decline.
Choosing positive friends: Associate with peers who share healthy goals.
- 5 Provides encouragement and shared experience.
Offers accountability and a network to prevent relapse.

Unit 30: Sexually transmitted infections (STIs)

Unit objectives

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

- a** explain common symptoms of STIs.
- b** state effects of STIs.
- c** identify ways of preventing STIs.

Suggested teaching and learning materials

- PlusOne Social Science Grade 7 Learner's Book pages 133–137.
- Heritage Based Curriculum (HBC) Junior Social Science syllabus.
- Charts showing common STIs and their symptoms.
- Posters about STI prevention methods.
- ICT tools (educational videos on STI awareness, prevention and health education).
- Information pamphlets from health clinics.

Teaching notes

STIs are infections passed through sexual contact. They can affect the genitals, mouth or other body parts. Some show symptoms, while others do not, but all can cause serious health problems if untreated.

Common STIs and symptoms

- **Syphilis:** Bacterial; starts with painless sores, then rash, fever and tiredness. If untreated, it can damage organs.
- **Gonorrhea:** Causes discharge, pain when urinating and pelvic pain.
- **Chlamydia:** Often no symptoms; may cause discharge and pain; can lead to infertility.
- **HPV:** Causes genital warts and can lead to cervical cancer.
- **Herpes:** Painful blisters; lifelong with recurring outbreaks.

Effects

- **Health:** Infertility, higher HIV risk, pregnancy problems, cancer, organ damage and chronic pain.
- **Emotional/Social:** Shame, anxiety, relationship problems and reduced quality of life.

Prevention

- Abstain from sex.
- Be faithful to one uninfected partner.

- Avoid drugs and alcohol.
- Use condoms correctly.
- Get tested regularly.
- Get vaccinated (HPV, Hepatitis B).
- Seek early treatment and learn about safe sexual practices.

Suggested answers

Activity 30.1

- 1 Give learners time to research effects of STIs using textbooks, health pamphlets, or supervised internet access.
- 2 Learners should focus on both health and social/emotional effects.
- 3 Each learner prepares brief notes on their findings.
- 4 Conduct a class discussion where learners share what they learned.
- 5 Compile a comprehensive list on the board.

Model answer

- Learner A shares: STIs can cause infertility in both men and women by damaging reproductive organs. They can also increase the risk of getting HIV.
- Learner B shares: STIs can cause emotional effects like anxiety, depression and feelings of shame. They can damage relationships and trust between partners.
- Learner C shares: Some STIs like HPV can cause cancer later in life. Pregnant women with STIs can pass infections to their babies, causing blindness or other problems.
- Learner D shares: Untreated syphilis can damage the heart and brain. STIs can cause chronic pain and reduce quality of life.
- Class discussion: Emphasise that early detection and treatment can prevent many of these effects and that seeking medical help is important.

Exercise 30.1

- 1 Painless sores on the genitals, mouth, or anus, Rashes on the body (or Fever, Sore throat, Swollen lymph nodes..
- 2 In men: Discharge from the penis, pain while urinating or swollen testicles. In women: vaginal discharge, pain in the lower abdomen/pelvic pain or burning when urinating.
- 3 Chlamydia.

Activity 30.2

A two-column chart with Column 1: Health effects (with examples) and Column 2: Social/emotional effects (with examples). Then discuss in pairs why early treatment is important for each effect

- 1 Provide learners with chart paper or have them draw charts in their notebooks.
- 2 Learners work individually or in pairs to create the two-column chart.
- 3 List health effects in one column and social/emotional effects in the other.
- 4 After completing charts, pairs discuss why early treatment is important.
- 5 Share findings with the class.

Model answer

Column 1: Health effects

- Infertility (difficulty having children).
- Higher risk of HIV infection.
- Pregnancy complications (low birth weight, premature birth, blindness in newborns).
- Cancer risks (cervical, throat, anal cancer from HPV).
- Chronic pain and discomfort.
- Organ damage (heart, brain, joints).

Column 2: Social/Emotional effects

- Stigma and embarrassment.
- Anxiety and depression.
- Problems in relationships (loss of trust, arguments, breakups).
- Reduced quality of life.
- Fear of spreading infection to others.
- Social isolation.

Why early treatment is important

- Health effects: Early treatment prevents permanent damage like infertility, stops the spread of infection, reduces risk of HIV, prevents cancer development and protects babies during pregnancy.
- Social/emotional effects: Early treatment reduces worry and anxiety, prevents relationship problems, reduces stigma by showing responsibility, improves quality of life and allows people to live normally.

Exercise 30.2

- 1 Infertility (difficulty having children), higher risk of HIV infection, pregnancy and birth complications, cancer risks, chronic pain and discomfort, organ damage or any three health effects mentioned in teaching notes.
- 2 Stigma and embarrassment, anxiety and depression, problems in relationships, reduced quality of life.
- 3 It is important to know both health and social effects of STIs because it helps people understand the full impact of infections, make responsible decisions, seek treatment early, protect their physical and mental health.

- 4 STIs can affect pregnancy by causing low birth weight, premature birth, blindness in newborns, stillbirth or passing infections to the baby during birth.

Activity 30.3

- 1 Assign learners to research two different prevention methods.
- 2 Learners should explain why each method is important and how it works.
- 3 Learners prepare brief presentations.
- 4 Each learner or pair shares findings with the class.
- 5 Discuss which methods are most effective and why combining methods is best.

Model answer

- Learner A researches: **Abstinence** - This is the most reliable way to prevent STIs because if you don't have sex, you can't get sexually transmitted infections. It's 100% effective and also prevents pregnancy. **Regular testing** - This is important because some STIs show no symptoms. Testing detects infections early so they can be treated before causing serious problems like infertility or spreading to partners.
- Learner B researches: **Faithfulness to one uninfected partner** - Being loyal to one partner who is also faithful reduces exposure to infections. If both partners are uninfected and remain faithful, they protect each other. **Vaccination** - HPV and Hepatitis B vaccines protect against specific infections that can cause cancer and liver damage. Getting vaccinated before becoming sexually active provides the best protection.
- Learner C researches: **Using protection (condoms)** - Correct and consistent use of condoms creates a barrier that prevents STIs from passing between partners. It is one of the most effective methods for sexually active people. **Avoiding drugs and alcohol** - When impaired, people make poor decisions and may engage in risky sexual behaviour they would not otherwise choose. Staying sober helps maintain good judgment.
- Class discussion: Abstinence is safest, but for those who are sexually active, combining methods like faithfulness, condom use, vaccination and regular testing provides the best protection.

Exercise 30.3

- 1 Abstinence (choosing not to have sex).
- 2 Using protection means correct and consistent use of condoms, which create a barrier that prevents STIs from passing between partners during sexual activity.
- 3 Young people should avoid cross-generational sex because it protects them from high-risk exposure to infections, older partners may have more sexual history and higher infection rates, it prevents exploitation.
- 4 Use protection (condoms), be faithful to one uninfected partner, get regular testing (or get vaccinated for HPV and Hepatitis B, avoid drugs and alcohol, seek medical help promptly if symptoms appear).

Unit revision exercises

Multiple choice answers

- | | | | |
|---|---|---|---|
| 1 | B | 5 | B |
| 2 | A | 6 | C |
| 3 | B | 7 | C |
| 4 | B | 8 | B |

Structured questions answers

- 1 Untreated STIs can affect future fertility by causing damage to reproductive organs.
- 2 STIs can impact relationships by causing loss of trust between partners and leading to arguments or breakups.
- 3 Education about STIs is important for young people because it helps them make informed and responsible decisions about their sexual health, understand how infections spread and how to prevent them.
- 4 Two possible consequences of not seeking treatment for an STI are development of serious health complications like infertility, organ damage or increased risk of HIV infection.

Unit 31: Communicable and non-communicable diseases

Unit objectives

By the end of the unit, learners should be able to:

- a list communicable and non-communicable diseases.
- b explain management of communicable and non-communicable diseases.

Suggested teaching and learning materials

- PlusOne Social Science Learners Book page 138–142.
- Heritage Based Curriculum (HBC) Junior Social Science syllabus.
- Chart with communicable and non-communicable disease.

Teaching notes

- Communicable diseases are illnesses that can be transmitted from person to person through air, contact with blood, saliva, excretions or other body fluids. Examples include malaria, HIV/AIDS, cholera and tuberculosis. These are caused by microorganisms such as viruses, bacteria, protozoa and fungi.

- Non-communicable diseases, on the other hand, are not infectious. They cannot be passed from one person to another. They are often associated with poor lifestyle choices such as lack of exercise, poor diet, smoking and alcohol consumption. Examples include diabetes, hypertension, asthma and cancer.

Suggested answers

Activity 31.1

- 1 Divide learners into groups.
- 2 Assign each group a non-communicable disease (for example, diabetes, cancer).
- 3 Ask groups to find out causes and lifestyle factors.
- 4 Let each group present their findings.

Model answers

- Diabetes: Caused by poor diet and obesity.
- Hypertension: Caused by stress, high salt intake and lack of exercise.

Exercise 31.1

- 1 A disease spread from one person to another.
- 2 A disease that is not spread between people.
- 3 Through air, blood, bodily fluids, direct contact.

Activity 31.2

Ways to manage communicable and non-communicable diseases in communities and how people can stay healthy.

- 1 Organise learners into two large groups.
- 2 Group A discusses management of communicable diseases.
- 3 Group B discusses management of non-communicable diseases.
- 4 List responses on board under two headings.

Model answers

- Keep surroundings clean, wash hands often, use clean water, get vaccinated, eat healthy food, avoid sharing personal items and go for health check-ups.
- Communicable: handwashing, vaccination, isolation.
- Non-communicable: balanced diet, regular exercise, avoid smoking.

Exercise 31.2

- 1 **Handwashing:** Removes germs and stops them from spreading.
- 2 **Vaccines:** Help the body build protection against diseases.

- 3 **Fruits and vegetables:** Provide vitamins that boost the immune system.
- 4 **Staying home when sick:** Stops germs from spreading to others.
- 5 **Health check-ups:** Help detect and treat diseases early.

Unit revision exercises

Multiple choice answers

- | | | | |
|---|---|----|---|
| 1 | B | 6 | B |
| 2 | A | 7 | C |
| 3 | D | 8 | A |
| 4 | A | 9 | D |
| 5 | A | 10 | A |

Structured questions answers

- 1 Use mosquito nets, drain stagnant water, take anti-malarial drugs.
- 2 Exercise, reduce salt intake, manage stress.
- 3 Helps determine healthy weight and disease risk.
- 4 Smoking, overeating, lack of exercise, drinking alcohol.

