

PlusOne

Social Science

Teacher's Guide



ECD B



Chenai D. Masama

PlusOne

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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 B 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 and crayons.

Teacher's notes

- Begin the lesson with a lively welcome or name song to create a happy and relaxed atmosphere. Use a simple song such as, *"Hello, hello, what is your name? My name is ..."* Encourage learners to sing, clap, or sway to the rhythm. This helps learners feel comfortable and ready to participate.
- Introduce yourself clearly and confidently. Say your name with a smile, for example: *"Good morning everyone. My name is Miss/Mrs/Mr ..."* This models exactly what learners are expected to do and builds trust.
- Encourage learners to introduce themselves one by one while sitting in a circle. Use a warm, gentle tone. Support shy learners by prompting softly or saying the name together with them. Praise every attempt to build confidence.

- Ask learners to state their ages as part of their introduction. Model the sentence: “*My name is ... and I am ... years old.*” Use fingers to show the age to support understanding of numbers.
- Introduce the idea of sex and totem by giving your own example. State whether you are male or female and name your totem. Explain simply that a totem is a special animal linked to a family and culture.
- Ask learners to say whether they are a boy or a girl. Gently ask if they know their totem. Reassure learners that it is okay if they do not know and encourage them to ask their parents or grandparents at home.
- Invite learners who know their totems to share them. Encourage listening and respect when others speak. Keep explanations simple and positive.
- Ask learners to say the general area or place where they live (for example, suburb or village name). Emphasise sharing only general information for safety.
- Demonstrate how to colour neatly before handing out materials. Show how to hold a crayon properly and how to colour within the lines. Talk through your choices, for example: “*I will colour the roof red and the door brown.*”
- Give learners colouring pages and crayons. Explain clearly what they should colour. Move around the classroom to assist, encourage, and praise learners’ efforts. Celebrate creativity and neat work to keep learners motivated and confident.

Myself and my family

Unit objectives

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

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

Suggested teaching and learning resources

- PlusOne Social Science ECD B 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

- Begin the lesson by leading the class to sing **“5 in a Family.”** Sing with enthusiasm and use finger actions to represent each family member. Encourage learners to copy the actions and sing along. Ask simple questions such as, *“Who is in your family?”* to help learners connect the song to their own lives.
- Invite learners to state their names one by one. Keep the activity warm and friendly. Model first by saying your name, then point to a learner and prompt them gently. Praise each learner after they respond to build confidence and a sense of belonging.
- Explain the meaning of a family using simple, clear language. Tell learners that a family is a group of people who love, care for, and help each other. Give familiar examples such as mother, father, brothers, and sisters, and remind learners that families can look different.
- Encourage learners to name their own family members. Ask guiding questions like, *“Who lives with you at home?”* and *“What is their name?”* Acknowledge and respect different family situations, including learners who live with grandparents, aunts, uncles, or other relatives.
- Use a family chart to help learners identify family members. Point to each person on the chart and ask learners to name them. Then guide learners to look at similar pictures in their workbooks and identify the same family members. Reinforce correct responses with praise.
- Allow learners time to colour pictures of family members in their workbooks. Explain what they should colour and encourage neat work. Walk around the classroom, talk to learners about the people they are colouring, and ask simple questions to reinforce understanding.
- Move around the class continuously to monitor progress. Observe whether learners can correctly identify family members and follow instructions. Offer gentle support where needed and encourage all learners. Use this time to assess understanding and build positive teacher–learner interaction.

My siblings and my guardians

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 B Workbook page 3.
- Heritage Based Curriculum (HBC) Social Science Infant syllabus.

Suggested teaching and learning materials

- Chart showing children.
- Magazines
- Crayons

Teacher's notes

- Begin the lesson by leading the class in a lively song about family. Sing with enthusiasm and use finger actions to represent different family members. Encourage learners to copy the actions and sing along. Ask simple questions such as, “*Who is in your family?*” to help learners relate the song to their own lives.
- Explain the meaning of **siblings** and **guardians** using simple, familiar language. Tell learners that siblings are brothers or sisters who share the same parents. Give a clear example, such as: “*I have one brother. His name is Peter. Peter is my sibling.*” Explain that a guardian is an adult who takes care of a child, such as a parent, grandparent, aunt, or uncle.
- Invite learners to name their siblings. Ask gentle questions like, “*Who are your brothers or sisters?*” Acknowledge that some learners may not have siblings and reassure them that this is okay. Emphasise that families can be different.
- Ask learners who takes care of them at home. Use guiding questions such as, “*Who looks after you?*” or “*Who do you live with?*” Mention that guardians can be parents, grandparents, aunts, uncles or other caring adults.
- Give learners the opportunity to state their guardians. Encourage participation but do not force shy learners. Praise all responses and create a safe, supportive atmosphere so learners feel comfortable sharing.
- Guide learners to identify the children in the workbook pictures and colour the one who is sitting. Explain the task clearly. Walk around the classroom, talk to learners about what they are colouring, and ask simple questions to reinforce understanding. Praise effort and neat work.
- Observe learners throughout the lesson to assess understanding. Check whether they can talk about family members, siblings, and guardians. Offer gentle correction where needed and provide encouragement.
- Maintain a positive and supportive environment throughout the lesson. Praise participation, effort, and confidence to help learners feel secure and valued.

Myself and my friends

Unit objectives

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

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

Suggested teaching and learning resources

- PlusOne Social Science ECD B 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

- Begin the lesson with a lively song about friendship or a familiar classroom song. Sing with energy and include simple actions. Encourage all learners to join in. This helps them feel happy, relaxed, and ready to learn.
- Model the idea of friendship by naming your own friend. Use a simple, relatable example such as: *"My friend's name is Tendai. We like to play football together."* Speak clearly and warmly so learners understand what a friend is.
- Ask learners to name and identify their friends in the class. Use gentle questions like, *"Who is your friend?"* or *"Who do you like to play with?"* Allow learners to point to or gently touch their friend. Accept all responses and reassure learners who are still making friends.
- Show pictures of people playing or working together. Ask learners to point to the people in the pictures and talk about what they see. Ask simple questions such as, *"What are the children doing?"* or *"Who is playing with a friend?"* Help learners use words to describe actions.
- Encourage learners to talk about their likes and favourite games. Ask easy questions like, *"What game do you like to play?"* or *"What is your favourite food?"* Listen attentively and praise learners for sharing. Highlight similarities to help learners feel connected.
- Give learners colouring activities with pictures of boys and girls. Explain clearly that they should use different colours for boys and girls. Demonstrate briefly if needed. Move

around the classroom, asking learners about their colour choices and guiding those who need help. Emphasise respect and kindness to everyone.

- Observe learners throughout the lesson. Notice who participates easily, who is shy and how learners interact with others. Use this information to support social and emotional development.
- Praise learners regularly for singing, answering questions, sharing ideas, and colouring neatly. Positive encouragement helps build confidence and creates a safe, friendly classroom environment.

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 B 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.

Teacher's notes

- Begin the lesson with simple, fun rhymes about school or friendship. Choose rhymes with actions so learners can clap, tap, or move as they repeat. This helps them settle, focus, and feel confident to participate.
- Ask learners to say the name of their school together. Say it slowly and clearly first, then let learners repeat after you. Encourage pride by asking simple questions like, “*What do you like about our school?*” Accept short answers and praise responses.
- Show pictures of different school uniforms from various schools. Explain that learners must find and identify their own school uniform. Put learners into small groups and let them sort the pictures. Ask guiding questions such as, “*Which uniform looks like the one you wear?*” and “*What colour is our uniform?*”

- Move around the classroom while learners are sorting. Observe how they work together, offer gentle help where needed, and encourage teamwork. Correct mistakes kindly and reinforce correct answers verbally.
- Ask learners to name their facilitator and their class. Ask questions like, “*What is my name?*” and “*What class are we in?*” Repeat the correct answers with them to help memory and confidence.
- Give learners paper and colouring materials and ask them to draw their facilitator. Explain that there is no right or wrong picture and that everyone’s drawing is special. Walk around the class, talk to learners about their drawings, and encourage effort rather than accuracy.
- Observe learners throughout the lesson, especially during group work, to see how they cooperate and communicate. Take note of learners who may need extra support or encouragement.
- Praise learners often for listening, participating, working together and trying their best. A warm and positive approach helps learners feel safe, valued, and happy at school.

My school

Unit objectives

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

- name their school.
- join most of the dots.

Suggested teaching and learning resources

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

Suggested teaching and learning materials

- Chart of school.
- Pencils
- Crayons
- School premises

Teacher’s notes

- Start the lesson with a familiar school song. Sing with energy and use simple actions so learners can move and join in. This creates a happy atmosphere and prepares them to learn.

- Ask learners to say the name of their school together. Say the full name clearly first, then let them repeat it. Reinforce a sense of belonging by praising them for knowing their school.
- Talk with learners about their school and what is found there. Ask simple questions such as, *“What do we have at our school?”* and *“Where do we play?”* Guide them to mention places like the classroom, playground, sports field, garden, or toilets. Accept all correct answers and gently add any missing ones.
- Show learners how to join the dots using a large chart or the board. Point to the first dot and explain clearly: *“Start here, go to the next dot, and keep going until the picture is finished.”* Demonstrate slowly so everyone can see.
- Give learners worksheets and let them join the dots to form the picture of a school. Walk around the class, help learners who struggle, and encourage correct pencil grip and steady hand movement. Praise effort, not just neat work.
- Ask learners to colour the roof, walls, door, and windows using different colours. Explain clearly that each part must have its own colour. As you move around, ask questions like, *“What colour is your roof?”* to reinforce vocabulary.
- Observe learners as they work, especially how they hold pencils and control their hand movements during the dot-to-dot activity.
- Praise learners often for trying, listening and completing their work. Positive feedback builds confidence and makes learning enjoyable.

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 1 song about Zimbabwe.

Suggested teaching and learning resources

- PlusOne Social Science ECD B 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

- Begin the lesson with a familiar song about Zimbabwe. Sing with enthusiasm and encourage learners to clap, sway, or use simple actions. This creates a happy, patriotic atmosphere and helps learners feel proud of their country.
- Ask learners to say the name of their country together. Clearly ask, “*What is the name of our country?*” Allow learners to respond as a group: “*Zimbabwe.*” Repeat this several times to reinforce confidence and correct pronunciation.
- Share a short, simple story about Zimbabwe. Choose something age-appropriate and interesting, such as a story about Great Zimbabwe, Victoria Falls, wildlife or a cultural practice. Use gestures, facial expressions, and voice changes to keep learners interested. Keep the story short and meaningful.
- Invite learners to share or sign stories about Zimbabwe. Encourage them to talk about what they know from home, school, or community. Accept short answers and gestures.

Support learners who use sign language or actions so everyone feels included and valued.

- Demonstrate how to join the dots clearly on the board or a large chart. Point to the first dot and say, “*Start here,*” then move step by step, “*Go to the next dot.*” Explain slowly so learners understand the sequence.
- Give learners worksheets with a dotted outline of the map of Zimbabwe. Allow them time to join the dots on their own. Move around the class to assist learners who struggle and praise effort, not just neatness.
- Observe how learners hold their pencils and control their hand movements during the dot-to-dot activity. Offer gentle guidance to improve grip and coordination where needed.
- Encourage learners throughout the lesson with positive words such as “*Well done,*” “*You are trying,*” and “*Good work.*” This builds confidence and makes learning about Zimbabwe enjoyable and meaningful.

National anthem

Unit objectives

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

- a** sing correctly at least 1 stanza of the Zimbabwe national anthem.
- b** stand at attention while singing the song.

Suggested teaching and learning resources

- PlusOne Social Science ECD B 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

- Begin by explaining the importance of the National Anthem in simple, clear language. Tell learners that it is a special song for all of Zimbabwe and that it represents pride and respect. Ask short, guiding questions like, “*Why do you think this song is important for our country?*” Keep the explanation brief and memorable.

- Play a video or audio of people singing the National Anthem. If possible, show a short clip of a public event or school assembly where it is sung. This helps learners hear the correct tune and see how people behave while singing the anthem. Encourage them to watch carefully and listen to the melody.
- Demonstrate how to stand at attention. Ask learners to stand up and show them the correct posture: straight back, hands by their sides, and looking forward. Explain that this posture shows respect for the country. Have them practice standing like this several times, using short, fun bursts to maintain focus.
- Guide learners to sing the National Anthem with your support. Focus on the first few lines, teaching phrase by phrase and letting learners repeat after you. Use encouraging words, hand motions, or simple cues to help them follow along. Emphasize participation and enjoyment rather than perfection.
- Observe learners during the lesson. Check their ability to stand correctly and participate in singing. Give lots of praise and celebrate their efforts to reinforce confidence and respect.
- **Note:** No colouring activity is required for this lesson. Focus entirely on physical demonstration and singing practice. Keep the pace lively to suit 6-year-olds' attention spans.

