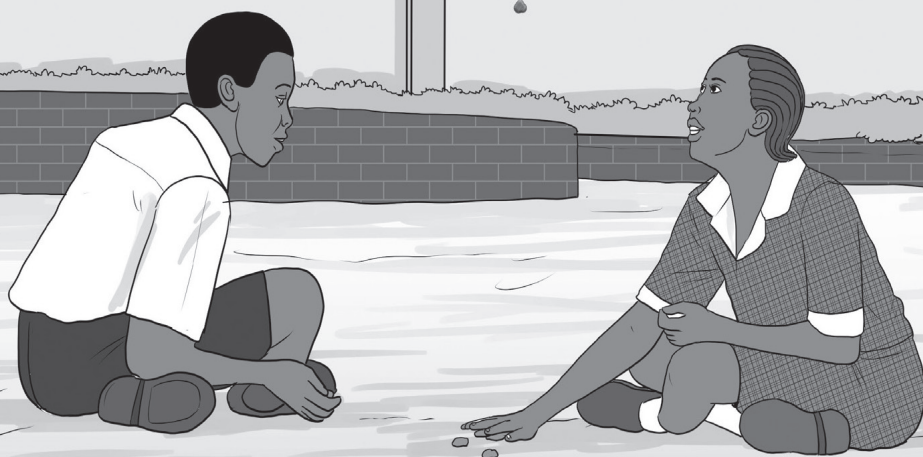


PlusOne

Social Science



Grade
5

Moreblessing Masuka

Teacher's Guide

PlusOne

Social Science

Teacher's Guide



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Editor-in-Chief: Munyaradzi Gunduza

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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-centred 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:

- 1 critical thinking and problem-solving skills to be able to compare, analyse, evaluate and apply geographical knowledge with little or no supervision.
- 2 creative thinking skills to be able to reconstruct important information confidently.
- 3 digital literacy skills to be able to use IT tools and resources efficiently for investigations and
- 4 project works.
- 5 effective communication skills to be able to share information at various levels of interaction.

Introduction

- 6** values to live as global citizens capable of learning about other peoples and cultures of the world.
- 7** 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 21st 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-centred classrooms.
- nurture and develop learners into creative, honest and responsible citizens.
- adopt collaborative approaches to lesson preparation within and across disciplines and grade levels to develop communities of Social Science learners.
- use multiple methods to systematically gather data about learners' understanding and ability to guide the teaching and learning of Social Science.
- put necessary arrangements in place to provide feedback to both learners and parents.

Interpretation of key words in the syllabus

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 5 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 organization of class furniture. In most of our classrooms we still see rows of desks with several children to each desk. The classrooms are also often crowded so that it is not easy to move the desks around. Whatever the situation some kind of group can be organized. 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 centre of learning. At the heart of the national syllabus 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 syllabus 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 syllabus 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 centred 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-centred classroom. The content with reference to learner's activities in class and outside classroom focusses on learner-centred pedagogy, which emphasises active participation in class activities, making teaching and learning more practical and toward achieving positive learning outcomes that largely benefit the learner.

Pedagogical approaches

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 syllabus 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 syllabus 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 syllabus can be achieved in the classroom through:

- 1 task,
- 2 one-on-one support,
- 3 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.

- ❶ What went well?
- ❷ What went badly?
- ❸ 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. Children need reinforcement. A few revision notes on the board to cover earlier work will be a very valuable start to every lesson.

Marking work

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

Teaching tips

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

Using resources effectively

To help learners gain the most benefit from this Heritage and Social Studies 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: Roles of the family in the community

Unit objectives

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

- a** identify roles of the family in the community.
- b** explain roles of the family in the community.

Suggested teaching and learning materials

- PlusOne Social Science Grade 5 Learner's Book page 1-7.
- Social Science Grade 3-7 syllabus.
- Chart with roles of the family in the community.

Teaching notes

Family roles in the community

1 Attending funerals:

- Funerals are important gatherings where family and community members support the bereaved family.
- Roles include providing food (*chema/injembezi*), offering emotional support, cleaning, and contributing money or resources.

2 Attending social gatherings:

- **Weddings:** Families and community members assist with cooking, decorating, and providing transport for the bride and groom.
- **Nhimbe/Ilima:** A communal labor system where people help each other with farming, building, and other tasks to reduce costs and labor.
- **Traditional granaries (Zunde Ramambo/Isiphala Senkosi):** A traditional system where families contribute to a communal granary for use during difficult times.

3 Participating in community development programmes:

- Activities such as tree planting, cleaning the environment, and building infrastructure are done collectively for the benefit of the community.
- These programs foster teamwork, environmental awareness, and a sense of responsibility.

Activity 1.1: Role-play on funerals

Preparation:

- Divide learners into groups of 10.
- Assign each learner a specific role related to what happens at a funeral for example, cooking, cleaning, comforting the bereaved or organizing resources.
- Explain the significance of funerals in the community.
- Discuss the roles of family members, neighbors, and community members.

Role-play:

- Instruct each group to act out a funeral scene.
- Ensure they include key activities like cooking (*chema/injembezi*), cleaning, providing financial or material support, and comforting the bereaved.

Activity 1.2: Discussion on improving yields

Guidance for the discussion:

- Organise learners into pairs.
- Provide each pair with writing materials to note their suggestions.
- Explain the concept of *Zunde Ramambo/Isiphala Senkosi* as a communal initiative for food security.
- Highlight the challenges farmers face, such as poor soil quality, pests, and changing weather patterns.

Discussion points:

- Using fertilisers and improved seed varieties.
- Practicing crop rotation to maintain soil fertility.
- Early planting to align with the rainy season.
- Regular weeding and pest control.
- Encouraging teamwork within the community to pool resources.

Exercise 1.1

- 1 A
- 2 A
- 3 A
- 4 B
- 5 C
- 6 B
- 7 When close family members, friends, and members of the community extend their condolences to the bereaved family, they do so by providing money, food or other resources (*chema/injembezi*).
- 8 Gifts that can be given to a bride and groom at the wedding are: money, household items and livestock.

- 9 The term *nhimbe/ilima* means a communal labour system where community members work together to complete tasks such as farming or building, reducing labor costs and fostering unity.
- 10 Things that can be brought to *nhimbe/ilima* by invited guests are: tools, seeds and oxen.

Activity 1.3: Wedding preparation checklist

- Ask learners to imagine they are preparing for a sibling's wedding.
- Provide materials for listing items.
- Discuss the roles of family, neighbours and friends in wedding preparations.
- Highlight key items and activities, such as food, decorations and transport.
- Guide learners to list all the items and services required for a wedding.

Model answer:

Wedding preparation checklist:

- Food (meat, rice, vegetables).
- Drinks (beer, soft drinks).
- Decorations (flowers, ribbons).
- Transport for guests.
- Venue setup (chairs, tables, tents).

Activity 1.4: Tree planting project

- Explain the importance of trees for example provide shade, reduce erosion, clean the air.
- Show examples or pictures of planted trees in your area or school.
- Ask learners to suggest good spots around the school to plant trees.
- Discuss what trees are suitable (fruit trees, shade trees).
- Talk about how to get seedlings (from local council or nursery).

Implementation:

- Go outside as a class and prepare planting holes (teacher or gardener can assist).
- Help each learner or group of learners to plant a seedling.
- Water the trees and label them with the learners' names.

Follow-up:

- Assign roles to water and care for the trees.
- Monitor growth and ensure learners report any damage.

Exercise 1.2

- 1 C
- 2 A community is a group of families living in the same place.
- 3 The purpose of the *Zunde ramambo/isiphala senkosi* is to ensure there is enough food.

Unit revision exercises

Multiple choice answers

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

Structured questions answers

- 5 Families help in the community by participating in activities such as cleaning the environment, contributing to communal granaries and assisting in community development programs such as building infrastructure.
- 6 Two services that families can provide at a community wedding are cooking food for the guests and helping with decorations and venue setup.
- 7 People who act out the deeds of the dead person at funerals are called relatives (*madzisahwira/abangane*).

Unit 2: Roles of institutions in shaping one's identity

Unit objectives

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

- a identify institutions that shape one's identity.
- b discuss roles of the institution that shape one's identity.

Suggested teaching and learning materials

- PlusOne Social Science Grade 5 Learner's Book page 8-11.
- Social Science Grade 3-7 syllabus.
- Chart on roles of the institutions in shaping one's identity.

Teaching notes

Roles of institutions that shape identity

1 Religious institutions:

- Teach values such as honesty, kindness and respect.
- Help individuals understand their faith and moral responsibilities.

2 Schools:

- Contribute to personal development by teaching life skills, teamwork, and communication.
- Instill values such as discipline and respect.

3 Cultural groups:

- Help preserve traditions, values, and heritage passed down through generations.
- Encourage a sense of belonging and pride in one's identity.

Activity 2.1: Collage

- Ask learners to bring pictures or drawings representing religious institutions, schools and cultural groups.
- Provide materials such as glue, scissors and poster paper.
- Instruct learners to create a collage using these pictures to represent the roles of the institutions.
- Guide them to label each institution and explain how it helps shape identity.

Follow-up discussion:

- Let learners present their collages to the class.
- Discuss how each institution influences values, behaviour and heritage.

Model collage



Exercise 2.1

1 Three institutions that shape identity:

- Religious institutions.
- Schools.
- Cultural groups.

2 Roles of two institutions:

- **Religious institutions:** Teach values such as honesty, kindness, and respect.
- **Schools:** Help learners gain knowledge, develop life skills, and build discipline.

3 One cultural group in your community:

- The **Ndebele cultural group** helps shape identity by preserving traditional dances, attire and ceremonies.

Exercise 2.2

- 1 Institutions teach us important values like honesty and kindness.
- 2 Adults in institutions serve as role models for young people.

- 3 When we are sad, institutions give us emotional support.
- 4 Learning about our country helps instill patriotism in us.
- 5 Role models show us how to act in different situations.

Activity 2.1

- Ask learners to think about a time when someone from their school, church or any religious group helped them or their family. It could be something small or big.
- Ask them to take turns to tell their stories to the class in one or two sentences.
- Tell them to listen carefully when others are sharing.

Model stories

School story (Teacher helped me)

“One time I forgot my lunch at home. My teacher noticed I was quiet and hungry. She gave me her banana and told me I can always tell her if I have a problem. I felt cared for and safe.”

Church story (Pastor helped me)

“I was feeling very sad after my grandmother passed away. The pastor at my church visited our home and prayed for our family. He told me God is always with us. His words made me feel better.”

Indigenous religious institution story (Traditional healer helped me)

“I had a bad skin rash that wouldn’t go away. My grandmother took me to a traditional healer (*n’anga*) in our village. He gave us herbs and taught us how to use them. After a few days, the rash was gone. I was happy and thankful.”

Unit revision exercises

Multiple choice answers

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

Structured questions answers

- 1 Religious institutions: Teach values and moral responsibilities.
Cultural groups: Preserve traditions, heritage, and values that define identity.
- 2 Four values schools teach us:
 - Respect
 - Responsibility
 - Honesty
 - Teamwork

- 3 Reasons why the above values are important:
 - Respect helps us get along with others.
 - Honesty builds trust with teachers and friends.
 - Responsibility teaches us to take care of our duties.
 - Teamwork helps us learn to work well with others.
- 4 Cultural groups help us understand our heritage by teaching us traditional songs, dances, stories, and customs passed down from our ancestors.
- 5 It helps individuals overcome challenges, feel supported, and build resilience.

Unit 3: Community gatherings and events

Unit objectives

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

- name community gatherings and events.
- explain the purpose of community gatherings and events.
- describe attire for specific community gatherings and events.

Suggested teaching and learning materials

- PlusOne Social Science Grade 5 Learner's Book page 12-16.
- Social Science Grade 3-7 syllabus.
- Pictures of community gatherings.

Teaching notes

Community gatherings and events

1 Types of gatherings:

- **Village meetings:** Discuss community matters.
- **Clean-Up campaigns:** Promote environmental hygiene.
- **Work parties (*nhimbe/ilima*):** Collaborate on farming or building tasks.

2 Purpose of gatherings:

- **Celebration:** Mark special occasions such as weddings and birthdays.
- **Support:** Provide help to those in need.
- **Cultural identity:** Strengthen traditions through festivals and events.
- **Building relationships:** Foster friendships and a sense of belonging.

Activity 3.1: Sharing experiences of gatherings

- Organise learners into small groups.
- Provide prompts, such as:
 - What was the gathering about?
 - Who attended?
 - What did you learn from it?
- Instruct learners to share their experiences in their groups.
- Encourage them to note similarities and differences.

Follow-up:

- Let each group present their findings.
- Discuss the importance of gatherings in building community bonds.

Possible model reports from groups

Community village meeting

“We attended a village meeting where the headman talked about fixing the borehole. We all agreed to help and contribute. We learned that unity helps us solve problems.”

Clean-up campaign

“We took part in a clean-up at the clinic. We picked up litter and swept the surroundings. We learned that keeping our place clean helps keep everyone healthy.”

Exercise 3.1

- 1 *Zunde ramambo/Isiphala senkosi*
- 2 Village meetings
- 3 Clean –up campaign

Activity 3.2: Sharing experiences of gatherings

- Organize learners into small groups.
- Provide prompts, such as:
 - What was the gathering about?
 - Who attended?
 - What did you learn from it?
- Instruct learners to share their experiences in their groups.
- Encourage them to note similarities and differences.

Follow-up:

- Let each group present their findings.
- Discuss the importance of gatherings in building community bonds.

Possible model reports from groups

Work party (*Nhimbe/Ilima*)

“We joined a nhimbe to help weed a neighbour’s field. After working, we ate and sang together. We learned that working as a group makes the job easier and more fun.”

Traditional gathering (*Zunde raMambo/Isiphala senkosi*)

“We went to Zunde raMambo to honour the chief. People brought gifts and there was dancing and music. We learned the importance of respecting our traditions and leaders.”

Exercise 3.2

- 1 Three purposes of community gatherings:
 - Celebration.
 - Building relationships.
 - Supporting those in need.
- 2 The purposes of the above gatherings in (1):
 - Celebration: Brings people together to mark special occasions.
 - Building relationships: Helps create friendships and unity within the community.
 - Support: Provides assistance to individuals or families in times of need.

Activity 3.3: Dressing up for gatherings

- Ask learners to dress up in attire appropriate for a specific gathering.
- Provide examples of traditional dress for weddings, cultural festivals and field days.
- Let learners present their attire to the class.
- Ask them to explain why they chose the attire and what it represents.

1 Follow-up:

- Discuss how attire reflects cultural values and identity.

Some of the attires children may dress up in the following attire.



Exercise 3.3

- 1 Attire is the clothes or dress that someone wears, especially for a special occasion or purpose.
- 2 People show support for their sports team by:
 - Wearing the team's colours or jersey.
 - Cheering or singing team songs at matches.

Unit revision exercises

Multiple choice answers

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

Structured questions answers

- 1 Community gatherings in Zimbabwe:
 - Village meetings.
 - Cultural festivals.
 - Work parties (*Nhimbe/Ilima*).
- 2 They strengthen friendships, foster unity, and preserve cultural traditions.
- 3 People might wear the following for a wedding:
 - Smart suits or tuxedos for men.
 - Dresses or traditional attire for women.
 - Brides may wear white gowns.
 - Some guests wear African print or cultural dress.
 - Accessories like headwraps, jewellery, or ties.
- 4 How do cultural festivals help people remember their history?
 - They showcase dances, stories, and ceremonies passed down through generation.
- 5 An overall/ worksuit or casual clothes.

Unit 4: Purpose of the totem system

Unit objectives

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

- a define a totem.
- b explain the importance of the totem system.

Suggested teaching and learning materials

- PlusOne Social Science Grade 5 Learner's Book page 17-20.
- Social Science Grade 3-7 syllabus.
- Pictures of totems.

Teaching notes

A totem is a special symbol that represents a family, tribe or group of people.

Purpose of the totem system

- Cultural identity:
 - Totems serve as visual symbols of identity and heritage, connecting individuals to their cultural roots.
- Regulating marriage:
 - Totems prevent intermarriage within the same clan, ensuring diversity and strengthening family ties.
- Expressing gratitude:
 - Totems are often used to express gratitude and respect during ceremonies such as weddings or traditional gatherings.
- Education:
 - Totems educate younger generations about their history and cultural practices.

Activity 4.1: Draw and describe a totem

- Provide learners with drawing materials.
- Ask them to think of an animal or object that represents their family or community.
- Instruct learners to draw the totem and write a few sentences explaining its significance.
- Encourage creativity and cultural relevance.

Follow-up discussion:

- Let learners present their drawings and explanations to the class.
- Discuss the importance of totems in fostering unity and cultural pride.

Pictures of totems



Activity 4.2: Discuss the importance of totems

- Organise learners into groups of 4–6.
- Provide guiding questions from the textbook (for example cultural identity, regulating marriage, fostering unity).
- Each group discusses the questions and notes down key points.
- Encourage participation from all group members.

Follow-up:

- Let each group present their findings.
- Summarise the discussion and emphasise the value of totems.

Model answers to discussion questions

- 1 Totems help maintain cultural identity through:
 - Connecting individuals to their ancestors and cultural roots.
 - Preserving traditions, values, and practices unique to a specific group.
- 2 Totems help preserve cultural heritage by:
 - Passing down stories, songs, and teachings about the origins of the totem.
 - Encouraging respect for cultural practices tied to the totem.
 - Helping communities identify with their clan or lineage.
- 3 Totems affect relationships and marriage within a community through:
 - Preventing intermarriage within the same clan, ensuring diversity and stronger family ties.
 - Fostering unity by creating a sense of belonging to a larger group.
- 4 Totems help bring people together in the community.
 - People with the same totem see each other as family, even if they are not related by blood. They greet each other with respect, help one another during events like weddings or funerals, and avoid fighting. Totems also help people remember their roots and where they come from. Because totems are shared, they help create a strong sense of unity and belonging in the community.
- 5 It is important to educate younger generations about totems because:
 - It helps them understand their history and cultural identity.
 - It teaches them values such as respect, gratitude, and unity.
 - It ensures cultural practices and traditions are preserved for the future.

Exercise 4.1

- 1 Totems serve as important symbols of identity and heritage connecting individuals to their cultural roots.
- 2 Totems are used to express gratitude, regulate marriage, educate younger generations and preserve cultural heritage.

- 3 Totems are used to show **respect and appreciation** by praising someone through their totem. When a person is thanked, others may say special words that honor their totem, such as:

- “*Makadii Mhofu!*” (for someone with the eland totem)
- “*Tatenda Samaita Shumba!*” (for the lion totem)

This praise makes the person feel valued and respected. In traditional ceremonies, totem praise poems (*zvirevo* or *madetembedzo*) are often used to thank people for their help, generosity, or leadership.

Unit revision exercises

Multiple choice answers

- 1 B
- 2 C
- 3 B
- 4 B
- 5 B
- 6 B
- 7 C
- 8 B
- 9 B
- 10 C

Structured questions answers

- 1 They connect individuals to their cultural roots and foster a sense of belonging.
- 2 Totems educate individuals about their family history, traditions, and cultural practices.
- 3 They pass down knowledge, values and traditions through generations.
- 4 It preserves heritage, strengthens unity, and teaches younger generations about their history.
- 5 They serve as a means of storytelling and education about cultural values and history.

Unit 5: Communication and conflict management in the community

Unit objectives

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

- a define conflict.
- b identify the causes and effects of conflict at community level.
- c describe various ways of resolving conflicts at community level.

Suggested teaching and learning materials

- PlusOne Social Science Grade 5 Learner's Book page 21-26.
- Social Science Grade 3-7 syllabus.
- Chart with causes and effects of conflicts.

Teaching notes

A conflict is when people or groups disagree or have different opinions.

Causes of conflict

1 Different opinions:

- People may disagree over what is right or fair.

2 Limited resources:

- Conflicts arise when there is not enough of something, like food or water.

3 Cultural differences:

- Misunderstandings due to differences in traditions or beliefs.

Effects of conflict

- **Divisions:**
 - Groups or families may stop talking to each other.
- **Property damage:**
 - Conflicts can lead to homes and property being damaged.
- **Injury or death:**
 - Physical fights may lead to harm or loss of life.

Ways of resolving conflicts at community level

1 Talking to each other (communication):

- People involved in the conflict sit down and calmly talk to solve the problem.

2 Asking an elder or leader to help (mediation):

- A respected person like a teacher, parent, or village elder helps both sides find a solution.

3 Reporting to authorities:

- If the conflict is serious or cannot be solved, it can be reported to a teacher, headmaster, chief or the police using proper reporting procedures.

Activity 5.1: Causes of conflict

- Ask learners to think of a conflict they have observed in their community.

1 Activity:

- Let learners share their experiences with a partner or in small groups.
- Encourage them to reflect on what caused the conflict and how it could have been resolved.

2 Follow-up:

- Discuss common causes of conflicts.

Model answers

Causes of conflict

1 Different opinions:

- People may disagree over what is right or fair.

2 Limited resources:

- Conflicts arise when there is not enough of something, like food or water.

3 Cultural differences:

- Misunderstandings due to differences in traditions or beliefs.

Exercise 5.1

1 What is conflict?

- Conflict is a disagreement between two or more people or groups.

2 State any three causes of conflict:

- Different opinions.
- Limited resources.
- Cultural differences.

3 Different opinions

People may argue or disagree because they think or believe different things, such as how to solve a problem or what is right or wrong.

Limited resources

Conflict can happen when people compete for things like food, water, land, or money that are not enough for everyone.

Cultural differences

People may clash because they have different customs, languages, or beliefs, and do not understand or respect each other's ways.

Activity 5.2: Effects of conflict

- Provide examples of conflicts and their effects for example damaged property, loss of friendships.
- Let learners work in pairs to discuss the effects of conflict.

1 Follow-up:

- Summarise the discussion by listing the effects on the board.

Model answers

Effects of conflict

- **Divisions:**
 - Groups or families may stop talking to each other.
- **Property damage:**
 - Conflicts can lead to homes and property being damaged.
- **Injury or death:**
 - Physical fights may lead to harm or loss of life.

Exercise 5.2

- 1 Some of the effects of conflict are divisions in relationships, property damage or injury or death.
- 2 **Divisions:** Conflict can cause families or groups to stop communicating, leading to isolation.
- 3 **Property damage:** Conflicts can result in the destruction of homes, schools, and other community facilities.

