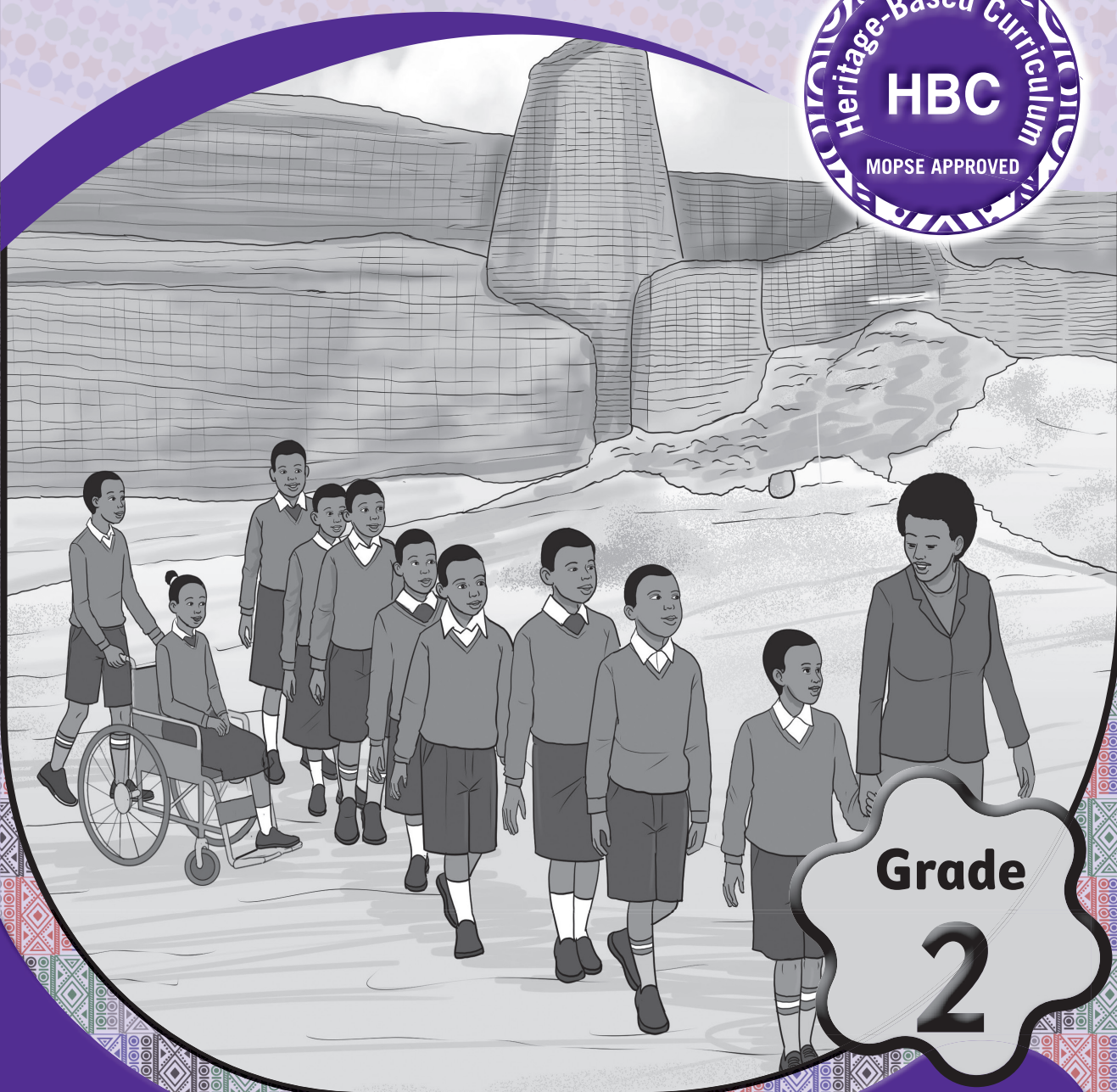


PlusOne

Social Science



Grade
2

Miriam Muzunze

Teacher's Guide

PlusOne

Social Science

Teacher's Guide



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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

Topics are the broad areas/sections of subject 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 2 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.

a 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:

b 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.

c 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.

d 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 tip

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: Relatives, family and values

Unit objectives

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

- a** explain the relationship between family members.
- b** describe family norms and values.
- c** demonstrate family norms and values.

Suggested teaching and learning materials

- PlusOne Social Science Grade 2 Learner's Book page 1-7
- Social Science Infant Syllabus
- Pictures of different types of families.
- Chart on family members.
- ICT tools
- Specialised materials.

Teaching notes

Types of families

Start by showing learners a picture in Learner's Book page 1. Learners should tell the facilitator what people on the picture are doing. Uncle and aunt are working in the garden while mother and is washing. Uncle and aunt are called relatives. You can now explain new words (refer to Learner's Book): relationship, unity, family or chores. At this stage learners should understand different types relatives in their family setups and community. They should also need to be aware of norms and values within their own families. These include respecting elders, obeying parents, working hard, teamwork, love, or forgiving With the aid of pictures or charts the facilitator needs to explain the following types of relatives:

- Grandfather
- Grandmother

- Uncle
- Nephew
- Aunt
- Niece
- Cousin

Learners may also watch a video on family norms and values as well as relatives.

Suggested answers

Activity 1.1

Materials: ICT tools, (digital camera, charts, pencils, dough, magazines, textbooks, specialised materials locally available materials).

- Briefly talk about relatives in the family as well as family norms and values.
- Learners make a list of their family relatives.
- Learners also draw either their parent or guardian.

Tips for the facilitator

- Encourage team work and respect for ideas.
- Support groups in staying focused.
- Highlight the importance of each family relative and norms and values within families.

Exercise 1.1

- 1 relatives
- 2 grandfather

- 3 aunt
- 4 uncle

Activity 1.2

Facilitator begin with a simple explanation on how family members help each other.

Facilitator probe questions on how family members help each other at home.

Learners make a list of how family members help each other like:

- Aunt helps mother in the kitchen. She likes cooking.
- Uncle plays with us. He makes us laugh.
- Grandfather tells interesting folktales.
- Grandmother teaches us good norms and values.

Activity 1.3

Task: Learners make a list of the important relatives on work cards and show the facilitator.

- grandmother
- grandfather

- uncle
- aunt
- cousin
- Facilitator encourage learners to include pictures of grandparents, aunts, uncles and cousins on their list.
- Under the guidance of the facilitator, learners act a drama showing the importance of relatives listed on work cards.
- Facilitator helps learners in organising learners in their drama.

Revision exercises

- 1 sick
- 2 help
- 3 weddings

Unit 2: Relationships between the family and the community

Unit objective

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

- a explain the relationships between the family and community.
- b importance of the family tree.

Suggested teaching and learning materials

- PlusOne Social Science Grade 2 Learner's Book page 8-13
- Social Science Infant Syllabus
- Pictures of families and the communities working together, charts, magazines, textbooks, specialised materials, crayons, locally available materials.
- ICT tools such as computers or any device to watch videos or digital cameras.
- Specialised materials.
- Locally available materials.

Teaching notes

Begin a lesson by showing a picture on Learners's Book page 8. People are busy constructing the community road. This is the relationship between the family and the community. Facilitator explain new words of the unit. These words include community, bright and laughter. Make use of pictures, charts or videos showing families and the community working together to illustrate relationships between family and the community. They show how families are connected and work together with the community. Discuss work in which families can work with the community:

- Road construction
- Cleaning the either the school or church yard.
- Harvesting crops
- Participating in community events like weddings, meetings or funerals.

Activity 2.1

- Divide learners into small groups.
- Facilitator give a guideline on what a explain what a community event is.
- Under the guidance of the facilitator, learners talk about one community event in groups.
- Facilitator help learners discuss a community event.

Exercise 2.1

Facilitator instructs learners to look for the following words from the puzzle:

- Funeral
- Singing
- Spirit
- Uncle
- Aunt
- Dancing
- Cooking
- teach

Activity 2.2

With the facilitator, learners visit a community celebration and later descried what they have seen.

Revision exercise

- 1 group
- 2 community
- 3 funeral, weddings and meetings.
- 4 need
- 5 wedding
- 6 cooking

Topic 2

National history, sovereignty and governance

Unit 3: National anthem

Unit objectives

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

- a** explain/signing the importance of the national anthem.
- b** state/sign the events where the national anthem is sung.

