

PlusOne

# Social Science

Teacher's Guide



ECD A



Chenai D. Masama

PlusOne

# Social Science

# ECD A

Teacher's Guide



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# Topic 1

# Identity

## Myself

### Unit objectives

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

- a** say their names audibly.
- b** state their ages.
- c** state their sex.

### Suggested teaching and learning resources

- PlusOne Social Science ECD A workbook page 1.
- Heritage Based Curriculum (HBC) Social Science Infant syllabus.

### Suggested teaching and learning materials

- Chart showing a boy and a girl.
- Pictures of boys and girls.
- Magazines
- Dolls
- Crayons

### Teacher's notes

- Start with a simple, familiar song about the body, hands, or happiness (“If you’re happy and you know it”). Use big, clear actions.
- Clearly model the introduction: “My name is Teacher (Hleni). Hello!” Use a friendly, exaggerated tone.
- Go around the circle. Encourage each child to say: “My name is (Chipo).” Give high-fives for success.
- Ask: “How old are you?” Help them use their fingers to show the number 4 (or 3/5). Count the fingers together.
- State this information simply: “I am a man/woman. My totem is (Nzou).” Explain the totem is their family name.
- Ask children to stand up or raise their hands if they are a boy (or girl). Ask individuals: “Are you a boy or a girl?”

- Ask: “What is your totem/family name?” Accept simple answers. If a child does not know, encourage them to ask their parents tonight. Crucial: Emphasise that all totems are special.
- Ask: “Where do you sleep?” Focus on the concept of ‘home.’ Ask for the name of their suburb or village (“I live in Chiendambuya”).
- Show the workbook picture. Demonstrate how to hold the crayon correctly (pincer grip) and how to colour slowly and neatly inside the lines.
- Hand out the workbook page (a picture of a child or a house). Encourage them to choose colours they like and focus on staying in the frame. Praise effort and control.

## Myself and my family

### Unit objectives

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

- a** state their names audibly.
- b** identify correctly at least two family members.

### Suggested teaching and learning resources

- PlusOne Social Science ECD A Workbook page 2.
- Heritage Based Curriculum (HBC) Social Science Infant syllabus.

### Suggested teaching and learning materials

- Family chart
- Pictures of families
- Magazines
- Crayons

### Teacher's notes

- Lead the class in singing a simple, counting song about family members (mother, father, brother, sister, me). Use fingers to count them out and emphasize the feeling of being together.
- Briefly review: “What is your name?” Ensure every child can say their name clearly. Remind them that their name is special.
- Explain simply: “A family is the people who love you and live with you at your home.” Explain that families can be big or small, but they always have people who care for each other.
- Ask: “Who is in your family?” Guide them to name the main people: mother, father, brother, sister, gogo/grandparent. Help them realise they are a special part of that group.

- Materials: Workbook page or chart with simple line drawings of a man (father), a woman (mother), a girl (sister), and a boy (brother). Action: Point and ask: “Is this the mother or the sister?” Have them point to the pictures in their workbook.
- Materials: Workbook picture of a simple family scene (family holding hands or a house). Action: Instruct learners to hold their crayon correctly (pincer grip) and color the family picture neatly. Encourage them to choose colours that match the clothes or people in their own families.
- Action: Walk around the class quietly. Check for correct crayon grip and offer immediate, specific praise: “Well done for staying inside the lines!” or “I like the blue shirt you gave father.” Provide gentle guidance if a child is scribbling or holding the crayon incorrectly.

## My siblings and my guardians

### Unit Unit objectives

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

- a** state their names and sex.
- b** identify at least two siblings (brother and sister).

### Suggested teaching and learning resources

- PlusOne Social Science ECD A Workbook page 3.
- Heritage Based Curriculum (HBC) Social Science Infant syllabus.

### Suggested teaching and learning materials

- Chart showing children
- Magazines
- crayons

### Teacher's notes

- Lead the class in a simple action song about togetherness or friendship (“The more we get together”). Use hands-on actions to encourage physical engagement.
- Siblings: Explain simply: “A sibling is your brother or your sister.” They share the same mother and father. Guardians: Explain: “A guardian is the main grown-up who looks after you every day and keeps you safe.” This could be Mother, father, Grandmother, or Aunt.
- Ask: “Do you have a brother or a sister?” Encourage children to say the names of their siblings. If they have none, they can say, “I am the only one!”
- Ask the class: “Who is your main guardian?” Explain that the guardian is the person who brought them to school today.

- Have learners state the name or title of their primary guardian (“My guardian is my Aunt (Annie)” or “My guardian is mother”). This reinforces who they rely on for safety and care.
- Materials: Workbook page showing two children (one sitting quietly, one standing/playing). Action: Ask them to point to the child who is sitting. Demonstrate how to focus on just one child. Instruct them to colour only the sitting child neatly and carefully.
- The colouring task reinforces the skill of following specific directions and practicing control, while the discussion establishes core family relationships.

## Myself and my friends

### Unit objectives

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

- a** name at least 1 friend.
- b** colour the picture within the frame.

### Suggested teaching and learning resources

- PlusOne Social Science ECD A Workbook page 4.
- Heritage Based Curriculum (HBC) Social Science Infant syllabus.

### Suggested teaching and learning materials

- Large pictures of friends.
- Chart of friends
- Crayons

### Teacher's notes

- Lead a lively song about friendship or playing together (“Make new friends” or a simple song about holding hands). Use lots of movement and encourage learners to gently hold hands.
- Model the concept of friendship: “My friend is Kuda. Friends help each other and play together.” Keep it brief and positive.
- Ask: “Who is your friend in the class?” Encourage children to gently point to or name one friend. Action: Have friends give each other a gentle high-five or wave.
- Materials: Workbook page or chart showing various people (friends, family, and community helpers). Action: Ask simple identification questions: “Who is the friend? Who is the teacher?” This reinforces their understanding of different social roles.
- Ask children simple questions about themselves: “What is your favourite colour?” or “What is your favourite game to play?” Encourage them to use simple, complete sentences: “My favourite game is hide-and-seek.” This helps them talk about themselves.

- Materials: Workbook picture showing simple outline drawings of a boy and a girl playing together. Action: Ask the class to choose a “boy colour” (blue or green) and a “girl colour” (pink or yellow) for the clothes. Instruct them to colour the boy’s clothes with the boy color and the girl’s clothes with the girl colour.
- The entire lesson focuses on celebrating both friendship and the fact that everyone is different and has unique likes.

## Myself and my school

### Unit objectives

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

- a** name their school correctly.
- b** name their teacher.

### Suggested teaching and learning resources

- PlusOne Social Science ECD A Workbook page 5.
- Heritage Based Curriculum (HBC) Social Science Infant syllabus.

### Suggested teaching and learning materials

- School uniforms
- Classroom
- Learning areas
- Chart of a school

### Suggested activities

- Lead a simple, rhythmic rhyme about school or coming to class. Use actions like marching or pointing to the classroom door. This focuses their energy.
- Ask: “What is the name of our big school?” Guide them to say the full name clearly. Repeat the name together as a group to build identity.
- Materials: Prepare pictures or actual pieces of clothing (if possible) of different uniforms (this school’s uniform, another school’s uniform, casual clothes). Action: Ask groups to sort the pictures/clothes into two piles: “Our School Uniform” and “Other Clothes.” Ask: “Why do we wear this uniform?” (To show we belong to this school).
- Action: Walk around while the groups are sorting. Offer verbal cues and immediate praise: “That’s right, the blue shirt is ours!” Intervene gently if a group is confused.
- Ask: “What is my name?” (Mr Bekezela). Then ask: “What is the name of our special class?” (ECD A, Busy Bees). Repeat the class name together loudly.
- Materials: Workbook page with space for drawing. Action: Instruct learners: “Draw a picture of me (your teacher)!” Encourage them to draw the head, eyes, mouth and body. Crucial: Praise effort and creativity, not accuracy. The goal is focused attention and translating a person into a visual image.

# My school

## Unit objectives

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

- a** name their school.
- b** join most of the dots.

## Suggested teaching and learning resources

- PlusOne Social Science ECD A Workbook page 6.
- Heritage Based Curriculum (HBC) Social Science Infant syllabus.

## Suggested teaching and learning materials

- School chart
- Pencils
- Crayons
- School premises

## Teacher's notes

- Lead an enthusiastic song about school or playing. Use actions that involve looking around the room, like pointing to the windows or the door. This brings attention to the environment.
- Ask the class: “What is the full name of our school?” Guide them to repeat the name clearly together. Ask them to point outside: “That is *our* school.”
- Action: Go on a quick “listening walk” around the immediate school grounds (or use large pictures). Point to key facilities: the toilet/bathroom, the playground/swings, the gate/fence, and the water tap. Ask simple questions: “Where do we wash our hands?” (The tap). “Where do we play?” (The playground). Emphasise that these places help us stay safe and clean.
- Materials: Whiteboard or large chart with a simple dotted shape (a square, a circle, or the outline of a house/school). Action: Demonstrate holding the pencil/marker correctly (pincer grip). Show the learners how to start at one dot and draw a slow, careful line to the next dot. Explain that the goal is to stay on the path.
- Materials: Workbook page with simple dotted lines/shapes (a picture of the school or a bus). Action: Give learners their crayons and instruct them to join the dots. Remind them to be slow and careful, like the demonstration. Monitor: Move around and provide individual encouragement and help with pencil grip.
- Materials: Workbook page with a simple line drawing of a house showing clear sections for the roof, wall, door, and at least one window.

# Topic 2

## National history, sovereignty and governance

### My country

#### Unit objectives

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

- a** name their country correctly.
- b** sing at least one song about Zimbabwe.

#### Suggested teaching and learning resources

- PlusOne Social Science ECD A Workbook page 7.
- Heritage Based Curriculum (HBC) Social Science Infant syllabus.

#### Suggested teaching and learning materials

- Map of Zimbabwe.
- Audio players with songs about Zimbabwe.
- Pencils

#### Teacher's notes

- Lead a simple, patriotic, or cultural song familiar to the learners. Use actions like marching or pointing proudly. Focus: Build a sense of national pride and belonging.
- Ask the class: “What is the name of our country?” Guide them to say “Zimbabwe” clearly. Repeat the name together and emphasize that it is their home.
- Tell a very short, simple story about a famous landmark (like the Great Zimbabwe ruins or a friendly animal from the country, such as a giraffe) or a simple, local tradition. Keep the story visual and engaging.
- Ask a few learners: “What is a story your grandmother/grandfather tells you about our country?” or “What is your favourite animal in Zimbabwe?” Encourage them to use simple words or hand actions to share their small story/idea.
- Materials: Whiteboard or large chart with a simple dotted outline of Zimbabwe or a recognizable object from the map. Action: Demonstrate holding the pencil/marker correctly (pincer grip). Show the learners how to start at one dot and draw a slow, careful line to the next dot, explaining that they are drawing the shape of our country/ something from it.

- Materials: Workbook page with a simple dotted outline map of Zimbabwe or a prominent local feature. Action: Give learners their crayons and instruct them to join the dots. Remind them to be slow and careful to make a strong line. Monitor: Move around, providing specific praise and helping them finish the shape.

## National anthem

### Unit objectives

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

- a** sing correctly at least one stanza of the Zimbabwe national anthem.
- b** stand at attention while singing the song.

### Suggested teaching and learning resources

- PlusOne Social Science ECD A Workbook page 8.
- Heritage Based Curriculum (HBC) Social Science Infant syllabus.

### Suggested teaching and learning materials

- Audio players
- Recorded national anthem
- Video players
- Speakers

### Teacher's notes

- Explain simply: “The National Anthem is our country’s special song. It is like a hug from everyone in Zimbabwe! When we sing it, we are showing respect and love for our home.” Emphasise that it is a serious song about thanks and hope.
- Materials: Play a short, clear video or audio recording of the National Anthem being sung (ensure it shows people standing respectfully). Action: Ask the children to watch and listen quietly. Point out how tall people stand and still.
- Action: Model the correct posture. Say: “When we hear the special song, we must stand ‘at attention.’ Show them: 1. Stand up straight and tall. 2. Put your hands straight down by your sides. 3. Look straight ahead. 4. Be very still. Have the class practice this posture with you a few times.
- Action: Play the music again, this time encouraging the children to join in. Start with just the first few lines. Use simple hand motions or cues to help them remember the words. Focus: Praise their effort and their stillness while singing, not just how loud they are.

**NB: There is no colouring on page 8.**

# National flag

## Unit objectives

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

- a** identify the national flag.
- b** name at least three colours on the national flag.

## Suggested teaching and learning resources

- PlusOne Social Science ECD A Workbook page 9.
- Heritage Based Curriculum (HBC) Social Science Infant syllabus.

## Suggested teaching and learning materials

- Zimbabwe national flag
- Chart of the national flag
- crayons

## Teacher's notes

- Lead a short, familiar section of the National Anthem. Focus on the verses that mention patriotism or love for the land. This transitions the theme from the special song to the special flag.
- Materials: Hold up or display a large, clear picture of the Zimbabwe National Flag. Action: Ask: “What is this? This is our special flag!” Explain that every country has one, and this one belongs to Zimbabwe.
- Point to each colour, moving from top to bottom (green, gold/yellow, red, black). Ask the class to shout out the name of each color as you point. Repeat the colours several times together.
- Action: Explain the meaning of each colour in simple terms: Green: Means all the land and the plants we grow. yellow/gold: Means gold and the other minerals under the ground. Red: Means the blood our heroes lost to make our country free. Black: Means the people of Zimbabwe.
- Materials: Workbook page with a large, uncoloured outline of the National Flag. Action: Instruct learners to use their crayons to color the flag, following the correct order (top to bottom). Crucial: Walk around and help children choose the correct color for each strip. Monitor: Ensure they are using the correct colours and colouring neatly within the lines.