National flag

Unit objectives

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

- a** identify the national flag.
- b** name at least 3 colours on the national flag.

Suggested teaching and learning resources

- PlusOne Social Science ECD B 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

- Begin the lesson by singing rhymes or simplified verses of the National Anthem. This provides a fun, engaging review and helps learners feel confident before moving to the new topic. Encourage participation and use actions if appropriate.
- Introduce the Zimbabwe National Flag. Hold up a large picture or real flag and ask learners, “*What is this?*” Wait for them to respond, reinforcing the correct name: “*The Zimbabwe National Flag.*”
- Help learners identify the colours on the flag. Point to each section and ask learners to name the colour. Make it interactive with questions like, “*What colour is at the top?*” or “*Which colour is the star?*”
- Discuss the meaning of the flag’s colours in simple terms:
 - Green: the country’s plants and trees
 - Yellow: minerals and wealth
 - Red: the blood of our heroes
 - Black: the people of Zimbabwe
 - White: peace
- Learners colour the national flag on a worksheet. Remind them of the colours and their correct positions. Walk around to observe, offer gentle corrections, and praise their efforts. This hands-on activity reinforces recognition and understanding of the flag.
- Keep the lesson pace lively to maintain attention. Praise all attempts, correct gently, and celebrate learners’ efforts to build confidence and make learning enjoyable.

Topic 3

Heritage

Tangible heritage

Unit objectives

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

- a identify correctly at least 2 pictures.
- b paste the basket.

Suggested teaching and learning resources

- PlusOne Social Science ECD B 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

- Begin the lesson with a lively song or action rhyme about local materials, nature, or everyday objects and animals. Encourage movement and singing to energize the learners and create a positive start.
- Introduce tangible heritage using simple language: explain that tangible heritage is *“special things we can see and touch that help us remember and learn about our history and culture.”* Give easy examples, such as old pots, sculptures, or big rocks.
- Show learners real objects and pictures of Zimbabwean heritage. Ask questions like, *“What is this? Can you touch it?”* to connect the concept to their everyday experiences.
- Help learners identify tangible heritage. Point to objects and pictures and ask, *“Which of these tells us a story about Zimbabwe or how people lived long ago?”* Guide them to recognize artifacts and natural features as heritage items.

- Organize learners into small groups to sort objects into categories: Animals (lion, elephant), Plants (baobab tree, maize), and Artifacts (drum, wooden plate). Monitor groups, reinforcing the category names and encouraging teamwork.
- Reinforce learning with a pasting activity. Provide a large sheet divided into three categories and have learners paste the sorted pictures/cards under the correct heading. Ensure safe use of glue and encourage neat work.
- Conclude the lesson with colouring. Give worksheets or pictures of animals, plants, or artifacts for learners to colour. Encourage them to use appropriate colours and discuss what they are colouring to reinforce understanding.
- Use local vernacular alongside English to make the lesson relatable. Ensure all real objects are safe and non-breakable. Circulate the class to monitor understanding, assist learners and provide praise throughout.

Intangible heritage

Unit 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 B 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

- Begin the lesson with learners singing two or three favourite local songs or traditional singing games. Encourage clapping, movements, or gestures. This energizes the class and shows that songs are an important part of their heritage.
- Show pictures or illustrations of people engaged in traditional activities, such as storytelling, dancing, or elders greeting children. Ask learners, “*What are the people doing?*” or “*Do you do this at home?*” to prepare them for the topic.
- Introduce intangible heritage in simple language: explain that it is “*special things we cannot touch, like songs, stories, dances, manners, and ways of greeting.*” Emphasise that these practices are passed down from grandparents to parents to them.

- Discuss the importance of showing respect to elders. Explain that elders are wise, teach us and care for us. Give examples of respectful actions, like greeting properly, listening quietly, and offering a seat.
- Have learners practice greeting and showing respect through role-play. Model the correct way to greet an elder (using two hands, kneeling/curtseying where culturally appropriate, and using respectful language). Allow learners to act out scenarios with peers, or with the facilitator as the elder.
- Conclude with a colouring activity. Provide sheets showing people greeting, families sharing stories, or children singing. Colouring helps reinforce the lesson's concepts while giving learners a calm, creative task.
- Use local greeting forms (Shona/Ndebele) and culturally relevant examples throughout. Praise learners for good demonstrations of respect and connect the songs they sing with the manners they practice as part of their intangible 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 B Workbook page 12.
- Heritage Based Curriculum (HBC) Social Science Infant syllabus.

Suggested teaching and learning materials

- Chart of people showing respect to elders.
- Crayons
- Pictures of elderly people.

Teacher's notes

- Begin the lesson with learners singing a familiar local song or rhyme about respect, obedience, or good manners. Encourage clapping and simple movements to energise the class and focus their attention on the theme.
- Show pictures of different people in the community, children, parents, grandparents, neighbours, and teachers. Ask learners to identify each person, highlighting the elders or adults they should show respect to.

- Demonstrate proper greetings and respectful language for speaking to elders. Model body language, gestures, and polite tone, such as two-handed greetings, kneeling, bowing, or curtsying. Show the difference between talking to a friend versus an elder.
- Have learners practise greetings through role-play. Pair learners or let them take turns greeting the facilitator acting as an elder. Give simple scenarios, like meeting a grandmother at the shop, and guide them to use correct posture and respectful language. Provide immediate, positive feedback.
- Conclude with a colouring activity. Provide sheets depicting children greeting elders or helping family members. This quiet, creative task reinforces respectful behaviour visually and supports fine motor skills.
- Use local language (Shona/Ndebele) and culturally relevant gestures throughout. Praise learners for correct attempts and gently correct mistakes. Reinforce that respectful greetings are learned through repeated practice and modelled behaviour, integrating spontaneous practice throughout the week.

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 2 activities done at home.
- b describe what is happening in the picture.

Suggested teaching and learning resources

- PlusOne Social Science ECD B 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

- Start the lesson with learners singing a familiar, action-oriented song about helping and working together. Encourage simple actions that match the lyrics to create a cheerful and engaging atmosphere.
- Explain chores in simple language, emphasizing that they are small jobs everyone does to help the home stay clean and safe. Give relatable examples: sweeping the yard, washing their own plate, putting away toys, feeding chickens, or fling water with a small cup. Highlight the importance of helping: "When we help, our family is happy, and our home is safe and clean."

- Use large pictures or flashcards showing children doing different chores. Ask learners to describe what each child is doing and why it is important. Encourage them to use descriptive language, helping them connect the images to real-life actions.
- Have learners role-play chores. Assign each group a simple task (sweeping, dusting, folding laundry) and let them mime the action. Use small props if available. Allow groups to perform their chores for the class, praising effort and enthusiasm as “great family helpers.”
- Reinforce gender equality by showing that all chores can be done by boys and girls. Remind learners that some adult chores (using stoves or sharp tools) are unsafe for children, and they should focus on safe, simple tasks.
- Connect learning to personal experience by asking each learner to share one chore they enjoy doing at home. This helps personalize the lesson and reinforces responsibility and teamwork.

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 B 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

- Begin the lesson with a lively, action-oriented song about helping and working together. Encourage enthusiastic participation from all learners, emphasising inclusion and cooperation.

- Explain the concept of gender simply: boys and girls. Introduce the idea of traditional “gender roles” but stress that today all chores can be done by anyone. Give balanced examples: washing clothes, cooking, sweeping the yard—both boys and girls can do these. Focus on teamwork rather than division.
- Use pictures or flashcards showing various activities (for example, a girl fixing a bicycle, a boy cooking, a woman driving a bus, a man sweeping). Ask learners to describe what they see and reinforce that no job is only for boys or only for girls.
- Facilitate a discussion about shared responsibilities. Ask questions like:
 - “What chores do men and women share at home?”
 - “What is one chore a boy can do that a girl can also do?”

Lead learners to understand that helping the family is important for everyone.
- Have learners role-play chores in small, mixed-gender groups. Assign tasks randomly and ensure activities remain gender-neutral. Encourage boys to fold laundry or fix safe items, and girls to set the table or tend a small garden. Praise effort and collaboration.
- Conclude with a colouring activity. Provide sheets showing mixed-gender families helping together. Encourage careful colouring within the lines to reinforce fine motor skills and provide a calm ending.
- Use positive, inclusive language throughout (“great helper,” “good team worker”). Highlight real community examples of people challenging traditional roles (female farmers, male nurses) to inspire learners.

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 B Workbook page 15.
- Heritage Based Curriculum (HBC) Social Science Infant syllabus.

Suggested teaching and learning materials

- | | |
|-----------------|---|
| • School garden | • Broom |
| • Watering can | • Mop |
| • Dust pan | • Chart of people doing different chores. |
| • Bin | • crayons |

Teacher's notes

- Begin the lesson with a short, rhythmic rhyme about school, caring for the environment, or helping others. Use hand actions or simple movements to engage learners and focus their attention.
- Ask learners to state the work or activities done at school. Guide answers from learning tasks (reading, counting) to routine duties like tidying corners, packing toys, or disposing of rubbish.
- Explain the importance of doing chores at school. Emphasize that everyone helps to keep the school clean, safe, and beautiful. Use simple examples like sweeping the classroom, watering plants, or picking up rubbish. Reinforce that “This is our school, and we must look after it!”
- Have learners role-play different school chores. Announce tasks such as “Putting pencils back” or “Wiping the table.” Learners mime the actions using their bodies. Divide them into small groups for short, timed practice to tidy a small area. Praise their effort and cooperation.
- Conduct a supervised weeding activity in the school garden.
- Ensure the area is safe (no sharp objects or dangerous plants).
- Show learners how to gently pull weeds using hands or safe tools.
- Explain that removing weeds helps plants grow better, linking their small action to a larger result.
- Conclude with a colouring activity. Provide sheets showing school chores, gardening, or clean-up activities. Encourage neat colouring with different colours to reinforce fine motor skills and provide a calm end to the lesson.
- Emphasise safety during all activities, particularly outdoor tasks.
- Connect school chores to home responsibilities to reinforce the sense of ongoing care and contribution.

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 B 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

- Begin the lesson with a familiar work song or create one with the learners about different jobs, such as a farmer, builder, or market vendor. Encourage simple actions to represent the work being done, like digging, sweeping, or carrying items.
- Show large pictures or flashcards of people performing various occupations (doctor, farmer, teacher, cook, police officer). Ask learners simple questions: “Who is this person? What are they doing? What tools are they using?” This helps learners start recognising different community roles.
- Discuss the goods produced and services offered by different people.
 - Explain that goods are things people make or grow, such as maize, bread or clay pots. Show examples or pictures.
 - Explain that services are actions that help people, like teaching, driving or caring for the sick.
 - Ask learners to match people to their goods or services: “What does the doctor give us? What does the farmer give us?”
- Provide colouring sheets of community helpers to reinforce learning and practice fine motor skills. Encourage neat colouring and appropriate use of colours for clothing and surroundings.
- Guide learners to cut and paste the cook from the sticker page.
 - Ensure safe use of round-tipped scissors and demonstrate slow, careful cutting.
 - Assist learners in pasting the image into the correct space in their workbook.
 - Ask a brief reflective question: “Why is the cook important? (They give us food and prepare it.)”

General notes

- Relate occupations to people learners know in real life (parents, relatives, community helpers).
- Emphasise that all work is valuable, whether it produces goods or provides services.

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 B 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

- Begin the lesson with a short, catchy rhyme related to helping, working, or the community. Use simple hand gestures or movements to engage learners and create a positive, rhythmic start.
- Recap and explain the concepts of goods and services using clear, simple examples:
 - **Goods:** “A good is a thing we can touch, like a ball or a banana.”
 - **Service:** “A service is help someone gives, like a nurse helping a cut or a teacher teaching a lesson.”
- Ask learners to name one good and one service they experienced today.
- Learners identify available goods in the classroom and on pictures:
 - Ask them to point to or name three goods they can see in the classroom (for example, pencil, chair, book).
 - Show flashcards or pictures of goods (bread, clay pot, shoes, vegetables) and have learners identify them, saying, “That is a good.”
- Discuss the production of goods in a simple way:
 - Use examples like bread or pottery. Explain the chain visually: “Farmer grows maize → Mill makes flour → Baker makes bread.”
 - Emphasise that many people contribute to producing one good. Keep the explanation short, visual and age-appropriate.

- Learners colour the pictures within frames:
 - Provide colouring sheets showing goods being made or people performing services.
 - Instruct learners to colour neatly within the lines, promoting focus and fine motor skills.

General notes

- Use key vocabulary consistently: ‘good,’ ‘service,’ and ‘work.’
- Praise learners for correctly identifying goods and services and for careful, creative colouring.

Work produces goods and services.