Suggested teaching and learning materials

- PlusOne Social Science Grade 2 Learner's Book page 14-17
- Social Science Infant Syllabus
- Pictures showing the events where the national anthem is sung like schools, police camps and other government offices.
- ICT tools
- Samples of the national flag.
- Related literature
- State and stylus.
- Specialised materials.
- Locally available materials.

Teaching notes

Start a lesson by showing learners a picture on Learner's Book page 14. Learners are at a school assembly with the facilitator on duty singing the National anthem. Tell them about the National flag and its colours. Facilitator explaining new words of the unit. These are anthem, attention and assembly. Learners at this stage learn better by singing and storytelling. Make use of songs and a variety of stories to teach the national anthem. If the facilitator is not good at singing, it is good to look for a resource person. Explain that the national anthem is the national song. Identify the places where the national anthem is sung: schools. Discuss the importance of the national anthem:

- Is a song for all Zimbabweans.
- It talks about the history of Zimbabwe.

- It us to love our country.
- Teaches us to speak and do good to our country.
- Reminds us of our identity.

Facilitator should list and explain resources like rivers, mountains, trees, minerals or wildlife.

Also make sure you explain about our heritage like the Great Zimbabwe. Emphasise on patriotism as you sing together the national anthem. Facilitator help learners identify events where the national anthem is sung:

- School
- Football players sing the national anthem before an international match.
- At Zimbabwe International Trade Fair.

Zimbabwe national anthem

Shona

*Simudzai mureza wedu weZimbabwe
Yakazvarwa nomoto wechimurenga;
Neropa zhinji ramagamba
Tiidzivirire kumhandu dzose;
Ngaikomborerwe nyika yeZimbabwe.*

*Tarisai Zimbabwe nyika yakashongedzwa
Namakomo, nehova, zvinoyevedza Mvura ngainaye, minda ipe mbesa
Vashandi vatuswe, ruzhinji rugutswe;
Ngaikomborerwe nyika yeZimbabwe.*

*Mwari ropafadzai nyika yeZimbabwe
Nyika yamadzitateguru edu tose,
Kubva Zambezi kusvika Limpopo, Navatungamiri vave nenduramo.
Ngaikomborerwe nyika yeZimbabwe.*

Ndebele

*Phakamisan' if'legi yethu yeZimbabwe
Eyazalwa yimpi yenkululeko;
Legaz' elinengi lamaqhawe ethu
Silivikele ezithen' izonke;
Kalibusiswe ilizwe leZimbabwe.*

*Khangelan' iZimbahwe yon' ihlotshisiwe
Ngezintaba lang' miful' ebukekayo, Izulu kaline, izilimo zande; Iz' sebenzi
zenam', abantu basuthe; Kalibusiswe ilizwe leZimbabwe.*

*Nkosi busis' ilizwe lethu leZimbabwe
Ilizwe labokhokho bethu thina sonke;*

*Kusuk' eZambezi kusiy' eLimpopo Abakhokheli babe lobuqotho;
Kalibusiswe ilizwe leZimbabwe.*

English

*lift high, high, our flag of Zimbabwe Born of the fire of the revolution
And of the precious blood of our heroes. Let's defend it against all foes;
Blessed be the land of Zimbabwe.*

*Behold Zimbabwe so richly adorned With mountains and rivers, beautiful.
Let rain abound and fields yield the seed May all be fed and workers
rewarded.
Blessed be the land of Zimbabwe.*

*God, bless the land of Zimbabwe,
The land of our heritage,
From the Zambezi to the Limpopo. May our leaders be just and
exemplary, Blessed be the land of Zimbabwe.*

Suggested answers

Activity 3.1

- Discuss with learners about the correct posture when singing the national anthem.
- Learners demonstrate the correct posture when singing the national anthem.
- Under the guidance of the facilitator, learners sing the national anthem in English and own Indigenous language.

Revision exercise

- 1 song
- 2 sing
- 3 English and local languages.
- 4 national
- 5 Football players
- 6 country

Unit 4: National symbols

Unit objectives

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

- a** identify the national symbols.
- b** explain the significance of the national symbol.

Suggested teaching and learning materials

- PlusOne Social Science Grade 2 Learner's Book page 18-21
- Social Science Infant Syllabus
- Pictures showing national symbols.
- ICT tools
- National flag
- Pencils
- Slate and stylus
- Specialised materials
- Locally available materials.

Teaching notes

You can start by showing learners a picture on page 18. There is the coat of arms as the national symbol. Explain what national symbols are and list other national symbols like the national flag and the national bird. Explaining new words of the unit and these are symbol, identity and coat of arms. Learners at this age learn through visualising so look for bright media bright objects so make use of bright media. Pictures with the correct colours of the national flag can be used. Make use of stories as well to enhance learning. Explain well on national symbols:

- National flag
- National bird
- National coat of arms

Facilitator should refer to Learner's Book when illustrating the significance of the national symbols:

- Unity
- Pride
- Identity
- heritage

Activity 4.1

Under the facilitator's guidance, learners cut and paste pictures of national symbols in their book and show the facilitator.

Revision exercise

- 1 Green 2. Yellow 3. Red 4. Black 5. White
- 2 Learners draw and colour correctly any two national symbols: the national flag, the national coat of arms or the national bird.
- 3 the national flag.
- 4 official government documents.
- 5 five colours.
- 6 We can find the national flag at schools and government offices.

Unit 5: National school pledge

Unit objective

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

- a recite the national school pledge.

Suggested teaching and learning materials

- PlusOne Social Science Grade 2 Learner's Book page 22-24
- Social Science Infant Syllabus
- ICT tools
- Chart on the school pledge.
- Braille
- Related literature
- Locally available materials.

Teaching notes

Always start a unit by explaining new words: school pledge, integrity, ambassadors, unity, citizens and homeland. You can now show a picture on Learner's Book page 22. Learners are reading the National school pledge in the class. Facilitator show a picture or chart on reading reciting the national school pledge. Learners may also watch a video on learners reading the national school pledge. Facilitator explains the importance of the national school pledge (refer to Learner's Book):

- It teaches us to be loyal to our country.
- Learners recite the national school pledge, (refer to Learner's Book):
- Almighty God, in whose hands our future lies. We, the students of Zimbabwe, pledge ourselves to be loyal and faithful to our country.

We solemnly promise to work hard, to respect our parents, facilitators and elder, and to uphold the values of honesty, integrity and justice.

The facilitator should make learning interesting for learners by engaging interesting activities like poems, songs or role-play.

Suggested answers

Activity 5.1

At home, learners read their national school pledge as homework. Make sure you are enjoying it.

Revision exercise

- 1 reading
- 2 loyal
- 3 in class
- 4 love
- 5 respect

Unit 6: National events and celebrations

Unit objectives

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

- a name/sign the national events and celebrations.
- b name/sign local heroes and heroines.

Suggested teaching and learning materials

- PlusOne Social Science Grade 2 Learner's Book page 25-29
- Social Science Infant Syllabus
- Pictures of celebrations of national events.
- ICT tools
- Calendar
- Resource person
- Heroes acre
- Specialised materials
- Locally available materials.

Teaching notes

Begin your lesson by showing a picture on page 25. It shows the national air force performing at an Independence Day celebration. The facilitator also explain new words (refer to Learner's Book): celebrate, freedom and independent. The facilitator explains national events and celebrations:

National events are significant celebrations that mark important milestones in a country's history and culture. They are of paramount importance to the country because they foster a sense of unity and pride among citizens, reminding them of their shared heritage and values. These events also provide opportunities for education and reflection on the nation's journey.

The following are some of the key national events celebrated in Zimbabwe:

- 1 **Independence Day** - Celebrated on April 18, it marks the country's liberation from colonial rule.
- 2 **Heroes Day** - A day dedicated to honoring those who sacrificed their lives for the country's freedom.

Facilitator make use of pictures and charts to illustrate these national events. You can make use of videos as well. Learners will later identify national heroes and heroines:

- Josiah Tongogara
- Sally Mugabe
- Herbert Chitepo
- Ruth Chinamano
- John Nkomo

Make a clear explanation that men are called heroes and women are called heroines. National heroes and heroines are buried at the National Heroes Acre.

Suggested answers

The facilitator organises an educational tour to the National Heroes Acre. Help learners identify other heroes and heroines buried there.

Activity 6.1

- a The facilitator organises an educational trip to the local Heroes Acre, National Archives or National Museums and monuments.
- b Learners list national events and celebrations and their dates and give their work to the facilitator.

