

PlusOne

# Social Science



Grade  
**3**

Moreblessing Masuka

Teacher's Guide

PlusOne

# Social Science

Teacher's Guide



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## **PlusOne Social Science | Grade 3 – 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.

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

The subject seeks to explore social, cultural/religious, geographical, and technological space to develop the cognitive, affective and psycho-motor domains of the learner. The subject was specifically designed to focus on heritage-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, 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-centred 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:

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

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

## **Subject specific aims**

The syllabus aims to enable pupils to:

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

## **Instructional expectations**

Social Science provides opportunity for teachers to:

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

## **Interpretation of key words in the curriculum**

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

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

The Social Science Grade 3 syllabus is organised under ten topics as follows:

## Topics

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

For effective learning to take place within specified time frame, 4 periods of 30 minutes per week will be ideal for Social Science. Remember that other lessons will be taught the same day with Social Science. If possible, there should be internal arrangements for more time for activities outside the classroom such as excursions and other educational visits. This will make learners have enough time for practical lessons.

## Class management

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

### **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 have understood your explanation and give time to those having difficulty as well as talking and listening you will find other activities can be very valuable during whole-class teaching, 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 organisation of class furniture. In most of our classrooms we still see rows of desks with several children to each desk. The classrooms are also often crowded so that it is not easy to move the desks around. Whatever the situation some kind of group can be organised. At its most basic level the group will have to be learners at one desk. It might be possible for those at one desk to turn around to face those at the desk behind.

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

Sometimes learners are better able to discuss sensitive areas in same-sex groups. Such work encourages co-operation and mutual support.

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

## **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 tips

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

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

The syllabus emphasises the:

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

## Learning-centred pedagogy

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

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

The learners then become actively engaged in looking for answers, working in groups to solve problems. They also research information, analyse and evaluate information.

The aim of the learning-centred classroom is to enable learners to take ownership of their learning. It provides the opportunity for deep and profound learning to take place.

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

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

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

## **Pedagogical approaches**

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

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

## Inclusion

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

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

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

## Differentiation and scaffolding

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

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

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

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

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

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

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

Weaker learners are allowed more time for complicated tasks.

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

Common scaffolding strategies available to the teacher are:

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

## **Learner activities**

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

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

## **Core competencies**

### **Teaching instructions**

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

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

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

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

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

## **Practical activities**

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

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

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

## **Practising skills**

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

The following skills are expected to be acquired:

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

## **Use of Information and Communication Technologies (ICTs)**

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

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

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

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

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

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

Making sure that learners have absorbed the lessons taught and not just had fun through the entire lesson is equally important. There are assessments at the end of each lesson in the Learner's Book that are useful tools for reinforcement of lessons taught. You can also adopt other forms of assessment during the lessons to ensure learners are on the same level of understanding. Some of these assessments include the following:

## **Diagnostic assessment**

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

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

## **Formative assessment**

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

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

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

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

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

## **Summative assessment**

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

## **Methods of assessment**

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

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

## Reflection and self-evaluation

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

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

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

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

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

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

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

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

## Reinforcement and revision

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

## Marking work

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

## Teaching tips

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

## Using resources effectively

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

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

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

## The learner's book

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

## Other resources

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

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

## Using the local environment

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

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

# Topic 1

# Identity

## Unit 1: Types of families

### Unit objectives

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

- a identify types of families.
- b describe types of families.

### Suggested teaching and learning materials

- PlusOne Social Science Grade 3 Learner's Book, page 1-6.
- Social Science Grade 3-7 syllabus.
- Pictures of different types of families.
- Chart on family members.

### Teaching notes

#### Types of families

At this stage learners understand different types of family setups around them and some have questions on why some families are the way they are and why some are different from theirs and where they come from. These questions need to be answered by way of understanding the main types of families found in their society. The facilitator needs to explain the following types of families.

- Nuclear family
- Monogamous family
- Polygamous family
- Extended family
- Child headed family
- Single headed family

## Suggested answers

### Activity 1.1

- Materials: Props or costumes (aprons, a tie, shirt, trousers, briefcase, spoons, pot, satchel, milk bottle).
- Briefly talk about nuclear family members and their responsibilities.

- 1 Divide the class into small groups, assigning each a family role (mother, father, child or baby).
- 2 Groups discuss responsibilities of their given role.
- 3 Each group performs a short skit showcasing their family member's role.
- 4 Hold a class discussion on what learners learnt about each role and family support.

### Tips for the facilitator

- Encourage team work and respect for ideas.
- Support groups in staying focused.
- Highlight the importance of each family member's contribution.

### Exercise 1.1

- 1 A nuclear family is a family made up of a father, mother and a child or many children.
- 2 The parents are responsible for teaching their children morals, providing food, care for their children among other things.
- 3 Children are responsible for helping with age appropriate household chores and caring for their young siblings.

### Activity 1.2

- 1 Facilitator begin with a simple explanation: "A monogamous family has one husband and one wife. They may have children or not. The family members work together to take care of the home and support each other."
- 1 Ask learners the following questions:
  - What does the father usually do?
  - What does the mother usually do?
  - What do the children help with?

### Exercise 1.2

- 1 A monogamous family is a family where one man is married to one woman. They may have children and live together as one family unit.
- 2 The mother may cook food, clean the house, wash clothes and take care of the children. She may also help with planning how the family uses money and other things.
- 3 Children may help by sweeping, washing dishes, cleaning their rooms and helping with younger siblings. They also do their homework and follow rules at home.

## Activity 1.3

**Task: Create a photo album or scrapbook featuring extended family members.**

- Facilitator encourage learners to include pictures of grandparents, aunts, uncles and cousins.
- Ask learners to write a short description of each family member, such as their relationship for example, (“Aunt Matipa my mom’s sister” and she loves to cook sadza and chicken”).
- Learners may include a favorite memory or tradition associated with each member for example, “Every holiday, I visit Grandma and she tells us folktales”).

## Exercise 1.3

- 1 Learners name the extended family they love. They should also be able to explain that extended family members include grandparents, aunts, uncles and cousins and that they love them because:
  - They care about us.
  - They help us when we need it.
  - We have fun together.
  - They teach us about our family and culture.
  - They make us feel we belong.
- 2 Learners name their cousins. They should also be able to explain that cousins are related through their parents, who are siblings.

## Activity 1.4

Learners in their discussions should come up with some of the following and more:

- Emotional needs: Talk about the importance of emotional support from family and friends.
- Educational resources: Discuss access to books, internet and tutoring.
- Basic needs: Consider food, shelter and safety.

## Exercise 1.4

- 1 A single-parent family consists of one parent raising their children.
- 2 Causes of a single-parent family may include divorce, death or separation.
- 3 A polygamous family consists of more than one spouse.
- 4 A challenge faced by children in a child-headed family is the responsibility of caring for younger siblings.

## Unit revision exercises

### Multiple choice answers

- 1 B
- 2 D

- 3 C
- 4 D
- 5 A

## Structured questions answers

- 1 A family is a group of related people living together.
- 2 A nuclear family has two parents and their children living together.
- 3 An example of a nuclear family is a mom, dad, and their two kids.
- 4 A monogamous family is a form of nuclear family consisting of one wife and one husband with or without children.
- 5 A polygamous family has one person married to multiple spouses.

## Unit 2: Family tree

### Unit objectives

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

- a trace origins of the family.
- b explain the importance of the family tree.

### Suggested teaching and learning materials

- PlusOne Social Science Grade 3 Learner's Book page 7-10.
- Social Science Grade 3-7 syllabus.
- Pictures of family trees.
- ICT tools such as computers or any device to watch videos.

### Teaching notes

Family trees illustrate relationships between family members and help us understand our heritage. They show how family members are connected across generations, providing insights into ancestry and familial roles.

They are also important because they:

- show who is in our family.
- help us learn about our past.
- tell us where we come from.
- help us remember special people.
- show how everyone is connected.

## Activity 2.1

- 1 Explain what a family tree is and its significance in understanding family history.
- 2 Role-play:  
Divide learners into small groups. Each group will create a short skit that depicts a family gathering, such as a birthday or holiday celebration.
  - Each student will represent a different family member (for example parent, grandparent or sibling).
  - They should interact based on their roles, highlighting family values such as respect, love and sharing.
  - After performing, each group should explain their family tree connections and the importance of those relationships.

## Exercise 2.1

- 1 Learners name their grandparents.
- 2 Using your family tree, identify how many members are in your family.
- 3 Share two activities that you enjoy doing together as a family. For example, your family might have dinner together every evening and go on weekend outings to the park.

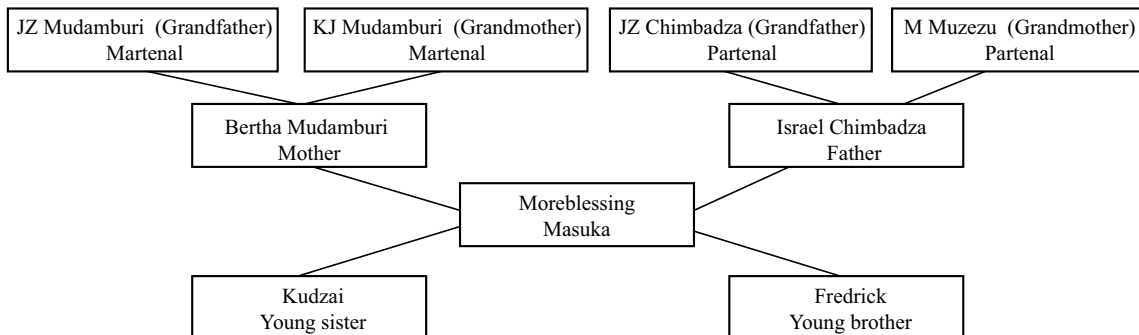
## Exercise 2.2

- 1 Tapiwa Nleya is a boy.
- 2 There are five members in the family.
- 3 His father is a teacher.
- 4 The family lives in Harare.
- 5 The youngest in the family is Sanele.

## Activity 2.2

**As an example facilitator start with yourself** – Write your name at the bottom.

- Add your parents – Draw lines up to your mother and father.
- Add siblings – Draw horizontal lines to your brothers and sisters.
- Add grandparents – Connect your parents to their parents.
- Use boxes or circles – Put each person's name in a shape.
- Label relationships – Write how each person is related to you.
- Decorate (optional) – Add pictures, colours, or symbols.



## Exercise 2.3

- 1 Family trees help people find their origins.
- 2 Understanding our family history can help us feel a sense of belonging.
- 3 Family trees capture stories and traditions that can be passed down through generation.

## Unit revision exercises

### Multiple choice answers

- 1 C
- 2 B
- 3 C

### Structured questions answers

- 1 An extended family includes relatives beyond the immediate family, such as grandparents, aunts, uncles and cousins.
- 2 Parents, children, grandparents, aunts, uncles and cousins.
- 3 A child-headed family consists of children taking care of themselves without adult supervision due to the absence of parents.
- 4 Death of parents, divorce of parents, parents moving to greener pastures.
- 5 A single-parent family is one where a child lives with only one parent.
- 6 Learners describe single-parent families they know.

## Unit 3: Family names and totems

### Unit objectives

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

- a identify family names and totems.
- b state common totems in your communities.

## Suggested teaching and learning materials

- PlusOne Social Science Grade 3 Learner's Book, page 12-16.
- Social Science Grade 3-7 syllabus.
- Pictures of objects, plants or animals used to represent totems.
- ICT tools
- Braille

## Teaching notes

Family names are important for identifying family members and play a significant role in individual identity. Understanding totems helps connect individuals to their cultural heritage and community.

Examples of totems are:

- Lion/ Shumba/ Sibanda
- Zebra/Dube/Mbizi
- Eland/ Mhofu/Mpofu

## Suggested answers

### Activity 3.1

- 1 Discuss with learners about family names and their importance in identity.
  - Each student will say their full name, explaining the origin of their surname and what it means to them.
  - Discuss the significance of family names in their culture and how they connect to family history.

### Exercise 3.1

- 1 A second name is an additional name given to an individual, often used for identification purposes.
- 2 Some people have second names (also called middle names) for a few common reasons:
  - Family tradition – It is passed down from parents or grandparents.
  - To honour someone – Named after a relative or important person.
  - Cultural custom – Some cultures include both the mother's and father's surnames.
  - To tell people apart – Helps when many people have the same first and last names.
  - Personal or religious meaning – Chosen for its meaning or spiritual value.

### Activity 3.2

Ask learners to write a praise poem for their totems and then present it to the class, for example:

*Mazviita Moyo,*

*Maita Moyo,*

*Maita Chirandu,  
Gonoren'ombe,  
Mushayachirashwa,*

They should also list specific times or occasions when totems are used such as:

- During birth ceremonies – To welcome a new child into the clan.
- Initiation rites – When a person enters adulthood.
- Weddings – To unite families and show clan connections.
- Funerals – To honour the dead and guide their spirit.
- Naming ceremonies – When giving a child a name linked to the clan.
- Cultural festivals – To celebrate heritage and identity.
- Conflict resolution – To remind people of clan unity and avoid fights.
- Storytelling or teaching – To pass down history, value and taboos.

## Exercise 3.2

Each learner should draw their totem animal, plant or symbol. This can be done using pencils, crayons, markers or any art materials they have. After drawing, they should write a short paragraph explaining the meaning of the totem. They should consider the following:

- What is the totem? (for example, lion, elephant, zebra or fish)
- What qualities or traits does this totem have? (strength, wisdom, bravery, beauty)
- Why is this symbol important to them or their people?

## Unit revision exercises

### Multiple choice answers

- 1 C
- 2 C

### Structured questions answers

- 1 A totem is an emblem that represents a family or clan, often derived from an animal or object significant to their culture.
- 2 Family names often represent lineage, ancestry and cultural identity within the community.
- 3 My family totem is Shumba, Soko, Moyo, Nzou among others. (Learners say their own totems).
- 4 My family name mean strength, wisdom (Learners say what their family names mean).
- 5 Totems are important because they foster a sense of identity, belonging and cultural heritage.
- 6 Learners write what their family name means.
- 7 Common totem animals include lions, crocodiles or zebras, each representing different qualities or traits valued by the community.

## Unit 4: Purpose of the totem system

### Unit objectives

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

- a** explain the importance of totems.
- b** state totem taboos for conservation of culture.

### Suggested teaching and learning materials

- PlusOne Social Science Grade 3 Learner’s Book, page 17-21.
- Social Science Grade 3-7 syllabus.
- Pictures of animals, plants and objects representing totems.
- Braille
- ICT tools

### Teaching notes

Totems play an important role in cultural identity and relationships within communities. Totems (mitupo in Shona) are symbols usually animals, plants or objects that represent clans or family lineages. They are inherited through the paternal line in most Zimbabwean cultures.

### Importance of totems in Zimbabwean culture

- Identity and belonging: Totems help identify a person’s ancestry and clan, fostering a sense of belonging.
- Respect and unity: They promote respect within and across families and clans.
- Marriage guidance: Totems help prevent incest by guiding marriage choices (people with the same totem usually do not marry).
- Oral tradition: Totems are preserved through praise poetry (zvidao), songs and storytelling.
- Cultural pride: They uphold traditional values and practices, creating cultural continuity.
- Environmental conservation: People do not harm or eat their totem animals, helping preserve species.

### Totem taboos

- Avoiding eating totem animals: It’s forbidden to eat or kill your totem animal (for example, those with the “Shumba” totem do not eat lions).
- Showing respect: Speaking disrespectfully about one’s totem is taboo.
- Inappropriate jokes: Making fun of someone’s totem is considered offensive.
- Violating marriage rules: Marrying someone with the same totem is traditionally discouraged.

## Activity 4.1

### Class totem comparison exercise

- Briefly explain what a totem is and why it is important.
- Discuss how each Learner may have a different totem based on family lineage.
- Ask learners: “Who knows their totem?”
- Allow volunteers to share their totem and any interesting stories or taboos they know about it.
- Write each learner’s totem on the board.
- Group learners by shared totems.
- Count how many learners share the same totem.
- Discuss: “Which totem is the most common in the class?”
- “Why do you think this is the case?”
- Ask: “What does this activity teach us about diversity and cultural identity?”

### Exercise 4.1

- 1 People from the same totem are not allowed to marry each other because they are considered brothers and sisters.
- 2 The ritual conducted to ensure the marriage can take place is the cutting of blood ties which involves a specific cultural ceremony using a white cow.
- 3 The man and his family pays for the cow.
- 4 Fungai married Sithabile because they are from different clans.

## Activity 4.2

### Research on a specific totem animal or symbol

- 1 Learners should choose a totem: Select an animal or symbol that represents a specific totem in Zimbabwean culture (for example, a lion, elephant or a specific clan symbol). They should gather information such as:
  - What the totem represents in Zimbabwean culture.
  - Myths or stories related to the totem.
  - How the totem has influenced local traditions.
  - Learners should make a poster after gathering all the above information.
- 2 Write a poem or song.
  - (i) Discuss the key things related to the totem, such as respect, strength and community.
  - (ii) After the discussion they should decide on the form of poem or song. It could be a simple rhyme or a free verse format.

**(iii) Drafting:**

- » Learners should start writing lines that express feelings of gratitude and praise for the totem.

**(iv)** They should share drafts with friends for feedback and make necessary adjustments.

**3** Creating a totem sculpture.

**(i) Instruct learners to collect natural materials** such as clay, wood, leaves, stones or recycled materials.

**(ii) Design the sculpture:**

- » They should sketch a design based on the chosen totem.

**(iii) Building process:**

- » Instruct them to construct the sculpture using the materials gathered.
- » Encourage creativity in how the totem is represented.

**(iv) Finishing touches:** They should paint or decorate the sculpture if desired, ensuring it reflects the significance of the totem.

**4** Role-play a cultural ceremony.

- Select a specific cultural ceremony or celebration that involves the totem (for example, a naming ceremony or marriage ceremony).
- Understand its importance and the roles of participants.
- Identify traditional songs, dances and rituals associated with it.
- Give roles to each learner for example father of the bride /groom, mother of the baby, elders among others.
- Prepare scripts.
- Practice the role-play.
- Present the role-play to classmates or at a school event, putting emphasis on the cultural importance of the totem.

## Activity 4.3

### Dramatising a hunting scene

#### Step 1: Research

- Research hunting practices in Zimbabwean culture or chosen context.
- Learn about the animals involved, tools used and rituals associated with hunting.
- Read stories or watch documentaries about traditional hunting methods.

#### Step 2: Develop the script

- Decide on the setting (for example, forest, Savannah).
- Identify key characters (hunters, animals, guides).
- Write lines for each character that reflect their roles (for example, excitement, fear, respect for nature).
- Include interactions between hunters and any animals (real or symbolic).

- Add traditional chants or songs that might be sung during a hunt.
- Include rituals, such as a blessing before the hunt.

### Step 3: Plan the performance

- Assign roles to learners based on their interests and strengths.
- Gather materials for costumes for example, animal skins, traditional attire or props like, bows, spears and arrows.

### Step 4: Rehearse

- Hold rehearsals where learners practice their dialogue and movements.
- Focus on delivering lines with emotion and authenticity.
- Work on timing for movements, ensuring everything flows smoothly.

### Step 5: Performance

- Arrange the performance area to reflect the hunting environment.
- Ensure proper lighting and sound effects are set up.
- Encourage learners to express emotions that reflect the tension and excitement of the hunt.
- Use body language to convey fear, anticipation and respect for nature.
- After the performance, hold a discussion about the themes portrayed in the scene, such as respect for wildlife and the importance of hunting in culture.

### Exercise 4.4

- 1 Sipho's totem is the **antelope**.
- 2 The importance of totem taboos in the story is that they help maintain respect for cultural beliefs and prevent people with the same totem from losing their ties to their heritage.

### Exercise 4.5

- 1 The chief and the people show respect to each other by recognising and honouring their totems.
- 2 There are **two** totems mentioned in the story: the antelope and the dog.

## Unit revision exercises

### Multiple choice answers

- 1 B or C
- 2 B

### Structured questions answers

- 1 A totem is an emblem that represents a family or clan, often associated with a specific animal or symbol significant to their cultural heritage.

- 2 A taboo is a social or cultural prohibition or restriction against certain behaviours, practices, or discussions. These are things that are considered forbidden or off-limits in a particular society or group, often because they are seen as immoral, offensive, sacred, or inappropriate.
- 3 Totem taboos are cultural prohibitions against eating animals that are associated with one's totem or marrying someone with the same totem as yours.
- 4 Totems and totem taboos are important because they promote group identity, spiritual connection, social order, and respect for nature.
- 5 Totem taboos help people respect nature by treating certain animals or plants as sacred, which protects them and preserves biodiversity.
- 6 Totems help with cultural identity by connecting people to their ancestry, community, and traditions through shared symbols like animals or plants that represent their clan or group.
- 7 Totems build sharing and community by bringing people together and teaching respect and cooperation.
- 8 In Zimbabwean culture, totems are important because they keep family history, teach respect, guide behaviour, and link people to their ancestors.
- 9 My family name or totem shows my culture, connects me to my ancestors and gives me a sense of belonging.

## Unit 5: Communication and conflict management in the family

### Unit objectives

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

- a define communication and conflict.
- b state the causes and effects of conflicts at home.
- c identify ways of resolving conflicts at home.
- d explain the importance of communication in the family.

### Suggested teaching and learning materials

- PlusOne Social Science Grade 3 Learner's Book, page 22-28.
- Social Science Grade 3-7 syllabus.
- ICT tools
- Chart on conflict management.

### Teaching notes

Communication is essential for sharing thoughts, feelings and ideas, helping us connect with others. Understanding conflict is important, as it arises from differences in viewpoints, attitudes, and interests. In families there are misunderstandings that result in conflict.

These conflicts are caused by:

- favouritism of a child.
- gender differences.
- unequal sharing of items.
- keeping secrets.
- poor communication.
- differences in ages.

## Effects of conflicts

- Child abuse.
- No communication between members.
- Bad morals.
- Depression
- Hatred
- Domestic violence.

## Ways to resolve conflicts

- Staying calm.
- Using I statements when expressing feelings.
- Listening to each other.
- Apologising

## Suggested answers

### Activity 5.1

Begin with a class discussion about what conflict is. Ask for examples of disagreements that often happen at home (over chores, television time, homework, or broken items).

Divide learners into small groups (3-5 members). Give each group a home conflict scenario or let them choose one. Examples are:

- Fighting over toys or television.
- Refusing to do homework.
- Parents shouting about chores.
- Siblings not sharing.

Each group should plan a short skit (1-3 minutes) showing:

- how the conflict starts.
- how people react.
- a peaceful way to solve it apologising, listening, compromising.

Groups perform their skits. After each, ask the class:

- What caused the conflict?
- How was it handled?
- Could it have been solved in a better way?

## Exercise 5.1

- 1 Conflict can be caused when parents favour one child.
- 2 Poor communication can cause conflict.
- 3 Unequal distribution of items in the family, such as food and pocket money causes conflict.
- 4 At school, some children bully others.
- 5 Gossiping about others causes conflict.

## Activity 5.2

Ask learners to talk about different things that cause conflict at home and what happens as a result.

### Examples of causes of conflict at home

- Not doing chores (refusing to clean, wash dishes, or sweep).
- Fighting over television, phone, or games.
- Refusing to follow rules (coming home late, not doing homework).
- Siblings taking or breaking each other's things.
- Lack of communication or misunderstandings.
- Jealousy or favoritism between children.

### Examples of effects of conflict at home

- Arguments and shouting.
- Punishment or being grounded.
- Hurt feelings or sadness.
- Lack of peace or tension at home.
- Breakdown in relationships between family members.
- Learning unhealthy ways of solving problems.

Learners should share their findings with the class.

## Exercise 5.2

- 1 Conflict at home may cause children to be unhappy.
- 2 Children lack role models from a home with poor conflict management.
- 3 In a school with poor handling of conflict, more children will be absent from school.
- 4 Conflict in school leads to less time on learning.
- 5 There is no development in a community that has too many conflicts.

# Activity 5.3

## (i) Ways to resolve conflicts at home

Start by discussing the different ways people can solve or prevent conflicts in the home. Remind learners that conflict is a normal part of life, but how we respond matters.

### Key questions to guide the discussion:

- What do you do when you have a disagreement with someone at home?
- How can we solve problems without shouting or fighting?
- What are some peaceful ways to fix a problem with a parent, sibling, or family member?