Activity 5.3: Resolving conflicts

- Provide scenarios of conflicts and their contexts (disagreements over water use).
- Role-play a community meeting where two groups resolve a disagreement.

1 Follow-up:

- Summarise key points about effective communication in conflict resolution.

Model answer

Role play title: “Sharing the water fairly”

Characters:

- Village Head (Chairperson)
- Group A (Farmers)
- Group B (Cattle owners)
- Mediator (Teacher or Elder)

Scene: A village meeting under a tree

Village Head:

“Welcome, everyone. We are gathered here because there’s a disagreement about using water from the community borehole. Let us listen respectfully.”

Group A (Farmer 1):

“We use the water for our vegetable gardens. But now the cattle owners are using too much, and there’s not enough for our crops.”

Group B (Cattle owner 1):

“Our animals need water too, especially during the dry season. We are not trying to waste, but we also need to survive.”

Group A (Farmer 2):

“We wake up early to fetch water, but sometimes it’s finished by mid-morning. We’re asking for a fair timetable.”

Group B (Cattle owner 2):

“Maybe we can bring our animals to drink in the afternoon when most people are done collecting water.”

Mediator (Elder):

“That’s a good idea. How about we agree that:

- Farmers fetch water from 5am to 10am
- Cattle use the borehole from 3pm to 5pm, Do we all agree?”

Group A and Group B (Together):

“Yes, we agree. That’s fair for everyone.”

Village Head:

“Well done, everyone. This shows that when we talk and listen, we can solve problems peacefully.”

Exercise 5.3

- 1 Ways of resolving conflicts peacefully:
 - Open communication.
 - Seeking mediation from elders or community leaders.
- 2 Depending on the issue one can report to the Chief, police or District administration officer

Unit revision exercises

Multiple choice answers

- 1 B
- 2 B
- 3 B
- 4 B
- 5 B
- 6 B
- 7 A
- 8 B
- 9 B
- 10 B

Structured questions answers

- 1 Disagreements over land use.
- 2 Two causes of conflict in Zimbabwean villages are:
 - Limited resources.
 - Different opinions.
- 3 It disrupts farming, businesses, and production, leading to loss of income and resources.
- 4 Encouraging open discussion and listening to all parties involved.
- 5 It helps clarify misunderstandings and find mutually acceptable solutions

Unit 6: Different languages in Zimbabwe

Unit objectives

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

- a state languages spoken in Zimbabwe.
- b identify areas where different languages are predominantly spoken in Zimbabwe.

Suggested teaching and learning materials

- PlusOne Social Science Grade 5 Learner's Book page 27-29.
- Social Science Grade 3-7 syllabus.
- Chart with different languages are predominantly spoken in Zimbabwe.

Teaching notes

Various languages spoken in Zimbabwe

Zimbabwe officially recognizes 16 languages. These are:

- Shona
- Ndebele
- Chewa
- Chibarwe
- English
- Kalanga
- Koisan
- Nambya
- Ndau
- Shangani
- Sotho
- Tonga
- Tswana
- Venda
- Xhosa
- Sign Language

Each language is spoken in specific regions. For example:

- **Shona:** Predominantly spoken in Mashonaland provinces and Masvingo province.
- **Ndebele:** Mostly spoken in Matabeleland North and South.
- **Sign language** is important for inclusive communication, especially for individuals with hearing impairments.

Suggested answers

Activity 6.1

Model answers

- 1 I live in Masvingo province in Chivi.
- 2 We speak Karanga.
- 3 Yes I have learnt to speak English.

Shona:

☞ *Zita rangu ndi[Your Name].*

Ndebele:

☞ *Igama lami ngu[Your Name].*

Tonga:

☞ *Dzina lyandi ni[Your Name].*

Venda:

☞ *Dzina langa ndi[Your Name].*

Kalanga:

☞ *Dzina yangu ndi[Your Name].*

Exercise 6.1

Answers:

- 1 Two indigenous languages spoken in Zimbabwe are Shona and Ndebele.
- 2 English, Chinese and many others.
- 3 It is important to be able to speak many languages because:
 - It fosters national unity.
 - It promotes inclusivity and cultural understanding.
 - It enhances communication across diverse communities.

Unit revision exercise

Multiple choice answers

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

Topic 2

National history, sovereignty and governance

Unit 7: The pre-colonial kingdoms

Unit objectives

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

- a** identify the precolonial states.
- b** describe the social, political and economic life in the pre-colonial era.

Suggested teaching and learning materials

- PlusOne Social Science Grade 5 Learner's Book page 30-38.
- Social Science Grade 3-7 syllabus.
- Pictures of pre-colonial kingdoms.

Teaching notes

Zimbabwe had significant pre-colonial kingdoms, including:

- **Great Zimbabwe:** Known for its stone monuments and advanced social, political, and economic structures.
- **The Mutapa State:** Established by Nyatsimba Mutota, it was known for its trade, agriculture, and mining.
- **The Rozvi State:** Known for its military organisation and political leadership under Changamire Dombo.
- **The Ndebele State:** Founded by Mzilikazi, it had a hierarchical social structure and a strong military.

Social life in pre-colonial states:

- Societies were divided into classes (for example royals, commoners, and slaves).
- Religious practices were central to daily life, with worship of gods like Mwari and Musikavanhu.

Political life in pre-colonial states:

- Kings were central figures, often supported by chiefs, advisors, and spiritual leaders.
- Kingdoms were organised into provinces for easier governance.

Economic life in pre-colonial states:

- Activities included farming, hunting, mining and trade (both local and international).
- Products included gold, iron tools, pottery, and agricultural goods.

Suggested answers

Activity 7.1: Great Zimbabwe

- Show learners pictures or diagrams of Great Zimbabwe.
- Explain its significance as a historic site and its influence on Zimbabwe's history.
- Divide learners into groups.
- Assign each group one aspect to discuss: social, political or economic life at Great Zimbabwe.
- Have each group refer to their textbooks for information.
- Encourage them to create a short presentation or poster summarizing their findings.

Class presentation

- Groups present their findings to the class.
 - Ask learners why they think Great Zimbabwe is important to Zimbabwe's heritage.
 - Discuss how understanding past kingdoms helps us appreciate modern Zimbabwe.

Model answer (Poster chart):

The importance of Great Zimbabwe

Great Zimbabwe is one of the most significant historical and cultural landmarks in Africa, and its importance can be discussed under several key areas:

- Great Zimbabwe was the capital of the Kingdom of Zimbabwe during the Late Iron Age (11th–15th century).
- Great Zimbabwe is a symbol of national identity and pride for Zimbabweans. The country's name and emblem (the Zimbabwe bird) come from it.
- It reflects the traditions, beliefs and achievements of the Shona people and is recognized as a UNESCO World Heritage Site.
- Great Zimbabwe was a major trading hub. It traded gold, ivory, and iron with other parts of Africa, Asia, and the Middle East.
- The large structures and imported goods found at the site show that the kingdom was wealthy and well-connected.
- It attracts visitors from around the world, generating income through tourism.
- It is used in schools and universities to teach about African history and civilisation.

- The stone walls, especially the Great Enclosure, show advanced building techniques without the use of cement.
- It stands as a masterpiece of indigenous African architecture.

Exercise 7.1

- 1 The historic site found in Masvingo is Great Zimbabwe.
- 2 Sculptors, blacksmiths, hunters
- 3 Berries and fruits.
- 4 Rapoko, millet and sorghum.

Activity 7.2: Great Zimbabwe and Mutapa state

- Briefly recap the political structures of both states.
- Discuss the role of kings, chiefs, and advisors in governance.
- Pair learners and assign each pair to compare one aspect of the political systems (leadership roles, decision-making).
- Have pairs present their findings.
- Conclude by discussing the importance of strong political systems for the success of kingdoms.

Model answer

Great Zimbabwe and Mutapa State

Aspect	Great Zimbabwe	Mutapa State
Time Period	Existed between the 11th and 15th centuries.	Founded in the 15th century by Nyatsimba Mutota.
Location	Located in Masvingo Province, near the Great Enclosure.	Spread across present-day Zimbabwe and Mozambique.
Leadership	Governed by a king, advised by chiefs.	Governed by a king, supported by chiefs and spiritual leaders.
Economic Activities	Mining (gold, iron).	Mining (gold, iron, and copper).
	Agriculture (millet and sorghum).	Agriculture (millet, sorghum, and cattle rearing).
	Local and long-distance trade (for example, with Asia).	Local and international trade (for example, trading gold with Portuguese).
Social Structure	Divided into royals and commoners.	Divided into royals, chiefs, and commoners.
Religion	Worshipped the God/Mwari.	Worshipped <i>Mwari</i> and relied on spirit mediums like Chaminuka and Nehanda.
Architecture	Famous for its stone buildings and walls (Great Enclosure).	Less emphasis on stone buildings but had smaller structures.

Aspect	Great Zimbabwe	Mutapa State
Decline	Declined due to overpopulation, resource depletion, and trade route changes.	Declined due to Portuguese interference and internal conflicts.

Exercise 7.2

- 1 The founder of the Mutapa state was **Nyatsimba Mutota**.
- 2 The spirit mediums in the Mutapa state were **Chaminuka, Dzivaguru, and Nehanda**
- 3 The tools used for farming and hunting were mainly made of **iron**.
- 4 **Gold** was mined in the Mutapa State.
- 5 Rapoko, millet ,sorghum.

Activity 7.3

Ask learners to talk about the political, social and economic lives of the Great Zimbabwe, Mutapa and Rozvi states.

Model answer

The political, social, and economic structures of Great Zimbabwe, Mutapa State and Rozvi State.

Aspect	Great Zimbabwe	Mutapa State	Rozvi State
Political Structure	Governed by a king, supported by chiefs and advisors.	Governed by a king, supported by chiefs and spiritual leaders (spirit mediums).	Ruled by Changamire Dombo and his successors, who had strong military power.
	The king had centralised power over the kingdom.	The king had both political and spiritual authority.	Chiefs were given authority to oversee provinces under the king's rule.
	Chiefs carried out administrative and judicial duties.	Spirit mediums influenced decisions and were key advisors.	Strong military organisation ensured political stability and territorial defence.
Social Structure	Divided into two main groups: royals and commoners.	Divided into royals, chiefs, commoners, and slaves.	Social hierarchy included the king, chiefs, military leaders, and commoners.
	Practiced polygamy and worshiped the god <i>Mwari</i> .	Practiced polygamy and relied on spirit mediums like <i>Chaminuka</i> and <i>Nehanda</i> .	Worshiped the god <i>Mwari</i> and performed religious ceremonies.

Aspect	Great Zimbabwe	Mutapa State	Rozvi State
	Chiefs and elders presided over traditional ceremonies.	Rituals like rain-asking were conducted by spirit mediums.	Social cohesion was enforced through religious practices and military service.
Economic Structure	Relied on agriculture (millet, sorghum).	Relied on agriculture (millet, sorghum, cattle rearing).	Relied on agriculture (millet, sorghum, and cattle rearing).
	Mining of gold and iron.	Mining of gold, iron, and copper.	Mining of gold and iron.
	Engaged in local and long-distance trade, including trading gold with Asia.	Traded gold and other goods with Portuguese traders.	Controlled trade routes, traded gold and iron, and engaged in barter trade.
	Built massive stone structures for storage and defense.	Built smaller structures with less emphasis on stone architecture.	Focused more on military conquests than on large-scale architecture.

Exercise 7.3

- 1 The King was the overall leader who was in charge of distributing land to everyone and also had the power to declare a war.
- 2 Tribute to the king was paid in the form of jewellery, cattle, grain, hoes and ivory.
- 3 The Rozvi people traded with the local people and the Portuguese.
- 4 The name Rozvi meant raiders.

Exercise 7.4

- 1 The Ndebele state was made up of three social classes.
- 2 The Hole class was made up of the Shona people who lived on the Zimbabwean plateaus when Mzilikazi arrived.
- 3 Maize, sorghum, millet, groundnuts and many other crops.
- 4 The Ndebele people traded with the Dutch, Portuguese and Europeans.

Unit revision exercises

Multiple choice answers

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

Structured questions answers

- 1 Three economic activities at Great Zimbabwe:
 - Mining gold.
 - Farming crops and rearing livestock.
 - Trading goods like pottery and iron tools.
- 2 Three social classes in the Ndebele state:
 - The *Zansi* (royalty and upper class).
 - The *Enhla* (middle class).
 - The *Hole* (lower class).
- 3 Two economic activities in the Mutapa state:
 - Mining gold and iron.
 - Farming crops like millet and sorghum.
- 4 Three economic activities in the Rozvi state:
 - Agriculture (for example growing crops).
 - Cattle rearing.
 - Trading goods like iron and gold.
- 5 One spirit medium in the Mutapa state:
 - Chaminuka

Unit 8: Effects of the first contact with Europeans

Unit objectives

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

- a identify first European groups which came into contact with the indigenous people.
- b describe the first contact between Europeans and the indigenous people.
- c explain the effects of the first contact between Europeans and indigenous people.

Suggested teaching and learning materials

- PlusOne Social Science Grade 5 Learner's Book page 39-42.
- Social Science Grade 3-7 syllabus.
- Pictures of the first Europeans to visit Zimbabwe.

Teaching notes

- 1 European groups that first contacted indigenous people included:
 - **Missionaries:** Spread Christianity, education, and new cultural practices.
 - **Hunters:** Exploited animal populations for meat, hides, and trophies.
 - **Mineral prospectors:** Explored for valuable resources like gold and diamonds.

- 2 Effects of European contact:
 - Positive: Introduction of education and Christianity.
 - Negative: Displacement of people, disruption of traditional practices, and exploitation of resources.
- 3 The concept of **agreements** and **land dispossession**:
 - Indigenous leaders were sometimes tricked into signing agreements that resulted in the loss of fertile land.

Activity 8.1

- Briefly explain the three main groups: missionaries, hunters and mineral prospectors.
- Discuss their motives and how they interacted with indigenous communities.
- Divide the class into three groups. Assign each group one European group to research (missionaries, hunters, or prospectors).
- Provide textbooks and other resources for their research.
- Ask groups to focus on the motives, activities and effects of the assigned group.
- Each group presents their findings in front of the class.
- Use a chart or diagram to compare the three groups.

Discussion:

Discuss the short-term and long-term effects of European contact on indigenous communities.

Model answer

Research points

- 1 **Missionaries:** Spread Christianity and education, but disrupted traditional cultural practices.
- 2 **Hunters:** Exploited wildlife for profit, leading to reduced animal populations.
- 3 **Prospectors:** Explored for minerals; their activities led to land dispossession and conflicts.

Exercise 8.1

- 1 Missionaries aimed to spread Christianity and education among the indigenous people.
- 2 Hunters were interested in controlling land for hunting and sought valuable products like ivory.
- 3 Mineral prospectors explored for minerals such as gold and iron leading to competition among Europeans and indigenous people losing their land.
- 4 The effects of first contact were:
 - Indigenous people were displaced from fertile land.
 - Traditional cultural practices were disrupted.
 - Resources were exploited, leading to conflicts.

Activity 8.2: Poster

- Recap the motives of missionaries, hunters and mineral prospectors.
- Highlight the effects of European contact on local communities.
- Divide the class into two teams: one arguing that European contact had positive effects, the other arguing it had negative effects.
- Allow each team to present their points.
- Discuss the importance of balanced perspectives when studying history.
- Emphasize how learning about the past helps us understand the present.

Exercise 8.2

- 1 Missionaries, hunters and mineral prospectors.
- 2 Hunters wanted ivory and animals to hunt for trophies and sell.
- 3 Prospectors wanted minerals such as gold and diamonds.
- 4 The effects of European arrival in Zimbabwe were:
 - Displacement of indigenous people from fertile land.
 - Exploitation of natural resources.
 - Disruption of traditional cultural practices.

Unit revision exercises

Multiple choice answers

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

Structured questions answers

- 1 The main goal of missionaries like Robert Moffat was to spread Christianity and education.
- 2 Frederick Courtney Selous.
- 3 Minerals such as gold and iron.
- 4 Hunters affected the number of wild animals by overhunting animals for meat, hides and trophies.
- 5 Indigenous land rights were lost after signing misleading agreements or being forced off their land by settlers.

Unit 9: Roles of village heads, headmen, chiefs and councillors

Unit objective

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

- a** identify the roles of community leaders at local level.

Suggested teaching and learning materials

- PlusOne Social Science Grade 5 Learner's Book page 43-46.
- Social Science Grade 3-7 syllabus.
- Chart on the roles of village heads, headmen, chiefs and councillors.
- Pictures of village heads, headmen, chiefs and councilors.

Teaching notes

- 1** Community leaders help maintain order and unity within communities.
- 2** Leaders discussed include:
 - **Village head:** Handles local disputes and ensures the well-being of villagers.
 - **Headman:** Supports the village head and reports to the chief.
 - **Chief:** Oversees the entire community and performs cultural duties such as rain-asking ceremonies.
 - **Councillor:** Represents the community in local government and works to improve public services.

Activity 9.1

- Ask learners to identify community leaders they know and discuss their roles.
- Explain that different leaders work at different levels (village, ward, or district).
- Assign learners to visit a local village or ward and observe or interview community leaders about their duties.
- Provide a template for collecting information (name of the leader, their role, and examples of their duties).
- Have learners share their findings in groups.
- Compare the roles of different leaders and discuss why each is important.
- Discuss how community leaders contribute to the unity and proper functioning of their communities.

Model answer (Table):

Community leader	Roles in the community
Village head	Solves minor disputes, ensures community welfare, supervises rituals.
Headman	Assists the village head, reports to the chief, ensures peace.
Chief	Conducts cultural ceremonies, maintains law and order.
Councillor	Represents the community in government, promotes development projects.

Exercise 9.1

Community leader	Roles in the community
Village head	Solves disputes and ensures the welfare of villagers.
Headman	Assists the village head and reports to the chief.
Chief	Oversees the whole community, conducts cultural ceremonies.
Councillor	Represents the community in government, promotes development projects.

Unit revision exercises

Multiple choice answers

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

Structured questions answers

- 1 Two examples of community leaders are:
 - Village head.
 - Chief.
- 2 Two roles of a Village Head are:
 - Solving local disputes within the village.
 - Supervising cultural rituals such as traditional ceremonies.
- 3 Two roles of a chief are:
 - Conducting rain-asking ceremonies.
 - Ensuring that moral standards are upheld in the community.

Unit 10: Local government

Unit objectives

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

- a** state local government entities.
- b** explain the functions of local government.

Suggested teaching and learning materials

- PlusOne: Social Science Grade 5 Learner's Book page 47-50.
- Social Science Grade 3-7 syllabus.
- Chart with functions of local government.

Teaching notes

- 1** Types of local government entities:
 - Urban councils: Found in towns and cities (Harare, Karoi, Mutare).
 - Rural councils: Found in rural areas (Gokwe South Rural District Council).
- 2** Functions of local government:
 - Provide essential public services, such as waste disposal, clean water, and road maintenance.
 - Promote health and safety (running clinics, monitoring trees).
 - Manage public facilities like libraries, parks, and schools.
- 3** Leadership:
 - The leader of a town council is called a Chairperson.
 - The leader of a city council is called a Mayor.
 - The leader of rural councils is called a Chief Executive Officer (CEO).

Activity 10.1: Urban councils

- Ask learners to share examples of urban councils they know.
- Discuss what services these councils provide (waste collection, road maintenance).
- Divide learners into groups. Assign each group an urban council (for example Harare City Council or Mutare City Council).
- Provide textbooks or other resources for their research.
- Have each group present their findings to the class.
- Use a chart to summarize the services provided by urban councils.

Model answer

Examples: Harare City Council, Mutare city council.

Services:

- Waste collection and disposal.
- Building and maintaining roads.
- Providing clean water to residents.
- Managing public facilities like parks and libraries.

Exercise 10.1

- 1 Urban and rural councils.
- 2 A local government provides **public services to residents in towns or rural areas**.

Activity 10.2

- Ask learners to describe the types of buildings or facilities in rural areas (schools, clinics, markets).
- Discuss how rural councils manage these facilities.
- Encourage learners to share what services they think rural communities need most.
- Write their suggestions on the board (more schools, better roads).
- Highlight the role rural councils play in improving the quality of life in villages.

Exercise 10.2

- 1 Two examples of urban councils in Zimbabwe are Harare City Council, Masvingo city council and Mutare City Council.
- 2 A rural council is a group of people elected to manage (run) rural areas.
- 3 Two functions of urban councils are:
 - Providing clean water.
 - Collecting and disposing of waste.
- 4 Two functions of rural councils are:
 - Building schools and clinics.
 - Monitoring the cutting of trees.

Unit revision exercises

Multiple choice answers

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

Structured questions answers

- 1 Two types of local government units in Zimbabwe:
 - Urban Councils.
 - Rural Councils.
- 2 Two big cities in Zimbabwe are:
 - Harare.
 - Bulawayo.
- 3 Citizens are not allowed to throw litter everywhere.
- 4 One disease caused by dumping waste everywhere is: Cholera.

Topic 3

Heritage

Unit 11: Rites of passage for boys and girls

Unit objectives

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

- a** list rites of passage for boys and girls.
- b** describe rites of passage for boys and girls.

Suggested teaching and learning materials

- PlusOne Social Science Grade 5 Learner's Book page 51-55.
- Social Science Grade 3-7 syllabus.
- Chart with rites of passage for boys and girls.

Teaching notes

Birth

- Aunt Thandi gave birth in the Ndebele culture, with assistance from a midwife.
- The baby was cleaned and presentable; rituals included placing the baby's head in smoke for blessings.
- The umbilical cord was buried, and family members gathered to celebrate the birth, bringing gifts.

Infancy

- In some cultures, infants receive a Christian name during baptism to welcome them into the faith.
- Different cultures have specific traditions for naming, often involving family or chosen names.
- Family members, especially midwives, play a significant role in naming ceremonies.

Adolescence

- **Transition to adulthood:** Changes occur during this period, and adolescents learn responsibilities and skills.

- **Cultural ceremonies:** Rites of passage mark the transition, teaching boys and girls societal roles and expectations.

Suggested answers

Activity 11.1: Rites associated with birth

1 Research assignment:

- Instruct learners to interview family members or community elders about birth traditions.
- Encourage them to take notes on different practices and beliefs.

2 Presentation:

- Have learners create a visual aid (poster, slideshow) summarising their findings.
- Allocate time for each student to present to the class, encouraging questions and discussions.