Exercise 6.1

- 1 Zimbabwe gained independence in 1980.

National event	Date
Independence Day	18 April 1980
Defence Forces Day	Second Tuesday of August every year.
Heroes Day celebrations	Second Monday of August every year.

Revision exercise

- 1 Heroes are
- 2 independence
- 3 Names of Heroes are Josiah Tongogara, Hebert Chitepo, or John Nkomo and names of heroines are: Sally Mugabe and Ruth Chinamano.
- 4 August
- 5 Independence Day.
- 6 The national heroes shown are: Joshua Nkomo. Josiah Tongogara, Joseph Msika, Oliver Mtukudzi and Enos Nkala and the name of Heroine shown is Sally Mugabe.

Unit 7: Ethnic groups and languages

Unit objectives

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

- a identify ethnic groups.
- b state/sign different languages spoken in their community.

Suggested teaching and learning materials

- PlusOne Social Science Grade 2 Learner's Book page 30-33
- Social Science Infant Syllabus
- Charts
- Pictures
- ICT tools
- Specialised materials
- Locally available materials.

Teaching notes

Begin a lesson by showing learners a picture on page 30. It shows the Shona people. Tell them that it's an ethnic group. The facilitator should explain new words of the unit and these are: ethnic, speak and language. You can make use of different pictures to explain ethnic groups. Show picture of different ethnic groups (refer to Learner's Book). Examples of ethnic groups to be taught include:

- Shona
- Tonga
- Ndebele
- Venda

- Kalanga
- Sotho

Explain the languages spoken by different ethnic groups for example the Ndebele people say *sawubona* meaning, “good morning”, the Tonga people say *Twalumba* meaning ‘Thank you’ in Tonga (refer to Learner’s Book.) The facilitator should explain ethnic groups and their places:

Place	Language
Binga	Tonga
Chipinge	Ndau
Bulawayo	Ndebele

The facilitator should make use of bright pictures showing correct dressing to illustrate ethnic groups.

Suggested answers

Activity 7.1

- Learners tell the facilitator their ethnic groups.
- Under the facilitator’s guidance, learners ask and tell each other their ethnic groups.

Revision exercise

1

Place	Language
Binga	Tonga
Chipinge	Ndau
Bulawayo	Ndebele

- There are 16 official languages recognised in Zimbabwe.
- Bulawayo

Topic 3

Heritage

Unit 8: Tangible and intangible heritage

Unit objectives

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

- a** define tangible and intangible heritage.
- b** list tangible and intangible heritage.
- c** demonstrate ways of preserving tangible and intangible heritage.

Suggested teaching and learning materials

- PlusOne Social Science Grade 2 Learner's Book page 34-43
- Social Science Infant Syllabus
- Pictures showing tangible and intangible heritage.
- ICT tools
- Resource person
- Audio-visual aids
- Culture hut
- Heritage sites
- Land
- Animals

Teaching notes

Start by showing learners a picture on page 34. It shows learners performing a traditional dance. Tell learners that dances are part of our heritage. Now, explain new words of the unit (refer to Learner's Book): tangible intangible, ancient, ancestors, heritage and preserve. You can make use of bright pictures and charts showing different tangible and intangible heritage (refer to Learner's Book). Tangible heritage refers to the things we can see and touch passed down by our ancestors. Examples include:

- Great Zimbabwe
- Njelele shrines
- Khami ruins

Intangible heritage are things we cannot touch with our hands, know, feel or do them, They are passed down by ancestors. Examples include:

- folktales,
- song and dance,
- indigenous games,
- indigenous languages.

Intangible heritage are things we cannot touch with our hands, know, feel or do them, They are passed down by ancestors. Examples include:

- folktales,
- song and dance,
- indigenous games,
- indigenous languages.

Facilitator should explain as well the ways of preserving intangible and intangible heritage. These include:

- recorded music.
- storytelling from elderly people to preserve culture like hard work, looking after our heritage, and living happily.
- festivals and gatherings to celebrate traditions.
- poetry and songs.
- taboos and traditions.

The facilitator also should explain the importance of cultural centres and museums using pictures, charts or videos (refer to Learner's Book): They help to keep our artefacts. Children also learn about our heritage at museums and cultural centres.

Suggested answers

Activity 8.1

- a Under the guidance of the facilitator, learners draw their favourite wild animal.
- b Facilitator assist learners to collect materials to create tangible heritage like clay pots or woven baskets. Facilitator helps learners talk about how these crafts are made in Zimbabwe.

Exercise 8.1

- 1 see
- 2 cannot touch.
- 3 animals and plants.
- 4 culture and skills.

Activity 8.2

Under the guidance of the facilitator, learners sit in a circle sharing favourite stories. Learners tell stories they have heard from their grandparents or parents should write a short story about a hero or heroine from their district. The following is an example:

Activity 8.3

Help learners list traditional games and their rules:

- Pada
- Fish fish
- Dunhu
- Tsoro
- *Nhodo/Igwini*

Under the guidance of the facilitator, learners play their favourite traditional games with friends.

Exercise 8.2

- 1 Mrs Dlamini, who provides uniforms for orphans.
- 2 She supplies uniforms for underprivileged children and helps improve their educational opportunities.

Activity 8.4

- a Learners discuss how to handle and care for artefacts.
- b Learners make imitations of artefacts using different local materials.
- c Facilitator organises a classroom exhibit to showcase their heritage. Under the facilitator's guidance, learners have a classroom exhibit to showcase their heritage.

Activity 8.5

- a The facilitator invites the community members to share their knowledge and traditions.
- b Learners participate in cultural events and festivals.
- c The facilitator assists learners in creating a heritage club to continue learning and sharing.

Activity 8.6

- a Learners draw pictures with illustrations that represent aspects of our heritage.
- b Learners compose short narrative related to your heritage.
- c Learners take photos and videos that showcase their local heritage.

Project 8.1

Model creation: Build a model of a traditional house or village that reflects your cultural heritage. Prepare to showcase your model as if it were in a museum.

Activity 8.7

- Go to a culture centre in your area as a visit.
- Look for and identify important heritage artefacts displayed there.
- Now under the facilitator's guidance come up with a culture centre in your school and look for important heritage artefacts and keep them there.

Revision exercise

- 1 Tangible heritage are the things we can **see** and intangible heritage are the things we cannot **touch**.
- 2 a tangible
- 3 *Amabhiza*
- 4 Performing them.
- 5 intangible
- 6 tangible

Unit 9: Attributes of *Unhu* / *Ubuntu* / *Vumunhu*

Unit objectives

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

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

Suggested teaching and learning materials

- PusOne Social Science Grade 2 Learner's Book page 44-48
- Social Science Infant Syllabus
- Chart with showing attributes of *Ubuntu /Unhu/ Vumunhu*.
- ICT tools
- Resource persons
- Specialised materials
- Locally available materials.

Teaching notes

Begin your lesson by showing learners a picture on page 44. A boy is helping a blind man to get off the bus. This shows kindness as an attribute of *Unhu/Ubuntu/Vumunhu*. You should define new words of the unit and these include: honesty, kindness, polite, unhu, ubuntu and vumunhu. Explain

the attributes of *Ubuntu/Unhu/Vumunhu* (refer to Learner's Book). Make use of stories and songs. Charts and pictures should be very bright to capture the learner's attention. Help learners identify attributes of *Ubuntu/Unhu/Vumunhu*:

- Humility
- Honesty
- Hard work
- Compassion
- Respect
- Obedience

Learners may watch a video on attributes of *Ubuntu/Unhu/Vumunhu*.

Activity 9.1

Learners demonstrate good norms and values that are considered as important in the community. (refer to Learner's Book) Examples are:

- Helping neighbours in need.
- Participating in community clean-ups.
- Volunteering at local shelters.

Exercise 9.1

Match the words on the right with the correct spelling.

- 1 Respect
- 2 Children
- 3 Hardwork
- 4 Honest
- 5 Respectful

Activity 9.2

Under the facilitator's guidance, learners take turns to sit in a circle. While in the circle, they say something they like about their class. Learners show respect by clapping hands after each person's turn.

Revision exercise

- 1 *Unhu/Ubuntu/Vumunhu*
- 2 polite words
- 3 respect
- 4 work
- 5 Learners give different answers.

