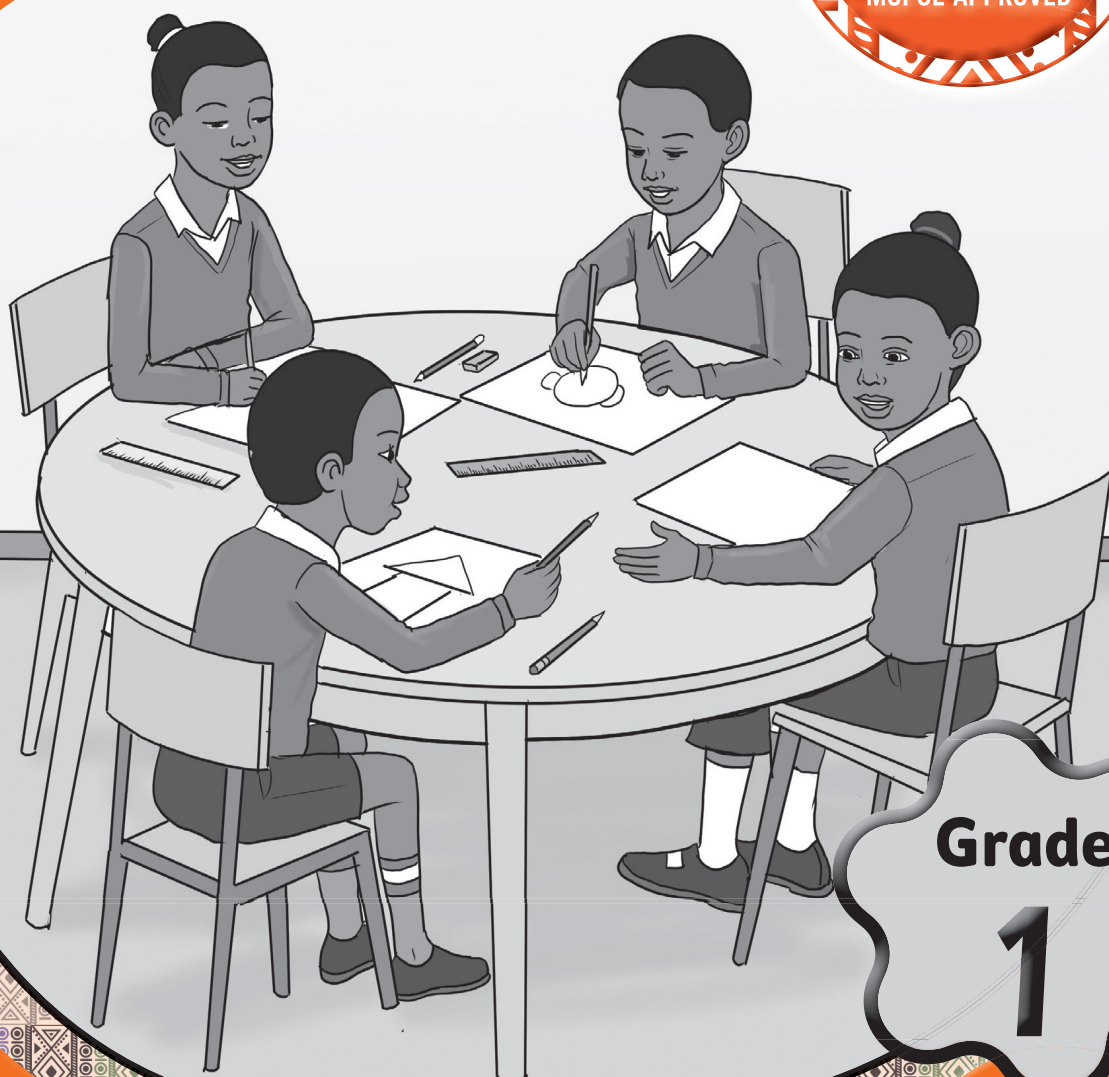


PlusOne

# Social Science



Grade  
**1**

Miriam Muzunze

Teacher's Guide

PlusOne

# Social Science

Teacher's Guide



 **SECONDARY  
BOOK PRESS**

*Anchors of the schools curricula*

## **Published by:**

Secondary Book Press Private Limited

4<sup>th</sup> Floor, CABS Centre Building,

Cnr Jason Moyo & 2<sup>nd</sup> Street,

Harare, Zimbabwe

Tel: +263 242 771 406 | +263 242 753 201

Mobile: +263 712 560 870 | +263 788 954 870

Email: [sales@secondarybookpress.co.zw](mailto:sales@secondarybookpress.co.zw)

Website: [www.secondarybookpress.co.zw](http://www.secondarybookpress.co.zw)

## **PlusOne Social Science | Grade 1 – Teacher’s Guide**

**ISBN: 978-1-77928-512-6**

First Published in 2025

Copyright: Secondary Book Press

Editor-in-Chief: Munyaradzi Gunduza

Development Editor: Reggies Chapwanya

Design and text layout: Floeene B. Chimba

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# Introduction

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

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

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

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

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

## Philosophy of teaching Social Science

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

## Philosophy of learning Social Science

Through the learning of Social Science learners will specifically acquire:

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

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

## Subject specific aims

The aims of the Social Science syllabus are to enable learners to:

- 1 appreciate and love Zimbabwe and its tangible and intangible heritage.
- 2 develop an understanding of Zimbabwean values, beliefs and cultural practices.
- 3 appreciate the value and dignity of work, recreation and the need to participate in national development.
- 4 understand child rights and responsibilities.
- 5 develop an appreciation of religions of the world.
- 6 appreciate the need for equal opportunities for all and sensitivity to the needs of the disadvantaged and vulnerable groups.

## Instructional expectations

Social Science provides opportunities for teachers to:

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

## Interpretation of key words in the curriculum

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

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

Grade 1 syllabus is organised under ten topics as follows:

- 1 Identity
- 2 National history, sovereignty and governance
- 3 Heritage
- 4 Work and leisure
- 5 Transport and communication
- 6 Shelter

- 7 Global issues
- 8 Managing and coping with changes
- 9 Social etiquette
- 10 Entitlements/Rights and responsibilities
- 11 Health education
- 12 Career guidance and financial literacy
- 13 Religion
- 14 Social services and volunteerism

For effective learning to take place within specified timeframe, 20 minutes as on timetable should be adhered to for lesson per day. Remember that other lessons will be taught the same day with Social Science. Two periods of 40 minutes could be allocated for practical lessons, revision and demonstrations where needed due to the time-consuming factor during class activity lessons. If possible, there should be internal arrangements for more time for activities outside the classroom such as excursions and other educational visits. This will make learners have enough time for practical lessons.

## **Class management**

Most teachers in Zimbabwe teach large classes. Such classes are in the range of 40 to 100 learners or more. The teachers, based on their professional experience over the years, have developed skills in classroom methodology. Here are a few reminders about whole class, group, pair and individual work that could be helpful with large classes.

### **Whole class teaching**

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

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

### **Group work**

Class teaching is large group work but sometimes there are advantages in working in pairs or groups of four to six learners: some children make more progress when working in a group of the same ability. On other occasions more able learners can help those who are not quite so quick at understanding. Groups of friends and groups working on different topics are other possible divisions that you could make.

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

There are many advantages in allowing a number of children to consider a topic, work jointly and bring their findings back to the whole class: each group will think in a slightly different way and have different experiences to share.

Sometimes learners are better able to discuss sensitive areas in same - sex groups. Such work encourages co-operation and mutual support. Individual groups can study a picture together or write a poem or discuss a topic like pollution in their village. You need to ensure that there is follow-up to group work so that work is not done in isolation but is instead considered by the class.

## **Pair work**

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

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

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

## **Learner self-study**

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

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

## Teaching tips

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

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

In order to achieve Standards-based Assessment, teaching and learning should be measured in line with three integrated learning domains. These are discussed in the following text.

## Learning domains (Expected learning behaviours)

The explanation and key words involved in each of the learning domains are as follows:

**Knowing:** This is the ability to remember, recall, identify, define, describe, list, name, match, state principles, facts and concepts. Knowledge is the ability to remember or recall material already learnt and this constitutes the lowest level of learning.

**Understanding:** The ability to explain, summarise, translate, rewrite, paraphrase, give examples, generalise, estimate or predict consequences based upon a trend. Understanding is generally the ability to grasp the meaning of some concept that may be verbal, pictorial or symbolic.

**Applying:** This dimension is also referred to as “Use of Knowledge”. The ability to use knowledge or apply knowledge, apply rules, methods, principles, theories, etc. to situations that are new and unfamiliar. It also involves the ability to produce, solve, plan, demonstrate, and discover among others.

## Skills and processes

These are specific activities or tasks that indicate performance or proficiency in a given learning area. These skills and processes include observing, classifying, comparing, communicating/ reporting, predicting, analysing, generating possibilities, evaluating, designing, interpreting, recording, generalising.

## Learning-centred pedagogy

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

The encourages the creation of a learning centered classroom with the opportunity for learners to engage in meaningful “hands-on” activities that bring home to the learner what they are learning in

school and what they know from outside of school. The learning centered classroom is a place for the learners to discuss ideas through the inspiration of the teacher.

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

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

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

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

## **Pedagogical approaches**

The Social Science syllabus is spiral in construction. Its teaching and learning should be multi- faith, non-proselytising and non-confessional using the following methods:

- drama, role-play and simulation
- songs/rhymes and dance
- educational tours
- discussion
- case studies
- puppetry
- gallery walk
- research
- experimentation
- discovery
- e-learning
- storytelling
- collaborative learning

- gamification
- creative arts and design
- games

## Inclusion

Inclusion is ensuring access and learning for all learners especially those disadvantaged. All learners are entitled to a broad and balanced curriculum in every school in Zimbabwe. The daily learning activities to which learners are exposed should ensure that the learners' right to equal access and accessibility to quality education is met.

The curriculum suggests a variety of approaches that address learners' diversity and their special needs in the learning process. When these approaches are effectively used in lessons, they will contribute to the full development of the learning potential of every learner. Learners have individual needs and learning experiences and different levels of motivation for learning. Planning, delivery and reflection on daily learning experiences should take these differences into consideration.

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

## Differentiation and scaffolding

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

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

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

**Differentiation by task:** involves teachers setting different tasks for learners of different abilities. Example in sketching the plan and shape of their classroom some learners could be made to sketch with free and while others would be made to trace the outline of the plan.

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

**Differentiation by outcome:** involves the teacher allowing learners to respond at different levels. Weaker learners are allowed more time for complicated tasks.

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

Common scaffolding strategies available to the teacher are:

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

Through the pedagogy and learning areas envisaged in Social Science as a body of knowledge in the school curriculum, it is expected that as is the case for other subjects in the school curriculum learners will demonstrate the following universal and core competencies:

## **Critical thinking and problem-solving**

Develop learners' cognitive and reasoning abilities to enable them to analyse issues and situations, leading to the resolution of problems. This skill enables learners to draw on and demonstrate what they have learned and from their own experiences analyse situations and choose the most appropriate out of a number of possible solutions. It requires that learners embrace the problem at hand, persevere and take responsibility for their own learning.

## **Creativity and innovation**

Learners acquire entrepreneurial skills through their ability to think about new ways of solving problems and developing technologies for addressing the problem at hand. It requires ingenuity of ideas, arts, technology and enterprise. Learners that possess this competency are also able to think independently and creatively.

## **Communication and collaboration**

This competency aims to promote in learners the ability to make use of languages, symbols and texts to exchange information about themselves and their life experiences. Learners actively participate in sharing their ideas and engage in dialogue with others by listening to and learning from others in ways that respect and value the multiple perspectives of all persons involved.

## **Cultural identity and global citizenship**

This competency aims to develop learners who put country and service as foremost through an understanding of what it means to be active citizens, by inculcating in them a strong sense of environmental, and economic awareness.

Learners make use of the knowledge, skills, attitudes acquired to contribute meaningfully towards the socio-economic development of the country. They build skills to critically analyse cultural trends, identify and contribute to the global community.

## **Personal development and leadership**

This means improving self-awareness, self-knowledge, skills and health; building and renewing self-esteem; identifying and developing talents, fulfilling dreams and aspirations and developing other people or meeting other people's needs. It involves recognising the importance of values such as honesty and empathy; seeking the well-being of others; distinguishing between right and wrong; fostering perseverance, resilience and self-confidence; exploring leadership, self-regulation and responsibility and developing a love for lifelong learning.

## **Digital literacy**

It involves developing learners to discover, acquire skills in, and communicate through ICT to support their learning and using digital media responsibly. The teaching instructions provide guidelines or suggestions for each of three phases (Phase 1, 2 and 3) in the lesson plan as to how the teacher should go about handling the lesson of the day. They indicate what to teach, how to teach, when to teach, where to teach as well as responses from learners to a particular unit or by extension, sub-topic taught in the class or outside the classroom. Several suggestions are provided for each phase, so that there are sufficient options to cover all of the required lesson plan.

## **Learner activities**

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

- true or false activities,
- cloze activities,
- role play,
- songs and games,

- crosswords and word searches,
- matching activities,
- case studies (for the higher grades) and interviews.

## Core competencies

Teaching instructions:

- diary entries, newspaper articles, brochures, posters and timelines.

Activities included in the text are intended to serve several purposes:

- They break up the lesson to aid concentration and increase learner participation.
- They extend the knowledge gained from the text.
- They develop academic skills such as reading with understanding, writing, presenting and organising information, map drawing and map reading, interpreting pictures and diagrams, problem-solving.
- Some activities will develop communication skills: discussing, co-operating, and reporting.

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

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

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

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

## Practical activities

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

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

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

## **Practising skills**

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

The following skills are expected to be acquired:

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

## **Use of ICT**

Some schools in urban areas have access to computers in school or in libraries. Rural areas will become linked in the future. You should learn how to use a computer as soon as you are able. They open up the world as your resource. The internet can provide as much additional material as you will ever need.

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

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

ICTs are a useful communication technology that can by and large be used to enhance the quality of teaching and learning in schools. Internet systems have made the world a globalized one. It is for this that Professor Ali Mazrui describes globalisation as “the villagization of the world” hence, the world being a “global village” (Marshall McLuhan and Quentin Fiore, 1968). This means all

parts of the world are being brought together by the internet and other electronic communication interconnections. That is more information has become accessible anywhere in the world by way of interconnectedness and interdependency.

You can communicate to anybody anywhere in the world from the comfort of your room, car and many more places. In working towards the rationale of the Social Science curriculum, there is the urgent need for the teacher to display professionalism through effective use of ICTs in teaching and learning.