### Examples of conflict resolution strategies:

- Apologising – Saying sorry when you are wrong or when you’ve hurt someone.
- Listening – Paying attention to the other person’s feelings and point of view.
- Compromising – Finding a middle ground where both sides agree.
- Staying calm – Controlling anger or emotions before responding.
- Asking for help – Going to a trusted adult or family member for support.
- Taking a break – Walking away to cool off before speaking again.
- Using kind words – Speaking respectfully, even during a disagreement.
- Understanding each other – Trying to see things from the other person’s side.

## (ii) A conflict resolution chart

Learners will now create a simple chart or poster to show the different strategies discussed. This can be done in groups or individually.

### Steps:

Draw a table with two columns:

**Column 1:** Problem or conflict

**Column 2:** Possible solution or strategy

### Example chart:

| Problem or Conflict                | Possible solution or strategy     |
|------------------------------------|-----------------------------------|
| Siblings fighting over a toy/game. | Take turns / share / compromise.  |
| Parent upset about messy room.     | Apologise and clean the room.     |
| Feeling ignored or misunderstood.  | Talk calmly and explain feelings. |
| Someone shouts during an argument. | Stay calm and listen first.       |

# Activity 5.4

Learners should discuss their own experiences where conflict made a positive contribution.

## Exercise 5.3

1 Conflict is when two or more people disagree with each other.

2

| Place     | Causes of conflict                 |
|-----------|------------------------------------|
| School    | Bullying                           |
| Home      | Favouritism                        |
| Community | Unequal distribution of resources. |

Child abuse and depression are some effects of conflict.

3 Communication helps resolve conflict.

4 If someone bullies me at school, I should report them to the teachers.

5 Mediator

6 In the community or home, violent conflicts are reported to the police.

7 At school violent conflicts are reported to the principal.

## Unit revision exercises

### Multiple choice answers

1 B

2 A

3 D

4 B

5 D

### Structured questions answers

1 Three places where conflict can occur are at home, school and in the community.

2 Two effects of conflict in the home are unhappiness among family members and potential harm to relationships.

3 Good communication and equal distribution of resources among many others.

4 If I were bullied at school, I would seek help from a teacher or a trusted adult.

5 If I saw someone stealing at school, I would report it to the teacher immediately.

# Topic 2

## National history, sovereignty and governance

### Unit 6: National events and celebrations

#### Unit objectives

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

- a state national events.
- b explain the significance of national events.

#### Suggested teaching and learning materials

- PlusOne Social Science Grade 3 Learner's Book, page 29-33.
- Social Science Grade 3-7 syllabus.
- Pictures of celebrations of national events.

#### Teaching notes

National events are significant celebrations that mark important milestones in a country's history and culture. They are important 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.
- 3 **Defence Forces Day** – Celebrated to recognise the role of the military in safeguarding the nation.

## Suggested answers

### Activity 6.1

Show learners a video on Independence Day celebrations.

Discuss the significance of the day such as:

- Celebrates the end of white minority rule and the beginning of majority (black) rule.
- Honors the sacrifices of liberation war heroes and freedom fighters.
- Promotes national pride, unity, and identity among Zimbabweans.
- Symbolises the beginning of self-governance and sovereignty.
- Educates the younger generation about the country's struggle for independence.
- Encourages peace, reconciliation and nation-building.

### Exercise 6.1

- 1 Zimbabweans celebrate their independence on 18 April each year.
- 2 All Zimbabwean citizens, including government officials, learners and families, should participate in the celebrations.
- 3 Independence Day marks the liberation of Zimbabwe from colonial rule, celebrating national sovereignty and freedom.
- 4 Citizens participate in parades, sing the national anthem and engage in cultural performances.

### Activity 6.2

Show the learners a video on Defence Forces Day displays.

Discuss the role of the Defence Forces in Zimbabwe such as:

- Protect the country's sovereignty and territorial integrity.
- Defend Zimbabwe from external and internal threats.
- Maintain peace and national security.
- Assist during national emergencies and natural disasters.
- Participate in regional and international peacekeeping missions.

### Exercise 6.2

- 1 Defence forces Day celebrations are held normally on the second Tuesday of August?
- 2 Men and women who save the army marches and salutes on this day.
- 3 Police officers do various activities to entertain the people.
- 4 The President of Zimbabwe usually inspects the Guard of Honour during the celebrations.

## Activity 6.3

- 1 Begin by asking:
  - “Who knows what a national event is?”
  - “Can anyone tell me about Independence Day or Heroes Day?”
  - Explain that a national event is something important that many people in the country celebrate.
- 2 Show pictures or a short video (if available) of the event.  
Example: people holding the Zimbabwean flag, singing the national anthem, parades, or heroes being honoured.
- 3 Talk about what happens during the event.  
Example:
  - flag-raising.
  - singing or dancing.
  - wearing traditional clothes.
  - honouring heroes.
- 4 Ask learners to draw one scene from the event.
  - Say: “Draw something you see on Independence Day. Maybe the flag, people dancing, or the president giving a speech.”
  - Provide crayons, pencils, and paper.
- 5 Invite a few learners to show and explain their drawings to the class.

### Part 2: Role-play the national event

- 1 Say: “Now let’s act out what happens on a national day. We’ll pretend we’re at Independence Day!”
- 2 Choose or let learners volunteer to play:
  - Flag bearer.
  - A speaker (for example, president or leader).
  - Singers (to sing part of the national anthem).
  - Dancers
  - Audience
- 3 Help them act out:
  - Marching with the flag.
  - Singing a short part of the anthem.
  - Giving a short speech (teacher can help with words).
  - Dancing or clapping.
- 4 Let the learners perform the short role-play for the class or another group.
- 5 Ask: “How did it feel to be part of a national event?”
  - “Why do we celebrate it?”

### Exercise 6.3

- 1 Ask learners to write short paragraphs on the significance of Independence. The following is an example:
- Independence is important because it means Zimbabwe became free from colonial rule. On 18 April 1980, Zimbabwe got its own flag and government. People could now choose their leaders. It was a time of celebration, hope, and pride. We remember this day to honour those who fought for our freedom.

2 Time line

| Year/Period                                | Event                                                           | National heroes / Notes                                      |
|--------------------------------------------|-----------------------------------------------------------------|--------------------------------------------------------------|
| 11 <sup>th</sup> –15 <sup>th</sup> Century | Great Zimbabwe Kingdom flourishes.                              | Ancient civilisation known for stone ruins.                  |
| 1890                                       | British colonisation begins.                                    | Cecil Rhodes leads British South Africa Company.             |
| 1923                                       | Southern Rhodesia becomes British colony.                       |                                                              |
| 1965                                       | Unilateral Declaration of Independence (UDI) by white minority. | Ian Smith (white minority leader).                           |
| 1960s–1979                                 | Liberation Struggle (Second Chimurenga)                         | Robert Mugabe, Joshua Nkomo, Josiah Tongogara, Mbuya Nehanda |
| 18 April 1980                              | Zimbabwe gains independence.                                    | Robert Mugabe becomes first Prime Minister.                  |
| 1990s–2000s                                | Land reform and political challenges.                           |                                                              |
| 2017                                       | Mugabe resigns; Mnangagwa becomes President.                    |                                                              |

### Unit revision exercises

#### Multiple choice answers

- 1 B  
2 C  
3 B

#### Structured questions answers

- 1 Heroes Day, Independence Day, Defence Forces Day.  
2 Zimbabweans celebrate these events because they foster a sense of pride and unity among citizens, strengthening their shared identity and history.  
3 Independence Day is celebrated on the 18<sup>th</sup> of April.  
4 Heroes Day is celebrated in August.

## Unit 7: National symbols

### Unit objectives

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

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

### Suggested teaching and learning materials

- PlusOne Social Science Grade 3 Learner's Book, page 34-37.
- Social Science Grade 3-7 syllabus.
- Charts
- Pictures
- ICT tools

### Teaching notes

National symbols are important representations of a country and its people. They can take the form of animals, plants, flags, or even notable figures. These symbols hold significant meaning and foster a sense of identity and pride among citizens. In Zimbabwe, the following are key national symbols:

- 1 National Flag
- 2 Zimbabwe Bird
- 3 Coat of Arms

### Suggested answers

#### Activity 7.1

- 1
  - Show the learners the national flag.
  - Ask the learners to draw the national flag and colour it.
  - Green, yellow, red, black, white.
- 2 Lead them in singing the National Anthem for practice purposes.

#### 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*

## Exercise 7.1

- 1 Green: Symbolises the country's lush vegetation and natural resources.
  - Yellow: Represents the country's mineral wealth.
  - Red: Symbolises the blood shed during the struggle for freedom.
  - Black: Represents the African people.
  - Blue: Represents the two rivers named in the national anthem.
- 2 The national flag is a national symbol.
- 3 The national flag is hoisted half-mast when a hero or heroine has died.
- 4 People sing the National Anthem.
- 5 When people sing the National Anthem, they must stand at attention.
- 6 The two rivers named in the National Anthem are Zambezi and Limpopo.
- 7 According to National Anthem all citizens should all be exemplary.

## Activity 7.2

- 1 Learners should write a short essay on the significance of the national coat of arms for example:

### The importance of the Zimbabwe National Coat of Arms

The Zimbabwe Coat of Arms is a special symbol of our country. It shows that we are one people and we love our land. There are two animals on the coat of arms-a kudu on each side. They stand for peace and strength. In the middle, there is a shield with a hoe and a gun, which show farming and the fight for freedom.

At the top, there is a bird called the Zimbabwe Bird. It is a sign of our history and pride. Below the shield are some plants, which show that our land is rich and beautiful. The coat of arms reminds us to love our country, work hard, and live in peace.

- 2 Poster

### Step 1: Introduction

- Show the class a picture of the African Fish Eagle.
- Explain that it is Zimbabwe's national bird and a symbol of freedom and strength.
- Briefly describe its features: white head, brown body, sharp beak and strong claws.

### Step 2: Materials distribution

Give each learner:

- A blank sheet of A3 or A4 paper.
- Pencils, crayons, or markers.
- Glue and scissors (if using cutouts or pictures).
- Any printed pictures or labels you prepared beforehand.

### Step 3: Drawing the bird

- Ask learners to draw a big African Fish Eagle in the center of the page.
- Remind them to include the white head, brown wings, and yellow beak.
- Let them colour their bird nicely.

#### Step 4: Adding information

Help learners write 2-3 short facts on the poster, such as:

- “The African Fish Eagle is our national bird.”
- “It lives near rivers and lakes.”
- “It eats fish.”

#### Step 5: Decorating the poster

- Learners can draw water, trees, or the Zimbabwe flag to decorate the background.
- Let them be creative.

#### Step 6: Sharing and displaying

- Let some learners show and explain their posters to the class.
- Put the posters on the wall or in the classroom display area.

## Unit revision exercises

### Multiple choice answers

1 B

2 B

### Structured questions answers

- 1 White, green, yellow, white, black
- 2 The motto is “Unity, Freedom, Work.”
- 3 It is the Great Zimbabwe ruins.
- 4 Kudus
- 5 Coat of arms, National flag and the Zimbabwean bird.

## Unit 8: Local heroes and heroines

### Unit objectives

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

- a name or sign local heroes or heroines.
- b describe ways of honouring heroes and heroines at district level.

### Suggested teaching and learning materials

- PlusOne Social Science Grade 3 Learner’s Book, page 38-42.
- Social Science Grade 3-7 syllabus.
- Pictures of heroes and heroines.
- ICT tools.

## Teaching notes

Local heroes and heroines are individuals who work tirelessly for the betterment of their families, communities and country. They are characterised by qualities such as bravery, self-sacrifice, helpfulness, and protectiveness. These individuals inspire others and play a vital role in uplifting society. Recognising and honoring their contributions is essential for fostering community spirit and pride.

## Suggested answers

### Exercise 8.1

- 1 Heroes and heroines are individuals who perform selfless acts for the benefit of others.
- 2 Heroes and heroines do good things.
- 3 Heroes and heroines are selfless.

### Activity 8.1

- 1 Drawing a Zimbabwean hero or heroine.

#### Step 1

- Show the learners a picture of a hero or heroine for example Mbuya Nehanda, Joshua Nkomo or Josiah Tongogara.
- Briefly tell the learners who the person is and why they are important to Zimbabwe.  
Example: “Mbuya Nehanda was a brave woman who fought for freedom.”

#### Step 2

Give each learner:

- A sheet of drawing paper.
- Pencils and erasers.
- Crayons or coloured pencils.

#### Step 3

- Guide learners to first draw the head, then the body.
- Help them add clothes and any special features for example Mbuya Nehanda’s head wrap.
- Encourage them to make the hero look proud and brave.

#### Step 4

- Let learners add background details like the Zimbabwe flag, huts, or trees.
- Help them write the name of the hero at the top or bottom of the page.
- Ask the learners to colour their drawings neatly.
- Ask a few learners explain who they drew and why.
- Display the drawings on the classroom wall.

## 2 Poster making

Explain what Heroes Day is.

Talk briefly about what heroes and heroines did like, fought for freedom, helped the nation.

### Give each learner:

- Paper or cardboard.
- Crayons, markers, glue.
- Scissors (if needed).

### Ask learners to draw:

- a Zimbabwean flag.
- a hero/heroine.
- people celebrating Heroes Day.

### Help them write a short message like:

- “We thank our heroes for fighting for our freedom.”
- “Heroes Day reminds us to love our country.”
- Let learners show their posters.
- Display the posters around the classroom.

## 3 Role-Playing a Heroes Day celebration

Tell the class they will pretend to have a Heroes Day celebration.

Choose learners to play roles such as:

- A speaker or village leader
- A hero/heroine
- Singers or dancers
- Flag bearers

Let learners practice:

- Singing the national anthem
- Marching or waving flags
- A short speech: “Today we honour our heroes...”
- Set up a small stage or space.
- Let the learners perform for the class or another class.

## Exercise 8.2

Learners should write a short story about a hero or heroine from their district. The following is an example:

### The brave girl from Mutasa district

Long ago, in a small village in Mutasa District, there lived a brave girl named Ruvimbo. She was kind, smart and loved her country very much. One day, Ruvimbo heard that her village had no clean water. The children had to walk very far to fetch water from the river. Ruvimbo wanted to help.

She spoke to the elders and said, “Let us dig a well in the village!” The people laughed. “You are just a girl,” they said. But Ruvimbo did not give up.

She asked for help from her teachers and the local leaders. Soon, many people joined her. They worked together, and after many days, a clean well was made in the village! The children danced and sang. Now they had clean water close to their homes. Ruvimbo became a heroine in her district. People said, “She is young, but she is brave and strong.” Every year on Heroes Day, they remember her courage and love for her people.

## Activity 8.2

### Possible answer you can expect from learners:

I can be a hero or heroine by doing good things every day. Here are some good deeds:

- Helping my parents at home.
- Keeping my yard and classroom clean.
- Respecting my elders and teachers.
- Sharing with others who have less.
- Helping a friend who is sad or hurt.
- Picking up litter and keeping the environment clean.
- Working hard at school and doing my homework.
- Planting trees and flowers.
- Telling the truth and being honest.
- Standing up for what is right and fair.

## Exercise 8.3

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

## Activity 8.3

The following is an example of the speech:

### *Our local heroes*

*Good morning everyone,*

*Today, we remember and thank our local heroes. These are the brave men and women who helped our community and our country. Some fought for freedom. Others helped people by teaching, healing or protecting us.*

*They showed love, courage and hard work, because of them, we go to school, live in peace, and have a better life. Let us honour them by being kind, working hard and helping others. We are proud of our heroes. Thank you.*

## Unit revision exercises

### Multiple choice answers

- 1 They are men and women who work tirelessly for the betterment of their families, communities and their country.
- 2 building statues and monuments in their memory.

### Structured questions answers

- 1 Heroes and heroines engage in selfless acts that benefit their communities and country.
- 2 Mrs Victoria Chitepo and Mrs Sally Mugabe.
- 3 Herbert Chitepo and Joshua Nkomo (Any notable figures from Zimbabwe's history who have contributed positively).
- 4 Bravery and self-sacrifice.

# Topic 3

# Heritage

## Unit 9: Family relationships

### Unit objectives

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

- a name different members of the family.
- b explain how members of the family relate to each other.

### Suggested teaching and learning materials

- PlusOne Social Science Grade 3 Learner's Book, page 46-50.
- Social Science Grade 3-7 syllabus.
- Pictures different types of families.

### Teaching notes

- Family relationships are connections between family members, such as between parents, children, siblings and extended family.
- They are important because they help create love, trust, support, and a sense of belonging.
- The following are some types of family members and their roles:

#### 1 Parents (Mother and father)

- Groom children and show love, trust, and care.
- Provide for the family and manage the household.
- Offer emotional support and protection.

#### 2 Siblings (Brothers and sisters)

- Share responsibilities and support each other.
- Learn and grow together.
- Play and have fun together.

### 3 Extended family members

- Include grandparents, aunts, uncles and cousins.
- Offer guidance, wisdom and emotional support.
- Help care for children and support family gatherings.

### 4 Grandparents

- Share life experiences and family traditions.
- Provide emotional support.
- Help with childcare.

### 5 Aunts and uncles

- Are siblings of one's parents.
- Offer guidance and help raise children.

### 6 Cousins

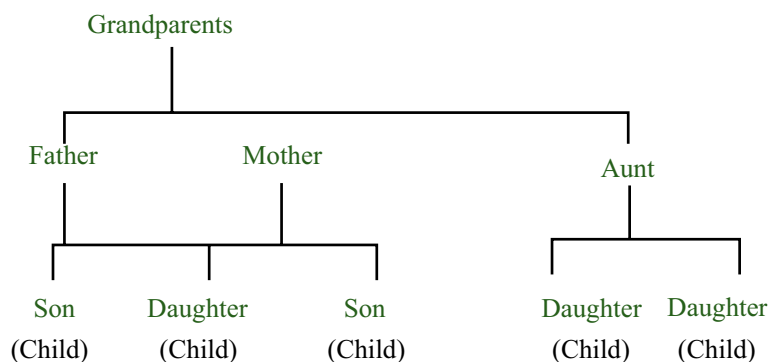
- Are children of one's aunts and uncles.
- Are like siblings and can play and spend time together.

## Activity 9.1

### Drawing a picture of family

- 1 Display a simple stick-figure family on the board and label “mom, dad, brother...” Ask: “Who else could appear? Grandparents? Cousins? Two moms? A guardian?” Emphasise that *every* family is unique.
  - Quickly sketch your own (or an imaginary) family, thinking aloud as you label.
  - Learners draw their families, adding labels. Support emerging writers: offer name cards or let them dictate labels for you to write.
  - Learners explain who each person is (“This is my auntie; she lives with us”).

- 2 Family relationships chart / diagram



### 3 Role-play: Sharing and conflict resolution

- (i) Brainstorm typical family conflicts: “sharing toys,” “TV time,” “clean-up duties.”
- (ii) Teach a simple script
  - **Step 1:** Say how you feel (“I feel upset when...”).
  - **Step 2:** Describe the problem (“We both want the red block”).
  - **Step 3:** Offer solutions (“Let’s set a timer / take turns / play together”).
- (iii) Assign roles – In threes (two children and one “observer-coach”) hand out prompt cards, for example, “One sibling has a toy car, the other wants it now.”
- (iv) Observer uses a checklist: Did they use an “I” message? Did they suggest a solution? Rotate roles.
- (v) Discuss what strategies worked and why.

## Exercise 9.1

Learners should write a short story about a family ceremony that they saw.

**Example:** Last year, my family celebrated my grandmother’s birthday. We invited all our relatives, including my uncles, aunts, and cousins. My father and mother prepared food, and we had a big cake. My grandfather shared stories about our family. We sang songs, played games, and took pictures. It was a happy day that brought us closer together.

## Exercise 9.2

- 1 Family members are related through **blood**.
- 2 As a family we should **help** one another.
- 3 Happy and trying times must be **shared** by families together.

## Exercise 9.3

- 1 Mother’s father is grandfather.
- 2 Father’s mother grandmother.
- 3 Father’s sister is aunt.
- 4 Mother’s brother is uncle.

## Activity 9.2

- Father and brother water the vegetables.
- Mother gets vegetables from the garden.
- Grandfather and grandfather shell the groundnuts.
- Aunt Tendai makes peanut butter.
- The writer plays with baby Rudo.

## Exercise 9.4

- 1 The Father.
- 2 The mother in most cases. (It differs with families, so ask the learners who does the cooking at their house)
- 3 Learners say how they help their families (washing plates, washing dishes, look after the baby among others).

## Unit revision exercises

### Multiple choice answers

- 1 C
- 2 A
- 3 A

### Structured questions answers

- 1 Why is sharing chores important in families?
  - It helps everyone work together.
  - It makes the house clean and nice.
  - It teaches us to be responsible.
  - It shows we care for each other.
  - It makes jobs easier and faster.
- 2 How do young children help in the family?
  - They pick up their toys.
  - They help sweep the house.
  - They water the plants.
  - They help fold clothes.
  - They wipe the table.
  - They help with looking after the baby.
- 3 A schoolmate is a friend or person who goes to the same school as you.

## Unit 10: Community as an agent of socialisation

### Unit objective

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

- a identify the role of the community in socialisation.

## Suggested teaching and learning materials

- PlusOne Social Science Grade 3 Learner's Book, page 51-53.
- Social Science Grade 3-7 syllabus.
- Chart showing people socialising with each other in the community.
- Braille material.

## Teaching notes

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 do not only learn at school or home.
- They also learn from people and places in their community.
- People like teachers, police officers, nurses, and neighbours 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 do.
- If adults are kind and helpful, children will learn to be kind too.
- A strong, caring community helps all children feel safe and supported.
- Everyone helps look after each other.

## Suggested answers

### Activity 10.1

Ask learners to draw a picture of their community and label important places and people.

### Expected outcomes

- Learners identify and label places like the school, clinic, park, library, and shop.
- Learners include people such as teachers, nurses, shopkeepers, police officers and community leaders.
- Learners begin to understand the roles these people play in making the community safe, helpful and fun.

### Exercise 10.1

- 1 Write or draw a short story about a time your community taught you something important (for example, being kind, helping others).
- 2 Create a "Community Helper" chart or diagram showing who helps children learn and grow.

## Expected outcomes

Learners reflect on a value or tradition taught through a real-life experience.

The chart should include helpers such as:

- **Teachers** – Who help us learn.
- **Police officers** – Who keep us safe.
- **Volunteers** – Who help people in need.
- **Elders** – Who teach traditions and stories.

## Activity 10.2

Lead a whole-class discussion using the following guiding questions:

- 1 What does your community do to help you know right from wrong?
- 2 What have you learned from adults in your community?
- 3 What fun or helpful things do you do in your community?

## Expected outcomes

- Learners share examples of learning through community activities like sports, story time, clean-up days or holiday events.
- Learners begin to see how community adults teach by doing and by helping.
- Learners understand that everyone has a role in building a caring and respectful community.

## Exercise 10.2

- 1 Communities help children learn what is expected of **others** and themselves.
- 2 They provide a sense of **belonging** and help define right and wrong.
- 3 Children learn to interact with people who are **different** from them.

## Unit revision exercises

### Multiple choice answers

- 1 B
- 2 B
- 3 A

### Structured questions answers

- 1 Communities help kids make friends and learn how to get along with others.
- 2 Kids watch and listen to adults to learn how to act and help others.
- 3 Playing on a soccer team or any other games helps kids make new friends.
- 4 Kids learn to be kind and understand people who are not like them.

- 5** Communities offer programs like art classes, science clubs and music lessons that let children try new things, discover talents and develop hobbies that can grow into lifelong passions.

## Unit 11: Family ceremonies and rituals

### Unit objectives

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

- a** identify family ceremonies and rituals.
- b** describe processes of some family rituals.

### Suggested teaching and learning materials

- PlusOne Social Science Grade 3 Learner's Book, page 54-60.
- Social Science Grade 3-7 syllabus.
- Pictures showing family ceremonies and rituals.
- ICT tools

### Teaching notes

#### Birth ceremonies

- A ceremony is a special event, like when a baby is born.
- In Shona culture, when a woman is pregnant for the first time, she goes to her parents' home to give birth.
- A ceremony called *Masungiro* is done.
- Two goats are given to the woman's family – one goat is used for food.
- After the baby is born, the baby is given a name.
- Family members bring gifts for the baby.
- The baby's umbilical cord falls off and is buried by the fireplace, in the cattle kraal or thrown in a river.

#### Funeral ceremonies

- A funeral is a special time when people say goodbye to someone who has died.
- The body is washed and dressed.
- People gather to sing, pray and tell stories about the person.
- A procession (walk) is done to the grave.
- People give speeches to show love for the person.
- The body is then buried and traditional acts like pouring water or beer are done in some families.