Exercise 11.1

- 1 Aunt Thandi
- 2 Ndebele
- 3 Herbs
- 4 The father

Activity 11.2: Dramatising naming ceremonies

1 Research:

Assign learners to investigate naming ceremonies across various cultures (for example, Shona, Ndebele).

2 Dramatisation:

- Divide learners into small groups to create short skits based on their research.
- Encourage the use of traditional clothing and props to enhance their performances.

3 Presentation:

- Schedule a class “cultural festival” where each group performs their skit.
- Allow for audience interaction and discussion after each performance.

Exercise 11.2

- 1 Christian
- 2 The parents
- 3 Midwife
- 4 Herbs

Activity 11.3: Drama in adolescent ceremonies

- Have learners choose an adolescent rite of passage.
- In groups, they should develop a script highlighting the significance of the ceremony.

1 Rehearsal:

Allocate time for groups to practice their skits, focusing on character development and cultural significance.

2 Performance:

- Organise a showcase day where groups present their dramas to the class.
- Include a reflection period where learners discuss the lessons learned from each culture's ceremony.

Exercise 11.3

- 1 Adolescence
- 2 Problem-solving, community rules
- 3 Elder women

Unit revision exercises

Multiple choice answers

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

Structured questions answers

- 1 A ceremony that marks an important stage in life, like birth or marriage, is called a **rite of passage**.
- 2 Rites of passage for boys in some Zimbabwean cultures may include **circumcision** ceremonies.
- 3 Adolescence is the life stage when young people transition from **childhood** to adulthood.
- 4 Rites of passage often involve **rituals** and teachings to prepare individuals for their new roles.

Unit 12: Indigenous ways of marriage and ceremonies

Unit objective

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

- a describe indigenous marriage practices and ceremonies.

Suggested teaching and learning materials

- PlusOne Social Science Grade 5 Learner's Book page 56-62.
- Social Science Grade 3-7 syllabus.
- Pictures of indigenous marriage ceremonies.

Teaching notes

Indigenous marriage practices in Zimbabwe

Eloping (*Kutizira*)

A girl runs away with a boy, often to escape familial consent issues. The boy's family pays a bride price afterward to formalise the union.

Marriage through abduction (*Musengabere*)

The groom abducts the bride, usually with her consent. This method highlights cultural traditions and requires the payment of a bride price afterward.

Child pledging (*Ku homelera*)

Families pledge their children to each other at a young age, ensuring future marital alliances. This practice strengthens familial ties and continuity within communities.

Bride price (*Lobola*)

A traditional practice where the groom's family pays a price to the bride's family, symbolising respect and commitment. It is crucial for formalising marriages in many cultures.

Marriage ceremonies (*Marooro*)

Involves various steps, including family introductions, proposal acceptance, and gift exchanges. These ceremonies are significant cultural events that bring families together.

Marriage ceremonies in Zimbabwe

Marooro

This ceremony involves formal family introductions where the groom's family asks for the bride's hand in marriage. It is a significant cultural event that includes the exchange of gifts and establishing family ties.

Masungiro

This ceremony marks the acceptance of the marriage proposal. The bride's family formally accepts the groom and his family, often involving rituals that symbolise unity and commitment.

Kupereka

Kupereka is the act of presenting the bride to the groom's family. It is a joyful occasion filled with celebrations, where the bride is welcomed into her new family, reinforcing community bonds.

Suggested answers

Activity 21.1

Marriage practices

Marriage practice	Advantages	Disadvantages
Eloping (Kutizira)	Allows couples to marry without familial opposition.	May lead to family disputes over the bride price.
Marriage through Abduction (Musengabere)	Reinforces cultural traditions and community ties.	Can perpetuate coercion and lack of choice for the bride.
Child pledging (Ku homelera)	Strengthens family alliances and community bonds.	May limit individual choice and personal freedom in marriage.

Discussion points

- The above marriages are an example although some of them are no longer allowed in Zimbabwe.
- Ask learners to discuss in groups the marriage practice they think is the best and why.
- They should consider cultural significance, personal choice and family involvement when making your arguments.

Exercise 12.1

- 1 Child pledging, *chimutsamapfihwa/ ovusa amasiko/tjimusamapfiwa*, eloping, marriage proposal.
- 2 Bride service/ *tshumeloya muselwa/ kutema ugariri*.
- 3 Third
- 4 *Musengabere*/marriage through abduction/ *ku tlhakisa*.

Unit revision exercise

Multiple choice answers

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

Unit 13: National strategic reserves

Unit objectives

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

- a identify national strategic reserves.
- b explain the role of national strategic reserve institutions in Zimbabwe.

Suggested teaching and learning materials

- PlusOne Social Science Grade 5 Learner's Book page 63-68.
- Social Science Grade 3-7 syllabus.
- Pictures of national strategic reserve institutions.

Teaching notes

National strategic reserves:

These are essential resources vital for the country's stability in terms of food, energy, and water supply. Understanding their role helps appreciate national planning and resource management.

National strategic reserve Institutions:

- **Zimbabwe National Water Authority (ZINWA):** Manages water resources, ensuring equitable distribution and sustainable development.
- **National Oil Company of Zimbabwe (NOCZIM):** Oversees the supply and distribution of petroleum products.
- **Grain Marketing Board (GMB):** Manages the storage and distribution of grain, ensuring food security.
- **Zimbabwe Electricity Transmission and Distribution Company (ZETDC):** Responsible for electricity distribution across the country.
- **Role of National Strategic Reserves:**
 - They are crucial for emergency preparedness and economic stability.
 - Assist in managing supply and demand for essential commodities.

Challenges:

National strategic reserves may face issues such as funding constraints, infrastructure challenges, and political influences.

Activity 13.1

- 1 Pair learners to encourage discussion.
- 2 Briefly explain the role of the Zimbabwe National Water Authority (ZINWA) as a national strategic institution responsible for managing water resources.

Guiding questions:

- What are ZINWA's main responsibilities?
 - How does ZINWA impact daily life and agriculture?
 - What challenges does ZINWA face in fulfilling its role?
- 3 Allow pairs to discuss the guiding questions for about 10-15 minutes.
 - 4 Have each pair share one key point from their discussion with the class.

Model answer

ZINWA manages water resources to ensure equitable access for all citizens, supporting agriculture and public health. Challenges include funding limitations and climate change impacts, which affect water availability.

Exercise 13.1

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

Activity 13.2: Conducting an educational tour

1 Select a national strategic institution to visit, such as:

- Zimbabwe National Water Authority (ZINWA)
- Grain Marketing Board (GMB)
- National Oil Company of Zimbabwe (NOCZIM)

2 Plan the visit:

- Contact the institution in advance to arrange the tour and understand what they allow for visitors.
- Prepare learners by discussing what they should observe and questions to ask during the visit.

3 Prepare learners:

- Discuss the objectives of the tour and what learners should learn.
- Provide them with a checklist of items to look for, such as the institution's roles, services offered and any visible challenges.

4 Post-visit reflection:

- After the tour, hold a class discussion to share experiences and insights.
- Encourage learners to present what they learned about the institution's contributions to national strategic reserves.

Exercise 13.2

- 1 National strategic reserves are stockpiles of essential commodities or items that a government, organisation or business keep to use during emergencies such as natural disasters, war or economic crises or even for regular use.
- 2 Zimbabwe National Water Authority (ZINWA)
National Oil Company of Zimbabwe (NOCZIM)
Grain Marketing Board (GMB)
Reserve bank of Zimbabwe (RBZ)

- 3 They respond to unexpected events and they also ensure a steady supply during crises.
- 4 Environmental threats like climate change, urbanisation and illegal activities like poaching.

Exercise 13.3

- 1 They ensure a steady supply of essential commodities or items to the country, protect endangered species and also safeguard cultural heritage.
- 2 Zimbabwe Electricity Transmission and Distribution Company (ZETDC).
- 3 It controls the issuance of local currency to banks.
- 4 National Parks and Wildlife Management Authority (NPWM)

Unit revision exercises

Multiple choice answers

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

Structured questions answers

- 1 National strategic reserves are stockpiles of essential commodities or items that a government, organisation or business keep to use during emergencies such as natural disasters, war or economic crises or even for regular use.
- 2 Provision of water to the nation.
Minimising the impact of droughts and floods.
Construction of dams for water storage for future use.
- 3 They respond to unexpected events and they also ensure a steady supply during crises.
- 4 Environmental threats like climate change, urbanisation and illegal activities like poaching

Topic 4

Work and leisure

Unit 14: Enterprise activities

Unit objectives

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

- a** identify enterprise activities.
- b** explain the importance of enterprise activities.
- c** create enterprise activities.

Suggested teaching and learning materials

- PlusOne: Social Science Grade 5 Learner's Book page 69-73.
- Social Science Grade 3-7 syllabus.
- Pictures enterprise activities.

Teaching notes

Enterprise activities involve businesses or jobs created to earn money. They can include various fields, such as agriculture, mining and services.

Types of enterprise activities:

- **Poultry:** Starting a chicken farm to sell eggs and chickens.
- **Piggery:** Raising pigs for meat and selling pig feed to other farmers.
- **Mining:** Digging for minerals and metals, including providing equipment services.
- **Farming:** Growing crops and raising animals for food.

Suggested answers

Exercise 14.1

- 1** A business or activity that people do to earn money.
- 2** A chicken farm, sell chicken feed or chicken manure or make chicken coops.
- 3** Selling pigs, selling pig feed and making pig pens.
- 4** Supplying farming inputs, selling crops, selling farm equipment.

Unit revision exercise

Structured questions answers

- 1 A business or activity that people do to earn money.
- 2 Poultry, mining, farming, piggyery.
- 3 To make profit and improve livelihoods.
- 4 They provide income, create employment and improve skills.
- 5 They provide jobs, improve the economy and increase the availability of goods and services.
- 6 Identify a need or business idea, make a plan, find resources (money, tools and labour), start the business the advertise and sell products or services.
- 7 By observing community needs, talking to people and studying what is in demand.

Unit 15: Work and leisure in the past and present

Unit objectives

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

- a list work and leisure activities in the past and present.
- b describe work and leisure activities done in the past and present.

Suggested teaching and learning materials

- PlusOne Social Science Grade 5 Learner's Book page 74-78.
- Social Science Grade 3-7 syllabus.
- Pictures of work and leisure activities in the past and present.

Teaching notes

Work in the past

- Early societies engaged in farming, hunting and gathering.
- Common jobs included:
 - **Farmers:** Cultivating crops like maize and vegetables.
 - **Hunters:** Seeking animals for food, using tools made from iron and wood.

Work in present society

- Today, people work in various sectors, including:
 - **Self-employment:** Many individuals own businesses.
 - **Formal employment:** Working for companies or government institutions.
- **Trading:** Exchange of goods and services, including traditional trades and blacksmithing.

Leisure in the past

- Children and adults engaged in leisure activities such as:
 - Storytelling and playing games.
 - Participating in traditional dances.

Leisure in present society

- People enjoy various places for leisure, including:
 - Amusement parks, swimming pools and sports clubs.
 - Natural parks for wildlife viewing and relaxation.

Suggested answers

Activity 15.1: Work in the past and present

1 **Group students:** Divide the class into small groups.

2 **Discussion points:**

- Ask each group to identify jobs from the past and from the present.
- Encourage them to discuss the skills required for each job and how society has changed.
- Learners should also note down which jobs are the same and which ones are different(past and present).

Model answers

- **Jobs in the past:**
 - **Farmer:** Cultivated crops for food.
 - **Hunter:** Sought animals for meat and resources.
- **Jobs in the present:**
 - **Teacher:** Educates learners in schools.
 - **Business owner:** Runs a shop or service.
- In the past we had farmers and even today farmers are still there. In the past we had gatherers but nowadays if anyone is to do it is for leisure or love for wild fruits and vegetables especially in Zimbabwe.

Exercise 15.1

- 1** Farming, herding cattle, hunting and gathering and mining.
- 2** Hunting and gathering.
- 3** Hoes, axes, knives, spears and many other tools.
- 4** Farmers, blacksmiths, ironsmiths, basket weavers, carpenters, farmers, hunters.

Activity 15.2

Indigenous games	Traditional dances
<i>Pada/ igwini</i>	<i>Mhande</i>
<i>Tsoro/ Intsoro</i>	<i>Dinhe</i>
<i>Zai rakaora/ ikhanda libolile</i>	<i>Isitshikitsha</i>

Activity 15.3: Picture activity

Step 1: Introduction

- Say: “Today we are learning about how people used to enjoy their free time long ago and how we enjoy our leisure time today.”
- Show learners sample pictures of both past and present leisure activities.
- Ask: “Can you tell what activity this is? Do you think it happened long ago or today?”
- Divide learners into pairs or small groups.
- Give each group an envelope or set of assorted pictures (or allow them to select from a pile).

Sorting and classification

- Instruct each group to:
- Sort the pictures into two categories:
 - Leisure long ago
 - Leisure today
- Discuss why they placed each picture under that category.
- Teacher’s prompt: “Look at how people are dressed or what they are using in the picture. That can help you decide if the activity is from long ago or today.”

Pasting activity

- Give each group chart paper or a blank page with a line down the middle.
- Ask them to write the headings:
Left side – “Leisure Long Ago”
Right side – “Leisure Today”
- Instruct them to paste each picture in the correct column.
- Allow them to decorate or label the pictures if time allows.

Exercise 15.2

- 1 Self
- 2 Trained
- 3 In order to earn money and a living.
- 4 Playing traditional games, listening to folklores, swimming and many other things.
- 5 Gonarezhou, Hwange and many others.

Unit revision exercise

Multiple choice answers

- | | | | |
|---|---|----|---|
| 1 | D | 6 | D |
| 2 | B | 7 | D |
| 3 | B | 8 | C |
| 4 | B | 9 | A |
| 5 | A | 10 | A |

Unit 16: Productive use of leisure time

Unit objective

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

- a** describe productive use of leisure time.

Suggested teaching and learning materials

- PlusOne Social Science Grade 5 Learner's Book page 79-82.
- Social Science Grade 3-7 syllabus.
- Pictures of productive leisure activities.

Teaching notes

Productive use of leisure time

Leisure time is using free time to engage in activities that are beneficial for personal growth, health, or community service.

Types of productive leisure activities:

- **Learning new skills:** Activities such as reading, drawing, or practicing a musical instrument.
- **Creative pursuits:** Writing stories or engaging in arts and crafts.
- **Physical health:** Exercising to maintain fitness and reduce stress.
- **Community service:** Volunteering to help others in the neighborhood or community.

Suggested answers

Activity 16.1: Common productive leisure activities

A. Role play herding cattle with friends

Say: "Long ago, one common activity for children was herding cattle. Today, we're going to act out what it was like!"

- Show a short video or picture if available of children herding cattle in rural Zimbabwe.
- Ask: “What do people do when they are herding cattle? What sounds do they make?”
- Divide learners into small groups of 4–6.
- Assign roles:
 - One or two learners as **herders**.
 - Others act as **cattle** (or use cardboard cut-outs/props).
- Say: “Now let’s practice. Imagine you are taking the cattle to graze. Make the cattle move. Call them using sounds you know. Pretend to stop them from entering the fields.”
- Encourage the herders to:
 - Use local cattle-calling sounds.
 - Walk and pretend to lead the cattle to pasture.
 - Chase away stray “cattle” or pretend to protect them from danger.
- Encourage the “cattle” to:
 - Move slowly like grazing cows.
 - Occasionally try to “stray” or be playful to make it realistic.
- Walk around and support groups by giving praise and suggesting actions like “pretend it’s time to take the cattle home.”

B. Benefits of using leisure time productively

- 1 Talk to learners about how leisure activities can be productive.
- 2 Ask learners to brainstorm examples of productive leisure activities.

Model answers

Fishing:

- **Benefits:**
 - **Food source:** Provides meals for families.
 - **Income generation:** Selling fish can generate income.
 - **Relaxation:** Fishing can be a calming and enjoyable pastime.

Exercising:

- **Benefits:**
 - **Improves health:** Helps maintain a healthy body.
 - **Reduces stress:** Physical activity can alleviate anxiety.
 - **Boosts mood:** Regular exercise improves overall well-being.

Exercise 16.1

- 1 Fishing, hunting, exercising, reading productive novels.
- 2 Taking drugs or gambling.
- 3 Good positive behaviour.
- 4 They can lead to bad habits or poor health.

Unit revision exercises

Multiple choice answers

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

Structured questions answers

- 1 It is free time when a person is not working or studying.
- 2 It helps a person grow, learn new things, stay healthy and avoid bad habits.
- 3 Reading a book, playing sports, fishing, hunting
- 4 By doing exercises.
- 5 Drawing, painting, reading a book.
- 6 It helps improve knowledge, language and thinking skills.
- 7 Poor health, addiction or failure at school or work.

Unit 17: Sport, arts and cultural activities

Unit objectives

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

- a name sport, arts and cultural activities.
- b demonstrate different sport, arts and cultural activities.

Suggested teaching and learning materials

- PlusOne Social Science Grade 5 Learner's Book page 83-87.
- Social Science Grade 3-7 syllabus.
- Pictures of sport, arts and cultural activities.

Teaching notes

Sports, arts and cultural activities

Sports in Zimbabwe

Sports foster teamwork, physical fitness, and community spirit.

- **Popular sports:**
 - **Soccer:** The most popular sport, involving two teams competing to score goals.
 - **Netball:** A fast-paced game similar to basketball, emphasizing teamwork.
 - **Cricket:** A well-loved sport with strategic gameplay and teamwork.

Arts and culture

Arts reflect the cultural identity of Zimbabwe and include various forms such as painting, music, and dance.

- **Painting:** Represents community stories and traditions.
- **Music:** Integral to celebrations, using traditional instruments.
- **Dance:** A way to express culture and tell stories.

Storytelling

Storytelling is an important cultural practice, conveying morals and traditions through folktales and legends.

Suggested answers

Activity 17.1

- 1 Learners will classify sports into different categories (soccer, netball, cricket).
- 2 In groups, the learners should discuss the basic rules and how to play a selected sport.

Model answers:

Soccer:

Basic rules: Two teams of 11 players try to score by kicking a ball into the opponent's goal.

Netball:

Basic rules: Teams score by shooting the ball into a hoop. Players have designated positions with specific roles.

Cricket:

Basic rules: Teams take turns batting and fielding, aiming to score runs by hitting the ball and running between wickets.

Activity 17.2: Arts exploration

- 1 Ask learners to choose one art form (painting, dance, or music) to explore.
- 2 Encourage learners to demonstrate their chosen art form (painting a scene, performing a dance).

Model answers:

- **Painting:** Learners can create a piece that reflects their community or cultural heritage.
- **Dance:** Learners can perform a traditional dance like the *Jerusarema* or *mbakumba*.
- **Music:** Learners can explore traditional instruments and create a simple tune.

Exercise 17.1

- 1 Soccer
- 2 Painting, dance, music
- 3 Dance
- 4 Netball
- 5 Music

Exercise 17.3

- 1 A way of life of a group of people.
- 2 *Mbira, Jerusarema, Mbakumba, Dinhe*
- 3 Hare and baboon stories, Tortoise and hare and many others.
- 4 It passes down traditions, history and values from one generation to another.

Unit revision exercises

Multiple choice answers

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

Structured questions answers

- 1 Football/Soccer
- 2 Drawing, painting
- 3 It passes down traditions, history and values from one generation to another.
- 4 It expresses cultural identity, celebrates special events and brings people together.
- 5 They help keep the body healthy and they teach teamwork and build confidence.

Topic 5

Transport and communication

Unit 18: Development of transport and communication

Unit objectives

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

- outline the development of means of transport and communication.
- state indigenous and modern means of transport and communication.
- explain the importance of transport and communication.

Suggested teaching and learning materials

- PlusOne Social Science Grade 5 Learner's Book page 88-93.
- Social Science Grade 3-7 syllabus.
- Pictures of different means of transport.

Teaching notes

Development of transport and communication

Development of transport

- Historical means of transport:
 - **Ox-drawn carts:** Used for transporting goods and people.
 - **Horses and donkeys:** Essential for travel and trade.
 - **Early coaches:** Drawn by horses or oxen, used for longer distances.
- Modern transport:
 - **Vehicles:** Cars, buses, and trucks for daily commuting and goods transport.
 - **Ships and Trains:** Used for transporting goods over large distances.

Development of communication

- Early communication methods:
 - **Smoke signals:** Used to send messages over long distances.
 - **Word of mouth:** The primary method for sharing information.

- Modern communication:
 - **Telephones and mobile phones:** Essential for instant communication.
 - **Social media and messaging apps:** Platforms for sharing information quickly.

Suggested answers

Activity 18.1: Transport evolution

- 1 Present learners pictures of various transport methods.
- 2 Talk about how transport has evolved from historical methods to modern ones.

Model answers:

- **Traditional transport:** Ox-drawn carts, horses, and donkeys.
- **Modern transport:** Cars, buses, and trains.

Exercise 18.1

- 1 Ox- drawn cart, feet, wagons
- 2 Feet.
- 3 New inventions
- 4 Space

Activity 18.2: Communication systems

- 1 Talk about the various systems used for communication today.
- 2 Create a list of examples on the board.

Model answers:

- **Systems:** WhatsApp, Facebook, email and traditional phones.
- **Importance:** Facilitate quick and efficient communication.

Exercise 18.2

- 1 Word of mouth, beating drums and smoke.
- 2 In some communities it was a message of death.
- 3 A phone call or a WhatsApp message.

Activity 18.3: Educational videos

- 1 Talk about the types of educational videos learners find helpful.
- 2 Learners share their favorite educational content.

Model answers:

- **Types of videos:** Documentaries, tutorials and instructional videos on communication and transport.

Activity 18.4: Latest technologies

- Begin by asking:
 - “What are some tools or gadgets people use to communicate today?”
 - Examples may include: **cellphones, computers, tablets, radios, televisions.**
 - Tell learners to **collect or draw** at least **3 pictures** of modern communication technologies.
 - They can cut from newspapers, print from internet, or draw them in their exercise books.
 - Let a few learners present their pictures and read their answers aloud.

Model answer:

Picture	Advantage	Disadvantage
Cellphone	Fast messaging and calling.	Can be addictive.
Television	Gives news and educational programmes.	Some programmes are not age-appropriate.
Computer	Helps in research and learning.	Expensive and needs electricity.