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

Integrate ICT's in the learning process, as a key competence and contributing to the acquisition of skills and knowledge;

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

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

You can also adopt other forms of assessment during the lessons to ensure learners are on the same level of understanding. Some of these assessments include the following:

### **Diagnostic assessment**

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

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

### **Formative assessment**

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

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

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

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

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

## **Summative assessment**

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

## **Methods of assessment**

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

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

## Reflection and self-evaluation

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

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

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

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

For those who you think need extra help you must find time by giving others some extra reading or research work to allow you time with the less successful.

When there are so many lessons in a day it is difficult to reflect on every one of them. If you can think about the best and the worst in order to compare them, you might gain some insight into how you are doing. Do not be afraid to share your thoughts with colleagues. If you work in a caring school, you should be helping each other.

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

- Did the learners understand what I was trying to explain?
- Did they pay attention?
- Was there a quiet, hardworking atmosphere or was it too noisy?
- Did my learners enjoy my lesson, did we work well together?
- Were there smiles and some fun?
- Did the lesson achieve its objectives?

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

## Reinforcement and revision

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

## Marking work

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

## Teaching tips

Some marking of work can be done by learners themselves, swapping papers so that there is a check. You can mark work in class while you are going round supervising and encouraging the learners as they work. This has the advantage of offering instant praise and correction.

Do not let your marking pile up from one day or one week to another.

It is important to create an atmosphere of trust in which learners feel confident enough to ask you questions without feeling embarrassed.

Learners should never be allowed to make fun of a learner who asks a question to which other learners already know the answer. Make it clear that such a response is not acceptable.

## Using resources effectively

In order to help learners, gain the most benefit from this Social Science course you will need to draw on as many resources as possible and use them imaginatively.

This section contains some suggestions on how best to use the resources in the Learner's Book and how to make use of other resources that may be available. The factual material in the Learner's Book is useful but it should be used alongside other information that the learners find out for themselves. It is important that learners learn techniques for finding out additional information.

Education is not just about learning facts; it is about learning how and where to find information. Learners may forget individual facts, but they will remember how to find the information when they need it again. By following this course, therefore, they will be helped to develop skills and attitudes benefiting themselves, community and the nation when they are adult.

## The Learner's Book

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

## Other resources

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

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

## Using the local environment

The study of Social Science is about the whole of your learners' physical, social and cultural surroundings. Your resources lie all around you, in the classroom and outside. Do not just rely on the written word or pictures; use your own knowledge, and that of your learners, of the world around you. Go outside and look with new eyes at your surroundings. Take the learners out into their environment (farms, rivers, lakes, the seashore, offices, workshops, factories) and encourage them to do the same.

Bring people into the school to talk about their roles in the community (farmers, nurses, engineers, councilors).

Make the most of local examples. You could look outside when it is raining to see how miniature streams are created, for example. Learn about the different types of cloud and what they might indicate about future weather by encouraging learners to look into the sky when they are in the playground. Learn about the economics of running a business from the local shop owner or from local market traders.

# Topic

# 1

# Identity

## Unit 1: Myself and my family

### Unit objectives

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

- a** state their names and surnames.
- b** describe their physical address.
- c** identify members of their extended family.

### Suggested learning and teaching materials

- PlusOne Social Science Grade 1 Learner's Book pages 1-7.
- Social Science Infant syllabus.
- Flashcards with family member names.
- Name tags and simple address cards.

### Teaching notes

Start the lesson by warmly welcoming learners and saying,

“Today we are going to talk about something very special — *ourselves and our families!*”

Point to the picture on page 1. Ask the learners:

- “What do you see?”
- “What is your name?”
- “What is your surname?”
- “Are you a boy or a girl?”

Use these responses to introduce the new words: **name**, **surname**, **gender**, **address**, **identity**, and **totem**. Use examples from the book:

- “My name is Tafara Moyo. I am a boy. My totem is Moyo.”
- “My name is Sibho Ziso. I am a girl. My totem is Soko.”

## Suggested answers

### Exercise 1.1

- 1 My first name is (learner's answer).
- 2 My surname is (learner's answer).
- 3 I am a (boy/girl).
- 4 I am in Grade 1.
- 5 I am 6 years old.
- 6 My totem is (learner's totem).

### Activity 1.1: Talking about where you stay

Show learners the picture of a home in town and rural areas.

- 1 Ask them to talk about where they live and who they stay with.
- 2 If in town, they say their house number and street.
- 3 If in rural areas, they mention plot number, village name, and chief.

#### Model example:

- I stay at House Number 1, Marara Street, Seke.
- I live at Plot 2 under Chief Sopo in Lupane.

### Exercise 1.2

- 1 My home is in (Seke/Lupane/other).
- 2 My address is (House Number 1, Marara Street).
- 3 Learner's drawing
- 4 Learner writes their address

### Activity 1.2

Learner's make a model of a house using clay or play dor, then write an address on it

### Activity 1.3: Song – “Five in the family”

Teach learners the short family song on page 6 Learner's Book.

- 1 Let them point to pictures of mother, father, brother, sister and themselves.
- 2 Ask learners to name each member of their family.
- 3 Let them draw and label pictures of their family.

### Exercise 1.3

- 1 My mother is Mrs (learner's answer).
- 2 My father is Mr (learner's answer).
- 3 My sister is (name).
- 4 My brother is (name).
- 5 [Learner draws family]

### Activity 1.4: Drawing and role-play

#### Step-by-Step guide for the teacher:

- 1 Give learners paper and crayons.
- 2 Ask them to draw their extended family.
- 3 Help them label members (grandmother, uncle, cousin).
- 4 In groups, let them act out family roles ("I am a mother, I cook").
- 5 Ask them to bring and paste pictures of family members from magazines or newspapers.

### Revision exercise

- 1
  - (a) Grandfather
  - (b) Grandmother
  - (c) Brothers
  - (d) Family
- 2 Learner says their full name.
- 3 Learner says their physical address.
- 4 Learner draws themselves and their family.

## Unit 2: Myself and my friends

### Unit objectives

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

- a names their friends.
- b describe their own friends.
- c demonstrate activities they do with friends.

### Suggested teaching and learning materials

- PlusOne Social Science Grade 1 Learner's Book page 8-11.
- Social Science Infant Syllabus.
- Flashcards with words: "friend," "play," "games".
- Pictures showing children playing together.

## Teaching notes

- This unit helps learners understand their identity through social interaction.
- Encourage learners to name and describe their friends.
- Talk about the value of friendship — kindness, fun, and playing together.
- Reinforce speaking skills through question-and-answer practice.
- Use the picture in the book to prompt conversation.

## Talking about friends

- 1 Show learners the picture on page 8.

Ask:

- What **are the names of your friends?**  
Model Answer: My friends are Tino and Musa.
- How **old are your friends?**  
Model Answer: Tino is 7 years old and Musa is 8 years old.
- What **do your friends like to do?**  
Model Answer: They like to play football and skipping.
- Why **do you like your friends?**  
Model Answer: I like them because they are kind and fun.

- 2 Pair up learners and let them practise asking each other the four questions.

- 3 Ask learners to draw a picture of themselves playing with their friends and label it with their names.

## New words:

- Friend – A person you like and play with.
- Play – To have fun, especially with friends.
- Games – Activities we do for fun, like football or skipping.

## Suggested answers

### Exercise 2.1

- |                                     |                                           |
|-------------------------------------|-------------------------------------------|
| 1 My friend is <b>Tamari</b> .      | 4 I play <b>hopscotch</b> with my friend. |
| 2 My friend is <b>6</b> years old.  | 5 ( <i>Learner draws their friend.</i> )  |
| 3 My best friend is a <b>girl</b> . |                                           |

### Activity 2.1

- 1 Ask learners to look at the picture (page 8) and say what the children are doing.
- 2 Let learners mention their friends' names.
- 3 Ask: "What do you do with your friend?" and let learners answer orally.
- 4 Give them drawing paper to draw and colour their friends.

## Exercise 2.2

- 1 My friend is **Vusa**.
- 2 We play **football** and **computer games** together.
- 3 *(Learner draws themselves with their friend.)*

## Activity 2.2

- 1 Guide learners to draw themselves and their friends playing a game.
- 2 Let learners show their drawings and say what game they are playing.

## Revision exercise

- 1 My friend is **Lingani**.
- 2 I play **jump rope (skip skip)** with my friends.
- 3 *(Learner draws a picture of themselves playing.)*
- 4 The children in the picture are playing **jump rope (skip skip)**.

# Unit 3: Myself and my school

## Unit objectives

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

- a name/sign their school, teacher and head.
- b describe their school, teacher and head teacher.

## Suggested learning and teaching materials

- PlusOne Social Science Grade 1 Learner's Book page 12-16.
- Social Science Infant syllabus.
- Flashcards with words: "school", "teacher", "head teacher", "classroom", "school bus"

## Teaching notes

- This unit focuses on helping learners identify themselves within the school setting.
- Begin by letting learners observe and talk about the school environment.
- Emphasise the role of the teacher and headteacher.
- Encourage learners to speak with confidence about their school identity.
- Reinforce vocabulary using real-life references ("This is our teacher," "That is our school.")

## Picture-based questions

- 1 Show learners the picture on page 12.  
Ask:
  - **What do you see in the picture?**  
Model Answer: A teacher and a learner standing near the flag at school.
  - **What is the name of your school?**  
Let each learner respond with their real school name.
  - **What is the name of your teacher?**  
Learners should say the name out loud.
  - **What is the name of your school head?**  
Write the name on the board.
  - **Do you like your school? Why?**  
Model Answer: Yes, because I learn new things and play with my friends.
- 2 Let learners introduce themselves in this format:  
“My name is \_\_\_\_\_. I go to \_\_\_\_\_ School. My teacher is \_\_\_\_\_. My headteacher is \_\_\_\_\_.”
- 3 Ask learners to draw a picture of their school with a flag and the teacher.

### New words:

- **Teacher** – A person who helps you learn at school.
- **Headteacher** – The leader of the school.
- **School** – The place where we learn and play.

## Suggested answers

### Activity 3.1

Read the story about **Zimuto Primary School** aloud.

- a Sing any rhyme related to transport, for example, “The wheels on the bus go round and round...”
- b Ask learners to draw a school bus.

### Activity 3.2

- a Guide learners to draw their school.
- b Ask learners to sing a song about school, for example, “This is the way we go to school...”

### Exercise 3.1

- 1 My school is **Zimuto Primary School** (or learner’s actual school).
- 2 My teacher is **Mr Bata** (or name of learner’s teacher).
- 3 The head teacher at my school is **Mr Bekezela** (or school head’s name).
- 4 Drawing of school, teacher, and school bus.

### Activity 3.3

Guide learners to draw and colour their teacher.

#### Revision exercise

- 1 Match with arrows as shown:
  - School → Picture of school building
  - Classroom → Picture of classroom
  - Teacher → Picture of teacher
  - School bus → Picture of bus
- 2 My teacher is **Mr Bata**.
- 3 The head teacher at my school is **Mr Bekezela**.
- 4 The name of my school is **Zimuto Primary School**.

## Unit 4: Roles of family members

### Unit objectives

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

- a list roles of each family member.
- b explain roles of family members.

### Suggested teaching and learning materials

- PlusOne Social Science Grade 1 Learner's Book pages 17-20.
- Social Science Infant syllabus.
- Charts or drawings of people doing home duties.
- Flashcards with duties (cooking, cleaning, milking).

### Teaching notes

- Begin by asking learners to describe what they see in the pictures. The learners might say:
  - » There are 6 people in the field.
  - » They are digging and watering crops.
  - » (Allow learners to answer based on their home duties.)
- Talk about how different people in a family help in different ways (cooking, cleaning, herding).
- Explain that duties are jobs done at home or at work.

- Emphasise that everyone in the family can help, even children.
- Use the new words (dishes, dirty, nuclear) in simple sentences.

## Suggested answers

### Activity 4.1

Tell the class about the duties brothers and sisters do at home.

Ask learners to name people they live with.

- 1 Show the pictures and let learners say what is happening.
- 2 Help learners talk about what they do to help at home (sweeping, washing dishes).
- 3 Let a few learners share with the class.

### Model answers:

- John washes dishes.
- Mary milks the cow and sweeps.
- John cleans the yard.
- Father fixes cars.
- Mother sells clothes.

### Exercise 4.1

Match the pictures with the correct duties.

#### Answers:

- 1 Herding cattle
- 2 Milking a cow
- 3 Washing dishes
- 4 Cooking

### Activity 4.2

Ask learners to take turns to tell the class about duties their father, mother and siblings do.

- 1 Give an example (“My mother cooks food”).
- 2 Let learners talk about what their family members do.
- 3 Help them practice their sentences.
- 4 Organise role-plays (one child pretends to sweep, another pretends to cook).

### Revision exercise

- |                  |                  |
|------------------|------------------|
| 1 Growing crops  | 4 Washing dishes |
| 2 Herding cattle | 5 Cooking        |
| 3 Milking a cow  | 6 Wood carving   |

## Unit 5: Family norms and values

### Unit objective

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

- a explain family norms and values.

### Suggested teaching and learning materials

- PlusOne Social Science Grade 1 Learner's Book pages 21-23.
- Social Science Infant syllabus.
- Flashcards with key words: *greet, elders, kneel, steal*.
- Pictures or posters showing family values.

### Teaching notes

Begin the lesson by showing the picture of Jane kneeling and greeting the elder. Explain to the learners that greeting elders is a good way to show respect. Say:

**“Look at Jane in the picture. She is kneeling and greeting the elder. Do you greet elders like this at home?”**

Teach learners that values such as **respect, hard work**, and **honesty** are important in the family. Use the short stories and pictures in the Learner's Book to explain these values. Give examples from the book, like helping with dishes, working in the field, or returning lost items.

Encourage children to use these values in their daily life at home and school. For example, they can help parents, be kind to others, and be honest.

Reinforce new words using flashcards and let the learners repeat after you. You can also read the short passages aloud as a class.

Ask learners:

- Who is Jane greeting? (*An elder*)
- Is it a good thing to greet elders? (*Yes*)
- How do we greet elders in different languages?  
(*Answers: Good morning / Makadini zvenyu / Livuke njani / Rovuwani*)

### Suggested answers

#### Activity 5.1

- Remind learners of the values: greeting, kneeling, helping, and being honest.
- Ask learners to get into small groups.

- Each group selects one value (greeting elders, helping at home).
- Give them 2 minutes to prepare a short demonstration.
  - » Groups take turns showing their role-play in front of the class.
  - » Encourage clapping and kind comments after each performance.
  - » Ask: “How do we show respect at home?” and write key answers on the board.