Unit objectives

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

- a** identify at least three artifacts.
- b** name at least one artist from the

Suggested teaching and learning resources

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

Suggested teaching and learning materials

- Claypots
- Traditional head gear.
- Traditional dance attire.
- Spear.
- Knobkerry
- Wooden spoon
- Chart

Teacher’s notes

- Begin the lesson with a traditional or cultural song to capture attention and introduce the theme of culture, tradition, or local heritage. Encourage simple actions like clapping or gentle movements to make it interactive and link it to local traditions.
- Introduce artifacts using a chart or poster showing clear pictures of familiar cultural items (for example, clay pot/pfuko, traditional basket/tswana, wooden stool/chigaro, traditional drum/ngoma).
 - If possible and safe, bring one or two real artifacts for learners to observe carefully.
 - Ask learners to point and name each object, repeating the correct local term.

- Discuss cultural artifacts with learners:
 - Explain simply that artifacts are old or special things made or used in the culture.
 - Talk about the function of selected items:
 - Pot: “What did people use this for? (Carrying water, cooking porridge).”
 - Basket: “What did people put inside? (Grain, fruit, carrying things).”
 - Emphasize that artifacts are important because they tell stories about our heritage.
- Learners colour the pictures, copying the reference:
 - Provide colouring sheets of the discussed artifacts.
 - Instruct learners to observe patterns and colours from the chart or workbook example and copy them carefully. This develops fine motor skills and attention to detail.

General notes

- Treat cultural items with care and respect.
- Use simple, relatable language like “special things,” “things from the past,” and “our traditions” to ensure 5-6 year-olds understand.

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

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

Suggested teaching and learning materials

- | | |
|----------------------|---------------------------------|
| • Traditional drums. | • Clappers |
| • Hosho | • Shakers |
| • Tambourines | • Chart of musical instruments. |

Teacher’s notes

- Begin the lesson with a song about musical instruments to engage learners. Encourage them to imitate the sounds and actions of playing the instruments mentioned, making the activity lively and interactive.
- Introduce and identify musical instruments using pictures, flashcards or real/toy examples.

- Traditional instruments: ngoma (drum), hosho (rattle), mbira.
- Modern/Foreign instruments: guitar, keyboard, trumpet.
- Ask learners to point, name, and repeat the instrument names. Discuss simple questions like, “What sound does the drum make?”
- Guide learners to sort instruments into two categories: Traditional (made in Zimbabwe, used in cultural ceremonies) and New/Modern (often from other countries).
 - Work in pairs or small groups to sort pictures/flashcards into the correct piles or on a chart.
 - Monitor and gently correct, asking, “Why do you think the hosho belongs here?”
- Learners paste musical instruments from a sticker or cut-out page into their workbook.
 - Encourage them to select one instrument from each category and paste carefully.
 - Ensure safe use of scissors if required.
- Learners colour the instruments.
 - Provide colouring sheets and encourage neat work.
 - Discuss the materials of each instrument (wood, animal hide, metal) to guide realistic colour choices.

General notes

- Whenever possible, play a short audio clip or demonstrate the instrument sounds to enhance sensory learning.
- Emphasize respect for traditional instruments as an important part of Zimbabwean culture.

Indigenous games

Unit objective

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

- a** colour the picture using different crayons.

Suggested teaching and learning resources

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

Suggested teaching and learning materials

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

Teacher's notes

- Start the lesson with the game 'Dudu Muduri' to actively engage learners and introduce the cultural theme. Explain the rules simply, ensure everyone participates, and use the game to release energy and focus attention.
- Explain what traditional games are in simple terms: "Games that our grandmothers and grandfathers played when they were children." Highlight that they use simple materials (stones, seeds, hands, or feet) and are an important part of Zimbabwean culture.
- Ask learners to name different traditional games they know. Encourage responses like nhodo, tsoro, chasing games, or other local games. Record the names on the board or chart.
- Discuss traditional games shown in videos or pictures. Prompt learners to observe and answer questions such as:
 - "Look at how they are moving."
 - "What are they using to play the game?"
 - "Is this game fast or slow?"This helps learners understand the actions, rules, and equipment involved.
- Teach and supervise learners playing pada (hopscotch).
 - Draw a pada grid on the ground using chalk or a stick.
 - Focus on turn-taking, fair play, and safe movement.
 - Ensure every learner gets a chance to hop and throw.
- Provide colouring pages of children playing traditional games to reinforce learning creatively. Encourage neat colouring and discuss teamwork and joy in the scenes.

General notes

- Prioritize safety and spacious areas for physical activity.
- Connect all activities back to Zimbabwean culture: "This is how we play in Zimbabwe."

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 given picture.

Suggested teaching and learning resources

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

Suggested teaching and learning materials

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

Teacher's notes

- Start the lesson with a rhyme to focus attention and settle the class. Use clear articulation and simple movements like clapping or finger play to engage learners physically and mentally.
- Explain modern games in simple language, highlighting how they differ from traditional games. Emphasise that modern games often use bought toys, equipment, or screens. Provide examples such as:
 - Ball games: football, netball
 - Skipping with a rope
 - Building blocks, puzzles
 - Simple video games
- Ask learners to name different modern games they play or have seen. Write their answers on the board or chart (for example, football, doll play, blocks).
- Show pictures or short videos of children playing modern games. Ask learners to identify the game and the objects used:
 - “What game is this?”
 - “What toy or equipment do they need?”
- Allow learners to take turns playing some modern games at 2–3 stations (for example, building blocks, puzzles, soft balls). Ensure:
 - Small, manageable groups.
 - Equal turn-taking.
 - Guidance on sharing and following rules.
- Provide colouring pages showing modern game scenes. Instruct learners to copy the colours from an example to reinforce observation skills and fine motor control.

General notes

- **Balance:** Remind learners that both traditional and modern games are valuable for learning and fun.
- **Safety:** Ensure all equipment is safe and suitable for 6-year-olds.

Topic 5

Transport and communication

Means of transport

Unit objectives

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

- a** name the mode of transport.
- b** differentiate the mode from the other modes of transport.
- c** colour the donkey with natural colours (black, white or brown).

Indigenous transport

Suggested teaching and learning resources

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

Suggested teaching and learning materials.

- Donkey models.
- Chart of different means of transport.
- Videos of different means of transport.
- Video player.

Teacher's notes

Movement of a donkey or a person pushing a cart.

- Begin the lesson with a transport rhyme to capture attention and introduce the theme of movement. Use energetic actions like clapping, stomping, or swaying to illustrate different modes of transport.
- Ask learners to state different means of transport they know or have used. Prompt with questions like:
 - “How did you travel here today?”
- “What moves on the road, in the air or on water?”

- Explain traditional/indigenous means of transport in simple terms:
 - Ways people moved long ago or where there are no modern vehicles.
 - Often human- or animal-powered (walking, donkeys, ox-carts).
 Use pictures or drawings to make the explanation concrete.
- Show learners pictures of indigenous transport and ask them to identify each one:
 - Ox-drawn cart.
 - Donkey carrying a load.
 - Person carrying water pots on the head.
 - Dugout canoe.
 Discuss where such transport is still used today, especially in rural areas.
- Connect transport to its practical function by focusing on the donkey:
 - Ask: “Why do people use a donkey? What can it carry?”
 - Guide learners to name typical goods: firewood, water containers, maize bags, vegetables, tools.

General notes

- Respect all forms of transport—both traditional and modern—as important.
- Include movement: have learners mimic walking, pushing carts, or riding donkeys to reinforce learning through physical activity.

Indigenous means of transport

Unit objectives

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

- a** identify the means of transport shown.
- b** able to colour the picture without going out of the constraints.

Suggested teaching and learning resources

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

Suggested teaching and learning materials

- Pictures of various water transports.
- Toy boats.
- Models of water transport.

Teacher's notes

- Start the lesson by having learners describe what they see in the picture. Focus on developing observation and descriptive language:
 - Use questions like:
 - “What is big or small in this picture?”
 - “What colours do you see?”
 - “What is the transport carrying?”
 - “Who is driving or sitting on it?”
 - Encourage every learner to say at least one sentence and praise their efforts.
- Explain where this mode of transport is found to connect the image to real-life Zimbabwean contexts:
 - Traditional transport (for example, donkey cart): Found in rural areas; used for carrying firewood, crops, or goods along rough roads.
 - Modern transport (for example, city bus or train): Found in towns, cities, or on railway lines.
 - Relate to learners’ experiences: “Have you seen this on your way to school?”
- Learners colour the pictures to reinforce fine motor skills, observation, and colour recognition:
 - If a coloured example is available, ask learners to copy the colours carefully.
 - If no example is provided, allow learners to choose colours while encouraging neatness and realistic colouring (for example, green trees, brown donkey).
 - Walk around to guide and gently correct where necessary.

General notes

- Keep discussions short and lively to maintain focus for 6-year-olds.
- Repeat the names of the transport modes frequently to reinforce vocabulary.
- Praise effort to build confidence and engagement.

Modern means of transport

Unit objective

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

- a** name at least one water transport and one air transport.

Suggested teaching and learning resources

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

Suggested teaching and learning materials

- Toy trains
- Toy airplanes
- Toy boat
- Railway model
- Video player.
- Video of different means of transport.
- Charts of transport.

Teacher's notes

- Have learners take turns describing what they see in the picture. Ensure the workbook is open or the chart is clearly visible. Use simple, detailed questions to guide them: “What is big or small in this picture?” “What colours do you see?” “What is the transport carrying?” “Who is driving or sitting on it?” Encourage every learner to speak at least one sentence and praise their efforts.
- Explain where the mode of transport is commonly found in Zimbabwe. For traditional transport, like a donkey cart, explain that it is often used in rural areas to carry firewood, crops, or goods along rough roads. For modern transport, such as a train or city bus, explain that these are usually found in towns, cities, or on main railway lines. Ask learners if they have seen this type of transport on their way to school or during trips to connect the lesson to their real-life experiences.
- Guide learners to colour the pictures carefully. If a coloured example is available, encourage them to copy the colours closely to develop attention to detail. If no example is provided, they can choose their own colours, but remind them to colour neatly within the lines and use generally accurate colours (for example, brown for the donkey, green for trees). Circulate around the class to provide gentle guidance and praise their effort.
- Keep discussion short and lively to maintain attention and engagement. Repeat and emphasise the names of the transport modes throughout the lesson to reinforce vocabulary and understanding.

Road safety rules

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 B Workbook page 27.
- Heritage-Based Curriculum (HBC) Social Science Infant syllabus.

Suggested teaching and learning materials

- Toy cars.
- Videos on road safety.
- Paint
- Paint brushes.

Teacher's notes

- Have learners describe what they see in the picture. Display the workbook or chart clearly, showing a road scene with people walking or riding a bicycle. Ask simple, engaging questions: “What are the people doing?” “Where are the cars?” “What is the boy riding?” Guide learners to identify the road, pedestrians, and bicycle. Praise clear observations and encourage all learners to participate.
- Explain walking safely on the side of the road. Use simple language: “When we walk on the side of the road and there is no pavement, we must walk facing the cars so we can see them and move away if needed.” Demonstrate by having learners stand, point in the direction of traffic, then turn to face the opposite way. Reinforce the rule in a short, memorable way: “Walk on the right to stay safe.”
- Talk about bicycle safety for passengers. Use the picture of the bicycle to ask, “How many people can safely ride this bicycle?” Explain that a small bicycle is usually for one person only. If carrying another person, they must be light, sit safely on a designed carrier, and hold on tight. Stress that too many passengers can make the bicycle fall and cause injuries.
- Guide learners to colour the boy on the bicycle. Encourage neat colouring and the use of bright, visible colours to link with road safety. Walk around the class to monitor their work, give praise, and remind them of the safety rules discussed.
- Keep explanations short, simple, and interactive. Repeat key vocabulary such as “road,” “bicycle” and “safety” throughout the lesson to reinforce understanding.

Passenger safety

Unit objective

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

- a** identify the seatbelt.

Suggested teaching and learning resources

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

Suggested teaching and learning materials

- Toy cars.
- Videos on road safety.
- Video player.

Teacher's notes

- Ask learners to describe what they see in the picture. Make sure the workbook or chart is visible, showing a road scene with people walking or a bicycle. Use simple questions: “What are the people doing?” “Where are the cars?” “What is the boy riding?” Guide them to notice the road, the people, and the bicycle. Encourage every learner to speak and praise their observations.
- Teach walking safely on the road. Explain simply: “When there is no pavement, we must walk on the side facing the cars so we can see them and move away quickly if needed.” Demonstrate by having learners point in the direction of traffic and then turn to face the opposite way. Repeat: “Walk on the right to stay safe.”
- Discuss bicycle passenger safety. Show the picture and ask: “How many people can safely ride this bicycle?” Explain that a small bicycle is usually for one person. If carrying another, the passenger must be light, sit securely on a proper carrier, and hold on tightly. Emphasise that too many passengers can make the bicycle fall and cause injuries.
- Guide learners to colour the boy on the bicycle. Encourage neat colouring and bright, visible colours to reinforce safety. Walk around to monitor work, provide praise, and remind learners of the safety rules discussed.
- Repeat key words throughout the lesson, such as “road,” “bicycle,” and “safety,” to reinforce understanding.