Unit 10: School as an agent of socialisation

Unit objectives

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

- a** identify key people in the school.
- b** create school and class rules.
- c** explain the importance of school rules.

Suggested teaching and learning materials

- PlusOne Social Science Grade 2 Learner's Book page 49 -55
- Social Science Infant Syllabus
- Chart showing people socializing with each other in the community.
- Braille material
- ICT tools
- Games
- Resource person
- Specialised materials
- Locally available materials.

Teaching notes

The facilitator should start by showing a picture on page 49. The teaching and learning is taking place showing socialisation between the facilitator and learners and among learners as well. Explain new words of the unit and the words are: socialization, prefects, peers and agent. Start by probing questions about the life of the learner at school (refer to Learner's Book). You can now explain socialization with the aid of pictures showing different scenarios of learners socializing at school and people at work (refer to Learner's Book). Socialisation means learning how to behave, how to be kind, and how to live with others. Children learn this from their family, school and people in the community.

- Children learn socialisation at school.
- People like facilitators, prefects, peers, show children how to be good and kind.
- They are good role models.
- When children go to events like clean-up days, sports games or festivals, they learn to help others and work as a team.
- Children watch what adults and peers do at school.
- If adults like teachers and care takers are kind and helpful, children will learn to be kind too.
- A strong, caring school helps all children feel safe and supported.
- Everyone helps look after each other at school through following school rules.

Suggested answers

Activity 10.1

Sorting time

The facilitator help learners prepare cards for sorting. The cards should be of different behaviours (some that follow rules and some that do not follow rules). Learners sort the cards into good behaviour and bad behaviour categories.

Exercise 10.1

- 1 Prefects
- 2 Peers
- 3 Everyday
- 4 The games we play at school are tug of war and *pada* (other games are *tsoro*, *hwishu*, fish – fish)

Activity 10.2

Facilitator instructs learners to recite the following rhyme:

Rules! Rules! Rules!

Rules everywhere.

We have rules in class.

Be punctual.

Do not make noise in class.

Be respectful.

Bullying is not allowed.

We must always keep our school clean.

These are some of our school rules.

Thank you.

Exercise 10.2

- | | |
|---------|----------------------------|
| 1 nurse | 2 Guidance and Counselling |
|---------|----------------------------|

Revision exercise

- | | |
|---|------------|
| 1 At school, the teacher and prefects keep order. | |
| 2 noise | 6 kindness |
| 3 nurses | 7 noise |
| 4 Prefects | 8 break |
| 5 Peers | |

Topic 4

Work and leisure

Unit 11: Work in the community

Unit objective

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

- a** identify types of work done in the community.

Suggested teaching and learning materials

- PlusOne Social Science Grade 2 Learner's Book page 56-59
- Social Science Infant Syllabus
- ICT tools
- Braille material
- Slat and stylus materials.
- Specialised materials
- Locally available materials.

Teaching notes

The facilitator start by showing learners a picture on page 56. People are working at the community road. This is work in the community. Explain new words and these are: community, weaving, work, building, welding and pottery. Make use of relevant charts, pictures or videos to explain work in the community. Help learners identify the work done in the community:

- builder
- teacher
- farmer
- potter
- weaver
- welder

Explain what work is (refer to Learner's Book). Work is a job that a person does to earn money for essentials like food, clothing, and housing. Each person contributes in their own way to the community.

Examples of works

Farming: Farmers grow food for us to eat. They plant seeds, water them, and take care of the plants until they are ready to harvest.

Teacher: Teachers facilitate learning at school

Potter: Potters make clay pots and flower vases.

Weavers: They make mats or baskets using reeds.

Carpentry: Carpenters build and repair things made of wood. They make furniture, houses, and other structures.

Suggested answers

Activity 11.1

Learners list types of work done by their community members.

Exercise 14.1

- 1 Farmer, miner, carpenter, musician. Dancers, actors and many others.
- 2 People get money for looking after themselves and their families from various occupations.

Revision exercise

- | | |
|------------------------------------|-------------|
| 1 group of people living together. | 5 welder |
| 2 farming | 6 clay pots |
| 3 clay | 7 money |
| 4 baskets | 8 builds |

Unit 12: Production of goods and services in the community

Unit objective

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

- a state the goods produces in the community.

Suggested teaching learning materials

- PlusOne Social Science Grade 2 Learner's Book page 70-74
- Social Science Infant Syllabus
- Pictures showing the goods produced in the community.
- State stylus, specialised materials, locally available materials.

Teaching notes

Start by showing learners a picture on page 60. It shows garden tools and some vegetables. Explain that these are the goods produced in the community. Make sure you have explained new words (refer to Learner's Book): goods, produce, environment, community and services. Make use of pictures and charts to explain production of goods and services in the community. Help learners identify goods produced in the community like:

- vegetables from local farmers,
- milk,
- fruits,
- baskets,
- clothes from tailors,
- tools from welders.

Explain the services provided in the community. Help learners identify different service providers like:

- doctors,
- nurses,
- teachers.

Explain the type of services provided by the different service providers (refer to Learner's Book).

Activity 12.1

At home, learners tell their family the story they have read. The story is about goods and services produces in the community.

Exercise 12.1

- | | |
|----------|--|
| 1 potter | 3 sewing machine |
| 2 reeds | 4 Learners draw a basket full of fruits. |

Activity 12.2

Role-play

Learners will practice work done by different service providers in the community by role-playing different services such as a doctor, teacher, builder, welder, weaver or potter. Explain that the role play will have props and the correct costumes.

Assign roles

- Divide learners into groups.
- Assign different roles such as a doctor, teacher, builder, welder, weaver or potter.

Prepare the scene

- Discuss typical roles and behaviours expected at work.

Practice the role play

- Each group acts out their scenario. Encourage use of polite greetings, respectful listening, and appropriate responses.

Discussion

- After performances, discuss what went well and what could be improved.
- Highlight the importance of respect, communication, and community participation.

Exercise 12.2

- | | |
|----------|------------------------------------|
| 1 sick | 3 In a rubbish bin or rubbish pit. |
| 2 clinic | |

Revision exercise

- 1 teacher
- 2 tomatoes
- 3 weaver
- 4 mealie
- 5 groundnuts
- 6 doctor
- 7 Learners draw and name goods produced in the community (vegetables, milk, fruits).

Unit 13: Leisure activities in the community

Unit objective

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

- a state some leisure activities in the community.

Suggested teaching and learning materials

- PlusOne Social Science Grade 2 Learner's Book page 66-68
- Social Science Infant Syllabus
- Pictures how people spend their leisure time.
- ICT tools
- Specialised material
- Charts

Teaching notes

Start by showing a picture on page 66 where learners are playing pada. This is a leisure game. Explain new words (refer to Learner's Book): leisure, community, hunting, fishing or storytelling. Explain leisure (refer to Learner's Book). Leisure time is free time. With the use of pictures, charts or videos, help learners identify leisure activities:

- Swimming
- Hunting
- Fishing
- storytelling
- Playing football

Activity 13.1

- Facilitator divides learners in groups and assist them list leisure activities in the community.
- Divide learners into small groups. Have them act out one of the leisure activities using simple dialogue and actions. Remind them to show respect during the role-play.

Revision exercise

- free/fun
- playing football, swimming, fishing, storytelling or hunting
- swimming, hunting, fishing and stories.
- Football
- Morals

Unit 14: Indigenous and modern games

Unit objectives

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

- state indigenous and modern games.
- play indigenous and modern games.

Suggested teaching and learning materials

- PlusOne Social Science Grade 2 Learner's Book page 69-72
- Social Science Infant Syllabus
- Pictures of different indigenous and modern games.
- Word cards
- ICT tools
- Resource persons facilitators

Teaching notes

Begin a lesson by showing learners a picture on page 66. Learners are playing chess. Tell them that chess is a modern game. Explain new words of the unit (refer to Learner's Book): indigenous. Modern or games.

- 1 **Indigenous games:** Traditional games that have been played for generations in Zimbabwe, such as *Tsoro/Intsoro* and *Sarurawako/Nyamayembongolo*.
- 2 **Modern games:** Games that have been introduced more recently, often involving technology, such as video games and board games.

Indigenous games

Make use of pictures and charts to help learners identify modern games:

- *Nhodo/igwini*
- *Dunhu/umatshayana*
- *Pada*
- *tsoro*

Modern games

- 1 **Television games:**
 - These include video games and console games.
- 2 **Snakes and ladders:**
 - A board game where players move pieces to reach the finish line.
 - Players roll a die and move their piece based on the number rolled.