### Model role-play:

- One child acts as an elder sitting down. Another child kneels and says “Good morning.”
- The elder responds, “Good morning, thank you for greeting me.”

### Revision exercise

- 1 greet
- 2 kneels
- 3 help
- 4 work hard

# Topic 2

## National history, sovereignty and governance

### Unit 6: My country and ethnic groups

#### Unit objectives

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

- a** state the name of the country.
- b** state the different ethnic groups in Zimbabwe.

#### Suggested teaching and learning materials

- PlusOne Social Science Grade 1 Learner's Book pages 24-27.
- Social Science Infant syllabus.
- A map of Zimbabwe.
- Flashcards with key words (country, province, indigenous, ethnic group).
- Pictures of ethnic groups (Ndau, Tonga, Chewa).

#### Teaching notes

Tell learners that Zimbabwe is the name of our country.

**Say:** "We live in Zimbabwe. It is our home country."

Explain that the capital city of Zimbabwe is Harare. Let learners say the name after you.

Tell them that Zimbabwe has **10 provinces**. You can show a map or use your fingers to count.

Introduce the word "ethnic group" by saying:

"An ethnic group is a group of people who speak the same language and do things the same way, like dancing, eating, and dressing."

Give examples:

- **Ndau people** live in **Chipinge**, speak **Ndau**, and enjoy the **muchongoyo dance**.
- **Tonga people** live in **Binga**, speak **Tonga**, and enjoy **fishing**.
- **Chewa people** live in **Hwange**, speak **Chewa and IsiNdebele**, and enjoy the **Gule Wamkulu dance**.

### Ask learners:

- 1 Name another country you know. (*Answers may include South Africa, Zambia, Botswana*)
- 2 What is the name of our country? (*Zimbabwe*)
- 3 What is the capital city of Zimbabwe? (*Harare*)

### New words:

- **Country:** The land where people live and belong.
- **Province:** A big area that is part of a country.
- **Indigenous:** People who belong to the land from long ago.
- **Ethnic group:** People who share the same language and culture.

### Suggested answers

#### Exercise 6.1

- 1 Zimbabwe has 10 provinces.
- 2 For example, I live in Matabeleland North – depends on learner's location.
- 3 The main city of my province is (Lupane) – based on learner's province.

#### Activity 6.1

- 1 Show learners the pictures of ethnic groups: Nda, Tonga, Chewa.
- 2 Read aloud the story about Dakari, Sondo and Timothy.
- 3 Discuss which province each person comes from and what they like doing.
- 4 Ask learners to name the languages they speak.
- 5 In pairs or groups, let learners discuss the three questions in the activity.

### Model answers:

- a Any two ethnic groups: Nda, Tonga
- b Nda – Chipinge (Manicaland); Tonga – Binga (Matabeleland North)
- c Nda speak Nda; Tonga speak Tonga

### Revision exercise

- 1 I live in (**Matabeleland North / your own province**).
- 2 Dakari is a **Nda**.
- 3 My country is **Zimbabwe**.
- 4 Zimbabwe is a **peaceful** country.
- 5 Some of the ethnic groups in Zimbabwe are the **Nda, Tonga, and Chewa**.

## Unit 7: National flag

### Unit objectives

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

- a identify the colours of the national flag.
- b explain the meaning of each colour on the flag.

### Suggested teaching and learning materials

- PlusOne Social Science Grade 1 Learner's Book pages 28-30.
- Social Science Infant syllabus.
- Zimbabwean national flag or printed image.
- Flashcards of colours.
- A song or rhyme about flag colours.
- A blank flag outline for colouring.

### Teaching notes

Start by showing the learners a **Zimbabwean national flag** (poster or actual flag).  
Let them observe and talk about what they see.

Ask:

- 1 "Can you name the colours on the flag?"
- 2 "How many colours can you count?"
- 3 "What do you think these colours mean?"

Now guide them:

- There are **five** colours on the Zimbabwean flag:
  - Red** – stands for the blood of people who fought for freedom.
  - Black** – stands for the people of Zimbabwe.
  - Green** – stands for plants, trees, and land.
  - Yellow** – stands for gold and minerals.
  - White** – stands for peace.

### New words

- **National** – something that belongs to the whole country.
- **Flag** – a piece of cloth with colours and signs that shows what country it is.
- **Colour** – how something looks (like red, green, black, yellow, white).

## Suggested answers

### Activity 7.1 Say the names of the five colours

- 1 Show the Zimbabwean flag or use a chart.
- 2 Point to each colour and say it aloud. Ask learners to repeat after you.
- 3 Use flashcards and ask learners to match the card with the colour on the flag.
- 4 Sing or recite the rhyme on page 30 with the learners:

“Red for blood,  
Black for black majority,  
Yellow for minerals,  
White for peace,  
Green for vegetation...”

### Exercise 7.1

- 1 **Name the colours of the national flag.**
- 2 **Colour the national flag using the correct colours.**

**Model answer:** Learners should colour using:

- » Green (top stripe)
- » Gold/Yellow (second stripe)
- » Red (third stripe)
- » Black (middle stripe)
- » White triangle
- » Red star and yellow Zimbabwe bird.

### Revision exercise

- Read the rhyme together as a class to revise the meanings.
- Write each colour on the board and discuss what it stands for.
- Guide learners to complete the multiple-choice or fill-in-the-blank answers.

**How many colours are on the Zimbabwean flag?** → Five

- 1 (a) **Red stands for:** blood  
(b) **Green stands for:** vegetation  
(c) **Yellow stands for:** minerals  
(d) **Black stands for:** black majority

## Unit 8: National school pledge

### Unit objective

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

- a recite the school pledge.

### Suggested teaching and learning materials

- PlusOne Social Science Grade 1 Learner's Book page 31-32.
- Social Science Infant syllabus.
- Flashcards (values: honesty, unity, patriotism).

### Teaching notes

Begin the lesson by showing learners the picture on page 31 of the Learner's Book.

Ask learners questions to get them talking:

- 1 "What do you see in the picture?"  
(Expected answers: children, flag, standing in a line, uniform, saluting)
  - 2 "What do you know about the national school pledge?"  
(Expected answer: It is something we say at school to show love for Zimbabwe.)
  - 3 "Can you read the national school pledge?"  
Encourage learners to read along together as a class. Support them by reading slowly and clearly.
- The **national school pledge** is said every morning during school assembly.
  - It helps learners show **love** for Zimbabwe and **respect** for national values.
  - Some of the **values** in the pledge are:
    - » **Hard work** – doing your best in everything.
    - » **Honesty** – telling the truth and not stealing.
    - » **Unity** – working together and not fighting.
  - When saying the pledge:
    - » Learners must **stand still**.
    - » Wear a **neat** school uniform.
    - » Speak **clearly** and **respectfully**.

### New words

- **Pledge** – a promise that you say out loud.
- **Values** – good ways of behaving, like being honest or working hard.

## Suggested answers

### Activity 8.1

- 1 Divide the class into 3 or 4 small groups.
- 2 Say: “Each group will take turns to read the national school pledge out loud.”
- 3 Guide and correct pronunciation where necessary.
- 4 Say: “Let us clap for the best group that read clearly and proudly!”

### Model answer:

- Learners should read: “I promise to be honest and hardworking and to be a good citizen of Zimbabwe...”

### Revision exercise

- 1 Learners should read the national school pledge one by one or in groups.
- 2 Possible answers (based on what they read):
  - I must be honest.
  - I must be hardworking.
  - I must love my country.
  - I must respect others.

## Unit 9: The national anthem

### Unit objectives

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

- a sing the national anthem.
- b observe protocol and proper posture when singing the National Anthem.

### Suggested teaching and learning materials

- PlusOne Social Science Grade 1 Learner’s Book pages 33-36.
- Social Science Infant syllabus.
- Audio of the national anthem.
- Flashcards with key vocabulary (anthem, posture, attention, protocol).

### Teaching notes

Begin by discussing the picture on page 33 Learners’ Book.

- 1 What are the children doing in the picture?  
(They are standing and singing the national anthem.)
- 2 Why do we sing the national anthem?  
→ (To show love and pride for Zimbabwe)
  - The national anthem is a song that shows pride for our country, Zimbabwe.
  - We sing it at school, during events, and national celebrations.
  - Learners should be taught the proper way to stand when the anthem is sung:
    - » Stand still.
    - » Stand at attention (straight and with respect).
  - Encourage learners to participate by singing the anthem and standing properly during assemblies, national events, and even at football matches.
  - Reinforce the idea of respect during the anthem, teaching that it's a time to be quiet, listen, and show pride in our country.

## New words

- **Anthem** – a song that shows pride for a country.
- **Celebrate** – to have a special event or party in honour of something important.
- **Assembly** – a time when all learners gather together at school.
- **Attention** – standing still, looking forward, and showing respect.
- **Posture** – the way your body is positioned when standing or sitting.
- **Protocol** – the correct way of doing something in a formal situation.

## Suggested answers

### Activity 9.1

- a Stand at attention and demonstrate the proper stance when singing the national anthem.
- b Sample class discussion points:
  - It shows love for our country.
  - It brings people together.
  - It must be respected.

## Revision exercise

- 1 **Footballers** sing the national anthem.
- 2 We stand at **attention** when singing the national anthem.
- 3 The national anthem is for the whole **nation**.
- 4 National anthem keeps us **united** as a nation.
- 5 Put your **hands** nicely by your side when singing the national anthem.

# Topic 3

## Heritage

### Unit 10: Tangible heritage

#### Unit objectives

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

- a define heritage.
- b name/sign tangible heritage.
- c list examples of tangible heritage.
- d identify tangible heritage.

#### Suggested teaching and learning materials

- PlusOne Social Science Grade 1 Learner's Book pages 37-39.
- Social Science Infant syllabus.
- Flashcards or realia (photos of Great Zimbabwe, Victoria Falls, animals, trees, artefacts).
- Charts and crayons.
- Art books or drawing paper.
- Videos of heritage sites (optional).

#### Teaching notes

- **Tangible heritage** includes physical things we can see and touch, such as monuments, animals, buildings, and artefacts.
- Zimbabwe has many examples of tangible heritage:
  - » Natural sites (Victoria Falls, Hwange National Park).
  - » Man-made monuments (Great Zimbabwe).
  - » Artefacts such as clay pots and tools.
- Tangible heritage is important for remembering our history and culture.
- We protect it by not damaging or littering heritage sites, and by teaching others to respect them.
  - » Show learners the picture on page 37.

- » Ask: Describe what you see in the picture.  
→ [ Animals (elephant, leopard, giraffe, rhino), plants, Victoria Falls, Great Zimbabwe, artefacts.]
- » Ask: “Have you ever visited any heritage site in Zimbabwe?”  
→ Allow learners to share their experiences (Yes, I visited Great Zimbabwe with my family”).
- » Ask: “How do we protect our heritage?”  
→ By not damaging it, by not littering, and by teaching others to care for it.

## New words:

- **Heritage** – what we get from the past that is important today.
- **Tangible heritage** – things we can see and touch that come from the past.
- **Artefacts** – old tools or objects made by people long ago.
- **Monuments** – special buildings or places that tell a story about our history.
- **Produce** – to make or create something.
- **Site** – a place or location.

## Suggested answers

### Activity 10.1

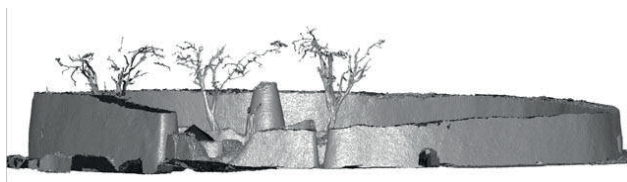
- 1 Begin by showing pictures of famous Zimbabwean heritage sites like Great Zimbabwe, Victoria Falls, and Matopo Hills.
- 2 Ask learners to name what they see in the pictures (animals, falls, trees).
- 3 Read and explain the task:
  - (a) “Visit your nearest heritage site...” (If a visit is not possible, show photos or draw on the board).
  - (b) Ask learners to talk about what they see in the picture or photo.
  - (c) Let them draw their favourite heritage site in their art books.
- 4 Move around helping learners with their drawing.
- 5 Ask some to show and explain their drawings to the class.

### Model answer example for drawing task:

Learner draws Great Zimbabwe and labels it.

### Revision exercise

- 1 Tangible heritage
- 2 Farm crops
- 3 Game parks
- 4 Untangible heritage
- 5 (Learner’s own drawings)



*Great Zimbabwe sketch*

## Unit 11: Intangible heritage

### Unit objectives

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

- a** identify intangible heritage.
- b** list intangible heritage.
- c** explain use of heritage.
- d** appreciate all languages.

### Suggested teaching and learning materials

- PlusOne Social Science Grade 1 Learner's Book pages 40-45.
- Social Science Infant syllabus.
- Pictures of dances, games and language greetings.
- Drums, traditional attire and clapping.
- Flashcards with new words (storytelling, indigenous games, intangible).

### Teaching notes

- **Intangible heritage** refers to things we cannot touch, but which are passed from one generation to another — such as songs, dances, stories, and languages.
- It is important because it helps us remember our identity, culture, and values.
- Examples in Zimbabwe include traditional dances (*Muchongoyo*), storytelling (*ngano*), indigenous languages (Shona, Ndebele), and traditional games (*pada, nhodo*).
- Learners should be encouraged to respect and participate in cultural practices.
- Key vocabulary: intangible heritage, traditional, indigenous games, indigenous language, storytelling.
  - » Show learners the picture on page 40.
  - » Ask: “What are the children doing?”  
→Model answer: They are dancing and playing traditional drums.
  - » Ask: “What do you like about the dances?”  
→Answers may include: the clothes, the rhythm, the fun, the music.
  - » Ask: “Can you imitate the traditional dances you have seen?”  
→Let learners try to copy some movements.

### New words:

- **Intangible heritage** – things we cannot touch, like songs and stories from our culture
- **Traditional** – something done for a long time in a community
- **Indigenous games** – local games from our communities

- **Indigenous language** – languages that belong to the people of Zimbabwe, like Tonga, Nambya.
- **Storytelling** – telling stories to share lessons or entertain.

## Suggested answers

### Activity 11.1

- **Ask learners:** “What dances do you do at home during ceremonies?”
- **Say:** “Show me a dance you do at home.”
- Guide them to perform dances such as *muchongoyo* or *mbakumba*.
- Encourage participation and praise effort.

#### Model answer:

- Learners demonstrate simple traditional dance moves they know or after a demonstration.

### Activity 11.2

- Point to the games and ask learners to name them (*nhodo*, *pada*).