Crossing the road

Unit objectives

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

- a identify the traffic lights.
- b say what is happening in the picture.

Suggested teaching and learning resources

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

Suggested teaching and learning materials

- Traffic lights model
- Colour the picture as illustrated above.
- Crayons.

Teacher's notes

- Ask learners to describe what is happening in the picture. Ensure the workbook or chart is clearly visible, showing a child crossing the road. Use simple, guided questions: “What is the child doing?” “What must the child watch out for?” “Why is this crossing safe or dangerous?” Help learners notice the road, traffic, and the crossing action.
- Teach the key safety steps for crossing the road: Stop, Look, and Listen. Explain simply:
 - **STOP:** “Stop at the curb or edge of the road.” Demonstrate stopping.
 - **LOOK:** “Look right, left, and right again.” Exaggerate the looking action.
 - **LISTEN:** “Listen for cars, bicycles, and other sounds.” Cup your hand to your ear.
 - Lead the learners in a fun ‘Stop, Look, Listen’ chant with actions several times. Emphasise crossing quickly only when the road is clear.
- Guide learners to colour the picture neatly. Encourage bright colours for clothes and road signs to link visibility to safety. Walk around, observe their colouring, and quiz them gently: “What is the first thing you do before crossing?” This reinforces learning while they engage creatively.
- Repeat the key phrases throughout the lesson: “Stop,” “Look,” and “Listen” to help memorisation.
- If safe, practise the routine in a quiet area or pathway so learners can apply the steps in a real context.

Means of communication

Unit objectives

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

- a** state at least two means of communication.
- b** identify the means being used in the second picture.

Suggested teaching and learning resources

- PlusOne Social Science ECD B Workbook page 30.
- Heritage Based Curriculum (HBC) Social Science Infant syllabus.

Suggested teaching and learning materials

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

Teacher's notes

- Ask learners to describe what is happening in the picture. Ensure the workbook or chart is visible, showing a child crossing the road. Use simple, guided questions:
 - “What is the child doing?”
 - “What things must the child watch out for?”
 - “Why is crossing here dangerous or safe?”Help learners notice the road, traffic, and the child's actions.
- Teach the three key safety steps for crossing the road: Stop, Look, Listen. Explain simply and demonstrate:
 - STOP: “Stop at the edge of the road.” Show stopping clearly.
 - LOOK: “Look right, then left, then right again.” Exaggerate the looking action.
 - LISTEN: “Listen for cars, bikes, and other sounds.” Cup your hand to your ear.
 - Lead learners in a fun ‘Stop, Look, Listen’ chant with actions several times.Emphasize walking only when the road is clear.
- Guide learners to colour the picture neatly. Encourage bright colours for clothes and road signs to connect visibility to safety. Walk around to check work and ask simple questions: “What is the first thing you do before crossing?” This reinforces the lesson while they engage creatively.
- If safe, practise the routine outside in a quiet area or pathway so learners can apply the steps in a real context.
- Repeat the key phrases (Stop, Look, Listen) several times to help learners memorize the routine.

Means of communication

Unit objectives

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

- a state at least two means of communication.
- b identify the modern means of communication in the picture.

Suggested teaching and learning resources

- PlusOne Social Science ECD B Workbook page 31.
- Heritage Based Curriculum Heritage Based Curriculum (HBC) 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

- Ask learners to describe what they see in the pictures or real-life examples of communication devices (cellphones, tablets, computers, landline phones). Use simple questions:
 - “What is this?”
 - “Who uses it?”
 - “What do they use it for?”Encourage them to use descriptive words and full sentences.
- Explain the function of modern communication devices. Use simple language:
 - These devices help people talk to others far away, send pictures, or send short messages.
 - Highlight key idea: modern devices make it easier to stay in touch quickly. Give relatable examples: “Dad can call Grandma to say ‘Happy Birthday’ right now!”
- Facilitate a class discussion comparing different tools. Show a cellphone and, if possible, a letter/envelope. Ask:
 - “Which one is faster?”
 - “Which one lets you hear the person’s voice?”Emphasize that different tools are useful for different situations.

- Learners colour the pictures of modern communication devices in their workbooks. Encourage neatness and proper use of colours.
- Guide learners to construct pretend cellphones from paper. Distribute pre-cut shapes or guide folding. Help them draw a screen and buttons (numbers, send/end call icons). Encourage personalisation to make the activity fun and engaging.
- Learners cut and paste a girl on the phone from a sticker or cut-out page. Monitor safe use of scissors and proper gluing. While pasting, have learners mimic making a call with their paper phones to reinforce the concept.
- Remind learners gently that real phones are expensive and not toys. Stress they should ask permission before using a real phone.
- Integrate the pretend paper phones throughout the lesson to keep it hands-on, reinforcing learning through play, discussion and creativity.

Topic 6

Shelter

Human shelter: Indigenous 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 picture within the frame.

Suggested teaching and learning resources

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

Suggested teaching and learning materials

- Model hut
- Cardboard boxes
- Glue
- Papers
- Grass

Teacher's notes

- Start the lesson with a song or rhyme about houses or shelters. Use a simple, rhythmic tune, for example, a local song about a musha/home. Encourage learners to join in with actions like drawing a roof shape in the air or pretending to knock on a door to involve gross motor skills.
- Display a picture of a house (or refer to a real one nearby) and ask learners what it is made of. Use simple, direct questions:
 - “What is the roof made of?”
 - “What are the walls made of?”Introduce and reinforce vocabulary: bricks, stones, mud, grass/thatch, wood, metal/zinc.

- Invite learners to talk briefly about their own homes to connect learning to their personal experiences. Ask questions such as:
 - “Is your roof grass or metal?”
 - “How many rooms does your house have?”
 - “What do you like best about your home?”

Emphasise that all types of houses are valued, whether traditional or modern.
- Facilitate a hands-on activity where learners construct a small model hut or house. Prepare materials in advance: small sticks/twigs for the frame, mud or clay for walls, and dry grass or paper for the roof.
 - Demonstrate mixing the mud/clay and assembling the frame.
 - Divide learners into small groups and supervise closely, encouraging teamwork and careful building.
 - Focus on the process: building walls and placing the roof rather than achieving a perfect model.
- Praise learners’ efforts, connecting the activity to local cultural knowledge: traditionally, people used nearby materials to build strong, cool houses.
- Reinforce cleanliness by having learners wash hands and tidy the workspace after using clay, mud, or glue.

Modern human shelter

Unit objectives

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

- a** identify correctly at the modern shelter.
- b** colour school children only.

Suggested teaching and learning resources

- PlusOne Social Science ECD B Workbook page 33.
- 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

- Begin the lesson by inviting learners to tell a short story about a house they know. Use prompts like:
 - “What happens in your house when it rains?”
 - “Tell us one special thing about your home.”
- Listen for mentions of protection, safety, doors, and windows. This encourages speaking skills and activates prior knowledge about shelter.
- Show a picture of a modern house (brick/concrete walls, metal roof, glass windows) and discuss its key features. Compare with traditional huts:
 - Roof: metal or tiles (stronger, lasts longer).
 - Windows: glass (lets in light, keeps out rain and insects).
 - Walls: bricks or cement (strong, keeps house cool or warm).
- Introduce simple vocabulary: cement, glass, durable, security.
- Have learners colour the picture of the modern house in their workbooks. Encourage neatness and realistic colours:
 - Roof: grey or red
 - Walls: brown or white
 - Windows: blue or white to represent glassEmphasise careful colouring to develop fine motor skills and attention to detail.
- Connect the lesson to their immediate environment by discussing the classroom and school building. Ask:
 - “Is our school a modern or traditional building?”
 - “What is the roof made of?”
 - “Do we have glass in our windows?”
- Highlight that the school is also a form of shelter, protecting them while they learn. Encourage learners to think about keeping the school clean and safe.
- If possible, take a short observation walk outside the classroom to point out a metal roof, glass window, or brick wall to make the features tangible.
- Keep the discussion inclusive, valuing both modern and traditional types of shelter and praise learners for sharing their observations and ideas.

Animal shelter

Unit objectives

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

- a** identify and name correctly at least two animal shelters.
- b** match the bird and its shelter.

Suggested teaching and learning resources

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

Suggested teaching and learning materials

- Model kennel
- Model fish pond
- Model kraal.
- Chart of animal shelter.
- Video of animal shelter.
- Video player

Teacher's notes

- Begin by inviting learners to tell a short story about a house they know. Use prompts such as:
 - “What happens in your house when it rains?”
 - “Tell us one special thing about your home.”
 - Listen for mentions of protection, safety, and basic features like doors and windows. This helps activate prior knowledge and encourages speaking skills.
- Show a picture of a modern house (brick or concrete walls, metal roof, glass windows) and discuss its key features. Compare with traditional huts:
 - Roof: metal or tiles, strong and long-lasting.
 - Windows: glass, lets in light and keeps out rain and insects.
 - Walls: bricks or cement, strong and keeps the house cool or warm.Introduce vocabulary: cement, glass, durable, security.
- Have learners colour the picture of the modern house in their workbooks. Encourage neat colouring and realistic colours:
 - Roof: grey or red
 - Walls: brown or white
 - Windows: blue or white to represent glass
- This reinforces observation skills and fine motor development.
- Connect the lesson to the learners' own environment by discussing the school building and classroom:
 - Ask: “Is our school a modern or traditional building?”
 - “What is the roof made of?”
 - “Do we have glass in our windows?”Emphasise that the school is a form of shelter, protecting them while they learn, and briefly discuss how to keep it clean and safe.
- If possible, take a short observation walk just outside the classroom to point out features like a metal roof, glass window, or brick wall. This makes the concept tangible.
- Keep the discussion inclusive and respectful of both modern and traditional shelters. Praise learners for sharing observations and ideas.

Animal shelter

Unit objective

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

- a** identify the animals in the picture.

Suggested teaching and learning resources

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

Suggested teaching and learning materials

- Toy animals
- Outdoor school environment.
- Model kraal
- Twigs

Teacher's notes

- Begin the lesson with a familiar animal rhyme to engage learners and practise rhythm, memory and verbal expression. Encourage learners to make actions or sounds of the animals to make it interactive.
- Conduct a “name the animal” activity to activate prior knowledge and expand vocabulary. Ask learners to name any animal they know. Write the names or draw quick symbols on the board. Ask classification questions:
 - “Which animals live at home?”
 - “Which animals are wild?”
- Use the PlusOne Social Science ECD B Workbook (page 35) to link verbal knowledge to visual recognition. Point to each animal and have learners say the name clearly. Discuss simple characteristics:
 - “What does this animal eat?”
 - “What sound does it make?”
- Introduce the concept of animal shelters. Lead a discussion with simple questions:
 - “Why do we need a house?” (To be safe, dry, warm or cool)
 - “Do animals need a house too?”
- Explain that shelters (pens, kraals, coops) protect animals from rain, sun, cold, and wild animals. Introduce vocabulary: shelter, protection, pen, kraal.
- Focus on cows as a relevant example. Ask: “Where do we keep cows?” Show pictures if available. Emphasise that cows are kept in a kraal or pen, especially at night, to keep them safe and prevent them from wandering. Connect this back to the idea of protection.

- Safety: Remind learners not to approach or touch unknown animals without an adult.
- Sensory/visual reinforcement: If possible, show a picture of a kraal or pen to help learners clearly see what a cow's shelter looks like.

Animal shelter

Unit objectives

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

- a** identify the animal and its shelter.
- b** colour the chicken.

Suggested teaching and learning resources

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

Suggested teaching and learning materials

- | | |
|---------------------------------------|-----------------------|
| • Model fowl run. | • Shelter work cards. |
| • Toy animals | • Paper |
| • Crayons | • Glue |
| • Chart of animals and their shelter. | • Feathers |

Teacher's notes

- Begin the lesson with a lively animal song or chant, focusing on chickens or other common domestic animals. Encourage learners to make actions and animal sounds to engage them fully. After the song, ask a quick recap question: "Which animal did we sing about the most?" (Lead to chickens.)
- Show a picture of a chicken or hen with chicks (chart or workbook). Ask learners to describe what they see, encouraging observation and descriptive language:

- "What colour is the chicken?"
- "How many chicks are there?"
- "What is the chicken doing?"

Ensure every learner shares at least one observation, praising their responses.

- Discuss domestic versus wild animals, revisiting the idea of shelter. Ask learners:
- "What is a domestic animal?"
 - "What is a wild animal?"