Exercise 18.3

- 1 Messages can be passed from one person to the other, advertising and buying and selling.
- 2 WhatsApp, X, Facebook and many other platfroms.
- 3 Droughts, floods or thunderstorms.

Activity 18.5:

The importance of transport and communication in modern days

1 Introduction:

- Ask:
 - “How do people travel from one place to another today?”
 - “How do people send messages quickly today?”
 - Let learners share their ideas. Write key points on the board under two headings: **Transport** and **Communication.**

2 Group discussion:

- Divide the class into small groups.
- Assign each group one of the two topics:
 - Group A: Importance of **transport** (for example carrying people and goods).
 - Group B: Importance of **communication** (for example sending messages, advertising).

3 Discussion prompts:

- Why is it important to move people and goods easily?
- How does fast communication help businesses and families?

- How has transport or communication changed over time?
 - Let each group present their findings in front of the class.
 - Encourage them to mention real-life examples like:
 - *“My parents use a phone to order goods.”*
 - *“Buses carry people from rural areas to towns.”*

Model key points to expect from learners:

Transport	Communication
Moves people from place to place.	Sends information quickly.
Delivers goods to markets.	Helps in business and education.
Helps during emergencies.	Used to advertise goods and services.
Saves time compared to walking.	Allows buying and selling online.

Exercise 18.4

- 1 Transport
- 2 Advertise
- 3 Transport
- 4 Using a computer and internet to buy goods.

Unit revision exercises

Multiple choice answers

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

Structured questions answers

- 1 It is the sharing of information, ideas or feelings between people.
- 2 Communication used long ago include beating drums, word of mouth and smoke:
Communication used nowadays include letters, email, telephones, radios
- 3 Space
- 4 Facebook, Instagram, WhatsApp
- 5 Radio, television

Unit 19: Transportation of goods by rail, road, air and sea

Unit objectives

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

- a** identify goods transported by road, rail, air and sea.
- b** describe current modes of transport.

Suggested teaching and learning materials

- PlusOne Social Science Grade 5 Learner's Book page 94-99.
- Social Science Grade 3-7 syllabus.
- Magazines, newspapers or printed images of different water transport vehicles (cargo ships, fishing boats, container ships, ferries, barges).
- Pictures of goods being loaded or unloaded from boats and ships.

Teaching notes

Goods transported by different modes

Road:

- Food: Fresh fruits and vegetables are transported by road.
- Clothing: Clothes are transported from factories to homes.
- Electronics: Electronics are transported from factories to stores.

Rail:

- Coal: Transported by rail from mines to power stations.
- Wheat: Transported by rail from farms to flour mills.
- Minerals: Iron ore and chrome are transported by rail.

Air:

- Flowers: Fresh flowers are transported by air.
- Electronics: Items like laptops and smartphones are transported by air.
- Mail: Express mail is transported by air.

Sea:

- Furniture: Large items are transported by sea.
- Minerals: Minerals like iron ore and chrome are transported by sea.
- Food: Fish and fruits are transported by sea.

Reasons for choosing transport modes

- **Road transport:** Cheap and easily accessible.
- **Rail transport:** Efficient for heavy and bulk goods.
- **Sea transport:** Cost-effective for large volumes.
- **Air transport:** Fastest for urgent deliveries.

Suggested answers

Activity 19.1: Transportation

- Plan a visit to the national railways of Zimbabwe.
- At the Railways station explain the importance of rail transport in Zimbabwe.
- Discuss the types of goods typically transported by rail.
- Divide learners into small groups (3-4 learners per group).
- Assign each group a specific type of good (food, clothing, electronics).
- Instruct learners to use textbooks, provided materials, or online resources to find information about their assigned good.
- Ask them to focus on:
 - What is transported?
 - How it is transported?
 - The significance of rail transport for that good.
- After the tour, back at school:
 - Each group prepares a short presentation (3-5 minutes) to share their findings.
 - Encourage them to create visuals or notes to support their presentation.
 - Each group presents their findings to the class.
 - After each presentation, allow a few minutes for questions and discussion.

Activity 19.2

Explore different types of road transport and understand their importance. Highlight that learners will be looking at pictures and discussing each type.

- Provide learners with magazines, newspapers, or access to digital resources to find pictures of various road transport vehicles (buses, trucks, cars, motorbikes).
- Alternatively, you can provide a selection of printed pictures for them to choose from.
- Divide learners into small groups (3-4 students).
- Instruct each group to select 3-5 pictures of different road transport vehicles.
- Ask them to discuss and list the common uses and benefits of each vehicle.
- Each group will write a short paragraph about the importance of each selected vehicle. They should address:
 - The primary function of the vehicle.
 - Why it is important for transportation and commerce.
 - Any specific examples of how it benefits the community.
- Each group presents their pictures and shares their written importance of each vehicle.

Model answer

Importance

- 1 Buses are vital for public transportation. They provide an affordable and efficient way for people to travel within cities and towns, reducing traffic congestion and pollution. Buses can transport large numbers of passengers simultaneously, making them a key component of urban mobility.
- 2 Trucks are essential for transporting goods over land. They deliver products from manufacturers to retailers and consumers, supporting the economy. Trucks can carry a wide variety of items, from food to electronics, ensuring that supplies are available where needed.
- 3 Cars offer personal mobility and convenience. They allow individuals and families to travel quickly and efficiently to various destinations, such as work, school, or leisure activities. Cars contribute to the transportation infrastructure by connecting remote areas with urban centers.
- 4 Motorbikes are a flexible and cost-effective mode of transport. They are particularly useful in congested urban areas, where they can navigate through traffic easily. Motorbikes are also popular for delivery services, providing quick transport for small packages.

Exercise 19.1

- 1 Buses, cars, trains, bicycles, lorries or scotch carts.
- 2 It is cheap, door to door delivery, road take people to any place.
- 3 It can be slow and delayed by traffic jams.

Exercise 19.2

- 1 Trains
- 2 Slow
- 3 Aeroplane
- 4 Carries a lot of heavy goods in one trip, they are cheap. It is not disturbed by bad weather
- 5 Goods.

Activity 19.3

Begin by telling learners:

“Today we are learning about **water transport**, especially how it helps in **moving goods** like food, fuel, and building materials. Ships and boats carry heavy goods across rivers, lakes and oceans.”

- Provide magazines, newspapers, or printed images of different water transport vehicles (cargo ships, fishing boats, container ships).
- Divide the class into small groups of 3-4 learners.
- Instruct each group to select 2-3 pictures of **different water transport vehicles** used for carrying goods.

- Ask each group to discuss the pictures and write down the following for each water transport vehicle:
 - What type of goods can it carry?
 - Where is it mostly used (river, lake, ocean)?
 - Why is this type of transport important for carrying goods?
- Each group writes a short paragraph for each vehicle explaining:
 - Its main use (especially for goods).
 - Its importance in trade and the economy.
 - How it helps communities (bringing supplies, food, fuel).

Model answer

Importance of water transport for moving goods

1 Cargo ships

Cargo ships are very important for international trade. They carry large containers filled with goods such as clothes, electronics, and food. These ships travel across oceans and deliver products from one country to another. Without cargo ships, many goods would be too expensive or difficult to get.

2 Fishing boats

Fishing boats are used to catch fish and transport them to markets or factories. They are important for food supply, especially in communities near lakes and rivers. Fish is a major source of food and income for many people.

3 Container ships

Container ships carry goods in large metal boxes called containers. Each container can hold many items. These ships can carry thousands of containers at once, making them efficient for transporting goods between countries.

Exercise 19.3

- 1 Ship, boat, canoe
- 2 Seaport
- 3 It is cheap and it can carry large amounts of goods.
- 4 Ship

Activity 19.4

- Briefly explain the purpose of the visit. Tell learners: “Today we are going to visit an airport to see how airplanes take off and land.”
- Mention some examples of airports in Zimbabwe:
 - Robert Gabriel Mugabe International Airport (Harare)
 - Joshua Mqabuko Nkomo International Airport (Bulawayo)
 - Victoria Falls International Airport
 - Buffalo Range Airport
 - Kariba Airport

During the tour:

Ask the learners to observe carefully and answer the following questions after the visit:

- What did you see when the plane took off?
- What happened when the plane landed?
- Who were the workers helping at the airport?

After the tour:

Ask learners to draw or describe what they saw:

- “Draw a plane taking off or landing.”
- “Write two things you learned about the airport.”

Discuss as a class:

- “Why are airports important?”
- “What jobs do people do at the airport?”

Unit revision exercise

Structured questions answers

- 1 Robert Gabriel Mugabe International Airport
- 2 International
- 3 It is the fastest mode of transport; It covers long distances quickly.
- 4 It is expensive.
- 5 Fuel, maize, minerals.
- 6 Road transport.
- 7 Boat, ship, canoe.
- 8 Beira seaport or Durban.
- 9 Air transport or trains.

Unit 20: Riding, leading, herding animals

Unit objectives

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

- a explain safe riding, leading and herding animals.
- b identify legal requirements of riding, leading and herding animals.

Suggested teaching and learning materials

- PlusOne Social Science Grade 5 Learner's Book page 100-103.
- Social Science Grade 3-7 syllabus.
- Pictures of people riding, leading, herding animals.

Teaching notes

Herding, riding and leading animals

1 Herding animals

- Herding involves directing animals to move in a specific direction.
- Effective herding ensures that animals stay safe and are managed properly in various environments.

2 Safe riding

- Always wear a helmet and appropriate riding gear.
- Ensure the animal is properly saddled and fit for riding.
- Be aware of surroundings and avoid busy roads.
- Check the equipment before riding.
- Never ride alone in unfamiliar areas.
- Use proper mounting and dismounting techniques.

3 Leading animals

- Hold the lead rope firmly but gently.
- Stand to the side of the animal to avoid startling it.
- Use calm, clear commands.

Legal requirements

- Legal requirements are laws governing animal handling practices. These include
 - Riders must wear safety gear.
 - Animals should be led away from traffic.
 - Owners must ensure their animals are not a danger to others.

Suggested answers

Activity 20.1: Role play

Demonstrate safe ways of leading and herding animals.

- Divide learners into pairs. Assign roles of leader and animal.
- Use props to simulate leading techniques.
- Practice leading and herding while observing safety precautions.
- Discuss experiences and lessons learned.

Model steps:

Instructions for the leader:

- Walk towards the “animal” slowly.
- Hold a rope or imaginary lead.
- Use clear, calm voice commands to direct the animal (for example “Come here,” “Slow down”).

Instructions for the animal:

- Follow the leader’s commands while pretending to be an animal.
- Act nervous if startled, but respond calmly to the leader’s cues.

Demonstration:

- Perform the role play in front of the class, showing proper techniques, clear communication, and safety precautions.
- After the role play, discuss what worked well and what could be improved regarding safety and communication.

Exercise 20.1

- 1 Sitting on top of an animal.
- 2 Walking in front of an animal while guiding it using a rope or stick.
- 3 Directing animals which you are in front of.
- 4 Wear a helmet. Use a proper saddle.
- 5 Look out for animals. Stand on the right side of the animal.

Activity 20.2

Understand laws related to riding, leading and herding animals.

- Discuss legal requirements for animal handling.
- Encourage learners to share any local laws they are aware of.
- Brainstorm additional safety measures that could be implemented.

Example of some of the discussion points

Safe riding

- Riders must wear helmets.
- Horses should be properly saddled and equipped.

Leading animals

- Animals must be on a leash in public spaces.
- Use appropriate harnesses for larger animals.

Herding animals

- Maintain a safe distance from roads.
- Herding must be done in areas designated for animal movement.

Exercise 20.2

- 1 Laws or licenses to do something.
- 2 Animal riders should always wear a helmet, wear reflective clothing, use traffic hand signals to show intention and many others.
- 3 Herd as far away from the road as possible, move on one side of the road , when moving along the road walk in front of the animals.
- 4 Red flag
- 5 move

Unit revision exercises

Multiple choice answers

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

Structured questions answers

- 1 Dogs and cats.
- 2 A helmet.
- 3 Using a lead rope and walking in front of them.
- 4 The left side.

Unit 21: Road, seaports and airports linked to Zimbabwe

Unit objectives

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

- a list major road ports, seaports and airports linked to Zimbabwe.
- b locate major seaports and airports on a map.

Suggested teaching and learning materials

- PlusOne: Social Science Grade 5 Learner's Book page 104-108.
- Social Science Grade 3-7 syllabus.
- Pictures of major road ports, seaports and airports linked to Zimbabwe.

Teaching notes

- Zimbabwe connects with other countries through **roadports, seaports, and airports**.
- It uses **border posts** to link with Zambia, Mozambique, Botswana, and South Africa.
- Being **landlocked**, Zimbabwe uses ports in other countries to import and export goods.
- Major **seaports**: Beira, Walvis Bay, Durban, Richards Bay, Dar es Salaam, Port Elizabeth.
- Major **airports**: Robert Gabriel Mugabe (Harare), Joshua Mqabuko Nkomo (Bulawayo), Victoria Falls Airport.

Suggested answers

Activity 21.1

Learners research road ports, airports and railway stations in Zimbabwe.

- 1 Ask learners to form small groups (3–4 learners per group).
- 2 Ask learners to use textbooks, maps or digital devices (if available) to find examples of:
 - Major roadports (Beitbridge, Plumtree)
 - Major airports (for example Robert Gabriel Mugabe, Joshua Mqabuko Nkomo)
 - Railway stations in key cities or border areas
- 3 Ask each group to write down at least two examples of each type of transport facility.
- 4 Ask learners to share their findings with the class through short presentations or posters.

Exercise 21.1

- 1 road, rail, air
- 2 trade
- 3 Robert Gabriel Mugabe International Airport
- 4 Kazungula:Victoria Falls road port

Activity 21.2

Learners identify and discuss the mode of transport with the widest network in Zimbabwe.

- 1 Ask learners to stay in their groups.
- 2 Ask learners to discuss the following question:
Which mode of transport is found in more places across Zimbabwe: road, rail, air, or water?
- 3 Ask them to support their answers with reasons (for example roads reach remote areas, most goods are moved by road).
- 4 Ask one or two groups to share their ideas with the class. Guide the class to conclude that road transport has the widest network in Zimbabwe.

Exercise 21.2

- 1 road
- 2 road

Unit revision exercises

Multiple choice answers

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

Structured questions answers

- 1 Robert Gabriel Mugabe International Airport – Harare, Joshua Mqabuko Nkomo (Bulawayo), Victoria Falls Airport.
- 2 South Africa
- 3 South Africa and Namibia.
- 4 Rail transport

Unit 22: Responsible use of communication systems

Unit objectives

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

- a identify various communication systems.
- b describe the appropriate use of communication system.

Suggested teaching and learning materials

- PlusOne Social Science Grade 5 Learner's Book page 109-112.
- Social Science Grade 3-7 syllabus.
- Chart with communication systems.

Teaching notes

- **Communication systems** help people send and receive messages or information.
- Examples include: **phone calls, social media, internet, gestures, face-to-face talk.**
- People now use **smartphones** and apps like WhatsApp, Facebook, Instagram, X and WeChat.
- Communication must be used **responsibly** – respect privacy, avoid harmful content and protect passwords.

Activity 22.1: Favourite communication system (drawing and writing)

- 1 Ask learners to draw a picture showing their favourite way of communicating (talking on the phone, chatting on WhatsApp).
- 2 Ask learners to write a very short story or paragraph about a time they used a communication system to talk to someone.
- 3 Ask volunteers to share their story with the class and explain their drawing.

Model answer (Story example)

I used my mum's phone to call my aunt who lives in Bulawayo. I told her I passed my exams and she was happy. We laughed and talked for a while. I was happy I could talk to her using a phone.

Exercise 22.1

- 1 Phone calls; Social media
- 2 Projectors; Computers

Activity 22.2: Drama on responsible use of communication

- 1 Ask learners to work in small groups and act out a short play.
- 2 Ask them to show good behaviour when using phones, computers or social media (not sharing passwords, not talking to strangers, using kind words).
- 3 Let groups present to the class and discuss what they showed.

Exercise 22.2

- 1 WhatsApp; Instagram
- 2 Quick messaging; Easy sharing of videos and pictures
- 3 Talking to strangers online
- 4 Don't share passwords; Use age-appropriate sites

Unit revision exercises

Multiple choice answers

- | | |
|-----|-----|
| 1 D | 3 D |
| 2 B | 4 B |

Structured questions answers

- 1 Fast messaging; Easy to share information.
- 1 Phone call; Email
- 2 Cyberbullying; Talking to strangers.
- 3 WhatsApp; Facebook

Topic 6

Shelter

Unit 23 : Shelter and heritage sites

Unit objectives

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

- a** identify heritage sites related to shelter.
- b** explain the importance of heritage sites related to shelter.

Suggested teaching and learning materials

- PlusOne Social Science Grade 5 Learner's Book page 113-117.
- Social Science Grade 3-7 syllabus.
- Chart with shelter and heritage sites.

Teaching notes

1 Great Zimbabwe

- Located near Masvingo.
- Name means “houses of stone” (*dzimba dzamabwe*).
- Built without mortar by ancestors of the Shona people.
- Served religious, political, and defence purposes.
- Now a national monument and tourist attraction.

2 Khami Monuments

- Found west of Khami River, near Bulawayo.
- Built by the Torwa people after the fall of Great Zimbabwe.
- Shows unity and civilisation of the people.
- Site of social, economic and religious activities.

3 Dhlodhlo Monuments

- Located 90km from Bulawayo, on the Harare-Bulawayo road.
- Built by the Rozvi people.
- Constructed without mortar; decorated with patterns and different stone types.
- Used as a cultural site and tourist attraction.

4 Matopos (Matobo Hills)

- Located southeast of Bulawayo.
- Mass of granite hills with rock paintings and shrines.
- Important for religious rituals and as a historical site.
- Tourist attraction.

5 Matojeni (Njelele Shrine)

- Located southwest of Matopos.
- Used as a shrine for rituals, especially rainmaking.
- Associated with the Mwari religion.
- A place of protection and cultural gathering.

Suggested answers

Activity 23.1: Picture collection

- 1** Ask learners to collect or cut out pictures of different Zimbabwean heritage sites from magazines or newspapers.
- 2** Ask learners to paste the pictures into their exercise books and label each one (for example, Great Zimbabwe, Khami, Matopos).
- 3** Ask them to share one interesting fact about any of the sites.

Exercise 23.1

- 1** Great Zimbabwe
- 2** Houses of stones
- 3** Bulawayo

Activity 23.2: Importance of heritage sites

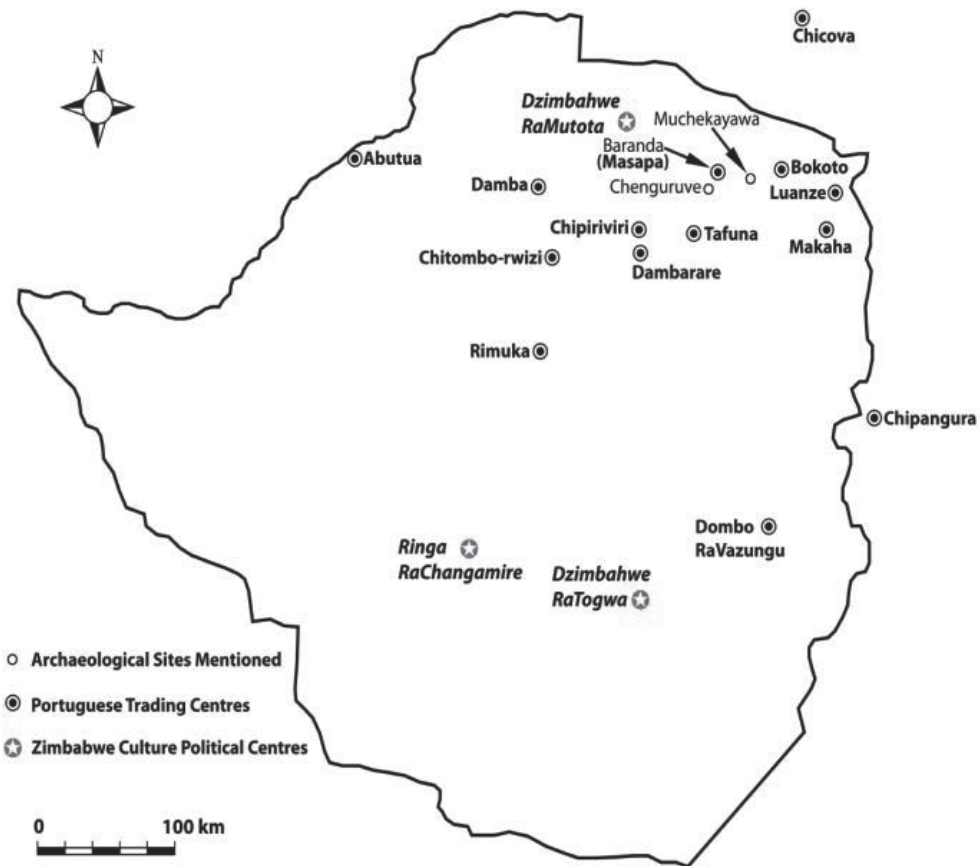
- 1** Ask learners to get into groups of 4–5.
- 2** Ask each group to discuss why heritage sites are important to Zimbabwe. Help guide with prompts such as:
 - What do they tell us about history?
 - How do they help Zimbabwe today?
 - Why should we protect them?
- 3** Ask one learner from each group to present their answers to the class.

Exercise 23.2

- 1** Great Zimbabwe, Khami, Dhlodhlo
- 2** Great Zimbabwe, Khami, Dhlodhlo
- 3** South West of Bulawayo.

Activity 23.3: Map drawing

- 1 Ask learners to draw a simple map of Zimbabwe.
- 2 Ask them to mark and label the locations of major heritage sites:
 - Great Zimbabwe (Masvingo)
 - Khami (west of Bulawayo)
 - Dhlodhlo (near Harare-Bulawayo road)
 - Matopos (southeast of Bulawayo)
 - Matojeni (in Matopos)
- 3 Sample map.



Unit revision exercise

Structured questions answers

- 1 Great Zimbabwe
- 2 Source of history; Tourist attraction.
- 3 Shona people/Rozvi people

Unit 24: Health and safety in shelter designs

Unit objectives

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

- a** state the conditions of health and safety in shelter designs.
- b** explain the conditions of health and safety in shelter designs.