## Suggested answers

### Activity 11.1

- In groups, learners should role-play birth rites.
- Let children pretend to do the Masungiro ceremony or the naming ceremony.

### Exercise 11.1

- 1 A bride is a **female**.
- 2 Boys and girls are prepared for **adulthood**.
- 3 The go-between goes to the bride's home with **two** goats.

### Activity 11.2

#### The importance of ceremonies and rituals at birth

In groups or with a partner, learners should talk about why birth ceremonies and rituals are important. Then share with the class.

### Guideline answers

- They help us welcome the baby into the family.
- They bring families together.
- They help give the baby a name.
- People are happy and thank God or the ancestors.
- They teach us about our culture.

### Exercise 11.2

- 1 The umbilical cord is **buried** or **thrown in the river**.
- 2 Family members bring some **gifts** for the new baby.
- 3 A **naming ceremony** is done after the birth of the child.

### Activity 11.3

- 1 Explain what a funeral is and why it is important to remember those who have passed away.
  - Ask learners to draw a picture of a funeral procession in their books.
  - Guide them to include elements like people, flowers and a casket.
  - Discuss what each part of their drawing represents.
  - Encourage learners to share their thoughts about how people show respect for the deceased.
- 2 Role-play:
  - Divide learners into small groups.
  - Have them act out a funeral ritual, using simple dialogue and actions.
  - Remind them to show respect during the role-play.

## Exercise 11.3

- 1 Ask learners to write a short story about a funeral they have seen or heard about.
- 2 Encourage them to describe the feelings people might have during a funeral.

### Creating a chart:

- 3 Guide learners to create a chart or diagram showing the steps of a funeral ritual.
- 4 Help them label each step, such as preparation, mourning and burial.

## Activity 11.4

- 1 Explain what marriage is and why it is important in many cultures.
- 2 Drawing:
  - Have learners draw a picture of an African marriage ceremony.
  - Encourage them to include traditional clothing, a bride and groom, and family members.
- 3 Role-play:
  - In groups, let learners pretend to be part of a marriage ceremony.
  - Assign roles (bride, groom, family members) and let them act out the ceremony.

## Exercise 11.4

- 1 Writing:
  - Ask learners to write a short story about a Zimbabwean marriage ritual.
  - Encourage them to include details about what happens during the ceremony.
- 2 Creating a chart:
  - Guide them to create a chart showing the steps involved in a marriage ritual.
  - Help them label steps like engagement, ceremony and blessings.

## Unit revision exercises

### Multiple choice answers

- 1 C
- 2 D
- 3 D
- 4 C

### Structured questions answers

- 1 Adulthood
- 2 The groom or his representative.
- 3 The father, mother or elders.

## Unit 12: Natural resources

### Unit objectives

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

- a identify the natural resources in Zimbabwe.
- b state the benefits of natural resources.

### Suggested teaching and learning material

- PlusOne Social Science Grade 3 Learner's Book, page 61-65.
- Social Science Grade 3-7 syllabus.
- Chart showing different types of natural resources.
- ICT tools

### Teaching notes

In Zimbabwe, there are a lot of natural resources, which include:

- **Water:** Essential for drinking, farming and supporting wildlife.
- **Trees:** Provide timber, fuel, and oxygen and support biodiversity.
- **Animals:** Contribute to tourism and the economy; include various wildlife species.
- **Air:** Clean air is vital for health and well-being.
- **Sunlight:** Used for solar energy and supports plant growth.

### Benefits of natural resources

Natural resources provide many advantages for the community and economy, such as:

- **Economic growth:** Resources like minerals and wildlife attract tourism, generating income.
- **Sustaining life:** Water and trees are crucial for drinking, agriculture and maintaining ecosystems.
- **Employment:** Resource management creates jobs in tourism, agriculture and conservation.
- The country also gets foreign currency when tourists visit Zimbabwe's natural resources like the Victoria Falls.

### Suggested answers

#### Activity 12.1

- 1 Explain the importance of trees in Zimbabwe and how they help the environment.
- 2 Take learners to a tree plantation or show pictures of a plantation in Zimbabwe.
- 3 Discuss the type of trees grown in that particular plantation.

- 4 Have learners write a few sentences about the trees grown in the plantation and why they are important.

## Exercise 12.1

- 1 Zambezi River and Limpopo River.
- 2 Palm, pawpaw, gum tree.
- 3 The Mines and Minerals Act (Chapter 21:05)

## Activity 12.2

- Begin with a short discussion or video showcasing Zimbabwe's rich wildlife heritage, including animals such as elephants, lions, rhinos, buffaloes, leopards and various bird species.
- Explain how wildlife contributes to Zimbabwe's identity and economy, especially through tourism.
- Highlight the role of wildlife in attracting international visitors and supporting local communities.
- Talk about the threats faced by wildlife such as poaching, habitat loss, and climate change.

## Group work

Divide learners into small groups and assign each group a specific game park or allow them to choose (for example, Hwange National Park, Gonarezhou, Mana Pools, Matobo or Matusadona).

Provide research questions or a worksheet to guide their work:

- What animals live in the park?
- What is being done to help protect the animals?
- What problems does the park have?
- How does the park help people and bring visitors?
- Encourage use of books, articles and trusted online sources if available.

## Exercise 12.2

- 1 When animals are killed, they become extinct.
- 2 In Zimbabwe animals are kept at game parks.
- 3 Zambezi river is one of the rivers found in Zimbabwe.
- 4 There are many natural resources such as water, trees, minerals, sunlight and air among others.
- 5 Mupfuti, Mutohwe, Baobab (Muuyu) and many others.

## Activity 12.3

- 1 Divide the class into groups of four.
- 2 Ask them to talk about how natural resources help people in their community for example:
  - Trees give us wood, fruit, and shade.
  - Rivers give water to drink and help with farming.

- Animals can attract tourists and help with food.
- Good soil helps us grow crops.

**Teacher tip:** Write some ideas on the board to help learners during the discussion.

### **Drawing a tourist attraction**

**(i)** Ask learners to draw a picture of a **popular tourist place** in Zimbabwe.

**(ii)** Explain that tourists come to see beautiful places and learn about Zimbabwe.

### **Suggested tourist attractions:**

- Victoria Falls
- Great Zimbabwe
- Hwange National Park
- Kariba Dam
- Matobo Hills

**Teacher tip:** Show photos or a short video (if available) to give learners a clear idea of what these places look like.

### **Role-play – welcoming a tourist**

**(i)** Ask learners to act out a scene where a tourist visits Zimbabwe.

**(ii)** Let them use greetings, share traditional food, talk about wildlife, or perform a simple dance.

### **Example of role-play:**

- One learner acts as a tourist.
- Others act as local people showing them around.

Include phrases like:

- “Welcome to Zimbabwe!”
- “This is Victoria Falls.”
- “We eat sadza and vegetables.”

**Teacher tip:** Encourage creativity and cultural pride.

## **Exercise 12.3**

Ask learners to write 3–5 short sentences explaining how tourism helps Zimbabwe.

**Sample essay (For teachers to read out or write on the board):** “Tourists come to Zimbabwe to see animals and waterfalls. They spend money on hotels and food. This gives people jobs. Tourists also learn about our culture and help us protect nature.”

**Tourism benefits chart or diagram**

- a** Guide learners to draw a simple chart or table.
- b** Help them list 3 or 4 ways tourism is good for Zimbabwe.

**Example chart**

| Tourism helps by    | How                                   |
|---------------------|---------------------------------------|
| Giving people jobs. | Guides, hotel workers, shopkeepers.   |
| Bringing in money.  | Tourists pay for tours, food, crafts. |
| Protecting nature.  | Game parks take care of animals.      |
| Sharing culture.    | Visitors learn about Zimbabwean life. |

**Unit revision exercises**

**Multiple choice answers**

- 1** C
- 2** C
- 3** C

**Structured questions answers**

- 1** Agriculture and building homes.
- 2** Baobab, Mopane and Acacia.
- 3** Gold, diamonds and platinum.
- 4** In the Eastern Highlands of Zimbabwe.
- 5** Solar energy.

# Topic 4

## Work and leisure

### Unit 13: Occupations in the community

#### Unit objective

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

- a state different occupations in their community.

#### Suggested teaching and learning materials

- PlusOne Social Science Grade 3 Learner's Book, page 66-69.
- Social Science Grade 3-7 syllabus.
- ICT tools
- Braille material
- Sign language material

#### Teaching notes

An occupation 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 occupations:

- **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.
- **Engineering:** Engineers design and build things like roads, bridges, and buildings. They ensure that these structures are safe and strong.
- **Carpentry:** Carpenters build and repair things made of wood. They make furniture, houses, and other structures.

#### Suggested answers

#### Activity 13.1

- 1 Discuss different occupations and their roles in the community.

- 2 Role-play:
- Divide learners into small groups.
  - Assign each group a different occupation (for example, farmer, engineer, carpenter).
  - Have them prepare a short skit that presents their occupation and its importance.
  - Allow each group to present their skit to the class.
  - Encourage learners to ask questions after each presentation.

## Exercise 13.1

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

## Unit revision exercises

### Multiple choice answers

- 1 C
- 2 C

### Structured questions answers

- 1 Occupations.
- 2 Learners will provide their own stories based on the occupation they choose. The following is an example:

#### Tariro the Nurse

Tariro is a kind nurse who works at the local clinic. Every morning, she puts on her white uniform and goes to help sick people. She gives medicine, checks temperatures, and makes sure everyone feels better. Children love Tariro because she always smiles and talks to them gently. Tariro loves her job because she helps people get well.

### Match the occupation with the worker:

- 3 Installing or mending broken water pipes: **Plumber**
- 4 Building houses, schools and offices: **Builder**
- 5 Flying an aeroplane: **Pilot**
- 6 Selling newspapers, tomatoes, or fish: **Vendor**
- 7 Catching fish for sale: **Fisherman**
- 8 Giving and receiving money from customers in a bank: **Bank teller**
- 9 Repairing worn out shoes: **Cobbler**

## Unit 14: Leisure facilities in the community

### Unit objective

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

- a** list different leisure facilities in the community.

### Suggested teaching and learning materials

- PlusOne Social Science Grade 3 Learner's Book, page 70-74.
- Social Science Grade 3-7 syllabus.
- Pictures of leisure facilities in communities.

### Teaching notes

- **Leisure:** Activities people do during their free time to relax and enjoy themselves.
- **Hobbies:** Regular activities that people engage in for pleasure during their spare time.

### Leisure facilities in the community

- 1** Community halls:
  - **Purpose:** Serve as gathering places for meetings, concerts, and community events.
  - **Importance:** Foster community spirit and provide a space for various activities.
- 2** Community swimming pools:
  - **Purpose:** Provide a place for swimming and relaxation.
  - **Safety:** Encourage safe swimming practices, especially for children.
- 3** Recreational clubs:
  - **Purpose:** Offer opportunities for sports, games, hobbies and socializing.
  - **Benefits:** Promote physical, mental well-being and social interaction.
- 4** Cultural villages:
  - **Purpose:** Showcase and preserve traditional cultures.
  - **Activities:** Include crafts, music and dance.
- 5** Art and craft centres:
  - **Purpose:** Provide spaces for artistic expression.
  - **Activities:** Include painting, pottery, weaving and other craft.

## Suggested answers

### Activity 14.1

- 1 Discuss different leisure facilities available in the community.
- 2 Drawing:
  - Show learners pictures of different leisure facilities.
  - Ask learners to draw a picture of a community hall or recreational club.
  - Encourage them to include details like people participating in activities.
  - Have learners present their drawings to the class and explain what they chose to depict.

### Exercise 14.1

- Ask learners to write a short story about a visit to a cultural village.
- Encourage them to describe the activities they participated in or observed.
- Allow learners to share their stories with a partner or the class.

#### Example

Last holiday, I visited a cultural village near Harare with my family. The villagers welcomed us warmly and wore traditional clothes. We saw huts made of mud and thatch, just like in the past.

We watched traditional dances like the *Mbira* and *Jerusarema*, with colourful beads and drums. I even tried dancing! We also saw how pottery and baskets were made by hand.

The guide told us about totems, which are animals or symbols representing families. This made me proud of my own totem. We ate a traditional meal of sadza, vegetables and meat. Visiting the village helped me learn about Zimbabwe's culture and history. I hope to go again!

### Activity 14.2

Learners will create a craft inspired by Zimbabwean culture, such as traditional pottery or painting patterns.

#### Materials needed:

- For painting: paper, paintbrushes, watercolors or acrylic paints, palettes.
- For pottery: clay, shaping tools, water, newspapers or cloth for drying.
- Reference images of Zimbabwean cultural art (pottery designs, Shona sculpture patterns, traditional painting motifs).

#### Step 1: Introduce the cultural theme

- Begin with a short talk or slideshow about Zimbabwean cultural art and craft traditions (for example, pottery, Shona stone sculpture, Ndebele beadwork, traditional painting patterns).
- Show examples and explain the meaning behind some common symbols and designs.

## **Step 2: Plan the project**

- Ask learners to decide whether they want to paint or make pottery.
- Encourage them to sketch their ideas on paper first.
- Discuss how they can include traditional patterns or symbols in their work.

## **Step 3: Prepare materials**

- Distribute the necessary materials.
- Demonstrate basic techniques (how to paint patterns, how to shape clay).

## **Step 4: Create the craft**

- Guide learners as they paint or mold their pieces.
- Walk around and provide help, encouragement and feedback.
- Remind them to be patient and careful.

## **Step 5: Drying and finishing**

- For pottery: help learners place their work in a safe area to dry.
- For painting: allow time for drying before displaying.
- Have learners present their crafts to the class.
- Ask them to explain the cultural inspiration behind their work and what they learned.

## **Role-play**

- Learners will practice social skills and cultural etiquette by role-playing attending a community event.
- Explain that the role play will simulate attending a community event such as a meeting, celebration or club gathering.

## **Assign roles**

- Divide learners into groups.
- Assign roles such as: guest, event organizer, speaker, host, or attendee.

## **Prepare the scene**

Discuss typical activities and behaviours at community events (greeting, introductions, listening to speeches, socialising).

## **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.

## Activity 14.2

- 1 Visit the internet: Use a computer, tablet, or smartphone to access the internet. You can use search engines like Google.
- 2 Search for leisure facilities: Look for different types of leisure facilities found in communities across Zimbabwe. These are places where people go to relax, have fun, or enjoy recreational activities.
- 3 Identify four leisure facilities: Find and write down the names of four leisure facilities located in different towns or cities in Zimbabwe.
- 4 Give examples: For each leisure facility, write:
  - The name of the facility.
  - Its location (city or town).
  - One or two activities or features available there.

### Example answer

| Leisure facility               | Location       | Activities/Features             |
|--------------------------------|----------------|---------------------------------|
| Mukuvisi Woodlands             | Harare         | Nature walks, bird watching     |
| Victoria Falls Safari Lodge    | Victoria Falls | Wildlife viewing, swimming pool |
| Hillside Recreational Park     | Mutare         | Swimming, picnic spots          |
| Lake Chivero Recreational Park | Harare         | Boating, fishing, camping       |

## Exercise 14.2

- Leisure
- Swimming pool
- Game park
- Community hall
- Floaters

## Unit revision exercises

### Multiple choice answers

- 1 C
- 2 A

### Structured questions answers

- 1 Leisure is the time spent doing activities for enjoyment and relaxation.
- 2 Barbourfields Stadium
- 3 Watching a football match.
- 4 In a cinema.
- 5 Cheetah, loin, zebra, eland, buck and many others.
- 6 Mountains
- 7 Stadium

## Unit 15: Indigenous and modern games

### Unit objectives

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

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

### Suggested teaching and learning materials

- PlusOne Social Science Grade 3 Learner's Book, page 75-79.
- Social Science Grade 3-7 syllabus.
- Pictures of different indigenous and modern games.
- Word cards
- ICT tools
- Resource persons facilitators.

### Teaching notes

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

### Indigenous games

**Tsoro/Intsoro:** A traditional Zimbabwean game played on a rectangular board consisting of 12 holes or pits. The objective is to capture your opponent's stones while strategising your moves.

#### How to play:

- Players take turns placing stones on the grid to create rows and capture their opponent's stones.
- The game promotes strategic thinking and problem-solving skills.

#### Game play:

- The board consists of two rows of 12 holes or pits.
- Each player has 12 stones of their chosen colour.
- Players take turns dropping stones into the holes and capturing stones from their opponent.
- The winner is the player who captures all of the opponent's stones.

## Modern games

### (i) Television games:

- These include video games and console games.
- Examples: Super Mario, Federation Internationale de Football Association (FIFA).

### (ii) 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 15.1

- 1 Have learners play the *Sarura wako/Nyamayembongolo* game.

#### Step-by-step guide to play Sarura wako:

- Players form a circle – A group of children (minimum 6–8) sit or stand in a circle.
- One player walks around – One person (the “chooser”) walks outside the circle, often singing or chanting “Sarura wako!” (Choose your partner!).
- Choosing a partner – While walking, the chooser taps someone gently on the back or shoulder when the chant ends.
- Both run – The tapped player jumps up, and both the chooser and chosen run in opposite directions around the circle.
- Race to sit – The goal is to be the first to get back and sit in the empty spot in the circle.
- Whoever is left standing – The one who doesn’t get the seat becomes the next chooser, and the game repeats.

### Exercise 15.1

- 1 Have learners write down two indigenous games they know for example *Zai rakaora/Ikhanda libolile, Tsoro/Intsoro* and many others.
- 2 Children play games because:
  - To learn – Games help build thinking and motor skills.
  - To socialise – Kids learn to share, take turns, and make friends.
  - To express emotions – Play helps them deal with feelings.
  - To be creative – Games spark imagination and role-play.
  - To explore – Kids are curious and play helps them discover new things.

## Activity 15.2: Snakes and ladders

### Step-by-step instructions:

- 1 Have learners play Snakes and Ladders game with friends.

#### step-by-step guide to play Snakes and ladders:

- Set up the board – Each player picks a token and places it on square one.
- Take turns – Players take turns rolling one die.
- Move forward – Move your token forward by the number rolled.
- Ladders help – If you land on a square with the bottom of a ladder, climb up to the top.
- Snakes hurt – If you land on a square with the head of a snake, slide down to the tail.
- First to finish wins – The first player to reach the last square (usually 100) wins the game.

- 2 Creating a card game.

- Pick a theme – for example animals, heroes, numbers.
- Design cards – add numbers, colors, or actions.
- Make rules – how to play, take turns and win.
- Create cards – draw/write on paper or cardboard.
- Test the game – play with friends.

## Exercise 15.2

- 1 Ask learners to research and write about different types of television games.
- 2 Have learners present their findings to the class.

## Activity 15.3

- 1 Ask learners to demonstrate any indigenous games of their choice. The following are examples of indigenous games:

### *Nhodo*

#### What you need:

- Small stones or seeds (about 5).
- A hole in the ground or a small container.

#### How to play (basic version):

- Place the stones in the hole.
- Toss one stone in the air.
- Quickly pick one stone from the hole and catch the tossed one before it falls.
- Repeat, picking up more stones each time (for example, two, then three).
- Miss a catch or pick, and it's the next player's turn.
- Goal: Pick all stones without missing catches.

## ***Pada* (Hopscotch)**

### **What you need:**

- Draw boxes on the ground (usually 6-10 squares).
- A small object (stone, bottle cap).

### **How to play:**

- Throw the object into box one.
- Hop through the boxes on one foot (skip the box with the object).
- Turn and hop back, pick up the object on the way.
- Repeat for each box (2, 3, 4...).
- Goal: Finish all the boxes without stepping on lines or falling.

## **Unit revision exercises**

### **Multiple choice answers**

- 1 A / C
- 2 C

### **Structured questions answers**

- 1 *Tsoro/Intsoro* and *Sarurawako/Nyama yembongolo*.
  - Video games (for example, FIFA) and board games (for example, Snakes and Ladders).
  - Players take turns placing stones on a grid to capture their opponent's stones.
  - They promote strategic thinking, social interaction, and cultural heritage.
- 2 People enjoy playing indigenous games for several reasons:
  - Cultural connection – They celebrate and preserve heritage.
  - Fun and social – They bring people together and build friendships.
  - Easy to play – Often need simple materials or none at all.
  - Skills building – Help develop thinking, coordination and teamwork.
  - Sense of identity – Make people feel proud of their roots.
- 3 Indigenous games often involve face-to-face interaction and strategy, while television games may focus on individual skills and technology.

# Topic 5

# Transport and communication

## Unit 16: Relationships between population and transport

### Unit objective

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

- a** explain how population affects the transport system in an area.

### Suggested teaching and learning materials

- PlusOne Social Science Grade 3 Learner's Book, page 80-82.
- Social Science Grade 3-7 syllabus.
- Chart showing different types of transport.

### Teaching notes

- Transport: The methods and vehicles used to move people and goods from one place to another.
- Population density: Refers to the number of people living in a specific area, which affects how transport systems are developed.

### How population affects the transport system

#### 1 Transport system in rural areas:

- In rural areas, transport is often limited. People may rely on tractors or ox-drawn carts to travel long distances.
- There are fewer cars and buses, making transportation more challenging.

#### 2 Transport system in urban areas:

- Urban areas typically have high-density and low-density residential zones.
- People often rely on buses for their daily commutes, as many residents do not own cars.
- Public transport is more developed, making it easier to move from one place to another.

## Suggested answers

### Activity 16.1

- 1 Group discussion:**
  - Divide learners into small groups.
  - Discuss how the number of people in an area affects the type of transport used.
  - Encourage them to think about rural vs. urban transport systems.
- 2 Presentation:**
  - Have each group present their findings to the class.
  - Encourage questions and discussions after each presentation.

### Exercise 16.1

- 1** Another
- 2** High density
- 3** Population
- 4** More

## Unit revision exercises

### Multiple choice answers

- 1** B
- 2** C

### Structured questions answers

- 1** Transport is the movement of people and goods from one place to another using various vehicles.
- 2** People need transport to travel for work, school, and other daily activities.
- 3** Transport
- 4** Tractors and ox-drawn carts.
- 5** In urban areas.
- 6** They may have limited access to transport and often work long hours.

## Unit 17: The need for communication

### Unit objectives

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

- a list means of communication.
- b state the need for communication.

### Suggested teaching and learning materials

- PlusOne Social Science Grade 3 Learner's Book, page 83-87.
- Social Science Grade 3-7 syllabus.
- ICT tools
- Braille material
- Sign language material

### Teaching notes

- Communication is the process of passing information from one person to another.
- Means of communication means various methods used to convey messages, ideas and feelings.

### Means of communication

- 1 **Drumming:** A traditional way of communicating through beats and rhythms. In some cultures, drumming signals the start of a ceremony.
- 2 **Storytelling:** A way to pass down history and culture through narratives.
- 3 **Singing:** Involves using music to convey messages or tell stories.
- 4 **Whistling:** A method of communication using whistles to convey specific messages.
- 5 **Smoke signals:** Used to send messages across distances, especially in traditional contexts.
- 6 **Internet:** A global network for sharing information.
- 7 **Telephone:** A device that allows people to communicate over long distances.

### Suggested answers

#### Activity 17.1

- 1 Group work:
  - In small groups, create a simple drumming pattern to convey a message.
  - Discuss how different rhythms can express various meanings.
  - Each group presents their drumming pattern to the class and explains the intended message.
- 2 Learners should list the advantages and disadvantages of various means of communication discussed in class.

**a** Verbal (Speaking face-to-face or by phone).

**Advantages:**

- Fast
- Direct and clear.
- Allows immediate feedback.

**Disadvantages:**

- No record.
- Can be misunderstood.
- Not good for large audiences.

**b** Written (Letters, emails, texts)

**Advantages:**

- Permanent record.
- Can be shared.
- Clear and organised.

**Disadvantages:**

- Slower response.
- Can be misread.
- No body language.

**Drum beating / Horn blowing**

**Advantages:**

- Reaches many people quickly.
- Useful in rural areas.
- No electricity needed.

**Disadvantages:**

- Limited messages.
- Can be misunderstood.
- Not private.

**Messenger (person delivering message)**

**Advantages:**

- Personal and trusted.
- Can explain message clearly.
- No tools needed.

**Disadvantages:**

- Slow
- Message may be changed.
- Messenger may forget or delay.

## Activity 17.2

### Part 1: Creating an email

Explain to learners that they will write a simple email or message to a friend or family member (3-5 sentences).

#### Open your email app or website

Examples: Gmail, Outlook, Yahoo Mail.