Highlight that domestic animals live with people and need shelter for protection from rain, sun or predators.

- Focus on chickens specifically. Ask:
 - “Where does the chicken sleep?”
 - “Where does it go when it rains?”Introduce the term coop or chicken house, explaining its purpose: keeping chickens dry, safe from predators, and protecting eggs.

Hands-on activity

- Learners stick feathers (real or paper) onto a picture of a chicken. This develops fine motor skills, reinforces the lesson, and creates a tangible product. Guidance:
 - Demonstrate applying glue neatly and placing feathers carefully.
 - Move around the class to assist learners, ensuring safety and correct technique.
 - Pre-cut paper feathers for efficiency if real feathers are not used.

General reminders

- Ensure all materials are clean and safe.
- Provide a designated area for glue and feathers to maintain tidiness.
- Praise learners for effort and creativity, not just neatness.

Topic 7

Global issues

Natural and human-induced disasters (floods)

Unit objective

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

- a tell a story from the pictures given.

Suggested teaching and learning resources

- PlusOne Social Science ECD B Workbook page 37.
- 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

- Begin the lesson with a lively song about water, rain, or safety. Use a simple, familiar tune (like “Row, Row, Row Your Boat”) or a local safety song. Encourage learners to clap, sway, or make gestures. Use the song to transition to the topic: “What happens when we have too much rain?”
- Introduce natural and man-made disasters using simple language:
 - Natural Disasters: Things in nature we cannot stop, like heavy rain causing floods or strong winds causing damage.
 - Man-made Disasters: Problems caused by people, like fires or accidents.Focus the lesson mainly on water-related dangers (floods).
- Show a picture depicting a flood or high water. Ask learners to describe what they see:
 - “Is the water high or low?”
 - “Is it safe to play near this water?”
- Guide learners to recognize the situation as dangerous.

- Discuss water bodies in the community. Ask learners to name rivers, dams, ponds, puddles, or streams they know. Emphasize that even calm-looking water can be dangerous.
- Show short, child-friendly videos of floods, cyclones, or heavy rains (1–2 minutes max). Focus on how water moves and the power of floods, avoiding scary images.
- Lead a discussion on the dangers of water:
 - Drowning: Falling in and not being able to swim.
 - Fast currents: Water can move quickly and sweep someone away.
 - Hidden objects: Floods can hide sharp stones, potholes, or debris.
Reinforce the rule: Never play near water without a trusted adult.
- Teach practical safety measures during floods:
 - Stay home: Listen to adults and stay indoors.
 - Never walk in water: Moving water is dangerous—tell an adult and turn back.
 - Climb high: If water rises, go to the highest safe point in the house or building.

General guidance

- Maintain a calm, reassuring tone, teach caution without creating fear.
- Connect the discussion to local contexts in Zimbabwe (near rivers, dams, low-lying areas).
- Encourage learners to share experiences safely, reinforcing awareness of their surroundings.

Natural disasters (Drought and veld fires)

Unit objectives

Learners should be able to:

- identify correctly the animals in the picture.
- state one danger of fire to humans.

Suggested teaching and learning resources

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

Suggested teaching and learning materials

- | | |
|---------------------------------|-----------------------------|
| • Cow models | • Matches |
| • Goat models | • Chart of a house on fire. |
| • Video player | • Water and Soil. |
| • Videos of animals in drought. | • Group cards about fire. |

Teacher's notes

- Begin with a discussion about a dry environment. Show a picture of cracked earth, low river levels, or thirsty animals. Ask learners in small groups:
 - “What is missing?”
 - “How do the plants and animals look?”Guide them to notice the lack of water and how it affects life.
- Explain what happens when there is no rain (drought) using simple cause-and-effect language:
 - People: No water for drinking, cooking, or growing crops; leads to hunger and thirst.
 - Animals: No water or grass; can become sick or die.Stress the importance of saving water even when it rains.
- Transition to fire safety with a song about fire, warmth, or caution. Encourage actions and sounds to make it fun and engaging.
- Teach learners to distinguish good fire vs dangerous fire:
 - Good fire: Cooking, warmth, controlled by adults.
 - Dangerous fire: Burns, smoke, destroying homes or forests.Emphasize: Children must never touch matches or lighters.
- Discuss dangers of fire clearly and simply:
 - Burns: Hot and painful.
 - Smoke: Hard to breathe.
 - Destruction: Can destroy houses, food, and forests.
- Conduct practical and role-play activities:
 - Demonstrate putting out a small pretend fire with water or soil. Emphasize only adults handle real fires.
 - Practice **STOP**, **DROP**, and **ROLL** if clothes catch fire. Use hand gestures and repetition.
- Use group discussions to reinforce learning:
 - Ask: “What is dangerous about fire?”
 - Ask: “What should you do if you see matches or lighters?” (Answer: Tell an adult.)
- Show pictures of safe (cooking) and unsafe (bushfire) fires. Ask learners to identify which is which and describe how adults make fire safely.
- Use repetition to reinforce key safety messages:
 - Stop, drop, and roll.
 - Tell an adult immediately if there is fire.
 - Never touch matches or lighters.
- End with a song about fire safety to review concepts in a fun, memorable way.

General Notes

- Maintain a calm, firm, and reassuring tone. Teach caution without fear.
- Repetition and role-play are crucial for mastery. Do not rush; repeat steps until learners demonstrate understanding.
- Keep activities hands-on, visual, and interactive to engage 6-year-olds.

Safety at home and at school

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.
- c** colour the vehicle.

Suggested teaching and learning resources

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

Suggested teaching and learning materials

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

Teacher's notes

Fire safety review

- Start the lesson with a song about fire, warmth, or safety. Encourage actions and sounds to make it fun and engaging. Use this to focus the learners and transition into fire safety.
- Show pictures of controlled fire (cooking) and uncontrolled fire (bushfire). Ask learners:
 - “Which fire helps us?”
 - “Which fire is dangerous?”Discuss that adults make fire using matches or lighters, and stress that children must never touch them.
- Explain the dangers of fire clearly:
 - Fire is HOT and can cause painful burns.
 - Smoke makes it hard to breathe.
 - Fire can destroy houses, food, and forests.Reinforce the emergency action: always tell an adult immediately if they see fire.
- Have learners discuss fire safety in small groups (3-4 learners). Ask:
 - “What part of fire safety is most important?”
 - Allow each group to share one key point (“Don not touch matches,” “Fire hurts,” “Tell my parent”).

- Conduct a practical demonstration with a small bucket of water or soil to show how to put out a small pretend fire. Emphasize:
 - This is a simulation only.
 - Children must never approach real fires and should always get help from an adult.

Vehicle Identification and use

- Show the learners a picture of a vehicle (fire engine, ambulance, or bus). Ask:
 - “What is this vehicle called?”
 - “What job does it do?”
 - “Who drives it?”
 - “Where does it go?”
 - If it is a fire engine, connect back to the fire safety lesson: explain how it helps put out fires.
- Learners colour the vehicle picture neatly. Encourage colours that match the real-world function:
 - Bright red for fire engines.
 - White with a stripe for ambulances.
 - Other colours for buses, depending on local examples.

General notes

- Clearly signal the transition between fire safety and vehicles to avoid confusion.
- Keep singing, discussion and hands-on activities short and high-energy to maintain focus.
- Reinforce learning by linking the fire engine to real fire safety lessons.

Fire rescue drills

Unit objectives

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

- a draw throughout the dotted lines.
- b identify the instrument in the picture and its use.

Suggested teaching and learning resources

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

Suggested teaching and learning materials

- Fire extinguisher.
- Paint
- Paint brush

Teacher's notes

- Objective: Develop listening, sound recognition and auditory memory.
- Preparation: Select 2–3 short, rhythmic rhymes about fire, water or simple actions (local language or English).
- Execution:
 - Start with clapping or a simple beat to engage learners.
 - Recite the rhyme slowly and clearly, emphasising sounds and rhythm.
 - Have learners repeat each line after you (echo reading).
 - Add simple movements (stamping, hand gestures) to reinforce memory.
- Key point: Enunciation is important. Use this activity to focus learners' attention, listening, and clear speech before the main tasks.

Fire extinguisher identification and safety

- Objective: Name the tool and understand its safe use.
- Materials: Learner's Book (Page 40) or large visual/model of a fire extinguisher.
- Execution:
 - Show the picture and ask: "What is this tool called?" Lead learners to say "fire extinguisher" clearly.
 - Discuss its purpose: "What is this tool used for?" (to stop fire).
 - Ask: "Should children touch or play with a fire extinguisher?" Reinforce the firm "No."
 - Emphasise: Only trained adults (teachers, firefighters) should use this tool in an emergency.
- Key point: Build vocabulary and establish the important safety rule—this is an emergency tool only.

Dot-to-dot fire extinguisher tracing

- Objective: Develop pencil grip, hand-eye coordination, and attention to sequence.
- Materials: Dot-to-dot worksheets of a fire extinguisher, crayons/pencils.
- Execution:
 - Guide learners to start at dot number 1 and follow the sequence to complete the outline.
 - Demonstrate correct pencil hold and connecting the first few dots.
 - Monitor learners' grip and encourage careful, slow tracing.
- Key point: Emphasise control and accuracy over speed. This activity prepares learners for handwriting practice.

Painting the fire extinguisher

- Objective: Express creativity, refine brush control and learn colour association.
- Materials: Templates of the fire extinguisher, red paint, small amounts of black/yellow paint, brushes, water containers.
- Execution:
 - Remind learners that fire extinguishers are mainly red.
 - Demonstrate how to hold the brush and paint neatly within the lines.
 - Guide learners to paint the main body red and use black/yellow for handle and hose details.
 - Ensure learners clean brushes and tidy the work area after finishing.
- Key point: Assess brush control and neatness. Reinforce the fire extinguisher's signature red colour.

General notes

- Praise effort and creativity, not just accuracy.
- Reinforce safety rules constantly during all activities.
- Keep transitions between rhymes, tracing and painting smooth to maintain focus and engagement.

Topic 8

Managing and copying with changes

Changes at home

Unit objectives

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

- a colour the picture.
- b identify at least two family members.

Suggested teaching and learning resources

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

Suggested teaching and learning materials

- Chart of children waving to their father in a commuter omnibus.
- Crayons.

Teacher's notes

- Lead learners in a familiar family song (for example, *Father Finger*, *Mother Finger* or a local Shona/Ndebele song). Encourage actions for each family member to involve movement and memory. Emphasize that all family structures are important.
- Ask learners to name 3–5 people who live in their home (for example, *Amai*, *Baba*, *tete*, *bhudhi*). Discuss: “Who is the oldest person?” and “Who takes care of you when parents are away?” Praise all answers and validate different family types.
- Show a workbook picture of a family scene and guide learners to describe what they see. Ask: “What are the people doing?” “Where are they going?” “How do you think they feel?” Encourage imagination and short storytelling.
- Instruct learners to colour the family picture neatly, matching the sample if provided. If no sample, guide them toward realistic colours (green grass, brown mud). Supervise pencil grip and neatness.

- Discuss parents or guardians who work far away. Ask: “Does your mother/father/guardian ever go away to work?” “Why do they go?” Guide answers toward earning money for food, school, and clothes.
- Ask learners how they feel when parents are away. Accept responses like sad, lonely, or worried. Validate emotions: “It is okay to feel sad or miss someone.” Ask: “What do you do when you miss them?” (play, sing, talk to a grandparent).
- Maintain a calm, reassuring tone throughout discussions. Praise participation, creativity, and effort. Keep transitions smooth from song → discussion → storytelling → colouring.
- Ensure inclusivity: acknowledge all types of families and feelings as valid.

Changes at home

Unit objectives

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

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

Suggested teaching and learning resources

- PlusOne Social Science ECD B Workbook page 42.
- 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 learners in a familiar, short family song (local song about *mwana* or a simple counting family song). Use hand gestures for each family member to engage learners and warm up voices. Keep the activity quick and energetic.
- Ask learners to name 3–5 people who live with them or who are their closest family members. Use simple sentence structures like “My family has...” or “I live with my...”. Acknowledge all family types, including extended families and single-parent households.

- Discuss changes at home when there is a newborn baby. Guide learners with questions about:
 - Role changes: “Who gets to hold the baby?” “Does mom/dad have less time to play?”
 - Physical changes: “Where does the baby sleep?” “What noise does the baby make?”
 - Emotional changes: “Do you feel happy to have a baby?” “Do you sometimes feel bored?”
- Emphasise sharing (toys, attention) and helping (being quiet, fixing items) to build social maturity.
- Show the workbook picture of a family interacting with a baby. Ask learners to describe everything they see. Use prompts to develop a story: “The brother is looking at the baby. Why do you think he looks confused?” Connect personal experiences to the visual aid.
- Instruct learners to colour the picture neatly, matching the sample colours if provided. If they choose their own, guide them to realistic choices (for example, green grass). Supervise pencil grip, careful colouring within lines, and encourage attention to detail.
- Reinforce learning: storytelling + colouring strengthens observation, narrative skills, fine motor control and early literacy development.