# Topic 3

## Heritage

### Tangible heritage

#### Unit objectives

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

- a** identify correctly at least two pictures.
- b** paste the basket.

#### Suggested teaching and learning resources

- PlusOne Social Science ECD A Workbook page 10.
- Heritage Based Curriculum (HBC) Social Science Infant syllabus.

#### Suggested teaching and learning materials

- Clay pots
- Indigenous flowers
- Baskets
- Animal models
- Wooden plates
- walking sticks

#### Teacher's notes

- Lead a simple song about objects or things we see (a song about animals or tools). Use hands to make ‘touching’ motions.
- Explain simply: “Tangible Heritage means the special things that we can touch and keep.” Give examples: things from nature (a special rock, a big tree), or things made by people (an old basket, a clay pot).
- Materials: Bring 3-4 simple, safe objects to class (a leaf, a small stone, a spoon, a picture of a known animal). Action: Hold up each object and ask: “What is this?” Let learners feel/see the texture.
- Materials: Workbook/chart showing pictures of three types: Animals (elephant, goat), plants (tree, flower), and artefacts (basket, hoe). Action:

Point and ask: “Is this something we can touch and keep?” Emphasise that all these things are important heritage.

- Materials: Prepare sets of small picture cards or cut-outs of animals, plants (leaves, flowers), and simple artefacts (for example, spoon, blanket). Action: Divide the class into groups. Ask them to sort the cards into three piles: “Animals,” “Plants,” and “Things people made.”
- Materials: Glue and simple pictures from the sorting activity (a plant, a basket, an animal). Action: Instruct learners to choose one of each type and paste them neatly into their workbook under the correct label/section.
- Action: Instruct learners to use their crayons to color the pictures they just pasted. Please encourage them to use realistic colours (brown for the basket, green for the plant). Monitor: Check for correct pasting and neat colouring.

## Intangible heritage

### Objective

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

- a** demonstrate kneeling and clapping hands in greeting.

### Suggested teaching and learning resources

- PlusOne Social Science ECD A Workbook page 11.
- Heritage Based Curriculum (HBC) Social Science Infant syllabus.

### Suggested teaching and learning materials

- Chart with a person kneeling in greeting.
- Pictures of people kneeling in respect for elders.

### Teacher's notes

- Lead a variety of songs: a fun action song, a cultural song, and a gentle song. Focus: Explain that singing is something special that we learn from our parents and grandparents—it is a way we keep our culture alive.
- Materials: Workbook Page or chart showing images of cultural actions (people dancing, telling stories, or greeting an elder respectfully). Action: Ask: “What are these people doing?” (Dancing, talking). Explain that these actions are special and come from the past.
- Explain simply: “Intangible heritage means special things we *cannot touch*, but we can *do* or *say*.” Examples: Stories (we listen to them), songs (we sing them) and ways we greet people (our manners).
- Explain: “Our elders (gogo/grandfather, aunt, teacher) have helped us grow, and they know many stories. We show them respect because we love them and want to listen to

them.” Ask: “How do you feel when someone is polite to you?”

- Action: Model a respectful greeting common in the local culture (kneeling slightly, gentle hand clasp, or specific greeting words). Have learners practise in pairs, first greeting a peer, then greeting the teacher (as the elder). Emphasise:
  - Use kind words.
  - Look at the person.
  - Be gentle.
- Materials: Workbook page showing children demonstrating respect (a child helping an elder or greeting an adult politely). Action: Instruct learners to colour the picture neatly. Focus: As they colour, remind them that the person in the picture shows good manners, which is a special part of our heritage.

## Culture in relation to language

### Unit objective

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

- a** describe the picture audibly.

### Suggested teaching and learning resources

- PlusOne Social Science ECD A Workbook page 12.
- Heritage Based Curriculum (HBC) Social Science Infant syllabus.

### Suggested teaching and learning materials

- A chart of people showing respect to elders.
- Crayons
- Pictures of elderly people.

### Teacher's notes

- Lead a gentle song focused on kindness and good manners (a simple song about saying “please” and “thank you”). Use motions like bowing slightly or putting hands together.
- Materials: Workbook page or chart showing various interactions: a child greeting a grandparent, a child speaking politely to a teacher. Action: Ask: “Who is the child? Who is the elder?” Ask: “How do the people in the picture look?” (Happy, respectful).
- Action: Model the behaviour. Stand straight and demonstrate a formal, respectful greeting appropriate to the local culture (a bow/curtsey, gentle hand clasp, or specific respectful words). Language focus: Model the difference between casual language and polite language: “Don’t say ‘Give me water!’ Say ‘May I please have water?’”

- Action: Have learners stand up. Divide them into pairs where one is the 'Child' and one is the 'Elder.' The 'Child' must approach the 'Elder' and demonstrate the polite greeting the facilitator just showed. Swap roles. Monitor: Move around and praise the children for looking at the person and standing still when they greet.
- Materials: Workbook page showing a child giving a respectful greeting to an older family member. Action: Instruct learners to colour the picture neatly. Emphasis: As they colour, remind them that they are colouring a picture of good manners, which makes the elderly feel loved and respected.

# Topic 4

## Work and leisure

### Work at home and at school

#### Unit objectives

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

- a state at least two activities done at home.
- b describe what is happening in the picture.

#### Suggested teaching and learning resources

- PlusOne Social Science ECD A Workbook page 13.
- Heritage Based Curriculum (HBC) Social Science Infant syllabus.

#### Suggested teaching and learning materials

- Chart of people doing different chores.
- Brooms
- Mops
- Bucket with water
- Watering can

#### Teacher's notes

- Lead a simple, action-oriented song about helping at home or cleaning up (a song about sweeping or tidying toys). Use large, clear body movements to mimic the chores.
- Explain simply: “A chore is a small job we do to help keep our house nice and clean.” Give examples of jobs a 4-year-old can do: Tidying toys, putting shoes away, carrying light items, and wiping spills.
- Materials: Workbook page or chart showing clear pictures of simple chores (a child putting a toy in a basket, a child setting a spoon on a table, a child sweeping). Action: Ask: “What is the child doing here?” Guide them to use the chore name (“Tidying,” “Setting the table”).
- Materials: Use simple classroom props (a small toy broom, a basket, an imaginary spoon). Action: Call out a chore: “Tidying toys!” Have the whole class act out the

motion. Call out: “Sweeping!” Have them act it out. Pair practise: Have learners pretend to give a helper a light item to carry. Emphasise: Role-play helps us remember how to do the chore properly.

- The entire lesson reinforces that doing chores shows love and respect for the people who care for them at home.

## Work at home

### Unit objectives

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

- a** state at least one gender role.
- b** colour the pictures within the frame.

### Suggested teaching and learning resources

- PlusOne Social Science ECD A Workbook page 14.
- Heritage Based Curriculum (HBC) Social Science Infant syllabus.

### Suggested teaching and learning materials

- Chart of people doing different chores.
- Brooms
- Mops
- Bucket with water
- Watering can

### Teacher's notes

- Lead a lively song about family members and helping. Use actions to represent mother, father and children doing different activities (stirring for cooking, sweeping for cleaning).
- Explain simply: “Gender roles just means jobs that boys and girls, and men and women, do at home.” Crucial emphasis: Stress that both boys and girls can help with all chores. Give examples: “Mother can cook, but father can cook too! A boy can wash dishes, and a girl can wash dishes!”
- Materials: Workbook page or chart showing diverse images: A. A woman chopping vegetables; B. A man folding laundry; C. A girl setting the table; D. A boy sweeping. Action: Point and ask: “Who is in this picture?” Guide them to name the action: “The girl is setting the table.”
- Ask open questions: “Can a boy help mother wash clothes?” (Yes!) “Can a girl help Daddy fix the chair?” (Yes!) Reinforce the main rule: “We all live in the house, so we all share the work to keep it clean!”

- **Materials:** Use small, safe props (a cloth for wiping, a toy spoon). **Action:** Call out a chore and have the entire class act it out: “Folding clothes!” (Pretend to fold). “Wiping the table!” Pair practise: Have a boy and a girl demonstrate the same chore together (both pretend to sweep).
- **Materials:** Workbook picture showing a boy and a girl cooperatively doing a chore (both putting toys in a box). **Action:** Instruct learners to colour the picture neatly, paying close attention to the lines/frame. Encourage them to use bright colours to show how happy they are to help.

## Work at school

### Unit objectives

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

- a** state work done at school.
- b** colour the picture within the frame.

### Suggested teaching and learning resources

- PlusOne Social Science ECD A Workbook page 15.
- Heritage Based Curriculum (HBC) Social Science Infant syllabus.

### Suggested teaching and learning materials

- School garden
- Watering can
- Dustpan
- Bin
- Broom
- Mop
- Chart of people doing different chores
- crayons

### Teacher's notes

- Lead a simple, rhythmic rhyme about cleaning up or caring for our space (“Tidy up, tidy up, everyone help”). Use actions like wiping or pushing a toy broom.
- Ask: “What are the jobs we do here at school?” Guide them to identify things the teacher or helpers do: Sweeping the floor, wiping the tables, watering the plants and keeping the playground clean.
- Explain simply: “This classroom is our home for the day. If we all help, it stays clean and safe. Helping the teacher is showing respect for our school.” Explain that if we don’t help, the room gets dirty and messy, and it’s not fun to play.

- **Materials:** Small, safe props (a cloth, a small brush). **Action:** Call out a chore: “Wiping the tables!” Have the whole class act out the motion. “Putting blocks back in the box!” Act it out. **Focus:** Praise children who use gentle, careful movements.
- **Safety:** Crucial: Ensure the area is safe (no sharp objects, no dangerous plants). Supervise closely. **Action:** Take the class to a designated, small weeding area. Demonstrate how to gently pull the unwanted grass/weed out of the soil and put it into a bucket. Explain: “We are helping the good plants grow big!” Limit the activity to a very short, supervised time.
- **Materials:** Workbook page showing children doing a chore (watering a plant or tidying toys). **Action:** Instruct learners to use many different colours to make the picture look bright and happy. **Focus:** Remind them that chores make our world bright!

## Work produces goods and services

### Unit objectives

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

- a** identify correctly at least two pictures.
- b** paste the cook.

### Suggested teaching and learning resources

- PlusOne Social Science ECD A Workbook page 16.
- Heritage Based Curriculum (HBC) Social Science Infant syllabus.

### Suggested teaching and learning materials

- Bricks
- Books
- Food
- Artifacts
- Chart showing different services.

### Teacher's notes

- Lead a simple, rhythmic song about a specific job (a farmer planting, a builder hammering, a cook stirring). Use large, clear body actions to match the work.
- **Materials:** Workbook page or chart showing various workers: (A) A baker with bread (Good); (B) A doctor giving a check-up (service). **Action:** Ask: “What is this person doing?” (Making food/Helping sick people).
- **Action:** Explain simply: Goods: “Things you can touch and hold (like bread, clothes, toys).” Service: “Things people do for you (like the doctor making you better, or the teacher helping you learn).” **Focus on the cook:** “The cook gives us a good (the food) *and* a Service (the job of cooking).”

- Materials: Workbook page showing a cook or a baker preparing food. Action: Instruct learners to hold their crayon correctly and colour the picture neatly. Encourage them to use colours appropriate for food and kitchen items.
- Materials: Child-safe scissors, glue, cutout page with an image of a cook or chef. Action: Instruct learners to cut out the cook carefully, emphasising controlled cutting skills. Guide them to paste the cook onto the appropriate section of their workbook (the section for people who give us food).

## Work produces goods

### Unit objectives

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

- a** identify correctly at least two objects.
- b** colour correctly at least two objects within the frame.

### Suggested teaching and learning resources

- PlusOne Social Science ECD A Workbook page 17.
- Heritage Based Curriculum (HBC) Social Science Infant syllabus

### Suggested teaching and learning materials

- Bread
- Biscuits
- Sweets
- Tinned beef and beans.
- Fruits
- Vegetables
- Pictures

### Teacher's notes

- Lead a simple, rhythmic rhyme about money or things we buy at the market. Use hand motions that simulate exchanging money for an object.
- Briefly review the difference: Goods are things you hold (like bread, a pencil). Services are jobs people do for you (like teaching a teacher, or a barber cutting hair). Ask children to name one of each.
- Materials: Have 2-3 real objects (a book, an apple, a toy) and a workbook page showing pictures of goods (clothes, food) and services (a painter painting). Action: Point to an item and ask: “Is this a good or a service?” (It is a good because we can hold it!)
- Explain simply how things are made (production). Use a simple example: Bread. Ask: “Where does bread start?” (From the farmer growing wheat/maize). Explain the steps:

Farmer grows it - it goes to the miller - it goes to the baker - it becomes bread. Focus: Goods don't just appear; someone makes them!

- Materials: Workbook picture showing a simple good being produced (a farmer working with plants, or a baker with dough). Action: Instruct learners to colour the picture neatly. Emphasis: Remind them to stay within the frame/lines to practice fine motor control. Use this time to reinforce the idea that the person they are colouring is a worker who makes things we need.

## Work produces goods and services

### Unit objectives

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

- a** identify at least three artefacts.
- b** name at least one artist from the workbook page 18.

### Suggested teaching and learning resources

- PlusOne Social Science ECD A Workbook page 18.
- Heritage Based Curriculum (HBC) Social Science Infant syllabus.