#### Click “Compose” or “New email”

This opens a blank email form.

#### Fill in the details:

- **To:** Enter the email address of the person you want to send it to.
- **Subject:** Write a short topic line about your email (for example, “Hello from me!”).
- **Body:** Write your message here (the main text). Start with a greeting (for example, “Hi Sarah,”), write your message, then end with a closing (for example, “Best wishes, John”).

#### Check your email

Make sure the address and message are correct.

#### Click “Send”

- Your email will be sent to the recipient.
- Give examples or prompt ideas like greetings, asking how they are or sharing news.
- Help learners brainstorm and write their messages.
- Assist with spelling and sentence structure as needed.

### Part 2: Drawing activity

- Ask learners to draw a picture of a modern means of communication for example, smartphone, computer, tablet.
- Encourage creativity and label the drawings if possible.

### Part 3: Role-play

#### Pair learners

Organise learners in pairs for the activity.

#### Explain role-play scenarios

- Give simple scenarios where learners communicate using different methods (face-to-face, phone call, texting, video call).
- Model a role-play with a volunteer first.

## Practise and observe

- Let pairs practise their role-plays, switching roles after a few minutes.
- Provide positive feedback and support communication skills.

## Exercise 17.2

- Instruct learners to research only modern communication methods used in their communities (for example, smartphones, social media, video calls).
- Suggest interviewing family or observing daily communication habits.
- Help learners write short descriptions of each modern communication method they researched.
- Assist with organising their notes clearly.
- Encourage learners to use drawings, examples, or demonstrations when presenting.
- Have learners present their findings.
- Facilitate a class discussion to deepen understanding.

## Activity 17.3: The need for communication

- Communication is important for expressing ideas and feelings.
- It helps in making decisions and resolving conflicts.
- Effective communication is crucial in everyday life.

## Exercise 17.3

- 1 Communication is the sharing of information between people.
- 2 Two or more people.
  - To share ideas. – To build relationships.
  - To give or get information.

## Unit revision exercises

### Multiple choice answers

- 1 C
- 2 D
- 3 C

### Structured questions answers

- 1 Various methods used to convey messages and information.
- 2 Three reasons why there is a need for communication are:
  - To share information. • To make decisions.
  - To express feelings.
- 3 Means of communication are the ways people use to send and receive messages.

- 4 The three indigenous means of communication are:  
Drumming, storytelling, internet, phones, smoke signals and many others
- 5 Email, instant messaging using whatsapp, video calls and phone call

## Unit 18: Modern forms of communication

### Unit objective

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

- a explain modern forms of communication

### Suggested teaching and learning materials

- PlusOne Social Science Grade 3 Learner's Book, page 88-91.
- Social Science Grade 3-7 syllabus.
- Pictures of modern forms of communication.
- Braille material
- Sign language material
- ICT tools

### Teaching notes

- **Telegram:** A short written message transmitted using electronic devices.
- **Telephone:** A device allowing people to communicate over distances.
- **Fax:** A method for sending scanned printed material.
- **E-mail:** An electronic mail system for exchanging messages.
- **Letter:** A written message sent through a medium.
- **Social media:** Platforms that allow users to create and share content.

### Suggested answers

#### Activity 18.1

Tell learners:

“Today, we will work in groups to learn how modern communication devices like smartphones and computers help people communicate.”

**Divide the class into small groups** (3–5 learners per group). Give these tasks:

### Each group will:

- Choose one modern device for example a smartphone, tablet, computer.
- Discuss how the device works for communication for example, calling, texting, emailing, video calling.
- List apps or tools used on that device for example, WhatsApp, Gmail, Zoom.
- Each group will present their findings to the class.

Ask a few quick questions:

- “Which device is most used at home?”
- “Which app do you use to talk to your friends?”

### Exercise 18.1

- 1 A telegram is a written message.
- 2 A telephone is a communication device.
- 3 Fax

### Activity 18.2

#### Creating an email

- Go to a website – for example, [www.gmail.com](http://www.gmail.com)
- Click “Create account”.
- Enter your name.
- Choose a username (for example, johndoe123).
- Create a password.
- Fill in details (like phone number or birthdate).
- Click “Next” and follow the prompts.
- Done! You now have an email address.

### Exercise 18.2

- 1 Email stands for: Electronic Mail
- 2 Address
- 3 Two social media platforms:
  - Facebook
  - WhatsApp

## Unit revision exercises

### Multiple choice answers

- 1 B
- 2 B
- 3 C

### Structured questions answers

- 1 We use a telephone to make calls.
- 2 This is a fax machine.
- 3 A telegram transmits short messages.
- 4 WhatsApp, Instagram, Tiktok, and Snapchat are examples of social media.

## Unit 19: Road accidents

### Unit objectives

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

- a state the causes of road accidents.

### Suggested teaching and learning materials

- PlusOne Social Science Grade 3 Learner's Book, page 92-95.
- Social Science Grade 3-7 syllabus.
- Pictures of road accidents.
- Resource persons from traffic control.
- Braille
- Sign language material
- ICT tools

### Teaching notes

- **Accidents:** Unintentional events that result in injury or damage, particularly in the context of road use.
- **Understanding causes:** Recognising the factors that contribute to road accidents helps in preventing them.

## Causes of road accidents

### a Drinking and driving:

Alcohol impairs thinking and reaction time, making it dangerous to operate a vehicle.

### b Speeding:

Driving too fast reduces the driver's ability to react to sudden changes, increasing the risk of accidents.

### c Using a phone while driving:

Texting or talking on the phone distracts the driver from focusing on the road.

### d Weather conditions:

Rain, snow and fog can make roads slippery and reduce visibility, leading to accidents.

### e Unroadworthy vehicles:

Cars not in good condition may have problems like worn-out brakes or tires, which can lead to crashes.

## Suggested answers

### Activity 19.1: Group discussion

In groups, learners should discuss the causes of road accidents.

#### Sample answers

**Question 1:** Share an example of how drinking and driving can cause accidents.

"A driver who drinks alcohol may feel sleepy or confused. For example, they may not see a red traffic light and crash into another car."

**Question 2:** Talk about why it is important to keep vehicles in good condition.

"If a car is not checked, the brakes or lights might stop working. This can cause accidents. A good vehicle is safe to drive and helps protect people on the road."

**Question 3:** Discuss how using a phone while driving can be dangerous.

"A driver looking at their phone may not see another car or a person crossing. This can lead to crashes. Phones take away attention from the road."

### Exercise 19.1

- 1 Drinking and driving can lead to serious injuries and accidents.
- 2 Not roadworthy vehicles may have problems like worn-out tyres or broken lights.
- 3 Using a phone while driving takes attention away from road.

## Unit revision exercises

### Multiple choice answers

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

### Structured questions answers

- 1 It impairs judgment and reaction time, increasing the risk of accidents.
- 2 Brakes, tires, lights, and overall vehicle condition.
- 3 Using a phone, eating while driving and adjusting the radio.
- 4 It reduces the time available to react to hazards on the road.
- 5 Drive slowly, increase following distance and use headlights for visibility.

## Unit 20: Pedestrian safety

### Unit objectives

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

- a define a pedestrian.
- b demonstrate walking along the right side of the road.
- c explain steps to take when crossing the road.

### Suggested teaching and learning materials

- PlusOne Social Science Grade 3 Learner's Book, page 96-99.
- Social Science Grade 3-7 syllabus.
- Pictures of passengers crossing the roads
- Real roads
- ICT tools
- Braille material
- Sign language material

### Teaching notes

- (i) **Pedestrian:** A person traveling on foot. Pedestrians can either be walking or running.
- (ii) **Walking along the right side of the road:**

- Always walk on the side of the road where you can see oncoming traffic.
- This helps to enhance safety by allowing you to react to vehicles.

### Steps to take when crossing the road

- 1 Look left and right:** Always look and listen for traffic before crossing the road.
- 2 Use crosswalks:** Cross at designated areas whenever possible.
- 3 Face traffic:** When walking on the road, always face oncoming traffic.
- 4 Be cautious:** If near an intersection, be aware of vehicles turning.
- 5 Wait for the signal:** At traffic lights, wait for the pedestrian signal to cross.
- 6 Avoid distractions:** Do not use cellphones or listen to music while crossing.

### Suggested answers

#### Activity 20.1

##### (i) Drawing:

Have learners draw a picture of a pedestrian walking on the right side of the road.

##### (ii) Role-play:

Learners can act out scenarios where they are walking on the right side of the road.

#### Exercise 20.1: Creating a safety poster

##### (i) Poster creation – Walk on the right side of the road.

##### Teacher instructions:

- Tell learners: “You will make a poster reminding pedestrians to always walk on the right side of the road.”
- Explain why: “This helps them face oncoming traffic and stay safer.”

##### What to include on the poster:

- A clear message: “*Walk on the right side of the road!*”
- A simple drawing: A person walking on the right side, facing cars.
- Bright colours and big letters to catch attention.

##### Short example for learners:

Your poster could say: “*Be smart, be safe – walk facing traffic!*” with a drawing of a road and a pedestrian walking safely on the correct side.

##### (ii) Short story – Importance of pedestrian safety

### Teacher instructions:

- Ask learners to write a short paragraph (3-5 sentences).
- The story should show a situation where a pedestrian is safe because they followed road rules.

### Short story example:

One day, Sarah walked home from school. She remembered to walk on the right side of the road, facing the cars. A fast car came around the corner, but she saw it coming and moved out of the way. Because she followed the rule, she stayed safe.

## Activity 20.2

- 1 Demonstrate walking on the right side of the road.

**Objective:** Help learners understand how to walk safely on the road, especially where there are no pavements.

### Teacher instructions:

#### (i) Explain the rule:

“We walk on the **right-hand side** of the road so we can see cars coming toward us.”

#### (ii) Demonstrate as a class (Outdoor or indoor simulation):

- Use space outside or create a ‘road’ with chalk/tape in the classroom.
- Mark traffic directions and walkways.
- Let learners walk along the ‘right side,’ facing the oncoming direction.

#### (iii) Observe traffic:

- Encourage learners to pretend to look left and right before walking.
- Remind them to stay alert, avoid headphones, and walk in a straight line.

### Tip for learners:

“Always stay on the side where you can see cars coming. If something goes wrong, you can react quickly!”

- 2 Discussion on factors to consider when boarding a bus

- (i) **Ask the class:** “What should we think about before getting on a bus?” Write ideas on the board.

**(ii) Discuss the key safety factors:**

- **Wait in a safe place** – Away from the road edge.
- **Let the bus stop fully** – Never rush to board while it's still moving.
- **Let passengers get off first** – Wait your turn.
- **Use handrails** – Especially when stepping in or out.
- **Stay seated and quiet** – Avoid distracting the driver.
- **Cross the road safely** – Never in front of or behind the bus.

## Exercise 20.2

- 1 A pedestrian is a person travelling on foot.
- 2 Stop
- 3 True
- 4 Right side.
- 5 Wear bright clothes when walking at night.

## Unit revision exercises

### Multiple choice answers

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

### Structured questions answers

- 1 They can distract you from hearing traffic.
- 2 A person who travels on foot.
- 3 The right side of the road.
- 4 Look left and right, use crosswalks, face traffic, and wait for signals.
- 5 Oncoming vehicles, distractions, and poor visibility.
- 6 It is important to follow road safety rules because:
  - They prevent accidents and save lives.
  - They help protect pedestrians, drivers and passengers.
  - They keep traffic moving safely and smoothly.
  - They teach people to be responsible on the road.
  - They reduce injuries and damage to vehicles or property.

## Unit 20: Passenger safety

### Unit objectives

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

- a** define a passenger.
- b** identify factors to consider when boarding a vehicle.
- c** discuss rights and responsibilities of passengers.

### Suggested teaching and learning materials

- PlusOne Social Science Grade 3 Learner's Book, page 100-105.
- Social Science Grade 3-7 syllabus.
- Pictures of different people boarding different modes of transport.
- ICT tools
- Braille material
- Sign language material

### Teaching notes

It is important for learners to know that even if travelling by a motor vehicle or animals accidents can happen hence it is of paramount importance for the facilitator to explain safety rules when travelling by the following different types of transport.

### Passenger safety

A person travelling by car or bus but not driving is a passenger. Safety of all passengers should be ensured.

### Travelling by car

- Always get into the car from the left side.
- Children under the age of 10 must sit at the back.
- Children must be buckled up in a safety car seat.
- Passengers must wear seat belts if they are available.
- Do not stand on the seat you may fall.

### Travelling by bus

- Wait for the bus at the left side of the road stand in a queue if you are many.
- Wait for the bus to stop then you can get in.
- If you are a standing passenger hold on to the seats or rails to avoid falling.

- Do not throw anything out of the window you may hit another road user.
- When you get out of the bus, wait until the bus is gone then you can cross the road.

## **Travelling by bicycle or tricycle**

- Make sure the bicycle or tricycle is in good condition.
- Wear a crash helmet to protect your head in the event of a fall or accident.
- Ride a bicycle of a correct size.
- Use hand signals to show what you want to do.
- Do not carry people on a crossbar.
- A bicycle or tricycle should have a bell to communicate with other road users.

## **Travelling by animals**

- Ox drawn carts should travel on the left side of the road.
- Passengers must sit in the cart.
- There must be someone leading animals pulling the cart.
- If there is a load in a cart, use reins to control them.

## **Factors to consider when boarding a vehicle**

- Wait for the bus or vehicle to stop where there is enough space for vehicle to park.
- When getting on and off the bus hold on the handrail and step down or up to avoid falling.

## **Rights of passengers**

Learners at this stage know child rights. The facilitator should help learners understand that even passengers have rights. The facilitator should explain that passengers can receive compensation in the event of the following situations:

- Injury
- Death
- Delays
- Damage of luggage.
- Loss of luggage.

## **Responsibilities of passengers**

In addition to their passenger rights learners should understand that passengers also have responsibilities. The following are some of the responsibilities which learners should know.

- Fasten your seatbelt.
- Keep doors closed.
- Do not throw objects outside the vehicle.
- Sit properly and do not put any part of your body outside.

- Do not disturb the driver from concentrating.
- If the driver is over speeding tell him in a polite way.
- At night do not turn on the inside lights of the vehicle as this affects the drivers vision.

## Suggested answers

### Activity 21.1

- 1 Learners in groups discuss rights and responsibilities of passengers and then give a report back to the class such as:

- Right to safety.
- Right to information.
- Right to comfort.
- Right to assistance.
- Right to respect.
- Right to privacy.

#### Responsibilities

- Follow rules.
- Be punctual.
- Respect others.
- Keep the vehicle clean.
- Report issues.
- Stay calm.

- 2 As a class with the help of facilitators learners discuss what should be done when boarding a vehicle such as:

- Wait for it to stop.
- Do not throw things out of the window.
- Wear a seat belt and many others.

### Exercise 21.1

- 1 A person travelling by a bus or car but not driving is a passenger.
- 2 The state of being safe from harm is safety.
- 3 If you get off the bus or car do not cross the road, wait until it has gone then cross. **True**
- 4 As a passenger, you should not disturb the driver.
- 5 When boarding a car or bus, wait until it stops then you board it. **True**

## Unit revision exercises

### Multiple choice answers

- 1 C
- 2 B
- 3 D

- 4 C
- 5 D

## Structured questions answers

- 1 A motorists drives.
- 2 A cyclist is a person who travels on a bicycle.
- 3 When crossing the road:
  - (a) Always look left and right then cross when the road is clear.
  - (b) Do not use ear phones.
  - (c) Do not use cell phones.
  - (d) Do not run.
- 4 Four responsibilities of a passenger include the following:
  - (a) Fasten your seatbelt.
  - (b) Keep doors closed.
  - (c) Do not disturb the driver from concentrating.
  - (d) Do not throw objects out of the window.
- 5 Rights of passengers
  - (a) Right to safety.
  - (b) Right to information.
  - (c) Right to comfort.
  - (d) Right to assistance.

# Test 1

## Multiple choice answers

- |    |   |    |   |
|----|---|----|---|
| 1  | B | 14 | B |
| 2  | B | 15 | A |
| 3  | B | 16 | B |
| 4  | B | 17 | B |
| 5  | B | 18 | B |
| 6  | A | 19 | A |
| 7  | B | 20 | B |
| 8  | B | 21 | B |
| 9  | B | 22 | B |
| 10 | C | 23 | B |
| 11 | B | 24 | B |
| 12 | C | 25 | B |
| 13 | B |    |   |

## Structured questions answers

- 1
  - (a) A family tree shows who is in your family, like your mom, dad, grandmas and grandpas.
  - (b) Family trees are important because they help us know our family, remember our loved ones and learn where we come from.
  - (c) Family trees help us learn about our ancestors, which are the people who lived in our family before us.
- 2 Sharing family traditions helps us stay connected to our family's past and teaches us important things our family believes in.
- 3
  - (a) Three examples of totems are a lion, a bear or an eagle.
  - (b) Totems help families know who they are and can show what family they belong to.
  - (c) Two cultural practices with totems are dancing for them or telling stories about them.
  - (d) Totems can help protect nature because people respect the animals or plants that are their totems, so they do not kill or destroy them.
- 4
  - (a) Three things that can cause fights at home are not sharing toys, being angry or not listening.
  - (b) Fights can make children feel sad, scared or even naughty.
- 5
  - (a) A ceremony is a special gathering where people do special things for an important reason.
  - (b) When a baby is born, a naming ceremony can happen.
  - (c) Rituals are important because they help us remember special things and feel connected to our family and culture.
  - (d) Families celebrate a new baby by having parties, giving gifts and singing songs.

# Topic 6

## Shelter

### Unit 22: Shelter and heritage sites

#### Unit objectives

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

- a define heritage sites.
- b name heritage sites in Zimbabwe.

#### Suggested teaching and learning materials

- PlusOne Social Science Grade 3 Learner's Book.
- Social Science Grade 3-7 syllabus.
- Pictures of shelter and heritage sites.
- ICT tools
- Braille material
- Sign language material

#### Teaching notes

- **Community service:** Voluntary work intended to help people in a particular area.
- **Importance:** Enhances community well-being, fosters social responsibility and builds a sense of belonging.

#### Types of community service

- 1 **Environmental clean-ups:** Activities aimed at cleaning parks, streets, and other public spaces.
- 2 **Food drives:** Collecting food for those in need, often organized through schools or community centres.
- 3 **Volunteering at local shelters:** Helping at homeless shelters, animal shelters, or food banks.
- 4 **Tutoring:** Offering educational support to young learners or peers.
- 5 **Fundraising:** Organising events to raise money for various causes, such as health issues or local charities.

## Suggested answers

### Activity 22.1

- 1 Draw a picture of a heritage site in Zimbabwe.

#### Steps:

- Choose a heritage site in Zimbabwe. Example: **Great Zimbabwe Ruins** or **Victoria Falls**.
- Look up photos of the site (in a book, online, or from a teacher).
- Use pencils, crayons, or markers to draw the site on a piece of paper.
- Include features like walls, buildings, or natural scenery.
- Label the drawing with the name of the site.

**Example:** Draw the stone walls and towers of **Great Zimbabwe** and label it: “*Great Zimbabwe – Ancient City*”.

- 2 Create a model of a heritage site using clay or cardboard.

#### Steps:

- Pick the same site or another one. Example: **Khami Ruins** or **Matobo Hills**.
- Choose your material: clay, cardboard, paper mache.
- Plan the parts of the site you’ll build (for example, walls, huts, hills).
- Build the parts and assemble them on a base (cardboard or wooden board).
- Paint or decorate it to make it realistic.
- Add a label or title to the model.

**Example:** Make a cardboard model of **Victoria Falls** with blue water and green trees. Label it: “*Victoria Falls – Natural Wonder*”.

### Exercise 22.1

- 1 Write a short story about a visit to a heritage site.

#### Steps:

- Choose a heritage site (real or imaginary visit). Example: **Great Zimbabwe**.
- Think of what you saw, felt, heard, and learned during the visit.
- Write a short story (5–10 sentences).

#### Example story:

Last weekend, I visited the Great Zimbabwe Ruins with my family. We saw tall stone walls and towers built long ago. Our guide told us about the ancient Shona people who lived there. I took many photos and imagined life in the old kingdom. I felt proud of my country’s rich history. It was an amazing trip!

- 2 Research and present about a heritage site in your locality.

**Steps:**

- Ask your teacher, parents, or search online for a local heritage site. Example: **Matobo Hills** if you are near Bulawayo.

**Find out:**

- Name of the site.
- Why it is important.
- What can be seen there.

- 3 Prepare a short presentation or write 5-6 sentences.

**Example:**

Matobo Hills is a famous heritage site near Bulawayo. It has big granite rocks and ancient cave paintings. The San people lived there thousands of years ago. Many people visit to learn about Zimbabwe's history and see the amazing views. It is also a UNESCO World Heritage Site.

## Activity 22.2

- 1 How to model Great Zimbabwe

**Materials needed:**

- Cardboard base or tray.
- Clay or cardboard pieces.
- Glue or tape.
- Scissors (if using cardboard).
- Brown/Grey paint or crayons.
- Toothpicks (optional for detail).

**Step-by-step:**

- Prepare the base: Use a strong cardboard or tray as your base to build on.
- Shape the Great Enclosure.
- Use clay or roll cardboard strips to make a large round wall (the Great Enclosure).
- Make the walls high and slightly curving in a circle.

**Add the conical tower**

- Inside the walls, create a tall round tower using clay or rolled cardboard.
- This tower should look like a cone or cylinder.

**Add small huts (optional)**

- Shape small clay or cardboard huts to represent living spaces inside or near the enclosure.

**Paint or decorate**

- Use brown, grey, or stone colors for the walls and tower.
- You can also color grass or trees around the model.

**Label your model** Write a label: “Great Zimbabwe” and place it on the front of the base.

## Exercise 22.2

- 1 Great Zimbabwe is found in the southeastern part of Zimbabwe, near the town of Masvingo.
- 2 The Great Zimbabwe ruins were built by the Shona people.
- 3 The conical tower is shaped like a cone.
- 4 Great Zimbabwe is one of the heritage sites that stand for the country's history.

## Activity 22.3

- 1 Show the learners a picture of Matobo Hills.
- 2 Observe and discuss the following:

### Step-by-step:

- Notice the large rocks, caves, and valleys in the area.
- People long ago painted on the rocks. These rock paintings show animals, hunters, and daily life and how people used to hunt and live long ago.
- Matobo Hills has beautiful rock formations that look like they were placed by hand. You can say: "The rocks are so big and perfectly balanced, showing the amazing beauty of nature and God's creation."

## Exercise 22.3

- 1 We find Matobo Hills near the city of Bulawayo in Zimbabwe.
- 2 Matobo Hills is known for its large rock formations, caves, and ancient rock paintings.
- 3 Tourists, researchers and people who love nature and history visit Matobo Hills.

## Unit revision exercises

### Multiple choice answers

- 1 B
- 2 C
- 3 D

### Structured questions answers

- 1 Great Zimbabwe monuments are found in the southeastern part of Zimbabwe near Masvingo.
- 2 The tower at Great Zimbabwe ruins is shaped like a cone.
- 3 Zimbabwe was named after the Great Zimbabwe heritage site.
- 4 Great Zimbabwe, Matobo Hills, and Chinhoyi Caves.
- 5 Matobo Hills are found near Bulawayo.
- 6 A place becomes a heritage site when it has historical, cultural, or natural importance.
- 7 Great Zimbabwe is a heritage site and it is special because it shows the rich history of ancient African civilisation.

- 8 Heritage sites are important because they help us remember our history, attract tourists, and teach us about our culture.
- 9 We can learn about the past, how people lived, and the importance of preserving culture and nature.

## Unit 23: Functions of shelter

### Unit objectives

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

- a identify different types of shelter.
- b relate shelter to its function.

### Suggested teaching and learning materials

- PlusOne Social Science Grade 3 Learner's Book page 115-118.
- Social Science Grade 3-7 syllabus.
- Pictures of different types of shelter.
- ICT tools
- Braille material
- Sign language material

### Teaching notes

Shelters are structures that provide protection from the weather, animals, and other dangers.

### Different types of shelter

#### 1 Traditional shelters:

- **Huts:** Small, round, or rectangular houses made of mud, thatch or wood.
- **Kraals:** Enclosures for animals.

#### 2 Modern shelters:

- **Bungalows:** One-story houses made of durable materials.
- **Flats:** Apartments in a building shared with others.

#### 3 Temporary shelters:

- Used for emergency housing during disasters or camping.

## 4 Natural shelters:

- Caves and rock formations that provide protection and are used for recreational purposes.