Changes at school

Unit objectives

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

- a** tell a story from the given picture.
- b** identify the tools in the picture.

Suggested teaching and learning resources

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

Suggested teaching and learning materials

- Brooms
- Dust bins
- Crayons
- Chart of children cleaning.

Teacher’s notes

- Begin with a song chosen by the learners. Encourage loud singing and full-body movement (clapping, dancing) to build class rapport and group identity. Use this activity to transition smoothly from playtime or break into focused learning.

- Explain simple changes that occur at school, using concrete examples: moving to a new classroom, a new routine, or a new friend joining the class. Emphasize that change is normal and may make learners feel a little worried.
- Ask learners how to deal with changes at school. Guide answers to focus on simple coping strategies:
 - Ask for help from a teacher or friend
 - Take a deep breath to calm down
 - Find something familiar in the classroom

Validate all feelings and reinforce that anxiety about change is normal.
- Show the workbook picture depicting a scene of change (for example, children arranging a new classroom). Ask learners to describe what they see: “What are the children doing?” “Why are they doing that?” Encourage them to create a simple three-part story (beginning, middle, end) based on the picture.
- Discuss the importance of cleaning the classroom. Connect tidiness to safety and comfort:
 - “Why do we put crayons back in the box?” (to prevent breaking)
 - “Why do we sweep the floor?” (to keep it clean for play)
 - Emphasize that everyone is responsible for keeping the classroom neat and safe.
- Instruct learners to colour the workbook picture neatly. Encourage realistic colouring of items such as books, chairs, and shelves. Monitor proper pencil/crayon grip and neat colouring within the lines.
- Reinforce that responsibility and care for the classroom are part of using and enjoying the space.

Conflict management

Unit objective

Learners should be able to:

- a state one way of managing conflict at school.

Suggested teaching and learning resources

- PlusOne Social Science ECD B Workbook page 44.
- 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

- Begin with 2–3 short, upbeat songs about friendship, sharing, and helping each other. Include simple actions (holding hands, waving) to reinforce meaning. Emphasize: “We are all friends in this room, and we help each other!”
- Show Picture A (two children playing nicely). Ask learners: “What are they doing?” “How do they feel?” Use this to highlight what positive friendship looks like.
- Show Picture B (two children fighting). Ask learners: “Why are they fighting?” Guide answers to concrete causes:
 - Sharing: Both want the same toy.
 - Mistake: One bumped the other.
 - Teasing: Someone said something unkind.Define conflict simply: when people want different things at the same time.
- Model conflict resolution using two learners or puppets/toys. Scenario example: “Both want the red ball.” Demonstrate:
 - STOP fighting
 - ASK for the toy nicely
 - AGREE to take turns (for example, 5 minutes each)
- Divide learners into small groups (3–4). Give each group a conflict card (for example, “Someone took your crayon” or “Someone sat on your chair”) and let them act out a solution. Focus on talking and listening, not shouting or crying. Introduce helpful phrases:
 - “I am sad when you...”
 - “Can we share?”
- Ask learners to share a time they resolved a conflict with a sibling or friend. Use sentence starters:
 - “I fought over a sweet, but then we shared.”
 - “I was angry, but I said sorry.”
- Praise effort and emphasise applying the lesson at home and school.

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 picture as shown above.

Suggested teaching and learning resources

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

Suggested teaching and learning materials

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

Teacher's notes

- Sing 1–2 simple, familiar songs about listening, following rules, or doing chores safely. Include actions to reinforce the words. Emphasize: listening helps us stay safe and happy.
- Tell a short story showing obedience:
 - A child listens to a grown-up and something good happens, or
 - A child does not listen and faces a small, safe consequence.Example: A child is told not to touch a hot stove and they obey. Use clear, simple language and expressive gestures.
- Discuss the story with learners:
 - Ask: “What was the rule in the story?”
 - Ask: “What happened because the child obeyed?”
 - Connect to real-life behaviours: Sharing, sitting quietly, cleaning up, listening to the teacher.
 - Praise specific examples of good behaviour in the classroom.

- Practice salutations in native languages and English:
 - Model greetings like “Good morning” or “How are you?” and responses.
 - Ask: “When do we say this?” and “Who do we say it to?” (parents, teachers, elders).
- Show a picture related to obedience (for example, children lining up or helping an adult).
 - Divide learners into small groups (3–4) to discuss what they see for 3 minutes.
 - Ask each group to report one observation about the people’s behaviour in the picture.
- Reinforce that salutations and following rules are examples of respectful behaviour.
- Encourage listening to peers during group discussion to practise obedience and social skills.

Social etiquette

Unit objectives

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

- a** describe what is happening in the picture on page 46.
- b** copy what is being done by the 2 children.

Suggested teaching and learning resources

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

Suggested teaching and learning materials

- Paper money
- Crayons
- A picture of children being thankful after being given money.

Teacher’s notes

- Lead the class in a song involving rules or actions (for example, “follow the leader” or a song about helping/sharing). Use it to practise listening and following instructions. Reinforce: “When we sing together, we are being a great team!”
- Discuss acceptable behaviours in groups:
 - Ask: “What does it look like when we are good friends in a group?”
 - Guide answers to observable behaviours: Sharing toys, taking turns, listening quietly, keeping hands to themselves.
 - Emphasise that these behaviours make the classroom safe and happy.

- Teach gratitude and respectful manners when receiving something from an adult:
 - Role model with a simple item (crayon, snack).
 - Demonstrate sequence: Look at the adult → Say “Thank you” clearly → Receive politely (two hands if culturally appropriate).
 - Pair practice: Learners give and receive items with a partner, focusing on eye contact and saying “Thank you.”
- Show a picture of good behaviour (child saying “thank you,” children lining up):
 - Ask: “What behaviour is this child showing?”
 - Ask: “How do you know the children are listening?”
 - Include observation details like colours, items, or positions to connect visuals with discussion.
- Learners colour the picture neatly within the frame:
 - Emphasise colouring inside the lines.
 - Encourage bright, realistic colours.
 - Monitor pencil pressure and speed, helping learners refine hand-eye coordination.
- Reinforce that observing, saying “thank you,” and colouring carefully all build social and fine motor skills important for daily life and learning.

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 discuss what is happening in the picture shown.

Suggested teaching and learning resources

- PlusOne Social Science ECD B Workbook page 47.
- 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 learners in a song about children's rights. Use a simple, catchy song about basic needs (food, shelter, school). Emphasise the words "right" and "safe."
- Explain children's rights in simple terms:
 - "A right is something you are always supposed to have, and a grown-up is responsible for helping you get it."
 - Give examples: Right to be safe, right to play, right to go to school.
 - Keep the definition positive and empowering, a right is a promise made to them.
- Discuss the right to food:
 - Ask: "What happens when you are hungry?" (tummy hurts, feel sad).
 - Explain: "You have the right to healthy food every day."

- Ask learners to name their favourite healthy foods (for example, sadza, murivo, milk).
- Reinforce: Parents/guardians work hard to provide this right.
- Discuss the right to identity:
 - Ask: “What is your name?” “What is your clan or totem?”
 - Explain: “You have the right to your own name and to know who you are and where your family comes from.”
 - Have learners state their first name and one family member’s name.
 - Connect food to survival and identity to belonging and culture.
- Role-play different children’s rights:
 - Divide learners into small groups and assign scenarios:
 - Right to play: Two children play nicely together.
 - Right to safety: Child holds teacher’s hand near the road.
 - Right to food: Child eats a meal happily.
 - Praise learners for acting out positive outcomes of having their rights fulfilled.
- Colour a picture depicting a child’s right (for example, eating a meal or holding a birth certificate):
 - Instruct learners to colour neatly inside the lines to refine fine motor control and boundary awareness.
 - Use this quiet activity to reinforce understanding of rights.

Child rights

Unit objectives

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

- a** Discuss what is happening in the pictures shown.
- b** Paste correctly the picture of the boy having his food.

Suggested teaching and learning resources

- PlusOne Social Science ECD B Workbook page 48.
- 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.
- Crayons

- Video showing different children’s rights.
- Video player.

Teacher’s notes

- Lead learners in a song about children’s rights.
 - Use a simple, action-based song about fundamental needs (food, play, safety).
 - Emphasise the word “right” as something important that belongs to them.
- Explain children’s rights in simple, positive terms:
 - “A right is a big promise that grown-ups (like parents and teachers) make to make sure you are safe and happy.”
 - Give examples: Right to play, right to be safe from harm, right to be fed.
 - Key point: Rights are not wishes; they are needs that adults must provide. Use empowering language.
- Discuss children’s rights to food:
 - Ask: “What happens if you don’t eat your sadza and muriwo?” (Guide answer: you get weak or sad).
 - Explain: “You have the right to enough healthy food every day.”
- Discuss the right to clean water using pictures:
 - Workbook page 47: Picture 1 – clean river/tap; Picture 2 – dirty puddle/dry ground.
 - Ask: “What is the girl doing in the good picture?” “What happens if we drink dirty water?”
 - Explain: Children have the right to clean water for drinking and washing.
- Learners cut and paste the girl drinking water from the sticker page:
 - Materials: Child-safe scissors, glue, sticker/cutout page.
 - Instruct learners to cut carefully and paste under the title “My right to clean water.”
 - Key point: Reinforces the right to water through a focused fine motor task.
- Discuss children’s rights to quality education:
 - Ask: “Why do you come to school?” (To learn, to play, to read).
 - Explain: “You have the right to go to school and to have a teacher who helps you learn new things.”
- Learners colour the boy holding a book:
 - Materials: Workbook page 47, crayons/pencils.
 - Instruct learners to colour neatly within the lines and choose bright, happy colours.
 - Key point: The colouring task symbolises and reinforces the importance of the right to education.

Child responsibilities

Unit objectives

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

- a** state at least two child responsibilities.
- b** colour correctly the picture of the boy cleaning his desk.

Suggested teaching and learning resources

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

Suggested teaching and learning materials

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

Teacher's notes

- Lead learners in a song about being a good citizen.
 - Use a song that focuses on positive actions like sharing, cleaning, or following rules.
 - Reinforce: Listening and helping makes them a great citizen of the school.
- Discuss what the two children are doing in the pictures:
 - Materials: Workbook/Chart showing two children (Child A: helping a friend; Child B: littering/snatching a toy).
 - Ask: “What is the child in Picture A doing?” “How does the other child in Picture B look?”
- Debate whether the children are model citizens:
 - Picture A: Yes, because the child is kind/helpful.
 - Picture B: No, because the child is breaking a rule.
 - Key point: Repeat the term “model citizen” to connect positive actions with social responsibility.

- Explain children's responsibilities:
 - Define a responsibility: "A job you have to do to help keep things safe and happy for everyone."
 - Examples at home: putting shoes away, fetching water, feeding chickens.
 - Examples at school: lining up quietly, tidying the book corner.
- Discuss personal responsibilities:
 - Ask each learner to name one responsibility at home or school.
 - Use sentence starters: "My responsibility is to help my mother wash dishes."
 - Praise effort, not just completion of the task.
- Role-play different responsibilities:
 - Divide learners into small groups and assign scenarios:
 - Tidying up: pretend to sweep the floor or put books away.
 - Home chores: pretend to feed a baby doll or fetch water.
 - Focus on appropriate language and actions.
- Colour the picture of a boy cleaning his desk:
 - Materials: Workbook page 49, crayons/pencils.
 - Instruct learners to colour neatly within the lines.
 - Reinforce correct pencil grip and focus.
 - Key point: Role-play makes responsibilities concrete; colouring reinforces the lesson in a quiet, focused way.

Violation of child rights

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 B Workbook page 50.
- 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 a whip
- Crayons

Teacher's notes

- Lead learners in a song about feeling safe.
 - Use a simple, non-scary song about safety, knowing who protects them, or saying “no” to a hurtful touch.
- Explain the difference between discipline and abuse.
 - Discipline: Teaching rules calmly (time-outs, explanations), done out of love.
 - Abuse: Anything that makes the child feel very hurt or scared (hitting hard, shouting loudly, touching private parts), never done out of love.
 - Emphasise: No one has the right to hurt a child.
- Identify different forms of abuse.
 - Physical: hitting with hands or objects.
 - Emotional: shouting, calling names, making someone cry.
 - Sexual: touching private parts that makes a child feel scared.
 - Use age-appropriate, clear language.
- Discuss the workbook picture in pairs.
 - Ask: “How does the child feel in the picture?” “What is making them sad?”
 - Encourage learners to voice concerns safely with a partner.
- Discuss child rights.
 - Recap: Children have the right to food, school, and most importantly, the right to safety.
- Explain what to do if a child experiences abuse (The safety rule).
 - Step 1: Say NO loudly and clearly.
 - Step 2: Run away quickly to a safe place.
 - Step 3: Tell a safe adult immediately (parent, grandparent, teacher, or police).
 - Emphasise: Tell at least two trusted adults; “Tell, Tell, Tell” is crucial.
- Learners colour a safety-related picture.
 - Materials: Workbook page showing a safe scene (child holding a teacher’s hand, happy family).
 - Instruct: Colour neatly within the lines.
 - Use this time to quietly reinforce the lesson: safe adults protect children.