Suggested answers

Activity 14.1

- a Devide learners in groups and let them play any modern game of their choice.
- b Help learners talk about the rules of the game.

Revision exercise

- 1 True
- 2 False
- 3 a modern game
- 4 video game and snakes and ladder are morden games.
- 5 *nhodo/igwini, pada, tsoro, dunhu/umatshayana*
- 6 fun
- 7 snakes and ladder
- 8 computer
- 9 happy

Topic 5

Transport and communication

Unit 15: Modes and means of transport

Unit objectives

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

- a name the modes of transport.
- b describe the means of transport.

Suggested teaching and learning materials

- PlusOne Social Science Grade 2 Learner's Book page 73-78
- Social Science Infant Syllabus
- Chart showing different means of transport.
- ICT tools
- Pictures showing means of transport.
- Specialised materials
- Locally available materials.

Teaching notes

Start a lesson by showing learners a picture on page 73. It shows different modes and means of transport. Explain new words (refer to Learner's Book): transport, mode or means) Use pictures, charts or relevant videos to explain modes and means of transport. Transport is the methods and vehicles used to move people and goods from one place to another. Help learners identify modes of transport (refer to Learner's Book):

- Land transport: buses, cars, donkey-driven carts.
- Water transport: a ship and canoes.
- Air transport: an aeroplane.

Suggested answers

Activity 15.1

- a The facilitator facilitates learners to draw and colour any road transport of their own choice.
- b Learners name the transport drawn.

Activity 15.2

- a Under the guidance of the facilitator, learners collect pictures showing different means of transport and paste them on a chart.
- b Learners name the means of transport on the chart and display the chart for judging.

Exercise 15.1

- 1 train
- 2 donkeys
- 3 car

Exercise 15.2

- 1 water
- 2 train
- 3 donkey

Activity 15.3

Under the guidance of the teacher, learners make a model of an aeroplane using paper and glue.

Revision exercise

- 1 cars
- 2 cart
- 3 road
- 4 bus and a motorbike
- 5 water
- 6 aeroplane
- 7

Air	Road	Water	Rail
helicopter	Car, bicycle	canoe	train
	Bus, cart	boat	
	Commuter omnibus	ship	

Unit 16: Traffic rules

Unit objectives

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

- a** identify road signs, signs, signals and markings.
- b** outline passenger safety when using various modes of transport.

Suggested teaching and learning materials

- PlusOne Social Science Grade 2 Learner's Book page 79-83
- Social Science Infant Syllabus
- ICT tools
- Braille material
- Sign language material
- Model of road signs and markings.
- Resource persons
- Highway code charts
- Specialised materials

Teaching notes

Show learners a picture on page 79. The traffic police is controlling the traffic. Drivers are following traffic rules. Explain new words: traffic, road signs, informative and safety. Learners at this age like play so engage them in role-play, storytelling, songs or drama. Put learners at the centre of learning for them to be creative. Make use of relevant pictures and charts to explain traffic rules. Help learners identify road signs, rules and signals on charts and pictures:

- Stop sign
- Traffic light
- Zebra/Pedestrian cross
- Information signs

Facilitator illustrates as well on passenger safety when using various modes of transport:

- Seat belts
- Vehicles move on the left side of the road.
- cyclist move on the left side of the road.
- cyclists wear helmets for safety.

Suggested answers

Activity 16.1

- a The facilitator take three cards with red, amber and green. Let one learner take the cards and use them as robots.
- b Let learners take turns to act out what the raised colours means.

Revision exercise

- | | |
|----------|----------------------|
| 1 Stop | 6 Stop |
| 2 Left | 7 Prepare to stop. |
| 3 Safety | 8 right |
| 4 3 | 9 helmets |
| 5 Go | 10 Check both sides. |

Unit 17: Means of communication- indigenous and modern

Unit objectives

By end of this unit learners should be able to:

- a identify indigenous and modern means of communication.

Suggested teaching and learning materials

- PlusOne Social Science Grade 2 Learner's Book page 84-88
- Social Science Infant Syllabus
- Pictures indigenous and modern means of transport.
- Braille material
- Sign language material.
- ICT tools
- Communication objects
- Specialised materials
- Locally available materials.

Teaching notes

Start by showing a picture on page 84. There are indigenous and modern means of communication. You can explain new words of the unit (refer to Learner's Book): communication, indigenous, modern or smoke. Make use of pictures, charts or videos to illustrate the means of both modern and indigenous communication. Help learners to identify means of communication on charts.

Indigenous means of communication:

- Smoke
- Beating of drums
- Blowing of animal horns.

Modern means of communication:

- Cellphones
- Televisions
- WhatsApp

Suggested answers

Activity 17.1

Learners tell the teacher other indigenous ways of communication.

Exercise 17.1

- 1 Bubi
- 2 Messengers
- 3 drums and horns

Activity 17.2

Assist learners to role play being a presenter on television telling the viewers any important news.

Structure of the role -play

- Presenter greets the audience.
- Introduce the news topic and its significance.

Main news delivery

- Present the news clearly and concisely.
- Use visual aids if possible (charts, images).
- Help learners provide background information and implication of news.

Conclusion

- Summarise the key points.
- Thank the audience for their attention.

Revision exercise

- 1 (a) smartphone
(b) tablet
(c) horn
(d) radio
(e) television
- 2 smoke
- 3 drums
- 4 television
- 5 cellphone
- 6 Learners draw a cellphone.

Topic 6

Shelter

Unit 18: Importance of human and animal shelter

Unit objectives

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

- a** identify different types of shelter for people and animals.
- b** explain the importance of human and animal shelter.
- c** classify human and animal shelter.
- d** state the causes of road accidents.

Suggested teaching and learning materials

- PlusOne Social Science Grade 2 Learner's Book page 89-95
- Social Science Infant Syllabus
- Pictures of both human and animal shelter
- Braille
- Sign language material
- ICT tools
- Pencils
- Paper
- Specialised materials

Teaching notes

Show learners a picture on page 89. Children are driving their domestic animals from home to the paddock. Animals had security during the night. This is one of the reasons why shelter is important. Explain new words for learners to easily understand the concept (refer to Learner's Book): protection, shelter, safety or tent. Make use of bright and engaging pictures or charts to illustrate the importance of human and animal shelter:

- It protects people and animals from bad weather (refer to Learner's Book).
- Provides security to animals and people.

- Provides privacy to people.
- Provide comfortable living space.
- Stores farm produce.

Help learners identify human and animal shelter on charts:

Animal shelter:

- Kraal – cows
- Dogs – kennel
- Bees – beehive
- Birds – nest
- Fowls – fowl run
- Pigs – pigsty

Human shelter:

- House
- School
- Hut
- Tent

Suggested answers

Activity 18.1

- Under the teacher's guidance, learners model any type of human shelter using clay or paper and glue and the it to their teacher.
- Assist learners in decorating the model nicely.

Exercise 18.1

- houses and huts
- rain and wind
- classrooms

Activity 18.2

Under the guidance of the facilitator, learners build any animal shelter of their choice using cardboards. Instruct learners to paint the shelter nicely.

Exercise 18.2

- hut / house
- nest / cave
- silos

- 4 granary
- 5 Learners draw two silos.

Activity 18.3

- The facilitator guide learners in creating a collage using pictures from magazines.
- Help learners collect relevant pictures.
- Demonstrate clearly in creating a collage or look for a resource person to perfect the demonstration.

Revision exercise

- 1 Protect
 - 2 Houses
 - 3 Kennel
 - 4 Tent
 - 5 Match the animal to its shelter
- | | | |
|----------|---|----------|
| Dog | → | kennel |
| Cow | → | kraal |
| Bird | → | nest |
| Fowl/hen | → | fowl run |

Unit 19: Different types of shelter at school

Unit objectives

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

- a identify types of shelter at school.
- b state types of shelter and uses.

Suggested teaching and learning materials

- PlusOne Social Science Grade 2 Learner's Book page 96-99
- Social Science Infant Syllabus
- Pictures of different shelter at school.
- ICT tools
- Braille material
- Sign language material.
- The school environment.
- The neighbourhood.

- Specialised materials
- Locally available materials.

Teaching notes

Begin a lesson by showing learners a picture on page 96 which shows the different helter at school. Let learners say what they see and tell the people using the school shelter. You should explain new words (refer to Learner's Book): shelter, school or administration (refer to Learner's Book).