Suggested teaching and learning materials

- PlusOne: Social Science Grade 5 Learner's Book page 118-121.
- Social Science Grade 3-7 syllabus.
- Chart on shelter safety considerations.

Teaching notes

Health and safety in shelters:

- 1 Ventilation** – Brings in fresh air and removes bad air to prevent airborne diseases.
- 2 Sanitation facilities** – Includes clean and safe toilets and bathrooms.
- 3 Hygiene facilities** – Includes showers, bathtubs, and clean water access.
- 4 Noise reduction** – Shelters should avoid noisy areas or use soundproofing materials.
- 5 Access to natural light** – Sunlight supports learning, happiness, and prevents mold growth.

Importance:

- Prevents injuries, diseases, and abuse.
- Ensures comfort for people of all ages and abilities.
- Helps families live peacefully with proper space and separation.

Suggested answers

Activity 24.1: Health considerations in shelter construction

- 1** Ask learners to list different things a shelter needs to be healthy and safe.
- 2** Ask them to work in pairs or groups to write down five things a good shelter must have (ventilation, clean toilet, shower, enough light, safe location).
- 3** Ask each group to present their findings to the class.

Exercise 24.1

- 1** ventilation
- 2** toilets
- 3** Strong winds and heavy rain.

Activity 24.2: Importance of health and safety in shelter design

- 1 Ask learners to get into groups of 3–5.
- 2 Ask each group to discuss:
“Why is it important to have good health and safety in a shelter?”
- 3 Guide discussion toward: preventing disease, protecting people, offering comfort, and protecting privacy.
- 4 Ask each group to present one key point to the class.

Model answer:

Condition	Why it is important
Ventilation	Prevents diseases by allowing fresh air.
Sanitation facilities	Prevents spread of germs and improves hygiene.
Noise reduction	Helps people rest peacefully.
Natural lighting	Improves mood and prevents mold.
Hygiene facilities	Allows regular washing and bathing.

Exercise 24.2

- 1 It has good ventilation and sanitation.
- 2 disease and intruders.
- 3 To provide privacy and reduce overcrowding.

Unit revision exercises

Multiple choice answers

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

Structured questions answers

- 1 ventilated
- 2 wind, rain, and intruders
- 3 ramps or wide doors

Unit 25: Building materials suitable for constructing buildings in disaster-prone areas.

Unit objective

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

- a** identify building materials suitable for constructing buildings in disaster-prone areas.

Suggested teaching and learning materials

- PlusOne Social Science Grade 5 Learner's Book page 122-125.
- Social Science Grade 3-7 syllabus.
- Pictures of material used for constructions.

Teaching notes

Materials used to construct safe **buildings** in areas prone to natural disasters like earthquakes, storms, and floods. Buildings in such areas must be:

- Strong and sturdy.
- Flexible to withstand shaking.
- Water-resistant.
- Durable and eco-friendly.

Building materials

- 1 Concrete** – Made from cement, sand, and gravel. It is sturdy, resists water, and prevents collapse during floods or earthquakes.
- 2 Steel** – Strong and flexible. Bends without breaking, useful during earthquakes or storms.
- 3 Bamboo** – Grows quickly, is light but strong, eco-friendly and can withstand shock.
- 4 Cement** – Binds materials together to make structures solid and safe.

Suggested answers

Activity 25.1: Bamboo use

- 1** Ask learners to work in pairs or groups.
- 2** Ask them to research (using textbooks, the internet, or library books) how bamboo is used in construction.
- 3** Ask learners to answer:
 - Where is bamboo found in Zimbabwe?
 - What makes bamboo good for building?
- 4** Ask each group to report one key fact to the class.

Model answer

Material	Strength	Special use	Extra benefit
Concrete	Very strong.	Earthquakes, floods	Water-resistant
Steel	Strong and flexible.	Earthquakes, storms	Bends without breaking.
Bamboo	Light but strong.	Earthquakes, eco-buildings	Eco-friendly, grows fast.
Cement	Durable binder.	Makes concrete.	Binds all materials firmly.

Exercise 25.1

- 1 Concrete
- 2 bend
- 3 light
- 4 glue
- 5 collapse

Unit revision exercises

Multiple choice answers

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

Structured questions answers

- 1 It is strong and resists collapsing during earthquakes.
- 2 It bends without breaking; it withstands strong winds.
- 3 It grows fast, is flexible and eco-friendly.
- 4 It holds materials together, making structures stronger.
- 5 To protect lives and property from disasters like floods or earthquakes.

Topic 7

Global issues

Unit 26: Poverty

Unit objectives

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

- a** list causes of poverty in the community.
- b** identify the effects of poverty in the community
- c** explain the ways of reducing poverty in the community.

Suggested teaching and learning materials

- PlusOne Social Science Grade 5 Learner's Book page 126-130.
- Social Science Grade 3-7 syllabus.
- Chart with causes and effects of poverty.

Teaching notes

Causes of poverty:

- 1 Unemployment** – No job means no income to support a family.
- 2 Laziness** – Not willing to work or improve one's life.
- 3 Limited access to education** – Without education, people can not get good jobs.
- 4 Natural disasters** – Droughts, floods, and cyclones destroy crops and homes.
- 5 Civil wars** – Displace people, destroy infrastructure, and create orphans.

Effects of poverty:

- **Poor health** – No food, no medical care → malnutrition.
- **Early marriages** – Especially for girls, reducing their chances in life.
- **School dropouts** – Children can't afford fees, books, or uniforms.
- **Increased crime** – Some turn to stealing or prostitution to survive.

Ways of reducing poverty:

- Creating jobs.
- Starting income-generating projects.
- Access to education.

Suggested answers

Activity 26.1: Causes of poverty

- 1 Ask learners to form small groups.
- 2 Ask them to discuss causes of poverty they have seen in their own communities.
- 3 Ask each group to list 3 causes and one example or story from real life.
- 4 Ask groups to share their answers with the class.

Exercise 26.1

- 1 low
- 2 unemployment, laziness, war
- 3 drought, cyclone, flood

Activity 26.2: Effects of poverty

- 1 Ask learners to imagine they are local leaders.
- 2 Ask them to prepare a group speech about how poverty affects children and families in the community.
- 3 Ask each group to include one solution they would suggest.
- 4 Allow groups to present their speeches aloud to the class.

Model speech:

Good morning boys and girls,

I am happy to speak with you today. I want to talk about something very important — poverty.

Poverty is when people do not have enough money to buy food, clothes, or even go to school. Some families sleep without eating. Some children cannot go to school because their parents cannot afford fees, uniforms or books.

Poverty can cause hunger, sickness, and sadness. But we can work together to help each other. We can share, support the needy, and work hard in school to have a better future.

Let us all be kind and helpful in our community.

Thank you.

Exercise 26.2

- 1 Kwashiorkor.
- 2 Poor health, early marriage, crime.
- 3 To earn money and avoid poverty.

Activity 26.3: Poverty reduction in Zimbabwe

- 1 Ask learners to research (from textbooks, news, or teacher guidance) how Zimbabwe tries to reduce poverty.
- 2 Ask them to focus on job creation, free education, and income projects like farming.
- 3 Ask groups to create a poster or chart to show their findings.

Model answer

Causes of poverty	Effects of poverty	Ways to reduce poverty
Unemployment	Poor health	Create jobs.
Natural disasters	Early marriages	Provide free or affordable education.
Civil war	Increased crime	Start income-generating projects.
Laziness	School dropouts	Teach life skills and work values.

Exercise 26.3

- 1 It helps people get better jobs.
- 2 Creating jobs.

Unit revision exercise

Structured questions answers

- 1 low
- 2 unemployment, laziness, poor education
- 3 drought, floods, cyclones
- 4 good food, education
- 5 immoral
- 6 create jobs, improve education

Unit 27: Pandemic diseases

Unit objectives

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

- a List pandemic diseases.
- b explain the effects of pandemic diseases.

Suggested teaching and learning materials

- PlusOne Social Science Grade 5 Learner’s Book page 131-134.
- Social Science Grade 3-7 syllabus.
- Chart with causes and effects of pandemic diseases.

Teaching notes

Pandemic diseases are, how they spread, their effects, and how to prevent them. A pandemic disease spreads rapidly across many countries and affects large numbers of people.

Examples of pandemic diseases:

Disease	Description	Causes	Symptoms
COVID-19	A respiratory disease caused by a virus.	Touching contaminated surfaces, close contact.	Fever, cough, shortness of breath.
HIV and AIDS	Attacks the immune system.	Unprotected sex, sharing needles, mother-to-child.	Fatigue, weight loss, skin rash.
Mpox	Causes rash and fever.	Touching infected surfaces or people.	Rash, fever, muscle aches.
Ebola	Causes bleeding and fever.	Infected animals, contact with bodily fluids.	Vomiting, diarrhea, stomach pain.

Effects of pandemic diseases in the community:

- 1
- Death – Leads to loss of lives, shortage of workers and family support.
- 2
- Stigma and discrimination – Infected people may be avoided or mistreated.
- 3
- Poverty – Sick people may lose jobs or fail to earn money.
- 4
- Child-headed families – Children may become orphans.
- 5
- Travel restrictions – Affects trade, transport, and social events.

Suggested answers

Activity 27.1: Research and drama

Part 1

- 1
- Ask learners to choose one pandemic disease (COVID-19, HIV/AIDS, Mpox, or Ebola).
- 2
- Ask them to research how it spreads and how to prevent it.
- 3
- Ask groups to share findings with the class.

Part 2: Drama

Ask learners to act out a short role play showing:

- Someone infected with COVID.
- How the community treats them (positively or negatively).
- What can be done to support them.

Model chart

Pandemic disease	How it spreads	Main effects
COVID-19	Droplets, surfaces	Death, school closures, poverty
HIV and AIDS	Blood, sex, childbirth	Death, stigma, long illness
Mpox	Close contact, surfaces	Skin rash, fever, discrimination
Ebola	Infected animals/fluids	Bleeding, high death rate, fear

Exercise 27.1

- 1 A disease that spreads to many countries and people quickly.
- 2 It can cause fear, stigma, or loss of family support.
- 3 Low self-esteem, isolation, low marks, stigmitisation.
- 4 Encouragement from friends and teachers, high grades.

Unit revision exercises

Multiple choice answers

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

Structured questions answers

- 1 People may stop visiting each other or gathering in groups.
- 2 To help prevent spread, treat infected people and find cures.
- 3 Wash hands often, wear masks / avoid close contact.

Unit 28: Pollution

Unit objectives

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

- a identify types of pollution.
- b state causes of pollution.
- c explain effects of pollution on the environment.

Suggested teaching and learning materials

- PlusOne Social Science Grade 5 Learner’s Book page 135-139.
- Social Science Grade 3-7 syllabus.
- Pictures of the different types of pollution.
- Chart with causes and effects of pollution.

Teaching notes

Types of pollution

Ask learners to look at the pictures of polluted water, land, air, and noisy places. Explain using real-life examples:

- Air pollution: smoke from cars, industries, or burning.
- Water pollution: dirty rivers or lakes filled with plastic or waste.
- Land/soil pollution: dumping rubbish in open areas.
- Noise pollution: loud music, machines, traffic.

Causes of pollution

- Air: fumes from cars, smoke from fires.
- Water: waste dumped in rivers.
- Land: littering and dumping hazardous waste.
- Noise: loud machines, airports, road traffic.

Effects of pollution

Pollution type	Effects on people	Effects on environment
Air	Breathing problems (asthma)	Acid rain, global warming.
Water	Diseases (cholera, typhoid)	Kills fish and animals.
Land	Unclean areas	Harms plants and soil life.
Noise	Hearing problems	Scares wildlife.

Suggested answers

Activity 28.1

Say, “Today we are going to learn about different types of pollution. Pollution is when the environment becomes dirty or unsafe. Can you name some types of pollution?”

1 Pair work:

- Ask learners to form **pairs**.
- Instruct each pair to **discuss** the different types of pollution they know.

2 Drawing task (Say):

“Each pair must choose three **types of pollution**, then think and write **one way to stop it**.”

3 Sharing:

Let each pair **present their charts** and **explain** their solution to the class.

Model answers:

Type of pollution	Sample drawing description	How it can be stopped
Air pollution	Smoke coming out of factories or cars.	Use clean energy, plant more trees.
Water pollution	Rubbish thrown into a river or stream.	Do not litter, clean up river banks.
Land pollution	Plastic bags and bottles on the ground.	Recycle, use bins for rubbish.
Noise pollution	Loud music or honking cars near houses.	Reduce noise, follow rules about sound levels.

Exercise 28.1

- 1 Water bodies
- 2 A (Dust and smoke)
- 3 Air and water pollution
- 4 Air

Activity 28.2

- 1 Say, “Let’s now think about our environment. What do you see in your area that pollutes the land, water, or air?”
- 2 If possible, take learners **outside** to observe (around school grounds).
If not, ask them to **imagine** or **recall** what they see in their **home areas**.
- 3 “Each learner will now **stand and say one cause of pollution** they have seen in their environment.”

Model answers:

Learner’s environment	Cause of pollution seen
School yard	Litter from snack wrappers.
Home area	Smoke from burning rubbish.
River nearby	People throwing bottles and plastics.
Roadside	Noise from loud music in commuter buses.

Exercise 28.2

- 1 Land and noise pollution.
- 2 Pollution of the land or soil.
- 3 Too much loud noise from traffic or machines.
- 4 Household dumping, deforestation.

Activity 28.4

Say, “In your groups, suggest ways to reduce pollution. Then write them down and share with the class.”

Examples to expect from learners:

- Do not dump litter.
- Plant more trees.
- Recycle plastic and bottles.
- Reduce use of cars — walk or use bikes.

Three causes of climate change :

1 Cutting down too many trees (deforestation)

Trees help clean the air. When many are cut down, more carbon dioxide stays in the air and causes the Earth to warm.

2 Burning fuels like coal and petrol

Cars, factories, and power stations burn fuels that release gases into the air. These gases trap heat and cause the climate to change.

3 Too much waste and pollution

Rubbish, smoke, and chemicals from homes and industries pollute the air and land, which adds to the warming of the earth.

Unit revision exercises

Multiple choice answers

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

Structured questions answers

- 1 Air, water, land and noise.
- 2 Makes animals sick or kills them.
- 3 Old people and young children.
- 4 Loud machines and equipment.

Topic 8

Managing and coping with changes

Unit 29: Puberty: Understanding menstruation

Unit objectives

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

- a** describe changes associated with menstruation.
- b** state ways of managing changes with menstruation.

Suggested teaching and learning materials

- PlusOne Social Science Grade 5 Learner's Book page 140-143.
- Social Science Grade 3-7 syllabus.
- Chart with changes associated with menstruation and ways of managing the changes.

Teaching notes

What is menstruation

- A monthly cycle where the uterus sheds its lining, causing bleeding.
- Prepares a girl's body for possible pregnancy.
- Typically occurs every 28 days (but can range from 21 to 35 days).

Changes during menstruation

- Physical changes:
 - **Bleeding:** Uterine lining is shed.
 - **Breast tenderness:** Breasts feel sore before a period.
- Stomach cramps (*jeko/isilumo*):
 - Caused by contractions of the uterus.
- Emotional changes:
 - **Mood swings:** Sadness, irritability, anxiety.
 - **Fatigue:** Feeling tired or weak.
- **Premenstrual syndrome (PMS):** Combination of mood and physical symptoms before a period.

Ways of managing menstruation

- **Personal hygiene:** Bathe regularly, keep genital area clean and dry.
- **Medication:** Pain relief for cramps (consult an adult).
- **Healthy diet:** Eat fruits, vegetables, whole grains.
- **Counselling:** Talk to a trusted person for support.
- **Sanitary products:** Pads, tampons, menstrual cups (change every 4–6 hours).
- **Wear comfortable clothing:** Avoid tight synthetic clothes.
- **Stay hydrated:** Drink plenty of water.

Suggested answers

Activity 29.1

Understand the importance of knowing menstrual changes.

- 1 Divide learners into small groups.
- 2 Ask each group to discuss:
 - What changes girls go through during menstruation (physical and emotional)?
 - Why it is helpful to know about these changes?
- 3 Let each group present 2–3 points.
- 4 Summarise by explaining how this knowledge helps girls feel more prepared.

Model answers

- Helps girls and women feel confident and prepared.
- Reduces fear, shame, and stigma around menstruation.
- Encourages boys and men to be understanding and supportive.
- Promotes respect and dignity for girls and women.
- Creates a safe and inclusive environment at home and school.
- Supports girls to stay in school and participate fully during menstruation.

Exercise 29.1

- | | |
|-----------|---------------|
| 1 uterine | 3 contracting |
| 2 breast | 4 anxiety |

Activity 29.2

Discuss importance of hygiene during menstruation.

- 1 Start with a class discussion on hygiene habits (bathing, changing pads).
- 2 Ask:
 - What happens if hygiene is not maintained?
 - How can we stay fresh and clean during periods?
- 3 Write learners' ideas on the board.

- 4 Emphasise key points: cleanliness, changing sanitary products, using clean underwear, staying hydrated.

Exercise 29.2

- 1 Menstruation is the process where the body sheds the lining of the uterus every month, which causes bleeding.
- 2 It can happen every 28 days, but sometimes between 21–35 days.
- 3 It depends with each individual.
- 4 A girl might feel moody, sad, tired or irritable.
- 5 Keep clean by bathing, using sanitary products, and changing underwear regularly.

Unit revision exercises

Multiple choice answers

- 1 B
- 2 B
- 3 A
- 4 B
- 5 B

Structured questions answers

- 1 The uterine lining is shed, which causes bleeding.
- 2 Staying hydrated helps reduce cramps, bloating and fatigue.
- 3 Talking to someone gives emotional support and reduces stress or fear.
- 4 Sanitary products include pads, tampons and menstrual cups.

Topic 9

Social etiquette

Unit 30: *Unhu/Ubuntu/Vumunhu*

Unit objective

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

- a** outline principles of *Ubuntu/ Unhu/Vumunhu*.

Suggested teaching and learning materials

- PlusOne Social Science Grade 5 Learner's Book page 144-146.
- Social Science Grade 3-7 syllabus.
- Chart with Unhu principles.

Teaching notes

Principles of *Ubuntu/Unhu/Vumunhu*

Principle	Explanation
Respect	Honour others' dignity and opinions to create harmony.
Compassion	Be kind and helpful, especially when others face challenges.
Interconnectedness	We are all connected; our actions affect others.
Empathy	Understand and share the feelings of others.
Forgiveness	Let go of anger to promote healing and unity.
Mutual exchange	Share and support each other, helping everyone thrive together.

Activity 30.1

Understand and apply *Ubuntu/Unhu/Vumunhu* in everyday life.

- 1** Divide learners into groups.
- 2** Assign each group 1–2 principles (respect and compassion).
- 3** Ask them to research or think of examples from their homes, schools or communities that show these values.
- 4** Have each group present their findings to the class.
- 5** Write the values on the board and relate them to real-life actions (helping others, listening respectfully, forgiving friends).

Exercise 30.1

- 1 respect
- 2 compassion
- 3 connected
- 4 Empathy
- 5 conflicts

Unit revision exercises

Multiple choice answers

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

Structured questions answers

- 1 Respect and compassion.
- 2 Helping someone who is sick; comforting a friend in need.
- 3 We are connected, so helping others helps the whole group; harming one person harms the group.
- 4 It helps us see things from others' perspectives and solve problems peacefully.
- 5 Forgiveness helps communities heal, avoid revenge and build peace.

Topic 10

Entitlements/Rights and Responsibilities

Unit 31: Citizen rights and responsibilities

Unit objectives

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

- a** define a citizen.
- b** state rights and responsibilities of citizens.
- c** distinguish between rights and responsibilities.

Suggested teaching and learning materials

- PlusOne Social Science Grade 5 Learner's Book page 147-150.
- Social Science Grade 3-7 syllabus.
- Chart with ways of protecting people's rights.

Teaching notes

Term	Meaning
Citizen	A person who lives in a country and has rights and responsibilities in that country.
Rights	Privileges or entitlements for example the right to vote, to life, or to freedom.
Responsibilities	Duties or things we must do as citizens for example, obey laws, vote, pay taxes.
Crime	An illegal act punishable by law.
Investigation	The process of finding out about an activity or situation.

Suggested answers

Activity 31.1

Understanding citizen rights through discussion.

- 1** Ask learners: "What do you know about your rights as a citizen?"
- 2** Write answers on the board (voting, education, freedom).
- 3** Prompt them with questions like:
 - Why do we need rights?
 - How do rights help us in our daily lives?

- 4 Guide them to link rights to responsibilities.
- 5 Summarise: “Every right has a matching responsibility.”

Exercise 31.1

- 1 A citizen has the right to vote.
- 2 Rights are entitlements, while responsibilities are duties. Rights can be challenged in court; responsibilities are requirements.
- 3 Rights like voting are limited by age – only people 18 years and above can vote.

Unit revision exercises

Multiple choice answers

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

Structured questions answers

- 1 **Citizens** have the right to life.
- 2 Citizens always **obey** the laws.
- 3 A right is a special **benefit**.
- 4 Citizens have the responsibility to respect national **symbols**.
- 5 Two rights of a citizen:
 - Right to life.
 - Right to vote.
- 6 Two responsibilities of a citizen:
 - Obeying laws.
 - Paying taxes.
- 7 A **right** is something you are allowed to do; a **responsibility** is something you are expected to do.

Unit 32: Violation of rights

Unit objectives

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

- a identify people whose rights are likely to be violated.
- b explain how people’s rights can be violated.
- c describe ways to protect citizen rights.

Suggested teaching and learning materials

- PlusOne Social Science Grade 5 Learner’s Book page 150-153.
- Social Science Grade 3-7 syllabus.
- Chart with ways of protecting people’s rights.

Teaching notes

Word	Meaning
Discrimination	Unfair treatment based on race, age, gender, or disability.
Neglect	Failure to care for someone, leading to harm.
Advocacy	Supporting a cause to protect rights of vulnerable groups.

People whose rights are often violated

Group	Challenges
Children	Neglect, abuse, lack of access to education and health.
Women	Discrimination, domestic violence, limited opportunities.
Men	Societal pressure, discrimination, mental health challenges.
Elderly	Ageism, neglect, poor healthcare.
Underprivileged	Poverty, exclusion, lack of basic needs.
People with disabilities	Physical barriers, limited access to education/jobs.