### Suggested teaching and learning materials

- Claypots
- Traditional headgear
- Traditional dance attire
- Spear
- Knobkerry
- Wooden spoon
- Chart

### Teacher's notes

- Lead a simple, rhythmic song about old things or things we keep safe (a song about gogo's special possessions). Use actions like holding an imaginary precious item gently.
- Materials: Workbook page or chart showing simple, local cultural artefacts (a clay pot, a woven basket, a wooden stool, an old grinding stone). Action: Point to each picture and ask: "What is this old thing called?" Guide them to use simple names (pot, basket, stool).
- Explain simply: "Artefacts are special old things that our grandmothers and grandfathers used." Ask: "Why do we keep them?" (Because they tell us about the past and how our family lived). Explain that we must treat them with respect because they are part of our story.

- Materials: Workbook page with outlines of the cultural artefacts, alongside a smaller, *fully coloured* example of each artefact. Action: Instruct learners to hold their crayons correctly. Ask them to look closely at the coloured example and try to make their picture match the example. This encourages focused observation. Monitoring: Praise children who accurately choose the correct colour for the basket, pot.

## Work produces goods and services

### Unit objectives

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

- a** name and identify at least two traditional musical instruments.
- b** paste at least one musical instrument correctly.

### Suggested teaching and learning resources

- Heritage Based Curriculum (HBC) Social Science Infant syllabus.
- PlusOne Social Science ECD A Workbook page 19.

### Suggested teaching and learning materials

- Traditional drums
- Hosho
- Tambourines
- Clappers
- Shakers
- Chart of musical instruments

### Suggested activities

- Lead an active song that mentions different instruments or makes their sounds (“shake the marimba,” “beat the drum”). Use body percussion (clapping, stomping) to engage them.
- Materials: Workbook page or chart showing various instruments: drum, marimba (traditional), and a guitar or recorder (modern). Action: Point to each one and ask: “What is this?” Ask: “What kind of sound does it make?” (Loud/soft, happy/slow).
- Action: Explain simply: Traditional instruments are the old instruments our grandfathers used (like drums). Modern instruments are the new instruments we use today (like a guitar or phone). Divide the class into two groups (or use two large boxes). Ask them to help sort the pictures/cards into the “Old instruments” box and the “New instruments” box.
- Materials: Glue and simple cut-outs/stickers of the instruments from the sorting activity. Action: Instruct learners to choose one traditional and one modern instrument and paste

them into the correct sections of their workbooks. This reinforces the categorisation skill from the previous step.

- Action: Instruct learners to colour the instruments they have pasted or the instrument picture in their workbooks. Encourage them to use realistic colours (brown for wood, black for the drum skin) to practise careful observation. Monitor: Check for neat colouring and proper pasting technique.

## Indigenous games

### Unit objectives

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

- a** name the game shown on workbook page 20.
- b** colour the picture using different crayons.

### Suggested teaching and learning resources

- Heritage Based Curriculum (HBC) Social Science Infant syllabus.
- PlusOne Social Science ECD A Workbook page 20.

### Suggested teaching and learning materials

- Videos of people playing games.
- Chart of people playing games.
- *Nhodo* stones
- *Tsoro* stones

### Teacher's notes

- Lead the class in playing this familiar traditional game (often involving a hidden object or clapping/rhyme). Focus: Ensure everyone gets a turn and understands the rules. This is a fun, cultural warm-up.
- Explain simply: “Traditional games are the old, fun games that our parents and grandparents used to play when they were little.” Stress that these games are special because they are part of our story.
- Ask: “What games does grandfather/grandfather teach you?” Guide them to name simple, local games like *Pada* (hopscotch), *Tsoro* (if applicable and simplified), or simple clapping games.
- Materials: Play a short video clip showing children playing one or two local traditional games (for example, a simple running/tag game or a clapping game). Action: Ask: “What are the children doing?” “Do you want to try that game?” This makes the games visual and exciting.

- **Safety:** Crucial: Ensure the ground is safe, clear, and well-marked. **Action:** Demonstrate the simple rules of *pada* (hopscotch): throwing a marker, hopping on one foot, and skipping squares. Let the children play in small, supervised groups. **Focus:** Praise them for taking turns and following the rules.
- **Materials:** A workbook picture showing children happily playing a traditional game. **Action:** Instruct learners to colour the picture neatly. **Emphasis:** As they colour, remind them that the children in the picture are having fun together and keeping the traditional games alive.

## Modern games

### Unit objectives

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

- a** state at least three modern games.
- b** colour the picture using the same colours shown on the above picture (page 21).

### Suggested teaching and learning resources

- PlusOne Social Science ECD A Workbook page 21.
- Heritage Based Curriculum (HBC) Social Science Infant syllabus.

### Suggested teaching and learning materials

- Headphones
- Laptops
- Desktops
- Joystick
- Playing cards
- Chess board
- Videos of people playing games.
- Video player
- Pictures of people playing modern games.

### Teacher's notes

- Lead a simple, rhythmic rhyme about fun or new things. Use an action that involves fast/modern movement (pretending to drive a car or pressing a button).
- Explain simply: “Modern games are the new games people play today.” Give clear, safe examples: Playing with cars/dolls, skipping rope, playing on a tablet/phone (for a short time), or building big towers with blocks. Stress that these are different from the old games, but still fun.

- Ask: “What is a new game you like to play at home?” Guide them to name simple, non-traditional activities. Accept answers like “playing with my doll house” or “watching cartoons” (if framed as an activity they do).
- Materials: Workbook page or chart showing various modern play items (children using a small computer, playing with plastic toys, or riding a bicycle). Action: Ask: “What is the child doing with the small screen?” or “What is the girl playing with?”
- Materials: Bring safe, modern class toys (simple board game/puzzle, building blocks, small cars). Action: Divide the class into small groups. Crucially, emphasise turn-taking: “We can only play if we take turns! 5 seconds for you, then 5 seconds for your friend.” Monitor closely to ensure cooperative play.
- Materials: Workbook picture showing children playing a modern game (building with blocks), alongside a smaller, *fully coloured* example. Action: Instruct learners to hold their crayons correctly and look closely at the example. Ask them to make their picture match the colours and neatness of the model.

# Topic 5

# Transport and communication

## Means of transport

### Unit objectives

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

- a** name at least one road transport and one air transport.
- b** colour the bus.

### Suggested teaching and learning resources

- PlusOne Social Science ECD A Workbook page 22.
- Heritage Based Curriculum (HBC) Social Science Infant syllabus.

### Suggested teaching and learning materials

- Toy car
- Toy trains
- Toy buses
- Toy helicopters
- Toy aeroplanes
- Wire vehicles
- Video player
- Video of different means of transport.
- Charts of transport

### Teacher's notes

- Lead a simple, rhythmic rhyme about vehicles (“The wheels on the bus go round and round”). Use large, clear movements to mimic the action of driving or flying.
- Explain simply: “Transport is how people and things move from one place to another.” Give examples: cars, buses, aeroplanes, bicycles.
- Materials: Workbook page or chart showing various vehicles. Action: Point to each one and ask: “What is this called?” (car, bus, aeroplane). Ask: “Who has ridden on a (bus)?”
- Action: Divide the transport into two groups: Road transport: “These are the vehicles that move on the ground where we walk (bus, car, bicycle).” Air transport: “These are

the vehicles that move high up in the sky (aeroplane).” Ask the class to imitate the sound of a bus and the sound of an aeroplane.

- Materials: Workbook page with a large, simple outline of a bus. Action: Instruct learners to choose a bright colour and color the bus neatly. Focus: Remind them that the bus is a road transport and helps many people travel together.
- Materials: Child-safe scissors, glue, cutout page with an image of an aeroplane. Action: Instruct learners to carefully cut out the aeroplane, emphasising safe and controlled cutting. Guide them to paste it onto the correct section of their workbook (the “Sky” section).

## Means of transport

### Unit objectives

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

- a** identify correctly at least two means of transport in PlusOne ECD A workbook page 23.
- b** colour the cows with natural colours (black, white, or brown).

### Suggested teaching and learning resources

- PlusOne Social Science ECD A Workbook page 23.
- Heritage Based Curriculum (HBC) Social Science Infant syllabus.

### Suggested teaching and learning materials

- Cow models
- Model cars
- Model bicycles
- Chart of different means of transport
- Videos of different means of transport

### Teacher's notes

- Lead a simple, rhythmic rhyme about travel or movement. Use actions that mimic an older form of travel, like riding a bicycle or walking with heavy items.
- Quickly review vehicles named previously (car, bus, aeroplane). Ask: “How can people move from one place to another?” Guide them to name a few examples they remember.
- Explain simply: “Traditional transport is the old way people used to travel before cars and buses were common.” Give examples: walking, bicycle, donkey/ox cart, or canoe (if local). Emphasise that these are still important today.
- Materials: Workbook page showing various transport methods (car, bus, bicycle, walking person). Action: Ask the children to point to the transport they have used. Instruct them: “Only color the pictures of the transport you have actually used.” This encourages self-reflection and identification.

- Materials: Child-safe scissors, glue, cutout page with an image of a bicycle. Action: Ask: “Is a bicycle a traditional way or a modern way?” (Both, but often a first transport). Instruct learners to carefully cut out the bicycle. Guide them to paste it neatly into the workbook, ensuring it is standing upright and not upside down.

## Road safety

### Unit objectives

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

- a** state at least two ways to be safe when using the road.
- b** paint the pictures within the frame.

### Suggested teaching and learning resources

- PlusOne Social Science ECD A Workbook page 24.
- Heritage Based Curriculum (HBC) Social Science Infant syllabus.

### Suggested teaching and learning materials

- Soccer ball
- Tennis ball
- Toy cars
- Videos on road safety.
- Paint
- Paint brushes

### Teacher's notes

- Lead a simple, fun song about stopping and going (for example, stopping at the traffic light). Use the words ‘Stop’ (hands up) and ‘Go’ (marching) to introduce key safety concepts.
- Explain simply: “Road safety is how we stay safe when we walk or drive near cars.” Ask: “Why is it important to be safe?” (So cars don’t hit us, so we don’t get hurt). Crucial rule: We must always hold a grown-up’s hand when near the road.
- Action: Ask the children to share what they know. Guide the discussion to focus on three key rules: 1. Stop, Look, Listen (before crossing). 2. Walk on the pavement (not the road). 3. Never play near cars. Have them practice the Stop, Look, Listen actions together.
- Materials: Workbook page showing two pictures: Picture A: A child safely walking on the pavement holding an adult’s hand. Picture B: A child running alone near the road. Action: Ask: “Which picture is safe?” (A). “Which picture is dangerous?” (B). Discuss why Picture B is dangerous.

- Materials: Workbook picture showing a safe road crossing scene (pedestrian crossing or safe pavement walk). Paint and thick brushes (if available, otherwise use crayons).  
Action: Instruct learners to use their paint/crayons to color the safe picture. Emphasis: Use the colouring time to reinforce that they are colouring the safe way to behave. Supervise painting technique.

## Road safety rules

### Unit objectives

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

- a** identify correctly all three colours on the traffic lights.
- b** colour the traffic lights correctly.

### Suggested teaching and learning resources

- PlusOne Social Science ECD A Workbook page 25.
- Heritage Based Curriculum (HBC) Social Science Infant syllabus.

### Suggested teaching and learning materials

- Model traffic lights.
- Colours traffic light templates.
- Crayons

### Teacher's notes

- Lead a simple rhyme about the traffic light's colours and their actions ("Red light, red light, what do you say? I say STOP!"). Use clear hand signals to reinforce the actions.
- Materials: Hold up or display a large picture of a traffic light. Action: Point to the top light, the middle light, and the bottom light. Ask the children to shout out the name of each colour: red, amber (yellow), green.
- Explain simply: "Traffic lights help cars and people stay safe! They make sure cars don't crash into each other, and they tell us when it's safe to walk." Ask: "Where do we see these lights?" (On the big roads).
- Action: Explain the meanings with corresponding body actions: Red: Means STOP! (Put hands up in a 'stop' sign). Amber/yellow: Means WAIT or GET READY! (Wiggle fingers or gently sway). Green: Means GO! (March slowly in place). Practise the colours and actions until everyone is confident.
- Materials: Workbook page with a large, simple outline of a traffic light pole and circles. Action: Verbally instruct the children to color the circles in the correct order: Red on top, amber/yellow in the middle, green on the bottom. Emphasise staying inside the lines.

- **Materials:** The workbook should have a small, correctly coloured traffic light model above the blank one. **Action:** Instruct learners to look closely at the model and make their colours match. This reinforces visual observation and checking their own work.

## Means of communication

### Unit objectives

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

- a** identify the radio in the picture positively.
- b** state at least two means of communication.

### Suggested teaching and learning resources

- PlusOne Social Science ECD A Workbook page 26.
- Heritage Based Curriculum (HBC) Social Science Infant syllabus.

### Suggested teaching and learning materials

- Radio
- Television
- Cellphones
- Telephones
- Envelopes
- Crayons
- Pictures of means of communication.
- Papers to construct means of communication.