Unit 32: HIV and AIDs

Unit objectives

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

- a state ways of living positively with HIV.
- b discuss negative effects of stigma and discrimination in relation to HIV and AIDS.

Suggested teaching and learning materials

- PlusOne Social Science Learners Book page 143–147.
- Heritage Based Curriculum (HBC) Junior Social Science syllabus.
- A chart with effects of stigma and discrimination in relation to HIV and AIDS.

Teaching notes

HIV is a communicable disease spread through unprotected sex, infected blood transfusion, sharing of sharp objects, or from mother to child. People living with HIV (PLHIV) can live long, productive lives through antiretroviral therapy (ART), good nutrition, rest and exercise. Stigma and discrimination negatively affect PLHIV by reducing their self-esteem and discouraging treatment-seeking behavior.

Suggested answers

Activity 32.1

- 1 Invite a guest speaker or use an article/video of a person living positively with HIV.
- 2 Facilitate a class discussion on habits that promote healthy living with HIV.
- 3 Ask learners to brainstorm ways of spreading this information in communities.

Model answers

- Balanced diet, adherence to ART, rest, psychosocial support.
- Posters, dramas, radio messages, peer education.

Exercise 32.1

- 1 Helps person start treatment and live positively.
- 2 Fresh fruits, vegetables, lean protein.
- 3 Boosts immune system and reduces stress.

Activity 32.2

Research about ART

- 1 Ask learners to find out how ART works and any new developments.
- 2 Learners write short reports.
- 3 Conduct class discussion on importance of ART.

Model answers

- How ART works: ART medicines stop HIV from multiplying in the body, lower viral load to undetectable levels, help immune system stay strong, prevent progression to AIDS, reduce transmission risk to others.
- Importance: Allows people to live long healthy lives, prevents opportunistic infections, enables people to work and have families, reduces community transmission.
- Recent developments: Long-acting injectable ART (given every 2 months instead of daily pills), improved side effect profiles, research on HIV vaccines, cure research studies, PREP for prevention.

Exercise 32.2

- 1 HIV
- 2 Fruits and vegetables.
- 3 Improves health, boosts mood, reduces stress and strengthens immune system
- 4 Sleep helps the body recover and strengthen the immune system.
- 5 7–9 hours.

Unit revision exercises

Multiple choice answers

- 1 D
- 2 B
- 3 C
- 4 D
- 5 B
- 6 A

Structured questions answers

- 1 ART lowers viral load, improves immunity, reduces transmission risk.
- 2 Sharing food, hugging and using toilets do not transmit HIV.
- 3 Healthy diet, exercise, ART, rest, safe sex.
- 4 Strong immune system fights infections better, allows body to stay healthy, prevents opportunistic diseases, helps ART work effectively and enables normal life activities.
- 5 Causes isolation, depression, poor health-seeking behaviour.

Unit 33: First Aid

Unit objectives

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

- a state steps to take when dealing with emergency cases.
- b explain the importance of reporting any emergency to an adult.
- c outline indigenous ways of attending to emergencies.

Suggested teaching and learning materials

- Grade 7 Social Science Learner's book pages 148–155.
- Heritage Based Curriculum (HBC) Junior Social Science syllabus.
- First aid box (real or illustration).
- Posters on First Aid steps.
- Role-play cards for emergency scenarios.

Teaching notes

- First aid is immediate help given to a sick or injured person before professional help arrives.

- It helps preserve life, prevent the condition from worsening and promote recovery.
- Emergencies may include bleeding, burns, seizures, poisoning, or choking.
- It is important to stay calm and follow key steps when providing First Aid.
- Adults should be alerted quickly as they can provide more support or call for help
- Indigenous emergency responses may include herbal remedies, community alert systems or traditional healers.

Suggested answers

Activity 33.1

Role-play on poisoning

- 1 Divide learners into groups and assign roles (victim, helper, bystander).
- 2 Present a scenario: A learner accidentally swallows poison.
- 3 Learners dramatise how to assess the situation, call for help and stay calm.
- 4 After each presentation, guide a class discussion on what was done correctly.

Model answer

- Assess the scene for safety.
- Call for help.
- Identify the substance if possible.
- Keep the person calm and seated.
- Do not give anything to eat or drink.
- Wait for help while monitoring the victim.

Exercise 33.1

- 1 Preserve life, prevent further harm, promote recovery.
- 2 So adults can provide help and contact emergency services.
- 3 Apply pressure, raise injured limb, keep person calm.
- 4 Follow school drill: walk calmly, do not panic, gather at assembly point.

Activity 33.2

- 1 Provide cards describing different emergencies (burns, bleeding, seizure).
- 2 Learners perform correct first aid steps for each case.
- 3 Allow groups to perform and explain actions.

Model answer

- Bleeding: Press wound, raise limb.
- Burns: Cool burn, do not apply oils, cover loosely.
- Seizure: Remove harmful objects, loosen clothes, do not insert objects in mouth.

Exercise 33.2

- 1 Sudden large dose of poison causing serious symptoms.
- 2 Back blows and abdominal thrusts until object is out.
- 3 Stop burning, cool area, protect with clean cloth, manage pain.
- 4 It helps identify medical condition for correct treatment.

Unit revision exercises

Multiple choice answers

- | | | | |
|---|---|---|---|
| 1 | A | 5 | A |
| 2 | D | 6 | D |
| 3 | C | 7 | A |
| 4 | B | 8 | A |

Structured questions answers

- 1 Preserve life, prevent harm, promote recovery.
- 2 Adults know how to help, call for services, calm the situation.
- 3 Remove source, cool area, protect skin, seek help.
- 4 So correct first aid is given quickly.
- 5 Helps keep calm, avoid panic, think clearly to save lives.

Topic 12

Career guidance

Unit 34: Study skills

Unit objectives

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

- a** identify ways of preparing for examinations.
- b** describe ways of managing homework.
- c** explain the importance of preparing for examinations and following a timetable.

Suggested teaching and learning materials

- PlusOne Social Science Grade 7 Learner's Book pages 156–160.
- Heritage Based Curriculum (HBC) Junior Social Science syllabus.
- Posters showing study timetables and learners studying.
- Sample exam papers and schedules.
- Chart paper for drawing study timetables.

Teaching notes

- Study skills help learners prepare effectively for assessments and manage their learning time.
- Managing homework includes setting a regular study area and time, avoiding distractions and planning tasks.
- Preparing for exams requires practice, understanding the format and managing anxiety.
- A study timetable ensures time is used efficiently, reducing stress and improving performance.

Suggested answers

Activity 34.1

- 1** Provide learners with templates or blank weekly planners.
- 2** Guide learners to identify a suitable study area at home.

- 3 Help learners set realistic daily study times.
- 4 Teach learners to prioritise assignments by urgency and difficulty.
- 5 Learners create personalised one-week homework plans.

Model answer

- **Study area:** Desk in bedroom (quiet, well-lit, all supplies ready).
- **Daily study times:** Monday-Friday 5:00-7:00 pm, Saturday-Sunday 9:00-11:00 am
- **Prioritised assignments:**
 - Monday: Mathematics homework (urgent, due Tuesday), Science reading.
 - Tuesday: English essay (challenging), Social Science notes.
 - Wednesday: Mathematics practice problems, Shona/Ndebele homework.
 - Thursday: Science project work, Religious Studies notes.
 - Friday: Review week's work, prepare for next week.
 - Saturday: Long-term projects, extra reading.
 - Sunday: Revision, organise materials for next week.

Exercise 34.1

- 1 Reduces distractions and improves concentration, Provides organised space with all necessary materials.
- 2 Forms good study habits and ensures consistent learning progress.
- 3 To complete urgent or challenging assignments first and manage time effectively.
- 4 Switch off television or phone during study time (or close door to prevent interruptions, Use quiet space).
- 5 Makes work feel less overwhelming and easier to complete.

Activity 34.2

- 1 Divide learners into pairs.
- 2 Ask pairs to brainstorm exam preparation activities.
- 3 Pairs create lists of at least five preparation strategies.
- 4 Pairs share their lists with the class.
- 5 Compile a comprehensive class checklist.

Model answer examination preparation checklist:

- 1 Practice past examination papers for all subjects.
- 2 Create summary notes and flashcards for difficult topics.
- 3 Review all class notes and textbooks systematically.
- 4 Create and follow a study timetable covering all subjects.
- 5 Form study group to discuss challenging concepts.
- 6 Get adequate sleep (8 hours) every night.

- 7 Eat healthy foods and stay hydrated.
- 8 Exercise regularly to reduce stress.
- 9 Identify weak areas and seek teacher help.
- 10 Organise study materials and exam supplies.

Exercise 34.2

- 1 Helps become familiar with question styles and manage time effectively.
- 2 Reinforces key facts and helps understand concepts better.
- 3 Helps remember key points quickly.
- 4 Understanding allows application of knowledge to different situations and better problem-solving.
- 5 Practise past papers to identify weak topics needing more revision.

Activity 34.3

A study timetable for the upcoming week, including: subjects to study, study sessions, breaks

- 1 Provide learners with blank weekly timetable templates.
- 2 Guide learners to list all subjects needing study time.
- 3 Help learners allocate time slots for each subject.
- 4 Ensure breaks are included every 30-40 minutes.
- 5 Learners create personalised weekly study timetables.

Model answer: Weekly study timetable

Monday-Friday (After school):

- 5:00-5:40PM: Mathematics (40 min)
- 5:40-5:45PM: Break (5 min)
- 5:45-6:25PM: English (40 min)
- 6:25-6:30PM: Break (5 min)
- 6:30-7:00PM: Science (30 min)

Saturday

- 9:00-9:40AM: Social Science (40 min)
- 9:40-9:45AM: Break (5 min)
- 9:45-10:25AM: Shona/Ndebele (40 min)
- 10:25-10:30AM: Break (5 min)
- 10:30-11:00AM: Religious Studies (30 min)

Sunday

- 9:00-10:00AM: Revision of weak subjects (60 min)
- 10:00-10:10AM: Break (10 min)
- 10:10-11:00AM: Practice past papers (50 min)

Exercise 34.3

- 1 Set up homework-friendly area, schedule regular study times, prioritise tasks, break big tasks into smaller steps, minimise distractions or take short breaks).
- 2 Helps become familiar with question styles, trains time management and shows topics needing more revision.
- 3 Highlighting key points, summarising in own words, taking notes, making flashcards, asking questions while reading.
- 4 Organises time and balances subjects, Includes rest breaks and prevents burnout.
- 5 Taking breaks or getting adequate sleep.