Ways rights can be violated

- 1 Discrimination – unfair treatment based on identity.
- 2 Neglect – not providing needed care.
- 3 Abuse – physical, emotional, or sexual harm.
- 4 Exclusion – denying access due to stereotypes.
- 5 Injustice – unfair legal treatment or lack of protection.

Ways to protect citizen rights

Method	What it does
Legal frameworks	Establish laws that protect rights.
Education and awareness	Help people know and demand their rights.
Advocacy	Support groups that defend vulnerable communities.
Support services	Offer legal aid, counselling, shelters.
Community engagement	Report, prevent, and respond to violations.

Suggested answers

Activity 32.1

- 1 Divide class into 6 groups and assign each a group (children, elderly, women).
- 2 Ask each group to research:

- What challenges that group faces.
 - How their rights are violated.
 - What help they need.
- 3 Let them present their findings.
 - 4 Summarise using a class chart: Group, Violation, Support needed.

Exercise 32.1

- 1 Children often face neglect and abuse.
- 2 Women may experience discrimination in the workplace and at home.
- 3 The elderly may struggle with ageism and inadequate support.
- 4 People with disabilities encounter barriers to education and employment.
- 5 The underprivileged lack access to basic needs.

Activity 32.2: Rights violations

Ask learners to investigate on specific rights violations in their communities. Then write a report on their findings: you can help by guiding them with the following questions:

- 1 Write these questions on the board:
 - What is discrimination?
 - How does neglect affect someone?
 - What does injustice look like?
- 2 Let learners respond and connect answers to real life.

Examples of some of the rights they may come up with:

Right violated	Example	Solution
Right to education	A child is stopped from going to school.	Report to school authorities or social services.
Right to shelter	A family is forced out of their home.	Provide safe housing through local support groups.
Right to protection from abuse	A child is beaten or mistreated.	Report abuse to police or child protection groups.
Right to food	Some families go hungry.	Community food aid or feeding schemes.
Right to health	A sick person cannot access medical care.	Take them to the nearest clinic or health centre.

Activity 32.2

- 1 Discrimination
- 2 Care/support
- 3 Abuse
- 4 Resources
- 5 Protection or fairness

Activity 32.3: Poster making

Raise awareness about human rights organisations.

- 1 Ask learners to research any group (Legal Resources Foundation, Childline Zimbabwe).
- 2 Guide them to create posters with:
 - The organisation's name
 - Who they help
 - What services they offer
 - Contact details (if known)
- 3 Display the posters on classroom walls.

Exercise 32.3

- 1 Establishing legal frameworks.
- 2 Education and awareness.
- 3 Advocacy groups work to support marginalised communities.
- 4 Access to legal aid and counselling.
- 5 Community engagement helps report violations.

Unit revision exercises

Multiple choice answers

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

Structured questions answers

- 1 Children, women, people with disabilities.
- 2 Discrimination (treating people unfairly), neglect (not giving care).
- 3 Laws make sure people are protected fairly and punish those who violate rights.

Unit 33: Prevention and management of incidences of bullying

Unit objectives

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

- a define bullying.
- b identify types of bullying.
- c state causes of bullying.
- d outline ways of preventing, reporting and managing bullying.

Suggested teaching and learning materials

- PlusOne Social Science Grade 5 Learner’s Book page 154-158.
- Social Science Grade 3-7 syllabus.
- Chart with types of bullying.

Teaching notes

Bullying is deliberate and repeated harmful behaviour by one person or group towards someone who is weaker or more vulnerable. It can happen in schools, workplaces, homes, and online.

Types of bullying

Verbal	Using words to insult or threaten (for example teasing, name-calling).
Physical	Hitting, kicking, or damaging someone’s property.
Social	Spreading rumours, excluding someone from a group.
Cyberbullying	Using digital platforms to send harmful messages or content.

Causes of bullying

- Desire for power or control.
- Low self-esteem.
- Lack of empathy.
- Emotional issues (anger, jealousy).
- Victimization (bullies who were once bullied).

Prevention and management strategies

Prevention	Management strategy
Education	Helps learners understand bullying and reduce it.
Open communication	Encourages victims to speak up.
Reporting mechanisms	Makes it easier to report and stop bullying.
Support systems	Provides a safe space for victims to seek help.
Intervention	Peers or adults stop bullying as it happens.

Suggested answers

Activity 33.1: Poster design

- 1 Ask learners to draw or find images that show:
 - Verbal bullying
 - Physical bullying
 - Cyberbullying
 - Social bullying
- 2 Let them create a group poster titled “Say No to Bullying”
- 3 Display posters around the classroom or school.

Exercise 33.1

- 1 words
- 2 alone
- 3 schools
- 4 emotional
- 5 repetitive

Activity 33.2: Class discussion

- 1 Let learners share bullying incidents they have witnessed or heard of (real or fictional).
- 2 Discuss:
 - What happened?
 - Who was involved?
 - How could it have been stopped?

Exercise 33.2

- 1 name-calling
- 2 kicking
- 3 reputation
- 4 platforms
- 5 psychological harm

Activity 33.3: Chart creation

- 1 Ask learners in groups to list the causes of bullying.
- 2 Match each cause with a possible solution (emotional issues → counselling).
- 3 Present the chart to the class.

Exercise 33.3

- 1 power
- 2 self-esteem
- 3 empathy
- 4 jealousy
- 5 bullied

Activity 33.4 – Role play

- 1 In groups, learners act out how to report bullying and support a victim.
- 2 Use scenes like:
 - In the classroom.
 - On the playground.
 - Online bullying report.
 - Discuss how the situation was handled.

Exercise 33.4

- ➊ reduce
- ➋ bullying
- ➌ channels
- ➍ bullied
- ➎ bullying

Unit revision exercises

Multiple choice answers

- ➊ B
 - ➋ C
- ➌ B
 - ➍ B

Structured questions answers

- ➊ Bullying is repeated and intentional harmful behaviour towards a weaker person.
- ➋ Verbal, physical, social, cyberbullying
- ➌ Emotional issues include anger, frustration, or jealousy.
- ➍ They may bully others to make themselves feel better or powerful.
- ➎ It helps us understand the root of the problem and find better solutions.

Unit 34: Help and support for the abused

Unit objectives

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

- a identify sources of help and support for the abused.
- b explain the importance of seeking help and support.

Suggested teaching and learning materials

- PlusOne Social Science Grade 5 Learner’s Book page 159-162.
- Social Science Grade 3-7 syllabus.
- Chart with sources of help for the abused.

Teaching notes

Sources of help and support

Source	Role
Village health workers	Provide First Aid, counselling, and refer to clinics.
Traditional Leaders	Resolve family conflicts and give guidance.

Source	Role
Social Workers / Community Care Workers	Offer counselling, support with food, shelter, education, and referrals.
Police Victim-Friendly Unit	Investigate abuse cases, protect victims, take statements.
Clinics	Provide medical care and emotional counselling.

Importance of seeking support

- Professionals know how to respond.
- Victims feel less alone and more hopeful.
- Providers offer quicker solutions.
- In emergencies, help can prevent further harm.

Suggested answers

Activity 34.1

- 1 Divide learners into small groups.
- 2 Each group lists **sources of help** from their community.
- 3 Let them explain how each source assists abused persons.

Exercise 34.1

- 1 Listen to victims, investigate abuse, provide support and protection.
- 2 Social workers.
- 3 Provide First Aid.

Activity 34.2

- 1 **Create a list of service providers in your community and their contact information.**

Service provider	Service provided	Contact information
Clinic / Local Hospital	Medical care and treatment	Aswers vary
Police Station	Security and protection	999 or local police number.
Victim-Friendly Unit (VFU)	Support for victims of abuse	0808 00 0199 (Childline Zimbabwe)
Social Welfare Office	Help for orphans, vulnerable children	0242 706981
Local NGO (for example, Childline)	Counselling and support for children	116 (Free call)

- 2 **Draw a picture of someone seeking help from a service provider.**

Instruction to learners:

Let learners draw a picture of:

- A child talking to a nurse at a clinic.

- A woman reporting a case at a police station.
- A family getting food at a social service centre.

(Encourage them to label the drawing)

3 Write a short story about a time when you sought help from a service provider.

Model answer:

“One day, I was feeling very sick and had a high fever. My mother took me to the local clinic. The nurse was very kind and gave me medicine. After a few days, I felt better. I was happy because I got the help I needed.”

4 Role-play different scenarios where seeking help from a service provider is important.

Ideas for role play scenarios:

- A child reporting bullying to a teacher.
- A woman reporting abuse to the police.
- A sick person asking for help at a clinic.
- A child calling Childline for counselling.

Teacher guide:

- Divide learners into small groups.
- Assign each group a scenario.
- Let each group act it out for the class.

Unit revision exercises

Multiple choice answers

- | | |
|------------|------------|
| 1 D | 4 A |
| 2 A | 5 C |
| 3 C | |

Structured questions answers

- 1** The Victim-Friendly Unit is part of the police department.
- 2** They provide support services, such as medical care or counselling.
- 3** It helps children feel supported and protected/It gives quick access to expert help.

Topic 11

Health

Unit 35: Drug and substance abuse

Unit objectives

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

- a state drugs and substances commonly abused.
- b explain effects of drug and substance abuse.

Suggested teaching and learning materials

- PlusOne Social Science Grade 5 Learner's Book page 163-167.
- Social Science Grade 3-7 syllabus.
- Chart with effects of drug abuse.

Teaching notes

Commonly abused drugs

- Alcohol
- Caffeine
- Nicotine
- Tobacco
- Broncleer cough syrup (when misused)

Illegal drugs:

- *Marijuana* (dagga)
- Cocaine
- Glue (inhalant abuse)
- Coca

Effects of drug and substance abuse

Short-term effects

- Loss of appetite.
- Sleeplessness.
- Increased heart rate.
- Poor memory/thinking.
- Dropping out of school.
- Lack of coordination.

Long-term effects

- Heart disease
- Respiratory problems
- Liver damage
- Kidney damage
- Brain damage (loss of memory, thinking problems).

Causes of drug abuse among youth

- Peer pressure.
- Enjoyment/curiosity.
- Stress or emotional problems.
- Self-medicating.
- Influence from media.

Suggested answers

Activity 35.1: Unscrambling words

- 1
- Learners unscramble names in Column A.
- 2
- Draw arrows to match correct names in Column B.

Column A	Correct match
oeaicne	Cocaine
acco	coca
jurinmana	marijuana
Colnola	alcohol
Coacbot	tobacco
tinecoin	nicotine

Exercise 35.1

- 1 A substance that changes how the body works.
- 2 Drugs allowed by law.
- 3 Alcohol, caffeine, prescription medicines.
- 4 age and location of use
- 5 *Marijuana*

Activity 35.2: Invite a health worker

Let learners:

- Write questions before the session.
- Summarise what they learned about drug effects.

Exercise 35.2

- 1 The misuse of drugs or substances to feel good.
- 2 Legal and illegal.
- 3 Sleeplessness
- 4 Kidneys
- 5 Liver disease / brain damage / heart disease

Activity 35.3 Visit a rehabilitation centre

Let learners:

- observe how support is provided.
- ask about withdrawal, counselling and recovery steps.

NB: In case you fail to visit a rehabilitation centre, key points to teach learners:

Rehabilitation centres (rehab) are places where people who are addicted to drugs or substances get professional help to stop using them and return to healthy living. The process usually includes the following key steps, which you can explain to learners:

Admission and assessment

- When a person arrives at a rehab centre, trained staff (doctors, nurses, counsellors) first assess their condition.
- They ask questions about what substances were used, for how long, and how often.
- This helps them create a personal recovery plan.

Detoxification (Withdrawal management)

- Detox is the process where the body cleans itself of drugs or alcohol.
- During this time, a person may experience withdrawal symptoms like headaches, shaking, sweating, sadness or anger.
- Medical staff monitor them closely and may give treatment to reduce pain or discomfort.

Counselling and therapy

- After detox, counsellors and psychologists help the person through therapy sessions.
- This includes:
 - Individual counselling – one-on-one sessions to talk about personal struggles.
 - Group counselling – people in recovery meet and share experiences.
 - Family counselling – family members are involved to rebuild trust and give support.

Life skills training and education

- Rehabs also teach:
 - how to manage stress.
 - how to say no to drugs.
 - how to make healthy choices.
- This helps the person build a new lifestyle that keeps them drug-free.

Aftercare and support

- Once the person leaves rehab, they are not left alone.
- Rehab centres connect them to support groups or follow-up counselling.
- They are encouraged to stay away from old habits and report any relapse (returning to drugs).

Unit revision exercises

Multiple choice answers

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

Structured questions answers

- 1 A drug is a substance that changes how the body works.
- 2 Illegal drugs are drugs not permitted by law and cannot be sold.
- 3 Cough syrup, nicotine, tobacco.
- 4 Broncleer cough syrup.
- 5 Brain damage and liver damage.
- 6 Misuse of drugs.
- 7 Peer pressure, curiosity.

Unit 36: Communicable diseases

Unit objectives

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

- a** identify communicable diseases.
- b** state ways in which communicable diseases can spread.
- c** list ways of preventing communicable diseases.
- d** describe effects of communicable diseases.

Suggested teaching and learning materials

- PlusOne Social Science Grade 5 Learner's Book page 168-174.
- Social Science Grade 3-7 syllabus.
- Chart communicable diseases.

Teaching notes

Communicable diseases are diseases that can be spread from one person to another through germs, contaminated food or water, body fluids, or bites from infected animals/insects.

Examples of communicable diseases:

COVID-19, cholera, typhoid, stis, hiv, influenza, tb, malaria, common cold

How they spread:

- Through contact with infected people or contaminated surfaces.
- Through air (coughing/sneezing).
- Through contaminated food or water.
- Through blood or sexual contact.
- Through insect bites.

Prevention:

- Practising good hygiene (washing hands).
- Using clean water and cooking food properly.
- Using mosquito nets and repellents.
- Wearing masks and keeping social distance.
- Using protection during sex.
- Avoiding sharing sharp objects.

Effects:

- Affects body systems (for example cough, fever, diarrhoea)
- Causes absenteeism from school or work.
- Can lead to embarrassment, tiredness, and social isolation.
- Can be deadly if not treated.

Suggested answers

Activity 36.1: Word search

- 1 Divide learners into small groups.
- 2 Give them the word search grid.
- 3 Ask them to identify all the diseases hidden in the puzzle.
- 4 Let them group the words into two categories:
 - Communicable diseases
 - Non-communicable diseases
- 5 Discuss answers as a class.

Model answers:

Communicable diseases:

- COVID-19
- Cholera
- Typhoid
- Influenza

Non-communicable diseases:

- Diabetes
- Asthma
- Cancer

Exercise 36.1

- 1 A disease that is transmissible between people.
- 2 COVID-19, Cholera.

Activity 36.2: How diseases are spread

- 1 Divide learners into groups and assign each group one disease from the table (COVID-19, cholera, HIV, influenza).
- 2 Ask them to read how that disease spreads.
- 3 Let each group prepare a short explanation in their own words.
- 4 Groups take turns presenting to the class.

Model answer example (COVID-19):

COVID-19 spreads through touching infected people or surfaces, and through the air when someone coughs or sneezes.

Exercise 36.2

- 1 HIV
- 2 Through the air.
- 3 Not doing physical activities like exercising.

Activity 36.3: Ways of preventing diseases

- 1 Put learners into two groups.
- 2 Assign one group “Communicable Diseases” and the other “Non-Communicable Diseases.”
- 3 Ask them to list as many prevention methods as they can.
- 4 Each group shares its findings.
- 5 Teacher corrects and supplements answers.

Model answers:

- COVID-19: wash hands, wear masks, social distancing.
- Cholera: drink safe water, wash hands, cook food well.
- HIV: use condoms, don’t share sharp objects.
- Malaria: sleep under a mosquito net.

Exercise 36.3

- 1 Wash hands with soap and water, wearing masks, sanitising.
- 2 Chlorine tablets.
- 3 Malaria
- 4 Use of condoms, abstinence, not sharing injections.

Unit revision exercises

Multiple choice answers

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

Structured questions answers

- 1 HIV
- 2 Influenza
- 3 COVID-19, Cholera, HIV, typhoid, STIs, TB, influenza,
- 4 Through air, water, contact, or body fluids.
- 5 To kill germs and make it safe to drink.
- 6 Sleeping under a mosquito net.

Unit 37: HIV and AIDS

Unit objectives

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

- a define HIV and AIDS.
- b explain the ways in which HIV can be transmitted.
- c describe some of the ways used to prevent and reduce the risk of HIV transmission.

Suggested teaching and learning materials

- PlusOne Social Science Grade 5 Learner's Book page 175-179.
- Social Science Grade 3-7 syllabus.
- Chart on ways to reduce the risk of HIV transmission.

Teaching notes

How HIV is transmitted:

- Through unprotected sexual contact with an infected person.
- Sharing sharp objects (razor blades, needles, syringes).
- From mother to child during pregnancy, childbirth, or breastfeeding.

How HIV is not transmitted:

- Not through mosquito bites.
- Not through hugging, handshakes, or using the same toilet.

Ways to prevent HIV transmission:

- Avoid sharing sharp objects.
- Use protection during sexual contact (for example, condoms).
- Practice abstinence.
- Stick to one faithful sexual partner.
- Prevention of Mother to Child Transmission (PMTCT).
- Use of PEP (Post-Exposure Prophylaxis) soon after possible exposure.

Positive living for people with HIV:

- Taking ART (antiretroviral therapy) as prescribed.
- Eating a balanced diet.
- Exercising and resting.
- Avoiding stress.

Suggested answers

Exercise 37.1

- 1 Human Immunodeficiency Virus
- 2 Acquired Immunodeficiency Syndrome
- 3 White blood cells (or immune cells)
- 4 AIDS
- 5 The body becomes weak and cannot fight off infections.

Activity 37.1: Invite a resource person

- 1 Arrange with a nurse or health official from a nearby clinic.
- 2 Introduce the visitor and topic to the learners.
- 3 Let the resource person explain myths and facts about HIV transmission.
- 4 Let learners ask questions.
- 5 Thank the guest and summarise key points with learners.

Model answer

Can HIV be transmitted this way?	YES or NO
Sexual contact	Yes
Sharing razor blades	Yes
Mosquito bites	No
Hugging	No
Mother to child	Yes

Exercise 37.2

- 1 Razor blade, syringe.
- 2 During pregnancy, childbirth or breastfeeding.
- 3 Sexual contact and sharing sharp objects.

Exercise 37.3

- 1 Abstinence, using condoms.
- 2 Cure
- 3 HIV
- 4 It can spread the virus.
- 5 Abstinence

Multiple choice answers

- | | | | |
|---|---|----|---|
| 1 | D | 6 | B |
| 2 | B | 7 | C |
| 3 | C | 8 | A |
| 4 | D | 9 | A |
| 5 | A | 10 | C |

Structured questions answers

- 1 Human Immunodeficiency Virus.
- 2 When HIV attacks the immune system.
- 3 Razor blade.
- 4 During pregnancy, childbirth or breastfeeding.
- 5 Post-Exposure Prophylaxis.
- 6 Avoiding sexual activity.
- 7 Prevention of Mother to Child Transmission.
- 8 Living a healthy lifestyle with HIV.
- 9 Eating a balanced diet and taking ART.
- 10 To help the body remain strong and fight infections.

Unit 38: First Aid

Unit objectives

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

- a identify situations where First Aid is required.
- b explain the importance of First Aid.

Suggested teaching and learning materials

- PlusOne Social Science Grade 5 Learner's Book page 180-185.
- Social Science Grade 3-7 syllabus.
- Chart with situations where first AID is required.

Teaching notes

- First Aid is the immediate care given to someone who is hurt or suddenly ill before professional help arrives.
- A person who gives First Aid is called a **First Aider**.

Situations that need First Aid:

- **Drowning:** The person is not breathing – needs help to breathe again.
- **Broken bone:** The body part must be kept still and supported.
- **Fainting:** Brain not getting enough blood – lie the person down and lift legs.
- **Bleeding:** Put pressure on the wound to stop blood loss.
- **Seizures:** Protect from injury; wait until it stops.

Importance of First Aid:

- Saves lives.
- Prevents injuries from getting worse.
- Reduces pain and suffering.
- Helps the person recover quicker.
- Offers comfort and support.

Suggested answers

Activity 38.1

Role-play: Situation where First Aid is needed at school

- 1 Divide learners into small groups.
- 2 Assign each group a situation – fainting, cut, fall, seizure.
- 3 Ask them to act out what happens and how First Aid is given.
- 4 Other learners watch and give feedback.

Example:

- **Situation:** A learner falls and bleeds from the knee.
- **Action:** First aider presses clean cloth on wound, comforts the injured learner, and calls a teacher.

Exercise 38.1

- 1 Drowning, bleeding.
- 2 To help save lives or stop further harm.

Activity 38.2

Essential items for a First Aid kit

- 1 Ask learners: “What things help when someone is hurt?”
- 2 Let groups brainstorm and report.
- 3 The facilitator shows a real/illustrated First Aid kit (if available).

Model answers:

- Bandages – cover wounds.
- Plaster – cover small cuts.
- Gloves – protect from infection.
- Cotton wool – clean wounds.
- Antiseptic – clean and kill germs.

Exercise 38.2

- 1 Save
- 2 CPR
- 3 Getting worse
- 4 Pain
- 5 Reassurance

Activity 38.3

Dramatise precautions while attending an injured friend

- 1 Place learners in groups of 4–5.
- 2 Ask them to dramatise what they would do if someone is injured while playing.
- 3 Focus on safety, staying calm and calling for help.

Key actions:

- Move others away from danger.
- Stay with the injured person.
- Call a teacher or adult.
- Do not touch blood with bare hands.

Unit revision exercises

Multiple choice answers

- | | | | |
|---|---|---|---|
| 1 | C | 4 | B |
| 2 | A | 5 | B |
| 3 | C | 6 | B |

Structured questions answers

- 1 Immediate help given to a sick or injured person.
- 2 Check if the person is breathing, call for help, and give CPR if trained.
- 3 It is dangerous; the first aider must not put themselves at risk.
- 4 The path from the mouth and nose to the lungs.
- 5 You can help others in emergencies for example stopping bleeding after an accident.
- 6 Call for help or report to an adult – it helps the injured person get more care.

Topic 12

Career guidance

Unit 39: Career pathways

Unit objectives

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

- a** define career pathways.
- b** identify career pathways.
- c** discuss learning areas leading to different careers.