### Teacher's notes

- Lead a simple, fun song about talking, listening, or calling (pretending to hold a phone or whispering a secret). Use actions that involve covering ears and speaking clearly.
- **Correction:** Explain the concept of communication simply: “Communication is how we share our ideas, tell people we love them, or give news, even if they are far away.” Give examples: phone (to talk), radio (to listen), letter (to write).
- **Materials:** Workbook page or chart showing a cellphone, an envelope/letter, and a radio. **Action:** Point to each picture and ask: “What is this called?” “How do we use it?” Guide them to use simple names.
- **Action:** Ask questions to prompt discussion: “If mother is far away, how can you talk to her?” (phone). “If grandmother wants to hear music and news, what does she use?” (radio). Emphasise that all these are important ways to connect.
- **Materials:** Small sheets of construction paper, safe glue and markers. **Action:** Demonstrate folding the paper to make a simple rectangle phone shape. Help them draw

numbers (simple dots or squares) on the front to represent the keys. Focus: Praise their effort and creativity in making their own communication tool.

- Materials: Workbook page showing a person (man) listening to a radio. Action: Instruct learners to color the picture neatly. Focus: While colouring, discuss how the radio helps us listen to stories, music, and news.
- Materials: Child-safe scissors, glue, cutout page with an image of a woman on the phone. Action: Instruct learners to carefully cut out the image. Guide them to paste it neatly into the workbook, remembering that the phone is used for talking.

# Topic 6

## Shelter

### Human shelter

#### Unit objectives

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

- a** identify and name correctly at least one human shelter.
- b** colour the pictures within the frame.

#### Suggested teaching and learning resources

- PlusOne Social Science ECD A Workbook page 27.
- Heritage Based Curriculum (HBC) Social Science Infant syllabus.

#### Suggested teaching and learning materials

- Model house
- Model hut
- Model church
- Chart of human shelter.
- Cardboard boxes
- Glue
- Papers
- Grass

#### Teacher's notes

- Lead a simple, comforting song about home or a house (a song about the roof, walls, and door). Use actions that mimic making a roof shape over their heads with their hands.
- Explain simply: “Shelter means a place that keeps us safe and dry.” Ask: “Why do we need a home?” (To be safe from the sun, rain, and cold). Show pictures of simple shelter types: Hut (round, traditional) and house (square, modern).
- Materials: Workbook page or chart showing a hut (round) and a simple house (square/rectangle). Action: Point to each picture and ask: “Which one is the hut?” “Which one is the house?” Discuss the difference in shape and material.

- Materials: Small sticks/twigs, paper/cardboard, and safe glue or clay/mud (if available and safe). Action: Demonstrate how to make the simple round shape of a hut base. Help learners attach the roof (paper cone) on top. Focus: Praise their effort in constructing a basic home.
- Materials: Workbook picture showing a simple hut and a simple house. Action: Instruct learners to choose appropriate colours (browns for the hut, brighter colours for the house) and color the pictures neatly. Emphasis: Remind them that all these homes are important because they shelter us.

## Animal shelter

### Unit objectives

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

- a** identify and name correctly at least two animal shelters.
- b** colour the kennel within the frame.

### Suggested teaching and learning resources

- PlusOne Social Science ECD A Workbook page 28.
- Heritage Based Curriculum (HBC) Social Science Infant syllabus.

### Suggested teaching and learning materials

- Model kennel
- Model fowl run
- Model kraal
- Nest
- Chart of an animal shelter.
- Video of an animal shelter.
- Video player

### Teacher's notes

- Lead a familiar song about animals, such as “Old MacDonald had a farm” or a similar local song. Action: Encourage children to make the sounds and actions of the animals they sing about (woof, moo, meow).
- Ask: “What animals do you see at home or on the way to school?” Guide them to name 2–3 common animals (dog, cat, goat). Ask: “What sound does a dog make?”
- Explain simply: “An animal shelter is the special place where an animal lives to stay safe, dry, and warm.” Ask: “If it’s raining, where does the dog go?” (To its home).
- Materials: Picture cards of animals (dog, cow, bird) and their corresponding shelters (kennel, cattle pen/kraal, nest). Action: In small groups, ask children to match the animal picture to its correct home picture. Ask: “Why does the cow not live in the kennel?” (too big).

- Materials: Workbook page with an outline of a kennel (doghouse). Action: Instruct learners to choose a brown or appropriate color and colour only the kennel neatly. Remind them that they are colouring the dog's home.
- Materials: Child-safe scissors, glue, cutout page with an image of a dog. Action: Instruct learners to cut out the dog carefully. Guide them to paste the dog picture right next to the kennel they just coloured, showing the dog at its home.

## Animal shelter

### Unit objectives

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

- a** identify correctly at least three animals from the pictures on workbook page 29.
- b** name at least two animal shelters.

### Suggested teaching and learning resources

- PlusOne Social Science ECD A Workbook page 29.
- Heritage Based Curriculum (HBC) Social Science Infant syllabus.

### Suggested teaching and learning materials

- |                               |                |
|-------------------------------|----------------|
| • Nest                        | • Model kraal  |
| • Toy animals                 | • Model pigsty |
| • Outdoor school environment. | • Nest         |

### Teacher's notes

- Lead a lively, rhythmic rhyme about a common animal's sound or habitat (a rhyme about a bird in a nest or a cow in a kraal). Use clear actions.
- Action: Go around the circle and have each child take one turn to name a different animal they know (cat, goat, elephant). If they repeat an animal, gently encourage them to think of a new one.
- Materials: Direct learners to Workbook page 29. Action: Ask them to point to and name the animals shown on the page. Ensure everyone is looking at the correct page and identifying the animals correctly.
- Materials: Workbook page 29, which should show the animals and their homes (bird/nest, dog/kennel, chicken/coop). Action: Point to each animal's home and ask: "Why does the (animal) live here?" (To be safe, to keep eggs safe, to stay warm).
- Safety: Crucial: Ensure the walking area is safe and supervise closely. Action: Take a short, quiet walk outside. Ask the children to look low and high. Focus: Look for real-life animal shelters: Birds' nests (high up), ant nests (on the ground), or a spider web. Explain: "Even small animals make homes to stay safe!" Encourage quiet observation.

- Action: Gather the class back together and finish the lesson by singing their favourite animal songs. Encourage loud, happy participation and animal actions/sounds.

## Animal shelter

### Unit objectives

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

- a** name at least two domestic animals.
- b** name and identify the correct shelter for cattle.

### Suggested teaching and learning resources

- PlusOne Social Science ECD A Workbook page 29.
- Heritage Based Curriculum (HBC) Social Science Infant syllabus.

### Suggested teaching and learning materials

- Model kraal
- Model fowl run
- Model kennel
- Nest
- Model pigsty
- Chart of animals and their shelter.
- Shelter work cards

### Teacher's notes

- Lead a happy, familiar song about farm or home animals (songs mentioning cows, goats, chickens). Action: Encourage learners to make the sounds and actions of the animals in the song.
- Ask: “What animals do we keep close to our homes?” (dog, cat, cow, goat, chicken). Explain: “Domestic animals live with us, and we must give them a special shelter to keep them safe and healthy.” Give examples: dog - kennel; cow - kraal.
- Materials: Picture cards of domestic animals (chicken, cow, pig) and their matching shelters (coop, kraal/pen, pisty). Action: Divide the class into small groups. Ask them to match the animal picture to the correct home picture. Focus: Discuss why the homes are different (a cow is too big for a coop).
- Materials: Direct learners to Workbook page 30. This page should show cattle (cows/ oxen) and their enclosure, the kraal. Action: Ask them to point to the cattle and then point to the kraal. Explain: “The kraal is the strong, safe home for the cattle.”
- Materials: Workbook page 30 (cattle and kraal). Action: Instruct learners to choose appropriate colours (brown for the cattle/fences, green for the grass) and colour the picture neatly. Emphasis: As they colour, remind them that the kraal is necessary to keep our valuable cattle protected.

# Human shelter

## Unit objectives

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

- a** identify correctly at least one modern shelter.
- b** colour modern shelter only.

## Suggested teaching and learning resources

- PlusOne Social Science ECD A Workbook page 31.
- Heritage Based Curriculum (HBC) Social Science Infant syllabus.

## Suggested teaching and learning materials

- |                |                           |
|----------------|---------------------------|
| • Model hut    | • Crayons                 |
| • Model hotel  | • Chart of human shelter. |
| • Model church | • Cardboard boxes         |
| • Model school | • Glue                    |

## Teacher's notes

- Lead a simple, melodic song about homes and roofs. Use actions that emphasise the difference in shape — a round motion for a hut, a square motion for a modern house.
- Explain simply: Shelter keeps us safe. Traditional shelters are made from natural things like mud, sticks, and grass (a hut). Modern shelters are made from new things like cement and bricks (house).
- Materials: Workbook page or chart showing a hut and a multi-room brick house. Action: Point to each one and ask: “Which one is the old way (traditional)?” “Which one is the new way (modern)?” Guide them to use the correct terms.
- Action: Discuss key features: Hut: Often round, maybe only one room, made of mud/grass. House: Often square, has many rooms (kitchen, bedroom), made of brick/cement. Ask: “Which one has bigger windows?” (Modern house). “Which one is easiest to build quickly?” (Hut).
- Materials: Workbook page showing both a hut and a modern house. Action: Instruct learners to use brown, grey, and green for the hut (mud, grass) and bright or varied colours for the modern house. Encourage them to color the windows brightly.
- Materials: Simple craft items: small cardboard boxes (for modern houses), small paper cones or bent cardboard (for hut roofs), safe glue. Action: Divide the class into two groups: one makes a Hut model, and one makes a square house model. Provide close assistance to help them assemble the basic shapes. Focus: The goal is to feel the shape difference (round vs. square).

# Topic 7

## Global issues

### Natural and human-induced disasters

#### Unit objectives

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

- a** tell a story from the pictures given.
- b** colour the pictures copying the coloured pictures above.

#### Suggested teaching and learning resources

- PlusOne Social Science ECD A Workbook page 32.
- Heritage Based Curriculum (HBC) Social Science Infant syllabus.

#### Suggested teaching and learning materials

- Water in a bucket.
- Covered swimming pool.
- Videos of floods.
- Video player

#### Teacher's notes

- Lead a simple, gentle song about rain or water (“Rain, rain, go away”). Use motions that involve hands going up and down like rain, or flowing like a river.
- Explain simply: Disasters are when things go very wrong and people get hurt or homes break. Natural disasters are caused by nature (like too much rain - flood). Man-made Disasters are caused by people (like not putting out a fire - big fire). Focus: Keep the tone calm, focusing on safety.
- Materials: Workbook page or chart showing different water bodies (a simple river, a lake, or a dam). Action: Ask the children to point to and name the water bodies. Explain that water bodies are special, big places where water lives.
- Crucial: Do not use scary or graphic footage. Use only very brief, simple, animation, or documentary clips that show lots of fast-moving water or strong wind gently (like a river overflowing its bank or trees bending). Action: Ask them to watch how the water moves too fast and too much.

- Action: Ask questions like: “Is it safe to play near fast-moving river water?” (No!). “If it floods, should we run outside?” (No, we stay inside with our grown-up!). Emphasise that too much or too fast water is dangerous and we must listen to adults during heavy rain.
- Materials: Workbook page showing a safe scene (a child safely inside a home looking at rain through a window, or a dam holding water). Action: Instruct learners to use blue for the water and color the picture neatly. Reinforcement: As they colour, remind them that people build dams to help manage water safely, and we stay safe inside when the rain is too heavy.

## Fire related disasters

### Unit objectives

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

- a** identify correctly a fire in the picture.
- b** state one danger of fire to humans.

### Suggested teaching and learning resources

- PlusOne Social Science ECD A Workbook page 33.
- Heritage Based Curriculum (HBC) Social Science Infant syllabus.

### Suggested teaching and learning materials

- Matches
- Chart of a house on fire.
- Water
- Soil
- Group cards about fire

### Teacher's notes

- Lead a simple, perhaps cautionary, song about fire (a song about how fire is hot or used for cooking). Use clear hand actions that represent warmth or a flame (gently wiggling fingers upwards).
- Materials: Show a simple, controlled image of a cooking fire or a candle flame (safe use). Ask: “What is this?” (fire). Discuss safely: “We use fire to cook food and sometimes to stay warm.” Explain that grown-ups use sticks and matches/lighters to start it, but children must never touch!
- Explain firmly: “Fire is very, very dangerous for children. It is too hot! It can burn you and hurt your home.” Show (without touching) a burnt object (a stick) to show the

damage. Crucial rule: Never go near a fire without a grown-up and never play with matches or lighters.

- In small groups, ask learners: “If you see a small fire, what is the first thing you must do?” (Find a grown-up and tell them immediately). Reinforce that they must not try to hide the fire or touch it.
- Use a safe role-play scenario. Model: “If a small fire is safe for a grown-up to put out, they use water or soil/sand.” Have the children role-play scooping imaginary soil or pouring imaginary water onto a designated spot. Crucial: Reiterate that this is for grown-ups only, but they should know the methods.
- Materials: Child-safe scissors, glue, cutout page with images of a baby and a fire. Action: Instruct learners to cut out the images. Guide them to paste the two pictures far away from each other in the workbook. Emphasis: The baby must be far away from the fire because fire is dangerous.

## Fire-related disasters

### Unit objectives

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

- a** identify correctly at least one animal.
- b** state one danger of fire to animals.

### Suggested teaching and learning resources

- PlusOne Social Science ECD A Workbook page 34.
- Heritage Based Curriculum (HBC) Social Science Infant syllabus.

### Suggested teaching and learning materials

- Chart of animals
- Toy animals
- Matches
- Candles

### Teacher's notes

- Lead a simple, gentle song about the dangers of fire being too hot and too big when it is not controlled. Use the action of fanning hands to show how a big fire grows.
- Explain simply: “A veld fire is a big wildfire in the bush or the field where animals live.” Ask: “Is this fire good for cooking?” (No). Explain that veld fires are bad because they burn the grass and trees, and they hurt the animals’ homes.
- Ask: “What animals live in the bush and not in our homes?” Guide them to name 2-3 common wild animals (elephant, lion, zebra). Ask what sounds those animals make.