## Suggested answers

### Activity 23.1: Drawing a traditional shelter

- 1 Ask learners to choose a **traditional shelter** used in their community or in Zimbabwe.

#### Examples:

- Hut with a thatched roof (commonly used in rural areas).
- Pole-and-dagga house (made from wooden poles and mud).
- Ndebele painted round hut.

#### They should use pencil first to sketch:

- The shape (round or square).
- The roof (grass/thatch).
- Walls (mud, wood, or stones).

#### Add details:

- Doors, windows, surroundings (trees, fence, cooking area).
- **Colour the drawing** using crayons or pencils.

- 2 Write a short story

Ask learners to write 5-6 sentences describing:

- Who lives in the shelter.
- What the shelter is made from.
- How it protects them.
- How it is still used today (for example, in rural areas, for traditional ceremonies).

**Example short story:** My grandmother Ketina lives in a round hut with a grass roof in the village. The walls are made of mud and sticks. It is cool inside during hot days. We use it for sleeping and storing grain. Even today, we build these huts during family gatherings to remember our culture.

- 3 Ask learners to research about different types of shelter found in Zimbabwe:

After the research they should explain to the class using the following points:

- What kind of shelter it is.
- What materials you used.
- Who uses it and why.
- Its benefits (for example, cool in hot weather, made from local materials).

## Exercise 23.1

### Creating a model of a shelter

#### Model creation

Choose materials like:

- Cardboard (for walls/roof).
- Clay or mud (for shaping round walls).
- Grass, string, or paper strips (for thatched roof).
- Glue, scissors and paint.

Create a **base** (cardboard or tray) to place your model on.

Build the **walls**:

- Roll clay or fold cardboard into a round or square shape.

Add the **roof**:

- Use rolled paper or grass to make a cone or slanted roof.

Add details:

- Door, tiny windows, small fence, trees or figures.

## Activity 23.2

- 1 Draw a picture of a shelter being used for a specific purpose

Choose a type of shelter and its purpose (examples below).

Draw the shelter clearly with:

- Walls, roof, door, and surroundings.
- People or animals using the shelter.
- Label your drawing (for example, “Rain shelter,” “Emergency tent”).

#### Examples:

- A hut protecting a family from rain.
- A bus stop shelter protecting children from the sun.
- A tent being used in a refugee camp after a flood.
- A tree house used as a lookout for animals in a game park.

- 2 Create a model of a shelter using cardboard or clay.

- Collect materials: cardboard, glue, tape, scissors, clay, sticks, grass, paper.
- Choose the type of shelter to build.

Shape or cut parts to make:

- A base.

- Walls
- Roof
- Stick or mould pieces together.

### Example ideas:

- A round hut using clay for walls and paper for the roof.
- A simple tent made from folded cardboard and string.
- A tree house made from matchsticks and cardboard.

### 3 Research and present about different types of shelters and their uses.

Find at least 3 different types of shelters.

Write short notes about each one:

- What it is made of.
- Who uses it.
- Why it is useful.

### Example of research notes:

| Shelter type | Materials used     | Purpose                            |
|--------------|--------------------|------------------------------------|
| Hut          | Mud, grass, sticks | Traditional homes in villages      |
| Tent         | Cloth, poles       | Camping or emergency use           |
| Igloo        | Ice blocks         | Used by Inuit people in cold areas |

Present your research to the class by speaking or showing your notes and pictures.

## Exercise 23.2

Learners should write a short story about a character who uses a shelter for protection

Story example:

It was a windy night in the village. A boy named Tawanda ran to his grandmother's hut as dark clouds filled the sky. The hut, built from mud and grass, kept him dry as heavy rain began to pour. Inside, he felt safe and warm. He listened to the thunder outside but knew he was protected. The next morning, he helped his grandmother clean up the yard, thankful for the shelter that kept them safe.

## Unit revision exercises

### Multiple choice answers

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

## Structured questions answers

- 1 Learners' responses may vary; expect descriptions of huts, modern houses.
- 2 Provides protection from weather, safety from animals and a place to live.
- 3 Match the type of shelter:
  - House – permanent shelter made of bricks and mortar.
  - Tent – Temporary shelter made of fabric.
  - Hut – Simple shelter made of natural materials.
- 4 It protects us from environmental dangers and provides a safe space to live.
- 5 Learners' responses may vary for example when I had gone camping, when I was on holiday, when I had gone to the rural areas (huts, modern house or tents)
- 6 A modern house for example an apartment:
  - They would likely use tents as temporary shelters.
  - A hut.

# Topic 7

# Global issues

## Unit 24: Drought

### Unit objectives

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

- a define drought.
- b list causes of drought.
- c state the effects of drought.

### Suggested teaching and learning materials

- PlusOne Social Science Grade 3 Learner's Book page 120-123.
- Social Science Grade 3-7 syllabus.
- Pictures of areas affected by drought.
- ICT tools
- Braille material
- Sign language material

### Teaching notes

#### Key concepts

- 1 **Drought:** A serious occurrence that affects both humans and animals, characterized by prolonged periods of low rainfall.
- 2 **Abnormal weather patterns:** Changes in weather that lead to insufficient rainfall and other related issues.

### Meaning of drought

Drought is a long period of time with little or no rain. This lack of water can harm plants, animals and people. Drought can lead to severe challenges, including food shortages.

## Causes of drought

- 1 **Lack of rainfall:** Changes in weather patterns can lead to reduced rainfall.
- 2 **Deforestation:** Cutting down trees can alter local weather patterns, reducing rainfall.
- 3 **High temperatures:** Increased temperatures can evaporate water quickly from rivers, lakes, and oceans.

## Effects of drought

- 1 **Famine:** When there is no water, crops cannot grow, leading to food shortages.
- 2 **Animal death:** Lack of water can lead to sickness and death in animals.
- 3 **Increased wildfires:** Dry conditions can lead to more frequent and intense fires.
- 4 **Low water levels:** Rivers, lakes and dams may not have enough water for consumption.

## Suggested answers

### Activity 24.1

- 1 **Discussion:**
  - In groups, discuss how people can be helped from the challenges brought by drought.
  - Consider solutions such as water conservation and irrigation techniques.
- 2 **Presentation:**
  - Each group presents their ideas to the class.

### Exercise 24.1

- 1 Drought is a prolonged period of abnormal low rainfall that leads to a shortage of water.
- 2 The causes of drought include lack of rainfall, climate change, deforestation, and poor water management.
- 3 People can become poor due to drought.
- 4 Drought can lead to water shortages.

## Unit revision exercises

### Multiple choice answers

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

### Structured questions answers

- 1 A prolonged period of abnormal low rainfall leading to a shortage of water.
- 2 Lack of rainfall, deforestation, high temperatures.

- 3 **Cholera and other waterborne diseases:** During droughts, water sources may become scarce and contaminated, leading to outbreaks of diseases like cholera, dysentery, and typhoid fever due to poor sanitation and unsafe drinking water.
  - **Malnutrition-related diseases:** Drought often leads to crop failures and food shortages, causing malnutrition. This weakens the immune system, making people more susceptible to infections like measles, respiratory infections, and other illnesses.
  - **Respiratory diseases:** Dust and poor air quality during drought can increase respiratory problems such as asthma, bronchitis, and other lung infections.
- 4 Drought can lead to crop failure and food shortages.
- 5 People migrate to find better living conditions and access to water and food.

## Unit 25: Afforestation

### Unit objectives

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

- a define afforestation.
- b explain the importance of afforestation.

### Suggested teaching and learning materials

- PlusOne Social Science Grade 3 Learner's Book page 124-127.
- Social Science Grade 3-7 syllabus.
- Pictures of areas where afforestation is being done.
- ICT tools
- Braille material
- Sign language material

### Teaching notes

- 1 **Afforestation** is the process of planting trees in an area where there were few or no trees before.
- 2 **Conservation** is protecting and preserving natural resources.
- 3 **Plantation** is a large area where trees are planted for commercial purposes.

Afforestation is encouraged in Zimbabwe, with the first Saturday of December recognized as National Tree Planting Day. Schools and other organisations participate in planting trees, which play a significant role in environmental health.

## Importance of afforestation

- 1 **Fruits:** Trees provide delicious fruits for consumption.
- 2 **Fresh air:** Trees help absorb carbon dioxide and release oxygen, essential for survival.
- 3 **Shelter:** Trees offer shade and protection from the sun and wind.
- 4 **Reducing soil erosion:** Tree roots prevent soil erosion and maintain soil health.
- 5 **Wood products:** Trees are used to make furniture and other items.

## Suggested answers

### Exercise 25.1

- 1 The planting of trees is called afforestation.
- 2 To make sure that we have many trees, we should plant more trees.
- 3 The first Saturday of December is a day for tree planting.
- 4 Planting trees prevents the formation of deserts.
- 5 School children and different organisations plant trees on the national tree planting day.

### Activity 25.2

- Say: “Today, we are going to draw a picture of a forest. A forest is a place where many different types of trees grow together.”
- Show pictures of forests (if available) or point out trees outside to inspire ideas.
- Ask learners: “What do trees give us?” (They may answer: fruits, shade, air, wood or shelter)
- Hand out blank paper, pencils, crayons, or colored pencils.
- Encourage them to draw many trees, not just one.
- Include different sizes and shapes of trees.
- Add details like fruits, birds, nests, people, or animals if they like.
- Use green, brown, and other natural colors.
- Ask them to write the names of trees they know next to them for example, Mango tree, Avocado tree.
- Invite some learners to share their pictures and explain what they drew.

### Exercise 26.2

- 1 Write a short story about a girl who plants a tree.

**Sample answer:** Once upon a time, there was a girl named Tari who lived in a small village in Zimbabwe. One day, her teacher taught the class about the importance of trees. Tari learned that trees give us fresh air, fruits, and protect the soil from erosion. The next Saturday, Tari went into her backyard with a small tree seedling. She dug a hole, planted the seedling, and watered it. Every day after school, she would check on her tree and give it water.

Soon, the tree began to grow strong and tall. Her neighbours were impressed and started planting trees too. Tari felt proud because she helped make her village greener and healthier.

- 2 Research and present about different types of trees and their benefits.

**Sample research points:**

| Type of tree    | Benefit                            |
|-----------------|------------------------------------|
| Mango tree      | Gives us sweet fruits.             |
| Eucalyptus tree | Produces medicine and fresh smell. |
| Mopani tree     | Provides firewood and shelter.     |
| Avocado tree    | Gives healthy fruits.              |

## Activity 25.3

A poster about the importance of afforestation.

- 1 Explain that a poster is a big piece of paper with drawings and words that teach people something important.
- 2 Ask learners to include on the poster:
  - Title: *“Importance of Afforestation”*
  - At least three benefits of planting trees for example fruits, clean air, firewood.
  - Drawings of trees, people planting trees, sunshine and animals.
  - A message like: “Let’s plant more trees!” or “Trees are life!”
  - Provide paper, crayons or markers, pencils, rulers.
- 3 Supervise as they work:
  - Move around the classroom helping with ideas and spelling.
  - Encourage neat work and colourful illustrations.
- 4 Display the posters on the wall or in the hallway to celebrate their work.

## Unit revision exercises

### Multiple choice answers

- 1 C
- 2 A / B.
- 3 A

### Structured questions answers

- 1 The process of planting trees in an area where there were few or no trees.
- 2 It helps improve air quality, provides habitat for wildlife, and prevents soil erosion.
- 3 They provide fruits, fresh air, shelter, and reduce soil erosion.
- 4 By planting trees, participating in community tree-planting events, and promoting tree conservation.

- 5 Trees are important because:
- they give us oxygen to breathe.
  - they clean the air.
  - they provide fruits and food.
  - they give us wood for shelter and furniture.
  - their roots stop soil from washing away.
  - they give shade and keep the earth cool.
  - they bring rain and help animals live.
- 6 Encourage tree planting, reduce paper usage and support conservation organisations.

## Unit 26: Reforestation

### Unit objectives

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

- a define reforestation.
- b state the importance of afforestation.

### Suggested teaching and learning materials

- PlusOne Social Science Grade 3 Learner's Book, page 128-131.
- Social Science Grade 3-7 syllabus.
- Pictures of areas where reforestation is being done.
- ICT tools
- Braille material
- Sign language material

### Teaching notes

Reforestation involves planting new trees to restore areas where forests have been depleted. Trees provide essential benefits including fresh air, firewood, and fruits such as apples, bananas, and mangoes.

### Importance of reforestation

- 1 **Fresh air:** Trees absorb carbon dioxide and release oxygen, contributing to cleaner air.
- 2 **Firewood:** Trees can be used for cooking and heating, providing a vital resource.
- 3 **Shelter:** Trees offer shade and protection for wildlife and plants.
- 4 **Medicinal benefits:** Some trees have properties that can be used to create medicines.

## Suggested answers

### Activity 26.1

- 1 Help learners brainstorm their ideas.
  - Encourage them to think about why planting trees is helpful (shade, oxygen or beauty).
  - Allow learners to work in small groups or individually.
  - **Sample answer:** “Our tree-planting project aims to increase the number of trees at our school to provide more shade and clean air for everyone.”
- 2 Group discussion
  - Form small groups (4-6 learners).
  - Ask open-ended questions to spark conversation.
  - Write their responses on the board.
  - Allow each group to share their points with the class.

Ask questions like:

  - Why are trees important to our environment?
  - How can planting trees help our community?
  - What problems happen when there are no trees?

#### Possible answers:

- Trees clean the air by absorbing carbon dioxide.
- They give us fruits, wood, and shelter.
- Tree roots prevent soil erosion.
- Trees bring rain and help cool the environment.
- Planting trees replaces the ones cut down (reforestation).

### Exercise 26.1

- 1 Reforestation helps restore forests. (**True**)
- 2 Trees are not important for ecosystems. (**False**)
- 3 Trees provide oxygen for humans and animals.
- 4 Reforestation helps prevent soil erosion.

## Unit revision exercises

### Multiple choice answers

- 1 B
- 2 B
- 3 B
- 4 B

## Structured questions answers

- 1 The process of planting new trees in an area where trees have been cut down or destroyed.
- 2 It helps restore ecosystems, provides oxygen, and prevents soil erosion.
- 3 It can lead to habitat loss, increased carbon dioxide levels, and soil erosion.
- 4 Trees help animals in many important ways:
  - **Shelter:** Trees give animals a safe place to live. Birds build nests in branches, and animals like squirrels and monkeys live in tree holes or on the trunks.
  - **Food:** Trees provide fruits, leaves, seeds, and flowers that many animals eat.
  - **Protection:** Trees protect animals from harsh weather like rain, sun, and wind.
  - **Hiding places:** Trees help animals hide from predators and stay safe.
- 5 Improves air quality and provides habitat for wildlife.
- 6 Water them regularly, protect them from pests, and ensure they receive enough sunlight.

# Topic 8

## Managing and coping with change

### Unit 27: Physical development in children

#### Unit objectives

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

- a identify physical development in children.
- b relate physical changes to age.

#### Suggested teaching and learning materials

- PlusOne Social Science Grade 3 Learner's Book page 132-139.
- Social Science Grade 3-7 syllabus.
- Pictures of a baby developing from birth to adulthood.
- ICT tools
- Braille material
- Sign language material

#### Teaching notes

Learners are fascinated by their development and they have a keen interest in understanding how their development takes place. At this stage learners should know and understand their physical development and change that happens as they grow in terms of:

##### 1 Milk teeth

Milk teeth are the first set of teeth in the growth and development of humans. Although children are born with teeth they do not show until they start to come through the gums when you are about six months of age and by the time you get to three years all the teeth would have appeared. They are also called temporary teeth or baby teeth. Milk teeth are smaller in size and less strong.

## 2 Permanent teeth

Permanent teeth start to grow at the age of six and by the time you get to twelve years, all the teeth would have developed when we lose milk teeth then permanent teeth will follow and replace the milk teeth. Permanent teeth are bigger in size and stronger. Permanent teeth do not fall easily but if we do not take care of them we lose all of them.

## 3 Height

Height is whereby a child increase in length. It is a sign of development. As a child grow he/she do not remain short or small but grow taller as well. That is height and the height keeps on changing until the child is older.

# Suggested answers

## Activity 27.2

Teacher says: “Today, we are learning about our teeth! We all start with baby teeth, also called milk teeth. These fall out as we grow, and we get permanent teeth that stay with us as adults.”

Key facts to share:

- Children usually have 20 baby teeth.
- Adults usually have 32 permanent teeth.
- Baby teeth are smaller and whiter.
- Permanent teeth are larger and stronger.

You may use pictures or a poster of the human mouth to show examples.

Draw the top and bottom rows of teeth.

You can use labels like:

- “Milk Teeth – 20 teeth”
- “Permanent Teeth – 32 teeth”
- Use coloured pencils or crayons to make the drawings neat and clear.

## Activity 27.3

### 1 Using a tape measure:

In pairs, learners should measure the height of a friend and discuss how physical development can be tracked over time.

## Activity 27.4

### Draw your timeline

Ask learners to:

- draw a long line across your paper.

- write “Birth” on the left and your current age on the right.
- mark important events.

Add points like:

- First time you crawled.
- When you started walking.
- When you started talking.
- First day of school.
- When you lost your first tooth.

Draw pictures

- Next to each point, they should draw a small picture showing what they looked like or did.
- For example, a baby crawling or a child going to school.

Label the ages

- Write the age you were at each event for example, “Age 2 – I started walking”).

## Exercise 27.1

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

## Unit revision exercises

### Multiple choice answers

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

### Structured questions answers

- 1 Temporary teeth that children lose as they grow.
- 2 They help children chew food and guide the growth of permanent teeth.
- 3 The way our bodies grow and change as we develop.
- 4 It helps build strength and coordination; it allows children to engage in various activities.
- 5 The milk tooth is replaced by a permanent tooth.
- 6 Regular exercise (like running or swimming) and eating a balanced diet.

# Topic 9

## Social etiquette

### Unit 28: Family values

#### Unit objective

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

- a identify family values.

#### Suggested teaching and learning materials

- PlusOne Social Science Grade 3 Learner's Book page 140-145.
- Social Science Grade 3-7 syllabus.
- Chart on family values.
- ICT tools
- Braille material
- Sign language material

#### Teaching notes

- 1 **Family values** are essential principles that guide the behaviour and interactions within a family.
- 2 **Values and responsibilities:** Values influence how family members interact and support one another.

#### Importance of family values

Family values help children understand normal, right, and important behaviors in their lives. They contribute to good manners, respect, and responsibility.

#### Key family values

- **Respect:** Treating family members with kindness and consideration.
- **Communication:** Sharing thoughts and feelings openly.
- **Honesty:** Being truthful and reliable.

- **Showing love and concern:** Caring for family members and showing empathy.
- **Supporting each other:** Helping one another during good and bad times.
- **Tolerance:** Accepting differences among family members.
- **Responsibility:** Understanding and fulfilling one's duties within the family.

## Suggested answers

### Activity 28.1

Good manners shown by Tinashe in the story include:

- He helped uncle Mandla carry groceries.
- He gave uncle a chair to sit.
- He sat down to show respect then greeted his uncle by clapping his hands.
- He went to the kitchen to get some water for his uncle to drink as he knew he was tired and thirsty.

Some of the values taught at home include:

- Honesty – Telling the truth and being trustworthy.
- Respect – For parents, elders, peers, and others' property and boundaries.
- Responsibility – Being accountable for actions and duties.
- Kindness – Treating others with care and compassion.
- Fairness – Playing by the rules and treating people equally.
- Gratitude – Being thankful and appreciative.
- Humility – Acknowledging limitations and valuing others.
- Forgiveness – Letting go of grudges and understanding mistakes.
- Patience – Waiting calmly and handling frustration.
- Courage – Standing up for what's right, even when it is hard.

### Exercise 28.1

- 1 Values are the things we believe are important, like being kind, honest, or helpful.
- 2 Children learn values from their family, school, friends, and by watching what others do.
- 3 Family values include:
  - being honest.
  - helping each other.
  - patience
  - hard work and many others.
- 4 Values help us know what is right and wrong. They help us make good choices and be good people.

## Activity 29.2

Teacher start by giving clear guidance. Say something like:

- “Think about the people who live with you or take care of you. It could be your parents, grandparents, siblings, or anyone else special to you. Now, let us draw them together in one picture. You can show them doing something they love, like cooking, playing or hugging”
- Encourage creativity and let learners know that families come in all shapes and sizes. Remind them that every family is different and that is okay! Draw the people who make you feel loved and happy.
- You can also show an example or model a simple family drawing on the board to help them get started.

## Exercise 28.2

Model answers but learners may say more:

- 1 My family is special because they love me, take care of me and we have fun together and help each other.
- 2 It is important to belong to a family because they make you feel safe and they also support me when I need help.
- 3 Two values that can be learnt from a family are kindness and respect.
- 4 Eating meals together, going to the park or playing games together.

## Activity 28.3

- Ask: “Who does what at home in your family? Who cooks? Who fixes things?”
- Let 2–3 learners share quick answers.
- Write some examples on the board for example cooking, cleaning, repairing, shopping, sweeping, washing clothes, fixing things, childcare, and many others.
- Ask: “Who usually does this in your home a man or a woman?”
- Put learners in pairs or small groups.
- Instructions: “Talk about what men and women do in your home. Is it the same or different?”
- Walk around and listen, help with English as needed.
- Choose a few pairs to share what they discussed.

## Activity 28.4

Ask learners:

- “What is caring?” (helping someone who is sick)
- “What is dignity?” (treating others with respect)
- “What is tolerance?” (accepting people who are different)
- “What is good communication?” (listening, speaking kindly)

Give one example for each to make it clear.

Write or say a few short situations:

- A student helping a sick friend (caring).
- Two people from different religions working together (tolerance).
- A child talking respectfully to an elder (dignity).
- A disagreement solved peacefully (communication).
- Put learners in small groups (2–4 per group).
- Let each group choose or be given one scenario.
- Ask them to prepare a short role-play (1–2 minutes).
- Tell them: “Show the value through action, not just words.”
- Each group performs their scene.
- After each one, ask:
  - “Which value did they show?”
  - “How did they show it?”

## Unit revision exercises

### Multiple choice answers

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

### Structured questions answers

- 1 Provides support and guidance; teaches values and responsibilities.
- 2 Food, shelter and emotional support among others.
- 3 Cooking meals together, playing game together and many other activities.
- 4 Children are given duties at home to teach them responsibility, help them develop life skills, build good habits and discipline, and support the family as a team.
- 5 Respect, honesty and kindness among others.

## Unit 29: Communication in families

### Unit objectives

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

- a identify proper ways of communication.
- b state benefits of effective communication in the family.

### Suggested teaching and learning materials

- PlusOne Social Science Grade 3 Learner's Book page 146-150.
- Social Science Grade 3-7 syllabus.
- ICT tool
- Braille materia
- Sign language materia

## Teaching notes

- 1 Communication: The exchange of information from one person to another.
- 2 Verbal Communication: Using spoken words to convey messages.
- 3 Non-Verbal Communication: Conveying messages through body language, gestures, and facial expressions.

## Proper ways of communication

### 1 Listening actively:

- Give your full attention: Focus on the speaker.
- Maintain eye contact: Show you are engaged.
- Do not interrupt: Wait for the speaker to finish before responding.

### 2 Taking turns to speak:

- Wait for your turn: Allow others to finish speaking before you start.
- Use a calm tone: Speak respectfully and clearly.

### 3 Using kind words:

- Speak kindly: Use gentle and respectful language.
- Avoid hurtful words: Refrain from saying things that might hurt someone's feelings.
- Express gratitude: Show appreciation through kind words.

## Suggested answers

### Activity 29.1

- 1 Ask learners: "What does good communication look like in a family?"

Briefly explain key elements:

- **Active listening** – paying attention when someone is speaking.
- **Taking turns** – letting each person speak without interrupting.
- **Kind words** – using polite and respectful language.
- Divide learners into small groups (3-4 learners).

Give each group a scenario to act out. Example situations:

- Two siblings arguing over a toy and solving it by talking.
- A child explaining to their parent why they are upset.
- A family planning a weekend trip and everyone giving ideas politely.
- Let learners prepare a 1-2 minute skit showing good communication.
- Encourage them to use body language (eye contact, nodding), polite phrases, and respectful tones.
- Each group performs.

After each skit, ask the class:

- “What good communication did you notice?”
- “How did the characters solve the problem?”

## 2 Drawing a good conversation.

- Imagine two or more people talking kindly and listening to each other.
- It could be friends at school, family members at home or classmates solving a problem.
- Draw the people having the conversation. Show their faces looking at each other.
- Make sure they look happy, calm or interested.