The facilitator should make use of colourful visual aids. Illustrate clearly the types of shelter at school and their uses using charts. Help learners identify types of shelter at school and ther uses (refer to Learner's Book):

- Classroom blocks —> learning
- Library —> studying
- Teacher's houses —> shelter for teachers
- Administration block —> school information centre
- Fowl run —> for chickens
- Pigsty —> for pigs
- Fish pond —> fish

Suggested answers

Activity 21.1

Divide learners in groups and assist them in modelling any type of shelter at school. They may use clay or clay dough.

Exercise 19.1

- 1 learning
- 2 teachers
- 3 library

Revision exercise

- 1 Classroom
- 2 True
- 3 Match the animal with its shelter.
 Dog —> kennel
 Cattle —> kraal
 Bee —> beehive
 Chickens —> fowl run

Unit 20: Different types of shelter in the neighbourhood

Unit objectives

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

- a** identify different types of shelter in the neighbourhood.
- b** explain different uses of shelter in the neighbourhood.

Suggested teaching and learning materials

- PlusOne Social Science Grade 2 Learner's Book page 100-103
- Social Science Infant Syllabus
- Pictures of different types of shelter in the neighbourhood.
- ICT tools
- Braille material
- Sign language material.
- Specialised materials
- The neighbourhood.
- Clay dough

Teaching notes

It is important for learners to know shelter in their neighbourhood. Start by showing learners a picture on page 100. It shows different shelter in the neighbourhood. Let learners name the different types of shelter in the neighbourhood and say their shelter at home. Explain new words of the unit: (refer to Learner's Book): neighbourhood, police camp, worship or community. Make use of relevant pictures and charts to explain shelter in the neighbourhood and its uses. Help learners identify different types of shelter in the neighbourhood:

- Community hall —→ social gatherings or educational programmes.
- Church —→ place of worship for Christians.
- Mosque —→ place of worship for muslims.
- Shops —→ for buying groceries.
- Police camp —→ for police officers.

Suggested answers

Activity 20.1

Divide learners in groups and let them role play any one of the activities done in a community hall.

Revision exercise

- 1 Community hall, police camp, shops, church, mosque, clinic
- 2 Mosque and order.
- 3 Maintain peace and order.
- 4 Clinic
- 5 Weddings and parties.
- 6 Bread

Topic 7

Global issues

Unit 21: Floods

Unit objectives

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

- a** define floods.
- b** explain the effects of floods in the community.

Suggested teaching and learning materials

- PlusOne Social Science Grade 2 Learner's Book page 100-108
- Social Science Infant Syllabus
- Pictures showing floods
- ICT tools
- Braille material
- Sign language material
- Local environment
- Specialised materials

Teaching notes

Start by showing learners a picture on page 104. Floods destroyed the community. Learners identify the things destroyed by the floods as shown in the picture. Explain new words (refer to Learner's Book): community, destruction, precaution or floods. Make use of pictures and relevant charts to explain floods. Learners may watch videos on floods. Use charts to illustrate the effects of floods. Floods are caused by too much water on land (refer to Learner's Book). Let learners identify the effects of floods on charts and pictures:

- Floods destroy people's homes.
- They destroy schools and clinics.
- Floods kill people and animals.
- Floods destroy fields, trees, crops and animals.
- They destroy roads and electricity poles.
- Floods cause people to move away from their homes.

Suggested answers

Activity 21.1

Learners recite the rhyme:

Mr Noah build an ark.

The rains are coming.

Heavy, heavy rain is coming.

Exercise 21.1

- 1 houses
- 2 animals
- 3 dangerous

Activity 21.2

Make sure you have provided a clear picture for storytelling. Learners should tell a story from a picture showing a flooded community. The picture should have shown flooded houses and the congregants being stuck outside the church.

Revision exercise

- | | |
|-------------|----------------|
| 1 are moved | 4 homelessness |
| 2 rains | 5 higher |
| 3 homes | 6 cross |

Unit 22: Deforestation

Unit objectives

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

- a define deforestation.
- b describe effects of deforestation on the environment.
- c state causes of deforestation.

Suggested teaching and learning materials

- PlusOne Social Science Grade 2 Learner's Book page 109-112
- Social Science Infant Syllabus
- Pictures with signs of deforestation.
- ICT tools

- Braille material
- Sign language material

Teaching notes

Begin a lesson by showing learners a picture on page 109. Cattle are grazing at a bare land due to the cutting down of trees. Explain new words of the unit (refer to Learner's Book): deforestation, environment, agriculture, mining or climate change. Collect a variety of pictures and charts showing areas with signs of deforestation. Explain deforestation: The cutting down of trees without replacing them. Use charts and pictures to make illustrations of deforestation. Help learners identify causes of deforestation on pictures and charts (refer to Learner's Book):

- Mining
- Agriculture
- Firewood
- Climate change

Explain as well the effects of deforestation (refer to Learner's Book: Cutting down of trees without replacing them causes soil erosion. Animal shelter is destroyed and there will be no trees for birds to make their nests on. There will be no grass for animals to graze. Deforestation leads to siltation (refer to Learner's Book).

Suggested answers

Activity 22.1

Facilitator explain about National Tree Planting Day. Let learners know that December is our tree planting month. Emphasise the motto which says, "Cut a tree. Plant two trees."

Revision exercise

- 1 cutting
- 2 bare
- 3 destroyed
- 4 soil
- 5 trees

Topic 8

Managing and coping with changes

Unit 23: Coping with changes in the family

Unit objectives

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

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

Suggested teaching and learning materials

- PlusOne Social Science Grade 2 Learner's Book page 113 -117
- Social Science Infant Syllabus
- Pictures
- ICT tools
- Braille material
- Sign language material
- Specialised materials
- Locally available materials

Teaching notes

Start by showing a picture on page 113. It shows children left with relatives and they are crying. Parents have packed their bags. Let learners discuss the scenario on the picture. Explain new words from the Learner's Book: strategies, migration, coping or guardian. Learners are fascinated by changes in the family. However some are good and some are bad. Explain using pictures, charts or videos the changes which may affect children in the family (refer to Learner's Book).

- Migration
- Death
- Help learners identify coping strategies on family changes on charts (refer to Learner's Book).
- Spend time together as a family.

Suggested answers

Activity 23.1

Help learners decorate a jar and fill the jar with ideas for coping strategies such as painting or talking to a friend.

Revision exercise

- 1 one country
- 2 sadness
- 3 True
- 4 friends
- 5 deal

Topic 9

Social etiquette

Unit 24: Acceptable behaviour at school

Unit objective

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

- a** state examples of acceptable behaviour at school.

Suggested teaching and learning materials

- PlusOne Social Science Grade 2 Learner's Book page 118-120
- Social Science Infant Syllabus
- Chart on acceptable behaviour
- ICT tools
- Braille material
- Sign language material
- Charts
- Resource person
- Specialised materials
- Locally available materials

Teaching notes

Begin a lesson by showing learners a picture on page 118. Let learners explain what they see in the picture. Learners are demonstrating acceptable behaviour at school. Identify and explain new words: behaviour, acceptable or habits. Learners at this stage learn better through songs, role-play drama or storytelling. Engage all the methods which put the learner at the centre of learning. Make use of visual aids to explain acceptable behaviour at school. Let learners identify the acceptable behaviour at school on charts and pictures (refer to Learner's Book):

- Eat healthy food always.
- Greet your facilitators at school.
- Sweep your classrooms everyday.

Suggested answers

Activity 24.1

Under the guidance of the facilitator, learners recite the rhyme:

Acceptable behaviour

In our class, we play and share.
We listen and show that we care.
We say “Please” and “Thank you” too.
Kind words help me and you.
Helping each other feels so good.
We smile and laugh, and have some fun.
Together we shine like the sun.

Revision exercise

- 1 healthy food
- 2 greet
- 3 kind
- 4 school
- 5 True

Topic 10

Entitlements/Rights and responsibilities

Unit 25: Child rights and responsibilities

Unit objectives

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

- a list child rights and responsibilities.
- b compare rights and responsibilities

Suggested teaching and learning materials

- PlusOne Social Science Grade 2 Learner's Book page 121-126
- Social Science Infant Syllabus
- Chart on child rights and responsibilities.
- ICT tools
- Braille material
- Sign language material
- Specialised materials
- Locally available materials

Teaching notes

You should begin a lesson by showing learners a picture on page 121. Let learners say what is in the picture. Learners are cleaning their classroom. This is one of their responsibility. Probe questions on child rights and responsibilities. Explain new words (refer to Learner's Book): rights, responsibility, education or distinguish. You may use relevant charts or pictures to explain **Child rights and responsibilities** (refer to Learner's Book)

A right is something every child deserves to have. Explain children's rights.