Reporting procedures

Unit objectives

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

- a state two types of abuse.
- b state at least one person they can report an abuse to.

Suggested teaching and learning resources

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

Suggested teaching and learning materials

- Chart showing a teacher
- Crayons

Teacher's notes

- Reinforce child rights and abuse definitions.
 - Ask quick questions: “What is your right to food?” → Getting enough to eat.
 - “What is your right to safety?” → No one hurts you.
 - “What is abuse?” → Hurtful hitting, shouting, or bad touch.
 - Praise learners for clear, confident responses.
- Explain ways of dealing with violations of child rights.
 - Introduce the concept of protection and reporting.
 - Explain: “If someone breaks your right, we do not stay quiet! Special adults are there to help you.”
 - Emphasise: Telling a trusted adult is the first and most important step.
 - Key message: “You are not alone; help is available.”
- Identify safe adults using charts.
 - Materials: Chart or workbook page showing mother/father/guardian, teacher, police officer, nurse/doctor.
 - Ask: “Who is this person?” “Can they help you if you are sad or scared?”
 - Reinforce: These adults are responsible for protecting children.
- Discuss who to report abuse to.
 - Ask learners to name at least three trusted people they can talk to (for example, Gogo/ Ambuya, aunt, specific teacher).
 - Ask: “If someone hurts you at school, who do you tell first?” (Teacher)
 - “If someone hurts you at home, who do you tell first?” (Trusted parent/relative)
 - Emphasise: Keep telling until someone listens.
- Learners colour a safety-related picture.
 - Materials: Workbook page showing a child safely interacting with a trusted adult.
 - Instruct learners to colour neatly within the lines.
 - Use this time to quietly reinforce: “The child is safe and happy because they have someone to talk to.”
 - Key point: Ends the lesson on a secure, positive note emphasizing protection.

Topic 11

Health education

Personal hygiene and cleanliness

Unit objectives

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

- a** repeat the text in the picture.
- b** paste the sticker of the boy brushing his teeth in the book.

Suggested teaching and learning resources

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

Suggested teaching and learning materials

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

Teacher's notes

- Learners sing songs about personal hygiene.
 - Objective: Introduce hygiene in a fun, memorable way.
 - Action: Lead a song about washing hands, bathing, or brushing teeth. Use exaggerated actions to engage learners.
 - Key point: Use the word “germs” as the enemy that washing and brushing sends away.
- Class discusses what is happening in the picture
 - Objective: Develop observation skills and link actions to hygiene.
 - Materials: Workbook page showing a child washing hands or face.

- Action: Ask: “What is this child doing?” → Washing hands. “Why is it important?”
→ To get rid of germs and stay healthy.
- Facilitator explains the importance of personal hygiene and cleanliness.
 - Objective: Explain the reason for hygiene actions.
 - Action: “We can’t see germs, but they can make us sick. Washing hands and brushing teeth sends germs away so we stay strong and healthy.”
- Class discusses when they brush their teeth
 - Objective: Establish a routine.
 - Action: Ask: “When do you brush your teeth?” Guide answers to: 1) Morning, 2) Night.
 - Reinforce: Brushing twice a day keeps teeth strong and shiny.
- Learners wash their hands at the tap
 - Objective: Practise correct handwashing steps.
 - Materials: Running water, soap (or sanitiser), clock/timer.
 - Action: Demonstrate 5 steps:
 - Wet hands
 - Apply soap
 - Lather and scrub fingers, thumbs, back of hands for the duration of a short song.
 - Rinse well
 - Dry hands
 - Supervise correct technique.
 - Key point: Focus on scrubbing and timing.
- Class colours the picture of the girl washing her hands
 - Objective: Reinforce handwashing theme through colouring.
 - Materials: Workbook page, crayons/pencils.
 - Action: Colour neatly; water blue, girl in happy colours to reflect cleanliness.
- Learners cut and paste the picture of the boy brushing his teeth.
 - Objective: Refine scissor skills and reinforce brushing habit.
 - Materials: Child-safe scissors, glue, sticker/cutout page.
 - Action: Cut out boy brushing teeth and paste in the correct section of workbook/chart.
 - Supervise safe scissor use and proper gluing.
 - Key point: Focused fine motor task reinforces hygiene habit.

Healthy 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 B Workbook page 54.
- Heritage-Based Curriculum (HBC) Social Science Infant syllabus.

Suggested teaching and learning materials

- Learners' lunch boxes/food.
- Plates
- Outside play area.
- Balls
- Skipping ropes
- Pictures showing children sleeping, eating and / exercising.

Teacher's notes

- Learners repeat rhymes about healthy lifestyles.
 - Objective: Introduce food and exercise concepts in a fun, rhythmic way.
 - Action: Select 2-3 simple rhymes about running, jumping, and eating fruits/vegetables. Use actions to accompany the words.
 - Reinforce: "We must play and eat well to be strong like a lion!"
 - Key point: Actions and rhythm help learners remember healthy habits.
- Learners identify activities in pictures and tell a story.
 - Objective: Develop observation and link actions to health.
 - Materials: Workbook page showing a sequence (sleeping, eating a fruit, playing).
 - Action: Describe pictures in order: "First, the boy sleeps, then eats an apple, then runs to play."
 - Key point: Storytelling reinforces that healthy living is a sequence of daily actions.
- Class discusses healthy habits
 - Objective: Define habits that lead to good health.
 - Action: Ask: "What did the boy do in the story to be strong?" Guide to three habits:
 - Eat healthy food

- Play and exercise.
- Sleep enough.
- Reinforce: Doing these every day builds strong, healthy habits.
- Learners identify foods.
 - Objective: Differentiate healthy and less healthy foods.
 - Materials: Pictures/flashcards of foods (sadza/rice, fruit, cake, chips).
 - Action: Sort into “Strong Food” (healthy) and “Sometimes Food” (less healthy).
Focus on local foods like matamba, mazhanje, groundnuts.
- Facilitator talks about exercising to stay healthy
 - Objective: Explain why physical activity is important.
 - Action: “Exercising is playing! Running, jumping, and strthing makes your heart strong and keeps you energetic.”
 - Lead 30 seconds of simple movement: jump, march in place, strh up high.
 - Key point: Healthy food gives energy, exercise uses it to make the body fitter.
- Learners cut and paste the girl strthing her leg
 - Objective: Reinforce exercise theme through fine motor skills.
 - Materials: Child-safe scissors, glue, sticker/cutout page.
 - Action: Cut out the picture safely and paste in workbook or poster.
 - Supervise safe scissor use and correct gluing.
 - Key point: Reinforces exercise concept while building hand-eye coordination and fine motor control.

Common diseases

Unit objectives

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

- discuss what is happening in the pictures shown.
- name at least one common disease.

Suggested teaching and learning resources

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

Suggested teaching and learning materials

- Pictures showing sick children in a hospital.
- Empty medicine containers.
- Crayons

Teacher's notes

- Learners sing a song about sickness
 - Objective: Introduce feeling unwell and link to actions.
 - Action: Lead a simple, gentle song about colds, tummy aches, or actions when sick (covering coughs, resting).
- Class discusses the pictures shown
 - Objective: Develop observation skills and identify symptoms.
 - Materials: Workbook page showing children with common symptoms (coughing, runny nose, washing hands).
- Facilitator discusses how to avoid these diseases
 - Objective: Teach the link between hygiene and prevention.
 - Action: Focus on three key preventative actions:
 - Hand Washing: Wash hands before eating and after using the toilet.
 - Food Safety: Eat clean food and drink clean water.
 - Protection: Cover nose and mouth when coughing (demonstrate “vampire cough” into the elbow).
 - Key point: Washing hands is the most powerful tool to stay healthy.
- Learners colour the pictures
 - Objective: Calm, focused activity that reinforces health habits.
 - Materials: Workbook page with positive preventative actions (washing hands, drinking clean water).
 - Action: Colour neatly within the frame. Discuss quietly why the action keeps the child healthy.
 - Key point: Focus on reinforcing the positive preventative action, not the sickness itself.

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 B Workbook page 55.
- 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.
- A chart showing people picking up and disposing of litter in bins.

Teacher's notes

Activity 1: Identification and picture reading

- Objective: Introduce vocabulary related to waste.
- Action: Show examples or pictures of common litter. Guide learners to identify simple types:
 - Paper (old newspapers, sweet wrappers)
 - Plastic (bottles, bags)
 - Metal (tins)
 - Organic (banana peels, food scraps)
- Ask: “Where should this trash go?” (The bin/dustbin).
- Objective: Develop observation skills and contextualize litter.
- Materials: Workbook page or chart with two scenes:
 - Scene A: Dirty street with litter
 - Scene B: Clean park with children playing
- Action: Focus on Scene A. Ask: “What is wrong with this picture?” (It is dirty). “What makes it dirty?” (Litter).
- Link the visual of litter to the feeling of a dirty, unpleasant place.

Activity 2: Practical sorting and environmental health

- Objective: Introduce basic sorting and classification skills.
- Materials: Box of safe, clean mock litter items (plastic bottles, paper scraps, empty tins) and three labeled bins (paper, plastic, metal).
- Action: Guide learners to pick an item, identify it, and place it in the correct bin. Emphasize: “This helps keep our community neat.”
- Objective: Explain why cleaning is important.
- Action: Explain: “Litter hurts the environment. Dirty water makes us sick, and plastic bags hurt animals. Cleaning keeps animals, plants, and ourselves healthy.”
- Ask: “What happens if the river is full of plastic?” (Fish get sick, water is bad for us).
- Connect cleaning to personal health and caring for animals and water, creating responsibility.

Activity 3: Fine Motor Application

- Objective: Reinforce cleanliness and focus.
- Materials: Workbook page showing Scene B (clean park or children putting litter in a bin), crayons/pencils.
- Action: Instruct learners to colour the picture neatly and carefully. Encourage bright, happy colours to show that clean places are beautiful.
- Key point: Colouring reinforces the visual of a clean, healthy environment as the desired outcome.

First Aid

Unit objectives

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

- a** tell a story from the pictures.
- b** name the contents of the box.

Suggested teaching and learning resources

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

Suggested teaching and learning materials

- First Aid box
- Chart of a person receiving first aid.

Teacher's notes

Activity: Storytelling from the picture

- Objective: Introduce the need for help after an injury.
- Materials: Workbook page showing a child with a minor injury (scraped knee, small cut) and another child/adult helping them.
- Action: Guide the class to describe the scene:
 - “What happened to the child?” (They fell)
 - “How does the child look/feel?” (Hurt, sad)
 - “What is the adult doing?” (Helping the hurt child)

Activity: Explaining First Aid at school

- Objective: Define First Aid and identify the trusted person.
- Action:
 - Explain: First Aid is the first help we give someone immediately after a small injury, like a cut or bump.
 - Ask: “If you get hurt at school, who gives you this first help?” (Teacher or School Nurse)
 - Emphasize: Children must always tell a teacher first; they should not try to help a friend on their own.
- Key point: Safety rule — never try to help a hurt friend by yourself; always tell a teacher first.

Activity: Cutting and pasting the First Aid box

- Objective: Recognise the First Aid visual tool and practise cutting/pasting skills.
- Materials: Child-safe scissors, glue, sticker/cutout page (showing a red and white cross on a box).
- Action:
 - Identify the box: Show the First Aid Box, pointing out the red and white cross.
 - Cutting: Instruct learners to cut carefully, demonstrating safe scissor use.
 - Pasting: Guide learners to paste the box onto the workbook page next to the story picture.
- Key point: The Red Cross/First Aid symbol is crucial for recognition. Cutting and pasting reinforces visual memory and fine motor skills.

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 differentiate the two career options shown in the picture.
- b colour the picture within the frame.

Suggested teaching and learning resources

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

Suggested teaching and learning materials

- Baking and cooking attire and equipment.
- Policing attire and equipment.
- Chart showing different careers.
- Videos showing different careers in action.
- Video player
- Crayons

Teacher's notes

- Learners sing songs about jobs/careers
 - Introduce the concept of jobs in a fun way.
 - Lead a song that names different professions and includes simple actions (pretending to be a driver, farmer, or doctor).
- Explain the concept of careers
 - Define a job simply: “A career or a job is what grown-ups do to help our community and earn money for food, clothes, and school fees.”