### Add body language

- Draw open hands, smiling faces, or people sitting/standing nicely.
- This shows they are listening and being respectful.

## 3 Include speech bubbles.

- Add speech bubbles to show what each person is saying.
- Use kind and polite words like “please,” “thank you,” “I understand,” or “How can I help?”

## 4 Colour your drawing

- Use bright colours to make your drawing look cheerful and complete.

## Exercise 29.1

- 1 Learners will come up with their own different stories , but the following is a model answer:  
Lebo was a shy girl who didn’t talk much at school. One day, her group had a problem during a project, but Lebo stayed quiet. The group made mistakes because no one shared their ideas. After class, the teacher asked Lebo, “Why didn’t you say anything?” Lebo shrugged and said, “I didn’t think anyone would listen.”

The teacher smiled and said, “Your ideas matter. Good communication helps us work better together.”The next time, Lebo spoke up and shared her thoughts. Her group listened, and the project went well. Lebo felt proud and learned that speaking kindly and clearly makes a big difference.

- 2 Start by asking: “What does proper communication mean?” Guide learners to understand that communication means speaking clearly, listening well and using kind words.
- 3 Ask: “Why is it important to communicate properly?” List a few answers on the board for example to avoid problems, to work well with others, to show respect).

Help learners come up with 3-5 benefits of proper communication. Write these examples on the board:

- Helps us solve problems.
- Builds strong friendships.
- Makes teamwork easier.
- Shows respect to others.
- Helps people understand us better.
- Tell learners to fold their paper in half or into sections.
- In each section, they should write one benefit and draw a picture showing it.
- Let learners use markers, crayons, or coloured pencils to write clearly and draw their pictures.
- Remind them to use neat handwriting and bright colours.
- Ask a few learners to explain their posters to the class.
- Display the posters on the classroom wall.

## Activity 29.2

- 1 Pair activity:
  - Put learners in pairs.
  - Ask them to talk about something they don't agree on (for example, favourite game or food).
  - Remind them to speak politely, listen, and take turns.
- 2 Group activity:
  - Put learners in small groups.
  - Ask them to talk about ways to solve problems without fighting (for example, sharing, asking for help, using kind words).
  - Let each group share one idea with the class.

## Exercise 29.2

- 1 Messages/ words
- 2 Verbal
- 3 Shouting, interrupting
- 4 Rudeness, impatience

## Activity 29.3: Writing a short passage

- 1 **Explain** what effective communication means for example clear, respectful, honest speaking and listening.
- 2 **Give an example:** A man talks respectfully at work and gets a promotion.
- 3 **Ask learners** to write a short story (4–6 sentences) showing how a man benefits from communicating well.

**Model answer:** Mukundi always listens carefully and speaks politely at work. When there is a problem, he solves it calmly. His boss trusts him because he communicates well. One day, he is promoted to team leader. His good communication helps him succeed.

## Exercise 29.3 : Poster and role-play

### 1 Poster Creation

- Ask learners to draw a poster showing benefits of effective communication for example peace at home, teamwork, fewer fights.

Help them label drawings with simple phrases like:

- “Good listening brings peace.”
- “Respectful talk builds friendship.”

### Model ideas for poster:

- Picture of two people shaking hands.
- Speech bubble saying “Please” and “Thank you.”

### 2 Role-play scenarios

- Put learners in small groups.
- Let each group act out a short scene showing good communication.
- For example, two friends solving a problem, a child asking for help, a student apologising politely.

## Unit revision exercises

### Multiple choice answers

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

### Structured questions answers

- 1 The exchange of information from one person to another.
- 2 Maintain eye contact and give your full attention.
- 3 Builds trust, resolves conflicts, and creates harmony.

## Unit 30: Acceptable behaviour in the community

### Unit objectives

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

- a list examples of good behaviour in the community.
- b state the benefits of good behaviour in the community.

### Suggested teaching and learning materials

- PlusOne Social Science Grade 3 Learner's Book, page 151-155.
- Social Science Grade 3-7 syllabus.
- Resource persons like elders in the community.
- ICT tools
- Braille material
- Sign language material

### Teaching notes

#### Good behaviour in the community

- 1 **Eating habits:** Making healthy food choices and being mindful of eating in public.
- 2 **Greetings:** Using polite words like “please” and “thank you” when interacting with others.
- 3 **Following rules:** Adhering to community guidelines and instructions.
- 4 **Respecting one another:** Treating others with kindness and consideration.
- 5 **Environmental responsibility:** Taking care of the community and the environment.

#### Benefits of good behaviour

- 1 **Creates a welcoming environment:** Good behaviour fosters a sense of belonging.
- 2 **Builds strong relationships:** Kind actions help form connections and friendships.
- 3 **Promotes teamwork:** Encourages collaboration and support among community members.
- 4 **Reduces conflicts:** Helps to minimise misunderstandings and disagreements.

### Suggested answers

#### Activity 30.1

- 1 Explain what good behaviour looks like in the community.
- 2 Show examples of good behaviour through images or role-play.

- 3 Drawing instructions:
  - Ask learners to draw a picture of someone demonstrating good behaviour.
  - Encourage them to think about specific actions like helping others, greeting neighbors, or picking up litter.
- 4 Sharing: Have learners share their drawings and explain the behaviours depicted.

### Exercise 30.1: Short story writing

- 1 Instruct learners to write a short story about a character who demonstrates good behaviour.

#### Example story:

Once upon a time, in a small village, there lived a kind girl named Sarah. She always helped her neighbors by carrying groceries and greeting them with a smile. One day, she saw a neighbor struggling to plant flowers, so she offered to help. Everyone in the village loved Sarah for her kindness and good manners, which made the community stronger and happier.

- 2 Ask learners what good behaviour looks like in the community, for example, helping others, being polite, cleaning up.
  - Tell them to draw a poster showing good behaviour and why it is important.
  - Guide them to include:
    - A title (“Be Kind in Your Community”)
    - Drawings (greeting, helping, cleaning)
    - Short messages like:
      - » “Respect others”.
      - » “Help your neighbour”.
      - » “Keep the community clean”.

### Activity 30.2: Role-play

- 1 Discuss different scenarios where good behavior can be demonstrated.
- 2 Role-play setup:
  - Divide learners into small groups.
  - Assign each group a scenario (helping a friend, greeting someone new, or resolving a conflict).
- 3 Role-playing: Allow groups to perform their scenarios for the class.
- 4 After each performance, discuss what good behaviors were displayed and their effects on the community.

### Exercise 30.2: Fill in the blanks

- 1 Adhering to community guidelines helps maintain harmony.
- 2 Listening to someone when they speak shows that you care and respect them.
- 3 Keeping our parks and streets clean by not littering shows responsibility.

- 4 Saying hello to your neighbours is a way of being polite and making everyone feel welcome.
- 5 Taking care of nature starts by recycling is an example of environmental responsibility.

### Activity 30.3

- 1 Engage Learners in a conversation about why good behavior is important in a community.
- 2 Writing task: Ask learners to write a sentence explaining good behaviour in their community for example, "Good behaviour helps everyone feel safe and welcomed in our community."

### Exercise 30.3

- 1 Good behaviour creates a friendly and welcoming environment where everyone feel valued.
- 2 Kind actions help people connect and form relationships.
- 3 When adults behave well, children are likely to follow their example.
- 4 Polite interactions help to minimise misunderstandings and disagreements.
- 5 Good behaviour promotes teamwork and encourages collaboration among the community.

### Exercise 30.4

- 1 The following are some of the benefits of good behaviour:
  - Creates a welcoming environment.
  - Builds strong relationships.
  - Reduces conflicts.
- 2 Recycling litter, picking up litter and many others.
- 3 Good behaviour promotes teamwork and collaboration.

## Unit revision exercises

### Multiple choice answers

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

### Structured questions answers

- 1 Good behavior is the way we treat others with respect, kindness, and consideration.
- 2 Five habits of good behaviour include:
  - Respect for others.
  - Honesty

- Responsibility
- Kindness
- Self-discipline

**3** Respect for others: Treating people with dignity, listening to their opinions and valuing their feelings.

- Honesty: Telling the truth, avoiding deceit, and being trustworthy in words and actions.
- Responsibility: Taking ownership of one's actions, fulfilling duties and being reliable.
- Kindness: Showing compassion, helping others, and being considerate of their needs.
- Self-discipline: Controlling one's emotions, impulses, and desires to make thoughtful decisions and maintain focus.

**4** Good behaviour creates a welcoming environment, builds strong relationships, reduces conflicts, safer living environment and many others.

# Topic 10

## Entitlements/ rights and responsibilities

### Unit 31: Entitlements / Rights and responsibilities

#### Unit objectives

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

- a list child rights and responsibilities.
- b explain the importance of rights to children.

#### Suggested teaching and learning materials

- PlusOne Social Science Grade 3 Learner's Book page 156-163.
- Social Science Grade 3-7 syllabus.
- Chart on child rights and responsibilities.
- ICT tools
- Braille material
- Sign language material

#### Teaching notes

##### Child rights and responsibilities

- 1 **Right to shelter:** Children have the right to a safe and secure home, free from harm.
- 2 **Right to food:** Children should have access to nutritious food for healthy growth and development.
- 3 **Right to education:** Every child has the right to go to school and receive an education.
- 4 **Right to health care:** Children have the right to access health services when needed.
- 5 **Right to identity:** Every child has a unique identity that should be respected and recognised.

## Suggested answers

### Activity 30.1

Briefly explain the importance of children's rights, focusing on the right to food and education.

Example: "Every child has the right to eat healthy food and go to school."

- 1 Ask learners to draw a picture of a child having access to nutritious food and a safe place to eat.  
**Model answer:** A drawing of a child eating fruits and vegetables at a clean table.
- 2 Guide learners to write a short story about a child advocating for children's rights to food and shelter.  
**Model answer:** "Tendai spoke to her village about the importance of feeding hungry children. She helped collect food to share with others."
- 3 Poster creation:  
Ask learners to create a poster about children's rights.  
The poster should include:
  - A title for example "Children have the right to education".
  - Pictures or drawings representing the chosen rights.
  - A short explanation of the rights.
- 4 Ways to help children who do not have access to food and shelter:
  - Collect food from people in the community and give it to those in need.
  - Donate food to charities, orphanages, or feeding programs.
  - Ask the government to provide free meals at schools.
  - Help at places that give food to hungry people.
  - Teach others to avoid wasting food and share with others.
  - Support groups that fight hunger, like food banks.
  - Start gardens to grow food for families who need it.
  - Give money to families struggling to buy food.

### Activity 30.2

Introduce the concept of researching children's rights.

- Assign learners to investigate on children's rights and present their findings to the class.
- Encourage them to use reliable sources.

### Exercise 30.1

- 1 Young children go to **school**.
- 2 Every child has the right to **education**.
- 3 Parents have the duty to show **love** to their children.
- 4 In order for the children not to miss lessons, they should come to school regularly.

### Activity 30.3: Reciting poems

Learners will come up with their own poems. The following are examples:

- 1 Card: Right  
“Every child has a right, To be happy day and night.”
- 2 Card: Name  
“My name is special, it’s part of me, It shows who I am for all to see.”
- 3 Card: Food  
“Food is yummy, food is great, It helps me grow at every rate.”
- 4 Card: Love  
“Love is kind, love is sweet, It makes my life feel complete.”
- 5 Card: Education  
“Education helps me learn and grow, It’s the best gift, this I know.”

### Activity 30.4

An example is in the learners book but encourage learners to come up with their own wording to encourage creativity.

### Exercise 30.2

- 1 Sick children go to a **hospital**.
- 2 Children should get **healthcare**.
- 3 Nurses, doctors, cleaners, accountants and many others.
- 4 He went by himself.
- 5 My parents loves me.

### Activity 30.5

- Providing food: Ensuring children have healthy meals to grow strong.
- Offering love: Showing care, support, and affection.
- Giving education: Sending children to school to learn.
- Providing shelter: Giving a safe place to live.
- Teaching values: Guiding children to be respectful and kind.

### Exercise 30.3

- 1 Every child has a name.
- 2 A name is a right for identity.
- 3 All children have the right to a birth certificate.
- 4 Food, education, care, love, shelter and many others.

Exercise 30.4

- 1
- Create a chart or schedule to track daily responsibilities.
- Write down your daily activities and responsibilities in a table.
  - Include times for school, chores, play and rest.

Model answer

| Time    | Activity              |
|---------|-----------------------|
| 7:00 am | Wake up and get ready |
| 8:00 am | Go to school          |
| 1:00 pm | Lunch                 |
| 2:00 pm | Homework              |
| 4:00 pm | Play                  |
| 6:00 pm | Help with chores      |
| 8:00 pm | Dinner and bedtime    |

- 2
- A story about a character who takes responsibility for their tasks.

Ask learners to write a story about a responsible child who completes their tasks on time.

**Model answer:** “John wakes up early every morning and helps his father water the garden. He cleans his room before going to school and always finishes his homework on time. On weekends, he helps his mother in the kitchen. Everyone in the family trusts John because he always does what he is asked to do.”

- 3
- A picture of a child helping with household chores.

Ask learners to draw a picture of a child doing a household chore like sweeping, washing dishes, or watering plants.

Suggestions:

- A child washing dishes in the kitchen.
- A child folding laundry with their parent.
- A child sweeping the floor or tidying up their room.

- 4
- Ways to prioritise and manage responsibilities.

- Discuss how to handle daily tasks effectively and on time.

Model answer:

- Make a list: Write down your tasks for the day.
- Do the hardest task first: Start with the most important or difficult task.
- Set time for each task: Spend enough time to finish each task well.
- Take breaks: Rest after finishing a task before starting the next one.
- Ask for help: If a task is too hard, ask a family member for support.

## Activity 31.6

- 1 A picture of a child in a safe and supportive environment.  
Ask learners to draw a picture of a child in a happy and safe place.

### Suggestions:

- A child at school, reading with their teacher.
- A child playing with their family in a clean, safe home.
- A child eating a meal with their parents.

- 2 A short story about a character who stands up for children's rights:  
Ask learners to write a story about a person who helps children enjoy their rights.

**Model answer:** "Mr Muto noticed that some children in the village were not going to school. He spoke to their parents and helped them get uniforms and books. Now, they all enjoy learning."

- 3 A poster on the importance of children's rights:
  - Create a colourful poster showing why children's rights are important.
  - Include drawings, short messages, and a title.

### Suggestions for poster design:

**Title:** "Every child deserves their rights!"

### Drawings:

- A child going to school.
- A child eating healthy food.
- A family in a safe home.

### Messages:

- "Education helps children grow and learn."
- "Every child has the right to food and shelter."
- "Safety and love make children happy."

- 4 Ways to promote and protect children's rights:
  - Learners should discuss ways to ensure all children can enjoy their rights.

### Model answer:

- Teach others about children's rights.
- Help children who don't have food or clothes.
- Report when a child is being treated unfairly.
- Encourage parents to send their children to school.
- Support programmes that protect children's rights.

## Activity 31.7

- 1 Assign roles
  - Chipu: The honest girl.
  - Mr. Moyo: The butcher.
- 2 Key scenes to act:
  - Chipu rides her bike to the butcher shop.
  - Chipu asks politely: "May I have some meat?"

- Mr. Moyo gives her the meat and says, “Here is your change.”
- Chipu notices the mistake and says, “No, this is not correct. You gave me \$10 instead of \$1!”
- Mr Moyo thanks her: “Thank you so much! I made a mistake.”

**3** Act it out.

Let pairs perform the story in front of the class.

### Class discussion

Ask: Why is honesty important? How did Chipu’s honesty help Mr. Moyo?

## Exercise 31.5

**1** Chipu is a girl.

**2** Chipu is sent to a store.

**3** Parents love children who are honest.

**4** To be disobedient is bad.

## Unit revision exercises

### Multiple choice answers

**1** C

**2** C

### Structured questions answers

**1** Child rights are entitlements that protect children and ensure their well-being.

**2** Right to education, right to safety, right to food and right to health care among others.

**3** It ensures their safety, health, and ability to develop fully.

**4** Children’s responsibilities are the duties or tasks they are expected to do to help themselves, their family, and their community, such as completing homework, helping at home and respecting others.

**5** Some of children’s responsibilities include:

- Help with small chores at home.
- Attend school and do homework.
- Respect family, teachers and friends.
- Take care of their belongings.
- Be honest and admit mistakes.

**6** How are rights and responsibilities connected?

- Rights come with the responsibility to use them wisely.
- Respecting others’ rights ensures fairness for everyone.
- Responsibilities help children contribute to their family and community.

## Unit 32: Gender equality in the community

### Unit objectives

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

- a** define gender equality.
- b** describe gender equality in the community.

### Suggested teaching and learning materials

- PlusOne: Social Science Grade 3 Learner's Book page 164-168.
- Social Science Grade 3-7 syllabus.
- ICT tools
- Pictures of tasks done by both boys and girls.
- Braille material
- Sign language material

### Teaching notes

#### Gender equality

Gender equality means that boys and girls, men and women, have the same rights and opportunities.

**Fair treatment:** Everyone should be treated fairly and given the chance to reach their full potential, regardless of their gender.

#### Importance of gender equality

- Promotes fairness and justice.
- Encourages both boys and girls to pursue their interests without stereotypes.
- Contributes to a harmonious and inclusive community.

#### Gender roles in society

- Traditional roles vs. modern expectations.
- Examples of activities that boys and girls can do equally (for example, sports, school activities, chores).
- Discussing how media influences gender perceptions.

#### Benefits of gender equality

- Enhances opportunities for all individuals.
- Fosters collaboration and teamwork in schools and workplaces.
- Helps in the development of a balanced society.

## Suggested answers

### Activity 32.1

- 1 Draw a picture of boys and girls playing together.
  - Ask learners to draw boys and girls playing games like soccer, skipping rope, or reading together.

Example ideas:

- Boys and girls sharing a swing.
- A group playing soccer or tag.
- Children helping each other build something.

- 2 Write a short story about a teacher who promotes gender equality.

**Learners are going to give you different types of stories but the following is a:**

**Model story:** “Miss Ndlovu always ensures boys and girls are treated equally in her class. She encourages both boys and girls to take part in all activities, like reading, sports, and cleaning. When Peter teased Mary about playing soccer, Miss Ndlovu explained that sports are for everyone. Now, the class works and plays together happily.”

- 3 Create a poster about the importance of gender equality.
  - Title: “Gender equality for a Better World!”

**Message ideas:**

- “Boys and girls are equal!”
- “Everyone has the right to learn and play.”
- “Respect and treat everyone fairly.”

**Drawings:**

- Boys and girls helping each other study.
- A group playing and smiling together.

- 4 Discuss ways to promote gender equality in daily life.

**Key points to discuss:**

- Share chores equally at home.
- Let both boys and girls play any games they like.
- Encourage everyone to speak up and share ideas.
- Treat boys and girls with the same respect and kindness.

### Activity 32.2

- 1 Engage learners in a conversation about why gender equality is important in the community.
- 2 Writing task:
  - Ask learners to write one sentence about why gender equality matters.
  - Encourage them to think about how equality benefits everyone in the community.

- 3 Have learners to share their sentences with the class.

### Exercise 32.1

- 1 Gender equality means that boys and girls have the same rights and opportunities.
- 2 In school, both boys and girls are encouraged to work hard and participate in activities.
- 3 When boys and girls help with chores at home, they are both learning important values.
- 4 Co-educational sports teams allow boys and girls to play sports.
- 5 Gender equality means that anyone can take any job they want.

### Activity 32.3

- 1 Instruct learners to collect pictures of different tasks that are done by both boys and girls. Learners should paste the pictures on manila for display.

### Exercise

- 1 Boys and girls should do similar tasks.
- 2 Parents must teach children respect, honesty and sharing.
- 3 In the past, children were treated differently.
- 4 Both boys and girls can wash dishes, sweep, play sports, and do homework.

### Unit revision exercises

#### Multiple choice answers

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

#### Structured questions answers

- 1 Gender equality is the state where individuals have equal rights and opportunities regardless of their gender.
- 2 Everyone can pursue their interests and skills freely, participate in all activities, and contribute equally at home and work, promoting a fair environment.

## Unit 34: Support services

### Unit objectives

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

- a identify support services in the locality.
- b explain the importance of different support services.

## Suggested teaching and learning materials

- PlusOne Social Science Grade 3 Learner's Book page 169-172.
- Social Science Grade 3-7 syllabus.
- Chart with support services found in the locality.
- ICT tools.
- Braille material.
- Sign language material.

## Teaching notes

### Support services

Support services are organisations or people that help individuals facing various challenges.

#### Types of support services:

- **Counselors:** Provide emotional and psychological support.
- **Community Care Workers (CCW):** Help families in need with daily tasks and basic services.
- **Basic Education Assistance Module (BEAM):** Supports families struggling to send their children to school.
- **Police officers:** Maintain order and provide safety in the community.
- **Health workers:** Provide medical assistance and health education.

## Suggested answers

### Exercise 33.1

Discuss various support services available in the community.

- 1 Drawing task:
  - Ask learners to draw a picture of a support service that helps people.
  - Encourage them to think about specific services like counselors, teachers, or police officers.
- 2 Have learners present their drawings and explain how the service helps individuals.

#### Writing a short story

- a Instruct learners to write a short story about a character who benefits from a support service.
- b Example story:

Once there was a boy named Sam who struggled in school. He felt lost and unsure of himself. One day, he visited his school counselor, who listened to him and provided guidance. With the counselor's help, Sam improved his grades and gained confidence. He learned that seeking help is a sign of strength.

## Activity 33.1

- ① Parents help children and families navigate challenges effectively.
- ② Safety and security and order is provided by police officers.
- ③ Educational support from teachers and programs like BEAM.
- ④ Emotional support from counselors.
- ⑤ Health workers ensure physical and mental well-being.

## Unit revision exercises

### Multiple choice answers

- ① B
- ② A
- ③ D
- ④ C
- ⑤ B

### Structured questions answers

- ① A support service is an organisation or person that helps individuals facing challenges.
- ② Community care workers, police officers and school counselors.
- ③ Ask learners support services available in their locality.
- ④ With medication and treatment.
- ⑤ They provide assistance, guidance, and resources to individuals and families in need.
- ⑥ Learners may have different answers but the following is an example: I once needed help with schoolwork so I visited a tutor for support.

## Test 2

### Paper 1 (answers)

- |    |   |    |   |
|----|---|----|---|
| 1  | B | 14 | B |
| 2  | C | 15 | B |
| 3  | C | 16 | C |
| 4  | B | 17 | B |
| 5  | B | 18 | B |
| 6  | B | 19 | B |
| 7  | B | 20 | B |
| 8  | A | 21 | C |
| 9  | B | 22 | B |
| 10 | B | 23 | B |
| 11 | B | 24 | B |
| 12 | B | 25 | B |
| 13 | B |    |   |

### Paper 2 (answers)

- 1 (a) Providing basic needs like food, clothing and shelter.  
Offering emotional support and guidance to children.  
(b) Polygamous family.  
(c) Financial struggles due to a single income.  
Difficult managing time and responsibilities alone.
- 2 (a) Breakdown of family relationships.  
Emotional trauma for children and adults.  
(b) Independence Day in Zimbabwe is celebrated on 18 April to mark the country's freedom from colonial rule in 1980.  
(c) To honour freedom fighters who sacrificed for independence.  
To celebrate national unity and achievements since independence.
- 3 (a) A hero or heroine is a person admired for their courage, outstanding achievements, or noble character.  
(b) Bravery  
Selflessness  
Leadership  
(c) Provide recreational spaces for families and children.  
Promote physical and mental well-being through outdoor activities.

- 4** (a) Round huts.  
Modern brick houses.
- (b) Provide safety and protection from harsh weather conditions.  
Offer a private space for families to live and bond.
- (c) Hospitals provide life-saving healthcare services.  
Schools educate children and prepare them for future opportunities.

- 5** (a) and (b) Provide firewood for cooking and heating.  
Prevent soil erosion and provide shade.
- (c) Afforestation is the process of planting trees in areas where there were no previous tree cover ages to restore the environment.

# Topic 11

# Health

## Unit 34: Personal hygiene

### Unit objectives

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

- a illustrate personal hygiene practices.
- b state alternative toiletries.

### Suggested teaching and learning materials

- PlusOne Social Science Grade 3 Learner's Book, page 177-182.
- Social Science Grade 3-7 syllabus.
- Resource person like healthcare workers.
- ICT tools
- Braille material
- Sign language material

### Teaching notes

#### Personal hygiene practices

Personal hygiene refers to the practices that help keep our bodies clean and healthy.