- **Right to shelter:** Children have the right to a safe and secure home, free from harm.
- **Right to food:** Children should have access to nutritious food for healthy growth and development.
- **Right to education:** Every child has the right to go to school and receive an education.

- **Right to health care:** Children have the right to access health services when needed.
- **Right to identity:** Every child has a unique identity that should be respected and recognised.

Help learners identify children's responsibilities:

- Attend lessons.
- Taking care of the rooms.
- Taking care of own classrooms.
- Report illness.
- Report bullying.

Suggested answers

Activity 25.1

- Divide learners into groups and assign roles. Each group should choose roles that represent different characters related to children's rights that is parents and children.
- Each group presents their skit to the rest of the participants. Show the rights of children and responsibilities of parents.

Exercise 25.1

- Education, life and health.
- teach
- Shelter

Activity 25.2

- Learners research on children's responsibilities.
- Learners have a list of children's responsibilities.
- Learners present the children's responsibilities to the class.

Revision exercise

- Shelter
- Water
- Lessons
- Well
- Match the children's rights with their description
 Health —→ being treated when ill/sick.
 Shelter —→ building houses
 Education —→ attending lessons

Unit 26: Child protection at home, community and school

Unit objectives

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

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

Suggested teaching and learning materials

- PlusOne Social Science Grade 2 Learner's Book page 127-132
- Social Science Infant Syllabus
- ICT tools
- Pictures
- Braille material
- Sign language material
- Specialised materials
- Suggestion boxes

Teaching notes

Star a lesson by showing learners a picture on page 127. Let learners say what they see in the picture. Let them explain whether the aunt is doing the right or wrong thing. Explain new words (refer to Learner's Book): protection, emotional , abuse, form, elder and sibling. Make use of pictures to explain forms of abuse:

- Physical abuse
- Emotional abuse
- Sexual abuse

You can use charts or videos to illustrate on people who protect children at school and home (refer to Learner's Book):

- Siblings
- Grandfathers
- Police officers

Facilitator should explain ways in which learners can get help:

- Child helpline
- Suggestion boxes
- Child Care workers

Suggested answers

Activity 26.1

- a Show learners a picture of a learner reporting to the teacher. Let learners retell the story from the picture.
- b Let learners write down 2 sentences from the story and read them to the class.

Revision exercise

- 1 Physical abuse
- 2 Prefects and teachers.
- 3 Prefects
- 4 116
- 5 True

Topic 11

Health education

Unit 27: Personal hygiene and cleanliness

Unit objective

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

- a** explain the importance of maintaining personal hygiene.

Suggested teaching and learning materials

- PlusOne Social Science Grade 2 Learner's Book page 133-135
- Social Science Infant Syllabus
- Resource person like health care workers.
- ICT tools
- Braille material
- Sign language material
- Pictures
- Specialised materials
- Locally available materials
- Hand washing bucket

Teaching notes

Start by explaining new words : personal hygiene, illness, cleanliness or self – esteem.

Begin a lesson by showing a picture on page 133. Let learners name the items shown in the picture and say their use. They are all used for personal hygiene and cleanliness. New words of the unit should be explained first (refer to Learner's Book). Show learners pictures, charts or videos on personal hygiene and cleanliness. Use picture to illustrate the concept: Personal hygiene refers to the practices that help keep our bodies clean and healthy. The facilitator should explain as well the importance of maintaining personal hygiene.

- Personal reduces the risk of illness.
- Maintains overall health.

Suggested answers

Activity 27.1

- a Divide learners into small groups or pairs and let them act out washing hands, bathing and washing clothes.
- b Learners should use the proper items for personal hygiene.

Revision exercise

- 1 Soap and a towel.
- 2 The toilet.
- 3 Germs
- 4 Better health.
- 5 Learners draw two items used to take care of the body: soap or a towel.
- 6 Match each item according to its use:
 - Toothbrush → brush teeth.
 - Soap → remove dirt.
 - Towel → scrub
 - Bucket with water → bath
 - Comb → comb hair.

Unit 28: Healthy lifestyles

Unit objectives

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

- a identify good eating habits.
- b practise healthy habits.

Suggested teaching and learning materials

- PlusOneSocial Science Grade 2 Learner's Book page 136-140
- Social Science Infant Syllabus
- Chart with different types of food in the environment.
- Chart
- ICT tools
- Braille material
- Sign language material

- Hand washing bucket
- Plates
- Cutlery
- Specialised materials
- Locally available materials
- Resource person

Teaching notes

Different types of food in the environment

Start by showing learners a picture on page 136. Let learners say what they can see in the picture. Learners are doing some exercises. This is part of healthy lifestyle. You should explain new words of the unit (refer to Learner's Book): healthy, habits, lifestyles or exercising. Make use of audio-visual aids to explain good eating habits (refer to Learner's Book).

- Eat while seated.
- Not talking while eating.
- Washing hands before and after eating.

Show a chart with learners practicing healthy practices (refer to Learner's Book). Help learners identify healthy practices on a chart and picture like exercising or resting.

Suggested answers

Activity 28.1

Assist learners to sing the following song:

This is the way we wash our hands,

Wash our hands, wash our hands,

This is the way we wash our hands every day.

You should repeat the song many times. Also make use of actions as you sing the song.

Exercise 28.1

- 1 sitting
- 2 True
- 3 soap

Activity 28.2

Instruct learners to demonstrate handwashing. Let learners have a fun demonstration of proper handwashing techniques. Advise learners to use soap, running water and a timer to show how long they can take to wash their hands. Learners should take at least 20 seconds.

Exercise 28.2

- 1 exercising
- 2 True
- 3 True

Revision exercise

- 1 before
- 2 not talk
- 3 illness
- 4 eat while seated, wash hands before eating or not talking while eating.
- 5 True
- 6 good
- 7 germs

Unit 29: Common diseases

Unit objectives

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

- a define communicable diseases.
- b list communicable diseases.
- c identify causes of communicable diseases.

Suggested teaching and learning materials

- PlusOne Social Science Grade 2 Learner's Book page 141-144
- Social Science Infant Syllabus
- Chart with communicable
- ICT tools
- Braille material
- Sign language material
- Specialised materials
- Resource person
- Locally available materials

Teaching notes

You can start by showing a picture on page 141. Let learners say what is in the picture. The doctor is treating the sick. Probe many questions about the patient being at the hospital. Explain new words of the unit (refer to Learner's Book): communicable, diarrhoea, disease or influenza. Make use of charts or pictures to explain communicable diseases. Illustrate communicable diseases using pictures. Make clear illustrations.

Communicable diseases: Diseases that can be spread from one person to another. They can be spread through contact, airborne, water or food. Ask learners to identify communicable to list communicable diseases:

- diarrhoea
- flu

You can make use of videos to explain the causes of communicable diseases (refer to Learner's Book): playing in dirty water, not closing mouths when coughing.

Suggested answers

Activity 29.1

Help learners talk about other communicable diseases like COVID-19, influenza, monkey pox and many more.

Revision exercise

- 1 Playing in dirty water or influenza virus.
- 2 Diarrhoea and flu.
- 3 flu
- 4 diarrhoea
- 5 clinic

Topic 12

Career guidance and finance literacy

Unit 30: Career ambitions and guidance

Unit objectives

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

- a** state job ambitions
- b** identify different occupations
- c** relate ambitions to careers

Suggested teaching and learning materials

- PlusOne Social Science Grade 2 Learner's Book page 145-149
- Social Science Infant Syllabus
- Chart showing different careers.
- ICT tools
- Braille material
- Sign language material

Teaching notes

You can start by showing learners a picture on page 145. Learners are learning about different careers. Prob questions on careers or career ambitions. Explain new words (refer to Learner's Book): occupation, ambition or guidance. Make use of charts or pictures to explain job ambitions. Job ambitions are goals we have for future (refer to Learner's Book). Show different occupations on a chart or pictures (refer to Learner's Book): nurse, potter, doctor, teacher, chef or engineer. Help learners describe the job done by people shown on the chart or pictures. Let learners list their job ambitions and careers.