- Materials: Direct learners to Workbook page 34. This page should show images of a veld fire and frightened wild animals running away. Action: Ask them to describe what they see. Point out the fire and the smoke. Emphasise how the animals are sad or scared because their home is burning.
- Action: Discuss the dangers: Veld fires destroy food and homes for animals. Discuss prevention: “We must never throw matches or hot things in the grass!” Discuss action (grown-ups only): “Grown-ups sometimes use wet sacks or soil to beat out the fire when it is small.” Reiterate the rule: Find a grown-up immediately if you see uncontrolled fire.
- Materials: Workbook page 34 (animals and veld fire). The page should ideally have a small, correctly colored model of the animals. Action: Instruct learners to focus on the animals and color them neatly, copying the colours from the model. Focus: Remind them that colouring the animals is a way of showing love for them, and we need to keep their homes safe.

## Safety at home

### Unit objectives

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

- a** join the dots correctly.
- b** identify correctly the bucket on the workbook page 35.

### Suggested teaching and learning resources

- PlusOne Social Science ECD A Workbook page 35.
- Heritage Based Curriculum (HBC) Social Science Infant syllabus.

### Suggested teaching and learning materials

- Buckets with lids.
- Small dish
- Jugs
- Sand bucket
- Crayons
- Knives
- Needles

### Teacher's notes

- Lead a lively rhyme about safety or being careful (a rhyme about “look before you touch”). Use a cautious action, like putting a hand up to indicate caution.
- Action: Discuss each danger simply: Fire: “Too hot! Never touch matches or lighters. Tell a grown-up.” Sharp objects: “Knives, scissors, pins - only grown-ups use them.

Keep your hands away.” Electricity: “Don’t put fingers or toys in the wall plugs! Water and electricity don’t mix.” Water: “We need water, but we must be careful near deep water.”

- Action: Ask: “If we leave a big bucket of water open, what can happen?” Guide the discussion: 1. A baby or small child might fall in. 2. Mosquitos might lay eggs there. Crucial Rule: Every bucket of water must be covered or emptied immediately to keep everyone, especially babies, safe.
- Learners identify the bucket on the workbook page 35.
- Materials: Workbook page 35 (bucket outline with dots). Action: Instruct learners to use a crayon or pencil to carefully connect the dots to form the shape of the bucket and its handle/lid. This improves pre-writing and fine motor control.
- Materials: Workbook page 35 (bucket). Action: Instruct learners to color the bucket neatly. Emphasis: As they colour, remind them that this bucket must be safe—always covered!

## Safety at school

### Unit objectives

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

- a** recite a short poem about safety.
- b** colour the picture within the frame.

### Suggested teaching and learning resources

- PlusOne Social Science ECD A Workbook page 36.
- Heritage Based Curriculum (HBC) Social Science Infant syllabus.

### Suggested teaching and learning materials

- Chart of school learners.
- Sand bucket
- Water
- Classroom indoor environment.

### Teacher's notes

- Lead a song about listening and following instructions (for example, a simple marching song where the leader calls out “stop” and “go”). This reinforces the skill needed during an emergency.
- Explain simply: “An emergency is when something goes very wrong or quickly, like a fire or someone getting hurt.” Explain that grown-ups have special rules to follow to keep everyone safe quickly. Ask: “If the special bell rings (fire alarm), do we run?” (No, we walk quietly and follow the teacher).

- Materials: Direct learners to Workbook page 36. This page should show children safely and quietly walking in a line out of the classroom, led by a teacher (a fire drill). Action: Ask them to describe what the children are doing. Emphasise their calmness and their line/order.
- Action: Announce a pretend “Emergency drill.” Have the class practise the designated emergency procedure (the Fire drill route): (1). Stand up quietly. (2). Line up quickly and quietly. (3). Follow the leader (teacher) outside. Reinforce the importance of silence so they can hear instructions.
- Lead a short, comforting poem about being brave or being safe with friends. This helps manage any anxiety caused by discussing emergencies.
- Materials: Workbook page 36 (The safe evacuation line). Action: Instruct learners to color the children and the line neatly. Emphasis: As they colour, remind them that when they follow the rules and stay calm, they are safe heroes!

# Topic 8

## Managing and copying with changes

### Changes at school

#### Unit objectives

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

- a** tell a story from the given pictures.
- b** state at least one sad event.

#### Suggested teaching and learning resources

- PlusOne Social Science ECD A Workbook page 37.
- Heritage Based Curriculum (HBC) Social Science Infant syllabus.

#### Suggested teaching and learning materials

- Chart of faces showing different emotions.
- Smiley faces
- Crayons

#### Teacher's notes

- Lead a favourite class song — a familiar one provides comfort and a sense of routine before discussing difficult topics. Use actions to promote engagement.
- Explain simply: “Change means something is different now.” Give small, common examples: A friend moves to a new school, a new book is put in the reading corner, or the weather changes. Explain that big changes (like a friend moving) can make us feel sad.
- Ask: “If we get a new rule, how do we follow it?” (We listen to the teacher). Ask: “If we miss our friend, what can we do?” (We can draw a picture for them, or we can play with a new friend). Focus on positive coping actions.
- Materials: Workbook page or chart showing a sequence of events: (1). Child happy with a friend. (2). Friend leaving with a suitcase (sad face). (3). Child looking sad. 4. Child smiling while playing with a new friend (happy face). Action: Guide the class to tell the story of the faces: “First, the girl was happy. Then her friend left and she was sad. But then she played with someone else and became happy again!”

- Ask: “If your friend is crying, how can you help them?” Model kind actions: “We can give them a hug (gently!), we can ask them to play, or we can sit quietly next to them.” Emphasise that being kind to sad friends helps them feel better.
- Materials: Workbook picture showing two children hugging or sharing a toy. Action: Instruct learners to use warm, happy colours (yellow, pink, orange) to colour the picture neatly. Emphasis: This picture shows kindness and support, which is how we deal with sad events.

## Changes at home

### Unit objectives

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

- a** copy the exact colours in the given pictures.
- b** identify at least two family members.

### Suggested teaching and learning resources

- PlusOne Social Science ECD A Workbook page 38.
- Heritage Based Curriculum (HBC) Social Science Infant syllabus.

### Suggested teaching and learning materials

- Chart of a family with a newborn baby.
- Dolls
- Baby clothes
- Baby towels
- Crayons

### Teacher's notes

- Lead a simple, affectionate song about the family (songs mentioning mother, father, sister, brother). Action: Encourage children to point to themselves when they sing “brother” or “sister” and point to the sky when singing about “mother” or “father.”
- Ask: “Who is in your home family?” Go around the circle and have each child name 2–3 family members (“Mama, Baba, and my big brother.”). Emphasise that all families are special.
- Ask: “What happens when a new baby comes home?” Guide the discussion: The baby is small, sleeps a lot, cries a lot, and needs lots of help. Crucial point: Explain that the older child must be patient and help mother and father, but they are still very loved!
- Materials: Workbook page showing a sequence: (1). An older child playing alone. (2). The new baby is arriving. (3). The older child looks annoyed/confused. (4). The older child gently touches the baby and smiles. Action: Guide the class to tell the story,

focusing on the feelings: “The boy felt confused at first, but then he learned how to love and help his new sibling.”

- Materials: Workbook page with an outline of an older sibling and a baby, alongside a smaller, *fully colored* model. Action: Instruct learners to look closely at the model and make their colours match. Emphasis: While colouring, remind them that being an older sibling is a big job and requires patience and love.

## Conflict management

### Unit objectives

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

- a** state at least one way to resolve conflicts during playtime.
- b** tell a story from the picture in the workbook page 39.

### Suggested teaching and learning resources

- PlusOne Social Science ECD A Workbook page 39.
- Heritage Based Curriculum (HBC) Social Science Infant syllabus.

### Suggested teaching and learning materials

- Different toys
- Chart of people fighting.
- Crayons

### Teacher's notes

- Lead a lively song about sharing and being kind to friends and family. Use actions that involve giving, waiting, or gentle hands.
- Explain simply: “Conflict means we disagree or fight about something, like a toy.” Explain that it is normal, but we must use kind words and safe bodies to solve it. Crucial rule: We never hit or scream. We use our words to solve problems.
- Ask: “If your brother takes your toy, what kind thing can you say?” Guide them: “Please may I have a turn?” or “Let’s share.” Introduce simple solutions: (1). Take turns (2). Get a grown-up to help (3). Find a different activity.
- Materials: Workbook page showing a sequence: (1). Two children fighting over a ball (angry faces) (2). A grown-up intervening calmly (3). The children happily play with the ball together (sharing or taking turns). Action: Guide the class to narrate the sequence, focusing on the transition from angry to happy by using the grown-up and sharing.
- Materials: Workbook picture showing children peacefully sharing a toy or hugging after a small disagreement. Action: Instruct learners to colour the picture neatly using colours that represent calm and peace (blue, light green). Emphasis: Remind them that colouring the picture is a reminder to always choose peace at home.

# Conflict management

## Unit objectives

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

- a** state one way of managing conflict at school.
- b** colour the picture within the frame.

## Suggested teaching and learning resources

- PlusOne Social Science ECD A Workbook page 40.
- Heritage Based Curriculum (HBC) Social Science Infant syllabus.

## Suggested teaching and learning materials

- Variety of children's toys.
- Crayons
- Videos of people resolving conflicts.

## Teacher's notes

- Lead two or three lively songs that celebrate friendship, sharing, and cooperation (songs about holding hands or helping a friend). Use actions that emphasise positive social interaction.
- Materials: Use workbook page 40 or a chart showing a simple story sequence: (a) Child A is playing with a toy. (b) Child B wants the toy and pushes A (sad faces). (c) A grown-up suggests sharing. (d) The children take turns and are happy (smiling faces). Action: Guide the class to tell the story by describing the feelings (sad, angry, then happy) and the solution (sharing/grown-up helping).
- Action: Choose two scenarios: Scenario 1: Two siblings want the same toy. Scenario 2: One child wants to watch cartoons, the other wants to listen to music. Have pairs of children role-play the conflict. Facilitator's role: Prompt them to use their kind words ("May I have a turn?") and ask them to hug or shake hands to show the conflict is over.
- Materials: Workbook page 40, likely showing two boys or friends resolving a conflict. Action: Instruct learners to colour the boys neatly. Emphasis: Remind them to use colours that make the boys look happy and friendly, reinforcing that resolving a conflict leads to happiness.

# Topic 9

## Social etiquette

### Acceptable behaviour

#### Unit objectives

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

- a** demonstrate at least two good behaviours in a role play.
- b** colour the pictures as shown above.

#### Suggested teaching and learning resources

- PlusOne Social Science ECD A Workbook page 41.
- Heritage Based Curriculum (HBC) Social Science Infant syllabus.

#### Suggested teaching and learning materials

- Paint
- Chart of a child greeting an elder while kneeling.
- Videos of young learners interacting with adults both respectfully and disrespectfully.

#### Teacher's notes

- Lead a song that emphasises listening to mother/father/teacher or following instructions. Use actions that involve cupping hands behind the ears to show good listening.
- Tell a simple, short story (*The little boy who listened*). Example: *A child was told not to play near the road, but he listened and played safely in the yard. When his friend didn't listen, he got hurt.* Focus: Emphasise the positive outcome of listening (safety, happiness).
- Ask simple questions: “Why was the child in the story safe?” (Because he listened). “What is good behaviour?” (Using kind hands, sharing, listening to instructions). Explain that obedience is a good behaviour that helps them learn and stay safe.
- Materials: Workbook page, showing two contrasting scenes: Picture A: A child listening and helping an adult (good behaviour). Picture B: A child running away or making a mess (not listening). Action: Ask: “Which child is listening?” (a). “Which child is showing good behaviour?” (a). Discuss the consequences (happy vs. sad).
- Materials: Workbook page (Picture A: Good behaviour scene). The page should include a small, correctly colored model. Paint and brushes (or thick crayons). Action: Instruct

learners to copy the colours from the model onto the larger picture. Emphasis: As they paint, remind them that they are colouring the picture of a good listener and someone who is safe.

## Acceptable behaviour

### Unit objectives

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

- a** state at least two vulnerable people in society.
- b** colour the pictures within the frame.

### Suggested teaching and learning resources

- PlusOne Social Science ECD A Workbook page 42.
- Heritage Based Curriculum (HBC) Social Science Infant syllabus.

### Suggested teaching and learning materials

- Handbags
- Stuffed toys
- Crayons
- Dolls
- Different clothes for adults.

### Teacher's notes

- Lead a lively song about being helpful or using kind hands. Use actions that involve reaching out a hand to help or giving a gentle pat.
- Ask: “What is a kind thing you can do for your mother or grandmother at home?” Guide the discussion to focus on actions like saying please and thank you, waiting for your turn, and helping to pack away toys. Explain that these are acceptable behaviours that make people happy.
- Action: Set up simple, safe role-play zones. Scenario 1 (road): Have one child pretend to be an elderly person (walking slowly) and another child offers an arm to help them cross a marked line. Scenario 2 (groceries): Have one child pretend to be a pregnant woman (holding a pillow) and another child offer to carry a light object (groceries). Focus: Praise their gentle actions and kind offers.
- Materials: Workbook page showing a child performing an acceptable behaviour (sharing a snack, giving a seat to an elderly person). Action: Ask: “What is the child doing?” “Is that acceptable behaviour?” “How does the other person feel?” Discuss the joy that comes from helping.
- Materials: Workbook picture showing the acceptable behaviour. Action: Instruct learners to color the picture neatly, ensuring they stay within the frame. Emphasis: Remind them that colouring this picture is a way to remember to be helpful and kind every day.