- 1 **Importance:** Good personal hygiene reduces the risk of illness and maintains overall health.
- 2 **Common practices:**
  - Washing hands regularly.
  - Brushing teeth at least twice a day.
  - Bathing regularly and wearing clean clothes.

## Suggested answers

### Activity 34.1

Divide learners into small groups or pairs.

Assign each group to research indigenous ways of maintaining personal hygiene (traditional practices and materials used in their community or culture).

Provide examples to guide their research, such as:

- traditional use of herbs or natural products for cleaning.
- materials used for oral or body hygiene in different cultures.
- encourage learners to share their findings in a group discussion or create a short presentation.

#### Examples of indigenous ways of maintaining personal hygiene:

- **Chewing sticks:** Sticks from certain trees are used for cleaning teeth.
- **Ash or clay:** Used as a cleaning agent for hands or teeth.

### Exercise 34.1

- 1 Keeping the body and surroundings clean.
- 2 When coughing and sneezing, one should cover the mouth.
- 3 It is healthy to suck thumbs and bite nails. (**False**)
- 4 We should not bite nails. (**True**)

### Activity 34.2

Divide the learners into pairs or small groups.

Instruct them to role-play two proper ways of personal hygiene practices. Examples could include:

- Washing hands with soap and water.
- Brushing teeth properly.
- Covering their mouth when sneezing or coughing.
- Allow each group to present their role-play to the class.
- Conclude with a discussion on the importance of these practices in preventing diseases.

### Exercise 34.2

- 1 People sprinkle baking soda on a toothbrush to create a paste.
  - Charcoal can help make our teeth white.
  - Baking soda is a white powder found in kitchens.
  - Acids in our mouth can damage our teeth.

## Unit revision exercises

### Multiple choice answers

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

### Structured questions answers

- 1 It can lead to illness, infections, and social discomfort.
- 2 It can cause cavities, gum disease, and bad breath.
- 3 Running water helps to rinse away dirt and germs effectively.
- 4 Poor hygiene can lead to health issues and affect social interactions.

## Unit 35: Healthy living

### Unit objectives

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

- a identify different types of food in the environment.
- b classify food according to nutritional value.
- c state components of a balanced diet.

### Suggested teaching and learning materials

- PlusOne Social Science Grade 3 Learner's Book, page 183-189.
- Social Science Grade 3-7 syllabus.
- Chart with different types of food in the environment.
- Chart with nutritional value of the indigenous foods.
- ICT tool
- Braille material
- Sign language material

## Teaching notes

### Different types of food in the environment

- 1 Fruits:
  - Grown on trees or plants.
  - Examples: apples, bananas, mangoes.
- 2 Vegetables:
  - Grown in the ground or on vines.
  - Examples: carrots, broccoli, tomatoes.
- 3 Proteins:
  - Come from animal or plant sources.
  - Examples: chicken, fish, beans.
- 4 Grains:
  - Come from plants such as rice or corn.
  - Examples: bread, rice, oats.
- 5 Dairy:
  - Comes from animals.
  - Examples: milk, cheese, yogurt.

### Food nutrients

|          |               |
|----------|---------------|
| Fats     | carbohydrates |
| Proteins | vitamins      |
| Calcium  |               |

### Components of a balanced diet

- **Fruits:** Provide essential vitamins and minerals.
- **Vegetables:** Important for health and digestion.
- **Proteins:** Essential for growth and repair.
- **Grains:** Provide energy and fiber.
- **Dairy:** Important for strong bones and teeth.

## Suggested answers

### Exercise 35.1

- 1 A picture of a farm or garden with different types of food.
  - Show learners examples of farms or gardens with different types of food (vegetables, fruits, grains).
  - Discuss the variety of foods grown on farms and how they contribute to nutrition.
  - Ask learners to use their imagination to draw a farm or garden.

- Ensure they include different food types, such as fruits, vegetables, and grains.
- Allow learners to label their drawings with the names of each food item.
- Encourage them to use colors to make their drawings vibrant and realistic.
- Display the drawings in class and discuss the importance of growing a variety of foods.

**2** A short story about a character who learns about different food sources.

### **Discuss food sources:**

- Explain different food sources, such as plants (vegetables, grains, fruits) and animals (milk, meat, eggs).
- Give examples of how food is harvested or produced.
- Suggest a scenario, such as: “A boy/girl visits a farm and learns how food is grown and harvested.”
- Encourage the use of descriptive language to make the story engaging.

### **Example**

- Introduction: Introduce the character and their curiosity about food.
- Middle: Describe their visit or learning experience about food sources.
- Conclusion: Highlight what the character learned and how they feel about it.
- Allow learners to read their stories aloud to the class or share them in small groups.

**3** A poster about the importance of food for good health.

- Discuss how different foods contribute to good health (energy, growth, immunity).
- Explain the importance of a balanced diet.

### **Poster guidelines:**

Ask learners to create a poster that includes:

- A catchy title for example, “Food for Health!”
- Pictures or drawings of healthy foods.
- Short, clear messages (“Eat fruits for vitamins,” “Drink milk for strong bones”).
- Display the posters in the classroom.
- Discuss the key messages presented by each learner.

**4** Ways to make healthy food choices.

Ask learners to name foods they think are healthy and why.

Explain how to make healthy food choices, such as:

- Eating a variety of foods from all food groups.
- Avoiding sugary snacks and drinks.
- Choosing fresh, natural foods over processed ones.

## **Activity 35.1**

Ask learners to recite the poem on activity 36.1

## Exercise 35.2

- **Milk:** Proteins, calcium, vitamins A and D.
- **Potatoes:** Carbohydrates, fiber, vitamin C.
- **Apples:** Fiber, vitamin C, natural sugars.
- **Nuts:** Healthy fats, proteins, vitamins (E) and minerals.
- **Margarine:** Fats, vitamin D (if fortified).
- **Rape (leafy green):** Iron, calcium, fiber, vitamins A and C.
- **Fish:** Proteins, Omega-3 fatty acids.
- **Rice:** Carbohydrates

## Activity 35.2

- Begin by explaining what indigenous foods are (traditional foods that are locally grown or native to a community, such as millet, sorghum, or mopane worms in Zimbabwe).
- Discuss their importance in providing nutrients and preserving cultural heritage.
- Divide learners into small groups and assign each group a food item to research (sadza, nyimo beans, mopane worms, or pumpkin leaves).
- Ask them to find out the nutritional value of these foods (carbohydrates, proteins, vitamins, or minerals).
- Let each group present their findings to the class.

## Exercise 35.3

- 1 A picture of a balanced meal with different food groups.
  - Explain the concept of a balanced meal containing foods from all the food groups (carbohydrates, proteins, fats, vitamins, and minerals).
  - Provide examples: Sadza (carbohydrates), chicken (proteins), rape or spinach (vitamins and minerals) and a small amount of oil (fats).
  - Ask learners to draw their plate with a balanced meal.
  - Ensure they label each food item and identify its food group.
  - Discuss the importance of including all food groups in a single meal.
- 2 Poster on the importance of a balanced diet.
  - Tell learners the goal of the poster is to educate others on why eating a balanced diet is important for health.

Highlight key points they should include, such as:

- Different food groups (carbohydrates, proteins, vitamins, fats, and minerals).
- Examples of foods in each group.
- Benefits of a balanced diet, like energy, growth, and immunity.

Poster elements:

- A title (“Eat Healthy, Stay Strong”).
- Drawings or pictures of balanced meals.
- Short and clear messages, such as:
  - “Fruits and vegetables give vitamins”.
  - “Proteins help build strong muscles”.
  - “Carbohydrates give energy”.

**3** A story about a character who learns about balanced eating.

- Ask learners to create a story about someone who learns the value of balanced eating.
- For example: A child eating only junk food feels weak and learns from a teacher or parent about balanced meals.

Story structure:

- Beginning: Introduce the character and their eating habits.
- Middle: Show the challenge the character faces due to poor eating habits.
- End: Conclude with the character learning about balanced eating and the positive changes in their life.

**4** Ways to make healthy food choices:

- Eat a variety of foods from all food groups.
- Choose fresh fruits and vegetables over processed snacks.
- Avoid sugary drinks; drink water or natural juices instead.
- Limit consumption of fried and fatty foods.
- Include whole grains like brown rice and whole wheat bread.
- Opt for lean proteins like fish, beans, or chicken.
- Read food labels to check for added sugars and unhealthy fats.
- Use smaller portions to avoid overeating.

## Unit revision exercises

### Multiple choice answers

- 1** B
- 2** B
- 3** A
- 4** B

- 5** B
- 6** D
- 7** D

### Structured questions answers

- 1** A balanced meal includes a variety of food from different food groups.
- 2** Fruits, vegetables, grains like maize and many others.
- 3** Calcium
- 4** Carbohydrates, proteins, fats.
- 5** It provides fresh produce and helps maintain a healthy diet.

## Unit 36: Communicable and non-communicable diseases

### Unit objectives

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

- a define communicable and non-communicable diseases.
- b identify communicable and non-communicable diseases.

### Suggested teaching and learning materials

- PlusOne Social Science Grade 3 Learner's Book, page 190-197.
- Social Science Grade 3-7 syllabus.
- Chart with communicable and non-communicable diseases.
- ICT tools
- Braille material
- Sign language material

### Teaching notes

#### Communicable diseases

- 1 **Definition:** Diseases that can be spread from one person to another.
- 2 Examples:
  - **Influenza:** Spread through respiratory droplets. Symptoms include fever, cough, body aches. Prevention includes vaccination and good hygiene.
  - **COVID-19:** Caused by a virus, transmitted through respiratory droplets. Symptoms include fever and cough. Prevention includes masks and vaccination.
  - **Diarrhea:** Caused by bacteria or viruses. Symptoms include loose stools and dehydration. Prevention includes proper sanitation and clean water.
  - **Malaria:** Caused by a parasite transmitted by mosquito bites. Symptoms include fever and chills. Prevention includes avoiding mosquito bites.
  - **Chicken Pox:** Caused by a virus, spreads through the air. Symptoms include itchy rash. Prevention includes vaccination.
  - **Monkey Pox:** Spread through contact with infected persons or surfaces. Symptoms include rash and fever. Prevention includes hygiene measures.

#### Non-communicable diseases

- 1 **Definition:** Diseases that cannot be spread from person to person.
- 2 Examples:
  - **Cancer:** Affects the body's cells and can be caused by various factors. Prevention includes a healthy lifestyle.

- **Diabetes:** Affects blood sugar regulation. Management includes diet and exercise.
- **High Blood Pressure:** Can be managed through lifestyle changes and medication.

## Suggested answers

### Activity 36.1

- 1 A picture of someone washing their hands to prevent the spread of diseases.
  - Discuss how handwashing prevents the spread of germs and diseases, especially before eating or after using the toilet.
  - Highlight proper handwashing techniques (using soap, scrubbing for 20 seconds).
  - Ask learners to draw a person washing their hands under running water.
  - Ensure they include details like soap, water, and a sink or basin.
  - Let them use colours to make the drawing visually appealing.
  - Allow them to label parts of the drawing, such as “soap” or “water.”
  - Display the drawings and discuss how proper hygiene helps prevent diseases.
- 2 A poster about the importance of vaccination in preventing diseases.
  - Discuss how vaccines work to protect people from diseases like measles, polio or COVID-19.
  - Emphasise the importance of vaccinating children and adults.

#### Poster guidelines:

- Title: Use a catchy title like “Vaccines Save Lives!”
- Content: Include drawings of a doctor giving a vaccine, healthy families, or people in a clinic.

Key messages: Examples include:

- “Vaccines protect your family and community.”
- “Prevention is better than cure.”
- “Get vaccinated for a healthy future.”

- 3 Ways to prevent the spread of communicable diseases in the community.

Ask learners to share ideas on how to prevent diseases.

#### Guide the discussion:

Write the following points on the board if needed:

- Wash hands regularly with soap and water.
- Get vaccinated to protect against diseases.
- Avoid sharing personal items like toothbrushes or utensils.
- Practice safe disposal of waste.
- Cover your mouth and nose when sneezing or coughing.
- Use protective gear like masks and gloves when necessary.
- Drink clean, safe water.
- Eat a balanced diet to boost immunity.

# Exercise 36.1

| Communicable diseases                        | Non-communicable diseases                                                  |
|----------------------------------------------|----------------------------------------------------------------------------|
| Can be spread from one person to another.    | Cannot be spread from one person to another.                               |
| Caused by germs like bacteria or viruses.    | They are not caused by germs.                                              |
| Cannot be inherited from another generation. | Can be inherited from another generation (for example, genetic disorders). |
| Symptoms appear quickly after infection.     | It develops over a long period of time.                                    |
| Symptoms are usually visible.                | Symptoms may not be seen.                                                  |
| These diseases can be cured.                 |                                                                            |

## Unit revision exercises

### Multiple choice answers

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

### Structured questions answers

- 1 The pancreas.
- 2 A disease that can be transmitted from one person to another.
- 3 A disease is communicable if it is caused by pathogens like bacteria or viruses and can spread from one person, animal, or object to another through direct contact, air, water, or vectors.
- 4 Through vaccination, good hygiene practices, and avoiding close contact with sick individuals.
- 5 Influenza, spread through respiratory droplets.
- 6 A disease that cannot be transmitted from one person to another.
- 7 By providing emotional support, encouraging treatment, and helping with lifestyle changes.

# Topic 12

## Career guidance and financial literacy

### Unit 37: Career choice

#### Unit objectives

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

- a** identify desired careers.
- b** state different careers in your local community.
- c** list requirements for different careers.

#### Suggested teaching and learning materials

- PlusOne Social Science Grade 3 Learner's Book, page 198-202.
- Social Science Grade 3-7 syllabus.
- Chart with communicable and non-communicable diseases.
- ICT tools
- Braille material
- Sign language material

#### Teaching notes

##### Career choice

- 1 Importance of career choice:** Choosing a career is a significant decision that impacts one's future and aligns with personal interests and strengths.
- 2 Factors influencing career choice:**
  - **Interests:** What you enjoy doing.
  - **Strengths:** Skills and abilities you excel in.
  - **Weaknesses:** Areas where you may need improvement.

## Desired careers

### Common careers in the local community

- 1 **Teaching:**
  - Requirements: 5 O-Level passes, including English and Mathematics.
  - Further education: Bachelor's degree in Education or a specific subject area.
- 2 **Medicine (Doctor):**
  - Requirements: 5 O-Level passes, including Science subjects.
  - Further education: Bachelor of Medicine and Bachelor of Surgery (MBChB).
- 3 **Engineering:**
  - Requirements: 5 O-Level passes, including Mathematics and Science.
  - Further education: Bachelor's degree in Engineering.
- 4 **Law:**
  - Requirements: 5 O-Level passes, including English.
  - Further Education: Bachelor's degree in Law (LLB).
- 5 **Agriculture:**
  - Requirements: 5 O-Level passes, including Science subjects.
  - Further education: Bachelor's degree in Agriculture or related fields.

## Suggested answers

### Activity 37.1

Learners are supposed to:

- 1 Act out the roles:
  - Pretend to be a teacher, musician, or health worker by performing tasks related to these careers.
- 2 Examples of actions:
  - **Teacher:** Write on an imaginary board or explain a topic.
  - **Musician:** Pretend to play an instrument or sing a song.
  - **Health Worker:** Pretend to check someone's temperature or give advice about health

### Exercise 37.1

- 1 A career is what you do for a living.
- 2 Strengths and weaknesses.
- 3 Teacher, nurse, driver, carpenter, musician.
- 4 Musician
- 5 Farmer

## Unit revision exercises

### Multiple choice answers

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

### Structured questions answers

- 5 A career is a profession or occupation that a person undertakes for a significant period of their life.
- 6 Interests, strengths, weaknesses, educational requirements, and job opportunities.
- 7 Examples may include nurse, doctor, engineer, teacher, farmer, singer, sculptor and many others.

## Unit 38: Financial literacy

### Unit objectives

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

- a identify the importance of money.
- b explain how it can be used wisely.

### Suggested teaching and learning materials

- PlusOne Social Science Grade 3 Learner's Book, page 203-207.
- Social Science Grade 3-7 syllabus.
- ICT tools
- Braille material
- Sign language material

### Teaching notes

#### Importance of money

- 1 Everyday use:
  - Money helps people buy food, clothes, and pay for school fees.
  - It allows people to pay for water and electricity.
  - It enables savings for emergencies and future use.

## 2 Why money is important:

- Improves lifestyle by providing essential goods and services.
- Acts as a tool for achieving goals like education and marriage.
- Helps people plan for their future.

### Wise use of money

## 1 Budgeting:

- Helps people decide what to spend money on and how much to save.
- Prevents unnecessary spending.

Example of a simple budget:

- Income: \$10 weekly allowance
- Expenses: \$2
- Savings: \$2
- Giving: \$1
- School supplies: \$3
- Emergency fund: \$2

## 2 Tips for using money wisely:

- Wait for sales and discounts.
- Avoid impulse buying.
- Compare prices to find the best deals.
- Keep track of your spending.

### Suggested answers

#### Activity 38.1

## 1 Drawing activity:

- Ask learners to think about something they would like to buy (for example, clothes, toys, books).
- Provide paper and pencils for learners to draw the items they want to buy.
- Encourage creativity and allow learners to present their drawings to the class.

## 2 Writing a short story:

- Guide learners to write a story about why it's important to save money.
- Explain that saving money helps them buy what they want without wasting it.
- Use an example to help learners get started.

### Model short story

*"I wanted to buy a toy car that costs \$5, but I only had \$2. My mother told me to save \$1 every week. After three weeks, I had enough money to buy the toy car. Saving money helped me get what I wanted without borrowing."*

## Exercise 38.1

- 1 Food, clothes, school fees and medicine.
- 2 School, food, clothes.

## Activity 38.2

- 1 Discussion in groups:
  - Divide learners into small groups.
  - Ask them to discuss why money is important and how it helps solve problems.
  - Give examples like paying for school fees, buying food, or saving for emergencies.
- 2 Make a budget of what you would want to buy if given \$10:  
Example:
  - Food: \$4
  - Clothes: \$3
  - Savings: \$3

## Exercise 38.2

- 1 Problems
- 2 Wisely
- 3 Angry
- 4 Bad
- 5 True

## Activity 38.3

- 1 Ways of using money wisely.  
Ask learners to brainstorm three ways to use money wisely. Examples:
  - Save for emergencies.
  - Compare prices before buying.
  - Spend on needs before wants.
  - Wait for sales and discounts.
- 2 Role playing buying and selling  
Give learners \$10 (pretend money) and a list of items with prices:
  - Food = \$4, Clothes = \$5, School Supplies = \$6, Toy = \$3.
  - Their goal is to spend wisely on needs and save if possible.

### Assign roles:

- Roles: “parent,” “child,” and “shopkeeper.”

### Act out:

- Groups decide what to buy, approach the “Shopkeeper,” and explain their choices.
- Example: “We’ll spend \$4 on food, \$4 on school supplies, and save \$2 for emergencies.”

### Example role-play dialogue:

- **Parent:** “We have \$10. We need to buy food and school supplies. Food costs \$4 and school supplies cost \$6. That’s all our money, but we’ll have everything we need.”
- **Child:** “Can we save \$2 and buy a cheaper school supply for \$4 instead?”
- **Parent:** “That’s a good idea. Let’s save \$2 for emergencies.”
- **Shopkeeper:** “Here’s your change. Thank you for buying wisely!”

## Exercise 38.3

- 1 Books
- 2 Mr Mambo’s shop.
- 3 Yes, Thabani made the correct choice because he saved money.
- 4 Use money wisely to avoid a loss.

## Unit revision exercises

### Multiple choice answers

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

### Structured questions answers

- 1 A plan that helps people decide how to spend and save money.
- 2 It helps people buy cheaper goods and save money.
- 3 To buy food, pay school fees, medical bills, improve our lifestyle.
- 4 Create a budget, avoid impulse buying and save for the future.
- 5 To buy food, clothes and pay bills.
- 6 To buy food, clothes and pay bills.
- 7 By setting aside part of your income or allowance for the future.
- 8 To prepare for emergencies and achieve future goals.

# Topic 13

## Religion

### Unit 39: Indigenous Religion

#### Unit objectives

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

- a** describe the origins of Indigenous Religion.
- b** explain the meanings and names of the Supreme Being.
- c** identify places of worship in Indigenous Religion.

#### Suggested teaching and learning materials

- Plus One Social Science Grade 3 Learner's Book, page 208-213.
- Social Science Grade 3-7 syllabus.
- ICT tools
- Chart with names of the Supreme Being.
- Braille material
- Sign language material

#### Teaching notes

#### Origins of indigenous religion

Indigenous African Religion is the traditional set of beliefs and practices of African people. Originated in Africa before the arrival of foreign religions. Based on honoring ancestors, sacred places, and oral traditions. The ancestors believed in a Supreme Being and passed their beliefs orally to later generations.

#### Meanings and names of the supreme being

- 1** *Nyadenga/Nkulunkulu* (various African languages):
  - Means “The One who is in heaven” or “The Great Creator.”
  - Believed to be the creator and sustainer of life.

## 2 **Musiki/uMdali:**

- Means “The one who creates.”
- Represents the Supreme God who brought life into existence.

## 3 **Mwari:**

- Refers to “The one who is above.”
- Mwari is revered by African people as the Supreme God of creation.

### **Places of worship in Indigenous Religion**

#### 1 **Shrines:**

- Special places to honor spirits, ancestors, or gods.
- Located in homes, caves or forests.

#### 2 **Sacred trees:**

- Trees are symbols of life and are respected for their spiritual significance.
- Often used as places for rituals or worship.

#### 3 **Home altars:**

- A special space in homes for connecting with the spiritual world.
- Includes items such as ancestral artifacts or sacred objects.

### **Suggested answers**

## **Exercise 39.1**

- 1 Ancestors believed in a Supreme Being.
- 2 In Africa.

## **Activity 39.1**

- Divide learners into small groups and assign them a task to list the names of the Supreme Being for example *Nyadenga*, *Mwari* and many others.
- Have them explain the meanings of these names and their cultural significance.
- Each group presents their findings.

## **Exercise 39.2**

- 1 The Supreme Being is known as *Mwari*, *Nkulunkulu*, *uMdali* and many others
- 2 Indigenous people approach God through ancestors.
- 3 The Supreme Being is the creator of everything in Indigenous Religion.
- 4 Through word of mouth from generation to generation.

## Activity 39.2

- 1 Discuss oral tradition as a way of preserving culture and knowledge.
  - Divide learners into pairs or small groups.
  - Assign them to share or retell stories they have learned from elders about Indigenous Religion for example, Hare and Baboon stories, stories from novels for example, *Tambaoga Mwanangu*, a Shona novel.
- 2 Groups present their stories to the class.

## Exercise 39.3

- 1 Indigenous religion is the traditional belief system of a community that comes from their ancestors and culture. It is passed down through generations.
- 2 Oral tradition is when stories, history, and beliefs are passed from one person to another by speaking, not writing.
- 3 It helps keep the history, values, and beliefs of the community alive. It also teaches lessons and connects people to their culture.
- 4 Yes, my grandmother told me a story about a clever hare who outsmarted a lion. The story taught us to use our minds, not just our strength.

## Exercise 39.4

- 1 Shrines, home altar, scared trees, mountains and many others.
- 2 It is a special place where people go to pray, make offerings and show respect to their ancestors.

## Activity 39.3

- 1 Fieldwork:
  - Visit a sacred place in the community with learners for example a shrine or sacred tree. If need be ask for permission first from the elders of the community before going there.
  - Have them observe and describe what they see, focusing on its importance and usage.
- 2 Learners share their observations in class.

## Unit revision exercises

### Multiple choice answers

- 1 B
- 2 C

### Structured questions answers

- 1 Indigenous people believe the Supreme Being is the creator and sustainer of life.
- 2 Shrines are special places used to honor spirits and ancestors.

- 3 “The one who is above” or the Supreme God.
- 4 Ancestors are respected as intermediaries between the living and the Supreme Being.
- 5 By offering prayers, sacrifices, and performing rituals.
- 6 Nature is sacred and must be respected and preserved.

## Unit 41: Christianity

### Unit objectives

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

- a Identify the founder of Christianity.
- b State the Supreme Being in Christianity.
- c Name the holy book in Christianity.