Suggested answers

Activity 30.1

Learners are supposed to role-play any career they want.

Divide learners into groups and help them act out any career they want.

They may pretend to be a teacher, musician, potter, nurse, painter or engineer by performing tasks related to the careers.

Revision exercise

- 1 Nurse, teacher, potter, doctor or any career of own choice.
- 2 A reason why the learner like the job.
- 3 Dream and goal
- 4 Match the following pictures with their jobs.
 - Weaver
 - Fire fighter
 - Doctor
 - Musician
 - Nurse
 - Tailor
 - Engineer

Unit 31: Educational guidance

Unit objectives

By the end of this 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 2 Learner's Book page 150-152
- Social Science Infant Syllabus
- ICT tools
- Braille material
- Sign language material
- Specialised materials
- Locally available materials

Teaching notes

You can begin a lesson by showing learners a picture on page 150. Let learners say what they see in the picture. Discuss the picture with the learners. Explain new words : guidance, studying, education or regular. You may use charts or pictures to explain ways of studying (refer to Learner's Book): attending lessons regularly, doing homework, doing corrections or revising. Learners may also watch a video on ways of studying.

Suggested answers

Activity 31.1

- a Learners list all the ways of studying: attending lessons, homework, doing corrections, attending lessons regularly or revising.
- b Learners present the ways of studying to the facilitator.

Revision exercise

- 1 learn
- 2 regularly
- 3 True
- 4 revision

Unit 32: Financial literacy

Unit objectives

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

- a describe acceptable ways of earning money.
- b demonstrate wise use of money.

Suggested teaching and learning materials

- PlusOne Social Science Grade 2 Learner's Book page 153-158
- Social Science Infant Syllabus
- ICT tools
- Chart showing formal and informal jobs.
- Braille material
- Sign language material
- Specialised material
- Locally available material
- Shop corner
- Newspaper
- magazine

Teaching notes

Start by showing a picture on page 153. Let learners say what they see in the picture. Probe questions about different occupations. You can now explain new words of the topic (refer to Learner's Book): income, finance, budgeting or piggy bank. You may use pictures or charts to explain the acceptable ways of earning money (refer to Learner's Book): Formal work like being a doctor, facilitator, farmer or a nurse. Let learners add more examples of a formal work. Explain informal work as well for example, craftsman, car washer or a house maid. Illustrate on income generating projects like: pottery, hands craft or gardening. Learners may watch a video as you illustrate on using money wisely (refer to Learner's Book).

Suggested answers

Activity 32.1

- a Divide learners into small groups of 5 to 6 learners and let them sort occupations into formal and informal.
- b Help learners make a table of formal and informal learners.

Formal jobs	Informal jobs
Teacher	Potter
Doctor	craftsman

Exercise 32.1

- 1 Washing cars and making crafts.
- 2 Gardening
- 3 Formal and informal.

Activity 32.2

Learners research on traditional ways of saving money.

Revision exercise

- 1 Teaching
- 2 An income-generating project.
- 3 Gardening
- 4 True
- 5 tomatoes

Topic 13

Religion

Unit 33: Different religions

Unit objectives

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

- a** name own religion.
- b** state Supreme Beings in different religions.

Suggested teaching and learning materials

- PlusOne Social Science Grade 2 Learner's Book page 159-163
- Social Science Infant Syllabus
- ICT tools
- Chart with names of the Supreme Beings
- Braille material
- Sign language material
- Specialised materials
- Locally available materials
- Resource person
- Pencils

Teaching notes

Explain new words of the unit (refer to Learner's Book): religion, moral values or beliefs. You can start by showing learners a picture on page 159. The picture is showing different religions. Let learners identify religions shown in the picture. Use charts or colourful pictures to explain different religions in Zimbabwe which are: Indigenous religion, Christianity, Judaism or Islam. Make clear illustrations on Supreme Beings in different religions (refer to Learner's Book).

Revision exercise

- 1 God
- 2 *Musikavanhu*
- 3 Torah
- 4 Allah
- 5 respect

Unit 34: Common moral teachings in different religions

Unit objectives

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

- a state moral teachings of identified religions.
- b draw morals from religious stories.

Suggested teaching and learning materials

- PlusOne Social Science Grade 2 Learner's Book page 164-165
- Social Science Infant Syllabus
- ICT tools
- Chart showing moral teachings from different religions
- Braille material
- Sign language material
- Specialised materials
- Locally available materials

Teaching notes

Begin a lesson by showing learners a picture on page 164. Let learners say what they see in the picture. Probe different questions about moral lessons. You can now explain new words of the unit from the Learner's Book: respect, moral, forgiveness or ancestors. You can make use of pictures or charts to explain moral teachings in different religions which include, respect, honesty, forgiveness or kindness. Learners may watch a video on moral teachings of different religions.

Activity 34.1

- 1 This activity involves creating scenarios where learners practice honesty such as telling the truth about breaking something or admitting to making a mistake. Let learners be guided first.
- 2 Let learners match cards with different moral teachings and corresponding stories.

Exercise 34.1

- 1 elders
- 2 God
- 3 Yahweh
- 4 Allah

Revision exercise

- 1 Indigenous Religion and Christianity
- 2 respect and forgiveness
- 3 Muslim
- 4 respect
- 5 kindness
- 6 truth
- 7 respect

Topic 14

Social services and volunteerism

Unit 35: Voluntary participation in the community

Unit objectives

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

- a** state the names of the Supreme Being and their meanings in Islam.
- b** name the holy book in Islam.
- c** identify places of worship in Islam.

Suggested teaching and learning materials

- PlusOne Social Science Grade 2 Learner's Book page 168-172
- Social Science Infant Syllabus
- ICT tools
- Chart
- Braille material
- Sign language material
- Specialised materials
- Locally available materials

Teaching notes

Start your teaching by showing learners a picture on page 168. People are cleaning at the community borehole. This is voluntary work. Tell them they are not paid. Explain new words of the unit (refer to Learner's Book): community, voluntary, participation or interact. Learners at this age learn through visual-audios. Show pictures and charts to show participation in community activities (refer to Learner's Book): cleaning the community hall or planting vegetables in the community. Make use of pictures and charts to explain caring for the poor and helping the needy like helping the elderly water the garden, cut firewood or sweep the yard (refer to Learner's Book).

Suggested answers

Activity 35.1

Learners sing a praise song for the community:

We love our community, it is true,

A wonderful place, for you and me.

We are grateful for our friends and fun,

Our community is a special place, under the sun.

We are proud to call it our home!

Exercise 35.1

- 1 vegetables
- 2 clean
- 3 An old people's home.

Activity 35.2

Help learners to make posters on people who need help. Let learners display their posters in class.

Revision exercise

- | | |
|--------------|---------------------------------------|
| 1 vegetables | 4 love |
| 2 elderly | 5 Washing plates, cooking or washing. |
| 3 good | |

Unit 36: The role of the government in providing social services

Unit objectives

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

- a list social services provided by the government.
- b describe social services provided by the government.
- c state government institutions that provide social services.

Suggested teaching and learning materials

- PlusOne Social Science Grade 2 Learner's Book page 173-178
- Social Science Infant Syllabus

- ICT tools
- Chart with social service providers.
- Braille material
- Sign language material
- Locally available materials
- Specialised materials

Teaching notes

Begin a lesson by showing learners a picture on page 173. Mother and her child are going to the social welfare offices. Let learners say what is happening in the picture. You can explain new words of the unit (refer to Learner's Book): support, protection or funding. Use audio-visuals to explain the role of government in the provision of social services. Social services help people live normal lives by providing important support in areas such as education through BEAM, health, food for example, learners being fed at school. Make use of pictures and charts to explain caring for the vulnerable people (refer to Learner's Book).

Activity 36.1

Story time

Under the guidance of the facilitator, learners read a story from the Learner's Book about the government helping the community, such as building a playground or a school.

Exercise 36.1

- 1 The government paid school fees.
- 2 It paid Thokozile's school fees.

Activity 36.2

- a Help learners draw a school, hospital or park.
- b Learners give one role of the school, like educating learners.
- c very happy.

Activity 36.3

Under the facilitator's guidance, learners visit a place where the vulnerable are kept and bring them anything they can afford.

Revision exercise

- | | |
|---------------|-----------------------|
| 1 food to eat | 4 responsibility |
| 2 hospitals | 5 health or education |
| 3 new skills | 6 gardens |