#### 1 Instruction a:

- Say: “Let’s talk about the games in the pictures.”
- Prompt them: “What do you do in that game?”

#### 2 Instruction b:

- Organize learners into groups and let them play the games.

#### 3 Instruction c:

- Say: “Sing a song while playing.”

## Model answers

- Game: *nhodo*
- Song: clapping and singing local game songs like “*Chiuno chiuno chakare*.”

### Activity 11.3

- Ask: “How do people speak in your home language?”
- Divide the class into groups.
- Each group acts out a short greeting or simple dialogue in a local language.

#### Model answer:

- Group acts out: “Good morning, how are you?” in Shona: “*Mangwanani, wakadini zvako?*”

## Activity 11.4

- 1 Instruction a:
  - Say: “Tell me a word or phrase from your home language.”
  - Record examples on the board.
- 2 Instruction b:
  - Remind learners to respect every language. Say: “All languages are important.”

### Model answer:

- Word: “*Ngiyabonga*” (Thank you – Ndebele)
- Respect statement: “We must never laugh at someone’s language.”

## Revision exercise

- 1 *pada*
- 2 stories
- 3 traditional
- 4 games
- 5 16

## Unit 12: Attributes of *Ubuntu/Unhu/Vumunhu*

### Unit objectives

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

- a state attributes of *Ubuntu/Unhu/Vumunhu*.
- b demonstrate attributes of *Ubuntu/Unhu/Vumunhu*.

### Suggested teaching and learning materials

- PlusOne Social Science Grade 1 Learner’s Book page 46-50.
- Social Science Infant syllabus.
- Flashcards with new words: “humility,” “honesty,” “respect,” “hard work”.

### Teaching notes

- *Ubuntu/unhu/vumunhu* means being kind, respectful, honest, and helpful to others.
- It is an African value that encourages good behaviour in families, schools, and communities.

- Key attributes include:
  - » Respect – for elders, teachers, and others.
  - » Honesty – always telling the truth.
  - » Humility – being polite and not boastful.
  - » Hard work – doing duties responsibly.
  - » Kneeling or bowing – common ways to show respect in some cultures.
- Teach learners to practise ubuntu in daily life: helping others, using kind words, showing gratitude.
  - » Show learners the picture on page 46.
  - » Ask: “What do you see in the picture?”  
→Model answer: A father giving something to his son.
- **Discussion:**
  - » Ask: “What is the boy being given by his father?”  
→Answer: The boy is receiving money or a gift.
  - » Ask: “What would you do if your mother gave you something?”  
→Answer: I would say thank you and accept it respectfully.
- **New words:**
  - » **Ubuntu/unhu/vumunhu** – being kind, respectful, and helpful to others.
  - » **Elders** – older people in the family or community.
  - » **Kneel** – to go down on your knees to show respect.
  - » **Humility** – not showing off or being rude.
  - » **Honesty** – always telling the truth.
  - » **Respect** – treating people nicely and listening to them.
  - » **Hard work** – doing your duties without being forced.

## Suggested answers

### Activity 12.1

- 1 Divide learners into groups of 3–4.
- 2 Give each group the scenario: “You see an elderly woman carrying heavy bags.”
- 3 Ask them to act out how they would help her.
- 4 Let each group present to the class.

#### Model answer:

- 1 One learner acts as the elderly woman. Others offer to help carry her bags politely, saying, “Let us help you.” They walk with her kindly.

## Activity 12.2

- 1 Discuss the meaning of respect.
- 2 Assign one respect-related topic to each group (elders, tradition, environment).
- 3 Let groups plan and act out their scenes.

### Model answer:

- For elders: A child kneels and says “Good morning grandfather.”
- For tradition: A child puts on traditional attire and explains its importance.
- For environment: Children clean up litter around their classroom.

## Revision exercise

- 1 Greetings elders → First picture
- 2 Kneeling → Second picture
- 3 Helping grandmother to walk → Third picture
- 4 Helping to carry bags → Fourth picture

# Topic 4

## Work and leisure

### Unit 13: Work at home and school

#### Unit objectives

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

- a identify the different types of work done at home and school.
- b explain the importance of work at home and school.

#### Suggested teaching and learning materials

- PlusOne Social Science Grade 1 Learner's Book pages 51-57.
- Social Science Infant syllabus.
- Pictures of people working at home and school.
- Flashcards with words like *work, home, school, litter*.

#### Teaching notes

- Work is any task done to help others or complete a duty.
- Work is done both at home and at school:
  - » At home: cooking, cleaning, sweeping, gardening, herding animals.
  - » At school: sweeping, cleaning the classroom, arranging books.
- Everyone in the family or school community must share duties.
  - » Show the learners the picture on page 51.
  - » Ask: "What is mother doing?"  
→Model answer: She is washing clothes.
  - » Ask: "What is Bekezela doing in the kitchen?"  
→Answer: She is shelling maize or preparing food.
  - » Ask: "What is Nkulumo doing with the cattle?"  
→Answer: He is herding the cattle.
  - » Ask: "What crop can you see in the garden that father is watering?"  
→Answer: Maize.

### New words:

- **Work** – a task done to help or complete something.
- **Home** – where we live with our family.
- **School** – a place where we learn and help clean.
- **Litter** – rubbish or waste that must be cleaned up.

### Suggested answers

#### Activity 13.1

- a** In groups of five, talk about your duties at home.

Put learners in groups of 5.

(1) Ask: “What do you help with at home?”

(2) Guide discussion using prompts:

- » Do you sweep?
- » Do you wash dishes?
- » Do you fetch water?

(3) Write answers on the board (I wash dishes. I sweep. I help granny.)

- b** Learners take turns to role-play duties they do at home.

### Model answers:

- One learner mimes sweeping.
- Another pretends to cook.
- Another fetches water.

#### Exercise 13.1

- 1 Some of the work at home is washing, cooking and gardening.
- 2 Father waters the garden.
- 3 Herding the cattle.
- 4 Weaving a basket.

#### Activity 13.2

### What are some of the things you do at school?

Ask learners to name what they do at school.

- 1** Write responses on board:

- We read and write.
- We sweep the classroom.
- We water the garden.

### Activity 13.3

- a** What are the learners doing?  
» They are writing.
- b** Where are they?  
» In the classroom.

### Exercise 13.2

- 1** Children read and **write**.
- 2** Children water the **garden**.
- 3** Children **clean** their classrooms.
- 4** Children **sweep** the yard.

### Importance of work at home and school

- Work gives us food, clean clothes, and clean places.
- Work prepares us for the future.
- Work teaches us to be helpful and responsible.

### Revision exercise

- 1** At school we clean the **classroom** and sweep the **yard**.
- 2** After lessons, we water the **garden**.
- 3** Work allows us to have **food** at home.

### True or False

- 4** False
- 5** False
- 6** False

## Unit 14: Work at home and school produces goods and services

### Unit objectives

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

- a** identify goods and services produced at home and school.
- b** describe services provided at home and school.

## Suggested teaching and learning materials

- PlusOne Social Science Grade 1 Learner's Book pages 58-62.
- Social Science Infant syllabus.
- Flashcards (goods, services, work).
- Real or toy vegetables and fruits.

## Teaching notes

- **Work** produces either **goods** (things we can touch) or **services** (helpful actions).
- At home, people may grow crops, rear chickens, or clean – producing both goods and services.
- Examples:
  - » **Goods:** eggs, vegetables, clothes, crafts.
  - » **Services:** cooking, teaching, cleaning, repairing.
- Encourage learners to appreciate the work done by family members at home and by workers at school.
  - » Show learners the picture on page 58.
  - » Ask: "Name the animals in the picture."  
→Model answer: Chickens.
  - » Ask: "What food do we get from these animals?"  
→Answer: We get eggs and meat.
  - » Ask: "What crops do you see in the picture?"  
→Answer: Cabbages, maize, tomatoes.
  - » Ask: "What food is provided by these crops?"  
→ Answer: Vegetables for relish, maize for *sadza*.

## New words

- » **Work** – any task or job done to help or make something.
- » **Goods** – things we can touch or eat like eggs, vegetables, clothes.
- » **Services** – things people do to help others, like cooking or cleaning.
- Goods are things we can see and touch, like fruits, vegetables, eggs, or meat.
- Services are helpful things people do, such as babysitting, cleaning, or washing plates.
- Children can learn to work by helping with light tasks like watering the garden or feeding chickens.
- Emphasise that work at home and school helps in learning, staying clean, and getting food.
- Highlight that everyone has a role at home or school, and this teaches responsibility.

## Suggested answers

### Activity 14.1

- a** Crops grown in gardens at home and school.
- » Beans, tomatoes, carrots, onions, cabbage, maize
- b** Animals kept at home.
- » Chickens, goats, cattle, sheep

### Activity 14.2

#### Products from poultry keeping

- Eggs
- Meat
- Feathers (used for decoration or cleaning)

### Exercise 14.1

- 1 Tomatoes, pepper, baby marrow, onions, oranges, cabbage, avocados, lemons, chillis
- 2 maize
- 3 oranges
- 4 *sadza*
- 5 good

### Activity 14.3

#### Roles done at home:

- Baby sitting
- Washing plates
- Sweeping the yard
- Herding cattle
- Fetching water
- Watering the garden
- Shopping

### Revision exercise

- 1 children
- 2 plates

## Match the service with its description:

- Playing → Not a service
- Going to school → Learning
- Herding cattle → Taking care of animals
- Washing plates → Cleaning up after meals

## Unit 15: Use of leisure time at home and school

### Unit objectives

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

- a identify leisure activities at home and school.
- b explain the importance of leisure time at home.

### Suggested teaching and learning materials

- PlusOne Social Science Grade 1 Learner's Book pages 63-67.
- Social Science Infant syllabus.
- Pictures of children playing, reading, storytelling.
- Toys, balls, skipping ropes, clay.
- Flash cards with new word: rest, games, storytelling and audio-visuals.

### Teaching notes

- **Leisure time** is the free time we have after work, school, or chores.
- Leisure helps us relax, have fun, and learn.
- Good leisure activities include reading, storytelling, playing games, watching educational videos (audio-visuals), and resting.
- Encourage learners to avoid harmful or inappropriate activities.
  - » Show learners the picture on page 63.
  - » Ask: "What is the man doing?"  
→ Model answer: He is reading a newspaper.
  - » Ask: "What do you like reading about?"  
→ Sample answers: Stories, football, cartoons, animals.
  - » Talk about what learners do during their free time at home and school.
  - » Ask: "Why is it important to use leisure time wisely?"  
→ Answer: So we can rest, enjoy, and learn new things.

## New words

- **Rest** – sitting or lying down to relax.
- **Games** – fun activities we play alone or with others.
- **Storytelling** – telling or listening to stories.
- **Audio-visuals** – things we watch or listen to, like television, videos, or radio.

## Activity 15.1

- a Ask learners: “What do you enjoy doing after school?” Write responses.
- b Group them and ask each group to demonstrate a game they play.
- c Let all learners join in different games (skipping, football, pada).

## Activity 15.2

- 1 Ask learners what they do during break time or after lessons.
- 2 Use the book pictures to prompt discussion.
- 3 Let learners share ideas like skipping rope, playing ball, building with blocks.

## Exercise 15.1

- 1 ball
- 2 skipping
- 3 castle
- 4 leaves
- 5 playdough

## Revision exercise

- 1 newspaper
- 2 skipping
- 3 healthy, friends
- 4 games
- 5 (a) reads  
(b) watch  
(c) play

## Unit 16: Indigenous and modern games

### Unit objectives

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

- a identify indigenous and modern games.
- b demonstrate indigenous and modern games.

### Suggested teaching and learning materials

- PlusOne Social Science Grade 1 Learner's Book pages 68-73.
- Social Science Infant syllabus.
- Pictures of children playing different games.
- Flash cards: freetime, indigenous games, modern games.

### Teaching notes

- **Games** are activities played for fun, exercise, or learning during free time.
- **Indigenous games** are traditional, local games such as *nhodo*, *pada*, *tsoro* and *maflawu*.
- **Modern games** include skipping rope, football, netball, and video games.
- Games help us relax, stay fit, make friends, and learn new skills.
- Key vocabulary: **free time, indigenous games, modern games**
  - » Show learners the picture on page 68.
  - » Ask: "What is Nothando doing?"  
→ Model answer: Nothando is skipping rope.
  - » Ask: "Why is she playing that game?"  
→ Answer: She is having fun and exercising.
  - » Ask: "Can you play the game up to 20 jumps?"  
→ Let learners try skipping in the classroom yard or during break.

### New words

- **Free time** – the time when we are not working or studying.
- **Indigenous games** – games from our culture, like *nhodo*, *tsoro*, *pada*.
- **Modern games** – games from today, like skipping, soccer, or video games.

### Suggested answers

#### Activity 16.1: Hopscotch

- 1 Draw a hopscotch pattern on the ground using chalk or string.
- 2 Let learners pick a small stone to toss.
- 3 Show them how to throw the stone onto square 1.
- 4 Jump over the square with the stone and continue jumping on one leg.

- 5 Pick up the stone on the way back without stepping on the line.
- 6 Take turns and cheer each other on.

## Activity 16.2

- a Two modern games you know.
  - Jigsaw puzzles, computer games.
- b Demonstrate how these games are played.
  - Bring or draw puzzles; show how pieces fit together.
  - Pretend to play a computer game using paper or describe it to a friend.

### Model answer:

- Modern games: Jigsaw puzzle, computer game.
- Demonstration: Learners show puzzle-fitting or describe tapping/moving in a game.

## Activity 16.3

- 1 Take learners outside or to a cleared area.
- 2 Ask each group to pick one indigenous or modern game (hide and seek, board game).
- 3 Let them play under teacher supervision.
- 4 Ask each group to share what they enjoyed.

### Model games played:

- Indigenous: hide and seek, *tsoro*, *pada*.
- Modern: board game, mobile tapping game, puzzle.

## Revision exercise

- 1 indigenous
- 2 computer game
- 3 jigsaw puzzles
- 4 board games
- 5 hide and seek
- 6 computer games, board games

# Topic 5

## Transport and communication

### Unit 17: Means of transport

#### Unit objectives

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

- a identify different means of transport.
- b explain the importance transport.

#### Suggested teaching and learning materials

- PlusOne Social Science Grade 1 Learner's Book pages 74-79.
- Social Science Infant syllabus.
- Toy models or flashcards of vehicles (car, train, ship, aeroplane).
- Flash cards: goods, transport, travel, means of transport.