Unit revision exercises

Multiple choice answers

- 1 B
- 2 A
- 3 B
- 4 C
- 5 A

Structured questions answers

- 1 Set up homework-friendly area, Schedule regular study times, Prioritise tasks (or any three strategies mentioned in teaching notes).
- 2 Helps become familiar with question styles, trains time management during real exams and shows which topics need more revision.
- 3 Reading reinforces key facts and definitions, helps understand concepts rather than just memorizing and fills knowledge gaps.
- 4 A study timetable prevents time wastage, helps prioritize tasks, promotes good habits like punctuality, maximizes study sessions and includes necessary breaks.
- 5 Understanding concepts allows application to different situations, enables better problem-solving and provides deeper knowledge than memorisation alone.

Unit 35: Financial literacy

Unit objectives

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

- a define financial literacy.
- b explain the importance of financial literacy.

Suggested teaching and learning materials

- PlusOne Social Science Grade 7 Learner's Book pages 161–164.
- Heritage Based Curriculum (HBC) Junior Social Science syllabus.
- Sample budgets and financial statements.
- Charts showing components of gross and net profit.
- Posters on saving and investment tips.

Teaching notes

- Financial literacy involves understanding and managing personal or business finances.
- Key elements include budgeting, saving, investing and understanding financial statements. Gross profit is the income left after subtracting the cost of goods sold.
- Net profit is what remains after all expenses have been deducted.
- Financial statements like profit and loss accounts help assess financial health.

Suggested answers

Activity 35.1

Learners may give answers like:

- To avoid wasting money, debt, financial stress and making sure you do not spend more than you earn.
- To be able to save for the future goals like education , buying a house or starting a business.
- To make smart spending decisions.

Exercise 35.1

- 1 It is the knowledge and skills to manage money well.
- 2 It helps people create and stick to a budget.
- 3 Financial literacy helps someone start a business by teaching them to read and interpret financial documents, manage expenses, understand profit and loss, make informed financial decisions and run the business without incurring losses.

Unit revision exercises

Multiple choice answers

- | | | | |
|---|---|----|---|
| 1 | B | 6 | B |
| 2 | C | 7 | A |
| 3 | A | 8 | C |
| 4 | C | 9 | B |
| 5 | D | 10 | D |

Structured questions answers

- 1 Financial literacy is the knowledge and skills needed to manage money effectively, including creating budgets, saving, investing and understanding financial statements.
- 2 Helps create and stick to a budget, enables effective saving and investing, improves understanding of loans and credit or aids in making informed financial decisions, supports long-term financial stability and independence.
- 3 A budget helps manage finances by tracking income and expenses, ensuring you do not overspend and allowing you to plan for savings and future goals.
- 4 Financial statements help make informed decisions by providing an overview of financial status, showing income and expenses, revealing profit or loss and helping identify areas for improvement in spending or saving.

Unit 36: Choosing a career

Unit objectives

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

- a identify career choices.
- b discuss qualifications for various careers.
- c participate in job shadowing experiences.

Suggested teaching and learning materials

- PlusOne Social Science Learner's Book pages 165–170.
- Heritage Based Curriculum (HBC) Junior Social Science syllabus.
- Charts on careers and qualifications.
- Video clips or posters on job shadowing.
- Career guidance leaflets.

Teaching notes

- Career choice is an important decision based on interests, skills, personality and life goals.
- Learners should consider personal experiences, personality traits and strengths when choosing a career
- Career qualifications include both academic grades and personal qualities like creativity, communication skills, or mechanical ability.
- Job shadowing is an effective way to learn about a career by observing someone on the job.

Suggested answers

Activity 36.1

- 1 Give learners time for individual reflection on the three questions.
- 2 Learners write their responses in notebooks or on worksheets.
- 3 Optional: Pair-share where learners discuss answers with a partner.
- 4 Class discussion where volunteers share their career path ideas.
- 5 Emphasize that ideal careers align with interests and skills.

Model answer

- Learner A reflects: (1) I love playing football and helping younger children learn sports. (2) I am good at Physical Education, Mathematics and working with people. (3) I want to help young people stay healthy and active. Possible careers: Sports coach, Physical Education and Arts teacher, Sports physiotherapist.
- Learner B reflects: (1) I love drawing and creating designs. (2) I am good at Art, understanding space and thinking creatively. (3) I want to design beautiful buildings for my community. Possible careers: Architect, Interior designer, Graphic designer.
- Learner C reflects: (1) I love helping people when they are sick or hurt. (2) I am good at Biology, listening to others and staying calm. (3) I want to improve health care in rural areas. Possible careers: doctor, nurse, pharmacist, community health worker.

Exercise 36.1

- 1 Science (Biology), patience or compassion, medical knowledge, empathy.
- 2 To help students learn new subjects and develop important life skills.
- 3 Social workers help families and children going through difficult times using empathy, listening skills and problem-solving.
- 4 Police Officer or any career requiring physical fitness mentioned.
- 5 Empathy helps understand and connect with people who need care, making caring professions more effective.
- 6 Talent, dedication to practice, rhythm or creativity, performance skills.
- 7 Curiosity helps reporters find important stories, ask good questions and investigate thoroughly.

Activity 36.2

- 1 This activity follows after learners have completed job shadowing experiences.
- 2 Learners write individual reflections covering: what they observed, what they learned about the career, skills required, whether they're still interested in this career.
- 3 Learners share their summaries with the class.
- 4 Class discusses various job shadowing experiences.

Model answer

- Learner A (shadowed teacher): I shadowed Mrs. Moyo, a Grade 5 teacher. I learned that teaching requires excellent planning, patience and creativity. Teachers prepare lessons, manage classrooms, help struggling students and mark assignments. I observed that good communication and love of learning are essential. Skills I need to develop: public speaking, lesson planning, classroom management. I'm still very interested in becoming a teacher.
- Learner B (shadowed mechanic): I shadowed Mr. Ndlovu at his garage. I learned that mechanics need strong problem-solving skills and understanding of how machines work. The job involves diagnosing problems, using tools and hands-on repair work. Skills I need: technical knowledge about engines, tool usage, patience. I enjoyed seeing cars being fixed and want to pursue this career.
- Learner C (shadowed nurse): I shadowed Nurse Chipu at the clinic. I learned that nurses provide patient care, give medications, monitor vital signs and work long hours. The job requires compassion, medical knowledge and ability to work under pressure. Skills I need: Biology knowledge, medical training, emotional strength. The experience confirmed my interest in healthcare.

Exercise 36.2

- 1 Personal answer (Teacher, Doctor, Engineer and many others).
- 2 Family members, Friends, Teachers or local business owners, community professionals.
- 3 Personal answers (What does a typical day look like? What challenges do you face? What skills are most important? What qualifications did you need? What do you enjoy most about your job?).
- 4 Being observant helps you understand daily tasks, required skills, workplace environment and how professionals solve problems.
- 5 By thanking them in person, writing a thank-you note or expressing appreciation, showing respect for their time.

Unit revision exercises

Multiple choice answers

- 1 B
- 2 A
- 3 D
- 4 B
- 5 A

Structured questions answers

- 1 The process involves reflecting on what you love doing, identifying what you're good at and thinking about problems you want to solve. Match your interests and skills with career options.
- 2 Personal answer with two careers (Teacher: helps students learn, requires patience and communication skills. Accountant: manages financial records, requires Mathematics and organisational skills).
- 3 Job shadowing provides real-world experience, helps discover interests, allows observation of daily tasks, provides opportunity to ask questions, helps build connections and enables informed career decisions.
- 4 Knowing your interests and skills helps guide career choices by identifying work you'll enjoy, matching strengths to job requirements, ensuring career satisfaction and increasing chances of success.
- 5 Mathematics, honesty, organisation or attention to detail, analytical skills, computer skills for business/finance careers.

Topic 13

Religion

Unit 37: Religious festivals/Ceremonies in Indigenous Religion

Unit objectives

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

- a** name festival/ceremonies done at the community level.
- b** identify traditional leaders involved in festivals and ceremonies.
- c** state the role of traditional leaders during festivals/ceremonies.

Suggested teaching and learning materials

- PlusOne Social Science Grade 7 Learner's Book pages 171–178.
- Heritage Based Curriculum (HBC) Junior Social Science syllabus.
- Charts showing Indigenous festivals and ceremonies.
- Pictures of traditional leaders (chiefs, village heads, headmen, rain messengers).
- ICT tools (videos on Indigenous ceremonies, cultural documentaries).
- Resource persons from local communities who can speak about traditional practices.

Teaching notes

- Festivals/ceremonies done at community level: Indigenous religion is rich in festivals and ceremonies that take place throughout the year. These events hold great significance for the communities, celebrating their culture, belief and connection to nature. The following are some of these important ceremonies:
 - Thanksgiving ceremony is a celebration that acknowledges several key gifts from ancestors.
 - Rain asking ceremony: The rain asking ceremony is a vital religious practice aimed at asking for rain.
 - Cleansing ceremony: Cleansing ceremonies are held in response to unfortunate events that disrupt the harmony of the community.
 - Kurova guva/Umbuyiso: After death, the spirit wanders, waiting to return home.

- Traditional leaders involved in festivals and ceremonies:
 - Village heads. Headmen, Chiefs and many others.
- Traditional leaders are important to the success of indigenous ceremonies and festivals, fulfilling various roles such as:
 - Spiritual guidance, cultural preservation, promotion of social harmony.

Suggested answers

Activity 37.1

- 1 Assign learners to research other Indigenous festivals not covered in the main lesson.
- 2 Learners use textbooks, interviews with elders, or supervised internet access.
- 3 Each learner prepares brief notes on at least one festival.
- 4 Learners present their findings to the class.
- 5 Compile a comprehensive list of Indigenous festivals.

Model answer

- Learner A researches: **Bira ceremony** - A spirit possession ceremony where mediums communicate with ancestral spirits to seek guidance, blessings, or solutions to community problems. It involves music, dancing and offerings.
- Learner B researches: **Nhimbe/Ilima** - A communal work party where community members gather to help one family with agricultural work or building projects. Strengthens community bonds and cooperation.
- Learner C researches: **Dare/Inkundla** - Community gathering where elders discuss important matters, resolve disputes and make decisions affecting the community.
- Class discussion: These festivals strengthen community identity, honour ancestors, maintain cultural practices and promote social harmony.

Exercise 37.1

- 1 Seasonal changes, ancestral spirits, community togetherness or connection with nature and environment.
- 2 To express gratitude for blessings received and acknowledge gifts like rainfall, harvest, fertility and protection.
- 3 The rain asking ceremony invokes rain from ancestors during dry seasons to ensure crops and community well-being.
- 4 Cleansing ceremonies restore balance and peace, purify individuals after tragedies and remove spiritual contamination.
- 5 Kurova guva welcomes the deceased's spirit back home, allows ancestors to guide the living and maintains family connection with the deceased.