# Topic 10

## Entitlements/ rights and responsibilities

### Child rights

#### Unit objectives

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

- a** state at least two children's rights.
- b** identify the nurse from the picture.

#### Suggested teaching and learning resources

- PlusOne Social Science ECD A Workbook page 43.
- Heritage Based Curriculum (HBC) Social Science Infant syllabus.

#### Suggested teaching and learning materials

- Work cards showing different children's rights.
- Different clothes for role playing.
- Different toys

#### Teacher's notes

- Lead a simple, powerful song about basic needs ("I have a right to food, I have a right to play"). Use clear actions: putting hands to mouth (food), pointing to heart (love), running on the spot (play).
- Explain simply: "A right is something every child in the world must have." Give concrete examples: Right to a name (everyone has one), Right to food (no one should be hungry), Right to love and care (everyone needs hugs), Right to play. Focus: Make it personal and positive.
- Ask simple questions: "Who gives you food to eat?" (mother/father). "Who gives you hugs?" (family/teacher). Explain that adults help ensure their rights are met. Discuss what happens if a right is *not* met ("If you are hungry, you can tell your grown-up").
- Action: Have groups of children role-play the rights: Group 1: Role-play eating healthy food. Group 2: Role-play a doctor giving care (right to health). Group 3: Role-play two children happily playing together (right to play).

- Materials: Workbook page showing four pictures: 1. A bowl of food. 2. Children playing. 3. A child sleeping safely. 4. A child getting a hug. Action: Verbally state the right (“Right to play”). Instruct children to draw a line from the text/symbol to the matching picture.
- Materials: Workbook page with a mix of colored pictures (models) and black and white pictures (to be coloured). Action: Instruct learners to only colour the pictures that are empty of colour. Emphasis: As they colour the picture of the children playing, remind them that play is their important right.

## Child responsibilities

### Unit objectives

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

- a** state at least two child responsibilities.
- b** correctly paste the picture of the boy packing his books.

### Suggested teaching and learning resources

- PlusOne Social Science ECD A Workbook page 44.
- Heritage Based Curriculum (HBC) Social Science Infant syllabus.

### Suggested teaching and learning materials

- Videos of children being responsible citizens.
- Video player
- Different clothes/props for role playing.
- Crayons
- Different books.
- Toys
- Dolls

### Teacher's notes

- Lead a song that focuses on helping and doing your part (songs about cleaning up or packing toys away). Use actions that mimic cleaning or tidying.
- Explain simply: “A responsibility is a job we must do to help our family and keep our home nice.” It goes with your rights! Give simple examples: Packing away toys, putting clothes in the basket, helping feed the pet, and doing homework (if applicable).
- Ask: “What is one job you do to help mother or father?” Guide the discussion. Praise all efforts: “That’s a very big responsibility! Thank you for helping.” Emphasize that taking responsibility makes grown-ups happy.
- Action: Set up three small stations for role-play: Station 1: Tidy up (Pretend to pack away blocks). Station 2: Feed the pet (Pretend to pour food into a bowl). Station 3:

Water the plant (Pretend to pour water onto a pot). Have small groups take turns practicing these responsibilities.

- Materials: Workbook page showing a child performing a responsibility (for example, a girl putting a book back on the shelf). Action: Instruct learners to colour the picture neatly. Emphasis: As they colour, remind them that this picture shows a responsible helper!
- Materials: Child-safe scissors, glue, cutout page with an image of a boy packing his books. Action: Instruct learners to cut out the picture carefully. Guide them to paste it neatly into the workbook. Final reinforcement: Discuss how packing books is their responsibility to keep them safe for learning.

## Physical abuse

### Unit objectives

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

- a** state and identify at least one form of physical abuse.
- b** colour the picture within the frame.

### Suggested teaching and learning resources

- PlusOne Social Science ECD A Workbook page 45.
- Heritage Based Curriculum (HBC) Social Science Infant syllabus.

### Suggested teaching and learning materials

- Long sticks
- Fashion belt
- Cooking stick
- Chart of a child being beaten using fists.
- Crayons

### Teacher's notes

- Lead a simple, gentle song about safety and being loved (“I am safe, I am loved, my body belongs to me”). Use actions that involve hugging themselves gently or crossing their arms to show self-protection.
- Explain simply: Discipline is when grown-ups teach you to be good and safe using kind words and rules (a time-out). Abuse is when someone hurts your body, hits you hard, or makes you feel very scared and unloved. Crucial: Explain that all grown-ups must teach with love and gentle hands.
- Action: Use simple, non-frightening terms to identify bad touch vs. good touch (A hug is good; a hard hit is bad). Emphasise that if someone hurts them, they must tell a grown-up they trust (mother, father, teacher). Teach the phrase: “No, Stop, Tell someone.”

- Materials: Workbook page showing two contrasting scenes: Picture A: An adult calmly talking to a child about a mistake (discipline). Picture B: An adult hitting a child (abuse).  
Action: Have learners discuss in pairs. Ask them to point to the picture where the child feels loved and safe (A). Monitor discussions to ensure language remains calm.
- Action: Quickly review the rights from the previous lesson: right to safety and right to love and care. Ask: “Does a child who is being hurt have their rights respected?” (No). Reinforce that every child deserves to be safe and loved.
- Materials: Workbook page showing the picture of the calm, gentle discipline (Picture A).  
Action: Instruct learners to only colour the picture that shows love and safety. Emphasis: Use happy, peaceful colours (blue, yellow). Remind them that this picture shows the right way to care for a child.

## Emotional abuse

### Unit objectives

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

- recite a poem about emotional abuse.
- colour the pictures within the frame.

### Suggested teaching and learning resources

- PlusOne Social Science ECD A Workbook page 46.
- Heritage Based Curriculum (HBC) Social Science Infant syllabus.

### Suggested teaching and learning materials

- Chart and pictures showing verbal abuse.
- Video player
- Video showing verbal abuse.
- Crayons
- Drama props

### Teacher's notes

- Lead a song about being happy and using kind voices. Use actions that involve pointing to the mouth (kind words) and pointing to the ears (listening to kind words).
- Explain simply: “Emotional abuse is when someone uses mean words or shouts very loudly at you, and it makes your heart feel very sad or scared.” Explain that hitting hurts the body, but mean words hurt the feelings. Give examples: Calling a child a bad name or shouting so loud that they cry.
- Ask, “What kind of words make your heart feel sad?” Guide them to use simple terms: “Calling me silly,” “shouting,” “saying I can’t play.” Crucial: Gently correct them if they name physical actions, focusing the discussion only on words and feelings.

- **Crucial:** Use only simple, non-graphic animations or pictures showing a child with a sad face and another person with a very angry face (with a big speech bubble of angry scribbles). **Action:** Focus on the sad face. Ask: “How is that child feeling?” (Very sad/scared). Reinforce that no one should make them feel that way.
- **Action:** Use a safe role-play where the facilitator acts the bad role, and the learner practices the safe response. **Scenario:** Facilitator pretends to shout (“You are bad!”). **Learner practises:** (1) Saying “NO!” (firmly). (2) Running to a trusted adult (another teacher/designated spot). Focus on the escape/tell action, not the conflict itself.
- Lead the class in reciting a rhyme about the right to be loved and the right to safety. This reaffirms that gentle treatment is what they deserve.
- Quickly transition to a positive note. Ask children to tell a quick story about a time they were a responsible helper (For example, *I helped mama clean the house*). This reminds them of their worth.
- **Materials:** Workbook picture showing a child who is smiling while receiving a gentle hug from an adult. **Action:** Instruct learners to use the happiest, brightest colours to color the picture neatly. **Emphasis:** The picture shows how they feel when they are loved and safe – which is how they should feel all the time.

## Neglect

### Unit objective

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

- a** colour the picture within the frame.

### Suggested teaching and learning resources

- PlusOne Social Science ECD A Workbook page 47.
- Heritage Based Curriculum (HBC) Social Science Infant syllabus.

### Suggested teaching and learning materials

- Chart showing a neglected child.
- Torn clothes
- Pictures and a chart of children sitting outside in the rain.
- Crayons

### Teacher's notes

- Lead a song about the family providing care and looking after each other. Use actions that show a grown-up feeding a child or putting clothes on them.
- Explain simply: “Neglect is when a grown-up forgets or fails to give you the important things you need to be healthy and safe.” Ask: “What are the most important things

you need?” (Food, clean clothes, a safe place to sleep, and hugs). Explain that when a grown-up doesn’t give these, it is called neglect.

- Ask simple, safe questions: “What happens if you don’t get food?” (You get hungry and weak). “What happens if you don’t get a bath?” (You get dirty). Action: Emphasize that these are basic needs that grown-ups have a responsibility to provide.
- Crucial: Do not use disturbing or graphic material. Use only simple, non-frightening drawings or animations showing: (1) A child looking sad and very hungry. (2) A child wearing very dirty clothes. (3) A child alone, looking scared. Action: Focus the discussion only on the feelings (sad, scared) and the missing need (food, clean clothes).
- Action: Empower children to speak up. Ask: “If you are very hungry and no one gives you food, what should you do?” Rule: You must tell a trusted grown-up (teacher, grandmother, uncle) immediately. Teach them that they have a right to food and care, and they must ask for help.
- Materials: Workbook picture showing a healthy, clean child happily eating food or being tucked into a safe bed. Action: Instruct learners to use bright, happy colours to colour the picture neatly. Emphasis: The picture shows how they look and feel when their needs are met, which is the right way for every child to live.

## Dealing with violations of child rights

### Unit objectives

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

- a** state at least one person they can report an abuse to.
- b** colour the picture within the frame.

### Suggested teaching and learning resources

- PlusOne Social Science ECD A Workbook page 48.
- Heritage Based Curriculum (HBC) Social Science Infant syllabus.

### Suggested teaching and learning materials

- Police officer uniform.
- Chart showing a police officer.
- A teacher
- A religious leader and an elderly person.
- Crayons

### Teacher's notes

- Lead a song about safety and telling the truth. Use actions that involve cupping a hand to the mouth (to whisper a secret to a trusted adult) or pointing to a safe place.

- Explain simply: “If someone hurts your body, says mean things, or doesn’t give you food, that is a rights violation.” Explain: “When this happens, we don’t keep it a secret. We find a helper who can make it stop and keep you safe.”
- Action: Quick review. Ask: “What is your right to eat?” (Right to food). Ask: “What is it called when someone hits you hard?” (abuse/bad touch). This keeps the concepts fresh and separate.
- Materials: Chart or Workbook page showing trusted “Helpers” in the community: 1. Teacher/Facilitator (with a kind face). (2) Parent/Guardian. (3) Police Officer (in uniform). (4) Doctor/Nurse. Action: Point to each one. Ask: “Can this person help you?” (Yes). Explain that these people are trained to keep children safe.
- Ask: “If you are scared, who should you run to first?” (mother/father/teacher). Explain that if the person hurting them is mother or father, they must tell another helper right away (like the teacher or a trusted neighbour). Focus: The message is always to tell a trusted grown-up.
- Materials: Workbook picture showing a police officer or other helper. Action: Instruct learners to colour the police officer neatly, perhaps using blue or brown for the uniform. Emphasis: As they colour, remind them that the police officer is a brave helper who keeps the whole community safe, especially children.

## Reporting procedures

### Objective

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

- a** role reporting abuse to a facilitator or police officer.

### Suggested teaching and learning resources

- PlusOne Social Science ECD A Workbook page 49.
- Heritage Based Curriculum (HBC) Social Science Infant syllabus.

### Suggested teaching and learning materials

- Drama props
- Chart/pictures of a child crying, reporting abuse to a facilitator.
- Video of a child being abused and then reporting the abuse.
- Video player
- Crayons

### Teacher's notes

- Lead a protective, empowering rhyme, focusing on the action words: “My body is mine, I say NO! I run, I tell, and I GO!” Use actions that emphasise running and pointing to a grown-up.

- Action: Use a step-by-step approach. Rule 1: When someone hurts you, you must run away from them. Rule 2: You must tell a trusted grown-up immediately (Name 2-3 specific people in their life). Rule 3: You must keep telling until someone listens and helps. Emphasize: *It is never the child's fault.*
- Action: Set up a clear “Reporting spot” with a chair for the “Trusted helper” (teacher/pretend police officer). Have pairs role-play the scenario: Child runs to the spot, says, “Someone hurt me, please help!” The helper must respond calmly and kindly: “Thank you for telling me. You are safe now.”
- Crucial: Use pictures showing a child successfully telling a helper, with the helper listening with care. Action: Ask: “How did the child feel before telling?” (scared). “How does the child feel after telling the helper?” (A little safer, listened to). Reinforce that telling is an act of bravery.
- Materials: Workbook picture showing the safe act of a child speaking to a trusted adult (like a teacher or police officer). The page should have a coloured model to copy. Action: Instruct learners to copy the colours onto the main picture neatly. Emphasis: Use happy, clear colours to represent the trusted helper and the safe child, reinforcing that reporting leads to a positive, safe outcome.

# Topic 11

## Health education

### Personal hygiene

#### Unit objectives

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

- a mime brushing teeth.
- b colour the pictures within the frame.