#### Teaching notes

- Transport means how people and goods move from one place to another.
- Some means of transport move on land (car, train, bicycle), water (ship, canoe), or air (aeroplane).
- Different places use different transport based on what is available.
- Rural areas often use carts and wheelbarrows.
- Fastest transport: aeroplane.
- Heaviest load transport: ship or train.
- Some transport is pulled (donkey cart); some moves by engine (bus, train).

- 1 Show the picture of a bus on page 74.

Ask learners:

- “What is this?”
- “Have you ever used it?”

- 2 Ask the questions orally:

- What means of transport do you normally use?
- Why do you use it?

- 3 Let learners answer freely. Accept any reasonable answers.

### Model answers:

- I use a bus because it takes me to school.
- I use a bicycle because it is faster.
- I use a wheelbarrow to carry water.

### Suggested answers

#### Activity 17.1

##### Learners recite the rhyme

*Train rule*

*Kwe-kwe- kwe*

*Here I come*

*You hear my siren*

*Stop, wait until I pass*

*Kweee-Kweee-Kweee*

#### Activity 17.2

- a Show learners short clips of cars, trains, boats, planes.
- b Let learners stand in a line and move like a train around the classroom singing “Kwee-kwee.”
- c Give learners paper and crayons to draw a train or bus and share it with the class.
- d Using empty boxes or locally available items, help learners build a model of a car, boat or plane in groups.

##### Model output:

Drawings or simple models of cars, boats, planes.

##### Revision exercise

- 1 road
- 2 people
- 3 pulling
- 4 foot / bike / car (any correct choice)

##### Matching exercise

##### Correct matching:

- Car → road
- Train → railway

- Boat → water
- Plane → air

## Unit 18: Road safety rules and signs

### Unit objectives

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

- a** identify basic road signs.
- b** state basic road signs.
- c** explain the importance of road safety rules.
- d** exhibit the keeping of road safety rules.

### Suggested teaching and learning materials

- PlusOne Social Science Grade 1 Learner's Book pages 80-85.
- Social Science Infant syllabus.
- Flashcards with words (safety, road sign, rules, danger).
- Pictures of road signs.
- Chart with road safety rules.

### Teaching notes

- Road signs give instructions or warnings to help us stay safe on the road.
- A Stop sign tells vehicles to stop and wait until it's safe to move.
- Zebra crossings are marked with black and white lines—safe places for people to cross the road.
- We must walk on the right and face oncoming traffic.
- Always look left–right–left before crossing.
- Traffic lines are yellow or white and show where cars should go.
- Safety rules help prevent accidents.
  - » Show learners the road signs in the picture (page 80).
  - » Ask: “Look at the road signs and talk about them with your friend.”  
→Let learners name and describe each sign in pairs.
  - » Ask: “Where do you see these signs?”  
→Answer: Near schools, busy roads, near villages or cattle grazing areas.
  - » Ask: “What does each sign mean?”  
→Model answers below.

### Model answers :

- **Stop sign** – You must stop.
- **Pedestrian crossing** – People are allowed to cross the road here.

- **Children crossing** – Children may be crossing; drive slowly.
- **Cattle crossing** – Animals may cross; be careful.

### Safety question:

- » Ask: “*What do you do if you see such a road sign?*”
- Answer: Be alert, slow down, stop, or cross carefully.

## Suggested answers

### Activity 18.1

#### 1 (a) Visit a road site:

- » If possible, walk with learners to a quiet road with a zebra crossing or traffic signs.
- » Let them observe stop signs, crossing lines, and traffic.

#### 2 (b) Ask questions:

- » “Why must we stop at the zebra crossing?”
- » “What does this sign mean?”
- » “Which side should we walk on?”

### Exercise 18.1

#### Answers

- 1 Stop
- 2 good
- 3 right

- 4 road
- 5 black and white

### Revision exercise

- 1 careful
- 2 left, right, left
- 3 accidents

### Matching activity

- Girl holding child → So that we do not get lost.
- Child with helmet → So that our heads are protected from injury.
- Child checking for cars before crossing the road → So that we can see cars coming from far away.
- Girl walking on the pavement → So that we do not get hit by cars.

## Unit 19: Means of communication

### Unit objectives

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

- a identify means of communication.
- b compare past and present means of communication.

### Suggested teaching and learning materials

- PlusOne Social Science Grade 1 Learner's Book pages 86-90.
- Flashcards with word: communication, means, drum, colleague, faraway.
- Toy drum, paper trumpet, phone cut-outs.
- Chart: past vs present means of communication.

### Teaching notes

- Communication is the way people share information or messages.
- In the past, people used natural means such as drums, horns, and messengers to send messages, especially to those who were faraway.
- Modern communication includes phones, emails, radios, and social media.
- Traditional communication was useful for calling people to meetings, warning of danger, or sending invitations.

- 1 Show the learners the picture on page 86.
  - » Ask: "What can you see in the picture?"  
→ Model answer: Two men. One is blowing a horn and the other is beating a drum.
  - » Ask: "How did people communicate in the past?"  
→ Answer: They used drums, horns, smoke signals, or messengers.
  - » Ask: "What are the men in the picture doing?"  
→ Answer: They are sending a message using sound.
  - » Ask: "Why do you think one is blowing a horn and the other is beating a drum?"  
→ Answer: To send a message to people far away using sound.

### New words:

- **Communication** – sharing messages or information.
- **Means** – ways of doing something.
- **Drum** – an instrument for making sound by beating.
- **Colleague** – someone you work with.
- **Faraway** – very far from where you are.

## Suggested answers

### Activity 19.1

- 1 Show the picture of smoke on page 87 Learner's Book.
- 2 Ask: "What can we burn to make thick smoke?"
- 3 Discuss materials like dry leaves, grass or firewood.
- 4 Let learners talk in pairs.
- 5 Ask 1–2 learners to share with the class.

### Activity 19.2

- 1 Ask learners: How did people send messages in the past?
  - Expected answers: Smoke, drums, horns.
- 2 Group role-play:
  - Divide class into 3 groups.
  - Assign each group one communication method: drums, smoke, or horns.
  - Each group prepares a short role-play (1–2 minutes).
  - Example: A person beats a drum to call others for a meeting.
- 3 Groups present to the class.

### Activity 19.3

- 1 Revise modern communication methods: phones, letters, television, school bell.
- 2 Discuss what learners see on page 89 Learner's Book.
- 3 Ask learners to form small groups.
- 4 Each group chooses one method and prepares a short act.
  - Example: Pretend to phone a friend.
  - Act out the news being announced on television.
- 5 Give each group time to perform.

### Revision exercise

- 1 phone
- 2 modern
- 3 False
- 4 Matching:
  - (i) c
  - (ii) a
  - (iii) b

# Topic 6

## Shelter

### Unit 20: Human shelter

#### Unit objectives

- a** identify different types of human shelter.
- b** explain the importance of shelter.

#### Suggested teaching and learning materials

- PlusOne Social Science Grade 1 Learner's Book page 91-95.
- Social Science Infant syllabus.
- Pictures of huts, houses, classrooms, caves, hospitals, halls.
- Materials like boxes, sticks, straw for models.
- Flashcards with words: shelter, human shelter, cave, thatched.

#### Teaching notes

- Human shelters include huts, houses, caves, schools, hospitals, halls.
- Shelter protects people from rain, sun, wild animals, and keeps things safe.
- People need shelter to live, learn, heal, and gather.
  - » Show learners the picture on page 91.
  - » Ask: "What do you see in the picture?"  
→Model answer: A family sitting inside a cave around a fire.
  - » Ask: "When do you think this type of shelter was used?"  
→Answer: A long time ago, during early human life.
  - » Ask: "Why do people need shelter?"  
→Answer: To protect them from rain, wind, animals, and danger.

#### New words:

- **Shelter** – a place that keeps people safe
- **Human shelter** – a home for people
- **Cave** – a hole in the side of a mountain or rock used for shelter
- **Thatched** – made from grass or straw (used for roofs)

## Activity 20.1: Drawing and making models

Ask learners to draw and label a shelter (hut, cave).

- 1 Say: “Use boxes or cartons to make a hut or a house.”
- 2 Help them name the shelter and its use.

### Exercise 20.1

- 1 treated
- 2 classroom
- 3 houses

## Activity 20.2: Recite a poem

- 1 Read the poem slowly.
- 2 Say: “Let’s read it together with actions.”
- 3 Guide them to act lines like hiding from rain, sleeping safe, etc.

### Poem

*Shelter, shelter, shelter*

*I love my house*

*It keeps me safe during the night*

*It protects me from the rain and hot sun.*

*I love my shelter*

### Exercise 20.2

- 1 shelter
- 2 house
- 3 fowl
- 4 weather

## Activity 20.3: Drawing and labelling shelter

- 1 Ask learners to draw a known shelter.
- 2 Help them label roof, door, wall.
- 3 Let them write one sentence on its importance.

### Example:

“This is a hut. It keeps us safe from the rain and sun.”

## Revision exercise

- 1 False
- 2 False
- 3 safe
- 4 huts, caves, classrooms

## Unit 21: Animal shelter

### Unit objective

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

- a identify different types of animal shelters.

### Suggested teaching and learning materials

- PlusOne Social Science Grade 1 Learner's Book pages 96-99.
- Social Science Infant syllabus.
- Pictures of animal shelters (nest, kraal, den, kennel, beehive).
- Local materials for modelling (cardboard, sticks, clay).
- Flashcards with words: kraal, nest, kennel, den and beehive.
- Chart with animal–shelter matching activity.

### Teaching notes

- Begin by asking learners what a shelter is and why animals need it.
- Discuss how shelters protect animals from harsh weather, predators, and provide a place for rest or raising young ones.
- Introduce vocabulary: **kraal, nest, kennel, den, beehive**.
- Go through each type of shelter shown in the learner's book with matching animals:
  - » **Nest** – Birds
  - » **Kraal** – Cattle
  - » **Den** – Lions
  - » **Kennel** – Dogs
  - » **Beehive** – Bees
  - » **Hole** – Snakes
- Reinforce learning through drawing, modelling, and matching games.

## Suggested answers

### Activity 21.1

#### a Types of shelter used by domestic and wild animals.

- (1) Ask learners to mention animals they know.
- (2) Write them on the board and ask what shelter each animal lives in.
- (3) Guide learners to list the following shelters:
  - » Kraal – Cattle
  - » Kennel – Dogs
  - » Nest – Birds
  - » Den – Lions
  - » Hole – Snake
  - » Beehive – Bees

#### b Drawing an animal shelter.

- (1) Let learners choose one animal shelter (kraal, kennel).
- (2) Provide pencils and crayons.
- (3) Allow them to draw and label the shelter.
- (4) Display completed work on the wall.

#### c Visiting a local wildlife park (if possible).

If not possible:

- Show learners pictures or videos of animal shelters.
- Ask learners to describe what they see and compare with domestic animal shelters.

#### d Making a model using locally available materials.

- (1) Help learners collect materials like clay, boxes, twigs, and grass.
- (2) Demonstrate how to build a simple model (small kraal using sticks).
- (3) Let learners create and label their shelters.
- (4) Display them in the heritage corner of the classroom.

## Revision exercise

### Matching

| Shelter      | Animal  |
|--------------|---------|
| Kraal        | Cattle  |
| Anthill      | Ants    |
| River/Dam    | Fish    |
| Kennel       | Dog     |
| Chicken coop | Chicken |
| Hole         | Snake   |

# Topic 7

## Global issues

### Unit 22: Veldfires

#### Unit objectives

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

- a identify causes and effects of veldfires.
- b describe how veldfires are prevented.

#### Suggested teaching and learning materials

- PlusOne Social Science Grade 1 Learner's Book pages 100-104.
- Social Science Infant syllabus.
- Flashcards with words: burn, grassland, veldfire, cause, effect, global.
- Pictures of burning grass and houses.
- Buckets, sand, water for fire safety demonstrations.

#### Teaching notes

- A veldfire is an uncontrolled fire that burns grass or trees in open land.
- Veldfires can be caused by:
  - » Throwing away cigarettes
  - » Playing with matches
  - » Leaving fires unattended
  - » Lightning
- Effects of veldfires include:
  - » Burning homes or huts
  - » Hurting animals or people
  - » Destroying plants (vegetation)

- Veldfires can be prevented by:
  - » Not playing with fire.
  - » Not throwing cigarettes.
  - » Putting out fires with water or soil.
  - » Practising fire drills.

Show the learners the picture on page 100.

- » Ask: “What do you see in the picture?”  
→Model answer: People boarding a bus while a fire burns nearby in the grass.
- » Ask: “What are the people doing?”  
→Answer: They are getting on the bus but ignoring the fire behind them.
- » Ask: “Is it safe to leave a fire burning?”  
→Answer: No, it can spread and cause a veldfire.

### New words :

- **Global** – happening in many parts of the world.
- **Burn** – to be on fire.
- **Veldfire** – a big fire in the bush or grassland.
- **Cause** – what makes something happen.
- **Grassland** – a place covered with grass.
- **Effect** – the result of something.

## Activity 22.1

### a Causes of veldfires

- (1) Show pictures of veldfires from the learners book.
- (2) Ask: “What caused this fire?”
- (3) Let each group say what they see.
- (4) Write their answers on the board.

### Model answers:

- Throwing away cigarettes
- Playing with matches
- Leaving fire burning
- Lightning

## Activity 22.2 – Sing the songs on veldfires

- 1 Teach learners the short fire safety songs.
- 2 Use actions like “Stop, Drop and Roll” to make it fun.

## Exercise 22.1

- |           |               |
|-----------|---------------|
| 1 bad     | 3 soil, water |
| 2 matches | 4 fire        |

## Activity 22.3

- 1 Teach children how to exit the classroom safely in a line.
- 2 Practise walking out slowly and quietly.
- 3 Remind them not to panic.

## Revision exercise

- |               |              |
|---------------|--------------|
| 1 water, soil | 4 tins       |
| 2 stop        | 5 vegetation |
| 3 Fireguard   |              |

## Unit 23: Water related disasters

### Unit objectives

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

- a explain water-related disasters.
- b State safety precautions to take during water-related disasters.
- c Role-play safe behaviour near water.

### Suggested teaching and learning materials

- PlusOne Social Science Grade 1 Learner's Book pages 105-109.
- Social Science Infant syllabus.
- Pictures of floods, rivers, wells and swimming pools.
- Chart of safety precautions.
- Flashcards with new words (flood, drown, disaster, lightning, cross, safety, precaution).

### Teaching notes

- Water-related disasters include drowning, floods, and pollution.
- Drowning happens when people swim in deep or flooded water.
- Floods happen after heavy rain and destroy homes and crops.
- Water pollution is when people pour dirty things into rivers and lakes.
- Teach children not to cross flooded rivers, not to play near wells, and not to swim without adults.