Activity 37.2

- 1 Divide class into groups representing different ceremonies.
- 2 Assign roles: chiefs, village heads, headmen, rain messengers, community members.
- 3 Groups prepare short role-plays demonstrating traditional leaders' roles.
- 4 Each group performs their role-play.
- 5 Class discusses the importance of each leader's role.

Model answer

- Group A (Thanksgiving ceremony): Village head organizes the gathering, chief leads the ceremony offering gratitude to ancestors, headman ensures all community members participate, community members sing, dance and share traditional foods.
- Group B (Rain asking ceremony): Chief consults rain messenger, rain messenger communicates with ancestors at Matonjeni, community members bring offerings of rapok and beer, headman coordinates participant roles.
- Group C (Cleansing ceremony): Chief decides when ceremony is needed, traditional healer/practitioner performs cleansing ritual using Muzeze branch, village head ensures affected families participate, community witnesses restoration of harmony.

Exercise 37.2

- 1 Chiefs.
- 2 Village heads coordinate local ceremonies and help organize community gatherings.
- 3 Headmen represent chiefs in their absence and help ensure rituals are performed correctly.
- 4 Rain messengers communicate with ancestors.
- 5 Traditional leaders ensure cultural practices continuity, guide communities through rituals, maintain social harmony and reinforce spiritual connections.

Activity 37.3

- 1 Facilitate class discussion on traditional leaders' importance.
- 2 Encourage learners to share perspectives from their communities.
- 3 List key roles and importance on the board.
- 4 Discuss how traditional leaders preserve culture and maintain harmony.

Model answer

- Preserve cultural identity and heritage.
- Ensure proper performance of rituals and ceremonies.
- Act as intermediaries between community and spiritual realm.
- Maintain social harmony and resolve conflicts.
- Pass cultural knowledge to younger generations.
- Guide communities through important life transitions.

- Strengthen community bonds through collective participation.
- Honour ancestors and maintain spiritual connections.

Exercise 37.3

- 1 Traditional leaders act as intermediaries communicating with ancestors and spirits.
- 2 By passing down cultural practices to younger generations and ensuring rituals follow cultural norms.
- 3 Traditional leaders resolve conflicts and encourage collective participation in festivals, reinforcing community bonds.
- 4 Ceremonies like thanksgiving, rain asking, cleansing and kurova guva (or any relevant ceremonies).
- 5 Traditional leaders (chiefs, village heads, headmen, rain messengers, practitioners).

Unit revision exercises

Multiple choice answers

- | | |
|-----|------|
| 1 A | 6 C |
| 2 B | 7 D |
| 3 D | 8 B |
| 4 C | 9 A |
| 5 B | 10 B |

Structured questions answers

- 1 The thanksgiving ceremony expresses gratitude for blessings including rainfall, harvest, fertility and protection from dangers. It celebrates abundance and honours ancestors and the Supreme Being.
- 2 Chiefs serve as mediators, are custodians of cultural traditions, consult rain messengers for rain and are highest-ranking leaders with significant authority.
- 3 Traditional leaders promote social harmony by resolving conflicts, encouraging collective participation in festivals, fostering community cohesion and maintaining cultural practices that strengthen bonds.
- 4 Rain messengers communicate with ancestors to seek rainfall, act as intermediaries in the rain asking ceremony and help ensure agricultural needs are met.
- 5 Preserving cultural practices maintains cultural identity, passes heritage to future generations, strengthens community bonds, honours ancestors and ensures spiritual well-being.

Unit 38: Sacred days in Indigenous Religion

Unit objectives

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

- a state sacred days in Indigenous Religion.
- b discuss the importance of sacred days in Indigenous Religion.

Suggested teaching and learning materials

- PlusOne Social Science Grade 7 Learner's Book pages 179–183.
- Heritage Based Curriculum (HBC) Junior Social Science syllabus.
- Traditional calendar showing sacred days.
- Charts illustrating Chisi/Izilo practices.
- ICT tools (videos on sacred days, cultural documentaries).
- Resource persons from communities who observe sacred days.

Teaching notes

- Sacred days in Indigenous Religion: Indigenous religion has many sacred days that are important for culture and spiritual life. Days like Chisi or Izilo (Day of Rest), the month of November and many others are closely linked to community activities, honouring ancestors and nature.
- Importance of sacred days in Indigenous Religion: Observing Chisi/Izilo is vital for the cultural and spiritual well-being of the community. This sacred day offers several benefits that enhance individual lives and strengthens community ties.
 - Connection to ancestors: Strengthens the bond with ancestors, honouring them for guidance.
 - Cultural practices: Encourage rest and reflection, which are important for spiritual health.
 - Respect for traditions: Highlights the value of maintaining cultural practices.
 - Communal time management: Prioritises community needs over individual activities.
 - Spiritual rejuvenation: Allows individuals to refresh their spirits and reconnect with nature and the community.

Suggested answers

Activity 38.1

- 1 Provide learners with poster materials or large paper.
- 2 Guide learners to identify key elements: rest, community, ancestral connections.
- 3 Learners create posters individually or in small groups.

- 4 Display posters in classroom.
- 5 Each learner/group presents their poster to class.

Model answer

Poster elements include:

- **Title:** “Chisi/Izilo: Our Sacred Day of Rest”.
- **Images:** Family resting together, people visiting relatives, traditional healer consultation, ancestors’ symbols, nature scenes.
- **Words:** “Rest,” “Reflection,” “Ancestors,” “Community,” “Spiritual Health,” “No Agricultural Work,” “Cultural Traditions,” “Family Time”.
- **Key messages:** “Honour our ancestors,” “Strengthen community bonds,” “Refresh our spirits,” “Maintain cultural practices”.

Exercise 38.1

- 1 Chisi/Izilo (Day of rest).
- 2 Ancestors (ancestral spirits).
- 3 Ignoring Chisi/Izilo can disrupt spiritual harmony, disrespect ancestors and bring misfortune to individuals or community.
- 4 Chisi/Izilo prioritises community needs over individual activities by designating rest days for collective spiritual practices.
- 5 The Shona believe Chisi/Izilo serves as time for communal reflection and allows individuals to reconnect with ancestors, nature and community.

Activity 38.2

Answer expressions may vary. Here is an example of the short paragraph:

*The month of November, locally known as **Mbudzi**, holds great spiritual and environmental significance for the community. Culturally, it is considered a sacred month of rest and spiritual quietude, coinciding with the crucial start of the rainy season and preparation for planting. During this time, the community shows respect for the ancestral spirits and the natural cycles by observing taboos, such as putting traditional ceremonies on hold. This period helps align the community’s activities with the environmental need for rain and rest before the intensive farming season begins.*

Exercise 38.2

- 1 Mbudzi (The Sacred Month).
- 2 The coming rain and the planting season. (Or: Spiritual rest/observance).
- 3 Livestock (Cattle, goats for rituals or celebrations).

- 4 Weddings/Marriages (Kuroora/Roora). Memorial services (Kurova Guva). Traditional beer parties. Major rituals or festivals.

Unit revision exercises

Multiple choice answers

- 1 C
- 2 D
- 3 A
- 4 B
- 5 B

Structured questions answers

- 1 Chisi/Izilo emphasises rest and spiritual reflection in Shona culture, allowing community members to refrain from agricultural work and engage in spiritual practices.
- 2 November (Mwedzi Wambudzi) is special because ancestral spirits rest during this month and it's a sacred time for honouring ancestors and focusing on spiritual matters with Musiki (God).
- 3 Bira (or Agricultural work, going to the fields, slaughtering goats - any taboo activity during November).
- 4 The Shona people show respect for nature by observing sacred days of rest, avoiding agricultural work on designated days, promoting eco-friendly practices and recognising their dependence on nature and ancestors.
- 5 Chisi/Izilo promotes community unity by prioritising communal needs over individual activities, encouraging collective spiritual practices, allowing time for visiting relatives and strengthening bonds through shared rest and reflection.

Unit 39: Religious festivals/ceremonies in Christianity

Unit objectives

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

- a identify festivals/ceremonies in Christianity.
- b state the significance of festivals/ceremonies in Christianity.

Suggested teaching and learning materials

- PlusOne Social Science Grade 7 Learner's Book pages 184–188.
- Heritage Based Curriculum (HBC) Junior Social Science syllabus.

- Pictures of Christian festivals (Christmas, Easter, Pentecost, Baptism, Communion).
- ICT tools (videos on Christian celebrations).
- Christmas cards, Easter decorations as examples.

Teaching notes

- Festivals/ceremonies in Christianity:
 - Easter: Celebrates the resurrection of Jesus, which means he came back to life after being crucified.
 - Christmas: Christmas is celebrated on December 25th and marks the birth of Jesus Christ.
 - Pentecost: Pentecost occurs 50 days after Easter and commemorates the descent of the Holy Spirit upon the apostles.
 - Baptism: Baptism is a ceremony that symbolises a person's commitment to Christianity.
 - Communion: Communion, also known as the Eucharist, is a ritual that remembers Jesus' Last Supper with his disciples.
- Significance of festivals/ceremonies in Christianity: Christian festivals like Christmas, Easter and others are very important for many people. Here are some simple reasons why they matter:
 - Celebrate Jesus: These festivals help people remember important events in Jesus' life, like His birth and resurrection.
 - Family and friends: Festivals are a time for families and friends to come together, share meals and have fun.
 - Learn about faith: These celebrations help people learn more about their beliefs and what it means to be a Christian.
 - Feel happy and hopeful: Many festivals, especially Easter, remind people that there is always hope and new beginnings.
 - Special traditions: Each festival has its special activities, like singing songs or decorating, which make them fun and exciting.
 - Help others: Many people use festivals as a time to help those in need, sharing joy and kindness with others.

Suggested answers

Activity 39.1

- 1 Provide learners with card-making materials or paper.
- 2 Guide learners to draw nativity scene elements: baby Jesus, Mary, Joseph, manger, shepherds, wise men.
- 3 Learners write short Christmas message.
- 4 Share cards with class.

Model answer

- **Drawing:** Nativity scene with baby Jesus in manger, Mary and Joseph, shepherds, star
- **Message:** “Merry Christmas! Celebrating the birth of Jesus Christ, who brings love, hope and peace to the world.”

Exercise 39.1

- 1 December 25th.
- 2 Jesus’ resurrection (coming back to life).
- 3 50 days.
- 4 Cleansing from sin.
- 5 Jesus’ Last Supper with his disciples (or Jesus’ body and blood).