Suggested teaching and learning materials

- PlusOne Social Science Grade 5 Learner's Book page 186-190.
- Social Science Grade 3-7 syllabus.
- Chart career pathways.

Teaching notes

Career pathways are different routes or directions that people take to reach their career goals. These include education, training, and job experiences that help someone succeed in a specific job field.

Types of career pathways:

- 1 STEM (Science, Technology, Engineering, Mathematics)** – Careers like doctor, engineer, scientist, IT specialist.
- 2 Visual and Performing Arts** – Careers like artist, dancer, musician, actor.
- 3 TVET (Technical and Vocational Education and Training)** – Careers like electrician, carpenter, plumber, chef.
- 4 Humanities** – Careers that focus on human culture and history for example, journalist, historian, archaeologist.
- 5 Commercials** – Careers in business for example, accountant, entrepreneur, economist.

Choosing a career:

- Choose based on your interests, strengths, and subjects you enjoy.
- Know the learning areas that lead to that career.
- Avoid copying friends' choices. Choose what suits you best.

Suggested answers

Activity 39.1

Choose a career you find interesting and write down three key facts about it including required skills, education and job outlook.

- 1 Let each learner choose one career they admire.
- 2 Ask them to write three facts:
 - What skills are needed?
 - What education is required?
 - What does the job involve?

Model answer (Example: doctor)

- Must be good at Science and Biology.
- Needs to attend medical school.
- Helps sick people and saves lives.

Exercise 39.1

- 1 routes
- 2 skills
- 3 colleges
- 4 workplace
- 5 entrepreneurship

Activity 39.2

Find out the subjects that are required for you to be accepted to study in any of the careers you aspire to pursue when you grow up.

- 1 Instruct learners to use the table on page 188 Learner's Book to find their preferred career path.
- 2 Ask them to identify the school subjects needed for it.
- 3 Let them present their chosen career and the subjects needed.

Model answer (example):

- Career: Engineer
- Subjects needed: Mathematics, Science, and Technology

Exercise 39.2

- 1 Doctor
- 2 Sports teacher or coach.
- 3 Interests and subjects.
- 4 Because the subject should match your interests and future goals.
- 5 Example: I want to be a teacher because I enjoy helping others learn and I like school work.

Activity 39.3

Take turns in class to role-play any career of your choice.

- 1 Assign roles or let learners pick a career (teacher, nurse, builder).
- 2 Learners act out tasks related to the job (a nurse checking a patient's temperature).
- 3 Encourage props like a book for a teacher or toy tools for a builder.
- 4 Ask the class to guess which career is being acted.

Unit revision exercises

Multiple choice answers

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

Structured questions answers

- | | |
|--------------------------------|--------------------------------------|
| 1 Doctor – Sciences | 4 News reading – Languages |
| 2 Digital marketer – Languages | 5 Interests and subjects one enjoys. |
| 3 Baking – Food technology | |

Unit 40: Financial literacy

Unit objectives:

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

- define financial literacy.
- state ways of earning money.
- list ways of saving money.

Suggested teaching and learning materials

- PlusOne Social Science Grade 5 Learner's Book page 191-194.
- Social Science Grade 3-7 syllabus.
- Chart with ways of earning money.

Teaching notes

Financial literacy is the ability to understand and manage money effectively. It helps learners make smart financial decisions in their daily lives.

Key concepts of financial literacy

- **Earning:** Getting money through work, chores, or businesses.
- **Saving:** Putting money aside for future use.
- **Spending:** Using money to buy things one needs or wants.
- **Sharing:** Giving money to others or donating.
- **Budgeting:** Planning how to use and save money.

Ways of earning money

- **Full-time job:** Working regularly and earning a steady income.
- **Entrepreneurship:** Starting a business and selling goods or services.
- **Investing:** Putting money into assets (for example, property or stocks) to grow it.
- **Buying and selling:** Trading goods to earn profit.

Ways of saving money

- **Piggybank:** Putting coins and notes into a jar or tin.
- **Bank account:** Saving in a formal bank and earning interest.
- **Saving pocket money:** Keeping part of weekly money instead of spending all.
- **Avoiding impulse buying:** Thinking twice before buying.
- **Budgeting:** Planning how to spend and save money.

Suggested answers

Activity 40.1

Task: Choose one way to earn money and explain how you would start.

Step-by-step guidance:

- 1 Introduce the different ways of earning money using a chart.
- 2 Ask learners to choose one (selling lemonade).
- 3 Guide them to write down:
 - What they will sell or do.
 - Where they will sell.
 - How they will start (materials, space, helpers).
- 4 Allow learners to present their business ideas.

Model answer:

I will earn money by selling sweets at school tuckshop. I will buy sweets from the supermarket in bulk. I will use my lunch money to start. I will ask my aunt to help me set up my stand.

Exercise 40.1

- 1 steady
- 2 businesses
- 3 risks
- 4 stocks
- 5 patience

Activity 40.2

Task: In groups, write down three ways of saving money.

- 1 Put learners into small groups.
- 2 Ask each group to recall and list three saving methods.
- 3 Have groups share ideas with the class.
- 4 Discuss their savings goals (what they want to save for).

Model answers:

- Using a piggy-bank.
- Saving part of pocket money.
- Avoiding buying snacks every day.

Exercise 40.2

- 1 Saving is putting aside money for future use.
- 2 Buying snacks daily, spending all pocket money.
- 3 To avoid spending money on food every day.

Activity 40.3

In groups, list different ways of earning money. Give learners a chart or worksheet with space for 4–5 methods.

- 1 Let each group brainstorm and list ways.
- 2 Display answers on the board

Model answers chart:

Way of earning	Example
Full-time job	Teacher, nurse
Entrepreneurship	Tuckshop, baking
Investing	Buying cows to breed and sell.
Buying and selling	Vegetables, juice, sweets

Unit revision exercises

Multiple choice answers

- ① A
- ② B
- ③ A
- ④ D

Structured questions answers

- ① Financial literacy is the ability to understand and manage money wisely.
- ② Piggybank, keeping money in a jar.
- ③ People save money to use it in future or for emergencies.

Topic 13

Religion

Unit 41: Key teachings in Indigenous Religion

Unit objectives

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

- a** identify key teachings in Indigenous Religion.
- b** explain the importance of key teachings in Indigenous Religion.

Suggested teaching and learning materials

- PlusOne: Social Science Grade 5 Learner's Book page 195-198.
- Social Science Grade 3-7 syllabus.
- Chart with key teachings in Indigenous religion.

Teaching notes

Indigenous Religion in Zimbabwe emphasises the sacred connection between people, nature, ancestors, and community. Key values such as *Ubuntu/Unhu/Vumunhu*, respect for elders, family unity, and environmental care are central. These teachings aim to guide ethical living and preserve culture.

- **Connection with nature and ancestors:** Nature (land, animals, plants) is sacred. Ancestors are honored and believed to guide the living.
- ***Ubuntu/Unhu/Vumunhu*:** A philosophy that teaches that all people are connected and must support each other.
- **Family and community importance:** Emphasizes cooperation, unity, and support.
- **Respect for elders and traditions:** Elders pass down knowledge and customs. Their guidance is vital.
- **Respecting nature and wildlife:** All living things are interconnected. People must show respect, including seeking permission before using natural resources.

Why these teachings matter:

They help preserve culture, protect the environment, strengthen families, promote wisdom and ensure holistic (spiritual, emotional, physical) well-being.

Suggested answers

Activity 41.1: Poster creation

Learners create a poster showing one key teaching from Indigenous Religion.

- 1 Briefly revise the key teachings (connection to nature, *Ubuntu*, family, elders, among others).
- 2 Group learners into pairs or small groups.
- 3 Assign each group a different key teaching or let them choose.
- 4 Provide materials: paper, crayons, markers, or allow drawing in exercise books.
- 5 Guide them to include:
 - A heading of the teaching (“Respect for elders”)
 - Simple drawings (family helping each other)
 - Key words or phrases (“Ubuntu”, “Togetherness”, “Wisdom”)
- 6 Circulate and assist learners as they work.
- 7 Presentation: Ask a few groups to present and explain their poster to the class.

Model poster example:

- **Title:** *Family Unity*
- **Drawing:** A family sharing a meal or helping each other in a field.
- **Words:** *Support, Together, Ubuntu*

Exercise 41.1

- 1 *Ubuntu/Unhu/Vumunhu*
- 2 Supporting
- 3 Knowledge
- 4 Interconnected

Activity 41.2: Group discussion

Learners discuss the importance of understanding Indigenous Religion teachings.

- 1 Organise class into 4–5 small groups.
- 2 Ask: “Why is it important to understand Indigenous Religion teachings today?”
- 3 Prompt learners to think about:
 - How teachings help preserve culture.
 - How they guide behavior and respect.
 - How they build unity in families and communities.
- 4 Each group writes down at least 3 reasons.
- 5 Invite each group to present to the class.
- 6 Facilitate discussion and highlight key ideas on the board.

Model answers

- They help us care for nature and people.
- Teach us to work together as a family and community.
- Help us respect elders and traditions.
- Make us proud of our identity.

Exercise 41.2

- 1 Cultures
- 2 Sustainable
- 3 Elders

Unit revision exercises

Multiple choice answers

- | | | | |
|---|---|---|---|
| 1 | B | 4 | C |
| 2 | B | 5 | B |
| 3 | B | 6 | B |

Structured questions answers

- 1 It shows that nature and ancestors are sacred and must be respected. This helps people understand their connection to the land and to past generations.
- 2 Indigenous teachings encourage working together, supporting one another and honoring ancestors. This strengthens unity and relationships.
- 3 Elders preserve stories, customs and beliefs by passing them on to younger generations, helping to maintain traditions.
- 4 They teach people to respect nature, ask permission before using natural resources, and treat all living things as sacred.
- 5 They promote balance in life by addressing physical, emotional and spiritual well-being through teachings on nature, relationships and respect.

Unit 42: Religious artefacts in Indigenous Religion (IR)

Unit objectives

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

- a** identify religious artefacts in Indigenous Religion.
- b** describe religious artefacts.

Suggested teaching and learning materials

- Plus One Social Science Grade 5 Learner's Book page 199-202.
- Social Science syllabus Grade 3-7.
- Pictures of indigenous religious artefacts.

Teaching notes

Religious artefacts in Indigenous Religion are physical objects that hold cultural and spiritual significance. They are used in rituals, communication with spirits, and for representing authority or sacredness. These artefacts include items made from natural resources like wood, animal parts, and gourds.

Artefacts:

- 1 Whisk** – Made from animal tails (cow, antelope, buffalo, zebra); symbol of authority, used by healers to chase evil spirits or misfortunes.
- 2 Gourd** – Dried fruit shell; used to store sacred liquids, offer to ancestors, or as a rattle in rituals.
- 3 Bow and arrow** – Symbol of power and protection, used in offerings and ritual performances.
- 4 Ritual axe (gano)** – Decorated axe used in initiation, sacrifices, and symbolising land connection.
- 5 Drum** – Made from logs and animal skin; used in communication with spirits, guiding songs, and uniting the community.

Importance:

- Connect people with their spiritual world.
- Help express values like authority, protection and reverence.
- Preserve cultural identity and pass on traditional practices.

Suggested answers

Activity 42.1: Artefact presentation

Task: Design your own artefact inspired by a gourd or walking stick and explain its meaning.

- 1 Begin with revision: Go over the five religious artefacts discussed.
- 2 Ask learners to think about artefacts in their homes or communities that have symbolic value.
- 3 Guide learners to design their own artefact on paper (for example walking stick, gourd).
- 4 Encourage inclusion of:
 - a simple drawing.
 - name of the artefact.
 - what it is made from.
 - what it symbolizes or is used for.
- 5 Allow learners to present to the class and explain their artefact.

Model answer:

- **Artefact:** Healing stick.
- **Drawing:** Stick with symbols and feathers.
- **Meaning:** Used by a healer to bless and protect children.
- **Material:** Wood, feathers, beads.

Exercise 42.1

- 1 Authority
- 2 Cows
- 3 Water

Unit revision exercises

Multiple choice answers

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

Structured questions answers

- 1 It shows authority and status. It is used in rituals to chase away evil spirits or misfortunes.
- 2 To cleanse evil spirits and chase away misfortunes or avenging spirits.
- 3 It can be a tool for walking and a symbol of wisdom or status in ceremonies.
- 4 Wood, animal parts (tail or skin), and plant materials (for example, gourds).
- 5 Drums are used to communicate with the spiritual realm, guide songs and dances, and unite the community.

Unit 43: Attire in Indigenous Religion

Unit objectives

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

- a** identify different attire in Indigenous Religion.
- b** describe different attire in Indigenous Religion.

Suggested teaching and learning materials

- PlusOne: Social Science Grade 5 Learner's Book page 203-206.
- Social Science Grade 3-7 syllabus.
- Pictures of attire in indigenous religion.

Teaching notes

Attire or regalia in Indigenous Religion refers to special clothing worn during ceremonies and rituals. These garments are often symbolic of cultural identity, status, and roles within the religious community. They differ according to gender, occasion, and the role of the person wearing them.

Key attire items:

- 1 Headgear** – Made from bird feathers; worn by traditional chiefs and healers to show leadership and spiritual status.
- 2 Beads** – Worn mainly by women; symbolise femininity, fertility, spirituality, and cultural stages (especially in Ndebele tradition).
- 3 Leg rattles** – Worn during rituals and dances; produce sound and enhance rhythm. Made from animal hide or plant fibres.
- 4 Mbikiza/Imisi** – Clothing made from animal skin; represents connection to ancestors and nature.

Cultural importance:

- Differentiates roles during ceremonies (for example, leaders vs healers).
- Reinforces gender identity and traditional values.
- Connects individuals with ancestors and heritage.
- Enhances the ceremonial atmosphere through visual and sound effects.

Suggested answers

Activity 43.1: Traditional attire collage

Learners create a collage of traditional attire.

- 1** Introduce the attire types (headgear, beads, leg rattles, *mbikiza*).
- 2** Bring or display pictures from books or magazines showing traditional clothing.

- 3 Provide learners with magazines, scissors, glue, and blank paper OR allow them to draw their own pictures.
- 4 Instruct them to cut or draw items representing each traditional attire discussed.
- 5 Guide them to label each item (“Beads – worn by women”, “*Mbikiza* – made from animal skin”).
- 6 Ask for presentations or display collages on a classroom wall.

Model collage example:

- Drawings or cut-outs of:
 - A chief wearing headgear
 - A girl with colourful beads
 - Dancer with leg rattles
 - Mbikiza skirt
- Labels and simple captions

Exercise 43.1

- 1 Ceremonial
- 2 Ritual
- 3 Healers
- 4 Femininity
- 5 Dances

Unit revision exercises

Multiple choice answers

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

Structured questions answers

- 1 Beads symbolise femininity, fertility, and spiritual well-being.
- 2 Headgear shows leadership and spiritual authority during ceremonies.
- 3 Beads mark important life stages and express cultural identity.
- 4 They create sound and enhance rhythm, adding to the ritual’s atmosphere.
- 5 Animal skins

Unit 44: Key teachings in Christianity

Unit objectives

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

- a** identify key teachings in Christianity.
- b** discuss the significance of key teachings in Christianity.

Suggested teaching and learning materials

- PlusOne Social Science Grade 5 Learner's Book page 207-209.
- Social Science Grade 3-7 syllabus.
- Chart with key teaching in Christianity.

Teaching notes

Christian teachings shape how believers behave, relate with others, and grow spiritually. These teachings promote love, peace, humility, kindness and strong faith in God.

Key teachings:

- 1 Love** – Christians must love one another and treat others as they would like to be treated.
- 2 Forgiveness** – Letting go of anger and forgiving others brings peace.
- 3 Humility** – Christians should not boast but serve others, like Jesus did.
- 4 Compassion** – Helping those in need with kindness.
- 5 Faith** – Believing and trusting in God always.

Suggested answers

Activity 44.1: Poster creation

Learners design a poster showing Christian beliefs (Monotheism, Trinity, Jesus as Son of God).

- 1** Briefly revise the three concepts:
 - Monotheism – Belief in one God.
 - Trinity – Father, Son, Holy Spirit.
 - Jesus as Son of God – Central Christian belief.
- 2** Ask learners to brainstorm what symbols can represent each (cross for Jesus, triangle for Trinity, light or heavens for God).
- 3** Group work (15–20 min):
 - Give each group blank paper or use exercise books.
 - Instruct them to draw at least 3 images with short captions.
 - Encourage use of Christian values like love, faith, and compassion in the drawings.
- 4** Presentation: Each group explains their poster to the class.

Model poster answer

- **Cross** – Faith in Jesus.
- **Heart** – Love one another.
- **Three circles or triangle** – The Trinity.
- **Hands shaking** – Forgiveness and reconciliation.
- **Bible image** – Source of Christian teaching.

Exercise 44.1

- 1 Any four of the following:
 - **Love** – Encourages care for others; helps Christians follow Jesus' example.
 - **Forgiveness** – Teaches Christians to let go of anger and reconcile with others.
 - **Humility** – Reminds Christians to serve others and remain modest.
 - **Compassion** – Promotes helping the poor and suffering with kindness.
 - **Faith** – Builds trust in God and gives hope in difficult times.

Unit revision exercises

Multiple choice answers

- 1 B
- 2 B
- 3 C

Structured questions answers

- 1 Caring for others selflessly and loving one's neighbour.
- 2 Letting go of anger and forgiving as God forgives.
- 3 Showing empathy and kindness to those in need.
- 4 Love motivates forgiveness and helps restore relationships.
- 5 It brings healing, peace and reconciliation.

Unit 45: Religious artefacts in Christianity

Unit objectives

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

- a identify religious artefacts in Christianity.
- b describe religious artefacts.

Suggested teaching and learning materials

- PlusOne Social Science Grade 5 Learner's Book page 210-212.
- Social Science Grade 3-7 syllabus.
- Pictures of artefacts in Christianity.

Teaching notes

Religious artefacts in Christianity are sacred objects used in worship, teaching, and spiritual reflection. These artefacts help believers remember key Christian teachings and connect with God during prayer and ceremonies.

Key artefacts in Christianity

- 1 **Bible** – The holy book of Christians, guiding their faith and behaviour.
- 2 **Cross** – Symbol of Jesus' sacrifice and love; reminds believers of salvation.
- 3 **Rosary** – A string of beads used for prayer and meditation, especially by Catholics and Anglicans.
- 4 **Chalice** – A cup used during Holy Communion to hold wine, symbolising Jesus' blood.
- 5 **Paten** – A small plate used during Holy Communion to hold bread, symbolising Jesus' body.
- 6 **Crucifix** – A cross with Jesus' body on it, symbolising his suffering and sacrifice for humanity.

Why artefacts matter

- They help in spiritual reflection and connection with God.
- They symbolise important events in Christianity.
- They are used during major ceremonies like Communion.
- They guide Christian teaching and worship.

Suggested answers

Activity 45.1: Group listing

In groups, list the artefacts found in Christianity.

- 1 Review the artefacts with the class (Bible, cross, rosary, chalice, paten, crucifix).
- 2 Divide the class into small groups.
- 3 Give each group paper or allow verbal discussion.
- 4 Ask each group to:
 - List as many Christian artefacts as they can remember.
 - Match the artefacts to their use if possible.
- 5 Invite groups to present their lists.
- 6 Write a complete list on the board after all groups present.

Model answer

- Bible
- Cross
- Crucifix
- Chalice
- Paten
- Rosary

Exercise 45.1

- 1 Objects used in religion to guide faith and worship.
- 2 Bible, Cross, Chalice, Rosary
- 3
 - **Bible** – Guides Christian faith and teachings.
 - **Cross** – Symbolises Jesus' love and crucifixion.
 - **Chalice** – Holds wine during Communion, representing Jesus' blood.
 - **Rosary** – Helps Christians meditate and pray.

Unit revision exercises

Multiple choice answers

1. B
2. C
3. B
4. B

Structured questions answers

- 1 It reminds them of Jesus' suffering and sacrifice for salvation.
- 2 It holds wine that represents Jesus' blood in the new covenant.
- 3 It holds bread representing Jesus' body during Holy Communion.
- 4 It helps them focus on prayer by counting the beads and reflecting on Christian teachings.

Unit 46: Attire in Christianity

Unit objectives

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

- a identify different attire in Christianity.
- b describe different attire in Christianity.

Suggested teaching and learning materials

- PlusOne Social Science Grade 5 Learner's Book page 213-215.
- Social Science Grade 3-7 syllabus.
- Chart with attire in Christianity.

Teaching notes

Attire in Christianity symbolises respect, purity, authority, and unity. It is worn during worship, ceremonies, and religious services by leaders and congregation members. Different garments have distinct purposes and meanings depending on denomination and role.

Christian attire:

- 1 **Robe** – Worn by priests, symbolising purity and service to God.
- 2 **Clerical collar** – Worn by ordained ministers, showing commitment to serving God.
- 3 **Mitre** – A ceremonial headdress worn by bishops, symbolising authority.
- 4 **Rosary** – A string of prayer beads, also worn as a reminder of faith.
- 5 **Church uniforms** – Worn by choir members, ushers, and church groups to show unity and identity.

Why it matters

- Promotes reverence and respect during worship.
- Identifies religious roles and responsibilities.
- Fosters unity among church members.

Suggested answers

Activity 46.1

Learners research one type of Christian attire and write a short report on its importance and use.

- 1 Review types of attire (robe, collar, mitre, rosary, uniforms).
- 2 Assign or let learners choose one attire type.
- 3 Guide them to research or recall:
 - Who wears it?
 - When is it worn?
 - What does it represent?
- 4 Instruct learners to write 3–5 sentences explaining the item's role and meaning.
- 5 Allow volunteers to present their reports to the class.
- 6 Display reports or compile into a class booklet.

Model answer:

The robe is worn by priests during church services. It shows purity and dedication to serving God. Different colours are used depending on the season or type of service.

Exercise 46.1

- 1 Purity
- 2 Ordained
- 3 Bishops
- 4 Faith
- 5 Unity

Unit revision exercises

Multiple choice answers

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

Structured questions answers

- 1 It represents purity and dedication to God during worship.
- 2 It shows their role as ordained members committed to God's service.
- 3 It represents their authority within the church.
- 4 It reminds the wearer of their faith and devotion to prayer.
- 5 They promote a sense of unity and belonging among members.