- Safety includes covering wells, fencing pools, and swimming with teachers or guardians.
- Show learners the picture on page 105.
- Ask: “What do you see in the picture?”  
→Model answer: Five girls standing near a flooded river.
- Ask: “Is it safe for the girls to cross the river?”  
→Answer: No, it is not safe. The water may sweep them away.
- Ask: “What would you do if you get to a flooded river?”  
→Answer: I would wait, turn back, or find another safe way.

### New words:

- **Disaster** – a very bad event that causes harm.
- **Flood** – too much water covering land.
- **Lightning** – bright flashes in the sky during storms.
- **Drown** – to die from being under water.
- **Cross** – to go from one side to another.
- **Safety precautions** – things we do to stay safe.

## Suggested answers

### Activity 23.1

- a** Ask learners to look at pictures you will have provided and name the disasters.
- (1) Help them describe each one (“Flooding destroys homes”).
  - (2) Divide learners into small groups. Ask them to act out one safety rule (swimming with a teacher).
  - (3) Ask learners to point out dangerous places near their homes (wells, rivers).

### Model answers:

- a** Drowning, flooding, water pollution.
- b** Drowning – happens when swimming in flooded rivers.  
Flooding – too much rain, destroys homes.
- c** Role-play: children swimming only with adult.
- d** Wells, rivers, uncovered pits.

### Exercise 23.1

- |                  |                  |
|------------------|------------------|
| <b>1</b> flooded | <b>3</b> raining |
| <b>2</b> bad     |                  |

### Revision exercise

- 1** covered
- 2** trees
- 3** fenced
- 4** cross

# Topic 8

## Managing and coping with changes

### Unit 24: Managing and coping with changes from ECD to Grade 1

#### Unit objectives

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

- a state transitional changes from ECD to Grade 1.
- b compare grade 1 and ECD activities.

#### Suggested teaching and learning materials

- PlusOne Social Science Grade 1 Learner's Book pages 110-113.
- Social Science Infant syllabus.
- Pictures of ECD and Grade 1 classrooms.
- Flashcards with words: cope, manage, change, rules, instructions.

#### Teaching notes

- Explain that change means moving from one thing to another ( from ECD to Grade 1).
- Use the stories of **Nomagugu** and **Tendai** to highlight changes such as:
  - » Bigger classrooms
  - » Writing with a pencil
  - » New teachers
  - » More structured rules and routines
  - » Staying at school longer
- Discuss how learners can **cope** and **manage** these changes:
  - » Following instructions
  - » Listening to the teacher
  - » Doing homework
- Making new friends
- Encourage sharing of feelings (excitement, fear, pride)
- Show the picture on page 110 to the learners.

- Ask: “What do you see in the picture?”  
→ [Model answer: A girl with a schoolbag entering a Grade 1 classroom.]
- Ask: “What do you think is happening to her?”  
→ [Answer: She is starting Grade 1 and may feel excited or shy.]
- Ask: “What changes have you experienced so far?”  
→ [Sample answers: Wearing uniform, carrying a bag, more learning.]

### New words

- **Cope** – to stay calm and deal with new things.
- **Manage** – to handle or do something well.
- **Change** – something that becomes different.
- **Instructions** – things we are told to do.
- **Rules** – what we must follow at school or home.

### Suggested answers

#### Activity 24.1

- a How it feels to be in Grade 1
  - (1) Put learners in pairs or groups.
  - (2) Ask each child to say how they feel (happy, scared, proud, excited).
  - (3) Guide them with simple phrases like “I feel happy because...”
- b Drawing
  - (1) Give learners paper and crayons.
  - (2) Ask them to draw themselves in uniform, in class or with friends.
  - (3) Display drawings on the wall.

#### Activity 24.2

Changes from ECD to Grade 1

- 1 Prompt learners with the following questions:
  - Do you have a new teacher?
  - Do you write with a pencil now?
  - Is your classroom different?
- 2 Accept all answers and praise participation.

### Revision exercise

- |           |            |
|-----------|------------|
| 1 Grade 1 | 3 learners |
| 2 school  | 4 pencil   |

## Unit 25: Coping with changes in the family

### Unit objectives

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

- a list possible changes that can affect children in the family.
- b state coping strategies on changes in the family.

### Suggested teaching and learning materials

- PlusOne Social Science Grade 1 Learner's Book pages 114-117.
- Social Science Infant syllabus.
- Pictures of different family changes (moving house, new baby, loss of a parent).
- Flashcards with words: change, orphan, coping.

### Teaching notes

- Families may go through **changes**, such as:
  - » Death of a loved one.
  - » Moving to a new place.
  - » Divorce or separation.
- These changes can make children feel sad or confused.
- **Coping** means finding a way to feel better or deal with a sad situation.
- An **orphan** is a child whose parents have died.
- Children should be taught to talk to trusted adults when they are feeling hurt or confused.
  - » Show learners the picture on page 114.
  - » Ask: "What do you see in the picture?"  
→Model answer: Two children are crying while two adults are comforting them.
  - » Ask: "Why do you think the boy and girl are crying?"  
→Possible answers: They may have lost someone, or something sad happened.
  - » Ask: "Have you ever cried? Why did you cry?"  
→Allow learners to respond if they are comfortable.

### New words

- » **Change** – when something becomes different.
- » **Orphan** – a child whose parents have died.
- » **Coping** – finding a way to feel better when something bad happens.

## Suggested answers

### Activity 25.1

**a** Talk about other changes that take place in the home.

Guide learners to mention:

- » Moving to a new place
- » New baby born
- » Loss of a family member
- » Parent going to work in another place
- » New chores or responsibilities

**b** What should you do when these changes take place at home?

**Model answers:**

- » Talk to a family member or teacher
- » Play games to feel better
- » Sing or draw
- » Help around the house
- » Visit a counsellor if very sad

### Activity 25.2

**a** Tell each other the games you play to refresh.

**Model answers:**

- » Nhodo
- » Pada
- » Igwini
- » Soccer
- » Hide and seek

**b** Tell each other the songs you sing to make you happy when you are sad.

**Guide learners to mention:**

- » Sunday school songs
- » Traditional lullabies
- » English nursery rhymes like “If You’re Happy and You Know It”

### Revision exercise

- 1** changes
- 2** teacher
- 3** country
- 4** someone
- 5** a counsellor
- 6** Learners draw a picture of themselves in a classroom.

## Unit 26: Conflict resolution

### Unit objectives

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

- a identify potential causes of conflict.
- b outline ways of resolving conflict.

### Suggested teaching and learning materials

- PlusOne Social Science Grade 1 Learner's Book pages 118-121.
- Social Science Infant syllabus.
- Chart with words: conflict, conflict resolution, communication.

### Teaching notes

- A conflict is a disagreement or fight between people.
- Conflicts can happen during games, sharing, or when people do not listen to each other.
- Conflict resolution is finding a way to solve the problem peacefully.
- Children should learn to:
  - » Talk calmly.
  - » Listen to each other.
  - » Tell a teacher or adult if the problem continues.
- Good communication helps people solve problems better.
  - » Show learners the picture on page 118.
  - » Ask: "Look at the picture. What do you think is happening?"  
→Model answer: Two boys are fighting over a ball while others are watching.
  - » Ask: "What would you do if someone took your ball from you?"  
→Answer: I would talk to them nicely or ask a teacher for help.

### New words

- **Conflict** – a fight or disagreement.
- **Conflict resolution** – solving the problem in a peaceful way.
- **Communication** – sharing ideas or feelings by talking or listening.

### Suggested answers

#### Activity 26.1

- 1 Put learners in small groups.
- 2 Say: "We are going to talk about why people sometimes fight or disagree."

- 3 Ask learners to look at the pictures of Lubono and Twalumba, Vuyo and Bekezela.
- 4 Ask: “What made them fight?” Let each group discuss.
- 5 Let group leaders share the causes discussed.

**Model answers:**

- Fighting for turns.
- Saying bad or hurtful words.
- Wanting to be first.

**Exercise 26.1**

- 1 conflict
- 2 fights
- 3 Gossiping and cheating

**Revision exercise**

**Scenario:** Two friends, Thembi and Nkosi, want to play with the same ball.

**Task:** Role-play a conversation between Thembi and Nkosi to solve the problem.

**Thembi:** Nkosi, I want to play with the ball now.

**Nkosi:** But I also want to play with it, Thembi.

**Thembi:** Let's take turns. You can play first for 5 minutes, then I play next.

**Nkosi:** That's a good idea! After you, we can even play together.

**Thembi:** Yes! We can pass the ball to each other.

**Nkosi:** Okay! Let's play nicely and share.

**Lesson for learners:**

- Solve conflicts by talking politely.
- Take turns and share.
- Playing together is more fun.

# Topic 9

## Social etiquette

### Unit 27: Acceptable behaviour at home and school

#### Unit objectives

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

- a list examples of acceptable behaviour at home and school.
- b demonstrate acceptable behaviour at home and school.

#### Suggested teaching and learning materials

- PlusOne Social Science Grade 1 Learners Book pages 122-127.
- Social Science Infant syllabus.
- Pictures or drawings showing acceptable behaviour.
- Flashcards with words like “acceptable”, “etiquette”, “behaviour”.

#### Teaching notes

- Begin by discussing the meaning of acceptable behaviour. Use simple words like “being polite”, “kind”, “respectful”.
- Explain the importance of good behaviour at home (greeting parents, obeying rules) and at school (helping the teacher, good table manners).
- Use picture discussions, real-life examples, and drama to show children how to behave.

#### Let us start

In the picture, children are showing good manners. They are politely greeting elders and smiling. Some are shaking hands, and others are clapping respectfully.

This shows **acceptable behaviour**, which means doing things that are good and respectful, especially at home, school, or in the community.

## Examples of acceptable behaviour at home:

- Greeting parents and visitors politely.
- Helping with chores like sweeping or washing dishes.
- Using polite words like *please*, *sorry*, and *thank you*.

## How we greet our teachers:

We greet teachers with respect, for example:

- “Good morning, teacher”
- “Good afternoon, sir/ma’am”
- A smile, a wave, or a polite bow

## New words

- **Acceptable behaviour** – Doing what is right and good (helping, greeting, being polite).
- **Etiquette** – The correct or polite way to behave, like saying “excuse me”.
- **Behaviour** – The way someone acts (can be good or bad).

## Suggested answers

### Activity 27.1: Good behaviour at home

- 1 Divide learners into small groups.
- 2 Tell them to take turns acting out behaviours like:
  - Saying “Thank you, mother”.
  - Helping someone who fell down and saying “Sorry”.
  - Sitting while eating and chewing with mouth closed.
  - Listening to instructions from parents.
- 3 As each group presents, ask the rest of the class to say what good behaviour they noticed.

### Exercise 27.1: Matching customs with pictures

- 1 Greeting grandmother – First picture
- 2 Greeting elders – Second picture
- 3 Kneeling – Third picture
- 4 Crouching – last/Fourth picture

### Activity 27.2: – Showing acceptable behaviour at school

- 1 Ask learners to role-play:
  - Greeting the teacher politely.
  - Offering to carry the teacher’s bag.

- Sitting quietly and chewing food with mouth closed.
- Playing nicely and following rules.

**2** Let learners show one action each. Encourage polite language and group participation.

### Revision exercise

**1** We must **help** our elders.

**2** He is giving **food** to his neighbours.

# Topic 10

## Entitlements/Rights and responsibilities

### Unit 28: Child rights and responsibilities

#### Unit objective

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

- a name/sign child rights and responsibilities.

#### Suggested teaching and learning materials

- PlusOne Social Science Grade 1 Learner's Book pages 128-132.
- Social Science Infant syllabus.
- Flashcards :rights responsibilities, cleaning, homework.
- Child Rights poster
- Constitution of Zimbabwe

#### Teaching notes

#### Let us start

In the picture, the children are in a classroom. They are smiling, raising their hands, and look happy. This shows that they are enjoying learning in a safe and caring environment.

When children are given love, food, education, and protection, they feel happy. These are called **child rights**. Along with these rights, children also have **responsibilities**, such as doing their homework and helping with cleaning at home or school.

#### Child rights

- Explain the four rights shown:
  - » Right to shelter
  - » Right to food
  - » Right to education
  - » Right to health

- » Recite the poem together as a class (Activity 28.1). Let children add actions or sound effects for fun.

### Child responsibilities:

- Doing homework every day.
- Cleaning their desks or bedrooms.
- Respecting teachers and parents.
- Taking care of books and school materials.

### New words

- **Child rights** – Things every child must be given, like food, shelter, education and love.
- **Child responsibilities** – Good things children must do, like learning, listening, helping at home.
- **Cleaning** – Making places neat and tidy.
- **Homework** – Work given by the teacher to be done at home.

### Suggested answers

### Activity 28.1: Poem recitation

#### Model lines with actions:

- “Shelter” – Pretend to make a roof with hands.
- “Food” – Mime eating.
- “Love” – Hug themselves.
- “Education” – Pretend to write.
- “Health” – Pretend to take medicine.

### Exercise 28.1

#### Match the picture with the child's right:

- 1 Clothes → Picture 1
- 2 Food → Picture 2
- 3 Health → Picture 3
- 4 Shelter → Picture 4
- 5 Education → Picture 5

### Activity 28.2

#### 1 Role-play: Reporting illness

Divide learners into small groups.

- (1) Assign roles (child, parent/teacher).
- (2) Let the “child” report an illness like a stomachache or headache.

- (3) The “parent” responds by offering to take the child to the clinic.
- (4) Allow groups to act in front of the class.

**Model example:**

Child: “Mother, my stomach is sore.”

Mother: “Let’s go to the clinic right now.”

**2 Play house role-play**

- (1) Arrange learners in groups of four.
- (2) Assign roles: Mother, Father, Child 1, Child 2.
- (3) Let each learner say what they will do (sweep, cook, wash dishes, do homework).

**Model script:**

- Father: “I will bring food.”
- Mother: “I will buy clothes.”
- Child 1: “I will sweep the yard.”
- Child 2: “I will do my homework.”

**Revision exercise**

- 1 food
- 2 clothes
- 3 washing

**Unit 29: Child protection at home, school and community**

**Unit objectives**

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

- a name forms of child abuse.
- b identify people who can protect children at home, school and community.
- c discuss ways of reporting child abuse.

**Suggested teaching and learning materials**

- PlusOne Social Science Grade 1 Learner’s Book pages 133-136.
- Social Science Infant syllabus.
- Flashcards with phrases: sexual abuse. Emotional abuse, physical abuse. Child neglect and child protection.