Activity 39.2

- 1 Learners write individual paragraphs or family gatherings.
- 2 Share responses with class.

Model answer

Family gatherings during festivals are important because they bring loved ones together to celebrate and create happy memories. These gatherings strengthen family bonds through shared meals, prayers and traditions. They provide opportunities to pass cultural and religious values to younger generations. Festivals allow families to show love, support each other and enjoy special time together away from daily routines.

Exercise 39.2

- 1 Jesus.
- 2 Come together, share meals and have fun.
- 3 Hope and new beginnings.
- 4 Singing songs, decorating, Easter egg hunts, exchanging gifts, special church services.
- 5 During festivals (especially Christmas, Easter and other celebrations).

Unit revision exercises

Multiple choice answers

- | | | | |
|---|---|----|---|
| 1 | A | 6 | D |
| 2 | B | 7 | A |
| 3 | C | 8 | B |
| 4 | D | 9 | B |
| 5 | B | 10 | B |

Structured questions answers

- 1 Christmas celebrates Jesus Christ's birth on December 25th, bringing families together to share meals and exchange gifts, remembering the Wise Men's gifts to Jesus.
- 2 Pentecost commemorates the descent of the Holy Spirit upon the apostles 50 days after Easter, marking the birthday of the Christian church.
- 3 Baptism is a symbol of commitment to Christianity and cleansing from sin.
- 4 Communion is also known as the Eucharist.

Unit 40: Sacred days in Christianity

Unit objectives

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

- a state sacred days in Christianity.
- b explain the importance of sacred days in Christianity.

Suggested teaching and learning materials

- PlusOne Social Science Grade 7 Learner's Book pages 190–193.
- Heritage Based Curriculum (HBC) Junior Social Science syllabus.
- Christian calendar, pictures of sacred days.
- ICT tools (videos on Christian sacred days).

Teaching notes

- Sacred days in Christianity: Sacred days provide opportunities for worship, reflection and community, marking significant events in Jesus Christ's life.
 - Saturday/Sunday (Lord's Day): Day of worship and rest commemorating Jesus' resurrection. Christians attend church services, pray and spend time with family.
 - Christmas: Celebrated December 25th, marks Jesus' birth. Families share meals, exchange gifts and decorate homes.
 - Good Friday: Commemorates Jesus' crucifixion. Observed Friday before Easter with sombre church services reflecting on Jesus' sacrifice.
 - Easter Monday: Extension of Easter Sunday celebrating Jesus' resurrection through family gatherings and community events.
- Importance: Celebrate key events in Jesus' life, foster community, encourage reflection, teach values and inspire kindness.

Suggested answers

Activity 40.1

Learners draw calendar showing Sunday (cross, church), Good Friday (cross on Calvary, crown of thorns), Easter Monday (sunrise, empty tomb).

Exercise 40.1

- 1 Christmas Day / Good Friday/ Easter Sunday / Pentecost (or Ascension Day, or Epiphany)
- 2 They attend special church services to commemorate the birth of Jesus Christ. They exchange gifts, share special meals, and spend time with family and friends.
- 3 **Commemoration:** They remember and honour the key events in the life of Jesus Christ (for example, birth, death, resurrection).
Worship/Fellowship: They provide an opportunity for communal worship, prayer, and gathering as a spiritual community.
Instruction: They serve as teaching moments to reinforce Christian doctrines and faith principles.
- 4 By participating in the celebrations and reflecting on the events, believers are reminded of God's love and power, renewing their commitment and deepening their understanding of their faith.
- 5 **Attending services:** Fully participating in church ceremonies and worship services held on those days.
Observing taboos/Tradition: Abstaining from non-essential work, recreational activities, or inappropriate behaviour to maintain the sanctity of the day (for example, quiet reflection on Good Friday).

Activity 40.2

Learners write paragraph about meaningful sacred day, describing family traditions and feelings.

Model answer

Easter Sunday is meaningful to my family. We attend sunrise service, share breakfast with family and celebrate Jesus' resurrection. Children enjoy Easter egg hunts representing new life. This day brings joy and strengthens our family bonds.

Exercise 40.2

- 1 A special day set aside by a religious community for worship, rest, prayer, and commemorating important religious events or figures.
- 2 Attending church or a special service to worship and listen to the word of God. Abstaining from work, non-essential duties, or excessive recreational activities to dedicate the day to rest and spiritual activities.

- 3 It commemorates the birth of Jesus Christ, which is the foundational event of the Christian faith. It is a celebration of God's love for humanity (sending his son).
- 4 Good Friday: Observing a day of mourning, fasting, and sober reflection on the death and suffering of Jesus Christ. Easter Sunday: Celebrating the resurrection of Jesus Christ with joyful church services and songs, symbolising hope and victory over death.
- 5 The communal celebration and reflection on key events reinforce their beliefs, remind them of God's grace, and renew their spiritual commitment to following their faith's principles.

Unit revision exercises

Multiple choice answers

- 1 C
- 2 B
- 3 C
- 4 B
- 5 A

Structured questions answers

- 1 Sunday commemorates Jesus' resurrection. Christians dedicate this day to worship, rest, church services and family time.
- 2 Good Friday observes Jesus' crucifixion on the Friday before Easter through sombre church services reflecting on His sacrifice.
- 3 Easter Monday extends Easter celebration of Jesus' resurrection, symbolising renewal and hope through family gatherings and community events.
- 4 Pentecost celebrates the Holy Spirit's descent upon the apostles, marking the Christian church's birth and empowering believers to spread the Gospel.
- 5 The Eucharist (Holy Communion/Lord's Supper) commemorates Jesus' Last Supper where bread and wine symbolise His body and blood.

Unit 41: Religious festivals/ceremonies in Islam

Unit objectives

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

- a state festivals/ceremonies in Islam.
- b explain the significance of ceremonies/festivals in Islam.

Suggested teaching and learning materials

- PlusOne Social Science Grade 7 Learner's Book pages 194–197.

- Heritage Based Curriculum (HBC) Junior Social Science syllabus.
- Islamic calendar, pictures of Islamic festivals and ceremonies.
- ICT tools (videos on Islamic festivals and ceremonies).

Teaching notes

Islamic ceremonies and festivals help Muslims grow spiritually, strengthen faith and build community unity.

Main ceremonies and festivals

- **Ramadan:** Month of fasting, prayer and reflection to build self-discipline and compassion.
- **Eid al-Fitr:** Celebration marking the end of Ramadan with prayers, charity and thanksgiving.
- **Hajj:** Pilgrimage to Mecca showing unity and obedience to Allah.
- **Eid al-Adha:** Festival of Sacrifice remembering Prophet Ibrahim's obedience and promoting sharing.
- **Friday prayers (Jumu'ah):** Weekly gathering for worship and guidance.
- **Mawlid:** Celebration of Prophet Muhammad's birth and teachings.

Importance

- Strengthens faith and community bonds.
- Encourages charity and good deeds.
- Promotes reflection, learning and renewal of faith.
- Preserves Islamic culture and unity.

Activity 41.1

Learners design poster highlighting key aspects of Ramadan, Eid-ul-Fitr, Hajj and Eid-ul-Adha. Poster should include images, dates and descriptions of each event.

Model answer

Poster includes

- Ramadan: Crescent moon, dates for breaking fast, family praying.
- Eid-ul-Fitr: Muslims praying together, festive meals, charity.
- Hajj: Kaaba, pilgrims at Arafat, circling Kaaba.
- Eid-ul-Adha: Animal sacrifice, sharing meat, family gathering.

Exercise 41.1

- 1 Ramadan.
- 2 Eid-al-Fitr / Eid-ul-Fitr.

- 3 Mecca.
- 4 Ibrahim's / Prophet Ibrahim's.
- 5 Zakat al-Fitr / charity / food items.

Unit revision exercises

Multiple choice answers

- 1 C
- 2 B
- 3 A
- 4 D
- 5 B

Structured questions answers

- 1 Ramadan is significant in Islam as it is the ninth month of the Islamic calendar dedicated to fasting, prayer and spiritual reflection.
- 2 Muslims perform rituals during Hajj and performing prayers. These rituals symbolise unity, submission to Allah and following the footsteps of Prophet Ibrahim.
- 3 Eid-al-Fitr celebrates the end of Ramadan and marks the completion of a month of fasting. Muslims celebrate by performing special communal prayers, sharing festive meals with family and friends, giving charity (Zakat al-Fitr) to those in need and expressing gratitude to Allah.
- 4 Community bonding is important during Islamic festivals because it brings Muslims together, strengthens communal ties and friendships, promotes social interaction, encourages helping those in need through charity and preserves Islamic traditions for future generations.
- 5 Eid-al-Adha reflects the values of sacrifice and generosity by commemorating Prophet Ibrahim's willingness to sacrifice his son in obedience to Allah. Muslims sacrifice an animal and share the meat with family, friends and the poor, demonstrating compassion, generosity and commitment to helping those in need.

Unit 42: Sacred days in Islam

Unit objectives

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

- a state sacred days in Islam.
- b explain the importance of sacred days in Islam.

Suggested teaching and learning materials

- PlusOne Social Science Grade 7 Learner's Book pages 198–201.
- Heritage Based Curriculum (HBC) Junior Social Science syllabus.
- Islamic calendar, pictures of sacred days in Islam.
- ICT tools (videos on Islamic sacred days).

Teaching notes

Sacred days in Islam

Jumu'ah (Friday Prayer)

Friday is the holiest day of the week. Muslims gather for the midday **congregational prayer** with a sermon (khutbah). It promotes **spiritual growth and community unity**. Attendance is **obligatory for men** and encouraged for women.

Mawlid

Celebrates the **birth of Prophet Muhammad** on the 12th of Rabi' al-Awwal. Marked by prayers, poetry and communal meals. Encourages **love, respect and reflection** on the Prophet's teachings.

Laylat al-Miraj

Commemorates the **Prophet's night journey and ascension** to heaven, where he received instructions for the **five daily prayers**. Observed with prayers and reflection on faith.

Laylat al-Qadr

Known as the **Night of Decree**, when the **Qur'an was first revealed**. Falls in the last ten days of Ramadan. A time of **special prayer, forgiveness and blessings**.

Significance

- Deepens faith and reflection.
- Strengthens unity and cultural identity.
- Promotes charity and good deeds.
- Renews spiritual commitment.

Activity 42.1

The significance of Jumu'ah (Friday) in their local community.