- Emphasise that all jobs are important, whether working in the ground or in an office.
- A job is an activity that helps others and provides money for the family.
- Discuss pictures of professionals
 - Develop observation skills and link tools to jobs.
 - Use workbook pages or charts showing people doing different jobs (teacher, builder, nurse, tailor).
 - Ask: “What is this person holding?” (A hammer). “What job uses a hammer?” (A builder).
- Identify professionals in pictures/charts
 - Practice naming and recognising job roles.
 - Point to each person and have learners say the profession together: “Doctor,” “Farmer,” “Police Officer,” .
 - Ask what tool or uniform is unique to each job.
- State career ambitions
 - Encourage personal aspiration and self-expression.
 - Ask: “What do you want to be when you grow up?”
 - Sentence starter: “When I grow up, I want to be a Doctor.”
 - Praise every ambition equally, reinforcing that school is the first step toward achieving these jobs.
- Colour the picture
 - Refine fine motor skills and reinforce the theme of jobs.
 - Use workbook pages showing 1–2 professionals (teacher, nurse) and crayons/pencils.
 - Colour neatly and carefully, using realistic colours for uniforms and settings (white nurse uniform, brown soil for farmer).
 - Reinforces the connection between the person and the important work they do.

Career ambitions and guidance

Unit objectives

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

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

Suggested teaching and learning resources

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

Suggested teaching and learning materials

- Engineering attire and equipment.
- Musical instruments.
- Pictures showing different careers.
- Crayons

Teacher's notes

- Learners sing songs about jobs
 - Build enthusiasm and introduce the concept of work.
 - Lead an energetic call-and-response song about community helpers.
 - Use actions to mimic the jobs (driving, building, singing).
 - Remind learners that all jobs are important to make the community work.
- Learners identify the professions shown in the pictures
 - Practice observation and vocabulary.
 - Use workbook pages or charts showing diverse job roles (Doctor, Farmer, Musician, Engineer).
 - Point to each person and have learners name the job.
 - Focus on the tools and uniforms associated with each role.
- Learners discuss careers in music and engineering
 - Introduce two contrasting fields in simple terms.
 - Musician: Ask what they do (play instruments, sing, make people happy) and what tools they use (guitar, drums, voice).
 - Engineer: Explain that they plan and build things like bridges, roads, or houses, and ask what tools they use (hard hats, rulers, drawing plans).
 - Link: Show that some jobs use hands for music, others for building.
 - Key idea: Musician = Creative/Sound; Engineer = Building/Problem-Solving.
- Individual learners colour the pictures
 - Refine fine motor skills and focus.
 - Use workbook pages with various career images.
 - Instruct learners to choose an image (their favourite ambition) and colour neatly.
 - Supervise pencil grip and encourage colouring within the lines.
- Learners cut and paste the musician from the sticker page
 - Practice controlled scissor skills while reinforcing the music theme.
 - Use child-safe scissors, glue, and a sticker/cutout page of a musician holding an instrument.
 - Guide learners to cut out the musician carefully and paste onto the relevant section of their workbook or “Arts” section.
- Reinforce the Musician role and the personal choice made during colouring, concluding the theme exploration.

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 B Workbook page 59.
- 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

- Learners sing songs about buying and selling
 - Introduce transaction concepts in a fun, relatable way.
 - Lead a song mentioning going to the market, giving money, or exchanging goods.
 - Encourage clapping or movement to simulate walking to the market.
- Picture reading in the market scene
 - Develop observation skills and identify exchange points.
 - Use workbook pages or a large chart showing a market scene (vendor selling tomatoes, customer holding money).
 - Guide learners to describe people and objects: “What is the lady holding?” (Money). “What is the vendor doing?” (Giving a tomato).
 - Focus on the moment of exchange (handing over the item for the money).
 - Establish vocabulary: Vendor (seller), Customer (buyer), Money.
- Discuss buying and selling using money or barter
 - Differentiate between money transactions and barter trade.
 - Money Trade: Explain that the vendor gives goods, the customer gives money.
 - Barter Trade: Explain trading goods without money (for example, maize for beans).
 - Ask examples: “If I give you two pencils, what can you give me instead of money?” (stone, crayon, .).
 - Emphasise: Money = modern way; Barter = exchange of goods.

- Learners role-play buying and selling
 - Practise giving and receiving in a transaction.
 - Set up a simple “market” corner with toys, blocks, or picture cards of food items; use plastic/paper money or tokens.
 - Model a short transaction: Customer: “May I buy this banana?” Vendor: “Yes, please give me one coin.” Customer gives coin and says “Thank you!”
 - Divide learners into buyers and sellers. Practice both money and barter.
 - Emphasize polite social interaction: using “Please” and “Thank you.”
 - Make abstract concepts of money and barter concrete and fun.

Topic 13

Religious and moral values

Attributes of a 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 B Workbook page 60.
- Heritage Based Curriculum (HBC) Social Science Infant syllabus.

Suggested teaching and learning materials

- Chart/ pictures of people using wheelchairs, crutches, walking sticks, pregnant mothers carrying heavy objects.
- Crayons

Teacher's notes

- Learners sing a song about love
 - Establish an atmosphere of warmth and kindness.
 - Lead a slow, gentle song about loving family, friends, and community.
 - Use clear gestures like hugging themselves or holding hands.
- Story from the picture
 - Define care through a visual narrative.
 - Use workbook pages or a large chart showing someone being helped (for example, a child helping an elderly person carry a basket, or a friend sharing a blanket).
 - Narrate the story, focusing on feelings: “The friend was cold. The kind child felt love and care, so they gave the blanket.”
 - Ask: “How did the friend feel after being helped?”

- Emphasise: Love isn't just a feeling; it's an action that makes others feel safe and happy.
- Group discussion on ways to help others
 - Brainstorm specific, safe ways to show love.
 - Divide the class into small groups.
 - Ask learners to name one way to help at home and one way at school.
 - Guide examples:
 - Helping at home: Tidying toys, filling water, being quiet when someone is sleeping.
 - Helping at school: Sharing a crayon, helping a friend pick up books, inviting a lonely friend to play.
- Role-play showing love and care
 - Practice actions of kindness.
 - Model actions like giving a gentle pat on the shoulder, a hug (if comfortable), or offering an imaginary flower.
 - Pair practice: Learners demonstrate one action of care to a partner (high-five, saying "I care about you").
 - Supervise to ensure all touches are respectful and kind.
 - Emphasise that kind words and helping hands are the best ways to show love.
- Colouring activity
 - Reinforce the theme and provide a calming, focused activity.
 - Use workbook pages depicting loving or caring scenes (children playing together or hugging).
 - Instruct learners to colour neatly within the frame.
 - Encourage bright, warm colours (red, yellow) to represent love and happiness.
 - Reinforce that colouring allows children to internalize the positive feelings associated with care and kindness.

Religion

Unit objectives

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

- a** Identify what the little boy is doing.
- b** Colour the picture as illustrated.

Suggested teaching and learning resources

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

Suggested teaching and learning materials

- Chart/ pictures of people praying.
- Videos of various religions.
- Video player
- Crayons

Teacher's notes

- Guide discussion on people praying or singing.
 - Ask: “What are the people doing?” (praying, singing)
 - Ask: “Where do they go to talk to their God?” (church, mosque).
 - Emphasize respect and special places/actions related to believing in something bigger than ourselves.
- Discuss personal identity and respect for diversity
 - Ask learners: “Do you go to a special place on Saturday/Sunday?” or “What is a special way your family worships?”
 - Ensure sharing is voluntary and emphasize that all religions are special and good
 - Ask: “What is the name of the special person or being your religion worships?”
 - Accept answers like God, Allah, *Mwari*, or other family terms.
 - Reinforce that all these names refer to the powerful being who made everything
 - Teach children that differences in belief are normal and must be respected
- Colouring activity to reinforce faith/worship theme.
 - Use workbook pages showing general, inclusive symbols (for example, praying hands, happy gathering).
 - Instruct learners to colour neatly within the lines.
 - If specific religious symbols are present, guide colours to match traditional associations if known, or focus on neatness.
 - Reinforce that the activity helps children internalise positive, peaceful imagery associated with their faith or belief.

Topic 14

Social services and volunteerism

Vulnerable members in the community and school

Unit objectives

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

- a cut and paste the disabled children.
- b identify the elderly in the picture.

Suggested teaching and learning resources

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

Suggested teaching and learning materials

- Chart/ pictures of elderly people, babies and a boy walking on crutches
- Crayons

Teacher's notes

- Class repeats a rhyme about helping, caring, or sharing with gestures (cupping hands, gentle rocking motion).
- Explain vulnerable family members.
 - Babies, elderly, and people with disabilities need extra help.
 - We help not because they are weak, but because caring for them is our responsibility.
- Group discussion on helping vulnerable individuals.
 - Group A: Baby, Group B: Grandparent, Group C: Child with broken leg or in a wheelchair.
 - Each group suggests one way to help and shares with the class.
- Identify people who help us outside the home.
 - Teacher, nurse/doctor, police officer.
 - Everyone sometimes needs help, even grown-ups.

- Discuss people who love and care for us.
 - Family members who share food, buy clothes, or give hugs.
- Learners cut and paste disabled children from the sticker page.
 - Children with disabilities may use wheelchairs or other tools.
 - Paste carefully onto workbook page.
 - People with disabilities are valued members of the community who deserve help and care.

Sharing and helping at the school

Unit objectives

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

- a** identify what the children in the picture are doing.
- b** colour the picture within the frame.

Suggested teaching and learning resources

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

Suggested teaching and learning materials

- Books
- Crayons
- Chart/pictures showing children reading.

Teacher's notes

- Learners identify people in charts and pictures.
 - Include family members, community helpers, and children playing.
 - Focus on relationships: Who is a friend? Who is a sibling?
- Learners tell a story from the pictures.
 - Use a sequence of 3-4 pictures: meeting, sharing, playing, hugging goodbye.
 - Describe the events in order, first to last.
 - Emphasise friendship and positive interactions.
- In pairs, learners discuss what they share with friends.
 - Name 1-2 things they can share (crayons, playtime, snacks).
 - Name 1-2 things they cannot share (toothbrush, special toys)
 - Sharing makes both friends feel happy.

- Learners colour the picture in the frame.
 - Picture should show children sharing or playing cooperatively.
 - Colour neatly within the lines and use bright, happy colours.
 - Reinforces positive visual of cooperative play and friendship.

Sharing and helping in the community

Unit objectives

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

- a** identify what is happening in the picture.
- b** colour the picture by copying the coloured one.

Suggested teaching and learning resources

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

Suggested teaching and learning materials

- Food items
- Plates
- Pots
- Crayons
- Chart/pictures showing a woman being given food by her neighbour.

Teacher's notes

- Learners sing a song about sharing.
 - Lead an energetic song about giving and taking turns.
 - Use actions like handing over an imaginary object or passing a ball.
 - Reinforce: “Sharing makes everyone happy.”
- Learners discuss what people are doing in the picture.
 - Focus on children sharing toys or a parent sharing food.
 - Ask: What is the boy holding? What is he doing with it? How do both children feel?
 - Emphasise that sharing means giving part of something so both can enjoy it
- Learners discuss in groups what they share at school.
 - Identify safe items to share: crayons, balls, space at the table, time (taking turns).
 - Use sentence starter: “We share the building blocks.”
 - Clarify what should not be shared (snacks, water bottles).

- Learners colour the picture.
 - Picture should show an act of sharing or cooperative play.
 - Colour neatly, using bright, happy colours.
 - Reinforces positive visual and emotional theme of cooperation.

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** state the various chores they do at home.

Suggested teaching and learning resources

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

Suggested teaching and learning materials

- Food items
- Plates
- Pots
- Chart/pictures showing people doing house chores.
- Brooms
- Firewood
- Crayons

Teacher's notes

- Learners sing a song about family.
 - Lead a song mentioning different family members (mother, father, siblings) and their roles.
 - Use actions to represent family members (strong arms for father, gentle hug for mother).
 - Builds a sense of belonging and focus on the family unit.
- Learners discuss gender roles.
 - Ask what mothers and fathers do at home (cooking, washing, working, fixing).
 - Emphasise that both mothers and fathers can do all jobs.
 - Main rule: Everyone shares the work.
 - Focus is on sharing household responsibility, not separating jobs by gender.
- Learners discuss household chores shown in the pictures.
 - Identify and name chores: sweeping, washing clothes, tidying toys, cutting firewood.

- Ask how learners can help with each task.
- Guide answers to simple, safe ways to help.
- Reinforce that helping shows love and respect for parents and the community.
- Learners colour the picture of the boy cutting firewood
 - Picture should show a boy assisting safely with firewood.
 - Colour neatly and carefully.
 - Emphasise safety around tools even when colouring.
 - Reinforces that household tasks are part of shared family work.