## Teaching notes

- Children must be protected from all forms of abuse: physical, emotional, sexual and neglect.
- Abuse means hurting a child physically, emotionally, or sexually or not caring for them.
- Protection comes from parents, guardians, siblings, teachers, elders, and police.
- Learners should be taught how and to whom to report abuse.

- 1 Ask learners: “What is happening in the picture?” (The boy is watering while others are playing.)
- 2 “Why is he working?” (Possibly he is forced or neglected.)
- 3 “What makes you sad?” (Guide learners to relate emotionally.)

## New words

- **Sexual abuse** – being touched on private parts.
- **Physical abuse** – being beaten.
- **Emotional/verbal abuse** – being shouted at or insulted.
- **Child neglect** – being abandoned.

## Suggested answers

### Exercise 29.1

- |                               |                          |
|-------------------------------|--------------------------|
| 1 beat                        | 3 touching private parts |
| 2 sexual, physical, emotional | 4 beating a child        |

### Activity 29.1

- 1 Read the story about Samantha aloud.
- 2 Ask learners: “Who did Samantha report to first?”
- 3 Divide learners into groups.
- 4 Let each group act out the scenario:

- |                                    |                              |
|------------------------------------|------------------------------|
| • Child reporting to grandmother.  | • Uncle John being arrested. |
| • Grandmother going to the police. |                              |

### Model role-play dialogue:

- |                                                  |                                        |
|--------------------------------------------------|----------------------------------------|
| • “Grandma, Uncle John touched me in a bad way.” | • “I will take you to the police now.” |
|                                                  | • “You are under arrest.”              |

### Revision exercise

- |                   |            |
|-------------------|------------|
| 1 inappropriately | 3 police   |
| 2 grandmother     | 4 arrested |

# Topic 11

## Health education

### Unit 30: Personal hygiene

#### Unit objectives

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

- a** identify items used for personal hygiene.
- b** list local indigenous items used for personal hygiene.
- c** demonstrate personal hygiene practices.

#### Suggested teaching and learning materials

- PlusOne Social Science Grade 1 Learner's Book pages 137-142.
- Social Science Infant syllabus.
- Pictures of toothbrush, toothpaste, soap, towel, comb.
- Pictures or real examples of indigenous hygiene items (charcoal, *muhacha/umkhuna*, *ruredzo/inkunzane*).
- Flashcards with words: health, hygiene, indigenous, comb.

#### Teaching notes

- **Personal hygiene** means keeping our bodies clean to stay healthy.
- Tools we use include:
  - » **Toothbrush** – for cleaning teeth.
  - » **Soap** – for bathing and washing hands.
  - » **Towel** – for drying after washing.
  - » **Comb** – for grooming hair.
- Hygiene keeps us free from germs, bad smells, and sickness.
- Encourage learners to bathe daily, brush teeth twice a day, and wash hands after using the toilet or before eating.
  - » Show learners the picture on page 137.
  - » Ask: “What do you see in the picture?”

→Model answer: A towel, soap, and a toothbrush.

» Ask: “What are they used for?”

→Answer: Soap is for washing, a toothbrush for brushing teeth, and a towel for drying.

» Ask: “How often do you brush your teeth and bathe your body?”

→Answer: Twice a day for brushing; once or twice a day for bathing.

» Ask: “Why is it important to brush your teeth and bathe your body?”

→Answer: To stay clean, healthy, and avoid bad smells or illness.

### New words

- **Health** – being strong and not sick.
- **Hygiene** – keeping clean to stay healthy.
- **Indigenous** – from our culture or community.
- **Comb** – used to tidy and style hair.

### Suggested answers

#### Activity 30.1: Items used to take care of the body

- 1 Show learners pictures or real hygiene items.
- 2 Ask them to name each item and explain how it is used.
- 3 Let them describe what they do at home to stay clean.
- 4 Encourage discussion using the book illustrations.

#### Model answers:

- Toothbrush: used to clean teeth
- Soap and towel: used for bathing
- Comb: used to comb hair
- Face towel: used to clean face

### Exercise 30.1

- 1 hair
- 2 toothbrush
- 3 soap, water
- 4 face towel

#### Activity 30.2: Taking care of one's body

- 1 Ask learners to take turns showing how they brush teeth, wash faces, comb hair.
- 2 Allow learners to use gestures if materials are not available.
- 3 Give feedback and reinforce correct habits.

## Exercise 30.2 (Matching)

- 1 Toothbrush – Brush teeth
- 2 Soap – Remove dirt
- 3 Towel – Scrub
- 4 Bucket/tap – Bath
- 5 Comb – Comb hair

## Activity 30.3: Draw two items used to take care of the body and label them

Guide learners to draw and label:

- Toothbrush
- Bar of soap or face towel.

## Activity 30.4: Indigenous items

Guide learners to talk to elders or visit local areas to find examples like:

- Charcoal
- *Muhacha/umkhuna* stick
- *Ruredzo/inkunzane* herb

## Activity 30.5: Talk about other indigenous items used

- 1 Let learners name and describe items used in their home or village.
- 2 Reinforce respect for traditional knowledge and practices.

## Unit revision exercise

- 1 *ruredzo/inkunzane*
- 2 teeth
- 3 charcoal
- 4 indigenous
- 5 Learner's own drawing

## Unit 31: Healthy lifestyles

### Unit objectives

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

- a identify healthy habits.
- b practice healthy habits.

### Suggested teaching and learning materials

- PlusOne Social Science Grade 1 Learner's Book pages 143-146.
- Social Science Infant syllabus.
- Charts showing healthy food, exercises and sleep.
- Flashcards (healthy lifestyles, healthy food).
- Pictures of indigenous fruits and vegetables.

### Teaching notes

- A healthy lifestyle is the way we live to keep our bodies strong and free from disease.
- It includes:
  - » Eating healthy food (vegetables, fruits, sadza, beans, milk).
  - » Washing hands before eating and after using the toilet.
  - » Doing exercise (running, skipping, playing).
  - » Getting enough rest (sleep).
- Teach learners to practise these habits every day to stay fit.
  - » Show learners the pictures on page 143.
  - » Ask: "What can you see in the picture?"  
→Model answer: People washing hands, eating, exercising, and sleeping.
  - » Ask: "When do people wash their hands?"  
→Answer: Before eating, after using the toilet, after playing.
  - » Ask: "What do you do to stay fit and healthy?"  
→Sample answers: I run, eat vegetables, wash my body.
  - » Ask: "What foods should one eat to stay healthy?"  
→Answer: Sadza, vegetables, beans, fruits, milk.

### New words

- **Healthy lifestyle** – the way we live to stay strong and clean.
- **Healthy food** – food that helps our bodies grow and stay well.

## Suggested answers

### Exercise 31.1

- 1 exercising
- 2 fit
- 3 eat
- 4 Learner's own drawing – banana, apple, orange

### Activity 31.1

- 1 Bring newspapers, old books, and picture cut-outs.
- 2 Help learners identify fruits, vegetables, *sadza*, beans.
- 3 Guide them in pasting pictures on a manila sheet/chart.
- 4 Let each group present their food chart.
- 5 Display on the wall.

*Model answer example chart: Pictures of bananas, oranges, maize meal, vegetables, tomatoes, milk.*

### Revision exercise

- 1 eating, toilet
- 2 soap
- 3 fun, healthy
- 4 rest, sleep
- 5 8–10
- 6 pada, fish fish

## Unit 32: Common diseases

### Unit objectives

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

- a list common diseases.
- b state natural remedies for common diseases.

### Suggested teaching and learning materials

- PlusOne Social Science Grade 1 Learner's Book pages 147-152.
- Social Science Infant syllabus.
- Flashcards with new words (common disease, common colds, cure).
- Charts showing germs, handwashing and healthy habits.

## Teaching notes

### Common diseases

- Teach learners about:
  - » **Influenza (flu)** – caused by touching or breathing germs.
  - » **Diarrhoea** – caused by eating dirty food or drinking dirty water.
  - » **Bilharzia** – from swimming in dirty water with worms.
  - » **Malaria** – caused by mosquito bites.
  - » **Mumps** – makes cheeks swell.
- Use simple language: “Malaria comes from mosquito bites. We protect ourselves by sleeping under a net.”

### Natural remedies

- Traditional treatments (burning cow dung to chase mosquitoes, steaming with herbs).
- Allow learners to share what their families do when someone is sick.
- Guide learners to describe what they see in the picture on page 147 learner’s book (a sick child, a boy coughing).
- Explain what a common disease is (a sickness that many people get easily).
- Ask: “Have you ever had flu, diarrhoea, or malaria?”
- Highlight that some diseases are caused by germs and others by dirty water or mosquitoes.

## Suggested answers

### Activity 32.1

A picture of yourself washing your hands to prevent influenza.

Sample sentence: Washing hands helps us to stay clean and stop germs.

### Exercise 32.1

- 1 Diarrhoea can be caused by eating food that is **dirty**.
- 2 You get flu by **breathing** in and touching germs.

### Exercise 32.2

- 1 Bilharzia is spread through swimming in water. – **True**
- 2 Malaria is spread through mosquito bites. – **True**
- 3 You can get malaria by touching someone who has it. – **False**
- 4 Malaria can cause fever and headache. – **True**

## Activity 32.2

- a Learners can say: I know ginger, garlic and lemon are used to treat colds.
- b Learners can say: Chickenpox, ringworm, cough, or flu are common.

### Revision exercise

(Matching the pictures with the correct descriptions – sample guide)

- 1 Boy with swollen cheeks → A sickness that makes your cheeks puffy. (Mumps)
- 2 Girl being bitten by a mosquito → A disease spread by mosquitoes. (Malaria)
- 3 Boy with a cloth on his head → A sickness that makes you feel hot and cough a lot. (Flu)
- 4 Girl running to the toilet → A tummy bug that makes you go to the toilet a lot. (Diarrhoea)
- 5 Child in dirty pool → A disease you can get from swimming in infected water. (Bilharzia)

# Topic 12

## Career guidance and financial literacy

### Unit 33: Educational guidance

#### Unit objectives

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

- a state ways of studying.
- b explain ways of studying.

#### Suggested teaching and learning materials

- PlusOne Social Science Grade 1 Learners Book pages 153-156.
- Social Science Infant syllabus.
- Flashcards with words: homework, revision, timetable, study.
- Pictures or drawings of learners doing schoolwork.

#### Teaching notes

- **Educational guidance** helps learners know how to study well.
- Good study habits include:
  - » Doing **homework**.
  - » Following a **timetable**.
  - » Doing **revision** before tests.
  - » Taking time to **study** every day.
- Encourage learners to study in a quiet place and ask for help if needed.
  - » Show learners the picture on page 153.
  - » **Ask:** “What do you see in the picture?”  
→ **Model answer:** A boy and girl studying and writing in books.
  - » **Ask:** “At what time do you study?”  
→ **Sample answers:** After school, after chores, before bedtime.
  - » **Ask:** “Do you have a timetable for studying?”  
→ Encourage learners to share or create one.

## New words

- **Homework** – schoolwork done at home.
- **Timetable** – a plan that shows when to study or do tasks.
- **Revision** – reading again to remember what was learned.
- **Study** – learning by reading, writing, or practising.

## Suggested answers

### Activity 33.1

**a** Design a study timetable:

- Help learners create a timetable with blocks for school, homework, playtime, meals and bedtime.

**Example (model):**

| Time      | Activity  |
|-----------|-----------|
| 7am – 1pm | School    |
| 1pm – 2pm | Lunch     |
| 2pm – 3pm | Homework  |
| 3pm – 4pm | Play time |
| 4pm – 5pm | Revision  |
| 7pm – 8pm | Sleep     |

**b** List different ways of studying:

- Attending lessons.
- Doing homework.
- Taking breaks.
- Asking questions.
- Making a timetable.
- Revising

**c** Write a chart showing the different ways of studying:

- Create a chart with pictures and simple words to show the ways above.

## Revision exercise

- 1 every day
- 2 rest
- 3 sleep
- 4 questions

## Unit 34: Career ambitions and guidance

### Unit objectives

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

- a** state career ambitions.
- b** list different occupations.
- c** identify a desired career.

### Suggested teaching and learning materials

- PlusOne Social Science Grade 1 Learners Book pages 157-160.
- Role-play props (toy tools, nurse hat, chalk).
- Flashcards: career, ambition, guidance, community.

### Teaching notes

- Explain the term “career” in simple terms as “a job you want to do when you grow up.”
- Discuss jobs found in the community (nurse, teacher, builder, police officer).
- Use role-play and drawing to help learners express their ambitions.
- Reinforce that all jobs are important and helpful in different ways.

In the picture, we see a **doctor** and a **nurse** working in an **operating room**. They are helping a patient, which is an important job that saves lives. Many people have different jobs or **careers** that help make our world better.

### Examples of jobs in the community

- Doctors and nurses who help sick people.
- Teachers who help children learn.
- Farmers who grow food.
- Police officers who protect people.

### New words

- **Career** – A job that someone does for a long time, like being a doctor, teacher, or farmer.
- **Ambition** – A strong wish or goal to do something in the future, like becoming a doctor or teacher.
- **Guidance** – Help or advice to make decisions, especially about choosing a career.
- **Community** – A group of people who live and work together in a place, like a village or city.

## Suggested answers

### Activity 34.1

- a** Talk about the job you want to do when you grow up:
  - Let learners take turns expressing their dream jobs (for example, “I want to be a doctor.”)
- b** Mimic the job you want to do:
  - Learners can pretend to teach, treat a patient, drive.
- c** Other learners guess the job:
  - Encourage participation and praise correct guesses.

### Revision exercise

- 1** chickens
- 2** Match job descriptions with pictures:
  - Chef → Cooks yummy food for us to eat.
  - Firefighter → Puts out fires and helps keep us safe.
  - Artist → Creates beautiful pictures, paintings, or sculptures.
  - Nurse → Helps people feel better when they are sick or hurt.
  - Teacher → Teaches us new things and helps us learn.
- 3** Draw a doctor:
  - Learners draw a doctor with a stethoscope and uniform.

## Unit 35: Financial literacy

### Unit objectives

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

- a** identify honest ways of making money.
- b** demonstrate responsible use of money.

### Suggested teaching and learning materials

- PlusOne Social Science Grade 1 Learner’s Book pages 161-165.
- Social Science Infant syllabus.
- Toy money or coins.
- Chart with income-generating activities.

## Teaching notes

This unit introduces learners to basic financial literacy concepts. Start with familiar environments (shops and home-based work). Discuss how grown-ups earn money, then explain saving. Learners should understand the difference between formal work (jobs with offices/schools) and informal work (manual jobs like carrying sacks). Income-generating projects (like selling vegetables or tailoring) should be shown through storytelling or pictures. End with a story to show the value of saving.