Model answer In our community, Jumu'ah is observed with great importance every Friday. Muslims gather at the mosque around midday for the special congregational prayer. The Imam delivers a sermon about moral values, community issues and spiritual guidance. After prayers, families often share meals together and visit relatives. This weekly gathering strengthens our

community bonds and reminds us of our responsibilities as Muslims. Many shops close during prayer time to allow everyone to attend.

Exercise 42.1

- 1 Friday / Jumu'ah.
- 2 Dhuhr / noon prayer.
- 3 Adult male Muslims / it is obligatory for adult male Muslims.
- 4 The Prophet Muhammad / Prophet Muhammad (PBUH).
- 5 The Quran / the first revelation of the Quran.

Unit revision exercises

Multiple choice answers

- | | |
|-----|-----|
| 1 C | 4 A |
| 2 D | 5 B |
| 3 B | |

Structured questions answers

- 1 Community gathering during Jumu'ah is significant because it brings Muslims together for worship, strengthens communal ties and friendships, provides opportunity for social interaction, allows believers to learn from the Imam's sermon and reinforces the sense of unity and belonging among Muslims.
- 2 Mawlid is celebrated in communities through special prayers at mosques, recitations of poetry praising Prophet Muhammad, communal meals where families and communities gather together, religious lectures about the Prophet's life and teachings and acts of charity helping those in need.
- 3 Three lessons Muslims reflect on during Laylat al-Miraj are: (1) The importance of prayer in Islam as the five daily prayers were established during this journey, (2) The Prophet's connection with previous prophets showing continuity of faith, (3) The significance of spiritual ascension and closeness to Allah through devotion and worship.
- 4 Charity plays an important role during sacred days in Islam by reminding Muslims of their duty to help those in need, promoting generosity and compassion in the community, providing support for the poor and vulnerable, strengthening bonds between community members and fulfilling religious obligations like Zakat al-Fitr during Eid.

Unit 43: Religious festivals/ceremonies in Judaism

Unit objectives

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

- a identify festivals and ceremonies in Judaism.
- b explain the significance of festivals and ceremonies in Judaism.

Suggested teaching and learning materials

- Grade 7 Social Science Learner's Book pages 202–206.
- Grade 3–7 Social Science syllabus.
- Pictures/videos of Jewish festivals (Rosh Hashanah, Passover, Hanukkah, Purim, Yom Kippur, Sukkot).
- ICT tools (videos showing Jewish festival celebrations and rituals).
- Chart papers and art supplies for poster creation.
- Props for role-play (shofar pictures, menorah images, symbolic foods).
- Internet access for research on Jewish traditions.

Teaching notes

Major festivals in Judaism

- 1 **Rosh Hashanah:** The Jewish New Year celebrated in September. Central rituals include blowing the shofar (ram's horn) for reflection and repentance, Tashlich (casting bread into river to symbolically cast off sins), and eating sweet foods like apples dipped in honey for a sweet new year.
- 2 **Passover (Pesach):** Commemorates the Exodus from slavery in Egypt, celebrated in spring. Key ritual is the Seder (ceremonial dinner) with readings from the Haggadah and symbolic foods. Matzah (unleavened bread) is eaten to remember the hasty departure from Egypt.
- 3 **Hanukkah (Festival of Lights):** Celebrated in December, commemorates the rededication of the Second Temple and the miracle of oil lasting eight days. Symbolizes hope and resilience, marked by lighting a menorah.
- 4 **Pentecost (Shavuot):** Honors the giving of the Torah to Moses at Mount Sinai and celebrates the first fruits harvest. Dairy products are enjoyed, symbolizing the sweetness of the Torah.
- 5 **Festival of Purim:** Celebrates survival from Haman's plot, highlighting Queen Esther's bravery. Marked by feasting, gift-giving, and reading the Book of Esther.
- 6 **Day of Atonement (Yom Kippur):** The holiest day, dedicated to prayer, fasting, and seeking forgiveness from God. Observant Jews engage in self-examination and communal prayer.

- 7 Feast of Tabernacles (Sukkot):** Harvest festival reminding Jews of God's provision during 40 years in the wilderness. Involves building temporary shelters (sukkahs) to express gratitude.

Importance of festivals and ceremonies in Judaism

- **Community bonding:** Festivals bring Jewish communities together, strengthening ties and friendships.
- **Spiritual reflection:** Encourage reflection on faith, values, and relationship with God.
- **Historical connection:** Connect people to significant events from Jewish history.
- **Cultural identity:** Preserve Jewish traditions and heritage across generations.
- **Renewal of faith:** Allow believers to renew commitment to beliefs and practices.
- **Teaching values:** Impart lessons on justice, forgiveness, gratitude, courage and resilience.

Suggested answers

Activity 43.1

- 1 Divide learners into pairs.
- 2 Ask each pair to choose one festival from the unit (Rosh Hashanah, Passover, Hanukkah, Purim, Yom Kippur, or Sukkot).
- 3 Instruct them to act out one simple scene from their chosen festival, for example:
 - Blowing the shofar at Rosh Hashanah.
 - Lighting the menorah at Hanukkah.
 - Reading from the Haggadah at Passover Seder.
 - Building a sukkah for Sukkot.
- 4 Allow each pair to perform their scene for the class.
- 5 After performances, discuss what each scene represents and why it is important.

Model answer: A pair chooses Rosh Hashanah. One student pretends to blow the shofar (makes the sound or holds a picture of a shofar), while the other student bows their head in reflection and prayer. After the role-play, they explain that the shofar is blown to call people to repentance and to remind them to reflect on their actions from the past year.

Exercise 43.1

- 1 To call people to reflection and repentance (or as a spiritual wake-up call, to symbolize a call to repentance).
- 2 To remember how quickly the Israelites had to leave Egypt (or Because the Israelites left Egypt in haste and had no time for bread to rise).
- 3 The miracle of the oil that lasted eight days (or The oil lasting eight days, The rededication of the Second Temple).

- 4 Sukkot; Sukkahs (or The Feast of Tabernacles; temporary shelters/sukkahs).
- 5 Yom Kippur is observed through fasting, prayer, and repentance; It is considered the holiest day because it is dedicated to seeking forgiveness from God and engaging in self-examination (or It is a day of atonement and spiritual renewal).

Activity 43.2: Discussion

- 1 Divide learners into small groups of 4–5.
- 2 Ask groups to discuss why festivals are important in keeping history and faith alive.
- 3 Provide guiding questions such as:
 - How do festivals help people remember important events?
 - Why is it important to celebrate these festivals together as a community?
 - What values do these festivals teach?
 - Allow groups 10–15 minutes to discuss.
 - Have each group share 2–3 key ideas with the class.

Model answer: Our group discussed that festivals are important because they help Jewish people remember their history, like the Exodus from Egypt during Passover. Celebrating together as a community makes people feel connected and strengthens their identity. Festivals also teach important values like gratitude (during Sukkot), courage (during Purim), and forgiveness (during Yom Kippur). These celebrations keep the faith alive by passing down traditions from generation to generation.

Exercise 43.2

- 1 Rosh Hashanah encourages personal reflection and growth by providing a time for individuals to assess their actions over the past year, seek forgiveness, and set intentions for improvement. The blowing of the shofar serves as a spiritual wake-up call for self-examination.
- 2 Passover teaches that freedom and human dignity are fundamental rights. It reminds the Jewish community of their ancestors' escape from slavery and reinforces the importance of fighting against oppression and celebrating liberation.
- 3 The lighting of the menorah is an important symbol during Hanukkah because it represents the miracle of the oil lasting eight days. It symbolises the triumph of light over darkness and reinforces the importance of maintaining faith during challenging times.
- 4 The celebration of Shavuot emphasizes that Jewish life is guided by the Torah, which provides the moral and ethical framework for the community. It underscores the value of learning and the importance of passing down teachings to future generations.
- 5 Sukkot reminds Jews of God's protection during their journey in the wilderness by having them build temporary shelters (sukkahs). These structures symbolize the vulnerability of the Israelites and highlight the importance of gratitude for God's sustenance and provision. The festival encourages appreciation for nature and the blessings of the harvest.

Unit revision exercises

Multiple choice answers

- 1 B
- 2 D
- 3 C
- 4 A
- 5 B

Structured questions answers

- 1 Rosh Hashanah is significant in Judaism because it marks the Jewish New Year and is a time for reflection, prayer, and repentance. It symbolizes new beginnings and encourages individuals to assess their actions over the past year, seek forgiveness, and set intentions for improvement. The blowing of the shofar serves as a spiritual wake-up call, prompting self-examination and commitment to personal growth.
- 2 Passover reflects themes of freedom and oppression by commemorating the Israelites' escape from slavery in Egypt. The Seder meal, where families read from the Haggadah and eat symbolic foods like matzah (unleavened bread), reminds participants of their ancestors' hasty departure from Egypt. This powerful reminder reinforces the importance of human dignity, the fight against oppression, and celebrates liberation as a core value.
- 3 The key elements of the Hanukkah celebration include the lighting of the menorah for eight nights, commemorating the miracle of the oil that lasted eight days. The festival also involves special prayers, traditional foods (like latkes and sufganiyot), games (such as dreidel), and gift-giving. These elements celebrate the rededication of the Second Temple and symbolize hope, resilience, and the triumph of light over darkness.
- 4 Shavuot is important in the Jewish tradition because it honors the giving of the Torah to Moses at Mount Sinai, which represents a foundational moment in Jewish history. The Torah established the moral and ethical framework that guides Jewish life. Celebrating Shavuot underscores the value of learning, divine law, and the importance of passing down teachings to future generations. Traditionally, dairy products are enjoyed during this festival, symbolizing the sweetness of the Torah.
- 5 Sukkot teaches lessons about gratitude and God's provision by reminding Jews of the 40 years the Israelites spent in the wilderness and God's protection during that time. During the festival, Jews build temporary shelters called sukkahs, which symbolize the vulnerability of the Israelites and the importance of relying on God. The harvest festival aspect encourages appreciation for nature and the blessings of the harvest, fostering an attitude of thankfulness for sustenance and divine care.

Unit 44: Sacred days in Judaism

Unit objectives

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

- a state sacred days in Judaism.
- b explain the importance of sacred days in Judaism.

Suggested teaching and learning materials

- Grade 7 Social Science Learner's Book pages 207–210.
- Grade 3–7 Social Science syllabus.
- Pictures/videos of Shabbat observance, Rosh Hashanah, and Yom Kippur.
- ICT tools (videos showing sacred day rituals and celebrations).
- Chart papers for group presentations.
- Candles and challah bread pictures (for Shabbat demonstration).
- Access to Jewish community members for interviews or guest speakers.