#### Suggested teaching and learning resources

- PlusOne Social Science ECD A Workbook page 50.
- Heritage Based Curriculum (HBC) Social Science Infant syllabus.

#### Suggested teaching and learning materials

- Toothbrushes
- Toothpaste
- Hair comb
- Hairbrush
- Bucket of water
- Soap
- Bathing towel
- Chart/pictures showing children bathing, washing hands or brushing teeth.
- Crayons

#### Teacher's notes

- Lead a lively song about washing hands or brushing teeth (a simple “Wash, wash, wash your hands”). Use actions that emphasise scrubbing and rubbing.
- Materials: Show real or picture examples of hygienic products: Soap, towel, toothbrush, toothpaste. Action: Hold up each item. Ask: “What is this?” and “What do we use it for?” Emphasize that these tools keep us healthy.
- Action: Instruct learners to stand up and mime the actions: (1.) Brushing teeth (up and down, side to side). (2) Washing hands (scrubbing fingers). (3.) Washing face (gentle rubbing). Focus: Praise their correct actions and movements.
- Materials: Chart or Workbook Page showing a sequence of hygiene: (1) Child waking up. (2) Child washing hands/face. (3) Child eating breakfast (clean hands). (4) Child

smiling, ready for the day. Action: Guide the class to tell the story: “The child was sleepy, then they got clean, and now they are healthy and ready!”

- Materials: Workbook picture showing a child happily performing a hygiene activity (using a toothbrush). Action: Instruct learners to use different colours to colour the picture neatly (blue water, white toothpaste, red shirt). Emphasis: The picture shows a child taking care of their body, which is a responsibility.

## Health lifestyle

### Unit objectives

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

- a** tell a story from the pictures.
- b** paint the pictures within the frame.

### Suggested teaching and learning resources

- PlusOne Social Science ECD A Workbook page 51.
- Heritage Based Curriculum (HBC) Social Science Infant syllabus.

### Suggested teaching and learning materials

- Learners’ lunch boxes/food
- Plates
- Outside play area
- Balls
- Skipping ropes
- Hulla hoops
- Crayons
- Pictures/charts showing children sleeping, eating, and / exercising.

### Teacher's notes

- Lead a simple, energetic rhyme about running, sleeping, or eating vegetables. Use actions that mimic exercise (jogging in place) and sleeping (hands under cheek).
- Materials: Chart or Workbook page showing: (1) A child running/playing. (2) A child eating fruits/vegetables. (3) A child sleeping peacefully. Action: Ask the children to point to each picture. Guide them to tell a story: “When I play (running picture), I use up all my energy. Then I eat healthy food to get strong. Then I sleep so my body can grow!”
- Ask: “Why do we need to run and play?” (To be strong and fast). Ask: “Why do we need to eat fruits and vegetables?” (To keep our body healthy and fight germs). Explain that a healthy lifestyle means doing all three things well every day.
- Materials: Show pictures or real examples of healthy foods (apple, banana, carrot) and contrast them with less healthy foods (candy, chips). Action: Hold up the foods. Ask: “Which food helps you run faster?” (The healthy food). Emphasise that we eat healthy food *most* of the time.

- Materials: Workbook picture showing the three activities (play, eat, sleep) or a plate of healthy food. Paints and brushes (or crayons). Action: Instruct learners to use bright, natural colours (red for apples, green for leaves/grass) to paint the pictures neatly. Emphasis: Remind them that they are colouring the things that keep them strong and happy.

## Common diseases

### Unit objectives

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

- a** name at least one common disease.
- b** colour the pictures within the frames.

### Suggested teaching and learning resources

- PlusOne Social Science ECD A Workbook page 52.
- Heritage Based Curriculum (HBC) Social Science Infant syllabus.

### Suggested teaching and learning materials

- Chart/ pictures showing sick children in a hospital.
- Empty medicine containers.
- Crayons

### Teacher's notes

- Lead a simple, gentle song about feeling unwell (a song about staying in bed when you have a fever). Use actions that involve touching the forehead (fever) or coughing gently.
- Explain simply: “Disease or sickness means your body is not feeling well because of little tiny germs.” Give examples: Coughing (like when you have a cold) or stomach pain. Emphasise that sickness is normal, but we need rest and medicine to get better.
- Ask: “What makes you feel sick sometimes?” Guide them to name simple common ailments: cold, sore throat, headache, tummy ache (stomach pain). Reinforce that these happen, but they will go away.
- Materials: Workbook page or chart showing children with clear symptoms: (1) A child sneezing with a runny nose. (2) A child holding their tummy. (3) A child sleeping quietly in bed.
- Materials: Workbook picture showing a child resting peacefully in bed or drinking water. Action: Instruct learners to colour the picture neatly using calm colours (light blue, white) to represent rest and comfort.

# Environmental health

## Unit objectives

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

- a** demonstrate litter disposal.
- b** sing at least one song on environmental health.

## Suggested teaching and learning resources

- PlusOne Social Science ECD A Workbook page 53.
- Heritage Based Curriculum (HBC) Social Science Infant syllabus.

## Suggested teaching and learning materials

- Empty bottles.
- Empty snack packets.
- Papers
- Leaves
- Plastic bins
- Big outdoor bins.
- Chart/ pictures showing people picking up and disposing of litter in bins.

## Teacher's notes

- Lead a song about cleaning up or taking care of the earth (a simple “Put your rubbish in the bin”). Use actions that mimic throwing waste into a bin.
- Materials: Chart or workbook page showing two scenes: Scene A: A park covered in litter (sad face). Scene B: The same park, clean and tidy, with bins visible (happy face). Action: Ask the children to describe Scene A: “Does that look nice? Why not?” Guide them to identify the mess as litter. Discuss Scene B: “Why is this park better?” (It’s clean and safe).
- Action: Before the activity, secretly place a few pieces of safe, clean “litter” (pieces of paper, wrappers) on the floor. Instruct the class: “Time to be litter heroes! Let’s put this mess where it belongs.” Supervise closely as children safely pick up the litter and place it in the designated dustbin.
- Action: Divide the class into small groups. Ask: “Why do we use the bin?” (To keep germs away; to keep the earth beautiful). Discuss simple rules: (1) Litter goes in the bin, never on the floor. (2) If the bin is full, tell a grown-up. (3) Always wash your hands after touching litter.
- Materials: Workbook picture showing a happy child dropping litter into a large, clearly marked bin. Action: Instruct learners to colour the picture neatly. Emphasis: As they color, remind them that putting litter in the bin is their responsibility and it makes them a good citizen.
- Lead a rhyme summarising the lesson, such as: “Paper, paper, put it right, in the bin, and keep it tight! Helping our earth, helping our street, making the world so clean and neat!”

# First Aid

## Unit objectives

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

- a tell a story from the pictures.
- b colour the picture as shown above.

## Suggested teaching and learning resources

- PlusOne Social Science ECD A Workbook page 54.
- Heritage Based Curriculum (HBC) Social Science Infant syllabus.

## Suggested teaching and learning materials

- Covered pond /pool.
- Chart of a person drowning.
- Floaters
- Life jackets
- First aid kit
- Crayons

## Teacher's notes

- Lead a rhyme about safety near water or clean water. Use motions that emphasise calm hands and caution when near water. This acts as a gentle lead-in to discussing injuries.
- Materials: Chart or Workbook page showing a sequence: (1) A child tripping and getting a small scrape (sad face). (2) A trusted adult rushing over. (3) The adult cleaning the scrape and putting on a plaster (calm/happy face). Action: Guide the class to narrate the story, focusing on the steps: Accident -tell an adult- get help - feel better.
- Explain simply: “First Aid is the *first* help you give someone right after they get hurt.” Ask: “Who is the best person to give First Aid?” (A grown-up). Crucial rule: Learners must NEVER try to give medicine or touch blood. Their job is to run and tell a grown-up.
- Action: Discuss each scenario simply, reinforcing the *same* action for all: bleeding/fallen/fainted/choking/drowning: “Shout for a grown-up right now! Do not touch, just shout and point!” (Do not try to explain advanced procedures). Focus: Safety distance and loudly calling for help.
- Action: Choose one safe scenario (a learner pretends to have fallen and is crying). Have another learner role-play rushing to a designated “Helper station” (teacher’s desk) and shouting, “Teacher, come quickly, my friend is hurt!” Focus on the clear, calm communication of the reporter.
- Materials: Workbook picture showing a kind adult putting a plaster on a child’s knee. Action: Instruct learners to colour the picture neatly. Emphasis: Remind them that First Aid is an act of kindness and protection, and grown-ups are ready to help them be safe.

# Topic 12

## Career guidance and financial literacy

### Career ambitions and guidance

#### Unit objectives

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

- a state their career aspirations.
- b colour the picture within the frame.

#### Suggested teaching and learning resources

- PlusOne Social Science ECD A Workbook page 55.
- Heritage Based Curriculum (HBC) Social Science Infant syllabus.

#### Suggested teaching and learning materials

- Equipment and uniforms of different sporting disciplines.
- Musical instruments.
- Cultural artefacts
- Books
- Calculators
- Medical equipment
- Baking and cooking attire and equipment.
- Engineering attire and equipment.
- Chart/ pictures showing different careers.

#### Teacher's notes

- Lead a lively song about different community helpers (songs about the doctor, the builder, the farmer). Use actions that mimic the tools or movements of the job.
- Explain simply: “A career or a job is the important work a grown-up does every day to help the community and earn money.” Ask: “What job does mother/father do?” Explain that every job is special.
- Ask: “What job do you want to do when you are a grown-up?” Encourage every child to name one (firefighter, teacher, pilot, farmer). Write down 2-3 popular ambitions to refer to later.

- Materials: Chart or workbook page showing clear pictures of professionals: teacher, police officer, doctor, farmer, builder. Action: Point to each one. Ask: “What is this person’s job?” Discuss what each job contributes to the community.
- Materials: Show pictures or simple props/costumes: Stethoscope (doctor), helmet (builder/firefighter), chalk/pen (teacher). Action: Ask: “If I wear this helmet, what job might I be doing?” Discuss how the tools and clothes help them do their job safely.
- Ask questions related to jobs: “Do you like being outside or inside?” “Do you like talking a lot or drawing quietly?” Explain that choosing a job is about choosing something you like to do every day. Focus: Connect their interests to possible future careers.
- Materials: Workbook picture showing one of the professionals (the firefighter). Action: Instruct learners to color the professional neatly, using the correct colours for the uniform (red for the firefighter truck/suit). Emphasis: Remind them they are colouring an important community helper!

## Career ambitions and guidance

### Unit objectives

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

- identify at least two professionals in the picture
- colour the picture within the frame.

### Suggested teaching and learning resources

- PlusOne Social Science ECD A Workbook page 56.
- Heritage Based Curriculum (HBC) Social Science Infant syllabus.

### Suggested teaching and learning materials

- Model transport
- Musical instruments
- Claypots
- Drums
- Engineering attire and equipment.
- Chart/ pictures showing different careers.

### Teacher's notes

- Lead a song that mentions different types of jobs, perhaps focusing on the sounds they make (the sound of a bus or a guitar). Use actions to mimic a musical instrument or driving a vehicle.

- Materials: Chart or workbook page showing: (1) Musician/Singer (with a microphone or instrument). (2) Driver/pilot (driving a vehicle or flying a plane). Action: Point to each picture. Ask: “What is this person’s job?” and “What tool do they use?”
- Music: Discuss the job: “A musician makes music to make people happy!” Ask them to pretend to play a drum or sing a song. Transport: Discuss the job: “A driver or pilot takes people or things from one place to another safely!” Ask them to pretend to steer a bus or fly a plane. Emphasise that these jobs are important for fun and travel.
- Materials: Workbook pictures of the musician and the driver/pilot. Action: Instruct learners to colour the pictures neatly and individually. Emphasis: As they colour, remind them that these jobs bring people together (transport) and bring people joy (music).

## Financial literacy

### Unit objectives

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

- a** demonstrate buying and selling.
- b** tell a story from the pictures.

### Suggested teaching and learning resources

- PlusOne Social Science ECD A Workbook page 57.
- Heritage Based Curriculum (HBC) Social Science Infant syllabus.

### Suggested teaching and learning materials

- Shop area
- Play money
- Fruits
- Table or trolley to use as a stall.

### Teacher's notes

- Lead a simple, fun song about going to the market (songs about going to the market to buy fruits). Use actions that involve giving and receiving (paying and taking goods).
- Materials: Chart or Workbook Page showing: (1) A child giving money to a shopkeeper and receiving an apple. (2) A child swapping a banana for a toy car (barter). Action: Point to the money scene. Ask: “What is this paper for?” (To buy things). Point to the swapping scene. Ask: “Are they using money? What are they doing?” (swapping/trading).
- Money: Explain that in the shop, we use money to buy things. Money is easier. Barter: Explain that sometimes, people trade or swap things if they don’t have money (“I give you my banana, you give me your orange.”). Ask: “Which way is easier?”

- Action: Set up a simple “Shop corner.” Materials: Use play money (or simple tokens) and real items (safe food items, toys). Divide learners into Shopkeepers and Buyers. Scenario 1 (Money): Buyer gives a token for an apple. Scenario 2 (Barter): Buyer says, “I want your toy car. I will give you my banana for it.” The children practice the exchange.

**NB: No colouring to be done on this coloured page. Its for picture reading only.**

# Topic 13

## Religion

### Attributes of the Supreme Being

#### Unit objectives

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

- a** identify at least one vulnerable person from the pictures.
- b** colour the pictures within the frame.