Unit 47: Key teachings in Islam

Unit objectives

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

- a identify key teachings in Islam.
- b explain the importance of key teachings in Islam.

Suggested teaching and learning materials

- PlusOne Social Science Grade 5 Learner's Book page 216-219.
- Social Science Grade 3-7 syllabus.
- Chart with key teachings in Islam.

Teaching notes

Islam teaches obedience to one God (Allah) and outlines five key practices known as the **Five Pillars of Islam**. These guide Muslims in worship, moral behaviour, social responsibility, and connection to the faith.

Key teachings (Five pillars):

- ➊ **Shahada (Declaration of Faith)** – Saying and believing that there is no god but Allah, and Muhammad is His messenger.
- ➋ **Salat (Prayer)** – Muslims pray five times a day facing Mecca to stay spiritually connected.
- ➌ **Sawm (Fasting)** – During Ramadan, Muslims fast from dawn to sunset to practise self-control and spiritual growth.
- ➍ **Zakat (Charity)** – Giving a portion of wealth to help the poor; encourages social welfare and sharing.
- ➎ **Hajj (Pilgrimage)** – A trip to Mecca that every able Muslim must undertake once in their life; it promotes unity and forgiveness.

Importance

- Builds self-discipline, kindness, and spiritual connection.
- Encourages moral behaviour and community unity.
- Strengthens faith through daily practice and sacrifice.

Suggested answers

Activity 47.1

Research and write a paragraph about what Muslims do during Hajj and why it is important.

- ➊ Review the five pillars, focusing on Hajj.
- ➋ Discuss the purpose of Hajj – spiritual cleansing, unity, and obedience.
- ➌ Ask learners to write a short paragraph including:
 - What Hajj is.
 - What Muslims do (wear special clothes, walk around the Kaaba, pray).
 - Why it is important (forgiveness, unity, spiritual renewal).
- ➍ Let volunteers share their paragraphs aloud.

Model answer:

Hajj is a pilgrimage to Mecca. Muslims wear white clothes, walk around the Kaaba, and pray. It shows obedience to God and helps Muslims reflect, seek forgiveness, and feel united with other believers.

Exercise 47.1

- ➊ There is no god but Allah
- ➋ Prayers
- ➌ Dawn
- ➍ Need

Unit revision exercises

Multiple choice answers

- | | | | |
|---|---|---|---|
| 1 | B | 4 | B |
| 2 | B | 5 | B |
| 3 | B | 6 | B |

Structured questions answers

- 1 It confirms belief in one God and that Muhammad is His messenger.
- 2 Muslims fast from dawn to sunset to practise self-control and spiritual growth.
- 3 It supports the poor and creates equality and generosity in the community.
- 4 It symbolises unity, obedience, and spiritual cleansing.
- 5 They shape their behaviour, prayer routine, generosity, and sense of belonging.

Unit 48: Religious artefacts in Islam

Unit objectives

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

- a identify religious artefacts in Islam.
- b describe religious artefacts.

Suggested teaching and learning materials

- PlusOne Social Science Grade 5 Learner's Book page 220-223.
- Social Science Grade 3-7 syllabus.
- Chart with artefacts in Islam.

Teaching notes

Religious artefacts in Islam are items that support Muslim worship and reflect key Islamic values. They help Muslims observe prayer, maintain modesty, and show reverence for holy objects.

Islamic artefacts

- 1 **Holy Qur'an** – The sacred book of Islam, believed to be the word of Allah. It guides all aspects of a Muslim's life.
 - **Rehal (Qur'an stand)** – A wooden stand used to hold the Qur'an during recitation, showing respect.
 - **Prayer beads (Misbaha)** – Used to count recitations or names of Allah (dhikr) during prayer and meditation.
 - **Prayer mat** – Used during Salah to create a clean, designated space for worship.
 - **Hijab** – A headscarf worn by many Muslim women to show modesty and faith.

Significance:

- These artefacts deepen spiritual practice and connection to God.
- They encourage discipline, modesty, and respect for religious rituals.
- Help Muslims maintain focus and cleanliness during prayer.

Suggested answers

Activity 48.1

Learners write a paragraph on the significance of the Holy Qur'an in daily life.

- 1 Begin with a discussion on what the Qur'an is and how Muslims use it.
- 2 Ask learners guiding questions:
 - What does the Qur'an teach?
 - How is it used in daily life?
 - Why is it respected?
- 3 Instruct learners to write a paragraph covering:
 - The definition of the Qur'an
 - Its importance in guiding actions and beliefs
 - Its role in prayer and teaching
- 4 Give learners time to write and share their responses.

Model paragraph

The Holy Qur'an is the book of Islam and is believed to be the word of Allah. It teaches Muslims how to live, pray, and behave. Muslims read it during prayers and follow its teachings daily. It is treated with great respect.

Exercise 48.1

- 1 Qur'an, Prayer mat, Rehal.
- 2 **Qur'an** – Holy book guiding Muslim faith and life.
Prayer mat – Clean space for worship during Salah.
Rehal – Stand used to hold the Qur'an during reading.
- 3 Dhikr.

Unit revision exercises

Multiple choice answers

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

Structured questions answers

- 1 It is the word of Allah and guides Muslims in how to live and worship.
- 2 It holds the Qur'an during reading to show respect.
- 3 They help Muslims count recitations and stay focused in prayer.
- 4 To ensure a clean and respectful space for prayer.

Unit 49: Attire in Islam

Unit objectives

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

- a identify different attire in Islam.
- b describe different attire in Islam.

Suggested teaching and learning materials

- PlusOne: Social Science Grade 5 Learner's Book page 224 - 226.
- Social Science Grade 3-7 syllabus.
- Chart with attire in Islam.
- Pictures of Islamic attires.

Teaching notes

Islamic attire is clothing worn by Muslims that reflects respect for faith, modesty, and cultural identity. It differs for men and women and varies in style and colour across cultures. Learners should understand that attire in Islam is not only about covering the body but also showing religious commitment.

Types of attire

- 1 **Hijab** – Covers hair and neck, symbolising modesty.
- 2 **Jilbab** – An outer garment worn by women for full body coverage.
- 3 **Niqab** – Covers the face except the eyes, worn as a sign of commitment to modesty.
- 4 **Burqa/Burka** – Covers the entire body and face with a mesh screen; associated with cultural interpretations of modesty.
- 5 **Thobe** – A long robe worn by men, often white or light coloured; worn for formal and everyday occasions.

Suggested answers

Activity 49.1

Research the significance of modest clothing in different cultures. Write a short paragraph about how modesty is expressed through clothing in various societies.

- Briefly explain modesty and its meaning in Islam and other cultures.
- Show pictures or illustrations of modest attire from different parts of the world.
- Divide learners into small groups.
- Each group chooses one culture (Islamic, Christian, Hindu, African traditional).
- Provide books or allow learners to use classroom posters or shared readings.
- Ask learners to write one short paragraph summarising what they found.
- Encourage them to mention clothing types, reasons for modesty, and cultural significance.
- Allow one or two groups to read their work to the class.

Model answer

In Islam, modest clothing such as the hijab or jilbab is worn to show respect and faith. In African cultures, long skirts and head wraps are often worn to show dignity. In some Christian traditions, women cover their heads in church as a sign of respect. Modesty helps people feel proud of their beliefs and traditions.

Exercise 49.1

- 1 faith
- 2 coverage
- 3 eyes

Unit revision exercises

Multiple choice answers

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

Structured questions answers

- 1 It symbolises modesty and respect for faith in Islam.
- 2 A jilbab is a full-body outer garment worn over other clothes to provide full coverage.
- 3 The niqab shows a woman's strong commitment to modesty by covering the face except for the eyes.
- 4 A burqa includes a mesh screen to cover the face, unlike other garments.
- 5 The thobe reflects cultural identity and is worn by men on formal and informal occasions.

Unit 50: Key teachings in Judaism

Unit objectives

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

- a** identify key teachings in Judaism.
- b** explain the importance of key teachings in Judaism.

Suggested teaching and learning materials

- PlusOne Social Science Grade 5 Learner's Book page 227-229.
- Social Science Grade 3-7 syllabus.
- Chart with key teachings in Judaism.

Teaching notes

Judaism teaches its followers to live according to the will of God through laws, ethical behavior, and special practices. Learners should understand:

- 1 Halakha (law and tradition):** A set of rules guiding daily life — how Jews should pray, treat others, and interact in the community.
- 2 Ethical living:** Doing what is right, helping those in need, and being kind and fair to others.
- 3 Monotheism:** The belief in one God who created and watches over the universe.
- 4 Sabbath observance (Shabbat):** A holy day of rest from Friday evening to Saturday evening. It includes prayer, rest, and time with family.
- 5** These teachings help Jewish people live with purpose, respect, and faith.

Suggested answers

Activity 50.1

Write a list of foods you would like to have for a special Shabbat dinner. Include a main dish, side dishes, and a dessert.

- 1** Explain the Sabbath: Talk about how Jewish families prepare special meals for Shabbat.
- 2** Brainstorming: Ask learners what kinds of food they usually have for a family dinner.
- 3** Writing Task: Learners create a menu with:
 - 1 main dish
 - 2 side dishes
 - 1 dessert
- 4** Sharing: Let learners share their menus in groups or with the class.

Model menu example:

- **Main dish:** Roasted chicken
- **Side dishes:** Rice with vegetables, salad
- **Dessert:** Chocolate cake

Exercise 50.1

- 1 Law and tradition, ethical living.
- 2 Law and tradition: Jews follow Halakha, a set of rules guiding prayers, actions, and behaviour.
Ethical living: Jews value kindness, fairness, and helping others.
Monotheism: Jews believe in only one God, who created and cares for the world.
- 3 one
- 4 evening
- 5 worship and reflection

Unit revision exercises

Multiple choice answers

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

Structured questions answers

- 1 Halakha guides Jewish people on how to live, pray, and behave in daily life.
- 2 It teaches people to be kind, fair, and helpful to others.
- 3 Judaism teaches that there is only one God who created and watches over everything.
- 4 Families rest, pray, share meals, and spend time together.
- 5 By helping others, being fair and following rules that promote kindness and unity.

Unit 51: Religious artefacts in Judaism

Unit objectives

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

- a identify religious artefacts in Judaism.
- b describe religious artefacts.

Suggested teaching and learning materials

- PlusOne Social Science Grade 5 Learner’s Book page 230-232.
- Social Science Grade 3-7 syllabus.
- Pictures with artefacts in Judaism.

Teaching notes

Artefacts are physical objects that carry cultural or religious meaning.

Jewish religious artefacts:

- 1 Menorah – A special candle holder with seven or nine branches.
- The 9-branched menorah (Hanukkiah) is used during Hanukkah.
 - Symbolises the miracle of light and is lit each night during the festival.
- 2 Yad – A pointer shaped like a hand with a finger at the end.
- Used to read the Torah without touching it, showing respect for the holy text.
- 3 Mezuzah – A small case holding a parchment inscribed with Hebrew scripture.
- Attached to doorposts to remind Jewish families of God’s commandments.
- 4 Torah scroll – The most sacred text in Judaism.
- Contains the first five books of the Hebrew Bible.
 - Written by hand on parchment and kept in a synagogue.

Suggested answers

Activity 51.1

Ask learners to choose one artefact (Torah scroll, Menorah, Mezuzah, Yad).

- Revise artefacts with learners using pictures in the textbook.
- Discuss what each artefact symbolises.
- Ask learners to select one artefact and draw it.
- Let them write a short paragraph describing it and explaining its importance in Jewish culture.
- Invite learners to share their displays with the class.
- Encourage respectful questions and peer feedback.

Model answer example (poster)

Artefact	Description	Importance in Judaism
Mezuzah	Small case with a scroll inside	Reminds families of their faith and commandments

Exercise 51.1

- 1 Menorah, Torah scroll, Yad
- 2 **Menorah:** Candle holder used during Hanukkah.
Torah scroll: Sacred Jewish text with the first five books of the Hebrew Bible.
Yad: Pointer used to read the Torah without touching it.
- 3 Mezuzah
- 4 Hebrew Bible
- 5 Artefact

Unit revision exercises

Multiple choice answers

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

Structured questions answers

- 1 It is a symbol of light and celebration during Hanukkah.
- 2 It allows people to read the Torah without touching the scroll.
- 3 It reminds them of their faith and God's commandments.
- 4 The first five books of the Hebrew Bible.

Unit 52: Attire in Judaism

Unit objectives

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

- a identify different attire in Judaism.
- b describe different attire in Judaism.

Suggested teaching and learning materials

- PlusOne Social Science Grade 5 Learner's Book page 233-235.
- Social Science Grade 3-7 syllabus.
- Pictures of attire in Judaism.

Teaching notes

Jewish attire reflects deep spiritual values, modesty, and religious identity. Clothing such as the kippah, tallit, tefillin, and kittel holds symbolic meaning and is used for prayer, special occasions, and as reminders of God's presence and commandments.

Types of jewish attire

- 1 **Kippah (Yarmulke):**
 - A small cap worn by Jewish men.
 - Shows respect for God and reminds them of God’s presence.
- 2 **Tallit:**
 - A special prayer shawl with fringes called *tzitzit*.
 - Worn during morning prayers as a reminder of God’s commandments.
- 3 **Tefillin:**
 - Small black boxes with Torah verses, worn on arms and forehead.
 - Symbolises binding God’s words to one’s life and heart.
- 4 **Kittel:**
 - A white robe worn by men on special occasions like weddings or Jewish festivals.
 - Represents purity and devotion.

Activity 52.1

Task:

Create your own *Kippah*: Use paper or fabric to design and create a small *Kippah*. You can decorate it with your favourite colours or symbols. Share with your class why you chose your design.

- 1 Briefly revise what a *kippah* is and its meaning in Judaism (respect for God, reminder of His presence). Show real-life images or textbook illustrations of *kippahs*.
- 2 Provide paper, cardboard circles, or fabric scraps. Ask learners to design a *kippah* and colour or decorate it using crayons, markers, or any available material. Guide them to include symbols that show respect, holiness, or things important to them.
- 3 Ask each learner to stand up and briefly explain their design and colour choice. Reinforce that every design reflects personal thoughts or respect for sacred things.

Model output example (for display):

Learner’s name	Kippah design	Symbol/Colour meaning
Musa	Blue with a Star	Blue = holiness, Star = God’s presence
Tariro	Yellow stripes	Yellow = joy in worship
Lee	Rainbow pattern	Diversity in faith and people

Exercise 52.1

- 1 kippah
- 2 fringes
- 3 black boxes
- 4 respect
- 5 morning

Unit revision exercises

Multiple choice answers

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

Structured questions answers

- 1 To show respect and remind them that God is with them.
- 2 To remind people to follow God's commandments.
- 3 They help bind God's teachings to their minds and hearts.
- 4 It means deep respect for God and sacred customs.
- 5 A rule that God wants people to follow.

Topic 14

Social services and volunteerism

Unit 53: Prominent people and organisations involved in voluntary work in the past and present at local and national level

Unit objectives

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

- a** identify prominent people and organisations involved in voluntary work in the past and present.
- b** describe the contributions of these people and organisations to beneficiaries in the community.

Suggested teaching and learning materials

- PlusOne Social Science Grade 5 Learner's Book page 144-146.
- Social Science syllabus Grade 3-7.
- Chart with *Unhu/Ubuntu/Vumunhu* principles.

Teaching notes

This unit focuses on how different individuals and organisations have helped others without expecting payment (volunteerism). These acts of kindness have helped many needy groups such as orphans, the sick, people with disabilities, and widows. Learners should understand:

- The meaning of voluntary work.
- Examples of individuals and organisations involved.
- Contributions made to society.

Prominent figures and organisations covered include:

- **Jairos Jiri** – Founded the Jairos Jiri Association, built schools and homes, trained people with disabilities.
- **Sally Mugabe** – Helped orphans and widows, founded the Child Survival Development Foundation.

- **Matthew Rusike** – Methodist minister who cared for vulnerable children and founded a children's home.
- **St Giles** – A rehabilitation centre for people with disabilities.
- **Red Cross** – An NGO providing disaster relief and health support.
- **Churches** – Offer social, spiritual and financial support through schools, clinics and donations.

Suggested answers

Activity 53.1

- 1 Group learners and ask them to brainstorm ways they can assist the less privileged in their community.
- 2 Ask each group to present their ideas to the class.
- 3 Guide the discussion and write main ideas on the board.

Model ideas:

- Donating clothes or food.
- Cleaning around elderly people's homes.
- Helping orphans with homework.

Exercise 53.1

- 1 12 November 1982
- 2 The aged
- 3 Gweru
- 4 Children with hearing impairments.

Activity 53.2

- 1 Assign learners to visit a local voluntary organisation (or interview someone working there).
- 2 Ask learners to find out the work done and the people helped.
- 3 Let them share findings in class through posters, oral reports or charts.

Model answer:

- Organisation: Catholic church centre
- Work done: Feeding the homeless and supporting orphans
- People helped: Orphans and homeless adults.

Exercise 53.2

- 1 Zimbabwe Child Survival Development Foundation
- 2 Orphans and widows.
- 3 Sally Mugabe
- 4 Disabled or sick.
- 5 Walking, bathing, dressing

Activity 53.3

- 1 Let learners identify the needy in their community (widows, orphans, street kids).
- 2 Ask them to suggest what these people need every day.
- 3 Present as a chart or oral report.

Model answers:

Food, clothing, school fees, health care

Activity 53.4

- 1 Organise learners into groups to role-play the work done by Sally Mugabe, Jairos Jiri or Matthew Rusike.
- 2 Guide them to include real contributions like building schools, caring for the sick or fundraising.
- 3 Each group performs for the class.

Model answer

A scene where “Jairos Jiri” is teaching woodwork to a boy with a disability.

Exercise 53.3

- 1 Non-Governmental Organisation
- 2 Red Cross
- 3 Orphans, disabled people, the sick.
- 4 The sick, injured and hungry.
- 5 Widows, orphans

Unit revision exercise

Multiple choice answers

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

Unit 54: Local voluntary organisations that empower the vulnerable

Unit objectives

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

- a** identify local organisations that empower the vulnerable.
- b** explain the role of local voluntary organisations in empowering communities.

Suggested teaching and learning materials

- PlusOne Social Science Grade 5 Learner's Book page 243-248.
- Social Science Grade 3-7 syllabus.
- Chart with local voluntary organisation.

Teaching notes

- A local voluntary organisation is a group formed within a community to help people in need without expecting payment.
- These organisations help people who are *vulnerable*, such as orphans, disabled people, widows, the homeless and the very poor.
- Their goal is to improve lives by providing basic needs, education, training, and emotional support.

Examples of local organisations:

- 1** Food banks – give groceries to families.
- 2** Homeless shelters – provide shelter and support.
- 3** Children's homes – care for orphans.
- 4** Disability support organisations – support people with disabilities.
- 5** Women's empowerment organisations – support abused women or train them for jobs.

Roles of these organisations include:

- Providing food, shelter, healthcare, clothing.
- Teaching life skills and job training.
- Offering counselling and emotional care.
- Promoting advocacy and connecting people within the community.

Suggested answers

Activity 54.1

Ask learners to choose any one local voluntary organisation.

- 1 Help them describe:
 - Its purpose (what it does).
 - Services it provides.
 - How it helps people in the community.
- 2 Let them write their answers and share with the class.

Model answer:

- Organisation: Rose Foundation
- Purpose: Helps poor families
- Services: Gives food, pays school fees, teaches parents job skills.
- Impact: Helps families live better lives.

Activity 54.2

- 1 Let learners design a colourful poster about a local voluntary organisation.
- 2 It must show:
 - organisation name.
 - what they do.
 - who they help.
- 3 Display posters on the classroom wall.

Model elements:

- Image of people receiving food
- Text: “We Care Home helps homeless children by giving them shelter and food.”

Activity 54.3: Group talk on community needs

Instructions for teacher:

- 1 Ask: “What do needy people in your community lack?”
- 2 Put learners into small groups and let them discuss.
- 3 Each group reports back.

Model answers

- Some people need food.
- Others need a safe place to live.
- Some children need school fees or uniforms.

Exercise 54.1

- 1 To provide food and groceries to families in need.
- 2 By giving shelter and support services.
- 3 Resources, advocacy, and training for people with disabilities.

Activity 54.4: Letter and role-play

- 1 Let learners write a letter to an organisation thanking them or offering support.
- 2 Then, act out how the organisation helps someone in the community.

Model letter:

“Dear Helping Hand Centre,

Thank you for feeding the poor in our town. We appreciate your good work.

Yours sincerely,

Rudo”

Unit revision exercises

Structured questions answers

1 Matching answers:

- Zimbabwe Red Cross Society → Offers free or low-cost training in carpentry, farming etc.
- Local religious volunteer groups → Help people living with disabilities and provide access to jobs, healthcare, education.
- School interact clubs → Run clean-up campaigns and environmental activities.
- Community-based organisation (orphans) → Offer shelter, food, and care during disasters.
- Environmental groups → Feed the hungry, support the sick, run food drives.
- Organisations supporting the disabled → Help with schoolwork, provide support.
- Youth skills centres → Teach children job skills, offer housing and education.

2 Help and support for people in need.

3 Food, space to grow food, and a place to meet and learn.

4 A child whose parents have died.

5 Orphans, the disabled.

6 Feeding programmes, clean-up campaigns.

7 **Capota School** – Children who are deaf.

- **Jairos Jiri** – helps people living with disabilities.

8 Painting, sewing, carpentry

Practical activity

- 9 Research a local organisation that empowers a vulnerable group and create a presentation to share with the class.

Example presentation

Organisation name: Leonard Cheshire Disability Zimbabwe Trust (LCDZT)

Vulnerable group empowered:

People living with disabilities (especially youth and women).

How they empower them:

- **Vocational training:** They teach skills such as carpentry, tailoring, and hairdressing.
- **Advocacy:** They speak up for disability rights and promote equal opportunities.
- **Support services:** They offer counselling, assistive devices, and community-based rehabilitation.
- **Job placement:** They help graduates find work or start small businesses.

Why this is important:

It helps people with disabilities become more independent and confident, reduces poverty, and promotes inclusion in society.

What to include in the presentation:

- Name and logo of the organisation.
- The group they help.
- Services offered
- Photos or drawings of people learning or working.
- A short message: “Empowering people with disabilities creates a stronger, fairer community.”