Teaching notes

Major sacred days in Judaism:

- 1 **Shabbat (Sabbath):** Weekly day of rest and worship, observed from Friday evening to Saturday evening. Rituals include attending synagogue services, lighting candles, sharing festive meals, reciting blessings, and refraining from work. A time for spiritual renewal, family gatherings, and reflection.
- 2 **Rosh Hashanah (New Year):** Marks the Jewish New Year, celebrated in September or October for two days. Central ritual is sounding the shofar (ram's horn) symbolising a call to repentance. Special prayers focus on self-examination, renewal, and hope.
- 3 **Yom Kippur (Day of Atonement):** The holiest day in Judaism, observed ten days after Rosh Hashanah. Dedicated to fasting (25 hours), prayer, and repentance. Intense prayer services focus on atonement and seeking forgiveness from God.

Importance of sacred days in Judaism:

- **Historical connection:** Sacred days celebrate significant events from Jewish history, helping people remember and connect to their ancestors' journey (e.g., Passover relives the Exodus from Egypt).
- **Spiritual renewal:** Provide breaks from busy routines for reflection and faith renewal. Shabbat offers weekly rest from work and technology to focus on family and prayer. Yom Kippur provides opportunity for self-examination and seeking forgiveness.

- **Community bonding:** Bring people together for worship, celebration, and shared meals, fostering unity and sense of belonging.
- **Cultural identity:** Help preserve and celebrate Jewish traditions and heritage across generations.
- **Teaching values:** Serve as living classrooms teaching core values like gratitude (Sukkot), charity (Tzedakah), justice, forgiveness, and moral responsibility.
- **Identity and continuity:** Remind every generation of their shared history, strengthening collective identity across the global Jewish community.

Suggested answers

Exercise 44.1

- 1 Shabbat is the weekly day of rest and worship in Judaism, observed from Friday evening to Saturday evening. Jews observe it by attending synagogue services, lighting candles, sharing festive meals with family, reciting blessings, and refraining from work. It is a time for spiritual renewal, family gatherings, and reflection.
- 2 The key rituals associated with Rosh Hashanah include the sounding of the shofar (a ram's horn) which symbolizes a call to repentance, special prayers and services focusing on self-examination, eating sweet foods like apples dipped in honey to symbolize a sweet new year, and the ritual of Tashlich where people symbolically cast off their sins by throwing bread into a river.
- 3 Yom Kippur is considered the holiest day in Judaism because it is dedicated to fasting, prayer, and repentance as Jews seek forgiveness from God. It is a day of atonement and spiritual renewal, providing an opportunity for deep self-reflection and seeking forgiveness from both God and fellow humans.
- 4 The practice of fasting during Yom Kippur contributes to its significance by allowing individuals to focus entirely on spiritual matters rather than physical needs. Fasting for 25 hours demonstrates commitment and sincerity in seeking forgiveness. It helps create a state of self-examination and repentance, emphasizing the importance of accountability and personal growth.
- 5 These sacred days foster community among Jews by bringing people together for worship, celebration, and shared meals. They create opportunities for families to gather, communities to connect, and traditions to be passed down through generations. The weekly Shabbat and annual festivals strengthen bonds, reinforce shared values, and maintain a strong sense of collective identity and belonging across the global Jewish community.

Exercise 44.2

- 1 Sacred days in Judaism help people connect with their history by celebrating significant events that occurred thousands of years ago. For example, Passover allows the community to relive the moment when the Israelites were freed from slavery in Egypt by eating unleavened bread (matzah), creating a personal connection to their ancestors' journey. These observances remind every generation of their identity and heritage.

- 2 The Sabbath plays a crucial role in spiritual renewal by providing a weekly break from the busy routine of life. It occurs from Friday sunset to Saturday sunset, during which work is prohibited. This allows individuals to turn off technology, focus on family, pray, and rest. The Sabbath encourages people to pause their pursuit of material gains for 24 hours, allowing them to recharge spiritually and focus on family life.
- 3 Festivals like Passover are significant for the Jewish community because they are not just about reading texts but about reliving important historical moments. Passover commemorates the Israelites' escape from slavery in Egypt, reinforcing themes of liberation, freedom, and human dignity. By eating symbolic foods and sharing the Seder meal, families strengthen their identity and pass down their history to future generations.
- 4 Sacred days promote personal growth and community values by teaching core lessons through festivals and observances. Days like Yom Kippur encourage self-examination, honesty, and seeking forgiveness for mistakes. Festivals like Sukkot emphasize gratitude and charity (Tzedakah), ensuring that those less fortunate can celebrate with dignity. These days serve as living classrooms that impart important ethical lessons.
- 5 Sacred days serve as reminders of ethical lessons in Judaism by emphasizing values such as gratitude, charity, justice, and moral responsibility. For instance, Sukkot reminds the community to be thankful for God's provision and protection. The emphasis on Tzedakah (charity) during holy times ensures care for the less fortunate. These observances teach the importance of ethical living, compassion, and supporting one another within the community.

Unit revision exercises

Multiple choice answers

- 1 C
- 2 D
- 3 B
- 4 A
- 5 B

Structured questions answers

- 1 Shabbat is significant in Jewish life as the weekly day of rest and worship, observed from Friday evening to Saturday evening. It is a time for spiritual renewal, family gatherings, and reflection on creation. On this day, work is prohibited, allowing individuals to focus on family, prayer, and rest. Rituals include lighting candles, sharing festive meals, and reciting blessings. Shabbat provides a regular opportunity to pause from daily routines and recharge spiritually.

- 2 Rosh Hashanah rituals include the sounding of the shofar (a ram's horn), which symbolizes a call to repentance and serves as a spiritual wake-up call. Other rituals include special prayers and services focusing on self-examination, eating sweet foods like apples dipped in honey to symbolize wishes for a sweet new year, and the Tashlich ritual where people symbolically cast off their sins by throwing bread into a river. These rituals emphasize themes of renewal, reflection, and hope for the coming year.
- 3 Yom Kippur is important because it is the holiest day in Judaism, dedicated to fasting, prayer, and repentance. It provides an opportunity for deep self-reflection, seeking forgiveness from God and fellow humans. Observant Jews fast for 25 hours and engage in intense prayer services throughout the day. This day promotes personal growth by encouraging individuals to examine their actions, take accountability for mistakes, acknowledge wrongdoings, and commit to improvement. It emphasizes honesty, spiritual renewal, and the importance of seeking and granting forgiveness.
- 4 Sacred days in Judaism connect individuals to their history by celebrating significant events from thousands of years ago. For example, Passover relives the Israelites' escape from slavery in Egypt through symbolic foods and the Seder meal, creating a personal connection to ancestral journeys. Rosh Hashanah and Yom Kippur connect Jews to themes of creation, reflection, and atonement. These observances remind every generation of their identity and heritage, fostering a strong sense of community and shared history across the globe.
- 5 Core values taught through Jewish festivals include gratitude (emphasized during Sukkot as Jews give thanks for the harvest and God's provision), charity or Tzedakah (ensuring those less fortunate can celebrate with dignity), justice and bravery (highlighted during Purim through Esther's story), freedom and human dignity (commemorated during Passover), and forgiveness and accountability (central to Yom Kippur). These values impact the community by fostering compassion, ethical living, mutual support, and a strong moral framework that guides Jewish life and strengthens communal bonds across generations.

Topic 14

Social services and volunteerism

Unit 45: Prominent people involved in voluntary work in the past and present

Unit objective

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

- a identify prominent people involved in voluntary work in the past and present.

Suggested teaching and learning materials

- PlusOne Social Science Grade 7 Learner's Book pages 211–216.
- Heritage Based Curriculum (HBC) Junior Social Science syllabus.
- Pictures and biographies of prominent volunteers.
- ICT tools (videos and documentaries on voluntary work).

Teaching notes

Voluntary work: Self-motivated activities to assist others with no monetary gains. Voluntary work requires people who understand others as a core value.

Prominent people in voluntary work (past)

- 1 **Jairos Jiri:** Born 26 June 1921 in Masvingo. Educated at Gokomere Mission, developed Christian principles of helping others. Assisted the blind, built shelters for disadvantaged people with disabilities in Bulawayo and Harare. Founded Association that grew from 1 centre (1950) to 16 centres by his death (1982).
- 2 **Matthew Rusike:** Established residential care facility for orphaned and vulnerable children in Epworth, Harare (1960). Registered African Children's Home, later renamed Matthew Rusike Children's Home (MRCH). Today MRCH cares for over 6092 children, employing staff of 50, with decentralised childcare projects in various districts.
- 3 **Mother Teresa:** Born Agnes, August 26, 1910, Macedonia. Founded Order of Missionaries of Charity. Established home for blind, aged, disabled and leper colony. Worked in India from 1931 in charity work. Between 1950-1960, established hospital for leprosy, orphanage, nursing home, family clinic and mobile health clinics.

- 4 **Florence Nightingale:** Born May 12, 1820, Florence, Italy. Ministered to sick and poor in villages. Volunteered at Middlesex hospital, reduced death rates through improved hygiene. During Crimean War, assisted British soldiers with medical care, established laundry service and classroom for patients. Died August 12, 1910, London.

Prominent people in voluntary work (present)

- 1 **Strive Masiyiwa:** Zimbabwean businessman, founder of Econet Wireless. Philanthropist through Higher Life Foundation, funding scholarships for underprivileged students and improving healthcare access in rural areas. Emphasizes giving back and empowering next generation.
- 2 **Betty Makoni:** Advocate for women's rights, combating gender-based violence. Founded Girl Child Network, empowering young girls through mentorship, education and support services for those experiencing challenges.

Importance: Helps vulnerable groups, promotes compassion, addresses social challenges, inspires community service.

Activity 45.1

Learners conduct educational tour to places assisting vulnerable members of society.

Model answer

Tour report showing: place visited, services provided, vulnerable groups assisted, lessons learned about importance of voluntary work.

Exercise 45.1

- 1 26 June 1921, Masvingo.
- 2 Assisted ex-blind beggars, people with disabilities, disadvantaged in Bulawayo and Harare through shelters and centres.
- 3 Matthew Rusike, Mother Teresa, Florence Nightingale.
- 4 Helps vulnerable people, promotes compassion, addresses social challenges, inspires community service.

Activity 45.2

Group discussion on importance of voluntary work and how prominent figures inspire community service.

Model answer: Discussion points: addressing community needs, giving back, empowering others, inspiring service, building stronger communities.

Exercise 45.2

- 1 Higher Life Foundation.
- 2 Funding scholarships, improving healthcare access.

- 3 Advocating for women's rights, combating gender-based violence.
- 4 Empowering young girls through mentorship, education and support services.