### Suggested teaching and learning materials

- PlusOne Social Science Grade 3 Learner’s Book page 213-218.
- Social Science Grade 3-7 syllabus.
- ICT tools
- Chart with names of the Supreme Being.
- Braille material
- Sign language material

### Teaching notes

#### The founder of Christianity

- 1 **Jesus Christ:**
  - Jesus Christ, whose earthly parents were Joseph and Mary, is the founder of Christianity.
  - Jesus was a carpenter by profession and began his ministry at the age of 30.
  - His teachings form the basis of Christianity, and he is believed to be the Son of God.
  - He died on the cross for the sins of humanity.

#### Names and meanings of the Supreme Being in Christianity

- 1 God in Christianity:

Christians believe in one God, who is also referred to by various names in the Bible:

  - **El-Shaddai:** The Almighty God.
  - **Jehovah-Jireh:** The provider.
  - **Jehovah-Rapha:** The healer.

- **Jehovah-Nissi:** The Lord our banner.
- **Jehovah-Shalom:** The Lord our peace.

The Holy book of Christianity is the Bible which consists of two main parts: Old Testament which contains 39 books and the New Testament which has 27 books. Christians pray in a church.

## Suggested answers

### Activity 40.1

#### 1 Group work:

- Divide Learners into small groups and assign them to research and describe the names of God in Christianity for example, Jehovah-Jireh, El-Shaddai and many others.
- Each group presents the names and their meanings.

### Exercise 40.1

- 1 The founder of Christianity is Jesus Christ.
- 2 Christianity.
- 3 Christians worship in a church.

### Activity 40.2

- 1 Group activity:
  - Ask learners to list five books that are found in the Bible for example Genesis, Exodus, Leviticus, Psalms, Mathew, Prophet Jeremiah and many others.
- 2 Class discussion:
  - Briefly discuss the role of these books in Christianity.

### Exercise 40.2

- 1 The Old Testament has 39 books.
- 2 The New Testament has 27 books.
- 3 The bible is the inspired word of God in Christianity.
- 4 The writers of the Old Testament books are prophets, kings and other people guided by God, like Moses, David and Isaiah.

### Activity 40.3

Ask learners, “What is a place of worship?” and “Where do Christians go to pray?” Expect answers like **church**, **chapel** or **cathedral** on the board.

**Explain the church’s role:** Help learners understand that a church is a special place where Christians:

- Pray and worship God.
- Listen to teachings from the Bible.

- Celebrate events like weddings and baptisms.
- Meet as a community to support each other.
- Visit a church (if possible): Take learners on a short trip to a nearby church.
- Let them look around and observe important parts (altar, cross, benches).
- Ask the church leader or guide to talk briefly about how the church is used.
- Encourage learners to ask questions and take notes or drawings.

### Exercise 40.3

- 1 The place of worship for Christians is known as the church.
- 2 The holy book of Christians is the Bible.
- 3 Christians worship in the church or Cathedral.

### Unit revision exercises

#### Multiple choice answers

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

#### Structured questions answers

- 1 The founder of Christianity is Jesus Christ.
- 2 The name of the Supreme Being in Christianity God.
- 3 Bible
- 4 Church, Sowe and under the trees, cathedral and many other places.
- 5 Jesus Christ is the founder of Christianity and the Son of God.
- 6 The Bible is the inspired word of God that guides Christians in their beliefs and practices.

## Unit 41: Judaism

### Unit objectives

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

- a identify the founder of Judaism.
- b state the names of the Supreme Being and their meanings in Judaism.
- c identify places of worship in Judaism.

## Suggested teaching and learning materials

- PlusOne Social Science Grade 3 Learner's Book page 219-223.
- Social Science Grade 3-7 syllabus.
- ICT tools
- Chart with names of the Supreme Being.
- Braille material
- Sign language material

## Teaching notes

### Founder of Judaism

#### 1 Abraham:

- Considered the “father” of Judaism.
- Judaism is rooted in the covenant between Abraham and God.
- Abraham followed God's command to leave his homeland and establish a nation.

#### 2 The Patriarchs:

- Abraham, Isaac and Jacob are known as the patriarchs of Judaism.
- They are foundational figures in Jewish history.

### Names and meanings of the Supreme Being in Judaism

#### 1 Yahweh:

- The primary name for God in Judaism, often written as YHWH.
- Means “I am who I am.”

#### 2 Other names for God:

- **Adonai:** The Lord.
- **El Elyon:** The Most High God.
- **El Shaddai:** The Almighty.
- **Jehovah-Jireh:** The Lord who provides.

### Holy book of Judaism: The Tanakh

#### 1 Structure:

The Tanakh is the sacred text of Judaism and is divided into three parts:

- **Torah:** The law, which includes the first five books of the Bible.
- **Nevi'im:** The prophets.
- **Ketuvim:** The writings, including hymns and poetry.
- The Torah is the most revered part of the Tanakh.
- It serves as a guide for Jewish beliefs, worship and practices.

Places of worship in Judaism include a Synagogue:

## Suggested answers

Tell learners that Abraham is an important person in Judaism, Christianity and Islam. He is known as the “father of faith.”

Tell the story in a simple way.

- God called Abraham to leave his home and go to a new land.
- God promised Abraham that he would become the father of a great nation.
- This promise between God and Abraham is called a covenant.
- Abraham obeyed God, and even when it was hard, he had faith.
- God later gave Abraham a son, Isaac, even though Abraham and his wife were very old.
- Isaac’s son Jacob had twelve sons who became the leaders of the twelve tribes of Israel.
- Use pictures or story cards if available, to help learners follow along.
- The above story will help learners know the historical background of the founders of Judaism.

## Exercise 41.1

- 1 Abraham is the founder of Judaism.
- 2 Some of the patriarchs include Isaac, Jacob.
- 3 The name Adonai means the Lord.

## Activity 41.2

Ask Learners to research the holy books of Judaism. Expect the following answers:

- 1 **The Torah** – The most important book, made up of the first five books of the Bible.
- 2 **The Tanakh** – The full Hebrew Bible, which includes:
  - **Torah** (Law)
  - **Nevi’im** (Prophets)
  - **Ketuvim** (Writings)
- 3 **The Talmud** – A collection of teachings and explanations by Jewish rabbis about the Torah.

## Exercise 41.2

- 1 The Hebrew name for the Jewish holy book is the Tanakh.
- 2 The Tanakh has three main parts (or classes).
- 3 The Torah contains five books.
- 4 The writing of a prophet is known as Nevi’m.
- 5 The Ketuvim (Writings) is the third part of the Tanakh, and it contains many different types of books, including poems, songs, wise sayings and stories.

Here are some important books found in the Ketuvim:

- Psalms – Songs and prayers to God.
- Proverbs – Wise sayings and advice.
- Job – A story about faith during hard times.
- Ecclesiastes – Thoughts about life and its meaning.
- Song of Songs – A poem about love.
- Ruth – A story of kindness and loyalty.
- Esther – A story of bravery that saved the Jewish people.
- Daniel – Stories and visions about God’s power.
- Ezra and Nehemiah – Stories about returning to Jerusalem and rebuilding.
- Chronicles (1 and 2) – A summary of Israel’s history.

### Activity 41.3

Begin by reminding learners that Jews have special places where they gather to pray and worship, such as the synagogue and the Jerusalem Temple (which is now a historical site).

Ask learners to research one Jewish place of worship (individually or in pairs). They can choose between:

- Synagogue (used today)
- Jerusalem Temple (used in ancient times)

### Research questions to guide them:

- What is the name of the place of worship?
- What do people do there?
- What are some important features for example, Torah scrolls, Ark, prayer space?
- Who leads the worship?
- Why is it important in Judaism?

After the research ask learners to present their findings in a short paragraph, poster or drawing on You may also encourage them to label parts of a synagogue in their work.

### Exercise 41.3

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

## Unit revision exercises

### Multiple choice answers

- |   |   |
|---|---|
| 1 | C |
| 2 | B |
| 3 | B |

## Structured questions answers

- 1 Abraham
- 2 Yahweh
- 3 Yahweh: Lord ( I am) and Elohim: Mighty One.
- 4 Abraham is the patriarch who entered into a covenant with God, forming the foundation of Judaism.
- 5 True
- 6 Faith is central to life and provides guidance for ethical living.
- 7 By following traditions such as prayer, study and maintaining sacred spaces.

## Unit 42: Islam

### Unit objectives

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

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

### Suggested teaching and learning materials

- PlusOne Social Science Grade 3 Learner's Book page 224-228.
- Social Science Grade 3-7 syllabus.
- ICT tools
- Chart with names of the Supreme Being.
- Braille material
- Sign language material

### Teaching notes

#### Founder of Islam

##### 1 Prophet Muhammad:

- Born in 570 CE in Mecca.
- Began receiving revelations from Allah through Angel Gabriel in 610 CE while meditating in a cave on Mount Hira.
- He is considered the last and final prophet of Islam.

## Names and meanings of the Supreme Being in Islam

- 1 **Allah:**
  - The Arabic word for God.
  - Allah is the one and only God, with no partners or equals.
- 2 **99 names of Allah:**

Each name reflects a different divine attribute. Examples include:

  - **Ar Rahman:** The most gracious.
  - **Ar Raheem:** The most merciful.
  - **Al Malik:** The king.
  - **Al Khaliq:** The creator.
  - **Al Alim:** The all-knowing.
- 3 The Holy Book of Islam: The Qur'an.
- 4 Place of worship in Islam: The Mosque.

### Suggested answers

#### Exercise 42.1

- 1 The founder of Islam is Prophet Muhammad.
- 2 Jesus is regarded as one of the Prophets in Islam.
- 3 Khadija.
- 4 Mount Hira
- 5 Angel Gabriel

#### Exercise 42.2

- 1 The supreme Being in Islam is known as Allah.
- 2 Allah has 99 names.
- 3 The one and only God.

#### Activity 42.1

##### Group work:

Divide learners into small groups and assign them to research the 99 names of Allah. Examples of the names include:

- **Ar Rahman:** The most gracious.
- **Ar Raheem:** The most merciful.
- **Al Malik:** The king.
- **Al Khaliq:** The creator.
- **Al Alim:** The all-knowing.

Ask each group to share the meanings of selected names.

### Exercise 42.3

- 1 The holy book in Islam is known as the Qur'an.
- 2 The holy book for Muslims has 114 chapters.
- 3 Qur'an means to read, recite or proclaim.
- 4 Sharia means the path that every Muslim should follow.

### Activity 42.3

Begin by explaining what a mosque is: a place of worship for Muslims and its importance in Islamic culture. Show pictures or videos of mosques.

#### Step-by-step guidance

- **Step 1:** Start with the outline of the mosque, including the prayer hall, dome and minaret.
- **Step 2:** Add other features like doors, windows, the mihrab inside the prayer hall and the courtyard.
- **Step 3:** Add people praying (optional) to show how the mosque is used.
- **Step 4:** Label the features clearly. Guide learners as they write neat labels like "Minaret" or "Prayer Hall."
- **Step 5:** Use colours that reflect the beauty and serenity of mosques for example, shades of green, white, gold.

### Exercise 42.4

- 1 The place of worship in Islam is known as the Mosque.
- 2 Muslims pray 5 times a day.
- 3 Muslims pray anywhere workplaces, at home even in the bus.

### Unit revision exercises

#### Multiple choice answers

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

#### Structured questions answers

- 1 Allah means "The God," signifying the one and only God in Islam.
- 2 The Most Gracious and The All-Knowing.
- 3 The Qur'an.

# Topic 14

## Social services and volunteerism

### Unit 43: Government social service providers

#### 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 3 Learner's Book, page 229-236.
- Social Science Grade 3-7 syllabus.
- ICT tools
- Chart with social service providers.
- Braille material
- Sign language material

#### Teaching notes

##### Social services provided by the government

Social services help people live normal lives by providing important support in areas such as education, health, transport and housing.

##### Examples of government social services:

- **Education:** Free primary education for every child.
- **Health:** Public hospitals and clinics that offer affordable healthcare.
- **Transport:** Public transport services such as ZUPCO buses.
- **Recreation:** National parks, stadiums, and sports facilities.
- **Social welfare:** Support for vulnerable groups like the elderly, disabled and orphans.

## Government institutions providing social services

### Ministry of Public Service, Labour and Social Welfare:

- Focuses on helping people access financial and social support.

### Department of Social Services:

- Provides assistance to vulnerable groups.

### Zimbabwe Social Security Authority (ZSSA):

- Manages pensions and social security systems for employees.

### Ministry of Health and Child Care:

- Offers healthcare services and promotes public health awareness.

### Ministry of Primary and Secondary Education:

- Ensures access to education for all children.

## Suggested answers

### Activity 43.1

- Ask learners to write the names of government institutions that provide social services.
- Discuss how each institution helps citizens.

### Possible answers:

### Ministry of Public Service, Labour and Social Welfare:

- Focuses on helping people access financial and social support.

### Department of Social Services:

- Provides assistance to vulnerable groups.

### Zimbabwe Social Security Authority (ZSSA):

- Manages pensions and social security systems for employees.

### Ministry of Health and Child Care:

- Offers healthcare services and promotes public health awareness.

### Ministry of Primary and Secondary Education:

- Provides education to all children.

## Exercise 43.1

- 1 The main goal of social services is to support the vulnerable in society.
- 2 Government institutions aim to provide assistance to the aged and vulnerable groups.
- 3 Volunteers help by offering their skills and time to assist those in need.

- 4 The Ministry of Public Service, Labour and Social Welfare is responsible for social services in Zimbabwe.
- 5 Enhancing community support through volunteerism can lead to a stronger social fabric.

### Activity 43.2

Ask learners to list at least three rural government primary schools in Zimbabwe and gather basic information about each school. They can work individually or in pairs for this task. Examples of schools they might research include:

- **Chishawasha Primary School** (Mashonaland East)
- **Nhedziwa Primary School** (Manicaland)
- **Chomuruvati Primary School** (Masvingo)

**What they should research:** Guide learners to focus on the following aspects for each school:

- The location of the school (district and province).
- The size of the school (number of students and teachers).
- Challenges faced by rural schools for example lack of resources, distance or infrastructure issues.
- Any notable achievements or programs that the school is known for.

### Exercise 43.2

- 1 The government is a social service provider.
- 2 All children should get education.
- 3 A college or university is a place for higher learning.

### Activity 43.3

Divide the learners into small groups and assign them the task of either:

- Arrange a supervised visit to the nearest healthcare center (if feasible) to observe and gather information.
- If a visit is not possible, a research online or through community interviews about the services provided by a healthcare center in their area can be done.

**Focus areas for the research:** Ask learners to identify and list at least **three key social services** offered by the healthcare center. Examples of services in Zimbabwe might include:

- **Maternal and Child Health services:** Includes prenatal care, immunizations, and growth monitoring for children.
- **HIV/AIDS and Tuberculosis Support:** Provides testing, counseling, treatment, and antiretroviral therapy (ART).
- **Primary Healthcare Services:** General consultations, treatment of common illnesses, and provision of essential medicines.

### Exercise 43.3

- 1 The Ministry of Health provides healthcare to people.
- 2 The government drills boreholes to provide safe water to people.
- 3 Diseases caused by drinking dirty water include typhoid.
- 4 People get treated of diseases at clinics.

### Activity 43.4

**Option 1:** Divide the learners into small, teacher-supervised groups and assign them the task of listing at least three recreational activities available in their area.

**What to observe or research:** Learners should focus on:

- The types of recreational activities available for example sports, cultural activities or public events.
- Who participates in these activities (children, families or the whole community).
- The locations where these activities take place.

#### Examples of recreational activities in Zimbabwe:

- **Sports activities** (soccer matches at local sports fields or school grounds).
- **Cultural events** (traditional dance performances or community storytelling gatherings).
- **Outdoor leisure** (picnics or hiking at local parks like Lake Chivero Recreational Park).

**Option 2: Supervised neighborhood walk** If feasible, organise a supervised walk around the community to observe and identify recreational spaces like parks, playgrounds or community centers.

### Exercise 43.4: Matching recreation activities

- 1 Elephant riding → Game park.
- 2 Boating → Zambezi.
- 3 Game viewing → Game park
- 4 Watching soccer → National Sports Stadium.
- 5 Mountain climbing → Nyanga Mountain.

### Activity 43.5

Ask learners to visit the internet and research the names of three national airports in Zimbabwe. They can work individually or in pairs.

**What to research:** Learners should identify the names of the airports, their locations (city/town) and any significant facts about them.

## Examples of national airports in Zimbabwe

- 1 Robert Gabriel Mugabe International Airport (Harare):**
  - Located in Harare, the capital city of Zimbabwe.
  - It is the largest and busiest airport in the country, serving both domestic and international flights.
- 2 Joshua Mqabuko Nkomo International Airport (Bulawayo):**
  - Located in Bulawayo, the second-largest city in Zimbabwe.
  - It facilitates both domestic and international flights, connecting Bulawayo to various destinations.
- 3 Victoria Falls Airport (Victoria Falls):**
  - Located near the popular tourist destination of Victoria Falls.
  - It primarily serves tourists visiting the falls and surrounding areas, offering both domestic and international flights.

## Exercise 43.5

- 1** The government constructs bridges so that buses, lorries and cars can cross rivers.
- 2** The government makes sure that transport is cheap for everyone.
- 3** People need transport to move from one place to another for work, education, healthcare, trade and social activities.

## Unit revision exercises

### Multiple choice answers

- 1** C
- 2** A

### Structured questions answers

- 1** The government provides social services such as healthcare, education, housing, and social welfare programs.
- 2** The Ministry of Health and Child Care provides healthcare services.
- 3** The Ministry of Education provides services such as free basic education, teacher training, and curriculum development.
- 4** One example is the Social Welfare Department, which provides assistance to vulnerable groups in Zimbabwe.
- 5** Provide healthcare, education, food aid and many other services.
- 6** It coordinates and implements social support programs, such as grants and food aid, to improve the well-being of vulnerable populations.
- 7** Social services are important for ensuring equal access to basic needs, reducing poverty and promoting social stability.

- 8** They improve living standards, provide safety nets for vulnerable groups, and foster community development.

## Unit 44: The needy in society

### Unit objectives

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

- a** identify the needy in society.
- b** explain how the needy can access information to get help.

### Suggested teaching and learning materials

- PlusOne Social Science Grade 3 Learner's Book, page 237-243.
- Social Science Grade 3-7 syllabus.
- ICT tools
- Chart with voluntary organisation and the help they provide.
- Braille material
- Sign language material

### Teaching notes

#### The needy in society

Needy individuals in society are those who require assistance due to circumstances such as poverty, orphanhood, disability or old age.

- 1 Groups who may be needy:**
- Orphans: Children without parents.
  - Economically Disadvantaged People: Individuals who live in poverty.
  - The Elderly: Older individuals without family support.
  - Underprivileged Communities: People lacking basic needs and opportunities.

#### Examples of support institutions

**1 Orphanages:**

Provide shelter, food, and education to orphaned children.

Examples in Zimbabwe:

- Sunrise Children's Home
- Ponesai Vanhu Children's Home
- Harare Children's Home

## **2 Voluntary organisations:**

Help economically disadvantaged individuals through donations or services.

Examples:

- Capernaum Trust
- Angel of Hope Foundation
- Save the Children

## **3 Old people's homes:**

Provide care for the elderly.

Examples:

- Bumhudzo Old People's Home
- Idaiwekwako Old People's Home

### **How the needy can access information to get help**

#### **1 Community radios:**

- Broadcast programs with information on how to access help.

#### **2 Television channels:**

- Share news about organisations offering assistance.

#### **3 Printed media:**

- Newspapers and posters list available resources.

#### **4 Village meetings:**

- Discuss local help initiatives.

#### **5 Pamphlets and diaries:**

- Contain essential information about services.

### **Suggested answers**

#### **Activity 44.1**

##### **Preparation:**

- Select an orphanage to visit (Harare Children's Home or Matthew Rusike Children's Home).
- Brief learners on the purpose of the visit: to observe and understand how orphanages support children and the services they provide.
- Organise transportation and permissions for the visit.

### Before the visit:

Divide learners into pairs and assign each pair specific observation tasks, such as:

- Identifying the types of services provided.
- Observing how the children are cared for.
- Asking questions (if permitted) about challenges the orphanage faces.
- Prepare learners to behave respectfully and responsibly during the visit.

### During the visit:

Guide learners through the facility and explain different areas (dormitories, dining areas, play areas).

Highlight services provided by the orphanage, such as:

- **Educational support:** Providing school fees, uniforms, and books for the children.
- **Healthcare services:** Offering medical care and counseling.
- **Basic needs:** Providing food, clothing, and shelter.
- Allow learners to ask questions to staff (if pre-approved by the orphanage).

### After the visit:

Back in the classroom, ask learners to discuss their observations in pairs and prepare a short report.

Encourage them to include:

- The name of the orphanage.
- Two key services it provides.
- Any challenges or successes observed.

## Exercise 44.1

- 1 An orphan is a child who has lost one or both parents.
- 2 Examples of orphanages in Zimbabwe:
  - Matthew Rusike Children's Home
  - Harare Children's Home
- 3 Angel of Hope Foundation is an example of a voluntary organisation.
- 4 Voluntary organisations help the needy in society.

## Activity 44.2

- Ask learners to research or collect information about NGOs and the services they provide.
- Provide examples of NGOs in Zimbabwe to guide their research like: Capernaum Trust, Save the children, Mavambo trust and many others
- Learners can collect pamphlets, browse websites or interview community members to gather information.

Ask learners to focus on:

- the name of the NGO.
- its main services.
- the specific group or community it supports.
- after the research they should report their finding to the class.

## Exercise 44.2

- 1 Sunrise Children's Home, Harare Children's Home.
- 2 help
- 3 A child whose parents both died.

## Activity 44.3

Ask learners to find old people's homes in a word search.

## Exercise 44.3

- 1 The elderly people who need help are known as the elderly.
- 2 A home for the homeless elderly is an old people's home.
- 3 An old people's home found in Masvingo is Mucheke.
- 4 The founder of Bumhudzo Old people's home is Salvation Army church.
- 5 At an old people's home, the elderly receive care.

## Activity 44.4

- 1 Community radios:
  - Broadcast programs with information on how to access help.
- 2 Television channels:
  - Share news about organizations offering assistance.
- 3 Printed media:
  - Newspapers and posters list available resources.
- 4 Village meetings:
  - Discuss local help initiatives.
- 5 Pamphlets and diaries:
  - Contain essential information about services.

## Exercise 44.4

- 1 Most needy people in rural areas can access information through village meetings.
- 2 Economically disadvantaged learners can access information from school announcements.

- ③ Nowadays, information can travel very quickly through the use of internet.
- ④ Talk shows in which the needy can share their problems and the help they need are held on radios.
- ⑤ Booklets that provide information about something are called pamphlets.

## Unit revision exercises

### Multiple choice answers

- ① B
- ② C
- ③ B
- ④ B

### Structured questions answers

- ① Shelter, food, healthcare, education and emotional support.
- ② Social workers, voluntary organisations and community leaders.
- ③ Orphans, the sick and the elderly.
- ④ Through the television, village meetings, school announcements and many other ways.
- ⑤ To improve their living conditions and ensure equality.
- ⑥ It is important so that they can also live a comfortable life.
- ⑦ By volunteering, donating and spreading awareness.

## Test 3

### Paper 1: Multiple choice answers

- |    |   |    |   |
|----|---|----|---|
| 1  | B | 14 | B |
| 2  | B | 15 | B |
| 3  | B | 16 | A |
| 4  | B | 17 | B |
| 5  | B | 18 | B |
| 6  | C | 19 | B |
| 7  | B | 20 | B |
| 8  | A | 21 | B |
| 9  | B | 22 | B |
| 10 | B | 23 | B |
| 11 | B | 24 | C |
| 12 | B | 25 | B |
| 13 | B |    |   |

### Paper 2: Structured questions answers

- 1 (a) To solve conflicts quickly and peacefully.  
(b) Communicate openly and listen to each other.  
(c) By mediating or offering advice.  
(d) Misunderstandings and lack of communication.
- 2 (a) To honour the sacrifices of armed forces.  
(b) Independence Day and Heroes' Day.  
(c) Green represents agriculture and vegetation.  
(d) red colour represents the blood that was shed by the heroes and heroines who died during the liberation struggle.
- 3 (a) It fosters a sense of unity and national pride.  
(b) By participating in cultural events and national celebrations.  
(c) Bravery, selflessness.  
(d) 5a
- 4 (a) Providing food, shelter, fees, household tasks. (Any two)  
(b) Differ in the number of people in each family.  
(c) Makes work easier, improves time management, each one does their roles.
- 5 (a) Things around us such as land, water, trees.  
(b) Minerals, land, water  
(c) Building shelter, they give us oxygen.