#### Suggested teaching and learning resources

- PlusOne Social Science ECD A Workbook page 58.
- Heritage Based Curriculum (HBC) Social Science Infant syllabus.

#### Suggested teaching and learning materials

- Chart/ pictures of people using wheelchairs, crutches, walking sticks, pregnant mother caring heavy objects.
- Crayons
- Baskets
- Bucket/bottle of water.

#### Teacher's notes

- Lead a warm, affectionate song about loving family and friends (a simple song about hugging or giving kisses). Use actions that involve gently hugging themselves and pointing to others.
- Materials: Workbook Page or chart showing various people: Mother, father, grandmother, brother/sister, friend. Action: Point to each person. Ask: “Who is this? Do you love this person?” Emphasise that love is for everyone who helps and cares for them.
- Ask: “What is one kind thing you can do to show mother you love her?” Guide the discussion: Giving a hug, sharing a toy, using kind words, helping to clean up. Explain that love is not just a feeling; it is something we do with our hands and words.
- Action: Choose two simple scenarios for demonstration: Scenario 1 (Love): Have a pair of learners practice giving a gentle hug or saying, “I love you.” Scenario 2 (Care): Have

a learner pretend to see a friend fall. They should demonstrate rushing over and offering a kind hand, or going to tell the teacher for help.

- Materials: Workbook picture showing children or a family demonstrating an act of love (two children sharing a book or a parent tucking a child into bed). Action: Instruct learners to use warm, happy colours (red, pink, yellow) to color the picture neatly. Emphasis: Remind them that they are colouring an act of love and kindness, which makes everyone feel good.

## Religious and moral values

### Unit objectives

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

- a** identify the person who is doing good.
- b** colour the picture where someone is doing good only.

### Suggested teaching and learning resources

- PlusOne Social Science ECD A Workbook page 59.
- Heritage Based Curriculum (HBC) Social Science Infant syllabus.

### Suggested teaching and learning materials

- Food samples
- Toys
- Crayons
- Building blocks
- Chart/ pictures of people sharing food.

### Teacher's notes

- Lead a simple religious song that focuses on kindness, helping others, or showing love. Use gentle, reflective actions (placing hands over the heart). (Adapt this to a song about being helpful if the context is secular).
- Explain simply: “A good deed is when you choose to do something kind or helpful for someone else, even when you don’t have to.” Give examples: Sharing a snack, helping a friend pick up crayons, saying sorry. Explain that good deeds make the world better.
- Materials: Chart or Workbook Page showing a sequence: (1) One child has a lot of apples. (2) A second child looks hungry/sad. (3) The first child shares an apple (both smile). Action: Guide the class to tell the story, focusing on the feelings and the good deed: “The boy shared his food, and that was a good deed! Now the other boy is happy.”
- Action: Use a coveted toy (like a big block or ball). Scenario 1 (Not Sharing): One learner hoards the toy and says “NO!” (Facilitator guides them to see the consequence:

friend is sad). Scenario 2 (Sharing): The learner says, “You can have a turn next!” or “Let’s play together!” Focus on praising the sharing action as the good deed.

- Materials: Workbook page with several pictures (child running, child shouting, children sharing food). Action: Instruct learners to ONLY colour the picture that shows the good deed of sharing food. Emphasis: As they colour, remind them that sharing their food is an excellent way to show kindness.

# Topic 14

## Social services and volunteerism

### Vulnerable members in the family

#### Unit objectives

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

- a cut and paste the boy with crutches.
- b identify the baby in the picture.

#### Suggested teaching and learning resources

- PlusOne Social Science ECD A Workbook page 60.
- Heritage Based Curriculum (HBC) Social Science Infant syllabus.

#### Suggested teaching and learning materials

- Chart/ pictures of elderly people, babies and a boy walking in crutches.
- Crayons
- Covered pool/ pond
- Dish with water

#### Teacher's notes

- Lead a gentle rhyme about caring and helping people who are weaker or smaller (“Helping hands are kind and strong, helping everyone along”). Use slow, gentle hand movements.
- Explain simply: “Vulnerable means someone needs extra help and special care to be safe and healthy.” Give examples: A new baby is vulnerable because they can’t feed themselves. A very old person (Grandmother might be vulnerable because they walk slowly.
- Ask: “Does anyone in your home need extra help?” Guide them to name or describe: *A sick brother, a very old Gogo, a baby sister*. Emphasise that these members are loved, but we must be gentle and patient with them.
- Materials: Workbook page/chart showing: (1) A new baby being held. (2) An elderly person (Grandmother) using a walking stick. (3) A child with crutches (a broken leg). Action: Point to each image. Ask: “Why does this person need help?” (The baby can not walk, Gogo is slow, the child’s leg is hurt).

- Action: Divide into groups and assign a person (baby, grandmother, hurt child). Discuss: Baby needs: soft voice, feeding, changing. *Gogo* needs: a hand to walk, silence when sleeping. Hurt child needs: space to walk, no pushing. Focus on specific, simple acts of kindness.
- Materials: Workbook picture showing children gently helping *Gogo* to sit down. Action: Instruct learners to colour the picture neatly, using calm and supportive colours. Emphasis: This picture shows respect and love for our vulnerable family members.
- Materials: Child-safe scissors, glue, cutout page with an image of a boy with crutches. Action: Instruct learners to carefully cut out the image and paste it into a designated space. Final reinforcement: Discuss how using crutches means the boy needs space and patience from his friends.

## Sharing and helping in the family

### Unit objectives

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

- a identify the grandmother in the picture.
- b colour the picture within the frame.

### Suggested teaching and learning resources

- PlusOne Social Science ECD A Workbook page 61.
- Heritage Based Curriculum (HBC) Social Science Infant syllabus.

### Suggested teaching and learning materials

- Plate
- Spoons
- Small blankets
- Mattress
- School books
- Crayons
- Chart/pictures showing a grandmother being helped to eat or do other basic activities.

### Facilitator's note

- Action: Start with a quick circle discussion. Ask: "Last time we learned about people who need extra help. Who can remember one person who needs our care?" (baby, grandmother, sick friend). Praise them for remembering to be gentle and patient.
- Materials: Chart or workbook page showing various individuals who need help: an Elderly person needing a hand, a child crying over a dropped toy, a teacher carrying heavy books. Action: Point to each image. Ask: "What is happening here? Who needs help right now?"

- Action: Focus on one sequential picture: (1) A child dropping all their crayons. (2) Another child stopping to pick them up. (3) Both children are smiling. Guide the class to tell the story, focusing on the moment the second child decided to do a good deed (the helping action).
- Materials: Use simple props: A heavy book (for the teacher to carry), A box of blocks (to be ‘spilled’), A small chair (for an imaginary *Gogo*). Action: Guide learners to role-play the helping action: (1) Offering to carry the book. (2) Helping to pick up the blocks. (3) Guiding ‘*Gogo*’ to the chair gently. Emphasise using kind words while helping (“Can I help you?”).
- Materials: Workbook picture showing a child helping a friend who is hurt or sad. Action: Instruct learners to color the picture neatly and ensure they stay within the frame. Emphasis: Remind them that colouring this picture is a way to remember to be a kind and careful helper every day.

## Sharing and helping in the family

### Unit objectives

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

- a** role play doing house chores.
- b** colour the picture by copying the coloured one.

### Suggested teaching and learning resources

- PlusOne Social Science ECD A Workbook page 62.
- Heritage Based Curriculum (HBC) Social Science Infant syllabus.

### Suggested teaching and learning materials

- Food items
- Plates
- Pots
- Clothing items
- Brooms
- Mops
- Crayons
- Chart/pictures showing men doing house chores.

### Teacher's notes

- Lead a song about all members of the family (mother, father, sister, brother) working together to keep the home nice. Use actions that mimic sweeping, cooking, or folding clothes.

- Explain simply: “Gender roles are ideas about which jobs boys should do and which jobs girls should do.” Ask: “Can a boy wash dishes?” (Yes). “Can a girl fix a broken chair?” (Yes). Crucial: State clearly: “Boys and girls can do ALL chores! Helping is for everyone.”
- Materials: Chart or Workbook Page showing various chores: Picture A: A boy sweeping the floor. Picture B: A girl carrying water or cooking. Picture C: A man folding laundry. Picture D: A woman fixing a bicycle. Action: Discuss each picture. Ask: “Is this a boy’s job or a girl’s job?” (It’s everyone’s job!). Emphasise teamwork.
- Materials: Workbook picture showing children of different genders happily performing a household chore (a brother and sister packing away toys together). The page should have a small, correctly colored model. Action: Instruct learners to copy the colours from the model onto the main picture neatly. Emphasis: As they color, remind them that helping at home is fun when everyone works together.

## The vulnerable in the family

### Unit objectives

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

- a** identify at least two people living with disability.
- b** colour the picture within the frame.

### Suggested teaching and learning resources

- PlusOne Social Science ECD A Workbook page 63.
- Heritage Based Curriculum (HBC) Social Science Infant syllabus.

### Suggested teaching and learning materials

- Chart/pictures showing people living disability.
- Model wheelchairs
- Walking sticks
- Spectacles
- Crayons

### Teacher's notes

- Action: Quick circle discussion. Ask: “What chores can both boys and girls do?” (Sweep, wash dishes, fold clothes). Reinforce that everyone helps. This prepares them for accepting differences.
- Explain simply: “Impairment means someone’s body works differently. We are all special!” Give safe examples using actions: Cannot see (close eyes gently), Cannot walk easily (pretend to use a stick), Cannot hear easily (point to ear). Use positive language: *differently abled* or *special needs*.

- Materials: Chart or workbook page showing people with different assistive devices: A person in a wheelchair, A person using crutches, A person with glasses, A person using a hearing aid. Action: Point to each. Ask: “What helps this person move/see/hear?” (Wheelchair, glasses). Explain that the devices help them do things just like everyone else.
- Action: Divide into groups. Discuss simple, gentle help: (1) Person in a wheelchair: “Give them space to move.” (2) Person with crutches: “Don’t rush them; walk slowly.” (3) Person who can’t see: “Tell them what’s happening.” Crucial rule: Always ask first before helping.
- Materials: Workbook picture showing children with and without impairments playing happily together. Action: Instruct learners to colour the picture neatly, ensuring they stay within the frame. Emphasis: Remind them they are colouring a picture that shows friendship and playing together is for everyone, no matter how their body works.

## The sick

### Unit objectives

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

- a** tell a story from the given pictures.
- b** identify an ambulance correctly.

### Suggested teaching and learning resources

- PlusOne Social Science ECD A Workbook page 64.
- Heritage Based Curriculum (HBC) Social Science Infant syllabus.

### Suggested teaching and learning materials

- Pictures /chart showing a sick person in an ambulance.
- Sick bay area
- Model injections and medical equipment.
- Nurse’s / doctor’ uniforms.

### Teacher's notes

- Allow the children to choose a favorite, energetic song to sing for a quick warm-up. This encourages learner autonomy and raises energy levels before the main lesson.
- Materials: Chart or workbook page showing an ambulance with its distinct features (red cross/star of life, lights, siren). Action: Point to the image. Ask: “What is this special car? What sound does it make?” Explain: “This is an ambulance. It helps take sick or hurt people to the doctor very quickly.”
- Class role-play using an Ambulance: Designate a large box or area as the “Ambulance.” Have two learners role-play: Learner 1 (The injured/sick person): Lying down

gently. Learner 2 (The paramedic/helper): Pretending to help the person get inside the ambulance. Facilitator's role: Make the siren sound (or use a sound effect) and emphasise that when the siren is on, everyone must stop and let the ambulance pass.

- Materials: Sequential pictures showing: (1) A child falling. (2) A grown-up calling a phone number. (3) The ambulance arriving. Action: Guide the children to tell the story of the emergency. Focus on the correct procedure: Injury - call/tell a grown-up - ambulance comes - get help. Use simple signs/gestures for hurry or help if possible.
- Facilitator helps learners sing songs about healing/being sick. Transition to a calm song about getting better after being sick or hurt ("Resting in my bed, getting strong again"). This provides reassurance that the ambulance is there to lead to healing.

## The elderly

### Unit objectives

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

- a** identify the elderly in the family.
- b** colour the picture along the frame.

### Suggested teaching and learning resources

- PlusOne Social Science ECD A Workbook page 65.
- Heritage Based Curriculum (HBC) Social Science Infant syllabus.

### Suggested teaching and learning materials

- Chart/ pictures that show elderly people doing different activities.
- Crayons
- Sick bay/ clinic area.
- Mattress
- Small blankets.
- Cups
- Spoons
- Buckets with water.

### Teacher's notes

- Lead a gentle song about respecting elders or taking care of grandparents ( a simple song about walking slowly or holding a hand). Use slow, careful actions to mimic gentle movement.
- Materials: Chart or workbook page showing Grandparents doing simple activities (walking slowly, reading, needing a hand). Action: Ask: "Who are these people? Are they old or young?" Explain: "The elderly are people who have lived a long time. We must show them special respect."

- Action: Divide learners into pairs/groups. Designate one learner as the “Elderly person” (walking slowly, perhaps using a pretend stick) and the other as the “Helper.” Scenario 1: Helping the elderly person walk slowly across the floor. Scenario 2: Helping the elderly person carry a light item (a book). Focus: Praise gentle hands and patient waiting.
- Materials: Workbook picture showing a child offering their seat to an elderly person or holding an elder’s hand while walking. Action: Instruct learners to color the picture neatly, ensuring they stay within the frame. Emphasis: Remind them that colouring this picture shows that they know how to be a kind and respectful young citizen.