Unit revision exercises

Multiple choice answers

- 1 A
- 2 D
- 3 B
- 4 C
- 5 B

Structured questions answers

- 1 Mother Teresa belonged to the Order of the Missionaries of Charity. She was a Catholic nun who founded this organization to serve the poor, sick, disabled and marginalised.
- 2 Florence Nightingale volunteered at hospitals, improved hygiene practices to reduce death rates, assisted British soldiers during Crimean War with medical care and established laundry service and classroom for patients.
- 3 Strive Masiyiwa focuses on education and health through the Higher Life Foundation, funding scholarships for underprivileged students and improving healthcare access in rural areas.
- 4 Betty Makoni's Girl Child Network serves young girls facing gender-based violence, providing mentorship, education and support services to empower them and create safer communities.

Unit 46: Voluntary and humanitarian organisations in Zimbabwe

Unit objectives

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

- a identify voluntary and humanitarian organisations offering social services in Zimbabwe.
- b explain the role of voluntary organisations in the country.

Suggested teaching and learning materials

- PlusOne Social Science Grade 7 Learner's Book pages 217–222.
- Heritage Based Curriculum (HBC) Junior Social Science syllabus.
- Pictures and information about voluntary organisations.
- ICT tools (videos about humanitarian organisations).

Teaching notes

Voluntary and humanitarian organisations in Zimbabwe:

- 1 **Red Cross:** Helps people during emergencies like floods or fires. Provides First Aid, medical care and food. Often first on scene during disasters.
- 2 **Jairos Jiri Association:** Supports people with disabilities. Offers education and training to help individuals gain skills for work and daily living. Ensures people with disabilities are accepted and included in society.
- 3 **Childline:** Protects children from harm. Provides helpline where children can call if in trouble or need someone to talk to. Raises awareness about child abuse and neglect, aiming to create safer environment.
- 4 **National Aids Council of Zimbabwe (NACZ):** Main goal is reducing spread of HIV and AIDS. Provides education about the disease, helping people understand prevention. Offers support and resources to those living with HIV and AIDS.
- 5 **Disabled Persons Association of Zimbabwe:** Advocates for rights of individuals with disabilities. Works to change laws and policies for more inclusive society. Provides resources and support to help people with disabilities access education, jobs and opportunities.
- 6 **UNICEF Zimbabwe:** Focuses on improving lives of children and mothers. Provides healthcare services, educational programmes and protection for vulnerable children. Ensures every child has chance to grow up healthy and safe.
- 7 **World Food Programme Zimbabwe:** Committed to fighting hunger in Zimbabwe. Provides food assistance to people in need, especially during droughts or economic challenges. Aims to ensure everyone has enough to eat.
- 8 **UNESCO:** Promotes education, science and culture worldwide. In Zimbabwe, helps improve schools and support educational programmes. Works to protect cultural heritage, ensuring country's history and traditions are preserved.

Role of voluntary and humanitarian organisations

- Healthcare: Organisations like Red Cross and UNICEF provide medical services and health education.
- Education: Groups like UNESCO and Jairos Jiri Association focus on improving education for all.
- Support: Organisations like Childline and Disabled Persons Association advocate for rights of children and individuals with disabilities.
- Emergency response: Red Cross and World Food Programme provide critical assistance during disasters.
- Advocacy: Many organisations raise awareness and advocate for important issues like HIV and AIDS prevention and children's rights.

Suggested answers

Activity 46.1

Learners choose one organisation, research its work in Zimbabwe and give feedback to class.

Model answer: Brief presentation on selected organisation: what it does, who it helps, examples of projects.

Exercise 46.1

- 1 First Aid, medical care, food.
- 2 People with disabilities.
- 3 Helpline for children in trouble.
- 4 Reduce spread of HIV and AIDS.
- 5 Healthcare services, educational programmes, protection for vulnerable children.

Exercise 46.2

- 1 Healthcare, education, emergency response, support, advocacy.
- 2 First Aid, medical care, food assistance.
- 3 Education, science, culture.
- 4 Rights of children and individuals with disabilities.
- 5 Hunger.

Unit revision exercises

Multiple choice answers

- | | | | |
|---|---|----|---|
| 1 | B | 6 | A |
| 2 | C | 7 | B |
| 3 | A | 8 | D |
| 4 | D | 9 | C |
| 5 | C | 10 | B |

Structured questions answers

- 1 Red Cross provides first aid, medical care and food during emergencies like floods or fires. They are often first on scene helping affected people recover and rebuild.
- 2 Jairos Jiri Association helps people with disabilities by offering education and training to gain skills for work and daily living. They ensure people with disabilities are accepted and included in society.

- 3 Childline offers helpline where children can call if in trouble or need someone to talk to. The organisation also raises awareness about child abuse and neglect to create safer environment.
- 4 National Aids Council fights HIV and AIDS by providing education about the disease, helping people understand prevention. They offer support and resources to those living with HIV and AIDS.
- 5 UNICEF's work is important because they provide healthcare services, educational programmes and protection for vulnerable children and mothers. They ensure every child has chance to grow up healthy and safe.

Test 1

Paper 1: Multiple choice answers

- | | | | |
|----|---|----|---|
| 1 | A | 21 | B |
| 2 | B | 22 | C |
| 3 | C | 23 | D |
| 4 | D | 24 | A |
| 5 | A | 25 | B |
| 6 | B | 26 | C |
| 7 | C | 27 | D |
| 8 | D | 28 | A |
| 9 | A | 29 | B |
| 10 | B | 30 | C |
| 11 | C | 31 | D |
| 12 | D | 32 | C |
| 13 | A | 33 | D |
| 14 | B | 34 | B |
| 15 | C | 35 | C |
| 16 | D | 36 | D |
| 17 | A | 37 | D |
| 18 | B | 38 | A |
| 19 | C | 39 | D |
| 20 | D | 40 | B |

Paper 2: Section A

- 1
 - a Mutual respect; trust
 - b Financial stress.
 - c Creates tension and instability in the family.
 - d Family counselling.
- 2
 - a Peaceful ways of resolving disagreements.
 - b Poor communication; misunderstanding.
 - c Leads to violence or family breakdown.
 - d Dialogue and mediation.
- 3
 - a Ability to govern one's own affairs.
 - b Self-determination; national decision-making
 - c Reduces dependency on foreign aid.
 - d Promoting transparency and accountability.

- 4
 - a Aunt (Tete); Uncle (Sekuru)
 - b Loss of traditional values; cultural erosion.
 - c Teaching young people traditional practices.
- 5
 - a Supporting local industries; skills training.
 - b Economic growth; job creation.
 - c Lack of resources.
- 6
 - a Development of people's skills and knowledge.
 - b Schools; colleges
 - c Provide technical and vocational skills.
 - d Brain drain / lack of funding.

Section B

- 7
 - a Creation of job opportunities.
 - b Industrialisation; entrepreneurship
 - c Reduces poverty.
 - d Lack of capital.
- 8
 - a Redistribution of land to citizens.
 - b Colonial land imbalance; overcrowding.
 - c Increased production; empowerment
 - d Lack of farming inputs.
- 9
 - a Small-scale farming.
 - b Gave access to land and resources.
 - c Provide irrigation; access to credit.
- 10
 - a SADC
 - b Botswana; Zambia
 - c Promotes trade and cooperation.
 - d COMESA
- 11
 - a Great Zimbabwe
 - b Tourism; cultural identity
 - c Fencing; law enforcement
- 12
 - a Dry storage in granaries
 - b Smoking; salting
 - c Freezing; canning
- 13
 - a Victoria Falls
 - b Employment; foreign currency
 - c Poor infrastructure.
 - d Marketing and promotion.

Test 2

Paper 1: Multiple choice answers

- | | | | |
|----|---|----|---|
| 1 | C | 21 | C |
| 2 | D | 22 | D |
| 3 | A | 23 | C |
| 4 | B | 24 | B |
| 5 | C | 25 | C |
| 6 | D | 26 | D |
| 7 | A | 27 | A |
| 8 | B | 28 | B |
| 9 | C | 29 | C |
| 10 | D | 30 | D |
| 11 | A | 31 | D |
| 12 | B | 32 | A |
| 13 | C | 33 | B |
| 14 | D | 34 | C |
| 15 | A | 35 | D |
| 16 | B | 36 | C |
| 17 | C | 37 | B |
| 18 | D | 38 | C |
| 19 | A | 39 | D |
| 20 | B | 40 | A |

Paper 2

- 1
 - a Bullying; discrimination
 - b Poor performance.
 - c Counselling
 - d Enforcing school rules.
- 2
 - a Breakdown of family unity.
 - b Divorce; domestic violence
 - c Emotional distress.
 - d Family counselling.
- 3
 - a Road; rail (accept pictured answers)
 - b Cost; distance
 - c Safety and efficiency.
 - d Accidents

- 4
 - a Accurate navigation; safety
 - b Road maps; topographical maps
 - c Getting lost.
- 5
 - a Road accident.
 - b Speeding; drunk driving.
 - c Obeying signs; using crossings.
- 6
 - a Hut / house
 - b Government housing; private developers
 - c Climate; materials

Test 3

Paper 1: Multiple choice answers

- | | | | |
|----|---|----|---|
| 1 | B | 21 | B |
| 2 | C | 22 | C |
| 3 | D | 23 | D |
| 4 | A | 24 | A |
| 5 | B | 25 | B |
| 6 | C | 26 | C |
| 7 | D | 27 | D |
| 8 | A | 28 | B |
| 9 | B | 29 | C |
| 10 | C | 30 | D |
| 11 | D | 31 | A |
| 12 | A | 32 | B |
| 13 | B | 33 | C |
| 14 | C | 34 | D |
| 15 | D | 35 | C |
| 16 | A | 36 | D |
| 17 | B | 37 | C |
| 18 | C | 38 | A |
| 19 | D | 39 | B |
| 20 | B | 40 | C |

Paper 2

- 1
 - a Divorce
 - b Depression; anxiety
 - c Counselling
 - d Causes instability.
- 2
 - a SADC; AU; COMESA
 - b Promotes trade; peace
- 3
 - a Njelele
 - b Matobo
 - c Rain asking ceremonies.
 - d Protection laws.
 - e Lack of funding.

- 4
 - a People's skills and abilities.
 - b Depending on own resources.
 - c SMEs; agriculture
- 5
 - a Mood swings; emotional sensitivity.
 - b Voice deepening; muscle growth.
 - c Myth: puberty is sickness – it is natural.
- 6
 - a Transfer of property after death.
 - b Family elders
 - c Fairness; custom
 - d Ensures harmony