In the picture on page 161 Learner's book, we see a woman and a boy working in a grocery store. There are many items like vegetables, fruit, cooking oil and bread on the shelves. This is an example of **informal work**, where people run their own small businesses to earn money.

The woman is selling food to earn an income. This helps her pay for things like **bills**, school fees, or clothes.

### New words

- **Formal work** – A job with a contract or fixed salary, like being a teacher or nurse.
- **Informal work** – A job without a contract, like selling vegetables at the market.
- **Bills** – Money that people pay regularly for things like water, electricity, or rent.
- **Income-generating** – Work or business that helps someone make money.

## Suggested answers

### Activity 35.1: Ways to get money

- 1 Ask learners: "Who earns money at home?" (mother, father, aunt).
- 2 Give examples of formal work (nurse, teacher) and informal work (vendor, gardener).
- 3 Let learners take turns saying: "I can help my parents by..." (cleaning, fetching water).
- 4 Guide discussion on what they can do when older to earn money.

### Model answers:

- Sell vegetables
- Bake and sell cakes
- Work as a teacher
- Load maize bags

### Activity 35.2: Income-generating projects

- 1 Show learners the pictures of projects (rabbits, tailor, bakery).
- 2 Ask: "What is happening in each picture?"
- 3 Let each learner describe what the person is doing to get money.
- 4 Write learner responses on the board under "Projects that bring money."

### Model answers:

- Baking bread
- Selling rabbits
- Tailoring
- Selling vegetables

### Revision exercise

- 1 job
- 2 formal, informal, income
- 3 informal
- 4 income-generating
- 5 a piggy bank

# Topic 13

## Religion

### Unit 36: Different religions

#### Unit objectives

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

- a** name own religion.
- b** state different religions in Zimbabwe.
- c** identify religious symbols.

#### Suggested teaching and learning materials

- PlusOne Social Science Grade 1 Learner's Book pages 166-171.
- Social Science Infant syllabus.
- Pictures of people praying or religious symbols.

#### Teaching notes

This unit introduces learners to four main religions found in Zimbabwe: **Indigenous Religion**, **Christianity**, **Judaism**, and **Islam**.

Use simple explanations with pictures. Emphasize respect and tolerance for different beliefs. Help learners identify their own religion and its symbols (Bible, cross, clay pot).

Focus on:

- What each religion believes (Creator, God, Prophet Muhammad).
- Days of worship (Sabbath for Jews).
- Religious symbols (cross, star, moon, clay pot).
- Places of worship church, mosque, shrine).

In the pictures on page 166 Learner's book, people are kneeling, sitting and bowing in prayer. These actions show that they are praying or worshipping according to their religions. People show their beliefs in different ways, but all religions teach us to love others and live peacefully.

There are many religions in the world. Some people follow Christianity, others follow Judaism and some follow Indigenous Religion that comes from our own traditions.

### New words

- **Religion** – A way people worship and show their love for God or spirits.
- **Belief** – Something a person thinks is true, especially about God or life.
- **Indigenous religion** – A traditional religion from our own country or ancestors.
- **Christianity** – A religion that follows the teachings of Jesus.
- **Judaism** – A religion that follows the teachings of the Torah.
- **Symbol** – A sign or object that stands for something (like a cross or star).

### Suggested answers

#### Activity 36.1: Own religion and others

- 1 Ask: “Do you know what a religion is?” Help them say: “A religion is what people believe in.”
- 2 Show images of the four children (Zivanai, Tonderai, Joseph, Muhammad).
- 3 Ask each learner to say what religion they belong to and one thing they know about it.
- 4 On the board, list:
  - Indigenous Religion
  - Christianity
  - Judaism
  - Islam

### Model answers:

- Christianity
- Islam
- Indigenous Religion
- Judaism

#### Activity 36.2: Drawing and labelling religious symbols

- 1 Show pictures of symbols: cross, star of David, moon and star, clay pot.
- 2 Ask learners: “Which one belongs to your religion?”
- 3 Give paper and crayons; guide learners to draw their religious symbol.
- 4 Let each learner say the name of their place of worship (church, mosque, shrine).

### Model answers:

- Christianity: cross, church
- Judaism: Star of David, synagogue
- Islam: crescent and star, mosque
- Indigenous: clay pot or knobkerrie, shrine

## Revision exercise

- 1 Christians
- 2 Muslims
- 3 Indigenous Religion
- 4 Jews

## Unit 37: Tolerance in religion

### Unit objective

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

- a state the importance of religious tolerance.

### Suggested teaching and learning materials

- PlusOne Social Science Grade 1 Learner's Book page 172-175.
- Social Science Infant syllabus.
- Pictures of children from different religions.

### Teaching notes

- Religious tolerance means accepting and respecting other people's beliefs.
- Zimbabwe has people from different religions.
- It is good to live in peace, even when we are different.
- Learners must learn to celebrate diversity.

In the pictures on page 172 Learner's Book, we see people from different religions. Some are wearing traditional attire, others wear clothing linked to Christianity or Islam. This shows that our country has many religions, and it is important to respect them all.

When we live peacefully with people from different religions, we show tolerance. It means we do not fight or hate others because of what they believe. We must learn to love and respect everyone.

### Examples of religions in the pictures:

- **Christianity** – The man wearing a collar.
- **Islam** – The woman wearing a head covering.
- **Indigenous religion** – The person in traditional African clothes.
- **Judaism** – The man with a cap and beard.

## New words

- **Tolerance** – Allowing others to be different and respecting their choices.
- **Belief** – What someone thinks is true, especially in religion.
- **Religion** – A way of worshipping God or spirits, with its own customs and teachings.

## Suggested answers

### Activity 37.1

Three ways one can show religious tolerance:

- 1 Respect people's beliefs.
- 2 Do not laugh at other people's religions.
- 3 Celebrate different festivals together.

## Revision exercise

### Answers

- 1 Christians go to **a church** to worship.
- 2 Muslims go to **a mosque** to pray.
- 3 Indigenous Religion believers can worship their ancestors **under a tree**.
- 4 It is important to be **respectful** of all religions.
- 5 Religious tolerance means we **respect** other people's beliefs, even if they are different from our own.

## Unit 38: Moral teachings in different religions

### Unit objective

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

- a state moral teachings of religions.

### Suggested teaching and learning materials

- PlusOne Social Science Grade 1 Learner's Book pages: 176-179.
- Social Science Infant syllabus.
- Pictures showing people helping others.
- Flashcards: "love", "respect", "forgiveness", "compassion".

## Teaching notes

- This unit introduces moral lessons found in Christianity, Islam, Judaism, and Indigenous Religion.
- Emphasise that all religions teach good values such as love, respect, kindness, and forgiveness.
- Highlight that showing compassion includes helping those in need, being kind, and saying sorry when wrong.
- Use real-life examples learners can relate to, like helping a friend or sharing food.
- Promote respect for different religions and show that even though teachings may differ, all encourage good behaviour.

In the picture on page 178 Learner's Book, learners are standing around a big pile of clothes and goods. They are giving to people in need. This is a good example of love, kindness, and sharing — values taught in many religions.

Different religions teach us to help others, forgive, and respect all people, especially the elderly.

### Examples of good moral behaviour:

- Sharing food, clothes, or toys.
- Saying sorry when we hurt others.
- Helping someone who is sad or in need.
- Greeting elders politely and listening to them.

### New words

- **Respect** – Treating others kindly and politely.
- **Love** – Showing care and kindness to others.
- **Forgiveness** – Letting go of anger and saying “It’s okay” when someone is sorry.
- **Compassion** – Feeling sad for others and wanting to help them.

## Suggested answers

### Activity 38.1

- a** Own religion and the different morals taught.

**Model answer:** “I am a Christian. I am taught to respect others, love my neighbours, and forgive when someone hurts me.”

- b** In groups of five, role-play situations of respect, love and forgiveness in different religions.

### Model ideas for teacher guidance:

- 1 One learner pretends to give food to someone (Islam: love for the poor).
- 2 Two learners greet an elder respectfully (Judaism or Indigenous Religion).

- 3 A learner says “Sorry” after stepping on another’s foot (Christianity or Islam: forgiveness).
- 4 A group shares toys and plays peacefully (all religions: love and compassion).

### Revision exercise

- 1 morals
- 2 respect
- 3 kindness
- 4 truth
- 5 respect
- 6 forgiveness

# Topic 14

## Social services and volunteerism

### Unit 39: Vulnerable members of the community

#### Unit objectives

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

- a identify vulnerable members in the community.
- b state how to help vulnerable people.
- c appreciate the importance of helping others.

#### Suggested teaching and learning materials:

- PlusOne Social Science Grade 1 Learners Book page 180-182.
- Social Science Infant syllabus.
- Charts or pictures showing orphans, the elderly and people with disabilities.

#### Teaching notes:

- **Vulnerable members** are people who need help because they are poor, sick, old, or have a disability.

In the picture on page 183 Learner's book, we see a nurse giving food to elderly people in a home. There is also a doctor and other caregivers. This shows **care and love** being given to people who need extra help.

Some people in our communities need more support than others. These are called **vulnerable members**, like:

- Orphans (children without parents).
- The elderly.
- People with disabilities.
- The underprivileged (those with very little).

## Ways we can help:

- Visiting the elderly and talking to them.
- Giving clothes, food, or toys to orphans.
- Helping people with disabilities cross the road or carry things.
- Showing kindness and not laughing at others.

## New words

- **Vulnerable members** – People who need extra care, like the old, sick, or poor.
- **Orphans** – Children whose parents have died.
- **Underprivileged** – People who do not have enough food, clothes, or shelter.
- **Disability** – When someone has trouble seeing, walking, hearing, or doing everyday things.

## Suggested answers

### Activity 39.1

- 1 Show learners pictures or drawings of vulnerable people (as seen in the textbook).
- 2 Ask: “Who needs help in these pictures? What can we do to help?”
- 3 Let learners share examples of vulnerable people they know (grandmother, sick uncle, orphan).
- 4 Guide learners to discuss kind actions (giving food, helping with chores).
- 5 Summarise by saying: “We should always help people who cannot help themselves.”

### Model answer:

- Vulnerable people are those who are poor, sick, old or without parents.
- We can help them by donating food, clothes, and visiting them.

## Revision exercise

- 1 **Anotida** does not have parents to take care of her.
- 2 **Grandparents** are old and need help.
- 3 **Uncle** is not feeling well and needs medicine and care.
- 4 **John** cannot walk.
- 5 **Vulnerable** people are poor and need help with food and clothes.

## Unit 40: Voluntary participation in the community

### Unit objectives

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

- a identify community voluntary activities.
- b participate in community voluntary activities.

### Suggested teaching and learning materials

- PlusOne Social Science Grade 1 Learner's Book pages 183-186.
- Social Science Infant syllabus.
- Pictures of children doing voluntary work (sweeping, helping the disabled, donating food).
- Flashcards: volunteer, voluntary, community.

### Teaching notes

Begin the lesson by showing learners the picture on page 183. Ask them what they see-children are picking up litter in the community. Explain that they are not being paid; they are helping on their own. This is called **voluntary work**.

Use the word **voluntarism** to describe the act of helping without expecting money. Guide learners to understand that picking litter, helping the elderly, donating food, and escorting the blind are all examples of **voluntary participation**. Encourage learners to reflect on what they do at home or school to help others.

Use real-life examples from their environment, like helping a neighbour or joining a clean-up at church. Emphasise that **voluntary work shows love, kindness and responsibility**, which makes our communities better.

### New words

- **Voluntarism** – helping others freely and willingly.
- **Community** – the group of people and place we live in.
- **Voluntary** – doing something because you want to, not because you are forced

### Suggested answers

#### Activity 40.1

- a Discuss how to help a sick child at school (bringing water, telling the teacher).
  - (1) Choose a few learners to act as the helper, the sick child, and the teacher.
  - (2) Guide the skit and praise learners for showing kindness.

### Model skit example:

One learner acts sick on a bench. Another brings water and tells the teacher, who comes to help.

**b** Ask learners:

- “Have you ever helped your grandparents at home?”
- “Have you ever picked litter?”

Let each child share one way they helped at home or in the neighbourhood.

### Revision exercise

- 1** work
- 2** blind
- 3** walk
- 4** parents
- 5** is good to
- 6** sweeping the yard

## Unit 41: Sharing and helping in the community

### Unit objectives

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

- a** identify shared resources in the community.
- b** state the uses of shared resources.
- c** explain how people help each other in the community.
- d** appreciate the value of sharing and helping.

### Suggested teaching and learning materials

- PlusOne Social Science Grade 1 Learner’s Book pages 187-191.
- Social Science Infant syllabus.
- Pictures of shared community places (hall, borehole, dip tank, dam, park).
- Flashcards with key terms (sharing, resources, helping).

### Teaching notes

Show the learners the two pictures on page 187: A borehole and a dip tank. Ask them to talk about what they see. Guide the class discussion with the help of these questions:

- What do you think these are used for?
- Have you seen similar things in your own community?
- Why is it important to share these things?

Explain that these are **shared resources**– things the whole community uses together, like boreholes, playgrounds, parks, and community halls. Tell learners that sharing these resources helps people live better and builds teamwork.

Use clear examples from pages 188–190:

- A **borehole** gives water to everyone.
- A **dip tank** keeps animals healthy.
- A **community hall** is used for weddings and meetings.
- **Playgrounds and parks** are where children play and families meet.
- People help one another during events and when someone is in need (giving food to the poor or helping the sick).

Encourage learners to talk about how they help in their own communities. Remind them that **helping others** is **part of being kind and respectful**.

## New words

- **Resources** – things like water, land, clinics that help people live better.
- **Sharing** – using something with others kindly.
- **Helping** – doing something good or useful for others.

## Suggested answers

### Activity 41.1

#### Different activities done in the community

- 1 Ask learners to name different shared places and activities (fetching water, cleaning the yard, helping at a wedding).
- 2 Divide learners into small groups and assign each a scene (people at a borehole, children cleaning a playground).
- 3 Let groups prepare a short role-play.
- 4 Guide the learners as they act, ensuring each scene shows cooperation and helping.
- 5 After performances, ask the class what they learnt about sharing and helping.

#### Model role-play scenes:

- Group 1: People collecting water at a borehole and taking turns.
- Group 2: A community cleaning a park.
- Group 3: A wedding where people bring food and chairs.
- Group 4: A boy helping an elderly person cross the road.

## Revision exercise

- 1 The community **shares** some duties.
- 2 They share some resources like **dip tank**.
- 3 The community helps if there is a **wedding**.